

# The Construction of Writing Class in Vocational Colleges from the Perspective of Ecolinguistics

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**Abstract:** Vocational education occupies an important position in education system of China. English as an important course at vocational education involves training of listening, speaking, reading, writing and translation skills. Among them, writing not only emphasizes the accumulation of vocabulary, but also emphasizes the training of grammar, engages a comprehensive grasp of the language's own ways of expression, laws, and methods and characteristics. Therefore, the construction of the writing class has a positive effect on development of learner's writing skill. This article analyzes the construction of writing classes in vocational colleges from the perspective of ecological linguistics, and aims to provide reference and guide for the practice and development of eco-writing class.

## 1. Introduction

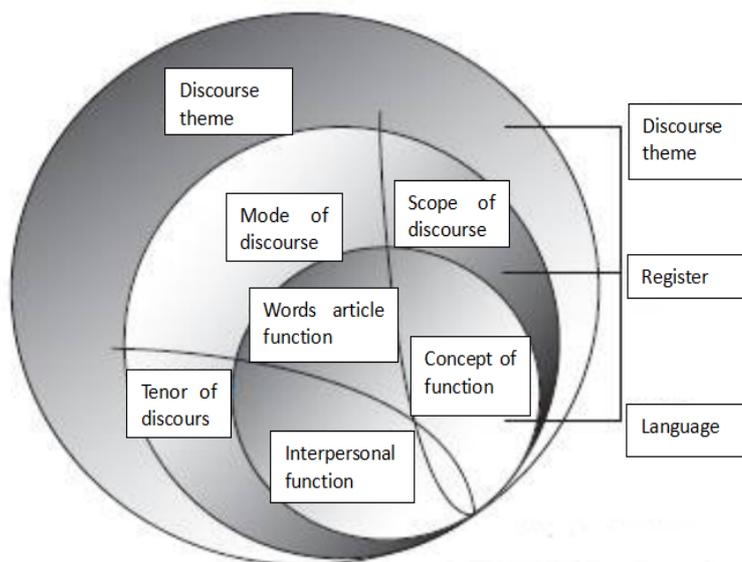
In the practice of English teaching in vocational colleges, the effective construction of writing classes has a positive effect on stimulating students' interest in learning, improving their writing skills and intergrated English ability, so it is necessary to emphasize the construction of writing classes. In order to comprehensively improve vocational English writing classes, corresponding academic research review needs to be made based on the perspective of ecological linguistics and this leads to a comprehensive analysis of the eco-writing class by analyzing various language elements such as comparing and analyzing the difference between written and oral use of language, writing skills in read and writing class and translation class. In short, it is of great practical significance to actively achieve a good construction of vocational writing classes from the perspective of ecological linguistics.

## 2. Overview of Ecological Linguistics

In the construction of writing classes in vocational colleges and universities, to conduct classroom analysis and layout based on the perspective of ecolinguistics, it is necessary to clarify the specific concepts of ecolinguistics. Ecological linguistics refers specifically to the study of the interaction between language and environment in the fields of ethnographic linguistics, human linguistics, and sociolinguistics [1]. That is to say, in order to construct the English writing class in vocational colleges from the perspective of ecological linguistics, the analysis and arrangement of the class must be based on the specific relationship between language and environment. In this way, the comprehensive effect of eco-classroom construction and application will be more prominent.

Ecological linguistics integrates ecology and linguistics. By focusing on language ecology and the relationship between language and nature, language and social ecology, it aims to reveal the interaction between language and environment. The concept of ecological linguistics concept has existed and developed for a long time, and in the study of language, the application of ecological concepts is also relatively extensive. As far as the current eco-linguistic research is concerned, there are three main hot issues: (1) The diversity of languages; (2) Protection of endangered languages and rare languages; (3) Language human rights issues [2]. English writing class in high vocational colleges is mainly constructed from the relationship between the social environment of language

and based on sociology environment. Steffensen and Fill (2014) believe that language exists in different ecology (environment):(1) Symbolic ecology, (2) Natural ecology, (3) Social and cultural ecology, (4) Cognitive ecology [3].According to this distinction, we can study ecological linguistics from the four perspectives. Therefore, when constructing a writing class, teachers need to conduct various analysis and discussions based on its social goals, language functions and its scope, and the cultural indication of language. To clarify the relationship between the various contents of the language in writing practice, the following is the relationship diagram of language elements.(as shown in the Figure 1)



