

Ecological Imbalance and Countermeasures of College English Teaching

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Abstract: Ecological teaching is a system formed by coupling the nature and education of education. College English teaching in the new era needs to reshape the new ecology and fully reflect the openness and diversity in the ecological environment. Based on the theoretical basis of educational ecology, this paper analyzes the ecological imbalances in college English teaching: imbalances in the relationship between teachers and students, imbalances in two-way cultural teaching, imbalances in teaching concepts and information technology, and overall imbalances in the ecological space of English teaching. The countermeasures of ecological teaching in college English teaching were improved: perfecting the ecological English teaching content, breaking the flower pot effect to form the living water effect, conducting extensive second classroom and extracurricular activities, promoting the construction of diversified ecological teaching, and constructing an ecological college English classroom.

1. Introduction

Professor Lawrence Gremin, Dean of Columbia Teachers College in the United States, puts forward the concept of "educational ecology" in the book *"Public Education"*. He believes that educational ecology uses ecosystems and ecological balance, as well as co-evolutionary principles and mechanisms to study various educational phenomena and its causes are to study the laws and mechanisms of interaction between education and the surrounding ecological environment, and then to grasp the laws of educational development. After years of development, educational ecology has become a science that uses the principles and methods of ecology to study educational phenomena. Ecology is the science that studies the relationship between organisms and the surrounding environment. "Ecology is essentially a relational science." At the same time, "ecology paradigm recognizes our connection with the world and others." As a result of the mutual penetration of science, in a nutshell, educational ecology is an emerging discipline that studies the interaction laws and mechanisms between education and its surrounding ecological environment. The core view of educational ecology is "ecosystem" and "ecological balance".

Ecological teaching is based on the principles and methods of ecology. It studies the interaction between teaching and the external environment, studies the relationship between the three elements of teaching, ecosystem, people, teaching and environment, and reveals the basic laws of the teaching ecosystem, in order to teach mode that improves the quality and effectiveness of teaching. College English teaching has experienced behaviorist teaching model, cognitive teaching model, constructivist teaching model and ecological teaching model. Some researchers have used the theory and methods of comprehensive evaluation to carry out a horizontal comparative study of these four teaching modes, and have concluded that the ecological teaching mode is the optimal teaching mode suitable for the current teaching environment. From the perspective of educational ecology, some researchers have integrated teaching objectives, teaching environment, teaching resources, teaching activities, and teaching evaluation into the concept of educational ecology. They have proposed a progressive university English teaching model and applied it to practice. Some researchers have proposed ecological dynamic English teaching models, which enable teachers and students to communicate more effectively by designing teaching objectives, teaching content, teaching methods, and evaluation systems. Although the academic community has widely

recognized the ecological teaching model and it is continuously applied in teaching practice, it is not enough to pay attention to the performance of ecological imbalance in teaching, and its cause analysis is not deep enough, and the role of ecological teaching has not been effectively exerted.

The ecological teaching mode applied to college English teaching is a brand-new idea and theory with great significance: first, it can carry out comprehensive and dynamic education in accordance with a virtuous cycle model. Teachers combine social development and professional needs, observe students' actual learning status, use resources, environment, and activities to continuously improve teaching models and methods to make teaching more interesting and enriching, and promote the dynamic process of language learning. Second, ecological teaching is based on ecology, an education that disseminates ecological knowledge and culture, enhances ecological awareness and literacy, and shapes ecological civilization. It can break the tradition, avoid "separate politics", promote communication and exchange between similar institutions, share resources, and invest heavily in English education, which lays a solid foundation for the improvement of the education system and the improvement of teaching quality.

2. Theoretical Basis on Educational Ecology

The theoretical basis of educational ecology mainly includes the following four aspects:

(1) Ecological environment of education. The ecological environment of education is a multi-environment system centered on education, which restricts and regulates the emergence, existence and development of education. There are roughly three levels: one is an education ecosystem centered on education, which integrates the external natural environment, social environment, and normative environment. The second is a single school or a certain education level as the center, which reflects the mutual interaction within the education system. The third is to study the external environment, including the system of natural, social and spiritual factors, based on the individual development of students. In addition, the internal physical and psychological environment of the education object is also considered. Special attention should be paid to the multi-dimensional mosaic of the educational ecological environment. The normative environment includes culture, science and technology, languages, nationalities, ethics, philosophy, democracy and the legal system, social customs, religious beliefs, arts and sports.

