

Analysis of Ecological Classroom Teaching of Senior High School English Under the Background of Two Tests of One Year in Foreign Language NCEE

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Abstract

The policy that "two tests of one year in Foreign language college entrance examination" requires English classroom teaching of taking "promoting the healthy growth of students' as the starting point and end point, reversing the one-sided test orientation and promoting quality education which is identical with the concepts of ecological teaching. This paper explains the reasons why it's necessary to apply ecological teaching into English classroom, what principals should be adopted and how to carry out ecological teaching in classroom teaching.

Key words: ecological classroom teaching; senior high school; foreign language college entrance examination

Introduction

The dispute for or a few years "on the status of foreign language in college entrance examination reform" has been finally settled along the State Council promulgated the "opinions on deepening the reform of admissions exam system" in September 3, 2014. Seeing from the information disclosed in the file, the score value of foreign language course has not been cut down by the guessing before, on the contrary, it gets two exam opportunities in college entrance examination. In other words, the important position of foreign language has eventually reached a consensus. Nevertheless, the reform is required clearly and it offered clear requirements in "opinions" that taking "promoting the healthy growth of students' reform as the starting point and end point, reversing the one-sided test orientation, adhering to the correct educational orientation, practicing the socialist core values, promoting quality education and cultivating socialist builders and successors of all-round development" as the basic principle. Under the guidance of the principle, it also stipulates clearly that "two opportunities ought to be offered for foreign language in college entrance examination" and construct "ability evaluation system of foreign language". It is not difficult to see, the contents pushing "promoting students healthy, comprehensive and sustainable development" into a new height. Since college entrance examination policy is teaching baton and it will change about the direction of the development of teaching activities, then, how classroom teaching should be adjusted under the guidance of the new policy? This paper will discuss it from the perspective of ecological teaching.

1. The necessity of Ecological Teaching

1.1 The theoretical basis of ecological classroom teaching

Education ecology originates from the concept of ecology which studies the interrelation, the interaction and mutual adaptation inside the system structure and the surrounding environment based on the principles of ecology, especially the principle and mechanism of the whole, contact and balance. According to the basic viewpoints of educational ecology, the classroom is the micro ecological system composed of teachers, students and classroom environment of three ecological factors. America scholar Doyle, W and Ponder, G said, "Every background for learning contains a learner, a teacher, a background and learning information..... Therefore, learning occurs in an ecosystem". The classroom environment includes teaching objectives, contents, methods, means, teaching atmosphere and physical environment. In the classroom ecosystem, three ecological factors are relatively independent, interrelated, interdependent, and they interact in cooperation and symbiosis to make classroom become an indivisible organic whole ecosystem, cooperating to complete the function of educating people. Three ecological factors promote ecological balance in the dynamic development system and any one factor missing or damaged, it will cause a chain reaction, leading to imbalance of the ecological system of classroom and abnormal classroom teaching. Among these, teachers and students are the biological factors of mutually interacting together constituting the curriculum system and teaching activities and they form a special community of life in symbiosis and cooperation. Therefore, we must examine the foreign language classroom teaching in the dynamic and development perspective regarding it as a process that the teachers and students explore how to improve the level of knowledge and ability of foreign language. On the one hand, in this process, teachers make effective use of various resources, build a harmonious ecological classroom, let the students be happy to grow in good condition, mobilize the enthusiasm of their learning, creativity and improve their development and perfection of individual life; on the other hand, teachers should also be developed in the classroom teaching to ensure the completion of high quality of the classroom teaching smoothly in cooperation.

