

# From Grammar to Green: Integrating Sustainability into ELT Through Ecolinguistic Practices

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**Abstract:** The purpose of this study is to investigate the possibilities of adding ecolinguistic practices into English Language Teaching (ELT) to address concerns regarding Sustainability. This is accomplished by underscoring the role of linguistic awareness in building students' environmental consciousness. This research proposes innovative approaches to integrating Sustainability into language education by analysing the methodologies currently used in English Language Teaching (ELT) and identifying gaps in how ecological concerns are addressed. In addition, the study highlights deficiencies in how ecological topics are addressed. The findings offer insight into the role ecolinguistics plays in encouraging critical thinking and responsible communication in the context of environmental concerns. The research indicates, through several case studies, that ecolinguistic practices have the potential to enhance language acquisition while simultaneously cultivating a sense of environmental stewardship. The following are some examples of this kind of behaviour. The implications of this integration are not limited to the classroom; rather, they transcend the classroom itself, creating opportunities for students to engage with issues related to global Sustainability. In conclusion, this study's findings suggest that English Language Teaching (ELT) should undergo a paradigm shift.

**Keywords:** Sustainability and Ecolinguistics; English Language Teaching; Ecological Awareness; Environmental Education; Language Curriculum; Critical Thinking; Language Acquisition.

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## 1. Introduction

The world is facing various environmental problems stemming from rapid urbanisation and the relentless pursuit of economic growth. Topics such as global warming, environmental pollution, glacier melting, species extinction, severe natural disasters, and high-fat diets due to ozone depletion are increasingly prevalent. People are paying more attention to how their behaviour affects the environment. Awareness of environmental problems has been heightened through public service advertisements and social media that advocate environmental protection through various communicative means [1]. However, these advertisements often lack effective suggestions for the public to gradually adjust their thoughts and behaviours, thus failing to achieve the desired outcome [3]. There is an urgent need to provide learners with the underlying causes of ecological problems and to

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educate them on practical steps to address them. Education is considered a reliable means of creating a better world. With the growing number of non-native EFL learners, non-native English-speaking teachers and students are theorised to play an increasingly important role in language teaching and learning. Yet, the cultural imperialism of English in textbooks, education, and the media is being scrutinised [11]. Given the current cultural-political climate that emphasises multilingualism and multiculturalism, there is an imperative to establish standards for identifying different Englishes and their speakers, and to broaden the canon of English-language texts. Affordances and limitations are considered when examining the characteristics of written discourse that may promote a saving nature and safeguard its beauty and wholeness from being ravaged by the forces of profit [7]. New ecological philosophies and movements are considered when examining the potential of narratives, especially those that highlight voices and take action to ameliorate the human-nature relationship in more just and sustainable ways [2]. As English becomes the dominant language of scientific discourse, its role in the discursive construction of place-based ecologies is examined in non-native, complex multilingual settings [17].

## **2. Theoretical Framework**

This study is framed around two theories. The first is ecosophy, which explores ways of taking action to be more sustainable, individually and collectively. The word ecosophy, derived from the Greek ‘oikos’ (household, habitat) and ‘sophia’ (wisdom), might be defined as ‘wisdom of voice’. An ecosophical approach responds to the overarching question, How do researchers want to be? [2]. This approach to Sustainability recognises that the planet is one, that researchers are all interconnected, and that our realised futures will depend on how researchers act within it. Not all actions will be equally beneficial. Some may be permanent, far-reaching, and irrevocable, or deny us any opportunity to return to a sustainable state. What is needed are actions that will be sustainable; that is, embedded within the natural processes of the earth, such as the water, nitrogen, and carbon cycles. The second theory is ecolinguistics, which provides a better understanding of the relevance of language and linguistic practices in an increasingly interconnected and complex world. Ecolinguistics examines the interrelationships between language and the natural (ecological) environment. In doing so, it addresses language (structure and usage) in relation to social practices within a sustainability framework. Language and communication, both verbal and non-verbal, serve an important role in Sustainability. Communication is needed to raise awareness, impart information, interact with others, draw attention to possible actions, and persuade and motivate people to intervene. Importantly, these uses and consequences of language are all social: language is a social product and needs to be understood as such [4]. These social practices and the power relations embedded within them can be problematic, leading to miscommunications, misunderstandings, false conversancies, silence, deception, and/or a lack of agency.

### **2.1. Definition of Ecolinguistics**

Ecolinguistics is an integrated study of ecology and linguistics, defining new approaches in linguistics, based on an explicitly ecological view of language, and exploring and facilitating a sustainable relationship between human society and the biosphere through linguistic means [2]. This includes research into ecologically friendly linguistic features and findings that can be used to argue that assigning different linguistic features to different components of the environment would promote a more ecologically friendly worldview. However, the more powerful literature in this area concerns the investigation of dominant discourses that have biophobically impacted ecological understandings, the moral and ethical grounding of such worldviews, and the linguistic means by which these worldviews are produced and reproduced. The earliest studies in this regard were based on the idea that the linguistic features of particular genres and cultural differences would be useful for a more green understanding of ecology. There were studies investigating teleological versus non-teleological worldviews embedded in deeply entrenched linguistic and grammatical features of languages, such as passive construction vs. agent construction. Such discourse studies connected the compositional features of language with the worldviews through which the natural environment is socially constructed.

The key argument was that universalistic narratives, widely accepted by Western traditional belief systems, were inconsistent with non-Eurocentric worldviews and practices. Ecolinguistic research into the linguistic and cultural differences in constructing and representing place names seemed promising in this regard, as did studies exploring biodegradation problems through linguistic and sign-management approaches. Nevertheless, studies investigating why and how languages differ in this regard, as well as those on unmarked construction differences across worldviews and how they affect ecological understanding, seem to be lacking. A more respectable definition of linguistics is that it is a new study that breathes new life into conventional linguistics, with definitions that more closely resemble those of conventional linguistics. This includes the exploration of linguistic landscape phenomena; an application-oriented study focusing on the cross-linguistic fragrant cultural conceptualisation of lavender; studies exploring the contribution of syntax, phonology, and rhythm to meaning-making; and relevance theoretic studies noticing recursiveness in the comprehension of people’s reactions to spot news of natural disasters and their emotional involvement. Although all of the aroused areas, if not misclassifications, are applicable linguistically, the area of engagement in question is narrow, largely limited to what is defined in Diachronic, Developmental, and Comparative Linguistics.

