

Research on the Blended Teaching Mode Based on Micro Video and PAD Class: A Case Study on the Practical Training Course of Undergraduate Oral English

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Abstract:

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

Keywords:Micro video, PAD Class, Undergraduate Oral English

1.Introduction:

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

2. Review of literature:

2.1 Definition of the terms

2.1.1 Micro-video

In the research of blended teaching mode based on micro-video and PAD Class, it is necessary to use micro video to provide learners with reference objects of imitation learning for pre class learning, create a

real situation for problem discussion for classroom activities, and provide rich review resources for consolidation after-class. Zhang Wei,&DengWenxin (2016) said that the feature of micro video lies in its "micro". Through short and concise animation clips, sophisticated video content can be made at a clear sight for learners. Compared with previous lengthy videos, it is more targeted and timely, and keeps pace with the times.

Combined with the theme of this study, firstly, we searched "micro video" on CNKI(China National Knowledge Infrastructure) and obtained 17,087 relevant results, as shown in Figure 1 (literature analysis from CNKI). According to the publication time of literatures, there are few research data related to micro-video in China from 2008 to 2012, with an average of 3 literatures per year, 34 in 2013, 127 in 2014, 338 in 2015, 445 in 2016 and 376 from 2017 to January 2018, but there are 17087 today. According to the literature survey data, the research on micro-video started in 2008 in China, and the number of published literatures has been on a rapid rise since 2012. It can be seen that the number of Chinese scholars on micro-video research is increasing year by year.

📌 数据来源：文献总数：17087 篇；检索条件：(主题%='微视频' or 题名%='微视频')；检索范围：中文文献。

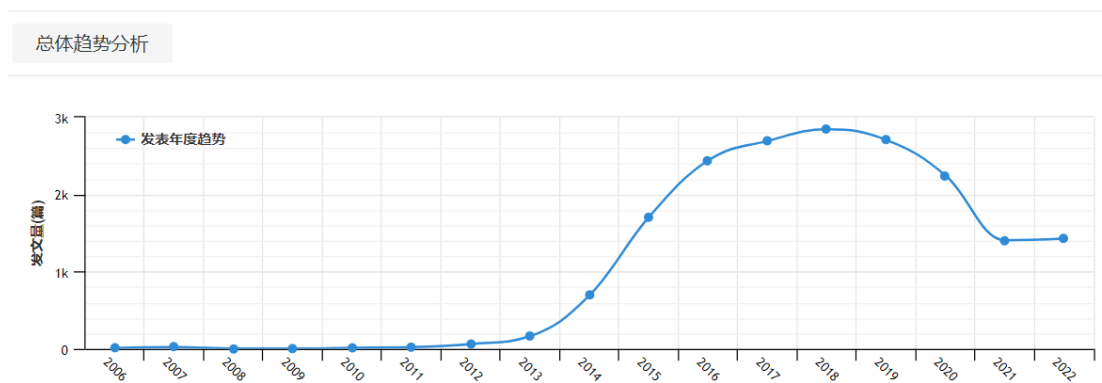


Figure 1. Literature publication of micro-video research

2.1.2 The PAD Class

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

In order to analyze the research on PAD Class by scholars in recent years, we searched on CNKI with "PAD Class" as the key word (2022.01), and obtained search results are shown in Figure 2(search data from CNKI). It can be seen from the figure that there were 3236 papers on PAD Class in the short six years from 2016 to 2022, of which in 2016, The growth rate of literature is the most obvious. It shows that scholars continue to deeply study the teaching of PAD Class, and a total of 216 articles have been published by 2017, which means that the research of PAD Class is the research hotspot of classroom teaching mode at present, and which will cause more in-depth and extensive research to continuously improve the PAD Class mode.

① 数据来源: 文献总数: 3236 篇; 检索条件: (主题%='对分课堂' or 题名%='对分课堂' or title=xls('对分课堂') or v_subject=xls('对分课堂')); 检索范围: 总库。

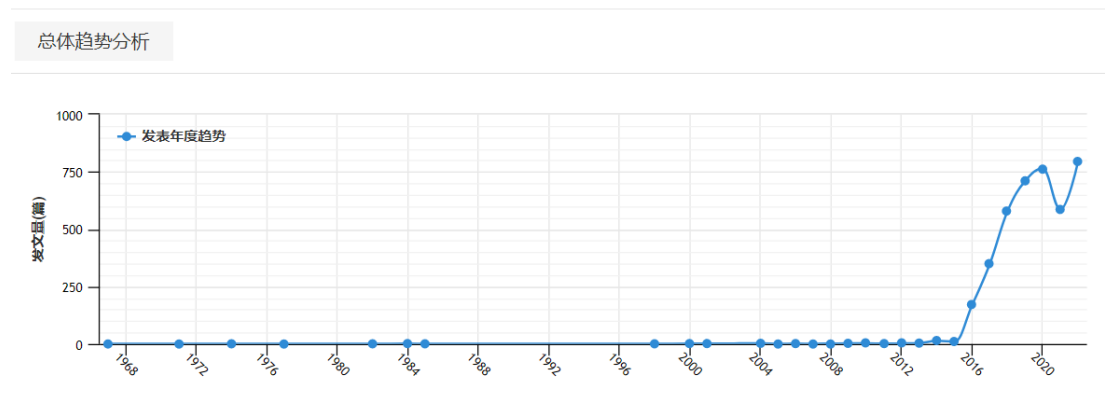


Figure 2 publication of literature on PAD Class research(search data from CNKI)

PAD Class is a kind of classroom teaching method, and its research institutions are mainly distributed in schools, especially in high educations and universities. (Figure 3 is the retrieval data from CNKI as shown below).

