



An Understanding-based Study between Traditional Chinese Classroom Teaching and PAD Classroom Teaching in Chinese University Students' *College English* Classes

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Abstract

The current study intended to have a brief understanding-based analysis of the Chinese university students' understanding of the traditional Chinese classroom teaching method and the PAD classroom teaching method to investigate the feasibility and efficiency of the two teaching methods in the Chinese university students' *College English* classes. Through applying a quantitative research design using the descriptive approach, questionnaires were distributed to thirty Chinese university students. The current study had revealed that the PAD classroom teaching method was much more favorable than the traditional Chinese classroom teaching method by most of the Chinese university students in their *College English* classes. Thus, the implication of the current study was that the PAD classroom teaching method was strongly suggested to be given more opportunities to be applied and practiced by the teachers in the Chinese university students' *College English* classes.

Keywords:

Chinese University Students; College English Classes; PAD Classroom Teaching; Traditional Chinese Classroom Teaching; Understanding

INTRODUCTION

University classroom teaching methods have always been a matter of great concern to many education experts from all walks of life around the world (Anderson, Mitchell & Osgood, 2005). In recent years, with the combination of education and the Internet and other information technologies developing fast around the world, some new terms in the field of higher education have been pouring into the sight of university teachers and university experts, such as MOOC, Micro Class, Private Broadcast Class, the Flipped Classroom and the PAD Classroom, etc. (Chen, 2019; Fei, 2020).

People in the society have different reactions to these new educational phenomena. Some people are fanatical, some people are indifferent, and some people even ignore them. For relevant university teachers and university educational experts, how to rationally view these new developments and new phenomena in the field of higher education, and how to promote these new phenomena to bring sustainable development to higher education are major issues that they must face (Chen, 2017).

In the critical period of education reform in China, in the face of such a vigorous wave of innovation, how can traditional Chinese university classroom teaching methods borrow new technologies and means to achieve the transformation to a new teaching method with the purpose of improving teaching quality and effectiveness? In other words, for example, can the Flipped classroom teaching method be used as an effective channel to replace the traditional Chinese classroom teaching method in China? These issues are worthy of in-depth discussion among all the Chinese university teachers.

The Internet-centric information technology and science and technology have had a huge impact on the concepts and methods of China's university education, and China's university education has also begun to fully enter the era of "Big Data" (Yang, 2017). In 2015, the State Council of China issued the *Guiding Opinions on Actively Promoting the "Internet + " Action*, officially proposing the country's "Internet +" strategy. At the same time, China is also developing eleven major action plans that have been formulated in each field. Among them, in the field of university education, the action plan of *Exploring New Education Service Supply Methods* is clearly proposed, and the "Internet + education" has also become the general strategic direction, strategic support and strategic path of China's university educational reform and development (Zhao, 2019).

Based on the integration of the Internet and education, the education of Chinese universities transcends the limitations of time and space (Fu, 2018). While at the same time, high-quality educational resources can be shared with more people to a greater extent. The concept and organization of this higher educational service are different from the traditional Chinese university education, which has the typical characteristics of the integration and innovation of modern technology and higher education (Zhou, 2014). It is definitely a new form of education in the "Internet +" era and an educational service innovation in a large-scale personalized open education system. Specially, among them, the reform of the teaching methods of the course of *College English* in all the Chinese university education is one of the beneficiaries.

In light of this, the current study compares and studies the differences between the traditional Chinese classroom teaching method and the PAD classroom teaching method (Zhang, 2014) in theory and practice. At the same time, it further combines the comparison and research of Chinese university students' understanding of the two teaching methods so as to investigate the feasibility and efficiency of the two teaching methods in the Chinese university students' *College English* classes. The current study will further enrich the theoretical research on the Chinese university education, especially the information-based teaching method of the course of *College English*.

The current study deeply analyzes the connotation of the traditional Chinese classroom teaching method and the PAD classroom teaching method, together with a brief comparative analysis of the Chinese university students' understanding of the traditional Chinese classroom teaching method and the PAD classroom teaching method so as to

investigate the feasibility and efficiency of the two teaching methods in the Chinese university students' *College English* classes, which ultimately provides a more sufficient theoretical basis for the subsequent theoretical studies on information-based language teaching and learning.

