

## On Individualized Foreign Language Teaching Reform in Business Colleges from the Perspective of Ecology

Sun Lu

Harbin University of Commerce, Harbin, China, 150028  
SUN\_LU1980@163.com

**Keywords:** Individualized teaching reform; Computer network; Ecological curriculum system

**Abstract.** This paper explores the reform of individualized foreign language teaching of commercial universities under the perspective of ecology with the spirit of Education Ministry and the requirements of "Long-term education reform and development plan". Then this paper analyzes the existing advantages and disadvantages of teaching models and points out that the computer network should be integrated with foreign language courses comprehensively to create a dynamic equilibrium of college English curriculum, and finally to promote the development of individualized teaching to meet the teaching objectives of the reform.

### Introduction

In the past 20 years of reform and opening up, College English in our country has undergone several fruitful reforms, but also faces the challenge of how to solve new problems in the new era and new situation. Wu Qidi, Deputy Minister of education, pointed out at the video conference on the pilot work of College English teaching reform in 2004 that the large-scale enrollment expansion of colleges and universities is the requirement of social and economic development in a certain historical period in China, but it is impossible for our teachers to grow indefinitely at the same speed. The traditional teaching mode has been far from meeting the needs of today's teaching. How to ensure the quality of teaching is an urgent problem to be solved in front of us.

Then in 2018, the Outline of the National Medium and Long Term Education Reform and Development Plan was formulated, which clearly pointed out that students should be the main body, teachers should be the leading factor, students' initiative should be brought into full play, and appropriate education should be provided for each student. It also emphasizes that improving quality is the core task of educational reform and development. Establish a scientific quality concept and take promoting people's all-round development and adapting to social needs as the fundamental criterion to measure the quality of education. Encourage schools to have their own characteristics and standards.

All these put forward new and higher requirements for the reform of foreign language education and teaching in universities. That is, how to integrate foreign language education with computer network and realize the individualization of personnel training under the background of enlarging the enrollment of universities. This paper will discuss how to solve the above problems according to the actual situation of foreign language teaching in Harbin Commercial University.

### Dynamic Balance in Ecological Foreign Language Teaching

Professor Chen Jianlin, Ph.D. supervisor of Shanghai Foreign Studies University, published his book "Integration of Computer Networks and Foreign Language Courses: A Study Based on College English Teaching Reform" in 2010, which is bold and innovative, and puts forward the view that examining foreign language teaching in China from an ecological perspective has important implications for current foreign language teaching and reform.

As a microcosmic ecosystem, foreign language teaching system refers to the unity of various elements (teachers, students, teaching models, information technology, etc.) that exist in the foreign language teaching environment and interact with the environment with the functions of energy conversion and information transmission. In this whole, various teaching elements compete, interact

and depend on each other, forming a healthy and orderly virtuous circle. (Chen Jianlin: 2010) With the introduction of information technology into foreign language classrooms, it is difficult to maintain a balance between the teacher + blackboard + chalk and the students' passive acceptance of foreign language teaching system in the past. The reason is that the various elements of teaching have not found the corresponding niche in the system, and there are many imbalances in foreign language teaching. To overcome the imbalance, we must improve the teaching environment. We should pay attention to two basic principles: one is to stabilize the teaching structure and compatible with teaching elements; the other is to restrict the operation of teaching and promote individual development. Compatibility, dynamics and benignity are the essence of a harmonious foreign language teaching ecosystem.

From the above discussion, we can draw lessons from the following. We can not look at the foreign language education system itself in isolation, but also put foreign language education in the whole school education system. Only by relying on the characteristics of the school and conforming to the characteristics of the school, can foreign language teaching find a suitable niche in the whole school education, promote its healthy development and better realize the benign development of the system. Colleges and universities of different types should organically combine compulsory courses such as comprehensive English, language skills, language application, language culture and professional English with optional courses according to their subject characteristics, specialties and students' level, and establish a college English curriculum system with different ecological structures, which fully reflects individuality.

The ecological College English curriculum system emphasizes the integration of computer information technology into the curriculum, and the implementation of characteristic teaching for different types of courses, so as to achieve three-dimensional teaching mode at different levels. But this is not to say that teachers generally use multimedia teaching, computer screen instead of the blackboard in the past is the use of information technology. We should also actively integrate computer networks with foreign language courses and adjust them to meet the needs of the times and society, as well as the dynamic changes of learners, according to the needs of students at different levels. "Curriculum Requirements" clearly points out that the online teaching system developed for the implementation of the new teaching model should cover the complete process of teaching, learning, feedback and management, including the modules of students' learning and self-evaluation, teachers' teaching, online tutoring, monitoring and management of students' learning and teachers' tutoring.

### **Individualized Reform of College English in Business Colleges**

As the first multidisciplinary Commercial University in New China, Harbin Commercial University has exported a large number of talents for China's economic construction and foreign trade development in the past 60 years. Since the expansion of enrollment, about 5000 undergraduates have been enrolled in the country every year. College foreign language courses are offered for four semesters, with a total of 15 credits. The teaching material is College English in the 21st Century (second edition), published by Fudan University Press.