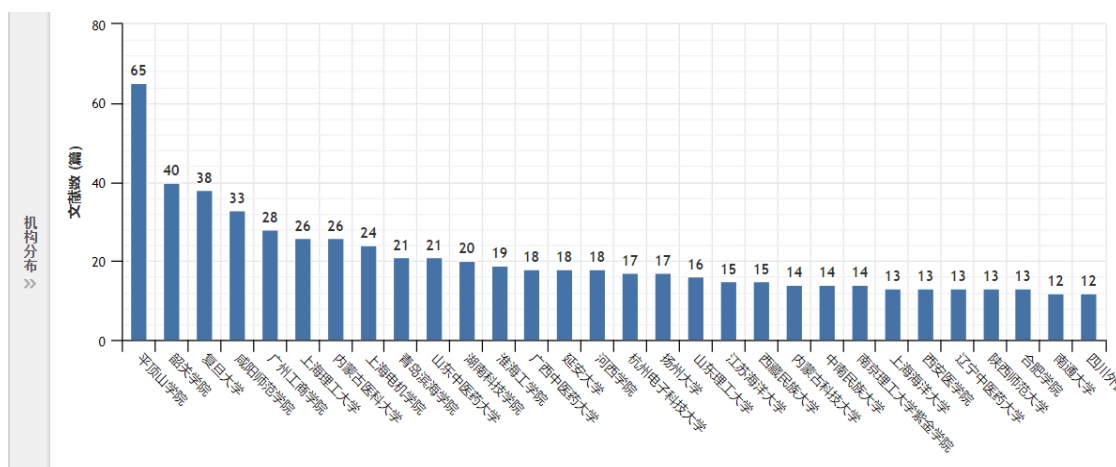


Figure 3 Distribution of research institutions(search data from CNKI)

Through the reading and analysis of relevant literature and materials, it is known that in some practical courses, students may only learn to imitate without a deep understanding of the design principle by watching videos alone. Therefore, in this study, micro video and PAD Class are combined to improve the teaching link design of PAD Class and apply it to the cultivation of oral English teaching ability, aiming to build a more perfect teaching mode.

Zhang Xuexin (2014) believes that PAD Class may be a high education classroom teaching mode suitable for China's national conditions, which is conducive to enhancing students' learning initiative and improving teaching effect. In the implementation of PAD Class, Zhu Pinwen(2016) believes that the most critical thing is that teaching and interactive learning are separated in time (one week apart), so that students can have enough time to internalize and absorb according to their own pace, so that education and teaching can return to the essence of bilateral interaction between teaching subject and learning subject and

benefit from teaching. Finally achieve the goal of improving the quality of high education training. In the tense situation of teaching reform, a single teaching mode can not adapt to the ever-changing information-based teaching. Blended teaching is more and more favored by scholars. On the basis of making full use of Internet technology, Guo Shurong (2017) deeply studied the teaching mode of PAD Class, designed the "Internet + PAD Class" blended teaching mode, studied the construction of teaching mode, teaching implementation and teaching evaluation, and fully combined the advantages of e-learning and PAD Class learning. So that the "teacher led" classroom teaching and "student-centered" autonomous learning can be organically integrated.

To sum up, the new teaching mode of PAD Class has been applied in some disciplines, achieved certain empirical research results, problems in implementation have been found, and put forward corresponding improvement measures to provide reference for the further application of this mode.

2.1.3 Teaching mode

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

Joyce and Bruce Joyce (Marsha Weil and Emily Calhoun, 1999) were the first American scholars to introduce the idea of mode research into the study of Teaching theory, compiled a book *Modes of teaching* in 1972 and officially began the research on teaching mode. In their monograph, they put forward: "the teaching mode is a plan or type that constitutes the curriculum (long-term learning curriculum), selects teaching materials and directs teaching activities in the classroom and other environments." They also classified the teaching modes at that time, including information processing, personal development, social mutual development and behavior teaching modes. The research on teaching mode in China is later than that in foreign countries. It began to formally study the connotation, characteristics, classification, function, structure, construction and application of teaching mode in 1981. In terms of the definition of teaching mode, Ye Lan (1993) , a teacher from East China Normal University believes that "teaching mode is commonly known as big method. It is not only a teaching method, but also an overall and systematic operation style starting from teaching principle, teaching content, teaching objectives and tasks, teaching process and teaching

organization form, and this operation style is theorized."

The PAD Class blended teaching mode of "observing cases - feeling ability - micro-training - reflection improvement" based on micro-video is constructed, and the practical environment of the teaching mode can complete the production of micro-lessons and the implementation of PAD Class, so the construction of this mode is practical.

2.2 Theoretical Basis

In the construction of any mode, there must be a corresponding theoretical foundation to form a mode. In this study, the construction of the blended teaching mode based on micro-video-PAD Class also has its theoretical basis as a foundation, as shown in Figure 4, in which learning theory includes autonomous learning theory and cooperative learning theory.

