



**LEARNING MANAGEMENT THROUGH BOPPPS TEACHING
MODEL TO IMPROVE ENGLISH READING SKILL
OF GRADE FIVE CHINESE STUDENTS**



**BY
HONGYU CHEN**

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT
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Abstract

This study aimed to compare the English reading abilities of Chinese grade five students before and after implementing the BOPPPS teaching model and to assess their satisfaction with this approach in learning English reading skill. The sample consisted of 40 grade five students from a primary school in Wuhua District, Kunming, Yunnan Province. Quantitative data were collected over four weeks through four lesson plans, a pre-test, a post-test, and a questionnaire survey. The data were analyzed using means, standard deviations, and paired t-test.

The results demonstrated a pre-test mean score of 78.03 (SD = 9.90) and a post-test mean score of 82.63 (SD = 9.61), indicating improved performance. Questionnaire responses also received high ratings. The findings revealed that the BOPPPS model significantly improved reading skill, engagement, and learning efficiency, while fostering the greater interest and motivation among students. This study offered valuable insights into enhancing English reading skill for grade five students in China through the application of the BOPPPS teaching model.

The results underscore the importance of integrating interactive and student-centered teaching methods. By adopting such approaches, educators can be better equipped to address the diverse learning needs of their students effectively.

(Total 118 pages)

Keywords: BOPPPS Teaching Model, English Reading Skill, Students Satisfaction, Grade Five Students

Student's Signature Thesis Advisor's Signature

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CHAPTER 1

INTRODUCTION

This chapter overviewed the background and fundamental principles, research objectives, questions, and hypotheses of this study. It also outlined the scope, conceptual framework, operational definitions, expected outcomes, and limitations of the research.

1.1 Background and Rationale of The Study

In rapidly evolving landscape of education, English proficiency had become an integral component of students' academic and personal development, particularly for grade five students who were at a crucial stage of language acquisition. Despite the significance of English in that time's world, numerous challenges hindered the effective development of English proficiency among grade five students in China.

Xiang (2019) pointed that in the process of curriculum reform in primary and secondary schools in China, how to effectively promote the transformation of reform concepts into teachers' classroom education and teaching behaviors can be said to be a global problem in the field of education reform. Yang (2021) discussed that traditional teaching methods often rely heavily on teacher-centered instruction, limiting students' active participation and engagement in the learning process. Teachers focused on using lecture methods and lacked updating of teaching models. The interaction between teachers and students was monotonous, and students did not actively participate in teaching interaction. This passive learning environment failed to foster a deep understanding of the language and its application in real-world contexts.

The attribution of educational reform was good classroom teaching, and its breakthrough was reflected in the educational concept of putting students as the center of the classroom, including reasonable teaching design and students' active learning. (Wang, 2020). The lack of interactive and engaging learning activities led to a decline in students' motivation and interest in learning English. At the same time, students' enthusiasm for English learning was not high. Their thinking was constrained to a certain extent, and they developed a lazy mentality of only listening to lectures without thinking. Wang (2023) stated that the interactions between teachers and students in the classroom were “inefficient” or “ineffective.” Because in the process of such interactions between teachers and students, students did not have their own thinking and just blindly obeyed the teacher's arrangements and followed the teaching rhythm. In this form of classroom, there was no real teacher-student interaction. The lack of interactive and participatory learning activities led to a decrease in students' motivation and interest in learning English. Without a stimulating environment, students may have found it difficult to retain and apply the knowledge they acquired.

Furthermore, the English Curriculum Standards for Compulsory Education issued by the Chinese Ministry of Education in 2022 emphasized the foundational, practical, and comprehensive nature of the English curriculum for compulsory education. Through course study, students gradually developed the values, necessary character and correct abilities needed to adapt to personal life-long development and social development. The disparities in students' language skills and learning abilities had further complicated the task of improving their English proficiency. Nowadays, Chinese society had changed its demand for English proficiency. English was no longer used as a simple communication tool, but rather as a medium for Chinese students to gain a deeper understanding of the world's cultures. Through the enhancement of English learning ability, the goal was to achieve a comprehensive and holistic cultivation of students' way of thinking, behavioral habits, character, and virtues. However, in most elementary school English classes in China, teachers often paid more attention to the important grammatical points in the text, guiding students in reading through extensive explanations of grammatical knowledge, repetition practices, and summarization. As a result, the reading strategies that students received in such

classes mainly focused on memorizing words and phrases, understanding grammatical points in sentences, and translating the articles (Liu, 2023). To a certain extent, these teaching methods had laid a foundation for the accumulation of students' language knowledge, but the improvement in reading comprehension was not obvious. Moreover, if students had been in this kind of English school process, they would have always been in a passive state of receiving English reading. In the long term, they would gradually have lost interest in English reading, let alone developed the ability to read and study independently. Therefore, the traditional teaching method had often been insufficient to meet the diverse needs of grade five students.

To address these challenges and enhance the English proficiency of grade five students, the adoption of innovative teaching models, such as the BOPPPS model, was essential. "BOPPPS" teaching model was originally created by ISW (Instructional Skills Workshop) based on the qualification of teachers in British Columbia, Canada. (Zhang & Zhu, 2016). Different from the traditional English teaching model in China, this teaching model was initially used primarily for teacher skills training to improve teachers' teaching skills and the effectiveness of classroom teaching. The BOPPPS model comprised six distinct stages: Bridge-in, Objective, Pre-test, Participatory Learning, Post-assessment, and Summary. The pre-test stage was mainly used to test learners' existing knowledge and understandable information so that teachers could prepare for teaching decisions. In the participatory learning stage, teachers used a variety of teaching methods and strategies to guide students to independently explore and participate in learning to achieve the course teaching goals. The post-assessment phase was mainly used to test the learner's mastery of the entire teaching content and the achievement of the teaching objectives. In the summary stage, both teachers and students needed to review and reflect. Students reviewed the previous stages of learning and reflected on the learning process and learning results; teachers reviewed the teaching process and reflected on existing problems and areas that needed improvement. This model encouraged active student participation, facilitated student-centered learning, and promoted a dynamic and interactive learning environment.

By utilizing the BOPPPS teaching model, teachers could effectively engage students in meaningful learning activities, foster their critical thinking and problem-solving skills, and provide tailored instruction to cater to individual students' needs. In this teaching process, teachers would continuously adjust teaching methods and progress through six stages: pre-test, participatory learning, post-assessment, and summary. Through diversified teaching methods, they would achieve teaching goals. Finally, the summary stage enabled both teachers and students to review the learning process, reflect on learning effectiveness and teaching issues, and provide improvement directions for future teaching and learning.

In related research, Liu (2023) explored the application of the BOPPPS teaching model in the secondary vocational "Tourism English" course and found that this model could significantly enhance students' interest in learning and classroom participation. The BOPPPS teaching model is effective in stimulating students' interest in learning and improving their classroom participation. For instance, Li (2023) pointed out that through the application of the teaching method, students' reading comprehension ability has been significantly improved. The BOPPPS teaching model is more widely applied in English reading teaching in junior high schools. Dou (2023) conducted an empirical research in which proved the effectiveness of the BOPPPS teaching model in improving classroom participation and reading comprehension ability. Lau (2022) further explored the application of the BOPPPS teaching model in the reform of English reading teaching in junior high schools. Although those studies targeted junior high school students, their teaching philosophies and methods were equally applicable to elementary school students. Those studies provided valuable references for the application of the BOPPPS teaching model in English reading teaching for grade five students.

Despite the widespread learning management through of the BOPPPS teaching model in English reading teaching in elementary and secondary schools, there were relatively few studies targeting grade five students. Based on this, this study investigated the specific application strategies of the BOPPPS teaching model in English reading teaching for grade five Chinese students, and optimized and improved

its application in English reading teaching for grade five students by combining with their cognitive characteristics and learning needs.

It was hoped that through this research, we could further focus on learning management through strategies and effect evaluation of this teaching model in English reading teaching for grade five students, in order to better meet students' learning needs and improve teaching effectiveness. By exploring the impact of the BOPPPS teaching model on improving English reading skill of grade five students, we aimed to provide theoretical support for teaching practice.

1.2 Research Objectives

1.2.1 To compare grade five Chinese students' English reading skill before and after applying the BOPPPS teaching model.

1.2.2 To investigate grade five Chinese students' satisfactions towards applying the BOPPPS teaching model in studying English reading skill.

1.3 Research Questions

1.3.1 Were grade five Chinese students' post-test mean scores higher than the pre-test once?

1.3.2 What was the level of learning satisfaction of grade five Chinese students?

1.4 Research Hypotheses

1.4.1 Grade five Chinese students' English reading achievement were improved after applying the BOPPPS teaching model.

1.4.2 There was a high level of satisfaction among grade five Chinese students towards applying the BOPPPS teaching model in learning English reading skill.

1.5 Scope of the Study

The current study was undertaken in an elementary school situated in Wuhua District, Kunming, Yunnan Province, China. There were two classes in grade five of the school, each with 40 students. Consequently, The researchers adopted a cluster random sampling method to select 40 students from one of the two classes as the sample.

In the province of Yunnan, educators possessed standardized teaching reference materials that served as a guideline for their instructional practices. Nonetheless, they were vested with the autonomy to devise and execute their unique teaching methodologies and activities, tailored to the individual needs and interests of their student population.

Utilizing the BOPPPS teaching model, the researcher aimed to assess the students' English reading skill through an English test and determine their learning satisfaction with this method via a questionnaire survey, aiming to identify its effectiveness in enhancing their English reading skill.

1.5.1 Location of the study

The study was conducted in a public elementary school located in Wuhua District, Kunming, Yunnan Province, China, near the city center. This institution had a student population of 408 and a faculty of 37 teachers.



Figure 1.1 The location of the study school

Source: Lian, 2022

1.5.2 Population and Sample

Population: The study encompassed 408 students, divided into two classes, from an elementary school located in Yunnan Province, China. These participants were approximately 11 years of age and displayed variability in gender as well as proficiency in English.

Sample: Using cluster random sampling, the researcher selected 40 participants from one of the two classes for the study, with mixed genders and mixed English language abilities.

1.5.3 Time Frame

This study was undertaken during the autumn semester of 2024, encompassing a four-week teaching experiment. Throughout that period, the researcher facilitated every research procedure and classroom instruction on a biweekly basis. A comprehensive set of four lesson plans was crafted, with each plan encompassing two consecutive class sessions of 40 minutes each, totaling 80 minutes

per plan. Consequently, the cumulative instructional time for the entire experiment amounted to 320 minutes.

Table 1.1 Timeline of the study

Activity	Jan	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec
Literature Review											
Research Proposal											
Data Collection											
Data Analysis											
Final Defense											

1.5.4 Content of Lesson plans

In the context of this study, the researcher devised four comprehensive lesson plans, drawing primarily from Unit 5 and Unit 6 of the grade five English textbook published by the People's Education Press. This endeavor involved the preparation of pre-test and post-test, along with four lesson plans, each encompassing a 40-minute session, totaling eight lessons. The formulation of these lesson plans was rigorously aligned with the stipulated curriculum standards. Prior to the commencement of the first lesson, the researcher administered the pre-test. Subsequently, the eight lessons incorporated the BOPPPS teaching model. The culminating lesson served as a post-test, designed to evaluate the students' progress in English reading proficiency.

Table 1.2 Content of the study

Lesson plans	Topics	Teaching Activities
Test	Pre-test	
Lesson plan 1	Designing a Cozy Bedroom	<p>B: The teacher divides the students into groups of 4-5 students each.</p> <p>O: Each group is given a piece of white paper and colored pens, and the students are asked to work together to design an ideal bedroom of their own.</p> <p>P: When the design is finished, each group chooses a representative to present and describe their bedroom design to the class in English.</p> <p>P: The teacher and other students evaluate and score each group's design, and select the best design award and the best description award.</p> <p>S: The teacher summarizes the activity and emphasizes the importance of teamwork and the ability to describe the bedroom in English.</p>
Lesson plan 2	Exploring the Magical Bedroom	<p>B&O: The teacher first reads aloud the Story Time part of the story to make sure that students understand the general idea of the story. And guides the students to follow and imitate.</p>

Table 1.2 Content of the study (Cont.)

Lesson plans	Topics	Teaching Activities
		<p>P: Magic Bedroom Design: Students work alone or in groups to design a picture of their imaginary magic bedroom.</p> <p>P: Students can use colored pens, stickers and other materials to decorate their designs.</p> <p>S: After the design is finished, students need to introduce their magic bedroom to the class in English, including its magic and the items inside.</p>
Lesson plan 3	Exploring Nature, Documenting Discoverie	<p>B&O: Students read the Read and Write section independently and try to understand the main idea of the article.</p> <p>P: The teacher will guide the students to discuss the content of the text, and the students will discuss their own experiences of nature exploration in groups and share what they have seen, heard and felt. Students will write a short essay to record their discoveries and feelings according to their own nature exploration experiences.</p> <p>S: Have them read their essays aloud in English and share their nature exploration experiences.</p>

Table 1.2 Content of the study (Cont.)

Lesson plans	Topics	Teaching Activities
Lesson plan 4	Nature's Adventures	<p>B&O: Create a simulated natural environment (you can use an open space in the classroom or a playground) and place objects or pictures related to the natural environment (e.g., trees, flowers, animals, etc.) in it.</p> <p>P: Students are divided into small groups, each of which chooses a team leader and is given a time limit to complete a "nature adventure" task. The task may include finding a specific nature object, describing the natural environment in English or taking beautiful pictures of nature.</p> <p>S: At the end of the game, each group needs to present their "nature adventure" results to the class in English and share their feelings and knowledge about the natural environment during the adventure.</p>
Test	Post-test	

1.6 Conceptual Framework

The independent variable of this study was the a Learning management through BOPPPS teaching model, and the dependent variables were students' English reading skill and students' satisfaction. As shown in Figure 1.2

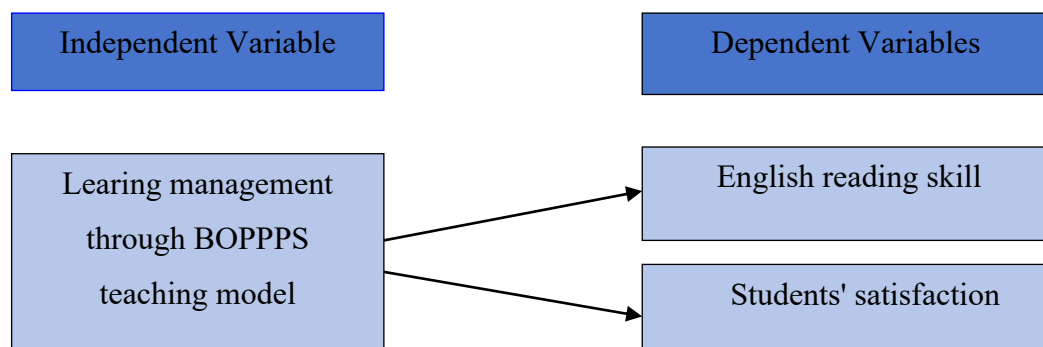


Figure 1.2 Conceptual Framework

1.7 Research Terminologies

BOPPPS Teaching Model is a new teaching model with educational goal as the orientation and student as the center. It includes six stages: B (course introduction), O (Learning objectives), P (pre-assessment), P (participatory learning), P (post-testing) and Summary (summary). Based on constructivism and the communicative approach, the model emphasized student participation and feedback, representing a closed-loop teaching process model. It served as an instructional design framework that broke down the lesson planning and delivery process into six crucial stages. This approach facilitates a student-centric, interactive, and outcome-driven teaching style, which has garnered considerable attention owing to its simplicity, clarity, and straightforward implementation. In this study, it will be based on the orderly arrangement of the six phases in the BOPPPS teaching model to help teachers organize and carry out teaching activities effectively. In terms of teaching design structure, BOPPPS teaching mode constructs the teaching cycle process of “teaching objectives→teaching behaviour→learning activities→teaching evaluation→teaching objectives”, and teachers constantly adjust teaching objectives through students’ feedback. Each stage has its own specific objectives and roles, thus ensuring the coherence and effectiveness of the whole teaching process so that students can fully demonstrate their abilities and explore their knowledge in the classroom and improve the learning effect of students' English reading skill.

English Reading Skill refers to grade five students should be able to accurately extract key information from reading materials, such as characters, events, time, and location. During the reading process, students should be capable of utilizing some basic reading strategies, like prediction, inference, and comparison, to enhance their reading efficiency and comprehension. While the demand for critical thinking skill of 11-year-old students is not rigorous, they should still be able to initially understand the viewpoints and attitudes presented in the reading materials and simply express their own opinions. Under the premise of ensuring comprehension, students can improve their reading speed to adapt to longer reading materials and more complex content. By designing two sets of test papers with the same level of difficulty, a pre-test is conducted within a specified time period before implementing the BOPPPS teaching model. Following this, the research subjects are instructed using the BOPPPS teaching model, while their outstanding performances during the process are observed and recorded through daily learning activities. After the teaching phase concludes, a post-test is administered. Based on the data results from both the pre-test and post-test, an assessment of students' English reading abilities is conducted to determine whether there has been an enhance in their reading skill.

