Research on College English Teaching from the Perspective of Educational Ecology

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ABSTRACT. *Based on the perspective of educational ecology, the article relies on the specific teaching requirements during the development of modern college English courses, and analyzes in depth the course of teaching objectives, teaching content, teaching methods, and teaching evaluation in the actual construction of an ecological college English teaching environment. To explore college English teaching from a multi-disciplinary and multi perspective, reform and innovate college English education, and promote the long-term and stable development of English teaching.*

KEYWORDS: *Educational ecology, University, English teaching*

1. Educational Ecology

In the mid-1970s, a new discipline-educational ecology-was emerging in the field of pedagogy. Lawrence Creming proposed it in the book of *Public Education* in 1976. In essence, the formation of relevant principles and methods in educational ecology is mainly due to the continuous evolution of pedagogy. Through the research of relevant principles in ecology, such as natural balance, ecosystem and coordinated evolution, education interacts with the surrounding ecological environment, and through the in-depth study of various educational phenomena and the causes of formation, to effectively grasp the overall development direction of education in the future. Different from other discipline concepts, educational ecology emphasizes the study of the educational ecological environment, individual ecology, group ecology, and ecosystem as the starting point for research, so as to achieve an in-depth discussion of the law of educational development. The balance between the structure and function development of the education ecosystem depends to a large extent on the full play of the elements and functions within the system. The carrier of the education ecosystem will be affected by the imbalance between the supply of education resources and the demand for education resources. The education ecology mentioned in this study is based on the role of various factors in the school and classroom ecology, and starts from a number of aspects to actively construct a scientific, rational, and ecological college English teaching model.

2. College English Teaching Reform from the Perspective of Educational Ecology

3.1 Determine the Multi-Dimensional Ecological Teaching Goal

First, knowledge goal. Different from other courses, English is a language subject, which shows strong stability, symbolism and commonality in subject characteristics. In the process of timing knowledge objectives, we should take the lead in mastering a series of ontology knowledge in English language, such as grammar, semantics, phonetics, pragmatic rules, etc., which is normative and systematic to some extent and can be mastered effectively in a short time. Secondly, we should grasp the knowledge system of language use, that is, the comprehensive ability to use English. As one of the basic components of language ability, language ontology knowledge plays a positive role in promoting students' language skills, and from a certain point of view, language ability belongs to a kind of hidden knowledge. The goal of ecological language knowledge should also be scientifically and reasonably positioned and selected through the effective combination with the actual situation of students, and the corresponding goal should also be effectively formulated for schools, courses, students, etc., such as the overall goal, curriculum goal and personal goal. Among them, the goal setting based on the school level should be based on the school running orientation and talent cultivation direction, and different types of training objectives should be classified and distinguished. The goal setting at the curriculum level should be based on the small teaching goal of each semester, and the "step-by-step" method should be used

to promote the students to master the basic language knowledge and language ability effectively. As for the development of personal goals, we should make the learning goals by stages based on the students' own learning goals, and ensure the ultimate realization of the learning goals.

Second, ability goals. In the process of English learning, the ability goals mainly include two aspects, one is cognitive ability, and the other is the ability to use, both of which can achieve a good response to the learners' actual cognitive level and skill level in the learning process. Professor Howard Gardner, a well-known psychological development expert, proposed four types of intelligence in his theory of multiple intelligences: mathematical-logical intelligence, interpersonal intelligence, language intelligence, and visual-spatial intelligence. Among them, language intelligence is the most important. Linguistic intelligence is inherent in humans and exists in the Broca area of the brain. The ecological goal in language teaching is to effectively promote the development of students 'language intelligence and to deeply explore the potential of students' language intelligence in order to adapt to work, life and learning early.

Third, cultural goals. The formation and development of culture largely depends on the language. In the process of English learning, it is necessary to make a deep understanding of the national cultural connotation behind the language in order to stimulate students' interest and hobbies in a certain culture. When shaping students' cultural concepts, try to avoid the distinction between "excellent" and "inferior" as much as possible. The culture prevailing in the West is not positive and progressive in the absolute sense, and domestic culture is not useless. The concept of equality guides students to treat Chinese and Western cultures rationally.

3.2 Select Ecological Teaching Content

The difference between teaching content and teaching materials is that teaching exists in teaching content and is part of its many carriers. With the continuous rise of modern information data, in addition to teachers 'selection and processing of course content and teaching materials, teaching content also includes students' absorption and processing of relevant information in learning teaching materials, that is, under the influence of other ecological factors. Teaching content is in a dynamic process, and it continues to grow and develop.

