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Research on ideological and political teaching strategies in the “Integrated English” course for translation majors based on the “BOPPPS + PAD Class” model

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Abstract. In recent years, the PAD (Presentation-Assimilation-Discussion) Class and BOPPPS (Bridge-in, Objective, Pre-assessment, Participatory Learning, Post-assessment, Summary) instructional models have gained increasing prominence in China’s higher education landscape, particularly in the context of ongoing pedagogical reforms. Whilst both approaches have been widely adopted in various teaching contexts, existing research has seldom explored their systematic integration, especially within Comprehensive English courses where the potential for cultivating ideological and political education elements remains largely untapped. This study aimed to develop and validate a comprehensive instructional framework that synthesised these two prominent teaching models to achieve seamless incorporation of ideological education into language teaching for translation majors. The research employed a quasi-experimental design with 52 first-year translation majors at Luoyang Institute of Science and Technology, divided into a control group ($n = 26$, traditional lecture method) and an experimental group ($n = 26$, integrated “BOPPPS + PAD Class” model) over one semester. Data were collected through a self-designed online questionnaire based on a 5-point Likert scale, measuring teaching effectiveness across multiple dimensions. Independent samples t-tests revealed that the experimental group significantly outperformed the control group in ideological and political education and cultural confidence ($M = 4.52$, $SD = 0.55$ vs. $M = 3.45$, $SD = 0.88$, $p < .001$), critical thinking skills ($M = 4.48$, $SD = 0.58$ vs. $M = 3.52$, $SD = 0.75$, $p < .001$), and learning engagement ($M = 4.35$, $SD = 0.62$ vs. $M = 3.70$, $SD = 0.81$, $p < .01$), whilst maintaining comparable levels of knowledge acquisition ($p > .05$). The study established clearly defined ideological-political education objectives, reconstructed course content from Contemporary College English 2 to balance language proficiency with value cultivation, designed teaching procedures leveraging Unit 4 (“The man in the water”) as a case study, and developed a multidimensional assessment system. This research provided foreign language educators with both empirical evidence and practical implementation strategies for effectively integrating ideological-political education into translation programmes, ultimately supporting the development of globally competent professionals capable of articulating China’s perspectives in international contexts

Keywords: blended learning; assessment methods; curriculum design; instructional models; values education in language teaching

■ INTRODUCTION

In the current context of deepening curriculum-based ideological and political education whilst enhancing the quality of foreign language talent cultivation in higher education, the Comprehensive English course for translation majors faces two prominent challenges. Firstly, there exists a parallel rather than integrated relationship between language

skill development and value guidance. Secondly, traditional lecture-based teaching methods fail to meet students’ dual needs for developing cross-cultural communication competence and national narrative capacity. When language teaching focuses solely on vocabulary, grammar, and translation techniques, it often neglects students’ cultivation

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of cultural confidence and national identity in global contexts. Conversely, when ideological education appears merely as political theory indoctrination through lectures, it becomes disconnected from professional learning, causing students to overlook the practical significance of value education. Without establishing a systematic teaching framework that effectively integrates language learning with ideological education, it becomes difficult to achieve the fundamental goal of “fostering virtue through education”, whilst simultaneously weakening the discourse power of translation majors in international communication and ultimately hindering the enhancement of China’s soft power in cross-cultural exchanges. Therefore, exploring a teaching model that can simultaneously enhance language competence, strengthen patriotic awareness, and adapt to blended online-offline teaching has become an urgent task in foreign language education reform. As a required course for lower-level translation majors, Comprehensive English plays a significant role in ideological and political education. The teaching of this course must innovate pedagogical concepts and methods, integrating ideological and political education into course design to achieve effective connection between subject-specific teaching and values cultivation, thereby contributing to the development of translation professionals with both moral integrity and professional competence.

Existing studies have provided substantial experience and insights for this research. X. Ye (2025) explored the advantages and challenges of applying the “BOPPPS + PAD Class” model (Bridge-in, Objective, Pre-assessment, Participatory Learning, Post-assessment, Summary + Presentation-Assimilation-Discussion Class) in public English teaching at vocational colleges. L. Zhang (2024) introduced the BOPPPS model into interpreting courses, confirming that it significantly enhanced student engagement and teaching effectiveness. Particularly in task-driven interpreting exercises, the model achieved a closed loop of “Bridge-in, Objective, Pre-assessment, Participatory Learning, Post-assessment, and Summary”, helping students appreciate the dual value of language and culture in authentic contexts. F. Zhao *et al.* (2024), in a case study on the “Intercultural Communication in College English” course, demonstrated that the BOPPPS teaching framework could systematically integrate ideological and political education goals into every stage of language teaching. Specifically, in cross-cultural comparison tasks, it guided students to interpret cultural differences from a Chinese perspective, thereby strengthening their cultural confidence. Y. Lin *et al.* (2023) demonstrated the BOPPPS model’s effectiveness in enhancing teaching in a Business Communication course, finding that its structured design, including pre- and post-assessments and participatory learning, significantly improved course outcomes.

