
RESEARCH ARTICLE

Research on the Development of Translation Faculty in Higher Education Institutions in Guangxi's Ethnic Minority Regions from the Perspective of Educational Ecology

Cheng Sheng¹, Liang Dingchang² ✉ and Li Peilong³

¹Office of International Cooperation and Exchange, Youjiang Medical University for Nationalities, 533000, Baise, China

³School of Languages and Cultures, Youjiang Medical University for Nationalities, 533000, Baise, China

Corresponding Author: Liang Dingchan, **E-mail:** 01357@ymun.edu.cn

ABSTRACT

This study, grounded in the educational ecology theory, investigates the development of translation faculty in higher education institutions located in Guangxi's ethnic minority regions. It examines the current status of translation faculty, identifying the key ecological factors that influence their professional growth, such as institutional policies, cultural diversity, resource availability, and broader social and environmental conditions. By analyzing these factors in detail, the research seeks to propose effective strategies that can support and enhance the professional development of translation faculty members in these regions. The study highlights the significance of understanding the ecological environment surrounding faculty development, offering both theoretical insights and practical recommendations for improving faculty support systems and creating a conducive growth environment. The findings reveal that educational ecology provides a new and valuable perspective for understanding faculty development challenges, helping to build an effective framework for fostering the growth of translation teachers in Guangxi's ethnic minority regions.

KEYWORDS

Educational Ecology; Guangxi Ethnic Minority Regions; Higher Education Translation Faculty; Teacher Development.

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1. Introduction

1.1 Research Background

Lawrence Cremin first introduced the concept of educational ecology, then Dean of Teachers College, Columbia University, in his 1976 work *Public Education*. This field examines the interactions and underlying mechanisms between educational systems and their environments. With the deepening of globalization, the role of translation in international communication has become increasingly significant. As a core component in training translation professionals, higher education translation faculty play a crucial role in cultivating high-quality talent. However, translation faculty in Guangxi's ethnic minority regions face challenges, such as limited educational resources, heavy teaching workloads, and increased research pressure. These challenges not only impact faculty's professional development but also constrain translation education quality. Research by Larry Cuban (1993) in *How Teachers Taught: Constancy and Change in American Classrooms, 1890-1990*, highlights that insufficient and unevenly distributed educational resources are key factors affecting teacher development. Linda Darling-Hammond (2015), in *The Flat World and Education: How America's Commitment to Equity Will Determine Our Future*, further explores the multifaceted impacts of educational policies and environments on teacher development, emphasizing the importance of optimizing educational environments. This study aims to optimize the educational ecology in Guangxi's ethnic minority regions and enhance the development of translation faculty.

1.2. Research Objectives

This study aims to deeply analyze the development status, influencing factors, and strategies for Guangxi's ethnic minority higher education translation faculty using educational ecology theory. It will explore the mechanisms of teacher development from the perspective of educational ecology, identify ecological factors affecting teacher development, and propose targeted strategies. This objective enriches the application of educational ecology theory and provides scientific evidence for practical operations to promote comprehensive faculty development. Strike and Loughran (2006) discuss teacher professional development's ethical and practical frameworks, highlighting the complexity of factors influencing teacher growth. This study will continue to explore how to apply this theory in local educational practices.

1.3. Significance of the Research

Theoretically, this study applies the concept of educational ecology to the development of translation faculty in Guangxi's ethnic minority regions, enriching the research field of educational ecology. Rogers (2011) notes that educational ecology offers new perspectives and frameworks for theoretical research on teacher development, emphasizing the complexity and diversity of teacher development. Practically, by analyzing the current state of faculty development and proposing feasible strategies, this study aims to improve the teaching and research capabilities of translation faculty in Guangxi and advance translation education overall. Darling-Hammond (2000) emphasizes the critical role of policies and strategies in teacher professional development, suggesting that targeted policies can effectively promote teacher career growth.

2. Theoretical Foundation of Educational Ecology

2.1. Concept and Characteristics of Educational Ecology

Educational ecology is a discipline that uses ecological principles to study the interactions between educational systems and their surrounding environments. Its core concepts include educational systems' integrality, dynamism, balance, and diversity. Hansen (2011) analyzes how various elements of the educational system interact and adapt under different environmental influences, focusing on the system's adaptability and developmental nature. This theoretical perspective allows for a comprehensive understanding of the interrelationships of various factors in the educational process and reveals potential issues and opportunities in teacher development.

