Model Research on the Development and Transformation of College English Teaching Paradigm under the Ecological Environment of Education

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Abstract

Due to the long-term serious influence from the traditional teaching thoughts and methods, the college English teaching in China is still on the traditional way which pays too much attention to the transmission of knowledge, rather than the cultivation of students' language application ability. The emergence of modern multimedia technology is also could not make a real transformation of the teaching model which lays emphasis on the teachers, class and English teaching materials. The traditional instilling teaching model is just simple changed from man-instilling to machine-instilling. The essence of teaching did not change under the influence of network technology. Based on the situation of the ecosystem imbalance of college English teaching, this paper analyzes the current development situation of college English teaching in detail for the purpose of educational ecology. And according to the relevant problems existing in current teaching, this paper will construct a new college English teaching model by three dimensions of defining the equal relationship between teachers and students, developing students' independent study habits and establishing a harmonious ecological environment of class teaching, in order to further improve the level of college English teaching, enhance the students' comprehensive application ability of English and realize the ecological balance of English education.

Keywords: Educational Ecology, College English, The Present Situation of Teaching Paradigm, Model Construction.

1. RESEARCH BACKGROUND

1.1 Literature review

As the college English teaching for a long-term under the influence of the traditional teaching thoughts and paradigm, the rigid teaching model, which includes grammar explanation, analysis of the key knowledge, words and sentences translation, small amount of oral written test training, is gradually presented in classroom teaching. In the past, the teaching model of English teaching usually simply focuses on the knowledge infusion and explanation of language structure, but neglects the real meaning and practical application of the language itself. In the whole course, the English teacher instills the knowledge to students in compulsory. While students are always passive, just record class notes mechanistically with a not high study enthusiasm and a perfunctory attitude overall. (Li, 2013) The teaching method of monologue will gradually leave students rely more on teachers. If it lasts a so long duration, students will lose the ability to think, even will be unwilling to think actively. It would be how serious impact on the future development of contemporary college students if they could not study independently. For this kind of situation, in order to make further transformation upon the current college English teaching situation, better motivate interest and intrinsic motivation for students to learn , and fully mobilize their enthusiasm and subjective initiative, also enhance students' enthusiasm to learn English, and finally improve their English comprehensive application ability and the language competence, network and modern multimedia technology should play an important role in daily English teaching effectively, which will make the study of autonomy, investigation, interactivity and uniqueness come true. However, relevant research results show that the multimedia technology in the English practical teaching in colleges and universities do not lead to a significant effect, even the average score of modern network teaching class less than that of general teaching class. (Peng, 2013) We could find that, the effective integration of advanced science and technology, will not always promote the comprehensive reformation of college English teaching, sometimes even may enhance deficiency and defect of traditional teaching and make the classroom teaching even more mechanized.
1.2 Research purpose

As the continuous construction and development of modern society in China, along with the market economy improving significantly and more closely contact with western countries, therefore the demand for English applied talents is greater. But when throughout the current situation of English teaching in universities and colleges in China, the major problems exist in the teaching thoughts and paradigm. The overall teaching mode is still in traditional infusion teaching mode, which is only simply attaching importance to infuse theoretical knowledge, rather than train or cultivate students' language application ability. It will not only seriously hinder the students' future career development, but also could not meet the actual demand of contemporary society (Wang, 2013) As for such a current situation of college English teaching, based on the perspective of educational ecology, this paper will put forward to the effective countermeasure to thoroughly change the traditional teaching mode and construct the ecological system of college English teaching. In this way, we can greatly improve the students' comprehensive ability of language competence and comprehensive ability, and to achieve the aim to provide effective talents for the whole society and our country and to lay a solid foundation for the good career development of college students.

