Remodeling of Higher Vocational Foreign Language Classroom Discourse Ecology in the Context of Digital Transformation

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Abstract: *In the context of digital transformation, the discourse ecology is reshaped through the reorganization and reconstruction of course design, teaching implementation, and evaluation of effects by teachers, to better promote high-quality classroom teaching reform. The paper proposes a construction strategy for the discourse ecology in higher vocational foreign language classrooms and analyzes how to use digital tools to build an efficient, lively, and diverse discourse ecology in the classroom through specific cases. Finally, multiple evaluation indicators for the construction of discourse ecology in the classroom are proposed, aiming to promote the in-depth development of ideological and political education in the curriculum.*

Keywords: *discourse ecology, ideological and political education in curriculum, digitization, strategies, evaluation indicators*

1. Introduction

With the advent of the digital era, vocational college foreign language teaching faces new challenges and opportunities. The application of digital technology in vocational college foreign language classrooms plays a significant role in improving classroom teaching efficiency, promoting student motivation, and establishing a favorable discourse ecology. How to integrate the elements of ideological and political education in curriculum, reshape the discourse ecology in classrooms, and enhance the effectiveness of professional foreign language teaching and ideological and political education has become a crucial topic in the reform of vocational college foreign language teaching.

Discourse ecology refers to the overall nature formed by the interaction and dialogue among participants in the process of language communication. It is an essential component of foreign language classroom teaching. The traditional classroom teaching model often revolves around the teacher, with the teacher holding most of the discourse power while students passively receive information. This model has become inadequate in the digital age, as it does not align with the teaching goals of ideological and political education in vocational college foreign language curriculum. Simultaneously, the traditional unidirectional teaching process of "I speak, you listen" is gradually being replaced by a holistic ecological classroom teaching relationship that emphasizes extensive communication and free interaction. This focus extends beyond establishing empathetic relationships between teaching subjects and recipients, encompassing indicators that characterize the dynamic cycle of curriculum activities, such as teaching media systems, discourse selection, the creation of a teaching atmosphere, and effective feedback on receptiveness [1].

Therefore, in the context of digitalization, it is crucial to explore how to reshape the discourse ecology in vocational college foreign language classrooms. The paper aims to investigate how to construct a discourse ecology in foreign language classrooms under the digital background to effectively promote ideological and political education in vocational college foreign language teaching.

2. Theoretical Exploration of Ideological and Political Education in Curriculum and Discourse Ecology

2.1 Ideological and Political Education in Curriculum

The essence of ideological and political education in curriculum lies in its perspective on

curriculum. It involves integrating elements of theoretical knowledge, values, and spiritual pursuits into various courses, subtly achieving the fundamental task of cultivating moral character and nurturing individuals [2]. Its purpose is to promote educational and teaching reforms, strengthen ideological and political work, and achieve the goals of character education in higher education through curriculum design and teaching implementation. As an important component of teaching content in vocational colleges, foreign language courses must incorporate elements of ideological and political education in curriculum to better fulfill their role in character education.

2.2 Discourse Ecology

Human discourse activities involve interactions among discourse subjects and between discourse subjects and the social environment within a specific time and space. Through discourse practices, cultural information dissemination, and symbolic information transmission, a specific discourse structure and diverse discourse subjects are formed, constituting a social and cultural functional system that can be understood as a discourse ecology system [3]. In the process of language communication, discourse ecology encompasses the overall nature formed by the interactions and dialogues among participants, including language itself, as well as the contextual factors, roles, and situations involved. Discourse ecology is an indispensable and vital component of foreign language classroom teaching, as it directly influences teaching effectiveness and the achievement of teaching objectives.

2.3 The Relationship between Ideological and Political Education in Curriculum and Discourse Ecology

Ideological and political education in curriculum is closely related to discourse ecology. The integration of a comprehensive educational concept into teaching is primarily achieved through discourse. On one hand, ideological and political education needs to be realized through classroom teaching, and the effectiveness of classroom teaching is greatly influenced by the discourse ecology. On the other hand, discourse ecology itself is a manifestation of values and can guide students to accept correct values, ideological concepts, and moral norms, thus achieving the objectives of ideological and political education.

2.4 The Significance of Constructing a Discourse Ecology

Constructing a discourse ecology in foreign language classrooms is an important means to promote curriculum ideological and political education in vocational colleges. By constructing an appropriate discourse ecology, interactivity between teachers and students can be enhanced, students' sense of participation and belonging can be strengthened, teaching effectiveness can be improved, and classroom instruction can become more dynamic. "All discourse carries value orientations" and serves different communicative purposes within specific social contexts[4]. Constructing an appropriate discourse ecology also helps guide students to accept correct values, ideological concepts, and moral norms, thus achieving the objectives of ideological and political education in curriculum.

