

Construction of PAD Class Mode Under the Environment of Information Technology College English Course

Lihong Ding

Lanzhou University of Arts and Sciences, Lanzhou, Gansu 730050

Abstract: With the continuous development of economy and society, English plays an increasingly important role in global communication. In order to better meet current development needs, we should improve the specification and quality of English training in China. How to improve the English language ability of Chinese college students is still an important issue.

Keywords: Construction; PAD Class Mode; English Course

This research applies the PAD class teaching mode to college English teaching to explore the effect of this mode on improving the quality of college English teaching. The main research questions are as follows: (1) What research methods have been used to evaluate PAD class studies? (2) What technologies have PAD classes employed? (3) What skills did the PAD class encourage the development of? (4) What future directions are there for PAD class research? The results show that the application of the PAD class teaching mode can effectively improve the English capabilities of college students, and at the same time, compared with the original teaching mode, the PAD class teaching mode has a better effect on improving the interest of college students in learning English.

1. Introduction

When using PAD class mode for teaching, teachers can use the “PAD class APP” teaching platform (<https://www.duifene.com/>) to manage and assist teaching. The “PAD class APP” teaching platform is a network teaching platform specially designed for the PAD class mode. Now it has been widely used in teaching of various disciplines all over the country in China and has received very positive feedback from teachers and students. The mobile terminal (WeChat public platform) operation interface of the PAD class APP platform is shown in Figure 1 and Figure 2. As shown in the figures, the main



Figure 1 The Mobile Interface of the PAD Class APP platform (teacher)



Figure 2 The Mobile Interface of the PAD Class APP platform (student)

functions of the platform include managing student information, teaching grouping, managing attendance, sharing course resources, arranging, and submitting homework, online questions and answers, etc. The functions of the teacher side and the student side correspond one to one, and so provides convenience for class teaching. Through the digital management, teachers can access more conveniently and quickly statistics relating to students' school status information, class attendance management and class grouping, reducing the pressure on teachers to organize teaching. The use of network course resources has enabled resource sharing and expanded teaching. Students can study anytime and anywhere, increasing the possibility for personalized learning. The discussion forum allows students to communicate with teachers and students through the platform, which expands the channels of interaction between teachers and students, and between students. Online practice and students' mutual tests make it easier for students to carry out self-monitoring and feedback and so improve learning. The setting of questionnaires, voting and teaching evaluation makes it possible for more teaching activities to take place. Moreover, the platform can be operated directly on the WeChat public platform through mobile phones without relying on computers, making it more convenient to use.

In short, the "PAD class APP" teaching platform can realize the interconnection between teachers and students, teaching resources sharing, digital management and personalized learning. It is a platform integrating technology and teaching, which provides powerful support for PAD class teaching^[1].

2. Literature Review

The PAD class is a teaching procedure comprising 'Presentation', 'Assimilation', and 'Discussion'. Compared with a traditional class, the PAD class advocates allocating part of the class time to students for independent learning and cooperation with peers after the teacher's presentation^[2]. It is a combination of traditional lecturing-oriented, teacher-centered methods and discussion-oriented, learner-centered ones^[3] presented by the teacher individually and independently with their unique learning style^[4].

2.1 Presentation

Teachers in an EFL class are more regarded as holders and transmitters of knowledge^[5], because for most students, English teachers and textbooks are the main and effective resources of English knowledge and information^[6]. Hence presentation based on the textbook is very important for students learning in the class.

2.2 Assimilation

In traditional education in China, thinking and learning are regarded as complementary and inseparable. Confucius said that 'learning without deep thinking leads to confusion, thinking without practicing in learning leads to peril'. Waiting time between teachers talking and students responding seems to provide more thinking time for teachers and students, which helps to improve the students' cognitive level. In the EFL context, teacher interference and limited waiting time can hinder student participation and learning opportunities to a certain extent^[7], while giving students more time to think will increase their willingness to communicate in the target language^[8]. Therefore, it is necessary that adequate time should be allowed in the class for learners to engage in an appropriate way to ensure they think fully.

Therefore, the task sheets that the teacher assigns are very important, these tasks might be practicing pronunciation of new words, practicing a daily conversation, translating a paragraph, and practicing writing with newly learned vocabulary and sentence patterns.

