

**RESEARCH PAPER****Exploring Eco-Pedagogical Discourse at Secondary Level: A Comparative Analysis of PTB Vs. Oxford English Text Books****¹Faseha Afzal, ²Dr. Durr-e-Nayab* and ³Zarmeena Noor**

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Corresponding Author durrenayab@wum.edu.pk**ABSTRACT**

The study aims to explore eco-pedagogical discourse in English textbooks designed by Punjab textbook board, taught in public and private schools of Punjab and Oxford Progressive English, taught in private schools of Punjab, Pakistan locally designed according to single national curriculum published in 2022. Ten textbooks from these two public and private publishers for secondary level were chosen as a sample of this study through the implementation of purposive sampling technique. While, the researcher employed categorization framework of EDA and transitivity system for the data analysis within a perspective to examine eco-pedagogical discourse to get awareness about language choices. The results revealed that eco-pedagogical discourse for the construction of positive viewpoint towards environment was incorporated in both publisher's textbooks like natural resources and environmental education. Apart from that ecological texts of PTB was stands for anthropocentric connection between human and planet while OPE established this relationship between human and animal.

Keywords: Eco -Pedagogical Discourse, Language Choices, OPE, PTB, Secondary Level**Introduction**

Textbooks are essential in the educational system, serving as a crucial component of teaching and learning. ELT professionals (Hutchinson and Torres , 1994) define them as influential tools, inspiring students and ensuring comprehension. They equip students with language skills and knowledge of global issues, such as ecological catastrophe, fostering ecological discourse (Moris 1992). Climate change poses a significant threat to social and environmental development, particularly in developing countries like Pakistan (Sachs et al 2022). So, this ecological damage prompting the Pakistan National Climate Resilience and Adaptation plan to incorporate ecological content in academia and research (Pramova,17 January, 2012). Apparently, even Oxford Progressive English book writers have tried to localize the content of the books by following instructions of Single National Curriculum to give local colour to the textbooks (Redford, 2005).

English textbooks play a crucial role in promoting environmental awareness through their ecological discourse (Zahoor and Janjua, 2020) Because one of the most effective methods for spreading environmental knowledge and influencing students' attitudes and behaviors toward environmental preservation and discussion is formal education (Curdt-Christiansen, 2020) . Thus, assessing the eco-pedagogical potential of textbooks is necessary. Additionally, no formal study comparing national versus international English language teaching textbooks from an ecological point of view has been conducted in Pakistan; this highlights a research gap that this study aims to fill.

Literature Review

Zahoor and Janjua (2020) in their work states that text has remained an essential tool for identifying ecological difficulties. Numerous studies are conducted in both western and eastern nations to analyze the ecological content of textbooks. Brazilian EFL textbooks' ecological content was reviewed by Cristovoa (2022). Although the topic content is drawn from foreign sources, his study revealed that it scarcely directs students' attention to ecological concerns.

Additionally, Xiong (2015) also examined textbooks for EFL in Chinese. The analysis discovered that just under 4% of course's content in five well-liked English language textbook series dealt with environmental issues. The examination of the contents of textbook revealed that where environmental themes were made clear, the authors were more concerned in presenting students as passive spectators or as just potential actors than in promoting genuine, active involvement in any environmental activity. As stated by Stibbe (2004), textbooks for ELT do not denounces utterances that suppresses the hazards posed by climate change. In his (2015) study, Stibbe cynosure that negative impacts of language must also be the focus of eco linguistics. Furthermore, Nkwetisama (2011) in Cameron conclude his work by stressing that teaching language skills should be an added component of EFL or ESL courses, and the organizations ought to encourage students to employ strategies for critical thinking. Moreover, Seker (2024) discussed the manner in which environmental issues are covered in textbooks for social studies. The purpose of this study was to figure out the type of educational process Turkish students go through in social science courses, which are tasked with imparting universal values. Upon examining Chinese language textbooks Lee (2023) found that the mentioned books should originate more critical approach in order to spread awareness about global problems. In 2021, Bistrom and Lundstrom through ecological discourse analysis of Swedish school 's textbooks deduce that textbooks confines responsibility of people in sustained surroundings.

