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A Study on Ecological College English Teaching

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Abstract

Classroom ecology refers to the classroom activities which are guided by educational philosophy of ecology. It promotes eco-classroom teaching and the full development of nature so as to make the classroom become truly holistic and sustainable and healthy ecosystems. This article aims to analyze the present status of college English teaching and research, providing suggestions for improving the quality of college English teaching.

Key Words: ecological curriculum; college English; study

Introduction

The origin of the theory of ecological curriculum traces from the appearance of courses, but budding ecological thinking is far earlier than this. The earliest ecological ideas sprout in fishing and hunting civilization period, and in this period, material production capacity is very low, almost no mental capacity to speak of. Although the course in the modern sense did not exist, education has already begun to sprout. In the east, "nature and humanity" is the main melody of Chinese traditional concept of human being and nature, its origin can be traced back to "I Ching: Book of Changes", which emphasizes that there should be a harmonious relationship during the life of human beings in nature. And this period is also one of the most developed stages of education in ancient China. In the West, Aristotle first proposes that education must adapt to the natural principles of human development, and in his book "Ethics" and "The Tool Theory", he mentions his educational thought that humanity and nature should be in harmonious development. He thinks that the law and human nature movement of things should be followed; moreover, the moral, intellectual and physical aspects should be combined together to promote human development. The idea starts the history of the theory of "education follows nature" in western education and it is also the source of western natural education thought. Subsequently, the great French educator Rousseau in 18th-century, starting from the naturalism of educational point of view, requires that education should adapt to the growth and development of educators, and advocates that education should be "attributed to nature", and the development of nature.

In recent years, the "eco-classroom" concept has been constantly proposed. It advocates that teaching should regard the students as the most important part, return to students' life and truly concern about their life. In the teaching process, teachers should reduce the shackles of students, so that students are free to express their perception of life. Visibly, people began to use eco-consciousness to study education itself, and build educational ecological education. In the 1970s, Columbia University's Lawrence Cremin first proposed the "ecology of education" in the "public education". He believes that "ecology of education" uses educational ecology ecosystems and the ecological balance principles to study various phenomena and causes of education. Specifically, ecology of education is based on the principles of ecology, particularly the ecosystem, ecological balance, such as the principle and mechanism of co-evolution, to study various educational phenomenon and its causes, then grasp the law of development of education, reveal educational trends and directions in order to achieve sustainable development and the needs of creating ecological civilization. And in the end, the ecology of ideas, concepts, principles and methods should be integrated into the ecological process of modern universal education.

The Current Situation of College English Classroom Teaching

The following is a table about the influence of various teaching methods on foreign language teaching. English teaching methods advantages disadvantages translation method students' grammar concepts are clear, and they have strong reading skills; It helps to develop translation and writing skills neglect students speaking and listening ability, which can not achieve the purpose of training students' communicative competence; the teaching methods are single that makes students can easily lose interest audio-lingual method   students dare to boldly take the initiative to use language to talk, so they can own strong speaking skills   A lot of imitation and mechanical exercises are not conducive to the development of students' creative thinking; the sentences which detach language content and context are not conducive to the students to practice flexibility in the use of language direct method use a variety of visual aids and extensive use of close to real-life teaching methods can help develop thinking ability in a foreign language   exclusion of the mother tongue, which makes students hard to understand some abstract and complex concepts; no clear explanation of grammar, which leads to syntax errors situational method   it can accelerate foreign languages' contact with things and help to understand the language learning   completely exclude native language, which is not conducive to a thorough understanding of the language material cognitive method it is good to cultivate students' creative thinking it is not strict with pronunciation and intonation; no emphasis on cultivating students' communicative competence communicative method attaches great importance to the actual needs of the students and the cultivation of their communicative ability the syllabus, clues for functional- notional tissues, can be difficult to guarantee the grammar project scheduling system task-based language teaching approach   complete   a variety of task activities, which can help to stimulate students' interest in learning; its activities involve extensive aspects that can broaden the students' the classroom efficiency is low, and

it is difficult to ensure that the task of large amount of students be completed; student's individual activities are knowledge difficult to effectively monitor and control, and the feedback efficiency is low total physical response(TPR) coordinate students' left and right brain, which can promote the development of students' left brain and their language learning effectiveness; the teaching focus is to help students understand English, communicate in English, and it is not to correct students' errors in the learning process it is difficult to use TPR to express more abstract words and sentences; it is hard for teachers to explain some abstract things to students Under the combined effect of the above teaching methods, the present college English teaching exist the following problems:

