



# Research on the Ecological Model of Mixed Assisted Instruction of College English Based on “Internet Plus” Technology

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**Abstract.** With the arrival of the era of “Internet plus”, the traditional education model has been unable to adapt to social development. Information technology and advanced teaching equipment have been continuously applied to the field of vocational education, especially micro class teaching and flipped classroom. With the help of “Internet plus”, new teaching models and methods are increasingly valued by higher vocational colleges. The purpose of this study is to explore the ecological model of blended assisted college English teaching based on “Internet plus” technology. The research question is: What impact does the use of “Internet plus” technology have on college English learning? This research will adopt a cross-sectional design, focusing on how Internet plus can help students achieve higher scores in their writing assignments. This study also aims to investigate whether there are differences in the effect of using Internet plus and traditional classroom teaching.

**Keywords:** College English · Internet plus · Mixed auxiliary teaching · Ecological model

## 1 Introduction

With the rapid development of information technology, the Internet has penetrated into every corner of society, greatly changing the way people live and work. In this context, “Internet plus” came into being and became an important force to promote innovation and transformation in various industries. The field of education is no exception, especially college English teaching, is facing unprecedented opportunities and challenges. This paper will explore the role of Internet plus in blended learning of college English in order to provide useful reference for related teaching [1].

Internet+ provides a wealth of resources for blended learning. As a huge repository of information, the Internet provides a large number of teaching resources for university English blended learning. From the latest English news, articles, movies, music, to a variety of online courses and instructional videos, learners are free to choose according to their needs and interests. This not only greatly enriches the learning content of students, but also helps to increase their interest and enthusiasm for learning.

Building a blended learning model. In the traditional process of teaching English at the university level, the teacher is often in the dominant position, and the student is in a state of passive acceptance. The blended learning model emphasizes the subjective position of students, and realizes personalized and differentiated teaching through the organic combination of online and offline. Teachers can publish learning tasks and interact with students through online platforms, and students can use online resources for independent and collaborative learning, so as to cultivate their self-directed learning ability and cooperative spirit [2].

The specific role of Internet+ for blended learning in college English.

### (1) Improve learning efficiency

The use of Internet+ has made university English blended learning more targeted and effective. Students can flexibly choose the time, place and method of learning according to their actual situation. At the same time, through online tests and feedback, students can keep abreast of their learning status and adjust their learning strategies, thereby improving their learning efficiency.

### (2) Promote cross-cultural exchanges

As an international language, the purpose of learning English is not only to prepare for exams, but more importantly, to develop students' intercultural communication skills. Internet+ provides learners with the opportunity to communicate with native English speakers from all over the world, and through activities such as online chatting, watching original English soundtrack videos, etc., students can gain an in-depth understanding of the culture, customs and social habits of English-speaking countries, thereby improving their intercultural communication skills [3].

### (3) Enhance students' ability to learn independently

In University English Blended Learning, students can use the Internet+ platform for self-directed learning. With resources such as online courses, instructional videos, and more, students can choose what they want to learn based on their interests and needs. At the same time, students can also use the online platform to communicate and share their learning experiences with other learners, so as to develop their self-directed learning ability and cooperative spirit.

## 2 Related Work

### 2.1 Technological Environmental Factors

Network environment: The development of the Internet has provided a good network environment for university English blended learning. Stable network connection, high-speed data transmission, and abundant network resources provide strong support for online learning.

Online platforms: Various online learning platforms have sprung up, providing teachers and students with convenient spaces for interaction and sharing of learning resources.

Mobile devices: The proliferation of smartphones has made it possible for students to learn English anytime, anywhere, making the most of their time.

#### Curriculum Design Factors

Course structure: The blended learning model combines online and offline teaching, integrating the traditional classroom with the online environment to form a diversified curriculum structure.

Course content: Using the Internet to obtain rich English materials, teachers can customize the course content according to the actual needs and interests of students, so as to improve the pertinence and effectiveness of teaching.

Course evaluation: Through online tests, assignment submissions, etc., teachers can understand students' learning status in real time and provide feedback for teaching so that they can adjust teaching strategies.

#### Teacher vs student factors

Teacher role: In a blended learning model, the role of the teacher has shifted. They are not only the imparters of knowledge, but also the guides and facilitators of students' learning. Teachers need to constantly improve their IT skills to adapt to the new teaching model.

Student status: Students change from passive recipients to active participants, choose learning content according to their own learning needs and interests, and cultivate independent learning ability and cooperative spirit.

Interactive communication: Through the online platform, students and teachers, students and students can interact and communicate in real time, breaking the limitations of traditional classrooms and enhancing the interactivity and interest of learning.

## 2.2 The Influence of “Internet+” on College English Blended Learning

### Pre-course preparation stage

In the pre-class preparation stage, “Internet+” provides teachers with rich teaching resources, and teachers can screen suitable content according to the actual situation and teaching needs of students. Students can take advantage of the online platform to preview the course content in advance and prepare for classroom learning.

### Classroom teaching stage

In the classroom teaching stage, teachers can guide students to actively participate in classroom learning by posting learning tasks, organizing discussions and other activities through online platforms. Students can use their mobile devices to interact in real time, submit assignments, and more, improving classroom learning.

