

The Research on the Teaching Design of English Reading in Junior Middle School Based on the Model of PAD Class

Huici Liao, Qin Guo*

School of foreign language, Guangzhou Institute of Technology, Guangzhou 510540, China

*Corresponding author

Abstract: The core of PAD Class model is to allocate half of the class time for teachers to teaching and the other half for students to discussion and stagnate the teaching and discussion time so that students can have independent learning time after class, which is conducive to students' personalized internalization and absorption, prompting students' independent learning and driving students' interest in learning. This article is based on the PAD Class model to explore the teaching design of English reading in junior middle school. Combining the definition of PAD Class model, the literature of PAD Class model and English reading in junior middle school at home and abroad, the teachers will apply this model into teaching design of English reading in junior middle school. This research investigates the changes in students' English reading experience before and after the application of PAD class model through questionnaires, and obtains corresponding arguments through follow-up in-depth interviews with teachers. In the data obtained from the questionnaire and the interview records, the author explores and refine the impact and effect of teaching design of English reading in junior middle school based on PAD Class model.

Keywords: Junior middle school English, English reading, PAD Class model.

1. Introduction

As we all know, English plays an important role in the globalization, and how to learn English well has become a general trend. In China, people's interest on English learning is increasing gradually. What's more, with the development of education, our government has paid more and more attention on lifelong learning ability and reading can be beneficial to develop students' lifelong ability. As for middle school English teaching, reading is one part that cannot be ignored. Traditional English reading teaching is examination-oriented and lack of flexibility. Traditional teaching design of English reading need to be improved according to the renewal of the times, which can attract student's learning English interest and develop the ability to learn for life.

The traditional teaching model of English reading is mainly teacher-oriented teaching courses. English reading course mainly focuses on translation and grammar and ignores student's independent learning ability. However, with the reform of the new curriculum standard, the relationship between students and teachers has changed a lot. Students play a major role in the learning process, and teacher plays a communicator in the teaching process. At the same time, PAD Class model came into being and it is to allocate half of the class time for teachers to teaching and the other half for students to discussion, which can cultivate students' autonomic learning ability and develop students' learning habits. Until now, there are many middle and junior schools try to adopt PAD Class model on different subjects. In a theoretical sense, this thesis will combine with PAD Class model to analyze and conclude the present situation of English reading teaching based on constructivism and humanism and then give some suggestions. In a practical sense, this paper connects PAD Class model with English reading teaching in a middle school, which can provide some experience on teaching model of PAD Class model and

encourage the teachers to innovate English teaching design.

2. Overview

This charter overviews study at home and abroad. At first, the definition of PAD Class will be provided and then start to present the research on PAD Class and English reading teaching according to the previous studies at home and abroad. Also this charter will discuss the application of PAD Class mode.

2.1. The Definition of PAD Class

In 2004, professor Zhang put forward new teaching model that is PAD Class model. It was named by the abbreviations of three parts: presentation, assimilation, and production. This teaching model is to divide the class time. Teachers spend some time teaching new class and leave the other time for students to discuss questions and absorb the knowledge. The innovation of PAD Class model lies in the rational stagger of the time for knowledge transmission and discussion, which produces personalized internalization and absorption learning process. PAD Class model is divided equally between teachers' teaching and students' learning and discussions. During this teaching process, not only can it emphasizes the teachers' important influence, but also it can take the status of students as learning subjects seriously. The goal of PAD Class model is to fully arouse the enthusiasm of the teachers and the students, reduce the teachers' schoolwork burden, improve teaching efficiency and quality at the same time, and guide students to explore independently.

2.2. The Research on PAD Class

In 2004, Zhang Xuexin first put forward the teaching model of PAD Class. PAD Class conforms to the characteristic of China teaching. In 2009, Garry believed that the cooperative learning is the basic form of classroom structure and it also can promote the constant collision of thoughts and ideas in

group communication. PAD Class inherits the essence of cooperative learning and aims to promote the development of student's cooperative ability in group learning.

In 2014, Professor Zhang Xuexin applied the PAD Class model in teaching for the first time and achieved the good results. This model is divided into three stages: presentation, assimilation, and discussion. This teaching model is used in junior middle school, which can cultivate students' independent learning ability and enhance their spirits. In 2019, Chen Huiyun proposed that the model of PAD Class also has some limitations. For example, teachers' teaching will be difficult for students to digest knowledge if students ignore the previewing preparation, and the time is too short and fixed to finish teacher's feedback and student's deep study. Therefore, PAD Class need us to explore deeply in the future.

