



RESEARCH PAPER

Ecolinguistics: Integrating Environmental Education In Teaching English As Second Language

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ABSTRACT

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Increase in environmental problems is creating the need to increase environmental awareness. Environmental education is one of good ways to increase awareness in people. There could be many ways to integrate environmental education help teachers to teach English as second language. The researcher through this research tried to explore some ways to integrate environmental education to English as second language and how much are those ways are in helping teachers to integrate EE to teach English as second language. The researcher used quantitative research design and sample of the research were 40 respondents selected randomly. Basically, two questionnaires were proposed; one questionnaire, consisting of 10 statements, was proposed to know about the ways to integrate environmental education to English as second language and the other questionnaire, consisting of 20 statements to measure effectiveness of those ways are in Integration of Environmental Education for language teachers to teach English as second language and it consisted of five-point Likert scale (strongly disagree to strongly agree). To obtain accurate results the responses of the respondents were analyzed through SPSS.

Introduction

Interest of language learners and teachers can be built through many themes of global degradation of earth such as global warming, deforestation, and water pollution that are regularly featured in the news and raising our awareness of the disturbed state our planet. When educational institutions—from elementary schools to university-based English foundation programs—acknowledge the importance of environmental education, language teachers will be in a unique position to promote

environmental awareness while teaching English (Dianna Sanchez. personal communication. January 2010). Many of today's educators recognize the importance of environmental protection; however, others may be wary of incorporating environmental awareness into the classroom due to political overtones and controversies. Furthermore, language experts do not consider themselves as science teachers. Furthermore, many educators prefer to remain neutral on environmental issues and avoid expressing personal opinions to their students. However, (Brown 1991) argues that one of our goals as teachers should be helping our students "become informed about as many issues as possible that intrinsically affect their lives".

English language teaching professionals have seen how English contributes to their student's education, economic status, and competitiveness. Today, environmental challenges (such as global warming, air pollution, and biodiversity) are inextricably tied to fundamental human rights. To put it another way, Oxfam International (www.oxfam.org) reports that today's insufficient rains and melting glaciers are already affecting millions of people around the world. These challenges demonstrate why global climate change is one topic that may be of interest to language learners.

With the number of difficulties that our world faces today, developing kids' environmental consciousness and teaching them about grassroots movements in which they can participate have never been more relevant or vital. Through the incorporation of environmental education into the language classroom. Educators can (1) pique students' interest in current concerns that may have a direct impact on their futures; (2) teach students how to contribute to a healthier, more sustainable society; and (3) encourage language learning and meaningful communication.

The findings of several studies, compiled by the US National Environmental Education Foundation (NEEF, www.necfuss.org), lend support to such educational agendas by indicating that environmental education can improve students' academic achievement in science, reading, and writing, as well as foster students' critical thinking skills, motivation, and attitudes toward learning (Paterson 2010).

Literature Review

Environmental education programs aims to increase environmental knowledge by enabling the learners change their environmental behavior (Pooley and o'Connor 2000). In a narrower sense, it intends to raise people's awareness for environmental responsibility (Gürsoy 2010). In a broader sense, the aim of environmental education is to help people develop positive attitudes to protect the environment and the natural sources and gain sustainable changes in their behavior as a result of these attitudes and finally guide them to become actively involved in the solutions of environmental problems (Şimşekli 2004); (Candan and Erten 2015).

It is argued that it is necessary to give more environmental information and

knowledge to individuals to enable them to change their behaviors (Hungerford and Volk 1990). It is critical to teach society environmental responsibility as part of education for sustainable development (Pingel 2010). The goal of education for sustainable development (ESD) is to help people develop the essential attitudes, skills, and knowledge to make better decisions for themselves and others (UNESCO, 2010b). The United Nations has established six objectives for environmental education (UNESCO UNEP, 1976, cited in (Jacobs and Goatly 2000). Environmental issues are well-known. 2. A fundamental grasp of the environment, its issues, and humans' role in the ecosystem. 3. A caring attitude toward environmental issues. 4. Environmental problem-solving abilities. 5. The ability to assess potential environmental remedies. 6. Contribution to the solution of environmental issues. One of the goals of environmental education is to generate ecologically literate citizens (Çakır, Irez et al. 2010).

