

# *Research on College English Teaching from the Perspective of Ecology*

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**Keywords:** College English teaching; Ecology

**Abstract:** With the increasing demand for English application-oriented talents in society, higher requirements have been put forward for practical teaching of College English. However, in the past, it has not been paid enough attention to, and the teaching ideas, contents and methods are not mature, which has affected the cultivation of students' English practical ability. From the perspective of ecology, the research-oriented teaching of college English must follow the principle of sustainable development, adhere to the principle of people-oriented, promoting individual development, maintain the principle of dynamic balance, carry out independent inquiry learning, establish multiple interactive teaching, and use developmental teaching evaluation. Efforts should be made to put forward constructive strategies for teaching practice, build a harmonious college English teaching ecosystem, and promote the balanced development of the internal subjects of education. Innovating teaching methods and building a harmonious relationship between teachers and students are effective strategies to carry out college English practical teaching from the perspective of ecology.

## 1. Introduction

Educational ecology applies the theories and methods of ecology to educational research. From the perspective of ecology, there are many interrelated and interacting ecological factors in College English practical teaching system, which together determine the quality and effect of College English practical teaching. However, under the influence of traditional ideas, the imbalance of College English teaching is becoming more and more obvious. Many colleges and universities carry out research-based teaching, hoping to solve the current difficulties faced by college teaching. However, the current situation of research-based teaching is not optimistic. Therefore, it is necessary and of great practical significance to explore the strategies of English practical teaching from the perspective of ecology.

## 2. Situation of college English teaching from the perspective of ecology

At present, the college English teaching mode regards teachers as the main body of teaching activities. Teachers play the role of lecturer and transmitter of knowledge, and learners are the receivers of knowledge. Teachers present inherent language knowledge directly to students, while

students passively participate in limited topics and activities dominated by teachers. This model attaches importance to the results of teaching, but neglects the process of learning, and its drawbacks have become increasingly serious. At present, there are some problems in College English teaching as shown in Figure 1 below.

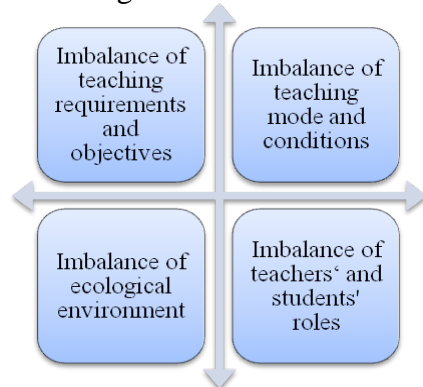


Figure1. The basic problems in college English teaching

### 2.1. Unbalance between teaching requirements and objectives

At present, College English teaching lacks guidance, and many contradictions and problems are bound to arise in the process of achieving teaching objectives. In addition, the requirements of graded teaching in Colleges and universities remain basically on the surface, and do not reflect the differences that should be made. Under the general and vague teaching requirements, College English teaching lacks guidance, and many contradictions and problems arise in the process of achieving teaching objectives. Some implicit teaching requirements of schools are far from the original goals, which lead to a serious imbalance between teaching requirements and teaching objectives.

### 2.2. Imbalance between teaching mode and conditions

At present, many colleges and universities have the phenomenon of inadequate investment in hardware facilities, which is not conducive to the implementation of the new teaching model. Secondly, there are also problems in the management and maintenance of teaching equipment. In addition, the teaching software used in English classroom teaching also has some drawbacks, such as lack of scientificity and systematicness. Finally, many college English teachers use information technology tools in a single way, and can not solve unexpected technical problems in the classroom, which affects the normal teaching.

### 2.3. Imbalance of ecological environment

At present, there are imbalances in the ecological environment of college English teaching, which are mainly manifested in three aspects: material environment, resource environment and spiritual environment. Therefore, it is urgent to coordinate various ecological factors from the perspective of educational ecology, seek constructive strategies to solve the imbalance, construct an ecological college English teaching model, and promote the healthy and harmonious development of each factor.