## **2.2. Interrelation between Language and Environment**

Concurrent with the establishment of an ecological linguistics perspective, ecolinguistics also examines the interrelationship between language and environment [4]. Ecolinguistics provides a unified perspective and theoretical model of the interrelationship between language and environment, taking into account various subdisciplines and theorists who analyse it from their own perspectives. An ecological perspective can be adopted to operationalise the connection points of their understanding of linguistic representation. Ecolinguistics builds language-understanding and text-explanation frameworks to examine the various facets of discourse formation. As a result, ecolinguistic practices at this level aim to raise learners' awareness of the interrelationships between language and environment through the semiotic resources employed in texts. Texts are described as any bodies of representation produced through semiotic resources. For instance, verbal texts include written/printed texts, oral texts, and signed texts, while non-verbal texts include visuals, sounds, smells, and touchable resources.

The discourse under investigation may be monadic or polyphonic, in the sense that various texts are intertwined at a certain level of abstraction. It includes texts of all sorts in many media for varying purposes and audiences. The language dimension of text is verbal-tangible-discourse, visual-tangible- non-discourse, sonic-intangible-discourse, or a mix of two or more of them. Ecolinguistic practices on this level can be used with texts of any kind and can accommodate established exercises such as cloze, analysis of sentence structure, transformation, and legacy. It underscores the significance of teachers' efforts in selecting and crafting texts, as well as in devising accompanying exercises, to provide students with meaningful input. Although the provided texts may not necessarily be written or produced from an ecological perspective, the non-ecological aspects of the texts can be exploited in the contracting practice. It is, for example, possible to examine and modify material produced by chemical industries, cars, oil, and so on. On the other hand, if the texts under consideration and their corresponding exercises are originally designed to examine this interrelationship at this level, this contribution will empower English-language text design by integrating ecolinguistic practices.

## **3. Sustainability in English Language Teaching (ELT)**

Sustainable development (SD) refers to meeting the needs of the present without compromising the needs of future generations. Sustainability aims for a positive result, considering the three pillars of SD: economy, ecology, and ethics. Sustainability consciousness dates back to ancient times, though the modern concept of Sustainability developed in the mid- to late 20th century, with various educational applications. It is essential to integrate Sustainability into teaching and learning. Teaching has shifted toward constructivist approaches, and many instructional practices that connect instructional goals with students' existing knowledge have been developed. The explicit focus on sustainability values in the curriculum content and the learning objectives of the courses qualifies these contents as sustainability education. Procedural use involves the application of instructional practices that either already exist in the literature or have been developed based on pedagogical adaptation principles. These instructional practices are not explicitly designed to target Sustainability but are considered sustainability practices because their engagement promotes students' sustainability consciousness through a sustainability lens [4].

Teachers' professional development is also recognised as crucial to developing sustainability consciousness in higher education contexts. Actions to develop an environment that provides a comprehensive learning context must be prioritised. This includes creating a community that extends beyond course boundaries. Teachers' instead of students' sustainability perceptions have been researched. But in the competition for resources, some teachers may find it difficult to either prioritise sustainability practices or justify their efforts. Conducting more orientation activities focused on Sustainability is also necessary. Some affected disciplines or practices may automatically come up in sustainability competitions held worldwide, though in a totally different context from ELT. The field of English Language Teaching (ELT) has mainly remained unaffected. The explicit focus on Sustainability in ELT content is evident, particularly in the treatment of climate and ecological issues in English textbooks. Some ELT textbook evaluations have attempted to examine the Sustainability of these textbooks' presence, strengths, and weaknesses.

### **3.1. Importance of Sustainability in Education**

Sustainability has come to occupy a pivotal position on the global political agenda. Over the past few decades, sustainability challenges have taken myriad forms and scales, often entailing profound policy dilemmas and conflicts. Global challenges concern climate change and food, energy, and water security; sustainability challenges arise from the social, economic, and health impacts of these environmental challenges. Countries around the world, often influenced by international environmental treaties, have developed national policies for environmental governance across various sectors; many local governments have taken on the difficult task of 'greening' cities [5]. This sustainability discourse is also proliferating in the academic arena. Although sustainability research is wide-ranging, it is generally concerned with the myriad ways in which human interactions with the environment can be made less resource-depleting and more equitable. Educational institutions around the world have

rallied behind the cause of Sustainability and undertaken many initiatives to integrate it into their missions, operations, curricula, and research. Education has been recognised as one of the most important challenging arenas for Sustainability. Transitioning to a more sustainable world will depend on education's ability to communicate the rigours and importance of sustainability inquiries and actions. On the one hand, education, and more specifically the way it is envisaged and practised, is an important cause of the lack of progress in understanding and addressing sustainability challenges, thereby contributing to their severity. The education emergency is one of accessibility, context responsiveness, and Sustainability. In particular, there remain massive inequities in who has access to education. On the other hand, education can contribute to the sustainability movement. Educational actors at all levels of the system—policy, civil society, administration, management, pedagogy, as well as learners and their parents—represent an extensive knowledge base from which to draw. It is essential to expand or develop new educational discourses, processes, arrangements, and outcomes that will nurture competencies and dispositions that will finally achieve Sustainability.

### 3.2. Current Trends in ELT and Sustainability

Sustainability education, a burgeoning yet under-researched field, seeks to instil a sense of collective responsibility for protecting life on Earth and encompasses a range of topics pertinent to living systems. While the importance of educating learners on Sustainability has been widely acknowledged internationally, the approaches to integrating sustainability education across diverse countries and contexts vary greatly. China, in particular, faces the daunting challenge of educating over 287 million students across its education system. Against this backdrop of rapid industrialisation, urbanisation, and globalisation, along with the inevitable ecological crises, the need for educational practices and policies that promote Sustainability becomes pressing. The fast-growing demand for sustainability education in non-English-major disciplines in higher education institutes raises questions about its integration into foreign-language teaching and its pedagogical implications. Research on English Language Teaching (ELT) in higher education contexts has flourished alongside the rapid expansion of English-related education and businesses in China. A burgeoning body of literature has sought both pedagogical and policy-related explanations of, or innovative responses to, this range of questions.

