A Discussion about Chinese EFL Classroom Ecology Imbalance

[1]Li Wanrong, [1]Nor Azmi Bin Mostafa

[1]Faculty of Languages and Communications, UniversitiPendidikan Sultan Idris, Perak, Malaysia

Email ID: wanrong2046@gmail.com

Abstract:

With the launch of the Chinese informatization-based educational reform in 2004, it prompted a series of changes in the traditional classroom ecology, the development of information technologies, and the college EFL classroom teaching, which emerged from a disorderly to a stable state. The varying degrees of informatization-based education reform in different regions in China, have encountered a host of unforeseen problems. One of the significant issues is that the original teacher-centered classroom ecology is no longer balanced. In this essay, the structure and function of the current imbalanced EFL classroom ecology would be discussed to address out the reasons why this long-existed classroom ecology has been changed with the introduction of information technology.

Keywords: classroom ecology balance, classroom ecology structural issues, classroom ecology functional issues

INTRODUCTION:

From the researches according to Liu Changjiang (2014), Sui Xiaobin (2017) and Luo Piton the current Chinese college EFL, classroom ecology have emanated from the traditional teacher-centered structure to a new structure. Though the currently adopted classroom ecology by the present Chinese college EFL classrooms are highly informatization-based, but still far from being perfect. Although it conforms to the current historical era with informatization reform and educational development, the classroom ecology is still not balanced in many multifarious ways.

DISCUSSION:

The Systems theory and the Balance of nature theory are the basis for understanding the current Chinese college EFL classroom ecology. A system is defined as a group of interrelated and interdependent parts that can interact interdependently together as a whole through its particular structure (Weaver-Hightower, M. B., 2008), and the current Chinese college EFL classroom ecology is without exception. In the case of the Balance of nature theory, the classroom ecological balance means a stable classroom teaching and learning condition. The factors contributing to this condition that passes through their functions are interdependency and interrelation based on cooperation as well as interaction. In the discussion part, the following analysis will discuss the defects in the current Chinese college EFL classroom structure as well as functions according to the System theory and the Balance of nature theory.

1. The analysis for current imbalanced EFL classroom ecology structure

Everything has its structure, and it reflects on the ordered factors and the good sense of organization. All in all, a reasonable structure represents a stable characteristic (CaiShouhang, 2017).According

to the System theory, in a balanced classroom ecology, each component in the environment should be organized in the most impressive way. Their constitutions, relationships, and internal trophic structures should be relatively healthy (Charles R. Graham, 2006). However, by reviewing the recent research, the current classroom structure is not balanced and has certain problems.

Prior to the Chinese informatization-based educational reform, the traditional classroom ecology system was relatively balanced. Following the introduction of information technology, the environment of the factors has not only seen dramatic changes, but have also induced alterations in the relationships among these factors. According to the investigation of students' learning efficiency and lecturers' teaching results, the classroom structure has changed significantly but leaving the traditional teacher-centred teaching structure unchanged. The structure of the current Chinese college EFL classroom ecology is an influential factor in the following three parts: The disorder of the system components' constitution, its relationship, and the imbalance of the internal trophic structure of the classroom ecology system.

1.1 The disorder of the system components' constitution

The classroom ecology system consists of the classroom ecology subjects, the teachers, students, and the classroom ecology environment. The classroom ecology and environment include factors like the actual classroom environment, students' and teachers' information literacy, textbook, internet environment, and university administration (Eric Knowles, 1982). In the event, that one of the factors in the system cannot be developed asynchronously like the others, the constitution of different components in one EFL classroom ecology system would be disordered.

In the current Chinese EFL classroom teaching and learning process, the teaching aims of their EFL classrooms could not always match the students' learning demands or the teaching content. However, the various degrees of information literacy among the students was highlighted. The upgrading of the system requires suitable changes to its structure, and any changes should firstly be applied to the modification of each factor. Since the beginning of the Chinese informatization-based educational reform, the modifications on individual factors seem hysteretic and slow.

The informatization-based educational reform has to be implemented first by using the computer, and the primary method which was enforced nationally in 2006 (CCTB, 2016). It endeavored to convert the traditional lecturing teaching methods, dominating classes, into constructive teaching methods or co-built teaching methods. Other classroom ecology factors should be quickly implemented to ensure that the reform continues smoothly, except for the change in the teaching environment with the newly involved computer.