2.5 Principles for Constructing a Discourse Ecology

Firstly, attention should be given to the core content and objectives of ideological and political education in curriculum to ensure that the construction of the discourse ecology meets the requirements of ideological and political education. Secondly, the balance between the rights of teachers and students in discourse should be emphasized, focusing on cultivating students' independent learning abilities and critical thinking skills. Additionally, respecting students' diversity and allowing the coexistence of different viewpoints promotes students' thinking collisions and exchanges. Furthermore, modern technological tools such as online teaching platforms and multimedia devices should be utilized to enhance the interactivity and diversity of the discourse ecology, achieving digitization and intelligence in classroom teaching. Finally, constructing a discourse ecology in foreign language classrooms requires long-term adherence, continuous reflection and adjustment, continuous improvement and optimization, to ensure the sustained enhancement of teaching effectiveness.

3. Construction Strategies for Classroom Discourse Ecology

3.1 Adopting Various Digital Tools to Enrich the Discourse Ecology

In the context of digital transformation, teachers can leverage modern technological means such as online teaching platforms and intelligent teaching devices to achieve classroom digitization and intelligence. Adjustments need to be made to the strategies for constructing a discourse ecology in foreign language classrooms through online teaching platforms. Firstly, teachers need to master online teaching platforms proficiently and understand how to conduct classroom interactions and discourse guidance on these platforms. Secondly, it is necessary to design classroom discourse interactive forms that are suitable for online teaching characteristics, such as utilizing online whiteboards, discussion forums, voting tools, etc., to encourage student discourse exchange and intellectual collision. Additionally, online teaching platforms can also provide various forms of discourse communication, such as voice and video. Through video teaching, online seminars, and other methods, teachers can increase student engagement and construct a more diverse discourse ecology in the classroom. In addition to the utilization of online teaching platforms, multimedia technology can be employed to enhance the discourse ecology of foreign language classrooms. For example, utilizing videos, audios, images, and other multimedia elements can present knowledge in a more vivid and intuitive manner, guiding students to enhance their language proficiency and critical thinking through audiovisual communication and reflection.

3.2 Creating Diverse Discourse Scenarios to Expand Discourse Space

In the context of digitization, multiple approaches can be employed to create diverse discourse scenarios and expand discourse space. For example, various scenarios such as role-playing, case analysis, and game competitions can be set in the classroom to encourage students to demonstrate their language and thinking abilities, thereby inspiring their initiative and participation. Simultaneously, digital tools can be utilized to expand discourse space. For instance, through online classrooms and web-based discussion forums, students can engage in communication and discussions anytime and anywhere, making the discourse ecology in the classroom more comprehensive and dynamic.

3.3 Leveraging Data Analysis Tools to Evaluate Discourse Effectiveness

In the digital context, data analysis tools can be employed to evaluate the effectiveness of discourse in a more scientific manner, further promoting the optimization and upgrading of the discourse ecology in the classroom. For instance, collecting student evaluations and suggestions regarding the discourse ecology through means such as student feedback, classroom records, and online questionnaires. Additionally, data analysis tools can be used to quantitatively assess the discourse effectiveness, such as measuring student engagement, frequency of participation, and the depth of thinking. This comprehensive understanding of the strengths and weaknesses of the discourse ecology in the classroom can guide appropriate adjustments and improvements to ensure that the discourse ecology in foreign language classrooms better meets students' learning needs and ideological objectives.

Constructing a discourse ecology in foreign language classrooms is an important means to achieve the ideological and political education goals of foreign language courses. Teachers need to embark on both theoretical and practical aspects, select appropriate strategies and methods for construction and implementation based on students' actual needs and teaching environment characteristics. Only in a rich and diverse discourse ecology can students better understand and apply foreign language knowledge, as well as accept and practice ideological and political education.

4. Classroom Discourse Ecology Construction: A Case Study in Practice

Taking English-Chinese translation courses as an example, this section elucidates the practical construction of classroom discourse ecology in the context of digitalization.

4.1 Course Design

In terms of course design, the selection of texts or materials with ideological and political significance is employed to guide students to delve into social issues, values, cultural identity, and other related matters. Leveraging the context of cultural communication and collision in the translation

process, students are directed towards ideological education.

Simultaneously, the integration of professional ethics and skills development is emphasized during the translation process. For instance, by selecting translation texts from the business domain, students can gain insights into translation techniques and requirements in practical scenarios such as business negotiations and commercial communication, thereby enhancing their professional ethics and practical abilities.

