

Eco-Critical Language Awareness for ELT Pre-Service Teachers: Practicing the Concept Into Practice

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ABSTRACT

Eco-Critical Language Awareness (Eco-CLA), as a powerful concept to bring about environmental justice, produces eco-friendly humans with the relevant literature and language instruction. This article provides the practice of Eco-CLA in English Language Teaching (ELT) classroom by not only focusing big scheme of degraded environment condition and its worrying future impact on earth in short and long period. However, it draws the process of how ELT pre-service teachers are introduced to the ecological issues, reflect their identity and initiate pedagogical implication in ELT instructions. This research conducted a case study that involved 9 participants separated in 7 classes that were selected through the purposive sampling technique. The result of research scopes: (1) the students report on their relevant eco-literature; (2) the missing environmental values from their cultures and the drawbacks for the current surrounding situation and; (3) the momentarily appropriate responses (pedagogical implication) for the reformulation of those values to take a part into real actions in the future.

Keywords: *Animation Media, Understanding Career, Development Media*

ARTICLE INFO

Article history:

Received

February 03, 2024

Revised

March 19, 2024

Accepted

March 31, 2024

Journal Homepage

<https://www.attractivejournal.com/index.php/aj/>

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Published by

CV. Creative Tugu Pena

INTRODUCTION

English Education Program of State Islamic University of Lampung promotes “green campus” and integrated the environmental values into the university as worded in the university vision and mission (University Handbook, 2019). The vision: “Being the Islamic State University of Raden Intan Lampung as the international references for the development of Islamic integrative-multidisciplinary sciences with environmental insight. The university missions: 1. Education practice based on Islamic integrative-multidisciplinary sciences with the environment insight that possesses strength and competes international level; 2. Developing relevant researches of Islamic integrative-multidisciplinary sciences for society and environment; 3. Organizing research-based devotions for the development of society and environment; and 4. Collaborating with national and international institutions for university reinforcement. (The Academic Guidelines for Degree Program 4.0, University’s Handbook, 2019).

In line with the university mission about research, this current study portrayed the Eco-critical language awareness of ELT pre-service teachers in one of the required subjects, ecolinguistics (which will be “Eco-ELT: in the updated curriculum) that is to facilitate the ELT pre-service teachers about knowledge and practices of environmental based learning instructions discussed in the classroom. The class provides eco-literacy

that helps them achieve understanding, process deep analysis and provide relevant actions on environmental cases (McBride et al., 2013).

Micalay-Hurtado & Poole promote five eco-CLA principles for the English language classroom: 1) Eco-CLA facilitating the ELT with the material of biodiversity and natural resources; 2) Eco-CLA providing ELT with the content about wellbeing and sustainability as common sense; 3) Eco-CLA promoting ELT with the surrounding environmental issues that students directly experience; 4) Eco-CLA proposing ELT with the platform for advocating the students voices about environmental degradation; and 5) Eco-CLA producing ELT with the pedagogical application in the classroom where various English variations treat as equal (Micalay-Hurtado & Poole, 2022).

In this research, only three principles are taken to accomplish the research due the factual practices the lecturers ran the learning instructions. The first, based on principle 1, was to introduce them about the biodiversity and natural resources and their role in environmental chain. In second, the ELT conducted according to principle 3 provide students discussion with the elders about the environmental caring their culture miss recently, their self-reflection about it and their sharing session with other students in the classroom. Last but not least, the pedagogical application that they will initiate as ELT pre-service teachers in field of concept that represents their culture.

Several researches defined concept / model of critical language awareness for Teaching as a Foreign Language (TEFL) (Curtis et al., 2023), promoted needs analysis for ELT material development (Bulan et al., 2024), and proposed unifying concept of Eco-ELT research and praxis (Saiful, 2023). Still very few focused on the classroom practices which scope the pedagogical practices with the revelation of learning members' reflection of their learning experiences. To be very specific, it is still rare in State Islamic University of Raden Intan Lampung that conducted researches about the phenomena of eco-based ELT instruction.

Critical language awareness stands for "a perspective on teaching second, additional, heritage, or other languages that is based in values of social justice"(Crookes, 2021) with the educational objectives for critical, ethical and politically involved people (Achugar, 2015). In addition, the position of language is to out-power some messages over others (Fairclough, 2011). In short, in ecolinguistics point of view, biodiversity and natural resources are also vital to be delivered powerfully to interfere other concerns (Fairclough, 2001).