Few researches however, have been carried out in the Pakistani context. For instance, Zahoor and Janjua (2020) carried out one study on the primary textbooks created by the Punjab curriculum and textbook board (PCTB), and another study was discovered in Punjab, Pakistan. After examining primary school textbooks, researchers came to the conclusion that language is crucial in shaping students' beliefs about ecological degradation. Ecological themes in elementary school textbooks tend to emphasize nature as a resource.

Majeed, Shaikh and Andlib (2022) conducted a qualitative investigation. This research looked at secondary ELT texts used in public schools. It came across the conclusion that students are urged via activities in textbooks to embrace accountability for the world and act swiftly on dealing with ecological concerns. Moreover, Iqbal and Lohar (2023) done the analysis of green content published by Sindh textbook board determined text that promotes negative behavior.

From the studies discussed above, it is proved that there are less number of studies that have been conducted so far on the comparative examination of national versus international textbooks in the context of Pakistan and this fills the gap of this research also. So, through this study, the researcher is focused to compare the ecological discourse of PTB with Oxford English textbook at the secondary level to have a deep insight of the language choices made by ELT textbooks by using ECDA framework.

Theoretical framework.

As ECDA does not process any unique analytical framework of its own this study has been look at how ecological themes and topics are portrayed in PCTB and Oxford English textbooks making use of ecological discourse analysis's (EDA) labelling framework from eco linguistics perspective which further elaborates EDA as an independent paradigm. From the

view point of Stibbe (2014) eco critical discourse analytical researches are the most pertinent to critical discourse studies when it comes to addressing the issues of 21st century, such as environmental justice, the shortage of energy and water and the general ongoing degradation of the ecosystem that sustain life.

The theoretical model that adapted for the present research firstly involves the depiction of ecological texts in PTB versus Oxford progressive English textbooks in relation to social context with the aim of exploring their eco pedagogical perspective at secondary level. Because of this flexibility, ECDA models have used a variety of systemic functional grammar (SFG), analytical methods suggested by Michael Halliday(1994) in his work “ *An introduction to systemic functional grammar*” for description of the analysis, I have employed transitivity analysis method from Halliday’s ideational meta function to explore language choices and relationship that construed between human and non-human entities as it provides a useful tool for exploring eco pedagogical content . Three fundamental grammatical components: process, participant, and circumstances—are used in Halliday's transitivity model to encode the ideational meanings of the clause (Simpson, 2004).

