

THE ROLE OF GREEN DISCOURSE IN DEVELOPING ECOLOGICAL LITERACY: AN ECO-LINGUISTICS STUDY OF SECONDARY-LEVEL ENGLISH TEXTBOOKS

*Attia Al Raheem¹, Ayesha Sabir², Chanda Bashir³

¹ MPhil Scholar in English Linguistics, University of Southern Punjab Multan, Punjab, Pakistan.

² HoD English and Senior Administrator, Kabirian College Kabirwala, Punjab, Pakistan.

³ MPhil English Literature, Visiting Lecturer, Lahore Leads University, Lahore, Punjab, Pakistan.



HEC
"Y"
Category



ARTICLE INFO

Article History:

Received: June 12, 2026

Revised: June 30, 2026

Accepted: July 03, 2026

Available Online: July 08, 2026

Keywords:

Eco Linguistics

Framing

Green Discourse

Textbook

Environmental Activity

Funding:

This research journal (PIJISS) doesn't receive any specific grant from any funding agency in the public, commercial, or not-for-profit sectors.

Copyrights:



Copyright Muslim Intellectuals Research Center. All Rights Reserved © 2021. This work is licensed under a Creative Commons Attribution 4.0 International License.

ABSTRACT

Through the study of language and ecology, Ecolinguistics is an interdisciplinary field of study that looks how the environment affects a language community. In order to increase future generation's understanding of the sustainable environment, the current study focuses on examining the influence of (Green) discourses on its linguistics community. The survey questionnaire and the guidelines for semi-structured interviews were developed using Stibbe's (2015) ecolinguistics approach in order to gather teachers' opinions regarding the English textbooks at the secondary level. Because the researcher used a mixed methods study to gather the data, it is both qualitative and quantitative. All secondary school instructors and students made up the study's population. To choose the sample, a practical sampling method was employed. The sample consisted of 35 secondary school teachers and 150 students. The study offers the student's viewpoints on ecological awareness and strategies for creating a sustainable environment. The study's conclusions demonstrate that the students must take greater responsibility for environmental conservation efforts and plan events to preserve their ecological spheres. The results show that ecological literacy development is considerably aided by secondary level English textbooks. The study highlights the necessity of including practical methods with an emphasis on ecological discourse in educational materials.

*Corresponding Author's Email: 99tiakhan22@gmail.com

INTRODUCTION AND BACKGROUND

Ecolinguistics describes the intimate connection between a language and its surroundings. It offers insights on culture, language and ecology, of all which are vital for human survival. In order to assess how these texts depict environmental issues, the study looks at the green discourses found in secondary school English textbooks (Triyono et al., 2023).

Stibbe (2015) recounted ecological tales with themes of survival and sustainability that each person created and framed in their interactions with the natural world. His concept encourages the highlighting of all narratives that either strengthen or weaken community ecological consciousness.

In the 1990s, ecolinguistics emerged as a new paradigm in linguistics. Fill (1993, cited in Al-Gayoni 2012:28) asserts that language contributes to the development and possible solutions of ecological and environmental issues. The study of language and its function in the intricate web of interactions between humans, non-human animals, and their constructed and natural surroundings is known as ecolinguistics, according to The International Ecolinguistics Association (Stibbe, 2015).

French linguist Claude Hagege originally use the phrase "ecolinguistics" which is not included in the Oxford

English Dictionary (2005), in his book *L'Homme de parloire* in 1985 under the French idiom *Ecolinguistique*. He claims that ecolinguistics examines how words for natural objects originated in the past. The comprehensive analysis goes beyond his familiarity with ecolinguistics (Steffensen & Fill, 2014).

Verhagen (1990) facilitated numerous conversations on the environmental dimensions of linguistics during the AILA conference in Thessaloniki. There are two sides of the phrase ecolinguistics. The primary objective is to investigate the origins and many contexts of language in order to determine the human mind's role in social groupings and language use, with a focus on the preservation of endangered languages. Second, the researcher hopes to investigate both the environmental and non-environmental facets of language by concentrating on how language depicts ecology. Furthermore, it is imperative to prioritize literature on human relationship with nature. (Stibbe, 2009).

Research Objectives

1. To draw attention to the green and associated ecological discourse elements in English textbooks that emphasize environmental concerns.
2. To investigate the several methods used in the provided literature to raise consciousness about the need of personal responsibility for maintaining a safe environment.

