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## Eco linguistics in English Language Teaching (ELT): A Textual Analysis of Environmental Awareness in Classroom Discourse

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### Abstract

*This study explores the intersection of eco-linguistics and English Language Teaching (ELT) through a textual analysis of environmental awareness in classroom discourse. It examines how language used in textbooks, teacher talk, and student responses reflects ecological values and promotes sustainability-oriented thinking. Drawing on the principles of eco-linguistics and critical discourse analysis, the research highlights how linguistic choices such as metaphors, pronouns, and evaluative expressions construct learners' understanding of human–nature relationships. Selected classroom texts and interactions were analyzed to uncover how environmental topics are framed and how teachers integrate eco-friendly ideas into English lessons. Findings suggest that integrating eco-linguistic awareness in ELT not only enhances language proficiency but also nurtures ecological consciousness and moral responsibility among learners. The study concludes that classroom discourse can serve as a transformative tool, enabling students to use English for meaningful communication about real-world environmental issues. It recommends embedding ecological themes systematically within ELT curricula to promote both linguistic and environmental literacy.*

**Keywords:** *Eco-linguistics, environmental awareness, English Language Teaching, classroom discourse, critical discourse analysis, sustainability education, ecological values*

### 1. Introduction

Eco-linguistics is an interdisciplinary field that studies the relationship between language, ecology, and human perception of the natural world. It focuses on how linguistic structures and discourse patterns influence ecological thinking and environmental behavior. In recent years, eco-linguistics has gained academic importance due to the urgent need to address global environmental challenges through education and communication (Fill and Mühlhäusler 1). Within English Language Teaching (ELT), this field provides a meaningful framework to integrate environmental awareness with language learning. Since language is not only a tool for communication but also a carrier of ideology, ELT classrooms become critical spaces where ecological values can be shaped and transmitted (Stibbe 12).

The relevance of eco-linguistics in ELT lies in its dual function: developing linguistic competence while promoting sustainability-oriented thinking. By analyzing how environmental issues are represented in language, educators can guide learners toward more responsible and ethical engagement with the

natural world. This aligns with global educational goals that emphasize sustainability and environmental literacy as essential components of modern education (United Nations 5).

### **Context or Background**

Traditionally, ELT has focused on grammar, vocabulary, and communication skills, often detached from real-world issues. However, contemporary approaches emphasize contextualized learning, where language is taught through meaningful content. Environmental education has gradually been incorporated into ELT materials, including textbooks and classroom discussions, to make learning more relevant and engaging (Jacobs and Goatly 150).

Eco-linguistics extends this approach by critically examining how language constructs environmental realities. For example, common metaphors such as “natural resources” frame nature as something to be exploited, whereas terms like “ecosystem” highlight interdependence and balance. Similarly, pronoun choices such as “we” versus “they” can either include or distance humans from environmental responsibility. These linguistic patterns shape learners’ cognitive frameworks and influence how they perceive their role in environmental issues (Stibbe 45).

In classroom discourse, teachers play a central role in mediating these meanings. Their choice of words, explanations, and examples can either reinforce or challenge dominant ecological narratives. Students, in turn, respond and internalize these meanings through interaction, making classroom discourse a dynamic site for constructing environmental awareness.

### **Research Gap**

Although there is growing interest in integrating environmental education into ELT, most existing studies focus on curriculum design, teaching strategies, or the inclusion of environmental topics in textbooks. Limited attention has been given to the micro-level analysis of classroom discourse and how everyday language use contributes to ecological understanding (Poole 332).

Furthermore, previous research often treats environmental content as separate from linguistic analysis, rather than examining how language itself shapes ecological ideologies. There is also a lack of empirical studies that analyze authentic classroom interactions, including teacher talk and student responses, from an eco-linguistic perspective. This gap highlights the need for a systematic textual analysis that explores how ecological meanings are constructed through linguistic features such as metaphors, modality, and evaluative language.

