

# Research on Teaching Chinese as a Foreign Language from the Perspective of Ecological Linguistics

Ling Gui

Xinhua College of Sun Yat-sen University, Guangzhou, 510520, China

**Keywords:** Ecological linguistics; Chinese as a foreign language; Teaching research

**Abstract:** As an emerging discipline combining ecological science and linguistics, eco-linguistics has been paid more and more attention by language educators. This paper takes the perspective of ecological linguistics and combines the characteristics and purposes of teaching Chinese as a foreign language. Provide relevant reference suggestions for the effect of teaching Chinese language in order to promote the development of teaching Chinese as a foreign language.

## 1. Introduction

Eco-linguistics, in the context of language ecology and the interaction between language and environment, embodies the concept of revisiting the language system to the natural ecosystem. It is not only the need to establish a new relationship between human and nature, but also the self-improvement of linguistic value. Examining the teaching of Chinese as a foreign language from the perspective of ecological linguistics is conducive to providing an effective path for improving the effectiveness of teaching Chinese as a foreign language under the cross-cultural background.

## 2. Theory of ecological linguistics

### 2.1 The concept of ecological linguistics

“Ecology”, “environment”, “language ecology”, “ecological language” and “language environment” are the basic concepts of ecological linguistics. “Ecology” is first and foremost a metaphor. “Language ecology” refers to the state of existence and interaction in which a particular language and its ethnic groups, society, culture and geographical environment are interdependent and interacting, just like the specific biological and abiotic ecology of nature. The language environment involves the interrelationship between language and real world and environmental issues, as well as the importance of linguistic diversity; the various languages that exist in the world constitute the language ecology. “Ecology” can also be understood and used from the perspective of bioecology, that is, the so-called ecological environment and ecological crisis. On the basis of this meaning, ecolinguistics also uses the words “ecological” and “(conformity) ecological”, which mean healthy, harmonious and synergistic; while “non-ecological” means unhealthy, Disharmony. “Ecological language” is the language system and language use that can express and promote the healthy, harmonious and co-evolution of human and nature. We believe that the language ecological metaphor is not just a visual analogy. In a deeper sense, the survival and development of language and the natural biological ecology not only have some form of similarity, but also have a certain degree of internality. Isomorphism, or the same inherent stipulation. In short, eco-linguistics regards language as an inseparable part of the ecosystem, and advocates the analysis of the language from the interdependence and interaction between language and external environment. The language system itself is also an open ecosystem, and it is related to the biological ecosystem. Have a similar isomorphism.

### 2.2 Research scope of ecological linguistics

The study of ecolinguistics is quite extensive, involving linguistic diversity, endangered languages, language systems, and discourse ecological criticism.

### 2.2.1 Language diversity and biodiversity

Ecological science research shows that the age of ecosystems is closely related to biodiversity, and its self-regulating function is also enhanced with the improvement of biodiversity. The rich diversity enables species occupying different niches to use environmental resources effectively. Improve the stability of the ecosystem. As with biodiversity, population diversity and linguistic and cultural diversity are fundamental conditions for ensuring human survival and development on Earth. Eco-linguistics considers the issue of linguistic diversity from the perspective of the global ecosystem and explores the relationship between language, culture and biodiversity.

### 2.2.2 Endangered language problems

Studies of the history of language and culture show that the period of the highest degree of global linguistic diversity is the Neolithic Age. In ancient times, the global language ecology was basically balanced. But since the European colonial era, the world language has begun to accelerate its demise, and the number of languages now is 15% lower than it was 500 years ago. With the acceleration of globalization, the decay and demise of language that took place in ancient times for hundreds or thousands of years can be completed in a few decades. The decay and extinction of language is no longer a normal developmental change, but an integral part of today's ecological crisis.