Research Questions

Question 1: What are the most significant global obstacles, both obvious and hidden, to establish a secure environment?

Question 2: Which actions have been taken for 'Clean and green Pakistan', according to the chosen sections of the English textbooks?

Importance of the Study

This work is important because it demonstrates that secondary English classes in Punjab do, in fact, cover environmental topics. This information assists lawmakers, program developers, and instructors in determining whether the books increase children's awareness of the world. The study's findings could lead to improvements in courses that increase student's awareness of the environment. This work contributes to the emerging topic of ecolinguistics by investigating the Pakistani education system from a previously unexplored local perspective.

LITERATURE REVIEW

The idea of Green Discourse, Ecolinguistic Theory and research gaps are all discussed in this paper. The

first half of chapter two, the literature on Ecolinguistics-oriented survival and sustainability studies is reviewed, with an emphasis on how green discourse in secondary level English writings. This Chapter examined pertinent national and international research on ecolinguistics green discourse and sustainability.

Introduction

This section reviews pertinent concepts, contexts and prior research in order to place the current study into larger academic discourse on ecolinguistics and teaching students about sustainable environments (Nkwetisama, 2011).

Fifty years ago in 1972, Haugen established the field by defining ecolinguistics as the study of the interaction between a language and its surroundings. French sociolinguist Jean Baptiste Marcellesi first used the word ecolinguistics in 1975. Hagege (1985) & Fill (1998) show that this results in the identification and disclosure of numerous texts as well as earlier proofs of connections between language and environment and historical forerunners in this area.

Concept of Green Discourse

The critical analysis of how the environment and climate are portrayed in various discourses when viewed through the lens of an ecolinguistic approach demonstrates the increasing concern of academics, researchers and scientist worldwide. One of the pertinent instances is the incorporation of environmental and climate-related themes into the curriculum to simplify it. According to some research, the urgency of climate changes is not adequately reflected in educational materials and discourse, such as textbooks and seminars (Muldagalyieva et al., 2017).

Many studies have compared the UN's efforts, those of climate activists, and political party speeches on climate concerns, but the results show that they have a clear impact on climate preservation. The importance of an immediate response and strategy to address climate change, as well as the necessity of carefully implementing the plans, were the main elements in the chosen discourse that have been the subject of research (Merdeka Mengajar, 2022).

It is also known that human life is negatively impacted by the environment and climate change, especially in terms of social dynamics as well as physical and mental health (Stibbe, 2020).

In order to boost student's knowledge of these risks, more people are endorsing the idea of eco-literacy,

environmental awareness, eco-centric consciousness into the curriculum (Morris & Marsh, 1992).

Eco Theory and Educational Setting

It is crucial that ecological themes, sometimes known as “green content” be included in ELT textbooks since eco-literacy is a component of ELT. This integration will raise ELLs’ understanding of global environment challenges as they develop an eco-centric consciousness toward a sustainable ecological future (Zahoor & Janjua, 2020).

Incorporating green content into English Language Teaching (ELT) course helps students learn about ecological issues, hazards and challenges as well as how to protect the environment and advance a sustainable future (Majeed et al., 2022). Because of its potential effects on societies, academic literature, particularly English Language Teaching textbooks, has significantly contributed to the eco-literacy and environmental consciousness of ELLs (Buzo, 2010). Therefore, educating and preparing the alpha and beta generations for a safe and healthy environment becomes a fundamental responsibility of the government.

According to Manfredo et al. (2018), claim that as a result of industrialization, the notion of environmental domination has replaced the notion of nature’s sustainability. On a worldwide level, climate change is a developing problem. It has been shown to affect not just humans but all facets of life on Earth. In this study, green discourse characterises the kinds of linguistic and semiotic communication style that can be used to raise environmental consciousness among the general public and younger generations. The study examines how language and semiotic techniques are used to spread ideology. To do this, we employ the concepts of ecocriticism and closely analyze the environmental discourse found in the PTB textbooks for elementary school pupils.

The author of the study looks at how people’s perceptions of environmental protection are affected by green discourses. The author of the study looks at how people’s perceptions of environmental protection are affected by green discourses. The study clarifies the potential of language to advance environmental sustainability and gives legislators and educators the means to successfully convey their thoughts (Abbas et al., 2024). Language is used to declare, maintain and disrupt the power structures of any society.