### After-school enrichment stage

In the after-school development stage, “Internet+” provides students with a broad learning space. Students can make use of online resources for self-directed and collaborative learning, and they can also understand their learning status through online tests and feedback, and adjust their learning strategies in a timely manner. In addition, “Internet+” also

provides students with rich cross-cultural communication opportunities and promotes the improvement of students' English application skills.

### **3 “Internet Plus” Provides Necessary Conditions for Mixed Teaching of College English**

#### **3.1 Technical Environment**

**Network environment:** The development of the Internet has provided a good network environment for university English blended learning. Stable network connection, high-speed data transmission, and abundant network resources provide strong support for online learning.

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### **3.4 The Conditions for the Implementation of “Internet+” College English Blended Learning Are Guaranteed**

#### (1) Policy support

The government should formulate relevant policies to support the development of “Internet+” education and provide policy guarantees for university English blended learning. Policy support includes capital investment, talent training, and allocation of educational resources.

#### (2) Hardware facilities

Schools should provide complete hardware facilities, including network equipment, multimedia classrooms, computer labs, etc., to provide hardware support for university English blended learning.

#### (3) Improvement of the quality of teachers

Teachers are a key factor in the implementation of blended university English teaching. Schools should strengthen the training and guidance of teachers, improve their information technology capabilities and teaching skills, and enable them to adapt to the teaching model of blended learning.

#### (4) Curriculum system construction

According to the characteristics of “Internet+”, schools should establish a curriculum system in line with the blended learning model, including curriculum structure, course content and course evaluation, etc., to ensure the quality of teaching.

#### (5) Student management and incentive mechanism

Schools should establish and improve student management and incentive mechanisms to stimulate students’ interest and enthusiasm in learning. At the same time, schools should also strengthen students’ cyber security education and cultivate students’ ability to use the Internet healthily, safely and effectively (Fig. 1).

## **4 “Internet Plus” Promotes Teacher-Student Interaction and Learner Autonomy in College English Classroom**

First of all, “Internet+” provides more teaching resources and platforms for college English classrooms. Through the Internet, students can access a large number of English learning materials anytime and anywhere, including textbooks, courseware, video, audio, etc. These resources are rich and diverse, which can meet the learning needs of different students and improve the learning effect. At the same time, teachers can also communicate and interact with students online through the online platform, providing personalized guidance and support, and promoting effective communication and interaction between teachers and students.

Secondly, “Internet+” provides college English learners with more learning opportunities and independent choices. Traditional classroom teaching is often a fixed time and place, and students need to learn according to the teacher’s requirements, and the

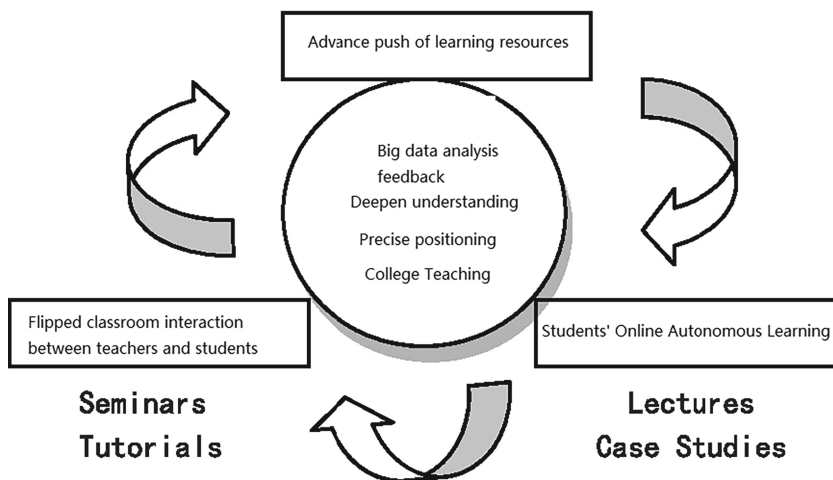


Fig. 1. Mixed English Teaching Model

autonomy is poor. Through the Internet, students can freely choose the time and place of study, and flexibly arrange their learning pace. They can choose the learning content and method that suits them according to their own interests and needs, and improve their initiative and enthusiasm for learning.

In addition, "Internet+" also promotes cooperative learning and mutual learning between teachers and students in university English classrooms. Through the online platform, students can discuss, collaborate and share with other classmates to solve problems in their learning together. This kind of cooperative learning not only improves students' learning effectiveness and ability, but also develops their teamwork spirit and communication skills.

To sum up, "Internet+" has a positive effect on the interaction between teachers and students and learners' autonomy in college English classrooms. It provides students with more teaching resources and platforms to improve their learning effectiveness, and at the same time, it also provides students with more learning opportunities and independent choices, which stimulates students' motivation to learn, and most importantly, it promotes teacher-student interaction and cooperative learning in college English classrooms, and cultivates students' comprehensive ability and quality.

## 5 Conclusion

"Internet plus" plays a positive role in promoting blended learning of college English. It not only provides rich resources for learners, constructs a diversified blended learning model, but also improves learning efficiency, promotes cross-cultural communication and enhances students' autonomous learning ability. Therefore, in the future college English teaching process, teachers should make full use of the advantages of "Internet plus", constantly innovate teaching methods and means, and provide students with better learning experience. At the same time, students should actively embrace this new learning

mode, give full play to their subjective initiative and strive to improve their English level. Only in this way can we truly realize the deep integration of college English teaching and Internet plus, and cultivate more internationally competitive talents.

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