

A Study on the Professional Development Trend of College Foreign Language Teachers under the Ecological Teaching Mode

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Abstract. The ecological teaching mode regards teaching as an ecosystem and studies the ecological relationship between the participants and the teaching environment of the teaching system. The professional development of college foreign language teachers is an important subsystem of education and teaching ecosystem and an important link in the ecological chain of college foreign language teaching. This paper is based on the theory of ecological pedagogy and analyzes on the niche orientation of teachers in college foreign language teaching ecology, and further points out the trend of professional development of college foreign language teachers.

Keywords: Ecological Teaching Mode; College Foreign Language Teachers; Professional Development; Trend.

1. Introduction

At present, the development of higher education in our country has entered a new stage of improving the quality and enriching the connotation. The Outline of the National Medium and Long-term Educational Reform and Development Plan (2010-2020) and Suggestions on Improving the Quality of Higher Education in an All-round Way from the Ministry of Education point out the direction for the reform and development of higher education. Since the 18th CPC National Congress, General Secretary Xi Jinping has made a series of important instructions on the development of higher education, proposing that higher education should do a good job of "serving the four services" and emphasizing that in order to run well China's colleges and universities and to establish world-class universities we must firmly grasp the core point of improving the ability of training talent in an all-round way. Since the 19th CPC National Congress, The Ministry of Education has issued National Standard for the Teaching Quality of Undergraduate Majors in General Institutes of Higher Education and China English Proficiency Scale, which has put forward higher, more systematic and specific requirements for enhancing the development level of foreign language majors and promoting foreign language education ability in colleges and universities in China. In this aspect, the primary goal is to improve the ability of talent training and the driving force is reform and innovation, both of which rely on foreign language teachers in colleges and universities. Therefore the priority should be to grasp the ecology of foreign language teaching in colleges and universities and follow the professional development trend of college foreign language teachers.

2. The Formation and Development of Ecological Teaching Mode

Teaching mode can be roughly divided into three categories according to different starting points and footholds. Firstly, the subjective teaching mode is centered on learning individuals emphasizing the autonomy and initiative of learning individuals. Secondly, the objective teaching mode is based on software and hardware resources paying more attention to the importance of external environmental conditions. Thirdly, the optimized teaching mode is based on the relationship between subjects and objects advocating that teaching should be regarded as a balanced ecology system taking the advantages of the former two modes and stressing the mutual influences and system optimization.

The ecological teaching mode originated from the ecological theory of studying the relationship and mechanism between biology and the environment. In 1858, American writer and naturalist

H. Thoreau first used the word "ecology" and gradually it was widely applied to the study of biology. At the beginning of the 20th century, with the refinement of discipline divisions and the prevalence of interdisciplinary research, ecological research infiltrated into the field of education. In 1932, American educator W. Waller introduced the concept of "ecological teaching" into classroom teaching and classroom ecological research. In 1935, Tansley, a British scholar, first proposed an overview of "ecosystem". In 1949, American scholar W. Vogt further put forward the concept of "ecological balance". In 1966, American educator E. Ashby first applied the principles and methods of ecology to the study of higher education, which is in accordance with the American educator L. Cremin who put forward "Education Ecology". In 1976 in the book *Public Education* the focus of which is the problems of the allocation of teaching resources and the interaction and influence of various factors in the teaching process of colleges and universities.

A long time ago, many simple ecological thoughts were included in the argumentations and propositions of the sages of our country. Xunzi says "The trees give shade and the birds roost" and "the accumulation of soil makes the mountain from which wind and rain come while the gathering of water makes the lake in which Jiaolong lives". Confucius says "birds select trees and perch". They are the representatives of the simple ecological thought. With the development of ecology research in western countries, great progress has been made in teaching ecology research in our country. The number of scholars studying ecological teaching continues to increase and the outstanding research achievements are emerging unceasingly such as Ecological Environment and Education of Taiwanese scholar Fang Binglin, Li Congming's *Introduction to Educational Ecology* and Wu Dingfu's *Educational Ecology* and so on.

3. The Orientation and Development Trends of Teachers under the Ecological Teaching Mode

In her paper, taking the ecology of English classroom teaching as an example, Xu Shujuan (2016 / 2013 / 169) points out the basic elements of the ecological teaching mode, including the teachers as the subject of teaching activities, the students as the subject of learning activities, the language as the teaching resources and the environment as the teaching field. Analyzing the relationship among them from the macroscopic aspect she points out that teachers' knowledge and culture accomplishment should be promoted, teachers' consciousness of their traditional role should be changed and teachers' teaching methods should be enriched under the ecological teaching mode. She points out that the teacher should be the planner of classroom teaching, the developer of classroom teaching, the supplier of teaching activities, the demonstrator of teaching process, the collaborator of teaching development and the evaluator of teaching results. Wang Hongkun (2017) analyzes the characteristics of college English teachers' professional development from the perspective of educational ecology, and puts forward three types of teacher development strategies: self-rehabilitation, campus support and social security. Zhao Jie (2018) thinks that three aspects, that is, language, culture and teaching should be stressed to strengthen teachers' cultural accomplishment, to enhance the teaching ability, to emphasize strengthening morality cultivating people and broaden the international vision of teachers.

