Research and Practice of Eco-English Practice Teaching System

Lan Zhang

Jilin International Studies University, Changchun, China

Abstract: Ecological classroom is the inevitable requirement of educational ecology for college English classroom teaching. Based on this, this paper analyses the practice teaching of the "ecological" College English practical teaching system, and summarizes the connotation and characteristics of the ecological teaching model. Based on the actual situation of colleges and universities, this paper discusses how to construct an ecological College English teaching model by creating a harmonious ecological teaching environment between teachers and students, setting up ecological teaching objectives, choosing ecological teaching content, setting up Ecological Curriculum system, implementing ecological curriculum model and adopting process evaluation. It is believed that the ecological teaching mode can promote the dynamic, sustained and healthy development of teachers, students and teaching environment.

1. Introduction

Ecological classroom teaching requires teachers to construct a harmonious, free, democratic, interactive, open and sustainable classroom from the perspective of educational ecology, with students as the main body, teachers as the leading role, and based on the existing teaching system of schools, so as to stimulate the motivation of students'learning and make classroom teaching possible [1]. To become a place for students to learn and grow, improve their life development and improve their quality of life, so that language learning can return to nature and authenticity [2]. However, in recent years, due to the influence of market economy, college enrollment expansion, school-running concept and many other factors, there is a serious imbalance between teaching and learning in College English classroom teaching in China, which is mainly manifested in the "teacher-centered" classroom teaching. Teachers are the designers and leaders of classroom teaching, controlling the teaching content, teaching objectives and teaching activities of the whole classroom teaching; the teaching process is unilaterally imparted knowledge and skills to students by teachers; the teaching objectives, teaching contents and teaching methods are completely determined by teachers, and students are totally passive and passive [3]. The state of mechanical endurance. The dominant position and authority of teachers in the classroom determine that the value balance of teacher-student relationship tilts to the teacher's side, neglecting the exertion of students'subjective initiative, inhibiting the transformation and generation of students' self-value through their own learning activities in the process of releasing teachers'value, and preventing students' self-growth and self-generation [4]. Self-development leads to the imbalance of teacher-student relationship and the imbalance of classroom ecology in teaching and learning. In this "one-word" and "cramming" teaching environment, classroom teaching is difficult to achieve equal communication between teachers and students.

2. Educational Ecology Theory

Ecology of Education is a new discipline. The term was first proposed by Cremin Lawrence, president of Columbia Normal University, in his book Public Education published in 1976 [5]. Educational ecology links education with its ecological environment, and takes its interrelationship and mechanism as the research object, which provides a new perspective and a new way for the study of College English teaching. The representatives of educational ecology research in China are

Fang Binglin, Wu Dingfu, Zhu Wenwei, fan Guorui, he Zubin and other researchers [6]. The research of educational ecology has two characteristics: from macro-research to micro-research, from theoretical discussion to practical analysis. Its research shows four main directions: one is to focus on the relationship between education and ecological environment; the other is to focus on the study of educational ecosystem; the third is to focus on thematic research; and the fourth is to move towards practical application [7]. These four directions lay a good foundation for the further development of educational ecology research, and for the discipline of educational ecology. The establishment has made a useful exploration. Educational Ecology, published by Wu Dingfu in 1990, uses the principles of ecology to analyze the effects of various educational ecological environment and its ecological factors on education [8]. In 2006, Wu Linfu systematically discussed the management of subject, environment, information, classroom ecology and crisis in his book Educational Ecology Management. Generally speaking, educational ecology is a science that uses the principles and methods of ecology to study educational phenomena. The main purpose of educational ecology research is to explore the complicated educational phenomena in educational teaching and the various causes behind education, to explore the characteristics and functions of educational ecology, to seek and discover the basic laws of the evolution and development of educational ecology, and ultimately to explore the ecological ways and methods of efficient education [9].

The so-called "ecological classroom teaching" is guided by the theory of educational ecology, using the ecological perspective, ecological methods and ecological theory to study classroom phenomena and analyze classroom problems in order to improve classroom teaching effect. Eco-classroom teaching regards teachers, students, knowledge and environment as an interrelated teaching ecosystem [10]. Under the condition of mastering the basic laws of educational ecology, teachers apply some principles of ecology to classroom teaching practice, respect students'personality characteristics, and emphasize students' main body in classroom teaching. To organize and carry out lively classroom teaching activities with flexible and diverse teaching methods, to build harmonious, harmonious and cooperative teacher-student relationship, so that students can actively participate in classroom teaching in an open, free and sustainable real language environment with a happy mood and in a dynamic and interesting teaching atmosphere. Peripheral knowledge and skills are generated, and perception and internalization are realized in the process of interactive experience.

