

# Initiating the Hybrid Teaching Mode of BOPPPR in L2 English Writing Instruction

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**Abstract:** *Based on the BOPPPS framework and in accordance with national teaching standards for English majors, this study proposes an innovative BOPPPR teaching model for hybrid second-language English writing instruction. This model emphasizes moral cultivation, digital empowerment, and learning diagnostics. The results demonstrate that the BOPPPR model effectively supports individualized instruction, enhances students' pragmatic competencies, including syntactic control and discourse organization and develops higher-order cognitive skills such as generalization, analytical thinking, and critical evaluation. Moreover, it fosters disciplined writing habits and promotes collaborative learning literacy. By seamlessly integrating socialist core values, the model also facilitates holistic education. The primary theoretical contributions of this research are twofold: it extends the original BOPPPS framework both theoretically and practically, and introduces the digitally enriched BOPPPR paradigm for whole-person development. These outcomes offer a valuable reference for the design and implementation of first-class courses in the new era.*

**Keywords:** L2 English Writing, BOPPPR teaching mode, Virtue nurturing; Diagnosis of students' leaning, Personalized remediation.

## 1. Introduction

In the post-pandemic era, the rapid development of digital technology has presented new opportunities and challenges for higher education in China, particularly in foreign language education. AI-assisted hybrid online-offline teaching is poised to become a new trend in the reform and development of higher education. Research on the application of artificial intelligence in teaching abroad has roughly gone through three stages: first, the programmed teaching machines with question-answer feedback in the 1950s (Guo Jiong et al., 2020)<sup>[1]</sup>; second, the stage in the early 21st century focused on human-machine collaboration, AI teaching assistants, and guided learning systems that emphasized personalized learning experiences for students (Guo Jiong et al., 2020)<sup>[1]</sup>; third, with the advent of ChatGPT, research and practice have emerged on human-machine interactive assisted writing systems applied to foreign language writing teaching and assessment (e.g., Barrot, 2023<sup>[2]</sup>; Su et al., 2023<sup>[3]</sup>). Recent studies have found that it can be used not only as an automated scoring tool but also to rate students' compositions based on pre-defined criteria and provide specific feedback.

According to CNKI research trend statistics, domestic exploration of applying artificial intelligence to English writing teaching and research on hybrid online-offline instruction started relatively late. It began to gradually rise from 2017, reached its first peak in 2021, and has maintained its popularity ever since. In recent years, the student-centered BOPPPS constructivist teaching theory has been widely applied to hybrid online-offline teaching across various courses, with related research showing a trend of diversification. Studies have consistently shown that the application of this theory helps improve teaching quality (Huang, 2022; Xu, 2023; Wang, 2023; Li Zhuangmiao et al., 2023)<sup>[4-7]</sup>. However, the research focus has primarily been on the procedural teaching design and practical exploration of the original BOPPPS model, with little creative adaptation based on course characteristics and student profiles. There is particularly scarce research and practice on its application in hybrid English writing instruction.

Existing studies have paid insufficient attention to the personalized diagnosis of students' strengths and weaknesses in writing ability, especially regarding tracking and remedial teaching for students' areas of weakness. The integration of ideological and political education (Zhou & Liu, 2021)<sup>[8]</sup> lacks a systematic approach. Most research topics in English writing teaching focus on "writing process," "writing feedback," and "error analysis of writing corpora," with relatively few studies combining these with the BOPPPS theoretical framework. There remains inadequate focus on the personalized diagnosis of various writing competencies during students' writing processes, particularly in addressing individual weaknesses through tracked remedial instruction. Furthermore, the organic integration of ideological and political education (Zhou & Liu, 2021)<sup>[8]</sup> has yet to form a coherent system.

The Report on Chinese College Students' English Writing Proficiency (2020)<sup>[9]</sup>, based on data from the iwrite online writing platform, concluded that while college students demonstrate relatively strong abilities in discourse organization and content structuring in online English writing, they show deficiencies in language application, particularly in the accuracy and complexity of linguistic expression. The application of post-writing revision strategies is limited, and students lack sufficient writing motivation. Furthermore, the platform pays inadequate attention to assessing metacognitive abilities in writing, especially concerning higher-order thinking skills such as comparison, analysis, and evaluation. Therefore, how to creatively apply the BOPPPS teaching theory to scientifically construct a hybrid online-offline English writing teaching model that fosters holistic education becomes the research question of this paper.

The adapted BOPPPR teaching model from BOPPPS, which integrates ideological and political education<sup>[10]</sup>, can fully leverage the feedback advantages of online writing evaluation platforms in language proficiency while compensating for their shortcomings in evaluating higher-order thinking skills such as comparison, analysis, evaluation, and innovation. This paper will employ a mixed-approach to construct and validate the educational value of the BOPPPR hybrid English

writing teaching model.