However, integrating sustainability education into ELT has remained a relatively under-researched area, particularly from a perspective that underscores social justice and critical pedagogy. By offering an account of the implementation of an ELT activity aimed at fostering awareness and understanding of sustainability issues among Chinese students during the life cycle of everyday consumables, this study fills a gap in response to calls for more empirical research and context-specific explorations of integrating sustainability education into ELT [6]. Unfortunately, research on ecological education in EFL textbooks did not receive adequate attention in the Arab states, especially in Jordan. Since textbooks have an essential role in any educational system, an attempt was made to review the selected EFL textbooks used in Jordanian schools [4]. It explored whether they include ecological education and which themes concerning ecological education are represented in them. The goal was to raise learners' awareness of the issues plaguing the planet and to encourage them to teach their families and surroundings a better way of living. Given the increasingly polluted planet, EFL curricula, textbooks, and teachers need to incorporate ecological education.

### 3.3. Ecolinguistic Practices in ELT

The integration of ecolinguistic practices in the ELT classroom is conceptualised through three pathways and related activities. A simple Ecolinguistic Exemplar that addressed one of the three pathways and its corresponding activities was used in the classroom. An instructive discussion on material development through ecolinguistic practices in ELT is also highlighted:

- **The Three Pathways.** Sustainability in ELT is paramount. However, under the pressure of having to cover a stringent syllabus, Sustainability, one of the most important topics in modern times, is pushed to the fringes of the education agenda. Hence, it becomes necessary to devise new and easy ways of teaching that feed into current teaching regimes while allowing access to Sustainability and other relevant topics that have been pushed to the fringes of the agenda, such as equity and social justice. Ecolinguistic practices in ELT are conceptualised in three pathways, along which they elicit or generate ELT materials that draw on elements of the current ELT regime.
- **The Pathway of Grammar to Sustainability** The pathway from grammar to sustainability attempts to integrate Sustainability into ELT by shifting the focus, i.e., from grammar to incorporating some elements of Sustainability. In the process of pedagogy, instead of simply focusing on the notion of peace in a text or a spoken language dimension, a sample extract is interpreted interpersonally and ideologically through the lens of eco-ideology. The shift here is not radical, but rather treating eco-ideology as one dimension in a three-dimensional framework. Along other paths, some radical changes are required, such as changes in the framework, learner autonomy, texts, and the teaching approach.

**Then the question arises:** why is grammar chosen as one of the pathways in the first place? Accepting the premise of 21st century skills, that is, the demand for higher-order skills such as critical thinking and creativity, Ecolinguistic practices in ELT

via the pathway of grammar to Sustainability provide a venue where language students can develop their critical thinking skills, understand and critically analyse themes at the ideational level of briefing texts, one of the important cognitively demanding tasks. Ecolinguistic practices in ELT enable learners to develop an understanding of complex phenomena and an awareness of real-world issues, prerequisites for better decision-making and commitment to action.

#### **4. Curriculum Development**

In this section, two significant ecolinguistic practices are described in detail, targeting two advanced levels of English Language Teaching (ELT) in Vietnam. The first ecolinguistic practice is the development of an integrated reading and writing curriculum, based on a famous textbook for advanced learners of English in Vietnam. The lesson consists of a reading task on an important aspect of Sustainability: “Green Living.” The second ecolinguistic practice is a moderated online forum taking the form of a sociolinguistic micro-project. This paper is designed for high-level English learners in Vietnam. It aims to encourage learners of English to use language as a tool to raise awareness of contemporary environmental issues, such as paper waste and plastic pollution. This ecolinguistic practice is called “The Green Living” Lesson. It is a curriculum development of an integrated reading and writing lesson (text and context) designed based on the textbook “International Express”. The lesson consists of a reading task on one of the most common yet still important aspects of Sustainability, “Green Living”, a term describing one's lifestyle efforts considering the cloudy and exhausting environmental issues. Green living is a way of life, defined as living in a way that decreases one's negative impact on the planet; however, its main targets are reducing a carbon footprint, creating less waste, and improving the Quality of the natural world.

First, the teacher gives a quiz consisting of five sentences, each referring to common “green living” methods. Students, answering energetically and laughing, state whether they think they do “green living” and, if so, to what extent (both small and large chunks of green living). This is a good warm-up, as students initially gather knowledge of “green living” through their experience and exchange personal opinions. Next is the reading stage, where students are exposed to a well-educated person's opinion on “green living.” It is also an opportunity for students to connect with the founding director of the Vietnamese Green Living Association, who offers interesting courses on sustainable fashion and DIY products. Then comes the writing stage, where students are expected to write “A Thought for Readers” to encourage more people to adopt green living. This ecolinguistic practice is a moderated online forum called “Media culture”. It takes the form of a sociolinguistic mini-project designed for high-level English learners at colleges and universities in Vietnam. Learners are grouped in pairs with two moderation topics: How much paper do you think you waste every day? and Do you think your government does enough to protect the environment from plastic waste? in each group [8]. On this occasion, students must read newspapers or watch videos to explore environmental issues, such as paper and plastic waste, in greater depth. “Media culture” aims to encourage learners of English, especially those majoring in English language teaching, to use language as a tool and connector to raise awareness of contemporary issues, rather than merely as linguistic inputs, producing sanitised pieces of writing.

##### **4.1. Teaching Materials and Resources**

What to bring to class? Teachers often wonder what to bring to class that will succeed and what materials are needed to sustain learner involvement. Perhaps the most famous statement about materials is that they should provoke excitement and interest. Discussions, reports, and poems; newspapers and magazines; well-structured notes or other written documents; paintings; and reproductions are examples of materials related to topics, ideas, and values. There is perhaps a milder notion concerned with the content of the materials. According to this, the materials should expose learners to the language as it is actually used and provide them with opportunities for interaction. Some emphasise the importance of learners' texts in the learning process. In this view, dialogues from conversation books or self-learning courses are often criticised, especially because they are produced in unnatural settings and contexts. Other professionals stress the roles of learners and task types in the arrangement and use of materials. For example, appealing as this perspective and guiding thought may be, they shift the focus away from the subject matter itself.

Salient, enjoyable, interesting, that is the subject matter, ranking from topics and themes, to ideas and beliefs. Finally, there is a traditional view that materials are needed to serve as resources for presenting or following the rules of input. Still, for good reasons, this view seems to be much less pronounced today [4]. When teaching, the teacher must rely on teaching equipment. This includes a blackboard and markers, a whiteboard and markers, a projector, and slides. The teacher needs to use all resources, materials, and equipment that other people in charge allow to be brought. For language and communication, it is wise to stock up on dictionaries, thesauri, encyclopaedias, and other reference books. Where to get information? Learning and finding information from the existing resources, materials, and written documents available in libraries and online. Reading knowledge and skills are needed to absorb information quickly. Data searching and inquiry skills are not concerned with the format any more than with the origins of new findings. People tend to accept pre-packaged knowledge and findings and trust their authors, producers, or distributors. It would even be better not to ask. Here, the final result of the study, with professors

leading courses and researchers, would be unexplained. Anything else would be another study, research, or thesis of a different nature. ELT, as a practice, alters communication, perception, and learning, and both act.

