

ECOLINGUISTIC DISCURSIVITIES FOR A GREENER PAKISTAN IN SINGLE NATIONAL CURRICULUM, 2020

BY

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FACULTY OF ARTS & HUMANITIES
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THESIS AND DEFENSE APPROVAL FORM

The undersigned certify that they have read the following thesis, examined the defense, are satisfied with the overall exam performance, and recommend the thesis to the Faculty of English Studies for acceptance.

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ABSTRACT

Title: Ecolinguistic Discursivities for a Greener Pakistan in Single National Curriculum, 2020

The world is currently facing weather severities in the form of heavy rainfall, or no rain fall, tornadoes, floods and many other catastrophes specifically in Pakistan. As a human being, we have to look for the core reasons which trigger such natural disasters leading towards many causalities. One reason of this can be humans' irresponsible attitudes towards nature. This issue can be fixed if our generation learns and study ecofriendly discourses and ecocentric narratives as a part of their curriculum. The then Government of Pakistan initiated to introduce a single national curriculum for all public and private institutes in Pakistan. There arises a need to analyze this curriculum in terms of its ecological narratives. The current study aims to analyze SNC published English textbooks of grade I to V using Arran Stubbe's four ecolinguistic stories of Erasure, metaphor, appraisal and salience. The purpose of current study is to examine the extent of environmental awareness and ecosophy in English language textbooks of Single National Curriculum through ecolinguistic lens. This study has also used the framework of social semiotic theory of multimodal discourse by Kress and Van Leeuwen in consideration of analyzing visuals from these textbooks. The findings have shown that these books have ambivalent discourse to present for the learners. The linguistic choices of the author do not precisely incline towards one side, rather they present ecocentric as well as anthropocentric views, with majority of ecofriendly narratives. The ecosophy developed with the integration of these two theories is also ambivalent. These narratives significantly contribute in shaping the perception of young readers' minds towards their environment and indicating a need for more deliberate inclusion of ecocentric content.

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DEDICATION

This thesis is dedicated to my mother, my siblings, my husband and my late father whose endless support helped me in the completion of the study. Without their support, I wouldn't be able to complete it this efficiently.

1.INTRODUCTION

1.1 Background to the Study

This research study explores the ecolinguistic elements embedded within the textbooks published under the Single National Curriculum (SNC) that were introduced by the Pakistani government in 2020. The basic aim of implementing this curriculum was to provide uniform education to all educational streams across Pakistan (SNC, 2020). Realizing how urgent climate change is, especially in a nation like Pakistan that is dealing with so many environmental problems like climate change, biodegradation, deforestation, less or exceeded rainfall, etc., it is absolutely essential that future generations grow to become aware of ecological difficulties.

Education plays a central role in shaping the attitudes and behaviors of young learners, especially in fostering a sense of environmental responsibility. Within educational settings, the content delivered through textbooks becomes a key medium for transmitting values and shaping perspectives (Meraniuk and Parshyn, 2024). This is where the role of language becomes significant, as it subtly influences how students perceive and interact with the natural world. In this situation, textbooks turn into effective tools that help students develop their ecological consciousness through both text and images. We cannot deny the importance of interrelation of nature, ecological attitudes, education, and curriculum as ecological attitudes are developed through education and curriculum and ultimately lead to a sustainable ecosystem or destructive ecosystem. In this regard, it is crucial to understand the vitality of all of these as well as to comprehend how language, education, and environmental consciousness interact.

Arran Stibbe's ecolinguistic framework has been used in this study to examine the textbooks' textual content. Stibbe has presented a total of eight stories out of which four stories have been employed to carry out this research (Stibbe, 2015). It also incorporates the social semiotics theory of Kress and Van Leeuwen to analyze the visual components, providing a thorough examination of the ways in which environmental awareness is communicated via both visual and language means (Kress & Van

Leeuwen, 2020). By the integration of these two theories, an ecosophy (ecological philosophy) has been developed, a term coined by Arran Stibbe which provides the grounding to judge whether a narrative is beneficial, destructive, or ambivalent; Stibbe defines the ecosophy using the single term “living” (Stibbe, 2015, pp. 19–23).

Ecolinguistics draws our attention to the insights from linguistics and ecological thought to investigate how language contributes to ecological consciousness or indifference to the ecosystem. The theoretical foundation of Ecolinguistics, as proposed by Arran Stibbe, foregrounds the pivotal role of stories we live by—dominant discourses synergized in language that shape perceptions of the ecosystem (Stibbe, 2015). By identifying as well as critiquing these stories in educational materials, Ecolinguistics seeks to promote discourses that support ecological wellbeing and can challenge the ones aiming to harm our environment. Many scholars around the world have elucidated Ecolinguistics in multiple ways (Nasir et al., 2022; Yu, 2020).

The field of Ecolinguistics can be traced back to 1972 and a Norwegian-American writer, Einar Haugen, is regarded as the pioneer who introduced ecology metaphor in linguistics which later developed into the thriving field of Ecolinguistics. In the words of Haugen, “Language ecology is the study of any given language and its environment” (Haugen, 1980, p. 325). Ecolinguistics traces linguistic features in texts and their relation to the environment. It has evolved over the years and includes the interaction of language with the natural, physical environment and the living entities present within it.

Ecolinguistics which is also defined as “the study of language in the environment it is used in”, is a growing field and was previously called as a metaphor for “ecology” along with its other branches and their relation (Derni, 2008, p. 22). The field of Ecolinguistics is not confined to a few concepts, its horizon has been broadened in recent years, in this regard, the leading figure of this field Stibbe reinforces that Ecolinguistics includes a study of all the natural and living beings under its umbrella (Stibbe, 2015). Ecolinguistics also studies how language affects environmental behaviors and attitudes as well as how human beings perceive the natural world (Fill & Penz, 2017, p. 3). The International Linguistics Association defines the role of Ecolinguistics as exploring the role of language in living entities, life-sustaining

elements, and other creatures with their surrounding and natural environment” (Mooney & Evans, 2018). It therefore becomes crucial to analyze Ecolinguistics in the modern age amid the rising ecological crisis impacting human species dangerously (Dash, 2019). It has become a dire need of the time to unite people and nature as the only solution to overcome these challenges. Ecolinguistics thus provides us with a valuable framework for evaluating the role of language in fostering environmental awareness or more ecological discourses. Keeping the above in view, my study seeks to use Ecolinguistics to evaluate the textual narratives to understand the role of language from textbooks in shaping ecological attitudes in future generations.

Natural healing has always been a fundamental part of mankind's existence and the interrelation of man with nature cannot be denied. Due to irresponsible and ignorant ecological behaviors, Natural habitats are under threat from the rapid changes occurring during the last few decades and human beings' survival is becoming extremely difficult day by day. Nations around the world are trying to combat these climatic challenges to mitigate these issues. Steps like adopting sustainable and eco-friendly means of producing energy to allow the ecosystem to naturally repair itself and adapt to climate change are being taken as well as imparting eco-friendly attitudes on commercial levels as well (Omer, 2013). Among other countries, Pakistan is also facing severe climatic causalities leading towards environmental devastation and bringing forth other weather-driven fatalities as well. According to the *Global Climate Risk Index*, Pakistan is ranked fifth among the nations most susceptible to climate change in its annual assessment for 2020 (Eckstein et al., 2021). Between 1999 and 2018, nearly 9989 persons claimed their lives and the nation's economy suffered losses totaling almost 3.8 billion dollars as a result of extreme (Kul, 2001). The major cause of these environmental destructions can be the ignorant attitudes and unawareness of the people towards their environment. Humans need to put more focus on fathoming environmental issues that are increasing and proving to be malicious. These forming attitudes can be traced from the educational discourse generations are exposed to and can be figured out what and how the ecosystem is perceived and shaped by the readers.

Growing environmental issues around the world necessitate raising environmental awareness. A survey conducted in 2023 reveals that just 47% of illiterate people who are asked about global warming think that natural activity is to blame for

the planet's warming (Leiserowitz et al., 2023). The number of persons who believe that human activity causes global warming is 60%; it is slightly higher for those with elementary and secondary education (49%) and greater for those with higher education or beyond (Leiserowitz et al., 2023). Pakistan has been severely impacted by climate change, which has shown up as disastrous floods and changed weather patterns. Forecasts indicate that severe climate-related events, environmental degradation, and air pollution will cause Pakistan's GDP to decline by at least 18 to 20 percent by 2050 (APP, 2022). All these climate changes cannot be blamed solely on natural activities, humans are equally responsible and those with the lowest level of education are more inclined to mistrust all kinds of climate-related data. These climate concerns urge the necessity to communicate environmental awareness among people and specifically coming generations who are going to shape our world through all possible forums.

Education can be one of the ways in which climate awareness can be enhanced or promoted for future generations. The major focus and point of concern can be put forward through the curriculum our generations are exposed to and read. Textbooks are the primary thing that is responsible for the perception of ideas in the minds of young readers. Their minds can be molded in whatever way they want. Environmental studies possess the power to reshape the students' view about their environment that can ultimately raise environmental awareness. Multiple genres like Literature, regular textbooks, poems, short stories, pictures, and moral stories all can contribute to impart eco narratives and can shape pupils' views and perceptions about their environment. Literature and teaching environmental values have the ability to inculcate the sense of owning your environment and to take its responsibility for resolving environmental problems. Khan's novel *Thinner than Skin* was analysed in the light of eco pedagogy and the researchers presented a philosophy of education that aims to cultivate an environmental consciousness in students that can lead to a better understanding of the problems affecting the physical and living environment and environmental praxis (Rabani & Mishra, 2024). It does this by utilizing literary models and the classroom as a forum. Students in college and university become increasingly conscious of their own improving or declining relation with their real-world living surroundings as they study literary characters' interactions with natural events (Shoaib et al., 2020). Environmental education possesses the capacity to empower students with strong environmental conscious attitudes. By empowering students to alter their environmental behavior,

environmental education programs seek to promote environmental understanding (Pooley & O'Connor, 2000). More specifically, its goal is to increase public understanding regarding ecological accountability (Gürsoy, 2010). Broadly speaking, the goal of environmental literacy is to assist individuals in forming favorable attitudes toward safeguarding the environment and natural resources, to bring about long-lasting behavioral changes as a consequence of these attitudes, and to ultimately direct them toward taking an active role in finding solutions to environmental issues (Asgher et al., 2021). UNESCO in one of its conferences draws our attention to the role of environmental education as raising pupils' awareness of and care for environmental issues (Oe et al., 2022). Continuing the narrative on environmental education, Boulaid & Handoko (2024) claim that nations have embraced the challenge of integrating environmental education into their curricula. These actions are a result of the UN's Conference on the Environment and Human Behavior initiative, which said that education must include environmental education in order to raise students' awareness of environmental issues (Palmer, 2002). In an effort to raise students' awareness of environmental issues, according to SauvÃ (1996), environmental education should be included in textbooks, as was furthered by the UN Conference on Development and the Environment in Rio in June 1992. Similar to this, the subsequent international conference on Education and Environment Training, which took place in Moscow in 1987, asserts that as EE is a useful educational tool for improving society and the environment, it fits under the category of sustainable development (Kopnina & Meijers, 2014). Environmental education cannot be solely taken as a curriculum but it is a lifelong learning process that results in an informed and engaged citizenry with the capacity for creative problem-solving, scientific and social literacy, ethical awareness, and sensitivity to the relationship between humans and the environment, and a commitment to participate in responsible individual and collective actions (Payne, 2006). Environmentally conscious persons can contribute to the maintenance of a sustainable environment both economically and ecologically by taking these steps. The role of education cannot be denied in imparting environmental values to people specifically the young generation. It should be the duty of a teacher to incorporate environmental terms in lessons. There is a need to incorporate environmental education into the curriculum to spread environmental awareness among students.

Language can serve as one of the means through which climate change can be

studied as well as the eco narratives can be promoted. Language may be a powerful tool for conveying not only the connections between people but also the ways in which people interact with other living things and their surroundings (Lo et al., 2018). In addition to assisting us in critically analyzing the world around us, language also fosters critical thinking about solutions to persistent environmental issues. In Pakistan, English is taught as a compulsory subject. There are many other subjects that are taught in English as globally English is now the official language, therefore, due to the importance of the English language and its global reach, English language education should not only emphasize developing students' language abilities but also their knowledge of every issue that affects their lives and well-being alongside emphasizing the language factors. There is more focus on promoting the anthropocentric view in Pakistani primary English textbooks being humans as supreme creatures. It automatically inculcates a pessimistic attitude in the young readers who adopt this kind of attitude towards their environment and nature. While textbooks play a critical role in socialization and transformation via education, the primary school curriculum is an essential socialization tool, especially at the elementary level (Birhan et al., 2021). As a result, it has been acknowledged that "greening children's textbooks" can be incredibly beneficial for raising an environmentally conscious generation (Khan, 2025). Therefore, it should be specifically emphasized that ecological themes should be given a mandatory place in curriculum with environmental crisis being one of the most important challenges of the moment affecting the human race. Pakistan's Single National Curriculum needs to be assessed in the same regard, therefore, this study evaluates the Single National Curriculum with the aim to explore ecological narratives embedded within the English textbooks using Arran Stubbe's ecolinguistic framework integrated with social semiotic theory.

The ways of communication have been changed in the 21st century. Only gestures or letters cannot convey what other semiotics, actions or displays can convey. Alongside language, it is equally crucial to analyze what readers see in their textbooks and how it shapes their minds towards their environment, what images and pictures communicate to them, and how nature is suppressed or dominated in their textbooks. This concern gives rise to a need to thoroughly scrutinize images, colours, and pictures modeled in these textbooks. The social semiotic theory of multimodality was put forward by Kress and Leeuwen (2006) to analyze other resources as a way of

communication (Van Leeuwen, 2006).

The underlying narrative of texts (or discourses) can be revealed by studying their linguistic properties; this narrative is then evaluated in light of an ecosophy. Arne Naess (1995) came up with the word "ecosophy," which is short for "ecological philosophy." "A philosophy of ecological harmony...openly normative, it contains norms, rules, postulates, value priority announcements, and hypotheses concerning the state of affairs," according to the statement (Stibbe, 2017).

