

Exploration of Eco-English Development in the Context of Applied Linguistics

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Abstract: With the increase of communication and communication between our country and foreign countries, the cultural exchange and cooperation between foreign countries and our country is increasing day by day, and the culture continues to extend. English, as an applied language, has important value in teaching. Ecological English is a kind of English teaching idea under the concept of environmental protection and ecological education, so how to combine the application of English and the propaganda function of ecological environmental protection is a difficult problem. Traditional spoon-feeding teaching has gradually lagged behind the times. Eco-English is a kind of teaching method which enables students to think and learn spontaneously by drawing pictures and other environmental influences. This paper probes into the application effect of ecological English in English teaching, which can be used as a reference for other English teachers to carry out ecological English teaching.

1. Introduction

Reading teaching is a key point of ecological English teaching, which is the key to cultivate students' ability of comprehensive language reading quality. Through reading students can have their own perception, thus promoting the development of students. For students who are naturally lively and active, it is very boring to learn English reading knowledge in class, and it is not easy to read an English article seriously[1]. Most of the students are difficult to accept spoon-feeding reading teaching, teaching results are poor[2]. And ecological English is obviously more lively and interesting, to explore the current problems in English teaching, and put forward corresponding solutions to the problems, can promote the students' ecological English ability[3].

2. Current Situation of English Teaching

2.1. Teacher Teaching Methods Need to be Improved

Some teachers do not take into account the students' acceptance, teaching quality is not high, teaching more but students learn less[1] This teaching method will not only lead to poor students can not keep up with the progress of teaching, but also lead to good students also lose interest in English. As a result, the English class has become a reading class and a lecture, students can only read books and listen to the class to take notes, the teaching situation is dull, the teacher on the top of the spoon-feeding teaching, word for word lectures, look serious but suppress the students originally lively nature, so that the classroom lack of interaction, there is no lively teaching situation.

2.2. English Teaching Can Not Relate To Real Life and can Not Resonate With Students

ading and writing teaching in English is an important way for students to increase their knowledge and shape their world outlook, values and outlook on life. English reading can help students have a broader world outlook, and a good English reading material can lead students into the artistic conception of the author through beautiful articles, and then infect students, so that their core literacy can be improved in reading. Through the accumulation of early reading, students can effectively improve their writing ability and help students to write more materials when reading. But in the primary school English reading materials used at present, the first-line teachers often find

that some articles are beautiful and have high literary value, but because the students' reading ability and experience are limited and can not be fully understood, which affects their subsequent English writing and lacks new ideas in writing.



Figure 1 Graduate English majors

2.3. Students' English Learning is Superficial and Formal

In the new curriculum reform, it emphasizes the teaching concept of giving full play to the students' position as the main body in the English classroom, allowing students to lead the classroom and teachers to answer questions and questions. But in practice, some teachers are not sure of the degree, so that students can not actively independent, but let go, students read their own books where they want to see, the questions raised are also easy to fly, teachers can not grasp the rhythm of the classroom, so that the autonomous learning required by curriculum reform becomes an empty word.

3. Exploration of Eco-English Development in the Context of Applied Linguistics

3.1. Starting With Teaching Materials, Grasping Students' Needs

Eco-English education should pay more attention not to what teachers teach, but to what small students learn. With the development of new curriculum reform, how to attract students' attention and arouse students' interest in eco-English learning is the problem that teachers should consider. In order to effectively implement and strengthen English education for students, teachers should think about problems from the student level, pursue interesting and active classes according to the actual needs of most students, explore the new form of teaching method of thinking map, and create a relatively loose and free classroom environment. Considering the nature and observation of students, too complex articles are certainly not suitable for drawing mind maps for them. For this reason, it is necessary to start with the students' needs and use the articles they are interested in. For example, "The first day at school" teacher can use the mind map to make a tree map of the knowledge points of the article.