#### **4.2. Classroom Activities and Strategies**

Integrating sustainability content into courses requires commitment, creativity, and time. A sustainable ELT curriculum can be designed by embedding sustainability content into existing lessons and classroom materials, adapting classroom materials, creating real-time content, and using pre-existing materials. The latter two suggest either assigning tasks that naturally align with sustainability topics or tapping into existing classroom resources. Due to the direct influence of human activity on climate change and its unpredictable consequences for the planet and human existence, a content-driven climate change awareness program was designed and implemented. The aim was to foster intrinsic motivation for language development, use language learning in a relevant context, and simultaneously foster a pro-sustainable change attitude. The content was determined by identifying current situational topics, risks, and protective methods, and by determining the language skills needed for environmental action within informative, persuasive, and argumentative genres [8]. Through a review of existing materials, classroom materials were compiled, organised, and adapted to form a compilation to be filtered and focused for use based on students' comprehension levels, ages, and genre proficiency ranges. A classroom handout emerged from this, and topics were prepared for spelling competitions, where essays aligned with students' vocabulary development throughout the unit (including debate organisation, formulating and developing arguments, and essay writing), and were compiled into a booklet as the production part of the program. Activities and tasks were focused on lively project work on persuasion and intervention for a real audience.

#### **4.3. Case Studies**

Nothing in nature is wasted; everything is transformed. Every day, 15 million tonnes of materials are generated in cities, while municipal regulations permit landfill disposal for only 1 million tonnes. Urban mining, or recycling, is defined as the separation of waste materials based on their composition to enable reuse. Urban mining was introduced to the students for discussion in four consecutive sessions. Articulating and explaining it involves a large number of words, parcels of knowledge, and connections. It can be considered a textbook case of interlocking literacy. It involves verbal modality (e.g., description, definition, classification, and sequence) for which knowledge structures are typically linearly organised. It involved semiotic modalities (verbal, visual, and mathematical). It also involves engineering efforts based on scientific principles, drawing on knowledge of material properties. Understanding the concept of urban mining entailed understanding the multiplicity of knowledge structures available in the field and knowing how to select a word or construction adequate to represent the knowledge in the original words, both the explanation and the rubric needed to elicit audience feedback. Feedback reception considers not only the teacher's comments and actions but also those of fellow students. Hence, effective management of the social space required adopting appropriate words to express respect and gratitude, planning adequate prompting questions, and using effective turn-taking [8]. The enrichment of knowledge and the mentoring of understanding through explanation can be facilitated by choosing a subject matter on which all students differ in their knowledge or opinions. In this case, prioritising or arguing, adopting a multifaceted standpoint, sustained problem-solving, thinking critically, and discussing both the explanation and the rubric facilitate explanation and understanding and can take place in the same session, in sequence.

#### **4.4. Successful Integration of Ecolinguistics in ELT**

Dynamic systems known as "ecosystems" are composed of networks of plants, animals, and other organisms that coexist in harmony. These ecosystems preserve ecological harmony for plant and animal life. Linking a nation's economy to its ecosystem leads to a phenomenon known as "sustainable development." The idea of sustainable development encompasses socioeconomic practices whose tediousness may prevent or harm the ecology. An ecolinguistic notion joins theoretical and social linguistics with ecological studies. Concerning second language education, ecolinguistic practice restructures the topic and substance of communication, attending not only to grammar instruction but also to sustainable pedagogy. Some poor linguistic features of textbook dialogues may result from the authors' lack of reliance on either the specific field of English Language Teaching or an ecolinguistic framework to curate realistic dialogues. Moreover, there is a gap between a spoken discourse transcribed verbatim and a written one edited by the publishers. They verbalise slowed-down speech much more than they do in casual speech. Ecolinguistics, as a virtue of linguistics, is relevant to broader areas of implication. Its linking of theoretical and social linguistics with ecological studies makes it pertinent to many linguistic areas, including language, environment, mind, and semiotics.

On the other hand, it addresses the harm that linguistics has caused through language spread, linguistic imperialism, and misrepresentation. Ecolinguistics' fruitful blending of broader contexts with specific linguistic questions and concerns makes it pertinent to psychology, commerce, law, and education. Ecolinguistic practice in second language education encompasses restructuring both the field and tenor of communication. It attends not only to the grammar of instructional interaction but also

to the logistics of textbook dialogues and the substance of L2 instruction, drastically distancing it from the real-life concerns of locally situated learners. While broader ecological practices may be policy matters, the less palatable means of sustainable pedagogy are examined in the L2/foreign language schooling milieu.

#### **4.5. Challenges and Solutions in Implementation**

Recognising how daunting it can be to integrate climate change, environmental issues, or outdoor education into grammar lessons, surveys were conducted. Then, responses are to understand how students view the teaching of such topics. Some of the possible approaches were regarded as unclear or irrelevant. Some teachers also expressed discomfort with ecolinguistics, recommending sticking to textbooks. Among the responses, however, a small group expressed strong interest in reading materials or lesson plans to tackle climate change. In a way, this response to tackling climate change through pedagogical practices is not surprising, as it has been stated that while many teachers are eager to engage in education for Sustainability and bright ideas abound, obstacles such as a packed syllabus, a lack of classroom materials, or time constraints are common. The teaching of Sustainability is often regarded as exceeding learning goals.

Scenarios were also shared in which discussing climate change, species extinction, or forest fires led to unintended consequences, such as whiny students or educational bubbles. The lack of student interest was also mentioned. Indeed, students, especially younger ones, are arguably more concerned about the weather, recreation, and consumption than about the dire predictions of scientists about human-induced climate change [9]. It was therefore proposed that ecolinguistic practices, if they are to be put into action, should first be addressed by a small group of interested participants. Practical suggestions for incorporating ecolinguistic practices and addressing the fears expressed in the former comments will also be discussed. Suggested pedagogical approaches might include fostering a new climate in the first few sessions, where all students are allowed to express their personal views on climate-related topics such as outdoor activities, plastic products, or recycling. This might be a good opportunity to ask the venue or the sea to serve as a classroom.