(2) Basic principles of educational ecology. The principle reveals the operating rules within the system, and the basic principles of educational ecology reveal the laws of energy circulation within the educational ecosystem. Educational ecology, as a marginal discipline originating from pedagogy and ecology will naturally inherit and draw lessons from ecology. However, not all ecological theories are applicable to educational ecology. Simple copying and applying will only make educational ecology lose its disciplinary uniqueness. Educational ecology has its own independent basic principles, which include: limiting factor determination, endurance law and optimality principle, flowerpot effect, education niche principle, education ecological chain rule, education rhythm, social clustering and Aris Principles, the relationship between group dynamics and groups, the overall effect of the education ecosystem, and the marginal effect of the education ecosystem.

(3) The basic laws of educational ecology. From the ecological point of view, study the essential and inevitable connection between education and the external ecological environment, as well as the various links within education. The first is the law of migration and latent migration. The material flow, energy flow, and information flow of the education ecosystem are macroscopically expressed as runoff, that is, obvious migration, and microscopically, they are undercurrent, that is, invisible migration. The second is the law of enrichment and decline. The higher the degree of enrichment, the more the system develops to a high level, but too much energy enrichment will cause waste, and the decline of decay is the opposite of enrichment. The third is the balance and imbalance of education ecology. Reveal the essence of the problem in education. The Fourth is competition mechanism and co-evolution. From competition to co-evolution, this is the common aspiration of managers, educators, and educated people. The fifth is the virtuous circle of education ecology. The flow of talent, energy and materials in the education circle has a good cycle mechanism.

(4) Research methods in educational ecology. The education ecosystem is a unified whole, and the internal education subject, education object and ecological environment are a kind of interdependent and mutually causal relationship, however, this is the system thought. After the boundaries of the education ecosystem are determined, flows that enter the system across the boundary are system inputs, and flows that leave the system are system outputs. To maintain the normal functioning of the education ecosystem, we must maintain the ecological balance of the entire system. Therefore, systematic analysis is the methodological basis of educational ecology research. Educational ecology is a bridge between the social sciences and the natural sciences. Its research belongs to the interdisciplinary research category and can draw on the research methods of multiple disciplines. However, this "learning" is not simply "copying" and "applying", but using other disciplines as a model to explore scientific methods suitable for educational ecology research.

3. Analysis on Ecological Imbalance of College English Teaching

The college English ecological teaching system is composed of factors such as teachers, students, and the teaching environment. The interaction between these factors achieves a high degree of adaptation, coordination and unity, maintaining a dynamic and balanced state, which can promote English teaching. However, the current college English teaching generally has problems such as unclear teaching goals, backward teaching methods, and ineffective teaching environment to support teaching activities. It is in a serious ecological imbalance and has become a restrictive factor affecting the cultivation of English talents. The specific ecological imbalance analysis is as follows:

(1) The relationship between teachers and students is imbalanced. Students and teachers together form the classroom ecosystem, and students are the learning subjects in the system. For a long time, teachers have been accustomed to the teaching mode based on teaching, ignoring the enthusiasm of students to participate in classroom activities. Many teachers are overly reliant on multimedia, reducing students' opportunities to participate in classroom activities. Students respect "authority" without challenging it, and the subjective consciousness of learning behavior is in a state of lack. The information transmission between teachers and students is also dominated by one-way communication of "teacher questions and student answers". The lack of communication and interaction is not conducive to establishing a harmonious college English ecological classroom.

(2) Imbalance in two-way cultural teaching. Language and culture are inseparable. English teaching is both language teaching and culture teaching. Intercultural communication is actually a kind of two-way cultural communication, which includes a deep insight and understanding of Western culture, as well as the proper expression and output of excellent Chinese culture in English, so as to maintain the ecological balance of college English cultural teaching. However, in the process of college English teaching, western culture occupies an absolute dominant position. Intercultural teaching is actually a single western cultural teaching. The teaching of language knowledge and the introduction of cultural knowledge are not synchronized. The cultural teaching ecosystem is in an imbalanced state.

(3) Imbalance between teaching philosophy and information technology. Information technology can help teachers complete knowledge transfer and improve the effectiveness of teaching, which also challenges teachers' information level. Many college English teachers' teaching ideas are lagging behind and their information technology level is not high. They do not make full use of the advantages of network and multimedia technology, which contradicts the requirements of information technology, restricts the development and popularization of information technology teaching, and affects the exchange of interactive teaching processes. Traditional teaching concepts and teaching requirements form a barrier to the teaching concepts of ecological classrooms. Teachers are separated from information-based teaching reforms and lack a sense and spirit of advancing with the times.