Obviously, the teacher group is regarded as the ecological factor in the teaching ecology, and the niche division is carried out from the function of the teacher group, which has the macro-instructive significance. However, in terms of the position of teachers in the ecological chain, teachers are still producers and communicators of knowledge. It is not realistic to achieve a breakthrough in teaching model in a short period of time. In the process of teaching practice, especially in the classroom teaching ecology, we still need to clarify the niche role played by individual teachers. If teaching is regarded as a small-scale ecosystem, teaching environment, teaching resources, teachers and students are the main ecological factors and constitute a "ecological chain" like this: "teaching environment > teaching resources > teachers > students", in which the niche of the teacher is shown in the following figure:

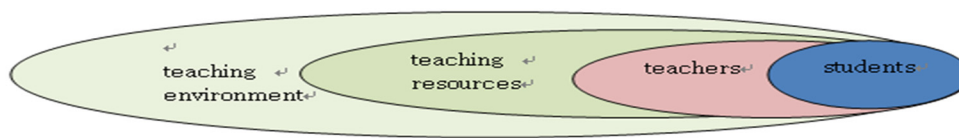


Figure 1. the niche position of foreign language teacher

The above niche positioning of teachers is not perfect because only a few research-oriented high-end teachers are in the ranks of developing teaching software and hardware environment and teaching resources and most of the front-line teachers belong to the direct users of specific teaching resources and students-oriented communicators under a certain teaching environment, and are not the producers in the real sense. Although we can not define the general scope of the ecological amplitude for teachers, such an ecological chain is undoubtedly the most common form in the current college foreign language teaching ecology. According to the "10% law" proposed by R.Lindeman, an American scientist, in 1942, for teachers the decline rate of information input from teaching environment and teaching resources is 20% and 10% respectively, while for students the decline rate of information input from teaching environment and teaching resources is 30% and 20%. In other words, assuming that the information input from teaching environment and teaching resources is 100%, teachers can only transmit about 80% to 90% of the information to students, while students can only master 70% to 80% of the information. It can be seen that the problem of the professional development of foreign language teachers under ecological teaching mode is actually how to make teachers save energy and reduce consumption in their ecological chain, and how to master, utilize and spread the existing teaching environment and teaching resources as well as possible.

From analyzing the problems mentioned above, we find there are some inevitable trends in the professional development of foreign language teachers under ecological teaching mode.

First, college foreign language teaching is regarded as a unified ecosystem and is examined in the macro-planning of the national foreign language education and even the national quality education. College foreign language teachers need to grasp accurately and prospectively the pulse of the ecological development of the current college foreign language education and teaching and truly unify the development of the country, the society, the university, the discipline and the individual as a whole.

Second, college foreign language teachers should base on the local climate, adapt to local conditions, find out the limiting factors in college foreign language teaching ecology, explore their own advantages, dare and be able to find out the deficiencies, be good at making up for the deficiencies and find the most suitable space for their development.

Third, college foreign language teachers should fully discover and make use of the "marginal effect" in the ecology of college foreign language teaching, dare to cross subjects and be good at them, practice the true meaning of "the stone of other mountains can attack the jade" in teaching and scientific research.

Fourth, college foreign language teachers should make full use of the "group effect" and "flowing water effect" of educational ecology research, do not follow others and be content with the present situation, believe that constant trial and failure are the secret of success. Of course, changes in some factors do not have an effect on the whole ecosystem immediately, but any system is a system of dynamic balance. A system that does not have a "flowing water" pouring in is a dead system. Reform is the absolute principle for development and just as a strong man breaks his wrist, self-innovation is an essential attribute and intrinsic feature of an ecosystem, which is true to a country, a society, a school, a discipline and also individual teachers.

4. Summary

In conclusion, the professional development of foreign language teachers under the ecological teaching mode has the following characteristics. Firstly, the character of a system as a whole. The professional development of college foreign language teachers is not only the independent choice of individual teachers, but also the inevitable choice of the college foreign language education and

teaching ecosystem. Secondly, the character of diversity. The niche classification of college foreign language teachers is meticulous, and the trend of diversification is obvious. Thirdly, the character of overlapping. Teachers of different majors and different subjects collaborates more and more and their common research objects are richer and richer and solutions and perspectives to the same research project is unique and novel. Fourth, the character of coordination and innovation. "Group effect" and "flowing water effect" of the ecology of college foreign language education and teaching point out that the professional development of college foreign language teachers should be coordinated and innovative, break through the existing foundation and "dance in shackles". It is both an opportunity and a challenge for the professional development of college foreign language teachers under the background of educational reform.

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