It also emphasizes how important animal conservation is to preserving a healthy ecosystem,

which gives the defenseless and disregarded non-human animals in our human-dominated world hope. Qayyum (2021) conducted a comprehensive study of the 88 remarks made on the subject of global warming during the 2019 UN Climate Action Summit. Stibbe’s (2015) nine story framework from Ecolinguistics: Language, Ecology, and the Stories We Live By is useful for analyzing the several stories in the discourse and calculating the intended responses from the target demographic.

Review of Previous Studies

The analysis of two papers, one by ACCESS and the other by the Intergovernmental Panel on Climate Change (IPCC), shows that both contain components of an issue and solutions to ecological problems. Furthermore, he stated that the relationship between political and scientific understanding is still unclear in discussions about climate change and that there is a dearth of data on the subject. The main driving force behind the climate change narrative is complexity. His support for speech and language analysis sought to enhance comprehension of climate narratives (Goatly, 1996).

Gare (2006) claims that economics gives people in this materialistic age frameworks to understand how they relate to society, other people and the natural world (p.144). Chawla (2011) addresses the ubiquity of economic discourse (Fill & Penz, 2007). According to Guillemette et al. (2008), environmental education is now included in many countries’ textbooks, which enhances students’ education and helps them learn for life (United Nations, 1992).

Research Gap

Future research examining the language and environmental signals presented in secondary school textbooks may be guided by the solid precedent set by Hungarian research. The results could not apply to all cultural and educational settings, particularly in developing nations like Pakistan where socio-environmental factors, cultural values and educational objectives vary widely.

One of the few noteworthy attempts to examine green rhetoric in the Pakistani educational system is this study. The new investigation, which examines environmental issues in Pakistani school textbooks, is a major addition because it attempts to close the gap in the first place. Unfortunately, the study is unable to go deeply into secondary school textbooks or even the larger language structures that impact and

implant in secondary school students the concepts of the environment at the secondary grade level.

The field requires a significant, multifaceted linguistic research of the ecological ideology of educational materials that integrates discourse analysis techniques and ecolinguistics theory. From the perspective of ECOLINGUISTICS, the socio-cultural component is conspicuously absent. Pakistani textbooks' environmental discourses are intrinsically local, and the region is beset by a number of environmental problems, including as pollution, water scarcity, deforestation and climate change.

The purpose of the study is to investigate how ideological frameworks, discourse structures and linguistics choices are used in English textbooks to depict ecological consciousness, survival and sustainability. This work expands the field of ecolinguistics inquiry and adds to the present body of worldwide research on secondary-level textbooks in developing countries.

METHODOLOGY

Research Methodology

A mixed-methods research methodology is used in this work. This study employs a mixed methods approach, using semi-structured interviews and a questionnaire based on Stibbe's (2015) Ecological concerns in a book.

Research Design

For survey investigation, the researcher modified a questionnaire.

Population

The study aims to collect data physically from students in Punjab, Pakistan, who are enrolled in public and private secondary schools in the 9th and 10th grades. The researcher also visited a few schools to personally collect the data. English teachers at the secondary level were chosen for interviews during the qualitative phase.

Sample

For the quantitative survey, a convenient sample of 150 students was chosen. Secondary-level English teachers were chosen for in-depth interviews during the qualitative phase.

Data Collection Tools

1. Questionnaire: Based on Roth's (1992) environmental literacy paradigm, the researcher (2025) created it and modified it to fit the Punjab Curriculum.

2. Interview Protocol: Semi-structured questions intended to get teachers to tell in-depth stories.

Data Collection

This study primarily uses mixed approaches. Divisional Public schools and Colleges, Unique Public school, DG Grammar Schools, Centre of excellence Girls, Govt Girls Higher Secondary School, Govt Girls High school no 1, Kips Schools and Garrison Public School all of which explicitly incorporate green or environmental discourses as the sources of the data. Teachers were interviewed by the researcher to examine how they view green discourse.

Theoretical Framework

Eco Theory and Educational Setting

It is crucial that ecological themes, sometimes known as "green content," be included in ELT textbooks since eco-literacy is a component of ELT. This integration will raise ELLs' understanding of global environmental challenges as they develop an eco-centric consciousness toward a sustainable ecological future (Zahoor & Janjua, 2020).

