

# *Exploration and Practice of College English Teaching Model Based on PAD Class*

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**Abstract:** Addressing the problems in College English reading, writing and translation teaching, the study adopts the “condensation-expansion” and “AB double Texts” based on PAD Class teaching model, which solves problems in the traditional College English teaching. This study includes three parts: guiding ideology, teaching mode, and operating methods of “condensation-expansion PAD and AB double text” in English reading, writing, and translation teaching. It mainly addresses the long-standing problems of imbalanced teaching objectives, educational orientation bias, and lack of skills in stimulating learning interests in English reading, writing, and translation teaching and provides effective methods at the operational level for the specific implementation of teachers, and makes breakthrough contributions to solving the operational problems of stimulating students’ learning motivation in teaching practice.

## 1. Introduction

College English teaching is an important component of higher education in China, which is of great significance in promoting the coordinated development of knowledge, abilities, and qualities among college students. College English, as the main content of foreign language education in universities, is a compulsory public basic course for most non-English major students during the undergraduate education stage and plays an important role in talent cultivation. The teaching goal of College English is to cultivate students’ English application ability, enhance cross-cultural communication awareness and communication ability, while developing independent learning ability, improving comprehensive cultural literacy, cultivating humanistic spirit and critical thinking ability, so that students can use English appropriately and effectively in their learning, life, and future work, meeting the needs of the country, society, school, and personal development. However, due to the exam-oriented requirements in English reading, writing, and translation teaching, the neglect of emotional cultivation in educational goals has led to a separation between teaching and education. The emphasis on language over skills has led to a neglect of skill development in teaching objectives, resulting in a disconnect between cognitive and skill objectives. The outdated teaching methods and single teaching methods have led to a serious lack of students’ interest in learning, spreading their aversion to learning, and teachers lack effective methods to stimulate

students' interest in learning[1].

English, as a very important subject in higher education in China, plays a very important role in the teaching of various majors. At present, English teaching not only requires learners to master English professional knowledge, but also requires learners to tell Chinese stories well in English, promoting the overseas dissemination and exchange of traditional Chinese culture[2]. The traditional teaching of English writing is mainly presented by teachers. The learners' enthusiasm is frustrated, and the interaction between teachers and learners is not strong enough. Therefore, it is difficult to measure up to the expectation in the improvement of writing ability and the cultivation of core values[3].

This study mainly addresses the long-standing problems of imbalanced teaching objectives, educational orientation bias, and lack of skills in stimulating learning interests in English reading, writing, and translation teaching. It starts from the guiding ideology of "Condensation-expansion" and "AB Double Texts" in English reading, writing, and translation teaching, which has universality. It provides the correct guidance for fundamentally reversing the educational situation of imbalanced knowledge and promoting the harmonious development of students' overall quality; starting from the construction of teaching models, it has guiding functions for theoretical research and practical application in the reconstruction of English reading, writing, and translation teaching; starting from the teaching strategy system, research effective operational methods to solve this problem.

## **2. PAD Class Teaching Model of College English Reading, Writing and Translation Based on "Condensation-expansion" and "AB Double Texts"**

This study includes three parts: guiding ideology, teaching mode, and operating methods of "condensation-expansion PAD and AB double text" in English reading, writing, and translation teaching. It is a pioneering and universal teaching theory in English teaching research. It is oriented towards solving the common problems of "valuing language over skills", imbalanced knowledge, and lack of skills in stimulating learning interests in English reading, writing, and translation teaching, with the goal of improving the quality of talent cultivation. It has been tested and finally formed since 2019.

### **2.1 Establishing the guiding ideology**

On the basis of the theories related to the PAD Class and the practical teaching of English reading, writing, and translation, the guiding ideology of "condensing- expanding PAD and AB double texts" has been established, which is generally applicable to English reading, writing, and translation teaching. While fully considering cognitive factors in teaching, it also fully respects skills and emotional factors in teaching, and strives to play its positive role in improving teaching objectives, improving various aspects of teaching, and optimizing teaching efficiency, promoting the comprehensive development of students' quality. This idea emphasizes skill goals and emotional goals, and has a guiding role for theoretical research and teaching practice.