Students are in urgent to get and bring the insight and actions that lead to social change / justice. Due to the fact that environment is getting worse; the environmental justice must have been one of the centers of social initiation and movement (Delavan, 2020; Stibbe, 2014). To put it more boldly, in this worsened environment, environmental and social justice are unified as one conjoined unit (Glas, 2022). If ELT presents the CLA with the recognition of the surroundings in line with Crookes' claim about learning themes associated with the learners' life condition (Crookes, 2021), environmental messages should be no longer away from the curriculum and integrated into learning practices in English language classrooms. The pedagogical concept should be distributed to deliver the insight of wellbeing and sustainability as the accomplishment of environmental and social justice (Micalay-Hurtado & Poole, 2022).

Ecolinguistics, believed to be the means of mutual relationship among humans, other species and the physical environment (Stibbe, 2022), enables practitioners to design sustainable pedagogy for ELT. Micalay-Hurtado & Poole sharpened the CLA into eco-CLA approach to ELT with the purpose of facilitating the language use closely related to the sustainability and wellbeing of environment (Micalay-Hurtado & Poole,

2022). In details, ELT students are supposed to learn how to advocate the messages and values that strengthen the environment condition. With this in mind, students become knowledgeable with surrounding environment and are trained to develop language use that campaign environmental caring (Micalay-Hurtado & Poole, 2022).

Like CLA, eco-CLA has the same principles that (1) learning is participatory; (2) teaching facilitates the guide for the students; and (3) language is a structure which is exposed and flexible (Alchugar, 2015). To be implemented in this research, from 5 eco-CLA principles for the English language classroom, we adapt three of them: (1) Eco-CLA facilitating the ELT with the material of biodiversity and natural resources; (2) Eco-CLA promoting ELT with the surrounding environmental issues that students directly experience; (3) Eco-CLA producing ELT with the pedagogical application in the classroom where various English variations treat as equal (Micalay-Hurtado & Poole, 2022).

Eco-CLA facilitating the ELT with the material of biodiversity and natural resources helps ELT students comprehend that the relationship with living and non-living organisms is for way of life building and to respond the ideologies that are ignorant with and even destroy the environment. In practice, the students are introduced the knowledge of the beauty of and the chain of environment and the destructive actions to the world we live in in small until large scales.

Eco-CLA promoting ELT with the surrounding environmental issues that students directly experience assists the ELT students about their personal concerns and daily experiences to create relevant learning with what they have been through in their surrounding environment. To achieve deeper connections, students reflect their identity based on the theory of Identity Negotiation Theory (Stella Ting-Toomey, 2015). This activity empowers the reflection of how the students portray their self-images, as individuals within a culture and in a particular.

This belief respects and approves every single identity as the basic need of human variation in culture (Stella Ting-Toomey, 2015). In the same way, an individual is a product of multi-identities influenced by cultural, social and personal identity (Stella Ting-Toomey, 2015). Therefore, an individual's identity forms positive intercultural communication. If a student with the awareness of self-identity can define who he or she is and understand how he or she is culturally different from others, he will be able to sense the other's identity.

Eco-CLA producing ELT with the pedagogical application in the classroom with equal treatment of various English variations compromises the "old school" point of view of ELT and environmental values that should be noble and more "politically correct". English as a Lingua Franca (ELF) contain the potential to take benefits from language different from native speaker oriented perspectives and therefore the language users have the right as the language owners to not only follow but also to produce and reproduce the linguistics items of the language. Hence, the students may creatively observe, adopt and adapt the pedagogical practices in ELT with integrated environmental sustainability and wellbeing (Delavan, 2020).

Therefore, this research aimed to portray the eco-critical language awareness of the ELT pre-service teachers in relation with their insight about environment (ecological issues and ecocriticism), their identity (reflection of the dialog with elders), and pedagogical application in their future career as ELT teachers.

METHOD

This research conducted a descriptive qualitative research. The population was

174 students involved in the subject of “Ecolinguistics and the participants were nine ELT pre-service teachers in their sixth semester. The purposive sampling technique was accomplished with the criteria students with active involvement in learning instruction and good quality of assignment to capture the data that answer the research objectives.

To collect the data, the documents of students’ assignment were gathered and classroom observation and the interview session were implemented. The documents were about the 3 assignments which were first about ecocriticism and second, students’ reflection of their identity and third their pedagogical application as future ELT teachers. In the following step, all the data were analyzed using Miles & Huberman including data collection, data presentation and conclusion drawing.