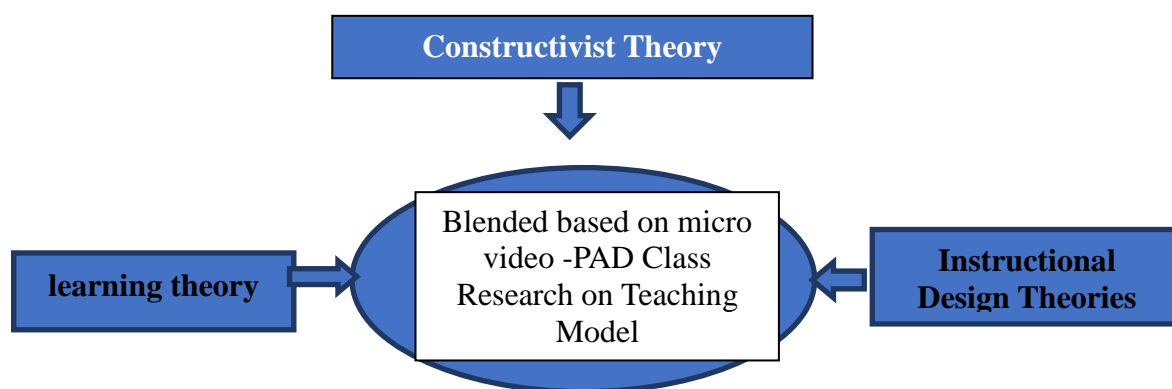


Figure 4 Theoretical basis of PAD Class instructional design research

2.2.1 Constructivist theory

Constructivism (He Kekang&LiWenguang, 2002) believes that learning is to actively construct internal knowledge structure through the process of information processing activities of relevant learning materials under specific situations and the cooperation of others, so as to carry out meaningful learning. Constructivism learning theory was first proposed by Swiss philosopher and psychologist Jean Piaget (He Kekang&LiWenguang, 2002). He believes that children gradually construct cognitive structure in the process of contact with the outside world. This cognition is not invariable. In the future learning and life, they constantly change and improve the cognitive structure through knowledge and experience. Constructivism emphasizes the initiative of learning, the situational nature of learning and students' meaningful learning, and pays attention to how to construct a new cognitive structure from the original cognitive structure and experience.

In this study, the practice cases of various teaching abilities are intuitively displayed through video resources, so that learners have a preliminary understanding and feeling of the key points and differences of each teaching ability, that is, to construct the preliminary cognitive structure of teaching ability. Then, through the teacher's explanation, Q & A (Question&Answer) and the communication and display between students in the classroom, make learners aware of the shortcomings of previous understanding methods, further understand the connotation of oral English ability, and produce new problems. Then, through the learners' practical application of teaching ability according to what they have

learned, carry out relevant oral practice, so that learners can better find cognitive problems and solve them in class, so as to achieve the purpose of timely internalizing knowledge, and finally learners will fully obtain their own communication in English ability.

2.2.2 Learning Theory

✧ Autonomous Learning Theory

For the conceptual understanding of autonomous learning, researchers mainly emphasize the idea of learners' self-monitoring, evaluation and improvement in the learning process. However, there is no completely unified description and definition of autonomous learning at present due to the slightly different emphases of scholars' study of autonomous learning theory

In this practical research, teachers provide the experimental group with a certain independent choice platform, such as freely choosing the time to watch the video (within the specified time range), involving the mutual evaluation between learners in the evaluation process, and the way of self-selection of practice.

✧ Cooperative Learning Theory

Cooperation includes many levels of connotation. It requires mutual interaction, mutual trust, reasonable task allocation and so on. Some scholars(Li Yanrong& Zhong Shiqiang,2013) believe that cooperative learning refers the use of group activities in teaching to enable students to participate together in order to maximize the learning of students themselves and others.Others believe that cooperative learning is a teaching strategy system, which aims to promote students' mutual assistance and cooperation in heterogeneous groups, achieve common learning goals, and take the overall achievement of the group as the basis for reward. Cooperative learning can not only obtain the best learning results, but also exercise learners' ability to communicate and cooperate with others.

2.2.3 Instructional Design Theory

Instructional design is a complex work completed by using comprehensive disciplines. It combines the characteristics of students and teaching content, and pays more attention to the systematic integration of the relationship between various elements of teaching, that is, the planning of teaching content, teaching methods and teaching result evaluation in order to achieve teaching objectives. Its essence is to analyze and solve teaching problems and systematically complete the process of teaching and learning.

Teaching design mainly includes three aspects: analysis, design and evaluation. After analyzing the students and teachers and understanding the teaching objectives, determine the classroom teaching management, environment and methods, select the appropriate teaching media, design and implement the reasonable teaching process according to the teaching content, and finally evaluate the classroom teaching effect combined with the students' feedback.

3. Objectives of the study & Research Questions:

This study aims to make a detailed study on the effectiveness of teacher-student negotiated interaction on students' oral English proficiency by micro video & PAD Classin

terms of fluency, accuracy and complexity, with a particular focus on the Chinese tertiary language classroom in Northwestern China. The participants of this study are 2 ELT instructors and 70 non-English major high education students in two oral English classrooms at A University in Northwestern China. Students are in their second year of university study. The course observed is High education Oral English Course. Altogether 14 lessons (nearly 700 minutes) were collected and micro video and audio-recorded. The data were transcribed and then coded according to the adapted version of Sinclair & Coulthard's (1975) system of analysis. In addition, micro video and audio-recording, pre-test, post-test, questionnaire and interview were also used to complement the transcription data and help better understand the nature of teacher-student negotiated interaction and its effect on students' oral English proficiency.

Explicitly, this research is guided by the following research questions.

✧ **Research Questions:**

RQ1: What are the PAD Class processes of teacher-students interaction by micro video in the oral English classroom?

RQ2: How does the teacher-student PAD Class and micro video interaction influence students' oral English proficiency in terms of fluency, accuracy, and complexity?

RQ3: What kind of strategies do the teachers employ in PAD Class and micro video during the process of teacher-student negotiated interaction in the Chinese EFL classroom discourse and its implications for language teaching?

RQ4: Can PAD Class and micro video teaching mode improve students' performances more than traditional class?

4. Methodology:

The study consists of episodes relevant from the point of view of the present study, that is, episodes containing teacher-student interaction. More specifically, the episodes focus on interaction since oral English instructional episodes represented the majority of the oral English class in all the 14 lessons collected for the study.

A second feature of the research methodology is that quantitative approach is used to provide the learning outcomes after adopting the new teaching method, namely, teacher-student negotiated interaction. Besides, the present study involves pre-test and post-test, and one of the research questions is to investigate the improvement of students' oral English proficiency. Thus, quantitative approach is employed to draw the links between instruction and learning.

To summarize, the present study starts from the constructivist paradigm and uses both qualitative and quantitative approaches. The research methodology is supplemented with elements taken from ethnographic research and discourse analysis in order to enhance the collection, treatment and interpretation of the data.

