

An Ecological Perspective on College Students' Achievement Emotions in Foreign Language Learning

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Abstract: In the recent years, foreign language teaching in China pays more attention on college students' cognitive ability instead of their learning emotions, which causes the lack of college students' achievement emotions in foreign language learning. This paper studies college students' achievement emotions in foreign language learning from an ecological perspective. The achievement emotion is an important emotional factor that affects the effect of college students' foreign language learning which stimulates and cultivates students' achievement emotions in foreign language learning. This paper aims to analyze the development of college students' achievement emotions from an ecological perspective and explore the reasons for the lack of achievement emotions in foreign language learning for college students and the ways to cultivate the achievement emotions. It is found that the main reasons include outdated foreign language learning model, large gap in the level of foreign language learning, college students' autonomous learning ability restricted by foreign language teaching environment, decreased foreign language learning interest and self-confidence of college students, and imperfect college foreign language teaching evaluation system. Finally, this paper proposes ways for cultivating college students' achievement emotions from the ecological perspective: enriching the classroom physical environment and teaching mode and laying the cornerstone of independent foreign language learning, optimizing the psychological environment and strengthening the awareness of independent foreign language learning, building a foreign language learning community and creating a broad environment for independent foreign language learning, creating good independent foreign language learning with ecological balance, increasing self-confidence and interest in foreign language learning by removing learning obstacles, and developing a diversified evaluation system to increase achievement emotions in foreign language learning.

Keywords: Ecological Perspective, Achievement Emotions, Independent Foreign Language Learning, Cultivating Mode

1. Introduction

Research from modern ecological perspective shows that the factors that affect the foreign language learning effect of college students mainly include intellectual factors and emotional factors. At present, the foreign language learning of college students in China puts the cultivation of college students' cognitive ability first, and largely ignores the importance of learning emotions. The attention to these factors leads to the lack of college students' achievement emotions in foreign language learning. College students' achievement emotions in foreign language learning is a key component of emotional factors, and cultivating college students' achievement emotions in foreign language learning is conducive to improving their learning effects. College

students learn foreign languages in order to become high-quality talents with all-round development. Therefore, successful college students' foreign language learning needs to consider the cultivation of achievement emotions and give full play to the role of emotional factors, so that foreign language learning with people who have emotions as the main body can be truly realized under the domination of emotional factors.

For a long time, the traditional foreign language learning of college students has occupied a dominant position in higher education, which centers on classrooms, teachers, and teaching materials, and cultivates knowledge-based talents with little difference through knowledge instillation. Different from traditional foreign language learning, college students' foreign language learning from the ecological perspective

focuses on the overall development of knowledge, ability, and personality, and emphasizes the main role and subjective initiative of college students in foreign language learning. To achieve this, cultivating and stimulating students' achievement emotions in foreign language learning is an important aspect.

With the continuous development of high technology and the gradual deepening of educators' understanding of the laws of foreign language teaching, college students' achievement emotions in foreign language learning from an ecological perspective has become an important manifestation of today's society. Foreign language teaching has also experienced a shift from focusing on the cultivation of reading ability to the cultivation of achievement emotions in foreign language learning, to the cultivation of achievement emotions in foreign language learning from an ecological perspective. The foreign language teaching syllabi and teaching plans of various courses in China all regard cultivating college students with achievement emotions in foreign language learning as the goal of foreign language teaching. From the ecological perspective, the achievement emotions in foreign language learning are the extension and development of foreign language teaching, and at the same time a brand-new foreign language teaching concept with specific meanings. Examining the teaching of foreign language learning achievement from the ecological perspective is to explore the basic laws of foreign language learning for college students based on the principles of ecology and the relationship and mutual adaptation of various elements within the teaching system of foreign language learning achievement and the surrounding environment.