As they work to educate the public about the need to preserve the earth for future generations, academics and researchers around the world are becoming more and more worried about ecological degradation and the need for environmental sustainability. Therefore, educating and preparing the alpha and beta generations for a safe and healthy environment becomes an essential responsibility of the government. Because textbooks and environmentally focused materials are essential for teaching students about ecological sustainability and cultivating an eco-centric consciousness, numerous studies have been done on the subject.

Manfredo et al. (2018), claim that as a result of industrialization, the notion of environmental domination has replaced the notion of nature sustainability. As a result, humans can now manipulate and take advantage of non-human animals in this universe.

According to Adger et al. (2003), resource shortage affects some nations more than others. In a 2015 article, Dreher & Voyer discussed the social and economic disparities brought about by climate change. They contend that the industrialized countries of the northern hemisphere are to blame for the massive emissions of greenhouse gases (GHGs) that cause global warming. Due to their limited ability to adapt, developing nations in the southern hemisphere are more susceptible to climate change (Manfredo et al., 2018).

The author of the study looks at how people's perception of environmental protection are affected by green discourses. The study is crucial because it examines the green discourse texts found in elementary school PTB textbooks written in both Urdu and English. The goal of the research is to increase environmental awareness through an ecocritical perspective. The study clarifies the capabilities of language to advance environmental sustainability and gives legislators and educators the means to successfully convey their thoughts (Abbas et al., (2024).it also emphasizes how important animal conservation is to preserving a healthy ecosystem, which gives the defenseless and disregarded non-human animals in our human-dominated world hope.

DATA ANALYSIS

The objective of the study is to explain numerical facts. The information was gathered using a questionnaire. Additionally, this particular chapter has all of the conclusions and statistical information. This chapter can be divided into two main sections. The first is an analysis of the data that the students collected. Data from the interviews with the various teachers is gathered for the second section.

Findings

150 students from various institutes and 35 teachers answered the questionnaire, which had twenty-five items, based on the ethical concerns discussed in the previous chapter of the study methodology. This chapter provides a classification of the statistical findings which are analysed by applying IBM-SPSS 28 and provided in the next section. Every pertinent test.

Table 4.1: What is your Gender?

Gender	Frequency	Percent
Male	98	65.3
Female	52	34.7
Total	150	100.0

The table shows the gender-wise distribution of the respondents. Out of the total 150 respondents, 98 (65.3%) were male, while 52 (34.7%) were female.

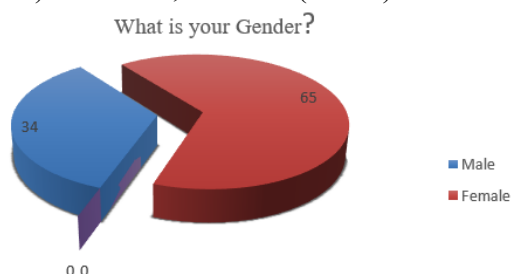


Table 4.2: What is your Age?

Age Group	Frequency	Percent
(12-13)Y	67	44.7
(14-15)	51	34.0
(16-17)	30	20.0
Above 18	2	1.3
Total	150	100.0

Table 4.2 presents the age-wise distribution of the respondents. Out of the total 150 respondents, 67 (44.7%) belonged to the age group of 12–13 years, 51 (34.0%) were between 14–15 years, 30 (20.0%) were between 16–17 years, and 2 (1.3%) were above 18 years of age.

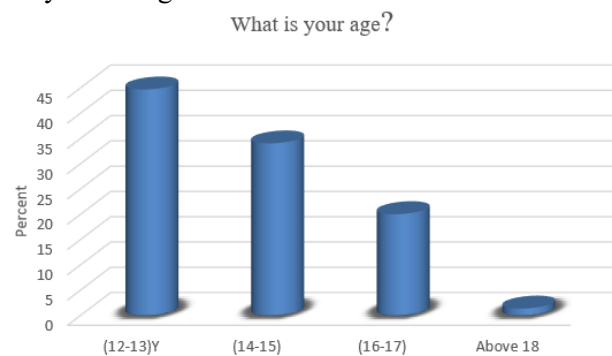


Table 4.3: What class/grade are you currently studying in?