3. Practice of Ecologized College English Practice Teaching System

3.1. Orientation of teachers and students

As far as the orientation of teachers and students in the ecological classroom of College English is concerned, the main goal of teachers is to build a democratic classroom and harmonious teacher-student relationship based on the development of students. Teachers should actively change their ideas and recognize that students are the "masters" of learning, while teachers play the role of "guides" in the classroom, helping students to maintain a clear inquiry goal in the process of exploring knowledge, and to be a think tank for students to answer questions and puzzles. At the same time, teachers should actively construct a scientific and ecological teaching model, so that students can not only accept knowledge, but also consciously and actively explore learning methods and develop their personal potential.

Compared with the traditional mode of education in which teachers blindly teach and students rigidly learn knowledge, now we advocate that the initiative of learning should be returned to students. Teachers are simply the role of guiders and inspirers in the classroom, and through various means of classroom teaching, students can adopt their own inquiry concept. To review and restore the essence of education, to stimulate students'enthusiasm for learning, and to develop their ability of hands-on operation and communication and cooperation. Simply speaking, students are the main body and teachers are the leading ones.

3.2. Setting up teaching objectives and contents

Establish ecological teaching objectives. Teaching objectives refer to the direction of the implementation of teaching activities and the expected results. In the process of ecological teaching, teaching objectives should include four kinds: knowledge objectives, skill objectives, emotional objectives and thinking objectives, in order to meet the requirements of ecological teaching.

Choose ecological teaching content. College English textbooks are not up to date. In addition to the obvious "flower pot effect" in traditional college English classes, students only acquire knowledge from limited materials, which can not be translated into practical application ability. Under the ecological teaching mode, we should pay attention to the three-dimensional links inside and outside the classroom, and create a practical cognitive environment for foreign language learning and a multi-dimensional social network. Teachers can use multimedia materials such as audio and video to create real contexts, increase the input of contextual content, and increase the input of background cultural knowledge in teaching. In class, teachers and students can interact in real time by flipping the classroom, and increase the integration of curriculum in and out of class.

3.3. Setting up eco-curriculum system

The traditional college English classroom has a large number of students, and students'English proficiency is quite different. Teachers have no time to take into account the needs of a small number of students. The phenomenon of "full-room irrigation" is serious, with less interaction with students, the order of classroom teaching is chaotic, and students' enthusiasm for participation is not high. The curriculum reform in Colleges and universities highlights the practical teaching of listening and speaking, and promotes the comprehensive development of language skills. According to students'English proficiency, students are divided into development class (20%), improvement class (50%) and basic class (30%) with 40-50 students in each class. At the end of each semester, grade adjustment is made within the range of 10% according to the students'total score, and it is made once per semester. According to the actual needs of colleges and universities, through the establishment of compulsory courses, restricted courses and optional courses of College English curriculum system, students of different degrees are provided with different curriculum choices (see Table 1). The limited courses in the third and fourth semesters include general situation in Britain and the United States, translation, newspaper and magazine reading, etc.

Table 1 Course selection

	First semester	Second term	Third term	Fourth term
Basic class	Audio-visual speaking	Audio-visual speaking	Audio-visual speaking+Some foreign teachers	Comprehensive English
Improvement class	Audio-visual speaking	Audio-visual speaking+Some foreign teachers	Advanced oral English	Restricted course 2
Development class	Audio-visual speaking	Advanced oral English	Restricted course 2	Restricted course 3

Different classes have different teaching contents and teaching objectives, so that teachers can teach students in accordance with their aptitude according to their English proficiency, fully respect students' individual differences, and give full play to their learning potential. The rolling adjustment of each semester also makes the teaching environment and teaching subject in a dynamic and open state. Each semester's curriculum design enables students to choose courses independently according to their own learning level, learning objectives and learning interests, which reflects the students' subjectivity in the ecological teaching model.

3.4. Implementing eco-curriculum model

Students are an important part of classroom microecology. Students'learning attitude and autonomous learning ability have an important impact on the ecological learning environment.

Under the ecological teaching mode, combined with the students'English level and actual needs, we break the traditional college English teaching mode and adopt the 2 + 2 teaching mode, that is, classroom teaching 2 credits + independent learning 2 credits.

College students'autonomous learning consists of three parts: network platform, mobile phone APP and second classroom. The school has introduced a new concept of foreign language network teaching platform which matches the classroom content. Teachers assign tasks for students to study independently on the platform and stipulate the completion time. Students learn independently on the network platform after class. Teachers can view students'learning situation on the platform. Only by completing the unit ahead of time after class can students interact with teachers in a benign way and become the main body of the classroom.