In 2015, Wang Xia applied PAD Class model on English reading class at first and combined English reading with PAD Class model truly, which provides example for the later combination. In 2016, Zhou Ling found the existing problem during English reading teaching and then applied PAD Class model on reading teaching practice, which can prompt the students' subject initiative and reading interests. In 2007, Zhao Bingning carried out the opposite way to do the research. In 2019, Bai Lingling considered that English teaching under PAD Class model can be beneficial to regulate time for instructing study and then solve the problem of students' property of participation.

To sum up, since the PAD Class model has been put forward, lots of researchers brought rich research achievement. This thesis will conclude the former research and then explore the teaching design of English reading based on PAD Class model.

2.3. The Research on English Reading

Reading education has been exploring for fifty years. Goodman raised the top-down model in 1967. This model requires learners to process from discourse to phrase to word. In 1999, Liu Runqing put forward that reading is a basic language skill, and students can get the knowledge, understand the material, and improve the comprehensive ability of the language learning process by reading. In 2000, Cook thought that reading teaching is a mental process to finish language studying for learners. The learners need to rely on self-active construction and then assimilate the knowledge. With the combination of these two models, Interactive reading model came into being. And then Rumelhart considered that reading teaching is an interactive process for learners to perceive. Therefore, he came up with Interactive reading model. Reading is the essential skill for students to command. Thus, more and more researchers put forward conductive theory from different aspects. In 2007, Ridley thought that teachers play different roles during teaching process. Reading is to prompt the students' initiative to learn English actively. In 2019, Brevik considered that the deep understanding need to strengthen the reading comprehension and strategy practice. Teachers should pay attention on instructing students to command knowledge and develop their critical thinking.

The experts have been always paying more attention on the development of English teaching design. Since the middle of 1980s, our education researchers did some researches on the field of English reading teaching and put forward some instructive teaching methods. In 2004, Ren Guangqin pointed that the autonomous discussion learning can motivate

student's learning interest and the student-centered mode of independent reading can strengthen the student's learning motivation. In 2009, Wei Zaijiang explored the reading teaching of conceptual metaphor theory and enlighten students from different points to study, which can improve students' learning efficiency and provide the new way to reading teaching. In 2010, He Mengwei analyzed the metacognitive strategy and concluded that this strategy can exercise the student's reading consciousness and improve the reading ability. In 2019, Xu Lixin emphasized the importance of discourse during reading teaching and instructed teachers to put more attention on the influence of textual theme.

In conclusion, English reading teaching has been mature. The teaching model changed the core from the knowledge level of word grammar to strategies, theoretical basis and other in-depth exploration. During the process of reading teaching, teachers are required to pay attention to the cultivation of students' knowledge, reading strategies and thinking qualities.

3. Research Methodology

After knowing the overviews, this charter will discuss research methodology. In order to provide a detail statement of this research methodology, this charter will present research subject, research questions, data collecting, and method of data analysis in turn.

3.1. Subject

According to the requirement of the experiment, the selection of subject need to consider all kinds of influence factors, which can ensure the validity of experimental data. The subjects of this research are composed of 40 Chinese students selected from the same class in junior middle school. All of them have different degrees of English, which can prove the data are more convincing. They all are students of Grade 7 and received the same education. On the whole, there is little difference between the students in this class and other classes on English reading. During the experiment, they can represent a wide range of Grade 7 students with different degrees of reading competence and their skills of English reading, which can reflect some characteristics of learner's skills of English reading.

3.2. Research Questions

This research is based on the following research questions to have an English reading class based on PAD Class model. This English reading teaching design is based on the current educational development policy and the research questions of this experiment. To be specific, this research addresses the following five research questions: (1) What effects do this experiment bring to the students? (2) According to this research, what suggestions do the teachers provide? (3) What are the advantages and disadvantages of PAD Class model used in English reading teaching by examining students' reading motivation? (4) By interviewing the teachers, this paper investigates whether the applications of PAD Class model conforms to modern English reading teaching design? (5) Based on the two test papers, this paper will investigate whether there are good feedback on the application of PAD Class model used in English reading class?