J. Zhao (2024) applied BOPPPS in business English teaching, emphasising the dual objectives of language teaching and value guidance through the cultivation of cultural confidence, further validating the model’s effectiveness in business English courses. Y. Dong (2022) combined

“BOPPPS + PAD Class” in college English teaching, noting that their complementarity achieved an organic unity of output-oriented and student-centred approaches. This combination allocated half of the class time to teacher lectures and the other half to student discussions, ensuring systematic knowledge transmission whilst stimulating autonomous thinking and collaborative learning. W. Jiang *et al.* (2025) demonstrated that the BOPPPS model, when coupled with ideological and political education, is a flexible tool for teaching reform in technical disciplines, successfully enhancing both students’ operational skills and their consciousness of professional standards. H. Zhou & M. Wang (2024) incorporated ideological and political elements into the postgraduate “Matrix Theory” course through BOPPPS, demonstrating the model’s potential for value guidance in advanced specialised courses. This indicated that even highly abstract subjects could achieve organic integration of ideological and political goals through structured teaching.

Based on the common findings of the aforementioned studies, this research aimed to construct and validate an integrated framework of “BOPPPS + PAD Class” to achieve systematic integration of ideological and political elements in the Comprehensive English course for translation majors, exploring its practical efficacy in enhancing both language proficiency and value guidance.

■ MATERIALS AND METHODS

This study employed a quasi-experimental design with a pre-test/post-test control group format. The research was conducted at Luoyang Institute of Science and Technology during the spring semester of the 2023-2024 academic year. Two intact classes of second-semester students from the Translation and Interpretation major participated in the study: Class 1 (n = 26, control group) and Class 2 (n = 26, experimental group), totalling 52 participants. All participants had completed one semester of Comprehensive English instruction and demonstrated intermediate English proficiency. The control group received instruction via the traditional teacher-centred lecture method, whilst the experimental group was taught using the integrated “BOPPPS + PAD Class” instructional model. Both groups used the same textbook, *Contemporary College English 2*, edited by Y. Limin and published by Foreign Language Teaching and Research Press. The course met for four 45-minute periods per week over 16 weeks, totalling 64 contact hours per semester.

This research aimed to address the following questions: (1) How can superficial and rigid integration of ideological and political education in translation studies be overcome to achieve a natural fusion of ideological elements with language teaching? (2) How can the dual objectives of fostering ideological awareness and ensuring rigorous language skill training be effectively accomplished in the curriculum without compromising either goal? (3) What is the overall teaching effectiveness of the implemented “BOPPPS + PAD Class” model?

The control group received traditional instruction following a lecture-based approach. Classes typically began

with a review of previous material, followed by teacher-led explanation of vocabulary, grammar points, and text analysis, and concluded with assignment of homework. Teacher-student interaction was minimal, primarily consisting of comprehension-check questions. The experimental group experienced instruction based on the integrated “BOPPPS + PAD Class” model, which synthesised the six-stage BOPPPS framework with the three-phase PAD Class structure. Before class students accessed course materials via the Chaoxing Learning Platform, including PowerPoint presentations, supplementary readings, and pre-assessment quizzes. They prepared content for the “Presentation•Exam•Assistance” section as part of the PAD Class preparation phase. The 90-minute class session was structured as follows:

- Bridge-in (B) (5 minutes): introduction of ideological and political elements related to the unit theme through multimedia materials, authentic cases, or discussion prompts;

- Objective (O) (2 minutes): clear articulation of learning objectives, including both language competence and value cultivation goals;

- Pre-assessment (P) (3 minutes): quick diagnostic activities to gauge students’ prior knowledge;

- Participatory learning (P) + PAD Class presentation (45 minutes): teacher’s focused lecture covering genre analysis, article structure, detailed language points, and rhetorical features, strategically integrating ideological and political content;

- PAD Class assimilation (5 minutes): individual internalisation time for students to process information and prepare questions;

- PAD Class discussion (25 minutes): group discussions where students shared insights, clarified doubts, and engaged in collaborative learning activities such as simulating the “Moving China Figures” programme, dialogues on themed topics (e.g., heroism), and sharing stories related to Luoyang’s cultural heritage;

- Post-assessment (P) and Summary (S) (5 minutes): assessment activities to evaluate learning outcomes and teacher-led summary highlighting key language points and value education elements.