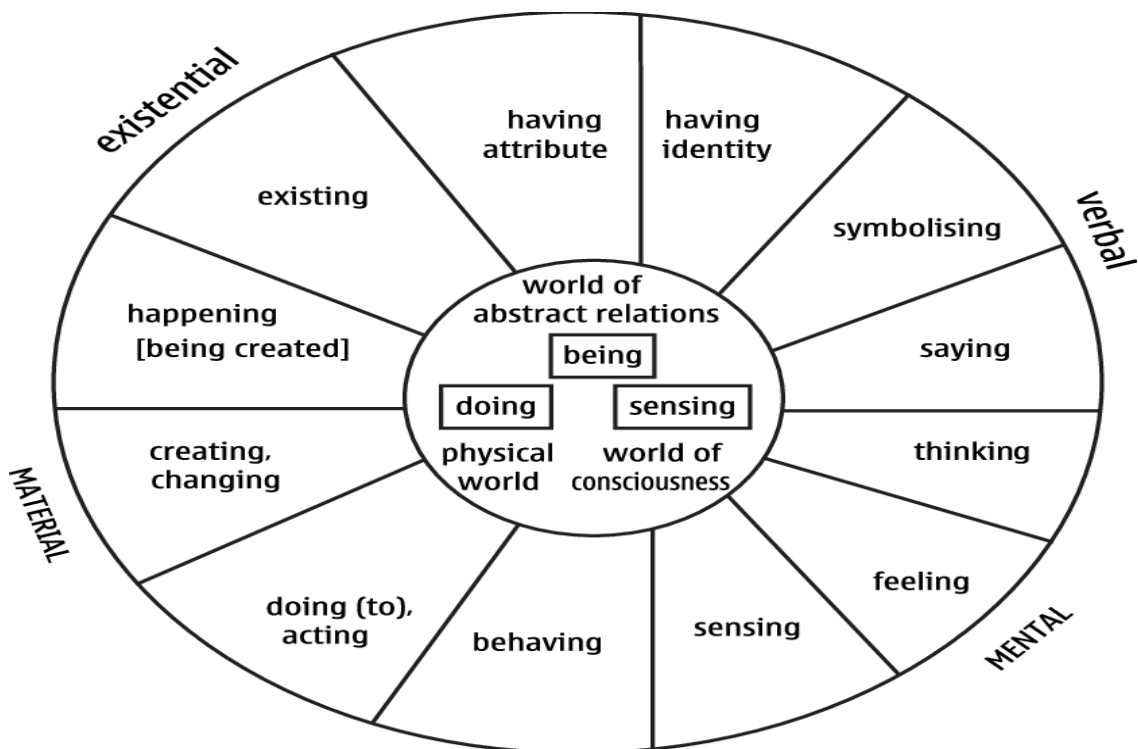


Figure 1 Halliday's Model of Experience and Process Types (Halliday 1994: 108)

Material and Methods

As a way to meet a broad spectrum of analyses, a qualitative method has been used in this research. Qualitative analysis is the ideal to discover and analyze parts of a discourse as it may offer a deep and thorough viewpoint on the facts (Kristjanson, 2021). The ecological discourse of Punjab textbook board (PTB) and Oxford Progressive English (OPE) textbooks for grades 6 to 10 has been chosen as samples in order to analyze the data and to obtain the required study findings. Through non-probability sampling, data has been collected. For this purpose, purposive sampling has been selected by the researcher. Purposive sampling is described by Francis Rummel as a “Purposive type of non-probability sampling” in his research book.

Results and Discussion

As previously indicated in the introduction chapter, the chosen English textbooks from both publishers (PTB and OPE) primarily consist of a theme-based language syllabus with lessons on several themes, with the environment comprising one of them. As a result, any passage in the model textbooks that discusses the environment or nature theme, especially illustrates the relationship between humans and other species in any way has been included in the environmental discourse. Since the study is limited to secondary school, ten books from classes six through ten have been taken into consideration for analysis. All environmental texts in each of the ten chosen textbooks are listed in the following table.

Table 1
Environmental texts in PTB English textbooks

PTB textbooks	Ecological discourse
English 6	The lake Isle of Innisfree
	Importance of Science and technology
English 7	Good Citizenship
	Smog
English 8	The Earth Speaks
	Trees Plantation
English 9	Stopping by Woods on a Snowy Evening
	Noise in the Environment
English 10	Peace
	Population Growth and World Food supplies

Table 2
Environmental texts in Oxford Progressive English (OPE)

OPE 6	Living alone in the Wilderness
	Across the Indus
	Beaches Without Waste
	The Tide Rises, The Tide Falls
	Hurricane Mathew Strikes Haiti
	An Experiment with Cuttlefish
	Protecting our Big Cats
	Tracking the Striped Hyena in Pakistan
OPE 7	The Karakoram Highway
	A Strange Encounter
	Peaceful Hunza
	Mughal Elephants
	The great Fire of London
OPE 8	Food memories
	Arrival of Monsoon Blessing
	The Dog Who Climbed a Himalayan Peak
	Polo at Shandur Pass
	The Mystery of Sarah Joe
OPE 9	A Perfect World
	High Speed Trains Opening Up in China
	How Chocolate can be good for you and good for the farmers
OPE 9	A Country Childhood
	Saving Lives with Poison
	The Blue heart of our plant
	Why do human talks to their pets
	Summer at Lock Willow Farm

	A Persian Childhood
	Call this a Holliday
	Storm in the Desert
	Around the world in tasty insects
OPE 10	Working with the devil tree
	Where have all the trees gone
	The great outdoors
	Leopards of the Galliat Forest
	The Kingdom

Consequently, upon exploring the textbooks' organizing schemata and its texts, the following ecological substances have been identified in PTB versus OPE.