3.3. Data Collection

Before the experiment, the author starts to design all the process of data collection and then carries out the research

according to the requirement of data collection. After discussing with the teachers, The author decided that data collection was finally carried out by the author in December, 2021. This data collection process mainly consisted of three steps: (1) Before and after the experiment, students had a test, which can find them whether their English reading had been improved. (2) Before and after the experiment, in order to explore whether their reading motivation had changed, all the subjects were required to fulfill a questionnaire. (3) Then the teacher and students are interviewed, according to the design problems ahead of time.

3.4. Method of Data Analysis

According to need of my research, the author carried out three main methods to analyze data. One method is method of corpora collection and comparative analysis. Before and after the experiment, students will have an English reading test. Through contracting the experimental data, the results of experimental data can be concluded and then the author analyzes the influence.

Qualitative and quantitative analysis is another essential way to analyze data. This research is designed a questionnaire about English reading motivation. English reading motivation can reflect students' learning attitude and their reading interests. The author will select some students from the same class, and then compare the experiment data before and after the experiment. In all, the author will conclude the results of this result.

What's more, the author also combines with literature and text analysis. To finish research, the investigations and studies left by predecessors cannot be ignored. The previous studies need to be absorbed and then according to the requirement of research to finish this research.

4. Result and Discussion

Guided by the stated research methodology, this paper pays more attention on collecting data to conclude some opinions. And this charter will present some results and then discuss the effects of PAD Class, according to the collecting data of this experiment.

4.1. The Effects of PAD Class on Improving the Quality of Learning English

Flanders, an American teaching research expert, had even summarized the concept of "two-thirds ratio" on class based on many classroom observations. It means that teachers will spend two-thirds time in teaching students knowledge by method of lecture. During this two-thirds time, teachers carry out the teaching method of cramming and students needn't communicate with teachers. However, PAD Class is divided half of class time and then half of class time is given to students, which can change the phenomenon of speech imbalance objectively, improves students' participation in the classroom and give students full trust and opportunities to demonstrate. During this teaching progress, it can clarify the educational principle that both teachers and students are the main body of the class.

As a language class, English need to give enough time for students to practice. This progress is very important. Only the combination of language and practical life can not be divorced from practical use. Through group discussion and class presentations, students are trained in English thinking mode and expression, and then they can correct their wrong expression constantly during the discussion, which can truly show the teaching concept of learning by doing. Thus it can be seen that PAD Class model also show the advantages to us. The application of PAD Class model is a best choice to improve learning quality for English reading teaching.

The best way to check students' learning English quality is to contrast the grade before and after the experiment. It can be found that the results from the chart (figure1). Some students has improved their grade after the experiment and some of them have made great progress, which can prove that PAD Class model is efficient. From the chart, people can also find that the students' correct rate has been improved obviously and the number of students who are all right has an obvious upward trend. Just as what people said, the application of English reading teaching based on PAD model is efficient, which can improve student' grade and English learning ability.

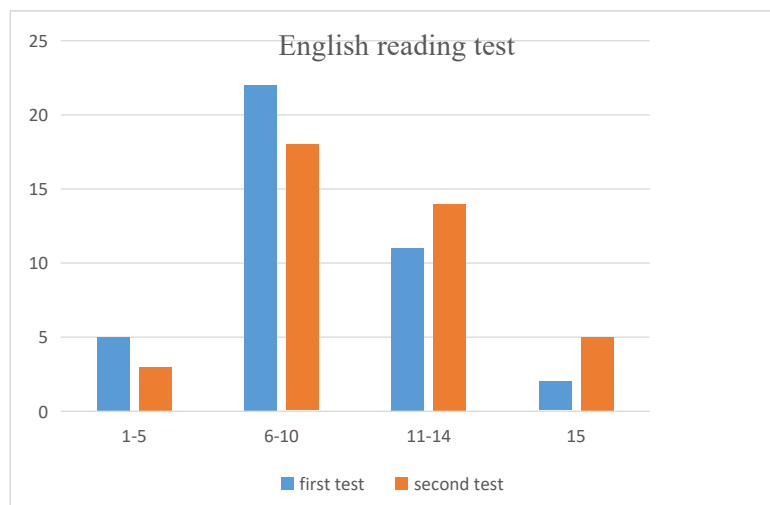


Figure 1. The correctness of English reading test

4.2. The Effects of PAD Class on Students' Core Competence

With the development of English teaching design, the aim

of English reading teaching is to develop all-round students and that can have the creative thinking to ponder a question by themselves, which means today our education pay more attention on students' core competence. Not only do the

students' core competence be closely related to their own development, but also it can affect student' lifelong educational concept. From the interview, students reflected that they are more willing to preview English reading course by themselves than before. And the teacher thought that students can discuss some questions deeply after adopting PAD Class model on English reading course. What's more, the traditional reading teaching design has exposed some disadvantages and cannot conform with the modern educational requirement. Therefore, traditional reading teaching design needs to be improved and try to combine with other model to innovate English reading teaching design. PAD Class model is the best choice to prompt developing students' core competence.