After class students completed post-assessment tests on the Chaoxing platform and participated in discussion forums to provide feedback on teaching content and share reflections. At the end of the semester, a self-designed online questionnaire was administered to all participants. The questionnaire was developed specifically to evaluate the effectiveness of the integrated “BOPPPS + PAD Class” teaching model and comprised items organised into six dimensions: teaching design and organisation, assessment and feedback, participatory learning, PAD Class implementation, ideological and political education integration, and overall satisfaction and learning outcomes. All items utilised a 5-point Likert scale (1 = strongly disagree, 5 = strongly agree). The questionnaire underwent validation by experienced English language educators to ensure content validity and reliability. Students’ language proficiency was evaluated through a comprehensive final

examination. Both groups completed identical examinations administered under standardised conditions. All stages of the experiment were conducted in strict accordance with ethical principles of ASA (2018).

Data were analysed using SPSS 26.0. Descriptive statistics (means and standard deviations) were calculated for all questionnaire dimensions. Independent samples t-tests were conducted to compare the experimental and control groups across the six dimensions of teaching effectiveness. The significance level was set at $p < .05$.

■ RESULTS AND DISCUSSION

The 2023 edition of the Translation Professional Training Programme and Curriculum Outline of Luoyang Institute of Technology identifies Comprehensive English as a foundational course for translation majors. The course objectives encompass systematic study of core language knowledge (phonetics, grammar, vocabulary, and text structure), training in fundamental language skills (listening, speaking, reading, writing, and translation), and cultivation of students’ communicative competence in English. Additionally, the curriculum guides students to engage with the culture, history, and social customs of English-speaking countries, whilst developing their critical thinking and communication skills to establish a solid foundation for advanced study.

The course emphasises moral education, fostering students’ core socialist values, inheriting the national spirit, cultivating international perspectives and global awareness, promoting cultural exchange and understanding, and contributing to building a community with a shared future for mankind. Through integrating explanations of national strategies such as the Belt and Road Initiative, students establish informed political stances and are encouraged to participate in language services. By incorporating ideological and political elements, instructors identify intersections between teaching themes and student education, determining appropriate approaches to expand each topic whilst skilfully incorporating teaching resources and content reflecting Chinese culture. This approach renders classroom ideological and political education more relevant, interactive, and resonant, thereby maximising teaching effectiveness. Table 1 presents the ideological and political course instructional design for selected units of Contemporary College English Intensive Reading 2. Traditional classroom instruction, characterised by reviewing previous lessons and introducing new content through diverse activities and information technology, typically focuses on the structure and logic of instructional content whilst neglecting student learning status and outcomes. The “BOPPPS + PAD Class” system establishes a complete closed loop encompassing before-class, during-class, and after-class phases. It employs varied interactive modes and utilises the Chaoxing Learning Platform to assist with documentation, rendering interactions measurable and effective. This process-oriented assessment promotes active and in-depth student engagement. Furthermore, this teaching model incorporates ideological and political education at strategic

intervals to ensure internalisation, achieving synergy between language learning and holistic development. Figure 1

illustrates the specific “BOPPPS + PAD Class” teaching methodology for promoting ideological and political education.

Table 1. Teaching design of “Ideological and political education in courses”