In order to examine the teacher-student negotiated interaction occurring in EFL classroom, the "Oral English Class" was chosen as the focus of this study because it is the primary section of student-centered language instruction and it comprised the bulk of the classroom interaction for actual oral language used by the teacher and students.

The specific field methods used in the study in order to generate the data to answer the

research questions included a classroom observation, interview, questionnaire, pre-test and post-test. Observations were general, and specific attention was paid to both the teacher and students. The following table indicates the data sources of each research questions. See table 1

Table 1 Data Sources

Research Methods	RQ 1	RQ 2	RQ 3	R Q 4
Classroom Observation and Recording	√		√	√
Interview	√		√	√
Pre-test and Post-test results		√		√
Compare two groups Score	√	√	√	√
Questionnaire	√			√

To answer research questions, the mean scores of the experimental and the control group in an EFL pre and post tests and the questionnaire were compared using SPSS.

✧ *Interview Data*

There are two types of interviews in the present study. One is the students' interviews which are conducted before the experiment in order to know more about their English learning experiences. This interview aims to find out the students' background information about English learning experience. It was conducted with the students one by one in a natural and formal way. The other type of interview is teachers' interviews which are based on the results of the classroom observation and questionnaire. The aim of the teachers' interviews is to find out teacher perceptions of teaching and learning in oral English classes in the Chinese context. Both the student interview and the teacher interview are carefully audio-taped and transcribed immediately afterwards in relation to the questions designed for the interview. Both of the interviews are conducted in English. However, Chinese is also permitted if the participant feels uncomfortable to express their thoughts in English. A digital recorder is used to record all the answers from the participants. Later, the data was transcribed into texts for future analysis. In order to avoid any subjectivity, besides the researcher, one teacher of ELT, who was familiar with corpus transcription, is invited to proofread the translation. Student's answers and teacher's opinions were generalized in the form of answers to the interview questions.

✧ *Questionnaire Data*

As previously mentioned, the questionnaire is given to the students in the experimental group and the control group in order to get their evaluation of the approach and oral English learning.

The questionnaire was given to students during the class time as a normal classroom activity. Students were asked to finish the questionnaire after the purpose of this questionnaire was explained to the students. Serious and honest answers were welcomed from the students' response and the researcher observes the answering process in order to

ensure the quality of questionnaire completion. The questionnaire was finished in class and the data collection rate was 100%. Then the questionnaire results were inserted into Excel forms for the convenience of comparative study. The questionnaire was separated for the experimental group and the control group in order to analyze the differences between the two groups and percentage was counted to show the differences through numbers in the next Chapter.

✧ *Pre-test and Post-test Data*

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

The procedure of analysis of pre-test and post-test is demonstrated in Figure 5

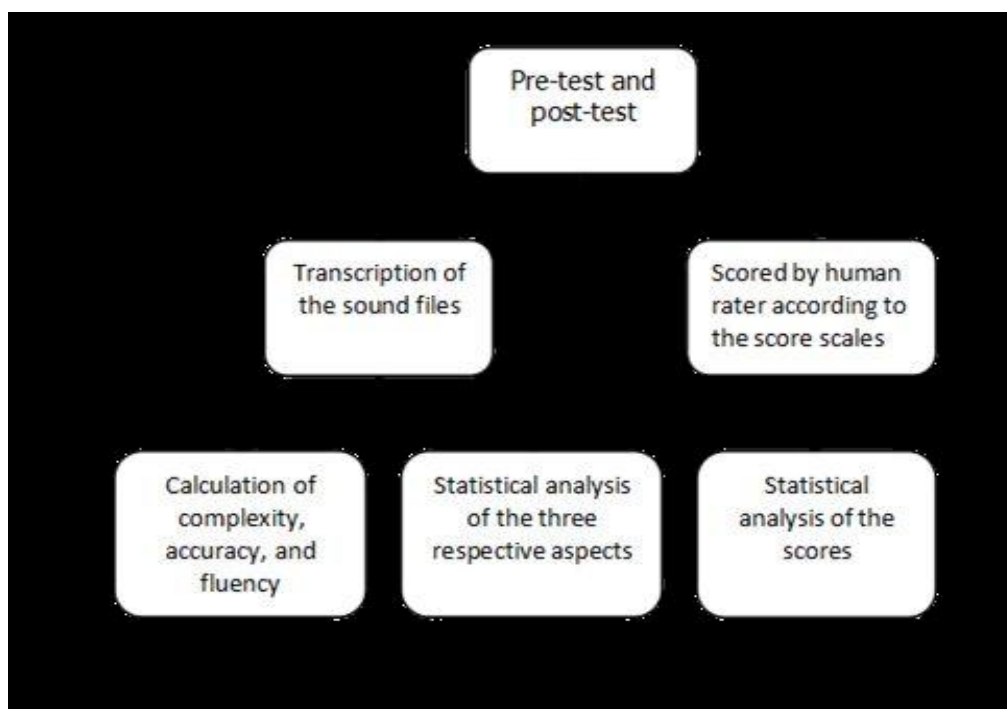


Figure 5. Analysis Procedure of Pre-test and Post-test Data

5.Findings:

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

After the training, 39 subjects in the experimental group participated in the questionnaire survey on the effect of the "blended teaching mode based on micro video-PAD Class" on the training course of oral English ability (see Appendix B for the contents of the questionnaire). The questionnaire included the evaluation of micro video and PAD Class. The results are as follows:

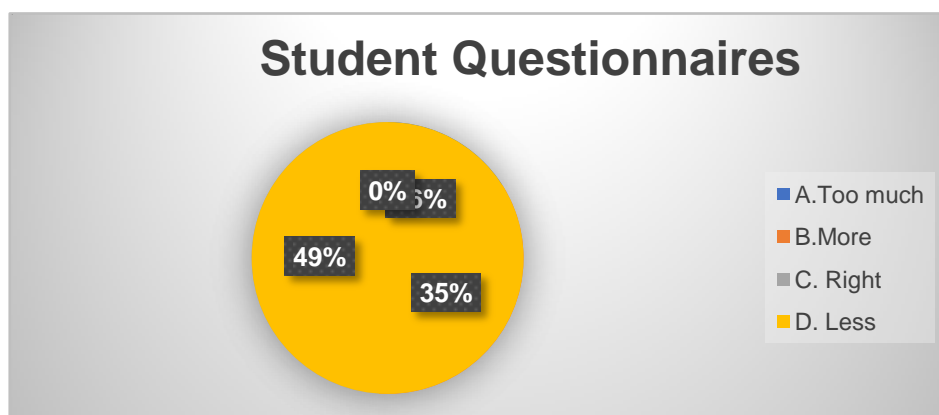


Figure 6 The amount of micro-videos to be watched before class

From the quantity analysis of the amount of micro video watching tasks arranged online, it can be seen that 49% can accept the watching amount arranged by teachers, indicating that they can complete the watching tasks in time, and the remaining 51% think that the amount is a bit too much, which reflects the differences in autonomous learning ability of different subjects. Of course, there are also reasons why they are not interested in video content.

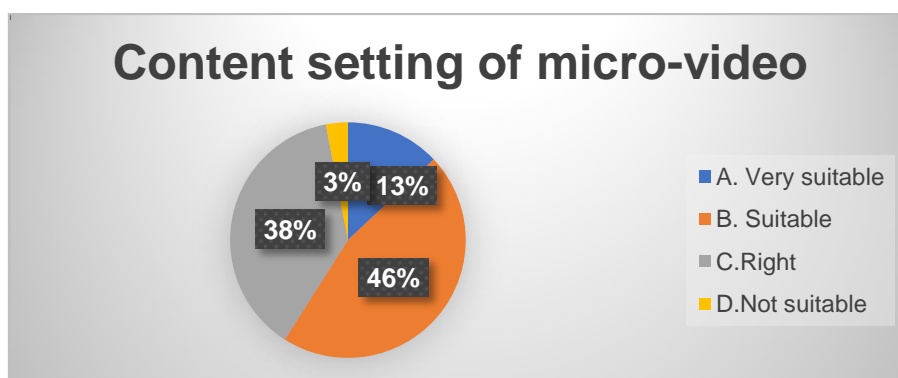


Figure 7 Content setting of micro-video

About 46% of the participants thought the content of micro-video was suitable for oral English training courses, 13% thought it was very suitable, 38% thought it was average, and only 3% thought it was not appropriate. This indicates that the micro-video content selected by the teacher can be accepted by most learners, and can effectively acquire and internalize the key points of oral English ability from the video.

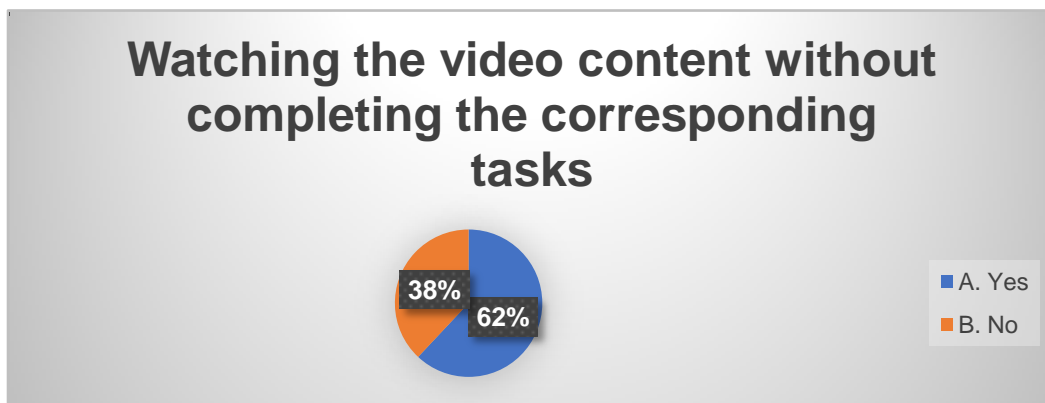


Figure 8 The situation of carefully watching the video content without completing the corresponding tasks

If the video watching was not combined with the corresponding task, most of them can watch the video carefully, and 38% couldnot. Therefore, in the teaching practice, there are differences in the subjects' autonomous learning motivation.

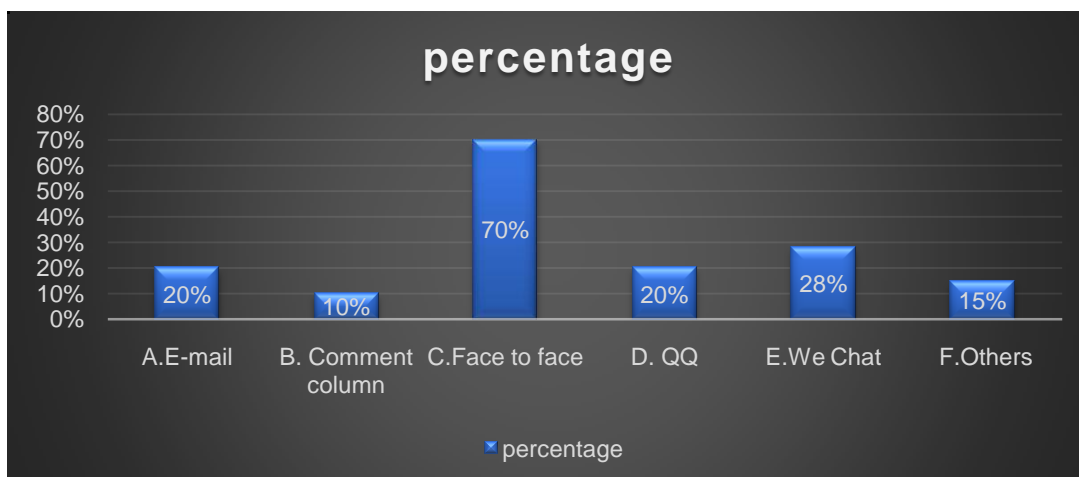


Figure 9 ways to exchange views with students and teachers when watching micro videos before class (multiple-choice questions)