Ecological substances in PTB vs OPE

Nature

It can be noticeable from the text that unit 3 of class six titled "The Lake Isle of Innisfree" describes a natural setting as a serene and beautiful spot that enhances the tranquility of the area. This topic of nature is further explored in English 10 in order to teach us lessons about its untamed and wild state through the elements of wind, water, mountains and light illustrate the theme of nature. Furthermore, the poem goes on to say that buildings, fields and trees are destroyed by the wind in its wrath.

Besides this other dimensions of nature have also been discussed in OPE. Like Unit 3 of OPE 6, "The Tide Rises, the Tide Falls" symbolizes the eternity of nature and unit 4 "Hurricane Matthew Strikes Haiti" illustrates the vast destruction inflicted by Hurricanes in the country's southwest to highlight the awareness of one's local surroundings and ecosystems. In order to describe the beauty and physical diversity of Pakistan, theme of nature was further examined to highlight Pakistan's and Asia's geographical diversity and natural beauty in Unit 8 "The Karakoram Highway" and unit 2 "Peaceful Hunza" of OPE 6 and OPE 7 respectively. Additionally, OPE 8 expanded on the subject of nature in order to emphasize the world's geographical diversity by explaining the Shandur pass polo ground's surroundings, which include some of the world's most breathtaking mountain vistas. In parallel unit, "The Blue Heart of Our planet" of OPE 9 concerning the Ocean's breathtaking beauty as well as the critical need for the preservation. Nature is further examined to talk about the beauty of Epsom college farm and Connecticut farms. Similarly, "The Desert" OPE 10 depicts a wild, howling wind in the Pakistani Cholistan desert to explain nature while Kerry's importance in rural Ireland is shown in "The Kingdom" as a location distinguished from the rest of the country by its natural beauty and demographics.

It is evident that PTB English books of six and ten focuses on the exploration of nature, highlighting the serene and beautiful depiction of nature in poem "The Lake Isle of Innisfree" of unit 3 contrasting with the untamed and wild state of nature explored in class tenth book. In comparison OPE textbooks provide a broader perspective on the theme of nature across different units, emphasizing the significance of nature in demonstrating the geographical diversity of Pakistan, Asia and world. Eco pedagogical discourse of these selected books mentions the symbolic representation of nature's eternity in "The Tide Rises the Tide Falls" poem. The other content of these books discussed the inspection of nature in various contexts, from symbolizing everlasting nature to illustrating the impact of natural disasters. It also celebrates the physical beauty of landscapes like Karakoram Highway. Additionally, it remarks about the exploration of geographical diversity globally alike rural Ireland in unit "The Kingdom".

Environmental Education

It can be realized from the text that unit 9 of PTB 6 “Overpopulation –a Dilemma” uses an ecological theme that how are we contaminating the environment? It further elaborates that one of the reasons behind environmental degradation and climate change is overpopulation. This chapter continues to explain why more resources are needed to support the growing population. Thus the cause of interrelated hunger, climate change and shortage of food is this reckless population expansion. In addition, English 10, expands on this issue by emphasizing the necessity for future plans to be built on the preservation and prudent management of natural resources like food supply, water, fertile land and fossil energy. Furthermore, English 8 have a thorough conversation about the earth and everything it has to offer including its four seasons in the unit “The Earth Speaks”. This book also informed us that our government has established the Go Green objective to address the difficulties posed by climate change. Similarly, in chapter eleven of class 9 and 7 books, the primary causes of environmental pollution and its adverse effects on people are addressed.