College students' achievement emotions in foreign language learning have led to the research on the connection between foreign language learning and its ecological perspective. Educators applied ecological theories to foreign language learning and began to pay attention to the ecological development of college students' foreign language learning. In recent years, the application of foreign language learning to college students from the ecological perspective has attracted more and more attention from educators. At present, the research basically revolves around the four dimensions of ecological perspectives: environment, language, students, and teachers. College students' foreign language learning performance is closely related to the ecological environment. By analyzing the impact of ecology on college students' foreign language learning, and optimizing college students' achievement emotions can contribute to their independent foreign language learning ability.

The achievement emotion is a positive emotional experience of college students, and it is the satisfaction of college students' psychological needs to realize their self-worth and be recognized. The achievement emotion is the driving force for college students to pursue academic success. College students with achievement emotions have excellent grades in foreign language courses, and fast learning speed, high efficiency, and strong self-consciousness. They are energetic, goal-oriented, and have a strong sense of competitiveness and self-confidence. Therefore, in foreign

language learning from the ecological perspective, it is very important to pay attention to the cultivation of college students' achievement emotions, fully mobilize the enthusiasm of college students in foreign language learning, give full play to the individual potential of college students, which all contribute to college students' foreign language learning.

2. The Development of College Students' Achievement Emotions from an Ecological Perspective

As early as 1935, the British ecologist Tansley [1] first proposed the concept of "ecosystem", which made the research direction of ecology move toward integration and systematization. There are three important concepts in ecology, namely ecosystem, ecological balance, and ecological niche. Ecosystem refers to the basic unit of ecology composed of organisms and environment within the corresponding space range. In the ecosystem, there are various signs of life that compete and depend on each other in the process of survival, forming a virtuous cycle. Ecological balance refers to the transfer and exchange of materials and energy in an ecosystem under certain conditions, so that the organisms in the ecosystem, and the organisms and the environment can achieve mutual adaptation and coordination. Ecological niche refers to the space-time position of each biological unit. When each creature can have a space-time position that is most suitable for its survival in the ecological system of survival competition, it can achieve harmony with the environment.

The term "ecology" was formed in 1865 by Hanns Reiter [2], who combined two Greek words *logos* (meaning: research) and *oikos* (meaning: house, residence). In 1866, the German zoologist Haeckel [3] first defined ecology as "the science that studies the interrelationships between animals and their organic and inorganic environments", especially the beneficial and harmful relationships between animals and other living things. Since then, opened the prelude to the development of ecology. British ecologist Tansley proposed the concept of ecosystem in 1935, Lindeman [4], a young American scholar, put forward the "Tenth Law" of ecological pyramid energy conversion after a detailed investigation of Mondota's Lake ecosystem. As a result, ecology has become a relatively complete and independent discipline with its own research objects, tasks, and methods. After the three processes of description-experiment-quantification of matter, the introduction of concepts and methods of system theory, cybernetics, and information theory promoted the development of ecological theory.

Ecology is an effective scientific learning method, and using ecological learning methods to study foreign language learning rules has become a new perspective and an effective tool. As early as 1966, the British educator Ashby and Anderson [5] first proposed the concept of "higher education ecology", and in 1976, Columbia University educator Cremin [6] formally proposed the concept of "ecology of education" in his book.

Educational ecology can be regarded as an ecological cycle system of higher education, which is a diversified ecological system that takes human behavior as the main body, relies on the teaching environment of higher education, and takes the sharing of higher education teaching resources as its lifeline, whose basic characteristics consist of overall relevance and dynamic balance. Haugen [7], an educator at Stanford University in the United States, combined the research of ecology and linguistics, and proposed the concept of "language ecology" for the first time, pointing out that language ecology is a subject that studies the interaction between any specific language and its environment. Then, the educator McKay [8] formally proposed the concept of "language ecology", marking that this discipline has basically taken shape.