Having such a comparative analysis of the Chinese university students' understanding of the traditional Chinese classroom teaching method and the PAD classroom teaching method so as to investigate the feasibility and efficiency of the two teaching methods in the Chinese university students' *College English* classes, the current study further provides some directional ideas for the existing and upcoming practitioners of teaching method reform in modern Chinese universities. Based on this, a brief analysis of the correlation between Chinese university students' understanding of the traditional Chinese classroom teaching method and the PAD classroom teaching method so as to investigate the feasibility and efficiency of the two teaching methods in the Chinese university students' *College English* classes will eventually provide a meaningful practical reference for the consequent selection of Chinese-specific localized university classroom teaching methods in the future.

LITERATURE REVIEW

The Traditional Chinese Classroom Teaching Method in the Past and Modern China

The traditional Chinese classroom teaching method has a long history and is characterized by a teacher-centered approach where the teacher is the authoritative figure and the main source of knowledge (Chen, 2019). In the traditional Chinese classroom teaching method, the teacher presents information, often through lecture-style instruction and students are expected to memorize and recite the material (Fei, 2020).

Specifically, there were many past empirical studies about the traditional Chinese classroom teaching method, to name but a few, once there was a study aiming at investigating the effects of teacher's questioning strategy on classroom interaction in Chinese EFL classrooms by Zhang and Han (2012), which tried to examine how teacher questioning strategies impact classroom interaction in Chinese EFL classrooms. In their study, the authors concluded that teachers should use a variety of question types and strategies to encourage student participation and engagement.

Another empirical study on the effectiveness of the traditional Chinese teaching method for elementary school students by Yang (2017) in which the researcher evaluated the effectiveness of the traditional Chinese teaching method for elementary school students in Taiwan. In the research, the author found that the traditional method seemed to be effective for teaching Chinese characters and vocabulary but less effective for teaching grammar and sentence structure.

It is quite clear that there is one important aspect of the traditional Chinese classroom teaching method, which is the emphasis on rote learning and memorization. Just as Zhang (2014) emphasizes, this is reflected in the use of recitation and memorization exercises, such as reciting poems or passages from classic literature. Anderson, Mitchell and Osgood (2005) have also explained that students are expected to

memorize and reproduce the material accurately, demonstrating their knowledge and understanding of the content.

Another important feature of the traditional Chinese classroom teaching method is the focus on moral education and character development. Confucianism, which emphasizes virtues such as respect, diligence, and loyalty, has been a strong influence on the traditional Chinese education since a long time ago (Zhang & Han, 2016). Teachers often incorporate moral lessons and ethical principles into their instruction in all the subjects taught, with the goal of helping students develop good character and become responsible members of society (Etherington, 2006).

While the traditional Chinese classroom teaching method has its strengths, such as promoting discipline and respect for authority, it has also been criticized for being overly rigid and lacking in creativity and critical thinking in all the subjects taught (Zhong, 2002). Keramati (2010) has ever noticed that modern Chinese education has been shifting towards a more student-centered approach that emphasizes creative abilities, critical thinking abilities, and innovational abilities.

With respect to what is introduced and discussed above, the traditional Chinese classroom teaching method, just as the name suggests, when it comes to the application of the traditional Chinese classroom teaching method in foreign language learning and teaching, it usually emphasizes the teaching of the language grammar. According to Zhang (2016), the traditional Chinese classroom teaching method focuses on vocabulary, grammar, translation, as well as the leading role of the teachers. Thus, in the course of *College English*, the language activities formed on the basis of the traditional Chinese classroom teaching method can be summarized as from reading to analysis, and then translation to explanation and finally to recitation.

In the actual *College English* classes in China nowadays, the teaching and learning arrangement would be generally to read the text first, and then the teacher will grammatically analyze the text and sentence patterns and then translate and explain sentence by sentence (Tang, 2002). Finally, students are required to recite the relevant passages and memorize the vocabulary and grammar rules they have learned. The above five teaching steps are used repeatedly in the current English language teaching of most university, especially in the classes of *College English*, which reflects the basic characteristics of the traditional Chinese classroom teaching method deeply.

The PAD Classroom Teaching Method in the Past and Modern China

The PAD classroom teaching method is a newly born teaching method to language learning and teaching that emphasizes interaction as both the means and the ultimate goal of language study. Under the PAD classroom teaching method, students communicate about personal experiences with partners, and teachers teach topics outside of the realm of traditional grammar, advocated by the traditional Chinese classroom teaching method to promote language skills in all types of courses and classes (Zhang, 2016).