Regrettably, until now, some lecturers still persevere with the traditional teaching methods, although they have realized the importance of information technology and have already accomplished relatively high information literacy. Apparently, they cannot fully handle the informatization-based classroom within a limited time. For the sake of efficiency and the students' short-term examination results, they chose the most secure way to practice.

Also, the performance of students demonstrated that there is a gap in matching the ecological and environmental changes. Although the students show great interest in the high-tech facilities, nevertheless, not all of the changes contain an equal degree of information literacy. Students usually lack self-consciousness in learning even with the support of different kinds of information

technology. The currently used textbook was published years ago, and some of the exercises and examples were already outdated.

In different circumstances (According to the findings from the survey conducted by Hu Zhiqi in 2018: The issues in Chinese Educational Reformation: A short discuss about Chinese Educational Reformation.), the lecturers' performance in the classroom is restricted by the poor informatization-based information technology conditions. In other words, the applied software together with the books was roughly designed. Some parts of the content were outdated, hard to use, and monotonous. Also, the funding from the university's allocation was spent on teaching materials and facility maintenance, which could not even match the real requirements.

Based on the analysis from the above issues, the classroom ecology factors has not shown any corresponding development in China. The current classroom teaching is experiencing problems, like the teaching methods of slowly upgraded lecturers, students lack motivation in self-learning, tedious classroom interactions, and teacher-centered teaching style. These inconsistent development situations have impeded information technology from realizing its functions completely.   This is also the reason why the purpose of the nation's teaching and the factual current students' English performance still have such disparity after 15 years of reform.

Undoubtedly, it can be disputed that the poor structure relating to the disorder in the components of the constitution of the classroom ecology system has contributed significantly to the current ecological imbalance of informatization-based Chinese college EFL classrooms.

1.2 The disorder between system components and their relationships

Admittedly, the relationship between the classroom ecology factors is complicated. It is likened to a web with many possible links between different factors. Precisely, the introduction of information technology is the most difficult factor compared to the rest of the traditional EFL classroom ecology factors. It is reasonable to set information technology as the core to illustrate the disordered relationship of system components in the current Chinese EFL classroom ecology.

1). The disordered relationship between students and teachers.

The teacher-student relationship may be the most crucial interaction in the classroom. A healthy student-teacher relationship is primarily presented as the students' learning targets' consistency, and the teachers' teaching aims in a balanced classroom ecology. However, in practice, the relationship is deemed disordered. Though the students' learning goal is primarily for examinations, but the aim of a regulated English college is to allow students to learn the language as a tool to prepare for the future. However, lecturers have to make their choices between the two types of demand and incorporate their personal key teaching performance indicators into their teaching. Apparently, the teaching aims of lecturers are not in tandem with the students' learning aims. Meanwhile, lecturers are the group of people to be firstly reformed except for the computer, which involved the environment. Hence, one of their teaching aims has to fulfill the reform requirements. From the students' perspective, they are unconcerned about the reform at all, just as long as they can cope with the assignment and successfully graduate.

In the classroom structure, some students dismissed the new constructive or co-built teaching, as they are more interested in the new experience. The student-centered teaching methods for these

students would be a waste of time and show irresponsibility. A study conducted by Bao Jing in 2008 revealed that only 15% - 30% of students feel comfortable with group discussion or with information technologies to learn in the class. From the research until now, there are still a large number of students who "disagree" and "strongly disagree" when asked whether they can naturally and quickly adapt to an EFL class with new information technologies (according to the students' questionnaire research). Although the students' adaptability has improved over the years, however, the speed is still relatively slow, and there are still many students who cannot cope with the reform speed of the classroom environment.

In the current Chinese college EFL classroom, the communication between students and teachers is lacking. A majority of the lecturers opined that their emotional contact is not related to information technology, except for the nation's planned college English teaching goal. Thus, emotional communication should be promulgated by utilizing information technology, as recognized by many scholars since the start of the educational reform (Wang Li, 2006). The student-centered classroom provides the students with more opportunities to express and communicate with each other and with the lecturers. However, it was not majorly adopted as it was misunderstood, as it has nothing to do with building a stronger student-teacher relationship.

