Ecological English Teaching Practice Strategies in Educational Information Environment

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Abstract: This article clarifies the theoretical basis for constructing an ecological teaching model of college English classroom, analyzes the specific manifestations of ecological imbalance in college English classroom from the perspective of educational ecology, and the necessity of constructing an ecological teaching model of college English classroom. The practical strategy of constructing an ecological teaching model for college English classrooms in a globalized environment aims to provide reference significance for similar research.

1. University Students and the Necessity of Multiple Ecological Education

1.1. Trend of Information Education Reform

Education informatization began. The "Information Superhighway" plan put forward by the United States in 1993 was introduced in 1993. Until the first year of the MOOC in 2012, the traditional education has faced subversive changes, and its teaching concepts, methods, and methods have evolved dramatically. Changes, the entire process of teaching and learning has become online[1], interactive and exciting. In general, the development of education informationization has led to changes in all aspects of the traditional education system. "Face-to-face" teaching and learning methods are gradually trending. Virtualization, teaching content is becoming more and more digital, and curriculum settings are becoming more multimedia, intelligent, networking and interactive. There is no doubt that under the rapid development of education informationization, more and more internationally renowned university courses will be recognized and accepted by people. Under such a generational background, the traditional college English teaching model has been unable to adapt to the new situation, and it is necessary to carry out appropriate reforms in teaching methods and curriculum content.

1.2. Imbalance in Education Development

The enrollment level of students enrolled in key universities is relatively high, and some have even achieved excellent results in TOEFL, GRE and other tests[2]. They have already reached or exceeded the level required by college English, and then study college English courses, which wastes teaching resources. The teaching effect is not obvious. Therefore, some colleges and universities have proposed to "de-Englishize" or reduce the college English curriculum and credits. However, for a dozen local colleges, private colleges, and independent colleges, students' English proficiency is low, and some even have difficulty studying college English courses. If the teaching starting point is too high, some students will not be able to keep up. If the teaching starting point is too low, the learning effect will be reduced. Therefore, it is necessary to improve the college English teaching model and set up diversified college English courses.

2. Theoretical Overview of Ecological Teaching in College English Class and the Imbalance of Ecosystem

2.1. Theoretical Basis of Ecological Teaching in College English Class

Classroom ecology belongs to the micro-category of educational ecology. In the process of

classroom teaching, the idea of ecology is reflected, and the theory and methods of ecology are used to analyze and study classroom phenomena, with the aim of improving the quality and effect of classroom teaching. The classroom ecological environment is a composite ecological environment[3], including physical environment, social environment and value environment. The ecological environment of college English classroom is composed of physical environment, social environment and value environment. In such a large and complex college English classroom ecosystem, teachers should impart knowledge through a variety of teaching media, supplemented with diverse teaching methods and advanced teaching concepts and teaching methods, to promote the ecological and sustainable development of college English classroom.

2.2. Imbalance of College English Classroom Ecosystem

2.2.1. The actual teaching mode is inconsistent with the requirements

The teaching requirements indicate that "computer-based and classroom-based" teaching organization activities should combine face-to-face classroom teaching with computer network independent learning. However, since most colleges and universities continue to reduce the class hours and credits of college English courses, in order to keep up with the teaching progress, teachers often lead the classroom with a one-way indoctrination method, and rarely organize students to carry out various forms of in-class and out-of-class activities to exercise their Self-learning ability. Over time, students lack Autonomy learning consciousness[4]. It is difficult to master effective Autonomy learning methods and learning strategies, and they are more dependent on teachers. On the whole, the "Internet-based and classroom-based English teaching model" has not been really implemented in actual teaching.

2.2.2. The relationship between the ecological subjects in the classroom is not harmonious

First, due to the continuous expansion of colleges and universities, the large number of classes, and the shortage of foreign language teachers, the imbalance of the teacher-student ratio, and the strong individualized awareness of college students, it is difficult to take into account the individual development needs of each student.

Second, in the process of constructing computer network-based teaching, the goals and concepts of "teaching" and "learning" between teachers and students are not very consistent. Teachers intend to implement educational information reform to train students through a variety of classroom activities. Autonomy has the learning ability, and students are accustomed to traditional classroom teaching. They do not understand and accept new teaching concepts and methods.

Third, college English graded teaching focuses on teaching students according to their aptitude to meet the individual development needs of students[5]. It has improved the teaching quality to some extent, but it has also broken the original class micro-ecology. Students need to restructure in the new class environment. In the interpersonal circle, students with poor adaptability are likely to lack a sense of group belonging because they can't fit into the new class collective for a long time. This will also easily cause dissonance in the relationship between the students' ecological subjects.