#### **4.6. Assessment and Evaluation**

To nurture environmental literacy, it is imperative to cultivate sustainability literacy among future teachers through sustainable teacher education [10]. This means that teachers should be: (i) knowledgeable about sustainability issues; (ii) able to relate sustainability values to personal daily practice; (iii) able to create a learning environment that will nurture students' concern and care for these issues; (iv) able to use a variety of transformative pedagogies, to foster creativity and reflection in the classroom; and (v) able to act as 'change agents' in society and the educational communities. However, to foster sustainability literacy in students, pre-service teachers first need to integrate their concern for Sustainability into their identity as educators and develop a deep understanding of sustainability issues and values. This requires the use of reflective practices and transformative pedagogies. The development of sustainability literacy among pre-service teachers is a process in itself. To understand the influences on pre-service teachers' sustainability literacy development during a year-long environmental education unit, it is important to document the process in detail, to trace its paths, twists, ups and downs, and to note how the varied mentoring styles and participants' evasiveness shape it. Hence, the study should be in-depth; that is, qualitative research methods were adopted for both the design and data collection phases to find meaning in complex situations, moments, and imponderables. Data collection involved participant observation, document analysis, and semi-structured and unstructured interviews. Data processing included coding, categorisation, narrative presentation, and constant comparison to seek contradictions, variances, and convergences.

#### **4.7. Measuring Sustainability Awareness**

Students' current sustainability knowledge is measured using a single two-item open-ended question. To ensure they understand the terms of Sustainability, the students are asked, "What do you think prosperous or prosperous development is?" If they answer the question using concepts of equity or economic development, it indicates they cannot distinguish the abstract term sustainability from its more specific counterpart, environmental protection [12]. This question is asked before the course and analysed as the pre-test. Then, closely after the course, students are asked a similar question to measure knowledge gain. The Quality of the answers is rated by three sustainability educators on a scale from 1 to 3, with 1 being unsustainable or ignorant (equally distributing the level of knowledge by social equity or economic growth) and 3 for systemic Sustainability (referring to a robust solution with three pillars as well as intergenerational equity). The data are coded using categories and qualitatively analysed. Coding categories include representative phrases of sustainability knowledge, level of sustainability knowledge, and number of phrases. To assess coding reliability, the above process is applied to a randomly selected classroom transcript from a lecture. Sustainability education plays an important role in the 21st-century education goals [6]. In this sense, exploring language-oriented ecolinguistic education in less accepted disciplines and investigating students' perceptions of Sustainability would provide a sustainable alternative. With proper designs and interpretations, similar and alternative exploratory studies

with a wider scope can contribute to understanding ecolinguistic education, students' perceptions of Sustainability, and pedagogical implications.

#### **4.8. Feedback Mechanisms for Continuous Improvement**

To ensure the successful uptake of ecolinguistic practices following this pilot study, feedback mechanisms for continuous improvement will be implemented at each stage of the feedback loop. These plans include onboarding workshops, poster presentations, and opportunities for instructors to provide ongoing feedback. Induction workshops will be scheduled at the beginning of each semester before ecolinguistic practices are implemented. Workshops will frame ecolinguistic practices, with specific attention to how to effectively adopt them for remote teaching. For example, an early workshop on the use of emotionally-connected discussions about biodiversity would include a short description of the practice, examples role-played by the facilitators, and discussion prompts to reflect on local issues. The nature of these practices must be fully described to avoid misalignment with lesson objectives and student queries. Ongoing workshops will be scheduled approximately monthly, with specific themes focused on sharing and expanding practices.

For example, one early workshop may centre on ecolinguistic feedback and include breakout rooms for instructors who use this practice to share their experience. In contrast, later workshops may help instructors expand on practices that incorporate food or jumping (zoo) memes to talk about waste [13]. To facilitate the dissemination of ecolinguistic practices across the school and future discussion of their merits, high-level summaries of each practice will be developed in conjunction with this study. These summaries will include brief descriptions of practices illustrating their relevance to language learning, an explanation of how they were adapted for remote teaching, and simple, phrased tip boxes to aid implementation. Summaries will be printed as posters and mounted in open-access areas where all instructors can see them regularly. A document replicating this content will be shared on the cloud-based document storage system. To promote wider uptake across the department of languages and other subject areas, workshops will be taken to the annual language-teaching conference of the local university, which is well regarded in the region and often attracts a diverse range of attendees from Central and Eastern Europe.

### **5. Teacher Training and Professional Development**

Teacher training and professional development are crucial areas that merit greater attention in future efforts to integrate ecolinguistic practices into ELT contexts. While some literature has discussed the importance of teacher preparation, very few relevant studies have focused on integrating Sustainability into language teacher education [15]; [14]. Regarding pre-service training, it would be useful for teacher trainers to develop a foundational understanding of ecolinguistics and ecolinguistic practices, a methodological toolkit for ecolinguistic analysis, and a repertoire of ecolinguistic pedagogical practices tailored towards ELT contexts. Furthermore, related topics could be embedded into pre-existing topics to better prepare pre-service language teachers for the challenges ahead. For in-service training, professional learning communities could be formed to create an incentive structure in which language teachers regularly take collective action to deepen their understanding and adoption of ecolinguistic practices. Plausible ways to create such professional learning ecosystems include participation in scholarly networks and conferences on ecolinguistics and Sustainability, as well as in online platforms focused on sustainability-related language teacher training. Regarding an existing community of practice, English language teachers in their last-quality program in the Classroom program at a Chinese university co-created a shared goal of 'using ELT to teach English literacy while instilling a mindset of sustainability'. They researched how this vision had been manifested in their teaching practices. Several researchers are working to publish these findings as scholarly papers and disseminate them widely in the hope that their community can attract interest and membership from language instructors in other contexts.

#### **5.1. Workshops and Seminars**

One of the PASOLAS conferences was held online in 2021 due to the pandemic. This conference prompted discussion of questions/research problems related to Sustainability in the ELT area. One specific question was posed: "How to educate and raise language awareness in an expanding circle country like Brazil, where the teaching of foreign languages is a requirement in some basic education schools? What Englishes should be taught? Who gets to decide?" Some ecolinguistic practices were presented to promote sustainability awareness in the language classroom. One of the ecolinguistic practices proposed was to host "Workshops and Seminars" on sustainability awareness. The EFL classroom language can be used to organise an event to discuss ecological issues with distinguished guests. This event can be held in many formats, such as roundtables, role-plays, interviews, or debates. These discussions can be drafted and revised by learners through grammar instruction at the discourse stage [16]. The ecolinguistic practice should share the event summary with media organisations and on social media. Another ecolinguistic practice was to host an environmental-related action and Report It. This proposed practice aimed to design and plan an action to help the environment, such as cleaning a street, distributing garbage bags for a forthcoming holiday, or planting trees. If possible, this action can be organised in partnership with a local NGO. This event can also be drafted and revised

through grammar instruction at the discourse level, taking advantage of the event shift to the writing macrolevel. This discussion can be extended past the production stage, i.e., dissemination via different potential app channels.