(4) The overall imbalance in the ecological space of English classroom teaching. The classroom is a micro-ecological space in which knowledge is transferred by the interaction of ecological factors such as teachers, students, and the environment. The current ecological space for foreign

language classroom teaching is in a state of overall imbalance. First, the classroom space structure is unbalanced, the number of students is too high, and the symbiotic relationship between teachers and students is unbalanced, which avoids individual differences in education. The basin effect leads to the decline of students' environmental adaptability and social competitiveness. Third, the classroom space behaviors are unbalanced, students are homogeneously developed, students lack the ability to work independently, have no sense of innovation, and lack the ability to choose careers, weaken the relationship tuning function and weaken Social functions of university education.

4. Countermeasures on Ecological Teaching of College English Teaching

Ecological teaching is a system formed by coupling the nature of education and society, and guides teaching with a dynamic and developmental perspective. College English teaching is no longer the single relationship between teaching and learning, but the result of many factors interdependence, collaboration, competition, fluctuation and balance. In the new era of college English teaching, we must reshape the new ecology of college English teaching on the basis of grasping the basic connotation of educational ecology and based on the principles of integrity, connection, and balance, and fully reflect the openness and diversity of the ecological environment. Based on previous research results and the author's years of college English teaching experience, the ecological teaching strategies of college English proposed in this article are as follows:

(1) Improve ecological English teaching content. The university teaching process is not only to explain the knowledge, but also to clarify the connection between the various courses, and to form a unified whole in the learning process. Students are not limited to studying this course. They should take English knowledge as a whole, attach importance to the knowledge interaction between disciplines, and combine various aspects to form an overall English knowledge structure. The ecological teaching content must reflect the holistic view of the general connection and interaction of the various components. English teaching content includes basic teaching modules, professional teaching modules, and practical teaching modules. Each module is interconnected to form a unified whole. Focus on training students' ability to perceive and understand English knowledge, creative thinking ability and comprehensive application ability.

(2) Break the flower pot effect to form a living water effect. The "flower pot effect" is a common phenomenon throughout the process of foreign language teaching. English teaching cannot be separated from the "flower pot" environment. However, excessive reliance on this environment will narrow the ecological scope and increase the application ability. The living water effect provides a solution to evade the flowerpot effect, and maintains the dynamic balance of the ecosystem through continuous material and energy exchange with external space. Teachers are required to use "live" teaching methods to cultivate students' "live" learning methods and thinking styles. Teachers continuously extract energy from the outside to form new teaching concepts and provide a continuous stream of "living water". English teachers must master information technology, but they cannot rely on information technology to break the "flower pot effect" caused by their over-reliance on information technology.

(3) Extensive second class and extracurricular activities. The second classroom is a necessary means to construct an ecological college English teaching model. Ecological college English teaching model, teaching is not subject to the classroom, combining teacher teaching with autonomous learning. Through the organic interaction inside and outside the classroom, the English language learning is integrated. Guide students to participate in online classes, listen to English radio, watch English movies, read English newspapers, magazines and classics; encourage students to participate in English speech contests, English debate contests, and English drama performances. Through a variety of extra-curricular activities, mobilize students' initiative in English learning, gain a sense of immersive participation, apply the content learned in the classroom to practice, and play the role of theory to guide practice.

(4) Promote the construction of diversified ecological teaching. The ecosystem is open, and it is necessary to continuously strengthen information communication with the outside world, change

the traditional college English teaching model, and focus on strengthening teaching diversity. The first is to improve the cognition of college English teaching, to clarify the teaching goals, and to ensure that culture can be infiltrated in English teaching. Make students lack of opportunities for practice. To avoid the English teaching content being too limited to textbooks, teachers should focus on integrating English into students' daily life and learning, and provide students with practical opportunities through the organization of English communities and English debates and effectively integrate Chinese culture in the process of practice.

(5) Construct an ecological college English class. Ecological classroom refers to a highly balanced, harmonious and unified dynamic balance relationship between teachers, students and the classroom environment. The core is "the harmonious development of teachers and students", and the basic point is that "learning by teaching, teaching after learning, and teaching by learning" follow the principle of "developmental, enlightening and innovative." Renewing the teaching concept is a prerequisite, focusing on teaching to develop the core literacy of students. Reforming the teaching model is the fundamental way out, strengthening contextual teaching, bringing boring knowledge to life, and learning in happiness; changing the role of teachers and students is the key. Teachers are guides and facilitators, helping students to find and solve problems; cultivating students' humanistic literacy is the focus of attention, penetrating rich ideological and emotional and human factors, and connoting the beauty of personality and humanities.

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