# The Practical Research of Micro Lecture + PAD class in English Major Writing Teaching Based on We Media Platform

**Chunxia Zhang**

Foreign Languages School, Jingchu University of Technology, Jingmen, Hubei, 448000

568273258@qq.com

**Abstract:** In view of the disadvantages of current classroom teaching in Colleges and universities, the Micro lecture+PAD class has changed the process of traditional teaching mode, taking into account the advantages of lecturing class and discussing class. In Micro lecture+PAD class teaching, the curriculum resources provided by the We media platform construct a personalized learning environment for learners, which helps college students to internalize their understanding of knowledge in their own way, thus improving the efficiency of learning, and providing some reference for the reform of university teaching curriculum in China.

## 1. Introduction

The National 13th Five-Year Plan clearly states that colleges and universities need to "improve the quality assurance system of higher education, promote the classified management of higher education and the comprehensive reform of colleges and universities, strengthen practical teaching, and focus on cultivating students' creativity, innovative and entrepreneurial abilities." However, in recent years, the quality of higher education in our country is not optimistic. There are many situations in which the learning objectives of college students are not clear, they lack initiative and their learning enthusiasm is not high. The reform of teaching mode in Colleges and universities is imminent. The reform of teaching mode is the only way to improve the teaching quality in Colleges and universities.

The teaching mode of "PAD class" was proposed by Professor Zhang Xuexin, a doctoral director of the Department of Psychology, Fudan University. The purpose of the PAD class is to change the unsatisfactory situation of the current university classroom teaching. Its characteristics are as follows: 1) integrating the advantages of the lecture-style classroom and the discussion-style classroom, that is, the effective combination of the teacher's lecture and discussion links, the teacher's lecture accounts for half, the other half of the time is left to the students for group discussion, and the classroom time is divided in half; 2) changing the process of the lecture-style classroom. That is to say, the time of lecture and discussion is staggered, i.e. the discussion in PAD class, which divides the teaching into three processes: presentation, assimilation and discussion, which can also be referred to as "PAD class". 3) Emphasizing procedural evaluation to avoid sudden learning at the end of the semester.

In less than five years, domestic scholars and teachers have carried out a series of research on PAD classes, and achieved some research results. Domestic research on PAD classes is mainly divided into two aspects: 1) theoretical research. Mainly based on the construction of PAD class theory, specific operating methods and the general attitude of teachers and students to this new teaching model, such as: Du Yanfei, Zhang Xuexin (2016); Chen Ruifeng (2016); Li Xin (2016); Yang Shuping, Wang Dewei, Zhang Lijie (2015); Wang Erfu (2016, 2) practical research. More teachers combine this teaching mode with specific subjects, practice this teaching mode and put forward their own opinions, which is helpful for teachers who intend to try this teaching method. These teaching practices mainly focus on the teaching of theoretical courses, such as Li Jiantie (2015), Chen Ruifeng (2016), Su Lungrong (2016), Wang Xia (2015), Wei Chunmei (2016), Zhao Wanli, Nanjiaoping (2016), Cao Shuai and Fu Hui (2016). Generally speaking, the research on PAD

classes is still in its infancy. The teaching mode has not been put forward for more than two years, and the research focuses on the concept, advantages and mode of PAD class, but the specific practice operation needs to be further improved.

Micro lecture is a teaching method favored by teachers in recent years. Its characteristics are mainly easy to use now. Students mainly rely on multimedia mobile devices, such as mobile phones, computers, etc., as long as students have free time to watch; the content of Micro lecture is short and refined, which can highlight the key and difficult points of teaching; the teaching time of Micro lecture is relatively short, and Micro lecture generally does not exceed 15 minutes, students can easily concentrate, learning efficiency; micro-class content is vivid and rich, including text, pictures, animation, video and so on, students can learn new knowledge in a relaxed environment, learning is no longer boring.

However, the disadvantage of Micro-teaching lies in its fragmentation and unsystematicity, but it is an ideal teaching aids. In this study, micro-classes are used as a supplementary means to Micro lecture + PAD class, with classroom teaching and classroom discussion as the main practical teaching mode, and the teaching practice of English Major Writing course in our university is studied.

## 2. The Research Methods

### 2.1 The Subject of Study.

In this study, two classes (Class 1 and Class 2) of Grade 2017 from College of Foreign Languages were selected as the experimental group and the control group respectively. The final exam of the first semester from 2018 to 2019 was used as the pre-test scores. The average scores of the two groups were 82 and 79 respectively. There was no significant difference between the two groups (Sig. 0.05) by SPSS data analysis. In the last semester of 2016, two groups of students were experimented with the teaching of "Micro lecture + PAD class" in the English Major Writing curriculum.