An ecosophy is a framework for evaluating stories that take into account how people relate to one another as well as to the wider ecosystems that they rely on for survival. Anthropocentrism, which emphasizes primarily human well-being, and ecocentrism, which views humans and other animals as having inherent value, are two extremes of ecosophies. They can be pessimistic (thinking that the current civilization is headed irreparably towards collapse and that it is time to prepare for a new kind of civilization after the collapse) or optimistic (thinking that technological advancements can solve environmental problems without reducing consumption or altering social relationships). One of the most important factors in determining whether or not an economic narrative or discourse ideology is environmentally beneficial is ecosophy. Ecosophical interpretations have also evolved. Seven statements—valuing living, well-being, the present and the future, caring, environmental constraints, social justice, and profound adaptation—are used to explain the philosophy of "Living" in Stibbe's book (Stibbe, 2023). Stibbe (2023) continues to use the seven components of ecosophy to explain it in this new book. A significant distinction, though, is the addition of "value priority" and "assumption" to specifically categorise related explanations. This is consistent with ecosophy's initial description, which states that it is a system of values and presumptions aimed at achieving ecological harmony (Singh, 1995).

In language education, ecosophy holds indispensable importance as it leads towards individuals to act meaningfully towards environment having a positive and eco-friendly ecosophy.

1.2 SNC (Single National Curriculum)

The goal of Single National Curriculum is to help young pupils acquire the

fundamental information, abilities, values, interests, and attitudes that will enable them to learn and comprehend the aforementioned subject areas more thoroughly in subsequent grades. Producing young critical thinkers who can comprehend and assess information, acquire knowledge, skills, values, positive attitudes, healthy habits, civic awareness, and make well-informed judgements is the primary objective (SNC, 2020). Single National Curriculum (SNC) was a major breakthrough in education department as it aimed at providing best and uniform education to all sectors of educational institutes i-e governmental sectors and private institutes. The target objective was to provide equal educational standards to the children and to include the latest happenings of the world to make children aware of them empowering learners with values and characteristics like truthfulness, integrity, honesty, environmental awareness, tolerance, respect, peaceful coexistence, democracy, human rights, sustainable development, global citizenship, and personal safety is one of the SNC's goals and tenets. Religious perspectives are also being added to the Single National Curriculum.

As we know that the previous government took some major principal steps in preserving wildlife, to protect natural environment and some eco-friendly steps. A five-point agenda had been highlighted by PM's advisor on climate change including planting 10 billion trees, banning single use plastics, introducing the clean green index for waste management change, introducing an electric vehicle policy and restoring ecosystems. To promote environmental protection, they emphasized community engagement, particularly among young people and women (Imran et al., 2021).

The adoption of a Single National Curriculum has advantages and disadvantages. Everything depends on how it is managed correctly so that the accepted system can offer even more advantages. It should be carefully thought out before being put into action. SNC's introduction by the government is a wise decision. It will prove to be an effective remedy for a variety of socioeconomic issues in a country like Pakistan. The fact that SNC keeps the ball moving on a crucial subject is one of its positive qualities and a good thing (Hussain et al., 2023).

SNC has been analyzed from multiple perspectives, from academics to cultural values, from religious. Perspectives to its language focus, but these perspectives are not

perspicacious for ecosystem and its clear understanding. There emerges a need to analyze it in terms of its efficaciousness for environment and ecosystem, its fruitfulness in terms of its Eco awareness and Eco friendliness. Previous researchers focused on SNC from the lens of religious beliefs and their incorporation in the books, the social values and cultural heritages, but there was a pressing need to analyze these books having SNC from ecological perspective, are they preparing our future generations to encompass constructive behaviour towards their natural environment, are these books focusing on imparting eco-friendly attitude, will they be able to direct young minds towards greening their country (Mirza et al., 2025; Tafseer et al., 2023; Tang, 2025). All such perspectives are to be analyzed thoroughly that this research has done.

The incorporation of environmental texts in curriculum is important as they are then unable to develop their eco sense, according to study, students don't know enough about the environment, haven't formed the appropriate attitudes, and their opinions don't statistically significantly affect how they behave (Topkaya, 2016). But the point of major concern is the ecological awareness that needs to be ingrained in the young minds through textbooks, through education, through the stories we are making them live by. Thus this research aims to analyze the Single National Curriculum textbooks of English from grade 1 to 5 in order to find out the ecological apprehension and awareness raised by the government and to find out the stories we are making for our children to make them eco- friendly individuals.

This study is grounded in Stibbe's theoretical ideas, particularly the stories of salience, erasure, metaphor, and appraisal, which help in identifying how language and discourse shape ecological awareness. These ideas are inspected alongside Stibbe's ecosophy of "Living," which provides a framework for judging whether a narrative is helpful, harmful, or mixed in its impact on the environment. At the same time, the Single National Curriculum is a key national initiative that introduces one unified curriculum across all schools in Pakistan, modelling the kinds of stories and values that all children encounter. By bringing these two aspects together, the research probes into both the ecological narratives found in the SNC textbooks and the way curriculum policy and textbook discourse influence how young learners understand their relationship with the ecosystem. In doing so, the analysis highlights the importance of connecting theoretical constructs with the specific educational context in which they are applied.

1.3 Purpose Statement

The purpose of this study is to explore the green features of Single National Curriculum embedded in the English language textbooks for grades 1 to 5. This research uses Arran Stibbe's model *Ecolinguistics: Language, Ecology and the Stories We Live By* by Stibbe (2015) to analyze the text and social semiotic theory by Kress and Van Leeuwen to analyze the visuals from these textbooks. Single National Curriculum (SNC) was a major breakthrough in education department as it aimed at providing best and uniform education to all sectors of educational institutes i-e governmental sectors and private institutes. Along with other salient features, Environmental awareness was one of the features that the government decided to incorporate in the textbooks, aiming to raise environmental consciousness and to combat serious climatic and environmental issues that Pakistan is facing at hand. The purpose of using this framework of Ecolinguistics is to understand to what an extent the texts of SNC conform to ecolinguistic sensibilities.

The purpose of using this theory is that it focuses on the language relation with its environment and ecosystem therefore the use of ecolinguistics is essential to this study—in investigating ecological implications and environmental sensitivity in this curriculum. This study has examined how environment friendly the SNC is as well as how the natural world is influenced by eco-stories that are a part of the new curriculum along with the type of environmental discourse this curriculum is promoting. If these books fail to embody ecologically responsible discourse, they risk normalizing unsustainable behaviors and undermining global efforts toward climate action. Therefore, critically examining the content of Single National Curriculum from Ecolinguistics' lens is crucial in identifying whether the curriculum supports or neglects climate-conscious education.

1.4 Research Questions

1. What evidence of Stibbe's ecolinguistic stories pertaining to metaphor, salience, erasure, evaluation and appraisal patterns can be traced in SNC?
2. How do the Stibbe's textual stories and Kress and Leeuwen's s visual semiotics interact to create an ecological philosophy (ecosophy)?

3. How relevant is the discourse of SNC English primary level textbooks for a greener Pakistan?

1.5 Significance of the Study

A few studies have been carried out to analyze Single National Curriculum from multiple perspectives like religious perspective, gender studies, social studies etc., but the present study is unique in its approach and holds substantial significance as it analyzes and investigates the SNC through the integrated lens of Ecolinguistics and social semiotic theory. As nations grapple with climate change and ecological degradation, there is a growing consensus on the role of education in cultivating ecological consciousness among future generations. It is evident from the climate change and environmental destructions in Pakistan that our curriculum should focus more on the utmost importance of natural habitat and ecosystem to impart eco-conscious attitudes but this newly introduced curriculum has not been explored in terms of its environmental sensibility which is the dire need of the present times. Curriculum change was a major development and thus it should be plentiful of eco-friendly contents, anti-anthropocentric view and benevolent attitude towards nature.

The use of Ecolinguistics' framework is crucial to this study to explore its ecological extent and this theory directly supports the goal of assessing whether the SNC textbooks cultivate ecological awareness or perpetuate environmentally harmful ideologies. As the text conveys narratives, visuals are equally important and have been analyzed using social semiotic theory to find out the underlying ecological narratives and attitudes. Social semiotic theory is essential to this study as it enhances the analysis by focusing on the visual dimension of communication. Textbooks often use images, colors, layout, and multimodal compositions that influence students' understanding just as much as written text. Social semiotic theory helps decode the meanings conveyed through visuals and how they align with or contradict ecological themes. It offers a nuanced perspective on how environmental consciousness is communicated (or obscured) through visual design choices. The synergy of these two theories offers a holistic and interdisciplinary approach by examining not only what is written but also what has been presented visually. This study has fruitfully contributed to the existing body of knowledge by analyzing the extent to which these books/curriculum have incorporated environmental awareness or ecological themes in them and what type of

discourse these books are promoting. This study has specifically highlighted the four Ecolinguistics stories of erasure, salience, metaphors and evaluations and appraisal patterns from these books to scrutinize how these books having Single National Curriculum have shaped the natural world and environment for the coming generations as ecological behaviors and attitudes are developed mainly through education. The findings of this study will provide valuable insights for curriculum developers, textbook authors, and policymakers by highlighting the extent to which current educational materials align with ecological values. Moreover, it will benefit the curriculum developers to look forward for adding eco-friendlier ideas and needs of the day to be incorporated in the upcoming curriculums. Furthermore, it contributes to the growing field of Ecolinguistics by applying theoretical frameworks to real educational content, thereby promoting a more sustainable and critical approach to curriculum development. The recommendations can be helpful in suggesting the ways how our curriculum can deliberately raise the importance of nature and can play a pivotal role in imparting the eco-friendly perspectives meaningfully, how shortcomings can be solved through specific content in order to preserve our environment.

1.6 Delimitation of the Study

This research is limited to the Single National Curriculum (SNC) English primary level textbooks of grade 1 to grade 5 of Oxford Publishers which form a part of SNC. As this curriculum was implemented in steps, the first step was to introduce curriculum till grade 5 so this study has taken the books of 1 to grade 5.

This research uses four stories out of 8 for the textual analysis using Arran Stibbe model (2015) as well as the images and graphics present in these books using Kress and Leewan's Social Semiotics approach to multimodality (Stibbe, 2015; Van Leeuwen, 2006).

The present study has analyzed the connection between images, text and the message that resonates with them. The study has specifically focused on the curriculum's one salient feature i.e. raising environmental awareness and environmental education. It has not included pupils' views or perceptions but it is limited to the analysis of text and visuals.

1.7 Organization of the Study

The chapter breakdown of the thesis is as follows:

Chapter 1: Introduction

Introduction is the first chapter of the thesis. This chapter has dealt with the research topic, its relevance in the current world, keywords and brief summary about the research. It includes an introduction, a problem description, research questions, objectives, delimitations, and a summary of the study's importance.

Chapter 2: Literature Review

Chapter 2 is of Literature review and it has reviewed the past researches done and how the same theories and concepts have applied on different texts and books. In order to fill a gap and make sure the topic I have chosen hasn't been covered before, it has explicitly looked at studies that are relatively similar to my study.

Chapter 3: Research Methodology

The methodology for the research is covered in Chapter 3. It is also regarded as the study plan that identifies the stages and methods I have used in my investigations. A crucial component of my research study's framework has been supported by this research. It has clarified ideas, defended theories, and addressed various factors and presumptions.

Chapter 4: Analysis

This chapter includes the analysis of the text as well as visuals from these books using two theories.

Chapter 5: Conclusion

The research's conclusion and findings were covered in Chapter 5. Additionally, a concise synopsis of the entire study and a discussion of the findings have been provided.

2.REVIEW OF LITERATURE

2.1 Introduction

This section provides a thorough explanation of relevant terms, concepts, theoretical frameworks, and related literature. This research investigates the Eco linguistic stories and ecological perspectives along with images integral to the SNC published English textbooks.

This section offers an insight into the reviewed literature on ecological perspectives amalgamated with multiple theories, their roles in educational purposes, the indispensable relation of education in imparting eco narratives in multiple discourses etc.

The main idea behind Ecolinguistics is not new. For centuries, poets, public intellectuals and philosophers have been trying to understand and convey the importance of climate and environment through their works. However, in the last few decades, the issue has assumed enormous importance due to climate change and its devastating effects on Human beings. Keeping this issue in mind, scholars and researchers around the world started carrying out the researches to contribute in this field as well as to explore the related fields. This section talks about all the important key terms that advocates this study like Ecolinguistics, Single National Curriculum, environmental education, social semiotics etc.

2.2 Ecolinguistics

This section provides the brief history of Eco linguistics, its emergence and the studies conducted from multiple perspectives using theory of Eco linguistics. A variety of intellectual traditions have influenced Eco linguistics, including semiotics, anthropology, ecology, and linguistics. Significant contributions were made to early discussions on the topic by scholars such as Suzette Haden Elgin, Gregory Bateson, and Einar Haugen.

It was Elgin's work in the 1970s, notably her concept of "linguistic relativity," which suggested that language influences perception and cognition that laid the

foundation for exploring how language impacts attitudes and behaviors (Danesi, 2021). Einar Haugen established the notion of "The Ecology of Language" in 1970, with the goal of studying the complicated interrelationships between languages within the human mind and multilingual society (Rasheed, 2023). Over the next decade, the term 'ecology' gained substantial traction in the field of linguistics. It was used in a variety of fields, including pragmatics, discourse analysis, anthropological linguistics, language teaching, stylistics, and others, where ecological characteristics helped to assess the complex interaction between the environment and linguistic events. As time passed into the 1990s, the various methodologies that connected language research and ecology converged. This convergence resulted in a cohesive, yet heterogeneous, area of linguistics known as Ecolinguistics. This growing field provides a comprehensive framework for understanding the numerous relationships between language and the larger ecological milieu, so cementing the formation of a new paradigm in linguistic research (Mühlhäusler & Peace, 2001, p. 1).

Rasheed (2023) in a study on the ecology of human mind and multilingual society claims that even though Haugen was a strong advocate for language ecology, he was unable to persuade others to concur with him. His key essay was criticized for having too many second-hand citations and a lack of ecological sophistication (Rasheed, 2023). Because of his mixed European and American heritage, Haugen was able to provide a unique reflexive viewpoint on his field of study (by personally contributing to linguistic historiographies) in American linguistics history. Furthermore, he witnessed a watershed event in linguistics history: the beginning of the "Chomskyan revolution" and the creation of sociolinguistics and interdisciplinary approaches, especially by Hymes and Gumperz (Rasheed, 2023). Focusing on the full of Haugen's work has thus shown to be quite valuable in researching the history of ecological approaches or the ecological paradigm in general in linguistics.

Bateson's views about cybernetics and systems theory shed light on the complex interplay among culture, language, and the outside world (Wiener, 2021). Wiener (2021) highlights the need of comprehending language in larger ecological contexts.

