

Reflections on Pedagogical Ecolinguistics: A Systematic Review

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Abstract: *The review aims to identify what is meant by ecolinguistics and pedagogy and acknowledge the manner in which the students' awareness of ecolinguistics can be increased. The review also sheds light on the shortcoming of the implementation of ecolinguistics in the curriculum. The field of ecolinguistics can be identifying by four categorized: the symbolic ecology; the second category is a natural ecology; the third is a socio-culture; and the cognitive category. Ecolinguistics points to a wide term that involves the linguistic methodologies to discourses and texts of environmental importance.*

Keywords: Ecolinguistics, Ecology, Environment, Language, Pedagogy

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Introduction

Ecolinguistics is an interdisciplinary field. The field examines pragmatics, syntax and semantics in which it necessitates the improvement of novel theory to experimentally analyze certain ideas (Fill and Mushausler, 2001). It is the study of the effect of language on the interaction of life-sustaining among humans, environment and other organisms. It is orientated to preserve the relationships that maintain life (Alexander & Stibbe 2014).

The questions of the review are:

- What is meant by ecolinguistics and pedagogy?
- How can ecolinguistics be implemented on pedagogy?
- What aspects of eco- linguistics have been tackled in pedagogy?
- What are the shortcomings of previous studies applications?

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Ecolinguistics and Pedagogy

As a linguist, Einar Haugen applies the ecology of metaphor to language over 50 years ago; he states that the ecology of language as the intersection between a given language and environment. Haugen describes the environment of language as the society which employs language and involve the psychological and social environment of language, it is not the physical environment. However, he contrasts the ecology of language to the one between plants and animals in their environment (Penz & Fill, 2022).

Ecolinguistics points to a wide term that involves the linguistic methodologies to discourses and texts of environmental importance. It is a profound insights on theories of language which prompted through the ecological paradigm (Bang & Wilhelm 2014).

The field of ecolinguistics can be identifying by four categorized which are the symbolic ecology which tackles the language of co-existence in an area; the second category is a natural ecology which explores how language connects to the eco-systemic and biological surroundings (climate, topography, fauna and flora); the third is a socio-culture which approaches how language links to the cultural and social forces that form the conditions of speech communities as well as speakers; and the cognitive category finds out the way that language is employed by the dynamics between the environment and biological organisms (Penz & Fill, 2022).

The strands of ecolinguistics are institutional ecolinguistics which is pioneered by Haugen who establishes his eco-linguistic terminology through ecological metaphor is by drawing on organisms that inspired by organism as a theme in ecolinguistics. On the contrary, Hallidayan ecolinguistics consists of eco-linguistic themes, ideologies, and sub-branches. Halliday's eco-linguistic enhancement has been employed in linguistic constructionism in that language forms the world. The new strand is ecosystemic linguistics which is as a branch of ecolinguistics has been developed by Couto (2018). It refers to the approach of language just like the interaction and like communication as non-metaphorical ecology. The approach involves on eco-systemic worldviews or thinking that embrace pluricentrism and holism (Zhou, 2022).

Pedagogy is the scientific field of teaching. It means one's having oversight of something or it is an attendant guiding a person to school. The definition pedagogy stresses the teacher's activity and role in addition taking the learner into consideration. Pedagogy is a conscious activity by which one designs to foster learning in another. It encompasses various perspectives as diverse kinds of teachers, the concentration on the contexts of learning and teaching. The teaching activities are social structure, resources, tasks, goals, pacing, and time. The instructors' concept of teaching is conveying information and knowledge. Teachers or instructors facilitate understanding and changes students' views. They support student or learners' learning. The categories in what participants assume learning to acknowledge: they get more information, they memorize and reproduce, they acquire and apply procedures, they make meaning or sense, and they change personality (Watkins & Mortimore 1999).

The ecological study identifies language programs and departments like dynamic complex systems, while grasping that department consists of nested, complex systems, like language classrooms, and the attendants within them. The department is part of a larger complex on-static system, precisely, language education. Such complex systems theory is a theoretical framework that aids in clarifying this perspective on language development because the paradigm is crucially about explaining and comprehending and change language acquisition concerns change basically and particularly for the learner. It is helpful for investigating the language department and program. It is noticed that language learning is a moving target, with duration of stability but it is never describable, and stasis across possible predictions but it never across deterministic laws (Tulasi & Rao 2023).

