

Infiltration of Ecological and Environmental Protection Education for English Teaching in Primary School

Surong Zhong^{1,*}, Aiping Tan²

¹*Shunnan Street Primary School, Chuanshan District, Suining, China*

²*School of Foreign Languages, Sichuan Vocational & Technical College, Suining, Sichuan, China*

**Corresponding author*

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Abstract: Incorporating ecological and environmental protection education into primary school English teaching can effectively enhance students' humanistic literacy, patriotism, and broaden their international perspectives. This article examines the integration of all-round abilities in areas such as morals, intelligence, physical fitness, work, and aesthetics to explore eco-environmental education from the perspective of English classroom teaching. It analyzes the current situation, identifies problems, and proposes solutions and strategies including setting a rule-based awareness, integrating environmental elements into English teaching materials and activities, and establishing an evaluation system for eco-environmental education. The article aims to provide guidance and reference for teachers who wish to integrate eco-environmental education into their English classroom teaching.

1. Introduction

As we all know, humans are facing various ecological crises such as global climate change, noise pollution, ozone layer destruction, natural resource destruction, and changes in biodiversity, etc. In the face of these environmental problems, it is necessary to carry out environmental protection activities and implement ecological education. Improving children's ecological awareness and promoting their formation of good environmental habits has become a mission for educators in our society. Our English discipline is no exception. In addition to developing students' basic skills of listening, speaking, reading, and writing, we should also pay full attention to moral education and ecological awareness, and let students view ecological environment protection with broad vision. [1]By integrating eco-education into English language teaching, we can dig educational materials and find "integration points" to penetrate environmental education concepts in an easy-to-understand way. Integrating eco-education elements into English teaching content and penetrating them into English classroom teaching and beyond can effectively enhance students' ecological outlook and values. This will become an important task and responsibility for primary school English education.

2. Analysis of Current Situation and Problems of Eco-environmental Education in English Primary Education

2.1. Lack of Environmental Knowledge among Teachers

As English teachers, it is understandable that we pursue the improvement and development of professional knowledge. However, most teachers overlook the improvement of eco-environmental knowledge, especially in practical exploration. Currently, our primary school English education has not reached a fully popularized level of eco-education. Therefore, there may be knowledge blind spots in the teaching of environmental protection, and we tend to focus on big issues such as ecological damage and environmental pollution in the world, but neglect common environmental protection issues in our daily lives. We cannot timely popularize common ecological knowledge to children both inside and outside the English classroom.

2.2. Lack of Emphasis on Eco-education

For a long time, many schools have focused too much on students' grades. As a result, there is still an exam-oriented education phenomenon in primary school English education. There is little coverage of knowledge other than English teaching inside and outside English classrooms, and the innovation and development of English education and the cultivation of students' core literacy have been neglected. Students' English tasks are getting heavier and their free time is limited, which naturally makes it difficult to integrate eco-environmental education into the English classroom. It seems that children do not have independent awareness and good habits of environmental protection in English class, let alone how to effectively practice the concept of ecological environmental protection in practice. Environmental protection activities from the perspective of English are also rare and difficult to organize. Children's understanding of environmental protection knowledge is only superficial and mere form, and there is no way to combine theory with practice.

2.3. Lack of Environmental Knowledge among Teachers

According to the investigation and analysis, the majority of parents do not understand the concept of environmental education from the perspective of English, and support the school's decision in their subjective consciousness. However, when the school or school teachers really need them, the parents are reluctant, especially the fear of incorporating ecological and environmental elements into foreign language teaching, and the home-school cooperation is not enough. There are also many parents who believe that education is the business of the school, the English teacher and the children themselves, ignoring their own obligations in the cooperation between English schools and their children's education. This is true for English teaching, and the concept of ecological and environmental protection education from the perspective of English is even weaker. Therefore, parents lack initiative in the cooperation between English schools and home. Such negativity will also affect the emotions of English teachers, and English teachers lack enthusiasm over time, and do not actively change and communicate with parents in time. Home-school cooperation naturally becomes very passive and passive.

2.4. Lack of Environmental Awareness Implantation in Evaluation System

In the realm of English language education, the evaluation system, operation mechanism and strategy are of utmost importance. These elements serve to regulate the entirety of the English language classroom teachings, assess the completion of learning aims and objectives, and make

timely teaching reflections. Typically, classroom teaching evaluations of English language teachers center around the comprehension and mastery of English language knowledge and skills, as well as the regulation of classroom discipline. Nevertheless, the evaluation process fails to adequately integrate environmental ecological educational concepts and language acquisition theory into the assessment criteria for environmental habits and behavior. This approach is fundamentally incongruent with the comprehensive education concept that underlies the concurrent implementation of ideological, political courses in primary schools' English language curriculum. The latter aims for the five dimensions of education simultaneously.