## **5.2. Resources for Educators**

Resources are available for educators interested in incorporating ecolinguistic practices in their classrooms. In addition, the ecolinguistic prompts in Appendix A should be shared with students and teachers alike to facilitate the development of ecolinguistic practices. The ecolinguistic practices detailed in the relevant sections provide additional activities that could be introduced into the lesson plan. The resources include readings, videos, and social media handles. These resources focus on sustainability topics, ranging from the environmental degradation caused by plastic to how to lead a plastic-free or greener lifestyle. Many videos portray eco-confirmative practices through imagery, plots, and sound, while readings usually focus more on textual arguments. Teachers who wish to find ecolinguistic or Sustainability resources for their classrooms should examine the specific parts that align with their discipline. Ideally, the resources provided would inspire relevant ecolinguistic practices to address the classroom focus issue. However, challenges exist when integrating ecolinguistic practices into classrooms. Notably, some might find it difficult to embed related practices into lessons without disrupting the knowledge that needs to be covered. Teachers with such concerns are encouraged to try simpler ecolinguistic practices first, such as eco-instinct readings, eco-modal writing, or eco-collaboration practices. These practices can be flexibly embedded into lessons without disrupting the flow of the course, as they cover the four foundational components of education: listening, reading, writing, and speaking. Within these components, ecolinguistic practices can be flexibly included at any stage of existing lessons. For example, students can be invited to discuss the eco-instinct readings at the beginning of a unit, or video clips can be shown to practice speaking or listening at any stage of the lesson.

## **5.3. Student Engagement and Empowerment**

A teaching program to integrate sustainability practices into English Language Teaching (ELT) in a lean context was presented, illustrating ecolinguistic practices across the program's three stages. The ecolinguistic practices designed to enhance students' environmental awareness through sustainable practices were shared. The results illustrated how these practices engaged students in environmental awareness and lifelong learning, suggesting that Sustainability can be integrated into ELT classes. Although the limited focus group interviews and interviews may not delve deeply into issues related to the practices, their overall perspectives and results can provide teachers with insight into the boundaries of sustainable practices. Attitudes and suggestions considered in interviews may indicate directions for follow-up research, especially the need for longitudinal studies [6]. Given the sustainability classroom context and its limitations for real-time follow-up, the main focus of investigation was on similar teaching contexts in which sustainable practices are designed to enhance instructors' views on Sustainability. Language teachers are ideally situated to empower future generations with the knowledge, skills, and values to ensure Sustainability is well understood and that they are engaged with an imaginative awareness of the particular challenges of climate change in their locality.

A program was developed to allow students to work collaboratively on a community-based environment project to raise awareness of the immediate context in which they all live [8]. The program consists of three interrelated components: project work, theoretical applications, and cut-off sessions. These components were designed both to develop English language skills and to heighten the awareness of the topic and of the portfolio as a means to implement the project. The overall objectives were met through the elaboration and presentation of a long-term project that culminated in concrete action. Regarding the development of this awareness and the mastery of language and technical skills, it was considered that students' active participation in the realisation of a project was key. Community-based projects are explained in a section that includes their antecedents and characteristics. Then the key points of the implementation of the environment project, how it was conducted, the adaptations made in view of students' needs, and an account of the outcomes for the students and the university are presented.

### **5.3.1. Encouraging Eco-Consciousness among Learners**

Embedding an understanding of environmental issues in foreign language learning is crucial, as a sound knowledge of a language enables its owner to participate in exposing lifestyles based on unsound notions, pollution, extinction, and uneven development. Introducing ecological components into the foreign language curriculum is a way to impart a global perspective in an era when a consciousness of change is high. As fostering an understanding of ecology in foreign language learning should not rest solely on teachers' decisions, several activities in the coursebook and supplementary materials, including reading, speaking, writing, pronunciation, and grammar, were mentioned. The purpose of these activities is to instil eco-consciousness in learners by highlighting, outside the discussions of reading passages, explicit ecolinguistic practices and considerations [4]. Although eco-consciousness is not a pedagogical trend in the world of ESL and EFL programs or systems, English Beyond Borders is an ideal coursebook, as it fosters eco-thought alongside diverse other considerations. Pedagogical institutions play

a major role in addressing global challenges and mounting calamities by fostering eco-consciousness through broadened learning horizons. Managing and administering educators and premises requires sustainable programs and practices to deter ill-conceived notions from subverting them. To raise awareness of the global crisis, curricula in foreign language pedagogical institutions should incorporate green education or ecolinguistic practices, with sustainable practices and prudently selected literature [1]. Analysing a course book is not a one-time effort, and this critique lacks reflection on the fourth edition of the sample book and on new endeavours to examine newly published course books: *Global and Local Perspectives*.

### **5.3.2. Projects and Initiatives by Students**

Student participation has usually been limited to providing input, augmenting, and encouraging thinking along sustainability lines as part of class activities and final project portfolios. However, two students were captivated by this sustainability journey and the ecolinguistic activities performed in class, and they initiated a collaborative student project on their own. After the class, they began developing their ideas, drawing inspiration and motivation from everything they had experienced. They conducted collective research on climate change and global warming, which are evident and topical issues. They collected various materials for their paper, including graphs, poems, impressive quotes, cartoons, and news. In the second stage of their paper, they created the slides using the selected materials. They worked separately and collaboratively on designing the slides, cropping and processing the visuals, and reformatting the written text. At the end, they made a superb, ready-to-photocopy PowerPoint presentation. A draft copy of the slide was sent to the instructor's mailbox for proofreading on a Sunday. Moved by their progress, enthusiasm, and effort in creating their first project, the instructor asked whether they would like to deliver it in class on Monday. Out of shyness and modesty, they rejected this proposal.