Environmental literacy could be developed in several domains: cognitive (Knowledge and skills), affective (determinants of behavior), and psychomotor (responsible behavior for the environment) (Erdoğan, Kostova et al. 2009). It is thus, it is critical that environmental education include activities that encourage students to use these areas. According to some experts, it is especially vital to integrate the affective domain in order to help individuals gain awareness and create favourable attitudes toward the environment (Iozzi 1989). (Pooley and o'Connor 2000) underline the relevance of the emotive domain as well, despite the fact that the majority of environmental education programmers focus on the cognitive domain. Understanding the roots of environmental attitudes would aid the modification of actions, as the goal of environmental education is to modify environmental behaviors. As a result, behavioral change could only be achieved through the balanced usage of all domains.

Although there are reasons that environmental education should begin in secondary school, some scholars believe that it would be more advantageous if it began in elementary school (Candan and Erten 2015) and that such an education might also be developed at a young age (Şimşekli 2004). The primary assumption behind an early onset is that attitudes, behaviors, and value judgments form at a young age. Love of nature and animals, as well as the ability to sympathize with the nature-human interaction, are affective developmental processes that begin in childhood. People instinctively become protective of things they care about and feel responsible for. As a result, in order for individuals to become actively involved in environmental solutions and gain knowledge, they must learn to enjoy everything that the environment entails.

Due to the fact that the environmental problems require immediate action and awareness that needs to be developed at a younger age, it is claimed that environmental education at the primary schools shouldn't be limited to the content of certain courses nor with limited number of units (Erten, 2004). This type of education must be interwoven into the content of all courses in the curriculum. To

date, research has revealed that students lack environmental knowledge, have not developed expected attitudes, and their views have had no statistically significant effects on their conduct (Erten, 2004). Furthermore, studies conducted to support environmental education in Turkey revealed that environmental topics found in kindergarten, primary, and secondary school programmers are insufficient for developing environmental awareness (ŞİMŞEKLI); (Külköylüoğlu 2000); (Sevil and DIMİŞLI 1999); (Kızıroğlu 2000).

Positive attitudes and sustainable behavioral development is possible only with systematic and planned education and with teachers who have environmental awareness. Hence, every teacher needs to be sensitive to environmental problems. It is commonly assumed that environmental education and environmental awareness are the responsibility of science or biology teachers. It is argued in this paper that it should be the responsibility of all teachers, regardless of subject area. Environmental education should be incorporated into the curriculum of all courses. Such integration is only possible if the schools and their directors believe in the need for it. According to a study conducted in Turkey, students contribute to all activities related to environmental education when the necessary conditions are met; however, the schools that participated in the study provided insufficient support for such an education (Oğuz, Çakci et al. 2010). It is argued that this is because schools do not view environmental issues as requiring immediate solutions.

As a result, the National Ministry of Education's approval for including this issue within the entire curriculum is required. Şimşekli (2001) reported in another study that the quantity of activities employed in schools to help children acquire environmental awareness is insufficient. According to the researcher, this is due to the teachers who will deliver such an education having little environmental expertise. Furthermore, she proposes that instructors view environmental education as a "obligation" rather than a "responsibility." Focusing on the teacher education process is one of the most essential strategies to help teachers acquire environmental awareness and responsibility. According to UNESCO (2010c), teacher educators and institutions are critical for education for sustainable development.

Teacher education institutions have a valuable role in changing the society. During pre-service teacher education, trainees should be given detailed information on the issue and shown how to include "environment" into the content of their course. Similarly, education faculty programmers must emphasize the role of the teacher in environmental education and provide opportunities for teacher trainees to learn about activities related to their area of study, gain knowledge about environmental topics on which they can work, and participate in interactive studies. During pre-service teacher education, trainees should be given material that will allow them to talk about the environment with sufficient background to help their pupils embrace and feel responsible for it. At the same time, they must learn to create resources for use in the classroom and be prepared to arrange activities that will benefit their

students.