### 2.2.3 Ecological analysis of language systems

Language is the product of the interaction between material existence and consciousness. It has the material of constructing human consciousness. When the material condition changes, the ideology given by language will also change. "The grammar is based on the universal production mode and production relationship. Eco-linguists believe that language systems should "build" the world ecologically, so care and think about such questions: To what extent do language systems contain ecological and non-ecological components? How big are these ecological and non-ecological language phenomena? How does it affect people's thinking and actions? How to use language to construct a life-centered ecological worldview? The ecological analysis of language systems has two tasks: one is to discover and analyze the non-ecological characteristics of language; the other is to establish an ecological language.

### 2.2.4 Discourse analysis of ecological criticism

The discourse analysis of eco-linguistics absorbs the ideas of contemporary critical linguistics, and analyzes and criticizes the ecological consciousness and behavior of socialization in language from the perspective of ecology. Language is an eternal intervention force of social order. It reflects reality from various angles and influences social process by recreating ideology. Discourse is the tool of language intervention in social order. The choice and use of text structure is often Social ideology is determined to achieve specific control intentions. Eco-linguists study texts on ecological issues such as the environment, animals, plants, and foods, trying to explain how ecological awareness can achieve some kind of manipulation and control of society through language structure.

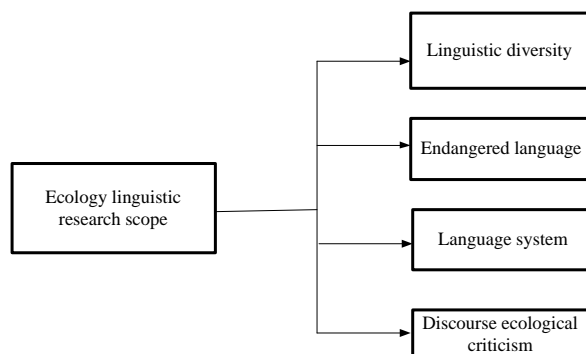


Fig.1. Ecology linguistic research scope

### **3. Theories related to teaching Chinese as a foreign language**

#### **3.1 The concept of teaching Chinese as a foreign language**

Teaching Chinese as a Foreign Language is a sub-discipline of second language teaching under the discipline of language education. It is a teaching of Chinese as a second language. The subject task of teaching Chinese as a foreign language is to study the educational principles, educational processes and educational methods of Chinese as a second language, and to guide educational practice and better realize the educational purpose of all-round development of learners' ability in all aspects. Teaching Chinese as a Second Language is a second language teaching, also known as foreign language teaching. It is a teaching for foreigners whose native language is a non-Chinese speaking country. Teaching Chinese as a foreign language is a language teaching. Language is a tool for people to communicate and communicate. It is a skill. Teaching Chinese as a foreign language should also be a language skill to cultivate students' ability to use language for communicative activities. The teaching of language knowledge and language usage in the teaching of Chinese as a foreign language is different from the teaching of language subjects. The purpose of language teaching is to enable students to master certain linguistic knowledge and ability to study language, and the purpose of teaching Chinese as a foreign language is It is to enable students to improve their practical language communication skills through the use of language knowledge and laws. The target of teaching Chinese as a foreign language is often a foreign learner with a starting point. Teaching begins with the most basic pronunciation, tone and recognition of Chinese characters.

#### **3.2 Characteristics of Teaching Chinese as a Foreign Language**

##### **3.2.1 To improve students' communicative competence for teaching purposes**

The goal of teaching Chinese as a foreign language is to improve students' communicative competence. The purpose of learners to learn a second language is mainly to communicate and use language. This determines that the nature of teaching Chinese as a foreign language is a kind of skill training. The design of teaching materials and the selection of teaching methods should pay attention to the cultivation of students' practical language ability. Students should be taught the language skills through the course. In the field of teaching and researching Chinese as a foreign language, the method of guiding students to learn and master the Chinese law will be more practical. The study of teaching Chinese as a foreign language and the study of grammar of teaching Chinese as a foreign language have made the study of teaching Chinese as a foreign language more scientific and practical.