Students' Satisfaction refers to students' satisfaction and evaluation of various aspects of the education and learning process. In this study, student satisfaction is the students' feelings or attitudes towards the use of BOPPPS teaching model in English classroom, the students' enjoyment of the BOPPPS teaching model in English language teaching, and whether the students get the improvement of their English reading skill or achieve the expected goals through this teaching method. A questionnaire will be used in order to find out the students' satisfaction. By preparing a questionnaire containing questions on various aspects students will evaluate and make their choices.

Grade Five Students refers to students selected by the research in this study. There are 40 students randomly selected from two classes of grade five in a public elementary school in Wuhua District, Kunming, Yunnan province.

1.8 Limitations of the Study

1.8.1 This study was conducted on 40 grade five students in an elementary school in Kunming, Yunnan. The research results could not be taken as the final conclusion for all primary school students of other ages and backgrounds in China.

1.8.2 The experimental period of this study was short and there was not enough time to make a more complete observation and record of each student. Students' daily learning status would also have been different and would have played a role in the results of this research project. Students were not able to adapt quickly to the new teaching methods, which led to slow teaching and affected the teaching progress.

1.9 Expected Outcomes of the Study

1.9.1 The BOPPPS teaching model helped improve the English reading skill of grade five students in Kunming, Yunnan Province, China, and enabled students to share their reading experiences with their peers. It enhanced their motivation and interest in reading.

1.9.2 It was anticipated that students would express a high degree of satisfaction with the implementation of the BOPPPS teaching model in English reading activities within the classroom setting.

CHAPTER 2

LITERATURE REVIEW

This chapter will introduce early English education in China, teaching and learning English reading skill, BOPPPS teaching model, learning satisfaction in English language, relevant theories, relevant reference and studies.

2.1 English Language Teaching and Learning in China

2.1.1 Early English Education in China

Initially, due to China's emphasis on land defense over naval defense and its border with Russia, Russian language education had a foundation in China, while English education lagged behind. After the Opium War, with the need to "open eyes to the world," English education began to sprout. Figures like Mu Bingyuan, through self-study or practical experience, became early English educators, driving the initial stages of English education. In 1862, the Imperial Russian College (later renamed the Imperial College of Foreign Languages) was established, marking the birth of the first official foreign language institution in modern China, where English education gained significance. In the Republic of China Period, The "Renxu Educational System" stipulated the introduction of foreign languages (English and Japanese) from the third grade of elementary school, gradually integrating English education into basic education. The Ministry of Education prioritized professional English education, issuing the "University Regulations" to outline curriculum for specialized English programs. Celebrities like Lin Yutang, Zhu Guangqian, and Liang Shiqiu directly engaged in English education, compiling textbooks, and enhancing the quality of English instruction. In the 1950s, due to political reasons, English education temporarily declined, with Russian becoming the dominant foreign language.

In contrast, the formalization of foreign language teaching in China lagged behind, with notable advancements commencing post-1976. Since the reform and opening-up, China's English education has experienced rapid development, expanding from scratch to a substantial scale. Educational concepts and teaching methodologies have continually evolved, from the initial Grammar-Translation Method to more interactive approaches like Communicative Language Teaching and Task-Based Language Teaching. Although the evolution of English language teaching in China is relatively nascent and necessitates substantial refinement, its significance has escalated markedly in recent times, firmly establishing it as a cornerstone in the country's educational landscape.

2.1.2 Current Status of English education in China.

China has constructed a comprehensive and inclusive English education framework, extending seamlessly from kindergartens to universities, embracing both foundational and advanced levels of learning. This system ensures the widespread availability of English courses across diverse educational institutions, thereby furnishing students with an abundance of learning resources and avenues for personal growth.

As a result of heightened educational investments and a keen emphasis on the professional advancement of educators, the proficiency of English teachers in China has undergone a marked enhancement. A growing number of these teachers boast overseas educational experiences or hold prestigious international teaching certifications, such as TESOL, underscoring the quality and global reach of their instruction.

The proliferation of internet technology has further diversified and enriched the landscape of English educational resources. Students now have access to a wide array of materials, ranging from traditional printed textbooks to digital e-books, interactive online courses, and innovative learning applications. This versatility enables learners to tailor their study materials to their individual needs and interests, fostering a more personalized and engaging learning experience.

Contemporary English education in China places a strong emphasis on both linguistic proficiency and cross-cultural communication competencies. A student-centered pedagogy is promoted, which encourages self-directed learning and nurtures critical thinking abilities. This approach empowers students to not only master the English language but also to develop the cultural awareness and interpersonal skills necessary for effective global communication.

China has prioritized English education, elevating it to a pivotal and influential status within its comprehensive education system. Over two decades of concerted effort, China's English language teaching has witnessed tangible accomplishments. In recent years, more and more researchers and schools have been advancing the reform of English teaching methods in elementary school to the social development, and continuously promoting the reform and development of English teaching, respectively exploring and researching in many aspects, such as the English education environment, classroom teaching design, teachers' professional qualities, students' learning ability, etc., so as to lay a good foundation for the reform and development of the teaching methods.

2.2 Teaching and Learning English Reading skill

English reading is one of the four basic skills of English teaching. It plays an important role in consolidating and expanding knowledge in the English classroom as well as in developing students' other English learning skill.

Bloomfield points out that reading is the process of grasping the whole of what you read by decoding it, and that simply reading the text does not emphasize comprehension of its content. According to American psychologist Gough (1972), the reading model is a decoding process that constructs the author's intention by accurately recognizing each letter of the alphabet, pronunciation, and the basic grammatical meaning of the word.

Learners complete the reading process by recognizing and comprehending the basic meanings of words, phrases, and sentences. In contrast, Goodman (1967) and Simth (1978) proposed a "top-down" model of reading, emphasizing the important role of background knowledge in reading. Through a large number of experiments, it is concluded that students' reading comprehension of familiar topics is better than that of less familiar topics. Combining the strengths of these two different models of reading. Rumelhart (1977) proposes an interactive model of reading. He argues that reading is influenced by both background knowledge and lexical knowledge. Together, they constitute integrated comprehension and thinking about reading. This model promoted the research and exploration of reading cognition and reading teaching methods, and became one of the important theoretical foundations of later related fields.

Some scholars put forward some suggestions on the teaching design of English reading. Bamett (1988) pointed out that designing post-reading activities can effectively test learners' reading comprehension level, practice their logical thinking skills and help them understand the reading content more deeply. Manzo (1993) suggested that teachers should use two kinds of pre-reading activities, namely "Possible Sentences" and "Reciprocal Questioning" to improve students' thinking skills.

Hu (1998), a Chinese domestic scholar, believes that reading ability refers to the ability to read and comprehend, which is a kind of ability shown in the process of reading and belongs to the comprehensive ability. According to Lin (1995), reading ability refers to the ability to utilize acquired linguistic knowledge to complete the reading of texts and obtain written information. This is similar to Yao (2012) view that reading ability is the psychological and behavioral characteristics that readers show when reading, and it is a kind of comprehensive ability that can reflect a certain level of hierarchy. It mainly includes the ability of readers to effectively perceive, accurately comprehend, personalize and analyze, critically reflect and practically apply the reading materials.

In recent years, a variety of teaching models have been introduced into China and applied to English reading teaching, such as the 5E teaching model, PBL (Problem-Based Learning) teaching model, scaffolding teaching, and CBI (Content-Based Instruction) theme teaching model. Each of these teaching models has its own characteristics, aiming to stimulate students' learning interest and improve reading comprehension through different teaching strategies and methods. For example, the 5E teaching model guides students to actively participate in the reading process through the five links of Engage, Explore, Explain, Elaborate and Evaluate; the PBL teaching model encourages students to learn and apply reading strategies in the process of solving problems through a problem-oriented approach.

Some studies have focused on students' reading strategy use and its relationship with self-efficacy. For example, Huang (2023) study found that there was a significant positive correlation between first-year students' English reading self-efficacy and the use of reading strategies, i.e., students who used more reading strategies showed higher self-confidence and effectiveness in reading. This suggests that developing students' reading strategies is an effective way to improve their reading ability and self-efficacy.

With the rise of deep learning theory, more and more studies have begun to focus on the phenomenon of deep learning in English reading teaching. Studies such as Qin (2023) and Wang (2023) have pointed out that deep learning in English reading classes for middle school students helps to improve reading comprehension, critical thinking and independent learning. These studies emphasized the importance of deep learning in reading instruction and explored how to promote students' deep learning through instructional design.

Several empirical studies have shown that different teaching modes have demonstrated some effectiveness in English reading teaching. For example, both Feng (2023) and Zou (2023) studies verified the positive effects of the 5E teaching model in high school English reading teaching; Chen (2023) study proved the effectiveness of the PBL teaching model in improving students' interest in reading and reading ability.

Through the intervention experiment, the researchers found that students' self-efficacy increased significantly through systematic reading strategy training, and their reading performance improved accordingly. This result provides strong support for the development of reading strategies in English reading teaching.

Research on deep learning not only reveals its importance, but also explores specific paths to realize it. For example, Wu (2023) and He (2023) studies successfully promoted students' deep learning through methods such as educational theater and audible thinking method, respectively, which provided new ideas for improving the quality of English reading teaching.

2.3 BOPPPS Teaching model

2.3.1 Overview of the development of the BOPPPS Teaching Model

The BOPPPS teaching model, originating from the innovation of Douglas Kerr's team at the University of Vancouver at the North American Colleges and Universities Instructional Skills Workshop (ISW) in 1976, initially focused on teacher skills training, and has since evolved to become a standardized teaching paradigm in Canadian higher education. (Zhou, Li, Bao, & Liu, 2019) The model emphasizes participatory learning and reflection, and its theoretical roots can be traced back to Diane Morrison's design - implementation feedback - re - design cycle framework (Morrison, 1985), which has since been developed by international scholars as follows It is a closed-loop teaching system that includes Bridge-in, Objective, Pre-assessment, Participatory Learning, Post-assessment and Summary. "BOPPPS".

The BOPPPS teaching model has garnered widespread implementation in teacher development centers across numerous universities, including Yan'an University and Jimei University, as well as throughout China. This model's emphasis on student engagement in learning, clear articulation of learning objectives, and prompt feedback on teaching outcomes has positioned it as a critical tool for enhancing teaching quality and expediting the professional development of educators.

The BOPPPS model integrates the instructional philosophy of the ISW workshop, motivating teachers to adopt its framework in curriculum design. Through a series of three consecutive rounds of group micro-lesson practices, coupled with a peer feedback mechanism, teachers continuously refine their teaching strategies and hone their pedagogical skills.

Profoundly embodying the student-centered teaching philosophy, the BOPPPS model offers teachers versatile, intuitive, and visually appealing references for instructional planning. In the classroom, teachers can adeptly apply this model to encourage active student participation in learning activities, facilitating a transition from passive knowledge reception to active exploration and comprehension. This, in turn, deepens learning impressions and enhances learning efficiency.

Here is a detailed explanation of the BOPPPS teaching model:

1) B (Bridge-in): Lesson introduction. The main purpose of this session is to attract students' attention and spark their interest in what they are about to learn. Teachers can introduce it through videos, animations, stories, questions or hot topics to stimulate students' curiosity and enthusiasm for learning. This session needs to be carefully designed to stimulate students' curiosity and make them clear about the objectives and meaning of learning.

2) O (Objective): Learning objectives. At this stage, teachers need to clearly inform students of the learning objectives of the lesson so that they know exactly what they will learn and set expectations for it. Learning objectives should include knowledge, literacy and skills, and be clear, appropriate, achievable and measurable from the students' perspective.

3) P1 (Pre-assessment): prior assessment. The aim of this component is to find out the students' prior knowledge and level of understanding so that the teacher can adapt teaching strategies and content to the students.

4) P2 (Participatory Learning): Participatory learning. In this stage, teachers need to actively involve students in teaching activities, such as questioning, group discussion, interaction, etc., in order to motivate them to understand and apply new knowledge more deeply.

5) P3 (Post-Assessment): This section involved assessing students' mastery of new knowledge through testing. By evaluating, teachers could gain insights into students' learning stages and provide guidance for subsequent teaching content.

S (Summary): At the final stage of the course, the teacher needed to summarize the key points of the course content, help students understand what they had learned, and guide them to apply their knowledge to real life situations. Additionally, the teacher would summarize the effectiveness of students' learning and adjust their learning progress accordingly.

The BOPPPS teaching model emphasizes the student-centered teaching concept, which forms a complete teaching process through the organic combination of six links. The model not only focuses on the transfer of knowledge, but also emphasizes students' participation and practice, aiming to stimulate students' interest and motivation in learning and improve their learning effectiveness.

2.3.2 BOPPPS teaching model for English reading skill

Dean (2009) argues that the BOPPPS instructional model allows for more effective organization of instruction and points out the importance of participatory teaching in the BOPPPS instructional model. It is pointed out that the participation link is the core link of the whole teaching mode, and students are the center of teaching. Russell (2004) specifically discusses the teaching process of the model. Chih-Chao (2014) combined the BOPPPS model and TRIZ (Teoriya Resheniya Izobreatate Iskikh Zadatch) theory to study the impact of the BOPPPS model on the learning effectiveness of college students' creativity. Chung, Dzan, Shih, and Lou (2015) point that this model not only highlights the students' subjective position, but also ensures the effectiveness of the teaching process and the measurability of students' learning outcomes through clear goal-setting, pre-assessment and post-assessment and summarization feedback, and has been widely used and respected in teaching skills seminars in many universities around the world in recent years. Stublely (2018) pointed out that the BOPPPS teaching model emphasizes student-centeredness.

The classroom has a high degree of student participation, the classroom atmosphere is active, and students have better motivation to learn. At the same time, the model also focuses on pre-assessment and post-assessment sessions, which can be intuitive for teachers to observe the effect of student learning. Make timely teaching adjustments.

Ilka Wunderlich (2015) analyzes and suggests a good introduction to the BOPPPS model, which he believes can quickly build a bridge of trust between the students and the teacher, which is very important to shorten the social distance and establish a good classroom environment. But the content of the introduction part must be effective. Cynthia (2014) pointed out the importance of pre-assessment in the BOPPPS model, confirming this conclusion by stating that pre-assessment makes teaching and learning more efficient and focuses the attention of the students. Lou (2014), through educational experiments, concluded that the BOPPPS model is effective in fostering synergistic learning by pointing out that, in this teaching and learning process, students are more able to be the masters of the classroom's classroom with a higher level of participation.

Shih and Tsai (2020) integrated the BOPPPS teaching model into the flipped classroom and verified its feasibility through experiments. Wang (2021) verified the effects of the BOPPPS model and the IRS method on self-regulated learning and self-efficacy enhancement.

From the collected literature, the BOPPPS teaching model has been widely used in different stages of English teaching in China domestically, such as intermediate, middle school, high school and university, covering a variety of aspects of English speaking, reading and vocabulary. For example, Liu (2023) applied the BOPPPS teaching model in the course of English for Tourism, which improved students' participation and learning interest, while Li (2023) adopted the model in the teaching of quasi-intermediate speaking class, which effectively improved students' oral expression ability.

In their respective studies conducted, Yang (2021), and Li (2021) explored the effectiveness of the BOPPPS teaching model in high school English classrooms by utilizing methods such as questionnaires, classroom observations, and teacher interviews. Yang discovered that the BOPPPS model effectively tackled the issue of student inattention during classroom instruction. By focusing on cooperative and inquiry-based learning, it greatly boosted students' interest and involvement in classroom activities, truly exemplifying participatory learning. Furthermore, Li found that the interactive strategies proposed within the BOPPPS model could effectively enhance teacher-student interaction, fostering a positive feedback loop that offers invaluable teaching insights for educators.

Fang (2022) analyzed the dilemma of teaching English in high school, and through the practice of the BOPPPS teaching model, she got the conclusion that the BOPPPS teaching model is effective and conducive to the improvement of the students' English reading learning achievement and self-efficacy. Zhang (2022) pointed out that BOPPPS teaching mode applied to junior high school English vocabulary teaching effectively improves the teaching effect of vocabulary classroom and promotes the development of English subject education. Dou (2023) inspires students' external learning motivation through BOPPPS teaching mode, guides students to master reading strategies and skills, cultivates students' good learning habits, stimulates students' internal learning motivation, and pays attention to the implementation of students' learning outcomes. Li (2023) tried to apply the BOPPPS model to junior high school English reading teaching, taking 49 students from a class of ninth grade in a middle school in Yan 'an as the research object. The results show that after the application of BOPPPS teaching model, the students' English reading performance has improved, and the ability of extracting information, reasoning judgment and logical analysis is obvious.