4.2 Teaching Implementation

In classroom teaching, teachers need to utilize modern teaching methods and employ digital teaching platforms as carriers to establish a diversified classroom discourse environment. For example, formats such as online discussions, multimedia presentations, and group activities are utilized to promote interaction and cooperation among students, enhancing the liveliness and discursiveness of the classroom.

Moreover, through targeted discourse guidance, students are encouraged to engage in deeper reflections on issues related to thoughts, culture, values, and other aspects in the translation process, facilitating ideological and political education. For instance, when translating a specific passage of an English original text, teachers can guide students to analyze the cultural connotations within the original text and explore the impact of cultural differences on translation, thereby broadening students' thinking breadth and depth.

4.3 Evaluation of Effects

After class, various methods such as questionnaires and assessment of assignment quality can be employed to evaluate the effects. For instance, the improvement of students' ideological and political literacy, enhancement of translation skills, and development of professional ethics can be assessed effectively.

The practice of constructing a classroom discourse ecology in the context of digitalization is a concrete process that necessitates the organic integration of course design, teaching implementation, and evaluation of effects by teachers, thereby ensuring the effective construction of the classroom discourse ecology and the realization of the goals of ideological and political education.

5. Valuation Indicators for Classroom Discourse Ecology Construction

The ultimate goal of constructing a classroom discourse ecology is to improve teaching effectiveness and subtly achieve the objectives of ideological and political education. Therefore, evaluating the effectiveness of constructing the classroom discourse ecology requires considering multiple indicators.

5.1 Student Feedback

Student feedback is an important indicator for evaluating the effectiveness of classroom discourse ecology construction. By listening to students' opinions and suggestions, we can understand the impact of classroom discourse ecology construction on students. For example, whether students are more actively engaged in classroom discussions, whether they express their opinions more actively, and whether they show more interest in the ideological and political content of the course. Student feedback can be collected and analyzed through methods such as questionnaires and interviews.

5.2 Classroom Teaching Quality

By observing the teaching quality during classroom instruction, we can understand the impact of classroom discourse ecology construction on teaching quality. For example, whether the depth and breadth of classroom discussions have improved, whether students' thinking and innovation abilities have been exercised, and whether their language expression abilities have improved.

5.3 Student Performance

By comparing students' performance before and after the construction of the classroom discourse

ecology, we can understand the impact of classroom discourse ecology construction on student performance. For example, whether students' performance has improved and whether they perform better in terms of ideological and political aspects of the course.

5.4 Teacher Reflection

Teacher reflection is also an important indicator for evaluating the effectiveness of classroom discourse ecology construction. By recording teachers' reflections and experiences during the teaching process, such as self-reflection and teaching journals, we can understand the impact of classroom discourse ecology construction on teachers' teaching ideas and methods. For example, whether teachers pay more attention to student participation and critical thinking, and whether they show more concern for students' psychological well-being.

In conclusion, evaluating the effectiveness of classroom discourse ecology construction requires considering multiple indicators and conducting specific analysis and evaluation based on the specific course context. Only through effective evaluation and feedback mechanisms can we continuously improve the effectiveness of classroom discourse ecology construction and promote high-quality ideological and political education in the curriculum.

6. Conclusion and Outlook

The paper explores the construction of the classroom discourse ecology in the context of digitalization in higher vocational English teaching, aiming to promote the integration of professional teaching and ideological education in foreign language education. In practice, various strategies have been adopted, including adopting various digital tools to enrich the discourse ecology, creating diverse discourse scenarios to expand discourse space, and leveraging data analysis tools to evaluate discourse effectiveness, to construct a beneficial classroom discourse ecology. Through the analysis of practical cases, it has been found that these strategies can enhance students' thinking abilities, creativity, judgment, as well as their moral and social responsibilities. However, the effectiveness of classroom discourse ecology construction needs to be verified through scientific evaluation. This paper proposes an evaluation system primarily based on student feedback, classroom teaching quality, student academic performance, and teacher reflection. Through the evaluation of practical cases, it has been found that the construction of the classroom discourse ecology has had a positive impact on students' English learning and ideological education. In the future, further research and exploration will be conducted on the construction of the classroom discourse ecology in the ideological education of higher vocational English courses in the context of digitalization. It is hoped that more effective strategies and methods can be explored to promote the development of foreign language education and students' comprehensive growth. Additionally, modern technological means such as artificial intelligence and big data analysis will be leveraged to further optimize the effectiveness and evaluation methods of classroom discourse ecology construction, continuously improving the quality and level of education and teaching.

Acknowledgements

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