##### **3.2.2 Skills training as the main teaching method**

In the teaching of Chinese as a foreign language, teachers' training of language skills such as listening, speaking, reading and writing is an important part of teaching Chinese as a foreign language. Only through the strengthening of various language skills can students improve their language skills. Therefore, in the classroom of teaching Chinese as a foreign language, teachers should provide students with opportunities for language practice and exercise. They can simulate various communication scenarios, let students master the language use characteristics in different communication scenarios, and improve their language use ability in practice. The design and arrangement of classroom teaching of Chinese as a foreign language should be suitable for the training of language skills, so that students can talk more and practice more, and students should be the center. Teachers should only play the role of organization and guidance. It is necessary to pay attention to the combination of teaching and learning and improve language teaching. Practical.

##### **3.2.3 Combination of language teaching and cultural teaching**

Teaching Chinese as a foreign language is a process of cross-cultural teaching. Students' learning and using Chinese is also a cross-cultural communication. It is a process of overcoming the habit of thinking in the mother tongue and forming the thinking of Chinese language. Language teaching and cultural teaching should be combined. When teaching Chinese, teachers should put language

teaching into the cultural background, introduce students to certain Chinese cultural common sense, and let students understand Chinese language in the context of Chinese culture. use. Cultural teaching in language classes should be based on the needs of language teaching. When foreign students learn Chinese, the pragmatic mistakes caused by cultural differences are inevitable. Teachers should sum up and study such pragmatic mistakes in time, analyze the reasons, and make the combination of language teaching and cultural teaching better. Students reduce pragmatic failures and improve the accuracy and decentness of language use.