2.2 Basic Principles of Educational Ecology

The basic principles of educational ecology include the Limiting Factor Principle, Tolerance Principle, Optimum Principle, Pot Effect, and Ecological Niche Principle.

(1) Limiting Factor Principle: In ecology, this principle refers to how the scarcity of specific resources limits the growth and reproduction of organisms. In educational ecology, this concept pertains to how certain factors (e.g., resources, policies, support) constrain educational processes and outcomes, helping to understand which factors may limit teacher and student development.

(2) Tolerance Principle: This principle describes how organisms adapt to environmental changes within specific ranges. Educational ecology reflects how educational systems or individuals adapt to and manage changes in different educational environments, focusing on how teachers and students maintain and adjust their activities under various conditions.

(3) Optimum Principle: In ecology, this principle indicates that organisms achieve optimal growth and reproduction under ideal conditions. Educational ecology describes how various factors (e.g., teaching methods, resource allocation) support educational outcomes under optimal conditions, guiding the design and adjustment of educational strategies for the best results.

(4) Pot Effect: This effect typically refers to how environmental conditions impact plant growth. In educational ecology, it metaphorically describes how the educational environment influences the development of students and teachers, highlighting the need to optimize educational environments to support growth.

(5) Ecological Niche Principle: In ecology, this principle defines the role and function of organisms within an ecosystem. Educational ecology describes how different elements (e.g., teachers, students, schools) position themselves and perform roles within specific environments, which are used to analyze and optimize the functions and interactions of educational system components.

These principles provide scientific guidance and theoretical support for teacher development by emphasizing how certain factors can limit or enhance development and how optimizing educational environments can significantly improve faculty growth.

2.3. Implications of Educational Ecology for Teacher Development

Educational ecology underscores that various ecological factors influence teacher development. The key to teacher development is optimizing the ecological environment, which includes improving resource allocation, providing supportive policies, and

fostering professional growth. Focusing on the ecological environment, optimizing teacher niches, and building a supportive ecosystem are effective ways to advance teacher development. This study will explore how optimizing the educational ecology in Guangxi's ethnic minority regions can enhance the development of translation faculty.

3. Current Status of Translation Faculty Development in Guangxi's Ethnic Minority Regions

3.1 Basic Situation of Translation Faculty

The basic situation of translation faculty in Guangxi includes factors such as age, education, title, and teaching experience. Research by Robert E. Slavin and John Hattie (2009) explores the impact of teacher characteristics on teaching effectiveness. Slavin (2015) and Hattie (2009) discuss how age and education affect teaching and research quality. Although some teachers in Guangxi have high educational backgrounds, differences in titles and teaching experience affect their overall quality. Teachers with extended experience may be more mature in teaching and research, while new teachers need more training and support. Addressing these structural differences requires effective policies and resource allocation.

3.2 Teaching Situation of Translation Faculty

Translation faculty in Guangxi face challenges related to teaching workload, methods, and evaluations. Darling-Hammond (2010) discusses how heavy workloads and time pressures affect teaching quality and job satisfaction. Innovation in teaching methods and the limitations of evaluation mechanisms also impact teaching effectiveness. Analyzing these issues can lead to recommendations for improving teaching methods and evaluation mechanisms.

3.3 Research Situation of Translation Faculty

The research situation of translation faculty is reflected in research awareness, capability, and outcomes. Hattie (2008) emphasizes the direct impact of research capabilities and academic awareness on outcomes. Slavin (2018) discusses how enhancing research capabilities can boost research output. Despite some faculty having high research awareness, limitations in resources and support can restrict actual research outcomes. Increasing research awareness and providing more support are crucial for promoting faculty research development.

3.4 Professional Development of Translation Faculty

Professional development awareness, pathways, and needs are critical for career growth. Darling-Hammond (2000) highlights the importance of professional development awareness for training participation and learning attitudes. While some faculty actively seek professional development opportunities, limitations in pathways and resources can constrain their growth. Understanding development needs and challenges and providing supportive strategies can enhance professional levels and potential.

4. Influencing Factors for Translation Faculty Development in Guangxi's Ethnic Minority Regions

4.1 Educational Ecological Environment Factors

Educational policies, resource allocation, and management impact faculty development. Policies need to be optimized to support translation education, addressing the specific needs of local contexts. Unequal resource allocation and management practices also affect development, necessitating reforms and improved support systems.