Material and Methods

The survey method is used in this study. The tool employed a questionnaire with 10 statements about teachers' perspectives and 10 statements about learners' perspectives knowledge about incorporating environmental education into the learning process at the elementary school level. This study's participants were elementary school instructors and learners. Data was collected by distributing questionnaires through several sites or the secondary school teacher community on social media. Respondents filled out the questionnaire based on the questionnaire that was sent to them. This study's data analysis employed descriptive statistical techniques.

Results and Discussion

Data Analysis

This section deals with the examination of research topic through data analysis. Two questionnaires were analyzed. The analysis of first questionnaire is based on teacher's opinion about the research topic. This first questionnaire has the purpose to find the different ways of environmental education. Second questionnaire has the purpose to find ways are in Integration of Environmental Education for language teachers to teach English as second Language.

Table 1
Teachers' opinions about the ways of environmental education.

Sr. No.	Item	M	SD
1	I make the use of discussion to solve the issues clearer among the students.	4.68	.701
2	I allow ESL students to perform activities in class make those pupils feel confident to solve a problem.	4.50	.813
3	The ESL students should be allowed and asked to observe simple phenomena of the earth to acquire awareness.	4.28	.715
4	When we observe our surrounding, it helps us to know better as well as to establish a harmony with the nature.	2.55	1.455
5	Acting is a wonderful way of learning.	4.17	.827
6	I think drama helps the child to expand the boundaries of his life space, enables him to express his imagination, concepts and feelings about events and happenings	3.92	1.347
7	Environmental education can be taught effectively with the help of educational excursion method.	3.98	.983
8	I think to develop feelings of co-operation, group activities or team work fieldtrip is one of the best methods of teaching	4.13	.833

environmental education.			
9	Problem solving technique develops scientific process skills in students.	3.93	.936
10	ESL learners can learn better through interaction in class.	4.38	.922
Average		4.03	0.967

Teachers' opinions on the use of environmental education in teaching English as a second language were as follows: they use discussion to solve the issue, they allow students to perform activities in class to make students feel confident in solving a problem, students can learn better through interaction in class, and acting is a wonderful way of learning. These responses with mean value of 4.68, 4.50, 4.38 and 4.17 respectively remained with high mean value. The Teachers' responses like 'group activities or team work fieldtrip is one of the best methods of teaching environmental education, environmental education can be taught effectively with the help of educational excursion method, problem solving technique develops scientific process skills in students. Medium Mean Values like 4.13, 3.98, 3.92. While with low mean value remained the response 'observing the surrounding helps us to know better as well as to establish a harmony with the nature 2.55.

Table 2
Students' opinions about ways of environmental education.

Sr. No.	Item	M	SD
1	I can learn better through interaction in class.	4.68	.701
2	Through discussion I can develop higher cognitive abilities effectively apart from reinforcing knowledge.	4.50	.813
3	Learner-learner interaction is better way to make students feel comfortable in class.	4.28	.715
4	The use of discussion method can make the issues clearer among the students.	4.68	1.455
5	Performing activity in class make the pupils feel confident to solve a problem.	4.17	.827
6	Practical activity helps the students to acquire knowledge about particular topic through their active involvement.	3.82	1.347
7	Performing activities in class ensure self-learning.	3.98	.983
8	Learning occurs when students observe, understand, analyze, interpret and find solutions, and perform applications.	4.13	.833
9	This problem-solving technique develops scientific process skills in students.	3.93	.936
10	Problem solving technique is helpful in developing brainstorming approach to learning concepts	4.38	.922
11	When we observe our surrounding, it helps us to know better	4.18	.911