PAD classroom teaching method, or PAD class (Zhang, 2014) is originally proposed by Zhang Xuexin, a professor from School of Social Development and Public Policy of Fudan University, China. Roughly described, the PAD classroom teaching method, which refers to the Presentation-Assimilation-Discussion teaching (Zhang, 2014), sees the significance in the concept of the blended teaching and learning, as well

as the imminence to make up for the gap between English teaching and learning of writing. As the name indicates, it is composed of the abbreviations of three parts within a whole teaching and learning period: teachers' first in-class presentation, learners' out-of-class assimilation and learners' second in-class discussion (Hao, 2018).

To explain further, the PAD classroom teaching method is also an instructional approach that reverses the traditional order of instruction by delivering content outside of the classroom, typically through videos or online modules, and using class time for active learning activities and group work in different phases that include teachers' first in-class presentation, learners' out-of-class assimilation and learners' second in-class discussion (Yang, 2017).

In some past empirical studies on the PAD classroom teaching method, most researchers unanimously discovered that during the implementation of the PAD classroom teaching method, students typically watched video lectures or completed online modules at home or outside of class, prior to attending a class session (Fu, 2018). It was also found that this allowed students to work at their own pace and to free up class time for interactive activities such as group discussions, problem-solving exercises, and hands-on projects in different phases that include teachers' first in-class presentation, learners' out-of-class assimilation and learners' second in-class discussion (Zhao, 2019). Zhang (2016) ever supplemented in one of his past studies that this approach further allowed for students to engage in deeper and more meaningful discussions, receive immediate feedback, and learn from their peers effectively.

The PAD classroom teaching method has several benefits. First, it allows for students to have more control over their own learning and work at their own pace. Second, it can increase student engagement and motivation, as they are more likely to participate in active learning activities and collaborate with their peers in different phases that include teachers' first in-class presentation, learners' out-of-class assimilation and learners' second in-class discussion. Third, it can improve student learning outcomes, as students are able to receive immediate feedback and apply what they have learned through active learning (Zhang, 2014).

Nowadays, in the actual teaching of the course of *College English* of the Chinese university students, the PAD classroom teaching method is a flexible and effective approach that can improve student learning outcomes by allowing for more meaningful and engaging classroom experiences. Specially, in different phases that include teachers' first in-class presentation, learners' out-of-class assimilation and learners' second in-class discussion of the PAD classroom teaching method, students' engagement and motivation in the course of *College English* are totally increased, as they are more likely to participate in active learning activities and collaborate with their peers in those three different phases of the PAD classroom teaching method.

Language Learning and Understanding

Language learning and understanding is a big concept. As an extremely important aspect of human learning, language learning and understanding is of course also one of the important topics of linguistics, especially psycholinguistics. The content of language learning and understanding is also very extensive. According to Tusi (2002), the order of the target language learned makes language learning and understanding divided into first language learning and understanding, second language learning and understanding and so

on. Meanwhile, based on whether the target language is the mother tongue or not, language learning and understanding can be divided into mother tongue learning and foreign language learning and understanding (Estes, Ingram & Liu, 2014).

Times are changing while people are also adjusting to the historical development of the society. Therefore, in the field of language education, just as Eryilmaz (2015) explains, people are also having different attitudes towards language learning and understanding in terms of their philosophical believes.

Anderson, Mitchell and Osgood (2005) have ever maintained that there were new subtle changes in the development of language learning and understanding in the 1980s and 1990s around the world. Simply put, people's philosophical viewpoints of language learning and understanding thus change as the power structure between schools and students changes, reflecting the contests of interests between various power groups (Kirkpatrick, 2011). This is due to the fact that, schools play a central role in defining and replicating language learning and understanding skills (Ge & Luo, 2010). This is because schools often give legal status to certain knowledge, words, deeds, and ways of doing things, and regard the results of language learning and understanding skills as the requirements for obtaining an educational diploma.

People's philosophical believes of language learning and understanding has also led to the fact that language learners' awareness and demand for language learning and understanding tend to become greater and greater (Freire, 2000). This understanding and demand has also been widely reflected in the process of language education (Tusi, 2002), making the majority of students change from a status in which they do not pay attention to the development of language learning and understanding to another status in which they pay much more attention to language learning and understanding development.