At the beginning of the last century, educators realized the important role of ecology in foreign language learning, and conducted a lot of research on the relationship between learning motivation and foreign language learning. In the 1950s, Canadian linguists Lambert and Gardner [9], through more than ten years of follow-up investigation of foreign language learners, proposed that language learning motivation can be divided into two categories: instrumental motivation and integration motivation. College students with instrumental learning motivation use foreign language as a tool to find a good job and improve their living conditions and social status while college students with integration motivation learn foreign language want to join foreign language clubs, integrate into society, and strengthen communication. In the 1990s, educators proposed a three-dimensional structural model of foreign language learning motivation, that is, three levels of language, learners, and learning situations, and analyzed the process and effect of foreign language learning into three aspects: society, learners, and teaching which promoted the development of foreign language learning. Based on summarizing previous theories, educators put forward an extended motivation theory, indicating that there is an inevitable relationship between the three variables of language attitude, motivational behavior, and academic performance. In 1990, educators proposed that starting from the perspective of human cognition, factors such as emotion, attitude, personality, and environment of foreign language learners play different roles, according to previous educators' research on foreign language learning motivation. Later, educators Williams and Burden [10] proposed the most systematic and complete foreign language learning model at that time. He believes that foreign language learning motivation is a state of cognitive and emotional stimulation, which leads to a conscious action of foreign language learners, brings continuous motivation for foreign language learning, and finally achieves the goals set by foreign language learners.

3. Lack of Achievement Emotions in Foreign Language Learning from the Ecological Perspective

With the diversification of foreign language teaching

modes in higher education, foreign language teaching gradually pays attention to the cultivation of college students' achievement emotions from the ecological perspective, but the lack of college students' achievement emotions in foreign language learning is still very serious. Educators have found that college students spend more and more time learning foreign languages, but their enthusiasm for foreign language learning gradually disappears. College students gradually develop various negative psychology, the most prominent one is the lack of achievement emotions in foreign language learning, which is mainly manifested in the following aspects aspect:

3.1. Outdated Foreign Language Learning Model

With the continuous development of society, the channels for college students to learn foreign languages are diversified, and the traditional college foreign language teaching mode cannot meet the requirements of college students' foreign language learning to keep pace with the times. As foreign language learners of the new era, college students' interest in foreign language learning is no longer to satisfy their curiosity about new things, but needs to be based on how to improve the use of language ability. In addition, college students' foreign language learning motivation becomes more realistic, and they hope to have a significant improvement in social communication skills. However, the traditional teaching model centered on teachers' teaching, formulating foreign language teaching syllabus and teaching plan, which cannot allow college students to truly exert their autonomy and mobility, and is even more detrimental to the cultivation of college students' achievement emotions in foreign language learning.

3.2. Large Gap in the Level of Foreign Language Learning

There is a gap in the level of foreign language learning among college students, and it is easy to result in conflicts in thinking about foreign language learning. At present, there is basically a phenomenon of uneven levels of foreign language among college students. For students with relatively weak foreign language foundations, teachers can only teach from the basics, which leads to monotonous and boring classrooms, lower participation rate in classroom interaction, and less foreign language knowledge for college students [11]. At the same time, when teachers ask questions about the content of foreign language textbooks, they can only involve basic knowledge, and the questions are not challenging, which further causes college students to be listless in class, have no achievement emotions in foreign language learning, and gradually lose interest in foreign language learning.

3.3. College Students' Autonomous Learning Ability Restricted by Foreign Language Teaching Environment

From the ecological perspective, experts studied foreign language classes and found that the optimal scale of foreign language teaching is less than 20 students [12]. Today, the expansion of enrollment in colleges and universities across the

country has become a limiting factor of the foreign language classroom teaching ecosystem for college students. Under the limitation of the foreign language teaching environment, if the number of students in one class is too large, and the space for activities is limited, and the communication and interaction between teachers and students will become poor, which is not conducive to the construction of foreign language knowledge for college students, and it is difficult to create a good atmosphere for independent foreign language learning. However, foreign language teachers often pay too much attention to the input of foreign language knowledge to the overall students, and there will be fewer practice opportunities for each college student to output foreign language knowledge. In addition, foreign language teachers do not pay enough attention to individual college students, and cannot estimate the cognitive level of foreign language learning of each college student. If college students have been in such a bad ecological environment for a long time, their learning enthusiasm and initiative will be reduced, which is not conducive to cultivating college students' achievement emotions in foreign language learning, and limits the development of college students' independent foreign language learning ability.

