Research on Blended Teaching Mode for College English based on "U Campus"

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Abstract: Blended learning breaks the discontinuity of traditional teaching, provides teachers with multiple evaluation channels, provides students with rich teaching resources, expands and enriches the content of college English teaching, makes English teaching colorful, and improves students' motivation and initiative. "U Campus" provides a new path for college English blended teaching. This article conducts in-depth research and exploration in order to analyze the advantages of "U campus", and divide the use process of "U campus" into three stages: preparation before class, learning during class, and consolidation after class. It also put forward the reform of college English mixed teaching model based on "U campus" and the content includes reform teaching links, reform teaching input, reform learning environment, and reform teaching evaluation. The research results of this article comprehensively improve the level of college English teaching and provide a reference for English teaching reform.

1. Introduction

The full name of "U Campus" is the U campus smart teaching cloud platform. It is a high-quality English online learning platform owned by Unipus, a foreign language teaching and research press. It is mainly for student users. It uses a variety of teaching methods to stimulate student potential and is a college. Foreign language teaching provides mixed teaching solutions. The "U-Campus" learning content is lively and interesting, the teaching tools are scientific and effective, and fun learning and wisdom teaching are integrated into one. Foreign language teaching and learning are more exciting, and they can formulate exclusive learning solutions based on students' learning conditions, which can improve the learning experience and teaching effect. "U Campus" simultaneously provides PC and mobile clients to help students ubiquitous learning anytime, anywhere, support teachers to carry out mixed teaching, and achieve wisdom integration inside and outside the classroom. In terms of teaching resources, "U Campus" has multiple sets of digital curriculum resources for college English textbooks, including texts, test questions, audio and video, etc., which can meet the personalized needs of teachers to supplement learning materials. In terms of teaching management, teachers use the "U-Campus" to monitor students' online self-learning and complete homework in real time. In terms of academic diagnosis, the "U-Campus" accurately pinpoints personality problems in the learning process of students, and finds weak links, and students can adjust their learning strategies at any time. In terms of mobile learning, the "U-Campus" PC is seamlessly connected to the mobile terminal. Students can learn on the PC or download apps on their mobile terminals to learn.

Blended learning is to match the "appropriate" learning style to the "appropriate" learners at the "appropriate" time by matching the "appropriate" learning technology and "appropriate" learning styles to achieve the optimal learning effect. Blended learning combines the advantages of traditional learning methods and data-based learning, which not only plays the leading role of teacher guidance, inspiration and monitoring, but also reflects the initiative, enthusiasm and creativity of students as the subject of the learning process. In order to solve how to quickly obtain the required information from a large amount of information, and how to adapt to the rapid and accurate learning in the information age, it is necessary to update your learning philosophy and change your learning style. In the era of mobile information, applying blended learning models to

college English teaching has unique advantages. First, students have high autonomy. Students make their own learning plans based on learning habits and learning styles. The content, progress, and time of learning can be completely determined by themselves. Second, to meet the needs of students' fragmented learning. Make full use of fragmented time before bedtime, during class, and by car to learn English. Third, it is convenient for teachers to monitor student learning. Teachers use We Chat public platform to grasp the learning situation of each student and provide personalized guidance. "U Campus" provides a new path for college English mixed teaching. This article conducts in-depth research and exploration to improve students' autonomy in college English learning, meet students' fragmented learning needs, and facilitate teachers to monitor and personalize students. It is also necessary to comprehensively improve the level of college English teaching and provide a reference for English teaching reform.

2. Advantages of "U Campus"

"U Campus" uses a database-based system design, applies data science and machine learning technology, establishes learning models, and continuously analyzes teaching activities and content data. It provides personalized learning paths for learners, and provides data-based academic analysis for teachers. Teaching interventions are recommended to achieve smart teaching and smart learning. "U campus" has the following advantages:

(1) Multi-level curriculum system to meet diverse learning needs. Curriculum system refers to a system of arranging and combining the various constituent elements of a course under the guidance of a certain educational value concept, so that each course element is unified in the dynamic process to achieve the goal of the curriculum system. Curriculum system is the guiding ideology of educating people. It is the concrete and support of training objectives. It stipulates the planning plan for the implementation of training objectives which is the key to guarantee and improve the quality of digital courses, and in order to balance the universal education and personality education, to build a clear learning system to support students' individual learning needs. Clear and friendly learning process and interaction design make the learning experience more perfect.