Entering the 21st century, the historical development of language learning and understanding has brought new connotations and extensions to people's new philosophical understanding of language learning and understanding. The historical changes and development of globalization have ushered a new indication of language learning and understanding (Ge & Luo, 2010). Different from the previous believes, the new development of language learning and understanding requires schools to change the existing power model and listen to students' voices when defining language learning and understanding and formulating language learning and understanding programs (Estes, Ingram & Liu, 2014).

Above all, this requires in-depth and meticulous researches on the school's language learning and understanding practice, incorporating various forms of language learning and understanding and different voices into the discussion and studies of language learning and understanding skills based on people's updated philosophies of language learning and understanding as well as the language itself (Folse, 2004).

Research Purposes

This current study intended to have a brief comparative analysis of the Chinese university students' understanding of the traditional Chinese classroom teaching method and the PAD classroom teaching method so as to investigate the feasibility and efficiency of the two teaching methods in the Chinese university students' *College English* classes.

Based on what had been introduced and analyzed in literature review, this current study made efforts to answer such questions as what was the Chinese university students' understanding of feasibility and efficiency respectively along the traditional Chinese classroom teaching method and the PAD classroom teaching method as well as the correlation between the understanding of feasibility and efficiency of the traditional Chinese classroom teaching method and the PAD classroom teaching method in their *College English* classes.

Research Questions

Based on the research purposes, the three research questions of the current research were as follows:

Research question No. 1:

What was the Chinese university students' understanding of feasibility along the traditional Chinese classroom teaching method and the PAD classroom teaching method in their *College English* classes?

Research question No. 2:

What was the Chinese university students' understanding of efficiency along the traditional Chinese classroom teaching method and the PAD classroom teaching method in their *College English* classes?

Research question No. 3:

What was the correlation between the Chinese university students' understanding of feasibility and efficiency along the traditional Chinese classroom teaching method and the PAD classroom teaching method in their *College English* classes?

METHOD

Research Design

This current study aims to have a brief comparative analysis of the Chinese university students' understanding of the traditional Chinese classroom teaching method and the PAD classroom teaching method so as to investigate the feasibility and efficiency of the two teaching methods in the Chinese university students' *College English* classes. Based on this, the current study had selected a total number of 30 Chinese university students from the researcher's teaching classes as the research participants.

With respect to the design of the current research, the current questionnaire was firstly self-made by the researcher with the help of several English teachers of the subject of *College English*. The reliability test was done and the score was 0.832 indicating a high level of consistency and reliability which was very ideal. And then, the questionnaire contained two aspects of a 5-point Likert scale with regard to the feasibility and efficiency of the agreement on the twenty items under the traditional Chinese classroom teaching method and the PAD classroom teaching method. Lastly, the online questionnaire platform named WJX Questionnaire was used for the data gathering. The link to the questionnaire was distributed to the English teacher through the group chat of the class through WeChat. This online and web-based survey promoted convenience for the researcher and the research participants despite the barriers of time and space.

Research Instrument/Tool

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The current research had mainly employed questionnaires as its research instrument. As a quantitative research instrument, questionnaires helped to facilitate the outcome of the research. Questionnaires could also be regarded as a research method. Therefore, the method of questionnaires was also a research method widely applied in many social surveys nowadays (Creswell & Creswell, 2018).

In the questionnaires of this current research, the quantitative research was mainly to understand and to have a brief comparative analysis of the Chinese university students' understanding of the traditional Chinese classroom teaching method and the PAD classroom teaching method so as to investigate the feasibility and efficiency of the two teaching methods in the Chinese university students' *College English* classes. The research purposefully used EXCEL 2010, ICTCLAS. 2014 and the statistical software of SPSS 23.0 as well as other related tools to further analyze and explain the results of the questionnaires.

Research Data Analysis Techniques

In light of the analysis techniques of the research data as well as having a brief comparative analysis of the Chinese university students' understanding of the traditional Chinese classroom teaching method and the PAD classroom teaching method so as to investigate the feasibility and efficiency of the two teaching methods in the Chinese university students' *College English* classes, the researcher used scores of weighted means as the measurement. The scores with the qualitative value and description were presented in the following table.