Aside from that OPE highlights the effects of man's actions on environmental biomes in unit 6 of OPE 6 “Protecting Our Big Cats” and provides detailed information about the main causes for decreasing number of lions in this region. In similar manner Unit 7 Tracking “The Striped Hyena in Pakistan” encapsulates prime reality about the hyena animal alongside the knowledge of the immediate environment and biomes that is also illustrated in unit 10 titled, A Strange Encounter”. Besides this the text of Unit “Food Memories” encouraging vegetable gardening to create environmentally friendly way of life in OPE 7. Correspondingly, in OPE 8, the environmental education theme is further developed to point out the effects of human activity on the environment by emphasizing two features of the ideal world. Firstly, there must be no chemical waste that damages the environment. Secondly, it discusses that excessive hunting is the cause of animal extinction. Furthermore, text of OPE 9, incorporate scientific date to raise awareness about the largest ecosystem. Moreover, journalist Iris McCarthy discusses the potential contribution of consuming a greater variety of insect based suppers to alleviate some of the global ecological issues in OPE 10. Further, this book’s secondary text describes the magnitude of deforestation worldwide and the environmental issues it raises.

It is obvious that publishers of both textbooks stresses the necessity to address the problem of population expansion and its impact on the ecosystem. But they approach the theme from different perspectives Discourse of PTB only focuses on how environment has been destroyed and natural resources have been consumed by drawing attention to hunger, climate change and the scarcity of food in chapter “Overpopulation-a dilemma”. The significance of maintaining ecosystem for future generation is additionally addressed in that books. While OPE highlights the need for comprehension of basic reasons of rapidly growing population and environmental degradation as mention in chapter “Beeches without waste”. Furthermore, it provides examples that how crucial it is to take into consideration multiple points of view to tackle these environmental issues. It analyzes the way dissimilar social relationships deepens these challenges.

Practicing Cleanliness

A passage of unit 12 of PTB 6 “Good Citizen” highlights that one of the responsibilities of good citizenship is to clean streets and garden. Similarly, only the second chapter of OPE 6, unit 2 “Beaches Without Waste” and Unit 5 “An Experiment with Cuttlefish” addressed the idea of keeping oneself and others clean.

PTB 6 stresses that keeping a clean street and garden is a key in order to be a good individual, as it helps to maintain pleasant environment. Likewise, second chapter of OPE 6 promotes the importance of maintaining one’s own cleanliness along with the others especially in an environment of beeches. Because through keeping our beeches clean, we

not only preserve the beauty of environment but also ensure the safety of other people who uses that space. Compared to that fifth unit of OPE6 "An Experiment with Cuttlefish" revolves around specific cuttlefish experiment. Even if it may not be directly related to the theme of cleanliness but the context of this unit addresses the importance of taking good care of organisms who occupy our earth and to make sure that they have healthy and clean environment. In short both national and international publications reinforce the value of keeping cleanliness.

Eco-Centric Actions

Unit 9 of PTB class 6 calls on everyone to take responsibility for the improvement of society and human welfare by providing awareness of crises and natural calamities. Along this class 7's "Smog" chapter raises awareness of climate change and presents numerous instances of actions that may be taken to reduce air pollution. PTB 8 urges eco pedagogical education in two chapters. Firstly, through Earth, emphasizing that humans must save its establishment. Secondly, through trees plantation that in order to beautify the earth, students can plant seedlings. PTB 9 and 10 emphasizes the necessity of developing a responsible mindset about the deployment of resources in order to pull out the needless usage of environmental irritants that cause noise pollution.