However, they accepted the instructor's suggestion to present and share the project at a later time in the semester. After a week-long silent observation, two students explicitly expressed their struggles concerning their project. A summary of their project and how they felt and experienced while completing it was narrated. In the end, they shared and emphasised points that generated more interest than anticipated, such as oil spills, rising average global temperatures, and deforestation, which had previously drawn little attention in class [1]. They also highlighted that new insights emerged from fresh reading and research to inform climate change adaptation policy. They argued that their first project was a really hard challenge, but they were very happy and satisfied with the unexpected outcome. The mutual and cooperative sustainment of the paper was also appreciated and highlighted with strong emphasis. At the end of the presentation, rather than addressing open discussion as was customary, they went over the lessons they learned from this project: working together serves better than working alone, feedback modes can either promote or inhibit learning, and efficiency mainly depends on the input. They stressed that everyone struck a chord with this paper in one way or another, they themselves learnt the most, and overall, their first project was an experience of a lifetime; one that they would like to remember and revisit from time to time. They ended their presentation with a quote: "Education is the most powerful weapon you can use to change the world."

### **5.4. Barriers to Integration**

The obstacles to curriculum change in educational institutions include cultural, institutional, and social barriers, as well as resistance to educational change [18]. Gloria, as an educator, treats Sustainability alongside the more established categories of knowledge and pedagogical practice, such as the 'narrow' green agenda of recycling. In turn, the sustainability 'boundary work' of instructor members is thought to be a key component in mobilising ecological knowledge across a wider array of ELT courses. In educational institutions, disciplinary cultures and epistemologies are inscribed in institutional policies. Some educators treat Sustainability differently based on their discipline. Academics in the natural sciences often view Sustainability as a focus on protecting the natural environment. At the same time, those across the humanities see it as a concept that needs scrutiny and questioning. Institutional barriers include an entrenched focus on knowledge types and pedagogical approaches in the university's infrastructure and regulations. Orderly knowledge subdivision is inscribed within university policies and recognised formats, through which disciplines vie for funding and prestige.

Sustaining an explicit environmental agenda with clear definitions and prescriptions in ELT is difficult, particularly within a flexible, somewhat chaotic ELT curriculum. As demands increased to take on a greater range and depth of knowledge, environmental Sustainability necessarily became implicit through green themes and tasks. Disciplinary cultures fostered the development of a more programme-related, rather than cross-curricular, form of knowledge and pedagogical practice. In part due to the decentralisation of the curricular design and implementation, individual ELT courses are largely left to the discretion of the instructors. The culture of collective identity building promotes each instructor's entrepreneurship in teaching topics and themes within a disciplinary framework aligned with their own. Accountability is extensive regarding matters of academic integrity, funding allocation, and upward feedback. However, this same culture means that course practices, knowledge, and the scope of content are more strictly regulated by course instructors, at least within the wider spectrum of 'permitted' educational reform in the ELT context.

## 5.5. Institutional Challenges

Education for Sustainability has received increasing attention at the educational level. However, real transformation in educational institutions remains elusive, with traditional approaches still prevalent. This study investigates the challenges of integrating Sustainability into applied linguistics education by applying a theory of gazes through the surveillance metaphor. The data comprises interviews with students and teachers at four universities that provide courses focused on environmental issues. A combination of thematic, in-depth, and corpus analysis is used to identify the current state of the courses and the challenges they face. It is found that although the four institutions offer sustainability-related courses, sustainability education remains marginalised. Teachers face multiple challenges, including cooperation, institutional, and student challenges, all of which align with the surveillance metaphor. The surveillance metaphor has been adopted to explain the affordances and obstacles of integrating Sustainability into higher education. Engaging in sustainability education in Applied Linguistics in China seems unlikely given the discipline's nature.

Understanding how sustainability education is provided in a linguistically oriented discipline other than language teaching sheds light on education for Sustainability in the broader field of Applied Linguistics, offers encouragement to those in similar situations, and raises awareness in seemingly unfavourable contexts. Efforts need to be made to mitigate the obstacles using the ecolinguistic practices and insights identified in this study. A better environmental future is hoped for, not only in the fields of technology but also worldwide. Identifying institutional challenges makes a significant theoretical contribution to advancing understanding of the motivations and activities in the sustainability education space in Applied Linguistics. There are three levels of challenges. The first and most directly connected surveillance mechanism is external challenges imposed by the institution. Academic pressure to publish in international journals, with academic success measured by quantity rather than Quality; a lack of institutional support, with limited funds, facilities, and training opportunities; and a disconnect between the sustainability focus and institutional interests are the reported institutional challenges.

## 5.6. Cultural and Societal Factors

Teachers' actions are influenced by the way they view culture. If teachers define culture as merely surface-level observations, such as food and dress, then their teaching will centre on these aspects. If teachers, however, understand that there are other, deeper aspects to a culture, then the characteristics of that culture will be taught. This conceptualisation of culture provides an opportunity to examine classbooks for their perspectives on culture and to see how these attitudes reflect broader societal philosophies. Where English conversation textbooks ignore the deeper aspects of culture, this indicates that effective and critical participation in Japanese society is not being developed. Students are thus likely to develop an uncritical view of their society, which could lead them to accept less respectful and destructive social practices. Alternatively, when these deeper aspects are presented sensitively, it indicates that self-understanding is developing and that students are less likely to mistakenly accept ecologically destructive practices as 'scientific' or 'progressive'. Both cultures can be treated as incorporating worldviews and attitudes, and textbooks can be examined for their viewpoints. These existential aspects of culture are extremely difficult to deal with, partly because they shape how other aspects of culture are interpreted.

The textbook analysis provided in this study inevitably leaves many questions unanswered. There are many fundamental truths in Japanese culture, such as the oneness of living things, which are beautifully expressed in the language and everyday life. Textbooks that omit or misrepresent these values are unlikely to provide students with a better future. Unfortunately, this study did not have access to the last two years of conversation class books. The idea of looking for questions of power and the erosion of respect for life stems from recent readings, and it will be interesting to see how far they go. The textbook analysis and course book design will be published separately in anticipated collections. In the meantime, it is hoped that others will undertake a similar analysis of a wider range of textbooks to gain a deeper understanding of the assumptions underlying what is being taught. Textbook authors are urged to strive for materials that are critically appropriate, and teachers to develop a classroom where students can see the big picture and construct their own understanding of what they should be doing and feeling.