3.4. Decreased Foreign Language Learning Interest and Self-Confidence of College Students

College students' foreign language learning interest and self-confidence are often their internal learning motivation. For college students who lack foreign language learning motivation, what they urgently need is the recognition of their achievements by teachers and other students. If college students do not fully mobilize their enthusiasm for foreign language learning and do not stimulate their interest in foreign language learning, long-term accumulation will result in a lack of self-confidence in foreign language learning. In foreign language teaching, both rewards and punishments will affect the performance of college students, but the two have different effects on stimulating the learning motivation of college students. Punishment makes it impossible for college students to truly stimulate their foreign language learning and effectively stimulate their intrinsic learning motivation [13]. Moreover, if foreign language teachers do not understand the learning situation of all students, they cannot effectively help college students to use learning methods correctly in foreign language learning to achieve effective learning effects. At the same time, if the classroom interaction designed by teachers cannot satisfy every college student, it will bring psychological dissatisfaction to some college students and make them lack of achievement emotions in foreign language learning.

3.5. Imperfect College Foreign Language Teaching Evaluation System

In the traditional evaluation of foreign language teaching system, the foreign language learning effect of college students is often evaluated by the test results, that is, the

result-oriented method is used to evaluate the foreign language learning effect of college students. Therefore, it has brought many adverse effects on college students' foreign language learning. The utilitarian nature of college students' foreign language learning has become stronger, and the purpose of many college students' foreign language learning changes to pass foreign language examinations. Under normal circumstances, most college students can complete various foreign language learning tasks assigned by foreign language teachers, and only a small number of college students will actively learn foreign language related knowledge, which restricts the cultivation of college students' achievement emotions in foreign language learning.

4. Cultivating College Students' Achievement Emotions from the Ecological Perspective

If college students have good achievement emotions in foreign language learning, they can stimulate their foreign language learning ability, further mobilize their enthusiasm for foreign language learning, release their deep potential in foreign language learning, and thus solve the ideological and psychological problems arising in the process of foreign language learning, which shows that college students' achievement emotions in foreign language learning are indispensable in foreign language learning [14]. Combining the diversity of college students' foreign language learning, it is possible to cultivate college students' achievement emotions in foreign language learning from the following aspects:

4.1. Enriching the Classroom Physical Environment and Teaching Mode, and Laying the Cornerstone of Independent Foreign Language Learning

A lot of studies have shown that college students with low self-efficacy often think that they do not have the ability to learn a foreign language with strong theoretical knowledge, thus lacking confidence in foreign language learning. There are also college students who are not interested in foreign language learning, and often think that the courses are too boring and lack achievement emotions. Therefore, it is recommended to enrich the curriculum, so that college students can meet their own academic development needs according to their own academic pursuits which helps their future development. Therefore, by improving the foreign language teaching mode and improving the physical environment, students' achievement emotions in foreign language learning can be further increased.

At present, the traditional foreign language teaching methods have long been outdated. The foreign language classroom, under the developmental teaching concept, pays more attention to student participation, emphasizes the dominant position of college students in the learning process, and focuses on cultivating students' ability to discover, analyze, and solve problems. Therefore, in addition to

“task-based” teaching, teachers can also add some colorful classroom activities in the teaching process as a regulator and stimulant of classroom teaching. In addition, teachers can also use various encouragement and incentive measures to carry out group competition among college students, mobilize the initiative, enthusiasm, and creativity of college students' foreign language learning to the greatest extent, and enable college students to develop cooperation, coordination, and competition awareness in the process of showing themselves in order to cultivate their achievement emotions in foreign language learning.