In the process of practice, the experimentees still expect to communicate their views face-to-face, and arrange part of the time in PAD Class for them to discuss each other. The design caters to the experimentees' preferences. Secondly, through the above data analysis, it can be seen that the communication methods of QQ and WeChat are also more popular, but few choose the comment column. Therefore, it is advisable to set up QQ or WeChat group chat in the follow-up practical research, so that the experimentees can actively exchange views, and teachers can also obtain feedback information in time, so as to adjust the teaching direction timely.

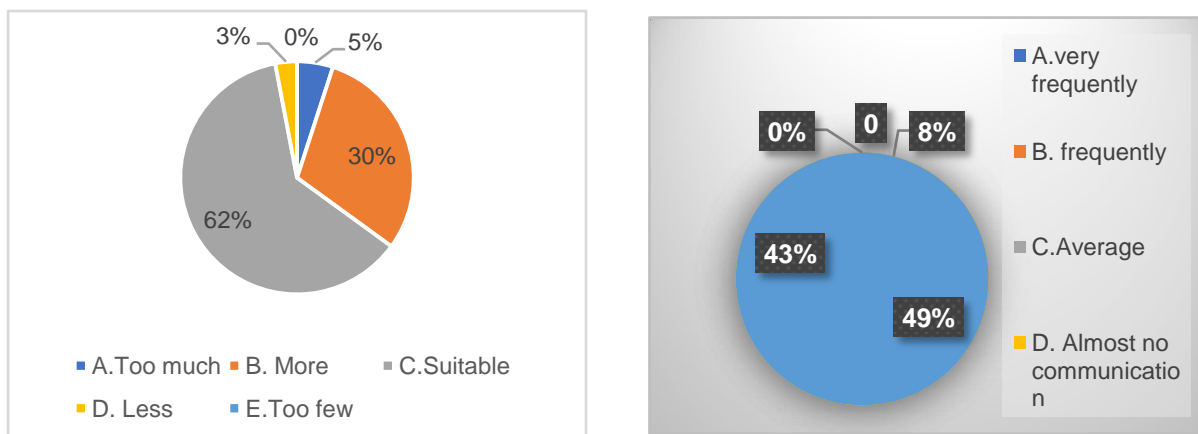


Figure 10 Amount of interactive discussion Figure 11 frequency of class discussion

questions in class designed by teachers

62% of the experimenters think it is just right, and 30% think it is too much. There are certain differences in the ability to accept knowledge and thinking ability among different individuals, which leads to the phenomenon that only individuals participate in the discussion in some group discussion activities. At this time, teachers need to play their guiding role and decompose the problems, Drive the subjects who think slowly to keep up with the progress of the group discussion. From the evaluation of the frequency of classroom discussion, the design of discussion links in the teaching mode of this study is more, which has also been recognized by the experimenters.

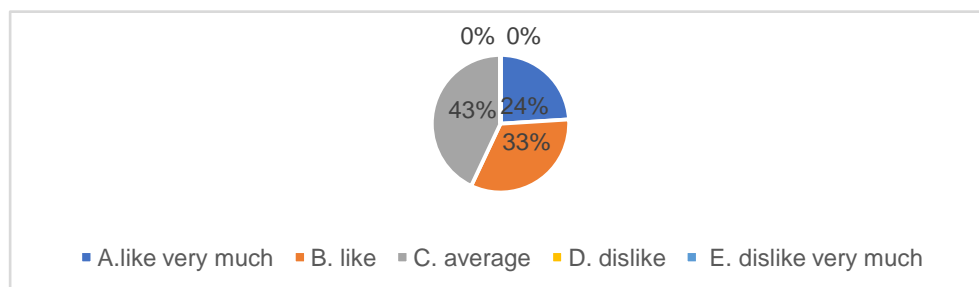


Figure 12. Degree of liking for the teaching mode of half learning and half teaching

In terms of the evaluation of PAD Class teaching mode, which is "half learning and half teaching", almost no subjects choose "don't like", indicating that the subjects can still accept the new teaching mode combining micro video with PAD Class, and nearly 58% of the subjects also like this teaching mode.

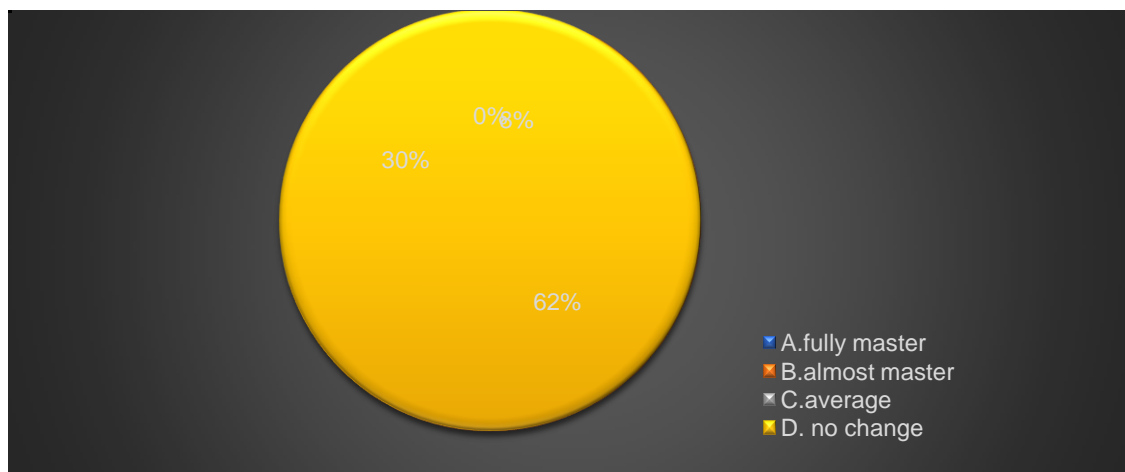


Figure 13. Self-assessment of oral English skills

After theoretical study and practical training, 62% of the subjects have basically mastered oral English skills through self-evaluation, 8% think they have fully mastered it, and 30% feel general, which shows that the teaching mode practice of this study can improve most of the subjects' oral English ability.