2. Review of the Previous Studies

- Jacobs (2017) observes the ecolinguistics, in particular speciesism, which informs environmental education and animal-human studies. However, criticality in pedagogy can inform the objectives application of many (six) United Nations Education in environment to the comprehension and reform of the animal agriculture, the industry which employs non-human animals to present the food products for humans, with less regard to the welfare of the nonhumans. These education efforts benefit from the application of Social (Interdependence) Theory, like the embedment of collaborative learning.
- Luardini et al. (2018) attempts to present the eco-linguistic application for teaching English with perspectives: some college students cannot recognize the names of plants that grow around and presenting the contradiction of the National or Local Curriculum of 2013 established by the Ministry Education and Culture in Indonesia. Teaching has to promote national development, on the contrary, the handout and syllabus are supplied explicitly by the Ministry. This research has conducted through applying ecolinguistics to the eighth-class pupils of State Junior High Schools 1, 2 and 3 in Selat with the number of fifty-seven students. The data are the students' handwriting of a local narrative text of story, and procedure text of the way to make traditional soup from young. The outcomes show that the students are very enthusiastic and motivated particularly when the students talk about the linguistic expressions, they are well-versed in ecolinguistics of plants and animals or ingredients. The second outcome is the students' tasks in which they show a meaningful learning and promoting national area by embodiments of linguistic expressions or familiar lists of vocabulary.
- Urlica, & Stefanovic, (2018) propose the paper that observes the language learning from an ecological point of view in which it highlights the co-relational educational processes. In language learning ecology (English for purposes) improves learners cooperate and interact among peers. Some concepts of this approach concentrate on are fostering dialogical interaction and ecologically

learning environments. The work states these primary principles of the ecological perspective from a practical and theoretical perspective utilizing the informed -experimental data from one's shared teaching contexts. The authors' outlook offers a forward complex system of learning ecology like a catalyst for achievement and proficiency of high quality in the education of English language. It incorporates specialty subjects and qualitative skills which facilitate the learners' integration in the disciplinary society awaiting them. Thus, professional language and soft (interpersonal) skills are crucial for learners in an ecological learning which holistically tackles various areas of competency in relation with knowledge about the world.

- Luardini & Sujiyani (2018) aim to present Eco linguistics as the local development of curriculum in EFL classrooms in High School level of Junior. The ecolinguistics involves in the lesson plan which is a local story in a narrative form, and the study employs a procedure text of the way to make a traditional soup of young rattan. The model of teaching is executed in SMPN 1 and 3, Kuala Kapuas. The teaching English employing ecolinguistics is completed with exercises for pupils to grasp meanings of a lexicon list of environments which are taken from the extracts and utilize them in their writing. The comprehension of ecolinguistics – the employment of environmental expression of linguistics lead to a meaningful learning and teaching process. Hence, it is significant to improve instructional content that consisting of linguistic environmental expressions.
- Hnenna (2019) perceives the learning of language from an ecological view that shed lights on the quality point of educational processes. Essential concepts of this approach concentrate on are forming ecological holistic interaction, contexts, and quality. In language learning of ecology, practice draws on theory that is developing organically, like learners and teachers interact and learners collaborate among peers. The eco-linguistic study to teaching English for (specific) purposes has covered in Haugen, Hayward, and Wendel. The study tries to construct the implementation of ecolinguistics to teach the English for (specific) purposes.
- Tjendani et al. (2019) propose the study which attempts to develop the eco-linguistic view of the syllabus. The qualitative approach is employed to improve syllabus. The phenomena concentrate on to what degree English is mastered by what teaching and learning strategies are embedded. The chosen data are taken through test, direct observation and questionnaire for the analysis. The State Document linked to the policy of curriculum is pointed to in the context of analysis. The syllabus is developed established on the outcomes of the required and situation analysis. The syllabus are developed based on the elements; they are context, text, linguistic elements, learning and teaching activities, learning situation, and evaluation. The text is adjusted to the interpersonal and transactional functions. The context is created established on the intra-, inter-, and cultural contexts of the social, ecological, and ideological views or dimensions. Kegiatan Belajar Mengajar is given in accordance with the process of cognitive linguistics for the language-connected activities and relied on the situation selected by learners for the production of language. The results of language performance are calculated using the performance system. The contents of the syllabus reflect that element which is linked with another in a manner that they constructed one integral language meaning.
- Zahoor, & Janjua (2020) observe the belief in that English language teaching for its global or universal scope should not focus on furnishing learners' skills of language only. It also concentrates on raising their perception about critical issues as environmental crises which lead to the greening of textbooks. the eco-pedagogical import of the (green)contents in ELT textbooks has a enduring the discursive and linguistic representation of human–nature interaction as it conditions the manner humans treat and perceive the natural environment. Ecolinguistics as a paradigm in linguistic research, proposes the basis to analyze the construction of ecological texts. This study conducts an eco-pedagogical and eco-linguistic appraisal of the environmental textbooks in English language employed in Pakistani primary schools. the article adapts Gaard's eco- pedagogical establishment for Halliday's transitivity analysis model. The results display that the construction of nature- human relationship in the chosen textbooks propagated an anthropocentric view, hence, lacking in eco- pedagogical import.

