

Research on English Classroom Teaching from the Perspective of Ecological Linguistics

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Abstract—From the perspective of eco-linguistics, this study regards the language teaching and learning process as a micro-ecological system, conducts a comprehensive and dynamic investigation of English teaching, and studies the interactions among various elements of the system among learners, teachers, language and learning environment. We also conduct ecological design of English teaching from the aspects of teaching objectives, teaching content, teaching methods, teaching evaluation system, etc., in order to promote the improvement of English teaching methods and improve the learning efficiency of English learners.

Keywords—English Classroom Teaching; Ecological Linguistics; Ecologicalization

I. INTRODUCTION

In recent years, the development of ecology has been continuously broadened. From the initial development of natural ecology to the current cultural and spiritual level, the position of humanities in ecology has gradually emerged. Moreover, ecology is no longer confined to ecological disciplines, but has become a research direction in other disciplines. With the continuous development of ecology, linguistics has gradually been infiltrated with this concept, forming a development trend to study the relationship between language and the surrounding environment at any time. Although language is a kind of symbol, the creation, use and application of language also have an irreplaceable role. Ecological linguistics is to combine these elements closely. This paper mainly discusses the development direction of college English teaching from the perspective of ecological linguistics.

II. THE CONNOTATION AND CHARACTERISTICS OF ECOLOGICAL LINGUISTICS

A. The Connotation of Ecological Linguistics

The American scholar Hogan first proposed the concept of "language ecology". He said in the article "Language Ecology": "To study the interaction between any particular language and environment" and metaphorize the language environment and the ecological environment. Analogy, the metaphorical usage of the language ecology has been widely known and recognized and praised by linguists. It is precisely because the beginning

of the discipline of eco-linguistics is realized by metaphorical cognition. Therefore, it is especially important to examine and study eco-linguistics from the perspective of metaphorical cognition. The related research on ecological linguistics mainly lies in the following three points: (1) The diversity of language. The language is regarded as a whole composed of multiple languages. This whole is like an organism in the natural ecology, which has a unique growth mechanism and evolution law. (2) Description of non-ecological language. In the real language domain, not all languages have ecological characteristics, for example, those that tend to reflect hierarchicalism and anthropocentrism. (3) The interaction of language and its environment. The language and its environment are regarded as a micro-ecosystem, and then the role and coordination mechanism within the system is studied.

B. Characteristics of Ecological Linguistics

As an emerging interdisciplinary subject, ecological linguistics has its own unique characteristics in addition to some characteristics of ecology and linguistics. The first is to pay attention to the integrity of the language. Language is not the existence of regional stage or individuality, but a kind of existence that is similar to the life body with its own law of production and development. In other words, the language system is a whole composed of different time and space languages, and its internal they interact with each other and interact with the external environment to form a language ecosystem. The second is to pay attention to the particularity of language. The formation and evolution of any language is influenced by special circumstances, such as the degree of social development, natural conditions, historical and cultural elements, and the exchange and integration between different cultures will affect the formation, evolution and spread of language.

III. THE ESSENCE OF ENGLISH TEACHING FROM THE PERSPECTIVE OF ECOLOGICAL LINGUISTICS

Eco-linguistics regards the language learning process as a micro-ecological system, the interaction between learners, language professors, language and language learning environments, and its impact on language acquisition. In other words, English teaching is no longer a simple teaching behavior, but a language teaching ecosystem. In this ecosystem,

the main factors are: teacher-centered language professors, language teaching and learning environment in a specific language ecosystem, student-centered language learners, and English language and culture. Learners learn English culture and language knowledge through English language and interact with various elements in the system[1].

The English teaching process from the perspective of eco-linguistics is a micro-system of language knowledge and cultural communication through the use of English communication in the process of dynamic interaction between language professors and language learners. In the process of participating in the system construction, the language professors pass the existing language knowledge and cultural knowledge to the language learners; the language learners acquire and consolidate the language and cultural knowledge by participating in the construction system. The English learning process is that under the guidance of the teaching subject, the learning subject acquires English language and culture knowledge and adapts to the English cultural communication through the interaction with the language professor and other learners in a specific language ecological environment. Learners not only learn language knowledge, but also participate in the construction of a micro-English culture system to promote the improvement of knowledge literacy and cultural literacy, so that they can meet the requirements of global economic integration for new talents. Eco-English teaching is a dynamic and unified process for determining the teaching objectives, creating an ecological teaching environment and adopting an ecological teaching method for the subject of the teaching; for the learning subject, it is a process of adapting to the English culture in a specific teaching culture context[2].