3. Research on Ecological and Environmental Education Strategies and Methods in Primary English Teaching

3.1. Establish Rules and Cultivate Environmental Habits before Class

In English class, we can set up rules for children in English class. In addition to the requirements of classroom learning and discipline, we can also put environmental protection and cleanliness in the first place. For example, let the children do a good job in preparation for class, including, students on duty before class to clean the blackboard, tidy up the teacher's desk, all children to clean the snow in front of each other, the ground does not leave a single bit of garbage, and strive to create a clean, comfortable and comfortable learning environment. And then the first thing in every English class is to look at the cleaning, we should insist on urging, but also arrange the student cadres to urge and remind, so that gradually let the children develop the good habit of environmental protection. In addition, language materials and behavior habits can be strengthened in the form of English instructions, which not only strengthens the language foundation, but also establishes the awareness of rules.

3.2. Grasp English Teaching Inside and Outside the Classroom, Timely Infiltration into Ecological Education

3.2.1. Infiltration through Teaching Material Content

Textbook not only serves as the fundamental material for English teaching, but also acts as a strategic tool for implementing environmental protection education. It is vital that we utilize the textbook content in a meaningful way to introduce environmental protection education into our English lessons and beyond. As each class presents a unique contextual situation and learning theme, teachers have the opportunity to excavate environmental protection materials from the textbook content, create relevant scenarios, and imbue environmental education into their students at pertinent times. In this way, students can acquire knowledge and enhance their awareness of environmental issues.

English is a language of communication and therefore, inevitably involves speaking. By strengthening students' abilities in objective writing and speech through language education, we can further infuse environmental education into their learning. In teaching, some sentence patterns can be practiced to cultivate students' daily ecological and environmental behavior norms.

For example, when teaching us the second module of the second volume of the new standard version of Foreign Yantong in Grade 3, the main body learned animal words such as panda, elephant, tiger and monkey. Or the lesson Pandas and snakes in Grade 6. The theme is to let children know about the habits of pandas and snakes, and learn to introduce their favorite animals. What's your favourite animal? Can you tell me more...? Teaching such lessons can help children realize that animals are our friends, especially the panda is our national treasure. It is a rare

animal that only lives in China, but is on the verge of extinction. But in fact, in the whole world, there are many animals like this such as Bengal tiger, elephant and some other animals are so, the world has taken a variety of effective protection measures. Seize the opportunity of these teaching contents, we naturally infiltrated the good consciousness of caring for animals and protecting the ecological environment. [2]

For another example, when we learned the lesson "It wasn't clean then" in Grade 4, we learned words like "clean" and "dirty", which naturally permeated environmental education. For example, we could design a PPT picture like this: two angels came to our school, they flew into different classrooms and areas. You'll find something different. There are six places: clean Room, dirty room, tidy Room, untidy Room, clean playground and dirty playground. Use conversational content like this: The classroom wasn't clean then. It was dirty then. I didn't like it. It was clean now. Oh, I like it now. After the angel visits our school, I will ask the children how to make the angel like your classroom. We should keep clean everywhere forever. Let the children practice environmental protection English sentence patterns, understand not to throw rubbish at random, always pay attention to clean. In this way, environmental protection knowledge is naturally integrated into the English classroom. [3]

One more example is "Tree-planting Day", "Don't walk on the grass". We can timely educate children that "clean water and green mountains are our gold and silver mountains", each of us can do our part to protect the forest, afforestation, advocating paper saving, is the most direct and powerful action to avoid cutting down trees; Advocate the care of flowers and plants, do not trample on the grass! Advocate "I grew up with small trees", let green plants into the campus, often with their own learning and growth.

3.2.2. Infiltration by Story Reading Comprehension

If we walk into the classroom and see garbage all over the floor, and the students look like they don't care, we can tell them some stories about environmental protection. For example, during the summer camp, Chinese students were kicked out of the hotel in Las Vegas due to loud noise and influence on others. Sad, feeling our environmental awareness of indifference. Or often design some ecological and environmental protection stories related to English textbooks into reading comprehension homework, so that the children can read and digest after class, so that the children can find the answers by themselves, and then come back to the classroom in the process of teacher's explanation and classmates' communication, so that they gradually realize the importance of environmental protection, take care of their learning environment, protect their learning home, and establish environmental awareness. [4]

3.2.3. Infiltration of English Songs and Ballads

Songs and ballads in primary school English textbooks also occupy a major position, and these teaching contents are deeply loved by primary school students. There is such a ballad:

One, two, three, / It 's a tree/Four, five, six, / Pick up the sticks.

And there's this light, beautiful environmental rhyme,

We can save the earth..... (We can save the planet)

Turn off the lights. I'll turn off the lights. Turn off the lights.

Don't waste water. I'll turn off the tap. Don't waste water. I'll turn off the tap.

We can save the earth. The earth and we are friends.

Reduce, reuse, recycle. I'll reduce, reuse, recycle.

... . Let's plant a tree. Make the earth green again.

We can save the earth. The earth and we are friends.

Of course, there's one song in Save the Earth that's even more concise.

Save, save, save the cans. Save, save, save the cans.

Put them in the bin. Put them in the bin.

We can help to save the earth. We can help to save the earth.

If we all pitch in. If we all pitch in.

...

Take the children to learn these bright environmental songs and songs, and sing them for their families, friends and classmates after class. In the process of singing, the ecological and environmental consciousness will be deeply implanted in the minds of the children.

