

# The Language Teaching under Ecolinguistics Context

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**Abstract:** Adapting to the ecological environment to ensure sustainable development is a principle and trend that all industries in our country currently follow, and this could be also applied to the development of language teaching. In order to effectively improve the quality of English teaching in universities, and solve various problems in traditional teaching, the concept of ecolinguistics is thus adopted, and teaching methods should be reformed and renovated accordingly. The paper mainly discusses the plight of English teaching in the context of ecolinguistics, and proposes targeted teaching reform measures, hoping to better serve students' learning and help students improve their English learning level.

**Keywords:** Ecolinguistics; English Linguistics; Teaching Renovation

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Judging from the current English teaching environment in colleges and universities, most teachers still adopt the traditional test-oriented education and teaching concepts. Teachers occupy a dominant position in classroom teaching. Students only passively listen to knowledge and rarely have good teaching interactions.

## 1. The current dilemma of college english language teaching in the background of ecolinguistics

### 1.1 The concept of English language teaching is too old

The concept of test-oriented education has had a profound impact in the area of education. Although the renovation of curriculum teaching and the concept of quality-oriented teaching has been implemented for the past decade, there are still many English teachers in universities who habitually use the traditional test-oriented teaching method. As the main body of classroom teaching, teachers, focus too much on the explanation of basic theoretical knowledge, and did not strengthen the basic expression ability of English as means of communication, resulting in students' goal deviations in English learning, and eventually the formation of "high scores but low ability" in English communication and usage. The "teacher-dominant" classroom-learning has quite an impact on the follow-up learning and development of students.

### 1.2 Not enough high-quality teaching

The teaching level of teachers directly affects the quality of college English teaching. From the data collected, serious shortage of high-level teachers is found, and the ratio of students-to-teachers is seriously not compatible with the development of higher education, which has greatly affected the sustainable development of English language teaching in Chinese universities. Besides, because of the shortage of resources for English teachers in colleges and universities, many teachers have to take up multiple-task jobs including administrative work, and paperwork, hence, there is no extra energy to improve themselves and also teaching methods. Students' learning enthusiasm, naturally, could be not encouraged to boost.

## **2. Teaching reform measures of English language teaching in the context of eco-linguistics**

### **2.1 Cultivating qualified teams of language teachers**

To improve the quality of English language teaching in the context of ecolinguistics, universities should pay attention to cultivating teams of qualified language teachers. First of all, the scale of recruitment of language teachers should be expanded, and if school funds allow, reduce teachers' teaching tasks as much as possible to ensure teachers have more time to improve themselves and study new teaching methods. Secondly, remuneration, as well as channels for promotion of language teachers should be improved, so as to attract more high-level teachers to join. Third, the training of in-service teachers should be strengthened within universities, by offering regular training courses to improve teachers' teaching level, to establish a sound teaching evaluation system, and urge teachers to continuously improve themselves in order to adapt to the eco.

### **2.2 Changing the teaching concept in universities**

First of all, the teaching concept of "students as the main body of teaching" should be adopted, instead of traditional test-oriented education. Teachers need to understand students' learning opinions and demands, respect students' views, and guide students to actively participate in teaching. Second, teachers should promptly conduct reflective teaching after the completion of classroom teaching, guiding students to think about the gains and problems in learning, and help students too consolidate the knowledge they have learned and improve their learning efficiency. Third, teachers should learn to actively communicate and interact with them both in class and after class, and use empathy to think about the real needs of students and build a more harmonious and relaxed learning environment.

### **2.3 Use innovative English teaching methods**

In actual English teaching, teachers should combine teaching content to use diversified innovative teaching methods, meeting the challenges of students' individual differences, meet students' learning needs, and maximize the effect of individualized active learning. For example, in English teaching, teachers can teach in groups according to the learning situation of students, so that the "peer-learning mode" can achieve the goal of "using the strong to lead the weak", which can not only improve the relationship between teachers and students, and between students, but also exercise The students' English language communication ability also effectively reduces the teaching pressure of teachers and improves the efficiency of English teaching. In addition, teachers can also combine Internet information technology to introduce online teaching methods such as MOOCs and "mini-class platform" into English teaching, and flexibly combine innovative teaching methods such as situational teaching and flipped classroom teaching, which not only enriches classroom teaching content, but also It also effectively enhances students' interest in English learning.

## **3. Conclusion**

Teaching English in the context of ecological linguistics can not only promote the improvement of teachers' teaching concepts, but also effectively enhance the efficiency of students' English learning, which is the general direction of the development of English language teaching in universities in the future. Adopting the paradigm of "students as the main body of teaching", universities should continuously strengthen the construction of high-quality teams of teaching faculties, update teaching concepts, use innovative teaching methods, to build an eco-linguistics active learning environment for students, comprehensively improve students' comprehensive literacy, and cultivate more professionals for society.

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