

Research on the Undergraduate Oral English Teaching Mode Based on PAD Class

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Abstract: Based on the analysis of the current situation of Undergraduate Students' mastery of oral English communication skills, this study takes the oral English course as an example to carry out the practical research of the teaching mode in PAD class, in order to improve students' understanding and mastery of oral English application, using the methods of literature research, questionnaire survey and classroom observation, Combined with teachers' practical education theory and learning theory, this paper studied on the practical application effect of teaching mode based on PAD class. This paper puts forward the strategies and suggestions of applying the new teaching mode to the teaching skills of Undergraduate oral English course.

Keywords: PAD class, Undergraduate, Oral English, Teaching mode, Practicality, Efficiency

1. Introduction

This study is mainly related to the teaching mode in PAD Class of Undergraduate English oral Course under the environment of information technology and the network in China, Chinese University English classroom teaching needs to be optimized because the mode and effect of University English Teaching in China have not been able to mobilize students' learning enthusiasm, and the teaching effect is not as good as expected. The research background is mainly from two aspects: foreign language teaching informatization and the teaching mode based on PAD Class.

1.1 Review of literature

The PAD Class is a teaching mode comprising 'Presentation', 'Assimilation', and 'Discussion'. Compared with traditional classrooms, the PAD Class advocates allocating part of the class time to students for independent learning and cooperation with peers after the teacher's presentation^[1] (Zhang, 2016).

In order to analyze the research on PAD Class by scholars in recent years, we searched on CNKI with "PAD Class" as the key word (2022.01), and obtained search results are shown there were 3236 papers on PAD Class in the short six years from 2016 to 2022, of which in 2016, The growth rate of literature is the most obvious. It shows that scholars continue to deeply study the teaching of PAD Class, and a total of 216 articles have been published by 2017, which means that the research of PAD Class is the research hotspot of classroom teaching mode at present, and which will cause more in-depth and extensive research to continuously improve the PAD Class mode. PAD Class is a kind of classroom teaching method, and its research institutions are mainly distributed in schools, especially in high educations and universities.

Zhang (2014) believes that PAD Class may be a high education classroom teaching mode suitable for China's national conditions, which is conducive to enhancing students' learning initiative and improving teaching effect^[2]. In the implementation of PAD Class, Zhu (2016) believes that the most critical thing is that teaching and interactive learning are separated in time (one week apart), so that students can have enough time to internalize and absorb according to their own pace^[3], so that education and teaching can return to the essence of bilateral interaction between teaching subject and learning subject and benefit from teaching. Finally achieve the goal of improving the quality of high education training. In the tense situation of teaching reform, a single teaching mode cannot adapt to the ever-changing information-based teaching. PAD class is more and more favored by scholars. On the basis of making full use of Internet technology, Guo (2017) deeply studied the teaching mode of PAD Class, designed the "Internet + PAD

Class" blended teaching mode, studied the construction of teaching mode, teaching implementation and teaching evaluation, and fully combined the advantages of e-learning and PAD Class learning, So that the "teacher led" classroom teaching and "student-centered" autonomous learning can be organically integrated^[4].

1.2 Teaching mode

Through the continuous research of scholars, the teaching mode is the hinge that can connect the teaching theory with the teaching practice. From the perspective of nature, HUS (1994) said: "in any exploration field, when people distinguish various variables according to the degree of affecting specific results, or define, explain and language the proposed hypothesis in connection with specific problems, it is necessary to integrate the relationship between variables and the formed hypothesis into a hypothetical mode."^[5] That is, mode is an "auxiliary tool" to help people fully understand a specific object and meet their thirst for knowledge. After the emergence of "mode", different scholars gave different meanings. American scholars, Feng Kecheng & Xi Erxiao (1994) Combined with the definitions of various "modes", it is considered that "mode is a theoretical simplified form of reproducing reality."^[6] Therefore, in the continuous in-depth research of scholars, mode research has become the focus of modern research, and this research is divided into mode research in nature and mode research in society. By modeling the laws of research objects or things, people can better understand various phenomena in life, study and work.