## 2. Construction of the BOPPPR Teaching Model

The BOPPPS teaching model originated from the Instructional Skill Workshop (ISW) project of teachers' teaching skills in British Columbia, Canada in the 1970s (Yu & Fang, 2020) [11]. Based on constructivism and communicative language teaching, it emphasizes student-centeredness in the teaching process and effectively enhances students' participation in classroom teaching (Sun Jinping, 2019; Ye Hui, 2020; Li Zhuangmang et al., 2023) [12,13,7]. This course is based on the BOPPPS teaching model and, in accordance with cutting-edge educational theories such as diagnostic assessment and outcome-oriented teaching, combined with the learning situation of English major students in our school, innovatively adapted the second step "O (Objective - Goal)" and the sixth step "S (Summary - Conclusion)" of the model, enriching and updating the connotations of other steps (as shown in Table 1), forming an "English Writing BOPPPR Innovative Teaching Model" centered on "personalized development of students' learning abilities" and featuring "diagnostic assessment, tracking and remediation".

Compared to the original BOPPPS model, the adapted BOPPPR personalized learning ability development model features clearer teaching objectives, more specific implementation steps, and a higher expected goal achievement rate. Taking the Bridge-in Section as an example, the BOPPPR model emphasizes the connection with previously learned content, highlights the systematic construction of knowledge systems, and activates students' existing knowledge schema by linking new lesson content, laying the foundation for new knowledge learning and making goal orientation more clear and specific.

In the Outcomes Section, the adapted model adds a specific goal-oriented pre-class writing output task. This design not only aligns with the language output characteristics of writing courses but also effectively corresponds to the implementation of teaching objectives. Meanwhile, it helps teachers preliminarily diagnose students' strengths and weaknesses through pre-class tasks, providing a basis for accurately identifying key and difficult teaching points and timely adjusting teaching plans.

The Pre-assessment Section innovatively adopts a participatory diagnostic learning classroom model,

highlighting the guiding role of pre-class learning diagnostics on teaching practice. Teachers can conduct preliminary learning analysis based on students' completion of pre-class tasks and optimize classroom teaching design according to the diagnostic results, further clarifying key and difficult teaching points.

In the Participatory Learning Section, the new model breaks through traditional classroom participation forms by introducing workshop-style diagnostics, student collaborative participation, and inquiry-based classroom teaching modes. By enhancing the depth of classroom interaction, it elevates the level of student participation in terms of higher-order thinking and challenge, making teaching organization more rigorous and goal achievement more efficient.

The Post-assessment Section enriches the traditional single-teacher feedback mechanism by integrating a multidimensional diagnostic evaluation system that includes peer assessment, student self-assessment, and teacher evaluation. While verifying the achievement of goals, it also identifies post-class remedial plans.

The Remedy [14] Section innovates the connotation of the traditional model's "course summary and reflection," establishing a personalized learning ability improvement mechanism characterized by "precise diagnosis and tracking remediation." As shown in Figure 1, the adapted BOPPPR diagnostic innovation teaching model, with diagnostic learning and facilitated learning as its core purpose, organically integrates the six major course links, forming a closed-loop knowledge system cycle. The construction of this model will provide innovative concepts and a solid theoretical foundation for online and offline hybrid teaching of English writing.