The teaching activities are single and they are disconnect with social needs

At present, in our English class, as long as they are not native language teachers, the classroom teaching would get into some wrong places, such as: more grammar teaching, less use of language, and communication skills and methods also have fewer errors. The curricular learning and extra-curricular application will be out of balance, which will make people think that learning English is useless, and prone to relatively strong sense of disappointment. With respect to the real-life scenario completely natural language, semi-natural and semi- artificial language classroom is able to produce "flower pot effect" in the ecological education, namely, the classroom teaching has both pace limitations and can not fully provide foreign language learning the required environmental conditions. Even if students have passed the college English test level 4 or level 6, it is still difficult for them to use language knowledge naturally for practical use when in extra-curricular needs for communication.

Teaching methods are backward and it is unable to make full use of network resources

Teachers should respect the objective laws of language and its teaching, overcome the misunderstanding in the process of using multimedia to, and comprehensively improve the quality of teaching college English. However, there are relatively simple types of courseware. Some of CAI is just static and tabular screens, failed to achieve the purpose of the actual teaching. In English class, the teacher is still the class of the protagonist. They just focus only on the interpretation of pure language knowledge and neglect to improve students' comprehensive ability and communicative competence. In English teaching activities, teachers can get more teaching resources through the network technology, which is a very good teaching. At the micro level, teachers and students are interdependent and interactional factors, with the development of the dynamic characteristics. The development of one will affect the change of other party. To some extent, teachers can adjust the micro-ecological factors and make it healthy and coordinated developed. Network information system is mostly only an auxiliary tool in English teaching and learning process, and can not play a dominant role, let alone to lead the true meaning of English teaching. From the traditional English teaching mode to the network, in fact, it is a challenge of language ecology communication.

The classroom atmosphere is dull and lack of effective communication

The emotional communication in traditional classroom teaching is in a passive state. Teachers occupy mastership, and the classroom teaching lack of interactive, which leads to students do not take the initiative to speak in classroom and reluctant to complete the task of teaching, affecting the realization of the teaching goals. Students' learning state is closed, and the communication between students is less. The teaching is limited to the textbooks, and the supplementary materials are just the past years' CET-4/6, which lacks of practicality. Classroom teaching is to meet the purpose of test. The biggest negative effect is that it ignores the real value of education and the cultivation of students' language skills. Teachers explain mechanical knowledge, while students passively accept, resulting in a lack of emotional communication classroom. Steven Walsh made a presentation, entitled: "Asking the right question Teachers talk and learners' output" in the 33rd annual meeting of the International Association of Teachers of English in 1999. He believes that the biggest difference between foreign language classroom teaching and other classroom instruction is that language is both the purpose of learning and a medium of teaching. Obviously, the traditional college English teaching model has not qualified for the society to cultivate a strong English proficiency of people. It is urgently require teachers to change the traditional teaching model, that is, to achieve the transition to a skills-based teaching from knowledge-based teaching, and adopt the use of eco- effective methods of teaching methods.

The Connotation and Characteristics of Ecological Curriculum

Life harmony

Ecological doctrine is based on ecological worldview, values, epistemology and methodology, and it is the basis of ecological curriculum concept. To apply ecological concept to the integrated curriculum studies is to use a system of ecology concept, contact outlook and balance concept to take care of an integrated curriculum. Integrated curriculum consists of teachers, students, curriculum elements, course objectives, course content, curriculum implementation, and many other subsystem components. Integrated curriculum, as a new curriculum, although it has a comprehensive "joint" sense, it is not a simple integrated curriculum element, and its pursuit is the curriculum integration. At the macro level, the integrated curriculum can be studied under the background of major politics, economy and culture, and also it can be studied in specific scenarios at the micro level. Whatever they are, they can not be separated from this comprehensive course overall system. In addition, the system of ecological view considers that the overall concept of ecological doctrine is greater than the sum of its parts; the whole ecosystem has the effect of coordinated system subsystem. And the purpose of following the principle of life in the study of integrated curriculum is to achieve the harmonious development of curriculum system and its subsystems, and ultimately achieve the overall harmony, which is the basic concept of ecology curriculum belief and pursuit.