In recent decades, the “task-based” foreign language teaching idea has become a new development form of foreign language thinking, which transforms the basic concept of foreign language application into a foreign language classroom teaching method with practical significance, and can effectively cultivate college students' foreign language skills and thus it can effectively cultivate college students' achievement emotions in foreign language learning. Through “task-based” teaching, teachers assign specific tasks to college students, so that college students can improve their foreign language ability in the process of completing the tasks. They will be more willing to find problems and solve the problems, promote the spirit of cooperation and innovation, and ultimately experience the joy of success. At the same time, the “task-based” foreign language learning tasks must take the individual differences among college students into account, and different levels of tasks for different levels of college students. All in all, “task-based” teaching makes the tasks of each class concrete, so that every college student can learn something in every class. When college students realize that they have gained a lot in foreign language classes, they will have strong achievement emotions and devote themselves to foreign language learning with more enthusiasm.

The classroom is one of the main places for college students to learn a foreign language. The construction of the physical environment has a huge impact on the development of foreign language teaching, and will further affect the foreign language teaching effect of college students. The physical environment of the classroom is composed of many factors, including teaching facilities, time and space environment, natural environment and so on. In terms of objective factors, the current mobile classrooms and large-class teaching make the classroom equipment and hardware facilities relatively fixed, but the interaction of foreign language teachers in the classroom can make the classroom space more colorful for humanistic exchanges. For example, the introduction of erasable cardboard or small blackboards in foreign language classes can help students summarize ideas and share results when students are discussing in groups, and provides a good carrier for teachers' testing and evaluation as well.

4.2. Optimizing the Psychological Environment and Strengthening the Awareness of Independent Foreign Language Learning

The foreign language classroom psychological environment refers to the teacher-student psychological interaction

environment produced by foreign language teachers, which affects the cognitive efficiency of college students in foreign language classroom teaching. It is composed of the psychological environment of college students' learning and the psychological environment of teachers' teaching. Foreign language teachers' professionalism, teaching style, teacher-student relationship, student-student relationship, and many other hidden interactive factors always affect the entire teaching environment. This kind of psychological environment is one of the hidden environments of foreign language teaching, which exists in human brains and can only be indirectly examined and controlled at ordinary times. However, its functions are ubiquitous and fundamentally restrict the efficiency and effectiveness of foreign language teaching activities. At the same time, different foreign language classroom psychological environments can lead to different foreign language teaching realms, produce different foreign language teaching effects, and have different effects on college students' foreign language learning. Therefore, in the process of building an ecological foreign language classroom, foreign language teachers should have the awareness of creating a psychological environment, and understand the psychological needs of college students in a timely manner, to comprehensively regulate and optimize the psychological environment of teachers and students, and further shorten the distance between teachers and students, enrich the words of communication between teachers and students, students and students, and adjust the targeted foreign language teaching.

At the same time, the daily teaching time of college foreign language teachers is relatively limited, and the time for communication with college students is also very limited, and it is also difficult to effectively develop the communication topics. As a written communication between teachers and college students, foreign language learning logs can effectively reflect the inner activities and true feelings of college students in the process of foreign language learning. On the one hand, by reading the learning logs of college students, teachers can further understand a series of behaviors and performances of college students in the process of foreign language learning, and understand the joy, anxiety, and other emotions that college students experience in the process of foreign language learning. On the other hand, as one of the effective means of recording foreign language learning experience of college students, learning logs can also better help college students organize their targeted foreign language learning progress, realize foreign language learning reflection, further facilitate future foreign language learning planning, and gradually form independent awareness of foreign language learning. Foreign language learning logs can make the communication between teachers and students richer and more meaningful, and give teachers the opportunity to use their own personality charm to motivate college students, encourage them with emotion, and inspire them with language, so that college students can learn to use the resources of classmates around them to achieve self-improvement in foreign language learning through interaction.