Unit	Title	Ideological and political elements entry point	Educational goals
Unit 1	Another school year – what for?	General Secretary Xi Jinping mentioned in a symposium with teachers and students at Peking University: “Talent is the foundation of virtue; virtue is the leader of talent” and “The way of university is to manifest virtue, to love the people, and to strive for the highest good”, and explained their translation.	1. Guide students to understand that the real purpose of university education is not only to cultivate professional skills, but also to cultivate students’ humanistic thoughts, that is, to become civilised people with comprehensive qualities through exposure to the great ideas of their predecessors. 2. Guide students to take root in society with the sentiment and responsibility of “cultivating oneself, managing the family, governing the country and pacifying the world”, link their personal dreams with the national dream, contribute to society while realising their own value, and realise the Chinese dream.
Unit 2	Say “yes”	Starting from the slogan “Black lives matter”, students were told about the tragic death of African-American man George Floyd due to violent law enforcement by white police in the first half of 2020.	1. The important role that Chinese people play around the world today: enabling the world to understand China in a more humane way. 2. Actively guide students to use foreign languages as a tool to express themselves bravely, and take this opportunity to strive for an equal position for China in the global wave.
Unit 3	The rite of spring	Rituals to welcome spring: planting trees and spring outings.	1. Cherish the beauty of life and face life with optimism. 2. Firmly uphold ideals and convictions, cultivate noble character, acquire solid skills, be brave in innovation and creation, be committed to hard work, and together with hundreds of millions of people, compose the song of youth in the new era in your resolute struggle.
Unit 4	The man in the water	Ordinary heroes emerged in the fight against COVID-19 in 2020.	Feel the heroic spirit with Chinese characteristics, feel the boundless love, and learn to be grateful and remember.

Source: compiled by the author

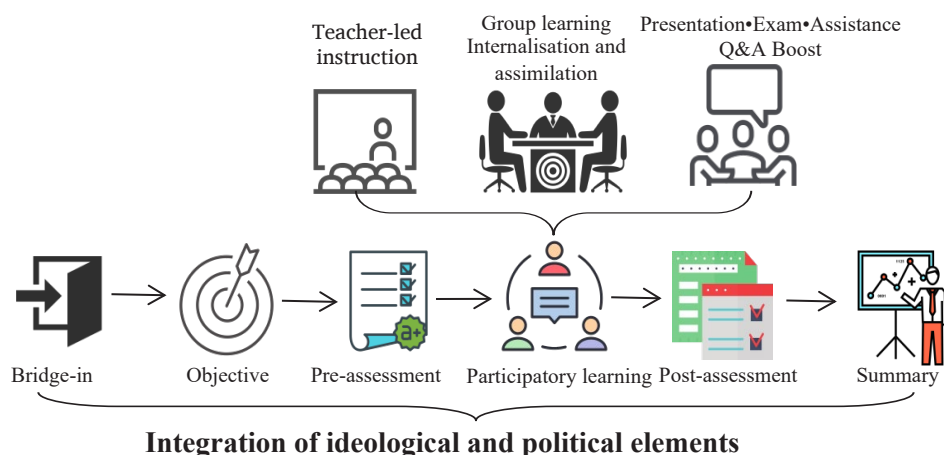


Figure 1. The “BOPPPS + PAD Class” teaching method to promote ideological and political education

Source: created by the author

Content reconstruction establishes a practical platform for students grounded in teachers’ participation in social practice. Through curricular and co-curricular activities, ideological and political elements, alongside local Luoyang characteristics, are seamlessly integrated into the Comprehensive English curriculum. This approach, analogous to “salt dissolving in water”, enables students to acquire language knowledge, enhance abilities, and develop values

simultaneously. This study employs Unit 4 of Contemporary College English Intensive Reading 2 as a case study, incorporating a specific implementation of the “BOPPPS + PAD Class” teaching model. Based on practical teaching requirements, researchers utilised the Chaoxing application to supplement the model with pre-class and post-class sessions, adapting or integrating various phases as needed. Table 2 presents the detailed implementation process.

Table 2. Splitting and merging of various links in the “BOPPPS + PAD Class”

Before class		1. Chaoxing platform publishes a PowerPoint presentation and students preview the PowerPoint presentation and related materials.	
		2. Based on the PowerPoint presentation prepare the content of the “Presentation•Exam•Assistance” section in the “PAD Class”.	
During class (ideological and political elements)	B (5 minutes)		3. Share pictures of medical workers and introduce the anonymous hero from heroes in harm's way appeared in 2020.
	O (2 min)		4. Understand the meaning of heroes from the deeds of foreign heroes, and then feel the heroic spirit with Chinese characteristics, feel the feelings of boundless love, and learn to be grateful and remember heroic deeds.
	P (3 min)		5. Causes of air crashes.
	P + split classroom	Genre analysis (10 min)	6. Question introduction: Where did you find this article? Does this article focus on disasters or people?
		Article structure (10 min)	7. Teacher's lecture: Characteristics of soft news and hard news, narrative style and techniques in media reporting.
			8. Question introduction: How is the article structured? Why?
		Detailed article (20 minutes)	9. Teacher's detailed lecture: The levels of article advancement.
			10. Question introduction: Unfamiliar expressions and rhetorical effects, psychological description, imaginary and real presentation.
		Discussion (5 minutes)	11. Teacher's lecture: Explain the significance of expression, rhetoric, psychological description, and the combination of reality and fiction.
		Activity (30 minutes)	12. Group discussion and internalisation.
	S (5min)		13. Presentation•Exam•Assistance: Sharing, communication, and clarification – deepening and exchanging language and ideas, carrying out group activities in the form of simulating the program of “Moving China Figures”, and carrying out dialogues on the theme of “Heroism”, telling the red culture of Luoyang, and sharing the heroic stories.
After class		14. Summary: The extraordinary heroic spirit displayed by ordinary people praises the greatness and selfless dedication of ordinary human nature; heroes have no borders, and we feel the heroic spirit with Chinese characteristics.	
		15. P: Post-completion test	
		16. Leave a message in the discussion area regarding teaching content and teaching evaluation.	

