Research on the Construction of Ecological Teaching Mode of Oral English for Professional Degree Postgraduates

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Abstract

The construction of postgraduate oral English classroom has always been the focus and difficulty of postgraduate teaching. For a long time, the postgraduate oral English teaching has followed the college English general oral teaching curriculum system, which is out of touch with the needs of the society and postgraduates for English. There is no curriculum system for the characteristics and training objectives of postgraduates, and it cannot meet the requirements of cultivating postgraduates' diversified oral communication skills. This paper studies and explores the ecological teaching mode of oral English for engineering masters from the perspective of educational ecological theory, and focuses on the importance of the concept of "supply" in the ecological teaching of graduate students' oral English. Improve the level of oral English to meet the requirements of postgraduate academic and daily oral communication.

Key words: Oral English Teaching for postgraduate students; Educational ecological theory; Supply

1. THE CORE CONCEPTS AND DEFINITIONS OF ORAL ECOLOGICAL TEACHING

The ecological concept holds that "the environment provides resources and opportunities for the actions of organic life, and organisms perceive information content from the environment and guide their actions with the content they perceive from the environment" (Gibson & Pick, 1986). Teaching ecological theory mainly studies the relationship between the three elements of people, teaching activities and teaching environment in the teaching ecological system (Leather & Dam, 2003). Dong Xiaoyan (2015) believes that teaching ecology is composed of teaching ecological subjects (teachers, students) and teaching ecological objects (physical environment, psychological environment). In general, teachers and students, environment and teaching activities are related, dynamically balanced and open to each other.

In educational ecological theory, the core concept of "subsistence" was created and proposed by ecological psychologist Gibson, referring to "all the positive or negative relationships that the environment gives, provides and configures for the organisms in it." (Gibson, 1979) "Supply" is provided by the environment to the organism, both good and bad. It takes the learner and the learning environment as a whole from a dynamic point of view, emphasizing the dynamic relationship between the environment and the organism, which determines and influences each other. Li Tongtong (2016) proposed that in the field of education, sustenance is usually the integration of technology, educational and social situations and sustenance, and each type of sustenance plays a role in different mechanisms.

Specifically in the field of postgraduate oral English teaching, "supply" refers to the opportunities, resources and support provided by the teacher according to the learners' current oral English level, actual learning needs and future development direction, and also the learners' ability in the oral language learning environment. Access to interactive learning opportunities. If the "supply" has played a positive guiding role for the learners, and the learners have a positive and cooperative attitude towards the "supply", then the actual learning output effect will

be positive, positive and effective. Therefore, based on the teaching ecology theory and the concept of "supply", this project aims at the cultivation of internationalized and research-oriented talents, and focuses on improving the actual oral communication ability. Effective oral language teaching activities, providing students with sufficient opportunities and resources for oral cooperative learning and interactive learning, so that both teachers (teachers) and learners (engineering master students) become an effective part of the oral language teaching environment, and are compatible with oral language. learning environment interaction.

2. CURRENT SITUATION AND RESEARCH VALUE OF THE SAME RESEARCH FIELD AT HOME AND ABROAD

2.1 Research Status at Home and Abroad

The relevant literature abroad mainly discusses the oral language teaching of second language acquisition from the perspective of teaching practice. For example, use peer feedback to reasonably evaluate and construct classroom settings (Zhang, 2020); evaluate and construct oral English teaching classrooms by setting relevant indicators: task repetition, pre-class planning, communication strategies (Christine, 2017); use multimedia to improve oral English Students' self-learning ability in class, etc. (Zhang, 2014).

For a long time, postgraduate English teaching has followed the general teaching curriculum system of college English, which is out of touch with the needs of society and postgraduates for English, and has not formed a curriculum system based on the characteristics and training objectives of postgraduates, resulting in a great waste of school hours and teaching resources (Guo, 2006). As far as postgraduate oral English teaching is concerned, on the one hand, although postgraduates are more active in thinking and broader in thinking than undergraduates, it is difficult to carry out effective oral English activities in the classroom due to the weak foundation of oral English. On the other hand, some postgraduates do not have a high degree of participation in oral English learning, there is no effective teaching strategy to mobilize the enthusiasm for learning, and there is no reasonable and comprehensive evaluation system to feedback students' oral English learning level. In view of the current situation of postgraduate oral English teaching, many scholars propose to use information technology to improve the teaching effect of oral English classroom.

Tianjin Normal University's postgraduate oral language teaching combines MOOC and flipped classroom teaching modes, and deeply explores the advantages and problems brought by this mode (Wu, 2015). Mo Yongyi proposed

a flipped classroom design model for postgraduate oral English based on the SPOC teaching model, including the design of classroom teaching, content, process and teaching evaluation system, so as to improve the quality of postgraduate oral English teaching (Mo, 2017). Gu Xiaole's team has developed a series of academic English oral communication micro-courses, constructed a flipped classroom teaching model for academic oral English, and significantly improved students' ability and confidence (Gu, 2018). Some scholars have also discussed the problems of oral English teaching for postgraduates from other theories, such as constructing the ESP oral English teaching design framework for postgraduates in colleges and universities based on the theory of "demand analysis" (Li, 2014); Students' ability to communicate in oral English (Zhao, 2014). Some scholars also discussed some specific ways of practice in oral English classrooms, such as adopting the "experience teaching mode based on role needs" to select English teaching situations and instructing students to complete tasks in cooperation with roles (Han, 2016); The effect of oral language teaching, etc. (Wang, 2010).