Through the above research, it can be found that BOPPPS teaching mode has a lot of help for English teaching. For the improvement of English reading ability, we can conclude from these studies the help of BOPPPS teaching mode to English reading ability is mainly reflected in the following aspects:

1) Bridge-in: Through the connection with students' existing knowledge or real life, to stimulate students' interest in English reading materials, so that they are more active in reading.

2) Objective: Set specific and measurable learning goals to help students understand the standards they need to meet in the process of reading, so as to improve their reading ability.

3) Pre-assessment: The difference in students' learning ability and knowledge background can be found out before class, so that teachers can adjust the teaching content and difficulty according to the actual situation of students, so that the reading teaching can be closer to the needs of students.

4) Participatory Learning: Participatory learning encourages students to actively participate in classroom activities, such as group discussion, role play, case analysis, etc., so that students can deepen their understanding and mastery of the reading materials in the interaction. Through group cooperation, students can exchange ideas and share insights with each other, thus broadening their horizons, enriching their knowledge and improving their reading comprehension.

5) Post-assessment: The test after class is an important link to judge whether the students have achieved the expected goal. Through timely detection, teachers can understand students' mastery of reading materials and adjust the subsequent teaching strategies.

6) Summary: The summary stage aims to summarize the main points of this lesson, clarify the context of knowledge, and help students consolidate what they have learned.

BOPPPS teaching model has played a positive role in English reading ability through stimulating interest in the introduction stage, setting specific learning goals, finding out differences before class, promoting active learning through participatory learning, and timely detection, summing up and consolidating knowledge through after-class tests. This teaching mode not only improves students' reading interest and learning enthusiasm, but also promotes their active learning and self-improvement ability.

2.4 Learning Satisfaction in English Language

The pioneering exploration into satisfaction traces its origins to the seminal theory of "customer satisfaction," formulated by American scholar Cardozo in 1965. Cardozo posited that customer satisfaction stems from an emotional response, varying in intensity, elicited during the product acquisition process. Notably, the United States emerged as the epicenter for both the intensification of satisfaction research and the conduct of extensive studies in this field, as evidenced by Fornell et al.'s (1996) contributions.

Expanding the scope of satisfaction, Long (1989) introduced the concept of learning satisfaction, conceptualizing it as the learner's subjective sentiments or dispositions towards their educational endeavors. Parallel to this development, Kolter (1997) refined the notion of customer satisfaction, defining it as a degree of gratification mirroring individuals' anticipations and perceptions of products. Subsequently, this framework was adapted to the realm of higher education, yielding the term "learning satisfaction."

Wu (2023) further nuanced the concept by framing teaching satisfaction as a distinct dimension of service quality, where education is viewed as an intangible commodity, and learners assume the role of universities' direct clientele. Consequently, assessing the quality of educational services necessitates a holistic approach that encompasses not only outcome-based evaluations but also a comparison between learners' actual in-process sentiments and their psychological expectations.

Upon engaging in the English learning journey, learners formulate subjective assessments and sentiments pertaining to their learning experiences, achievements, access to teaching resources, instructional methodologies, teacher expertise, and the overall learning environment. This learning satisfaction serves as a pivotal indicator of the efficacy of English language acquisition and learner contentment, underscoring its paramount importance in enhancing teaching quality, refining learning resources, refining teaching strategies, and fostering learners' motivation and enthusiasm.

2.5 Relevant Theories

The "BOPPPS" teaching model was an effective instructional approach rooted in constructivist theory and interaction theory. It emphasized a student-centered, closed-loop teaching process that focused on student engagement and feedback.

2.5.1 Learning Theory of Constructivism

Learning wasn't just a process of teachers unilaterally imparting knowledge to students, but rather a process in which students themselves constructed and comprehended knowledge. Learners didn't passively receive information; instead, they actively constructed and integrated it.

Neither learners nor learning exist in isolation. Learning involves internalizing relevant knowledge, skills, and mastering tools through participation in a particular sociocultural context. This process is often accomplished through collaborative interactions within a learning community. Knowledge resides within specific, contextual, and perceivable activities. Learning should be integrated with contextualized practical activities.

Based on constructivist learning theory, various teaching models have emerged, such as anchored instruction, random access instruction, scaffolding instruction, and more. These teaching models all emphasize the initiative and constructiveness of students in the learning process, focusing on aspects such as situational creation, collaborative learning, and resource utilization.

Constructivist learning theory has important implications for current educational practice. It requires teachers to respect students' subject status and individual differences in the teaching process, pay attention to students' experiences and interests, and promote students' knowledge construction and ability development by creating authentic learning situations, guiding students to actively explore and engage in collaborative learning, etc. At the same time, teachers should also pay

attention to students' emotional experiences and values cultivation, so that students can develop a positive learning attitude and correct values in the learning process.

Therefore, Nong (2018) argued that basing on constructivist learning theory for BOPPPS classroom can ensure rationalization and clarity of teaching arrangement and achieve effective teaching.

2.5.2 Theory of Humanism

Humanistic theory emphasizes student-centeredness, believing that education should focus on students' needs, interests, and experiences, promoting their overall development. This aligns with the core philosophy of the BOPPPS teaching model. The BOPPPS model also centers on students, highlighting their subjectivity in the teaching process. Through course introduction, learning objective setting, pre-assessment, participatory learning, post-assessment, and summary, it guides students to actively participate in the learning process, achieving knowledge construction and ability development.

Humanistic theory advocates autonomous learning and self-realization, viewing learning as a process of unleashing personal potential and achieving self-realization. The participatory learning segment in the BOPPPS model, utilizing various teaching methods such as individual reports, group discussions, and role-playing, stimulates students' enthusiasm and initiative, fostering their autonomous learning ability and critical thinking skills. This teaching approach helps students discover their potential and interests during the learning process, thereby achieving self-development and self-realization.

In the BOPPPS model, teachers not only pay attention to students' cognitive development but also their emotional experiences and values cultivation. By creating authentic learning situations and fostering a positive classroom atmosphere, teachers can stimulate students' learning interest and motivation while nurturing their positive attitudes and correct values. This integrated teaching approach contributes to students'

comprehensive development in both cognitive and emotional aspects. Humanistic educational theory encourages positive interaction between teachers and students, suggesting that teachers are not only knowledge transmitters but also guides and supporters in students' growth. In the BOPPPS model, teachers serve as organizers and managers of teaching activities as well as partners and feedback providers in students' learning process. Through timely assessment and feedback, teachers can understand students' learning situations and needs, adjusting teaching strategies and methods to better promote students' learning and development.

Each student is a unique individual with different learning styles and needs. In the BOPPPS model, teachers assess students' prior knowledge and interests through pre-assessment, providing personalized learning resources and guidance for different students. This personalized teaching approach helps meet the diverse needs of students, enhancing their learning enthusiasm and satisfaction.

Humanistic theory advocates student-centeredness, promotes independent learning and self-actualization, focuses on the combination of emotion and cognition, encourages positive interactions between teachers and students, and advocates personalized teaching, which helps the BOPPPS model to better achieve the teaching goals and promote the overall development of students.

Table 2.1 Theories of the study

Theories	The theory in BOPPPS teaching model
Constructivism	1. Constructivism emphasizes the subject position of learners in the process of knowledge construction. In the BOPPPS model, from learning goal setting to participatory learning, to post-assessment and summary, all links are centered around the needs and interests of students, encouraging students to actively explore and discover knowledge, rather than passively accept it.

Table 2.1 Theories of the study (Cont.)

Theories	The theory in BOPPPS teaching model
	<p>2. Constructivism advocates promoting the construction of knowledge through diverse learning activities and interactions. In the BOPPPS model of participatory learning, teachers design various forms of activities, such as group discussion, case analysis, role play, etc., to promote communication and cooperation among students, so that students can construct and deepen knowledge in interaction.</p> <p>3. Constructivism believes that feedback is one of the key factors in the process of knowledge construction. In the BOPPPS model, teachers timely understand the learning situation of students through pre-assessment and post-assessment, and give targeted feedback and suggestions to help students adjust learning strategies and improve learning results.</p>
Theory of Humanism	<p>4. Humanistic theory emphasizes student-centered, focusing on students' needs, interests, emotions and individual differences. In the BOPPPS teaching model, this idea is carried through all the time.</p> <p>5. Humanism believes that emotion and cognition are interrelated and influence each other. In the BOPPPS teaching model, the integration of emotion and cognition is also reflected.</p> <p>6. Humanism emphasizes that everyone has the potential and desire for self-realization. In the BOPPPS teaching model, this idea of self-realization is also reflected.</p>

Source: Researcher

2.6 Relevant Reference and Studies

The BOPPPS teaching mode is widely used in China, covering a wide range of subject areas such as medicine, chemistry, geography, information technology, mathematics, physics and biology. For example, Le et al. (2021) introduced the BOPPPS teaching mode in medical microbiology course and designed and applied it through rain classroom and microcourse forms. Qian (2024) adopted the "experiment-oriented + BOPPPS" model in high school chemistry teaching and achieved remarkable results; Ma and Li (2024) applied the BOPPPS teaching model to analytical chemistry laboratory teaching in the context of the integration of science and education.

The research is not only limited to the improvement of the traditional teaching mode, but also involves multiple dimensions such as online teaching, deep learning, and the development of higher-order thinking skills. For example, Yang (2023) applied the BOPPPS teaching model in an online elementary Chinese speaking class and explored its effectiveness in distance learning; Xiao (2023), on the other hand, verified the positive role of the model in promoting deep learning in high school biology through practical research, and this interdisciplinary perspective provides useful reference for English teaching. Most studies have shown that the BOPPPS teaching model effectively teaching efficiency and student engagement through six sessions. For example, Dou (2023) study showed that the model significantly improved student engagement in junior high school English reading classrooms.

The BOPPPS teaching model helps to promote deep learning and the development of higher-order thinking skills in students. Both Jiang (2023) and Xiao (2023) showed that the model can make students to think deeply and develop their ability to analyze and solve problems. The flexibility of the BOPPPS teaching model allows it to adapt to different teaching environments and student needs. Wang (2022) application in one-to-one online Chinese language instructional design demonstrated the potential of the model in personalized instruction, while Wu (2023) demonstrated

its effectiveness in enhancing students' reading ability through practice in high school English reading teaching.

In the specific design and practice of the BOPPPS teaching model, researchers focus on the refinement and innovation of each link. For example, Li, Hou, Zhao, Sun, and Xu (2024) used the problem iteration teaching method based on the BOPPPS model in the parallel algorithm design and analysis course, which effectively improved the students' problem solving ability; Ye (2021) designed the teaching program of the online Chinese as a foreign language elementary synthesis course based on the BOPPPS teaching model and conducted empirical research. These studies not only enrich the theoretical system of the BOPPPS teaching model, but also provide valuable experience for its application in actual teaching.

The BOPPPS teaching model the most important point was communication and interaction between teachers and students. Through the careful design of the introduction session, the in-depth implementation of the participatory learning session, and the timely feedback of the summarization session, the model can effectively promote the communication and interaction between teachers and students. For example, Chen (2017) research based on the BOPPPS model found that the model can significantly improve the frequency and quality of teacher-student communication in high school chemistry classrooms. The BOPPPS teaching model emphasizes interaction and communication between teachers and students. The introduction session stimulates students' interest in learning, the participatory learning session encourages students to think and express themselves actively, and the post-testing and summarizing sessions provide students with feedback and consolidation opportunities. This kind of interactive teaching helps to establish a good teacher-student relationship and increase students' motivation and satisfaction in learning.

The introduction of the BOPPPS teaching model has brought innovation to the traditional teaching model. Researchers have flexibly applied and innovatively developed the BOPPPS teaching model by combining the characteristics of specific disciplines and teaching needs. For example, the problem iteration teaching method

adopted by Li et al. (2024) in the course of parallel algorithm design and analysis is a successful attempt of the BOPPPS teaching model in specific disciplines.

The introduction of the BOPPPS teaching model has promoted the in-depth development of teaching reform. It breaks the traditional teaching course that teacher-centered teaching model and transforms it into a student-centered teaching model, focusing on cultivating students' independent learning ability and innovation ability. At the meantime the BOPPPS teaching model also provides teachers with clearer teaching design and evaluation standards, which helps to improve the quality and effectiveness of teaching (Cao & Yin, 2016).

In summary, the BOPPPS teaching model, as a structured instructional design framework, has significant advantages in enhancing learning outcomes, strengthening teacher-student interactions and promoting teaching reform. However, its application also faces certain limitations and challenges. Future research should further explore the specific application strategies and optimization methods of the BOPPPS teaching model in different subject areas to better serve teaching practice and educational reform. Although the current research on BOPPPS teaching model in English reading teaching has achieved remarkable results, there are still some deficiencies and problems to be solved. Firstly, the applicability and effectiveness of different teaching models need to be further verified and compared; secondly, the specific mechanism of the role between elementary school reading strategies and primary school students' self-efficacy still needs to be explored in depth; and lastly, how to better apply the BOPPPS teaching model in English reading teaching in order to comprehensively improve elementary school students' reading ability and comprehensive literacy is still an important direction for future research.

CHAPTER 3

RESEARCH METHODOLOGY

This study aimed to enhance the English reading skill and learning satisfaction of grade five Chinese students through the BOPPPS teaching model, and it provided a detailed overview of the research design, sample selection, data collection tools and their validity and reliability, as well as the data analysis methods employed.

3.1 Research Design

The present study employed quantitative methodology for its execution. The researcher intended to gather experimental data by administering both a pre-test and a post-test, in addition to administering questionnaires among the students.

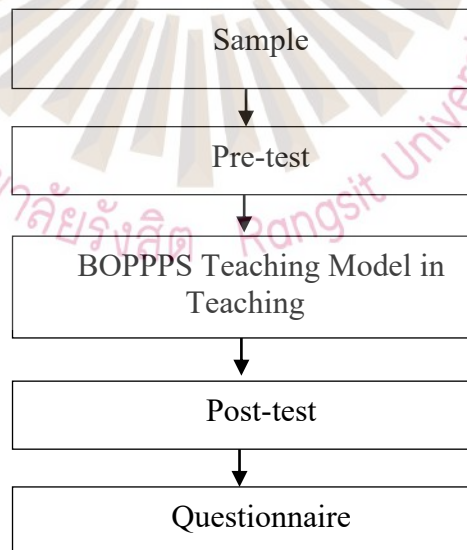


Figure 3.1 Research Design of the Study

In line with the research objectives, this study employed quantitative research methodology. Data was gathered through an achievement test, which aimed to

compare students' English reading skill prior to and subsequent to the implementation of the BOPPPS teaching model. Additionally, a questionnaire was distributed in order to evaluate students' satisfaction towards the BOPPPS teaching model within the English reading courses.

3.2 Population and Sample

3.2.1 Population

The population of this study included 2 classes of grade five Chinese students with in an elementary school in Yunnan Province, China. The age range of the participants spanned from 10 to 11 years old, and the participants contained a variety of genders and different levels of English reading skill.

3.2.2 Sample group

The researcher used cluster random selection to sample a class of 40 grade five Chinese students in an elementary school in Yunnan Province. The students in this class were mixed with men and women, and their English achievement and learning ability were uneven.

Table 3.1 below shows based on data analysis. First, the participants were between the ages of 9 and 11, which is in line with the normal age for most grade fivers. Secondly, the gender distribution is more evenly distributed, with men accounting for 52.5% of the total and women for 47.5%.

Table 3.1 Demographic Data

Demographic Categories	Frequency	Percentage (%)
Age		
- Between 9-10	18	45%
- Between 11-12	22	55%

Table 3.1 Demographic Data (Cont.)

Demographic Categories	Frequency	Percentage (%)
Gender		
- Male	21	47.5%
- Female	19	52.5%

3.2.3 Location

The present study was undertaken in a public elementary school located in Wuhua District, Kunming, Yunnan Province, China, near the city center. This institution had a student population of 408 and a faculty of 37 teachers.

3.3 Research Instruments

According to the research objectives of this study, three instruments were used to collect quantitative data. These three instruments comprised four lesson plans, English reading achievement tests (pre-test and post-test), and a questionnaire.