## 5.7. Future Directions for Ecolinguistics in ELT

Integrating Ecolinguistics into ELT remains an area of research with many unexplored directions, despite diverse research and studies. There are still many areas related to the subject that require further research to enrich knowledge and to explore the possibility of incorporating Ecolinguistics into ELT environments. The following recommendations would be ideal first steps toward fostering research in this area. Given that this study aims to provide an approach for incorporating Sustainability into ELT via Ecolinguistics, further findings similar to this study are significant, as the practicality of the actions developed is crucial. Research on how Ecolinguistic practices could be integrated into other academic and scientific disciplines is also needed to broaden the horizons of Ecolinguistics. Likewise, research similar to that on ELT materials in general could help determine how Ecolinguistics is considered in other areas of ELT, including language-level tests and teacher training programs. Besides research studies, professional organisations could organise seminars, workshops, and short training programs to discuss

Ecolinguistics in ELT environments further and raise awareness of the field's research and findings. Professional teacher training programs could consider organising online courses for teachers or a Mega Conference on Ecolinguistics in ELT, as this would provide a unique opportunity for teachers and researchers from around the world to meet and discuss their studies. Likewise, diverse materials, such as papers, videos, and podcasts on Ecolinguistics, with either generic or ELT-focused content, could be published on the organisations' websites to reach a broader audience. Text Eco-critique examples presented in this paper, or similar ones, could be forwarded and encouraged to be used and delivered among either peers or learners. Given that the awareness of the eco-crisis and the language that conveys this awareness are valid through time, and that the importance of consciousness and education is raised not only in today's world of ELT but also in the view of tomorrow's world in general, it is hoped that there will be either an expansion of these practices or a continued existence of the existing ones, if any, to assimilate Ecolinguistics into the domain of ELT further.

### **5.7.1. Emerging Trends and Innovations**

The parallels between linguistics, literary studies, and ecology have only recently been recognised, especially in the application of linguistic and literary theory to environmental discourse analysis. Environmental discourse is typically examined by ecocritics, who focus on literature, human-nature interactions, and cognitive science, and increasingly by linguists who examine a broader range of texts and contexts, mostly scientific ones, on topics such as climate change, pollution, and deforestation. Research has recently been conducted in Argentina on the variables and parameters of ecolinguistic triangulation that help select text types for examining environmental discourse. Although this research offers a comprehensive, flexible grid/guide for analysing different environmental discourses, it presupposes linguistic knowledge similar to that of the researcher. Thus, only a small subset of linguists is expected to analyse its findings. Its grid is also quite overwhelming and unmanageable for educators, teachers, and laypeople who might be interested in finding green textual practices at a more widely accessible level to promote conscious awareness of sustainable language practices. To that end, ecolinguistic practices in literature that address Sustainability are presented, as are those more widely available to Humanities scholars and educators alike. Sustainable practices in language use can be applied to creative output in literature, Journalism, and media.

The application of a green lens to the analysis of a text in terms of semiotic practices and resources that are or are not conducive to a sustainable future has begun in the field of ecolinguistics, but only in examining published environmental discourses. Areas of research such as the examination of the value-added effects of conducting textual analyses in the classroom, or the design of pedagogical frameworks and ecolinguistic content to conduct this type of analysis, remain untouched. Educators need to play a key role in promoting awareness that language use creates a profoundly significant collective footprint of behaviour on the planet, and to galvanise education and the Humanities to accept and fulfil their responsibility in this area [4]. This type of analysis is relatively simple and highly valuable because it involves examining a self-created text or self-produced verbal output, all of which are eco-linguistically available, and comparing what they use to what additional things they could do or see, thereby opening up new paths of thought and practice, which is what discourse analysis does. Detailed descriptions of this type of pedagogical practice are offered.

### **5.7.2. Potential Research Areas**

Research on Ecolinguistic Practices in ELT Appropriate to Different Contexts: This study aims to integrate Sustainability into language education by discussing the definition and approaches to ecolinguistic practices used in six illustrative ELT activities. Sport is indeed one of the contexts that offer great opportunities to promote positive environmental actions. Researchers, teachers, and education providers should seek to connect ELT with other social issues to make it more relevant and meaningful in the ever-changing world. Although ELT is indeed often criticised as a mere instrument for promoting Western cultures and capitalism, its great potential to address the global issues that language learners experience is substantial [4]. The incorporation of ecolinguistic practices in ELT is a timely and necessary study to enable language learners to be aware of global sustainability issues and equality toward society, economy, and environment, which would benefit both the Sustainability of humanity and the fortunes of ELT, as long as the pride of their mother tongues is kept. The applied ecolinguistic practices should be modified or developed appropriately for different contexts.

The pedagogical applications of integrating grammar, content, and context in ELT should also be further researched to develop practical ways to sustain language education worldwide. EFL Textbook Design by Thinking Green: Integrating general ecological education themes may be an additional instructional approach in descriptive inquiry research to achieve textbook particularisation. With an understanding of the cultural and political ramifications of ecological issues, language textbooks will provide a deep investigation of their green aspects to promote students' awareness of their self/others relationship to the planet and the justification of discursive bias. The ensuing analysis of multimodal representations, informed by discourse evidence and methods, will explore how textbooks represent awareness of ecological education. Following Stibbe [2], cognitive and super-cognitive attitudes will encourage textbook designers to transform Egyptian EFL textbooks from eco-centric knowledge

sources into consciousness-raising tools. As a result, construing students as ecological citizens involves combining ecological education concepts with planning instruction for ecological citizenship.

## 6. Conclusion

Researchers live in a world built by language. Language is often the first place researchers look to understand ourselves, our world, and each other, and many communities depend on language to sustain vital everyday exchanges. However, when the planet is foregrounded in our own interpersonal and intrapersonal narratives, the past key events have frequently included overwhelming and painful losses, degrading histories and consequences, human suffering, acute loss of natural resources, and the demise of natural entities. To allow for clearer conceptualisations and better-informed narratives, there is a need for reconceptualisation of the past, its initial sights and sounds, to help reconstruct a broken present and missing connections. This will require new forms of language able to narrate swim in and with a wider array of entities, and a necessity to articulate more futures in plural ways. To achieve this, ecolinguistic practices are eligible candidates on the social level, and education is envisaged as a constructive strategy to make a difference. In environmental-focused education, English Language Teaching (ELT) is a viable means of constructing a greener world. Consequently, ecolinguistic practices aimed at enhancing the ELT community's environmental awareness and English competency have been devised and implemented. Findings reveal that these ecolinguistic practices have enabled learners to articulate their understanding of the environment and take action locally, advancing textual understanding and production in second-language acquisition. Learners improved their writing and developed good habits to raise their voices about environmental problems. Their schedules to learn the underlying reasons of ecological problems and offer sensible resolutions yielded positive outcomes. They changed their behaviours and urged others to make drastic changes, thereby providing a more livable environment for present and future generations.

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