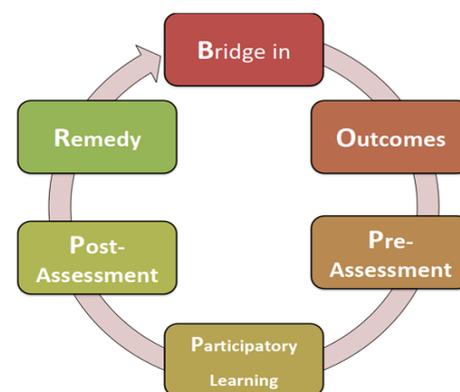


Figure 1: BOPPPR Teaching Mode

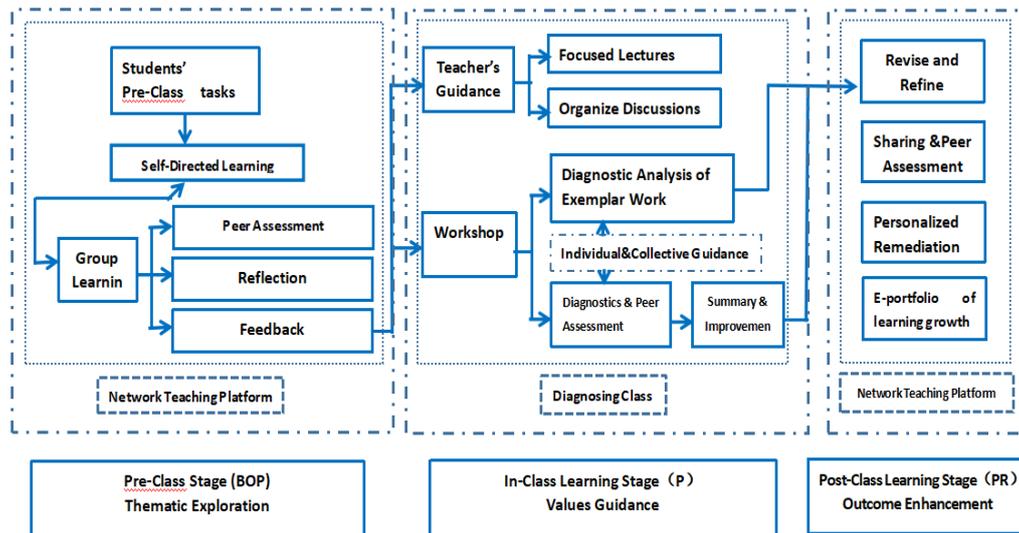
Table 1: Adapted BOPPPR from BOPPPS

Plot	BOPPPS		BOPPPR	
	Tasks	BOPPPS	BOPPPR	Tasks
1	Bridge in new lesson, draw Students' interests	Bridge in	Bridge in	Link the previous content, smoothly introduc the new lesson content, and stimulate the students' existing knowledge framework.
2	Clear up teaching objectives	Objective	Outcomes	Clarify the course objectives and assign pre-class tasks
3	Pre-assessing students' prior knowledge	Pre-assessment	Pre-assessment	Pre-assessing and diagnosing students' pre-class tasks for teaching design
4	Student-centered class teaching	Participatory Learning	Participatory Learning	Student-centered workshop for diagnosing students' weakness
5	Check whether the objectives have been achieved and provide feedback on the learning outcomes.	Post-assessment	Post-assessment	Examine the degree of achievement of the course objectives, assign after-class learning tasks, and implement multi-dimensional diagnostic evaluations
6	Course summary: Reflect on what you have learned and lead into the content of the next class.	Summary	Remedy	Implement targeted remedial measures and personalized guidance for students' weaknesses.

### 3. Initiating the Hybrid BOPPPR Teaching Mode in L2 English Writing Instruction

Figure 2 illustrates the online-offline hybrid diagnostic teaching model for English writing, centered around the BOPPPR framework. The entire teaching process is divided into three stages: pre-class preparation, in-class implementation, and post-class learning. Online instruction accounts for approximately 30% of the total teaching periods, covering pre-class previews using UMOOCS resources and online peer evaluations of assignments. Offline instruction

makes up about 70% of the total teaching periods, primarily consisting of in-person diagnostic classrooms, offline reading, and writing tasks. Pre-class independent learning, supported by UMOOCS resources and diagnostic assessments, dovetails with the student-centered, participatory diagnostic classrooms conducted offline. This connects seamlessly with post-class online diagnostic interactions aimed at providing targeted support for under-performing students and implementing tracking and remedial measures. Together, these components form the “Super Diagnostic Learning” BOPPPR online-offline hybrid teaching chain.



**Figure 2:** The Hybrid BOPPPR Teaching Model in L2 English Writing Instruction

Meanwhile, elements of ideological and political education are seamlessly integrated into the BOPPPR teaching cycle, permeating the entire course instruction. As writing tasks are produced and progressively refined, a three-step ideological education system is formed, centered on thematic exploration - values guidance - outcome enhancement.

For instance, in the unit teaching “Discourse Organization for Comparative Argumentation,” ideological education elements are incorporated during the pre-class learning preparation phase. By assigning a thematic critical writing task on “Pride comes before a fall?” students are guided to critically analyze and naturally introduce ideological elements such as socialist core values and volunteer spirit through their selection of argumentative materials.

In the first interactive session of the participatory diagnostic learning class, through the comparison and reasoning of the advantages of online and offline shopping, students were guided to establish a correct consumption concept, advocate for environmental protection, thrift, and safe and healthy consumption.

In the third interactive session of medical diagnosis, through the thematic debate and comparative argumentation study on the topic “Pride comes before a fall?”, we guided students to engage in cooperative learning. We listed relevant positive and negative examples such as honesty, kindness, mutual assistance, and progress to support our personal viewpoints. At the same time, we encouraged students to examine the social impact of the “Pride” behavior from the perspectives of equality, justice, and harmony. This helped deepen students’

understanding and acquisition of the core socialist values and the spirit of volunteerism.

The post-class follow-up remedial learning stage realizes the successful guidance and shaping of correct values through teacher-student interaction, during the continuous modification and improvement of the work.

#### 3.1 Pre-class Learning Phase (BOP): Thematic Exploration

As shown in Figure 2, the pre-class learning phase consists of three components: bridge-in, outcomes, and pre-assessment. Specific teaching activities mainly include the teacher organizing and releasing learning guides, sharing links or uploading online UMOOCS learning resources, setting learning tasks and peer assessment tasks, conducting online diagnostic analysis of pre-class assignments, and preparing for in-class Q&A sessions.

Students complete self-directed learning or group collaborative learning tasks assigned by the teacher on the online teaching platform, carry out peer assessments, record challenging questions, engage in thematic critical thinking, and prepare for classroom discussions.