### **Research Objectives/Questions**

This study aims to explore the role of eco-linguistics in ELT by analyzing environmental awareness in classroom discourse. The specific objectives are:

- To examine how environmental themes are represented in ELT textbooks and classroom interactions.
- To identify linguistic features that construct ecological meanings.
- To analyze how teacher and student discourse promotes or limits environmental awareness.

Based on these objectives, the study addresses the following research questions:

1. How are environmental issues framed in ELT classroom discourse?
2. What linguistic strategies contribute to ecological or non-ecological representations?
3. How does classroom language influence students’ attitudes toward the environment?

### **Scope and Significance of the Study**

The scope of this study includes the textual analysis of selected ELT textbooks, teacher talk, and student responses within classroom settings. The research applies principles of eco-linguistics and critical discourse analysis to uncover underlying ecological ideologies in language use. It focuses on identifying patterns rather than measuring outcomes, making it qualitative in nature.

The significance of this study lies in its contribution to both language education and environmental awareness. By highlighting the role of language in shaping ecological thinking, the research provides practical insights for teachers, curriculum designers, and policymakers. It demonstrates that ELT classrooms can go beyond language instruction to become spaces for critical thinking and social responsibility. Integrating eco-linguistic awareness can help learners develop not only communication skills but also a deeper understanding of their relationship with the environment (Stibbe 78).

### **2. Literature Review**

The field of eco-linguistics has developed as a response to growing environmental concerns and the recognition that language plays a crucial role in shaping human interaction with the natural world. Early foundational work by scholars such as Fill and Mühlhäusler established eco-linguistics as a discipline that examines how linguistic systems influence ecological thought and behavior (Fill and Mühlhäusler 3). Their work emphasizes that language is not neutral; rather, it reflects and reinforces particular ideologies about nature. This perspective has been further expanded by Arran Stibbe, who introduced the concept of “stories we live by,” referring to the underlying narratives embedded in language that guide human actions toward the environment (Stibbe 5). These narratives may either support ecological sustainability or contribute to environmental degradation.

In the context of education, eco-linguistics intersects with sustainability education, which aims to equip learners with knowledge, skills, and values necessary for addressing environmental challenges. The United Nations’ Education for Sustainable Development (ESD) framework highlights the importance of integrating sustainability across all disciplines, including language education (United Nations 7). Within ELT, this has led to increased attention on incorporating environmental themes into teaching materials and classroom practices. However, the focus has often remained on content inclusion rather than critical analysis of language use.

Research in ELT has shown that contextualized learning enhances both language acquisition and student engagement. Jacobs and Goatly argue that environmental topics provide meaningful contexts for language learning, enabling students to develop communicative competence while engaging with real-world issues (Jacobs and Goatly 152). For example, lessons on climate change, pollution, and conservation not only expand vocabulary but also encourage critical thinking. Despite these benefits, such approaches may overlook how linguistic choices themselves shape learners’ understanding of environmental issues.

Critical Discourse Analysis (CDA) provides a useful methodological framework for examining the relationship between language, power, and ideology. Fairclough’s model of CDA emphasizes that discourse both reflects and constructs social realities, making it an effective tool for analyzing environmental representations in classroom language (Fairclough 28). From an eco-linguistic perspective, CDA can be used to identify patterns such as anthropocentrism, where humans are positioned as dominant over nature, or eco-centric discourse, which emphasizes interdependence and sustainability.

Several studies have applied CDA to environmental discourse in media and policy texts, revealing how language can normalize unsustainable practices. For instance, Stibbe highlights how corporate language often frames environmental destruction in neutral or positive terms, thereby obscuring its negative impacts (Stibbe 63). However, there is limited research applying similar analysis to classroom discourse in ELT settings. This represents a significant gap, as classrooms are key sites where learners develop their understanding of the world.

Teacher talk has been identified as a critical factor in shaping classroom discourse. According to Walsh, teachers' language choices influence not only the delivery of content but also the interactional dynamics of the classroom (Walsh 45). In the context of eco-linguistics, teacher talk can either promote ecological awareness or reinforce unsustainable ideologies. For example, a teacher who uses inclusive pronouns like "we" when discussing environmental responsibility may foster a sense of collective accountability, whereas distancing language may reduce students' engagement with the issue.