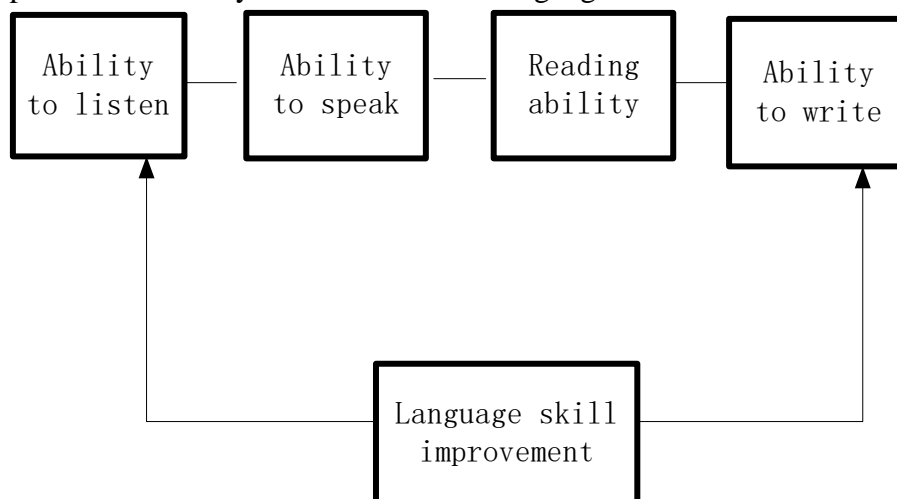


Fig.2. Language skill improvement

#### 4. Teaching methods of teaching Chinese as a foreign language from the perspective of ecological linguistics

Studying Chinese as a foreign language from the perspective of eco-linguistics can not only promote the study of Chinese culture by foreign students, but also help to strengthen cultural exchanges and promote the Chinese culture to go abroad and to the world stage. From the perspective of ecological linguistics, there is no small challenge in the development of teaching Chinese as a foreign language. The first is in the interpretation of semantics, because of the differences in cultural background, foreigners are difficult to understand many Chinese vocabulary. Secondly, the teaching content related to daily life is also a major problem encountered in teaching Chinese as a foreign language under the background of ecological linguistics. Finally, difficult issues such as the habits of various ethnic groups in China and the dialects of various regions are also the key points to be paid attention to in the Chinese language classroom. China's teaching of Chinese as a foreign language is still in its infancy and there is no solid foundation. From the perspective of eco-linguistics, there are many contradictions and conflicts in teaching Chinese as a foreign language. These are all to be considered by Chinese-speaking teachers, find solutions, and improve the quality of teaching Chinese as a foreign language. In the face of contradictions and conflicts in cultural exchanges, teachers should pay attention to innovative teaching modes in the process of teaching Chinese as a foreign language, and use correct teaching methods to promote the development of teaching Chinese as a foreign language. In the teaching of Chinese as a foreign language, teachers are the masters of teaching, and the quality of teaching is related to the quality of students' learning. Therefore, teachers of Chinese as a foreign language should constantly improve their professional qualities, change teaching methods, stimulate students' interest in learning, and enhance students' Chinese proficiency. Teachers should pay attention to the use of correct teaching methods in teaching Chinese as a foreign language. They must not only have teaching theories, but also integrate cultural teaching methods to improve students' learning ability. In addition, teachers must have long-term teaching goals in the teaching process. They must not only let students master the relevant knowledge of Chinese language and culture, social history, but also have the spirit of advancing with the times, constantly updating the teaching content, in the teaching process. It adds

an introduction to China's current national conditions and policies, so that foreign students can deepen their understanding of China through teachers' explanations. In the context of eco-linguistics, in order to solve some contradictions and conflicts in teaching Chinese as a foreign language, teachers can use the teaching methods of experiential teaching, staged teaching, and comparative teaching to improve the efficiency of teaching Chinese as a foreign language.