	as well as to establish a harmony with the nature.		
12	The students should be allowed and asked to observe simple phenomena of the earth to acquire awareness.	3.80	1.176
13	The child, when left to observe things, gradually begins to form positive feelings and attitudes of environmental protection.	3.92	1.013
14	Acting is a wonderful way of learning.	3.68	1.157
15	Drama helps the child to expand the boundaries of his life space, enables him to express his imagination, concepts and feelings about events and happenings	3.87	.873
16	Drama conveys the concepts of good environment and the abuse of environment.	4.30	.850
17	The best way of giving them an opportunity to explore nature through education is Fieldtrip	3.73	1.177
18	Environmental education can be taught effectively with the help of field trips or educational excursion method	4.32	.833
19	For developing feelings of co-operation, group activities or team work fieldtrip is one of the best methods of teaching environmental education.	4.18	.911
20	The success of field trips depends upon the selection of places and schedule of observation by the students	4.33	.914
	Average	4.03	0.967

In Respondents' opinions about the effectiveness of the ways are in Integration of Environmental Education for language teachers to teach English as second Language, the respondents responded I can learn better through interaction in class, through discussion I can develop higher cognitive abilities effectively apart from reinforcing knowledge, problem solving technique is helpful in developing brainstorming approach to learning concepts, The success of field trips depends upon the selection of places and schedule of observation by the student, learner-learner interaction is better way to make students feel comfortable in class and they observe their surroundings, it helps there to know better as well as to establish a harmony with the nature. These responses with mean value of 4.68, 4.50, 4.38, 4.33, 4.28 and 4.18 respectively remained with high mean value. Some of the students' responses were like with Medium Mean Values like 3.98, 3.92, 3.87, 3.73 and 3.68.

Findings and Discussion

The purpose of this research was to explore some ways to integrate environmental education to English as second language and how much are those ways are in helping teachers to integrate EE to teach English as second language. This study primarily focused on students and teachers of bachelor level. The first stage of the study included collection of descriptive data using two questionnaires.

The first questionnaire was prepared to know about the different ways that help to increase environmental education. The questionnaire was distributed in various higher secondary schools of Layyah to know the different ways of environmental education. Questionnaire's result show that Through discussion I can develop higher cognitive abilities effectively apart from reinforcing knowledge. The success of field trips depends upon the selection of places and schedule of observation by the students. The best way of giving them an opportunity to explore nature through education is Fieldtrip. When we observe our surrounding, it helps us to know better as well as to establish a harmony with the nature.

The second questionnaire was prepared to know the effectiveness those ways in Integration of Environmental Education for language teachers to teach English as second Language. The findings of this questionnaire show that the learners can learn better through discussion. If the learners face any issue, then discussion among students and the teacher in friendly environment help them to solve their problem. Acting is the wonderful ways of learning through this the learners can save information in their long-term memory. problem-solving technique develops scientific process skills in students. For developing feelings of co-operation, group activities or team work fieldtrip is one of the best methods of teaching environmental education. The success of field trips depends upon the selection of places and schedule of observation by the students. Environmental education can be taught effectively with the help of field trips or educational excursion method.

Conclusion

The results of this study make it clear that most of the instructors make the use of discussion to solve the issues clearer among the students. Highest mean value shows that the teacher uses discussion method to teach EE. The results show that Fieldtrips are the most important and effective ways to teach environmental education: to understand something naturally, culturally, socially or geographically.

Using the first question, researchers tried to find the ways to spread environmental education to the curriculum, by specifically focusing on the ways to integrate environmental issues to ESL lessons for teachers. The response show that following ways were used to teach EE using English language; Discussion Method, Project Method, Problem Solving Method, Observation Method, Dramatization, and Fieldtrip.

Using the second question, researchers tried to find the effectiveness of the ways in ways in Integration of Environmental Education for language teachers to teach English as second Language. The result show that by engaging in a play, the learners explore in their own way, the activities and relationships of human living and acquire the much-needed information and skills of English language. Only bookish knowledge cannot help kids build a sense of belonging to their surroundings. When they have the opportunity to experience nature, they learn and

develop an attraction to it. Fieldtrips, which are an important component of school curriculum, are the ideal approach to give learners the opportunity to discover nature through instruction. If the students are taken to fieldtrip, then due to exposure, they learn new thing using English language. They can learn new vocabulary about environment and express things well in English.

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