Figure 2 Eco-English teachers

3.2. Teaching of Mind Map With Multimedia

If teachers want to enrich their skills constantly, they should adopt flexible educational means, and they can make some ppt, or play videos in English teaching. Each year, the top ten people in China are very good to take pictures. Teachers can choose appropriate screenshots after watching the program, print them in color and show them in class. After watching the program, then take out the program screenshots printed in advance, corresponding to what they see, let them see the content combined with the teacher's screenshot, using the way of thinking map to describe, their own to make an English mind map, draw a clear context. Using these means to replace the original oral teaching, more can stimulate students' learning fun and enthusiasm.

3.3. Cultivating Thinking and Improving Students' Comprehensive Literacy

Thinking map can be carried out on the basis of students' ability to describe English articles, so to be able to carry out normal thinking map teaching in ecological English education, students need to be able to have agile thinking and descriptive ability, that is, the ability to use words to describe the focus and content of the article. So mind mapping is to cultivate students' thinking ability and test students' comprehensive literacy. Generally speaking, students have the ability to write a small English composition in the third grade, at this time they have a certain ability to understand, what teachers need is to optimize their ability to describe the key points of the article, increase the portrayal of characters, animal demeanor and other details in the article, which is the lack of detail description in the production of students' mind map. And in reading more complex articles, students should learn to grasp the key points, focus on the mind map to express the point of view and focus. When students get a little higher in grade, they can carry out the teaching of thinking map, such as making a dialogue character through an English dialogue article. The important thing is still not whether the thinking map made by primary school students is correct or not, but how they can enhance their English comprehension and summing up ability, and the teacher should comment on it after the students' thinking map is made.



Figure 3 The need for teachers and students to debate eco-English

3.4. Changing Traditional Teaching Methods, Teaching, Learning and Homework Simultaneously

In order to activate the Chinese classroom and avoid the content of ecological English teaching is limited to books and oral teaching, teachers should constantly enrich their own skills, and should adopt flexible educational means to combine their own teaching with students' learning organically. For example, in reading teaching, teachers can make some ppt, or play video when teaching, and the ten people who move China every year are very good writing materials. Teachers can choose appropriate screenshots after watching the program, print it out by color printing, and show it in class. A considerable number of students will leave an impression in the bottom of their hearts even if some do not understand after watching. At this time take out the screenshot of the program just

now, corresponding to the content they see, let them see the content combined with the teacher's screenshot, in their own way through the English description, can dictate can write, teachers only lead, let students find out the context of the article. Using these means to replace the original oral teaching, is conducive to students' thinking and understanding, at the same time, the speed and quality of writing teaching will be greatly improved.

3.5. Schools Together Parents Set a Good Example

Eco-English education, is not a unilateral matter of the school, needs the cooperation and efforts of parents to do a good job, parents are the first teacher of children, but also children's lifelong teachers, teachers' eco-English teaching must have the cooperation of parents to be effective[2]. In order to achieve an efficient eco-English teaching class, parents should be involved in the students' after-school eco-English learning, urge students to carry out after-class Chinese learning, including after-class review and pre-class preparation, encourage them to think and understand the content of eco-English articles, so that students will be better in class, teaching quality, efficiency is also higher. At the same time, teachers should remind parents to speak arithmetic, lead by example, the promise to children must be fulfilled after the children meet the requirements.

3.6. Step By Step and Teach Students According to Their Aptitude

For some students with weak foundation, the English content arranged should be as simple and easy to understand as possible as other students, try to arouse students' interest in ecological English reading, and then arrange some difficult contents after the students' foundation is perfect, and slowly guide the students to master the learning style of combining reading and writing[3]. For example, in the after-class exercises of English reading teaching, the exercises assigned by the teacher can be judged by the results of a certain examination, while the students with good grades arrange the English reading which is a little longer, while the students with poor grades arrange the English reading which is shorter and easier to understand, so as to achieve the purpose of teaching students according to their aptitude, so that the students with good grades can constantly improve their reading ability, so that the students with poor grades can also enhance their reading interest through the study of simple reading.

4. Conclusion

Under the background of applied linguistics, the development and exploration of eco-English is just beginning, and there is still a broad space for future development, which requires teachers to continue to study deeply.

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