The disorder in the teaching and learning aims, different information technology acceptance levels, and lack of deep levels of communication have negatively influenced the student-teacher relationship.

2). The disordered relationship between teachers and information technology

The role of teachers in an EFL classroom is to serve as an information transformer and producer. Its mission is to deliver knowledge through information technologies which are the tools to help students learn. According to research, some lecturers failed to build a healthy relationship with the utilization of information technologies. The problems are outlined in the following three aspects:

First, the current utilization of classroom information technology contradicts the teachers' relatively low information literacy. In fact, the teachers do not fully use the facilities provided in the classroom. During the classroom observation, the facilities are rarely used by the lecturers. Meanwhile, the self-evaluation of information literacy carried out by most lecturers was done in moderation, due to lack of opportunities and methods to learn and practice new informatization-based teaching methods.

Second, there is also a contradiction in the concept between ecologically balanced classroom teaching and traditional teaching. In ecologically balanced classroom teaching, much attention is paid to student-centered classroom interaction, as it encompasses more importance to the students' participation and discovery. From the research, it is clear that most of the lecturers' understanding of informatization-based classrooms is merely to continue using computers and other electrically driven technologies. In order to optimize the learning efficiency, lecturers voluntarily gave up the teaching of information technology in many ways and reverted to a teacher-centered classroom.

The third is the misunderstanding of informatization-based EFL classroom teaching. The problem was either administered in a way to show that it is overly dependent on information technology or it has no trust in it. In several classroom observation, there exist situations where the lecturer does not use any information technology in the teaching but only pure lecturing from the textbook.

Nevertheless, in other situations, some lecturers changed the dependent object from textbooks to the prepared PPT slides. The teachings either exaggerate information technology functions or underestimate the lecturers' guidance, which is one of the most important subjects in the classroom ecology system. These lecturers failed completely to understand the core of informatization-based educational reform, which resulted in the disorder between themselves and information technology.

3) The disordered relationship between students and information technology

The role of students in an EFL classroom ecology system is to act as the information customer and absorber. The students absorb the knowledge learned from the lecturer's teaching in the classroom and, in return, provide feedback to their jobs and society as practical intelligence. The relationship between students and information technology is that information technology uses tools and media to promote their learning process. In reviewing the research, it was established that the disordered relationship was demonstrated in the following two ways:

First, some students still lack a high level of information literacy. It has been quite a while, since information technologies have pervaded almost every stage of classroom teaching. Based on the research which conducted by Wei Zhe (2018), over one-thirds of the students 'agreed' and 'strongly agreed' that they seldom use information technology to help them in learning English in the classroom. The low informatization-based learning motivation and poor self-control made them lack positive interactions with information technology. Thus, the relationship is disordered. The second way is maneuvering from the students' traditional language learning habits. For example, the best time for students to adopt their favorite learning methods is to attend off-class English.   A total of 15.61% of students 'agreed' and 'strongly agreed' that they seldom use any information technologies to help.   It was also established that from the interview, some lecturers said their preference is to give paper assignments because some of the students are passively coping with online tasks. Under such circumstances, students are not short of information literacy but instead are more accustomed to their old learning experience. Thus, an effective and healthy relationship between the students and information technology could not be established.

4) The disordered relationship between textbooks and information technology

In EFL classroom teaching and learning, textbooks bear the same functions as information technology and information media. Because of the same role it plays, the usage of textbooks should be identified with information technology to develop its special advantages. In the current college classes, lecturers are mainly treating information technology as a way to attract students' interest and give supplementary information for textbooks. Although the status of information technology in the current classes is not to replace the textbook, nevertheless, textbook is no longer the core of the lecturers' classroom teaching. The first reason is that New Horizon College English has not been revised over the past ten years. Hence, many of its contents are outdated. The second reason is that the internet version of the New Horizon College English textbooks failed to make any good improvement or maintain its content. Some parts of the software have not even completely deployed the cooperation with modern information technologies. The design defects and the exercises by Simplex Method have incited the lecturers to use in the class. In the classroom observation, all the lecturers use their own individual designs in PPT slides, leaving no one behind to practice the software of press textbooks.