(2) One-stop service for the whole process, covering teaching evaluation and research. Teaching assessment is an important part of the teaching process. Through correct and active teaching assessment, teachers can accurately grasp the completion of teaching goals, so as to further modify teaching content, improve teaching methods, and improve teaching results. The "U-Campus" rich resource preparation center helps teachers prepare lessons efficiently. Based on mobile-based classroom interaction tools, powerful teaching management and academic monitoring functions enable intelligent communication inside and outside the classroom; support the intelligent evaluation of the homework test system for comprehensive evaluation and learning data. Statistics can be applied to research directions, provide teachers with research ideas and empirical data, and help teachers' teaching and academic development.

(3) Multi-terminal seamless connection, integrating different teaching scenarios. Teaching scenes are the basic elements of classroom teaching. Creating teaching scenes is a routine teaching task for teachers. Creating teaching scenes with value is an important pursuit of teaching reform. A good teaching scene can fully mobilize the initiative and enthusiasm of students to learn, inspire students' thinking, and develop students' intelligence, which is an important way to improve the effectiveness of teaching. The "U campus" has a seamless connection between the PC and mobile terminals, and is deeply integrated with a variety of teaching scenarios. Students can use mobile phones to take advantage of fragmented time for ubiquitous learning and get timely evaluation and feedback. Teachers can use convenient mobile teaching tools and expanded teaching activities, enrich teaching design, and explore innovations in teaching models.

(4) Deep-level data mining and comprehensive support for smart teaching. Wisdom teaching refers to the classroom teaching form in which teachers and students demonstrate teaching wisdom and develop life wisdom. Wisdom classrooms are created by the mutual wisdom of teachers and students in teaching and learning. Promote students' "wisdom" learning through teachers' "wisdom" teaching. U-Campus provides multi-dimensional and fine-grained big data analysis to learners' scale,

learning activity, learning habits, learning progress, score distribution, teacher behavior, teacher assessment, and course health, etc. The learning path provides teachers with data-based academic predictions and teaching intervention suggestions to realize smart teaching and smart learning.

3. Using Process of "U Campus"

Based on the "U campus" model, a "before class + during class + after class" teaching model is constructed. Guide students to log in to the learning platform to browse and download related resources, complete autonomous learning tasks, summarize and summarize the problems in the learning process, and upload the problems to the platform's communication community. Teachers collect common problems that have not been resolved by students and use them as offline teaching design. In teaching practice, teachers combine the collected common problems, analyze the completion of students' online learning tasks, design specific teaching activities, use problems as a driving force, and use group cooperative learning as a unit to guide students to use inquiry-based learning to complete offline teaching task list. On the one hand, the results of online self-study of students are detected and consolidated; on the other hand, under the guidance of teachers, students are actively expanding their thinking, cultivating the ability of cultural transfer and cooperation and communication, and promoting the all-round development of students. The focus of the after-school session is on homework training and answering questions. Teachers can use "U Campus" to design homework assignments and guide students to return to the "U Campus" with the knowledge which they learned independently before the lesson and the skills acquired during the lesson. Teachers' assignments can integrate vocabulary application, listening training, speaking training, translation training and text comprehension, as well as the improvement of writing ability, so that students can effectively use the "U campus" for autonomous learning after class. Aiming at answering questions and doubts, teachers use the personality problems collected in the communication community before class as the basis, find out typical problems among them and share with students, organize students to discuss research, brainstorm, and improve students' analytical problems and solutions. Aiming at the problem-based ability, appropriate guidance and advice for individual students' questions, and targeted interaction, so that all students' problems can be effectively solved in the mixed teaching mode.

4. Reform Contents on Blended Teaching Mode for College English based on "U Campus"

Blended teaching refers to a kind of "online + offline" teaching that combines the advantages of online teaching and traditional teaching. Through the organic combination of two forms of teaching organization, the learner's learning is guided from shallow too deep to deep learning. In the teaching process, students have a certain degree of autonomy in progress, and learning is a process in which learners take the initiative to participate. It is necessary to give play to the leading role of teachers in guiding, enlightening and monitoring the teaching process, but also to fully reflect the initiative, enthusiasm and creativity of students as the subject of the learning process. Blended learning is different from pure self-study, but it does not place too much emphasis on student autonomy and does not ignore the leading role of teachers. The reform of the mixed teaching model of college English based on "U campus" includes four aspects, as shown in Fig. 1.