2.2 Research Value

2.2.1 Theoretical Value

In general, there are many researches on postgraduate oral English teaching, and teaching theories and teaching methods are emerging one after another, but most of them focus on a single or a few angles to improve the teaching level. Among them, some improve teachers' oral teaching ability from the perspective of teachers, some stimulate students' inner learning motivation, improve learning awareness, and change learning methods from the perspective of students, some explore the difficulty, depth and breadth from the perspective of teaching content, and some are Integrate information technology into classroom teaching from a practical perspective. These studies put more emphasis on better promoting teacher-student interaction and student-student interaction through a variety of teaching interactions, but none of them regard postgraduate oral English teaching as a The organic whole composed of factors such as activities and teaching environment should not only realize teacher-student interaction and student-student interaction, but also emphasize the importance of teaching environment. The research on the ecological teaching mode of oral language emphasizes the importance of interaction and the importance of teaching environment. Therefore, this fills the gap in the current oral language teaching research on the learning environment and the organic interaction between teachers and students, and has important theoretical value.

2.2.2 Practical Value

In this study, the concept of "supply" emphasizes the important role of the teaching environment in the whole

oral English teaching, and also proposes that students should maintain a positive and cooperative attitude towards teaching "supply". By formulating appropriate oral communication strategies, organizing various forms of oral communication activities, and providing students with effective and reasonable "supplies", students can actively participate in classroom teaching. virtuous circle.

To sum up, how to construct an ecological teaching mode of spoken English for engineering masters is an urgent problem to be solved in the current English teaching of engineering masters. Relevant practice and research are still in a serious state of insufficiency, and this research is necessary both in theory and in practical teaching. The education and teaching research of this topic is very critical to the design, process, effect and quality of the English course teaching for the master of engineering; therefore, this practice and research can not only incorporate the current theoretical research on the internationalization of higher education into practice, but also have a positive impact on the full-time master of engineering English. The teaching practice is more instructive.

3. THE SPECIFIC STEPS AND CONTENT OF RESEARCH AND PRACTICE

3.1 Research and Practice Goals

Through this research, we hope to solve the following problems:

1) Establish an ecological teaching mode of oral English for engineering master's English courses;

2) Revise and improve the English course syllabus for the Master of Engineering;

3) Improve the English oral communication ability of full-time engineering master students by implementing the oral ecological teaching model;

4) Verification of the rationality of the oral ecological teaching mode through a round of English teaching practice for engineering masters

3.2 Research and Practice Steps

1) Investigate the situation of spoken English teaching in full-time engineering master training units;

2) Investigate the admission level and oral English learning needs of full-time engineering master students;

3) Revise the syllabus of the course and implement the ecological teaching mode in the spoken language teaching part of the English course for the Master of Engineering of Huaiyin Institute of Technology;

4) Practice and research on the ecological teaching mode of oral language. Carry out the teaching of the spoken English module of the Master of Engineering, focusing on the construction of the oral English teaching environment and the cultivation of practical and language communication skills; revise the syllabus according to the

feedback of the teaching effect; establish a supporting oral language database;

5) Complete the teaching reform and practice research report of the oral part of the full-time engineering master's English course.

3.3 The Focus and Difficulty of the Research

1) Research focus

The focus of this research is to establish an ecological teaching mode of oral English in the full-time master of engineering English course, to revise the oral teaching part of the full-time master of engineering English course syllabus, and to establish a supporting oral language database.

2) Research Difficulties

The difficulty of this research is how to test its scientificity and feasibility in the process of implementing the oral ecological teaching mode.

3.4 Main Viewpoints and Innovations

1) Main point of view:

It is necessary and feasible to construct the ecological teaching environment of English oral English for the master of engineering, both in theory and in practice. In theory, this complements the current theoretical research on postgraduate oral English teaching, and is an inevitable path to improve the research level of postgraduate oral English teaching; in practice, this provides guidance for the design, process, effect and quality of the overall English course for engineering masters. significance. Through the construction of the ecological teaching environment, it helps learners to obtain more ecological "supplies", establishes a learning community between teachers and students, and students and students, and further promotes the organic interaction between teachers and students and the oral language learning environment, thereby effectively improving the English communication ability of the master of engineering.

2) Innovation:

This research aims to establish an ecological teaching model of oral English for full-time engineering master students, and innovatively uses the concept of "supply" to strengthen the organic interaction between engineering master students and the oral English learning environment, increase the effective output of oral English, and effectively improve the oral English. To the English oral communication ability of engineering master students.

4. CONCLUSION

The construction of postgraduate oral English classroom has always been the focus and difficulty of postgraduate teaching. Through the construction of the oral language classroom ecological environment, teachers thoroughly implement the concept of "supply" into every aspect of

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oral language teaching. The opportunities, resources and support provided by the learners' current oral English level, actual learning needs and future development direction, learners can also obtain effective and active interactive learning opportunities in the oral language learning environment. If the "supply" has played a positive guiding role for the learners, and the learners have a positive and cooperative attitude towards the "supply", then the actual learning output effect will be positive, positive and effective.

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