The network environment provides a good platform for students'autonomous learning. Under the ecological teaching mode, college students download the listening and speaking software "English fluent speaking" on mobile phones, and practice oral English for 5 minutes every day to increase the amount of oral input in the real context. In addition, in order to promote the integration of classroom teaching and the surrounding environment, English second classroom activities are carried out once or twice a semester in College English course, such as English reverse dramas dubbing contest, English cultural breakthrough, English handwritten newspapers, English short dramas performance, etc. In the process of preparing for the second class activities, students'enthusiasm for learning English is further stimulated, and their practical application level of English is further exercised. This is conducive to the healthy and benign development of the ecosystem composed of students, teachers, classroom and teaching environment.

3.5. Adopting process assessment

Teaching evaluation is an important part of ecological teaching mode. Only by evaluating students'learning process, learning attitude and learning results scientifically and effectively can teachers' evaluation function be embodied. The traditional subject of teaching evaluation is too single. Teachers become the only criterion of students'teaching evaluation, and the evaluation method is simple. The final results of students' final exams determine the level of students'learning.

Table 2 Test result

Formative assessment		Summary evaluation	
Attendance rate	5	Comprehensive results	50
Curriculum Participation	5		
Usual performance	10		
Oral language	10		
network platform	10		
APP score	10		

Under the ecological teaching mode constructed by colleges and universities, the scores are divided into two parts: the scores of classroom teaching and the scores of autonomous learning. The percentage system of classroom teaching and the two-level system of autonomous learning achievement (qualified and unqualified) are adopted. The scores of classroom teaching are combined with formative assessment and summative assessment. The final assessment (final examination score) accounts for 50%, and the formative assessment (attendance rate, course participation, peacetime score, spoken English, network platform score, mobile APP score) accounts for 50% (see Table 2). The main body of student assessment is also more diversified. In addition to the scores given by teachers, after group demonstration in each class, students also have to comment and score. Students'participation in scoring reflects the equality of the status of teachers and students, and is conducive to promoting the sustainable development of ecological teaching mode.

4. Conclusion

The theory of educational ecology regards college English classroom as a micro-ecosystem of interaction among teachers, students and teaching environment. It emphasizes to understand and understand the teaching structure and teaching methods of teaching objectives from the perspective of balanced educational ecosystem, actively regulate the ecological niche of various elements in the system, ensure the sound operation of teaching, and give full play to the multi-dimensional benefits of teaching. Based on the principles of educational ecology and the actual situation, this study explores the new mode of College English teaching reform from six aspects: teaching environment, teaching objectives, teaching content, curriculum system, curriculum model and teaching evaluation. Practice has proved that the model meets the requirements of College English teaching reform and provides a model for colleges and universities to explore new ideas of College English reform.

References

[1] Ideland M, Malmberg C. Governing 'eco-certified children' through pastoral power: critical perspectives on education for sustainable development. Environmental Education Research, 2015 21 (2) 173-182.

[2] Dann G M S. Greenspeak: An Analysis of the Language of Eco-tourism. Progress in Tourism and Hospitality Research, 1996 2 (34) 247-259.

[3] Chen, Sibo. Language and ecology: A content analysis of ecolinguistics as an emerging research field. Ampersand, 2016 3 108-116.

[4] Williams J M, Mcmahon H G, Goodman R D . Eco-Webbing: A Teaching Strategy to Facilitate Critical Consciousness and Agency. Counselor Education and Supervision, 2015 54 (2) 82-97.

[5] Nishino T, Atkinson D. Second language writing as sociocognitive alignment. Journal of Second Language Writing, 2015 27 37-54.

[6] Vanderbilt-Adriance E, Shaw D S, Brennan L M, Dishion T J, Gardner F, Wilson M N. Child, Family, and Community Protective Factors in the Development of Children\"s Early Conduct Problems. Family Relations, 2015 64 (1) 64-79.

[7] Owens, Kay. Changing the teaching of mathematics for improved Indigenous education in a rural Australian city. Journal of Mathematics Teacher Education, 2015 18 (1) 53-78.

[8] Yeh S F. Student-Teachers' Perceptions of Second Language Teaching in the CBL Program: Identity Construction and Development. Advances in Language & Literary Studies, 2017 8 (4) 21.

[9] Park Y, Kuk S, Kang I, Kim H. Overcoming IoT Language Barriers Using Smartphone SDRs. IEEE Transactions on Mobile Computing, 2017 (99) 1-1.

[10] Rastelli S. Neurolinguistics and second language teaching: A view from the crossroads. Second Language Research, 2018 34 (1) 103-123.