Every students all has their own creative thinking, but they need external help from something or somebody to explore. And PAD Class model can satisfy this requirement. Students can have certain free space to explore based on PAD Class model, so their creative behaviors increase significantly. Students can communicate with their classmates and then make progress together in the discussion. During this progress, not only can it train students' critical thinking and creative thinking, but also it can improve students' cooperative ability, which can provide the practical implementation of students' core competence and prompt the development of students' core competence. After carrying out PAD Class model, the teacher reflected that students become more active to ask the teachers for help and more eager to learn knowledge. Therefore, PAD Class model is good for developing students' core competence.

Trough communicating with the teacher, the teacher shares with the reality of students' performance, which can know the change of students. Also interviewing is the best way to investigate whether the teaching design can be beneficial to improve students' core competence. Through interviewing the teacher, it can be found that PAD Class model can be very good to implement core competence education, which can cultivate all-round development students. What's more, the teacher said that this teaching design really conforms modern educational concept and it's effective to improve students' core competence. She hopes that the application of English reading teaching based on PAD Class model can be improved and innovated constantly.

Interviewing Questions:

1.Question: What do you think of the difference of the English reading teaching in junior high school between PAD Class model and the traditional teaching model ?

Answer: Compared with the previous traditional English reading teaching, PAD Class model divides the time more clearly. It divides half of the time to teach knowledge and the other half of time used on discussion. The traditional teaching model focuses on spoon-feeding teaching, while PAD Class model is based on student-center, which is good at inspiring students and prompting students to think about problems.

2.Question: What do you think of the biggest changes for students in English reading class based on PAD Class model?

Answer: The biggest change of the students was that they become more active in learning and they would preview the English reading articles tomorrow. In class, students would take the initiative to discuss the problems raised by the teacher with their classmates, and they become proactively to discuss the problems that they did not understand with the teacher. After class, they will take the initiative to collect the relevant information, and their efficiency in class has been improved compared with before.

4.3. The Effects of PAD Class on Students' Autonomous Learning

In teaching, students are the main body, and the teachers are the guides to assist students to complete their leaning tasks. Especially in modern education, developing students' autonomous learning is an essential factor for teaching design, which means that it's important to cultivate students' autonomous learning. Not only do people be beneficial to prepare for an important exam by themselves in the future, but also they are easily to have the ability of lifelong learning. Before the class, students need to preview the new lesson in advance according to PAD Class model, which can let them raise the learning efficiency. And after the class, they had lots of questions that they couldn't understand, which prompt them use after- class to find out the answer. Therefore, they can be easily to develop their own students' autonomous learning naturally.

According to traditional English reading teaching model, most students are lack of new knowledge and cannot have an effective discussion. But based on PAD Class model, teacher used half of class time to teach students knowledge and then then carry out immediate discussion. If students don't use after-class time to preview the lesson, they will feel the pressure from their classmates and cannot discuss well with their classmates. Therefore, they need to use after-class time to read carefully and search for knowledge to fulfill the learning spaces that are reserved by teachers. At the same time, in order to prompt to have an English reading class based on PAD Class model, students need to consciously give full play to their subjective initiative, expand their reading, and think deeply about the problems, to enhance their learning autonomy significantly.

Questionnaire is an effective way to check the change of students' reading motivation. (figure2 and 3)Before and after the experiment, some students need to finish the questionnaire and let them follow their heart to do it, which guarantee the data is real. According to the students' performance and compared to the change of reading motivation questionnaire, students become more conscious to read other English reading and they are willing to read English extracurricular reading, such as English magazine, English novels and so on. And they are willing to spend more time reading English passages. Thus it can be seen that English reading teaching can develop students' autonomous learning ability and think something deeply based on PAD Class model.