For example, when learning the unit “Textual Organization of Comparative Argumentation,” the teacher first releases a MOOC learning link on the Learning Terminal (Xuexitong), assigns pre-class learning tasks: summarizing key knowledge points using mind maps and noting difficulties. Additionally, the teacher posts an argumentative essay outline writing task

titled “Pride comes before a fall?” on the iWrite writing evaluation system and sets up an online peer assessment rubric. Students view the tasks on the Learning Terminal, watch the MOOC video via the provided link, complete the mind map assignment, participate in thematic discussions, record difficulties, and prepare for classroom discussions. Meanwhile, they finish the initial draft writing and peer assessment tasks on iWrite.

### 3.2 In-Class Learning Phase (P): Values-Guided Instruction

As depicted in Figure 2, the offline in-class learning phase focuses on participatory learning. The teacher organizes flipped classroom activities, facilitates discussions and answers questions based on students’ pre-class learning difficulties, conducts real-time observation and online diagnostic analysis of typical assignments, provides targeted guidance, and proposes remedial plans and improvement measures, while throughout goes the values guidance.

Under the teacher’s guidance, students actively participate in group discussions on pre-class challenging questions, engage in collaborative group learning, inter-group mutual evaluation, and peer assessment. They also carefully consider revision plans based on feedback from both teachers and peers.

For example, in the unit “Textual Organization of Comparative Argumentation,” during the in-class interactive diagnostic session on “textual organization,” the teacher guides students in analyzing typical pre-class writing samples. Using the Problem Star tool, the teacher sets an evaluation rubric, conducts problem diagnosis and online evaluation data analysis of the sample essays, and facilitates group discussions to develop subsequent revision plans. Under the teacher’s guidance, students actively think, expand their perspectives, and engage in collaborative learning.

### 3.3 Post-Class Learning Phase (PR): Outcome Enhancement

As illustrated in Figure 2, the post-class learning phase includes two components: post-assessment and remedy. Leveraging the online teaching platform, the teacher provides targeted remedial support and learning assistance based on students’ identified weaknesses, organizes mutual evaluation and sharing of learning outcomes, and establishes student learning growth portfolios.

During the post-class phase, the teacher’s main tasks consist of two parts: diagnostic evaluation of post-class tasks and post-class remediation. In the diagnostic evaluation stage, the teacher connects in-class instruction with the assignment of post-class learning tasks, conducts online diagnostic evaluations of completed student work, analyzes students’ strengths and weaknesses, develops remedial plans, and writes summary reflections. In the remediation stage, the teacher provides online learning resources tailored to students’ weaknesses, offers precise remedial guidance, and monitors learning progress.

Based on feedback from the teacher and peers during class, as well as the teacher’s post-class follow-up guidance, students

repeatedly revise and refine their essays, continually summarize and reflect, and achieve self-improvement in learning capabilities through personalized teacher support.

## 4. Implementation of the Hybrid BOPPPR Teaching Model

Our institution is a full-time application-oriented undergraduate university that emphasizes the cultivation of applied and interdisciplinary talents. Currently, the average English score of English majors in the National College Entrance Examination (Gaokao) is around 100 points. Students exhibit relatively significant deficiencies in language application, integration of disciplinary knowledge, learning capacity development, and professional competence. For instance, knowledge fragmentation is severe, lacking a systematic writing curriculum framework and interdisciplinary knowledge integration. Their ability to express themselves in written English is generally weak, alongside underdeveloped higher-order thinking skills such as summarization, analysis, evaluation, and innovation. Autonomous learning capabilities are inadequate, writing habits are poor, and collaborative problem-solving skills in group settings remain limited.

The hybrid BOPPPR teaching process consistently adheres to the principle of “precise diagnosis and targeted treatment,” aiming to address students’ weaknesses in knowledge, skills, and literacy across various stages of writing, with the ultimate goal of comprehensively enhancing their learning abilities. The English Writing course is offered to second-year English majors, totaling 48 credit hours spread over two semesters. The first semester (32 credit hours) focuses on constructing a knowledge system and practical writing exercises for four major genres, while the second semester (16 credit hours) emphasizes thematic writing training based on the systematic knowledge acquired in the first semester, continuing the implementation of the BOPPPR diagnostic workshop teaching approach.

The online teaching platform combines the use of “Chaoxing Learning Management System” and the iWrite online writing evaluation platform, supplemented by Questionnaire Star for conducting peer evaluations in class.

