# Construction of Ecological Provisions for the Learning Environment of Second Language Acquisition

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**Abstract:** The theory of second language acquisition (SLA) is a comprehensive academic system, which contains many teaching and research models related to language education, and has gradually evolved into a variety of theoretical educational ideas, guiding the orderly development of English teaching activities in colleges and universities. The SLA learning environment emphasizes the influence of external environment on college students' English learning, and advocates that teachers should pay attention to the creation of subjective and objective environment during actual teaching and provide excellent conditions for English learning. Based on the author's study and practical experience, this paper first analyzed the theory of SLA and educational ecology, and then put forward how to improve ecological provisions for the learning environment of SLA.

## 1. Introduction

According to SLA environment theory, it is not innate factor but acquired experience that is more important to the development of a certain creature. The early theory of environment is based on the "behaviorism" theory of stimulus response, and it insists that language is a set of behavior habits and language acquisition is the process of the formation of such behavior. In recent years, "cultural transfer model" has been put forward in the camp of environmental theory, which holds that learners are influenced by social and psychological distance from their native speakers in the process of learning [1]. SLA environment theory also emphasizes the influence of external environment on professional knowledge learning. In addition to the congenital conditions that students have, acquired cultivation is also an important factor to determine the ability of individual professional knowledge. Classroom is a platform for students to learn English. If the classroom environment is not consistent with the individual characteristics of the students, it is bound to affect their achievements in classroom learning. SLA environment theory studies the educational role of the classroom environment in detail [2-3].

## 2. The Theory of SLA and Educational Ecology

According to Stephen D. Krashen, language acquisition is similar to childhood language acquisition and is a subconscious acquisition. Language learners need not pay too much attention to the language form, but the meaning they understand or the meaning they want to express matters. Krashen pointed out that language acquisition is a subconscious process. There is obvious difference between Learning and acquisition. Learning consciously learn explicit knowledge, but acquisition is subconsciously learning tacit knowledge. Specifically, learning is to acquire explicit language knowledge through conscious language learning rules in formal learning places. According to Krashen, language acquisition is more automated in language input and output. This is a subconscious acquisition of tacit knowledge, and it is the natural use of language. Acquisition is much more important in second language use than that in learning. A person can communicate when he acquires a language, and does not affect communication even if he or she does not know grammar [4]. At present, many English learners in China learn grammar, word and sentence, but

they can not use it for good communication. They tend to get high marks in the exam, but it is difficult to communicate. This is in line with Krashen's theory that the knowledge learned plays a supervisory role, but the use of language is not as effective as acquisition. Generally speaking, three conditions should be satisfied to play the supervisory role of learning, that is, mastering grammar rules, having enough time and focusing on the language form [5].

Educational ecology is a science that applies ecological principles and methods to study the law of mutual influence and action between education and nature, society, norms, physiology and psychology, etc. It also studies the people, education and environment that make up the whole educational ecosystem. The educational ecosystem adapts to the development and change of the social environment mainly through its own change. The connotation of educational ecology determines its strong vitality, and the ecologicalization of education is a brand-new educational idea adapted to the development of the times [6]. Eco-classroom is a micro-structure of education ecosystem composed of teachers, students and teaching environment, and it is a teaching ecological model centered on students. From the point of view of ecology, teachers and students are the main part of the system. As an ecological factor, it is necessary to maintain a balance to rationalize, diversify and naturalize the classroom, so as to achieve a virtuous cycle. In the ecological environment of education, students are the most important ecological factors, so teachers' classroom teaching must meet the needs of students' personality development, respect students, keep pace with the times in order to establish a harmonious and balanced classroom teaching environment.

## 3. The Strategies to Improve Ecological Provisions for the Learning Environment of Second Language Acquisition

### 3.1 Optimizing the Linguistic Ecological Environment.

The purpose of college English teaching is not to master the English knowledge itself, but to apply the knowledge to the specific language practice, and to cultivate and improve the students' language skills. In the external environment of English learning, due to the influence of Chinese traditional culture, social environment, educational thinking mode and educational evaluation system, the utilitarian tendency of English learning is obvious [7]. At the same time, college English education in China lacks the necessary pragmatic environment, so that students have limited opportunities to communicate by using English, and they pay too much attention to the cultivation of English reading ability, and the cultivation of comprehensive application ability of listening, speaking, reading and writing is very lacking. On one hand, in the classroom English language environment, teachers are restricted by teaching tasks, class hours, curriculum settings and their own level of limitations, so they often use their mother tongue to participate in English teaching, which indicates that classroom English language Environment needs to be optimized. On the other hand, students lack the necessary reserve and foundation before the study of college English curriculum, so it is difficult to adapt to the whole English teaching mode in a short time, as a result they tend to use their mother tongue as the medium of English learning in their subjective character.