Source: compiled by the author

The optimised evaluation methodology, grounded in the “BOPPPS + PAD Class” teaching approach, implicitly integrates ideological and political education content into course assessments. Adhering to principles balancing summative and formative evaluation, the system emphasises both outcomes and processes. In summative examinations, assessment of language content related to ideological and political education is enhanced, with open-ended questions facilitating discussion of critical thinking topics and contemporary social issues, thus achieving close integration of language knowledge and values education. The formative evaluation process strengthens observation, documentation, and assessment of students' learning trajectories, encouraging increased participation in activities promoting ideological and political education, facilitating self-regulation of learning processes, stimulating motivation for autonomous learning, and enabling students to experience achievement. This approach combines knowledge transmission with value guidance, enhancing the teaching effectiveness of Comprehensive English.

Additionally, project-driven learning is implemented through the “Original Reading” initiative, wherein students engage with Chinese and international classics, undertaking “three-dimensional education” to cultivate ideological, moral, cultural, and psychological qualities, thereby establishing foundations for future professional learning,

practice, and personal development. Simultaneously, social practice activities and professional competitions are prioritised. Following the principle of “serving the local community”, a social service platform actively engages students' initiative, cultivating qualified contributors to socialism with elevated political literacy, robust professional skills, and strong social responsibility. Adhering to the principle of “using competitions to promote learning and teaching”, students are encouraged to participate in internal and external competitions, fostering gradual yet effective influence. The ideological and political education approach within the “BOPPPS + PAD Class” programme emphasises students' learning processes and experiences, enabling practical application of core socialist values through authentic listening, observation, and experience.

Independent samples t-test analysis revealed that the experimental group ($n = 26$) significantly outperformed the control group ($n = 26$) across multiple dimensions of teaching effectiveness. The experimental group demonstrated the most substantial improvements in ideological and political education and cultural confidence ($M = 4.52$, $SD = 0.55$) and critical thinking skills ($M = 4.48$, $SD = 0.58$), with scores significantly exceeding those of the control group ($M = 3.45$, $SD = 0.88$; $M = 3.52$, $SD = 0.75$, respectively), $ps < .001$. Furthermore, the experimental group achieved significantly higher scores than the control group in learning

engagement and initiative ($M = 4.35$, $SD = 0.62$ vs. $M = 3.70$, $SD = 0.81$), $p < .01$. In contrast, no statistically significant differences emerged between groups regarding knowledge mastery and overall satisfaction ($p > .05$),

indicating that whilst the integrated teaching model effectively facilitated achievement of higher-order competencies and value-oriented objectives, it maintained students' acquisition of fundamental knowledge (Fig. 2).

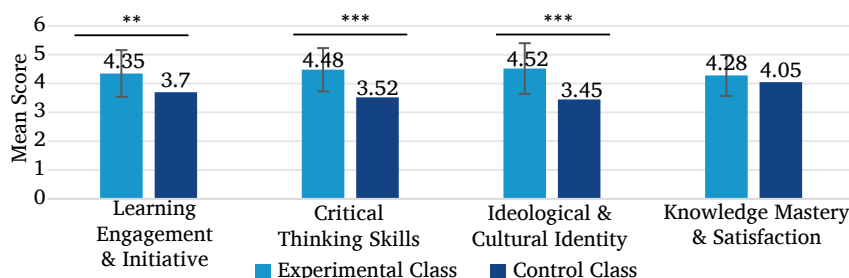


Figure 2. Comparison of teaching effectiveness between the experimental and control groups