RESULT AND DISCUSSION

The results of the study are presented in three subchapters namely: (1) Eco-CLA facilitating the ELT with the material of biodiversity and natural resources; (2) Eco-CLA promoting ELT with the surrounding environmental issues that students directly experience; (3) Eco-CLA producing ELT with the pedagogical application in the classroom where various English variations treat as equal (Micalay-Hurtado & Poole, 2022)

Eco-CLA facilitating the ELT with the material of biodiversity and natural resources

In the ecolinguistics course, the ELT pre-service students were introduced to the course objectives and topics and the discussion of certain topics: (1) Introduction to Ecolinguistics that focused on broad pictures of ecology, language and environmental issues and their interconnected roles; (2) Ecocriticism that presented the topic of “literature and environment” that led to the discussion of literature with integrated environmental content in fiction and non-fiction literature such as movies, songs, journalistic documentaries; and (3) Biodiversity and linguistics diversity that talked about the relationship between the endangered language and the diverse living and non-living organism.

The observation results portrayed how most students were enthusiastic to find out what they would have studied during the course. Having been introduced to the ecolinguistics and the related topics, they looked carefully attentive to the course topics being discussed in the classroom even though the topic is quite new to them. Being interviewed after the introduction of ecolinguistics, most students felt curious about the following topics. However in fact the rest of them remained neutral and even wondered why they should learn it.

In following topics, students learnt about ecocriticism, presented the topic of “literature and environment” that led to the discussion of literature with integrated environmental content in fiction and non-fiction literature such as movies, songs, journalistic documentaries. Then they were assigned to create a report about ecocriticism with the instruction “to figure out the favorite literatures about songs, movies, and/or documentaries with the topic of environments and tell the reasons why you love it/them”. Student HJ mentioned an appropriate song, movie, and documentary. To follow up, student HJ was interviewed and stated that the most favorite one of three was the documentary “*Pulau Plastik*” because to him/her as local Indonesia it is more engaging due to the fact that the setting was in Bali, Indonesia and the way the process of natural destruction was well-presented and impactful. Meanwhile, student L favored the movie “*Trinity, The Nekad Traveler*” for the the story line tells the journey of the main character to travel alongside Indonesia nature and

cultures and the beauty of them.

In another report, student SAO noted a song entitled “feel like summer” by Childish Gambino to express her related literature. She viewed that the strong message of the song is to remind people to “slow down” for the massive changes of machine increase the earth temperature and therefore decrease the wildlife quality.

Student RWP, IS and HW were inspired by the song of Michael Jackson entitled “Earth Song”. They thought that the song is very emotional and represents how the earth through the lyric endures and compensate the human doing that bring about a bunch of bad effects on nonhuman animals and natural resources. In addition, student HW also highlighted that the song could move many people because it raises global awareness, inspires real action, and for longer period continue the fight for environmental sustainability. To bear in mind, eco-based literature like songs is not only about the internal motivation of the song writer to express the messages of environment but also it will raise awareness for other people and connect with them.

Student SS considered Lil Dicky song with the title “Earth” mention about global warming, because this is the main problem. He mentions about the utility of some living things in this earth. He even does charity from this song, collaborative with Leonardo DiCaprio. This song really reminds us about how important this earth for our future not only human, but animals and plant too. In the same idea, student AN and ES revealed the song messages to persuade people to take a role with real and optimistic practices of environmental caring in life.

These learning activities practiced the students the major purpose of ecolinguistics, believed to be the means of mutual relationship among humans, other species and the physical environment (Stibbe, 2022) by introducing them the basic knowledge and major topics of ecolinguistics. Moreover, the students were asked to find literature with the language use and and advocate messages and values of environment (Micalay-Hurtado & Poole, 2022). It was shown that the awareness to do some environmental and social justice is unified as one conjoined unit (Glas, 2022) by decorating an eco-based mindset.

Eco-CLA promoting ELT with the surrounding environmental issues that students directly experience

In the fourth course topic students were informed with surrounding environmental issues like recent flood in the city, dirty beaches, and some bad habit of people and the students themselves and then asked to reflect their experiences in their daily life. The stories about the flood happening not too long before, the water and air pollution, the poor waste management were shared in the classroom. To follow up, the students were asked to do some task, “to have a dialog with parents/older about the missing cultural heritage and to connect it with the recent surrounding ecological issues”.

In Javanese culture, it was documented in student SAO’s assignment that missing tradition is *Tedhak Siten*” the cultural ceremony for eight month old baby to take “his/her first step on earth” to symbolize the start of the journey as a human being that have philosophical values. One of them is to live balance with the nature. Students HJ also reported how the traditional practice like “*Numbuk Lesung*”, a traditional activity of welcoming *ramadhan* (month of fasting for Moslem) to show gratitude toward natural resources as one of the philosophical fundamentals.