4.2 Individual Teacher Factors

Professional quality, educational beliefs, and career planning significantly impact faculty development. Professional quality affects teaching and research quality, while updated beliefs and career planning guide goal setting and actions. Enhancing individual factors can effectively promote comprehensive development.

4.3 School Organizational Factors

School management systems, evaluation mechanisms, and training systems affect faculty development. Effective management can provide better support, while reforms in evaluation and training systems can enhance faculty performance and satisfaction.

4.3 Socio-Cultural Factors

Social recognition, cultural traditions, and social needs impact faculty development. Increasing societal recognition of translation professions and embracing cultural traditions can enhance professional identity and relevance. Aligning educational programs with social needs ensures graduates are well-prepared for the job market.

5. Strategies for the Development of Translation Teachers in Ethnic Minority Universities in Guangxi

5.1 Optimize the educational, ecological environment

5.1.1 Improve education policies

Effective education policies are crucial for fostering teacher development. According to Hargreaves and Fullan (2012), "Policies that focus on increasing teacher collaboration and providing professional development opportunities contribute significantly to improving teacher effectiveness and student outcomes" (p. 78). In the context of Guangxi, this implies that tailored policies enhancing resource allocation and professional support are necessary to advance the development of translation faculty.

The education policies in ethnic minority areas of Guangxi need to be further optimized to support the development of the translation profession. Policymakers should pay attention to the unique needs of local education, especially in translation education. It is suggested that local governments and education departments formulate and implement policies to support the translation profession, including increasing financial investment, providing scientific research funding, and establishing a special fund to train translation talents. Through policy support, the problem of insufficient educational resources can be alleviated, promoting the professional development of teachers and the overall improvement of translation education.

5.1.2 Increase investment in educational resources

Investment in educational resources directly impacts teacher development. Darling-Hammond (2000) argues that "Adequate funding for resources and infrastructure is essential for creating an environment where teachers can thrive and focus on delivering quality education" (p. 15). For Guangxi, increasing investment in digital resources and academic facilities will support translation faculty in their teaching and research endeavours.

The investment of educational resources is crucial for the development of teachers. Adequate allocation of educational resources can significantly improve teachers' teaching and research abilities. In ethnic minority areas of Guangxi, teachers in the translation profession can be supported by increasing education funding, improving teaching facilities, and providing more academic resources. Especially in the provision of digital educational resources and research equipment, priority should be given to improving teachers' teaching and research conditions.

5.1.3 Improve educational management

Management improvements can lead to enhanced educational outcomes. Wu Fei and Yang Yonghe (2018) state that "advanced educational and teaching concepts are the foundation for the professional development of English teachers in ethnic minority areas, and their formation results from the joint action of macro and micro environments and ecological subjects. Therefore, national and ethnic minority universities should convey and instil the latest educational concepts in teachers and promote updating teaching concepts among English teachers in ethnic minority areas. In addition, managers should create a democratic and harmonious atmosphere for teacher development and carry out humanized management. Implementing more efficient management practices in Guangxi institutions can reduce administrative load and improve teacher satisfaction and effectiveness.

The optimization of educational management is also the key to enhancing teacher development. Scientific and educational management can improve the quality of education and the efficiency of teachers' work. It is suggested that a teacher management system in ethnic minority areas of Guangxi be established and improved, teaching arrangements and work processes optimized, and administrative burdens reduced for teachers. In addition, by establishing a teacher development support platform, opportunities for sharing and exchanging teaching and research resources can be provided to enhance teachers' job satisfaction and career development space.

5.2 Enhance the individual quality of teachers

5.2.1 Improve the professional quality of teachers

Professional development is critical to enhancing teacher quality. Kennedy (2016) notes that "Ongoing professional development that is aligned with teachers' needs and school goals is critical for improving teaching practices and student outcomes" (p. 23). For Guangxi's translation faculty, structured professional development programs are essential to bolster their teaching and research capabilities.

The professional quality of teachers directly affects their teaching and research abilities. Teachers can enhance their professional knowledge and skills by providing professional training and further education opportunities. Universities in ethnic minority areas of Guangxi can regularly organize academic lectures, seminars, and training courses in translation, encourage teachers to participate in domestic and international academic exchange activities, and enhance their translation professional ability and research level.