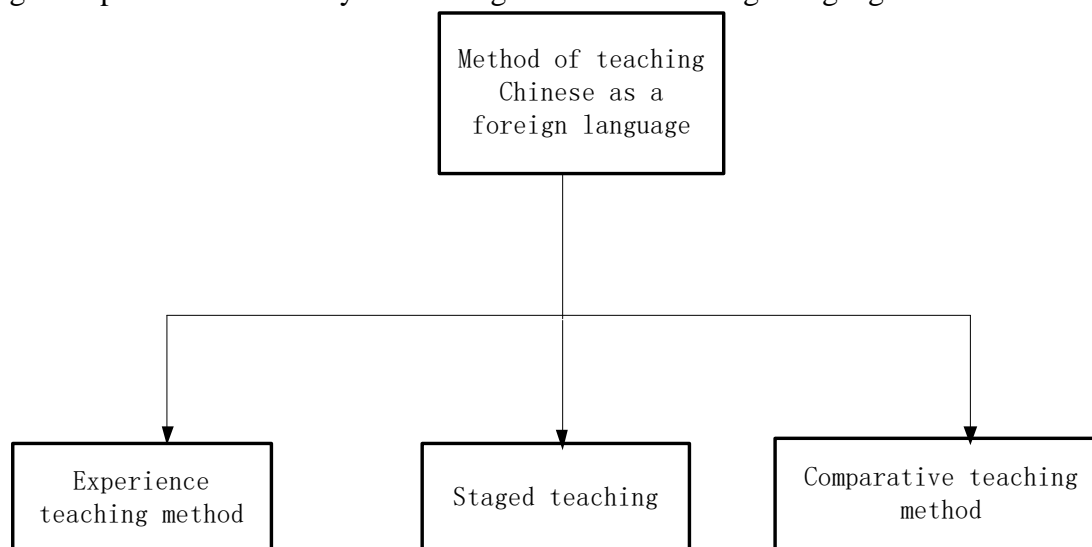


Fig.3. Method of teaching Chinese as a foreign language

#### 4.1 Experience teaching method.

As the saying goes: "Interest is the best teacher", teachers want to improve the quality of teaching Chinese as a foreign language, teachers should focus on improving students' interest in learning. In the past, the Chinese-speaking classroom adhered to the traditional teaching mode. The teachers taught the subjects mainly in theory, the classrooms were dull and boring, and the students lacked the interest of learning. Therefore, teachers should focus on innovation, activate the classroom atmosphere, and improve students' interest in learning through experiential teaching methods. Experiencing the teaching method, as the name implies, is the teacher's teaching activities for some experience classes. For example, teachers can use multimedia teaching to introduce relevant materials in the form of audio and video to enable students to understand Chinese culture. Teachers can also participate in Chinese calligraphy competitions, speech contests and other activities to enable students to actively participate and experience the fun of learning Chinese. In addition, teachers can organize a variety of campus activities to encourage students to understand Chinese musical instruments, martial arts, Beijing opera and so on. This not only enriches students' after-school life, but also enhances students' interest in learning Chinese, and lays a good foundation for learning Chinese.

#### 4.2 Staged teaching method.

Chinese culture is profound and profound, and the content involved is more complicated and diverse. Therefore, learning Chinese is not a one-off event. Mastering effective learning methods is a prerequisite for Chinese learning. Teachers can adopt a phased approach to teaching, focusing on the differences between students in the teaching process. In the basic stage of learning Chinese as a foreign language, teachers should enable students to form a preliminary understanding and understanding of Chinese culture. During this period, teachers can integrate Chinese applied in daily life into teaching, such as asking for directions, eating and other common languages. Help students solve problems in their daily lives. At the intermediate stage of learning Chinese as a foreign language, students master the basic Chinese knowledge. On this basis, teachers can deepen the teaching content, expand the knowledge of students, strengthen the teaching difficulty, and teach students some national conditions, customs, historical and cultural knowledge of China. To improve the students' learning of Chinese as a foreign language. In the advanced stage of learning Chinese as

a foreign language, teachers should cultivate students' Chinese thinking ability, systematically teach Chinese culture, and make students' Chinese learning enter a higher level.

### **4.3 Comparative learning method.**

The biggest difficulty in teaching Chinese as a foreign language is cultural differences. Therefore, teachers need to use cultural comparison methods to promote Chinese learning for foreign students from the perspective of ecological linguistics. Teachers should recognize the obstacles encountered in the process of cultural communication, and thus improve the study of Chinese in the comparative teaching of culture. In the process of teaching, teachers can enumerate some examples of cultural differences between China and foreign countries to deepen students' understanding and memory. For example, in Chinese, there are some common sayings related to dogs, such as "the ivory can not be spit out in the dog's mouth", "the dog's eyes are low," but in the eyes of foreigners, the dog is a symbol of loyalty and a friend of mankind. Teachers should start teaching according to cultural differences. Only by making students understand this cultural difference can students effectively improve their language skills and further improve their Chinese language learning.

## **5. Conclusion**

As China becomes the world's second largest economy, Chinese culture has become more and more influential in the world. As a carrier of Chinese culture, Chinese language has become increasingly popular in the international market, in order to promote Chinese culture more effectively. The teaching method has become an important grasp. Based on the perspective of ecological linguistics, it can provide useful methods for teaching Chinese as a foreign language. With the further study of ecological linguistics, it will play a more important role in the study of teaching Chinese as a foreign language.

## **References**

- [1] Chen Z. A Study of Business English (ESP) Learning Anxiety from the Perspective of Ecology[C]// International Conference on Arts. 2016.
- [2] Ma J. The Influence of Writing Beliefs on Two Chinese EFL University Students' Use of Peer Feedback&58; An Ecological Perspective[J]. International Journal of Applied Linguistics & English Literature, 2016, 5(3):247-256.
- [3] Liang J S. The long-term effective mechanism of rural poverty alleviation in China from the perspective of ecological management.[J]. Asian Agricultural Research, 2010, 2(8):31-35.
- [4] Kramsch C. Oxford Applied Linguistics: Context and Culture in Language Teaching[J]. Oxford Applied Linguistics, 1993.