

# Research on the construction of English "eco-classroom" in primary schools under the perspective of ecological linguistics

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**Abstract:** Eco-linguistics is a new research field with the characteristics of interdisciplinary research. Its founder, Haugen, who compared the English teaching classroom to an ecological system composed of various ecological factors, thus coming to the term "eco-classroom". "Eco-classroom" is a dynamic and balanced ecosystem composed of teachers, students, classroom natural environment and classroom humanistic environment. Starting from the ecological linguistics horizon, this article explores the current primary school English ecological teaching system, and from the ecological classroom teaching concept, ecological factor interaction, the all-round development of English ability, this article puts forward the primary school English "eco-classroom" building countermeasures, in order to improve students' English language learning ability, application ability, and promote the deepening reform of English teaching mode.

**Key words:** eco-linguistics; eco-classroom; English teaching

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## 1 Introduction

With the development of society and civilization, the policy of "eco-civilization" construction has been put forward, and the research and application of ecology have received more and more attention. As the basic subject of modern education and one of the most important languages in international communication, the importance of English teaching is self-evident. The intersection of ecology and linguistics provides new ideas and new guidance for English teaching. In this context, the exploration on the construction of primary school English ecological classroom from the perspective of ecological linguistics can stimulate students' interest in learning, enhance students' comprehensive quality, and exercise their language use ability.

## 2 An overview of eco-linguistics

Eco-linguistics is an emerging discipline developed in recent decades to study ecology and linguistics. For this concept, there is another term in the academic circle - "linguistic ecology", "eco-linguistics" and "linguistic ecology" do have some differences from the starting point of research, but in terms of their research phenomenon, they lead to the same destination. Therefore, this paper ignores the subtle differences between "eco-linguistics" and "language ecology", and discusses the inspiration of ecological linguistics for English education in primary schools from a macro perspective. The main task of eco-linguistics is to reveal the interaction between language and environment by studying the language ecological factors and the interrelationship between language and environment [1, 2]. There are two theories, "metaphor"

and "non-metaphor", about "eco-linguistics". Einar Haugen, the author of "eco-linguistics", compared the relationship between language and speech societies (speech community) as the relationship between biology and natural environment [3, 4]. The term "non-metaphor" appeared at the International Conference on Applied Linguistics in 1990. The English linguist Han proposed that the study of linguistics should not ignore the role of research objects in the increasing number of environmental issues, and emphasized that linguists should pay attention to the role of language in ecological issues [5]. Therefore, according to the different research path and research purpose, there are mainly two modes: "Haugen model" and "Hanlide model". Since the 21st century, with the more prominent ecological problems and the deepening of academic exchanges, "eco-linguistics" has attracted the attention of Chinese linguists. Although the domestic research started late, Chinese language scholars are enthusiastic and the research progress is very fast [6]. This paper mainly discusses how to use the relationship between language and language environment to build the "eco-classroom" of "eco-linguistics" perspective from the perspective of "Haugen model". Building primary school English "eco-classroom" is beneficial to improving the teaching concept, perfecting the teaching content and establishing a good teaching environment, which can better reflect students' individual needs and stimulate their learning enthusiasm.

### **3 Primary school English ecological classroom under the perspective of ecological linguistics**

"Eco-classroom" is a dynamic, balanced, open and orderly micro-ecosystem composed of teachers, students, classroom natural environment and classroom humanistic environment [7]. Based on the "metaphorical model" of ecological linguistics, English teaching is a complete ecosystem composed of language, language subject and teaching environment. Its components influence and restrict each other, and maintain a relatively stable dynamic state for a long period of time. Each component of this is an ecological factor. If we allow energy to flow and maintain a dynamic balance, the ecological classroom can operate healthily to maximize the effect of English teaching.

#### **3.1 Eco-classroom teaching concept**

The concept of ecological language teaching is the scientific concept and mode of teachers to students in the ecological classroom environment. The ecological classroom emphasizes that each ecological subject should keep close contact, enhance the interaction of ecological factors, and fully mobilize students' enthusiasm for learning, which requires teachers to adopt the teaching concept of heuristic education and enhance the interaction with students.