This course aligns with our university’s talent development objectives, using the National Standards<sup>[15]</sup> as a reference, the Guidelines<sup>[16]</sup> as the framework, and the Scale<sup>[17]</sup> as the benchmark. It aims to cultivate students’ practical language application abilities as the core focus, with holistic education<sup>[18]</sup> as the ultimate goal. Guided by the teaching philosophies of input facilitation<sup>[19][20]</sup>, output-driven instruction<sup>[19]</sup>, and assessment for learning<sup>[21][22]</sup>, the course adopts the BOPPPR online-offline hybrid diagnostic workshop teaching model. It establishes quality requirements, knowledge objectives, and ability objectives tailored to the development of professionals in this field:

The knowledge objective requires students to master a systematic disciplinary knowledge framework, proficiently apply genre knowledge, discourse, and grammatical construction skills to produce various types of essays and summary writing, using appropriate language expression.

The ability objective aims to equip students with higher-order thinking skills—such as summarization, analysis, and evaluation—as well as strong autonomous learning capabilities through this course.

The quality objective intends to help students develop good writing habits, establish correct values, possess sound moral character, cultivate international perspectives, Chinese cultural awareness, social responsibility, and demonstrate teamwork spirit upon completion of the course.

#### 4.1 Course Content Framework and Resource Integration

Based on the aforementioned course objectives, in the first semester, this course carefully selected high-quality online resources (Table 2) and consulted extensive writing-related materials to effectively utilize the textbook *Writing Tutorial* [23]. It established a knowledge system for short essay writing and summary writing based on genre knowledge, and designed and implemented a BOPPPR diagnostic workshop teaching model that promotes writing through reading. The course content primarily consists of three major components: “Course Introduction,” “Short Essay Writing in Four Major Genres,” and “Summary Writing for Four Major Genres.”

Learning in each unit includes independent online study of resources before class, offline classroom discussions and Q&A sessions, analysis and evaluation of student writing samples, and online submission, revision, and evaluation of assignments after class. The course content naturally integrates and consistently incorporates the correct guidance of core socialist values and the cultivation of volunteerism throughout the teaching and learning process, in the form of content organization and task activities.

Part I (Unit 1): “Course Introduction” primarily addresses three key questions: “Why learn?”, “What to learn?”, and “How to learn?”, along with an overview of the textual features and rhetorical characteristics of the four major genres. As shown in Figure 3, this unit utilizes content from “Beijing Institute of Technology’s Academic English Writing UNIT 1” and “Southeast University’s Academic English Writing UNIT 1” as pre-class online learning materials for students.

Part II: “Short Essay Writing in Four Major Genres” is divided into four units for learning and practice, with an average of 4 credit hours per unit, including 2 hours of discussion-based theoretical instruction and 2 hours of writing

practice workshops.

Unit 2 selects narrative genre materials from *Writing Tutorial* and *College English Listening Tutorial* to teach the stylistic features and writing techniques of narrative essays, guiding students to practice imitation writing.

Unit 3 curates MOOC content from “Guangdong University of Foreign Studies’ Intermediate English Writing (Sections 01-03 on descriptive writing)” as pre-class online learning material for students. It also selects classic “model texts” of the descriptive genre to analyze stylistic features and carry out prompt-based imitative writing.

Unit 4 adopts classic expository essays from the textbook to help students understand the stylistic features of expository writing, master discourse construction methods, stimulate critical thinking, and engage in prompt-based imitative writing.

Unit 5 selects content from “Guangdong University of Foreign Studies’ Intermediate English Writing (Sections 14-20 on argument organization),” “Nankai University’s Critical Thinking in English Writing,” and “Xi’an International Studies University’s Advanced English Writing (Week 8: ‘Argumentative Essay Writing’)” for students’ independent online pre-class learning. In offline classrooms, classic argumentative model essays from the textbook are used to help students understand the stylistic features of argumentative writing, master discourse construction methods, stimulate thinking, and carry out prompt-based imitative writing.

Part III: “Summary Writing for Four Major Genres” (14 credit hours) is divided into four units for learning and practice, with an average of 3.5 credit hours per unit, including 1.5 hours of discussion-based theoretical instruction and 2 hours of writing practice workshops. Specific content covers syntactic structure, paragraph organization, discourse construction knowledge, summary writing techniques, and writing practice for narrative, descriptive, expository, and argumentative genres.

This section curates content from “Xi’an International Studies University’s Advanced English Writing (Week 3: Summary Writing)” as pre-class and post-class remedial learning materials for students.