3.3.1 Instruments for Quantitative Data Collection

3.3.1.1 Lesson plans

The researcher intended to devise four comprehensive lesson plans, drawing primarily from Unit 5 and Unit 6 of the grade five English textbook published by the People's Education Press. This endeavor involved the preparation of pre-test and post-test, along with four lesson plans, each encompassing a 40-minute session, totaling eight lessons. The formulation of these lesson plans was rigorously aligned with the stipulated curriculum standards. Prior to the commencement of the first lesson, the researcher administered the pre-test. Subsequently, the eight lessons incorporated the BOPPPS teaching model. The culminating lesson served as a post-test, designed to evaluate the students' progress in English reading proficiency.

The lesson plans are shown in Table 3.2.

Table 3.2 Lesson Plans

Lesson plans	Topics	Teaching Activities	Minutes
Test	Pre-test		
Lesson plan 1	Designing a Cozy Bedroom	<p>The teacher divides the students into groups of 4-5 students each.</p> <p>Each group is given a piece of white paper and colored pens, and the students are asked to work together to design an ideal bedroom of their own.</p> <p>When the design is finished, each group chooses a representative to present and describe their bedroom design to the class in English.</p> <p>The teacher and other students evaluate and score each group's design, and select the best design award and the best description award.</p> <p>The teacher summarizes the activity and emphasizes the importance of teamwork and the ability to describe the bedroom in English.</p>	<p>Lesson 1 40 minutes</p> <p>Lesson 2 40 minutes</p>
Lesson plan 2	Exploring the Magical Bedroom	<p>The teacher first reads aloud the Story Time part of the story to make sure that students understand the general idea of</p>	Lesson 1 40minutes

Table 3.2 Lesson Plans (Cont.)

Lesson plans	Topics	Teaching Activities	Minutes
		<p>the story. And guides the students to follow and imitate.</p> <p>Magic Bedroom Design: Students work alone or in groups to design a picture of their imaginary magic bedroom.</p> <p>Students can use colored pens, stickers and other materials to decorate their designs.</p> <p>After the design is finished, students need to introduce their magic bedroom to the class in English, including its magic and the items inside.</p>	<p>Lesson 2 40minutes</p>
Lesson plan 3	The Great Barrier Reef	<p>Students read the Read and Write section independently and try to understand the main idea of the article. The teacher will guide the students to discuss the content of the text, and the students will discuss their own experiences of nature exploration in groups and share what they have seen, heard and felt. Students will be able to understand and retell basic information about the Great Barrier Reef (location, features, importance).</p>	<p>Lesson 1 40minutes</p> <p>Lesson 2 40minutes</p>

Table 3.2 Lesson Plans (Cont.)

Lesson plans	Topics	Teaching Activities	Minutes
		Students will be able to describe the beauty and uniqueness of the Great Barrier Reef using the vocabulary and sentence patterns learned in this unit.	
Lesson plan 4	Robin and the Ant	<p>The teacher begins by briefly sharing a short story about friendship between animals, such as how two different kinds of critters helped each other overcome difficulties. Then lead students to think, "Why is friendship so important to us?"</p> <p>"Students will be able to understand and retell the main points of the story "Robin and the Ant".</p> <p>Students can identify and discuss sentences or episodes in the story that reflect the spirit of friendship and mutual help.</p> <p>Students can create a short story about friendship using the vocabulary and sentence patterns they have learned.</p>	Lesson 1 40minutes Lesson 2 40minutes
Test	Post-test		

Source: Researcher

3.3.1.2 An English Reading Achievement Test (Pre-test and Post-test)

The reading skill test paper was used to verify the changes in students' reading skill before and after using the BOPPPS teaching model. Two reading ability test papers were used in this study, one for the pre-test and the other for the post-test. Both the pre-test and post-test questions were from the unified examination questions that followed the course outline and syllabus exactly, with the same question types and difficulty coefficients. The question types were the same, and the difficulty coefficients of the test papers were similar. The test paper comprised three types of reading sections: (1) Reading Comprehension, which consisted of two short passages. Each passage was followed by four options, and students were required to select the correct answer from A, B, and C that corresponded to the question. There were five questions for each passage, with each question worth 4 points, totaling 20 points for that section. (2) True or False, which featured another two short passages. Students needed to read the passages and determine whether the statements were true or false based on the content. Each passage had five questions, with each question carrying 4 points. (3) Task-based Reading, where students were asked to answer questions based on the given passages. This section encompassed two short passages, each with five questions, and each question was worth 2 points.

3.3.1.3 Questionnaire

This study designed an anonymous questionnaire to investigate students' satisfaction with the implementation of the BOPPPS teaching model in English reading classes. The questionnaire consisted of 15 questions, scored using a Likert five-point scale ranging from 5 (strongly agree) to 1 (strongly disagree). The questions were organized into three sections: the first focused on students' interest and motivation in the course and learning, the second on their engagement, and the third on the impact of the BOPPPS model on their learning. Prior to completing the questionnaire, participants were thoroughly informed by the researchers, who explained each question in their native language to ensure comprehension.

3.4 Testing Validity and Reliability

3.4.1 Validity

Validity was a crucial indicator for assessing the accuracy of a measurement tool, determining whether it could precisely measure what was intended to be measured, and played a vital role in the development and evaluation of tests. This study used the Index of Objective Coherence (IOC) for Programs developed by Rovinelli and Hambleton (1977), which was used to assess the content validity of all research instruments during the program development phase. The IOC score ranges from - 1 to +1:

+1: The item clearly aligns with the established objective.

0: It is unclear whether the item measures up to the established objective.

- 1: The item does not align with the established objective.

If the assessment resulted in an IOC score between 0.67 and 1.00, the item was suitable for use. If the score was below 0.67, it needed to be modified or even deleted.

All research instruments in this study were validated with the scores between 0.67-1.00; proving that they were valid for the further use.

3.4.2 Reliability

Reliability was meaningful only when the validity of a measurement was acceptable (Valaste et al., 2008). Reliability concerned the constancy and dependability of a measurement. Cronbach's Alpha method was used to test the reliability of the questionnaire items in this study.

The value of Cronbach typically ranged between 0 and 1. If Cronbach's alpha was below 0.6, it indicated inadequate internal consistency reliability, necessitating

deletion or revision. When it reached 0.7 to 0.8, the scale demonstrated good reliability; and when it reached 0.8 to 0.9, the scale exhibited excellent reliability.

The researchers piloted the English reading achievement test and questionnaire with another group of 40 grade five students, and then analyzed the results. If the score was above 0.7, the reliability was satisfactory.

The internal consistency is as follows.

Table 3.3 Cronbach's Alpha Rule of Thumb

Cronbach's Alpha Rule of Thumb	Internal Consistency
$\alpha \geq 0.9$	Excellent
$0.8 \leq \alpha < 0.9$	Good
$0.7 \leq \alpha < 0.8$	Acceptable
$0.6 \leq \alpha < 0.7$	Questionable
$0.5 \leq \alpha < 0.6$	Poor
$\alpha < 0.5$	Unacceptable

Source: Habidin, 2015

The questionair items were tested for the reliability with the scores above 0.70. It demenstrated that all items were reliable for the use in the data collection.

3.5 Data Collection Procedure

3.5.1 Ethical Approvement

To conduct the study in schools, the researchers obtained an approval letter from A primary school in Yunnan Province, China (see Appendix A). Since the participants in this study were about 10 to 11 years old, the researchers also obtained the consent of relevant school departments and parents.

3.5.2 Confidentiality

Before embarking on data collection, the researcher did not disclose to the participants all pertinent details pertaining to the study's progression. Once the study concluded, the researcher ensured that all data remained confidential and subsequently deleted them.

3.5.3 Data collection

The sample population included 30 students from a junior high school in Yunnan province, China. They were around 10 to 11 years old, with different genders and English learning levels. In this study, the data collection lasted for four weeks. The researcher designed four lesson plans. The lessons were conducted twice a week for 2 sessions. Meanwhile, students' learning outcomes were collected through a pretest, a posttest, and a questionnaire.

3.6 Data Analysis

The data were analyzed using two different methods, both of which met the two research objectives. Quantitative data from the pre-test and post-test were used to

examine the improvement of English reading skill of the sample group. In addition, quantitative data from the surveys were utilized to investigate students' satisfaction with the use of the BOPPPS teaching model to achieve instructional goals in the English classes.

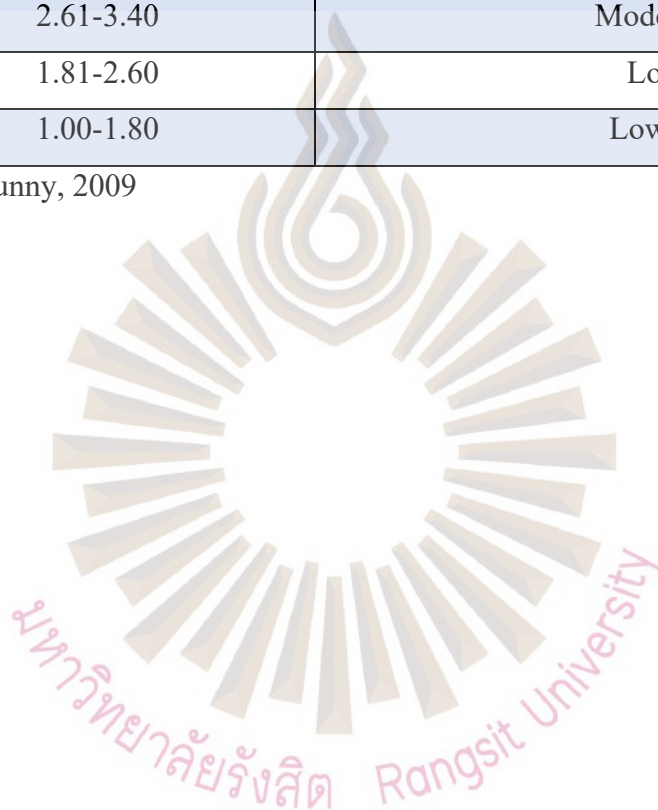
This study collected scores from performance tests (pre-test and post-test) as quantitative data, and analyzed them by calculating means, standard deviations, and significance values. Additionally, the results of the questionnaires were analyzed using means and standard deviations. In summary, these methods were employed to investigate the English reading skills achievement of grade five Chinese students and their satisfaction with the use of the BOPPPS teaching model. The questionnaire

results (in terms of average scores) were interpreted according to the prescribed range for average score interpretation.

Table 3.4 The Range of Mean Score Interpretation

Mean Score Range	Students' Perceptions Level
4.21-5.00	Highest
3.41-4.20	High
2.61-3.40	Moderate
1.81-2.60	Low
1.00-1.80	Lowest

Source: Moidunny, 2009



CHAPTER 4

RESULTS

This study aimed to enhance the English reading skill of grade five Chinese students through the BOPPPS teaching model and to investigate students' satisfaction with this teaching model. Data collection included pre-tests, post-tests, and questionnaires, with specific results as follows:

- 4.1 Analysis of English Reading Test Scores
- 4.2 Analysis of Questionnaire

4.1 Analysis of English Reading test Scores

The section presents the findings pertaining to the research question, which examined the enhancement of English reading test scores among grade five Chinese students through the implementation of the BOPPPS teaching model in their English reading classes, aiming at improving their reading proficiency. The study involved the assessments of 40 grade five students: an initial pre-test conducted at the study's commencement and a final post-test administered at its conclusion. Compared the pre-test and post-test results of the sample group, the paired sample t-Test was utilized.

4.1.1 Analysis of Paired Sample T-test

As shown in Table 4.1, the results of the paired-samples statistical analysis conducted on the test scores were encouraging. This table presents the paired-samples statistics for both the pre-test and post-test. With a sample size of 40 individuals, the mean score for the pre-test was 78.03 (standard deviation, SD = 9.90), while the mean score for the post-test was 82.63 (SD = 9.61). When compared to the pre-test scores of

the sample group, the post-test scores demonstrated a statistically significant improvement.

Table 4.1 Compares the means of the pre-test and post-test scores

Paired Samples Statistics								
Group	Pre-test		Post-test		Mean Difference	T	df	Sig. 2-(tailed)
Sample Group	\bar{x}	SD	\bar{x}	SD	4.6	-10.100	39	.000
	78.03	9.90	82.63	9.61				

The paired samples t-test results revealed a significant difference between the pre-test and post-test scores [$t(39) = -10.100, p < .001$], as depicted in Table 4.2. The mean difference was -4.600 (95% CI [-5.5221, -3,678]), with a standard error of .4554. For the sample group, the results demonstrated a statistically significant improvement in their post-test scores when compared to their pre-test scores. Furthermore, the paired-samples t-test showed a remarkable enhancement in students' English reading abilities following the adoption of the BOPPPS teaching model.

4.1.2 Comparison of Pretest and Posttest Scores of the Sample Group

Table 4.2 Pretest & Posttest scores of the sample group

Student ID	Pretest Scores (Full Score=100)	Posttest Scores (Full Score=100)	Increase in test Scores	% difference
1	65	67	2	2.00%
2	90	95	5	5.00%
3	80	82	2	2.00%
4	68	73	5	5.00%
5	80	90	10	10.00%
6	85	89	4	4.00%
7	84	93	9	9.00%
8	83	85	2	2.00%
9	85	87	2	2.00%
10	73	80	7	7.00%

Table 4.2 Pretest & Posttest scores of the sample group (Cont.)

Student ID	Pretest Scores (Full Score=100)	Posttest Scores (Full Score=100)	Increase in test Scores	% difference
11	94	96	2	2.00%
12	68	72	4	4.00%
13	90	92	2	2.00%
14	75	77	2	2.00%
15	80	85	5	5.00%
16	95	93	-2	-2.00%
17	85	87	2	2.00%
18	80	92	12	12.00%
19	82	84	2	2.00%
20	59	63	4	4.00%
21	78	84	6	6.00%
22	90	95	5	5.00%
23	75	79	4	4.00%
24	73	78	5	5.00%
25	79	84	5	5.00%
26	80	85	5	5.00%
27	75	77	2	2.00%
28	88	90	2	2.00%
29	80	88	8	8.00%
30	79	84	5	5.00%
31	84	86	2	2.00%
32	73	83	10	10.00%
33	55	59	4	4.00%
34	80	85	5	5.00%
35	60	65	5	5.00%
36	78	88	10	10.00%
37	69	76	7	7.00%
38	82	87	5	5.00%
39	88	90	2	2.00%
40	54	60	6	6.00%
Mean	78.03	86.63	4.60	4.6%

4.1.3 Pretest and Posttest Comparison

Figure 4.1 displays the pre-test and post-test scores of 40 students. As shown in the figure, the purple bars represent the pre-test scores, while the blue bars represent the post-test scores. It is evident that among the 40 students, 39 experienced an increase in their post-test scores. One student had a post-test score lower than the pre-test score. Upon analyzing this student's test results, it was found that both test scores were above 90 points. The lower post-test score was due to a mistake where the student omitted an answer. Taken together, these findings suggested that the BOPPPS teaching model was effective in enhancing students' English reading skill.

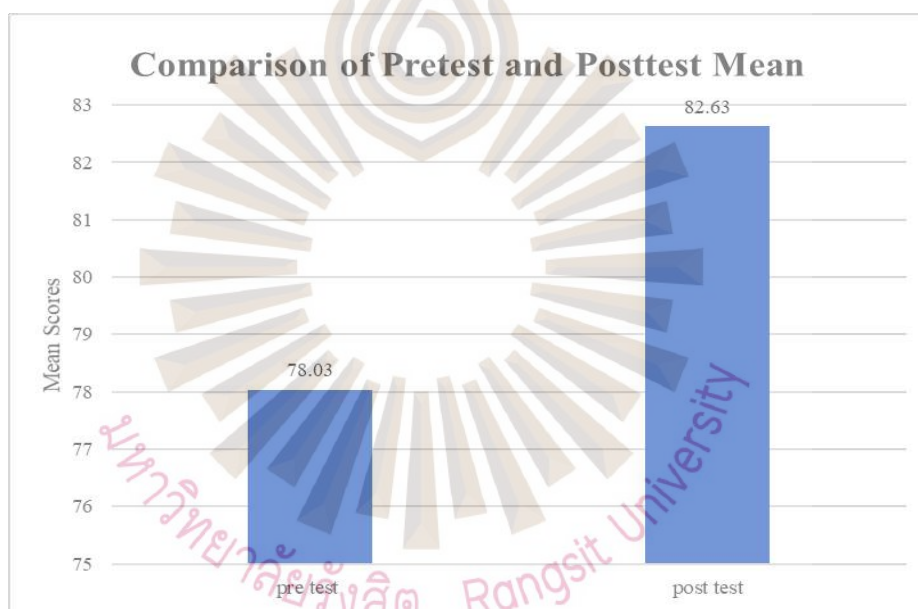


Figure 4.1 Comparison of pretest and posttest mean

Furthermore, Figure 4.1 below presents the average scores of the pre-test and post-test. These average scores were 78.03 and 82.63, respectively. Undoubtedly, the average post-test score was higher than the average pre-test score. The post-test scores represented by the blue bars on the right which are 4.60 points higher than the pre-test scores represented by the blue bars on the left. Therefore, it can be concluded that after adopting the BOPPPS teaching model, almost all of the students made progress and achieved better results in the post-test.