**Figure 1.** Relationship diagram of language elements

From the perspective of the relationship diagram, the language elements can be divided into three layers. The first layer is the discourse theme. Combining with the writing lessons, it can be understood as the general environment of language expression, such as tourism and business situation. The second layer is the meaning layer, specifically referring to the scope and area of language use. There are three main points, which are the scope of discourse, the way of discourse and the tone of discourse. For example, in a business environment, the way of discourse needs to be formal and serious, but in real life situations, the way of discourse can be free and easy, so it will be concluded in writing. The third layer is the language itself, which mainly has interpersonal functions, textual functions and conceptual functions. Among them, interpersonal functions emphasize the interpersonal relationship between the two sides of the language, and conceptual functions emphasize the content of the dialogue, discourse function emphasizes the cultural expression of language and the transmission of ideas.

### **3. Construction of Writing Class in Vocational Colleges**

From the specific analysis above, the specific construction of the English writing class in vocational colleges is significantly affected by four factors, so the construction of writing classes in vocational colleges under the perspective of ecological linguistics needs to actively circumvent the problems referring to the above four elements and embodied them into students' language training practice. The following are the specific measures and methods of constructing a writing class from the perspective of ecological linguistics summarized in teaching practice.

#### **3.1 Clarify the content of eco-linguistics and emphasize the design of teaching objectives**

As mentioned above, teaching goals have an important impact on classroom construction, so to enhance the overall effect of classroom construction, it is necessary to emphasize the selection of teaching goal based on the specific content of ecological linguistics. To be specific, teaching goals

to be noted are:(1)In writing class, what does ecological linguistics pay attention to? To build a writing class based on eco-linguistics, it is necessary to clarify what eco-linguistics value and emphasize, that is, what is the relationship between language and environment, so that target design will be more scientific [7]. In the writing classroom, the teaching goal needs to be based on "environment and language". For example, in business writing class, teachers need to stand on the basis of business negotiation environment and business language characteristics, so that the effectiveness of the goals will be more prominent.(2) The viability of target implementation. When designing goals, it is necessary to make a concrete analysis of the feasibility of the goal implementation. How the goal is achieved in practice, what are the influencing factors, and how the final goal conducted all plays prominent roles. In short, the construction of the writing class needs to train students' language application ability, design a feasible goals, and emphasize the specific direction of the goals, which is of great significance for the comprehensive value of eco-writing class.

### **3.2Constructing teaching content based on the requirements of ecolinguistics**

In the specific construction of the writing class, the second important factor is the content construction based on the requirements of ecological linguistics [8].As mentioned above, the construction of classrooms from the perspective of ecological linguistics needs to take "language and environment" as the basic foothold. Therefore, the core teaching content is mainly relations of words, text, style, discourse analysis, language interpersonal functions and themes. Based on this, the specific content design can be emphasized from following aspects:(1) Situational content. The so-called contextual content refers specifically to the integration of specific content based on the differences in context, allowing students to understand the specific relationship between words, grammar and environment in language expression through writing. In terms of specific classroom design, teachers can design life situations, such as the scene of friends gathering and the scene of classmate exchanges. You can also design business scenes, such as conference scenes, negotiation scenes, and in addition, teachers can also design professional scenes, such as travel services, legal consulting and so on. Through the diversified design of contextual content, students will have a deeper understanding the relation of language and environment during the writing process.(2) Social roles and character. The so-called task role specifically refers to language analysis based on role differences, to understand the impact of cultural environment, individual differences etc. on language. For example, in the writing, the teacher involved in the business negotiation scenario. Based on this situation, the teacher asked the students to write negotiation articles from the perspectives of Party A, Party B, and a third party. Because of different positions, there will be significant differences in language expressions. In this way, students will have a deeper understanding of the relationship between language and environment, the function of language differentiated by varied perspective from different party. In short, based on the specific requirements of ecological linguistics for the construction of classroom content, the effectiveness of classroom implementation will be significantly improved.

