Study on College English Teaching Strategies from the Perspective of Ecolinguistics

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Abstract: From the view of ecology of language, college English teaching is a complete micro-ecosystem, which is constantly exchanging among materials, energy, information and emotions, and forming an organic whole in the contradictory movement of balance, imbalance and new equilibrium. College English teaching involves how to coordinate the relationship between the ecological subject, teachers and students and the teaching environment, so that the ecological subject of teachers and students can coexist and develop sustainably in the dynamic change. The organic integration of ecolinguistics and college English teaching can inspire and guide teachers to build ecological teaching content and evaluation system, and promote the comprehensive development of students' cross-cultural communication ability and other core qualities, which can not only improve the quality and efficiency of college English classroom teaching, but also promote the virtuous circle of college English classroom teaching ecosystem.

Keywords: Ecological linguistics; College English; Teaching strategies

In the theory of ecolinguistics, language is not a tool or social phenomenon, but a medium with certain vitality, that is, "language life", which can help people to have a better understanding of various fields of society and the real world. Ecolinguistics conducts an in-depth analysis of the intricate influence that linguistic practices exert on the fundamental interconnections among human beings, diverse organisms, and the surrounding natural environment. This field of study explores how language shapes our perception, interactions, and ultimately our coexistence with other living entities and the environment we inhabit. There are three main core elements which are teachers, students and language influencing and promoting each other in the ecological language environment of college English classroom. Ecology of Education is on the basis of such main principles of ecology as ecological system, ecological balance to study various kinds of educational phenomena. To foster the suitable ecological college English teaching environments, it is imperative for the college English teaching to insist on 5C principles, that is, cooperation, competition, consideration, creativeness and continuity, so that college English ecological classroom teaching can return to the essence of educating people, which is worthy of further study.

1. Set ecological teaching objectives and define the direction of personnel training

When devising our ecological teaching objectives, we must not only ensure that they are comprehensive and forward-looking, but also carefully define the specific direction of personnel training. Combining the theory of ecolinguistics with the decisive factors such as college English teaching guidelines and the needs of talents for social development, this paper further defines and optimizes the objectives and plans of talent cultivation, pays attention to the all-round development of students' comprehensive qualities and abilities, and makes them qualified successors for the construction of socialism with characteristics. These objectives should be aligned with the principles of sustainable development, fostering a deep understanding of ecological systems and their interconnectedness.

First of all, based on the theory of ecolinguistics, the objectives of college English teaching should be set reasonably concerning the needs of individual, social and national development. Therefore, it is necessary to consider not only the needs of students' personal development, but also the external environment. It is suggested that colleges and universities should set up a variety of English courses, including general English courses and extended English courses. Through the study of general English courses, students can lay a solid foundation for language theory and skills, and develop the core literacy of the subject. By expanding the learning of English courses, we can meet the needs of developing students' English textual examination and skill competition, promoting the holistic

growth of students, and effectively highlighting the practicability of English course learning.

Furthermore, establish a layered approach towards capability development goals. The foundational college English teaching objectives are tailored for those with a poor grounding in the basics, enabling them to solidify and expand their English knowledge foundation. This approach ensures that students with varying levels of proficiency can progress steadily, building a robust understanding of the language that serves as a solid foundation for further development. The teaching goal of improvement is suitable for the students at the middle level of basic level, and can meet the students' higher English learning needs. The developmental teaching objectives are suitable for students with high basic level, and can meet the individualized and diversified development needs of students. Teachers should dynamically tailor the teaching goals in order to align with the unique developmental aspirations of their students, while simultaneously catering to the evolving demands of various departments and academic institutions.

At last, guided by the ecolinguistic theory, the objectives of college English teaching ought to undergo a transformation, evolving from the sole focusing on cultivating basic linguistic skills in the past, to embracing a diversified range of developmental goals. This shift reflects a more holistic and comprehensive approach, taking into account the multifaceted aspects of language proficiency, which include not just fluency but also cultural sensitivity, critical thinking, and the ability to communicate effectively in a global context. In teaching, teachers should not only pay attention to the teaching of students' language knowledge and skills, but also pay attention to the cultivation of students' independent learning initiative, innovative thinking, humanistic quality, cross-cultural communication ability and other qualities, so as to promote the all-round development of students and achieve the fundamental task of education such as cultivating morality and cultivating people [1].

2. Enrich ecological teaching content and optimize English classroom structure

Teachers steer their students towards acquiring fundamental linguistic skills, encompassing the realm of English vocabulary and grammar. They further nurture their students' proficiency in the four essential domains of language proficiency: listening, speaking, reading, and writing. Through these comprehensive teachings, students will be cultivated with a solid linguistic foundation. At the same time, teachers need to restructure the teaching content system according to the needs of the development of students' comprehensive quality and ability.

In the first place, taking MOOCs for instance, introducing digital teaching resources is quite indispensable for the college teaching. Online teaching material is incredibly diverse and comprehensive, serving as a vital support for textbooks. It aids students in constructing a holistic and well-rounded knowledge framework, which enables them to grasp concepts from multiple perspectives. These resources enrich the learning experience, broadening students' horizons and deepening their understanding of the subject matter.