**Table 2: UMOOCs Resources and Integration**

Resource Link	Course & Unit	Integration Application
<a href="https://moocs.unipus.cn/course/1208/tasks">https://moocs.unipus.cn/course/1208/tasks</a>	Beijing Institute of Technology <i>Academic English Writing</i> UNIT 1	Used as pre-class task for <b>UNIT 1: Course Introduction</b> of this course.
<a href="https://moocs.unipus.cn/my/course/1412">https://moocs.unipus.cn/my/course/1412</a>	Guangdong University of Foreign Studies <i>Intermediate English Writing</i> Wk01-03: Description, Wk14-20: Organizing Arguments	Used as pre-class task for <b>UNIT 2: Descriptive Essay Writing</b> and <b>UNIT 5: Argumentative Essay Writing</b> of this course.
<a href="https://moocs.unipus.cn/course/1208/tasks">https://moocs.unipus.cn/course/1208/tasks</a>	Beijing Institute of Technology <i>Academic English Writing</i> UNIT 2~4	Used as supplementary pre-class and post-class content on <b>Discourse Organization for UNIT 2 to UNIT 5</b> of this course.
<a href="https://www.icourse163.org/course/NKU-1003353002">https://www.icourse163.org/course/NKU-1003353002</a>	Nankai University <i>Critical English Writing</i>	Used as pre-class task for <b>UNIT 1: Course Introduction</b> and <b>UNIT 5: Argumentative Essay Writing</b> of this course.
<a href="https://moocs.unipus.cn/course/1360/tasks">https://moocs.unipus.cn/course/1360/tasks</a>	Xi’an International Studies University <i>Advanced English Writing</i> Wk3: Summary Writing, Wk8: Argumentative Essay Writing	Used as pre-class task for <b>UNIT 6-9: Summary Writing (Four Major Genres)</b> and <b>UNIT 5: Argumentative Essay Writing</b> of this course.

4.2 Course Assessment and Evaluation

As shown in Table 3, the grading for this course consists of formative assessment and summative evaluation, with primary emphasis on formative assessment—specifically, diagnostic evaluation (i.e., assessment of students’ learning process). The final overall grade is primarily divided into two parts: regular performance (40%) and final examination results (60%) (Final Course Grade = Regular Performance × 40% + Final Exam Score × 60%).

The first part focuses on evaluating the learning process during the semester, accounting for 40% of the final grade. This includes online learning (30%) and offline classroom performance (10%). The second part is the final examination, which accounts for 60% of the final grade. Although the final exam constitutes 60% of the grade, 90% of its content is based on key topics covered during regular learning. The exam consists entirely of subjective, open-ended questions. Additionally, a self-assessment rubric completion task is

incorporated after the writing assignment.

The assessment objectives align precisely with the knowledge, ability, and literacy goals of the course teaching. For instance, online writing tasks and peer evaluation assignments, as well as the “comparative argumentative essay outline writing” in the final academic assessment, correspond to the course objective of cultivating students’ higher-order thinking skills such as summarization, analysis, and evaluation. The evaluation of participation in offline diagnostic classrooms aligns with the literacy goal of fostering “collaborative learning” outlined in the course objectives. The self-assessment rubric completed after the final writing task corresponds to the quality objective of developing good writing habits and self-evaluation literacy.

The careful selection of essay topics and the design of assessment requirements comprehensively match the various course teaching objectives, providing scientifically valid data to measure the achievement of these teaching goals.

Table 3: The Grading Criteria for *English Writing course*.

Items	Hybrid Learning (40%)				Final Exam (60%)				
	Online UMOOCS leaning	Online writing and task	Offline class participation	Topic sentence gap filling	Mind-mapping the logic structure	Summary writing	Contrast argumentation outline	Contrast argumentation composition	Completing self-assessing scale
Percentage (%)	10%	20%	10%	6%	12%	17%	6%	17%	2%
Competence Objectives	To connect inter-disciplinary knowledge; Autonomous learning	To analyze, to evaluate	To explore by team work	To generate sentences by abstracting and summarizing	Clarify the logical structure of the essay	Build Genre knowledge and learn to summarize	Critical and logical thinking and organization	Comprehensive language use	Self-diagnosis

5. Effectiveness of the BOPPPR Diagnostic Teaching Model

After one semester of implementing the aforementioned Hybrid BOPPPR teaching model for English writing, the instructor employed three assessment tools—the Student Satisfaction Questionnaire, the Evaluation of Learning Outcomes (Student E-Portfolio), and the Final Assessment—to conduct a multi-dimensional evaluation of all students’ learning effectiveness. This aimed to examine the practical impact of the teaching model, assess the achievement of course objectives, and promptly identify and address existing issues in teaching.

As reported in Figure 3, the survey results indicate that the student-centered, inquiry-based, participatory, and hybrid “diagnostic teaching” classroom fully engaged students’ initiative, effectively enhanced their higher-order thinking skills—such as problem identification, analysis, problem-solving, scientific evaluation, and critical thinking—and received high praise from students.

5.1 Evaluation of Knowledge Objective Achievement

5.1.1 Results of Student Satisfaction Questionnaire Survey

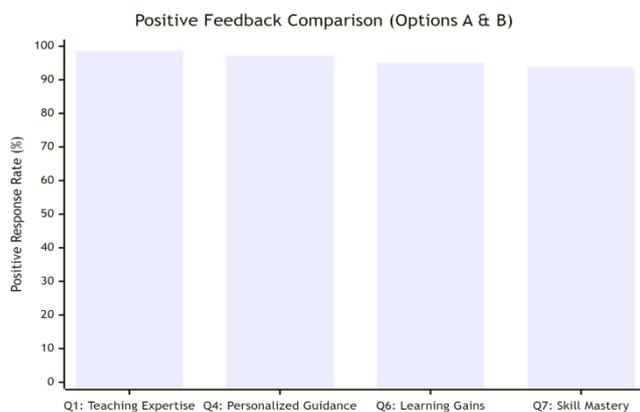


Figure 3: Results of Student Satisfaction Questionnaire Survey

Question 4 (How well do you think the course instructor performs in teaching according to aptitude, providing personalized guidance, offering targeted remediation, and guiding learning methods?): results show that 97.2% of students were highly satisfied with the instructor’s personalized guidance and targeted remediation.

