

Leveraging the BOPPPS Model: Designing Curriculum-Based Ideological and Political Education in College Viewing-Listening-Speaking Courses

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Abstract: This paper explores the integration of Curriculum-Based Ideological and Political Education (CIPE) into college English Viewing-Listening-Speaking (V-L-S) courses using the BOPPPS model. It aims to address the challenges of rigid ideological and political integration, insufficient systematic support, and cultural imbalance in current teaching. Against the backdrop of the Ministry of Education's promotion of CIPE and the growing demand for high-caliber translation talents under the Belt and Road Initiative, this paper argues that the BOPPPS model, with its six core links (Bridge-in, Objective, Pre-assessment, Participatory Learning, Post-assessment, Summary), provides a scientific framework for implicit ideological and political education. Drawing on New National Standard College English: Viewing-Listening-Speaking Course (First Edition, Volume 2) as a case study, the paper details instructional design strategies: implicit ideological elements are embedded into each BOPPPS link through pre-class, in-class, and post-class integrated tasks. It highlights that BOPPPS-guided design realizes the organic unity of knowledge impartation and value guidance, offering practical references for CIPE in English courses and emphasizing the need for teachers to enhance their ideological literacy for better integration efficacy.

Keywords: BOPPPS Model; Curriculum-Based Ideological and Political Education (CIPE); College English Viewing-Listening-Speaking Courses; Instructional Design

1. Research Background

On June 5, 2020, the Ministry of Education issued the Guidelines for the Construction of Curriculum-Based Ideological and Political Education in Institutions of Higher Learning^[1],

marking a strategic initiative to comprehensively advance the implementation of curriculum-based ideological and political education (CIPE) in higher education institutions. From the perspective of the translation industry, as the Belt and Road Initiative continues to deepen, China's cooperation with global partners in economic, cultural, scientific, and technological domains has expanded significantly, resulting in an exponential growth in demand for high-caliber translation professionals. Such professionals are required not only to master proficient language conversion skills but also to uphold firm political stances, demonstrate sound moral integrity, and possess acute cultural insight.

However, a notable gap persists between the current cultivation of translation talents and the practical needs of the industry. In cross-cultural communication scenarios, some translators, due to insufficient in-depth understanding and confidence in their own cultural heritage, fail to accurately and effectively convey China's narratives. Furthermore, when confronted with complex and diverse information landscapes, certain practitioners struggle to adhere to correct value orientations, thereby compromising translation quality and information transmission efficacy.

English courses, as a core component of college humane education, embody abundant ideological and political education resources, serving as pivotal carriers for the implementation of CIPE. Specifically, the Viewing-Listening-Speaking Courses (V-L-S Course), with its diverse array of audio-visual materials and interactive teaching activities, offers extensive potential for integrating ideological and political education. Nevertheless, in practical teaching contexts, the integration of CIPE into V-L-S Course faces multiple challenges. Firstly, the integration approach tends to be rigid, often relying on simplistic theoretical indoctrination rather than

fully excavating the inherent ideological and political elements within the curriculum, which leads to low student engagement and suboptimal educational outcomes. Secondly, there is a lack of systematic and effective teaching models to underpin the implementation of CIPE, hindering the assurance of in-depth integration and sustained advancement of ideological and political education throughout the teaching process. In terms of teaching materials, enriching “ideological and political content” in college English textbooks is widely regarded as a foundational requirement. Currently, most English textbooks predominantly depict the customs and cultures of English-speaking countries, with inadequate representation of Chinese culture, which may inadvertently foster “cultural nihilism” or “cultural conformity” among students.

The BOPPPS teaching model, featuring scientific instructional design and a focus on student engagement and pedagogical feedback, provides a novel solution to these challenges. By skillfully applying the BOPPPS model, ideological and political elements can be implicitly and naturally embedded into all stages of teaching, thereby stimulating students’ learning interest, realizing the organic unity of knowledge impartation and value guidance, enhancing students’ comprehensive literacy, and addressing the industry’s demand for high-quality translation talents. Taking New National Standard College English: Viewing-Listening-Speaking Course (First Edition, Volume 2 as a case study, this paper elaborates on the organic integration of the BOPPPS model and CIPE in college English Viewing-Listening-Speaking Course.

2. Literature Review

In the current field of higher education, the in-depth integration of curriculum-based ideological and political education (CIPE) with professional teaching has become an irreversible trend. For the V-L-S Course in translation majors, this integration is both feasible and necessary, and the current research status provides a solid foundation for the advancement of this project.