In the second place, teachers should adopt a strategy of integrating various teaching themes or topics.This approach not only enhances the knowledge base by incorporating various disciplines, but it also equips students with the skills to analyze texts from multiple angles. For example, combining geographical knowledge to cultivate students' ecological consciousness.

In the third place, according to the needs of ideological and political construction of curriculum, we should dig ideological and political elements in textbooks, infiltrate ideological and political education into English teaching, develop students' comprehensive quality and ability, and promote the implementation of the teaching goals of emotional attitude and values. For instance, students are guided to analyze the cultural distinctions between China and the West. This process not only cultivates a profound sense of patriotism, but also expands their global perspective and sharpens their cross-cultural sensitivity.

3. Build ecological teaching model and open learning environment

First of all, realize the integration of theory teaching and practice teaching. In class, teachers help students deepen their understanding of abstract English theory through practical teaching forms such as role playing, textbook drama performance and debate competition. Through the seamless integration of theoretical and practical teaching methodologies, a vibrant and ecologically balanced English classroom is cultivated. By adopting this approach, students are empowered to navigate their own educational journey, fostering a deeper understanding and appreciation of their chosen subjects. Through employing effective questioning techniques and actively encouraging students to pose queries, alongside other innovative teaching strategies, the interaction between teachers and students will be enhanced. This will foster a vibrant learning community as well as cultivate a conducive ecological language environment that is beneficial for both teachers and students. Furthermore, it is imperative to augment students' sense of belonging in the classroom, thereby motivating them to fully immerse themselves in the English language teaching process.

Secondly, adopt the teaching methodologies both within the classroom and outside in the real world. Teachers will extend the classroom outside the school and organize students to carry out social practice activities, which is conducive to expanding students' knowledge vision, and developing students' teamwork, innovative thinking, exploration spirit and other qualities. Students

engage in reflective summaries during practical activities, allowing them to deeply assimilate and internalize the knowledge they have acquired, while simultaneously applying it in real-world activities. This approach significantly fosters the development of their English proficiency and comprehensive practical abilities, ultimately leading to a more rounded and skillful individual. For example, conducting interviews and career experiences related to English skills in the society enable them to further clarify their employment direction, develop career planning, and establish a clearer path for themselves.

Finally, the integration of both preparatory and in-class teaching methods has materialized. To better understand the complex theoretical material or the crucial background related to the topic, students are encouraged to undertake preliminary self-study prior to the classroom session. This approach aims to mitigate the potential for students to feel overwhelmed or lost during independent learning, thus cultivating a good habit of independent learning. Teachers can carry out online teaching in ways such as live broadcasting, publish and collect online auxiliary learning materials and other learning tasks. Students can discuss and study online, so that teachers can understand students' personality problems and common problems, and adjust the teaching plan reasonably according to the learning situation. What's more, students can conduct group discussion and research online to realize deep learning. After class, students can independently consolidate and review what they have learned online by repeatedly watching courseware, videos and other materials. Online discussion and communication help students solve the learning problem and strengthen the review effect. In addition, modern educational technology can also be used to carry out effective learning, for example the use of multimedia auxiliary teaching equipment, to promote the multi-sensory stimulation of students, so that students can be fully involved in the teaching situation. To carry out the flexibility and diversity of teaching and learning via virtual reality technology or electronic whiteboard and other devices, could strengthen students' practical experience, enrich students' learning experience and emotional experience, and be more conducive to the sound development of teaching ecology [2].

4. Implement ecological teaching evaluation to promote continuous improvement of teaching quality

To start with, in terms of teaching evaluation, it is necessary to highlight the characteristics of multi-dimension, pay attention to the results-based evaluation of students such as homework and tests, take into account the performance and progress of students in the learning process, and improve the evaluation indicators of students' learning attitude and team spirit, class participation, learning strategy application and other aspects. Evaluate the development of students' knowledge, ability and quality from multiple dimensions.

Moreover, speaking of teaching evaluation, it is necessary to emphasize the characteristics of multi-subject. In addition to teacher evaluation, students' self-evaluation and mutual evaluation are introduced as well. Let the students reflect and improve themselves in the self-assessment, and achieve mutual learning. Guide students to evaluate each other, especially in group cooperation or team practice activities, learn each other's strengths and advantages, and then actively stick to them.

Eventually, enrich the evaluation methods and strategies. Questionnaire survey, interview and project report are adopted in the learning situation, so as to facilitate teachers to find teaching problems in time. Therefore, they can adjust teaching strategies reasonably, and further promote teaching quality [3].

Summary:

From the perspective of ecolinguistics, the reform of college English teaching is a systematic project. Educators have the capacity to foster a harmonious progression of pedagogical endeavors by establishing environmentally friendly learning objectives. By enriching ecological teaching content and reconstructing teaching materials, students' diversified needs for knowledge can be satisfied. Through the construction of ecological teaching model, students can learn in an open environment and a relaxed and harmonious atmosphere. By adopting ecological teaching evaluation, teachers can achieve a thorough and comprehensive understanding of the learning environment, which greatly aids in the modification and optimization of their teaching strategies. This approach enables them to respond more precisely to students' needs and enhance the overall effectiveness of their instruction.

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