Joyce and Bruce Joyce (Marsha Weil and Emily Calhoun, 1999) were the first American scholars to introduce the idea of mode research into the study of Teaching theory, compiled a book Modes of teaching in 1972 and officially began the research on teaching mode. In their monograph, they put forward: "the teaching mode is a plan or type that constitutes the curriculum (long-term learning curriculum), selects teaching materials and directs teaching activities in the classroom and other environments."^[7]

They also classified the teaching modes at that time, including information processing, personal development, social mutual development and behavior teaching modes. The research on teaching mode in China is later than that in foreign countries. It began to formally study the connotation, characteristics, classification, function, structure, construction and application of teaching mode in 1981. In terms of the definition of teaching mode, Ye Lan (1993), a teacher from East China Normal University believes that "teaching mode is commonly known as big method. It is not only a teaching method, but also an overall and systematic operation style starting from teaching principle, teaching content, teaching objectives and tasks, teaching process and teaching organization form, and this operation style is theorized."^[8]

1.3 Objectives of the study

This study aims to make a detailed study on the effectiveness of oral English proficiency in PAD Class. The participants of this study are 2 ELT instructors and 70 non-English major students in two oral English classes at A University in Northwestern China. Students are in their second year of university study.

2. Methodology

The specific field methods used in the study in order to generate the data to answer the research questions included a classroom observation, interview, questionnaire, pre-test and post-test. Observations were general, and specific attention was paid to both the teacher and students.

2.1 Interview Data

There are two types of interviews in the present study. One is the students' interviews which are conducted before the experiment in order to know more about their English learning experiences. This interview aims to find out the students' background information about English learning experience. It was conducted with the students one by one in a natural and formal way. The other type of interview is teachers' interviews which are based on the results of the classroom observation and questionnaire.

2.2 Questionnaire Data

The questionnaire is given to the students in the experimental group and the control group in order to

get their evaluation of the approach and oral English learning.

The questionnaire was given to students during the class time as a normal classroom activity. Students were asked to finish the questionnaire after the purpose of this questionnaire was explained to the students.

2.3 Pre-test and Post-test Data

Pre-test and post-test on the two comparative groups. The students of the experimental group and the control group have been orally tested at the beginning of the semester and retested at the end of the semester in order to see whether the students' overall oral English proficiency has improved or not under the different teaching methods and whether their improvement is statistically meaningful over time.

The procedure of analysis of pre-test and post-test is demonstrated in Figure 1

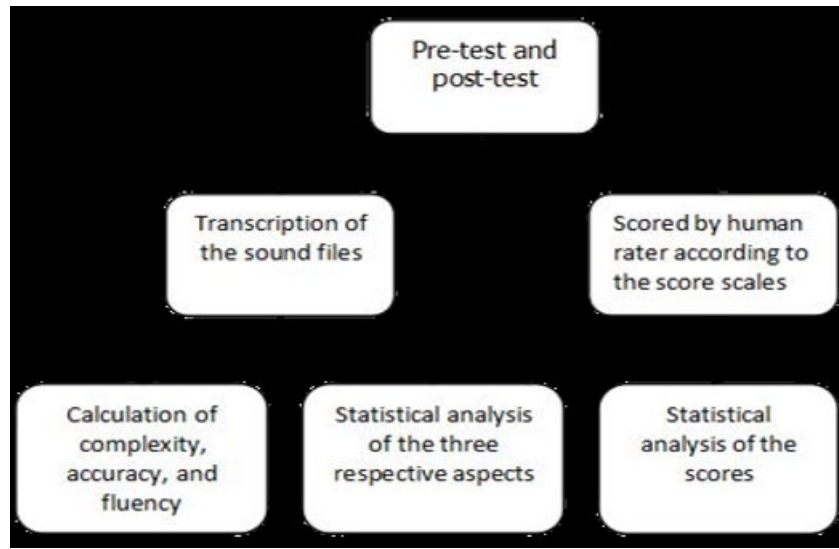


Figure 1: Analysis Procedure of Pre-test and Post-test Data

3. Findings

Results of questionnaire survey on the effect of oral ability training:

In terms of the evaluation of PAD Class teaching mode, no students choose "dislike & dislike very much", indicating that the subjects can still accept the new teaching mode of PAD Class, and nearly 58% of the subjects like this teaching mode very much. The results are as figure 2:

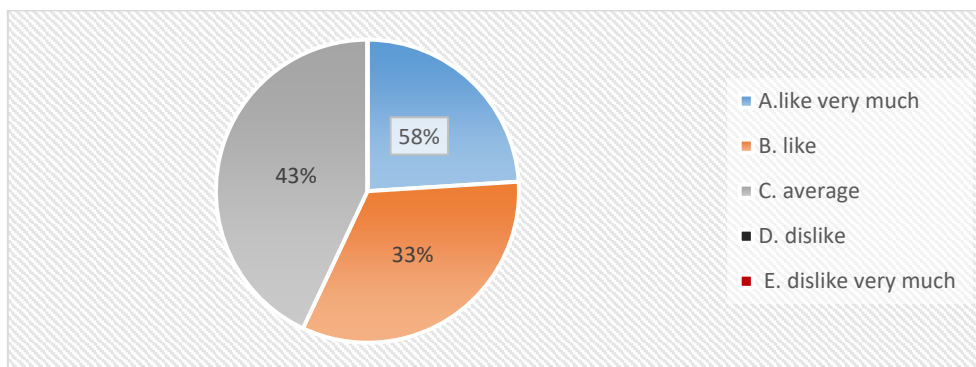


Figure 2: The evaluation of PAD Class

In the process of practice, the experimenters still expect to communicate their views face-to-face, and arrange part of the time in PAD Class for them to discuss each other. The design caters to the experimenters' preferences. See Figures 3 for details

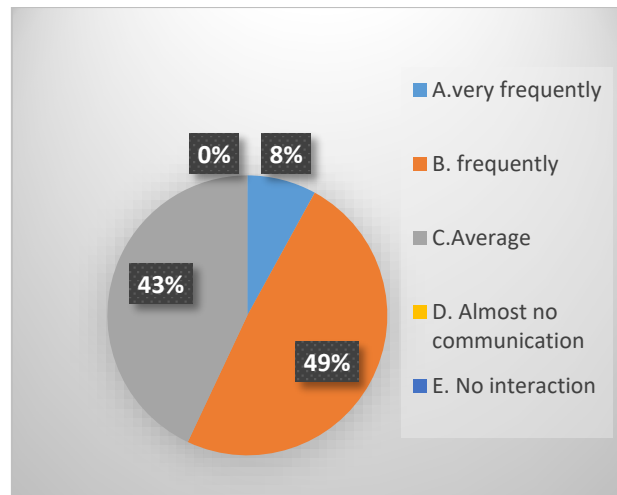


Figure 3: Amount of interactive discussion questions

The most of the experimentees believe that under the teaching mode of this study, the classroom learning time is shortened and the learning efficiency is improved.

4. Conclusions

Through this study, we get the following conclusions:

4.1 Construction of blended teaching mode based on micro video -PAD Class

The practical application of oral ability is carried out through the design of teaching fragments in PAD Class and micro-training to simulate the real situational atmosphere. The specific teaching mode is shown in Figure 4.

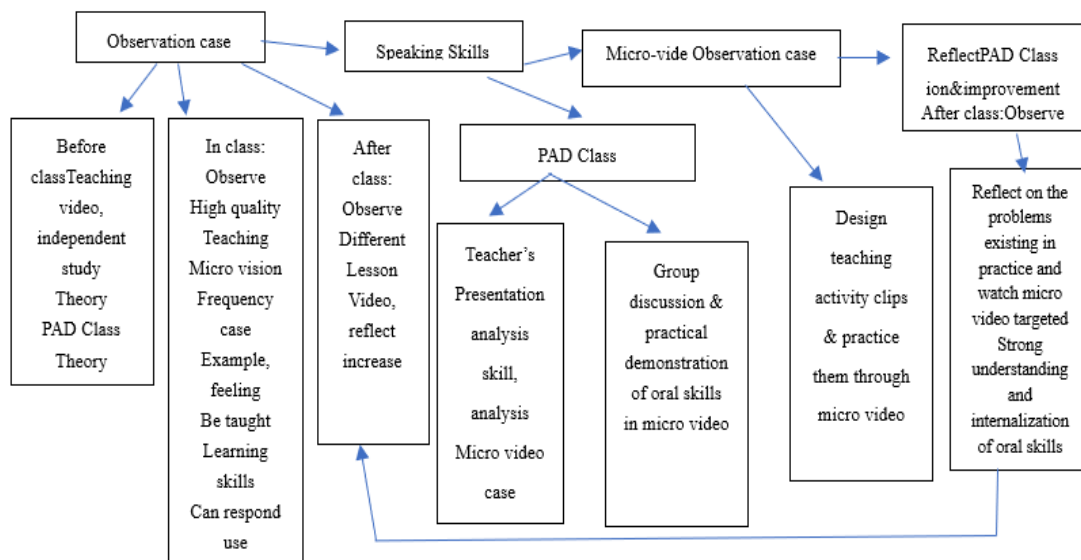


Figure 4 Blended teaching mode based on micro-video PAD Class

4.2 Teaching strategy of blended teaching mode based on micro video PAD Class

Compared with the PAD Class oral English ability training, after the implementation of the blended teaching mode based on micro video PAD Class, the members of the experimental group obtained higher evaluation than the control group in terms of understanding and demonstration of individual teaching ability and complete classroom micro practice demonstration of comprehensive ability.

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