5.2.2 Update educational concepts

Updating educational beliefs and practices is vital. Fullan (2007) highlights that "Teachers must continuously evolve their educational practices and beliefs to remain effective in a rapidly changing educational landscape" (p. 45). Integrating contemporary teaching methods and educational technologies in Guangxi will help faculty stay current with global educational trends.

The updating of educational concepts is an essential aspect of teacher development. Modern educational theory and practice development requires teachers to update their educational concepts constantly. In ethnic minority areas of Guangxi, advanced educational concepts and teaching methods such as flipped classrooms and project-based learning can be introduced to promote teachers' innovation and improvement in teaching methods. Teachers should pay attention to the development of educational technology and use information technology to improve teaching effectiveness and efficiency.

5.2.3 Develop a career development plan

Career development planning plays a significant role in teacher growth. Day (2014) suggests that "Well-defined career pathways and development plans help teachers to achieve long-term professional goals and enhance their career satisfaction" (p. 57). Clear career development frameworks for Guangxi translation faculty can guide their professional growth and progression.

Career development planning is crucial for the long-term development of teachers. Teachers should establish clear career goals and development paths and develop detailed action plans to achieve these goals. Universities in ethnic minority areas of Guangxi can provide career development consulting and planning services for teachers, help them develop practical and feasible career development plans, and provide the necessary support and resources to promote their professional growth and development.

5.3 Improve school organization and management

5.3.1 Improve the school management system

School management systems need to be effective and supportive. Leithwood et al. (2008) argue that "Strong leadership and supportive management structures are essential for creating a positive working environment and ensuring effective teaching" (p. 31). Implementing robust management practices in Guangxi institutions will create a conducive environment for faculty development.

Improving the school management system can provide better support for the development of teachers. Universities in ethnic minority areas of Guangxi should establish a scientific and reasonable management system, standardize teachers' job responsibilities and evaluation standards, and ensure that teachers receive fair treatment and support in teaching and research. By optimizing management systems and reducing unnecessary administrative interference, teachers can devote more energy to teaching and research.

5.3.2 Reform the teacher evaluation mechanism

Reforming evaluation mechanisms can boost teacher performance. Wang and Holcombe (2010) state, "A comprehensive and fair teacher evaluation system that incorporates multiple measures of performance can enhance teaching quality and teacher motivation" (p. 82). Reforming evaluation criteria in Guangxi can lead to more accurate assessments of faculty performance and support their professional development.

The reform of the teacher evaluation mechanism can help motivate teachers' enthusiasm for work. Traditional evaluation mechanisms may not fully reflect teachers' work performance and development needs. In ethnic minority areas of Guangxi, universities can establish a comprehensive evaluation mechanism centred on teaching effectiveness, scientific research achievements, and career development and introduce diversified evaluation methods such as peer review and student evaluation to fairly and objectively evaluate teachers' work performance and provide targeted feedback and improvement suggestions.

5.3.3 Strengthen teacher training

Training programs are crucial for teacher improvement. Guskey (2002) emphasizes that "Effective professional development programs must include ongoing support and opportunities for teachers to practice new skills" (p. 36). Implementing continuous and practical training programs for Guangxi translation faculty will enhance their teaching and research capabilities.

Teacher training is a meaningful way to enhance the quality and ability of teachers. Systematic teacher training can significantly enhance teachers' teaching and research abilities. Universities in ethnic minority areas of Guangxi should regularly organize teacher training activities, including teaching method training, scientific research skills training, and career development training, to improve teachers' comprehensive quality and ability. In addition, the training content should be adjusted according to the actual needs and development direction of teachers to ensure the effectiveness and pertinence of the training.

5.4. Creating a positive social atmosphere

5.4.1 Improve social recognition of the translation profession

Social recognition influences teacher motivation and professional identity. Borg (2006) notes that "Teachers' perceptions of their profession and the societal value placed on their work can significantly impact their job satisfaction and effectiveness" (p. 19). Increasing societal recognition of the translation profession in Guangxi will strengthen faculty members' professional identity and motivation.

Society's recognition of the translation profession directly affects teachers' professional identity and development motivation by increasing society's emphasis on the translation profession and promoting its development. Ethnic minority areas in Guangxi can enhance the social recognition of the translation profession by organizing exchange activities, promoting translation culture, and strengthening the social influence of the translation profession, thereby strengthening teachers' sense of professional belonging and development motivation.