Note: *** – $p < 0.001$, ** – $p < 0.01$, * – $p < 0.05$

Source: created by the author

The findings of this study provide empirical support for the efficacy of integrating the BOPPPS and PAD Class models in foreign language education, particularly within the context of ideological and political education. The significant improvements observed in ideological and political education, cultural confidence, and critical thinking skills amongst experimental group students suggest that the structured, interactive nature of the integrated model creates optimal conditions for developing higher-order competencies alongside traditional language proficiency. The substantial effect sizes observed for ideological and political education and cultural confidence ($d > 1.2$) align with existing research emphasising the importance of active learning pedagogies in values education. The BOPPPS framework's systematic approach – particularly its Bridge-in and Summary phases – appears to facilitate meaningful connections between language content and ideological themes, enabling students to perceive these elements as naturally integrated rather than artificially imposed. This finding resonates with educational research suggesting that values education proves most effective when embedded authentically within disciplinary content rather than presented as separate moral instruction (Lovat & Toomey, 2009; Lovat, 2017). The marked improvement in critical thinking skills amongst experimental group students merits particular attention. The importance of pedagogical methods promoting deep engagement and higher-order skills is well-documented in recent literature, with research demonstrating that cultivating critical thinking in English language learners enhances learning effectiveness, particularly through project-based learning and independent research activities (Rybchynska, 2025). J. Bayona & W. Durán (2024) demonstrated that traditional lecture-based instruction often fails to develop students' analytical and evaluative capacities, instead promoting surface-level knowledge acquisition. The PAD Class component's Assimilation and Discussion phases appear crucial in this regard, providing structured opportunities for students to process information independently, articulate their understanding, and engage in

collaborative meaning-making. These findings support broader literature on cooperative learning, which, according to M. Damkuvienė *et al.* (2023) and R. Gillies (2023), consistently demonstrates that structured peer interaction enhances cognitive development and promotes deeper understanding of complex concepts.

The significantly higher learning engagement and initiative observed in the experimental group reflects a fundamental shift in classroom dynamics facilitated by the integrated model. As mentioned by J. Liu *et al.* (2025), traditional teacher-centred instruction often positions students as passive recipients of knowledge, whereas the “BOPPPS + PAD Class” model redistributes cognitive responsibility, requiring students to actively participate in knowledge construction. This approach aligns with self-determination theory, which posits that learning environments supporting autonomy, competence, and relatedness foster intrinsic motivation and sustained engagement (Manninen *et al.*, 2022). The model's Participatory Learning phase, combined with PAD Class discussion activities, appears to satisfy these psychological needs, thereby enhancing students' willingness to invest effort in learning tasks. Importantly, the absence of significant differences in knowledge mastery between groups addresses a common concern regarding active learning approaches – namely, that increased attention to process and engagement might compromise content coverage and factual learning. These results suggest that the integrated model achieves a productive balance, maintaining rigorous knowledge transmission whilst simultaneously developing higher-order competencies. This finding challenges the false dichotomy often perceived between knowledge acquisition and skills development, demonstrating that well-designed instruction can effectively address both objectives (Bailey & Belfield, 2019).

The comparable satisfaction levels across groups, despite the experimental group's superior performance on objective measures, warrants consideration. This pattern may reflect students' unfamiliarity with active learning approaches and initial discomfort with increased cognitive

demands. Research on pedagogical innovation frequently documents temporary dissatisfaction as students adjust to new expectations and responsibilities (Cook *et al.*, 2023). Alternatively, satisfaction measures may inadequately capture the complex affective dimensions of learning experiences, particularly when comparing familiar and novel instructional approaches. From a theoretical perspective, these findings illuminate mechanisms through which structured active learning promotes both cognitive and affective outcomes in language education. The BOPPPS framework, as mentioned by Q. Liu *et al.* (2025), provides essential scaffolding, ensuring systematic progression through learning phases whilst maintaining clear objectives and assessment alignment. The PAD Class structure complements this by creating temporal and social spaces for assimilation and collaborative knowledge construction, processes essential for deep learning. As noted by Z. Lai (2025), together, these models address limitations of both traditional instruction and less structured active learning approaches, combining systematic design with meaningful student agency.