2.1 Integrating CIPE into Teaching

Shu Dingfang proposed the concept of synergistic development of language teaching with cultural and value education in his book *Foreign Language Teaching Reform: Problems*

and Countermeasures^[2]. She emphasized that English teaching should not only cultivate students’ intercultural communicative competence but also focus on value guidance to help them establish correct views on the world, life, and values. This endows the integration of ideological and political elements into V-L-S Courses with inherent rationality.

Wang Qiang and other scholars further explored practical pathways in their 2021 article *Ideological and Political Education in English Teaching: Connotation, Implementation, and Evaluation*^[3]. They advocated for excavating the ideological and political connotations in English textbooks-for example, extracting key ideological and political points such as cultural inclusiveness, social responsibility, and environmental awareness from text themes, character portrayals, and social phenomena reflected in the texts-and subtly integrating these points into teaching links to enhance students’ comprehensive literacy. This clarifies the direction for implementing CIPE in V-L-S Courses for translation majors, enabling teachers to have a basis for selecting teaching materials and designing classroom activities, thereby naturally infiltrating ideological and political education into the process of language skill training.

Scholars both domestically and internationally have noted that in terms of CIPE implementation pathways, efforts should be made in excavating curriculum content, innovating teaching methods, and creating teaching environments to subtly integrate ideological and political elements into all links of course teaching, achieving the educational effect of “nurturing people silently like spring rain moistening the earth.”

2.2 Instructional Design for CIPE

Instructional design for CIPE in college English is a key link connecting college English courses, textbooks, and teaching practice, and an important means to optimize the college English teaching process. The goal of such instructional design is to improve the quality of classroom education, enabling students to acquire more language knowledge, enhance language skills more quickly, and significantly improve their comprehensive literacy within a given time, thereby achieving sound development.

Xiang Mingyou proposed that instructional design for CIPE in college English can specifically focus on four aspects: teaching

objectives, teaching content, teaching methods, and teaching evaluation^[4]. Moreover, instructional design serves as the practical starting point for effective CIPE in foreign language courses. Teachers need to go beyond disciplinary knowledge design, deeply explore the connotations of CIPE, return to the essence of curriculum education, and answer the question of “how to achieve the unity of knowledge impartation and value guidance”^[5].

2.3 The BOPPPS Teaching Model

CIPE in college English represents a Chinese educational exploration that integrates ideological and political education into college English teaching, enabling foreign language teaching to achieve the educational goal of value shaping while accomplishing knowledge and ability objectives^[6].

Foreign scholars confirmed through extensive empirical research in their study that the BOPPPS model, with its scientific closed-loop structure consisting of Bridge-in, Objective, Pre-assessment, Participatory Learning, Post-assessment, and Summary, can significantly enhance students’ classroom engagement, improve learning effectiveness, and optimize knowledge internalization.

Domestic educational researchers proposed that teachers can adapt and expand the model according to the characteristics of different disciplines, specifying strategies for flexibly adjusting activity forms in each link within English teaching scenarios. For example, teachers can use English current news and film clips in the Bridge-in link to stimulate student’s interest and curiosity, and organize group debates and situational simulations in the Participatory Learning link to consolidate language application abilities. Through the coordination, collaboration, and modification of its six links, the BOPPPS model can guide students in independent inquiry-based learning, stimulates their learning interest, and fosters the development of their critical thinking^[7].

When combined with CIPE, each link of the BOPPPS model can become a natural carrier for tacit value cultivation. For instance, ideological and political scenarios can be integrated into the Bridge-in link; both language and ideological and political objectives can be included in objective setting; and students can perceive the essence of ideological and political education through communication and interaction in

Participatory Learning. This allows ideological and political education to break away from rigid indoctrination and seamlessly integrate into V-L-S courses.

3. Instructional Design of CIPE in English V-L-S Courses Based on the BOPPPS Model

The College English V-L-S course involves extensive input of information related to target country cultures and global cultural diversity. In-depth comparison and analysis of such content with Chinese cultural themes can help students rationally grasp the relationship between Chinese and Western cultures, promote their conscious engagement in cultural criticism and value reconstruction, deepen their understanding of and identification with excellent traditional Chinese culture, and shape correct values. The course aims to cultivate students’ intercultural communicative competence, guiding them to understand Chinese culture and interpret it in foreign languages, thereby better facilitating the international dissemination of Chinese culture. Students’ ability to tell Chinese stories and convey China’s voice using proficient, China-foreign integrated language not only involves the practical application of listening, speaking, translating, and writing skills but also demonstrates their practical, critical, and creative thinking abilities. Therefore, integrating the explicit education of English knowledge and skills with implicit ideological and political education in English classrooms guided by the BOPPPS concept can effectively enhance students’ ideological literacy and language proficiency. Taking content from New National Standard College English: Viewing-Listening-Speaking as an example, the following section specifically constructs the classroom design f based on the BOPPPS model.