On the basis of objective analysis of the basic situation of the source of students and the goal of personnel training, our school has formulated a personalized classroom organizational form that conforms to the characteristics of the school. College English can be divided into two stages: the basic stage and the advanced stage. Graded teaching is implemented in the basic stage, which is divided into College English Class A and College English General Class. Class A and ordinary college English classes are classified dynamically, and students are assessed according to their academic performance and their daily performance in each semester. In order to shorten the period of basic classroom teaching for good students, Class A students can take CET-4 and CET-6 at the end of the second semester. The model of graded teaching not only takes care of the students with lower starting point, but also creates space for the development of the students with better foundation.

In this way, students' enthusiasm for learning English has been greatly improved. Passengers of

CET-6 can enter the improvement stage and enter the ESP English stage which reflects the characteristics of business colleges after the third grade, laying a solid foundation for professional foreign language learning, and forming a four-year continuous line teaching system that is suitable for the characteristics of business schools and pays attention to practicality.

### **Problems and Countermeasures**

In order to better promote the reform of College English in our university, test the effect of foreign language reform in recent years and guide the future reform, we conducted a questionnaire survey and interviews with students majoring in finance in grade 2007. Among them, 20% of the students who participated in Class A of College English and the rest were ordinary students. A total of 200 questionnaires were sent out and 182 valid questionnaires were retrieved. From this survey, it is found that the satisfaction rate of class A students to college foreign language classes is 52.3%, and that of ordinary class students is 46.5%. Class A students think that the acceptance of teaching mode is 43.4% and that of ordinary class is 31.7%. Specific issues mainly involve the following aspects:

In addition, we also interviewed some graduates in proportion to their achievements in that year, so that they could talk about the problems encountered in the use of English in their study.

Student A (who studied in Class A of College English and is now a graduate student) thinks that although he passed CET-4 and CET-6 once in school, his ability to read documents needs to be strengthened. There are too many words in academic works and it is hard to read them. He still does not understand them for hours.

Student B (excellent students in the general college English class, now working in the bank) thinks that the professional foreign language teaching in universities is only the traditional text translation method, and the specific foreign exchange business processes involved in the work are seldom involved, so it is not very handy in the work.

Student C (a middle school student in a general college English class, now working in a foreign trade company) thinks that it's OK to write email with foreign businessmen, and face-to-face communication is barely understandable.

Although we have tried many useful explorations, we can see from the above survey that there are still some problems in the reform of foreign languages in our university. For students at the general level, the changes in teaching methods and means have not changed their college English learning, that is, they still remain at the level of examination-oriented education, and have not realized the transformation to the ability of language practical application and autonomous learning. This group is the main part of our college English education. As Professor Cai Jigang of Fudan University (2018) pointed out, for non-English majors who have a certain foundation in English, most of their time in learning English is spent on CET-4 and CET-6, with little effect, regardless of social and professional needs, which can not be said to be a failure of College English teaching. The needs of higher-level students, especially ESP courses, need to be further improved to meet the actual needs of their jobs.

### **Conclusions**

In order to better improve the quality of College English teaching in our university and fully reflect the characteristics of business colleges, students can show their disciplinary advantages in employment. We should persist in carrying out the personalized teaching reform of College English from the perspective of ecology and the actual situation of our students. We should respect the individual differences of students, so that students with good foundation can be further expanded, and take care of students with poor foundation to enable them to have a certain survival ability. We should implement the principles and principles in the Curriculum Requirements and the Outline of Educational Development, so that our foreign language teaching can move to a new stage.

## Acknowledgements

This paper is supported by Philosophy and Social Scientific Research Project Foundation of Heilongjiang Province (No. 18YD402) ;In 2017 Heilongjiang Post-doctoral Researchers'Research Initiation and Subsidy Project; Harbin Commercial University School-level Scientific Research Project (No. 17XN076); Harbin Commercial University School-level Practical Teaching Reform and Research Project (No. SJXM2018B006) belongs to scientific research results.

## References

- [1] Wei Chuanli, Practice and theoretical basis of public management research in China, China Electronic Commerce .2012. (10)
- [2] Wei Chuanli, On the Problems in the Study of Public Administration in China, China's Foreign Trade .2012 (8)
- [3] Sun Lu, Study on Self-learning of Business English Students by Network, MEICI2015, 2015.10
- [4] Sun Lu, The Practice of Business English Cooperative Learning in the Network Environment, ICEMC2016,2016.05
- [5] Sun Lu, raining of Foreign Trade-Oriented Business English Major, ICEMC2016,2016.05
- [6] Sun Lu, On Using Podcasting to Teach in Mobile Foreign Language Learning, EMCM2016,2016.12
- [7] Sun Lu, Discussion on the Reform of Foreign Language Teaching in College, EMCM2016,2016.12
- [8] Sun Lu, Discussion on the Training Mode of Business English Major, EMCS2017.05
- [9] Sun Lu, Study on Business English Teaching, EMCS2017.05
- [10] Wei Chuanli, SME technical efficiency and scale revenue calculation methods and selection of indicators, Computer modeling and new technologies,2014.12