4.3. Building a Foreign Language Learning Community and Creating a Broad Environment for Independent Foreign Language Learning

In the early 1990s, some experts have pointed out that the development of independent foreign language learning means cooperation and interdependence, and communicative and interactive characteristics of foreign language learning determine the practicality of foreign language learning. College students need to establish positive interdependence to achieve effective foreign language learning. Therefore, both foreign language learning and independent learning emphasize the internalization and development of foreign language independent learning ability through cooperative learning [15]. Therefore, foreign language teachers should create an ecological culture of foreign language classrooms, so that college students can realize multi-faceted contact and application of foreign languages through in-class and extracurricular interactions, guide college students to learn foreign languages independently in cooperation, and improve their foreign language learning ability and thinking to the greatest extent, and finally cultivate achievement emotions in foreign language learning.

In order to create a broad environment for independent foreign language learning and a foreign language ecological learning environment that is interactive and supportive between students and students, foreign language teachers should arrange extracurricular interactive and cooperative tasks in class, so that foreign language learners can experience the integration of wisdom and knowledge co-construction, and experience the benefits brought by the foreign language learning community. Therefore, foreign language teachers should set proper foreign language learning goals, assign well-arranged homework, such as communicative information processing and foreign language related tasks, which allows foreign language classroom teaching to naturally extend to the second classroom, and extends the effective mode of foreign language classroom teaching to the open campus environment to create a broad environment for independent foreign language learning [16]. Finally, foreign language teachers should realize the leading role of college students in the general environment through the regulation of student groups, and at the same time, through the reaction of the environment to college students, let college students live in a healthy foreign language ecological learning environment in order to increase their achievement emotions in foreign language learning.

At the same time, foreign language learning should use resources inside and outside the classroom, so that college students can experience achievement emotions in foreign language learning. Every college student is eager to learn something, develop achievement emotions in foreign language learning, and then they will be full of interest and seek for deeper foreign language learning, thus gradually forming a virtuous circle: success-interest-success. Today, with the continuous development of modern science and technology, the teaching concept of sustainable development

emphasizes the future, the needs of college students, and the meaningful creation of college students in order to further promote the all-round development of college students' personality and comprehensively cultivate high-quality foreign language talents with innovative spirit and practical ability. Through the cultivation of college students' achievement emotions in foreign language learning, the enthusiasm and creativity of college students in foreign language learning can be greatly improved. From another perspective, it improves the quality of foreign language classroom teaching and uses the concept of sustainable development to lay a solid foundation for cultivating innovative talents with competitiveness and vitality.

4.4. Creating Good Independent Foreign Language Learning with Ecological Balance

One of the core theoretical issues from the ecological perspective is the ecological balance of foreign languages. Only in an open, harmonious, and dynamic environment can the ecological factors in the foreign language ecological environment absorb more nutrients and obtain a broader development space, thus get healthy and sustainable development. Therefore, for the cultivation of college students' foreign language autonomous learning ability, the "ecological niche" principle is used to accurately position the roles of teachers and students. The "ecological niche" in foreign language ecology refers to that in a group, every individual has a different time, space position and functional status from other individuals. From the dimension of foreign language teaching resources, specific foreign language ecological teaching occupies a certain ecological chain position, that is, the ecological niche of the resource dimension of foreign language ecological teaching [17]. Therefore, each ecological perspective has a unique ecological niche, and no ecology can occupy the same ecological niche stably, so there will be fierce competition between each other in the same ecological niche.

In college foreign language teaching ecosystem, teachers, and students, as the two main ecological factors, should have their own niches. Teachers and students should find their respective niches in the foreign language teaching system and define their roles. However, many foreign language teachers have some deviations in their understanding, equating independent learning with self-study, lacking in the cultivation of college students' foreign language autonomous learning awareness and strategies, thus ignoring the leading role that teachers should play. In foreign language teaching, many foreign language teachers fail to let go of their hands and let college students actively explore foreign language learning on their own, thus college students naturally lack the subject consciousness of independent foreign language learning. Therefore, foreign language teachers should establish a foreign language teaching concept of "teacher-led, student-centered". First, foreign language teachers need to change their roles and become the leaders and organizers in college students' foreign language learning. As the subject of foreign language learning, foreign language teachers should

take the initiative to assume the responsibility of foreign language learning, and foreign language teachers should guide college students to formulate corresponding learning goals according to their own foreign language learning levels.