3.1 Overall Course Design Concept

The instructional design for this unit innovatively adopts a framework integrating task-based language teaching (TBLT) with the BOPPPS model. Relying on online learning platforms such as Xuexitong, it constructs an integrated “pre-class, in-class, and post-class” teaching chain. The BOPPPS model comprises six core elements: Bridge-in, Objective, Pre-assessment, Participatory Learning, Post-assessment, and Summary. By designing diverse online and offline subtasks for the

pre-class, in-class, and post-class stages, it realizes the organic integration of flipped classrooms and diversified teaching activities. The teaching process adheres to the principles of initiative and goal orientation, focusing on guiding students' in-depth participation. Meanwhile, ideological and political education elements are subtly embedded into teaching details to help students shape correct worldviews, outlooks on life, and values, and to foster cultural confidence and patriotism.

3.2 Teaching Design Based on BOPPPS Model

3.2.1 Implicit Ideological and Political Design in the Bridge-in Stage

The key to this stage lies in selecting Bridge-in materials embedded with implicit ideological and political elements. For instance, a short video reflecting people's positive attitudes toward life across different cultural backgrounds can be played. This not only stimulates students' interest but also guides them to reflect on the significance of maintaining a positive life attitude, thereby naturally introducing the course theme and laying an ideological and political foundation for subsequent teaching.

3.2.2 Integration of Ideological and Political Education in Objective Setting

While clarifying language learning objectives, implicit ideological and political education goals are integrated into the overall teaching framework. Taking a unit themed "Cultural Exchange" as an example, the language objective can be set as mastering vocabulary and expressions related to cultural exchange, while the ideological and political objective focuses on strengthening cultural confidence and cultivating intercultural communication awareness and competence. Such a design ensures that language learning and ideological and political education promote each other, forming a synergistic effect in talent cultivation.

3.2.3 Ideological and Political Considerations in the Pre-assessment Stage

To provide a targeted basis for subsequent teaching, pre-assessment methods such as questionnaires and interviews can be designed to investigate students' existing cognition and attitudes toward ideological and political themes. For example, before teaching a unit on "Social Public Welfare," a survey can be conducted to understand students' knowledge of and participation in public welfare activities. This allows teachers to implement targeted guidance

in teaching, helping students establish a sense of social responsibility in a more purposeful manner.

3.2.4 Implicit Ideological and Political Integration in Participatory Learning

Diversified participatory learning activities, such as group projects and case studies, can be designed to enable students to experience and perceive the connotations of ideological and political education through practice. In group projects, for instance, students can be assigned tasks involving comparative analysis of environmental policies across different countries. In the process of collecting data, conducting discussions, and presenting findings, students not only improve their English audio-visual-oral skills but also enhance their environmental awareness and global perspective, achieving the integration of language practice and value shaping.

3.2.5 Strengthening Ideological and Political Education in Post-assessment and Summary Stages

A diversified evaluation system is constructed to incorporate students' performance in ideological and political dimensions into the assessment scope. In oral presentation evaluations, for example, assessment criteria not only include language expression proficiency but also the depth of students' understanding and elaboration of ideological and political themes. During the summary stage, students are guided to review the ideological and political content covered in the course, reflect on their gains, and promote the internalization of ideological and political knowledge into their own values and behavioral norms.

4. Conclusion

This paper explores how the English Viewing-Listening-Speaking course leverages the six links of the BOPPPS model-Bridge-in, Objective, Pre-assessment, Participatory Learning, Post-assessment, and Summary-to comprehensively and subtly integrate ideological and political elements such as cultural confidence, environmental awareness, and rational consumption into all aspects of teaching. By constructing an integrated pre-class, in-class, and post-class teaching chain, ideological and political education is enabled to break away from explicit indoctrination and be naturally embedded into language skill training, fully demonstrating the humanistic nature of college

English courses.

The achievement of ideological and political teaching objectives aims to help students apprehend the wisdom and charm of excellent traditional Chinese culture, enhance their cultural confidence, engage in equal communication in cross-cultural interactions, and tell Chinese stories well. The instructional design guided by the BOPPPS model, while improving students' English audio-visual-oral abilities, effectively promotes their rational cognition of differences between Chinese and Western cultures and their identification with excellent traditional Chinese culture.

Furthermore, teachers should be clearly aware that ideological and political education in classrooms poses higher requirements for instructors of English audio-visual-oral courses. Teachers need to engage in continuous learning to enhance their own ideological and political awareness and literacy, as well as their ability to integrate knowledge with ideological and political elements.

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