The Research about the English Writing Teaching Skills in Universities based on the Concept of Eco-classroom

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ABSTRACT. In the process of English writing teaching in Colleges and universities, introducing the concept of ecological classroom to carry out the teaching of English writing course is to coordinate and balance the educational environment, teachers' subject and students' subject, so as to enhance the relevance between English teaching theory and expression practice, so as to solve the problem of lack of interaction between teachers and students in writing teaching. This paper mainly discusses the teaching methods and implementation strategies of English writing in Colleges and Universities Based on the concept of ecological classroom education.

KEYWORDS: ecological classroom; university; English writing teaching; research

1. Introduction

At present, the writing teaching of College English course in our country is usually guided by English textbooks and syllabuses. It organizes the writing content in English textbooks and teaches students the grammar and expression of English writing. The implementation of this single and skilled English writing teaching activity ignores the effective correlation and balance between environmental factors and personnel factors. By introducing the ecological classroom teaching mode, the ecological environment of College English writing can be constructed and optimized.

2. Overview of Eco-classroom Teaching Model and Its Main Steps

Lawrence Cremin, an American scholar, put forward "Educational Ecology", pointing out that there exists close management between education and social environment, behavioral norms, as well as between the psychology and psychology of the subject of education and the subject of education. A variety of educational

factors constitute the main content of ecological classroom. Therefore, from the perspective of educational ecology, curriculum education in Colleges and universities is not simply theoretical teaching content inculcation, but a complex ecological network containing teaching environment, teachers, students, network resources and other organic subjects. Each component of the ecological network will have an impact on the final teaching results of professional courses.

The ecological classroom of English writing teaching in Colleges and universities is an effective organization and integration of various educational elements. By integrating the content of English teaching with the teaching environment, social language, students and teachers, teachers can prove the following problems: (1) The application of eco-classroom in English writing teaching can stimulate students' interest in English writing learning; (2) Is there a close relationship between the results of eco-classroom and English writing teaching? (3) Eco-classroom theory On whether the introduction of English writing teaching in Colleges and universities can improve the teaching efficiency and quality of English writing course? Based on the above problems, we can construct an ecological teaching model of English writing, which usually includes the following steps: the determination of teaching objectives, the creation of ecological English teaching situation, the organization of writing teaching process, and the evaluation and expansion of writing teaching results. Different educational ecological factors play an important role in the organization of writing teaching, which is related and balanced. The inadequate organization and implementation of the content of any ecological factors will have an impact on the ecological teaching of subsequent English writing.

Firstly, in the presupposed teaching stage of College English writing, teachers need to confirm and organize the teaching objectives, knowledge content and so on. According to the teaching syllabus of writing materials and the learning situation of learning and writing, we should plan the teaching theory of writing and the content of written expression so as to realize the educational training goal of writing grammar and writing professional ability. Secondly, in the ecological classroom teaching of English writing, we should create an ecological teaching situation of English writing by means of digital teaching software such as multimedia and new media. Through the creation of writing contests, business writing exchanges and other activities, teachers can guide students to participate in the design of curriculum content, and train students to listen and write English writing together, strengthen classroom interaction and communication with students, so as to achieve the accurate transmission of ecological classroom teaching tasks and teaching content. Finally, after the completion of the ecological teaching of English writing in Colleges and universities, teachers should evaluate the students' learning efficiency and quality, so as to ensure their mastery of English writing grammar and practical practice.

3. An Analysis of the Current Teaching Situation of English Writing Course in Colleges and Universities

3.1 Lack of Feasible Teaching Planning for English Writing Course

Teachers in Colleges and universities usually teach students English writing according to the syllabus of English textbooks, instead of formulating a perfect and feasible teaching plan. The main reason for this problem lies in the fact that teachers often regard themselves as the main body of education and teaching, neglecting the students' dominant position in the study of English writing, which leads to the poor professionalism of students' English writing grammar and practical writing. Because teachers lack the organization of English writing resources and teaching forms, and neglect the important role of writing materials in English teaching, students often learn and master English writing models and writing skills by reciting English words and grammar norms. This lack of teaching planning and clear objectives. The teaching quality of target English writing is poor.

3.2 The teaching content of English writing is too stylized

At present, the teaching of English writing in Colleges and universities is mainly based on the task-driven teaching concept. It teaches English words, grammar translation and writing skills, and lacks the organization of practical teaching content related to social development. Therefore, from the perspective of the organization of the teaching content of English writing course, teachers usually pay more attention to the "input" teaching of English theoretical content, including basic knowledge of English, grammar, writing norms, writing steps, etc., while ignoring the education of students' language expression ability and cultural literacy. Over-immobilized and stylized transmission of English writing knowledge can help students grasp a large amount of English writing information quickly in a short time. However, due to the lack of English culture and writing application in the teaching of students' writing, it is difficult for students to digest the English content they have learned and to acquire their own writing grammar and writing skills.