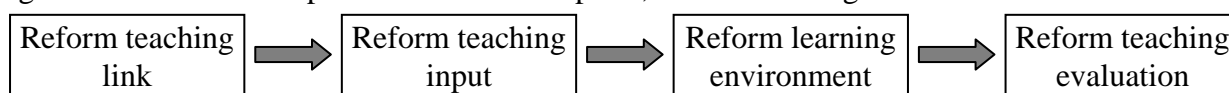| Reform teaching link	→	Reform teaching input	→	Reform learning environment	→	Reform teaching evaluation

Fig. 1. Reform contents on blended teaching mode for college English based on "U campus"

(1) Reform teaching link. The teaching link is the constituent parts of the chain-like structure in teaching activities, and the constituent parts are connected back and forth. Based on the "U campus" mixed college English teaching, the teaching link includes three stages: pre-class preparation, in-class learning, and after-school consolidation: the pre-class preparation stage, the digital curriculum supporting the "U campus" will be used to learn "Tutorial Learning Settings" determine the online self-study content of students, and students conduct targeted online previews based on

the list of guided tasks. During the learning stage, teachers adjust the teaching design based on the online previews and learning feedback of students, and explain key and difficult points. After the class consolidation phase, teachers post homework and tests online, students complete them online, and submit them to teachers for online review.

(2) Reform teaching input. From the perspective of the language input hypothesis, language learning should be completed by accepting intelligible input. The language input should have the following characteristics: the content of the input must be understandable by the learner; the content of the input must be interesting and consistent with the language learner' life is closely related; grammar cannot be used as an outline in the process of language input; language input must be fully prepared to implement scientific guidance for students. "U Campus" is convenient for teachers to provide teaching resources and release design tasks. Students can arrange their own progress and click on the corresponding content to learn according to the required tasks. It is no longer a traditional classroom passive progress input mode. Students can independently extract background materials for input learning to fill the knowledge gap.

(3) Reforming learning environment. The learning environment is a variety of supporting conditions that help students develop physically and mentally, including autonomous learning environments and collaborative learning environments. For autonomous learning environment, autonomous learning emphasizes self-motivation and independence of learning, and gives full play to students' enthusiasm. After the teacher pushes learning materials to students through "U campus", students use the portability of mobile devices to choose a learning environment that suits them. In a collaborative learning environment, teachers use the "U-Campus" to establish a mobile learning community, design learning tasks and learning problems, and provide real-time guidance to the learning community. A collaborative learning group is set up, and members of the group work together to complete learning tasks and solve learning problems through exchanges, discussions, finding and sharing resources.

(4) Reform teaching evaluation. "U-Campus" -based college English blended learning, different from traditional teaching, consists of procedural assessment and final assessment, which is conducive to solving low learning performance, unsustainable learning, and difficult supervision in virtual environment and other issues, strengthened the monitoring and evaluation of student learning processes, and promoted the transition from passive learning to active learning. "U-Campus" study, as part of the usual performance, evaluates the students' learning process from the two dimensions of study duration and course performance. The "U Campus" calculation of students' study time and course performance can effectively help teachers to monitor and evaluate the learning process as students' learning dynamics change.

5. Conclusion

Blended learning breaks the discontinuity of traditional teaching, provides teachers with multiple evaluation channels, provides students with rich teaching resources, expands and enriches the content of college English teaching, makes English teaching colorful, and improves students' motivation and initiative. Through the "U Campus", the integration of online autonomous learning and offline classroom teaching is realized, which is conducive to stimulating students' learning interest and cultivating students' autonomous learning ability. At the same time, it will further improve students' comprehensive language application ability. The development in the future, teachers should combine the multi-dimensional teaching goals of college English, give full play to the role of "U campus" and the online testing platform, and integrate online examinations into the mixed teaching mode. "U Campus" solves the problem of computer network-based college English teaching mode, which can meet the needs of teachers' personalized teaching and students' personalized learning; solves the subjective and casual issues of formative assessment, which is conducive to diversification. The evaluation system has solved the problem of low classroom teaching efficiency, which is in line with the teacher-oriented and student-oriented teaching concepts. It can be seen that "U Campus" really meets the actual teaching needs of college English courses and provides a strong support for online and offline mixed teaching models.

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