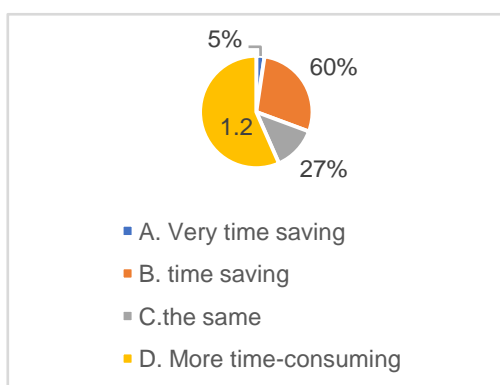


Figure 14 Evaluation of classroom efficiency learning time of PAD Class

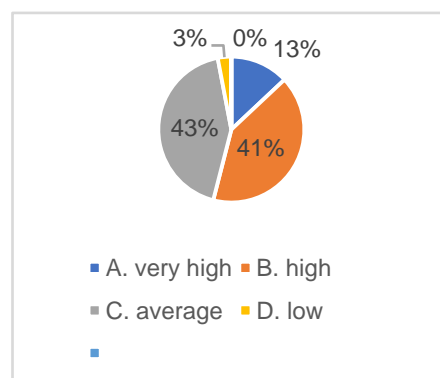


Figure 15 Self-evaluation of learning based on micro-video- PAD Class

It can be seen from the above evaluation data analysis that most of the experimentees believe that under the teaching mode of this study, the classroom learning time is shortened and the learning efficiency is improved. Of course, some experimentees think that PAD Class is more time-consuming and inefficient, but this part accounts for a small proportion, which shows that the PAD Class blended teaching mode based on micro video can be accepted by most experimenters, and be able to internalize key knowledge in time in the classroom.

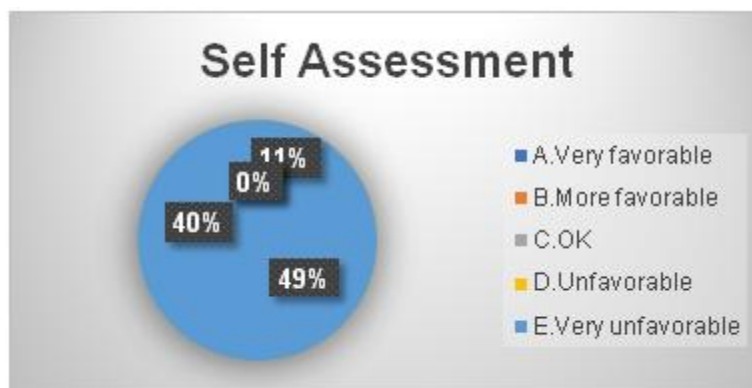


Figure 16 Self-assessment on practical cultivation and improvement of oral English ability

The purpose of this study is to improve the practical ability of High education Students' oral English ability. From the analysis of the subjects' self-evaluation results, almost everyone thinks that their oral English ability has been improved, of which 11% think it is very beneficial to the practical cultivation and improvement of English oral ability, and 49% think it is more beneficial.

6. Conclusions

Through this study, we get the following two conclusions

(1) Construction of blended teaching mode based on micro video -PAD Class

The practical application of oral ability is carried out through the design of teaching fragments in PAD Class and micro-training to simulate the real situational atmosphere. The specific teaching mode is shown in Figure 17 below.

(2) Teaching strategy of blended teaching mode based on micro video PAD Class

Compared with the PAD Class oral English ability training, after the implementation of the blended teaching mode based on micro video PAD Class, the members of the experimental group obtained higher evaluation than the control group in terms of understanding and demonstration of individual teaching ability and complete classroom micro practice demonstration of comprehensive ability. The micro video, design of classroom activities and evaluation methods in this mode mainly reflect the following advantages:

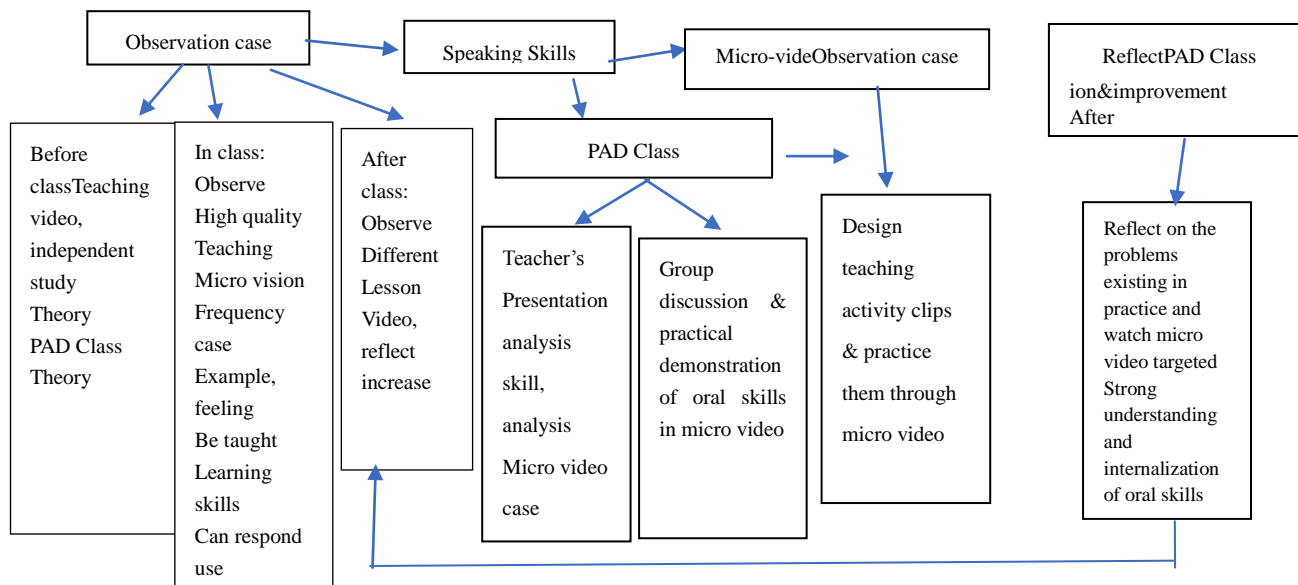


Figure 17 Blended teaching mode based on micro-video PAD Class

- **Authenticity.** The micro video uploaded by teachers on the blackboard platform is the actual classroom record of teachers explaining various oral English skills. At the same time, for various practical applications, it is presented with the actual record clip of excellent teachers' actual classroom teaching as an example.

- **Diversity.** The selected micro videos involve different disciplines and different learning stages, providing learners with a wider range of choices.

- **Designability.** Combined with micro-video, teachers also designed different classroom discussion activities.

- **Practicality.** In the practical research of the blended teaching mode based on micro video PAD Class, micro teaching practice tasks are designed in two links: after each theoretical study of oral ability, the learners prepare the design of oral teaching practice activities after class, and display the learning results in the micro classroom.

- **Immediacy.** The learning effect of each teaching ability needs to be fed back to the teacher immediately, and the teacher can adjust the teaching method in time according to the feedback.

7.Limitations of the study:

This study confirms the effect of PAD Class teaching mode on improving teaching quality to a certain extent, but limited by objective conditions, the research still has some deficiencies.

(1) Expectation effect affects the authenticity of research results.

In order to make students better cooperate with the teaching, this study trained and mobilized the experimental class before the experiment, clearly explained to the experimental class that the new mode would be used for teaching, and introduced the form and application process of the new mode in detail. Therefore, it may have some psychological implication to

the students in the experimental class and affect the authenticity of the experimental data.

(2) The representativeness of the research object is insufficient.

The subjects of this study are sophomores from Lanzhou University of Arts and Sciences in China. Considering the lack of universality from the perspective of sample source, and due to the particularity of Lanzhou University of Arts and Sciences and the limitations of teaching level, the data results of this study are not enough to represent the English level of all Chinese high education students.

(3) The time of teaching experiment is not enough.

The teaching experiment in this study has only been conducted for around three months, which is not enough to fully demonstrate the effectiveness of the PAD Class teaching mode. In addition, since the cultivation of ability requires a long-term process, it is necessary to further extend the experimental cycle to prove the persuasiveness of the results.

8.Future Research

This experiment proves that the blended teaching mode based on micro video PAD Class is an effective teaching mode in the training of high education students' teaching ability, which can promote high education students to deeply master various teaching abilities, make full use of micro classroom and enrich high education students' practical teaching experience. However, due to the short period of conducting the experiment and the insufficient sample size of experimental objects and other objective factors, the research on the blended teaching mode of micro-video PAD Class in this study is only a preliminary exploration and needs to be further improved.

(1) Stimulate students' autonomous learning motivation

It is hoped that in the follow-up research, researchers can widely solicit learners' opinions, collect learners' points of interest, design richer and more active classroom activities, stimulate learners' autonomous learning motivation, and then improve the effect of teaching and training.

(2) Use multiple methods to promote students' internalization of learning ability

In the future research, we might as well try different activity arrangements. For example, in the process of teaching guidance in class, we can watch the micro video first, and then let the learners practice and display it; According to the explanation of theoretical knowledge, they can practice first in the situation provided by teachers, and then watch teaching cases and analyze themselves, so that learners can find the problems in their understanding of teaching ability and correctly grasp the connotation of teaching ability; It can also directly arrange learners to practice in a certain situation, and then teachers can give targeted explanations according to their practice; In the display process, some teaching abilities can let each learner participate in it to show their understanding of the teaching ability, while others can be displayed together through group discussion to deepen their understanding; Finally, in the teaching evaluation, the conventional classroom is often dominated by teacher evaluation and supplemented by learner evaluation. Then in the learner evaluation link, learners' self-feeling and mutual evaluation can be set, which can reduce the interference of subjective factors.

(3) Pay attention to the implementation of after-class micro-video viewing tasks

In this study, the task of watching the corresponding micro video was released on the online platform before and after each oral ability training. However, due to time constraints, students' enthusiasm to watch the micro video failed to meet expectations. From the questionnaire survey data, there are still great differences among individuals in high education students' autonomous learning ability, which still needs teachers' supervision in teaching. Therefore, in the future research, we can use network technology to design a timely tracking system for the completion of online tasks, which can not only ensure learners to complete learning tasks in time, but also make teachers' teaching content more effectively transmitted to learners. Under the guarantee of tracking system, it is also conducive to stimulate learners' autonomous learning motivation, which is also the key to improve learning effect.

This study has been preliminarily practiced in the training of High education Students' oral English ability, and needs further exploration by researchers in other fields, so that the blended teaching mode based on micro video PAD Class can be more widely used and continuously improved in practice. Continue the research of this topic, and extend this teaching mode to more practice, so as to make it more adapt to the progress of the times.

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