3.3 The teaching method of English writing course is old and simple

When teaching English writing to students, teachers seldom pay attention to their English writing level and development needs, nor do they take into account the differences in thinking patterns between Chinese and English. Under this circumstance, the teaching of English writing course carried out by teachers can not only arouse students' enthusiasm for English learning, but also easily lead to students' English writing learning. They still understand and memorize English words and grammar learning content according to Chinese thinking. Therefore, the obsolete and simplified teaching methods of English writing can neither achieve the prescribed teaching objectives nor facilitate students' understanding of English vocabulary and grammar, and lead to a significant reduction in students' enthusiasm, efficiency and quality of English writing learning.

4. Application of Eco-classroom Teaching Model in College English Writing Teaching

4.1 Establishing Teaching Objectives of English Writing with Clear Direction

In the teaching of English writing, college teachers should adhere to the teaching objectives of cultivating students' English thinking ability, grammar knowledge theory and writing application ability, and organize the teaching of ecological English classroom. Due to the insufficiency of students' basic knowledge of English and their understanding of English writing patterns, it is no longer suitable for the development of modern society to continue to use the traditional teaching method to convey the content of English writing to students. In this social environment, teachers should take students as the main body, integrate the ecological elements of English teaching situation, writing resources and students, set up the teaching process of task-driven English writing and group cooperation, teach English grammar knowledge, writing mode and expression skills in textbooks, guide students to participate in the organization of English writing content and teaching methods, and add them to teaching. The interaction and integration among teachers, students and teaching environment should be strengthened to realize the transformation from English teaching context to Chinese learning context.

4.2 Creating Diversified and Relevant English Writing Teaching Situations

Different college students have different English learning bases. Teachers can stimulate students' enthusiasm and participation in English course learning, improve students' cooperative awareness and exploratory spirit in English writing learning, and complete the prescribed tasks of English writing teaching only by creating different and diversified teaching situations for students' English foundation and writing level. At present, the creation of English writing teaching environment by teachers usually divides different students into groups to organize and teach writing teaching content in groups. With the help of multimedia software, PPT courseware and other media, this paper collects English language theory and writing resources in the network, and tells students about the grammar theory and writing skills of English writing. For example, in the course of English writing, teachers can promote students' English writing ability, application ability and cultural accomplishment by creating teaching situations of question-setting, knowledge guidance, classroom interaction and communication, and conducting teaching exchanges with students in English grammar, writing skills and expression.

4.3 Implementing "3+6" English Writing Teaching Content and Teaching Method

Under the guidance of the teaching concept of ecological classroom education, the implementation of "3+6" English writing teaching mode is to combine the teaching methods of teacher guidance, student self-study and interactive learning

with the teaching links of syllabus setting, teaching instruction, cooperative communication, learning error correction and evaluation of teaching results, so as to form the interdependence relationship between various teaching subjects and teaching resources. Firstly, from the perspective of setting up ecological teaching content of English writing, teachers should introduce a variety of extra-curricular writing content on the basis of English textbooks, and teach students English vocabulary, English grammar usage, and English writing skills, so as to expand students' vision of English writing and writing application ability. Secondly, according to the focus of English writing content, college teachers should add practical writing teaching courses. Then, according to the classroom teaching and interactive communication process of English writing, students' writing learning is guided to solve the grammatical errors and bad habits in English writing. Finally, according to the theory of educational ecology, it is necessary to evaluate students' English writing learning, including teacher evaluation, student evaluation and self-evaluation, so as to promote students' autonomous learning ability, English writing ability and expression ability.

5. Conclusion

The implementation of ecological classroom teaching concept in Colleges and universities usually pays more attention to the integration of teaching situation, teaching content of writing, teachers and students. Especially in the case of single teaching content and teaching mode of English writing, the integration of various factors that affect teaching can not only stimulate students' enthusiasm for learning English writing, but also strengthen the practical and applied significance of English writing teaching. 。 Therefore, the construction of ecological classroom in Colleges and universities is mainly guided by educational ecology, which carries out the reform and innovation of professional curriculum education content and teaching methods to improve students' professional skills and cultural literacy.

6. Author Biography

Yurong Zhang has received a master's degree from Steinhardt School of Culture, Education, and Human Development, New York University and a master's degree from SC Johnson College of Business, Cornell University.

Yurong Zhang is one of the best school and career counselors and educators. She has been worked as school and career counselor for 7 years and helped thousands of students worldwide to achieve their education and career goals. In 2019, she won top honor of the best educator and America Chinese 30 under 30 from "AACYF". She also has been invited to give talks to K12 schools, Universities both in China and the US about her unique knowledge on education planning and career planning.

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