Question 1 (How well do you think the course instructor performs in understanding academic frontiers, linking theory with practice, constructing the course knowledge system, and implementing online-offline hybrid teaching?) results reveal that 98.6.2% of students rated the instructor’s individualized support and remediation as “Excellent” or “Good”, thus acknowledged the construction of the course’s knowledge system and the hybrid BOPPPR teaching model.

Question 7 (Through the systematic study of the “English Writing” course, how would you rate your mastery of text genre knowledge, proposition conception, divergent thinking, discourse logical structure, syntactic construction, as well as the writing process and evaluation criteria?) data demonstrate that 93.71% of students achieved a solid grasp of the genre knowledge, syntactic structure, and discourse organization knowledge required by the course’s knowledge objectives.

Question 6 (How much have you gained from the “English Writing” course?) data also indicate that 95.1% of students gained significant benefits from participating in this course.

The data reveals an overwhelmingly positive perception across all measured areas, with teaching expertise (Q1) receiving the highest combined positive feedback.

### 5.1.2 Evaluation of Student Learning Outcomes: E-Portfolio of Academic Growth

Throughout the semester, the “Chaoxing Learning

Management System” and the “iWrite” online writing evaluation platform used in this course recorded the entire process of students’ writing development—from initial drafts to final versions. This includes feedback from instructors and peers, machine-generated scores and comments, as well as traces of iterative revisions. Each essay, from brainstorming and outlining to drafting, repeated revisions, and finalization, demonstrates students’ consistent efforts, achievements, and growth. The generation of these e-portfolios sufficiently validates the successful acquisition of the target knowledge by students in this course.

**Table 4: Diagnostic Evaluation of Final Academic Assessment**

Assessment Content	Evaluation Objectives	Full Score	Average Score	Learning Deficiency Diagnosis
Topic Sentence Completion	Classification, summarization, syntactic structure	10	6.5	Improper use of general keywords in topic sentences
Drawing Article Structure Mind Map	Discourse organization (clarifying logical relationships)	20	15	Difficulty in reading comprehension of complex causal relationships
Summary Writing of a Given Genre	Genre knowledge, language summarization ability	29	21	Rarely uses own words for summarizing and paraphrasing
Completing Summary Writing Self-Assessment Rubric	Self-evaluation ability	1	0.8	Omitted or overestimated self-evaluation
Outline Writing for a Comparative Argumentative Essay	Dialectical thinking; discourse organization	10	6.5	Relatively weak abstract thinking in comparison
Comparative Argumentative Essay Writing	Comprehensive language application ability (e.g., syntactic & discourse structure)	29	22	Infrequent use of comparative sentence patterns, loose logic between sentences, insufficient evidence
Completing Essay Self-Assessment Rubric	Self-evaluation ability	1	0.8	Omitted or overestimated self-evaluation

## 5.2 Evaluation of Ability Objective Achievement

### 5.2.1 Results of Student Satisfaction Questionnaire Survey

Data from Question 3 show that 98.6% of students acknowledge the instructor’s efforts in cultivating their higher-order thinking skills, such as analysis, comparison, summarization, evaluation, and innovation. Although students still exhibit certain weaknesses in handling more challenging pros-and-cons comparative arguments in the final assessment, considering their language proficiency, cognitive abilities, the high difficulty level of the course, and the short learning period, the current learning outcomes are relatively satisfactory. The achievement of higher-order thinking skills outlined in the course ability objectives aligns with expectations.

### Table 5 Results of Question3

Do you think the teacher is skilled at inspiring students’ thinking and cultivating their higher-order thinking skills, such as analysis, comparison, summarization, evaluation, and innovation?

Option	Count	Percentage
A. Very Frequently	120	83.92%
B. Quite Often	21	14.69%
C. Occasionally	2	1.4%
D. Rarely	0	0%
E. Never	0	0%

### 5.2.2 Assignments and Test Evaluation

As shown in Table 4, the results of the final assessment indicate that while students still have significant room for improvement in their abilities to summarize, analyze, compare, and evaluate, their progress is encouraging.

Through practical projects such as the College Students’ Innovation and Entrepreneurship Training Program, students will continue to internalize the knowledge they have acquired and gradually enhance their abstract thinking skills for handling complex tasks.