4.2 Analysis of Questionnaire

All 40 research participants (n=40) completed the questionnaire. Descriptive statistics, including mean and standard deviation, were used to analyze the survey results as follow.

The questionnaire comprised 15 items divided into three parts. Part A addressed Interest and Motivation, The overall average score for this section is 3.59, with the highest average being 3.73 for Item 5. Following closely are Items 1 and 2, which scored 3.68 each. Items 3 and 4 scored 3.43 and 3.45 respectively. Part B focused on Engagement, The overall average score for this section is 3.53, with the highest average being 3.60 for Item 8. The subsequent scores for Items 6 to 10 are 3.58, 3.58, 3.55, and 3.33 respectively. Except for Item 10, which scored below 3.41, all other items fell within the high-score range. and Part C examined the learning effects of the BOPPPS teaching model on students' English reading. The overall average score for this section is 3.68, making it the highest among the three sections. The highest average score is 3.80 for Item 14, followed by Item 13 with 3.73, and then Item 11 with 3.68. Items 12 and 15 scored 3.60 and 3.58 respectively.

The average scores of Items 5, 8, and 14 represent the highest averages among the three sections. The BOPPPS teaching model encourages students to develop a deeper passion for learning English. They perceive the BOPPPS teaching model as both useful and effective, considering it an excellent teaching approach for English reading. It is evident that fifth-grade Chinese students hold a high level of satisfaction with the BOPPPS teaching model.

Table 4.3 Mean and Standard Deviation: Part A (N=40)

No.	PART A: INTEREST & MOTIVATION	Mean	SD	Interpretation
1	The process of learning English reading was fun.	3.68	1.37	High
2	After using the BOPPPS teaching model, learning English reading no longer bored me.	3.68	1.49	High

Table 4.3 Mean and Standard Deviation: Part A (N=40) (Cont.)

No.	PART A: INTEREST & MOTIVATION	Mean	SD	Interpretation
3	Using the BOPPPS teaching model to learn English reading made me feel much easier.	3.43	1.32	High
4	The BOPPPS teaching model encouraged me to read a lot of extracurricular English reading materials.	3.45	1.45	High
5	Taking English classes through the BOPPPS model inspired me to love the English language even more.	3.73	1.18	High
	Total	3.59	1.26	High

Table 4.3 below shows the mean score and standard deviation of students' satisfaction with Part A, interest and motivation. Item 5, which stated, "Taking English classes through the BOPPPS model inspired me to love the English language even more," received the highest average score of 3.75, indicating a high level of satisfaction within the upper range of the Likert 5-point scale. Although Item 3, "Using the BOPPPS teaching model to learn English reading made me feel much easier," had a slightly lower average score (Mean = 3.43), it still fell within the high range (3.41-4.20). The average score for Part A (3.59) suggested that students' perceptions of this section of the questionnaire, particularly regarding interest and motivation, revealed a strong interest in the BOPPPS teaching model. To a certain extent, this model has also sparked interest in English reading among the majority of students. Despite some initial difficulties in adapting to classroom instruction using the BOPPPS model, students remained very positive.

Table 4.4 Mean and Standard Deviation: Part B (N=40)

No.	PART B: ENGAGEMENT	Mean	SD	Interpretation
6	The BOPPPS teaching model provided a variety of English reading curriculum classroom activities.	3.58	1.57	High

Table 4.4 Mean and Standard Deviation: Part B (N=40) (Cont.)

No.	PART B: ENGAGEMENT	Mean	SD	Interpretation
7	Through the BOPPPS teaching model for English reading, I felt less like a student and more like the center of the class.	3.58	1.52	High
8	The BOPPPS teaching model was useful and effective.	3.60	1.53	High
9	The BOPPPS teaching model gave me the opportunity to work with my classmates to improve my reading ability through various activities.	3.55	1.50	High
10	The BOPPPS teaching model let me have no pressure in English class.	3.33	1.42	Moderate
	Total	3.53	1.40	High

The following Table 4.4 presents the mean and standard deviation (SD) of students' opinions regarding Part B. It showed an average score of 3.54 with a standard deviation of 1.40. Part B primarily focuses on assessing students' ENGAGEMENT. From the data in Part B, it can be observed that the average scores for Questions 6 to 9 on the questionnaire are basically around 3.5 to 3.6 points, all falling within the high range of the Likert 5-point scale. However, Question 10, "The BOPPPS teaching model let me have no pressure in English class," received the lowest average score of 3.33 in the analysis of Part B, placing it in the moderate range (2.61-3.40). This indicated that switching from the daily teaching mode to a new teaching mode for learning poses some pressure on students, and they may not be able to adapt to the new teaching mode in a short period of time. Overall, with an average score of 3.535, this section's average score still falls within the "high" range.

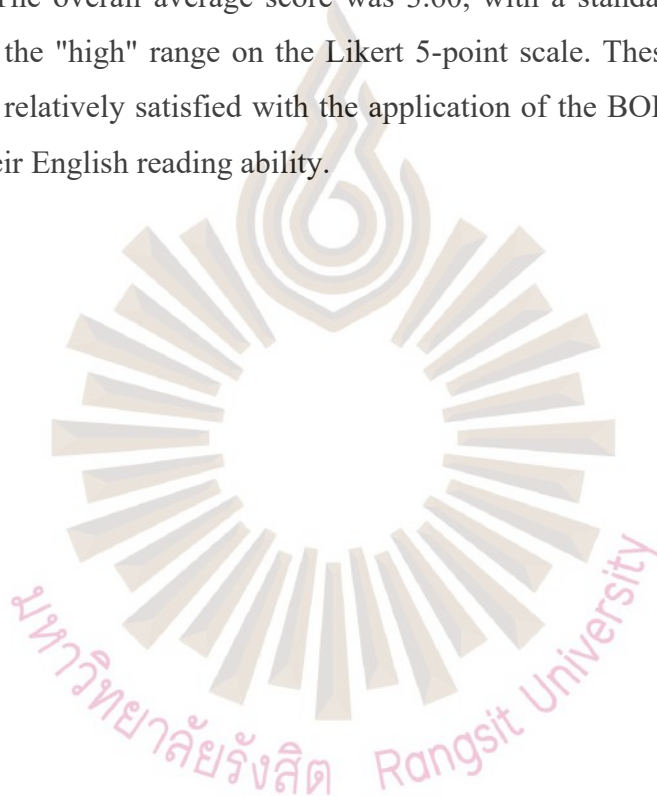
Table 4.5 Mean and Standard Deviation: Part C (N=40)

No.	PART C: THE EFFECT OF THE BOPPPS TEACHING MODEL ON STUDENT LEARNING	Mean	SD	Interpretation
11	The BOPPPS teaching model was simple, fun, and efficient to use.	3.68	1.46	High
12	The BOPPPS teaching model was beneficial to me.	3.60	1.43	High
13	Through the BOPPPS teaching model, I carried out a lot of activity scenarios, which made it easy for me to substitute reading scenarios.	3.73	1.20	High
14	The BOPPPS teaching model was a very good English reading teaching model.	3.80	1.29	High
15	The BOPPPS teaching model enabled me to better study with classmates and participate in class discussions together.	3.58	1.20	High
	Total	3.68	1.19	High

Table 4.5 presents the mean and standard deviation (SD) for Part C, titled "THE EFFECT OF THE BOPPPS TEACHING MODEL ON STUDENT LEARNING." This section obtained the highest average score among the three parts, with a mean of 3.68 and a standard deviation of 1.19. Specifically, Items 11. "The effect of the BOPPPS teaching model on student learning." 13. "Through the BOPPPS teaching mode, I carried out a lot of activity scenarios, which made it easy for me to substitute reading scenarios.", and 14. "The BOPPPS teaching model was a very good English reading teaching model." had relatively high average scores, ranging between 3.60 and 3.80. This suggested that the BOPPPS teaching model was well-regarded by students and that the numerous teaching activities incorporated into the BOPPPS model facilitated easier learning of English reading for students. With an overall

average score of 3.68 for Part C, it was evident that the BOPPPS teaching model had a positive impact on student learning.

As previously mentioned, among the three parts of this survey questionnaire, Part C showed the highest average score, which was 3.68, with a standard deviation of 1.19. The difference between Parts B and C was negligible, with average scores being 3.55 and 3.53, respectively, and their standard deviations being 1.50 and 1.40, respectively. The overall average score was 3.60, with a standard deviation of 1.12, falling within the "high" range on the Likert 5-point scale. These data indicated that students were relatively satisfied with the application of the BOPPPS teaching model to improve their English reading ability.



CHAPTER 5

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

This chapter summarizes the research conclusions, discussions and recommendations.

5.1 Conclusion

The two research objectives were stated for this study:

- 1) To compare grade five Chinese students English reading skill before and after applying the BOPPPS teaching model.
- 2) To investigate grade five Chinese students' satisfactions towards applying the BOPPPS teaching model in studying English reading skill.

This study adopted the BOPPPS teaching model and adopted the methods of pre-test, post-test, and questionnaire survey to investigate the grade 5 students in Kunming, Yunnan Province. The following conclusions could be drawn:

5.1.1 The Result of Pretest and Posttest Data Analysis

This study was originally designed to assess the improvement of English reading skill of Grade five Chinese students in Kunming, Yunnan Province through the BOPPPS teaching model. Then, the paired sample T-test was used to analyze the difference between the pre-test and post-test results in the learning outcomes of the sample group.

Through songs, videos, animations, and other multimedia means, we stimulated students' interest in learning, making them full of expectations for the content they were about to learn. This interest-driven approach aided students in initiating their English course in a relaxed and enjoyable atmosphere.

During the teaching process, we were able to ascertain the students' understanding of basic knowledge, thereby adjusting the teaching content and difficulty to ensure that the educational activities aligned with the students' actual needs.

Participatory learning stands as the cornerstone of the BOPPPS teaching model. At this juncture, students were encouraged to actively engage and ponder through a variety of teaching activities, including group discussions, role-playing, and case analyses.

Learning management through the BOPPPS teaching model in primary school English classrooms served to ignite students' learning enthusiasm, clarify learning objectives, tailor instruction to individual abilities, foster interaction and participation, promptly assess learning outcomes, and summarize and enhance students' learning capabilities.

1) The data analysis, conducted using the paired sample t-Test on the scores, revealed that the average post-test score (82.63) was higher than the average pre-test score (78.03). The mean difference between the two was (4.60). It shows that students' overall performance has improved after a certain period of learning BOPPPS teaching model. The standard deviations for the pre-test and post-test were 9.90 and 9.61, respectively.

2) The highest score in the pre-test was 95 points, the highest score in the post-test was 96 points, the lowest score in the pre-test was 54 points, and the lowest score in the post-test was 59 points.

3) It was worth mentioning that in the pre-test, there were three participants below the passing mark, (in China, the passing mark is 60 points in the 100-point test) in the post-test, two participants reached more than 60 points, and only

one participant was below the passing mark, but this participant improved by 4 points compared with the pre-test.

4) The amount of grade change ranges from -2 to 12 points, and the absolute value of the rate of change ranges from 0.02 to 0.12, indicating that there were certain differences in the change of students' grades, but the overall range of change was relatively controllable. Some students' performance improved significantly, such as those with a change of 10 or 12 points, and these students made greater progress in the post-test. Most of the students' scores improved by between two and five points, and these students also made some progress in the post-test. There was a decline in the scores of some students, such as those whose change was -2 points.

The results of the post-test demonstrated that the BOPPPS teaching model had a positive impact on improving students' English reading skill.

5.1.2 The Results of Students' Satisfaction

For objective 2, this study aimed to use quantitative methods to assess students' satisfaction in English reading courses using BOPPPS teaching model. The survey have conducted with 40 participants using a five-point Richter scale, divided into 15 items, divided into three parts.

The survey results indicated that grade five Chinses students exhibited a high level of satisfaction in all three aspects. Notably, Part A, which focused on interest and motivation, achieved an average score of 3.59, reflecting a high degree of satisfaction. Similarly, Part B and Part C scored averages of 3.53 and 3.68 respectively, both falling within the high range. Overall, students expressed a high level of satisfaction with learning management through the BOPPPS teaching model in English reading course.

The results of the questionnaire survey, students have provided favorable evaluations and received positive feedback regarding the BOPPPS teaching model. It has generated a strong appeal among students. Consequently, They exhibited a high level of cooperation in terms of interest and motivation, participation, and

effectiveness. While enhancing their academic performance and abilities, they have also contributed to producing excellent results for this research.

5.2 Discussion

This study yielded two key findings: Firstly, according to the BOPPPS teaching model improved the English reading skill of grade five Chinese students in Kunming. Secondly, grade five Chinese students expressed a high level of satisfaction with using the BOPPPS teaching model to enhance their English skill. The following discussion will elaborate on these findings in detail and research questions.

5.2.1 Students' English Reading Test Achievement

In the BOPPPS model, teachers clearly outline learning objectives at the start, enabling students to understand what to master and how to assess their progress. This fosters self-directed learning and engagement.

Pre-assessments help instructors gauge students' foundational knowledge, while post-assessments evaluate learning outcomes. Comparing these results reveals learning dynamics and boosts self-confidence.

Student participation in learning is a crucial aspect of the BOPPPS teaching model. Through group discussions, role-playing, case studies, and other methodologies, students deepen their understanding and mastery of knowledge. Collaborating with peers to solve problems enables students to grasp concepts more profoundly and apply them to real-world scenarios. This deep learning approach enhances students' memory and comprehension, ultimately boosting their academic performance.

Regular assessments and prompt feedback in the BOPPPS model keep students informed and allow instructors to adjust teaching methods to meet students'

needs. This improves teaching relevance and effectiveness, aiding knowledge retention and academic progress.

The first question of this study focused on whether BOPPPS teaching model can improved the English reading skill of grade 5 Chinese students. The results of the pre-test and post-test indicated that after implementing the BOPPPS teaching model, the majority of students' English reading scores were improved. Specifically, the overall average score increased from 78.03 in the pre-test to 82.63 in the post-test, representing an average improvement of 4.60 points. Among the 40 participants, 4 students achieved an increase of more than 10 points, while the majority of students saw their scores rise by 2 to 5 points. It was worth mentioning that three students scored below the passing mark (60 points) in the pre-test. In the post-test, two of these students improved to above the passing mark, and although the third student still scored below the passing mark (59 points), their score did increase by 4 points compared to the pre-test.

In the post-test results, Participant No. 16 scored lower than in the pre-test. However, given that both test scores were above 90 points, indicating that this student was generally excellent in his studies. The teacher conducted an investigation and found that the student had omitted some questions during the post-test, which led to the decrease in their post-test score. Therefore, it was excluded that the decrease in score was due to the influence of the BOPPPS teaching model.

Based on the pre-test results, researcher found that among the 40 sampled students, the majority (80%) had intermediate English reading ability, while 12.5% demonstrated excellent ability and 7.5% showed insufficient ability. After teaching with the BOPPPS teaching model, the interest of some students was stimulated, making them more willing to participate in classroom activities. These students transformed classroom activities into their own reading tools, which helped them improve their reading ability through unconventional learning methods. In the post-test, when faced with reading questions of the same difficulty level, these students were able to select the correct answers and increase their accuracy rate. Most of these

students were those with intermediate reading ability. Appropriately stimulating their interest can promote their development in English reading. For excellent students, the change of teaching mode will not affect their own ability too much. They can adapt to any teaching mode as soon as possible, adjust their state, make changes, and find their own good parts from different teaching modes. Such students can also change their learning mode in different teaching modes and show diversified ways of thinking. However, due to the excellent daily performance of such students, the improvement space is smaller than that of students in the middle of the score, and they can maintain the same level in each test.

For students with relatively weaker abilities, this teaching experiment represents a fortunate opportunity. In schools in Kunming, Yunnan Province, most English courses involve relatively few classroom activities and are primarily teacher-centered, with less emphasis on student-centered teaching models. Students with weaker abilities may find the same teaching mode boring, gradually losing interest in English reading and even the subject itself. Consequently, they may become uncooperative in class, sleep during lectures, and ultimately experience a decline in ability and performance. Wu (2023) point out that During the participatory learning phase, students of various levels can actively engage in teaching activities, speak up, and share their perspectives. The overall quality of student participation in the classroom is high, and there is effective communication between teachers and students, leading to excellent teaching outcomes.