The treatment of ecosystems that support life is the main goal of the Ecolinguistics approach to systemic functional linguistics. Linguists such as Arran Stubbe and Alwin Fill began to intensively investigate the linguistic features of

environmental discourse in the 1990s, focusing on how language develops and expresses society's attitudes toward nature and sustainability (Stibbe, 2015). Since then, Ecolinguistics has evolved, including concepts from psychological linguistics, discourse study, and environmental communication. Scholars in this subject are researching a variety of topics, including environmentally conscious language use, linguistic representations of nature, environmental rhetoric, and the role of language in affecting environmental policy and action (Fill & Penz, 2017; Kravchenko, 2025; Zhou, 2022). Arran Stibbe (2015) theory of Ecolinguistics is mainly influenced by these authors from the past who presented their works and put forward their stances on the Ecolinguistics. Stibbe (2015) states that Ecolinguistics examines the language used in the stories we are told, assesses it in the context of ecosophy, and works to uncover new narratives.

Ecolinguistics is the intersection of two distinct concepts: nature and language. According to Stibbe (2015), ecology encompasses the relationship between people, other living organisms, and the natural environment. Language is fundamental to human existence because it allows humans to communicate with one another and with the ecosystem; thus, language and ecosystem are not separate disciplines. Language is the lens through which humans understand the world. Language shapes our worldview and, as a result, our actions. As a result, "language can motivate us to preserve or demolish ecological systems that life relies on" (Wu et al., 2019, p. 646).

Ecolinguistics examines how language patterns can either harm or benefit the environment. Our values and views of the world are shaped by the "stories we live by" (Stibbe, 2015). The discourse texts can be linguistically studied to see how and what ideologies are incorporated within them. Stibbe (2015) argues that ecological perspectives can be used to challenge these ideas (p. 2).

According to one of the critiques, the theory of Ecolinguistics deals with how environmental issues, cultural issues concerning the environment, and attitudes toward nature are represented on the canvas of literature or in any discourse (Gurbanova, 2024). One of the goals of this theory is to highlight how humans behave and react towards the nature and different ecological aspects. It has gained more attention in recent years because of increasing global issues, environmental destruction, and rapidly increasing technology. So one can analyze and interpret literary texts which can bring

new dimensions to this theoretical study (Gopalkrishna, 2018).

According to Cowley (2014), the area of linguistics where language studies are conducted where the concept of Biology is not adequately examined is Ecolinguistics. In support of Haugen, he added that language ought to be researched in relation to both natural and cultural phenomena since it is thought to be significant in human relationships and linked to its environment of origin (Cowley, 2014). Cowley (2014) maintained that because ecology is a vital part of living systems, it must be given significant weight in human society. He went on to say that these living systems needed to be enduring and had to have a good interaction with their surroundings (Cowley, 2014).

Ecolinguistic speech is divided into two ideologies: constructive and destructive. These ideologies focus on whether a text helps or harms the ecosystem. Erasure, or marginalizing elements of nature in language, can be used to establish destructive ideas. Such treatment of nature eliminates it from the reader's consciousness. Opposite to that are constructive discourses that ultimately create a pessimistic view of nature and natural elements in reader's consciousness. Multiple scholars and researchers around the world have conducted studies using Ecolinguistics from different perspectives. The current study analyses the ecological perspectives embedded in the textbooks published under SNC to figure out the type of discourse presented to the young generation.

2.2.1. Ecolinguistic Stories as given by Stibbe

Arran Stibbe in his book "Ecolinguistics: Language, Ecology and the Stories We Live by", talks about eight stories that generations have been living through and their mindsets have been shaped in such a way (Stibbe, 2015). In his book, Stibbe (2015) states that people's attitudes toward language, culture, and the environment are shaped by the stories they believe. Ecolinguistics seeks to challenge the stories that threaten linguistic diversity and negatively affect the environment in order to offer positive, alternative narratives that people can accept and believe in. The current section will briefly talk about all the eight stories that Stibbe has presented out of which four stories have been employed to carry out this research.

An identity is a mental narrative that encompasses traits such as appearance,

character, behavior, and values that define a specific type of person. A person's developing narrative about who they are as a person is known as their self-identity. The study of Ecolinguistics looks into how language shapes identities that are harmful to the environment, how books like *The Ecology of Commerce* might support individuals in resisting these identities, and what other, more environmentally friendly options exist for redefining the self.

The clusters of linguistic devices known as facticity patterns are used to support or refute descriptions based on their degree of certainty or truth. Numerous academic fields, including as discursive psychology, the sociology of science, political discourse analysis, and even general discourse analysis, have investigated the facticity in helpful ways.

Stibbe (2015) states that some language elements or techniques offered by critical discourse analysis help to create facticity (p. 130).

- Modal verbs, such may and must, indicate the degree of plausibility of a claim.
- Citation of an authoritative source (e.g., mentioning the Ministry of Climate Change in a remark regarding global warming bolsters the assertions made.)
- The facticity of descriptions is impacted by the use of quantifiers (e.g., a few diminishes the facticity while many enhances it).
- Using hedging words like "A thinks" gives the impression that what's being said is an opinion rather than one supported by empirical evidence.
- Presuppositions: These improve the statement's veracity by assuming that a particular kind or data has already been discovered or accepted.

In social science, the term "erasure" has been employed in a number of ways. Assessing whatever has been obliterated by texts and discourses, evaluating whether or not that erasure is undesirable, and if so, how that erasure might be brought back to consciousness are all tasks that Ecolinguistics can help with. "Suppression, back grounding, exclusion, abstraction" are all included in the definition of erasure (Stibbe, 2015, p. 146).

The removal of human agents from environmental discourse through nominalization is emphasized in (Schleppegrell, 1997) study, which leads to a detachment from the environment and an ignorance of problems created by humans (Orr, 2006). According to Fairclough (2003), abstract language obscures important information by marginalizing or excluding people (Fairclough, 2009).

Texts are replete with these linguistic tendencies, which are similar to assessment patterns but concentrate on labelling subjects as unimportant or unworthy of attention (Stibbe, 2015). Erasure in Ecolinguistics can take many different forms. For instance, Stibbe (2015) examined the language used in ecological assessment reports to see how it supported the environment's historical narrative. Erasure is the process by which hypernyms—such as "organisms," "mammals," "amphibians," etc.—replace the names of particular species (Stibbe, 2023). Additionally, these reports provide context for the animals by referencing their habitats, such as "aquatic habitat" or "urban greenspace amenity" (Stibbe, 2023, p. 157). Such a depiction ignores the species—plants or animals—and concentrates instead on the environments in which they live. Referring to the plants and animals by their roles in the ecosystem—for example, "dispersers," "pollinating insects," etc.—is another method of doing this (Stibbe, 2023, p. 158). Schleppegrell (1997) research highlights the linguistics strategy of nominalisation as a tool to erase human agents from certain discourses (Schleppegrell, 2004).

Khan (2025) in her research claims that animals are portrayed as some entities that can be subjected to any kind of experiments and can be controlled. It ultimately erases the element of life and cognizance from animals and objectify them.

A story that convinces individuals that a certain aspect of life is significant or deserving of attention is known as salience. Reminding is the process of clearly drawing attention to the removal of a significant aspect of life from a text or discourse and insisting that it be given more weight. Stibbe (2015) puts forward that Ecolinguistics serves as a reminder in and of itself because it highlights the ecosystem and the ways in which it has been marginalized in discourses. It is less prominent since it examines abstraction in language descriptions of ecosystems.

By drawing awareness to the elimination of the ecosystems on which life

depends inside the language of conventional linguistics, Ecolinguistics serves as a kind of reminder. It looks into the linguistic devices used by contemporary nature writers to highlight plants, animals, and other non-human entities. The ecolinguists draw attention to the fact that orthodox linguistics has ignored human involvement with the wider ecosystems that sustain life by emphasizing the function of language in human-to-human communication.

A frame is a narrative about a certain aspect of life that is evoked by a specific set of trigger words. Framing is the process of organizing how one part of life's story (a frame) is conceptualized in another area of life (Kaufman et al., 2003). The act of rephrasing an idea to depart from how it is typically understood in a society is known as reframing. Framing is the process of using a frame to describe a specific region of life (Kaufman et al., 2003). It can be as simple as using a trigger word to describe the area. It is the cognitive encroachment of a narrative from one domain of existence onto another.

A metaphor is a narrative that presents a subject as something else entirely. Metaphors "work by applying one taken-for-granted field of knowledge and applying it to another" or "imply an identity between otherwise different things" (Martin 2014: 78) as cited (Stibbe, 2015, p. 63). According to Stibbe, Metaphors shape the way a clearly identifiable region of life is conceptualized by using a frame from a definite, concrete, and possible area of existence (Stibbe, 2015). As Nerlich (2007) gave an example of FMD outbreak in US having being compared with a war like situation that used a completely different area of life as a frame to conceptualise.

Metaphor is defined as a mapping from a "source domain" to a "target domain" by Lakoff (Bojović, 2014). The area that is discussed in the discourse is known as the target domain, and the area that is being drawn for comparison is known as the source domain.

Appraisal patterns are the linguistic patterns used in discourses to depict something as good or terrible, whereas evaluations are defined as "stories in people's minds about whether an area of life is good or bad" (Stibbe, 2015, p. 84). Because appraisal patterns have an impact on people and how they perceive things as positive or negative, they are important in the field of Ecolinguistics.

In this context, linguistic patterns or qualities that evaluate anything as positive or negative are called appraising items, as discussed (Martin & White, 2005). Stibbe (2015) states that there are specific evaluation elements like rating something as good, poor, pleasant, or unpleasant, among other. Implicit assessment items also exist, such as metaphorical terms with either good or negative meanings related to a certain aspect of life.

All the eight stories from Stibbe's book are significant in uncovering the hidden narratives and intended motives. The current study has used four stories i-e metaphor, salience, erasure and appraisal patterns to carry out this research.

2.2.2. The 'Eco' of Ecolinguistics

The view of nature in the eighteenth and nineteenth centuries reveals those peoples' awareness of nature and the importance associated with it, not only by ecologists working in this field today, but also by writers in the past. Writers around the world have described "eco" in their own words and what they consider about this. It initiates this debate that ecological consciousness is not new, it is prevailing in multiple discourses since centuries and have been trying to incorporate it in their works.

Satav (2024) has written in his article that the Romantic Movement was very important to Hardy, and he also supported Darwin's theory, but his concern for fostering a sympathetic and mutual relationship between nature and man, wildlife and man, and man with man, all exemplifies his ecological consciousness.

Stibbe (2015) claims that in the past, humanities subjects celebrated the humans' dominance over nature including rationality, language, culture etc, however, when the events took turn and the ecological problems arose, humanists felt the need to place nature over humans to cater issues. That was the time when "ecological turn" happened (Stibbe, 2015, p. 7).

The "eco" of Ecolinguistics actually refers towards the ecology which means an organisms' relation with their environment as well as other natural entities present. Stibbe (2015) explains it in a broader way as "the relationship of one thing with another" whereas, in a narrower sense, it's simply a relation with the environment. Four types of

ecological interactions have been pointed out by Steffensen and Fill apart from ecology (Steffensen & Fill, 2014, p. 7). The first one is termed as “symbolic ecology” where multiple languages cooperate with each other in the given time and space. Second type is called as “cognition ecology” which studies the adaptation of organisms to their environment along with their cognition (Steffensen & Fill, 2014). Third type of ecological interaction is known as “sociocultural ecology” (Steffensen & Fill, 2014). As evident from the name, this type studies the interrelation and interconnectedness between societies and culture. The fourth and the last type is called as “natural ecology” studying the relation of language with its environment (Steffensen & Fill, 2014). This last type can rightly be said as what we call Ecolinguistics approach. Stibbe (2015) puts it in a way that this natural ecology does not only study the relation of plants and animals with their environment, but humans’ relation with their environment is equally important to be included in this. This is the reason the Ecolinguistics discourses also study the humans’ actions and their relation with nature that cannot be omitted or ignored in any way.

2.3 Social Semiotic Theory of Multimodality

Language is a social semiotic tool that plays a crucial part in establishing the relationship between humans and nature. This relationship determines our ideologies about ecology and how we interact with the natural world (Gul et al., 2021). This section is going to provide insights on what this theory of social semiotics means and how it emerged and how it works when integrated with different theories and applied on multiple discourses.

Kress and Van Leeuwen's social semiotic theory of multimodality serves as the second theoretical framework for analyzing images. Numerous scholars seek to define multimodal discourse. Van Leeuwen (2006) explains that "Multimodality means the integration of multiple semiotic modes—for example, language and music—in a form of communication artifacts or event," (Van Leeuwen, 2006). According to O'Halloran et al. (2015), a more precise definition of multimodal discourse is "the interaction among various semiotic resources such as language, gesture, dress, architecture, proximity lighting, movement, gaze, camera angle, and so on." Emerging in the middle of the 20th century, functional linguistics and social semiotics emphasized language as a socio-semiotic tool for the representation of the social and physical worlds, hence

influencing the attitudes and perception of its users.

Jewitt (2008) argues that the perspective of multimodal discourse analysis posits that "multimodality is characterized by approaches that see communication and representation as more than language, and which take into consideration the full range of communication forms that people use-image, gesture, gaze, posture, and so on-as well as their relationships among them" (Jewitt, 2008). Jewitt (2008) continues to say that multimodality is based on four related theoretical presumptions: First, language is a part of a multimodal ensemble, and it continually draws upon a range of modalities for representation and communication, each of which can contribute equally to meaning. The second is that in a multimodal ensemble, each modality realizes unique communication labor. The premise of multimodality holds that all modes have been modified by their cultural, historical, and social usage to realize social functions, just like language has. The third is that individual's direct meaning by choosing and arranging modalities. Fourth, meanings of signals constructed from multimodal semiotic sources are social, just as meanings of speech.

Similar to Kress (2009), who believes that "all modes are framed as one field, as one domain, in a multimodality approach." Collectively, they are viewed as a single, interconnected cultural resource that members of a social group use at a specific time to construct meaning.

In order to provide frameworks for conceptualizing the wide range of semiotic resources that are used to create meaning and specific practices for analysing the meaning resulting from the integrated use of those resources in communicative artefacts and events, the multimodal social semiotic approach draws on Halliday's systemic functional (SF) theory (O'Halloran et al., 2015).

Haseeb et al. (2022) analyse the depiction of semiotic resources in multiple newspapers advertisements and the text that has to convey the intended meaning saliently that aim to raise awareness regarding the environment. They come up with a view that Making a message stand out can be achieved in a number of ways, such as by using metaphors, large print, vivid colors, underlining text, certain lexemes, typography, and graphical orientations, among other techniques (Haseeb et al., 2022, p. 210). These strategies draw attention to the message and subtly encourage people to support the government-initiated endeavor, safeguarding the environment for coming

generations. It therefore has become extremely important to analyze the curriculum in all possible ways to extract and perceive the intended ecosophy these books hold and will impart in future generations.