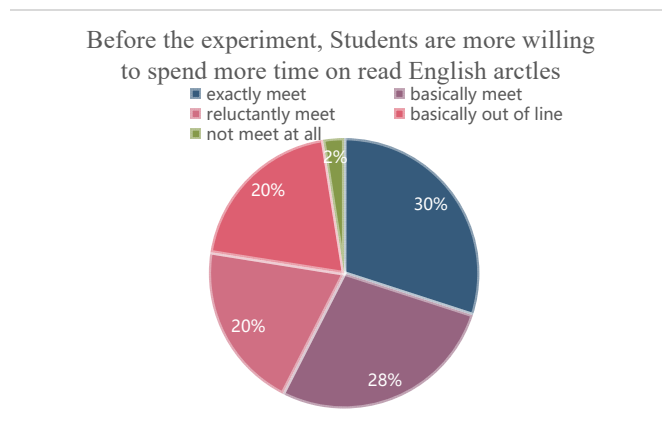


Figure 2. The willingness of reading English articles. (before the test)

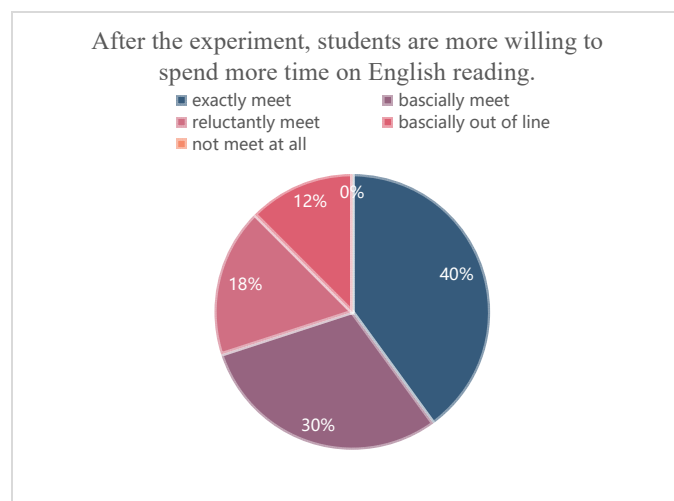


Figure 3. The willingness of reading English articles. (after the test)

4.4. The Effects of PAD Class on Developing English Reading Habits

PAD Class model is effective for students to develop English reading habits, because this teaching model requires students' active learning and then they need to read more English extracurricular. During this process, they can be easily to have English reading habits and enjoy reading. To develop English reading habit is a long term for students. If people read more English books, they can become more patient and quieter. When people meet with trouble, they can calm down and think of the ideas. From ancient till now, the teachers always require us spend more time reading. Developing English reading habits is very necessary.

With the development of English reading teaching model, our society need to pay attention on developing students' lifelong learning ability. PAD Class model can be fit for the trend of social satisfaction. After several English reading classes based on PAD Class model, it can be found that students' English reading habits really have been improved from the questionnaire. Most students are willing to receive

the challenge to read complex passage, because they have English reading habit, which can lead them have the ability to finish it. What's more, some students considered that having English reading class is just for improving their English grade at first, but after the experiment, most students disagree with this opinion. Thus, it can be found that the application of English reading teaching based on PAD Class model is truly improve students' reading habits and become enjoying reading. (figure 4 ,5and 6)

During the teacher's interview, people can find that students are willing to continue to have English reading class based on PAD Class model and some students thinks that reading can make them all-round development. Gradually, reading has become their habit, not to improve their grades to read book. Teacher once said that less students chose to read extracurricular English reading before the experiment. However, the teacher finds that some students started to find some information by reading extra English books, which can develop their reading habit and be beneficial to their whole life.

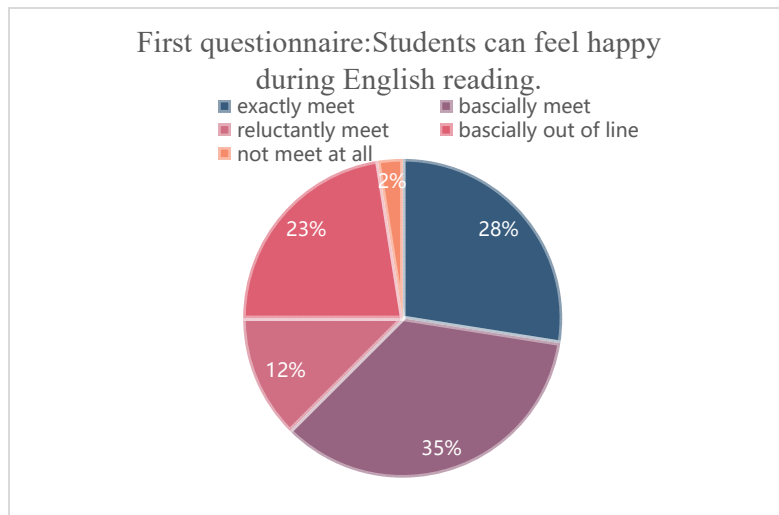


Figure 4. According to the first questionnaire, Students' attitude to English reading.