However, during the implementation of the BOPPPS teaching model, various innovative classroom activities were introduced. For instance, in the activity "Designing a Cozy Bedroom," students worked in groups to design their ideal bedrooms, marking the items and their locations on drawings. Each group selected a representative to present their bedroom design to the class in English, while other members assisted with supplementary information. Such activities empowered students to exercise their subjective initiative, engage in brainstorming within their groups, contribute their ideas, and help each other during the final presentation. By placing students at the center of the teaching model, these weaker students no longer

felt bored and slept in class. Instead, they participated actively, acquired knowledge, and enhanced their abilities.

From the results of this teaching experiment, it can be seen that BOPPPS teaching mode has a positive impact on the improvement of English reading ability of grade five Chinese students, and the first question explored has obtained a relatively reliable result. The research findings of Wu (2023) suggested that the six modules of the BOPPPS teaching model effectively mitigate issues of student inattention in the classroom. They ignite students' passion for participation and elevate their interest in classroom learning. Yang (2021) asserts that within the framework of the BOPPPS teaching model, classroom instructional objectives are clearly defined, and teachers genuinely adopt a student-centered approach, thoroughly engaging students in classroom activities.

5.2.2 Students' Satisfactions

The second objective of this study was to investigate the satisfaction level of grade five Chinese students towards the BOPPPS English reading teaching model. Through the administration of questionnaires, we collected students' opinions and satisfaction towards this teaching model.

1) Part A interests and motivation, the average score for this part was 3.59, falling within the "high" range (3.40-4.20) on the Likert scale. Among the five items in this section, Item 5, "Taking English classes through the BOPPPS teaching model inspired me to love the English language even more," showed the highest average score of 3.725. This indicated that the BOPPPS teaching model had effectively stimulated students' interest in learning and significantly encouraged them to engage in learning activities. Additionally, the other items in this section all maintained scores above 3.40.

The BOPPPS teaching model not only helped ignite students' interest in the classroom but also motivated them to learn and explore extracurricular reading independently. Students stated that the post-class assessment and summary sessions assisted them in self-reflection, enabling them to identify and solve problems, as well

as clarify their level of understanding of the lesson's key knowledge points. This, in turn, helped them promptly identify and fill in gaps in their learning, and students expressed that it sparked their learning motivation. Liu (2022) concludes that the BOPPPS teaching model was practical and easy to implement. It was a proven effective teaching model that promoted student participation in classroom learning.

2) Part B: Engagement This section received an average score of 3.53, which fell within the "high" range on the Likert scale. Among the five items in this section, Items 6 to 9 all scored above 3.40, with only Item 10 scoring below 3.40. This indicated that under the BOPPPS teaching model, students were gradually adapting to and preferring a classroom atmosphere where they were the center. Specifically, Item 7, "Through the BOPPPS teaching method for English reading, I felt less like a student and more like the center of the class," scored an average of 3.58. This demonstrated that the BOPPPS teaching model promoted the practical application of constructivist learning theory and humanistic theory in the classroom, making students the center of the learning process. The data obtained showed that most students believed that the BOPPPS teaching model was effective in improving English reading skill.

The BOPPPS teaching model focused on teaching activities and participatory learning, providing students with an atmosphere and conditions for active participation in the classroom. According to the conclusions of Li's (2023) paper, teachers design diverse classroom activities tailored to different tasks, which helped stimulate students' learning enthusiasm and encourage greater engagement in classroom activities. In terms of behavioral engagement, Dou (2023) found that students increased their time invested in English reading, more frequently initiated interactions with classmates and teachers, learned to think independently, consciously used learning tools to attempt problem-solving, and gradually became accustomed to summarizing and consolidating classroom language knowledge.

3) Part C, the Effect of the BOPPPS Teaching Model on Students' Learning, scored the highest average among the three sections of this survey, reaching 3.68. the majority of students believe that the BOPPPS teaching model was simple and efficient, serving as a useful approach for English reading instruction. They generally expressed a strong preference for the recent teaching methods, indicating their

acceptance of this teaching model and providing it with high evaluations. The characteristic of the BOPPPS teaching model lied in teachers designing teaching activities tailored to the course content based on textbooks, enabling students to engage in participatory and cooperative learning, actively think, explore, and solve problems, and reflect on their deficiencies during the summary phase. Due to limited class time and compact classroom activities with a somewhat fast pace, some activities cannot be completed on time and require students to supplement the full content after class.

Li (2023) suggested that during the implementation of the BOPPPS teaching model, teachers should pay attention to students' states, fully utilize every minute of class time, maintain students' high concentration, improve listening efficiency, and achieve effective teaching. However, there were still deficiencies in the classroom teaching process. Teachers should actively explore and design more diverse activities, read more learning materials, and incorporate innovative classroom activities into teaching. Overall, the grade five Chinese students were at an important stage of physical and mental development. They were easily receptive to new things, and their cognitive level and psychological abilities were in their initial stages of development. They were able to adapt to the teaching methods of the BOPPPS model. The survey revealed that most students had a good acceptance of the BOPPPS model, expressing overall recognition and satisfaction with the teaching attitude of the BOPPPS teaching model. They also agreed that students' reading skill had achieved certain results after adopting the BOPPPS teaching model.

In summary, the results of the questionnaire survey on students' satisfaction with the BOPPPS teaching model in enhancing English reading ability consistently demonstrated a high level of satisfaction among students. These findings indicated that incorporating this teaching method improved students' English reading ability, as well as their engagement and efficiency in English classrooms. Furthermore, it fostered students' interest and motivation, exerting a positive influence on their English reading proficiency.

5.3 Recommendations

5.3.1 Recommendations for Implementation

1) This study confirmed the feasibility and effectiveness of the BOPPPS teaching model in enhancing English reading skill among grade five Chinese students in Kunming, Yunnan Province. Consequently, the BOPPPS teaching model can be applied beyond primary education, extending to middle and even high school English reading instruction.

2) Schools can regularly organize English teachers to study the BOPPPS teaching model, encouraging them to actively explore its advantages and improve its shortcomings based on practical application. Teachers should be motivated to design various teaching activities incorporating the BOPPPS model and to engage in peer exchanges, sharing different instructional perspectives and suggesting modifications to facilitate the sustainable development and refinement of the BOPPPS model.

3) By comparing the BOPPPS teaching model with traditional teaching methods and integrating their respective strengths, schools can periodically assess students' progress under this integrated model. Where appropriate, the BOPPPS model can be extended to other subjects, exploring its versatility and encouraging students to reflect on and share their learning experiences, thereby enhancing their abilities.

5.3.2 Recommendations for Future Research

1) This study specifically targeted 40 grade five Chinese students from a primary school in Kunming, Yunnan Province, China. Given China's vast territory and the imbalance in economic development that influenced the uneven development of education, the sample size for this study was relatively small, leading to inherent limitations. Therefore, future researchers can build upon this foundation by expanding the scope and target population of their studies for more in-depth research, ensuring greater accuracy and effectiveness of the findings in the future.

2) The duration of this study was only one month, which was relatively short. Teaching is a process that accumulates over time. Within one month, students were still in the stage of accepting new things, and their enthusiasm and cooperation were relatively high, leading to better teaching effects. If the BOPPPS teaching method could be practiced in the classroom for an extended period, it would help gain a deeper understanding of the sustainability of this teaching method in the teaching process, thereby observing the long-term impact of the BOPPPS teaching mode on students' self-improvement.

3) The BOPPPS teaching model emphasizes participatory learning. It can be compared with traditional teaching models in a comparative study to integrate its outstanding advantages and improve its deficiencies.

4) In the current continuously evolving information age, it is possible to explore the integration of the BOPPPS teaching model with modern technology to promote its diversified development and enhance the sense of experience and fun in the learning process.

5) This study primarily used the BOPPPS teaching model to improve students' English reading skill, but it can also be applied to other skills such as English vocabulary and speaking, potentially yielding various results. Alternatively, it can be applied to other subjects, especially those with strong practical components, such as biology or chemistry, to investigate the effectiveness of the BOPPPS teaching model in teaching.

Through this study, it could be concluded that the BOPPPS teaching model had a significant effect on improving the English reading skill of grade five Chinese students, with enhancements observed in both their reading speed and comprehension skill. Additionally, students' autonomous learning abilities had been strengthened. The study found that students had learned how to select suitable reading materials and learning methods based on their own reading levels and learning goals, which reflected the student-centered teaching process of the BOPPPS model. In summary, the BOPPPS teaching model had a positive impact on improve the reading skill of grade five Chinese students.

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Certificate of Approval

XiBa Elementary school Administration Department

Subject: Approval to collect data for M.Ed.thesis
Dear Sir/Madam,

I'm currently enrolled in the master of education in Curriculum and Instruction at Rangsit University Thailand. I'm conducting a reaserch on "THE APPLICATION OF BOPPPS TEACHING MODEL TO IMPROVE ENGLISH READING SKILL OF GRADE FIVE STUDENTS IN CHINA".

This research requires students' participation. The instruments involved pre-test, post-test,questionnaire to obtain the required data. Therefore, I would like to see permission from the administration to allow me to collect data at this school where the names and identities of students will be kept confidential and undisclosed.

Yours Sincerely
Hongyu Chen, student
Rangsit University, Thailand.

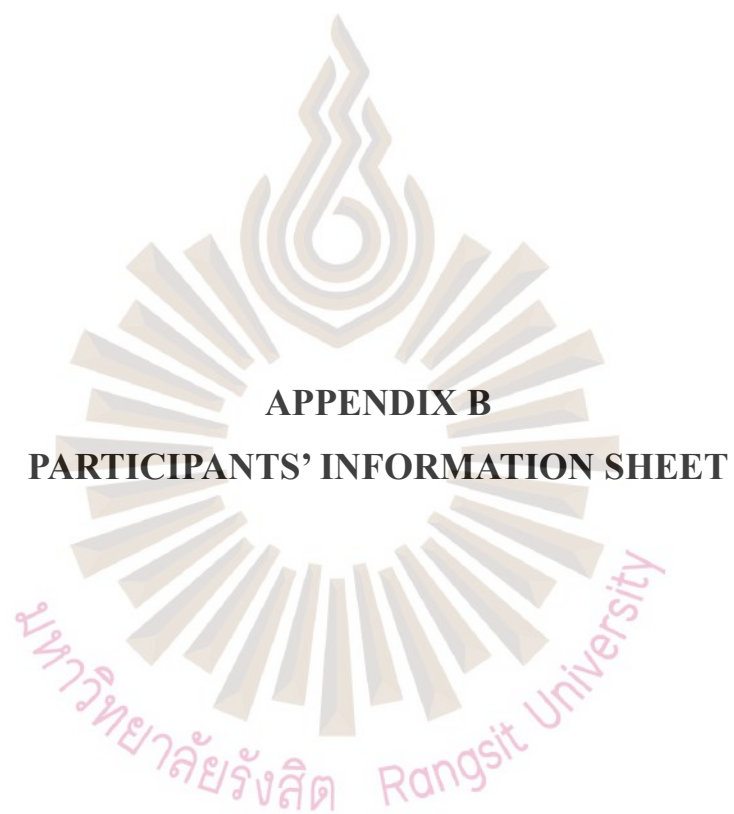
Since the study requires the data for analysis puerpose, Hongyu Chen would collect data from this school and you're kindly requested to allow she to collect data with the following condition:

Providing research participants with information to make an informed decision as to whether to take part in research(informed consent).

Follow the prior mentioned document have been reviewed and approved by the administration of XiBa-Elementary school

signature: _____ Date: _____
XiBa Elementary school, Administrate Department





APPENDIX B
PARTICIPANTS' INFORMATION SHEET

PARENTS' CONSENT LETTER

Dear Parents

I am currently pursuing Master of Education in Curriculum and Instruction at Rangsit University, Thailand. I am conducting research on "THE APPLICATION OF BOPPPS TEACHING MODEL TO IMPROVE ENGLISH READING SKILL OF GRADE FIVE STUDENTS IN CHINA". and I have chosen XiBa Elementary School as my research school.

To collect data for my research, A comprehensive set of four lesson plans is crafted, with each plan encompassing two consecutive class sessions of 40 minutes each, totaling 80 minutes per plan. Consequently, the cumulative instructional time for the entire experiment amounts to 320 minutes. The researchers will collect data in 4 steps. First, to give a pre-test the participant. Second, the participants will be given English reading lessons using BOPPPS teaching model. Third, the questionnaire were given to participants to investigate their satisfaction with learning English reading skill using BOPPPS teaching model.

Since this research requires student participation, I would like to seek your permission to let your children participate in this study and as he or she is below 18 years, I would like to request you to sign on their behalf. I assure you that your children's names, identities, and information provided by them will remain confidential and anonymous at all times.

I look forward to your cooperation in approving your child's participation in this research.

Thanking you
Yours Sincerely
Hongyu Chen

Researcher

Note:

I acknowledge that I have read the letter and agreed to let my
.....to participate in the above-mentioned research.
Name:..... Relation to child.....
Signature:..... Date:.....
.....

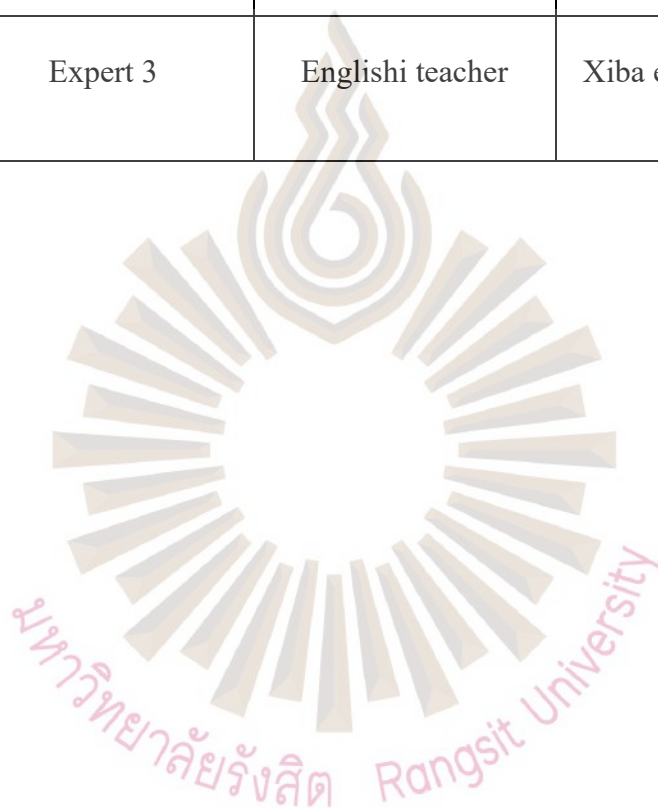




APPENDIX C

EXPERTS WHO VALIDATED RESEARCH INSTRUMENTS

No.	Name	Position/Title	Institutes
1	Expert 1	Principal	Xiba elementary school
2	Expert 2	Englishi teacher	Xiba elementary school
3	Expert 3	Englishi teacher	Xiba elementary school



The logo of Rangsit University, featuring a stylized flame or sunburst design in the center, surrounded by a circular arrangement of radiating lines. The text "มหาวิทยาลัยรังสิต" and "Rangsit University" is written in a semi-circle below the logo.

APPENDIX D
IOC OF LESSON PLANS

มหาวิทยาลัยรังสิต Rangsit University

Rate +1, if the item clearly matches the stated objectives.

Rate 0, if the item is unclear or unsure whether the measures meet the stated objectives.

Rate -1, if the item does not clearly match the stated objectives.

Item No	Attributes	Expert 1	Expert 2	Expert 3	Average	Congruence
1	Lesson plan 1	+1	+1	+1	1	Congruent
2	Lesson plan 2	+1	+1	+1	1	Congruent
3	Lesson plan 3	+1	+1	+1	1	Congruent
4	Lesson plan 4	+1	+1	+1	1	Congruent





Lesson Plan 1 (Session:1&2)	
<p>Subject: English reading</p> <p>Topic: Designing a Cozy Bedroom</p> <p>Grade: 5</p> <p>Number of students: 40 students</p> <p>Time: 80 minutes (40minutes/1 session)</p> <p>Students' background knowledge: Students have been learning English for more than 2 years and have basic English vocabulary and reading skill.</p> <p>Teaching and learning strategy: BOPPPS Teaching model</p> <p>Teaching and learning materials: English Textbook for Compulsory Education, Multi-media, A4 paper, pencil, color pen.</p> <p>Learning Objectives: After the courses, students will be able to:</p> <ol style="list-style-type: none"> 1. Students will be able to read the short texts in the Read and Write section and understand their general ideas. 2. Students are able to use the vocabulary and sentence patterns learned in this unit to describe their ideal bedrooms. 3. Students are able to cooperate in group activities to complete the bedroom design drawings and try to describe them in English. 	
Session 1 (40minutes)	
Stage & Duration	Activities
B - (Bridge-in) (3 minutes)	<ol style="list-style-type: none"> 1. The teacher shows several pictures of different styles of bedrooms and asks the students: "What do you think of these bedrooms? Which one do you like best? Why?" 2. The discussion elicits students' personal preferences and opinions about their bedrooms.
O - (Objective) (4 minutes)	Clearly inform the students of the learning objectives of this lesson: to understand and describe the layout and features of a bedroom by reading the short texts in the Read and Write section; to cooperate to design and describe an ideal bedroom of their own.
P - (Pre-assessment) (8 minutes)	Quickly review the key vocabulary and sentence patterns of the unit, e.g. bed, sofa, lamp, desk, chair, near, in front of, etc. Check students' mastery through simple quizzes or picture matching games.