1.2 The lack of ecological environment in senior high school English classroom.

It is most criticized for the policy of the current college entrance examination is that it provides the soil for the examination-oriented education, which also led to the phenomenon of ecological imbalance become very common in English teaching of senior high school. The classroom teaching of examination-oriented education takes traditional education concept as the guiding ideology and in practical teaching, it only takes classroom teaching of foreign language as the process of the implementation of curriculum contents according to the teaching syllabus, yet the implementation of curriculum content is only regarded as imparting knowledge to students by authority of teachers, thus it neglects the relationship between various factors interaction with the teachers and students in the classroom and restrains the development of classroom teaching, even damage the classroom ecology and lets the original living class lost vitality, lifeless into a pool of stagnant water. Although it can impart some knowledge in such kind of foreign language classroom teaching, in the long run, it does not accord with the reality of classroom ecology, not conducive to the growth of teachers and students, also cannot make the students master the language knowledge, skills and related abilities really. Its defects in this teaching environment are embodied mainly in the following aspects:

The first, the purpose of teaching is unitary. Enrollment rate level of school education, it evaluates education quality of school, teachers' achievements and students' academic level, so the ultimate goal of teaching is to respond to the entrance examination. For this purpose, the classroom teaching gives much emphasis on imparting knowledge and skills, emphasizes proficiency knowledge, and by taking over-learning means mostly and training limits learning only in the textbook range, causing students have no time to participate in various activities outside the classroom which are very beneficial to their intellectual development. The outcome is that it is difficult for students being trained by this means to adapt to the job requirements and social development because their narrow scope of knowledge and "high score low abilities".

The second, the content of teaching is unitary: For a long time, many teachers are accustomed to identifying teaching materials with teaching contents and think that teachers should teach what the curriculum standards require. Lack of "knowledge of language and culture talking China and Chinese culture in English" in all kinds

of English textbooks causes students cannot effectively transfer the Chinese culture when communicate with foreigners. Although a lot of China learners are very familiar to a foreign county, they know very little about their own culture and even create many ironic jokes.

Moreover, there are too many limitations in teaching materials such as the contents only confined to the textbooks, taking English as knowledge to teach and not attaching importance to communicative English. And also the supplementary learning materials are simulation test papers compiled by college entrance examination mode which are useless for reaching the aim of communication training. Both the test form and means of acquiring language knowledge are single and it can be acquired only through indirect teaching of teachers. In addition, there is a little chance to listen to English, even hardly listen to English except in class time and lack teaching necessary cultural knowledge. Especially, teaching in large classes makes student share very low teaching resources and there is less communication between teachers and students.

The third, teaching means in classroom teaching are single. Carrying out classroom teaching mainly taking teachers as main axis and doesn't consider mobilizing students' affective factors and creates a kind of much too serious atmosphere without liveliness. Therefore, the teacher often signs their hard self-behaving and students complain the class is too dull to concentrate their spirits. Evidently, this kind of teaching cannot mobilize students' learning initiative and reflect the subjectivity of students, which is a typical traditional teaching mode. In fact, in the actual classroom activities, teachers often replace the student as the initiative in the teaching process and the authority controlling classroom learning. While the students are in impassive position and only act as the mechanical teaching object of teachers

Finally, the evaluation method is too single.

Students' average score and the rate of college entrance examination are still the main index to evaluate the teaching effect of the teachers, so the teachers have to teach for the exam. The students regard the learning as a process of studying a vocabulary in order to pass the exam and as a result, many students can remember two or three thousand words yet they cannot use. In fact, although some students get high scores for the paper-and-pencil exam, they do not get effective English communication ability. Obviously, the traditional English Teaching in middle school has not only been unable to meet the requirements of social development, but also cannot adapt to the requirements of colleges and universities which requires us to change the traditional teaching mode, teaching from knowledge to skills teaching. To achieve this change, the ecological teaching method is an effective method

2. The basic principles of ecological education in English classroom teaching

The basic goal of English ecological Teaching in the middle school is to establish a stable, harmonious and natural ecological system. Student-centered concept in the classroom teaching process should established, fully tapping their potential and the nature of learning, starting from happy learning and attributed all the educational value to the students, thereby creating a caring classroom of good interpersonal atmosphere, allowing students to independent learning, cooperative learning and inquiry learning. In order to achieve the aim, we should grasp the following principles.