Class	Frequency	Percent
9th	81	54.0
10th	69	46.0
Total	150	100.0

Table 4.3 shows the class-wise distribution of the respondents. Out of the total 150 respondents, 81 (54.0%) were studying at 9th class, while 69 (46.0%) were studying in the 10th class.

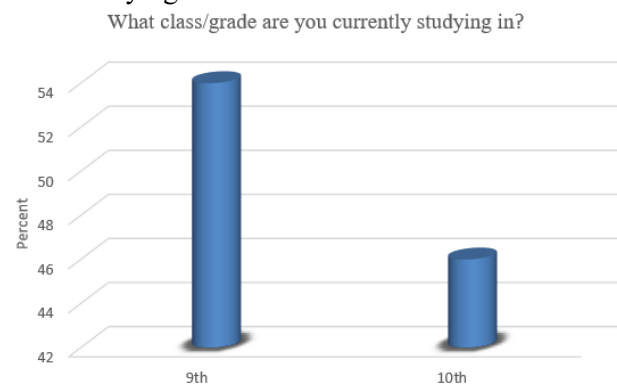


Table 4.4: What type of school do you attend?

School Type	Frequency	Percent
Government	70	46.7
Private	63	42.0
Semi Government	17	11.3
Total	150	100.0

Table 4.4 shows the distribution of respondents according to the type of school they attended. Out of the

The Role of Green Discourse in Developing Ecological Literacy: An Eco-Linguistics Study of Secondary-Level English Textbooks

total 150 respondents, 70 (46.7%) attended government schools, 63 (42.0%) attended private schools, and 17 (11.3%) attended semi-government schools.

What type of school do you attend?

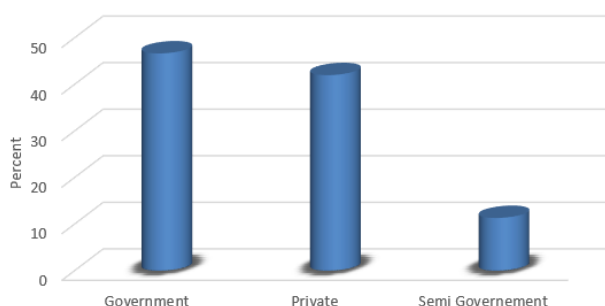


Table 4.5: Have you read any chapters in your English textbook that talk about nature, environment, or climate issues?

Responses	Frequency	Percent
Yes	50	33.3
NO	61	40.7
Not Sure	10	6.7
Don't Remember	19	12.7
Not at All	10	6.7
Total	150	100.0

Table 4.5 shows that majority of respondents (61%) said they had not read any chapter in their English book on nature/environment/climate issues. Out of the total 150 respondents, 50 (33.3%) responded "Yes," 61 (40.7%) responded "No," 10 (6.7%) were not sure, 19 (12.7%) did not remember, and 10 (6.7%) stated "Not at all."

Have you read any chapters in your English textbook that talk about nature, environment, or climate issues?

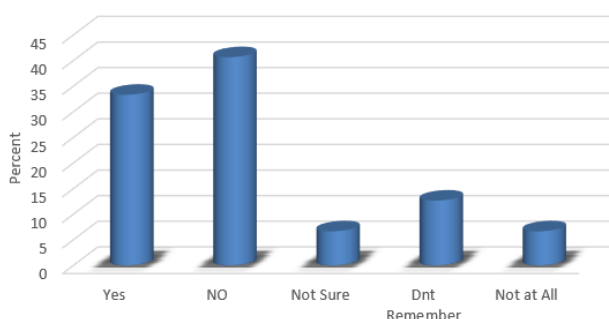


Table 4.6: The content in the English textbook highlight's environmental problems (e.g., pollution, deforestation, global warming)?

Responses	Frequency	Percent
Strongly Agree	47	31.3
Agree	54	36.0
Neutral	16	10.7
Disagree	21	14.0
Strongly Disagree	12	8.0
Total	150	100.0

Table 4.6 shows the opinions of the respondents about the presence of environmental issues like pollution, deforestation and global warming among the contents of the English textbook. Out of the total 150 respondents, 47 (31.3%) strongly agreed, 54 (36.0%) agreed, 16 (10.7%) remained neutral, 21 (14.0%) disagreed, and 12 (8.0%) strongly disagreed. The results showed that most of the respondents agreed that the English textbook mentioned environmental issues.