Stage & Duration	Activities
P – (Participatory Learning) (10 minutes)	<p>Reading Comprehension:</p> <p>Students read the short text in the Read and Write section independently and try to understand its general idea.</p> <p>The teacher guides the students to discuss the layout and features of the bedroom in the short text and teaches the new vocabulary and sentence patterns in it.</p> <p>Bedroom design activity:</p> <p>Students are divided into groups of 4-5 students each, and each group is given a piece of white paper and colored pens.</p> <p>The groups work together to design an ideal bedroom of their own and label the items in the bedroom and their locations on the drawings.</p> <p>Each group chooses a representative to describe their bedroom design to the class in English, and other members can help to supplement.</p>
P-(Post-assessment) (10 minutes)	<p>(1) Individual writing: students independently complete a short essay describing their ideal bedroom, requiring the use of vocabulary and sentence patterns learned in this unit.</p> <p>(2) Teachers walk around to ensure that students can use what they have learned correctly in their writing.</p>
S-Summary (5 minutes)	<p>The teacher summarizes the key points of the lesson, emphasizing the importance of bedroom design and how to describe a bedroom in English.</p> <p>Praise the students who excel in group work and individual writing and encourage other students to keep up their efforts.</p> <p>Assign homework after the lesson: let the students go home and draw a floor plan of their bedroom and describe its layout and features in English.</p>

Session 2 (40 minutes)	
Stage & Duration	Activities
Greeting and Checking (5 minutes)	<ol style="list-style-type: none"> 1. Teacher and students greet each other. 2. Check students' presence and make sure they can hear me clearly.
Lead in (5 minutes)	<p>Activities to conduct this class: Bedroom Design Contest</p> <p>Through group work, students are stimulated to be creative and imaginative while consolidating the vocabulary and sentence patterns learned in this unit.</p>
Activity Steps (20 minutes)	<p>The teacher divides the students into groups of 4-5 students each.</p> <p>Each group is given a piece of white paper and colored pens, and the students are asked to work together to design an ideal bedroom of their own.</p> <p>When the design is finished, each group chooses a representative to present and describe their bedroom design to the class in English.</p> <p>The teacher and other students evaluate and score each group's design, and select the best design award and the best description award.</p>
Summary (10 minutes)	<p>The teacher summarizes the activity and emphasizes the importance of teamwork and the ability to describe the bedroom in English.</p>

Lesson Plan 2 (Session:3&4)	
<p>Subject: English reading</p> <p>Topic: Exploring the Magical Bedroom</p> <p>Grade: 5</p> <p>Number of students: 40 students</p> <p>Time: 80 minutes (40minutes/1 session)</p> <p>Students' background knowledge: Students have been learning English for more than 2 years and have basic English vocabulary and reading skill.</p> <p>Teaching and learning strategy: BOPPPS Teaching model</p> <p>Teaching and learning materials: English Textbook for Compulsory Education, Multi-media, A4 paper, pencil, color pen.</p> <p>Learning Objectives: After the courses, students will be able to:</p> <ol style="list-style-type: none"> 1. Students will be able to understand the Story Time part of the story and retell the main plot of the story. 2. Students are able to recognize and understand new vocabulary and sentence patterns in the story. 3. Students are able to use the language they have learned to describe their own bedroom or an imaginary magic bedroom through activities. 	
Session 3 (40minutes)	
Stage & Duration	Activities
B - (Bridge-in) (3 minutes)	<p>Activity: Teacher shows some pictures related to the bedroom and asks students: "What's in your bedroom? Do you have any magical things in your bedroom?" Stimulate students' imagination and interest through discussion.</p> <p>Introduce the theme: "Today, we are going to read a story about a magical bedroom. Let's see what's in it!"</p>
O – (Objective) (4 minutes)	The students are clearly informed of the learning objectives of this lesson: to understand the Story Time part of the story, to learn new vocabulary and sentence patterns, and to be able to describe their own bedroom or an imaginary magic bedroom.
P-(Pre-assessment) (8 minutes)	<p>Quickly review bedroom-related vocabulary such as bed, desk, chair, lamp, etc. to ensure that students have a basic understanding of these words.</p> <p>Find out if students have a basic understanding of the word 'magic' by asking a short question, e.g., "What do you think of when you hear the word 'magic'?"</p>

Stage & Duration	Activities
<p>P – (Participatory Learning) (10 minutes)</p>	<p>Story Reading: The teacher begins by reading aloud the Story Time portion of the story to ensure that students understand the general idea of the story. The teacher then explains the story sentence by sentence or paragraph by paragraph, focusing on new vocabulary and sentence patterns, and guides students to follow and imitate.</p> <p>Group Discussion: Students discuss in groups what is so magical about the magic bedroom in the story and try to describe it in English. The teacher walks around and guides the students to make sure that every student can participate in the discussion.</p>
<p>P- (Post-assessment) (10minutes)</p>	<p>Oral expression: the teacher chooses a few students at random and asks them to describe their magic bedroom design in English to check whether they have mastered the new vocabulary and sentence patterns.</p> <p>Written Assignment: Let the students go home and write a short essay describing their bedrooms or imaginary magic bedrooms, and encourage them to use the new vocabulary and sentence patterns learned in this lesson in their compositions.</p>
<p>S-Summary (5 minutes)</p>	<p>The teacher summarizes the lesson, emphasizes the importance of the new vocabulary and sentence patterns, and praises the students who behave positively in the activity.</p> <p>Encourage students to apply what they have learned in real life, such as describing their rooms to their family or friends.</p> <p>Assign post-lesson homework and remind students to finish it on time.</p>

Session 4(40 minutes)	
Stage & Duration	Activities
Greeting and Checking (5 minutes)	<ol style="list-style-type: none"> 1. Teacher and students greet each other. 2. Check students' presence and make sure they can hear me clearly.
Lead in (5 minutes)	<p style="text-align: center;">Bedroom Design Competition</p> <p>Through group work, students are stimulated to be creative and imaginative while consolidating the vocabulary and sentence patterns learned in this unit.</p>
Activity Steps (20 minutes)	<p>The teacher divides the students into groups of 4-5 students each.</p> <p>Each group is given a piece of white paper and colored pens, and the students are asked to work together to design an ideal bedroom of their own.</p> <p>When the design is finished, each group chooses a representative to present and describe their bedroom design to the class in English.</p> <p>The teacher and other students evaluate and score each group's design, and select the best design award and the best description award.</p> <p>The teacher summarizes the activity and emphasizes the importance of teamwork and the ability to describe the bedroom in English.</p>
Summary (10 minutes)	<p>The teacher summarizes the key points of the lesson, emphasizing the importance of bedroom design and how to describe a bedroom in English.</p> <p>Praise the students who excel in group work and individual writing and encourage other students to continue their efforts.</p>

Lesson Plan 3 (Session:5&6)	
<p>Subject: English reading</p> <p>Topic: The Great Barrier Reef</p> <p>Grade: 5</p> <p>Number of students: 40 students</p> <p>Time: 80 minutes (40minutes/1 session)</p> <p>Students' background knowledge: Students have been learning English for more than 2 years and have basic English vocabulary and reading skill.</p> <p>Teaching and learning strategy: BOPPPS Teaching model</p> <p>Teaching and learning materials: English Textbook for Compulsory Education, Multi-media, A4 paper, pencil, color pen.</p> <p>Learning Objectives:After the courses, students will be able to:</p> <p>Students will be able to understand and retell basic information about the Great Barrier Reef (location, features, importance).</p> <p>Students will be able to describe the beauty and uniqueness of the Great Barrier Reef using the vocabulary and sentence patterns learned in this unit.</p> <p>Students will improve their English reading skill, especially in descriptive reading.</p>	
Session 5 (40minutes)	
Stage & Duration	Activities
<p>B - (Bridge-in) (3 minutes)</p>	<p>Video Introduction of "Amazing Natural Journey"</p> <p>Play a short video about the natural wonders of the world, including the Grand Canyon, the Northern Lights, the Great Barrier Reef and so on, to guide students into the atmosphere of exploring the beauty of nature. Focusing on the Great Barrier Reef in particular, the video will stimulate students' interest with stunning images and a short English narration.</p> <p>Teacher's guide: "Just now, we saw many amazing wonders of nature. One of them is so colorful and full of life, it's called the Great Barrier Reef. let's embark on a journey to learn more about it and even write about it in English!"</p>
<p>O – (Objective) (4 minutes)</p>	<p>Students will be able to understand and retell basic information about the Great Barrier Reef (location, features, importance).</p> <p>Students will be able to describe the beauty and uniqueness of the Great Barrier Reef using the vocabulary and sentence patterns learned in this unit.</p> <p>Students will improve their English writing skill, especially in descriptive writing.</p>

Stage & Duration	Activities
P-(Pre-assessment) (8 minutes)	<p>Quick question and answer: Check students' mastery of the previous learning content through a few simple questions, such as "What's the name of the biggest coral reef in the world? Great Barrier Reef".</p> <p>Vocabulary Warm-up: Quickly review the vocabulary related to marine organisms and natural landscapes in this unit, such as coral, fish, dive, underwater world.</p>
P – (Participatory Learning) (10 minutes)	<p>Group reading: Divide students into small groups and distribute short English reading materials about the Great Barrier Reef, containing information about its location, features, biodiversity and threats.</p> <p>Group Discussion: Groups discuss and summarize the three most appealing features of the Great Barrier Reef and prepare a short report in English.</p> <p>Creative writing: Encourage students to write a short essay on the topic "My Dream Visit to the Great Barrier Reef", combining the reading material and their personal imagination. Students are required to use at least three newly learned vocabulary words or sentence patterns.</p>
P - (Post-assessment) (10minutes)	<p>Group debriefing: each group sends a representative to share what they discussed about the characteristics of the Great Barrier Reef and why, with positive feedback from the teacher and other students.</p> <p>Writing Presentation: A few randomly selected pieces of student work are presented to the class, and the teacher comments on them, emphasizing the highlights and pointing out directions for improvement.</p> <p>Self-assessment and peer evaluation: students complete a self-assessment form, while exchanging essays with their peers for peer evaluation, promoting mutual learning and improvement.</p>
S-Summary (5 minutes)	<p>Knowledge review: Teachers summarize the important points of the Great Barrier Reef and emphasize the importance of protecting the natural environment.</p> <p>Emotional sublimation: Students are guided to think about their responsibilities as citizens of the earth and encouraged to contribute to the protection of the natural environment in the future.</p> <p>Homework assignment: Students are asked to design an English poster about the Great Barrier Reef based on today's discussion and writing, containing pictures, a short introduction and a slogan about protecting nature.</p>

Session 6(40 minutes)	
Stage & Duration	Activities
Greeting and Checking (5 minutes)	<ol style="list-style-type: none"> 1. Teacher and students greet each other. 2. Check students' presence and make sure they can hear me clearly.
Lead in (5 minutes)	<p>Introduction to the video "A Magical Journey through Nature"</p> <p>Play a short video about the natural wonders of the world, including the Grand Canyon, the Northern Lights, the Great Barrier Reef, etc., to guide students into the atmosphere of exploring the beauty of nature.</p>
Activity Steps (20 minutes)	<p>Group reading: Divide students into small groups and distribute short English reading materials about the Great Barrier Reef, containing information about its location, features, biodiversity and threats.</p> <p>Group Discussion: Groups discuss and summarize the three most appealing features of the Great Barrier Reef and prepare a short report in English.</p> <p>Creative writing: Encourage students to write a short essay on the topic "My Dream Visit to the Great Barrier Reef", combining the reading material and their personal imagination. Students are required to use at least three newly learned vocabulary words or sentence patterns.</p>
Summary (10 minutes)	<p>The teacher summarizes the important points of the Great Barrier Reef and emphasizes the importance of protecting the natural environment.</p> <p>Students are guided to think about their responsibilities as citizens of the Earth and are encouraged to contribute to the protection of the natural environment in the future.</p>

Lesson Plan 4 (Session:7&8)	
<p>Subject: English reading</p> <p>Topic: Robin and the Ant</p> <p>Grade: 5</p> <p>Number of students: 40 students</p> <p>Time: 80 minutes (40minutes/1 session)</p> <p>Students' background knowledge: Students have been learning English for more than 2 years and have basic English vocabulary and reading skill.</p> <p>Teaching and learning strategy: BOPPPS Teaching model</p> <p>Teaching and learning materials: English Textbook for Compulsory Education, Multi-media, A4 paper, pencil, color pen.</p> <p>Learning Objectives: Students will be able to identify and discuss sentences or episodes in the story that exemplify the spirit of friendship and mutual support</p>	
Session 7 (40minutes)	
Stage & Duration	Activities
B - (Bridge-in) (3 minutes)	<p>Activity: "Friendship Stories" Sharing</p> <p>The teacher shares a short story about friendship between animals, such as how two different kinds of animals help each other overcome difficulties. Then guide students to think: "Why is friendship so important to us?"</p> <p>Introduce the new lesson: "Today, we're going to read a story about an unlikely friendship between Robin and an ant. Let's see how their friendship shows us the power of being kind and helpful to others."</p>
O – (Objective) (4 minutes)	<p>Students will be able to identify and discuss sentences or episodes in a story that exemplify the spirit of friendship and mutual support.</p> <p>Students will be able to use the vocabulary and sentence patterns they have learned to create a short story segment about friendship.</p>
P-(Pre-assessment) (8 minutes)	<p>Vocabulary review: quickly review vocabulary related to friendship, help, trouble, kind, etc., such as friendship, help, trouble, kind, etc.</p> <p>Prediction activity: show the first illustration of the story and ask students to guess the general content of the story to activate their imagination and prediction skill.</p>

Stage & Duration	Activities
<p>P – (Participatory Learning) (10 minutes)</p>	<p>Reading Activity: Students read the story "Robin and the Ant" independently, with the teacher providing the necessary vocabulary support.</p> <p>Discuss and summarize the main plot of the story in small groups, especially the part about how Robin and the ants help each other.</p> <p>Creative Writing: Students are guided to think about a story of mutual support between themselves and a friend, and are encouraged to create a short story fragment using newly learned vocabulary and sentence patterns.</p>
<p>P- (Post-assessment) (10minutes)</p>	<p>Story retelling: Randomly select a few students and ask them to retell the story "Robin and the Ant" in their own words, with feedback from the teacher and other students.</p> <p>Presentation of work: Select a few student-created stories about friendship and present them to the class to emphasize the power of friendship and the importance of mutual support.</p> <p>Peer assessment: Students exchange work for peer assessment and learn how to give constructive feedback.</p>
<p>S-Summary (5 minutes)</p>	<p>Knowledge review: Teachers summarize the important messages about friendship and mutual help in the story and emphasize the importance of these qualities in personal growth and social interaction.</p> <p>Emotional sublimation: Students will be guided to share their new knowledge or feelings about friendship after studying this lesson, and encouraged to practice the spirit of friendship and mutual help in their daily lives.</p> <p>Homework Assignment: Ask students to complete a short essay about a mutual help experience between themselves and their best friends and share it in the next lesson.</p>

Session 8(40 minutes)	
Stage & Duration	Activities
Greeting and Checking (5 minutes)	<ol style="list-style-type: none"> 1. Teacher and students greet each other. 2. Check students' presence and make sure they can hear me clearly.
Lead in (5 minutes)	<p>Teacher introduces the theme by showing pictures of "dream homes", briefly describes the different charms of cities and villages, and stimulates students' interest.</p> <p>Announce the rules and objectives of the "Dream Home Design Competition".</p>
Activity Steps (20 minutes)	<p>Students are organized into groups (4-5 per group) and each group chooses a keyword that represents the city or countryside as their design theme.</p> <p>Discuss within the group and list five key features or elements of a dream home under that theme.</p> <p>Assign roles and tasks, e.g., designer, draughtsman, narrator, etc., to ensure that each student is involved.</p> <p style="text-align: center;">Creative Design and Production</p> <p>Using colored cardboard, scissors, glue and other materials, the group begins to make a model or poster of a dream home.</p> <p>Encourage students to be creative and label the features or descriptions of their homes in English, combining the vocabulary and sentence patterns they have learned.</p> <p style="text-align: center;">Presentation and Sharing</p> <p>Each group selects a speaker to go on stage to display and introduce their dream home design, including design concepts, featured elements, and English descriptions.</p> <p>Other students listen carefully and give applause to encourage them. After the presentation, questions and suggestions can be asked.</p>
Summary (10 minutes)	<p>The teacher guides students to review the similarities and differences between the city and the countryside that they have learned in this lesson, and how they can express their personal feelings and preferences by designing a dream home.</p>

Stage & Duration	Activities
	<p>Encourage students to apply the knowledge and experience they have learned today to their daily lives, such as sharing their dream home designs with their families or trying to describe their homes in English.</p> <p>After the activity, teachers can collect feedback from students to understand the strengths and weaknesses of the activity so that they can improve it in future teaching.</p>





ACHIEVEMENT TESTS (Pre-test & Post-test)**pre-test****Subject: English****Total Marks: 100****Name:** _____**ID Number:** _____**I. Read the passage and choose the right answers to the questions below. (2 points for each question)**

1. Hello, I'm Linda. I'm from the USA. I have a happy family. There are three people in my family, my parents and I. We are free on the weekend. My father often watches TV on Saturday. He usually goes fishing with his friends on Sunday. My mother often cooks the meals and cleans the house on the weekend. Sometimes she goes shopping. I often do my homework and on Saturday. I usually fly a kite with my good friend Nancy in the park on Sunday.