IV. THE DILEMMA OF COLLEGE ENGLISH TEACHING FROM THE PERSPECTIVE OF ECOLOGICAL LINGUISTICS

A. Imbalance of Classroom Ecological Environment under the Ecosystem.

From the perspective of eco-linguistics, the college English classroom is a micro-ecosystem, and teachers and students are an important part of this micro-ecosystem. In this ecosystem, teachers are educators, not only to teach students knowledge, but more importantly to teach students to learn knowledge, that is, "to teach fish, it is better to teach them to fish." However, the survey results of the current college English classroom teaching show that there are some imbalances between the two ecological subjects. In the ecological factor of teachers, there are problems such as outdated teaching ideas and single teaching methods. Among the ecological factors of students, there are problems such as fear of learning English, ignorance of English, and ambiguous learning objectives. Domestic experts have divided the ecological environment of English teaching into three levels. The first is social environmental factors, followed by school environmental factors, and finally personal environmental factors. The social environmental factors mainly refer to the

attitude of the society towards English learning and English teaching, and whether the development of social economy requires English guidance. School environmental factors mainly include English teachers' teaching strength, teaching equipment, reading materials and syllabus. Personal environmental factors mainly refer to the individual's attitude towards English learning and the learning tools that can be provided. Through questionnaires and research, the main problems in college English teaching include: insufficient teacher resources (31.5%), teachers' teaching needs to be improved (30.8%), unreasonable teaching materials (17.1%), and pressure on the examination Large (26.2%) and insufficient teacher input (16.1%). It is thus found that there is a serious imbalance in the ecological environment of English teaching classrooms[3].

B. The Imbalance between Teacher's Dominant Position and Student's Personality Development

In the process of teaching, teachers are the main body of "teaching", and students are the main body of "learning". The two work together on the educational intermediary system—the educational content. In other words, teachers and students are the dual ecological subjects in the classroom. Integrating with each other constitutes the main part of teaching. In classroom teaching, teachers should give full play to their leading role, guide students to correctly study theory, teach their scientific and reasonable learning methods, cultivate students' ability to learn independently and build an ecological atmosphere of "teaching and learning". However, there are still some problems in college English teaching, which inhibits the development of students' personality. The main point is that teachers have a single teaching method. Teachers simply rely on reading, writing, listening, speaking, and translating in the classroom, and sing their own "one-man show" in the classroom. Under such a teaching mode, teachers can't correctly understand "teacher-led" and "student main body". The relationship between them does not focus on stimulating students' enthusiasm for learning, and does not pay attention to the development of students' personality, which leads to the imbalance between the dominant position of teachers and the development of students' personality.

C. Unbalanced Knowledge of Class and Extracurricular Use

Because most of the college English classroom teaching also adopts the traditional indoctrinating teaching mode, this leads to the decline of students' learning subject status. On the one hand, a single, boring teaching model inhibits the students' ability to learn independently. On the other hand, the shortage of teachers and the heavy teaching tasks make English teachers have no time to take into account the innovation of teaching methods and the development of extracurricular practice activities, which leads to the imbalance between in-class knowledge and extracurricular use.

V. THE STUDY OF COLLEGE ENGLISH ECOLOGICAL TEACHING MODE UNDER THE GUIDANCE OF ECOLOGICAL LINGUISTIC THEORY

A. *Ecologicalization of Teaching Concepts*

To accelerate the construction of the university English ecological teaching model, the most important thing is to carry out ecological research on the teaching concept, and the most important one is the ecologicalization of the teacher's teaching concept. In order to realize the ecological concept of teaching, first of all, teachers should maintain an "ecological balance", that is, the level of professional knowledge and teaching ability of English teachers should be balanced. Secondly, in order to better develop students' ability to use English comprehensively, English teachers must first possess this ability. In short, under the concept of ecological teaching, the imbalance of students' English ability structure will be attributed to the imbalance of teachers' English ability structure[4].

The important components of the teaching ecosystem also include the teacher's teaching attitude and its own psychological characteristics, which directly affect the students' learning psychology and learning effects. Teachers should change the traditional "teacher-dominated" teaching concept and become the "master of equality". Teachers should respect the opinions of students more, mobilize the initiative of students' learning, and effectively put quality education into the classroom teaching. Efforts will be made to change the status quo of "teaching" and "cultivating people" and realize the major changes from the concept of "language-based knowledge" to the concept of "using language-based".