This study uses a qualitative, interpretive research approach to investigate diasporic storytelling practices in digital world. The methodology is based on an interdisciplinary framework that blends diaspora studies, digital humanities and media theory and it examines story production and representation on social media platforms.

The content in the English textbook highlights environmental problems (e.g., pollution, deforestation, global warming)?

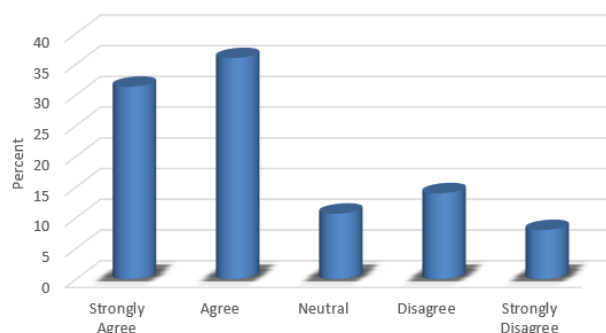


Table 4.7: I can identify words or phrases in the textbook that promote environmental awareness (e.g., "save the earth", "clean environment")?

Response	Frequency	Percent
Strongly Agree	44	29.3
Agree	60	40.0
Neutral	18	12.0
Disagree	22	14.7
Strongly Disagree	6	4.0
Total	150	100.0

Table 4.7 expresses the respondents' opinions regarding their ability to identify words or phrases in the textbook that promote environmental awareness, such as "save the earth" and "clean environment." Out of the total 150 respondents, 44 (29.3%) strongly agreed, 60 (40.0%) agreed, 18 (12.0%) remained neutral, 22 (14.7%) disagreed, and 6 (4.0%) strongly disagreed. The results revealed that most of the

respondents were of the opinion that there were words or phrases in the textbook which could bring environmental awareness.

I can identify words or phrases in the textbook that promote environmental awareness (e.g., "save the earth", "clean environment")?

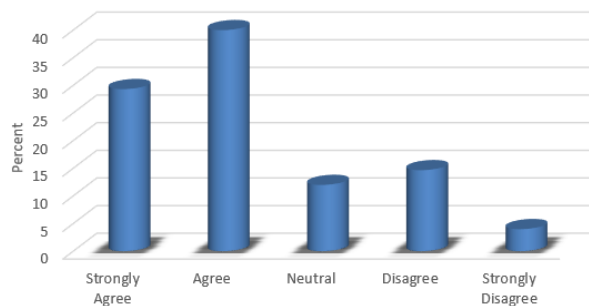


Table 4.8: The green messages in the English textbook are clear and easy to understand?

Response	Frequency	Percent
Strongly Agree	42	28.0
Agree	52	34.7
Neutral	21	14.0
Disagree	21	14.0
Strongly Disagree	14	9.3
Total	150	100.0

Table 4.8 shows the respondents' opinions on the clarity and understandability of the green messages in the English textbook. Out of the total 150 respondents, 42 (28.0%) strongly agreed, 52 (34.7%) agreed, 21 (14.0%) remained neutral, 21 (14.0%) disagreed, and 14 (9.3%) strongly disagreed. The results revealed that most of the respondents said that the green messages of the English textbook are clear and comprehensible.

The green messages in the English textbook are clear and easy to understand?

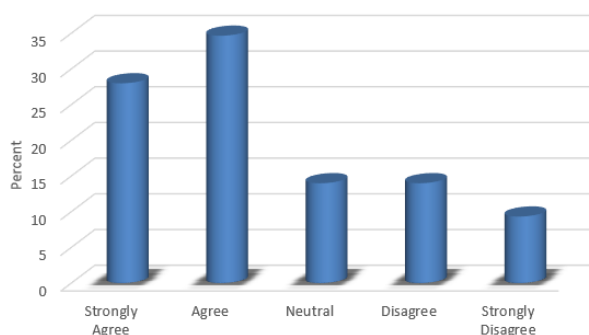


Table 4.9: The textbook chapters encourage readers to take care of the environment? How?