Apart from that, Unit 1 "Living Alone in the Wilderness" of OPE 6, encourages to take care of the land. This optimistic outlook encourages thoughtful behavior toward earth. In order to create a sustainable way of life, OPE 7 gently encourages people to produce their own veggies and eat healthy. OPE 8, call upon every individual to cooperate in order to create an ideal world full of flowers and trees, free of chemical waste and wildfires. Similarly, OPE 9, encouraged to preserve the incredible beauty of "Ocean". Additionally, two eco centric measures for handling deforestation worldwide were identified in OPE 10, one way to manage it is to quit cutting and other is to balance cutting with planting new trees. This book further shed light on the eco centric action in connection with wildlife, putting focus on environmental education initiatives to enhance knowledge about ecosystem.

It can be manifested that PTB and OPE both point to the value of eco pedagogical discourse, returning to and repeating them in their own chapters and units. PTB talks about contributing to eco pedagogical behavior, such as disseminating information about air pollution, planting trees or saving paper in addition to its primary function teaching an ecologically conscious attitude. OPE, on the opposite, prefers individual activities that contribute to ecological equilibrium, including gardening, cultivation and simply maintaining the appearance of the Ocean. Such behaviors include activities to reduce deforestation and raise awareness of the environment. Both PTB and OPE publishers are focused on promoting eco pedagogical conversations. Despite the resemblance of both concepts in terms of promoting ecofriendly interaction with the environment, PTB emphasizes more the people's collective power to educate about the environment, whereas OPE perhaps is more about the acts of each individual and their liability.

Elucidation of the human and nature relation

The classifications assigned to the various depictions of the relationship regarding how humans interact with environment have been taken from Akceme (2013). One of the relation established between human and environment is, **both human and non-human as belonging to two different worlds**, like in chapter "Tracking the Striped Hyena in Pakistan"

They [carr] have powerful jaws and teeth [att] which can bite [pr: ma] 15)_____ camel bones [g].The hyenas [ac] carried [pr:ma] the buffalo heads [g] away in their strong jaws [cir],16_____each buffalo head weighing [pr:ma] 17)_____ twenty-five kilos [cir]. But18_____ these frightening characteristics [cir], hyenas[ac] do not attack

[pr:ma] human beings [g] and are extremely fond of [pr:re] sugar [att]. The team [se] found out [pr:me] important facts about the hyenas [ph]. Most importantly [cir], they [se] were able to estimate [pr:me] the numbers of hyenas [ph], and so work 19) _____ conserving them [cir]. They [se] found out [pr:me] where they slept and where they chased their prey [ph]. 20) _____ they[se] found out [pr:me] that hyenas do not just eat carcasses and live animals, but they also raid crops of sorghum and berries [ph]. (OPE 6, Page 108)

Thus human is portrayed as inquisitive outsider who observe the world of animals in an objective way, classifying them as inhabitants of distinct worlds. So, from eco pedagogical perspective, instead of portraying animals like hyenas as weird and estrange breed, textbook should encourage the readers to think over interconnectedness between human and non-human entities.

Another relationship constructed between them is **human as destroyer of Nature**.

Vulnerable sea turtles [ac] which come [pr:ma] to nest [cir] on Sandspit Beach in Karachi [cir] are ingesting [pr:re] bits of plastic [att] and dying [be]; while fishermen [ac] are finding [pr:ma] increasing numbers of large fish [g] suffocated by plastic bags [cir]. (OPE 6, Page 25)

Sea turtles have been delineated as completely dependent on human beings to allow them to live in peace, Transitivity sample manifests that material process, the sea turtles are associated with wholly be regarded as they are being affected material process entails fishermen places him in dynamic favoring position. Therefore, relation here perceived as out and out anthropocentric.

The texts additionally illustrate **human as rival force against non-human** in unit "Science and Technology"

He [sayr] further [cir] said [pr:ve] that according to an estimate, we add 227, 000 more people to the planet every day [vrbge]. The growth of population [carr] demands [pr:re] more [cir] water, land, trees, fossil fuels and other resources [att]. Unsustainable population growth [carr] becomes [pr:re] the reason [att] behind good and water shortages, climate change, and intergenerational poverty [cir]. (Book 6 PTB, Page 81)

Our planet [carr] has become [pr:re] overpopulated [att] and scientists [se]

are discovering [pr:me] new planets for humans s' survival [ph].