Student RWP with the background of farmer’s family reflected from the dialog underlined that the switch of lifestyle due to technology development results modern

farmers that used chemical fertilizers and more advanced technology without the holistic comprehension of how these “sophisticated” tools dangerously influence the environmental existence.

Student ABA as Lampungnese shared their tradition to sustainable farming systems called “*huma*”, a shifting cultivation to let the farm field restore the land condition by finding another one and perceive forest as a source of life which must be well maintained and considerably exploited to balance the ecosystem. They practice traditional sanitation system to prevent water and soil damage. It was also introduced some local songs “*Seminung*”, “*Tanah Lado*”, and “*Sai Bumi Ruwa Jurai*” that show gratitude of the natural wealth in Lampung land.

Student IS as Minangnese shared her thought based on the dialog with elders with the two Minangnese wise sayings namely “*Alam takambang jadi guru*” and “*Rimbo Larangan*”. “*Alam takambang jadi guru*” means that “Nature is the source of knowledge for and life of people”. “*Rimbo Larangan*” noted that “forbidden acts toward nature” that implies wise use of natural resources and protects the ecosystem.

Student HW, SS, WP and EE stated “*gotong royong*” a term for a routine activity of neighborhood members to clean up and plant trees in the environment around together which mostly happens on the weekend morning. It is gradually missing especially in urban cities. However student EE added some positive cultural changes also occur like leaving unhygienic use of river water for daily life and water consumption and traditional sanitation systems.

Student NKI reported how her elders compare the nostalgic moments when the environment was still beautiful and the activities back then were still environmentally friendly such as bathing in the river, growing crops traditionally, and other manual based activities with the current situation where industrialization and urbanization leads to habitat destruction and biodiversity loss. The immediate response to preserve nature must be soon done.

Student AF noted his conversation with his mother by highlighting the awareness of waste management in daily life. For instance, routine activities to put vegetables in bio pore absorption hole to fertilizer production and to function egg shells as fertilizer for chili plants. This enlightens the important doing in daily life for the sustainability of nature. Student SS underlined the animal waste management to produce fertilizer and healthy environment

Having been interviewed, student RWP, HW and EE admitted their lifestyle is quite far away of these positive traditions. In student EE’s case, she found that teenagers and children are more likely playing with gadget and form new “different” interaction which does not fit the traditional heritage for hospital face to face interaction among people. She worried that local wisdom been inherited for ages will gradually get diminished day by day.

However they initiated ideas to shift the ideas to inspire via social media which most of their generation is active users. They then told about several viral environmental movements that engaged and moved other same actions in other areas of Indonesia.

They also notice their role as ELT pre-service teachers to integrate the ELT with environmental messages. These topics would probably transform their mindset. They do not need to refuse values of culture because they are not relevant. They need to take some time to do some adjustment of culture since principally all the good traditional cultural values are always environment-caring. Students reflected their identity based on the theory of Identity Negotiation Theory (Stella Ting-Toomey, 2015). This activity

empowers the reflection of how the students portray their self-images, as individuals within a culture and in a particular.

This belief respects and approves every single identity as the basic need of human variation in culture (Stella Ting-Toomey, 2015). In the same way, an individual is a product of multi-identities influenced by cultural, social and personal identity (Stella Ting-Toomey, 2015). Therefore, an individual's identity forms positive intercultural communication. If a student with the awareness of self-identity can define who he or she is and understand how he or she is culturally different from others, he will be able to sense the other's identity. In the same way it is in line with Delavan that promote English as a Lingua Franca belongs to every language user and hence may figure the linguistics items of the language based on the user's background such as culture, education and any other aspects (Delavan, 2020). ELT presents the CLA with the recognition of the surroundings in line with Crookes' claim about learning themes associated with the learners' life condition (Crookes, 2021). The in the long run, environmental messages should be no longer away from the curriculum and integrated into learning practices in English language classrooms.

Eco-CLA producing ELT with the pedagogical application in the classroom where various English variations treat as equal

In the very last, the students were asked about the pedagogical application in the classroom that connect the previous learning experiences which were about ecological issues and ecocriticism and consider the students' identity.

