

A Case Study of Application of “Instant PAD” Method in College English Teaching for Art and PE Majors

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Abstract: According to the teaching difficulty and operation cycle, PAD teaching method can be divided into four modes: instant teaching, in-class teaching, inter-class teaching and inter-week teaching. This paper introduces the principles and basic operation steps of classroom teaching, the advantage of instant teaching, the structure of New Orientation College English, the characteristics of students majoring in art and PE, and the examples of phonetic teaching. The methods of literature, case analysis and observation are adopted. By combining or alternating with the other three methods, students can learn more actively and effectively in College English classes. For future research, one could study the combined application of the four sub-models in a teaching period, or in a unit or semester.

Keywords: Instant PAD; Four PAD models; College English teaching

“PAD” is a new teaching model created by Professor Zhang Xuexin of psychology department of Fudan University in 2014 in China. From the perspective of implementation process and teaching effect, it absorbs in the advantages of teaching before learning and interactive teaching, while eliminating the disadvantages of both. In just a few years, it has become famous throughout the country for its unique teaching process, autonomous learning guide, creative thinking and reflective learning, and was once called “China’s originating teaching method”.

1. Principle of teaching

“Presentation-Assimilation-Discussion” method is also known as “PAD” teaching method. It allocates part (or half) of the teaching time to teachers to teach key knowledge such as framework, concept or theory, and the other part (or half) to students for interactive learning in the form of group discussion. In the implementation, the most crucial thing is that teachers should separate teaching and interactive learning according to different knowledge points, difficulties and importance. During internalized absorption, students have enough time for personalized absorption and reflective learning at their own pace. In the implementation of PAD, the process of education is clearly divided time into three distinct processes, namely, lecturing or presentation, internalizing absorption, and discussion, hence being referred to as the “PAD” teaching method.

Like traditional classrooms, it emphasizes teaching or interpreting before learning. Similar to discussion teaching, it emphasizes teacher-student interaction and encourages self-directed learning before group and inter-group discussions. The discussion and communication between students make the classroom teaching get rid of the disadvantages of traditional classroom teaching, such as “teacher-dominated”, “cramming teaching” or boring classroom atmosphere. Therefore, combining the advantages of traditional interpreting/lecturing teaching method and discussed-dominated teaching method effectively avoids the disadvantages of implementing the two teaching modes separately.

As shown in Figure 1, the classroom teaching process is generally as follows: In the first stage is Presentation by the teacher. The teacher briefly explains and frames the formula, theory, concept, framework, and other key or difficult knowledge of the content of this section, and gives outline guidance to the content and framework internalized and absorbed by students. The second stage is the Assimilation stage, it requires the students to undergo independent learning, digestion, absorption, and internalization through exertion of subjective initiative. The third stage is Discussion, in which students have a prepared discussion on the content of the teaching stage according to the pre-assigned groups, and then select a representative from each group

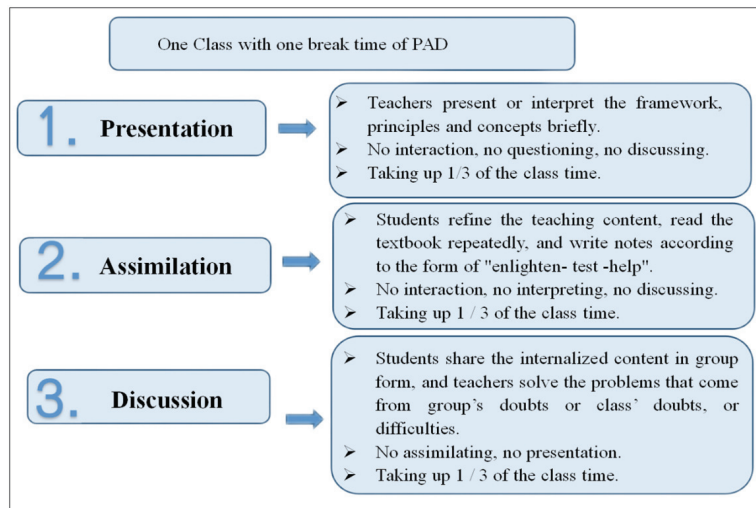


Figure 1. One class with one break time of PAD

to share the ideas, and deal with the confusion of the group members with the class. Then teachers and students cooperate to answer questions, and clarify and summarize other problems.

2. Characteristics of College English teaching for art and PE majors

2.1 Psychological characteristics of general compulsory courses

For art and PE students, compared with the unique professional courses, students' learning enthusiasm and attention is much worse, especially for those students who are ready to engage in jobs that have little to do with English after graduation. At the same time, compared with the flexible class time and various teaching methods of professional courses, college English classes are dull and inflexible.