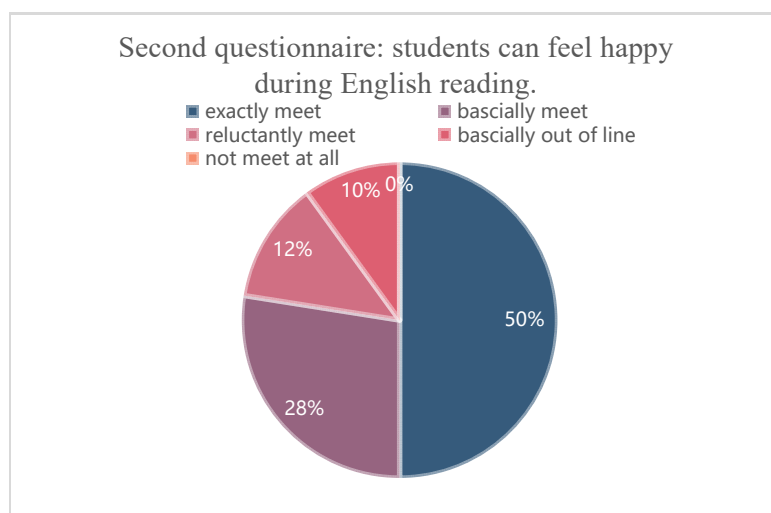


Figure 5. According to the second questionnaire, Students' attitude to English reading.

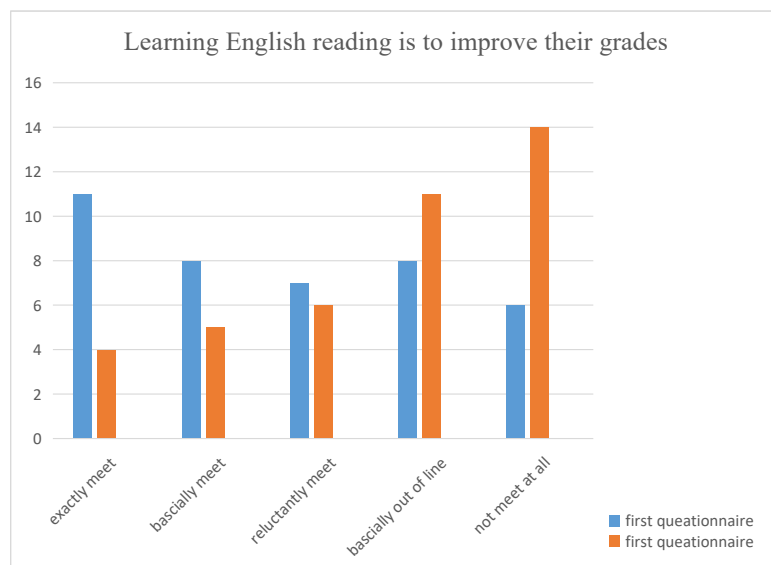


Figure 6. The difference of English reading attitude between two questionnaires

4.5. Limitations on PAD-Class

Although people know that the application of English reading teaching design on PAD Class model can bring us lots of advantages, they cannot ignore some limitations that prevent PAD Class model goes further. It's known that every

coin has two sides. With the development and change of time, the appearance of a new thing needs to be developed continually and constantly, which can make the new thing go further, just as the application of English reading teaching design based on PAD Class model. Through interviewing the

teacher, people can find some problems that are exactly bothering them.

Firstly, during the teaching process, teachers cannot always look at the clock, so they cannot balance the divided time between teaching and discussion well. Sometimes, teachers spend much time teaching knowledge, while there was less time for them to digest the knowledge or even can't think deeply, which leads to the discussion just left superficially. If students are lack of deep discussion, PAD Class model cannot show the biggest advantage to students, or even will come back to the traditional teaching. Therefore, the teachers cannot ignore the allocation of time.