### 3.2 Constructing Second Language Teaching Ecological Niche.

In the ecological environment of second language teaching, teachers also have their own niche as an important ecological factor. A teacher's niche refers to the role and function of teachers in the process of interaction between the college teaching ecosystem and the environment. Taking college English teaching as an example, teachers teach in a multi-dimensional space and multi-environment system, which is dominated by English teachers and plays an important role in restricting and regulating teachers. In this ecological environment, the "ecology" of English teachers is the result of the accumulation of their ecological functions in the past, including teachers' subject knowledge, cultural accomplishment, teaching ability, scientific research ability, professional ethics and teaching thinking, and so on.

Making clear the niche of each teacher and student in the teaching ecological environment is the important content of the teaching ecological environment construction. In the classroom of second

language teaching, teachers play a leading role. They not only organize teaching activities and evaluate teaching results, but also guide students to adopt scientific learning strategies and make rational use of learning resources to carry out autonomous learning. At the same time, teachers also adjust dynamically according to their niche to meet the needs of the construction of teaching ecosystem. In the process of teaching, teachers always assume the multiple roles of teacher, facilitator, consultant and manager. In different teaching stages, teachers should change their roles according to the different classroom ecology [8]. For students, niche has the characteristic of individuation, so teachers are required to arrange teaching methods and teaching resources reasonably according to students' different niche, to carry out teaching activities in accordance with their aptitude. At the same time, teachers should avoid serious niche overlap and competitive exclusion in order to meet the needs of students' self-regulated learning and their own development.

### 3.3 Paying Close Attention to the Growth of Population and Inter-Species Co-Evolution.

The second language teaching system is an organic whole composed of ecological subjects, environmental factors, and so on. Therefore, the change of any factor will affect the other factors, and the relationship between each factor is mutual and interacting. Teachers and students are the important ecological subjects and populations in the classroom ecosystem. The student population is in the central position of the system, and the teacher as the ecological subject plays a leading role. Attention to the inter-species co-evolution is crucial to the construction of the teaching ecology.

In 1913, Scherford, an American physiologist, proposed the law of tolerance, which pointed out that when any ecological factor is insufficient or excessive in quantity or quality, or it approaches the tolerance limit of a certain creature, it will affect the survival and distribution of the creature. In the optimum ecological range region, the living organism is in the best living state, while in the tolerant area, the growth of the organism is in the unsatisfactory state [9]. At the same time, when ecological factors approach or reach the tolerance limits of certain organisms, the negative effects of limiting factors will appear. In the ecological environment of second language teaching, students' tolerance are limited. Only when the amount of curriculum, the amount of information and the amount of work during class are properly arranged, the students' enthusiasm and autonomy in learning can be brought into play to the maximum extent. Therefore, in arranging teaching activities, teachers should take into account not only the average tolerance limit of the student group, but also the learning needs of the special student group below or above the average tolerance limit. In other words, teachers should properly arrange the amount of curriculum, the amount of information and the amount of work during class, so as to facilitate the overall development of the student group. According to the principle of optimum density, the scale and class size of teaching should also be reasonably arranged, and the optimum density of teaching ecological group should be constructed [10]. According to the needs of self-regulated learning of students, appropriate division of course learning groups, and reasonable allocation of learning levels of each group, it is conducive to the mutual promotion and harmonious development of students within the population. In addition, in the ecological environment of English teaching, attention should also be paid to getting rid of the influence and function of restrictive factors, such as outdated teaching concepts, teaching methods, backward information technology means and classroom arrangement, etc., in order to promote the dynamic and benign development of second language teaching.

### 4. Summary

Environmental teaching is an important branch of SLA theory, which mainly focuses on the impact of external environment on college students' learning. Therefore, teachers should be encouraged to build subjective and objective environment consciously in the actual teaching process. Educational ecology, also known as green education, is a brand-new educational concept, which constructs the educational framework in the new period with the integrity, connection and balance of the ecosystem. Based on the perspective of educational ecology, this paper studies the ecological provision of SLA learning environment with the relevant theories of ecology, in order to seek scientific and effective teaching strategies and construct a relaxed, harmonious and equal classroom,

and to fundamentally promote the realization of educational goals.

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