

# Exploration of the “BOPPPS + Bisection Class” Teaching Model Based on the Work-Process Concept: A Case Study of “International Business Negotiation(Bilingual)”

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**Abstract:** The requirements for the quality of talents have been continuously improved. In order to deepen teaching reform and improve teaching quality, this article took the “International Business Negotiation(bilingual)” as the case study sample and deeply explored the “BOPPPS + Bisection Class” teaching model based on the work-process concept. Besides, it elaborated on the connotation, implementation methods and related application case study aiming to provide useful references for improving the teaching quality of the course and also serve as a reference for the construction of other bilingual courses .

**Keywords:** “BOPPPS + Bisection Class” teaching model; Work-Process-Based Concept; International business Negotiation (Bilingual)

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## 1. Introduction

With the acceleration of the global economic integration process, international trade activities are becoming more and more frequent, and the demand for professional talents with international business negotiation capabilities continues to grow. As a core course for majors such as international economy and trade and business English, “International Business Negotiation (Bilingual)” aims to cultivate high-quality talents with a solid theoretical foundation and strong practical skills. However, the traditional teaching content is complex and does not conform to the characteristics of vocational teaching. There is a disconnection between teaching theory and practice, and students cannot apply what they have learned flexibly. The elements of ideological and political education in the curriculum are separated from professional knowledge, dampening the enthusiasm of teachers in teaching and students in learning. The evaluation system is too single, overly relying on test scores, which cannot fully reflect the true level of students and is not conducive to the comprehensive development of students. Therefore, the author introduces the work-process-based concept to reconstruct the teaching content and introduces the innovative “BOPPPS + Bisection Class” teaching model, hoping to improve the classroom ecology and achieve the talent training objectives.

## **2. Overview of the “BOPPPS + Bisection Class” teaching model based on the work-process concept**

While searching the CNKI literature, there are more than 120 articles about the concept of combining the “BOPPPS” teaching model together with the “Bisection Class”, which could be dated back to as early as the year of 2019

It is a new type of teaching model, and most articles indicate that this teaching model can effectively improve the classroom ecology. However, there are few articles that integrate the work-process concept, the BOPPPS teaching model, and the bisection class concept together. The author combines these three elements together to explore the framework of combining BOPPPS and the bisection class, hoping to improve and expand the development of this model.

### **2.1. Work process**

The work process refers to a complete work procedure for completing a work task and achieving related results. It is a comprehensive system that is dynamic but has a relatively fixed structure<sup>[1]</sup>. Therefore, It is inevitable to construct a “International Business Negotiation(Bilingual)” guided by the work process concept to improve the teaching quality.

### **2.2. BOPPPS teaching model**

The BOPPPS teaching model is a blended teaching model, originating from the University of British Columbia in North America. It divides the teaching process into six parts, namely Bridge-in, Objectives, Pre-assessment, Participatory learning, Post-assessment, and Summary<sup>[2]</sup>. Based on the constructivism and communicative approach theories, the BOPPPS teaching model emphasizes on the “student-centered” educational concept and pays attention to students’ active participation. It can help teachers mobilize students to explore actively and improve teaching quality.

### **2.3. Bisection Class**

Professor Zhang Xuexin from the Department of Psychology at Fudan University designed the bisection class teaching model in response to the problems of one-way teacher output and insufficient interaction between teachers and students in traditional classrooms<sup>[3]</sup>. The teaching process is divided into three parts, namely Presentation, Assimilation, and Discussion, which have also been known as the PAD classroom<sup>[4]</sup>. This teaching model not only meets the personalized needs of students, enhances their autonomous learning ability, but also helps to improve students’ interpersonal communication and cooperation skills, thus contributing to the achievement of the teaching objectives of the negotiation course.

## **3. Design of the “BOPPPS + Bisection Class” teaching model based on the work-process concept**

### **3.1. Setting teaching objectives**

Long-term teaching practice shows that the talent training of the international business negotiation course needs to be supplemented and improved<sup>[5]</sup>. According to the requirements of foreign trade business positions and international communication positions, we make three-dimensional objectives of knowledge, skills, and literacy.

#### **3.1.1. Knowledge objectives**

To ensure that students can comprehensively understand international business negotiations, the educational process should focus on constructing a balanced and multi-dimensional “rice-shaped” knowledge framework<sup>[6]</sup>. This framework includes not only horizontal general knowledge in multiple disciplinary fields such as economics, management, sociology, psychology, law, geography, and linguistics but also emphasizes on in-depth vertical professional knowledge, such as international trade theory and practice, international marketing, international business etiquette, and international financial rules. In addition, students need to have the ability to comprehensively apply this knowledge to solve complex problems encountered in actual negotiation processes.

### **3.1.2. Skill objectives**

To perform well in international business negotiations, students need to develop their abilities in three key areas. First, they need to master language communication skills such as stating, speaking, asking questions, answering, and debating, as well as non-language communication skills such as listening, remaining silent, observing, and writing. At the same time, they should also master foreign language skills and interpersonal communication skills to build good relationships. Finally, students should have logical reasoning and forward-looking analysis abilities to better deal with various complex negotiation situations.

### **3.1.3. Literacy objectives**

International business negotiation is a complex and difficult task that requires participants to have many qualities. Specifically, first, students should have a firm political stance and a strong patriotic sentiment. Second, it is necessary to cultivate students' professionalism, honest and trustworthy professional ethics, a professional attitude of loving their jobs, and an enterprising and innovative spirit. At the same time, they should also have an overall awareness and a cooperative mindset. Third, it is necessary to cultivate students' psychological qualities of being confident and calm at all times, being able to endure long-term processes, and overcoming difficulties.