2.3 Discussion

Firstly, the teacher can sample 3-4 groups in the whole class to check the results of the the confusion. Secondly, the teacher nominates students from the rest of the groups to answer questions highly represented in the class. Thirdly the teacher collects questions that cannot be answered by the rest of the groups to explain and make a summary at the end. At this point, the whole process of the PAD class is completed. Discussion is a method where learners' viewpoints are open to challenge by groupmates, and where the teachers' opinions are equally subject to criticism because learners always provide evidence to support their ideas^[9]. This is beneficial for creating a democratic and free class atmosphere, which is an opportunity to teach the principles of democracy by engaging learners in democratic practice^[10]. Further, it is an effective way to encourage learners to explore controversial issues and solve problems and make decisions^[11]. Moreover, the advantages of the discussion are not just limited to these. Indeed, discussion in the PAD class is different from that in the traditional class, the former is called 'delayed discussion' while the latter can be called 'instant discussion'^[12].

3. The objective of constructing PAD class mode

Create a relaxed, free, and democratic class atmosphere to ease the tension and pressure of students in learning.

◆ Increase students' participation in the class, let them actively engage with learning, rather than passively accept knowledge from teachers.

◆ Increase opportunities to share students' minds, so as to put what students have learned into practice rather than applying rote learning.

◆ Part of the class time is reserved for students to study independently and cooperatively so that students can assume responsibility for their learning.

◆ Cultivate students' ability to learn and think independently, cooperate with peers, and solve problems, to develop students' independent learning.

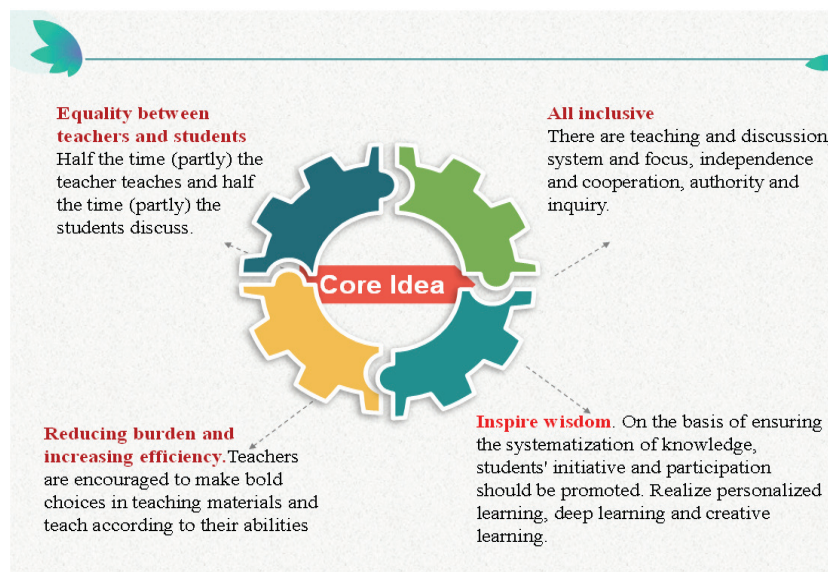


Figure 3 Core Idea of PAD class

4. Conclusion

Through the above research, three modes of PAD class have been constructed, as shown in Figures: the brief version is called in-class PAD (Figure 4), which means that all sections of the PAD class are completed in one class, while the complex version is called the cross-class PAD (Figure 5) which refers to the sections of PAD being completed in at least two classes. Most important, the presentation and the discussion can only be done in class while the assimilation can be done after class. The teachers can also apply the 'mini in-class PAD' (Figure 6) flexibly, which means the PAD class can be implemented in 3 or several minutes, one-minute presentation, one-minute assimilation, and one-minute discussion.



Figure 4 The in-class PAD



Figure 5 An example of the cross-class

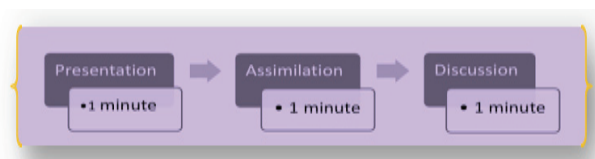


Figure 6 Three minutes PAD class

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