- Faramarzi & Janfeshan (2021) present the study which aids to mold and shape the way one relates to the world and environment to improve one's ecological awareness and what affect this has upon the students and how one implements this environmental ideology in schools. The main functions of schools are to enhance the students with significant knowledge to value the environment. Environmental expressions and words or ecolinguistics into the curriculum and English textbooks facilitate a meaningful comprehension of nature. The study investigates six textbooks of English utilized by Iranian schools from an eco-linguistic view. The analyses of textbooks employed to teach the curriculums of English in Iranian schools are conducted. The results reveal that the representation of ecolinguistics in textbooks in Iran is low it is confirmed that the textbooks developers never pay enough regredience to eco-linguistic themes in developing the textbooks for EFL learners. Moreover, the findings indicate that a few problems are focused on, and inadequate forms of ecolinguistics is followed in the textbooks. The findings lead to pedagogical implications for the topics linked to the environment and ecology in ELT textbooks.
- Zia et al. (2023) propose their approaches explore the ecolinguistics and pedagogical items from teacher's view in the English curriculum of the Punjab Text of class 6th to 10th class. They aim to figure out the discourse linked to the environment in the level of secondary English books and to investigate the impacts of these items on the student's minds from teacher's perspective. The study employs the quantitative method in nature. The teachers' opinions are collected through interviews. The study utilizes Gaard and Frier's approach of Eco pedagogy which has been deployed to investigate the teachers' interviews. The findings display that there are few environmental contents in the curriculum that is not good enough for improving students' comprehension connected to the environment and to enforce students' language skills.
- Finders et al. (2023) show the significance of the development of early literary skills and language which are acknowledged by UNESCO like a universal issue of human rights. The paper proposes that language abilities are bases for a host of behavioral, cognitive and emotional-social outcomes. Hence, it is critical to give experiences that enhance the language acquisition via early setting of learning. These efforts are central incorporating assessments of language environments into practice to drive improvement. Many barriers can be preventing the assessments of language environment from becoming integrated into education. The article presents the evidence on the kinds of experiences that improve the language development. It describes features of language assessments in environment, and figures philosophical and practical considerations to aid with decision-making. Moreover, one offers recommendations for more works that can contribute to the knowledge considering strategies to help and foster language development. The study highlights the significant for environmental childhood language to enhance equity.
- Rasheed (2023) uses at qualitatively way of reviewing the theoretical issues that surrounding the topic of eco- language by tracing the origins of language ecology. It sheds light the bases the inconsistencies between how the notion of ecology that is perceived in biology and sociology, in addition it is applied to language, specifically, conveying the major central notions of bio-ecology, such as interaction, organism, and environment to human language and the ecological-linguistic theory. The theory focuses on the interrelationship and organism. It regards the language ecology like a metaphor, on the contrary it infrequently tackles language ecology such a science field. The theory never delimits its object and relationships in transparent way with the neighboring fields that haven't been decided. The scope of the theories encompasses challenges in the practical research that are in line with available resources and time. The holistic, dynamic, and multifaceted perception principle of ecolinguistics that form a correction to linguistic approaches that concentrating on language like a static, synchronically, autonomous and quasi-invariable system. The theory focuses on the interrelation, organism, and the interaction. It presents language ecology as a science field since the theory does not clearly delimit its object, its relationships with the neighboring scientific fields have been undecided. Moreover, the grand scope of the theories includes severe challenges in the empirical research that are limited to available resources and time. The principle, holistic, dynamic and multi-faceted perception of eco linguistic forms a correction to linguistic approaches.