Three systems make up language, according to Halliday's Systemic Functional Grammar (SFG): the phonological, lexico-grammatical, and semantic systems. The semantic system, which consists of three metafunctions—ideational, interpersonal, and textual—is the central one among the three. "A language's grammar is not a code, not a set of rules for producing correct sentences, but a resource to generate meanings," (1978). According to Halliday, every sign simultaneously conveys information about "the world" (ideational meaning), places the viewer in connection to someone or something (interpersonal meaning), and creates a structured narrative (textual meaning) (Jewitt, 2008).

2.4 Environmental Education in Pakistan

Amid the ongoing environmental issues in Pakistan, Eco-friendly textbooks should make a mandatory place in Pakistan's curriculum in order to mitigate environmental issues. There are number of studies carried out in Pakistan using Stibbe's *Introducing Ecolinguistics: Language, Ecology, and the Stories We Live by* (Stibbe, 2015). The levels vary from journal articles to PHD researches keeping in view numerous things and ideas. Major concern of this theory is the environmental texts and the importance of nature they evoke whether through curriculum, general articles or literature. Pakistan, at this level, needs serious attention towards ecological crisis and the awareness they need in order to cater these issues. This section is going to include the environmental education incorporation in Pakistani textbooks on different levels and why are they mandatory to be discussed. The views on adding environmental education in textbooks around the world have also been included in this section in order to highlight environmental education's importance and significance all over the world.

The climate changes have brought catastrophe on whole environment and to cater this issue in a well manner, Pakistan has achieved climate change resistance using national ecosystem-based adaptation and solutions based on nature. The government has launched a campaign called the Clean Green Pakistan Movement or the National Adaptation Plan to address environmental and health concerns. The launch of the "Ten

"Billion Tree Tsunami Programme" is the main goal of this modified climate change policy (Imran et al., 2021). According to studies, communicating climate change is now urgently necessary for the survival of our planet, its inhabitants—humans and non-human animals—and ourselves. In order to communicate with and educate people about concerns related to the environment using linguistic features, scholars have entered the subject of Ecolinguistics in the new century (Nasir et al., 2022).

The aim of the theory of Ecolinguistics is to understand the human-nature interaction. One objective of this theory of Ecolinguistics is to address the urgent environmental problems of today such as the threat to wildlife, global warming, industrial pollution, depletion of natural resources, and population explosion (Habeeb & Habeeb, 2012). Human exploitation of nature is the cause of many disasters. These circumstances have the capacity to jeopardize people's safety and lives. Everyone ought to be somewhat knowledgeable about the environment. For this reason, environmental education information ought to be included in students' textbooks.

Majeed et al. (2022) analyzed the Eco linguistic representations in Pakistani high school textbooks. They come up with that the operational and practical importance of erasure, metaphor, and evaluation as the framework in ecological analysis and to expose the ideology was further supported by this investigation. The researcher revealed through study of the books that it exhorts each of us to take responsibility for the earth and take immediate action to address environmental challenges. This study also urged linguists to use ecological analysis to shed light on the relationship between language and ecological phenomena, encourage people to adopt an ecological ideology, and foster in them a fresh respect for the natural world.

A study conducted by Zahoor & Janjua (2020) on examining the green contents in English language textbooks of Pakistan also put forward the same ideology that is being presented through these books. Depending on the language choices made, a document may suggest either an anthropocentric or an ecocentric worldview. Based on the study's findings, it is concluded that the environmental discourse in the chosen textbooks mostly promotes anthropocentric ideals rather than ecocentric ones. The chosen textbooks have a severe lack of Eco pedagogical quality since they mostly reflect anthropocentric ideology in how they depict nature and how they create the relationship between humans and nature, while infrequently taking into account the ecojustice issue

(Zahoor & Janjua, 2020). However, there is also a severe lack of hands-on activities in the chosen textbooks to develop children's abilities and involvement in resolving environmental challenges. All of the environmental texts in the chosen textbooks provide end-of-lesson exercises that are primarily designed to develop students' language and literacy skills. To address the issues raised in the study, it is advised that the chosen textbooks be revised.

KPK English textbooks were analyzed in the light of environmental education by (Ishaque et al., 2025). The study found that there is a lack of consistency in the subject matter, despite the fact that a significant amount of environmental education has been introduced to address the national and worldwide concerns. One thing that all textbooks have in common is the lack of students' practical engagement with all of the ideas that may develop the psychomotor and affective domain of EE for advancement (Ishaque et al., 2025). EE's in-service teacher training program can enhance the quality of instruction and subject-matter expertise. Study trips, public-private partnerships, extracurricular activities, and the provincial department of environment can all help students become more knowledgeable about and supportive of sustainable environmental development.

Apart from delivering and inculcating the subject knowledge, textbooks work in multifaceted ways as they aim to deliver certain values and cultural practices. Textbooks are frequently the main resource used by English teachers. According to Cunningsworth (1995), textbooks are a source of exercises to practice communicative engagement, a means of presenting materials (both spoken and written), and a reference for vocabulary, grammar, and pronunciation (Safira et al., 2024). The writing and graphics in the textbooks also expose students to a variety of cultural sources. Liu & Laohawiriyanon (2013) continues to say that textbooks teach cultural values in part directly or indirectly. This is known as "hidden curriculum" (Liu & Laohawiriyanon, 2013). As a result, students acquire not only language proficiency but also cultural awareness and character development.

An article was published regarding the English language learning in Pakistan and its relevance with Ecolinguistics. Majeed et al. (2022) come up with a conclusion after analyzing multiple samples from various resources that Pakistanis' attitudes on studying the English language have fundamentally altered and continue to evolve.

Therefore, the government should alter this dynamic behavior and provide learners with resources that will help them acquire a language and improve their language learning skills through the use of Ecolinguistics. Different writings exist in different texts execute distinct ecological meanings of the texts presented, since environment influences every language. Since Pakistan is a state with a diverse population in terms of language, behavior, environment, ecology, and cognitivism, it stands to reason that people's attitudes and methods for learning English will also vary (Majeed et al., 2022). Therefore, it is necessary to assess Pakistan's language policy as well as the attitudes of the populace toward English language study.

It is said that environmental education at elementary schools shouldn't be constrained to the content of specific courses or with a finite number of units because environmental concerns need immediate actions and awareness that needs to be cultivated at a younger age (Erten, 2021). All curricular courses must incorporate such instruction into their own material. Similarly, environmental education is being promoted and integrated into ELT courses in primary schools in Turkey (Gürsoy & Salı, 2014). Gürsoy & Salı (2014) contend that students acquire significant second/foreign language acquisition and environmental consciousness when environmental education is included in foreign language instruction.

Based on the constructivist principle, which holds that kids learn by creating their own concepts, environmental education aims to transform students' values and behavior. Constructivism, according to Ballantyne & Packer (1996), enables children to learn about the environment through conceptual exploration, challenging environmental knowledge, values, and behaviour, and making a commitment based on their own environmental understanding, attitudes, and behavior (Packer & Ballantyne, 2016). Within this constructivist framework, students can learn the necessary knowledge and abilities through collaborative learning, journaling, and storytelling. Additionally, environmental education and community service learning are comparable in that they both offer students real-world opportunities to put their ideals into practice, cultivate seven interpersonal skills, and solve problems (Knapp, 2014). Problems involving moral quandaries, outdoor activities, and role-playing are presented to the students.

Prasad (2025) writes in his article that although EE has been streamlined in the

curricula of all levels of education, there is a need to educate people about the significance of the subject, especially high school and college students. The two types of education—formal and informal—can help with this. Outdoor learning modules need to be developed, such as nature camping, expeditions, the development of training programmes and workshops, etc., to inspire students about environmental issues (Prasad, 2025). Activities linked to EE should be carried out often. Every year/semester of the under graduate degree courses should be required to take EE (Prasad, 2025). The youth must also be made aware of the numerous employment prospects available to them, such as joining global organizations etc., or working as environment advisors for various businesses in regards to environment impact assessments.

Farooq (2021) employs the Stibbe's technique of finding erasure in environmental science discourse. The selection of three environmental science textbooks for analysis had been chosen. Farooq (2021) claims that certain language techniques are used in writings to marginalize the natural world; these techniques permeate the entire discourse to create the ecosystem's erasure. By completely erasing or removing the agent from these discourses, the researchers hope to uncover erasure at the level of vacuum (Farooq, 2021). Nine language techniques for creating erasure in environmental discourses are mentioned (Stibbe, 2015). Passive voice, nominalization, co-hyponymy, hyponymy, metaphor, metonymy, creation of noun phrases, transitivity patterns, and massification are some of these techniques. The researcher studies the passivation and nominalization methodologies for void construction (Farooq, 2021). These techniques have been shown to be widely used in discourses, eliminating the agent and creating emptiness.

The significance of ecosystem is of utmost importance for sustenance of natural environment and human beings and thus it is more necessary to impart its significance to the young minds through textbooks. However, growing children's ecological self through assisting them in understanding how closely human lives are tied to the non-human world. Potter (2018) refers to as "building children's ecological self" rather than merely providing them with ecological facts.

The prevailing discourses and the ideas that Ecolinguistics support influence a society's values and culture. These dominant narratives are produced by institutions including the government, media, military, business, and academia. A society and its

ideals are built by these prevailing discourses. Discourses are typically environmentally detrimental, and since they are so deeply ingrained in our systems, we tend to think that this is how reality is. Such discourses are incorporated into the dominant way of thinking and life (Stibbe, 2017). Therefore, a paradigm, such as Ecolinguistics, is essential to dismantle the ideas that are ecologically destructive and build ideologies that are ecologically harmonious, allowing humans and the natural world to coexist peacefully.

These studies clearly depict how textbooks can influence readers' mind in a certain way and to impart the ecological consciousness in younger generation, textbooks are an effective tool. It suggests that many environmental problems can be resolved only if ecological sense is fostered through and incorporated in textbooks and curriculum.

2.5 Ecolinguistics and the Social Semiotic Theory

Our knowledge of how meaning is created in various communication contexts has greatly benefited from Kress and van Leeuwen's social semiotic approach to multimodality. They apply Halliday's idea to other semiotic modes via grammar they developed with Kress and van Leeuwen (O'Halloran et al., 2015). Visual images (e.g. pictures, color, typography) and other semiotic systems, believe Kress & Van Leeuwen (2020), are similarly suited to fulfilling these three metafunctions. A social semiotic theory states that language and image perform different epistemological roles in multimodal discourse because of their separate "affordances" (which are closely related to semiotic potential) (Kress, 2003). The role of language in representing the narrative world is somehow different from that of the image in depicting the displayed world. The current section talks about how the multimodal semiotic theory find its roots from Halliday's SFG (systemic functional linguistics) and merged with Ecolinguistics to draw visual analysis communicating the meaning specifically.

SF theory of systemic functionality provides a framework for conceptualizing the wide array of semiotic resources that create meaning using the multimodal social semiotic approach based on Halliday's systemic functional theory. In addition, detailed practices for analyzing the meaning derived from integrating those resources into communicative artifacts and events are provided (O'Halloran et al., 2015).

SFG (Systematic Functional Grammar), according to Halliday, includes three systems: semantics, lexico-grammatics, and phonology. One of the three systems is the semantic system, which comprises three metafunctions: ideational function, interpersonal function, and textual function. Rather than a code, Halliday (1978) considers grammar as a means to make meaning, rather than rules for producing correct sentences (O'Halloran et al., 2015). It has been suggested that each sign simultaneously communicates something about "the world" (ideal meaning), positions people in relation to others (interpersonal meaning) and generates a structured text (textual meaning) (Jewitt, 2008; O'Halloran et al., 2015).

Kress & Van Leeuwen (2020) draw upon Halliday's Systemic Functional Grammar (SFG) to introduce the concept of "metafunction" in the context of Visual Grammar (VG). Within this framework, they propose three primary metafunctions: representational meaning, interactive meaning, and compositional meaning. When these ideas are applied to visual systems, the ideational metafunction governs how the "depicted participants" are interconnected to portray our surrounding world (Kress & Van Leeuwen, 2020). The interpersonal metafunction manages the dynamic between these depicted participants and the viewers, while the textual metafunction amalgamates the various elements into a unified whole, creating a coherent visual composition. Kress & Van Leeuwen (2020) highlight the interconnectedness of images and language, acknowledging that while there are connections, images do not solely rely on linguistic explanations. They possess their own inherent structure and arrangement. Images themselves have the capacity to convey representational, interactive, and compositional meanings. The interpretation of an image holds a degree of subjectivity, leading to varying explanations in different contexts. Language elucidation adds precision to concrete images, enhancing the clarity of their intended meaning. Simultaneously, images infuse vitality into the content of language. Consequently, the integration of language and images, both forms of social semiotics, facilitates a more comprehensive and efficient conveyance of meaning (Yang et al., 2024).

The study of social semiotics has placed a greater emphasis on the impact of context and the sign maker on the interpretation of signs, resulting in a more flexible grammar that highlights the importance of resource selection in a given situation. Semiotic resource is a crucial component of multimodality, and there are differing

interpretations of its significance from various perspectives. According to Kress & Van Leeuwen (2020), semiotic resource serves as a link between representational resources and how individuals use them.

Semiotic resources have also been incorporated and played a significant role in advertising. Multiple researches have been carried out in order to decipher semiotics' role in delivering the intended meaning by dint of myriad semiotic resources like images, colors, language etc. (O'Halloran et al., 2015; Van Leeuwen, 2006; Yang et al., 2024).

The effects of advertising are the focus of one major field of study on green advertising. Examining green marketing and advertising literature often takes one of two approaches: one emphasizes green marketers and the advertisement itself from the perspective of the business, the other emphasizes green consumers or the interaction between advertisers and advertisement recipients. Another area of research on green advertising focuses on the impact of environmental advertisements on customer behavior (D'Souza et al., 2015).

El-Sheikh et al. (2022) reviews an article related to the establishment of social identities and employing nature in green advertisements. While reviewing multiple semiotic tools, they come up with the conclusion that green advertisements develop into an effective, deceptive weapon used by advertisers to enhance their reputation (El-Sheikh et al., 2022). Customers who see green commercials see pictures of the natural world along with language that emphasizes how environmentally friendly the product or service being sold is. It is important to examine how green advertisements manipulate the environment to promote products through the integration of images and texts, along with the activation of particular mental representations, even though using naturalistic images and texts that have ecological meanings is effective. In other words, considering green advertising from both a multimodal and cognitive standpoint can broaden the field of study in this area, especially given the significant attention paid to environmental advertising (El-Sheikh et al., 2022). The valued identities that viewers are urged to build can be understood by looking at social identities in green commercials. More specifically, investigating these social identities from a cognitive standpoint is a fertile research field that can yield insightful findings about the social changes that may take place in tandem with growing ecological awareness and the trend toward living a greener

lifestyle.