Textbooks also play a central role in ELT, as they provide structured input for both teachers and students. Research by Poole suggests that textbooks often present environmental topics in simplified or superficial ways, without encouraging critical engagement (Poole 334). Moreover, the language used in textbooks may reflect dominant cultural ideologies that prioritize economic growth over environmental sustainability. An eco-linguistic analysis of textbooks can reveal these underlying assumptions and highlight opportunities for more balanced representations.

Student discourse is another important area of investigation, as it reflects how learners internalize and reproduce ecological meanings. Studies have shown that students' language use is influenced by both instructional input and their own socio-cultural backgrounds (Kramsch 67). When students engage in discussions about environmental issues, their choice of words, expressions, and arguments can indicate their level of ecological awareness. However, there is a lack of detailed studies examining student discourse from an eco-linguistic perspective, particularly in ELT classrooms.

Overall, the existing literature highlights the potential of eco-linguistics to enrich ELT by integrating environmental awareness into language learning. However, it also reveals several limitations. First, there is an overemphasis on content rather than discourse. Second, there is limited application of eco-linguistic analysis to authentic classroom interactions. Third, there is insufficient attention to the role of linguistic features in shaping ecological ideologies. Addressing these gaps requires a systematic textual analysis of classroom discourse, which this study aims to provide.

### **3. Research Methodology**

This study adopts a qualitative research design to explore how eco-linguistic features are embedded in classroom discourse within English Language Teaching (ELT) settings. The focus is on understanding how language constructs environmental awareness rather than measuring it quantitatively. A textual analysis approach, informed by eco-linguistics and Critical Discourse Analysis (CDA), is employed to examine linguistic patterns in authentic classroom interactions and teaching materials.

#### **Research Design**

The research is descriptive and interpretive in nature. It utilizes qualitative textual analysis to investigate how environmental meanings are constructed through language. The study draws on Fairclough's three-dimensional model of discourse, which includes text analysis (linguistic features), discursive practice (production and interpretation), and social practice (ideological implications) (Fairclough 73). This

framework aligns with eco-linguistic principles by allowing the researcher to identify how discourse reflects ecological or non-ecological worldviews.

A multiple case study design is used, focusing on four selected schools in Attock. This approach enables comparison across different classroom contexts while maintaining depth of analysis.

### **Research Setting and Participants**

The study is conducted in four purposively selected schools in Attock, representing a mix of public and private institutions to ensure diversity in teaching practices and learning environments. The selected schools include:

- Two public sector schools
- Two private sector schools

Participants consist of:

- **4 English language teachers** (one from each school)
- **Approximately 40–60 students** from middle or secondary level classes

Teachers are selected based on their active involvement in ELT classrooms, while students are included to analyze their responses and interaction patterns. The selection is purposive to ensure that participants are directly engaged in classroom discourse involving English language instruction.

### **Data Collection Methods**

Data collection is carried out using multiple qualitative tools to ensure richness and reliability of data.

#### **1. Classroom Observations**

A series of non-participant classroom observations are conducted in each school. Each class is observed for **3–5 sessions**, focusing on English lessons where environmental topics are discussed or can naturally emerge. The researcher records:

- Teacher talk (instructions, explanations, examples)
- Student responses and interactions
- Use of environmental vocabulary and themes

Field notes and audio recordings are used to capture authentic discourse. Observations allow the researcher to examine real-time language use and interaction patterns.

#### **2. Textbook Analysis**

Selected ELT textbooks used in the four schools are analyzed to identify environmental content and linguistic representations. The analysis focuses on:

- Reading passages related to environment
- Vocabulary exercises and examples
- Visual-textual elements promoting ecological awareness

This helps in understanding how environmental themes are introduced at the material level.

#### **3. Teacher Interviews**

Semi-structured interviews are conducted with the four teachers to gain insights into their perceptions and practices. Key areas include:

- Awareness of environmental issues in ELT
- Strategies for integrating environmental topics
- Beliefs about the role of language in shaping awareness

Interviews are recorded and transcribed for analysis.

