

Article

Application of English reading teaching in Hainan primary schools based on BOPPPS model

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Abstract: The purpose of the study is to find out the relationship between elementary students' engagement and reading performance in English reading classes. During the research process, both quantitative and qualitative methods were employed to the practical teaching based on the BOPPPS model. Data analysis was conducted through SPSS software in order to comprehensively assess the effectiveness of the BOPPPS model. The findings revealed that the model significantly enhances student engagement and reading performance. What's more, the results show positive trends when students age is going up. Additionally, the study tells that the model can spark students' interest and active participation. Based on these results, it is recommended some reading strategies, so that a suitable teaching methods for different grades.

Keywords: BOPPPS instructional model; elementary English reading; student engagement; reading outcomes

1. The Definition of Boppps Model and Its Review

The role of the instructional design in laying down the basis of good pedagogy is generally accepted. Usually, teachers structure their teaching sessions by following strong, empirically supported structures [1-3]. Such structures usually require an interesting beginning, a clear presentation of the main materials, and a closing phase devoted to practice tasks or to integration reviews [4]. In order to promote a stricter and general educational environment, in this paper we propose the BOPPPS model as a quick and powerful tool for the teacher. As recalled by Jiang, this approach divides the instructional sequence in six closely related parts: bridge-in, learning objectives, pre-assessment, participatory engagement, post-assessment, and conclusion [5].

In the last few years, the BOPPPS framework has received a lot of interest from the scholars of the world. There are a lot of teachers who have put this approach in their teaching. There is also a large body of academic literature to look at the details of the BOPPPS. Indeed, the investigators put the model in a different subject, and measure the model at the same time in different setting and different disciplines[6]. These are mainly aimed to help learners to have better possibility of self study, and to help the instructor of the different fields when they are doing deep educational reforms and us of new pedagogical strategies [7].

Of course, we can say that the number of academics and practitioners who have put these theories into the real instructional world is huge. On the international level, the investigations of the BOPPPS model focus on more details of this particular structure. The perspective in China is changed a lot. Instead of just looking at the examination of the framework, the Chinese teachers try to combine the teaching traditions of the East and the West [8]. They combine the BOPPPS with the teaching ways in China, in order to make it more applicable and so that it is more guarantee that it fits with the local education situation. Although it has just appeared in the academic world in China, the model has

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been taken and used for a very fast speed. It is due to the fact that the framework is very flexible; it fits with the different techniques of instruction and can be used with different learner groups and there are results[9-10]. Therefore, in an attempt to improve the English reading instruction, many instructions have begun to try with.

As a result of the implementation of the BOPPPS model, there has been an improvement in the effectiveness of the instruction in the class room[11].

2. Content of the Research and Its Methodology

This research looks at the relation between the classroom participation and the English reading performance of primary school students. In addition, it looks at the effect of the BOPPPS model on the instruction of results and whether there are differences of the effects with the students' age. It is based on some domestic and international research, and it tries to explain how the BOPPPS can make the students participate actively and reinforce the basic reading skills. In order to achieve these aims, it still needs a careful reading about the current methods of the English reading instruction of the primary, which is neither simple nor just a procedure.

In this study, we consider the influence of classroom participation on the English reading performance of elementary school student. We also discuss how the BOPPPS model influences the teaching result, and whether the efficiency of the BOPPPS depends on the growing up of students. From the above studies, we hope this analysis can see how BOPPPS can increase the participation of the student while improving basic reading skills. In order to achieve these goals, the review of the current teaching of the primary English reading was a very impossible and important task.

We did the study in Bowen School in Lingao County, Hainan. The sample we took were 200 students from grade 4 to 6, 115 boys and 85 girls, same as the population of the school. Our data is a match of the school. We used the new FLTRP textbooks, which are the same textbook from grade 3 and is fit for the modern curricular standard.

We carried out the experiment without telling the students that we are doing it, just to keep it as realistic as possible. We decided to do this, to keep the classroom in a natural way and not to have performance. We used a survey given to the same 200 students to evaluate the results. We made two questionnaires, using a 5-point Likert scale. The first questionnaire is about how the BOPPPS model was used in the English reading classes. It has 18 questions, which we organize in a systematic way around the six parts of the model and with three questions that were targeted for each part, because we have three parts in the model and we want to see how it works.

