

The Comparison of Haugen Model and Halliday Model in Ecolinguistics and the Application in Teaching

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ABSTRACT

This paper aims at exploring the comparison between the two basic models, Haugen Model and Halliday Model, in ecolinguistics from the perspectives of the origins, the views, the purposes and the heritage, and exploring the application of the two models in teaching, mainly about the classroom construction, extension of cultural content, promotion of initiative and teaching environment, which may be helpful and influential for the exploration of teaching construction in college and university, the protection of the environment and the cultivation of ecological awareness.

KEYWORDS

Haugen Model; Halliday Model; Comparison; Application in teaching

1 The Comparative Study of Haugen Model and Halliday Model

1.1 Research generation and origin

From the time the term was coined, the term "ecology of language" was used as early as the late 1950s and 1960s by the British John Trim and the American linguistic psychologist Vivian Horner. In 1967, Voegelins and Noel W. Schutz (Jr.) also mentioned "ecolinguistics" in their articles. In 1970, Stanford University professor Einar Haugen proposed the "ecology of language", defining it as "the interaction of any given language with its environment", formally introducing the term "ecolinguistics" and laying the foundation for the development of the discipline. From a developmental point of view, Haugen provided more support for the term "ecolinguistics" and had a decisive influence on the creation of "ecolinguistics", so he is regarded as the founder of ecolinguistics.

From the perspective of studying facts, thinking and studying the relationship between language and environment can be traced back to the research of the German linguist W.V. Humboldt in the late 18th and early 19th centuries. He pointed out that language research cannot be carried out in isolation, and natural factors such as geographical environment will have an important impact on language research. At the same time, German historical linguist August Schleicher also thought about the relation between language and environment, and he believed that language and nature are the same organism. As a result, the differentiated language formed prompts people to describe and analyze the world differently. This hypothesis has a great impact on Halliday's theoretical framework of language construction and lays a theoretical foundation for Halliday's model.

1.2 Research content and views

The Haugen model, that is, the ecology of language, is an understanding of ecology from a metaphorical perspective, which can also be called "the ecology of language" or "institutional ecolinguistics". The main points of view include: The diversity of language systems is obvious. In the ecosystem of language itself, the diversity of language, like the diversity of organisms, is a manifestation of ecological balance. There is a relationship between language categories. The various languages of the world affect each other and depend on each other, just as the species in nature exist in the "food chain", and each species exists in each other. The language environment is constantly changing. Affected by social changes, technological development and other factors, some weak languages will gradually be changed or even replaced by other languages, just like the survival of the fittest in the natural environment. Language ecology needs human intervention. Language policy, language planning and reform, and other linguistic phenomena are included.

The Halliday model, ecolinguistics, studies ecology from a non-metaphorical perspective, also known as "environmental linguistics" or "systematic ecolinguistics". The main points of view include: Language and ecology are in local and overall relations. Human language is a part of the whole ecosystem, which can not only reflect the changes of the ecological environment, but also have a profound impact on the sustainable development of the ecological environment. Language has an important impact on social ecology. Language can shape human's cognition and attitude towards the environment in the social ecology, and promote human's greater efforts to environmental protection and sustainable development. Non-ecological factors in the language system are analyzed and criticized in the model. Non-ecological factors mainly include anthropocentrism, growthism, hierarchism and so on.

1.3 Research purpose and significance

The Haugen model of ecolinguistics puts forward the concept of linguistic ecology, which aims to make people pay more attention to the relationship between language and its environment. Language exists in its own ecological environment, which includes both the society that uses it, the human speech group, and the attitudes that humans hold when they use it. As the bearer of cultural inheritance and social development, language ecological environment is the basic guarantee for the protection of language and language. The balance of language ecology is the premise of the balance of cultural ecology, and is one of the important and necessary conditions to realize the sustainable development of human society.

The concept of ecological language proposed by the Sino-Korean Lide model of ecolinguistics aims to emphasize the important role that language plays in various ecological issues. Not only the language ecology itself, but also the use and development of language will inevitably affect human survival and other aspects. This model highlights the social responsibility of linguists and reminds them to make their own contribution in protecting the ecological environment. What's more, it is emphasized that language researchers should try their best to fulfill their duties and obligations. This model does not take the language system as a single research object, but links the occurrence of language with the natural ecology, and believes that language language planning must take the maintenance of a good living environment of human society as the starting point and end point, and link language language planning.

1.4 Research inheritance and prospects

After the Haugen model was founded, some foreign scholars deeply understood his basic thoughts and views, and carried on the development of it. Al-win Fill, a professor at the University of Graz in Austria, argues that the different schools of ecolinguistics do not exist in isolation and act independently, but complement each other. Sune Vork Steffensen, a professor at the University of Cambridge, prefers a systematic exploration of language and cognitive ecology. P. Muhlhuser, an Australian linguist and cultural linguist, is mainly engaged in language planning and language research in the Pacific region, and advocates a comprehensive analysis of the factors affecting the existence and development of languages. In addition, Japanese scholar Yukio Tsuda introduced the idea of linguistic human rights, deepening and broadening the connotation and extension of the subject.