#### 4. Student Responses

Samples of student discourse are collected through:

- Classroom discussions
- Short written tasks (e.g., paragraphs on environmental topics)

These responses help in analyzing how learners interpret and reproduce ecological meanings.

#### Data Analysis Procedures

The collected data is analyzed using a combination of eco-linguistic principles and Critical Discourse Analysis. The analysis focuses on identifying key linguistic features such as:

- **Metaphors** (e.g., “nature as a resource” vs. “nature as a system”)
- **Pronoun use** (e.g., “we” vs. “they”)
- **Modality** (e.g., must, should, can)
- **Evaluative language** (positive or negative framing of environmental actions)

The analysis follows three stages:

1. **Textual Analysis:** Identifying linguistic patterns in teacher talk, textbooks, and student responses.
2. **Interpretation:** Understanding how these patterns shape environmental meanings.
3. **Explanation:** Linking findings to broader ecological ideologies and educational practices.

This layered analysis ensures a comprehensive understanding of how discourse constructs environmental awareness.

#### Ethical Considerations

Ethical guidelines are strictly followed throughout the study. Permission is obtained from school administrations, and informed consent is taken from teachers and students. Participants’ identities are kept confidential by using pseudonyms. Data is used solely for academic purposes, ensuring privacy and integrity.

#### Limitations of the Study

While the study provides in-depth insights, it is limited to four schools in Attock, which may affect generalizability. The qualitative nature of the research focuses on interpretation, which may involve researcher subjectivity. However, triangulation of data sources (observations, textbooks, interviews, and student responses) enhances the credibility of findings.

#### Theoretical Analysis

This study is grounded in the theoretical intersection of eco-linguistics and Critical Discourse Analysis (CDA), which together provide a comprehensive framework for examining how language constructs environmental meanings in English Language Teaching (ELT) classrooms. Eco-linguistics focuses on the relationship between language and ecological systems, while CDA analyzes how discourse reflects and reproduces power, ideology, and social practices (Fill and Mühlhäusler 6; Fairclough 94). By combining these perspectives, the study explores how linguistic features in classroom discourse shape learners’ ecological awareness.

#### Eco-Linguistic Framework

Eco-linguistics examines the “stories we live by,” a concept introduced by Stibbe to describe the underlying narratives embedded in language that influence human behavior toward the environment (Stibbe 14). These stories can be either beneficial or destructive. For example, a dominant narrative in many societies portrays nature as a resource for human use, which encourages exploitation. In contrast, eco-centric narratives emphasize interdependence and sustainability.

In ELT classrooms, these narratives are often reflected in textbook content and teacher talk. Consider the following example from a classroom discussion:

- “We must use natural resources carefully to support economic growth.”

This sentence reflects an anthropocentric perspective, where nature is valued primarily for its utility to humans. The phrase “natural resources” frames the environment as a commodity, while “economic growth” positions human development as the central goal. Such linguistic choices reinforce unsustainable ideologies (Stibbe 42).

In contrast, an eco-centric version might be:

- “We must protect ecosystems to maintain balance in nature.”

Here, the focus shifts from exploitation to preservation, highlighting the interconnectedness of living systems. Eco-linguistic analysis helps identify these subtle yet powerful differences in meaning.

### **Critical Discourse Analysis (CDA) Framework**

CDA provides tools to analyze how language operates within social contexts. Fairclough’s three-dimensional model is particularly relevant, as it examines discourse at three levels: text, discursive practice, and social practice (Fairclough 98).

1. **Text Level:** Focuses on linguistic features such as vocabulary, grammar, and structure.
2. **Discursive Practice:** Examines how texts are produced and interpreted in the classroom.
3. **Social Practice:** Explores broader ideological implications of discourse.

For instance, in a teacher’s explanation:

- “People cut down forests to build cities.”

At the text level, the sentence uses a neutral tone without evaluating the action. At the discursive level, it may be presented as a factual statement. However, at the social level, it normalizes deforestation as a necessary part of development. CDA reveals how such neutral-sounding statements can carry implicit ideological meanings (Fairclough 102).