In the same line student L also planned to promote bold statement, *"First, I will incorporate environmental themes and vocabulary thoroughly into the lessons, utilizing a variety of texts, and discussions to foster a deep understanding of pressing environmental issues. Furthermore, I will encourage project-based learning that allows students to actively engage in researching, analyzing and developing solutions to local environmental problems. This could include practical activities to reduce plastic waste."*

Student NKI claimed that, *"Integrating environmental values in the materials. Teachers can create materials that show how students can play an active role in protecting the environment. The materials should show how students can apply environmental values in their daily lives, such as collecting garbage, maintaining cleanliness, and so on."*

Student ES mentioned that *"I will connect language learning with environmental issues, encouraging students to use English to discuss sustainability and ecological challenges. I will create activities that encourage students to use English to solve problems and participate in their communities. I will use materials that represent diverse cultures and perspectives, fostering global citizenship."*

Student AF described his ideas *"I would facilitate discussions and debates on environmental issues, encouraging students to think critically about the impact of human activities on the planet and to consider various perspectives and solutions. Besides, it can be also practice by doing Creative Expression to encourage students to express their thoughts and feelings about nature and environmental issues through creative writing, art, and other forms of expression."*

Student RWP said that *"I'm going to integrate a variety of learning materials, from scientific articles to cultural texts, to explore how languages shape our relationship with the environment. Field practices and hands-on projects will enrich student understanding, nurture critical thinking and deep appreciation of language and environmental interrelationships. I will also strive to inspire about the environment and environmental activism, empowering students to use language as a tool for positive change."*

Students above literally showed ideas how they will design the integrated ELT

with environmental values. Student RWP also initiated the learning with literary texts of scientific articles and other students also promoted some learning instructions like debates, project based learning. None of them really was directly relevant with ecocriticism in details until student IS below.

Student IS noted, *"I'm going to create a learning model that emphasizes the artistic and literary aspects of the environmental values embedded in it. For example, in the selection of teaching materials that relate to the environment such as narrative texts that contain the beauty of nature, poetry and songs about nature and so on. Another example, I teach procedure text, I'll ask the students to make a craft from used materials (waste) and then ask them to present how they make it. Besides, I'm also gonna tell the students to make a Mading (wall magazine) about the environment by using paper or other waste. Soon in the classroom, I'll make an Eco-Corner, where students can put their work there."*

She furthermore explained, *"from that activity, we can see that besides students learning languages, students are also trained and accustomed to applying 3R behavior in their lives. In my opinion, a small step like this should be used as soon as possible in order to raise public awareness of the importance of the environment for our lives. My hope of this learning model is that students will be more sensitive to environmental issues and get used to keeping the environment in their own way. It's like, they don't have to be Pandawara a group of popular environmental influencers to protect the environment, they can be themselves and create their own way to protect the environment."*

The students' explanations above draw the sequence of logical process of being ELT teachers with environmental concern. This implemented the Delavan's theory that to be more noble and "politically correct" in bringing environmental values into ELT classroom (Delavan, 2020). The eco-literacy assists them to achieve understanding, process deep analysis and provide relevant actions on environmental cases (McBride et al., 2013). Moreover, the students also identified their identity by figuring out their cultural, social and personal identity (Stella Ting-Toomey, 2015).

CONCLUSIONS

The results of the study are presented in three subchapters namely: (1) Eco-CLA facilitating the ELT with the material of biodiversity and natural resources; (2) Eco-CLA promoting ELT with the surrounding environmental issues that students directly experience; (3) Eco-CLA producing ELT with the pedagogical application in the classroom where various English variations treat as equal (Micalay-Hurtado & Poole, 2022)

All in all, Eco-CLA concept empirically contributed to the change of perspectives of ELT pre-service students in this study. In the first classification of finding, it is shown that the ecological insight through the introduction of ecolinguistics and ecocriticism bring about relevance and awareness of students. They showed enthusiasm when talking ecological issues and became more motivated in discussing the favorite eco-literature.

Second, the connection of individual identity with environmental values enlightens the students with the surrounding environmental events. The dialog reflected the cultural heritage which was left behind. It revealed not only positive sides of the culture but also a few were found about the negative ones of tradition toward the environment. However, this identity revelation helped students identify the color of themselves and nurture the good sides of their culture.

Last but not least, all the pedagogic applications seemed sequent with all the previous learning activities that focused on environmental knowledge in the field of

ecological terms and literature. This demonstrated that the 3 stages of eco-CLA for ELT instruction (Micalay-Hurtado & Poole, 2022) are potential to be accomplished in other settings which is in line with teaching of English with integrated environmental values.

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- The Academic Guidelines for Degree Program 4.0. 2019. University's Handbook

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