2.2 Academic Characteristics

Art and PE students of professional schools (hereinafter referred to as Art students): students who graduate from junior high school and go to art schools or PE schools. They do not pay attention to cultural courses as ordinary high schools, and their academic literacy is weak or even inferior to other students, their artistic level (professional competence) is in the middle level, and their learning time of professional courses is long.

High school art and physical education students (hereinafter referred to as "talented students") refer to those who are good at a certain major and pay attention to the development of art and physical education ability. They experienced at least three years of special training or training in professional courses, but they are good at academic courses.

Non-art and physical education students (hereinafter referred to as "transferred students") refer to those students who, for various reasons, temporarily trained art subjects in the year before the college entrance examination and got high scores in academic courses, but only passed the minimum requirements in their professional courses.

Figure 2 Learning situation of major courses and English courses

	Major Courses Learning Situation			College English Learning Situation		
	Course Effort	Professional Level	Progress Rate	Effort Level	English Ability	Progress Rate
Art students	C	B	B	A	C	C
Talented students	B	A	A	B	B	B
Transferred students	A	C	C	C	A	A

A ≥ average level, B = average level, C ≅ average level

Due to the relatively weak foundation, art students have made great efforts in English learning, but can only reach the average level. Although the transferred students do not study English very hard, but the English level is above average. Colleges and universities have no mandatory requirements on the English level of art and PE majors. According to the requirements of the universities, students should take the College English Test(CET) Level 4 or PETS-3 test, or approximately the similar English level, or even just gaining the curriculum scores.

3. Introduction of New Orientation College English Textbook

New Orientation College English is a set of low-starting comprehensive English textbooks designed and written for stu-

dents majoring in art and physical education. Based on the Outline of the National Medium - and Long-Term Plan for Education Reform and Development (2010-2020) and the College English Teaching Syllabus which made by Ministry of Education of PRC, the requirements of art and PE majors, English foundation, personal and professional characteristics, etc. According to the educational concept of “classifying guidance, teaching students according to their aptitude”, the writers carefully select materials close to students’ specialty. It can not only improve students’ English ability, but also stimulate students’ interest in learning English by using professional knowledge, so that students can improve their language ability and professional comprehensive humanistic accomplishment, and broaden their professional vision.

4. A phonetic teaching example of "instant PAD" in New Orientation College English

Taking the EGP text “A Tree Frog Story” in Unit 2 of Book 2 as an example, and taking the new words on page 33 of the textbook (Figure 3) as an example, teachers and students spend 3 minutes to complete the instant PAD.

Nouns (n.) 名词	
▲ studio /'stju:diəu/	a room where a painter or photographer regularly works [画家或摄影师的] 工作室
▲ residence /'rezɪdəns/	the state of living in a place 居住; 定居
* syrup /'sɪrəp/	a thick sticky sweet liquid, eaten on top of or mixed with other foods 糖浆
* prairie /'preəri/	a wide open area of fairly flat land in North America which is covered in grass or wheat [北美洲的] 大草原
▲ indicator /'ɪndɪkeɪtə/	something that can be regarded as a sign of something else 指示物; 指示者
▲ sensitivity /,sensɪ'tɪvɪti/	when someone reacts badly to a particular food, substance, animal etc. and becomes ill [身体的] 过敏, 敏感

Figure 3 Glossary of Unit 2 of New College English

Presentation: The teacher explains the typical pronunciation rules in a targeted way, such as the pronunciation of the letter “i” in radio, which leaves some space for students to internalize and learn independently. Therefore, it is also called “elaborating and leaving blank”. About one minute to complete, no questions, no interaction.

Assimilation: The students internalize phonological knowledge. According to the taught knowledge, students spend one minute to reflect on themselves and internalize what they have learned, so it is also called the “internalized reorganization” stage. This part takes one minute. In this process, students learn independently, without discussion and communication.

Discussion: It is also called the “Discussion and sharing” stage because it prepares the whole class for communication. Students first discuss the pronunciation content taught by the teacher in groups, and then arrange group representatives to analyze this part of knowledge. This part is also one minute, the teacher does not participate in the discussion or questioning, but listens around the whole classroom. If there is a problem that the group or most students cannot solve, students and teacher can deal with the difficulties and solve doubts together.

5. Conclusion

“Instant PAD” has unique advantages in college English teaching of art and PE majors, such as rapid teaching organization, real-time investigation of students’ mastery of specific sentence patterns or words, and refresh and liven up the classroom atmosphere, which make college English classroom teaching more effective and make in-class test methods more flexible and convenient.

References

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