### **2.2 Establishing a new teaching model**

The study constructed a teaching model consisting of PAD (PAD class), "condensation-expansion" (decoding and encoding), and "double text" (A and B texts) that can be flexibly applied to the cultivation of various skills in English reading, writing, and translation. Under the guidance of the concept of "condensation-expansion PAD and AB double text" in English reading, writing, and translation teaching, a process for decoding and encoding English reading, writing, and translation teaching has been established. Reading condensation (decoding: breaking, extracting

keywords, and condensing), writing condensation (decoding: breaking, extracting keywords, and condensing) and writing expansion (encoding: brainstorming, vocabulary clustering, and expanding writing), translation condensation (decoding: fixed backbone, tense, and fixed modification) and translation expansion (encoding: fixed backbone, tense, and added modification). In the double text, A text is used for teaching and explanation (P), and B text is used for training or independent learning (A) for students. The “my favorites-test you-help me” formed during the independent learning session serves as a “scaffolding” for group discussions, and the teacher conducts spot checks and Q&A throughout the class dialogue session (D).

### 2.3 Developing the operational strategy

Based on the guiding ideology and model of English reading, writing, and translation teaching under the guidance of “condensation-expansion PAD and AB double text”, the operational strategy of “condensation-expansion PAD and AB double text” applied to English reading, writing, and translation teaching has been explored and tested in practice, providing guidance for teaching practice.

This study proposes a comprehensive method to solve this series of universal teaching problems, which is applicable to graduate, undergraduate, and vocational education stages, as well as teaching reading, writing, and translation skills, and has outstanding application value. This study is based on practical teaching issues, but fundamentally compensates for the shortcomings of traditional English reading, writing, and translation teaching, and makes groundbreaking contributions to the formation of a new pattern of English reading, writing, and translation teaching that combines knowledge, technology, and emotion.

### 3. Teaching Practice of College English Reading, Writing and Translation Based on “Condensation-expansion” and “AB Double Texts”

In terms of overall design, considering the complexity of English reading, writing, and translation teaching, a three-level comprehensive problem-solving approach is adopted. Firstly, the study provides ideological guidance, help English teachers change their mindset, and clarify the idea of “condensation-expansion PAD and AB double text” that is universally applicable to English reading, writing, and translation teaching, becoming a new teaching concept. Secondly, the study provides scientific explanations on the model to help teachers recognize the role of “condensation-expansion PAD and AB double text” in promoting teaching and learning in English reading, writing, and translation teaching. The relevant theories have scientific basis. Finally, the study provides method guidance in operation, help teachers master specific operating methods, and implement the “condensation-expansion PAD and AB double text” in everyday English reading, writing, and translation teaching, producing practical results.

In specific practice, considering the difficulty of “condensation-expansion PAD and AB double text” in English reading, writing, and translation teaching, the following two aspects should be emphasized. By establishing the concept of “condensation-expansion PAD and AB double text” applicable to English reading, writing, and translation teaching, we can deeply solve the problem of imbalanced teaching objectives in teaching. For a long time, the teaching of English reading, writing, and translation has been influenced by the demand for exam taking and the situation of “valuing language over skills”, resulting in a lack of educational orientation and imbalanced teaching objectives. This achievement reconstructs English reading, writing, and translation teaching through the establishment of new teaching concepts, including teaching objectives, teaching activities, teaching content, teaching methods, and teaching evaluation, effectively solving the imbalance problem in teaching objectives. By constructing an English reading, writing, and

translation teaching model and strategy system based on “condensation-expansion PAD and AB double text”, we can specifically address the methodological issues of cultivating language skills and motivating students in teaching.

The study constructed a teaching model consisting of PAD (PAD class), “condensation-expansion” (decoding and encoding), and “AB double text” (A and B texts) that can be flexibly applied to the cultivation of various skills in English reading, writing, and translation. It constructed a teaching strategy system for English reading, writing, and translation based on “condensation-expansion PAD and AB double text”, effectively addressing the “pain points” in teaching. Based on the problem of insufficient class hours, the study supplement digital textbooks in teaching content and build online courses. Based on the heavy burden, strong subjectivity, and long feedback period of teacher homework grading, a combination of artificial and artificial intelligence grading tools is used in teaching evaluation methods. Based on the problem of the proliferation of Chinglish, corpora are used in teaching methods. Based on the issue of poor interaction between teachers and students, information technology tools such as mind maps, word clouds, collaborative mini programs, and teaching management platforms are used in teaching methods. Group discussions, student evaluations, and Q&A activities are carried out in teaching organizations. The study also encourage students to actively participate in various subject competitions at all levels based on the issue of insufficient emphasis on skill development among students. Based on the problem of poor student foundation, a combination of individual and group ratings is used in teaching evaluation.