### 2.2 Research Methods and Means.

### 2.2.1 Action Research Method

Based on the investigation of the current situation of English Major Writing teaching in our college, this study, through questionnaires, interviews and classroom observations, combines with the specific situation of the progress of curriculum practice, analyses and studies the phenomena of teaching and learning, reflects on the experience and shortcomings of the sub-teaching process, constantly revises the teaching plan, puts forward reasonable reform opinions or programs, and adjusts the research plan and objectives. And through the action research method of re-action, re-observation and re-reflection, the steps and Strategies of optimizing the teaching mode of "flip classroom" are gradually found and summarized, so that teachers can get enlightenment in the process of constant adjustment.

2.2.2 Quasi-experimental research method

In this study, a quantitative research method was used. After a certain period of "Micro lecture + PAD class" teaching experiment research, the difference between the two groups of samples was tested by statistics to determine the difference between the two groups.

## 3. The Results and Analysis

### 3.1 Design and Result Analysis of Pre and Post Experiments.

The post-test data are based on the subjects' final writing scores in the second semester of 2019-2020. The average scores of the experimental group and the control group are 86.7 and 81.4 respectively. The average score of post-test in the experimental group was higher than that in the control group. With the help of SPSS statistical tool, independent sample T test was carried out on the experimental data, and the difference between the two groups was tested to judge the difference

effect of the experiment.

From the mean value, the average score of the experimental group is 4.7 points, while that of the control group is 2.3 points. The progress score of the experimental group is larger than that of the control group. In addition, from the standard deviation point of view, the standard deviation of the progress score of the experimental group is 5.104, and that of the control group is 8.632, which shows that the stability of the progress of the students in the experimental group is higher than that of the control group. After adopting the teaching mode of "Micro lecture + PAD class" in English Major Writing classes, the learning gap between the students in the experimental group has obviously narrowed. After the students study independently according to their own progress and learning ability, the students at different levels have made progress and the achievement gap between the students is narrowing.

In terms of the score of progress, the significance probability of T-test is Sig.0.005 (0.05). The results show that there is a significant difference between the experimental group and the control group in the score of progress, that is, there is a significant difference between the post-test score and the pre-test score, which shows that the "Micro lecture + PAD class" teaching mode adopted in this study can improve students' performance.

## 3.2 Analysis of the Results of Questionnaires and Interviews.

At the end of the Micro lecture + PAD class teaching practice, questionnaire and interview were used to investigate the experimental group students.

According to the results of the questionnaire survey, 97.8% of the students are satisfied with the teaching mode. Among them, 94.7% are satisfied with the mode of classroom instruction, 98.2% are satisfied with the mode of micro-class + self-learning after class, and 96% are satisfied with the teaching effect on average. From the above data, we can see that the majority of students have a high degree of recognition of Micro lecture + PAD class.

At the same time, the students in the experimental group participated in the interview survey. The author randomly selected 8 students to conduct interviews and surveys on the students' suggestions on the practice of Micro lecture + PAD class operation.

Eight students who participated in the interview agreed with the Micro lecture + PAD classroom teaching mode. They think that compared with the traditional classroom teaching mode of last semester, Micro lecture + PAD classes can arouse students' interest in learning more. Two students believed that the teacher's outline-led instruction in class could help students understand the objectives and priorities of the class, thus speeding up the learning efficiency; six students believed that the micro-class learning video sent by the teacher after class could greatly help them solve the difficulties in learning; eight students agreed that the way of self-learning and internalization of knowledge after class was great. They can learn at any time and anywhere according to their learning progress after class. However, there are also three students who think that the discussion before each class to teach new content makes them feel a certain pressure, because the learning ability of students between groups is different, the effect of learning is different. Obviously, students with weak foundation will produce peer pressure invisibly. These three students suggest that teachers should take into account students with weak foundation when discussing in groups.

## 4. Conclusions

In this study, Micro lecture + PAD class model is applied to English Major Writing teaching practice. The experimental results show that it is feasible to apply Micro lecture + PAD class to English Major Writing teaching. The research proves that comparing with the traditional teaching mode, the Micro lecture + PAD classroom teaching mode is of great significance in improving the teaching quality of colleges and universities. Contemporary college students should have the ability of autonomous learning, and university learning should also be exploratory. College students should have their own unique way of understanding and internalization of knowledge. The traditional teaching method is very harmful to improve the learning ability of College students; however, it is not rational to abandon the traditional lecture-style classroom completely, and teachers' explanation

is also unreasonable. And guidance is also indispensable in students' learning process. For teachers, this teaching mode is flexible and easy to operate. It has a good application prospect for teaching in Colleges and universities.

## Acknowledgments

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