### **3. Principles of college English teaching from the perspective of ecology**

#### **3.1. Principles of sustainable development**

First of all, the implementation of English teaching should focus on the sustainable development of teachers, students and teaching environment. Teachers, students and teaching environment should be regarded as a sustainable development ecosystem. They influence and restrict each other and play a role in their respective niches. Therefore, ignoring the development of either side will break the ecological balance of the system and the effectiveness of film English teaching. As far as learners are concerned, the training of sustainable development ability should be taken as the starting point of teaching. Sustainable development ability includes English language application ability, autonomous learning ability and lifelong learning ability. English language application ability is the basic guarantee of sustainable development of English learning. Autonomous learning ability is the means to achieve sustainable development ability of English, and lifelong learning ability is the core of sustainable development ability.

#### **3.2. Principle of individual development**

In English teaching, we should adhere to the student-centered principle and encourage students to explore and study independently. Teaching objectives, curriculum, teaching content, teaching methods, teaching activities, teaching resources and teaching evaluation should be based on students' needs and actual situation. Every student in the student population is different from others because of their individual development level, cognitive ability and emotional attitude. Each student has its own niche in the teaching ecosystem. In teaching, teachers should encourage students to play their initiative and experience the learning process, so that students can truly participate in learning and acquire more language understanding. In order to realize the deep internalization of knowledge, and according to the characteristics of students, individualized teaching is implemented.

#### **3.3. Principle of dynamic balance**

According to the relevant theories of ecology, the college English teaching ecosystem can only develop healthily and sustainably in a dynamic and balanced environment, and the ecological factors are developing dynamically. The energy flow, material circulation and information transmission among them are constantly moving and adjusting. Students evolve and update knowledge in the process of continuous exploration, analysis, practice and innovation, which requires teachers to constantly adjust teaching content according to students' feedback, so as to achieve a balance in the teaching ecosystem. In the contemporary teaching environment, the integration of modern educational technology and foreign language teaching has greatly enriched the foreign language teaching environment. A good teaching environment is the guarantee for the implementation of English teaching and is conducive to promoting the recycling of energy, material and information in the teaching ecosystem.

### **4. Strategies of college English teaching from the perspective of ecology**

#### **4.1. Setting up scientific teaching idea**

Firstly, colleges and universities should understand the current employment situation and adjust teaching concepts and objectives according to the needs of society for talents. In view of the social demand for English application-oriented talents, the previous concept of College English teaching,

which emphasizes knowledge over application, has restricted the development of English students' ecosystem. Therefore, colleges and universities should increase the proportion of College English practice teaching on the basis of imparting English knowledge, so as to ensure that all factors of the English teaching system are given equal attention.

#### 4.2. Establishing multivariate interactive teaching

The goal of English teaching is to enhance students' participation and teaching interaction, and to achieve multi-dimensional and multi-level interactive teaching between teachers and students, students and teaching environment. Teachers should participate in students' inquiry learning, and students make learning plans, and choose appropriate teaching resources and learning strategies. Teachers and other learners timely evaluate and feedback learning outcomes in order to improve teaching and learning; students interact with teachers and other students and learning resources in three-dimensional environment such as classroom, extracurricular and network virtual space; teachers revise and adjust teaching design according to the actual situation.

#### 4.3. Creating ecological teaching environment

Modern information technology is an indispensable part of the construction of ecological teaching environment. Using modern information technology teachers can create more learning situations to provide platform support for students' inquiry learning. Under the guidance of teachers, inquiry learning results are uploaded and shared to the network exhibition center in the form of individuals or groups. Teachers and students use network tools to evaluate their works. English teaching platform should be established by both teachers and students, integrate various learning resources, and provide a practical platform for teaching. To create an ecological teaching environment, we should also pay attention to the emotional factors of teachers and students. As the ecological subject in College English teaching, teachers and students should trust each other to build a harmonious and harmonious spiritual environment and strive to create a pleasant and cooperative research teaching atmosphere.

### 5. Conclusions

College English practical teaching is the only way to cultivate high-quality English practical talents. The application of ecological theory provides a new direction for the improvement and perfection of College English teaching. From the perspective of ecology, College English teaching system will become more scientific and advanced, which can effectively improve students' English practical ability. Therefore, teachers should set up ecological practical teaching concept, and actively innovate the content and form of College English practical teaching, and cultivate more high-quality English talents.

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