- Roe et al (2023) observe that the Eco linguistics of analysis is done with texts that are produced for the public. This paper investigates the utilization of eco linguistics in the people's education. The analysis concentrates on the media of young people, particularly, it focuses on films. The selected children's movies are Back to the Outback and the Lorax which are investigated using the eco linguistic notion of stories one lives by and the intersectional ecojustice notion. This analysis is taken to clarify these concepts to employ these concepts to investigate other texts. These analyses are explained about classroom generating and practice generating "noticing" as a learning results. Five techniques for engaging students and others in eco justice and eco-linguistic analysis that are described. This paper gives significant insight into empirical tools that can beneficial insights to students and teachers in the classroom. In addition, children's films developed for youths and children can be useful for the education and enjoyment of adults.
- Davari & Ghorbanpour (2024) investigate the area of ecology in which the crisis are observed in discourse and like a battleground in the debate of environment. The rise of environmentalist direction, movements backlash, one is currently exposed to many different and opposing discourses on the environmental crisis and one's interaction with nature. This work argues for the requirement to improve classroom practices which help students in critical reviewing and evaluating various views on discourses of sustainability and environmentalism.

Noticing that humanities and language teachers are completely positioned to be a key role in the improvement of eco-critical language comprehension at this significant juncture. This study shows how teachers can help students to employ a critical perspective to navigate many cultural messages considering one's interrelationship with nature. Ecolinguistics is employed as a form of pedagogical eco-critical approach. Bellewes introduces the key concepts that enhancing the eco linguistics, before leading readers through their way in the classroom. It serves as a bridge to link to the critical perspectives, environmental education, and the forms of discourse analysis, it explains the manner in which ecolinguistics can be deployed to carry linguistic analyses of environmental crucial messages in the classroom.

3. Contributions of Ecolinguistics

Ecolinguistics provides significant insights for studies of globalization and language since it comprises the globe, rather than the biosphere in which the thin outer level or layer of the Earth plants and their atmosphere in that all familiar life accommodates and is enhanced. The requirement of eco -linguistics springs from a discipline which looks to have forgotten the ecological employment of the animal it approaches. It is not good to treat humans as existence alone but in relationship with the rest of the diversity and biosphere of lifeforms within it. Eco linguistics emerges since the outcomes neglect the ecological engagement of humans societies which are becoming clear like resource depletion, climate change, and ecosystem degradation that reduce the capability of the Earth to enhance humans and other species. All types of disciplines are broadening to embed with the reality of the dependance in ecology of humanity from eco-economics to ecofeminism, eco-poetics, ecopsychology, ecocriticism, political ecology and social ecology. Eco- linguistics gives insight into how one forms reality in a certain manner. Linguists as Halliday describe mass nouns as water and soil which are unbounded and they do not present the restricted supply of necessary resources; the second positive unmarked pole is that antonymic pair that means bigger is similar with 'better; the third insight is that humans wants to be supplied with agency in grammar more than another species; that pronoun embed mental processes which divide the false world into conscious beings as humans and their pets and non-conscious ones (Stibbe, 2010).

The supreme approach regards linguistic forms can live in society and culture. People express the non-fragmentation of reality and non-separation of the contexts of elements. The ecological perspective enables participants to bring elements together that seem diverse and sustaining an extent of autonomy for every distinct part. This vision gives understanding of language shift and change (Bastardas-Boada, 2002).

The scope of language and environmental intersection can exist on the level of the phonology, morphology and lexicon, for instance, at the phonological or morphological layer of this interaction Eco linguistic study and used languages represent, illustrate, symbolically-verbal conceptualization in the environment, both the socio-cultural environment and social environment. Language change informs the changes in ecology (Daulay, & Widayati, 2021).

Eco-linguists reveal that ecolinguistics and language are part of social formation, culture, and praxis. The notion of social praxis points to one's social activity, that is regarded as a process to have meaning and it is relied on values. The language in ecolinguistics comprises the social and physical environment. The physical environment consists of geography as topography of valleys, highland, land, mountains), intensity of rainfall, climate the economic establishment of human life comprises of flora, and mineral resources. Meanwhile, the social environment comprises of different forces that form the thoughts and life of every one as religion, political organization, ethics, and the arts (Hestiyana, 2024). Eco-discourse analysis discusses the way languages levels as lexicon and grammar (any forms of media) treat with issues of environment; how linguistic constructs raise awareness on or/and understate ecological issues. Halliday's critical perspective on insufficient grammar of English with regard to plural/mass nouns (Dastenaee, & Poshtvan 2018).

Conclusions/Implications

The review concentrates on the recent studies of ecolinguistics in which they high light low students' awareness of ecology in certain countries because of the education policy. It also displays the applicability of traditional methods of linguistics to ecological texts. Studies tries to arise the student's comprehension and criticality via exposing them to environmental crises. The studies as Iranian and Pakistani ones show shortcomings of applying ecolinguistics to teachings activates as well as learning ones. Authors test secondary and college students via interviews to reveal their weakness and awareness. The studies show the ability to test students on various levels as from phonological levels to discourse ones. They also reveal the psychological aspects.

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