

The Construction and Effect Improvement of English Teaching Atmosphere from the Perspective of Classroom Ecology

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Abstract: The ecological classroom has an effective promotion effect on cultivating students' interest in learning, and is conducive to the formation of students' good learning habits. While the college English ecological classroom plays the above role, it also needs to pay attention to the creation of classroom atmosphere. This article mainly studies and discusses college English courses under the ecological perspective, focusing on the teaching status, classroom atmosphere creation and the effect achieved.

Keywords: Classroom Ecology; Teaching Atmosphere; Effect

1. Introduction

After a long period of running-in development, the college English classroom has formed a relatively perfect balanced development state. It is an organic whole composed of multiple elements, including teachers, students, teaching environment, teaching content and other elements. The biggest feature of the ecological classroom is the continuity of learning, which is mainly reflected in the cultivation of students' learning habits. The basic goal of college English classroom teaching is to improve students' English level. On this basis, it is necessary to help students improve their English learning ability and develop the habit of self-learning in the life after class and in the future. To achieve this, teachers need to mobilize students' enthusiasm and guide students to learn independently, freely, openly, consciously, cooperatively, and help each other through a good classroom atmosphere. This is the ecological classroom atmosphere, which can effectively improve students' learning efficiency and reflect the high-quality teaching level. The key to the effective role of the ecological classroom is the activity of the classroom atmosphere.^[1] Due to the impact of modern information technology, traditional college English classrooms have experienced imbalances in the classroom ecosystem, which has caused a significant decline in teaching effectiveness, making it difficult to complete high-quality college talent training tasks.

2. The current situation of college English teaching from the perspective of classroom ecology

2.1 Misplacement of ecological teaching factors in the classroom

First, the misplacement in the teacher-student relationship. With the development of the times, students' learning initiative is more needed in teaching. Compared with the absolute dominant position of teachers in the traditional model, the initiative of students begins to be reflected in "teaching" and "learning". But the reality is that students in the form have a certain dominant position, but in fact the teacher still holds the dominant power of the entire curriculum. This asynchrony between ideal and reality is a manifestation of the misalignment of the teacher-student relationship and reflects the imbalance of the teaching ecology.^[2]

Second, the curriculum configuration is unreasonable. This is mainly reflected in the arrangement of teaching content and teaching form. In terms of teaching content, the proportion of theoretical courses is greater than practical activities. In the course

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configuration, it is excessively inclined to basic communication and reading, and ignores more effective practical activities to enhance students' abilities. The imbalance of the course configuration greatly affects the richness of the course content, so that the teaching effect is also limited. In terms of formal arrangements, students' passive learning is much more than active learning. The thematic competitions and situational simulations are missing or reduced to formalization, which limits the improvement of students' learning ability. The imbalance between theoretical and practical courses is a manifestation of the maladjustment of the teaching ecosystem. At the same time, there is also a problem with the blending of traditional teaching in the process of accepting information-based teaching methods.

The integration of modern information technology into college English courses is an inevitable requirement for the development of college teaching. It not only promotes the development of college English teaching, but also conforms to the teaching concept of "to foster virtue through education", which can meet the requirements of the new curriculum standards for college English teaching. However, in the process of the integration of modern information technology and college English teaching, there are two problems: First, teachers and students rely too much on information technology. Because of their convenience, teachers are widely used as auxiliary teaching tools, which can easily lead to the stagnation of students' theoretical level, and their ability to learn and practice cannot be improved; the second is that teachers are confined to traditional teaching thinking and have a repulsive psychology to modern information technology. Therefore, the insufficient application of information technology in the classroom leads to a certain impact on the teaching efficiency, which cannot meet the requirements of modern colleges and universities to cultivate talents.

2.2 Unbalanced ecological environment in English teaching

The ecological environment of English teaching includes physical level and spiritual level, and there are imbalances. The physical environment mainly refers to the shortage of teaching resources, teaching aids and the inequality of teachers and students. It is still a common phenomenon that teachers are in a dominant position. It is difficult for students to regard teachers as objects of equal communication. Therefore, it is inevitable that they will have a certain sense of alienation from teachers in the learning process. The spiritual environment mainly refers to the nature and status of college English courses. In most colleges and universities, college English courses are public courses. Although the classroom and teaching content are stable, there is cross-cutting and flexibility in the composition of the classroom staff and the setting of the course content, making it difficult for students to feel a sense of belonging to the course. Compared with other courses with more stability, college English courses are slightly inadequate for students' emotional communication and learning communication.