2.1 Symbiotic principle

One of the basic viewpoints of ecology is to respect for diversity of life and promoting its symbiosis. "Symbiosis" of the ecological system is reflected in that the various elements have its unique value and they are equal and reciprocal symbiosis. In the ecological English classroom teaching of the middle school, each member of the team composed of teachers and students learning bear responsibility for team development which requires them to pay for their strength and skills. The team as a harmonious unity and unique vitality is formed by respecting and encouraging students to develop their creativity and uniqueness in teaching. The mutual

benefit is reflected in that ecological subject is the common interests of the link and they benefit from each other in symbiotic cooperation. The ideal ecological system is that all the individual life can get benefit from their own strengths, cooperation and free growth. One point should be given especial emphasis that avoiding making a pet of successful students and looking down upon other unsuccessful students, because the good interpersonal behavior of teachers can promote students' cognitive and emotional development. Teachers in teaching should recognize and respect there are differences among different students and act as helper, supporters and motivators for students learning. There is a dialectical relationship of interactive language communication between teacher and students. To be specific, teachers provide directions to the students' learning in teaching and they can also promote their own professional development in the teaching process. On the contrary, the students' learning is the extension of teachers' teaching and teachers' value is reflected in the process of students learning.

2.2 Interaction principle

The interaction is the basic state of being in the ecological system. The secret of abundant vitality in the ecosystem is that the ecological elements in it are in the non-stop communication always in various forms. The interactive relationship of English classroom ecology system in the middle school is mainly reflected in the interaction between teachers and students or among the students themselves. As a result, it requires of constructing the teaching mode based on discussing routine to improve students' comprehension level. The discussion of multi-element, multi-direction and multi-level can make students construct their own understanding by recombination and selection and realize internalization to the deeper level, so as to achieve better learning effect.

The routine discussion can be not only make the students obtain direct experience of perception, but also it is good for strengthening communication and cooperation within the collective culture and is of great advantage to cultivate exploring or team spirit. Harmonious, free and creative atmosphere of classroom discussion can greatly stimulate students' desire for democratic participation. Democratic participation in classroom atmosphere is the necessary condition of creativity yet depression and non-voluntary classroom atmosphere will make students unable to exhibit unique. In English classroom teaching in middle school, the organizers should provide and create the perception of time and space as possible as for students and as long as it meets the learning needs, everything can be discussed.

2.3 The principle of creating harmonious environment

In the ecological system of classroom teaching, each student must rely on other biological and non-biological environment in the classroom, must rely on the material, energy and information exchange with the surrounding environment in order to achieve dynamic balance and benign circulation, thus, the premise of the existence of ecosystems is whether students and the surrounding environment can adapt to each other. Yet, In all these environmental factors, keeping harmonious relationship between ecological body and creating a pleasant teaching mood are especially important. First of all, teachers should create a harmonious and relaxed classroom atmosphere, taking into account the different levels of students, respecting for individuality, paying attention to stratification, richness and repeatability of the classroom language activity level so that every student can get a sense of achievement in the classroom learning; second, teachers should take understanding, communication and dynamic generation as the teaching means and carry equal dialogue and cooperative exploration with the students. Finally, the students themselves should become cooperative autonomous learners. In sum, in the harmonious relationship between ecological subjects, healthy development of each student individual's personality and the professional growth of teachers ought to be promoted and realized.

3. Suggestions for ecological classroom construction

The ecological system of English classroom constitutes of biological and non-biological factors which can be divided into four types according to the elements of the middle school English classroom: relationship between teachers and students, teaching contents, teaching methods and environment. Here we have analyzed one by one, to explore the ideal mode of middle school English ecological classroom.

3.1 Set the ecological objectives of English teaching.

To establish ecological English teaching goal, we must abandon the teaching ideas of “only for the purpose of teaching language knowledge” and “only for the purpose of responding an exam” and establish a multi-dimensional teaching goal. The first, Based on promoting the students to master certain basic knowledge and skills including language knowledge, cultural awareness, language skills, emotional attitude and learning strategies, A teacher should help the students to establish the sense of language, master the language communication tool obtaining the ability of using English and lay a solid foundation for real communication; the second, the teachers should help to develop the students’ intelligence and cultivate their abilities of, observation memory, thinking, imagination and creation; In addition, The teacher should let the students understand cultural differences, cultivate their spirit of patriotism and enhance the consciousness of the world. In a word, the teachers should help the students to form a sound personality and lay a good foundation for their sustainable development.