Response	Frequency	Percent
Strongly Agree	47	31.3
Agree	68	45.3
Neutral	10	6.7
Disagree	16	10.7
Strongly Disagree	9	6.0
Total	150	100.0

Table 4.9 shows readers' attitudes on whether the textbook chapters were encouraging them to look after the environment. Out of the total 150 respondents, 47 (31.3%) strongly agreed, 68 (45.3%) agreed, 10 (6.7%) remained neutral, 16 (10.7%) disagreed, and 9 (6.0%) strongly disagreed. The results showed that most of the respondents were found to agree that the chapters of the textbook motivated them to care for the environment.

The textbook chapters encourage readers to take care of the environment? How?

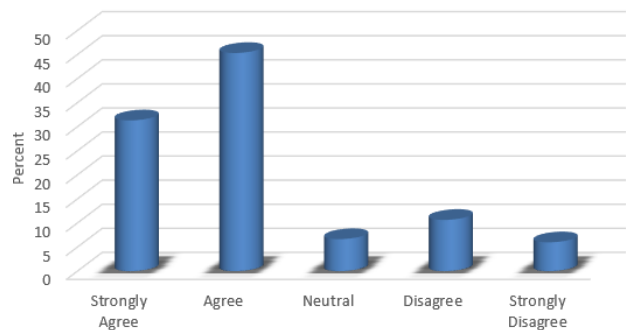
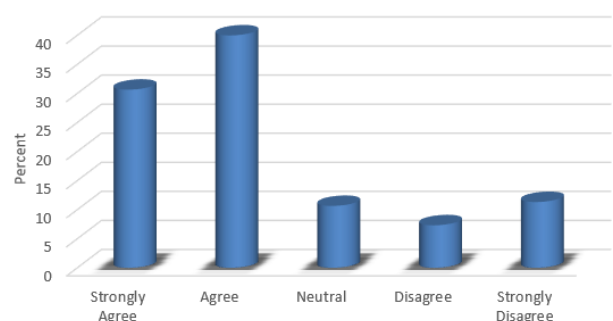


Table 4.10: Which of the following are used in the textbook to raise awareness about environmental issues? (Select all that apply)

Response	Frequency	Percent
Strongly Agree	46	30.7
Agree	60	40.0
Neutral	16	10.7
Disagree	11	7.3
Strongly Disagree	17	11.3
Total	150	100.0

Table 4.10 represents the respondents' views on using various components of the textbook to create awareness of environmental issues. Out of the total 150 respondents, 46 (30.7%) strongly agreed, 60 (40.0%) agreed, 16 (10.7%) remained neutral, 11 (7.3%) disagreed, and 17 (11.3%) strongly disagreed. The results showed that most of the respondents agreed that the textbook incorporated various elements to create awareness regarding issues in the environment.

Which of the following are used in the textbook to raise awareness about environmental issues? (Select all that apply)



CONCLUSION

The study comes to the conclusion that secondary English textbooks in Pakistan serve as effective platforms for the dissemination of ecological ideology in addition to being language-teaching resources.

1. Constructive Discourses: Most of the writings that were analyzed using the survey questionnaire support ethical interactions with nature and sustainability. These talks foster in students a sense of accountability and autonomy.
2. The Role of Language: Students' perceptions of their surroundings are shaped by language, which is not a neutral medium. Through the use of metaphors like "cleaning" and "saving" the textbooks support the national "Clean and Green Pakistan" concept.
3. Critical Literacy: Although the textbooks do a good job of increasing awareness, more needs to be done. It is important to urge students to challenge the "Stories We Live By" by pointing out which ecological facts are emphasized and which are not.