Secondly, according to the divided time, there is little time for students to discuss some questions that teachers raise. As we all know, there are only 40 minutes per class for middle school students, which lead to only at most 20 minutes to discuss the questions. During the limited time of group discussion, students cannot explore the problem more deeply, and they only discuss the surface meaning. Teachers cannot spend more time on discussion, how to deal with the balance between teaching and discussion is also a problem to solve.

Thirdly, people need to consider the questions that is students' self-discipline. If one student's self-discipline is terrible, he may suffer lots of trouble based on PAD Class model. If this question cannot deal with well, some students may lag behind other students, or even widen the achievement gap between students. Students with poor self-discipline will not be able to get into the lesson without previewing new class and then cannot keep up with the teacher's learning progress, leading to give up learning. However, this phenomenon is common in middle school, especially on English class.

Interviewing Questions:

Question: What improvements do you think we can continue to improve on PAD Class model?

Answer: New things always have a process of adaptation. Sometimes I forgot to look at the watch, resulting in too little time for students to discuss. A small number of students have low self-discipline and did not prepare well in advance, resulting in lagging behind the learning progress.

5. Conclusion

After discussing all the data and statistics in chapter four, this chapter is to give an overall conclusion. First of all, all the effects of PAD Class model are summarized. Then based on pedagogical implications are given to English teachers to innovate English reading teaching design based on PAD Class model, and finally limitations and suggestions for future studies are shown and discussed.

In all, it can be seen that the application of English reading model based on PAD Class model brings us lots of advantages. According to the collecting data and students' performance, it can really improve the quality of learning English. English reading teaching combines with PAD Class model, which can stimulate students' creative thinking and like to think something from different kinds of aspects. Not only do it can develop students' autonomous learning ability, but also it can develop students' English reading habit. What's more, they can gain more pleasure from English reading based on PAD Class model and they are willing to use after-class time to find

some information, in order to find the answer of the questions that bothered him in class. However, it also brings some trouble for us to deal with. For example, teachers forget the time and students are lack of self-discipline has bothered us.

Combining with the teachers' suggestion, the author want to give some suggestions to the application of English reading teaching based on PAD Class model. Firstly, the teachers need to have the concept of time to arrange the teaching and discussion time reasonably, and don't forget to look at the clock. Secondly, teachers can try to arrange the homework of relevant previews, and parents do a good job of supervision, which can improve the classroom efficiency. Thirdly, in order to improve students' self-discipline ability, as a teacher, she need to become the excellent example before the students, so students need to improve our own self-discipline. Also people can connect with parents to help students develop self-discipline together.

Base on the above finding, it's suggested that English teachers can have English reading teaching design based on PAD Class model, which can satisfy the need of modern education and indirect the direction of PAD Class model. This research can also provide some reference to the experts exploring the application of other subjects. PAD Class model will become the main teaching model in the future. It can not only just use on English reading teaching, and they can use it on science subject, because this model can practice students' logical thinking and cultivate students' eager learning ability. However, the experiment also exists some limitations. On one hand, the research can set up the reference classes for comparative experiments to improve the effectiveness of experiments. On the other hand, during the experiment, it can design several test, which can reduce the chance of occasional exams. As we all know, everything all has their imperfect side. The author hopes that her research can give some reference values to some researches on English reading teaching design in the future.

Acknowledgment

This project is supported by "Research on the teaching strategy and application of PAD class in Core Curriculum of English Major in the environment of smart classroom" (Project number: 2021JZ004) (Higher Education planning project of Guangdong Provincial Department of Education)

References

- [1] R.F. Chen. Teaching Reformation of Ideological and Political Theory Courses Using PAD Class Mode in Colleges and Universities, *Engineering and Applied Sciences*, Vol.1 (2021) No. 16,p.36-32.
- [2] L.Yan. Research on the Application of PAD Class Mode in Vocational English Teaching Based on Duifene Platform, *Advances in Applied Sociology*, Vol. 7 (2021) No. 11, p.1-5.
- [3] H. Su. Attempts of PAD Teaching Methodology in Modern Chinese College English Writing Class: A Grounded Theory Based Perspective, *Journal of Language Teaching and Research*, Vol.04(2021) No.12,p.1-9.
- [4] Z.W. Lu: *English Pedagogy*. (East China Normal University Press, Shanghai 2012).