These results carry significant implications for curriculum design in translation and foreign language programmes, particularly within contexts emphasising ideological and political education. The integrated model demonstrates that values education need not compete with language skill development but can instead be synergistically combined when instruction is thoughtfully designed. This integration may prove particularly valuable in preparing globally competent professionals capable of navigating complex intercultural contexts whilst maintaining grounded cultural identities and informed perspectives on national priorities.

■ CONCLUSIONS

This study developed and empirically validated an integrated teaching model combining BOPPPS and PAD Class methodologies, demonstrating its effectiveness in systematically unifying language proficiency development with ideological and political education in the Comprehensive English course for translation majors. Empirical results revealed that the experimental group achieved significant improvements in critical thinking ($M = 4.48$, $SD = 0.58$) and cultural confidence ($M = 4.52$, $SD = 0.55$) compared to the control group ($M = 3.52$, $SD = 0.75$; $M = 3.45$, $SD = 0.88$, respectively), $ps < .001$, along with enhanced learning engagement and initiative ($M = 4.35$, $SD = 0.62$ vs. $M = 3.70$, $SD = 0.81$), $p < .01$. Importantly, these gains in higher-order

competencies occurred whilst maintaining comparable levels of knowledge acquisition ($M = 4.28$ vs. $M = 4.15$, $p > .05$), resolving the longstanding challenge of balancing value guidance and knowledge delivery in specialised courses. These findings demonstrate that well-designed instruction can effectively address both rigorous language training and meaningful values cultivation simultaneously.

The model provides a replicable pathway for integrating ideological and political elements through the closed-loop design of BOPPPS's six phases and the interactive mechanisms of the PAD Class. The case study of Unit 4 ("The man in the water") illustrates how authentic materials can serve as vehicles for exploring complex themes whilst simultaneously developing language competencies and cultivating students' critical awareness of cultural perspectives and national identity. The multidimensional assessment system, balancing summative and formative evaluation approaches, offers operational tools for evaluating both traditional learning outcomes and less readily quantifiable dimensions such as values development and critical thinking capacities. Future research should focus on three directions: first, expanding the framework's applicability to other disciplines such as Business English and Linguistics to verify its transferability; second, exploring intelligent support pathways by developing learning analytics-based dynamic evaluation systems for real-time assessment and optimisation of teaching outcomes; and third, conducting longitudinal studies to examine the long-term impact of the model on students' values formation and professional development. These efforts will advance ideological and political education in foreign language teaching from model construction to precise implementation.

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■ CONFLICT OF INTEREST

None.

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“BOPPPS + PAD Class” модели негизиндеги котормо адистиги үчүн “Интегралдык англис тили” курсунда идеологиялык-саясий окутуу стратегияларын изилдөө

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Аннотация. Акыркы жылдары PAD модели (Presentation-Assimilation-Discussion – презентация, өздөштүрүү, талкуу) жана BOPPPS модели (Bridge-in, Objective, Pre-assessment, Participatory Learning, Post-assessment, Summary) Кытайдын жогорку билим берүү мейкиндигинде өзгөчө орду бар педагогикалык реформалардын фонунда улам кеңири колдонулууда. Ар кандай окутуу шарттарында бул эки ыкма кеңири колдонулганы менен, алардын системалуу интеграциясы дээрлик изилденген эмес, айрыкча идеологиялык-саясий тарбия элементтерин киргизүү потенциалы толук ачыла элек “Интегралдык англис тили” курстарынын алкагында. Бул изилдөөнүн максаты – аталган эки окутуу моделин бириктирген комплекстүү дидактикалык алкак түзүп, аны котормо адистерине чет тилин окутууда идеологиялык тарбияны натыйжалуу интеграциялоо үчүн сынап көрүү болгон. Изилдөө квази-эксперименттик дизайнда жүргүзүлүп, Лоян илим жана технология институтунун котормо багытынын 1-курсундагы 52 студент катышкан. Алар бир семестрге көзөмөл тобуна ($n = 26$, салттуу лекциялык модель) жана эксперименттик топко ($n = 26$, интегралдык “BOPPPS + PAD Class” модели) бөлүнгөн. Маалыматтар окутуунун натыйжалуулугун бир нече параметр боюнча өлчөө үчүн 5 баллдык Лайкерт шкаласына негизделген онлайн-сурамжылоо аркылуу топтолгон. Көз карандысыз тандоолор үчүн t-тесттер эксперименттик топту идеологиялык-саясий тарбия жана маданий ишеним боюнча ($M = 4,52$, $SD = 0,55$ vs. $M = 3,45$, $SD = 0,88$, $p < 0,001$), сынчыл ойлом жөндөмү боюнча ($M = 4,48$, $SD = 0,58$ vs. $M = 3,52$, $SD = 0,75$, $p < 0,001$) жана окууга тартылуу деңгээли боюнча ($M = 4,35$, $SD = 0,62$ vs. $M = 3,70$, $SD = 0,81$, $p < 0,01$) олуттуу жогору көрсөткөн, ошол эле учурда билимди өздөштүрүү деңгээли эки топто окшош бойдон калган ($p > 0,05$). Изилдөөнүн алкагында идеологиялык-саясий тарбия боюнча так максаттар аныкталып, Contemporary College English 2 окуу китебинин негизинде тил компетенциясы менен баалуулуктарды калыптандыруунун тең салмактуулугу камсыз болгон жаңы мазмун түзүлүп, 4-юнит (“The man in the water”) мисалында окутуу кадамдары иштелип чыгып, көп өлчөмдүү баалоо системасы түзүлгөн. Бул изилдөө чет тилдерди окутуучу адистерге идеологиялык-саясий тарбияны котормо программаларына натыйжалуу интеграциялоо боюнча эмпирикалык далилдерди жана практикалык сунуштарды сунуштайт. Натыйжада, Кытайдын позицияларын эл аралык чөйрөдө түшүндүрүп бере алган глобалдык компетенттүү адистерди даярдоого өбөлгө түзөт.