(1) Where is Linda from?

A. China B. America C. Canada

(2) What does Linda's father usually do on weekend?

A. Watches TV

B. goes fishing

C. both A and B

(3) What does Linda's mother often do on the weekend?

A. plays the piano

B. cleans the house

C. empties the trash

(4) What does Linda often do on Saturday?

- A. does homework
- B. watches TV
- C. goes to the library

(5) Where can Nancy and Linda fly a kite?

- A. in the zoo
- B. in the park
- C. at school

2. Amy and Sarah are good friends. They are from America. They like winter in America because there are many activities in winter. They can make a snowman, go fishing and go skiing with many friends. There are two festivals in winter.

They're Christmas Day and Thanksgiving. Amy and Sarah are very happy. But they're in Beijing now. They like winter in Beijing, too. Because it's beautiful. It's windy and cold. They're going to visit the Great Wall, so they're very happy.

(1) Amy and Sarah are in now.

- A. Canada
- B. America
- C. China
- D. Japan

(2) Why do they like winter in America?

- A. Because they can eat many food in winter.
- B. Because there are many activities in winter.
- C. Because they can play in the snow.
- D. Because they can plant flowers.

(3) What are they going to do ?

- A. They are going to visit the Great Wall.
- B. They are going to visit the Palace Museum.
- C. They are going to swim.
- D. They are going to climb mountains.

(4) They can with many friends in America.

- A. go fishing
- B. go skiing
- C. make a snowman
- D. A, B and C

(5) Are Amy and Sarah good friends?

- A. Yes, they are B. No, they aren't
- C. Yes, she is D. No, they are

II. Read the dialogue and judge whether it is true or false. (2 points for each question)

1. Pedro: Hi, Lily. When do you start class in the morning?

Lily: Usually at 8:00.

Pedro: It's early. We start class at 9:00 in Spain.

Lily: When do you usually eat dinner, Pedro?

Pedro: At 9:30 or 10:00 p.m.

Lily: Wow! That's too late. I always go to bed at 9:30. What do you do on the weekend?

Pedro: I often play sports with my friends. Sometimes I go shopping with my mum.

Lily: Sounds interesting. I usually clean my room. Sometimes I cook

for my family.

- (1) Pedro starts class at nine o'clock in the morning.
- (2) Lily usually has dinner at 9:30 p.m.
- (3) Pedro is from Spain.
- (4) Pedro often goes shopping on the weekend.
- (5) Lily is hard-working at home.

2.It's February. The Spring Festival is coming soon. People are very busy. Before the Spring Festival people like cleaning their houses. They always decorate their houses in red. During this festival, people usually do a lot of shopping. Parents buy new clothes for their children. All the family members will get together and have big meals. Children are very happy, because they have no school at the Spring Festival.

They visit relatives and friends. They play games and have great fun. They are very excited because they can get lucky money from adults. Everyone likes the Spring Festival.

- (1) It's the Spring Festival already.
- (2) People are free before the Spring Festival.
- (3) Children wear new clothes at the Spring Festival.
- (4) Children don't go to school during the Spring Festival.
- (5) Children can get lucky money from their parents

III. Read the passage, and Answer the questions (5 points for each question)

We have four seasons. They are spring, summer, autumn and winter. In spring, there are many flowers and green trees. I can play on the grass with friends. In summer, it's hot. I can swim in the sea and eat ice-cream. I like summer. In autumn, Farmers are busy. We can eat moon cakes in autumn. But I like winter best. In winter, it's cold. Sometimes it snows. I often skate in winter. Sometimes I make a snowman.

1) ~ (6) Read and judge (7) Complete the form.

(1) We have five seasons.

(2) We can see beautiful flowers and green trees in spring.

(3) I am busy in autumn.

(4) I like winter best.

(5) It's cold and snowy in winter.

(6) I often make a snowman in winter.

(7) Complete the table.

Seasons Weather Activities





spring _____

_____ It's hot.

autumn _____

_____ I often skate in winter.

Sometimes I make a snowman.

<p>School Open Day WHEN: March 10th WHERE: Sunshine School WHAT: Parents will visit the school and attend(参加) any class they like.</p> 	<p>School Singing Contest WHEN: April 20th WHERE: school hall(礼堂) WHAT: Students will sing songs and we will vote(投票) on the best 10 singers.</p> 
<p>School Sports Meet WHEN: May 15th WHERE: school playground WHAT: Students will have a sports contest. The top 5 will get the prizes.</p> 	<p>School Drama Contest WHEN: June 17th WHERE: art room WHAT: Students will play dramas. We will vote on the best one.</p> 

8. There will be a singing contest in
A. the music room B. the school hall C. the art room
9. Ben likes sports. He can attend the
A. drama contest
B. sports meet
C. singing contest
10. What will students do in the drama contest?
A. They will read riddles.
B. They will play dramas.
C. Both A and B.

11. When is the school Open Day?

A. March 10th

B. May 10th

C. May 15th

12. Which sentence is true?

A. The School Sports Meet is on June 17th.

B. There will be a drama contest in the school playground.

C. Parents will visit the school and attend any class they like on School Open Day.



post-test**Subject:English****Total Marks: 100****Name:** _____**ID Number:** _____

I. Read the passage and choose the right answers to the questions below. (2 points for each question)

Zoom's Day

Hello, I am Zoom. I often get up at 6:30 every day in the morning. Half an hour later I have my breakfast.

At 7:30 a.m. I take a bus to school. We do morning exercises at 8:00. We have three classes in the morning and three in the afternoon. After school, I often play with my classmates. We often play basketball, football and ping-pong. I go home at about 5:00 p.m. I usually have dinner at 6:00 p.m. Then I do my homework and watch TV. I go to bed at 9:00 p.m. This is my day. What about your day?

1. How many classes does Zoom have in a day?

A. Five.

B. Six.

C. Four.

2. When does Zoom get up?

A. At 6:30.

B. At 6:00.

C. At 7:00.

3. When does Zoom do morning exercises?

A. At 6:50.

B. At 7:30.

C. At 8:00.

4. When does Zoom go to bed?

A. At 9:00 p.m.

B. At 9:30 p.m.

C. At 8:30 p.m.

5. When does Zoom have dinner?

A. At 6:30 p.m.

B. At 7:00 p.m.

C. At 6:00 p.m.

Hello, I'm Amy. I'm from Canada. But I'm in China now. I usually have Chinese class on Tuesdays. I often do housework on the weekend with my mother. I like spring best. My birthday is in May. And my sister likes winter. Because her birthday is in December and we can play in the snow. Look, she is making a snowman with my mother. How lovely!

6. Where is Amy now?

A. Canada.

B. China.

C. England

D. Japan

7. What is Amy's favourite season?

A. Spring.

B. Autumn.

C. Summer.

D. Winter

8. When is Amy's birthday?
- A. May.
 - B. December.
 - C. November.
 - D. October
9. What is her mother doing now?
- A. She is making a snowman.
 - B. She is swimming.
 - C. She is jumping.
 - D. She is skiing.
10. What does Amy do on the weekend?
- A. Goes shopping.
 - B. Plays music.
 - C. Cleans the clothes.
 - D. Stays at home.

II. Read the dialogue and judge whether it is true or false. (5 points for each question)

1. It's Teachers' Day! It's my birthday, too. After breakfast, my mother makes a birthday cake for me. It's big and nice. Then we go to the zoo at 9:00 in the morning. We have a lot of fun in the zoo. We see many animals and take some pictures. We go home at 4:00 in the afternoon. I have a birthday party at 5:00 in the afternoon.

My friends come to my party and give me some gifts. We sing and dance. Everyone is happy.

- 1. My birthday is on August 10th.
- 2. My mother buys a big birthday cake for me.

3. We see many animals in the zoo.
4. Thave a birthday party in the afternoon.
5. My friends and I are very happy.

2. Mr Wang is a doctor. He works in a hospital in Nanjing. He likes his job very much. He works from Monday to Saturday. He usually goes to work by car. He has many hobbies. He likes surfing the Internet, taking photos and playing basketball. He is a tall man and plays basketball very well. He usually plays basketball with his friends after work. In the evenings he watches TV or surfs on the Internet. On Sundays he usually goes to the park with his family. He likes playing with his son in the park.

6. Mr Wang works in a hospital.
7. Mr Wang usually goes to work by bus.
8. Mr Wang does not go to work on Sundays.
9. Mr Wang likes playing football with his friends.
10. Mr Wang usually goes to the cinema on Sundays.

III. Read the passage and answer the question.

It is a fine day today. My parents and I go out for a picnic. We go to the foot of the hill. There are many green trees on the hill. There is a lake at the foot of the hill. A lot of people are near the lake. There are a lot of fish in the lake. We bring some cakes, pies and drinks. We have our lunch at eleven o'clock. After lunch, we fly kites, listen to music and read books. We have a good time.

1. My parents and I go out for _____
2. There are many _____ on the hill.
3. There is a lake _____.
4. We bring some _____ and drinks for lunch.

5. We _____ after lunch.

6. We have our lunch at _____ o'clock.

2. My First Day at Our New School

Today was my first day at our new school. In the morning, I helped my new teacher Mr. Wang put some English textbooks into a big box and carry it to our classroom. The box was very heavy.

I walked very slowly with the big heavy box in my arms. As I was walking, a boy ran very fast beside me. He knocked the box out of my hands. Oh, dear! The box fell on the floor and there were books everywhere.

"I am very sorry," the boy said again and again. He helped me pick up all the books. Then he helped me carry them to our classroom. Who is he? He is my classmate. His name is Tom. He comes from England. He came to China with his father.

Answer the question.

7. Why did my box fall on the floor?

8. Who did I help carry the box to our classroom in the morning?

9. Who is Tom?

10. Who carried the books to the classroom in the end?

11. Where does Tom come from?

12. What's in that big box I'm carrying?



Item Objective Congruence for English Reading achievement test

- Rate +1, if the item clearly matches the stated objectives.
- Rate 0, if the item is unclear or unsure whether the measures meet the stated objectives.
- Rate -1, if the item does not clearly match the stated objectives.

Sl. No	Questions	Expert 1	Expert 2	Expert 3	IOC Average	Congruence
1.	Question 1	+1	+1	+1	1	Congruent
2.	Question 2	+1	+1	+1	1	Congruent
3.	Question 3	+1	+1	+1	1	Congruent
Overall Average		1				Congruent



APPENDIX H
QUESTIONNAIRE

Questionnaire

Dear students,

This questionnaire is part of the Master of Education thesis in Curriculum and Instruction at Rangsit University. The study is titled “LEARNING MANAGEMENT THROUGH BOPPPS TEACHING MODEL TO IMPROVE ENGLISH READING SKILL OF GRADE FIVE CHINESE STUDENTS”. The researchers will use the results of the analysis to determine the satisfaction with the improvement of English reading ability through the BOPPPS teaching model. This can provide some new understanding and ideas for students' future English teaching

Best Regards,

Ms. Hongyu Chen

Master candidate, Education in Curriculum and Instruction, Suryadeep Teachers' College, Rangsit University.

Part 1 Demographic Data

Age

Please choose only one of the following:

- Between 9-10 years
- Between 11-12
- 12 and above

Gender

Please choose only one of the following:

- Male
- Female

Part 2 Students' Satisfaction

Please read the following statements carefully and rate them on a scale of 1-5 based on your own ideas.

Scale: Strongly Agree (SA)-5 Agree(A)- 4 Neutral (N)-3
 Disagree(D)-2 Strongly Disagree (SD)-1

SI No.	Items	SA 5	A 4	N 3	DA 2	SD 1
PART A: INTEREST & MOTIVATION						
	The process of learning English reading was fun.					
	After using the BOPPPS teaching model, learning English reading no longer bored me.					
	Using the BOPPPS teaching method to learn English reading made me feel much easier.					
	The BOPPPS teaching method encouraged me to read a lot of extracurricular English reading materials.					
	Taking English classes through the BOPPPS method inspired me to love the English language even more.					
PART B: ENGAGEMENT						
	The BOPPPS teaching method provided a variety of English reading curriculum classroom activities.					

SI No.	Items	SA 5	A 4	N 3	DA 2	SD 1
	Through the BOPPPS teaching method for English reading, I felt less like a student and more like the center of the class.					
	The BOPPPS teaching model was useful and effective.					
	The BOPPPS teaching model gave me the opportunity to work with my classmates to improve my reading ability through various activities.					
	The BOPPPS teaching model let me have no pressure in English class.					
PART C: THE EFFECT OF THE BOPPPS TEACHING MODEL ON STUDENT LEARNING						
	The BOPPPS teaching model was simple, fun, and efficient to use.					
	The BOPPPS teaching method was beneficial to me.					
	Through the BOPPPS teaching mode, I carried out a lot of activity scenarios, which made it easy for me to substitute reading scenarios.					
	The BOPPPS teaching model was a very good English reading teaching model.					
	The BOPPPS teaching model enabled me to better study					

SI No.	Items	SA 5	A 4	N 3	DA 2	SD 1
	with classmates and participate in class discussions together.					
Overall Average						





Item Objective Congruence for Questionnaire

Rate +1, if the item clearly matches the stated objectives.

Rate 0, if the item is unclear or unsure whether the measures meet the stated objectives.

Rate -1, if the item does not clearly match the stated objectives.

SI No.	Items	Expert 1	Expert 2	Expert 3	Average	Congruence
PART A: INTEREST & MOTIVATION						
	The process of learning English reading was fun.	1	1	1	1	Congruence
	After using the BOPPPS teaching model, learning English reading no longer bored me.	1	0	1	0.67	Congruence
	Using the BOPPPS teaching method to learn English reading made me feel much easier.	1	1	1	1	Congruence
	The BOPPPS teaching method encouraged me to read a lot of extracurricular English reading materials.	1	1	1	1	Congruence
	Taking English classes through the BOPPPS method inspired me to love the English language even more.	1	1	0	0.67	Congruence
PART B: ENGAGEMENT						
	The BOPPPS teaching method provided a variety of English reading curriculum classroom activities.	1	1	1	1	Congruence

SI No.	Items	Expert 1	Expert 2	Expert 3	Average	Congruence
	Through the BOPPPS teaching method for English reading, I felt less like a student and more like the center of the class.	1	1	0	0.67	Congruence
	The BOPPPS teaching model was useful and effective.	1	0	1	0.67	Congruence
	The BOPPPS teaching model gave me the opportunity to work with my classmates to improve my reading ability through various activities.	1	1	1	1	Congruence
	The BOPPPS teaching model let me have no pressure in English class.	1	1	1	1	Congruence
PART C: THE EFFECT OF THE BOPPPS TEACHING MODEL ON STUDENT LEARNING						
	The BOPPPS teaching model was simple, fun, and efficient to use.	1	1	1	1	Congruence
	The BOPPPS teaching method was beneficial to me.	1	1	1	1	Congruence
	Through the BOPPPS teaching mode, I carried out a lot of activity scenarios, which made it easy for me to substitute reading scenarios.	1	1	1	1	Congruence
	The BOPPPS teaching model was a very good English reading teaching model.	1	1	1	1	Congruence

SI No.	Items	Expert 1	Expert 2	Expert 3	Average	Congruence
	The BOPPPS teaching model enabled me to better study with classmates and participate in class discussions together.	1	1	1	1	Congruence
Overall Average		0.912				



BIOGRAPHY

Name	Hongyu Chen
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