3. English teaching atmosphere construction and effect improvement strategies based on classroom ecology

3.1 Change the traditional concept of classroom teaching and make effective use of multimedia network resources

The first is to focus on the subject of classroom ecology. Teachers should consciously guide students to realize their dominant position in the classroom and build a good learning platform for students. Teachers can use rich and diverse teaching models to enhance students' initiative and enthusiasm, establish a good learning attitude, and enable students to experience their own dominant position and leading role in the classroom in a learning atmosphere of equal communication and mutual trust and mutual assistance.

The second is the rational use of teaching resources. This mainly refers to the rational use of modern information technology in teaching. Multimedia teaching has many irreplaceable advantages, such as numerous materials, abundant resources, and various forms, which are consistent with the needs of foreign language learning. Applying multimedia technology in the classroom can provide students with a real language learning environment and build an effective communication learning platform. At the same time, information technology can break the barriers of time and space, and carry out teaching activities anytime and anywhere. Students can tailor the learning plan according to their own conditions and conditions, which has a positive significance for forming the habit of active learning and cultivating self-learning ability.^[3]

3.2 Reasonably adjust teachers' role in class

In traditional teaching activities, teachers are the absolute leader, controlling the progress and direction of the course, and students play a passive role in receiving information. The popularization and wide application of information technology have broken the traditional teaching role assignment. Part of the traditional functions of teachers are replaced by multimedia technology, and the updating of teaching methods changes the communication mode of teachers and students and the learning mode of students.

Therefore, teachers must adjust their own status. Teachers should change from traditional single information exporters to teaching ecology builders that help students design and build teaching platforms, which can not only promote teacher-student communication and improve teaching effectiveness, but also warm up teacher-student relationships and obtain a good teaching experience.^[4]

3.3 Focus on stimulating students' learning interest in classroom teaching

Teachers should focus their teaching on stimulating students' interest in learning, and make use of course content arrangement and course atmosphere creation to improve students' motivation to learn. First, teachers should aim at students learning English well, fully understand the situation of students, and guide students in the classroom to find their own learning methods in accordance with the characteristics of different students, and jointly study English in a relaxed and happy atmosphere; Second, teachers should provide positive incentives to students, enhance students' sense of learning, and obtain satisfaction of learning from achievement and progress, thereby generating enthusiasm for learning; Third, college English teaching should cultivate students' self-learning ability including strategies and skills. Teachers can guide students to strengthen their self-analysis and self-reflection consciousness from the perspective of the course form and the evaluation method of completing the course content, enhance their thinking ability and strengthen their learning skills. Teachers should be student-centered in the classroom, strengthen teacher-student interaction, and achieve the common progress of teachers and students, so as to help students build learning thinking and enhance learning ability, but also improve their teaching ability.

3.4 Scientific evaluation of classroom teaching effect

The evaluation of the teaching effect must be both timely and final, that is, in the teaching process, timely evaluation and feedback of the problems that are occurring or just occurred, and a complete evaluation and analysis of the entire teaching process after the course is completed, and students should be encouraged to conduct self-evaluation and mutual evaluation during the teaching process. The evaluation content should include both theoretical evaluation and emotional evaluation, that is, the knowledge and skills mastered and the ability to learn and explore collaboration.

4. Conclusion

Looking at the current college English education from the perspective of educational ecology, it still has many deficiencies in maintaining curriculum balance, setting classroom content and constructing classroom atmosphere. The requirements of the new curriculum standards for the construction of an ecological classroom atmosphere in college English courses are to solve these problems, based on the basic knowledge of English education, and strengthen the cultivation of students' learning ability, especially the autonomous learning ability in inquiry and collaboration. The construction of an ecological classroom atmosphere can guide students to form the habit of self-learning, improve the planning and completion of self-learning, and have a longer-term effect and influence on improving the overall ability of college students.

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