Therefore, college students should choose appropriate foreign language learning content, conduct self-monitoring and evaluation of learning, and develop good foreign language learning habits independently. In the ecological environment of foreign language teaching for college students, the ecological niches of teachers and students are not a competitive relationship of "confrontation", but a relationship of mutual promotion and mutual connection. In addition, foreign language teachers are no longer the leaders in the classroom, and should return the initiative to college students and help college students develop their ability to learn foreign languages independently. Consequently, if teachers and students play their respective roles in their respective ecological niches, they can promote the harmonious, stable, and sustainable development of the foreign language teaching ecosystem in which they live in order to better cultivate college students' foreign language independent learning ability.

4.5. Increasing Self-Confidence and Interest in Foreign Language Learning by Removing Learning Obstacles

College students' self-confidence and interest in foreign language learning are mutually restrained. Without interest, it is difficult to build self-confidence. Self-confidence in foreign language learning is not only an indispensable and important factor for college students in foreign language learning, but also a feature of their characters, which can make college students have positive self-suggestion, thereby stimulating their self-esteem, self-love, and self-improvement, which can contribute to their success [18]. In foreign language teaching, it is not difficult to find that college students are very interested in learning foreign languages when they first start learning foreign languages, they actively raise their hands and read aloud in class. However, with the increase of the difficulties in foreign language teaching materials and the increase of vocabulary, the polarization of college students began to emerge. Some college students begin to find it difficult to learn a foreign language, and their interest in foreign language learning decreases accordingly. As a result, their self-confidence in foreign language learning is hit, and they may even have doubts about their achievement emotions in foreign language learning.

It is obvious that the decrease of college students' interest in foreign language learning and lack of self-confidence are the important reasons that hinder the smooth progress of their foreign language learning. At this time, foreign language teachers should help college students remove learning obstacles in a timely manner during teaching, pay more attention to and counsel college students who have difficulties, and pay attention to optimizing classroom teaching. Foreign language teachers should pay attention to the systematization and coherence of imparting language knowledge in teaching, and be good at guiding college students to constantly sort out

knowledge points. Foreign language teachers should also pay attention to highlighting key points and resolving students' difficulties during the teaching process.

College students' mastery of foreign language knowledge cannot rely solely on foreign language teachers' classroom teaching. College students need to turn it into their own knowledge through repeated perceptual understanding. As long as they master the essentials of foreign language knowledge, college students can be full of self-confidence, and their achievement emotions will increase accordingly. Psychological experts have shown that a person's self-confidence is related to his successful experience [19]. The more successful experiences college students have in foreign language learning, the stronger their self-confidence. Therefore, foreign language teachers should create opportunities and conditions for college students to experience success.

From the ecological perspective, college students have their own scope of adaptation to various ecological factors of the surrounding ecological environment in the process of foreign language learning. The total amount of resources and classroom capacity in the perspective of foreign language ecology are constant in a certain time and space. In recent years, colleges and universities in China have expanded their enrollment and the number of college students has increased sharply. Most of the foreign language teaching adopts the mode of teaching in large classes, which is obviously contrary to the law of tolerance and the principle of optimum in foreign language ecology. When teaching in large classes, the density of college students is too high, which exceeds the tolerance of the ecological subject, causing a certain psychological burden on college students. It is difficult for teachers to effectively carry out foreign language teaching activities, and there is less interaction between teachers and students, and there are less opportunities for students' foreign language practice. Teachers and students, as the ecological subjects in the perspective of foreign language ecology, have subjective initiative. Teachers can divide students into several cooperative learning groups to resolve the constraints of density learning environment constraints, and organize students to carry out group learning activities, so that group members can cooperate with each other to complete learning tasks and create a relatively safe psychological environment for students. It is conducive to building a harmonious ecological environment and helping students improve their achievement emotions in foreign language learning.