These two reasons have caused the disordered relationship between textbooks and information technology. Even when combining these two strong and powerful tools, it not only failed to go well but also failed to achieve the expected effects. Restricted by intellectual property rights held by different companies in different areas, information technology functions were not fully discovered by the textbook publisher. Considering the unduly long period of time taken and capital consumption for the new textbook exploitation, many publishers potentially delayed the process of product development. Liu Changjiang (2015) stressed that universities would normally not choose different publishers by considering their management convenience. In this situation, the government and universities should devote more attention to support their nominated educational publisher.

5) The disordered relationship between the administration and information technology

In this research, the administration of the university failed to play a fully reliable and authoritative role. The issues caused by the administration mostly happened with the regulations in the classroom environment. Except for the poor maintenance of information technology facilities which was mentioned in the previous part, the seat arrangement was also an issue according to the classroom observation research.

On the administration aspect concerning the classroom environment, the seats of students and the choice of seats devised a study trend between the 60s - 80s in the last century. For the modern ecology balanced EFL classroom, language learning is the process where the learners' knowledge and experience interact with the environment (Baepler, Walker &Driessen, 2014). The current Chinese college EFL classroom seating arrangement conforms to the traditional arrangement, which is arranged in rows and columns. Throughout the entire university, there are several numbers of lecture halls, theatre classrooms, and music classes that were designed differently.

Based on the feedback from the lecturers and students, the traditionally arranged classroom seats are either not beneficial for verbal practice or not feasible to have smooth communication. This deficiency defeats the function of information technology. Also, the maintenance of information technology facilities is a big issue. The frequent insufficient maintenance, unsatisfied maintenance results, and the lack of funding have all impeded the progress of university administration. The traditional classroom teaching reform should not be superficial but should elaborate fully on the details required in every aspect. The administration of the university was disrupted due to adverse information technology situations.

6) The disordered relationship between lecturers' assessment and information technology

Another disorder has arisen between the current university administration's assessment requirement for the lecturers and the utilization of information technology. Although the university responded according to the national policy of informatization-based educational reform, nevertheless, only a bottom-line rate of the utilization was dispensed. There is no systematic formulated requirement for the lecturers to use information technology in their classes even with certain guides. The most significant Key Performance Indicator for the office to gauge the lecturers' teaching is still dependent on students' English exanimation results, which is in the same condition even before the reform.

According to the lecturers' feedback, some teachers deliberately reduce the utilization rate of information technologies in their classes to ensure there is efficiency in classroom teaching. It was clearly understood that the traditional teacher-centered methods are outdated but can still work expeditiously compared to the new teachings that require students to first adapt to the change. Under ideal circumstances where the informatization-based EFL classroom ecology is balanced, teachers should not be barred from using information technologies for any reason. The teaching methods could be modified but not abandoned based on students' feedback. It is not acceptable for the lecturers to own short-term personal interests and to turn the clock back on historical developments. Otherwise, the educational reform would totally lose its value.

Therefore, it can be said that the poor structure relating to the disordered relationships of the system components between different classroom ecology factors had contributed to the current ecological imbalance of informatization-based Chinese college EFL classrooms.

1.3 The imbalance of the internal trophic structure of the classroom ecology system

According to the view of the traditional EFL classroom ecology trophic structure (Hawley, Amos H, 1950), teachers are the producers in the special ecosystem, whose main responsibility is to transform and absorb energy and subsequently to produce and create knowledge by combining their own experience and intelligence to transmit this knowledge to students. Students are the consumers and decomposers in the system. They digest, absorb, and transform the knowledge into new intelligence to serve society.

The classroom ecosystem has always played an important role in energy flow and information exchanges. With the wide application of information technology in language teaching, teachers and textbooks are not the only source for students to acquire knowledge. In the informatization-based classroom ecology, the classroom environment, such as the network-based multimedia, has initiated a fast transportation channel for information. It brings a large amount of information itself, which becomes another important source of knowledge for students to learn.

Since the current EFL classroom teaching pays great attention to the multiple interactions in the classroom ecology system, teachers may also become knowledge consumers. Students may become producers of knowledge in the interactions between teachers and students, teachers and teachers, and students and students. In this regard, teachers and students in the current informatization-based classroom ecology serve three roles: producer, consumer, and decomposer.