Social semiotics and ecolinguistic together play an integral role in discovering the underlying ecological narratives communicated through visuals and text. Haseeb et al. (2022) examine the advertisements presented for “Clean Green Pakistan” policy launched by Pakistani government. They employ ecolinguistic theory and integrated it with social semiotic theory of multimodal analysis. Along with other significant parts, Haseeb et al. (2022) claim that salience can be an important tool for promoting environmental awareness among people. The use of metaphors, bold printing, sharp colours, highlighting text, certain lexemes, typography, and visual orientations are a few of the techniques that can be used to make a message stand out (Haseeb et al., 2022). These strategies highlight the message and subtly encourage people to support the government-initiated effort, thereby preserving the environment for coming generations (Kress & Van Leeuwen, 2020, p. 210).

Social semiotics has largely been using for advertising of several products, ideas and aims. Advertisers adopted widely accepted ecological trend of "greening" and encouraged natural features in their work; sadly, they ended up "green washing." Green washing is a charge against conceiving something incorrectly as green (Lippert, 2013); it is a linguistic tactic to make items appear green and safer although they are not (Steffensen & Fill, 2014). Green problems are now a part of Getty Images' branding as part of their new marketing approach (Hansen & Machin, 2015). Advertisers overstepped the mark by claiming that using their products guarantees environmental protection (Hansen & Machin, 2015). Unfortunately, these ecological assertions are never supported by evidence and lack debate, which serves to further consumerism in the shadows of environmental discourses.

Shafique et al. (2022) investigate the eco-advertising of fuel supplying companies in Pakistan using their multiple tag lines and advertisements. Shafique et al. (2022) come up with a view that there are two different kinds of ecological values: positive ecological values of environmental conservation, reduction, plantation, and eco-friendliness, and negative ecological values of consumption. In addition, the advertisements omitted the value of consumption in favor of resource conservation and environmental protection, suggesting that the positive ecological advantages are misrepresented (Shafique et al., 2022). Similar trends and techniques are being used by

businesses in Pakistan, both public and private. Thus, the findings show that despite engaging in highly polluting operations, the energy industry presents ecological concerns and makes promises about ecological conservation in its advertisements (Shafique et al., 2022). Behind a shroud of green cover, they frequently normalize their harmful and exploitative behaviors. The outcomes are significant in raising public awareness of potential greenwashing under the cover of good ecological ideals.

The Ecolinguistics book reviews developments in the developing field of visual environmental communication research, which is defined as inquiry into theorizing and empirical investigation of how visual imagery (news photographs, scientific/graphical representations, advertising, cartoons, etc.) communicates and constructs messages about the environment (Kress, 2009). Visual environmental communication research, which is centered on the contribution that images make to the social, political, and cultural construction of "the environment," analytically calls for a multi-modal approach that places an emphasis on the semiotic, discursive, rhetorical, and narrative qualities of images in relation to three major contexts (communicative, cultural, and historical) and three main sites (production, content, and consumption) of visual communication (Kress, 2009). The present study adopts a similar methodological framework by concurrently applying social semiotic theory and Ecolinguistics to analyze the multidimensional approach reflected within the English textbooks designated by the Single National Curriculum.

2.6 Extant Works on the Single National Curriculum and an Ensuring Gap

The Single National Curriculum has been analyzed from multiple perspectives since it got implemented in 2020. The then government's initiative of implementing Single National Curriculum across the country led researchers dive deeply into examining its salient features and their indispensable link with the education system and its impacts (SNC, 2020). Multiple scholars conducted researches on the Single National Curriculum in multiple ways (Mirza et al., 2025; Tafseer et al., 2023). Studies like ESL from Single National Curriculum, teachers' perspectives on SNC, analysis of science textbooks published under SNC etc., there is, however, no study from the point of view of climate change or from ecological perspective.

Rauf et al. (2022) analyze Single National Curriculum for the purpose of English as a second language for primary grades. They raise some points regarding curricula as in accordance with SDG 4, specific values were stressed in the curriculum under the themes and sub themes. The curriculum places a strong emphasis on the planning of imaginative and student-centered events to instill in the student's values such as community engagement, sustainable growth, gender equality, respect for cultural, linguistic, and religious beliefs, fighting extremism, avoiding social evils, and sustaining sports and adventure (Rauf et al., 2022, p. 38).

The Single National Curriculum (SNC) has also been analyzed to understand the teachers' expectations and concerns regarding newly developed curricula (SNC, 2020). The research found out that Teachers are confident that SNC would contribute to Pakistan's future national unity and strength. The promotion of Quaid-e-Azam and Allama Iqbal's values would result from ensuring that all children obtain an equal education of the best caliber. In Pakistan, it will help reduce poverty, but only temporarily (Zaman et al., 2021). A more equitable structure will be advantageous to educators. It will increase national cohesion and lessen educational inequality. According to data, teachers' top worries include the implementation of SNC in all educational systems, obstacles to children's "freedom of choice in education," a lack of resources, instructors' incompetence, and resistance from stakeholders and teachers (Zaman et al., 2021). In the same way, Mansoor & Din (2023) explore the Single National Curriculum through Science books of primary school level and they come up with the findings that while 21st century skills are being integrated into science classrooms in SNC with enough thought, teachers' professional capacity needs to be built and their awareness of being excluded from the mainstream of education must be raised to an urgent level. According to their keen analysis, the main obstacles in this regard are a lack of resources for teaching and learning and inadequate training for teachers. Primary cognition is typically covered by the SLOs listed in SNC up to the analysis level. It was shown that only two to three SLOs every chapter, or the analysis level, actually target students' higher order thinking skills (Mansoor & Din, 2023). The majority of the learning objectives for the pupils were determined by their level of knowledge, cognition, and understanding. Iqbal & Tatlah (2022) analyzes the primary school teachers' perception about the Single National Curriculum. Teachers of different qualifications and levels were asked to remark their opinions about the Single National

Curriculum. Iqbal & Tatlah (2022) are of this view that SNC will drive progress in the twenty-first century and that it has the necessary abilities and tactics, but it will take time to implement significant changes. There are other factors, according to many educators, and SNC alone will not suffice to grow and strengthen Pakistan's educational system. They emphasize that the content and mode of education were the main distinctions between the new and old curricula. SNC offers a wealth of information along with quality resources and evaluation techniques. Policymakers and stakeholders may find this outcome useful in understanding that Pakistan cannot advance alone through the introduction of a new curriculum. For improved outcomes, the curriculum itself needs to be updated frequently, and its adoption calls for a system and infrastructure.

The above mentioned studies have explored the Single National Curriculum from different perspectives, focusing mainly on its policy aims, implementation challenges, and cultural or religious features. For instance, Zaman et al. (2021) discuss teacher preparedness and classroom limitations, Iqbal and Tatlah (2022) examine disparities between public and private schools, and Mansoor and Din (2023) highlight the uneven progress of reforms. Collectively, these works point to concerns about training, resources, and equity. However, they pay little attention to the ecological dimension. What is still missing is an investigation of how textbooks convey ecological meanings through both text and visuals. While the SNC has been studied in relation to social, cultural, and religious outcomes, its potential role in fostering ecological awareness has not been addressed and discussed. This study seeks to fill this gap by using ecolinguistic and social semiotic approaches to investigate how ecological consciousness is represented, emphasized, or overlooked in the SNC textbooks.

The adoption of the Single National Curriculum (SNC) in Pakistan represents a significant stride in streamlining the education system, eradicating inequalities, and ensuring top-notch education for all students (SNC, 2020). Despite facing critique, it is imperative to closely monitor the implementation and content of the SNC to guarantee the fostering of inclusivity, diversity, and critical thinking—key components for the nation's progress (Ali & Mehmood, 2023). The success of the SNC relies on the government's unwavering commitment to implementation, effective teacher training, and the engagement of all stakeholders in the educational journey.

Single National Curriculum (SNC) is a newly developed curriculum. It has also

been analyzed through other lens as well. As this curriculum is formulated deliberately with specific themes being environmental awareness and care as one of its important salient feature (Ministry of Federal Education and Professional Training, 2020). It is very much a point of concern that what our coming generations are being brought up to. What kind of literature are they exposed to, do the books they read are raising enough critical awareness about ecosystem, wildlife, natural environment etc., because early in childhood, children start to comprehend their humanity and how it interacts with the natural world? It is possible to promote this understanding through both conscious and unconscious actions. Children's books whose focus is on natural world might be a valuable resource for fostering. It should be researched and evaluated in light of the environmental ideas it upholds (Adugna, 2015).

Amidst the abundance of conducted research in Ecolinguistics and the Single National Curriculum, there arises an imperative to underscore and augment the extant knowledge by scrutinizing the Single National Curriculum through Ecolinguistics' lens. Thus, this research has analyzed the English textbooks of Grade 1 to 5 comprising Single National Curriculum from Ecolinguistics perspective. It is largely based on the text as well as the visuals that communicate specifically towards our environment and create an ecosophy.

3. RESEARCH METHODOLOGY

3.1. Research Methodology

To conduct this research, researcher has used qualitative approach. Primary source of this research is the SNC English primary level textbooks of grade 1 to grade 5. Purposive sampling has been used to collect the data.

3.1.1. Conceptual Framework

Two theories are used concurrently to conduct this research. *Ecolinguistics: language, ecology and the stories we live by*, by Arran Stibbe is used (Stibbe, 2015). Four selective stories i-e salience, erasure, metaphor and evaluations, and appraisal patterns have been taken to see what the new generation is bombarded with in terms of nature and environmental studies through this curriculum.

The second theory that the researcher uses in order to analyse visuals from theses text books is the theory of *Social semiotics analysis of multimodal discourse* by Kress and Leeuwen (2020). The study aims to investigate different aspects of ecology and the environment through the use of certain types of texts.

3.1.2. Method of Analysis

This study uses a double layered analysis scheme: textual analysis and visual analysis. For a purpose of clarity, they are given separately here. Ecosophy, however, points to some tensions/contradictions that arise when they are used together which I present at the end of the analysis.

3.2. Textual Analysis

3.2.1. Evaluation and Appraisal Patterns

A person is evaluated and described as their beliefs about the good or bad qualities of different areas of life, whereas appraisal patterns are the linguistic patterns that influence judgements about high and low quality of things (Stibbe, 2015, p. 84).

Following are the strategies to trace the appraisal patterns in a text:

- explicit and implicit appraisal. It's important to distinguish between explicit appraisal items such as good, right, wrong or bad, as well as implicit expressions such as fresh, natural, or smart, which can have positive or negative connotations.
- Marked words like Unsatisfied, unappreciated, untidy, disillusioned, inconsiderate, inconvenient, and more are commonly used to describe items with morphological markers of un, in, or dis. Unhappy, for example, would be considered negative and its unmarked opposite would be considered positive.
- Pair of words: In addition to morphological marking, there are a number of pairs of contrasting words that can make people feel positively or negatively. Examples include 'more/less,' 'big/small,' 'tall/short,' 'high/low', 'growth/shrinking,' 'up/down', 'ahead/behind,' (forward/backwards) and 'forwards/backwards' (Stibbe, 2015)
- Euphemism is another strategy to trace the appraisal patterns. Through the deliberate use of euphemistic words for certain areas of life, one can point out whether it is negatively or positively portrayed in a text.

For the analysis of evaluations, appraisal theory can be used. The appraisal patterns construct certain type of ideas. An important concept is the way patterns of appraisal are used to establish the tone and mood of the text. In this sense, the evaluations revealed can be categorized according to the analyst's philosophical outlook, and could be classified as destructive, ambivalent, or beneficial. The aim is to explore the ways to resist and replace potentially damaging evaluation patterns with less damaging alternatives and to describe how their detailed workings can be described.

3.2.2. Saliency

In a similar way, Saliency is a story that people tell themselves about a part of their lives that is significant or important, whereas Saliency patterns are linguistic or visual representations of specific, vivid and concrete depictions of a part of life that deserves special attention (Stibbe, 2015, p. 162). As Kress and van Leeuwen describe, saliency is commonly used in visual analysis when it refers to the degree to which an element draws attention to itself as a result of its size, place in the foreground, overlap of other elements, color, tonality, sharpness of definition, and other features (Kress, 2009; Kress & Van Leeuwen, 2020; Van Leeuwen, 2006). These kinds of visual feature patterns congregate in images to emphasize certain subject matter elements. Similar to saliency patterns, patterns of linguistic qualities might combine to represent specific participants strongly in a text. For the analysis of saliency in any text, linguistic features like focus, vitality, levels of abstraction, transitivity and metaphor play an important and vital role to showcase the saliency of any area of life in a text.

3.2.3. Erasure

As of Stibbe's statement of erasure, it is a story in people's mind that an area of life is unworthy of consideration and unimportant (Stibbe, 2015, p. 146). Stibbe proposed multiple devices and linguistic features in the study to achieve the patterns of erasure in a text and to highlight them like metonymy, hyponymy, nominalizations, noun phrases construction, massification, passives, transitivity patterns etc. these can be traced to find erasure in Ecolinguistics texts (Stibbe, 2015). These devices are used to analyze the text to achieve three levels within a text. The void, the mask and the trace.

3.2.4. Metaphors

In simplest terms, a metaphor is the representation of something by another. By referring to something as a metaphor, we are implying a similarity between things which are otherwise different'. Identifying the source frame and target domain is the first step in analyzing a metaphor. Next, you must determine which parts of the source frame are translated onto the target domain through using textual cues. Then, it is possible to identify potential reasoning patterns that can result from the application of the metaphor and weigh the benefits and drawbacks of each. What matters most in terms of

Ecology is whether metaphors are harmful, neutral, or advantageous from an ecological standpoint.

3.3. Procedure for Visual Analysis

3.3.1. Social Semiotic Analysis of Multimodal Discourse

The founding members of the school of social symbolism are Kress and Leeuwen, who created the theory of social semiotics study of multimodal conversation (Kress & Van Leeuwen, 2020). This theory is based on the Halliday's functional linguistics theory. According to Van Leeuwen (2006), Discourse analysis must take into account different modes since discourses frequently combine text, still images, music, and moving visuals to communicate meaning. There are characteristics of visual images that can be analyzed, including vectors (lines of movement in pictures that suggest an action is happening), shot size (indicates close or distant relationships with subjects), perspective (can show involvement), camera angle (can show participants as powerful or powerless), gaze (can indicate relationships between participants, or between participants and the viewer), colour saturation and modulation, and photorealistic images (Kress, 2009; Van Leeuwen, 2006). In social semiotics, colour functions as a meaning-making resource. It conveys value (light or dark), saturation (degree of intensity), and modulation (pure or mixed tones). These choices influence how images represent reality and ideology. Bright, saturated greens are often linked with vitality and growth, while muted or faded colours may suggest scarcity, decline, or threat. In environmental textbooks, such colour schemes can shape how students view nature—either as endlessly abundant, which risks ignoring ecological limits, or as fragile and in need of protection, which encourages care.