Table 1:

Qualitative Value and Description of Feasibility and Efficiency

General Weighted Means	Qualitative Value	Description of Feasibility	Description of Efficiency
4.21-5.00	Strongly Agree	Very feasible	Very efficient
3.41-4.20	Agree	Feasible	Efficient
2.61-3.40	Neither Agree nor Disagree	Relatively feasible	Relatively efficient
1.81-2.60	Disagree	Less feasible	Less efficient
1.00-1.80	Strongly Disagree	Non-feasible	Non-efficient

As for the value of the correlation, the Pearson correlation coefficient r was calculated using SPSSAU to determine the level of correlation. The size of the level of the correlation and the interpretation were presented in the following table.

Table 2:

Interpretation of Correlation

Size of Level of Correlation	Interpretation of Correlation
0.90 - 1.00 (-0.90 / -1.00)	Very high positive (negative) correlation
0.70 - 0.90 (-0.70 / -0.90)	High positive (negative) correlation

0.50 - 0.70 (-0.50 / -0.70)	Moderate positive (negative) correlation
0.30 - 0.50 (-0.30 / -0.50)	Low positive (negative) correlation
0.00 - 0.30 (0.00 / -0.30)	Negligible correlation

FINDINGS AND DISCUSSIONS

In light of the results and findings of the current study, the researcher will directly answer the three research questions based on a detailed analysis and discussion of the data collected and coded from the research instruments or tools comprehensively.

Research question No. 1:

What was the Chinese university students' understanding of feasibility along the traditional Chinese classroom teaching method and the PAD classroom teaching method in their *College English* classes?

Table 3:

The Chinese University Students' Understanding of Feasibility along the Traditional Chinese Classroom Teaching Method in Their College English Classes

The Traditional Chinese Classroom Teaching Method	Weighted Means	Descriptive Interpretation
Students' Spelling Corrections	3.79	Feasible
Students' Words Memorization	3.59	Feasible
Students' Grammar Exercises	3.56	Feasible
Students' Translation Exercises	3.24	Relatively feasible
Students' Reflective Comments	3.25	Relatively feasible
General Weighted Average	3.49	Feasible

Regarding the Chinese university students' understanding of feasibility along the traditional Chinese classroom teaching method in their *College English* classes, the students understand that the "Spelling Corrections", the "Words Memorization" and the "Grammar Exercises" are feasible in their *College English* classes; while at the same time, they are able to understand that the "Translation Exercises" and the "Reflective Comments" are relatively feasible in their English language learning and understanding processes.

Therefore, the general weighted average for all the items under the Chinese university students' understanding of feasibility along the traditional Chinese classroom teaching method in their *College English* classes is "Feasible", as is indicated the score

of 3.49, showing a feasible understanding of the Chinese university students in terms of application of the traditional Chinese classroom teaching method in their *College English* classes.

Table 4:

The Chinese University Students' Understanding of Feasibility along the PAD Classroom Teaching method in Their College English Classes

The PAD Classroom Teaching Method	Weighted Means	Descriptive Interpretation
Students' Learning Materials	4.36	Very Feasible
Students' Group Work	3.58	Feasible
Students' Role Play	3.55	Feasible
Students' Oral Presentations	3.17	Relatively Feasible
Students' Reflective Comments	2.98	Relatively Feasible
General Weighted Average	3.53	Feasible

As for the Chinese university students' understanding of feasibility along the PAD classroom teaching method in their *College English* classes, the students understand that the "Learning Materials" is very feasible in their *College English* classes, and the "Group Work" and the "Role Play" are feasible in their *College English* classes; while at the same time, they are able to understand that the "Oral Presentations" and the "Reflective Comments" are relatively feasible in their English language learning and understanding processes.

Thus, the general weighted average for all the items under the Chinese university students' understanding of feasibility along the PAD classroom teaching method in their *College English* classes is "Feasible", as is indicated the score of 3.53, showing a feasible understanding of the Chinese university students in terms of application of the PAD classroom teaching method in their *College English* classes.

Based on the findings mentioned above, it corresponds to such a proposal that the PAD classroom teaching method has several feasible benefits. First, according to Zhang (2014), the PAD classroom teaching method allows for students to have more control over their own learning and work at their own pace. Second, it can increase student engagement and motivation, as they are more likely to participate in active learning activities and collaborate with their peers in different phases that include teachers' first in-class presentation, learners' out-of-class assimilation and learners' second in-class discussion. Third, it can improve student learning outcomes, as students are able to receive immediate feedback and apply what they have learned through active learning (Zhang, 2014).