B. *Ecologicalization of Teaching Purposes*

In terms of eco-linguistics, language is not only a carrier of culture, but also an ecological phenomenon. In the past, people's views on the "tool theory" and "social phenomenon theory" held by language cannot reveal the essence of language completely and meticulously. To make people more aware of the nature of language, try to put the language into a complete ecosystem. After further analysis and research on the language, people can get a better and more in-depth understanding of the entire social ecosystem in which humans live. As we all know, language is the carrier of culture. In English teaching, teachers should not only teach students how to use the language of English, but more importantly, let students recognize the culture in which English language depends. In college English teaching, it is very important to clarify the purpose of teaching. The classroom teaching of college English teachers should not only teach language knowledge, but also penetrate the relevant cultural information carried by the language.

C. *Ecologicalization of Teaching Methods*

At present, college English classrooms mostly adopt multimedia network teaching methods. This new teaching method not only facilitates the teaching of teachers, but also facilitates the students' learning. At present, some foreign scholars have carried out related research on autonomous learning, and found that learners' independent learning ability

plays a very important role in the learning process. Self-learning ability is the ability of students to be responsible for themselves in their studies, and the ability to solve problems themselves in learning. Eco-linguistics pays great attention to the diversity and functionality of the language itself, and only then can the language continue to evolve and develop in the long history of human history. The diversity of a language is reflected by factors such as different countries, society, and social strata, as well as the differences in language users. Therefore, students' self-learning of language can best reflect the ecological characteristics of English language.

At present, the teaching of grammar, translation, reading and writing in college English teaching mainly focuses on the explanation and translation of sentences, discourse and grammar. The direct teaching method focuses on cultivating students to learn English better in teaching in the whole UK. Communicative methods and audiovisual principles focus on cultivating students' ability to listen, speak and read. These different teaching methods and models together constitute the ecosystem of college English teaching. The reform of college English teaching must abide by the principle of teaching ecological balance, so that teaching methods and teaching models can be balanced with each other, and can conform to the development law of students' language ability ecosystem[5].

D. *Ecologicalization of Teaching Content*

The ecologicalization of teaching content mainly includes the ecologicalization of listening teaching, the ecologicalization of oral teaching, the ecologicalization of reading teaching and the ecologicalization of writing teaching. Ecological linguistics emphasizes more that the meaning of language is determined by the context in which it is located. For college English listening teaching, after completing the main teaching tasks, if you can play an English song with subtitles and familiar students, you can not only relax the students' nervous brain, but also cultivate students' interest in English learning. . In this session, teachers can let students try to sing, or use important keywords in the lyrics, including verbs, nouns, adjectives, etc. as dictation, which reflects the interactive characteristics of ecological linguistics. .

The ecologicalization of oral teaching mainly refers to the exposure of students to the real corpus in college English teaching. The creative use of language materials is conducive to bringing students closer to the native language environment, thus reducing the difficulty of students learning English to a certain extent. Chinese students are extremely lacking in English language environment. Therefore, teachers should create a "nature environment" that is closer to the mother tongue as much as possible in the teaching, so that students can talk in a free atmosphere, and promote students to master English communication skills and improve English. Listening and speaking ability. The ecologicalization of reading teaching mainly refers to the use of computer software teaching and network teaching in college English reading teaching. When English teachers are explaining English reading, they can use

the relevant linguistic information to enhance the interest of English learning, so that students can better understand the uniqueness and charm of English[6]. The ecologicalization of writing teaching mainly refers to the full use of the ecological interaction characteristics of language in the process of college English teaching. Some typical works of students can be organized through multimedia means to analyze the students' works, so that students can discover the content and form characteristics existing in the work, and discuss the typical content and form.

E. Ecologicalization of Teaching Tests

Scientific teaching test can not only stimulate students' enthusiasm for learning English to a certain extent, but also help English teachers improve their professional quality and teaching quality. In addition, the teaching test needs to reflect the students' academic performance as objectively and scientifically as possible. In the process, the teacher's process management and evaluation play an important role.

The evaluation of the results of the English courses of students should not only focus on the results but also on the learning process itself. The most important thing is to combine the two. The total score of the college English course test is 100 points. If you pass the passing score of 60 or above, you can get the corresponding credits, while students below 60 points need to take the corresponding retest or re-repair. In the process of evaluating college English courses, you can try to change the proportion of usual and final grades, for example: 50% of the total scores, which can better reflect the ecologicalization of teaching tests.

VI. CONCLUSION

Eco-linguistics considers the language ecological environment comprehensively and regards English teaching as a dynamic ecosystem. In this system, teachers and students are the main subjects of activity, English language is the carrier, and China's social culture is the living environment. The various elements in the system interact with each other. The sustainable development of the system requires a suitable ecological environment, namely classroom environment, campus culture atmosphere, social culture atmosphere and policies and regulations. In addition, teachers and students are required to give full play to their positive initiative. Teachers should guide students to choose their own learning content and learning methods, solve problems independently and regulate the learning process.

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