REFERENCES

- Abbas, W., Rasheed, S., & Aleena. (2024). Green discourses in textbooks: A critical eco-linguistic analysis of children's literature at primary level in Pakistan. *Pakistan Journal of Humanities and Social Sciences*, 12(3), 2717–2729. <https://doi.org/10.52131/pjhss.2024.v12i3.2388>.
- Abdurrahman, I. B. (2023). Ecological Discourse Analysis of UNICEF Environmental Reports. *Journal of Language Studies*, 6(3, 1), 16-29.
- Adger, W. N., Huq, S., Brown, K., Conway, D., & Hulme, M. (2003). Adaptation to climate change in the developing world. *Progress in development studies*, 3(3), 179-195.
- Adugna, A. B. (2015). How Green are our Stories? Explorations of ecological subjectivities in Ethiopian childrens literature. *Journal of Languages and Culture*, 6(5), 39-51.
- Akcesme, B. (2013). An ecocritical approach to English language teaching. *Journal of Language and literature Education*, 8, 96-117.
- Alexander, R. (2010). *Framing discourse on the environment: A critical discourse approach*. Routledge.
- Alexander, R., & Stibbe, A. (2014). From the analysis of ecological discourse to the ecological analysis of discourse. *Language sciences*, 41, 104-110.
- Allam, M. (2017). Exploring the relation between quality education and the sustainable development goals (SDGs).
- Alter, G. (2015). Greening the EFL classroom—environmental agency as an education for sustainable living. *Global education: Perspectives for English language teaching*, 4, 57.
- Asgher, T., Saleem, M., & Ilyas, A. (2021). Ecolinguistics: Integrating environmental education in teaching English as second language. *Pakistan Languages and Humanities Review*, 5(2), 705-715.
- Babcock, S. P. (1993). The Significance of Cultural Influences within the ESL/EFL Classroom; A Taiwan Experience.
- Babcock, S. P. (1993). The significance of cultural influences within the ESL/EFL. In *International Conference on Teacher Education in Second Language Teaching*.
- Babcock, S. P. (1993). The Significance of Cultural Influences within the ESL/EFL Classroom; A Taiwan Experience.
- Boca, G. D., & Saraçlı, S. (2019). Environmental education and students' perception for sustainability. *Sustainability*, 11(6), 1553. <https://doi.org/10.3390/su11061553>
- Bundsgaard, J., & Bang, J. C. (2019, August). I don't want you to be hopeful. I want you to panic. In *4th International Conference on Ecolinguistics, University of Southern Denmark* (pp. 12-15).
- Castillo, R., & Rojas, M. D. P. (2014). Sensitizing Young English Language Learners Towards Environmental Care. *Gist Education and Learning Research Journal*, 9, 179-195.
- Cates, K. A. (2013). New trends in global issues and English teaching. *The Language Teacher*, 21(5).
- Charter, B. (1975). *The Belgrade charter: A framework for environmental education*.
- Charter, B. (1975). *The Belgrade charter: A framework for environmental education*.
- Chau, M. H., Zhu, C., Jacobs, G. M., Delante, N. L., Asmi, A., Ng, S., ... & Shunmugam, K. (2022). Ecolinguistics for and beyond the Sustainable Development Goals. *Journal of World Languages*, 8(2), 323-345
- Chen, S. (2016). Language and ecology: A content analysis of ecolinguistics as an emerging research field. *Ampersand*, 3, 108-116
- Curd-Christiansen, X. L., & Huang, J. (2020). Factors influencing family language policy. *Handbook of social and affective factors in home language maintenance and development*, 174-193.
- Cutter-Mackenzie, A., Edwards, S., Moore, D., & Boyd, W. (2014). *Young children's play and environmental education in early childhood education*. Springer Science & Business Media.
- Meghdari, S., & Yousefi, M. (2020). Critical discourse analysis of educational texts in nature schools: An ecolinguistics perspective. *Language Related Research*, 13(1), 99–127
- Mlile, M., & Larouz, M. (2018). Ecolinguistic analysis of environmental discourse in Moroccan EFL textbooks. *Southern African Linguistics and Applied Language Studies*, 36(2), 161–163. <https://doi.org/10.2989/16073614.2018.1547983>.
- Nkwetisama, C. M. (2011). EFL/ESL and Environmental Education: Towards an Eco-Applied Linguistic Awareness in Cameroon. *World Journal of Education*, 1(1), 110-118.
- Stibbe, A. (2015). *Ecolinguistics: Language, ecology and the stories we live by*. Routledge.
- teacher's perspective. *Journal of Positive School Psychology*, 6(10), 1548–1557.
- Zahoor, M., & Janjua, F. (2020). Green contents in English language textbooks in Pakistan: An ecolinguistic and ecopedagogical appraisal. *British Educational Research Journal*, 46(2), 321-338.
- Zia, A. B. E., Amjad, S., & Bhatti, Z. I. (2022). Exploration of ecopedagogical and ecolinguistics elements in secondary level English language textbooks from teacher's perspective. *Journal of Positive School Psychology*, 6(10), 1548–1557.