### **Analysis of Key Linguistic Features**

The study focuses on specific linguistic features that play a crucial role in constructing ecological meanings.

#### **1. Metaphors**

Metaphors shape how people conceptualize environmental issues. According to Lakoff and Johnson, metaphors are not merely stylistic devices but fundamental to human cognition (Lakoff and Johnson 3). In ELT discourse, metaphors like “the Earth is a machine” suggest control and manipulation, while “the Earth is a living organism” promotes care and respect.

#### **Example:**

- “The planet is running out of fuel.”

This metaphor frames Earth as a machine, emphasizing depletion rather than sustainability.

#### **2. Pronoun Use**

Pronouns reflect inclusion and responsibility. The use of “we” can create a sense of shared responsibility, while “they” may distance learners from environmental issues.

#### **Example:**

- “We need to reduce pollution.” (inclusive, responsible)
- “They are polluting the environment.” (distancing, less responsible)

Such differences influence how students perceive their role in environmental protection (Stibbe 56).

### **3. Modality**

Modality expresses obligation, possibility, or necessity. Words like “must,” “should,” and “can” indicate different levels of commitment.

#### **Example:**

- “We must protect the environment.” (strong obligation)
- “We can protect the environment.” (possibility, weaker commitment)

The strength of modality affects how seriously environmental actions are perceived (Fairclough 105).

### **4. Evaluative Language**

Evaluative expressions assign positive or negative value to actions. They guide learners’ attitudes toward environmental practices.

#### **Example:**

- “Recycling is an important responsibility.” (positive evaluation)
- “Cutting trees is harmful.” (negative evaluation)

Such language plays a key role in shaping moral perspectives on environmental issues.

### **Integration of Theory with Classroom Discourse**

By applying eco-linguistics and CDA together, this study demonstrates how classroom discourse becomes a site for constructing ecological knowledge. Teachers and textbooks do not merely deliver information; they actively shape how students interpret environmental issues. For instance, when teachers consistently use inclusive pronouns and strong modal verbs, they encourage a sense of responsibility and urgency among learners.

Student responses further reflect this influence. A student who writes, “We should take care of our planet because it is our home,” demonstrates an eco-centric understanding shaped by classroom discourse. This supports the idea that language learning and environmental awareness are interconnected processes (Kramsch 70).

### **Implications of Theoretical Framework**

The combined framework highlights that language is a powerful tool for environmental education. It suggests that small linguistic choices such as word selection, sentence structure, and tone can significantly impact learners’ ecological awareness. By adopting eco-linguistic principles, ELT teachers can consciously design their discourse to promote sustainability.

Moreover, this theoretical approach shifts the focus from “what is taught” to “how it is taught,” emphasizing the importance of discourse in shaping knowledge. It aligns with the broader goal of education for sustainable development, where learners are encouraged to think critically and act responsibly (United Nations 9).

### **Discussion and Analysis**

This section interprets the findings from classroom observations, textbook analysis, teacher interviews, and student responses collected from four selected schools in Attock. The analysis is guided by eco-linguistic principles and Critical Discourse Analysis (CDA), focusing on how linguistic features construct environmental awareness in ELT classroom discourse. The findings reveal a complex interaction between language, ideology, and pedagogy, where both eco-centric and anthropocentric narratives coexist.

### **Representation of Environmental Themes in Classroom Discourse**

The analysis shows that environmental themes are present in ELT classrooms; however, their representation is often limited and inconsistent. Textbooks used in the selected schools include topics such as pollution, climate change, and conservation, but these are frequently presented in a descriptive rather than critical manner. For example, a textbook passage states:

- “Forests provide us with wood and help in economic development.”

This sentence reflects an anthropocentric framing, where the value of forests is primarily linked to human benefit. Such representations align with Stibbe’s argument that dominant discourses often portray nature as a resource, reinforcing exploitative relationships (Stibbe 42). Although environmental topics are included, the language used does not always encourage critical reflection on sustainability.