The MDA method developed by Kress and van Leeuwen demonstrates how several semiotic modes—such as pictures, diagrams, photos, and graphics—cooperate to produce implicit or indirect meanings that texts convey (Kress, 2009). Notably, the modern SFL is regarded as the foundation for important texts in multimodality, particularly in Kress and van Leeuwen's work, where the analysis should start with Halliday's metafunctions in order to determine the underlying system of every communication instance (Hansen & Machin, 2015, p. 2).

Thus, according to Van Leeuwen (2006), there are three patterns by which all

images carry out Halliday's metafunctions:

- The representational patterns (which align with the "ideational" metafunction) highlight the visual resources (people, places, and objects) in the picture as well as the interactions and conceptual relationships that are conveyed between them (Van Leeuwen, 2006).
- The interaction patterns (which align with the "interpersonal" metafunction) highlight the tools that establish connections between the audience, the creator of the visual texts, and the people they represent (Van Leeuwen, 2006).
- The compositional patterns (which correlate to the "textual" metafunction) show how interactional and representational patterns combine to form a coherent whole.

3.4. Sample

Researcher has taken five English books of Grade 1 to 5 having the curriculum of SNC (2020). Following are the names of the books:

Oxford Modern English by Nicholas Horsburgh and Claire Horsburgh (Grade 1)

Oxford Modern English by Nicholas Horsburgh and Claire Horsburgh (Grade 2)

Oxford Modern English by Nicholas Horsburgh and Claire Horsburgh (Grade 3)

Oxford Modern English by Nicholas Horsburgh and Claire Horsburgh (Grade 4)

Oxford Modern English by Nicholas Horsburgh and Claire Horsburgh (Grade 5)

The purpose of choosing these books was that these oxford series is widely used in almost every public and private institutes in Pakistan. The researcher has analyzed how these books have incorporated SNC along with its environmental themes and what role do these themes will play in shaping the green future of Pakistan.

From these books, the purposive sentences and phrases have been taken who manifold instances of Ecolinguistic stories of erasure, metaphor, evaluation & appraisal

patterns and salience. Different techniques have been employed to find out these specific stories.

Ergo, this research has determined how these stories will impact readers' minds and what eco- consciousness these books have raised in order to safeguard our environment. Kress and Leewan's multimodal theory has been used to analyze the pictorial area and what meaning they convey, what kind of ecosophy they develop through this curriculum.

3.5. Research Design

This study follows the following research design.

3.5.1. Qualitative Approach

The following study uses the qualitative approach to probe into ecolinguistic stories presented by Arran Stibbe embedded in SNC published English textbook of grade 1 to 5. Visual analysis has also been done using Kress and Leewan's social semiotic theory of multimodal analysis (Kress & Van Leeuwen, 2020). This qualitative approach examines the text in detail and thoroughly to figure out the underlying ecological narratives presented in the text and communicated via visuals.

3.5.2. Textual Analysis

This research study uses the textual analysis method to find the linguistic structures having ecological representation. Selected text has been chosen that offers the insight to ecolinguistic stories of metaphor, erasure, salience and appraisal patterns. This method gives an indepth understanding of the way specific ecological narratives are constructed from different linguistic structures.

3.5.3. Visual Analysis

The following research has done the visual analysis using Kress and Van Leewan's social semiotic theory. Visuals in any discourse are equally responsible in meaning making and communicating narratives (Kress & Van Leeuwen, 2020). Therefore, this research uses multimodal theory to identify the representation of

environment in the SNC published textbooks.

3.5.4. Purpose Sampling

Purposive sampling has been employed in the current research. It is a type of non-probability sampling involves the data that is most relevant to the research objectives and questions. This sampling helps in keeping the research's focus and to present the ecolinguistic stories used in different linguistic structures creating environmental narrative.

4. ANALYSIS AND DISCUSSION

4.1 Introduction

The linguistic representation of nature in our texts make us clear about how we conceptualize, perceive and call nature. Linguistic expressions are the powerful tool of representation of a certain thing and nature is no exception and can be best expressed in a way humans perceive it and construct their relationship with it. The environmental texts in SNC English books have revealed the multiple attitudes towards nature. At some places, it has been placed as a center of attention, ecocentrically represented whereas some texts are replete with anthropocentric concepts thus reveal multiple kind of stories we live by. Alongside text, visuals are equally important and they enhance the meaning conveyed through text. Weaknesses and strengths in a text are accentuated through text. Therefore, this study uses two theories simultaneously to analyze visuals and text presented in SNC books.

While earlier researches on the SNC has focused on policy goals and challenges in implementation, it has not examined how textbooks themselves create ecological meanings. This chapter builds on that gap by identifying Stibbe's ecological stories in selected examples, by explaining how visual grammar extends and shapes these stories and help creating an ecological world for learners, and evaluating them through the lens of the Living ecosophy. Its main contribution is a diagnostic framework for textbook developers: to highlight ecological limits, represent both human and non-human actors, reduce consumerist evaluations, and ensure that colour, composition and texts reflect ecological realities.

4.2 Analysis

This research analyzes these books and find out the stories of Erasure, metaphors, salience and evaluations and appraisal patterns. Moreover, it also analyzes the images constructing certain types of stories and mindsets towards nature. This analysis highlights the answers to research questions and their relevance to Greener Pakistan.



Figure 1 Road Closed

Using Kress (2003), the image uses compositional, representational and interactive meaning. In terms of representation, the narrative process in which the main character, Faiza, is planting flowers in a pothole, representing ecological healing and metamorphosis. The photograph supports identification with Faiza's environmental action by promoting intimacy and empathy between the viewer and her through the use of an eye-level angle and a warm, smiling look. In terms of compositional meaning, the main character and the blossoming flowers represent the visual center, emphasizing the salience of nature and the connection between humans and it, while the "Road Closed" sign—which is usually connected to danger—is restructured to represent change and creative disruption. Using vibrant, upbeat colours further supports a healthy environment. Collectively, the image and its appearance serves to highlight community involvement and ecological care.

In Stibbe's terms, the above visual highlights individual action by showing Faiza, placed at the center and shown at eye level, the main actor who repairs the damaged space. What is erased, however, are the broader systemic causes of potholes and urban neglect, such as municipal and humans' responsibility and infrastructure budgets. Also erased are the non-human elements like soil life and urban plants, which would connect the repair work to a wider ecological system. As a result, the image presents a human-centered story of salience that values individual effort but risks overlooking deeper infrastructural and ecological relationships. Linking this to Kress and van Leeuwen's concept of interactive meaning, the friendly gaze and middle-distance framing encourage viewers to identify with human agency rather than with interdependence between humans and the more-than-human world.

In terms of textual analysis from Stibbe's perspective, the story of evaluation is

identified from the text mentioned alongside the aforementioned pictorial representation. For instance, “full of lovely flowering shrubs” shows the story of an evaluation, where nature is positively evaluated. The word lovely evaluated the flowering shrubs as emotionally enjoyable and valuable. Another example, like “children from the kindergarten stopped to look” also represents story of an evaluation by giving implicit value to nature through the innocent observation of children. From the perspective of an ecolinguistic, the children response of observing the small garden shows a moment of appreciation and engagement, representing nature as something to be valued of attention, worthy to be praised and emotional response.



Figure 2 Yellow Meadow

All three of the visual grammar's metafunctions are used in the image of the yellow-marigold meadow. The field of flowers is foregrounded against a softly focused landscape, suggesting a constant cycle of flowering and replenishment. This gives the pictorial sense of a conceptual process that is static and indicative of growth. While the bright, vivid yellows of the blooms generate sentiments of energy and happiness, the low, eye-level viewpoint invites the spectator into the scene as an equal participant, demonstrating interactive meaning. Since no human actor is depicted, the flowers themselves take on the role of quasi-actors, attracting our attention with their visual prominence, or "demand gaze." The flowers' repetitive pattern in the lower two-thirds of the frame adds rhythm and salience, while the horizon and far-off hills provide a serene background that strikes a balance between stability and dynamism. This is an example of compositional meaning. The blossoms are the main "message" of the picture

because of the tight cropping that highlights their diversity and abundance. The visual overall has taken one fourth of the page giving immense importance to incorporate visual for conveying the meaning.

The image presents salience by portraying abundance through lush vegetation and strong green tones, presenting nature as effortlessly flourishing. However, it erases the real environmental challenges such as water shortage, soil depletion, and climate stress that actually affect fields. This creates an idealized and overly positive view of nature. According to Kress and van Leeuwen, the use of bright colors and balanced composition makes this scene appear “natural” and unquestionable. Yet, without any critical explanation in the text, such visuals can hide the environmental limits that Stibbe’s ecosophy draws attention to.

As far as the text is concerned, this picture creates a promising ecological assessment of indigenous plants, highlighting Pakistan's diverse landscapes. Stibbe’s positive appraisal is prominent here as the discourse gives these plants a high value by calling the meadow “beautiful” and referring to the blooms as a part of Pakistan's rich landscape. Such natural areas are deserving of respect and care, according to the subliminal message. A joyful attitude is further reinforced by the lack of any reference to dangers or degradation. “Look at this beautiful meadow of flowers” portrays nature as intrinsically valuable and worthy of our care and defence. Even in the absence of human characters, the meadow “speaks” through its aesthetic appeal, beckoning spectators (as well as nearby kids, readers, or bystanders) to stop, take in, and be moved—a blatant indicator of an ecocentric worldview where plants are valued for their own sake. In Stibbe’s ecolinguistic framework, the story of evaluation involves assigning positive or negative value to aspects of nature through language. In the “Flower Festival” text, nature is clearly positively evaluated through both explicit adjectives and affirming statements. The phrase “*beautiful meadow*” uses the emotionally positive adjective beautiful to describe the field of flowers, suggesting that such natural scenes are aesthetically pleasing and worth appreciating. Similarly, the statement “plants and animals are important” reflects an underlying ecolinguistic stance that views nature as valuable not just for utility, but inherently. This evaluation promotes an attitude of respect and care toward the environment, especially as it is framed in an educational context for young readers. Such positive evaluations contribute to building ecological identities, fostering emotional attachment to the

natural world, and supporting pro-environmental behavior. There is a lapse of two ecolinguistic stories, as we can see the positive evaluation of nature, an erasure can also be seen in the text.

“Pakistan has hills and mountains, valleys and plains... plants and animals are important.” This excerpt represents void, a form of erasure where something is completely missing from the discourse. So, this example paints an idealized picture, but it voids the ecological reality that these environments might be at risk due to environmental degradation or neglect.

Along with erasure, it somehow presents positive salience by attributing them with the positive adjectives and connotations which make them felicitous and impactful for greener Pakistan by making readers aware of the significance nature holds. This complete chapter plays with several techniques in delineating the nature’s supreme role in humans’ lives.

“Flower festival” chapter from grade 3 at one hand talks about the momentousness of the nature along with its elements, on the other hand, disguisedly it uses language techniques where natural creatures and their worthiness is back grounded. “We use animals to help us do work”. Animals’ benefits have been put at the back and how humans can make them work for us is what highlighted.

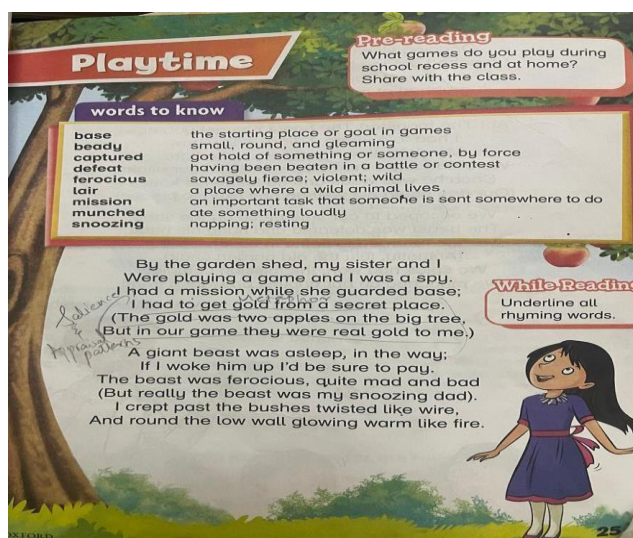


Figure 3 Natural Setting

Collectively, the major placement of image on the page, and the text presented next to it highlights nature’s significance while entirely leaving any threats to these ecological places.

A captivating tale of play, creativity, and natural environment as an active participant in a child's world is created by the combination of the words and image. Using Kress and Van Leeuwen's semiotic theory, the representational meaning is presented through a natural setting where trees, plants, and even a "snoozing dad" become fanciful elements in a metaphorical adventure, the smiling girl with the dreamy face complements the poem's story of imagination and role-play. From an interactive standpoint, the girl's front-facing, eye-level portrayal encourages attachment and emotional involvement, engrossing viewers—especially kids—in the fantastical situation and fostering a fun connection with their surroundings. While the warm tones and frame imply a secure and cozy outdoor atmosphere, compositional features like the huge tree, luminous background, and vibrant green bushes increase salience by highlighting nature and imagination as major topics. The visual of large green tree, and the other natural elements like apples have taken almost whole page with embedded text in it. The bushes, grass and tree altogether take up a large space of the page to catch the readers' attention from ecological perspective.

By using Stibbe (2023) Ecolinguistic framework, the text tells a story of metaphor in which commonplace objects, such as twisted shrubs or a sleeping parent, are turned into magical aspects of an adventure. "Where there is salience of the natural objects, erasure can also be figured out and "We munched on our apples, oh what a treat!"

On one hand, there is an erasure in limelight where apples are ignored as natural objects and the focus is on the act of eating, the human-centered activity. On the other hand, the use of language and exclamation of "what a treat" also highlights the superiority of natural objects and happiness one can find from. The Exclamation "oh what a treat!" focuses on act of eating and the satisfaction one derives from consuming apples and being close to nature. Likewise, "I had to get gold from a secret place. The gold was two apples on the big tree, and But in our game they were real gold to me."

As per Stibbe (2015) statement erasure is a story in people's mind that an area of life is irrelevant, useless, unimportant, valueless and unworthy to be considered, trace is one of the strategy to find it out where the natural object is backgrounded. The above lines disguise the apples and their literal reality as natural and pure entities and replaces it with a metaphorical interpretation as "gold". It erases and masks the actual and inherent value of apples as a chunk from nature but prioritize the value of wealth or treasure.