We[se] are hopeful [pr:me] that soon there would be a new world [ph]

with human existence [cir]. Undoubtedly [cir] science and

technology [ph] are blessings [pr:me] for us [se]. (Book 6 PTB, Page 104)

Transitive pattern in the above two texts extracted from the books expose that content of text is anthropocentric, as our planet earth and the resources are discussed as subsistence in relation to human, ultimately human is the entity that matters. In addition, some texts have been depicted under the category of **master slave relationship**. In this kind of relationship human has been portrayed as someone who has complete authority on non-human entity. For instance,

My little horse [se] must think [pr:me] it queer [ph]

To stop [pr:ma] without a farmhouse near [g]

Between the woods and frozen lake [cir]

The darkest evening of the year [cir].

He [ac] gives [pr:ma] his harness bells [g] a shake [pr:ma]

To ask [pr:ve] if there is some mistake [vrbge]. (PTB 9, Page 82)

“My” in the beginning portrays that although horse is thinking that there is something weird, though in the functional position as his actions are revealed by material process but he is under the possession and following the order of his master. So the relationship between man and animal is anthropocentric.

In the sixteenth century, in the time of the Emperor Akbar [cir], elephants [ac] use to carry [pr:ma] archers and musketeers [g] in the field of battle [cir]. Even in the eighteenth century [cir] elephants [g] protected [pr:ma] by armour [ac] (bring) [pr:ma] into the battle-field [cir], but they [ac] no longer carried [pr:ma] archers and musketeers [g], but only army generals and great nobles [ra] so that they [ph] (see) [pr:me] by the troops [se] and could display [pr:ma] the symbols of their command [g]. (OPE 7, Page 32)

Along material process, elephants are represented as goal that were protected by their armor, as actor used for transportation. Indeed, elephants are used as commodity to represent the command of their master.

Discussion

Following data analysis of PTB versus OPE various themes were explored in both selected publishers but difference lies in its depiction. For instance, OPE incorporates theme of nature in its vast range from describing physical landscape including “Karakoram Highway”, “Summer at lock willow farm” in to its metaphorical representation like “Tide rises and the tide falls” while PTB only highlights the scenery landscape of nature embracing “The lake Isle of Innisfree”. Similarly, OPE emphasize the necessity of understanding environmental degradation while PTB just concentrate on the destruction of natural resources. Apart from that, theme of cleanliness was emphasized by both publishers as both stresses how important it is to maintain cleanliness.

As the finding of second proposed question is concerned, it had been noted that diverse ways has been explicated regarding how the interaction between human and environment including natural surroundings as well as plants and animals construed in the relevant text books. Similar to the various depictions of nature, it was discovered that nearly anthropocentric relation between human and nature was presented in PTB as well as OPE textbooks but significantly PTB placed anthropocentric relation between human and planet for instance “Peace” while OPE placed human and animal in bipolar and hierarchal relation like in “Mughal Elephant”. Additionally, mutual relationship was also constructed in one of the extracted text “A day in the Life” of OPE 9.

Conclusion

Based on the study's findings, it is determined that, rather than promoting the eco centric principles, an anthropomorphic perspective has mostly been precipitated by the ecological discourse in the chosen textbooks. Since anthropocentric ideology is heavily reflected in textual environmental discourse of PTB and OPE, the way in which nature is represented and the way in which the human-nature relationship is constructed, the chosen textbooks are severely lacking in eco pedagogical aim. In addition to global environmental challenges, OPE published under single national curriculum in Pakistan should include great

scrutiny on local environmental issues for students to make their ecological learning more relevant.

Recommendations

- Focus of the present research was on secondary level English language textbooks of PTB and OPE. Future studies can examine English textbooks from different publishers and at different levels.
- Further studies may investigate how students respond to eco pedagogical content through their empirical assessment
- A thorough investigation can be done by comparing destructive discourses of the text books to explore ideologies behind it.

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