3.2 Choose teaching content of ecology

Content refers to the material information dynamically generated in the process of teaching by interacting with teachers and students serving for teaching purpose. It includes not only a textbook, also includes the comprehensive processing of curriculum content, teaching contents and teaching practice by teachers and students. On the one hand, teacher and students use teaching materials reasonably to teach by selection, processing and disposing of teaching materials; on the other hand, teachers and students can scientifically process materials and organize teaching process reasonably. It includes not only the teaching contents, also includes guidance, motivation, methodology and value judgment standard etc., the actual activities between teachers and students in the teaching process of the whole. Therefore, teaching content includes many aspects and teaching materials is only an important component of its.

3.3 Make the subject of classroom ecology enjoy equal value.

Teaching is not simply to impart knowledge, but an interactive process of teaching and learning to construct knowledge system. The teacher not only presents knowledge, but also become guide and facilitator of students’ active construction of meaning; students are not passive recipients of information, but the subjects of learning processing and cognition and the active builder of knowledge significance. Therefore, in teaching mode of ecology, the teacher’s status in the classroom should turn from instilling in the elementary teaching to guide, organizer and coordinator in teaching activities of communication, discussion and research so that students become the main factor of ecological classroom, teachers become the dominant factor and make the ecological subjects in the classroom enjoy equal position.

3.4 Select ecological English teaching methods

Choice of the teaching methods in the ecological model of English Teaching reflects the characteristics of

flexibility and practical combination and against single and absolute English teaching methods. The teaching methods which can promote students' language knowledge, cultural knowledge and their all-round development can all be introduced into the ecological model of English teaching. Therefore, teaching methods should be constantly changed in order to activate classroom atmosphere. The common teaching methods in the English classroom teaching usually include formal teaching, interactive teaching and teaching demonstration and they share the common biggest feature that language knowledge is transmitted in unidirectional way concentrated in a certain period teacher is in the status of relatively important information center. The main difference lies in the interaction between the student's participation. According to the students' attention to maintain the time for 20 - 30 minutes, after the student's attention will be dispersed this characteristic, ecological English teaching mode advocated formal teaching of English teachers in primary and secondary schools should be less than 30 minutes, should provide ample time for students to assimilation, teachers' teaching language knowledge in the classroom.

The main difference is the level of students' interactive participation. According to the characteristic that students' attention can be generally kept for 20 - 30 minutes and then it will be scattered, formal teaching of English teachers in primary and secondary schools in ecological English teaching mode is advocated to last less than 30 minutes, and ample time should be provided for students to digest and absorb what the teachers' teaches in the classroom.

3.5 Establish ecological evaluation mechanism

According to the theory of educational ecology, each individual has its own niche; therefore, individual difference should be respected. For evaluation means, the formative evaluation and summative evaluation should be combined taking former as the main way and the latter as the supplement. The formative evaluation is based on students' needs, focusing on the process of learning of individuals, such as the interaction between the teacher and students, cooperation between students and individual experience and progress in the learning process, which is helpful to make a correct assessment of each individual. The evaluation of the student ought to aim at promoting the long-term development of the students by regarding students' learning results and learning process as a booster of theirs and provide the meaningful feedback information for students in order to let students understand their learning process and tendency of "Multiple Intelligences", thus stimulating their learning motivation and enthusiasm.

Conclusion

This new round of reform of college entrance examination taking "student centered" concept is consistent with ecological education concept of focusing on people-oriented and emphasizing healthy, natural and balanced development of ecological subject. Therefore, in the perspective of ecological education, it's meaningful to explore how to carry on ecological teaching in high school English classroom teaching. Only the mode of ecological teaching is adopted sticking to the "ecological principle" in English classroom teaching, it can help the students to play their own potential, realize individual language learning, and ultimately promote the all-round development of students.

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