Research question No. 2:

What was the Chinese university students' understanding of efficiency along the traditional Chinese classroom teaching method and the PAD classroom teaching method in their *College English* classes?

Table 5:

The Chinese University Students' Understanding of Efficiency along the Traditional Chinese Classroom Teaching method in Their College English Classes

The Traditional Chinese Classroom Teaching Method	Weighted Means	Descriptive Interpretation
Students' Spelling Corrections	4.27	Very Efficient
Students' Words Memorization	3.86	Efficient
Students' Grammar Exercises	3.84	Efficient
Students' Translation Exercises	3.88	Efficient
Students' Reflective Comments	3.74	Efficient
General Weighted Average	3.92	Efficient

As to the Chinese university students' understanding of efficiency along the traditional Chinese classroom teaching method in their *College English* classes, the students understand that the "Spelling Corrections" is very efficient in their *College English* classes; while at the same time, they are able to understand that aspects along the "Words Memorization", the "Grammar Exercises", "Translation Exercises" and the "Reflective Comments" are efficient in their English language learning and understanding processes.

Therefore, the general weighted average for all the items under the Chinese university students' understanding of efficiency along the traditional Chinese classroom teaching method in their *College English* classes is "Efficient", as is indicated the score of 3.92, showing an efficient understanding of the Chinese university students in terms of application of the traditional Chinese classroom teaching method in their *College English* classes.

Table 6:

The Chinese University Students' Understanding of Efficiency along the PAD Classroom Teaching Method in Their College English Classes

The PAD Classroom Teaching Method	Weighted Means	Descriptive Interpretation
Students' Learning Materials	3.86	Efficient
Students' Group Work	3.65	Efficient
Students' Role Plays	3.64	Efficient
Students' Oral Presentations	3.47	Efficient
Students' Reflective Comments	3.22	Relatively Efficient
General Weighted Average	3.57	Efficient

With respect to the Chinese university students' understanding of efficiency along the PAD classroom teaching method in their *College English* classes, the students understand that aspects of the "Learning Materials", the "Group Work", the "Role Play" and the "Oral Presentations" are all efficient in their *College English* classes; while at the same time, they are able to understand that the "Reflective Comments" is relatively feasible in their English language learning and understanding processes.

Hence, the general weighted average for all the items under the Chinese university students' understanding of feasibility along the PAD classroom teaching method in their *College English* classes is "Efficient", as is indicated the score of 3.57, showing an efficient understanding of the Chinese university students in terms of application of the PAD classroom teaching method in their *College English* classes.

The above findings mentioned above confirms what Hao (2018) has maintained that the PAD classroom teaching method can not only increase student engagement and motivation, but also further enable the students to actively participate in various learning activities and collaborate with their peers in different phases that include teachers' first in-class presentation, learners' out-of-class assimilation and learners' second in-class discussion.

Research question No. 3:

What was the correlation between the Chinese university students' understanding of feasibility and efficiency along the traditional Chinese classroom teaching method and the PAD classroom teaching method in their *College English* classes?

Table 7:

The Level of Correlation between the Chinese University Students' Understanding of Feasibility and Efficiency along the Traditional Chinese Classroom Teaching Method in Their College English Classes

The Traditional Chinese Classroom Teaching Method	Pearson r Value	Descriptive Interpretation
Students' Spelling Corrections	0.72	High positive correlation

Students' Words Memorization	0.75	High positive correlation
Students' Grammar Exercises	0.73	High positive correlation
Students' Translation Exercises	0.58	Moderate positive correlation
Students' Reflective Comments	0.72	High positive correlation
General Weighted Average	0.70	High positive correlation

As to the level of correlation between the Chinese university students' understanding of feasibility and efficiency along the traditional Chinese classroom teaching method in their *College English* classes, there is a high positive correlation along the aspects of the "Spelling Corrections", the "Words Memorization", the "Grammar Exercises" and the "Reflective Comments"; while at the same time, along the aspect of the "Translation Exercises", there is a moderate positive correlation between the Chinese university students' understanding of feasibility and efficiency along the traditional Chinese classroom teaching method in their *College English* classes.

