

Study on the Education Ecosystem of College English Classes in Newly Established Colleges Under Mobile Learning Context

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Abstract: The rapid development of mobile communication technology has promoted the wide application of mobile learning in college English classes. Mobile learning has brought unprecedented challenges to college English teaching in newly established colleges. Under such context, the education ecosystem of college English classes appears obvious imbalanced phenomena. Based on the actual teaching situation, this paper analyzes the causes of the imbalance of the college English education ecosystem in newly established colleges under mobile learning environment, and puts forward some measures to promote the sustainable and harmonious development of college English education ecosystem in newly established colleges.

Keywords: Mobile learning; Newly established colleges; College English; Educational ecosystem

1. Interpretation of key concepts

1.1 Mobile learning

What is mobile learning? The academic circles at home and abroad have not reached a consensus on the definition of mobile learning. In general, mobile learning is an online interactive learning using mobile communication technology under the context of Internet. That is, Anyone can learn Anything they want Anytime and Anywhere with the help of mobile terminals, including various knowledge, skills, etc. Its characteristics are mainly manifested as flexible learning time and place, diversified learning contents and so on.

1.2 Educational ecosystem

American famous education critic Lawrence Arthur Cremin published his work *Public Education* in 1976. In this book, the concept of educational ecology was first proposed in the academic circle, integrating ecological principles into education and teaching, and advocating to create an ecological harmonious educational atmosphere for students. Since then, many domestic scholars have carried out extensive researches on education ecology. Among them, Huang Wenyi (2016) believes that “from the perspective of education ecology, college English education can be regarded as an organic and complex ecosystem composed of unique ecological subjects and ecological environment and influenced by various factors inside and outside the system”. Both the ecological subjects (teacher, student) and the ecological environment (teaching environment) are ecological components of the educational ecosystem.

2. Maladjustment of College English classes in newly established colleges under mobile learning environment

2.1 Teachers’ maladjustment in the context of mobile learning

Teachers are not good in the framework TPACK (technological, pedagogical and content knowledge), which was proposed by American scholars Koehler and Mishra in 2005. According to Koehler and Mishra (2005), the main components in the TPACK framework are content knowledge (CK), pedagogical knowledge (PK) and technological knowledge (TK). Under the background of mobile learning, this framework is a knowledge system that teachers should and must master. TPACK is the

embodiment of teachers' comprehensive ability. In the actual teaching process, teachers should flexibly integrate knowledge and improve teaching ability (Wang Xuemei et al., 2018:49). At present, most college English teachers in newly built colleges lack a full understanding of TPACK framework required for teaching. Although teachers have basic information literacy, the application of information technology under mobile learning environment, especially the integration of technology-teaching-content knowledge, needs to be improved.

Teachers' teaching methods are not compatible with technology. College English teachers in newly established colleges generally have the ability to find resources and make courseware on the Internet. But at present, many teachers do not think about the use of courseware, for example, some teachers directly download courseware from network or use courseware supported by the publishing house. Such methods ignore the differences in students' English cognitive ability and are not targeted, so they cannot achieve ideal teaching effects. At the same time, the frequent use of PPT courseware and related video materials shortens students' thinking time and reduces the opportunity of language output. Blindly "electric teaching" is not conducive to improving the effect of mobile learning, which reflects the imbalance between teaching methods and information technology means.

2.2 Students' maladjustment under the context of mobile learning

Students have poor independent learning ability. The development of mobile communication terminal technology has provided learners with extremely convenient learning conditions. However, the language learning idea of English learners in most newly built colleges is outdated and still affected by the traditional learning mode. Although students have a certain understanding of independent learning, but in the actual learning process, they have poor self-control ability, lack of self-confidence, weak subjective initiative, unclear learning goals, and inadequate understanding of learning strategies.