The electronic records of students’ assignments on the iWrite platform also document their development in pragmatic abilities, including syntactic structure, paragraph organization, and discourse construction. Peer evaluations on the Learning Terminal (Xuexitong) demonstrate the gradual improvement of students’ assessment skills. Their active participation in offline activities and enthusiastic discussions in online forums further reflect the development and steady growth of their learning capabilities.

### 5.2.3 Project Practice Evaluation: Learning Ability Transformation

To help students apply what they have learned in this course to social practice and achieve the transformation of learning abilities through competition-driven learning, the instructor encouraged and guided students to participate in various competitions, such as the Central China College Student Debate Competition, the Internet+ College Student Innovation and Entrepreneurship Competition, and the Challenge Cup College Student Entrepreneurship Competition. Through teamwork and the organization and implementation of inquiry-based projects, students applied the knowledge acquired in class to project practice, gradually realizing the transformation of learning abilities into tangible outcomes.

For example, students utilized the summary writing skills and knowledge of different genre-based short essays learned in class to draft project proposals. They also applied

higher-order thinking skills such as mind mapping, divergent thinking, comparative argumentation, and objective evaluation to keenly identify problems, comprehensively and objectively compare and analyze issues, and scientifically and rationally justify their innovative ideas.

Under the guidance of the instructor, approximately 50% of the students formed teams to participate in these competitions. Although only a few teams advanced to the provincial level, the participation process itself significantly contributed to the enhancement of their learning abilities. The participating students unanimously reported that these competitions not only solidified their professional writing knowledge but also allowed them to deeply experience the sense of fulfillment and happiness that comes from applying knowledge to practice and transforming it into achievements.

### 5.3 Evaluation of Quality Objective Achievement

#### 5.3.1 Student Satisfaction Questionnaire Survey

Statistical data from Question 5 show that 99.2% of students expressed high satisfaction and recognition regarding the instructor's efforts in cultivating students' professional competence, promoting career quality education, guiding scientific learning perspectives, and fostering correct values, outlook on life, and world view in the classroom.

**Table 6 Results of Question 5**

How well do you think the course instructor performs in cultivating students' professional competence, fostering professional ethics, guiding scientific learning perspectives, and instilling correct values, outlook on life, and worldview during the teaching process?

Option	Count	Percentage
A. Excellent	125	87.41%
B. Good	17	11.89%
C. Average	1	0.7%
D. Poor	0	0%
E. Very Poor	0	0%

#### 5.3.2 Assignments and Test Evaluation

Each revised draft submitted by students on the iWrite platform undergoes multiple rounds of evaluation by both the instructor and peers. If any biases in learning perspectives, life attitudes, or value judgments are detected, the instructor promptly provides guidance and correction, using such cases as typical examples for discussion and careful guidance in offline classes. As a result, none of the final drafts submitted to the Learning Terminal (Xuexitong) exhibit deviations in values.

In the final exam essays, although the richness of arguments requires further improvement, the viewpoints expressed by students are consistently optimistic and positive, aligning with the connotations of core socialist values. The instructor ensures that perspectives shared in both online discussion forums and offline classroom discussions are properly guided and naturally reflected in the corresponding core socialist values.

#### 5.3.3 Social Practice Evaluation: Learning Ability Transformation and Career Preparation

After a semester of immersion in the English writing curriculum's ideological and political education system centered on "Core Socialist Values," students actively participated in various social volunteer services. These included "Supporting Rural Education Revitalization through Teaching Assistance," "Marathon Volunteer Services," "Tour Guide Explanations at Jingzhou Museum," "Community Volunteer Services for Civilized City Creation," and "Dream Fulfillment Projects for Left-Behind Children." Their dedication and selfless contributions were highly praised by relevant social organizations.

In their reflections on social service experiences, students expressed: "Social service work gives me a sense of value—I am needed"—and a feeling of achievement—I serve'."

## 6. Conclusion

The adapted BOPPPR model is rooted in the teaching philosophy of "precise diagnosis and tracked remediation," naturally integrates the ideological and political education system of "Core Socialist Values," and effectively leverages online and offline teaching platforms along with selected high-quality curriculum resources. It forms a hybrid first-class English writing teaching model characterized by "disciplinary education, digital empowerment, and diagnostic learning for optimized competencies."

Multidimensional evaluation results of the course's practical effectiveness fully demonstrate that, compared to the original BOPPPS teaching model, the BOPPPR model more effectively facilitates the construction of students' course knowledge systems, promotes personalized and sustainable development of learning abilities, and better supports the cultivation of students' character and literacy. It also aligns more closely with the new goals, directions, and trends of talent cultivation reform for English majors in the current digital information era.

However, this model still requires further refinement. Future course development should place greater emphasis on the transformation of students' learning abilities by fully utilizing practical projects such as competitions and social practices. This will gradually guide students to connect theory with practice, internalize acquired knowledge, and translate it into social productivity through project-based and social practices. The findings of this study innovate and enrich the theoretical connotations of the "BOPPPS" teaching model, providing valuable insights for the development of other courses in English majors or other disciplines.

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