### **3.3Pay attention to the design of teaching process**

Ecological linguistics is applied linguistics in a broad sense [9] (Huang Guowen, 2019). In terms of the theory adopted, there are many different ways to study ecological linguistics. The more common ones are the interactive communication approach, cognitive approach, sociological approach, psychological and linguistic approach, which can be further divided into discourse analysis perspective, cognitive linguistic perspective, and functional linguistic perspective. These theories can be used in writing class design. The implementation of the specific process of writing class concludes: (1)Introduction and preparation before writing. For example, at the beginning of a writing class, the teacher uses a piece of business negotiation consultation as the introduction of information, allowing students to think on the basis of reading materials, how to use the language correctly in a business environment, and express the impied language meaning. Based on this, students will think about individual differences in language, differences in roles, differences in environment, etc. In this way, the basic connotation of ecological linguistics is involved.(2) During

the course implementation, the teacher can not emphasize on student writing, but student critical thinking. Based on student thinking of interpreted specific themes in the writing process, students will have a deeper understanding of writing. Language is an important activity for human beings. As linguists and learners of ecological linguistics, we all have duty to examine ecological issues from the perspective of language such as the harmonious symbiosis between man and nature, language and climate change, the language in economic textbooks, the expression of natural poetry for economic development, and the language of ecological immigration. Writing training is based on the deep understanding of students. Students will pay special attention to the relationship between language use and the environment, such as the relationship with characters, the situation, and the role. Understanding these relationship meets the basic requirements of ecolinguistics. (3) Writing assessment. From the perspective of ecological linguistics, it adopts a variety of evaluation methods such as teacher-student and student-student cooperation evaluation method. To realizing the characteristics and applicability of language in different social environments and language carriers in writing, writing assessment enables students understand their own shortcomings and defects, students' writing cognition will be more profound.

#### **4. Evaluation and Optimization of Ecological Writing Class**

In the classroom construction practice, the teacher's professional ability directly affect the quality of classroom construction of eco-writing class, so it is of great value to analyze and discuss the teacher's professional ability [10]. From the perspective of ecology linguistics, teachers' assessment of writing class involves teachers' professional abilities: (1) Guiding ability. It refers to the specific guidance given by the teacher to students in educational practice. In the new teaching mode, the main function of the teacher is the mentor and helper which especially showed in pre-writing discussion and group activities. (2) Organizational ability, specifically refers to the teacher's ability to organize education and teaching activities in educational practice. In the construction of the writing classroom, the teacher's organizational ability is very tested, so in practice the teacher's organizational ability needs to be trained. (3) Analysis and design ability, it mainly refers to the ability of teachers to analyze practical teaching problems and do instructional design, which has a significant impact on the final classroom realization effect. In practice, the specific object of evaluation and optimization in eco-writing classroom on teaching focuses on whether the social environment and language function combined, whether the classroom teaching atmosphere and the organization of classroom activities simulate the micro social form in class and whether classroom implementation has achieved teaching goals such as language meaning, style, textual function etc. By evaluating the specific performance of the classroom in practice, it reveals the overall implementation effect of the classroom. By revealing the problems existing in the classroom construction and students' writing, the writing barriers are clarified. In this way, classroom construction optimization goals will be achieved and significantly improved. In short, evaluating and optimizing the specific implementation of eco-writing class is significant for the overall value of classroom construction.

#### **Conclusion**

In summary, in the English teaching of vocational education, the writing class has a prominent role in the cultivation of students' intergrated language ability, so it is necessary to emphasize a scientific construction of the writing class. Language analysis and research conducted in views of connotations and requirements of ecological linguistics highlight social funtions and communicative value of language, which requires students think about the relationship between language and enviroment. For teacher, studying and discussing English writing classes in vocational colleges from the perspective of ecological linguistics is the harmonious unity of course content, teaching target, instructional design and its implementation ;From the student level, it is an organic combination of "goal-skill-application".

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