In the process of university informatization-based educational reform, the imbalance of the trophic structure within the system is embodied in the ecological roles of some teachers and students. Specifically, the traditional ecological role of some teachers as the classroom center is not weakened, and their ecological role as consumers and decomposers is also not strengthened. The continuing teacher-centered classroom has a negative impact on both the students and teachers for long-term development. Citing on-the-job training and further education as an example, from the interviews conducted, university English teachers in China have been provided with more opportunities for further education in recent years. There still exists a problem where the existing opportunities for university English teachers to further their education cannot meet their actual needs. This situation for reform has a detrimental effect on achieving the goals set by the local education department or the university.

For students, their ecological role as knowledge producers is not strengthened. In other words, their abilities to learn independently, self-construct, and sustain themselves are not well developed. These abilities are precisely what the balanced classroom ecology construction are focusing on. In the balanced informatization-based college EFL classroom ecology, information no longer flows from the lecturer to the students but instead emanates on a more parallel two-lane highway. In this regard, both lecturers and students need to revive their teaching and learning concepts further and continuously change their roles.

Except for the persistence of the traditional role, the imbalanced classroom ecology trophic structure also exposed the disorder concerning the input of information as well as the output of the students' learned language skills. The imbalance of the trophic structure within the system in the process of informatization is followed by the imbalance of input and output. First, the imbalance was presented due to the disorder of the information input and output methods. Apparently, some lecturers do not use multimedia and other technologies in classroom teaching to meet content needs. Moreover, in other teachings, the purpose of not using informatization-based teaching media is also applied to attract students' attention. In fact, the selection and use of information technologies should not be arbitrary, as it is not a situation, where the more you use, the better the learning effects.

In the second situation, input and output content is out of balance. In the current college English classroom, the teaching content of textbooks is separated from the test content. Teachers still insist on taking the test as the baton, and everything is centered on the test, especially the CET-4, CET-6, and English for Postgraduate Admission Examination. Classroom teaching often has a great quantity of content on the introduction of testing skills. For the current college students' language learning, the daily input is rote memorization of words and grammar without matching verbal practice. Taking into consideration language skills, the content dysfunction is also reflected in the fact that input skills are invested significantly more than output skills development. In considering knowledge and emotion, although the latter deeply affects important factors such as teacher-student relationship, students' motivation, attitudes toward learning, and classroom atmosphere, the input of emotion was restricted by reality. It could not catch up with the developing pace with the input of knowledge in the current Chinese college EFL classrooms.

Therefore, it can be said that the poor structure relating to the imbalance of the internal trophic structure of the classroom ecology system has contributed significantly to the current ecological imbalance of informatization-based Chinese college EFL classrooms.

Undeniably, the imbalance of the internal trophic structure of the classroom ecology system also contributes to the current ecological imbalance in informatization-based Chinese college EFL classrooms.

2. The imbalanced EFL classroom ecology function analysis

As the saying goes,only in the state does man have a rational existence. Therefore, everything has a function to interact with each other and build the whole thing, and there is no exception for the current Chinese college EFL classroom ecology. The traditional classroom on the relationship of ecology factor has already been modified, and the classroom ecology factors' interaction should be adjusted to regain the high efficiency of teaching and learning performance. According to the

Balance of nature theory, in a balanced classroom ecology environment, the functions of each component are clearly labeled and are fully operational. Once the environment, as well as its functions of components, have changed, it requires a lot of time to make self-amendment. For the current Chinese college EFL classroom ecology, it is currently wondering about the process. The functions of the classroom ecology were not fully played and declined.

The four main functions of a balanced classroom ecology are; the structure optimization function, the relationship coordination function, the evolution promotion function, and the ecological education function. To answer the research question on what are the factors that contribute to the ecological imbalance of informatization based Chinese college EFL classrooms, it is necessary to discuss the current Chinese EFL classroom ecology functions from the following four problematic functions: the structure optimization function, the relationship coordination function, the evolution promotion function, and the ecological education function.

2.1 The structure optimization function decline analysis

Based on the nature of the word system, various ecosystems can self-organize and eventually pull the system into a state of natural balance. However, the process is always prolonged. In the social ecosystems, the system generally adjusts to a balanced state more quickly because of the strong dynamism of the ecological subjects. If the system has lost its dynamism, the structural optimization function of the system is declined. The research demonstrates the decline of the structure optimizing the function of the Chinese college EFL classroom ecology on informatization-based educational reform.