## **3.2. Reconstructing teaching content**

With the advancement of society, the content of classroom teaching is constantly evolving and changing. Reconstructing teaching content based on job requirements, integrating vocational skills competitions and certifications, combining competition with education to promote teaching, and deeply incorporating ideological and political elements into the curriculum are essential prerequisites for enhancing educational quality and achieving effective moral education.

### **3.2.1. Extracting typical work processes**

Based on the work-process concept, the course extracts the knowledge and skills required for typical work processes and creates two teaching projects with gradually increasing difficulty: Silk Trade Negotiation and Geely's Acquisition of Volvo Negotiation. Each teaching project contains four typical work tasks: preparation, opening, bargaining, and closing. Each typical work task could be further divided into several sub-steps. Specifically, negotiation preparation is divided into preparation for information, plan, personnel and etiquette; negotiation opening is divided into opening strategies formulation, negotiation atmosphere establishment, opening statements delivery, and prices quotation; negotiation bargaining is divided into bargaining, deadlock, and concession; negotiation closing is divided into reaching a deal, signing a contract, and fulfilling the contract. The teaching process follows the rules of professional work process, gradually increasing the learning involvement of students and the difficulty of independently completing work<sup>[3]</sup>.

### **3.2.2. Integrating Job-Course-Competition-Certificate**

The course integrates the skill standards of the 1 + X (VETS) intermediate vocational skill level certificate into each work project, designs job-related tasks, and uses the standards of the "Oral English" competition item in the National Vocational Skills Competition as a benchmark to design language training tasks and evaluation criteria. For example, the skills and standards of Public Speaking are integrated into the opening statement, and the "Workplace Description" module in the National Skills Competition is integrated into the information preparation. The teaching design of job-course-competition-certificate integration can effectively stimulate students' competitive desire, cultivate their innovative awareness, and enhance their comprehensive strength, making sufficient preparations for future employment.

### **3.2.3. Deeply integrating the elements of ideological and political education in the curriculum**

The course designs ideological and political content around "cultivating both virtue and skills", integrates ideological and political elements such as Chinese stories, professional qualities, and the core socialist values into the Silk Trade

Negotiation and Geely's Acquisition of Volvo Negotiation. An international communication section is set at the end of the project to promote the "going-global" of vocational education. For example, in the international communication section of Geely's acquisition of Volvo negotiation case, students are guided to compare the cultural characteristics of private and state-owned enterprises and the internationalization path of Geely to tell Chinese brand stories well.

### **3.3. Teaching implementation**

To mobilize students' learning initiative, the concept of the bisection class is embedded in the participatory learning part. Half of the class time is allocated to teachers for teaching knowledge, and the other half is given to students for independent learning.

#### **3.3.1. Before class**

In the introduction part, multi-modal teaching resources such as questions, stories, pictures, videos, students' works, and virtual simulations are used to stimulate learning interest and promote the connection between new and old knowledge. The unit teaching objectives and pre-test questions are released on the platform to guide students to learn independently. Finally, the focus of classroom teaching is determined according to the pre-test data. Students can also clarify their learning objectives through the feedback on the platform<sup>[7]</sup>.

#### **3.3.2. During class**

First of all, according to the pre-test results, the teacher carefully designed the teaching process, focusing on the core teaching content to avoid one-way indoctrination, and completed the class intensive lecture blank. Then, teachers assign tasks according to the course content, encouraging students to cooperate in the form of group completion, and guide students to summarize and conclude to complete the internalization and absorption of the course. Finally, the teacher provided the discussion framework, organized students to carry out group discussion, and randomly selected group members to share the discussion results, so as to test the discussion effect.

#### **3.3.3. After class**

Teachers use forms such as post-test questions, votes, and questionnaires on the platform to achieve immediate feedback<sup>[8]</sup>. Post-test questions can not only help students consolidate the learned knowledge but also detect the teaching effect through the comparison of pre-and post-test data. Finally, teachers can use tools such as mind maps in the online discussion area to assist students in reviewing the key points and core mistakes of the course, integrating the learned knowledge, and laying a foundation for the next project learning.

## **4. Improving the evaluation mechanism**

The "International Business Negotiation (Bilingual)" course constructs a multi-dimensional evaluation system from the three levels of students, teachers, and enterprises, highlighting formative evaluation and promoting the comprehensive development of students. For example, in the opening statement part, students conduct in-group and inter-group scoring according to the judgment criteria, with a weight of 20%. Through this evaluation method, students can broaden their learning horizons and ideas, and promote self-awareness and development. Teachers conduct evaluations from the learning and behavior levels, examining the degree to which students master theoretical knowledge and professional skills, and combining with the learning effect evaluation form to examine the role of the course in helping students complete job tasks and improve personal abilities, with a weight of 40%. Finally, enterprises rate students according to industry standards in three dimensions: plan innovation, knowledge and technology application, and communication and presentation, with a weight of 40%. By implementing the enterprise evaluation mechanism, teachers can deeply understand the actual needs of enterprises and adjust the curriculum settings and teaching content accordingly. In

addition, the teaching and research team regularly communicates with external enterprises to timely understand the problems of the evaluation system and improve and optimize it.

## 5. Conclusion

In conclusion, the “BOPPPS + Bisection Class” teaching model based on the work-process concept is an innovative teaching model. It combines the work-process concept with two advanced teaching models, giving full play to their respective advantages. Through the implementation of this model, teaching quality can be effectively improved, the needs of industry development can be met, and more high-quality talents can be provided for the economic and trade industry.

## Disclosure statement

The author declares no conflict of interest.

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