Students' language anxiety is more serious, such as unable to select network resources, unaccustomed to using the screen for learning. Under the mobile learning environment, students show obvious anxieties in English listening, speaking, reading and writing. For example, in the mobile learning environment, the interaction between teachers and students will be recorded in the network, and the participants can look back or listen to it several times. Most students are poor in English listening and speaking ability, combined with the influence of personality factors, so they will be afraid of making mistakes and losing face and have a heavy psychological burden, leading to low participation in class activities.

2.3 Maladjustment of teaching environment under the context of mobile learning

Construction of teaching platforms and course resources bases is not good enough. Newly built colleges seize the development opportunity, introduce a large number of teaching platforms and course resources, and the information-based teaching continues to develop deeply. However, there is a lack of comprehensive teaching platforms. Students report that a single course of college English uses 6 or more mobile terminals, and the comprehensiveness and integration of teaching platform resources need to be constantly improved. In addition, the forms of college English course resources are rich and diverse, but the development of course resources for personalized individuals is not enough.

There also exist imbalances between evaluation method and teaching practice under mobile learning environment. Mobile learning is integrated into college English courses, but the course is still evaluated in a results-oriented rather than process-oriented way. Besides, the same test paper is used for different levels of classes. Objective questions and subjective questions are out of proportion, and the former is more and the latter is less. Therefore, it is imperative to explore the dynamic evaluation model of college English class in newly built colleges, and how to implement the process assessment is the focus of the research.

3. Ecological measures for College English classes in newly built colleges under the background of mobile learning

3.1 Improve teachers' TPACK knowledge framework

With the widespread use of mobile learning, the knowledge framework TPACK has become an important index to evaluate the comprehensive quality of teachers, who must learn to integrate and apply the knowledge of teaching, content and technology. colleges should carry out targeted training for teachers in the above three aspects, especially in technical knowledge. Under the mobile learning environment, teachers play diversified roles in the teaching process, that is, they are the designer, organizer and evaluator of college English courses, as well as the instructor, helper and learning resource provider of students' autonomous learning. In a word, it is an important part of the education ecosystem to constantly improve and optimize teach-

ers' TPACK knowledge framework.

3.2 Construct an ecological model of students' autonomous learning

The harmonious and balanced development of college English education ecosystem needs to study the ecological position of each element of the ecosystem. In the ecosystem of college English teaching, students are the most core element, while teachers are the guides and organizers. Teachers should encourage students individually, cultivate their self-confidences, reduce their language anxieties, and stimulate their subjective initiatives. Guide students to develop goal planning, understand and apply learning strategies, constantly cultivate their critical thinking and improve it. In addition, students' autonomous learning ability under the mobile learning environment is the core force to optimize the ecosystem of college English classes. Therefore, it is necessary to strengthen the management of students' autonomous learning from the aspects of teachers, teaching equipment and teaching resources, create a good language learning environment, and finally gradually build an ecological model of students' autonomous learning.

3.3 Construct an ecological college English teaching environment in newly built colleges

Many important elements are involved in the biological chain of college English teaching environment, such as teaching objectives, teaching methods, teaching resources, evaluation methods, learning strategies, etc. In the process of classroom teaching, the above elements interact and influence each other. In order to achieve the dynamic balance of college English class teaching environment, it is necessary to adjust the content of various elements of the biological chain: improve students' ability to use mobile devices to select resources; teachers set corresponding goals according to the cognitive basis and learning habits of students of different majors at different levels (ABC); update teaching means and teaching methods; guide students to learn relevant learning strategies online and offline to improve their learning effects; according to the actual situation of teaching and learning, the students should be dynamically evaluated, and the evaluation methods should be constantly improved to form a multi-integrated ecological evaluation system etc.

4. Conclusion

As information technology develops, college English teaching has gradually entered the stage of mobile learning. It can be seen from the actual teaching that there are serious maladjustment problems in college English classes of newly built colleges under the background of mobile learning, which are mainly manifested in three aspects: teachers, students and teaching environment. In view of the above problems, this paper puts forward some measures, such as constructing ecological students' self-learning mode, improving teachers' TPACK knowledge framework, and constructing ecological college English teaching environment in newly built colleges, so as to promote the healthy and harmonious development of college English class.

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