Before the informatization-base educational reform, the traditional EFL classroom ecology was relatively balanced. The great disturbance to the balance was the introduction of various kinds of information technology. Information technology has rapidly evolved into a dominant factor in the classroom ecology environment. Its disturbing effect has greatly exceeded the organizing and optimizing the ability of the system itself. The situation has pulled other classroom ecological subjects and classroom environment factors to often self-regulate and self-change. Judging from the time span between the system turmoil and the system's current structural state, the system's structural optimization function had declined, and it is not easy to repair the balance of the system by itself.

It can be assumed that the declined structure optimization function in the current Chinese college EFL classroom has contributed to the ecological imbalance of informatization.

2.2 The relationship coordination function decline analysis

The decline in the relationship coordination function has actually been proven by the dysfunctional relationship mentioned in the disordered classroom ecology structural analysis. Considering the functions of the classroom, these dissonances can be described as follows:

1) The difference between traditional and reformed EFL classroom teaching concepts. Many teachers, students, and administrators insist on their traditional views of teaching, learning, and values. Meanwhile, they are unwilling to practice new teaching concepts like teacher-centered classroom teaching and interactive teaching, which have led to various conflicts. These issues resulted from the relationship between the factors of classroom ecology.

2) The gap between the great effort of the reform and the reality. The government-led informatization-based educational reform is very determined, strong, and extensive, and it portrays high information literacy requirements for the ecological subjects. While in reality, some teachers and students do not have enough information literacy for various reasons. As a result, this has led to many contradictions between (a) such as a big gap between students' autonomy and examination requirements, (b) a big gap between teachers' information literacy and enthusiasm and teaching assessment requirements, (c) a gap between the design of the current network teaching software and its ideal state, and (d) a gap between the teaching materials as well as its ideal state. Also, the gaps exist between the design of the online teaching system and its ideal state.

3) The gap between input and output effects. For classroom teaching, the input of material and financial resources into the system through the purchase of equipment and software seems to be disproportionate to the reform's effectiveness. For students, the input of the English language through the classroom and information technology is not proportional to the improvement of students' actual ability. Also, there is a lot of capacity loss in the middle of the process, such as the time invested in learning various teaching systems and teaching regulations and the time lost in the preparation of information technology facilities for every class.

It is important to note that these complex imbalanced relationships do not occur simultaneously, nor do they occur in one school or one classroom ecology at the same time. Nevertheless, these relationships do exist to some extent, objectively within the universities' classroom ecology. Until today, these relationships have not been restored by the system's optimization function, which demonstrates that its ability to coordinate relationships has declined due to the ecological imbalance situation.

It could be assumed that the declined relationship coordination function in the current Chinese college EFL classroom is contributing to the ecological imbalance of informatization.

2.3 The evolution promotion function decline analysis

The structural optimization function, relationship coordination function, and evolution promotion function of the system complement each other. From this perspective, structural optimization and relationship coordination are the prerequisites for evolution. In terms of trophic structure, the optimization of one system depends on the system's three major trophic functions: material circulation, energy flow, and information exchange. As mentioned before, the current Chinese college classroom ecology system, as a micro-ecosystem, also has these three major trophic functions. The information exchanged in the system is knowledge; the system's energy flowing is the knowledge that is inputted by the lecturer and students through teaching activities. The material circulating in the system can be considered as the process of information exchange knowledge flow and the material input to the system from the external environment. After the strong intervention of information technology, if the EFL classroom teaching can re-establish the balance on its own actions, it will then form a dissipative structure. The system then completes an evolution. However, as analyzed in the previous section, there still exists disorders in the classroom ecology structure after years of practice. The system does not have the prerequisites for achieving a balance, making it difficult to complete the system evolution.

It can be assumed that the declined evolution of the promotion function in the current Chinese college EFL classroom is contributing to the ecological imbalance of informatization.