The ecology of ecological classroom is also reflected in the openness of teaching content and the flexible use of teaching tools [8]. On the basis of combining students' learning status, teachers keep up with the trend of the times, convey the current politics of Chinese and foreign countries to students in languages that are easy for students to understand, and integrate the excellent traditional Chinese culture into students' English learning, which can cultivate students' international vision and improve students' cross-cultural communication ability. In addition, teachers adopt diversified and mixed teaching [9], and use audio and video multimedia teaching AIDS, such as audio and video, to stimulate students' audio-visual senses, shorten the distance between students and knowledge, and improve their sense of integration in class.

#### **3.2 Current status of ecological classroom in primary school English teaching**

In the current traditional classroom teaching, teachers are in the main position, responsible for the transmission of knowledge, while students accept knowledge as objects and passively receive it. There is a lack of discussion and conversation between students, students and teachers. In the whole ecosystem of English teaching classroom, various subjects are not closely connected with each other, information is not fully transmitted, and the classroom interaction is greatly reduced. In the long run, the use of indoctrination learning makes students who can keep up do not have to ask, and students who cannot keep up dare not ask. Students are not active in the classroom and their interest is not stimulated, so it is impossible to fully tap students' language learning potential and develop good learning habits. From the perspective of

ecological language, there is no attention to the interaction and relationship between the subject and the object in the language environment, and the individual students, teachers and the collective students are the subjects in the English teaching environment. Only by producing sufficient benign interaction between students and teachers and balancing the interaction between students and students can a good and healthy ecological language environment be formed.

Restricted by the traditional appraisal way, teachers in class tend to pay more attention to the written test to "write" ability, so students often in "write" notes, ignoring the "read", and don not talk about "listen" and "say", therefore, it is not conducive to cultivating the comprehensive development of English application ability, at the same time, it will greatly destroy the students' enthusiasm and interest in learning English. Primary school is an important stage to cultivate learning habits and exercise learning thinking. Only by fully stimulating students' interest and tapping students' potential of "listening", "speaking", "reading" and "writing", can we promote them to think fully and better accept the next stage of learning

## **4 Countermeasures to construct ecological classroom from the perspective of Ecological linguistics**

### **4.1 Deepening the concept of ecological classroom**

In order to change the boring classroom teaching and stimulate students' enthusiasm in English classroom learning, teachers should construct the ecological classroom teaching concept and establish the "eco-classroom" according to the openness of the perspective of ecological linguistics. First, the teaching content: on the one hand, classroom teaching should not be limited to the book knowledge, but should also explain the cultural connotations and backgrounds behind textbook knowledge clearly. On the other hand, ideological and political empowerment can strengthen the whole-person education. In the learning process of ecological classroom, it is important to shape students' correct world outlook, outlook on life and values, and cultivate students' ecological consciousness [10]. Second, teaching environment: teachers can use multimedia classroom teaching tools to enrich the classroom teaching environment, build a good classroom atmosphere by combining audio-visual, and also let students understand abstract and unfamiliar concepts by playing videos.

### **4.2 Optimizing the ecological factors of the ecological classroom**

From the perspective of ecological linguistics, English teaching classroom can be regarded as an organic ecosystem. In order to maintain the health of the ecosystem, a dynamic balance between ecological factors should be maintained. In this ecosystem, only information and dynamic balance can be fully transmitted when both teachers and students are in the same position. This requires teachers to make students and teachers, and students and students become a whole while teaching knowledge, that is, the group has enough time to express views and raise questions [11]. Teachers can also carry out teaching according to students' personality differences. For example, they can divide students into groups of different levels to formulate and carry out different teaching objectives and teaching activities [12].

English is a language, and the fundamental purpose of learning this language is to facilitate international communication, so it is indispensable to comprehensively cultivate English learners' listening, speaking, reading and writing ability. Teachers should not only exercise students' ability to "write" and "read", but also pay equal attention to cultivating the ability of "listening" and "speaking". Only in this way can students' language application ability and cross-cultural communication ability be truly cultivated.

## **5 Conclusion**

To sum up, the construction of primary school English ecological classroom can solve the difficulties encountered in the current primary school English teaching and improve the teaching level. Ecological linguistics requires primary school English teachers to establish a scientific ecological language teaching concept, optimize the ecological factors of ecological

classroom, and cultivate students' comprehensive quality and language use ability, in order to help the reform of primary school English classroom teaching mode.

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### **Conflicts of interest**

The author declares no conflicts of interest regarding the publication of this paper.

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