However, the study of ecolinguistics in China started relatively late. Professor Li Guozheng of Xiamen University established Ecolinguistics in 1991, and the related works "Ecolinguistics System" and "Ecolinguistics" are the beginning of the study of Haugen model of ecolinguistics in China. There are a large number of representative monographs on endangered or disadvantaged languages, such as the Chinese Newly Discovered Languages Research Series edited by Sun Hongkai and the Chinese Endangered Languages Research from the Perspective of ecolinguistics by Xu Jia (2010). Since 2004, the number of Chinese related studies has not only increased rapidly, but also the academic activities are frequent and the development momentum is rapid, and the research of Chinese ecolinguistics has attracted the attention of the international ecolinguistics community.

Based on Halliday model, many scholars at home and abroad developed the view and mainly focus on three aspects: ecocriticism discourse analysis, green grammar and harmonious discourse analysis. For example, Arran Stibbe, a professor at the University of Gloucester in the United Kingdom, explicitly defines the field of ecolinguistics as the interactive study of the sustainable relationship between language and life, analyzing discourse from an ecocritical perspective. German linguist Alexander von Humboldt argues that ecolinguistic research should be conducted from the perspective of critical discourse analysis. Andrew Goatly, a professor at Lingnan University in Hong Kong and an early advocate of green grammar in ecolinguistics, further analyzed the link between lexical grammar and ecolinguistics. Stephen Cowley, a professor at the University of Southern Denmark, advocates the concept of ecological coexistence, which is essentially in line with the ancient Chinese concept of "harmony between man and nature". However, the study of Halliday model in China began in the early 21st century, and the representative is Fan Junjun, who also paid attention to the ecology of language in his early days. In the later period, the representatives mainly included Professor Huang Guowen from South China Agricultural University and Professor He Wei from Beijing Foreign Studies University. They mainly studied the local application of ecolinguistics in China on the basis of the Halliday model, such as the study of harmonious discourse, which is in line with the Confucianism view in China.

2 The Application of "Haugen model" and "Halliday model" in teaching field

The Haugen model and Halliday model in ecolinguistics have a profound impact on college English teaching, including the construction of classroom concepts, the extension of teaching content, the transformation of teaching subjects and the cultivation of teaching environment.

2.1 Establishing the concept of modern ecological classroom construction

Concept is the guide of practice. Only by establishing the concept of modern ecological classroom construction can people build an effective ecological classroom. In order to make the ecological classroom full of vitality, in the teaching process, teachers need to guide and inspire students, establish scientific teaching concepts, build a modern ecological classroom, and comprehensively improve the classroom teaching effect. As college English teachers, people should understand and master the personality of each student, make a comprehensive analysis of their personality characteristics, grasp their actual needs for English classes, establish scientific teaching concepts, build a practical ecological classroom, and comprehensively improve the effect of college English classroom teaching.

2.2 Extending the cultural content of English teaching

The content of college English teaching should not only impart the knowledge of language itself, but also let students understand the cultural background of language. This is because the learning of language itself is only to know the semantics and logic of the language, while the understanding of the cultural background of the language can better improve the language application ability and cross-cultural communication ability. Language is the foundation of culture, and language embodies culture. Only by exposing students to the cultural background related to English can students truly understand and master English, which let students master English truly and completely.

2.3 Focusing on the initiative of ecological entities

Both teachers and students are the main body of the ecological classroom. Only by giving full play to the subjective initiative of both can the ecological system be full of vitality. Teachers and students can have a democratic dialogue and interaction in the classroom. In the classroom, not only can the dominant position of teachers be demonstrated, but also students can change from passive receivers to active receivers, and students' learning efficiency will inevitably be greatly improved. In the construction of college English ecological classroom, it is necessary to clarify the principal position of students and ensure the dominant position of teachers. Teachers should respect students' subjective initiative and creativity, and enhance the interaction between the two ecological subjects.

2.4 Establishing a good English teaching environment

In the classroom, teachers can carry out corresponding dynamic changes of the seating settings to better promote the communication and interaction between teachers and students. According to the teaching content and teaching requirements, the space and form of classroom seating can not only create more opportunities for the interaction between teachers and students, but also make the necessary communication between students closer. At the same time, teachers should give full play to their own guiding role in the process of teaching, create a harmonious learning atmosphere, and promote students' subjective initiative to play, so that their main role can be fully brought into play. In addition, teachers can also carry out relevant extracurricular activities according to the actual needs of students, encourage and attract students to participate, so that students can learn more knowledge that is difficult to learn in the classroom.

3 Conclusion

"Haugen model" and "Halliday model" are two different approaches in current ecolinguistic research, and they are complementary. Their comparative study will promote the exploration of teaching model, the protection of ecological environment and the cultivation of people's ecological consciousness. The source of everything must be correct, so it is necessary and far-reaching significance to compare and analyze the two and explore in teaching.

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