Taking our college as an example, the college English courses are divided into four semesters. After completing the relevant studies, students can independently decide the future development direction, such as self-employment, advanced study abroad, etc. A series of requirements can be designed in a stepwise manner for each semester English learning roadmap, as shown in Figure 1.
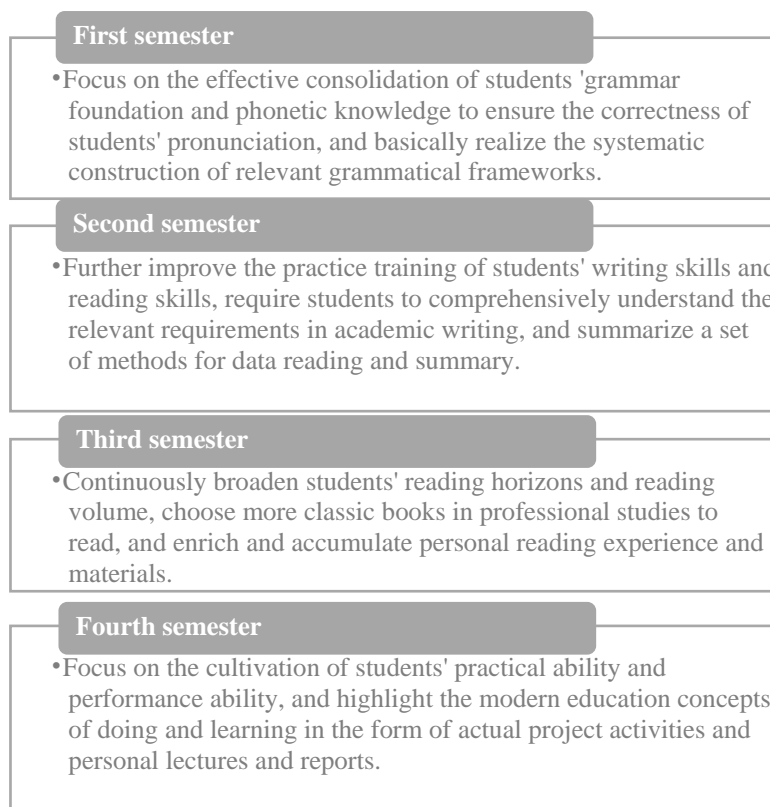
First semester
- Focus on the effective consolidation of students 'grammar foundation and phonetic knowledge to ensure the correctness of students' pronunciation, and basically realize the systematic construction of relevant grammatical frameworks.

Second semester
- Further improve the practice training of students' writing skills and reading skills, require students to comprehensively understand the relevant requirements in academic writing, and summarize a set of methods for data reading and summary.

Third semester
- Continuously broaden students' reading horizons and reading volume, choose more classic books in professional studies to read, and enrich and accumulate personal reading experience and materials.

Fourth semester
- Focus on the cultivation of students' practical ability and performance ability, and highlight the modern education concepts of doing and learning in the form of actual project activities and personal lectures and reports.

Fig.1 Roadmap for English Learning in Four Semesters

3.3 Choosing Ecological Teaching Methods

In all kinds of English teaching schools, no matter which teaching method, its formation and development are closely related to linguistic research, social needs and teaching practice at that time. In grammar translation teaching, the teaching of vocabulary knowledge and grammar knowledge is the focus of teaching, which plays a very positive role in the consolidation of students' language knowledge. At the same time, it emphasizes the analysis of written language, which is conducive to students' deeper understanding and mastery of the target language. Immersion teaching attaches great importance to the teaching environment of the target language in the actual process of development, and considers that a good teaching environment is a favorable condition for students to master the cultural knowledge behind the language; in order to accelerate the overall development of students' thinking and healthy personality, it can introduce a variety of innovative teaching methods, such as task-based teaching method, ecological language teaching method and communication teaching method. Relevant research experts clearly pointed out that "The scientific understanding of teaching method is that teaching method itself has no advantages or disadvantages. Mainly depends on what purpose, when, where and how to use. No teaching method is a panacea. It mainly depends on the specific object and environment." It can be seen that the ecological teaching method is a kind of eclectic teaching method, which has certain optional and comprehensive. Selectivity is mainly to be able to selectively absorb and draw lessons from the reasonable components of other teaching methods, rather than simply put together the content; and the comprehensive characteristics mainly refer to the comprehensive absorption of other teaching methods from an objective point of view. Therefore, the ecological English teaching method is different from person to person, from textbook to textbook, from stage to stage, from class type to purpose.

3.4 Design Ecological Teaching Evaluation

On the one hand, people-oriented. The purpose of ecological teaching evaluation can be examined from the main teachers and students of teaching activities, based on the perspective of people-oriented and sustainable development, and abandon the traditional value orientation of "knowledge and ability oriented". From the teacher's point of view, the systematic evaluation of ecological teaching is mainly for the systematic test of the specific implementation effect in the aspects of language teaching design and language teaching behavior, taking the final feedback results as the basis for reflection, so as to promote the overall teaching skills and theoretical level of teachers; From the perspective of students, the evaluation results of ecological language teaching are regarded as the feedback of students' meaningful achievements, which can help students to have a deeper understanding and mastery of their own learning process, and fundamentally stimulate the enthusiasm and initiative of students to participate in English learning.

On the other hand, the diversity of evaluation methods and subjects. When evaluating students as a whole, the evaluation results cannot only refer to the test results once. From the perspective of educational ecology, teaching evaluation emphasizes on various evaluation methods, such as summative evaluation, process evaluation, developmental evaluation and formative evaluation, and fully integrates qualitative evaluation and quantitative evaluation to pay high attention to the sustainable development of students and teachers, so as to further clarify the continuity and difference of development. Change the absolute dominant position of traditional teachers in the evaluation process, abandon the traditional autocratic evaluation method, encourage the education forming departments, communities, parents and students to participate in the relevant evaluation process, do a good job in the specific distribution of the weight of each department, and take the comprehensive results of all parties as the final generative evaluation of teachers and students in a specific stage.

4. Conclusion

To sum up, college English teaching is a system with extremely complex ecology, including all aspects of ecological factors, such as teachers, students, teaching content, teaching methods, teaching objectives, teaching evaluation and other process factors, which are closely related to the classroom, class, school and the whole society. How to realize the construction of college English teaching environment of "people-oriented, timely feedback, positive guidance and dynamic evaluation" has become a major problem for colleges and universities. Based on educational ecology, it is necessary to determine multi-dimensional ecological teaching objectives, select ecological teaching contents, select ecological teaching methods, and design ecological teaching evaluation. It is also necessary for schools to invest more manpower and energy to ensure the healthy and stable

development of college English teaching ecosystem.

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