The text and picture together create a rich, imaginative universe where nature is not just a background but a dynamic character in the child's experience, as seen through the glasses of Kress and van Leeuwen's visual grammar and Stibbe's Ecolinguistics (Kress & Van Leeuwen, 2020; Stibbe, 2015).



Figure 4 My Doves

The above mentioned image is from the poem “My Doves”. It offers a compelling eco-positive narrative that harmonises image and text to create a tender, connected perspective of nature when examined via combined multimodal discourse and ecolinguistic lens. A serene housing scene with white doves resting contentedly on a window sill is depicted visually by Kress and van Leeuwen's (2006) three metafunctions, symbolically uniting nature into the human home. The representational metafunction reinforces an interactive ecological ideology by framing the doves as peaceful co-inhabitants rather than as faraway wildlife. The interactive metafunction supports an eco-ethical position that encourages observation over control by inviting the viewer into a non-dominant, caring connection with a kind look, close personal distance, and a slightly higher angle. The vibrant colors like green symbolizing nature and purple symbolizing peace and harmony show the interrelation of peaceful state of mind while being in the nature. It inculcates a sense of natural peace and harmony for the readers when presented next to the text.

Textually, the "Stories We Live By" paradigm established by Stibbe (2015) reveals how language perpetuates this ecological balance. A biocentric philosophy is

expressed by the poem's positive evaluations (such as "happy little neighbors" and "always seem at peace"), which esteem the doves for their own sentience and sociability. While framing and erasure emphasize affection and kindness while omitting urban threats or ecological concerns, the salience of their beauty and emotional link ("shining necks," "feel my love") foregrounds nature as alive and communicative, creating a pastoral tone perfect for eco-education, although with a somewhat limited ecological realism. Identity constructions create a mutualistic relationship by depicting humans as kind beings and doves as receptive friends. The doves are symbolically transformed into friends and neighbors, implying a moral economy of care as opposed to property or utility.

"Happy little neighbours", "Graceful games and friendly meetings", "Always seem at peace", and "Stretch their gleaming necks to greet me". These positive appraisals construct doves as serene, joyful, and friendly. They promote a biocentric ideology — valuing nonhuman beings intrinsically rather than just for their effectiveness to humans.



Figure 5 Agricultural Landscape

According to Kress & van Leeuwen's (2006) visual grammar, the setting represented in this image is within an agricultural cultivated landscape with the blend of human, scarecrow and wolf. This symbolize the nature's collaboration and an unusual gathering. The girl's casual posture and engagement shows openness and willingness to bridge human and non-human entities. Anthropomorphic scarecrow is not just an

instrument to scare bird but is depicted as a companion that blurs the boundary between animate and inanimate. The element of wildness and danger is also introduced through the wolf character but is rendered less threatening and friendlier.

The girl's gaze is towards the scarecrow invites the viewer/ audience to witness the moment of dialogue. The angle and distance foster equality among the characters and the viewer.

Textual analysis of this image reveals Ecolinguistic stories of erasure clearly. For example, "It was there to scare the crows and to stop them from eating the corn rice". "It is very dull being stuck up here night and day to scare away crows" and "It was there to scare the birds and stop them from eating the ripe corn". In all of the examples above, it is not clearly mentioned, or the agent is missing. "It" does not vividly directs the action towards the humans, rather it has put the responsibility of the action on some anonymous agent. The strategy of void freed the humans from their anti-ecological actions thus placing the responsibility on anonymous person or agent. According to Stibbe (2015), an event or entity is implicitly considered worthless or unworthy of attention in discourses when it is either not mentioned at all or mentioned in a way that puts it in the background. The phrases, clauses, and sentences that have already been mentioned make it clear that the agent or actor in charge of carrying out these acts is not named (Stibbe, 2015). The responsibility for damaging the ecology for human gain is not placed on the human race.

All these examples above eliminate the agent who has executed these actions of killing or threatening. The use of words like "they" do not intelligibly denotes who is the possible responsible of the said actions.



Figure 6 Green with Envy

According to Kress & van Leeuwen's (2006) and Stibbe (2015) Ecolinguistics theory, the apple is anthropomorphized to express humanoid emotion (envy) that blends the boundaries between human and nonhuman ecospheres. The angle of the apple's "eyes" suggests equality between audience and subject appealing identification with the apple's predicament. The green color of the apple link the idiom visually to nature representing salience.

Textually, "Green with envy" is an unalterable expression but showing it next to a natural element (apple) and that too with angry expression was a choice wrongly made as it is metaphorically relating nature with an expression of calamity, disaster and anger. However, anthropomorphism and idiomatic meaning are being focused. This may reduce the apple to a symbol rather than a living being and dominate ecological realities. In Eco linguistics, such subversion of eco-positive connotations (growth, harmony) into an emotion (envy) represent the complexity of language.

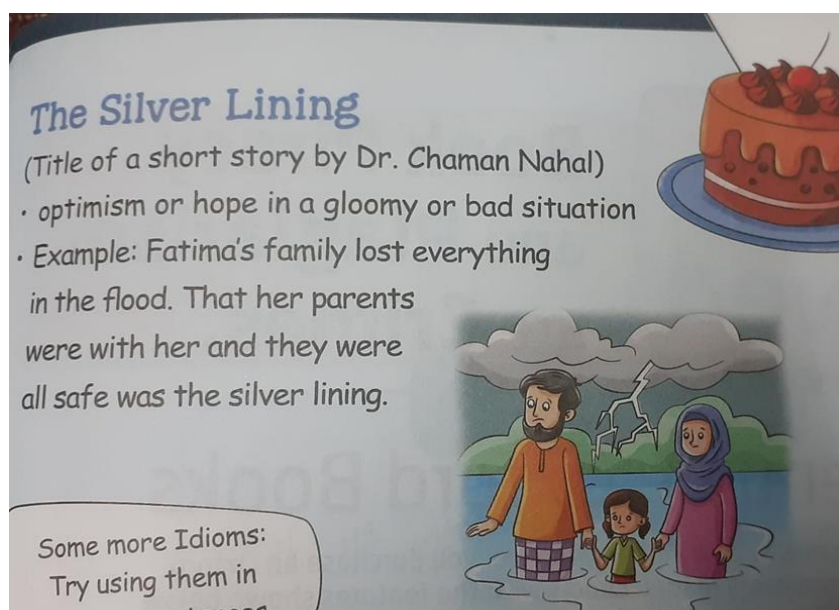


Figure 7 The Silver Lining

Another image with a same description where nature is being portrayed and depicted in two manners simultaneously. "The silver lining" idiom is what meant to strongly paint the nature as a ray of hope whereas its description and image is metaphorically unsuitable. The appraisal pattern for nature here is what illustrating the negative sense of ecological systems. The picture showing calamity for the family from clouds (rain, floods), the same from which the idiom is being made "the silver lining".

By exploring the image visually, the scene juxtapose two realities based on Kress and van Leeuwen's representational metafunction. Firstly, the foregrounded family sheltering and drenching in the floodwaters. Secondly, "the silver lining" ruptures ominous storm clouds. The dark dominating clouds and fragile silver line is compositional salience that represent the tension between hope and desolation. The metafunction expands this tension by the family's gaze (demanding) contrasts with the clouds' high-angle perspective that portray nature as a detached force as well as a precarious source of hope. The color palette represents grayscale storm tones symbolize ecological threat.

According to Stibbe's framework the text "Fatima's family lost everything in the flood. That her parents were with her and they were all safe was the silver lining" act as positive appraisal. It is biocentric but human centered related to hope and survival in specific. It sets the safety of the three members as the only redeeming aspect of the ecological calamity. It foregrounds human life and emotional bonds while erasing ecological contexts such as environmental degradation.



Figure 8 Doctor Doolittle

The picture above from the chapter "The story of Doctor Dolittle" of grade 4 book demonstrates the interaction of humans with wild. The picture at first gives an insight into what this chapter could be about as we can clearly see the animals of all types i.e. wild and farm, horse, cow, sheep, dog, rat, parrot, hedgehog, rabbit, duck, sparrow and hen into this picture interacting with the human being. In accordance with Kress and Van Leewan's (2006) visual communication theory, we can observe different themes, symbols and meanings merging together to make one united social meaning that is promoting benevolent discourse. This picture is deploying the meaning that wild life is as friendly as other human beings can be, demolishing and disguising the dangers one can think of.

The placement of the natural beings i-e animals in the picture also manifests the significance of their presence as they are sitting inside the house with the owner like other members of the house instead of sitting outside. The color combination and the presence of flowerpots also exhibits the supremacy of nature and ecosystem. The harmony between the participants of the picture demonstrates and signals the idea that nature and humans are important for each other's survival and are in symbiotic relationship. Like, "Then his sister, Sarah Doolittle came to him and said, 'John, how can you expect sick people to come and see you when you keep all these animals in the house? If you go on like this, none of the best people will have you for a doctor.'" Likewise, 'But I like the animals better than the "best people", said the doctor. 'You are ridiculous,' said his sister and walked out of the room.

Likeness for animals has been termed as being "ridiculous". The opposition in the dialogues portrays the idea that best people are those who stay away from nature and natural creatures i-e animals. These negative connotations overall picture the nature as a negative element. It has metaphorically been termed as an unwanted thing when compared to the word "best". Salience has been used for the humans as they have been given priority over nature. Thus, these dialogues and picture overall creates an impartially ambivalent discourse.

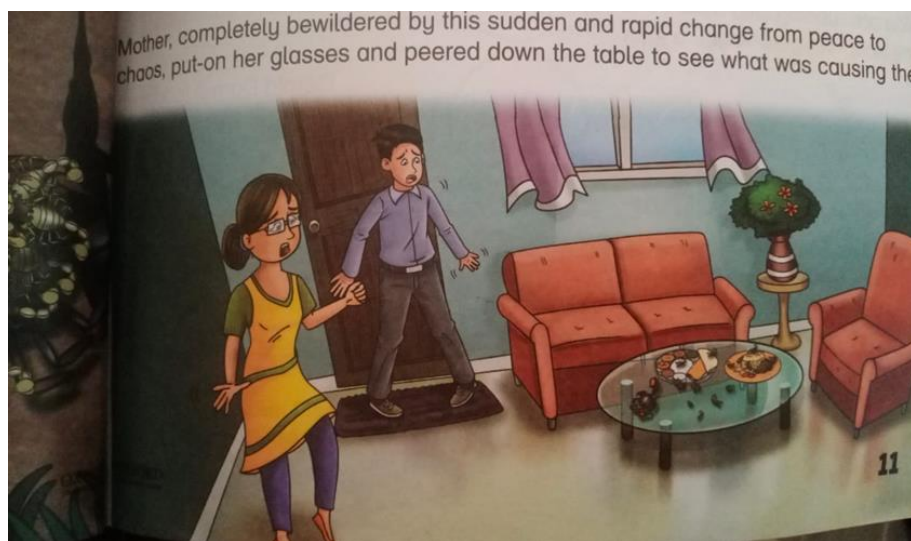


Figure 9 Ants Invasion

The scenario emphasizes the importance of the ant invasion by allowing the audience to experience their shock and anguish with them. The picture's warm hues imply coziness and stand for home security. Tension is created in the scenario by the contrast

between the reassuring colour of the sofa and the unnerving sight of ants.

The ant invasion contrasts with the family dynamic in a living room, which denotes a safe home atmosphere. The cultural notion that the home is a haven that has to be guarded against outside threats is reinforced by this juxtaposition. “Anwar is counting ants; they are climbing a dead tree”

Another instance from a chapter where human is counting ants. Ants are living being and they have been given importance as they are being observed closely that shows they are important creatures. If they can be counted, they hold importance. Anwar’s focus on counting ants climbing a dead tree suggests that he is highlighting the presence and behaviour of ants in the particular habitat. This act of counting emphasizes the salience of ants in his observational experience of nature.

The ants and the reactions of the mother and child are likely the most salient features in this description. An ordinarily peaceful home atmosphere is made uncomfortably chaotic by the presence of ants. The two main focal points of the scene are the infestation and the shock.

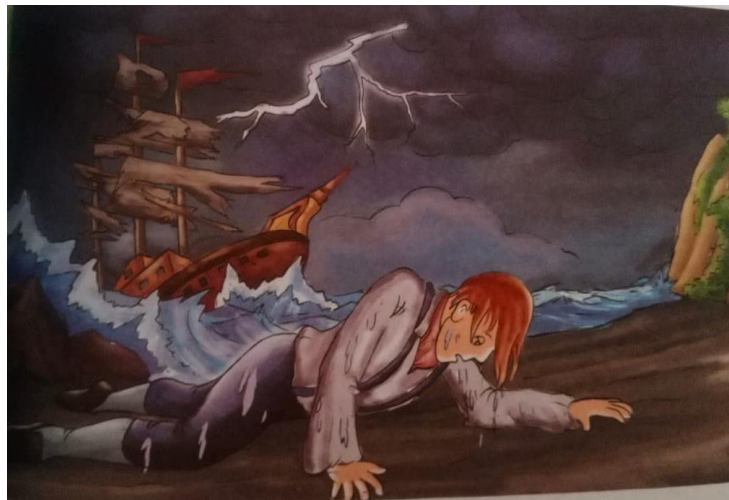


Figure 10 Sea Storm

The man's appearance—damp with water—visually highlights his survival and struggle. The water dripping off of him and his clothes both convey how strong the storm was. In order to elicit empathy, this establishes a visceral connection with the audience. The obviously damaged ship in the distance represents death, ruin, and the force of nature. It reminds us of the danger the man was in. The shipwreck might also

represent how easily human creations crumble in the face of the might of nature. The critical factor is the man's spatial distance from the ship. The man in the foreground is in stark contrast to the ship, which is in the background and may be partially buried or broken apart.

The man stands out the most because of his posture and the water that is trickling down his face, which represent weariness and survival. The background's destroyed ship is particularly noteworthy since it symbolizes loss and devastation.

The scene's general tone is strengthened by the colour palette, which draws attention to the peril the man has just managed to escape. The storm's lingering chaos is symbolized by the raging water with frothy leftovers. The change from chaos to momentary safety is reflected in the disparity between the surging water and the solid land.

The power of nature is symbolized by the shipwreck and the sea storm. The man's continued existence demonstrates tenacity. The voyage from the raging sea to the serene coast narrates a tale of survival, displacement, and a new start.

The phrases "violent tornado," "terrible storm," "sea was very rough," "raging seas" and "a gigantic wave hurled our little boat" from a chapter highlights appraisal. Each phrase provides a negative appraisal of the weather conditions.

The language used conveys a strong sense of severity. The word "violent" appraises the tornado as extremely destructive and aggressive. The adjective "terrible" appraises the storm as very unpleasant. It conveys a strong negative sentiment about the storm. "Very rough" appraises the difficulty and danger associated with the rough sea. Similarly, the term "raging" appraises the seas as wildly intense and uncontrollable. These adjectives denotes negative appraisal that creates a rich sense of hazard and severity associated with natural phenomena.