Extension and updating

Extension means a kind of integrated curriculum paradigm, which is embodied with openness, updates and flexibility. The openness of ecological curriculum can change the defect of the closure of courses and strengthen the interaction between disciplines, disciplines and society, disciplines and learners, teachers, students and teaching materials. It can make learning activities closer to life and society, and demolish block between school and society, curriculum and life, achieving mastery through a comprehensive study of barrier. Flexibility is on the basis of openness, which requires that we must fully take into account the integrated curriculum must have a self-regulating mechanism, as well as respond to external changes when we start a comprehensive curriculum during our research. Flexibility reflects in the link and structure over the course. With the changes of social environment of integrated curriculum, all elements of curriculum form a new structure. Flexibility makes integrated curriculum has a strong adhesive force, and make teachers and academics have a lot of rights to selection. Therefore, the use of extension of curriculum to study integrated curriculum requires that the content itself should have extension and updating. In the knowledge society, to make a comprehensive curriculum to maintain the integrity of knowledge and can adapt to the change of the times and knowledge, it is necessary to be lively and extensive. In the view of the ecological course, the course has become a life exists; it is always in a state of growth, change and development process so as to adapt to the ecological processes of human development. Therefore, there must be an ecological view to know the setting and development of a comprehensive curriculum, that is, a green, growing, and extending life ideas and a difference coexistence and harmonious development of the idea of life should be adopted to construct an integrated curriculum so as to stimulate from students living will and wisdom of life so as to obtain a whole life care consciousness of the comprehensive courses.

Some Suggestions for College English Teaching

The classroom form changes to openness

From the ecological perspective, the ecosystem is affected by external environmental systems, and it maintains close contact with the outside through the input and output of information. The classroom, as an eco-system, is no exception. System opens so it can refresh and increase the inherent vitality. Teaching vision is magnified, and the original "language skills" training is upgraded to cultivate "intercultural Communication" capability; teaching model is diversified, breaking the traditional teaching model and focusing on students' ability to use English for interactive activities; the curricular and extracurricular activities are not only organically combined, but also the teaching and learning are combined; in curricular activities, the theme is to around listening, speaking, reading, writing and translation, and the extracurricular activities guide students to read and practice listening so as to form a the teaching mode of "set questions - directional guide – group discussion - classroom display - finish the job"; teaching means an open and not be confined to conduct each lesson in reading, writing and grammar teaching, but

through knowledge of Chinese and Western cultures to teach English so as to cultivate students' interest in learning language and expand listening and speaking outside the classroom.

Establish and improve the ecological network resources

From an ecological perspective, only if students get the ability of lifelong learning can they reduce their dependence on the outside world. As for learning English, only if they feed into the whole English culture and get a lot of exposure to English can they truly grasp and apply such skills. Therefore, teachers, in imparting curricular knowledge, should intersperse with some closer to real English knowledge of the world. In the classroom teaching, we should make each student gets equal teaching resources. Making full use of multimedia technology and network resources to meet the individual learning and self-learning capacity-building needs. Focusing on the interest of learning materials and learning content so as to achieve the ideal teaching model, "human-computer interaction", and improve English teaching efficiency. Using the Internet for students to create verbal communication environment can really understand the Anglo-American language. Teachers should make full preparation before class and guide students to start exploring in the field of a culture so that students can exert professional potential.

Change the classroom teaching into interaction model

From an ecological point of view, only allow students to have a great sense of satisfaction in the classroom learning can it be consistent with the person's natural attributes. To achieve this transformation, it requires teachers to achieve role change in the classroom teaching. They should be the "directors" of a class, and fully mobilize the initiative and participation initiative of students. The choosing topic should be thoughtful, innovative and stylish. Students should take the initiative thinking, expand personal point of view, and give personal opinions according to the views of the panel discussion. For students with poor English, you can choose to communicate in Chinese, and allow them to express their ideas, rather than stand by. Classroom teaching should be diversified, multi-level, and multi-path. Moreover, the openness should be greater than closure in order to emphasize personalized learning of self-experience. The real purpose of classroom interactive learning is to promote communication and creative thinking. For example: the proposed task: How do you deal with difficult customers? How to get a pay rise? The objective: use inside and outside activities to make students understand the problems encountered in the workplace, and to explore the issue. The complete forms: individual information searching; group collaborative work, individual writing. The realization environment of the task: teaching website combines with classroom instruction. Students are actively involved in the topic. Combined with the known culture, they put forward solutions to solve the problems and mostly with the local cultural characteristics.

Conclusion

In short, college English teaching reform is a long-term systematic project, and also a complete ecosystem. Education ecology is to seek the harmony between ecology and environment, and to achieve the maximum benefit of education. So, in the process of college English teaching, we should seriously apply ecological curriculum and effectively improve the quality of teaching so that students can develop a healthy ecological education philosophy after graduating from college. Only in this way can the Chinese education get onto the road of sustainable development.

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