2. THE CURRENT DEVELOPMENT SITUATION OF COLLEGE ENGLISH TEACHING PARADIGM

2.1 Conflicting identity between teacher and student

In the English classroom teaching, there are many obvious and hidden factors, only among which the mutual influence and mutual activation could keep the vigor and vitality of teaching activities and to realize teaching objectives. And among these factors, the effective communication between teachers and students is the key problem of many contradiction points the teacher is the guide and organizer in the daily teaching activities, and also the leader in the equal relationship, while the students are the main subjects. Teachers and students are equal in the interaction. (Liu, 2013) Effective communication between teachers and students will yield a direct impact on the teaching effect, even determine the role relevant teaching elements play, such as the realization of teaching objective, transformation of teaching mode, innovation of teaching concept and so on. Throughout college English classroom teaching in China, with most of them fully integrated into the modern multimedia technology, teaching mode also gradually presents the trend of diversification. But due to the one-sided understanding of the concept of autonomous learning, English teachers could not bring about real change on the relatively traditional teaching mode in the past. The modern multimedia technology does not give full play to its advantages, just appears as simple as a form of teaching. (Wang and Zhang, 2014) In actual English teaching, most teachers will perfect their design according to the scheme design, and to complete the teaching work in every link via mechanical mouse click, and then define the starting point and termination point of teaching and learning. All the attention of all students in the classroom will be focused on the multimedia teaching courseware, but not be so much focused on the teacher's body movements, that the students could not really feel the emotions expressed in classroom teaching. Information overloaded or not scientifically processed will lead to a loss of balance between teachers and students. (Cao, 2014) Such targeted teaching mode could severely limit the development of students' thinking, as while reducing the daily teaching work of teachers, it also reduces the interaction activities in the classroom teaching. This teaching mode brings adverse impact on the cultivation of student's creative thinking, or even significantly reduce students' ability of English autonomous learning.

2.2 Alienation of teaching objectives

College English curriculum is essentially different from other majors, as its teaching fundamental goal is to cultivate students' comprehensive English application ability and language competence, and to improve the students' cultural accomplishment. It should be performed on the comprehensiveness of intellectual ability, the systemic teaching of teaching materials and the permeability of cultural connotation. (Xiong, 2015) However when it is in actual teaching, English teachers usually could not good integrate culture into the theoretical knowledge and application skills, as they are better at breaking down the specific words and phrases in the textbook to meet the basic requirements of teaching outline with focusing on linguistics as the key point of teaching through recitation and after-school training. With language skills training unilateral emphasized and the whole structure of knowledge ignored, the teaching objectives of mutual unification of knowledge explanation and ability cultivation could not be realized. Furthermore, the English teachers are rigid in teaching specific materials without any detailed explanation of discourse knowledge or creative usage. (Ding and Kang, 2015) The college English intensive reading course is to establish the discourse according to the existing cognition rather than exactly decode words in the traditional sense, as it is to know the connotative meaning after repeated deliberation in the real reading situation rather than a complete mastery of separate knowledge and ability. That simply explaining the contents of the textbook will severely limits students' multi-directional thinking and hinders
students' ability of imagination and innovation the most important goal in English learning is to better understand foreign culture, which requires English teachers to combine language culture and teaching in the classroom teaching. But most English teachers, who have long been affected by the English proficiency test, are only pursuing the passing rate of the students' CET-4 and CET-6 exams, thus they do not effectively integrate the foreign culture into teaching, which decreases the whole teaching effectiveness. (Liu, 2014) Figure 1 is the ecological target for college English courses.

Figure 1. The Goal of Ecological English Teaching in Universities

3. MODEL CONSTRUCTION OF COLLEGE ENGLISH TEACHING FOR EDUCATIONAL ECOCOLOGY

3.1 Define the equal relationship between teachers and students

The most striking feature in classroom teaching is that the subjects are people with specific emotions and thoughts, and students, who are relatively independent factor in the English teaching ecosystem, should have equal status with teachers. The equal relationship between teachers and students, which is the important precondition to orderly carry out teaching activities and also the psychological atmosphere and basic characteristics during the ecological classroom, could effectively keep the ecological balance and stability of classroom teaching and also could motivate students to learn more. (Hu, 2014) The proposition of the concept that the relationship between teachers and students are of equality, mutual consideration and bidirectional interaction, promotes English teachers now become the guider in the equal relationship from the center of the classroom teaching before, and the facilitator, collaborator and the participant when student growing up. Teachers and students in the classroom has its own tasks. Teachers should keep on learning in the teaching and improving the teaching level in continuous learning, while students should rethink in learning and learning in practice, which fully embodies the harmonious co-prosperity balance principle and highlights the ecological significance. As the designers and organizers in teaching activities, teachers should make an analysis of the whole teaching process and combine with various teaching elements for effective utilization of various teaching resources to lead the students complete corresponding teaching task excellently. Based on the harmonious coexistence in the classroom, teachers should organize a series of classroom activities aimed to the teaching goal by putting the group cooperation learning as the main form of teaching. (Cai, 2013) Students could put their heart and soul into classroom activities through the team cooperation, which could fully maintain the self-esteem, so that students can freely express their true thoughts. In the study of self-exploration, students will actively participate in classroom teaching activities according to their accumulated experiences and feelings, so that they could learn in practice and develop in understanding. Only in this way could we truly realize the harmonious coexistence between teachers and students in English classroom teaching educational ecology.
3.2 Cultivate students' independent study habits