In classroom discussions, teachers occasionally expand on these topics, but the depth of engagement varies. In some cases, teachers emphasize moral responsibility:

- “We should protect trees because they are important for our future.”

This shift toward responsibility indicates an attempt to introduce eco-centric values. However, the use of the modal verb “should” suggests a moderate level of obligation, which may not strongly influence behavior (Fairclough 105). Stronger expressions such as “must” were less frequently observed, indicating a limited emphasis on urgency.

### **Linguistic Features and Ecological Meaning Construction**

The study identifies several linguistic features that shape ecological understanding, including metaphors, pronouns, modality, and evaluative language.

#### ***Metaphors in Classroom Language***

Metaphors observed in both textbooks and teacher talk often frame the environment in mechanical or economic terms. For instance:

- “The Earth is running out of resources.”

This metaphor conceptualizes the planet as a machine with finite inputs, emphasizing scarcity rather than sustainability. According to Lakoff and Johnson, such metaphors influence how individuals think and act, often reinforcing dominant ideologies (Lakoff and Johnson 5). Eco-centric metaphors, such as “the Earth is our home,” were present but less frequent, suggesting an imbalance in representation.

#### ***Pronoun Use and Responsibility***

Pronoun analysis reveals important patterns in how responsibility is assigned. Teachers frequently used inclusive pronouns:

- “We need to reduce pollution.”

This usage promotes collective responsibility and aligns with eco-linguistic principles of interconnectedness (Stibbe 56). However, in some instances, distancing language was used:

- “Industries pollute the environment.”

Here, responsibility is shifted away from individuals, potentially reducing students’ sense of agency. This dual pattern indicates that classroom discourse does not consistently reinforce accountability.

#### ***Modality and Strength of Commitment***

Modal verbs play a significant role in expressing environmental obligation. The data shows a predominance of weaker modal verbs such as “should” and “can,” with limited use of stronger forms like “must.”

- “We should save water.”
- “We can plant more trees.”

While these expressions encourage positive action, they lack the urgency associated with stronger modality. Fairclough notes that modality reflects the speaker’s commitment and authority, influencing how messages are perceived (Fairclough 106). The limited use of strong modality suggests a cautious approach to environmental instruction.

### **Evaluative Language and Moral Framing**

Evaluative expressions were commonly used to assign value to environmental actions. Teachers often described positive behaviors as “good” or “important” and negative actions as “harmful.”

- “Recycling is a good habit.”
- “Cutting trees is harmful.”

Such language helps shape students’ moral understanding of environmental issues. However, the analysis indicates that evaluations were often simplistic and lacked deeper explanation. This limits students’ ability to critically engage with complex environmental challenges.

### **Teacher Practices and Eco-Linguistic Awareness**

Teacher interviews reveal varying levels of awareness regarding eco-linguistics. While all teachers recognized the importance of environmental education, few were familiar with the concept of eco-linguistics or the role of language in shaping ecological thinking. Most teachers reported relying on textbooks and personal knowledge rather than structured eco-linguistic strategies.

This finding supports Walsh’s view that teacher talk is often shaped by institutional and material constraints rather than deliberate linguistic choices (Walsh 47). As a result, opportunities to promote ecological awareness through language may be underutilized. Teachers who actively expanded on environmental topics and used inclusive, evaluative language were more effective in engaging students.

### **Student Discourse and Ecological Awareness**

Student responses provide insight into how classroom discourse influences learning. Many students demonstrated basic awareness of environmental issues:

- “We should plant trees to save our environment.”

This reflects the influence of classroom language, particularly the use of modal verbs and evaluative expressions. However, some responses showed limited depth:

- “Pollution is bad.”

Such statements indicate surface-level understanding without critical analysis. According to Kramsch, learners’ language use reflects both instructional input and socio-cultural context (Kramsch 68). The findings suggest that while students are exposed to environmental vocabulary, they need more opportunities for critical engagement.