2.4 The ecological education function decline analysis

As an ecosystem, the most fundamental function should enhance the productivity of the system. For classroom ecology, its fundamental function is to cultivate talents. Its fundamental function for university EFL classroom ecology is to cultivate English talents, including the development of teachers and students. The informatization-based educational reform aims to establish an ecological English classroom ecology based on utilizing information technologies and cultivating English talents with strong practical language application ability.   To solve the situation, it is important that students who are the talents learn dumb English with a high score and low ability. In the past years, the reform has immensely changed the college EFL classroom teaching, but still, its ecological education function has not been fully proven. Furthermore, the current college EFL classroom was not fully evolved into a new balance.

According to the research, although the dumb English situation has been improved but it has not been completely wiped out in the current college EFL classroom teaching. The students are still exam-oriented, and lecturers have to alter their teaching aims to meet the urgent short-term requirement of students. With the common growth of the classroom ecology subjects, the lecturers and students are not completely cognizant that the teaching content is not suitable for the development of language talents to serve society in the future. Although the research at the Guizhou University may not represent the overall situation in the country, at least, it indicated that the effectiveness of teaching and learning had not met the expectations in specific regions or, to some extent, the ecological education function did not perform well.It could be assumed that the declined ecological education function in the current Chinese college EFL classroom is contributing to the ecological imbalance of informatization.

CONCLUSION

For the Chinese informatization-based EFL classroom, the classroom ecology factor of the environment is the part that is greatly changed by the developing science and technologies. The traditional classroom ecology structure, as well as its functions, needs to be modified for adapting the changing situations. The new language learning and teaching environment do stimulate the new educational development in classroom ecology. However, it is not enough purely depend on the EFL classroom ecology itself to complete the modification, other methods like schools' administration policies and national support should be involved in the process. The current Chinese EFL classroom ecology system components' constitution, relationships and internal trophic structure should be redesigned. Also, its requisite functions should be regained to sustain further development.

REFERENCE

1. Baepler, P., Walker, J. D., & Driessen, M. (2014). It's not about seat time: Blending, flipping, and efficiency in active learning classrooms. *Computers & Education*, 78, 227-236.
2. Bao, J. (2008). Analysis on the Impact Made by the Structure of Higher Education Talent Training on University Students' Occupation. *Journal of Guangdong Communications Polytechnic*, 4.

3. CCTB. (2016). *The 13th Five-Year Plan for National Economic and Social Development of the People's Republic of China.* Government Printing Office.

4. Chai, S.H. (2017). *Higher education institutional EFL teaching ecological structure construction study*. Jilin Agriculture Technology Institute Press. 49-50.

5. Graham, C. R. (2006). Chapter 1: Blended learning systems: Definition, Current Trends, Future Directions. In C. J. Bonk & C. R. Graham (Eds.). *Handbook of blended learning: Global perspectives, local designs.* San Francisco, CA: Pfeiffer Publishing. Retrieved from: http://php.indiana.edu/chcjbonk/graham_intro.pdf.

6. Hawley, A. H. (1950). *Human ecology; A theory of community structure.*New York: New York Road Press.

7. Hu, Z. Q. (2018). The issues in Chinese Educational Reformation: A short discuss about Chinese Educational Reformation. *Education Daily*, 9.

8. Knowles, E. S. (1982). A comment on the study of classroom ecology: A lament for the good old days. *Personality and Social Psychology Bulletin*, *8*(2), 357-361.

9. Liu, C. J. (2015). The scientific construction of innovated information classroom. *Journal of Learning*, 33(1), 71.

10. Liu, C. J. (2015). The scientific construction of innovated information classroom. *Journal of Learning*, 33(1), 71.

11. Luo, P. (2017). *The students' and teachers' interaction-based classroom teaching methods research* (Doctoral dissertation): Huazhong Normal University, Shanghai.

12. Sui, Xiaobin. (2017). *The internet based Chinese EFL classroom teaching study*. Haikou: Haikou University Express.

13. Wang, L. (2006). The emotional communication in the EFL classroom. *Taiyuan Education Journal.* 18(1). 29-31.

14. Weaver-Hightower, M. B. (2008). An ecology metaphor for educational policy analysis: A call to complexity. *Educational researcher*, *37*(3), 153-167.

15. Wei, Z. (2018). Discussion on the effective application of information technology in informatization EFL teaching. *Theory and Practice in Language Studies*, 8(10), 1294-1300.