3.2.4. Infiltration by Environmental Propaganda Pictures and Small Slogans

We English teachers only need to find the right entry point, properly excavate or expand the ecological and environmental information contained in the textbook, organically combine English teaching and environmental education, and carry out reality penetration in a planned and purposeful way, so that they can rely on each other in English class, learn from each other and give full play to each other. As mentioned above, ecological education can be infiltrated in the classroom. At the same time, we can also strike while the iron is hot and extend it outside the classroom. Take the opportunity to guide the children to write the corresponding English version of the campus environmental protection slogans or posters. [5]For example:

Don't kill the wild animal! We have one earth. We should protect it. We have one earth. We should protect it.

Don't pick up the flowers!

Don't walk on the grass.

Plant more trees! No smoking!

Let's keep the litters far away!

Turn these slogans into fancy cards, posters or posters and post them in appropriate places on campus or in classrooms. I believe that the children will be very active in the classroom, so that not only ecological and environmental protection publicity, but also learning and practicing English, so that environmental education into our English teaching. In this way, the purpose of English teaching is achieved. It also inspires the motivation of students to protect and transform the environment.

3.3. Implant the Evaluation System and Promote Ecological Education

Any kind of education must be fully dependent on an effective evaluation system. For effective evaluation, it is not only an incentive in education, but also a driving force, which also applies to ecological and environmental education. Therefore, the evaluation criteria related to ecological and environmental protection should be introduced into English education to form a comprehensive evaluation mechanism. This mechanism includes both formative and final evaluation of ecological and environmental awareness, as well as self-evaluation of students, teachers, classmates, parents and the society. In the process of learning foreign language knowledge, students' behavior in ecological protection should be combined with English vocabulary or evaluative discourse to clearly record and timely feedback, and be included in the scope of summary and evaluation, so as to guide children to develop good ecological protection awareness and habits.

3.4. Use Digital Media to Carry out Environmental Protection Education

In the "Internet +" information era, the deep integration of education, teaching and digital media information network provides a platform for teachers to recharge their knowledge of ecological and

environmental protection and build an extremely convenient platform for home-school cooperation. The effective use of digital media resources can promote the rapidity, timeliness, flexibility and openness of education and teaching. Therefore, environmental protection education should be introduced into primary school English curriculum and multimedia resources should be used to assist teaching. Through annotation, clarification, and extension, children can better understand environmental protection knowledge and create a lively, generative and vital teaching environment. At the same time, multimedia features such as interactivity, visibility and efficiency can also broaden children's horizons, so that their environmental awareness and knowledge is no longer limited to textbooks and inside and outside the classroom, but can stimulate children's thinking and cultivate their interest in environmental awareness and responsibility.[6]

3.5. Strengthen the Home-school Alliance to Promote Environmental Education

Home school co-education emphasizes the importance of collaboration and cooperation between parents and schools in order to achieve the common goal of educating children. The extent to which this collaboration is successful has a direct impact on the development and growth of children. Therefore, in the area of environmental protection education, it is important for teachers to leverage this concept and strengthen the home-school alliance. By working together, parents and teachers can jointly carry out effective environmental protection education for children, with the aim of achieving a greater impact than either could achieve alone.

In the context of primary school English environmental protection education, teachers should guide parents to participate in educational activities through online and offline platforms. This approach will help to enrich the home-school cooperative education methods and ensure parents are engaged in their child's learning process. Regularly uploading educational videos and articles about environmental protection will help to further involve parents and cultivate their understanding of key concepts.[7]

Effective communication and cooperation between parents and teachers can lead to the development of effective education plans and creative activities that help children to gain a better understanding of environmental protection. By jointly carrying out home-school cooperative education, we can make new breakthroughs in the development of high-quality education, with the ultimate aim of supporting the well-rounded and healthy growth of our children.

4. Conclusion

If we observe attentively and study diligently, we will discover that there are abundant resources in our English course materials for ecological instruction. Eco-friendly education can be achieved using an English perspective, which delivers innovation and engagement for young learners and allows it to have a profound impact on their values. This methodology is both practical and effective. Educators should continue to devise new approaches and techniques to integrate the English language curriculum with environmental education, and strive to make some contribution to enhancing children's ecological awareness. We are dedicated to encouraging students to participate in eco-conscious initiatives to foster the growth of an eco-friendly school and community environment.

All in all, it is crucial and pragmatic to incorporate ecological and environmental education in primary English teaching. Firstly, it is essential to cultivate the awareness of ecological and environmental protection among teachers, parents, and students, and manifest the core values of socialism through practical actions. Secondly, during the course implementation, it is necessary to update the teaching content, teaching approach, and teaching tools in a timely manner, comprehensively explore environmental education materials, utilize digital information carriers,

optimize the evaluation process before, during and after class, and fully integrate language cognition and second language acquisition theories into primary school English knowledge, skills, and emotional attitudes. Through this holistic approach, we can construct a quality education system that fosters all-round abilities in morals, intelligence, physical fitness, work ethics, and aesthetics, thereby producing talented individuals with admirable qualities.

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