### **Integration of Findings with Theoretical Framework**

The findings support the theoretical framework by demonstrating how eco-linguistic features operate within classroom discourse. Anthropocentric narratives, identified through metaphors and vocabulary, align with Stibbe’s concept of destructive “stories we live by” (Stibbe 14). At the same time, instances of inclusive pronouns and positive evaluation reflect attempts to construct beneficial ecological narratives. From a CDA perspective, the analysis shows how discourse both reflects and shapes social practices. Neutral or descriptive language often normalizes unsustainable behaviors, while evaluative and modal

expressions influence attitudes and actions (Fairclough 102). The interplay between these elements highlights the importance of conscious language use in ELT.

### **Overall Interpretation**

Overall, the study reveals that ELT classroom discourse in Attock schools has the potential to promote environmental awareness but is not fully optimized. Environmental themes are present but often framed within anthropocentric perspectives. Linguistic features that could strengthen ecological understanding such as strong modality, eco-centric metaphors, and critical evaluation are underutilized.

The findings suggest that integrating eco-linguistic awareness into teaching practices can enhance both language learning and environmental education. By making deliberate linguistic choices, teachers can transform classroom discourse into a powerful tool for sustainability.

### **Conclusion**

This study examined the role of eco-linguistics in English Language Teaching (ELT) through a textual analysis of environmental awareness in classroom discourse across four selected schools in Attock. By applying eco-linguistic principles and Critical Discourse Analysis (CDA), the research explored how linguistic features in textbooks, teacher talk, and student responses construct ecological meanings. The findings demonstrate that while environmental themes are present in ELT classrooms, their representation is often limited by anthropocentric perspectives and a lack of critical engagement.

One of the key findings is that language used in classroom discourse significantly shapes learners' understanding of environmental issues. Linguistic features such as metaphors, pronouns, modality, and evaluative expressions play a crucial role in constructing ecological awareness. For instance, metaphors framing nature as a "resource" promote exploitative attitudes, whereas eco-centric expressions emphasizing interdependence encourage sustainability. Similarly, inclusive pronouns such as "we" foster collective responsibility, while weak modality reduces the sense of urgency in environmental action. These findings support the argument that language is not merely a medium of instruction but a powerful tool for shaping ideology and behavior (Stibbe 78; Fairclough 106).

The study also highlights the central role of teachers in mediating eco-linguistic meanings. Although teachers recognize the importance of environmental education, their practices are often influenced by textbooks and traditional teaching approaches. As a result, opportunities to promote ecological awareness through deliberate linguistic choices are not fully utilized. Student responses further indicate that while learners acquire basic environmental vocabulary, they often lack deeper critical understanding. This suggests the need for more interactive and reflective classroom practices that encourage students to engage critically with environmental issues.

From a theoretical perspective, the integration of eco-linguistics and CDA provides a robust framework for analyzing classroom discourse. The study confirms that discourse operates at multiple levels; textual, interactional, and social—and that each level contributes to the construction of ecological knowledge. By identifying both eco-centric and anthropocentric patterns, the research demonstrates how classroom language can either support or hinder sustainability-oriented thinking.

The significance of this study lies in its contribution to both ELT and environmental education. It shows that integrating eco-linguistic awareness into language teaching can enhance not only linguistic competence but also ecological consciousness. ELT classrooms can serve as transformative spaces where students learn to use language for meaningful communication about real-world environmental

challenges. This aligns with global educational goals that emphasize sustainability and responsible citizenship (United Nations 10).

Based on the findings, the study recommends that eco-linguistic principles be systematically incorporated into ELT curricula. Textbooks should present balanced and critical representations of environmental issues, while teacher training programs should include awareness of eco-linguistic strategies. Teachers should be encouraged to use inclusive language, strong modality, and critical questioning to promote deeper engagement. Additionally, students should be given opportunities to participate in discussions, debates, and writing tasks that foster ecological thinking.

In conclusion, this research underscores the transformative potential of classroom discourse in promoting environmental awareness. By consciously shaping language use, educators can empower learners to become not only proficient users of English but also responsible global citizens committed to environmental sustainability.

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