#### 4. Results

The study first applied the results to college English writing, reading, and translation teaching, achieving successful teaching reform and online course construction, and improving the quality of teaching. The effect is concentrated in the following aspects:

After restructuring the teaching mode of public English reading, writing, and translation, it can be reflected from the award-winning situation of students and teachers in the National College English Competition and Million Same Topic English Writing Competition that the teaching of reading, writing, and translation based on “condensation-expansion PAD and AB double text” can improve teaching efficiency and stimulate students’ interest in learning.

According to the results of course student evaluation and feedback from “my favorites-test you-help me”, students have a high level of recognition for teaching based on “condensation-expansion PAD and AB double text”. In recent years, the student evaluation of the course English Writing has all been excellent.

Moreover, through practical testing, this teaching method is also applicable to vocational and graduate English teaching, and has achieved satisfactory results.

Through continuous practice of the new teaching model of reading, writing, and translation, teachers have obtained the approval of the key teaching reform project on campus and published some papers. Meanwhile, the teaching and research abilities of teachers have been improved.

Through the first, second, and fourth national PAD class teaching workshops, as well as workshops from universities such as Xi’an Eurasian University, we have provided training on the “condensation-expansion PAD and AB double text” teaching theory and practice for college English teachers nationwide, and have received high praise from trained teachers through training.

Guiding college English teachers from other universities to carry out teaching practice and project research through the division of classroom communities and the division of regular teaching and research activities, the application effect is significant. Relevant teachers obtain project approval or publish relevant papers. It promotes inter school communication and cooperation by

hosting a national university public English split studio. It also guides the PAD class teaching studios of Lanzhou University of Arts and Sciences and Shaoguan University, further promoting the implementation of achievements.

Through the 13th International Symposium on Foreign Language Writing Teaching and Research, the 2022 International Conference on Teaching and Learning in China, and the 2022 (8th) National Graduate English Teaching Development and Discipline Construction Forum, relevant theories and practices were promoted and received high praise.

The online course “Different English Writing” based on “condensation-expansion PAD and AB double text” and English writing teaching has been launched online in Xuetang. It is the first online course in China to be built based on the Dichotomy Classroom Teaching Method, further promoting the wider dissemination of results online. In addition, the results were also promoted through the WeChat official account of “PAD Class”.

## 5. Conclusion

This study takes the lead in proposing the guiding ideology of “condensation-expansion PAD and AB double text” applicable to public English reading, writing, and translation teaching. The successful transplantation of Professor Zhang Xuexin’s “condensation-expansion PAD” and “AB double text” for Chinese language teaching in primary and secondary schools into public English reading, writing, and translation teaching has guiding significance for theoretical research and teaching practice. This has made outstanding contributions to reversing the long-standing imbalance of knowledge in teaching theory and practice of English reading, writing, and translation, and establishing a new balanced teaching pattern.

Meanwhile, this study establishes a new teaching model for English reading, writing, and translation based on “condensation-expansion PAD and AB double text”, filling the gap in traditional English teaching. After fully considering the differences between the Chinese language discipline and that of English, a unique decoding and encoding process for English reading, writing, and translation teaching has been created. It proposes the process of English reading condensation, English writing condensation and expansion, and English translation condensation and expansion. It uses the text A in double text for teaching and explanation, and text B for students to train or learn independently. The “my favorites-test you-help me” formed during independent learning session is used for group discussions, and teachers conduct spot checks and answer questions during class dialogue session. Therefore, the entire achievement is a reconstruction of traditional English reading, writing, and translation teaching, solving the common problem of “emphasizing language but neglecting skills” in English teaching theory and practice.

And this study also constructed an effective teaching strategy for English reading, writing, and translation based on “condensation-expansion PAD and AB double text”, which has been verified through practice. It provides effective methods at the operational level for the specific implementation of teachers, and makes breakthrough contributions to solving the operational problems of stimulating students’ learning motivation in teaching practice.

The establishment of College English courses in universities is of great significance. From the perspective of students’ growth needs, College English courses not only help students understand the excellent civilizations and cultures, cutting-edge science and technology, advanced management experience and ideological concepts of various countries around the world, cultivate humanistic spirit, improve comprehensive quality, and promote comprehensive development, but also provide a basic tool for students’ knowledge innovation and potential development, and prepare them for the opportunities and challenges of the era of economic globalization. From the perspective of national strategic needs, college English courses help cultivate and reserve a large number of talents with a

global perspective, international awareness, and cross-cultural communication skills, who are proficient in international negotiations. They provide sufficient high-quality talent resources for promoting China's socioeconomic development, enhancing China's ability to fulfill international obligations and participate in global governance, and promoting the construction of a community with a shared future for mankind. In the context of such an era and the implementation of the fundamental task of cultivating virtue and cultivating people, this achievement has outstanding practical significance.

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