The second questionnaire is based on Zhang's definition [12]. Drawing upon students' reading proficiency, she designed several dimensions to assess their classroom reading performance. This questionnaire primarily covers two aspects: first, student engagement; and second, reading output performance. Among these, the 'student engagement' dimension comprises several sub-dimensions, such as students' interest in reading and their actual reading outcomes. All questionnaires were designed around the theme of student engagement and aimed at gathering data to enhance students' reading skills. Through the use of this research instrument, we have collected data on the effectiveness of applying the BOPPPS model to primary school English reading lessons. These real-world data provide us with clear baseline information, enabling researchers to more intuitively observe which dimensions of the model can effectively promote English reading. We check their motivation. We also measure their participation in class. Reading Output Performance is different. It looks at reading comprehension. It checks the use of reading strategies. We also evaluate oral expression. Writing skills are tested too. This structure helps us. It allows a deep evaluation. We can see how students get involved.

3. Analysis of the Results of the Study

The first questionnaire had to be checked for reliability. This step is very important. Because this is to make sure the data that we have is trustworthy. This survey instrument

had the six areas of the BOPPPS model. For each area, three questions were asked. So, that was eighteen questions. And the measure of responses was a standard 5-point Likert scale. And the participants just had the choice between for example strongly disagree and strongly agree. Having well designed questions is only half of the story. The researchers are still obliged to show that the tool itself is scientifically good. So, a credibility analysis, also called reliability analysis, was done. This is a statistical test to see if the questions are measuring the same thing.

The analysis was carried out through IBM SPSS 22. This is a powerful and widely accepted software in educational research. The specific test used was Cronbach's Alpha. The full results in Table 4, present the detailed statistical breakdown, so the key takeaway is clear. The questionnaire was found to be highly credible. It serves as a stable foundation for evaluating the BOPPPS teaching model in elementary school English reading classes (As shown in Table 1).

Table 1. Credibility Analysis of the Questionnaire

Number of projects	reliability testing	validity testing	
	Cronbach's α coefficient	KMO value	Bartlett P value
18	0.960	0.964	0.00

The questionnaire's reliability was measured by the Cronbach's alpha coefficient, which records is 0.960, signifying high reliability. Coefficients not surpassing 0.6 are typically viewed as indicative of inadequate internal consistency. What's more, those within the 0.7-0.8 range denote considerable reliability, and values between 0.8-0.9 show high reliability.

The KMO and Bartlett's test were applied to the questionnaire in order to evaluate its validity. In statistics, the KMO coefficient, ranging from 0 to 1 with values nearer to 1 indicating superior structural validity. It was also determined to be 0.964. It was also 0.00 for Bartlett's test of sphericity P-value. These all indicated strong validity for the questionnaire. Worked well. It was reliable. It was also valid. This means we can trust the survey data. We used a common test called Cronbach's alpha to check this. Through the rigorous statistic analysis, we obtained 0.960 for the reliability coefficient. In the field of social science research, the score of this magnitude is considered to be excellent. It strongly indicated that the questionnaire's items have high internal consistency and are well designed. Also, the results indicated that the survey avoid redundant information and use clear phrasing. Finally, this high level of data quality built a solid and reliable academic base for our study.

For the actual survey, we need real students in some primary school. We pick 200 students at random from Lingao Bowen school. Participants are the girls and boys from grades four, five, and six. It is important to use the process of random selection. It is to avoid the bias. We use the 5-point scale for their feeling and performance. It is a usual tool for this kind of research. We consider how much they are engaged and how much they perform in reading.

After we collected the answer sheets, we put all the raw data into IBM SPSS 22.0. We ran some tests, for example, a linear regression analysis. This test for example, helps to show if there is a real relation between two things. In our case, we wanted to see if the BOPPPS model is related to the student engagement and reading scores. The following tables and figures, show the specific numbers and the charts that show these relations. The statistical data shows that there is a strong positive relation between the BOPPPS model and the student engagement. We make the linear regression, to quantify how these things are related. The result of the model is that the coefficient of determination (R^2) is 0.7328. This is a very strong value which means that the BOPPPS instructional framework is able to account for about 73.28% of the variance in the student engagement. In other words, the model is able to explain the vast majority of the fluctuation of the students of

their level of the involvement, only small fraction of the variance is left to be attributed to other unmeasured things or random error.