5.4.2 Promote cultural traditions

Embracing cultural traditions can enrich educational experiences. Banks (2006) argues that "Integrating cultural traditions into the curriculum can enhance students' engagement and provide teachers with a richer educational context" (p. 72). Promoting local cultural heritage in Guangxi's translation programs will enhance the relevance and depth of the curriculum.

Cultural traditions have a significant impact on translation education and teacher development. Promoting local cultural traditions can facilitate the localization development of translation education. In ethnic minority areas of Guangxi, it is possible to integrate local cultural resources, carry out translation research and teaching activities with local characteristics, and enhance teachers' cultural literacy and professional level by promoting and inheriting local culture, enhancing the local characteristics and cultural identity of translation education.

5.4.3 Meet social needs

Aligning educational programs with social needs is essential. Darling-Hammond (2000) suggests that "Educational programs must be responsive to the evolving needs of society to ensure that graduates are well-prepared for the job market" (p. 29). Adapting Guangxi's translation programs to meet societal demands will ensure that graduates have relevant skills and knowledge.

The changes in social demand impact the direction of development and content of translation education. The translation profession's development should align with social needs to enhance the practical effectiveness of education. Ethnic minority areas in Guangxi can conduct social demand research to understand the market demand and industry development trends of translation talents and adjust teaching content and training objectives based on the research results to meet the actual needs of society for translation talents.

6. Conclusion

6.1 Research Summary

This study, grounded in educational ecology theory, explores the development of translation faculty in Guangxi's higher education institutions. Analyzing the current state, influential factors, and strategies for faculty development highlights the importance of optimizing educational environments, enhancing individual competencies, improving organizational management, and fostering a supportive social atmosphere. These strategies are crucial for advancing the quality of translation education and supporting faculty development in Guangxi.

This study is based on the theory of educational ecology and explores the current development status, influencing factors, and strategic recommendations of translation teachers in ethnic minority areas of Guangxi. By analyzing the basic situation, teaching situation, scientific research situation, and professional development of teachers, the main challenges facing the current development of teachers are revealed, and various strategies are proposed to optimize the educational and ecological environment, enhance the individual quality of teachers, improve school organization and management, and create an excellent social atmosphere. These strategies not only help improve the educational environment in ethnic minority areas of Guangxi but also provide adequate support for the professional development of teachers and promote the overall progress of translation education.

6.2 Research prospects

Future research could benefit from diverse methodological approaches, including surveys, interviews, and longitudinal studies, to comprehensively understand faculty development. Investigating the specific impact of local cultural and social factors on teacher development and comparing Guangxi's practices with international standards will offer more profound insights. Additionally,

exploring the practical implementation of proposed strategies and their long-term effects on faculty performance and student outcomes will contribute valuable knowledge to the field.

Future research can explore in depth in the following areas:

Diversified research methods: Combining quantitative and qualitative research methods, such as questionnaire surveys, in-depth interviews, and field investigations, to obtain more comprehensive data and in-depth insights. This will help accurately depict the actual situation of teacher development and provide a basis for formulating more effective policies and measures.

In-depth exploration of local characteristics: Further explore the specific impact of local characteristics in ethnic minority areas of Guangxi on teacher development. Propose teacher development strategies that align with local realities by analyzing local culture, social needs, and educational traditions.

Exploration of specific countermeasures: Emphasis on formulating and verifying specific countermeasures and intervention measures, such as teacher career development plans, research support policies, and teaching resource allocation. To verify the effectiveness of these strategies through practice and provide more scientific and practical guidance for the sustainable development of teachers.

International comparative research: Compare the development of teachers in ethnic minority areas of Guangxi with other countries or regions, revealing more similarities and differences. This comparative study can propose more innovative and actionable strategies and suggestions from an international perspective.

Tracking research: Long-term tracking research on teacher development can help understand the actual effects of policy and strategy implementation, evaluate the effectiveness of reform measures, and adjust strategies promptly to ensure continuous improvement in teacher development.

Based on the above research prospects, this study aims to provide further theoretical support and practical guidance for the development of translation teachers in ethnic minority universities in Guangxi, as well as new research directions and ideas for researchers in related fields.

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About the Author

Cheng Sheng (1989-), female doctoral research associate, research focuses on English translation of poetry, college English teaching, and international student enrollment and management.

Liang Dingchang (1999-) male MTI research focuses on English translation of Chinese folklore.

Li Peilong (1978-), male professor, doctoral research focuses on college English teaching, computer auxiliary English translation.

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