4.6. Developing a Diversified Evaluation System to Increase Achievement Emotions in Foreign Language Learning

The foreign language teaching evaluation system is an evaluation of teachers' foreign language teaching effects and college students' foreign language learning effects, and it is the last step in the foreign language teaching process. The application of a diversified evaluation system will have different evaluation results, and it will also have a major impact on the foreign language learning goals of college students. For a long time, examinations have been the most

effective teaching evaluation method for teachers. However, such an evaluation method is too single and simple. If all college students take passing the exam as the sole purpose of foreign language learning, their achievement emotions in foreign language learning will be easily frustrated, which will largely inhibit the innovative thinking and innovative spirit of college students, which is not conducive to the growth and development of college students.

There should be diversified evaluations in foreign language teaching, and the developmental teaching concept from the ecological perspective focuses on the all-round development of students, and regards college students as dynamic people who are developing or waiting to be developed. The goal of foreign language teachers in colleges and universities is to point out the direction and provide spiritual motivation for college students' further foreign language learning, not only to help college students discover their own deficiencies and improve them, but also to further guide college students to understand their own strengths and potentials and develop them. Therefore, to achieve this, teachers must change the previous evaluation methods that used test scores as the only measurement standard, formulate a diversified evaluation system, change from static evaluation to dynamic evaluation, and adopt different evaluation methods for foreign language teaching, such as diagnostic evaluation, third party evaluation, supervisory evaluation, etc. Measuring college students from different angles can ensure that the strengths of each college student can be developed so that college students can gain achievement emotions in foreign language learning.

Meanwhile, the evaluation system should be a two-way interactive evaluation between teachers and students. In the first foreign language classroom teaching, it is necessary to establish a variety of evaluation models, including self-evaluation of foreign language learning by college students, mutual evaluation among students, evaluation of students to teachers, and evaluation of teachers to students. Through the two-way interactive evaluation between teachers and students, college students can fully understand their foreign language learning situation so that they can effectively adjust their foreign language learning methods and more effectively supervise their foreign language learning process. In addition, foreign language teachers can also test the teaching effect through this evaluation system, and can further effectively adjust their own teaching mode.

From the ecological perspective, college foreign language teaching evaluation should be open and flexible. It should not only look at students' test scores, but also include all ecological factors that affect learning, such as students' foreign language learning goals and their classroom performances. The purpose of college foreign language teaching should be to help college students make greater progress in foreign language learning, so that their achievement emotions in foreign language learning can be enhanced. Therefore, the design of a diversified evaluation system must follow the principle of purpose and feedback. In order to further improve the evaluation of foreign language teaching, foreign language teachers should improve their own

foreign language teaching mode based on certain principles, and enhance college students' achievement emotions in foreign language learning from the ecological perspective.

5. Conclusion

The research on college students' achievement emotions in foreign language learning from the ecological perspective is not long, but it has also achieved certain results. However, experts have done more research on the macro level than the micro level, which indicates that the combination of foreign language education and learning from the ecological perspective is not deep enough. Foreign language teachers must continue to study and promote the in-depth research on the integration of college students' foreign language learning and ecological theory. With the continuous expansion of the scale of Chinese college education and the deepening reform of foreign language education today, how to cultivate college students' achievement emotions in foreign language learning from the ecological perspective is particularly important. Foreign language teachers should change their teaching modes to help college students solve their foreign language learning problems in a timely manner, so that college students can discover their achievements in foreign language learning in time, and gradually feel the interest in learning foreign languages. From the ecological perspective, college students can find a learning model with achievement emotions in foreign language learning, because eco-linguistics provides college students with a unique perspective on foreign language learning. The achievement emotions in foreign language learning form a benign ecosystem with ecological characteristics such as vitality, integrity, and openness, which allows college students to have a deeper understanding and a broader vision of foreign language learning from an ecological perspective.

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