Therefore, the general weighted average of the level of correlation between the Chinese university students' understanding of feasibility and efficiency along the traditional Chinese classroom teaching method in their *College English* classes is "High positive correlation", as is indicated the score of 0.70, showing a high positive correlation between the Chinese university students' understanding of feasibility and efficiency along the traditional Chinese classroom teaching method in their *College English* classes.

Table 8:

The Level of Correlation between the Chinese University Students' Understanding of Feasibility and Efficiency along the PAD Classroom Teaching Method in Their College English Classes

The PAD Classroom Teaching Method	Pearson r Value	Descriptive Interpretation
Students' Learning Materials	0.74	High positive correlation
Students' Group Work	0.76	High positive correlation
Students' Role Plays	0.73	High positive correlation
Students' Oral Presentations	0.55	Moderate positive correlation
Students' Reflective Comments	0.65	Moderate positive correlation
General Weighted Average	0.69	Moderate positive correlation

Regarding the level of correlation between the Chinese university students' understanding of feasibility and efficiency along the PAD classroom teaching method in their *College English* classes, there is a high positive correlation along the aspects of the "Spelling Corrections", the "Words Memorization" and the "Grammar Exercises"; while at the same time, along the aspect of the "Translation Exercises" and the "Reflective Comments", there is a moderate positive correlation between the Chinese university students' understanding of feasibility and efficiency along the PAD classroom teaching method in their *College English* classes.

Thereafter, the general weighted average of the level of correlation between the Chinese university students' understanding of feasibility and efficiency along the PAD classroom teaching method in their *College English* classes is "Moderate positive correlation", as is indicated the score of 0.69, showing a moderate positive correlation between the Chinese university students' understanding of feasibility and efficiency along the PAD classroom teaching method in their *College English* classes.

Obviously, the findings discussed above echo that in different phases that include teachers' first in-class presentation, learners' out-of-class assimilation and learners' second in-class discussion of the PAD classroom teaching method, students' engagement and motivation in the course of *College English* are totally increased, as they are more likely to participate in active learning activities and collaborate with their peers in those three different phases of the PAD classroom teaching method, this is what Zhang (2016) has originally proposed and expected in terms of the learning performances during the implementation of the PAD classroom teaching method.

CONCLUSIONS

The findings of the current study implied that the PAD classroom teaching method was much more favorable than the traditional Chinese classroom teaching method by most of the Chinese university students in their *College English* classes. Thus, the implication of the current study was that the PAD classroom teaching method was strongly suggested to be given more opportunities to be applied and practiced by the teachers in the Chinese university students' *College English* classes. Therefore, as a part of the foreign language learning environment, university English teachers needed to learn from various classroom teaching methods and to explore more suitable foreign language teaching methods based on the actual situation of Chinese foreign language teaching status quo.

This deeply shows that in China today, the university education is on the cusp of reform. What China's university education does really need most is to think with a culture of iteration and innovation. At the same time, the Chinese university teachers urgently need a scientific teaching method that integrates online learning and the traditional Chinese classroom teaching method and learning, so that university teachers can provide one-on-one guidance on the learning status and existing problems of the university students. This is actually the original intention of the current study which intends to study and compare the differences between the traditional classroom teaching and the PAD classroom teaching method in China through the understanding of the university students.

SUGGESTIONS

The current study has comprehensively elaborates the application of the traditional Chinese classroom teaching method and the PAD classroom teaching method in the *College English* course of the Chinese university students. The definition and characteristics of the traditional Chinese classroom teaching method and the PAD classroom teaching method are sorted out, and the theoretical basis of the two teaching methods is correspondingly introduced in detail, so that the Chinese university students have a more profound and comprehensive understanding of the two teaching methods. Summarizing the enlightenment obtained from the practice of the two teaching methods in the course of *College English* will definitely help to suggest the Chinese university students have a deeper understanding of those two classroom teaching methods.

Besides, an in-depth analysis of the correlation between the Chinese university students' understanding of feasibility and efficiency along the traditional Chinese classroom teaching method and the PAD classroom teaching method in their *College English* classes will help to put forward feasible suggestions for the modern education and teaching reform of the Chinese universities in the actual educational practices. Nevertheless, both the traditional Chinese classroom teaching method and the PAD classroom teaching method still have their own shortcomings. How to organically and scientifically integrate these two university classroom teaching methods into the soil of university education in China requires a long period of teaching exploration and practices.

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