The results were clear. The BOPPPS model really does boost student engagement in English reading classes. The improvement was not just by chance. It was statistically significant, with a p-value of less than 0.05. This gives us a high level of confidence in the findings. We also looked at the Pearson correlation coefficients. We analyzed them for different grade level. We were checking the link between student engagement and reading output performance.

Table 2 shows this data. A clear trend appeared. As the students got older and moved to higher grades, the connection between engagement and reading performance got stronger. The link became more powerful with age. This analysis was done with great care. We focused on being precise. We avoided repeating the same ideas. We also made sure the language was accurate. The goal was to present the data in a clear and honest way.

Table 2. Analysis of Student Engagement and Student Reading Outcomes at Different Grade Levels

		Student Reading Output		
		Performance		sixth grade
		fourth grade	fifth grade	
Student	Pearson correlation	.606**	.645**	.753**
Engage	Significance (two-tailed)	.000	.000	.000
ment	N	74	60	66

The results show that those students generally liked the English reading course. They felt it was helpful. They especially saw the value in getting ready before class and taking part in classroom activities. These things made their learning journey easier and more structured. However, not everything was perfect. Some students found it hard to stay focused once the lesson was halfway through. Others felt that the tests they took after the lesson were not always accurate reflections of what they had learned. These were clear issues. They show us exactly where teachers need to pay more attention and make improvements. Our research shows that the BOPPPS model works. It is clearly such a good thing for elementary students to get more engaged and doing better in English. It is interesting that the model is good at getting them to participate more. The more they participate, the better the model works. What we also found is that this model is better when the students are older. The link between the engagement and the academic success is getting stronger with the grade level. So the older students have even more to gain. So, here is our advice for a teacher. First, it is important that you polish up your classroom activities. Second, take a fresh look how you test or assess the students after the lesson. If we make these tasks more focused and age appropriate, then we can meet their needs better and we can help them to even more.

4. Conclusion of the Study

The present research reports an overall assessment of the effectiveness of the BOPPPS model by combining a set of quantitative measures with the qualitative ones, obtained also from a field study, which lasts for three months, inside English reading classes of Linggao Bowen Primary School of Hainan Province. The evidence obtained by the means of the empirical inquiry and the direct monitoring inside the classroom shows that this kind of instruction has important educational value.

In particular, this approach ensures a significant involvement of the learner in the lessons, but also prevents pupils from having very weak abilities in reading comprehension and in linguistic production. Moreover, the investigation shows that age is a important factor that influences the model in general terms of the effectiveness. The experimental observations showed that the senior students are more engaged in the reading sessions that the junior ones, that in turn leads to better academic results, hence

there is a clear positive correlation. However, turn these empirical indications in the real practice requires changes in the administrative control and in the pedagogical planning. In order to close the gap between the theoretical constructs and the real practice in the classroom, the school leaders should always plan the professional training seminars. These efforts will help the teachers to understand the BOPPPS framework.

Such measures also contribute to build the self-confidence of the teachers when using this framework in real world instructional contexts. Of course, the educational institutions have to foster a cooperative atmosphere, for example, by building a sensuous cultural atmosphere that pushes the members of the faculty to share the insights in a transparent way and to work together to solve the problems related to the use of new pedagogical strategies. Obviously, it is also important to focus the professional development of the instructors. Besides, the schools have to let the teachers use different strategies to structure and create the curriculum. For the use of the BOPPPS model to be successful, is also important to let the teachers to choose certain specific elements of the framework in order to improve their teaching. Besides, the institutions must provide the necessary teaching aids, such as the forms of digital media instruments, textual resources, and the interactive educational systems. The use of such material supports and of the administrative support could certainly make easier the effective use of the BOPPPS model.

It is important for the learners to increase their involvement during the whole educational path[13]. That is, they must be involved in the activities in and out of the classroom environment and also be encouraged to express their personal point of view; these are methods that are needed for making them part of partners. Finally, having a continuously collection of the students input about the instructional practices is also important to improve the teaching practices forever and better meet their academic needs.

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