Негизги сөздөр: аралаш окутуу; баалоо ыкмалары; окуу программасын долбоорлоо; окутуу моделдери; тил окутууда баалуулуктарды тарбиялоо

Исследование стратегий идеологического и политического обучения в курсе «Комплексный английский» для студентов-переводчиков на основе модели «BOPPPS + PAD Class»

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Аннотация. В последние годы модель PAD (Presentation-Assimilation-Discussion – презентация, ассимиляция, дискуссия) и модель BOPPPS (Bridge-in, Objective, Pre-assessment, Participatory Learning, Post-assessment, Summary) приобретают все большую значимость в системе высшего образования Китая, особенно в контексте продолжающихся педагогических реформ. Несмотря на широкое применение обеих моделей в различных образовательных ситуациях, существующие исследования редко рассматривают их системную интеграцию, особенно в курсах «Комплексный английский», где потенциал для включения элементов идеологического и политического воспитания остается в значительной степени нереализованным. Цель настоящего исследования заключалась в разработке и апробации комплексной дидактической модели, синтезирующей эти два подхода для бесшовного включения идеологического воспитания в процесс обучения языку студентов-переводчиков. В исследовании применялся квазиэкспериментальный дизайн с участием 52 студентов первого курса переводческого направления Лоянгского института науки и технологий, распределенных на контрольную группу ($n = 26$, традиционная лекционная модель) и экспериментальную группу ($n = 26$, интегрированная модель «BOPPPS + PAD Class») на протяжении одного семестра. Данные были собраны посредством разработанной авторами онлайн-анкеты на базе 5-балльной шкалы Лайкерта для измерения эффективности обучения по нескольким параметрам. Результаты t-тестов для независимых выборок показали, что экспериментальная группа значительно превосходила контрольную по показателям идеологического и политического воспитания и культурной уверенности ($M = 4,52$, $SD = 0,55$ против $M = 3,45$, $SD = 0,88$, $p < 0,001$), критического мышления ($M = 4,48$, $SD = 0,58$ против $M = 3,52$, $SD = 0,75$, $p < 0,001$) и учебной вовлеченности ($M = 4,35$, $SD = 0,62$ против $M = 3,70$, $SD = 0,81$, $p < 0,01$), при этом уровень усвоения знаний оставался сопоставимым ($p > 0,05$). В исследовании были определены четкие цели идеологического и политического воспитания, реконструировано содержание курса на основе учебника Contemporary College English 2 для балансирования языковой подготовки и воспитания ценностей, разработаны этапы обучения на основе Юнита 4 («The man in the water») в качестве кейса и создана многомерная система оценивания. Данное исследование предоставляет преподавателям иностранных языков как эмпирические данные, так и практические стратегии для эффективной интеграции идеологического и политического воспитания в программы подготовки переводчиков, содействуя подготовке глобально компетентных специалистов, способных представлять китайскую точку зрения в международном контексте.

Ключевые слова: смешанное обучение; методы оценивания; проектирование учебных программ; дидактические модели; воспитание ценностей в обучении языку