2.2.3. Conflicts between teaching goals and teaching paradigms

The teaching goal of college English courses is to cultivate students 'comprehensive English application ability, at the same time to enhance their Self-learning ability and improve their comprehensive cultural literacy to meet the needs of social development and international exchanges. From the perspective of curriculum setting, textbook writing, teaching content, teaching design, etc., college English teaching mostly requires the national college English test syllabus for Levels 4 and 6. At the same time, most colleges and universities are dominated by summative evaluations, and the lack of records and evaluations of student learning processes restricts the overall sustainable development of students who are the subject of the classroom ecological environment.

3. Strategies for the Ecological Teaching of College English in the Information Environment

3.1. Give full play to the leading role of information technology

College English teachers should grasp the niche of information technology in foreign language classrooms, give full play to the leading role of information technology[6], and adjust the structure and functions of other ecological factors in the classroom. In the process of actively promoting the informatization of college English education, teachers should strive to realize the ecology of informatization teaching, promote the informatization teaching from extensive development to connotative development, and realize the sustainable development of informatization of college English teaching; Deep integration with English teaching give full play to the leading role of information technology, and promote mutual connection, interaction and mutual balance in the classroom ecosystem.

3.2. Limiting factors for controlling the classroom ecosystem

In the college English classroom ecological environment, if the interactions and interactions between causes are close to or reach the tolerance limit of the ecological subject in the classroom, it will become a limiting factor and disrupt the balance of the classroom ecological environment[7]. This requires college English teachers to adjust the causes in the classroom ecology and reconstruct the ecological balance in the English classroom. In this regard, college English teachers should first enhance their awareness and distinguish between the limiting factors in the classroom ecology. Second, they should create conditions and control the possible development of the limiting factors. Third, according to the feedback information of the classroom ecological subject, they should make timely adjustments and controls.

3.3. Adjust the niche of factors in the classroom ecosystem

In the teaching of ecological environment in college English classrooms, teachers, students, and other ecological factors have their own unique niche. Since the reform of college English informatization teaching, the strong involvement of modern information technology has led to overlapping and differentiation of niche factors within the classroom ecosystem, leading to imbalances in the classroom ecosystem. Harmony and stability have also been affected. Therefore, in the information environment, with the widespread application of modern information technology and the continuous deepening of the reform of English information teaching, college English teachers should adjust the niche of the white body from aspects such as changing teaching concepts, improving information literacy, and adjusting classroom roles. Stimulate students 'interest in learning, improve learning methods, cultivate self-learning ability, etc., and adjust students' niche ,and make appropriate adjustments to other ecological factors in the classroom system according to the teaching goals.

3.4. Coordinating the interaction of classroom ecosystem components

The large-scale use of modern information technology in classroom teaching has led to the failure of the internal components of the system to develop synchronously with the information technology. As a result, the proportion of the components of the classroom ecosystem has been seriously out of balance. To reconstruct the college English classroom ecosystem, it is necessary to actively guide the development of the components of the system and the involvement of information technology[8]. Therefore, colleges and universities should take the initiative to take steps to update teachers 'teaching concepts and students' learning concepts, improve information literacy, and re-coordinate the interaction between various components within the system. Teachers should be good at predicting, discovering, observing, and analyzing the factors that restrict teaching and learning, strengthen the communication and cooperation between teachers and students, and create conditions to eliminate the effects of limiting factors. By coordinating the relationships among the various components in the classroom system, the healthy development of the college English classroom ecological environment is promoted..

3.5. Avoiding the Flowerpot Effect of the Classroom Ecosystem

The flowerpot effect refers to the local habitat effect caused by the spatial limitations of the flowerpot and the dependence on the artificial environment. To avoid the negative effects of the "flower pot effect", college English teachers should open the internal environment of the college English classroom ecosystem by creating a democratic and harmonious teaching atmosphere and promoting equal dialogue and exchange between teachers and students. At the same time, comprehensive consideration should be given to factors such as Bai Ran, society, culture, etc., to expand the space of English teaching, encourage students to step out of the classroom, strengthen practice, and combine language knowledge with practical use to achieve college English and extracurricular teaching.

4. Conclusion

To sum up, since the reform of information education, there have been many imbalances in college English classroom teaching, and the reform of teaching mode is imperative. Based on the theory of educational ecology, this paper uses ecological research methods to analyze the ecological imbalance in college English classrooms, and proposes principles and strategies for constructing ecological teaching modes, with a view to improving the college English classroom ecological environment and the quality of college English classroom teaching.

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