What the college English ecology class advocated is that students should be the most basic and most active factor in ecological structure, otherwise the teaching will lose balance and vigor. That each member in the ecological network interaction between each other is called group dynamics. When put this theory in classroom teaching, it is common referring to collaborative learning among students. If students’ own subjective initiative could be given fully play, there will be a relatively strong learning atmosphere, which will not only add vigor and vitality for the classroom teaching, but also can stimulate inner potential ability of students. (Yang, 2013) It could further stimulate the mind, broaden horizon and make the brain more flexible for students through the collaborative learning. Therefore, a suitable language environment for communication should be created by English teachers to activate the practical needs of students. At the same time, the teachers should often encourage students to motivate them to be thoughtful and promote the effective development of critical thinking, and let the students to explore actively and build their own knowledge system. To turn the classroom teaching to a space where students could freely express personal independent ideas, teachers should pay attention to avoid using unified standard to measure students of certain gap by all means in order to make the correct and comprehensive evaluation of their own ability and the development level. As only when students think with a specific question could discover more knowledge and obtain unexpected prize, English teachers should definitely know their own role clearly to return the initiative back to students in classroom teaching by guiding students to question bravely and solve specific problems through effective multi-channel, as well as to encourage students to be creative and dare to face the challenge. Figure 2 shows teaching process of ecological English in Universities.

![Figure 2. Teaching Process of Ecological English in Universities](image)

3.3 Establish a harmonious ecological environment for classroom teaching

As an interactive activity of language communication between students and teachers, teaching requires the communication not only in knowledge and but also in mind. (Wang, 2016) Therefore, English teachers should make efforts to build democratic, harmonious and equal classroom teaching environment with fully respecting the gap of students' personality and ability, safeguarding the basic rights of students and confirming each student's comprehensive strength. In the daily teaching process, teachers should encourage and praise students to enhance their self-confidence, furthermore, teachers should understand individual particularity of different student beyond the classroom teaching to know differences between students and teachers, and thus to establish a good relationship between teachers and students. (Lei, 2012) Only in this way could make students relax and play a full range of personal advantage with a strong interest in learning, and inject themselves into the study of English courses with a sense of happiness and accomplishment in learning. In addition, English teachers should further stimulate students' interest through variety of forms such as voice, video, role-playing, speech contest and others according to the characters of English course, so as to enhance the desire to explore in language, and then take them into the specific situations created by teachers. English learning is not a mechanical infusing knowledge, but a kind of comprehensive behavior made up by a variety of elements together. The key goal in college English teaching is common language, which including not only the full participation, but also both mind and body movements, etc. (Tian, 2017) As the college English teaching should be treated as a whole, and under the educational ecology of college English comprehensive teaching model, teachers could create the corresponding language communication scene or organize collective activity according to the specific content of teaching.
materials, so as to completely combine teaching situation and related activities. The built real scenario will take students into and urge students to be proactive in classroom teaching activities to bring about continuously exploration, and gradually improve the students’ language application ability

4. CONCLUSION

To review college English teaching from the perspective of education ecology, the construction of a new English teaching mode will strengthen the effective communication between teachers and students and realize the three-dimensional teaching form to promote the harmonious development of the ecological relationship and to promote scientific flow of stability and orderliness for emotion and material elements. That to establish English classroom ecological structure of the teachers’ dominant position, students essence status and modern multimedia technology complemented, is beneficial to change the traditional English teaching of “artificial infusion” and "mechanical indoctrination". And with all aspects of effective resources utilized scientifically and reasonably, efforts are made to coordinate the balance relationship in English classroom ecological system and to promote the sustainable development of college English teaching.

REFERENCES