Figure 11 Importance of trees

Based on visual analysis of the image titled “The importance of trees” and applying Kress & Van Leeuwen (2020) visual grammar and Stibbe (2015) ecolinguistic framework, the two humans shown as actors are actively cutting large trees in a forest. The trees are the patients of the action and nature is shown passively. The destruction is highlighted as a consequence of human actions in an ecological sphere. The viewer is placed above the eye level of the image that represent the reflective stance. Detachment is shown through no gaze from the characters to the audience making it an observational mode. The viewers or audience are made witness to the ecological harm rather than the agent. The dark contrast of trees, forest and clothes of the actors symbolize a clash between nature and human activity. The foregrounding of the chopping process and axes placement is making it salient. Like, “They made a deep cut in the wood” and “In the cut they put a wedge”.

As per Stibbe's statement erasure is a story in people's mind that an area of life is irrelevant, useless, unimportant, valueless and unworthy to be considered, trace is one of the strategy to find it out where the natural object is backgrounded (Stibbe, 2015). What happened next or what impact the cutting had on the environment is not discussed. It has been double layered with human actions.



Figure 12 Caged Parrot

In this moment, there are several other caged creatures visible in the background, and the two characters are amusedly observing a parrot that is doing karate. The ideas of control and release are emphasized by the contrast between the other animals' imprisonment and the parrot's free-spirited and dynamic performance outside the cage. The parrot's performance is the source of the couple's enjoyment, but the cages themselves hint at a tension that exists between entertainment and confinement.

The parrot's central motion and placement give it prominence. Erasure is evident when the other pets, while still visible, are minimized and their contributions are overshadowed by the parrot's time in the spotlight. The caged parrot on the table represents the possibility of becoming imprisoned even after brief periods of freedom. This image shows how the couple enjoys the pets' abilities while maintaining control over their environment. The cheerful mood contrasts with the restrained backdrop suggests a complex dynamic of joy found through dominance and containment.

"Everyone suddenly burst out singing, And I was filled with such delight, As prisoned birds must find in freedom, Winging wildly across the white, Orchards and dark green fields on-on and out of sight". These lines mark subtle appraisal. Phrase like "burst out singing" and "filled with such delight" express a positive appraisal of the group singing.

The comparison of the soldiers to "prisoned birds" finding freedom further emphasizes the joy and freedom felt. "And sorry I could not travel both" and "I took the one less traveled by" also shows the pattern of appraisal. The first line reveals a sense of regret where the poet appraises the situation with a tinge of gloom. Likewise, in

the second line the poet appraises the route he chose as unconventional that reflects a positive appraisal of distinctiveness.

Likewise, the title "karate parrot" is a salient element in another story. The unique nature of a parrot expert in karate captures attention. The helper's demo of the parrot's skills, where it destroys the chair, is highlighted as a key moment.



Figure 13 Forest and Wildlife

In this picture, a caged lion stands next to a little boy in a forest. This scene creates a contrast between the wild power of nature and human control. The cage acts as a metaphor for domination of natural forces which symbolize how humans attempt to control nature's inherent strength. The boy's proximity to the lion highlights a sense of innocence. It is possibly representing humanity's detachment from the consequences of caging wild animals.

Erasure is evident in this image as the lion's natural habitat (the forest) surrounds it, but its freedom is restricted by the cage. Salience is given to the lion, as its imposing figure inside the cage captures attention, but the cage and the boy's presence shift the focus to human dominance over the wild.

The scene offers a mixed appraisal, the lion though fearsome, is rendered powerless and under control, while the boy appears curious or unaware, reflecting a passive acceptance of this imbalance between humanity and nature.

A chapter "The Trap" uses such strategy of void where the agent of an action is missing. "Once upon a time, a tiger was caught in a trap". There is an element of erasure in what is not explicitly stated. It does not clearly mention who set up the trap, why was

the tiger caught up, what happened to the tiger next. Simply emphasizing the action and the object has ridden the agent from this responsibility of the said action. This omission of the agent leaves gap in the narrative.

“The trap” chapter dedicates a whole paragraph in bringing into the limelight what a tree has said what asked for help. This type of language use and portrayal of natural elements where they are given words to speak and treated as if they can speak, feel and talk, promoted salience and let readers think what and how do these natural creatures feel. In other words, the personification used for these animals let them speak what humans cannot feel.

“The tree said; you are lucky, you are independent. You have free will. Whereas I am rooted in one place and I am helpless. People take my fruit and cut my branches. Nobody helps me”. While the author has used personification in these lines to tell readers about what tree thinks, it also signifies the importance of trees and ruthless behaviour of human beings towards nature. The tree’s voice and its plight are made salient through its direct speech and emotional expression. The tree’s lamentation about its suffering and the actions of humans make its story more prominent in the text. This strategy brings attention to tree’s plight and injustices perceived along with the human actions on it.



Figure 14 Bull in the Farm

A bull stands in a field, poised and ready to plough, illustrates the relationship between humans and nature in agricultural contexts. The bull’s presence symbolizes strength and the crucial role animals play in traditional farming.

Another paragraph from the same chapter uses same technique for Bullock. “You are lucky, ‘said the bullock. You don’t have work so hard in the field under the scorching sun. I work hard all day and get a little to eat. Nobody helps me”. These lines reveal a

narrative where bullock's voice is central. Through the narrative of bullock, injustices and inequalities faced by bullock are revealed. Narrative of the bullock is made salient and brings attention to its laborious existence and the disparity.

The metaphor at work here portrays the bull as a symbol of agricultural labor and human dependence on animal power for cultivating land. Salience is given to the bull through its central position and readiness to work. The field serves as a backdrop, representing potential and productivity. It also tells us about the bull's role in transforming natural resources into cultivated land. Erasure is also evident since the bull's utility as a tool for human advantage eclipses its innate tendencies and uniqueness. Although the scene may underestimate the bull's normal behaviour and requirements, it does show a good assessment of the animal's contribution to agriculture.



Figure 15 Wildlife vs. Humans

The scene is described using Kress and van Leeuwen's multimodal theory, showing a youngster in a wooded environment, going away from a roaring, caged tiger with a fox by his side. It is an expression of power and frustration as well as a distance from danger. The fox serves as a go-between for the natural world and the human world, whereas the tiger's captivity symbolizes human supremacy and the repression of natural energies. It also stands for wisdom, flexibility, and a measured approach to risk.

The raw, untamed energy of the tiger imprisoned within the cage is highlighted by the roaring of the animal. Its imprisoned condition is another striking feature. By comparison, the boy and fox stand out for their composure.

Analyzing the text, “Now stay there, said the clever jackal and he and the boy went away.” The use of “clever jackal” is positive appraisal. It shows cunningness and adaptability that valorize survival over brute force. The phrase “stay there” shows reinforcement of human authority and consider tiger as a threat. It also represents animals control over nature. This line also omit the ethics of captivity and tiger’s role in ecological sphere thus reducing it to mere a symbol of danger. This multimodality strengthens anthropocentric hierarchies; humanity trap dangerous components (tiger) of nature while opting for useful ones (fox). The tiger’s frustration in showing that ecological hierarchy is stressed by human interventions. The fox’s arbitration represents a veneer of coordination but ultimately propagates a view of nature—regarding animal merely for utility or compliance.



Figure 16 Elephants and Mice

By use of Kress and van Leeuwen's multimodal theory, the image conveys a potent story of unanticipated agency and a reversal in power dynamics. The little mice, by their persistent efforts, become agents of emancipation, while the elephants, usually icons of strength, are reduced to helplessness. The picture alludes to the idea of underappreciated creatures trying to liberate something far bigger. The close proximity of the elephants and mice suggests a relationship of reliance, with the elephants depending on the mice for their freedom. Tension is created by the interactions between the big and little animals.

The mice represent tenacity and the notion that even the tiniest deeds can result in freedom, while the elephants caught in a net represent potential or power that has

been restrained. The picture serves as a metaphor for how resiliency defeats monsters that appear insurmountable. Second, the elephants are portrayed as passive victims of the circumstance, physically acknowledging their size and power yet erasing their agency. Even though they are usually ignored or have little influence, the mice acquire agency when they actively try to set the elephants free. Positive evaluations are also given to the mice's attempts to free the elephants because of their activities, which point to intellect, tenacity, and an unexpected ability to change things.

The strategy of void freed the humans from their anti-ecological actions thus placing the responsibility on anonymous person or agent. “They killed many of the mice”, “These will kill us all”, “You will kill us all”, “King elephant and his herd were trapped in the forest”, and “They were tied up with the ropes”. According to Stibbe (2015), an event or entity is implicitly considered worthless or unworthy of attention in discourses when it is either not mentioned at all or mentioned in a way that puts it in the background (Stibbe, 2015). The phrases, clauses, and sentences that have already been mentioned make it clear that the agent or actor in charge of carrying out the acts is not named. The responsibility for damaging the ecology for human gain is not placed on the human race.

All these examples above eliminate the agent who has executed these actions of killing or threatening. The use of words like “they” do not intelligibly denotes who is the possible responsible of the said actions.



Figure 17 The Chase

Using Kress and van Leeuwen's multimodal theory, the image conveys a dynamic and powerful narrative of chase, control, and innocence. While the pursuing group of men and police represents authority, power, and social norms, the compositional focus on the youngster and dog represents their vulnerability. Since the

pursuit takes place in a public location, the tension is increased by the setting of a crowded city road, which also heightens the drama and exposes the conflict.

The chase itself can be interpreted as a metaphor for the struggle between societal authority (represented by the police and men) and individual freedom (represented by the youngster and dog). The bustling city road is a metaphor for the complexity of contemporary life, when social forces and personal conflicts are frequently intertwined and revealed.

Furthermore, the city is busy, the focus is primarily on the boy, dog, and the chasing group. The other elements of the city—people, cars, buildings—are likely backgrounded or erased, emphasizing the central conflict and heightening the tension between the pursued and the pursuers. Likewise, the scene is salient. The boy and dog gain salience as the focal point of the narrative. Their movement is likely highlighted by their positioning at the front. The proximity evokes a sense of urgency, escape, or rebellion. The dog's presence adds an element of loyalty or innocence to the boy's actions. The element of appraisal is also preset. This appraisal is rooted in the underdog narrative, where the viewer is empathized with the boy's need for freedom or justice. The police and the group of men represent control, but their role as pursuers creates an appraisal of authority or repression.

"Beware of dogs" the title carries negative appraisal of dogs. It presents dogs as possible threats or dangers. "Take concrete measures to control the population of stray dogs in a humane way while ensuring the safety of citizens". The salience in this line is on the need for concrete and operational actions to control stray dog populations. The prominence is on the significance of instigating effective and practical measures to manage wandering dogs while also highlighting public safety.

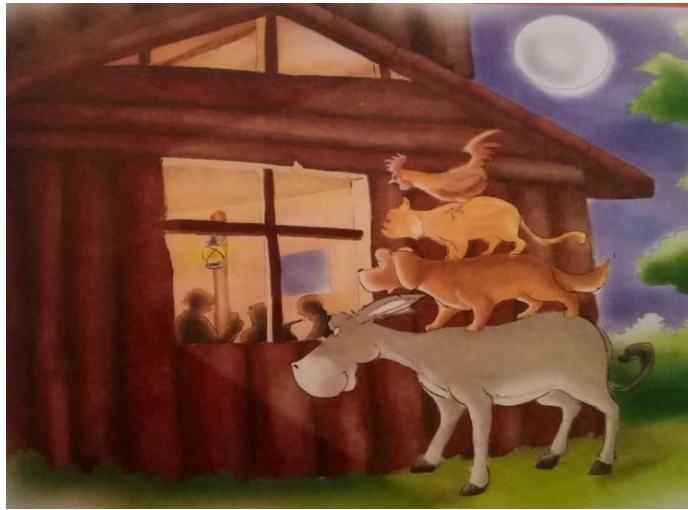


Figure 18 The Peeping Animals

The image is a representation of a donkey, dog, cat, and hen standing on top of one another and peering through a window at night, where a group of people are having a discussion inside a house. Kress and van Leeuwen's multimodal theory suggests that the animals represent curiosity or an outsider's perspective, looking in at human affairs. The house and the light inside symbolize warmth, civilization, and perhaps secrecy, with the blurred group of people suggesting the unknown or unknowable. The full moon and night setting add a mystical element and link the scene to nature and the idea of observation from the outside. The animals' position outside the house looking in creates a distance between the animal world and the human world. The animals are visually separated from the humans, indicating their role as observers rather than participants.

There is an inversion of power in this image. Although the humans inside are the focal point of the animals' attention, they are passive and unaware of being watched, while the animals, normally seen as lesser in terms of societal hierarchy, have agency and control over the act of observation. The animals are positioned as intelligent and cooperative, subtly reversing the usual human-animal power dynamic. The contrast between the light inside the house and the dark, moonlit outside world enhances the thematic tension between nature and civilization, with the animals representing a more alert and aware perspective.

The animals, stacked and peering through the window, are likely the most salient element in the image. Their unusual arrangement draws attention, with their act of spying creating a sense of curiosity and intrigue. The light from inside the house contrasts with the darkness of the night. The blurred figures inside are less salient, as

their obscured appearance directs attention to the animals' perspective rather than the details of the human discussion. The image is seen as a metaphor for outsiders looking in, with the animals symbolizing curiosity on human affairs. The animals working together to observe the humans might reflect themes of cooperation, intelligence, and the interconnectedness. The blurred humans metaphorically represent ignorance to the natural world observing them. Moreover, the humans are back grounded indicating erasure. This allows the focus to remain on the animals and their perspective. The humans' discussion is visually downplayed.

As most of the text or stories have animals as their main characters to evoke sense of nature and its importance in the young generation, another chapter “The musicians of Bremen” portrays animals as heroes by the end of the chapter. It gives voice to animals as to bring them in limelight. This strategy of personification resonates highly with the salience that deals with what is prominent in the text. Such lines like “Donkey said; my life is in danger; my owners think I am useless because I am old. “Dog said; I am old and cannot work. My owners have driven me out. Cat said, “I am old and cannot catch a mouse for my owner. She is going to sell me.” By using this language technique of personification, and bringing animals into salience, the unheard thoughts of natural creatures can be heard and conveyed.



Figure 19 Dog's Pursuit

In this image the children are in pursuit of the dog, which holds a ball in its mouth. This creates an action narrative where the dog is the primary actor leading the action. The dog's playful behavior suggests a carefree game. The image conveys innocence, play, and harmony between humans and animals. The dog, as a playful

agent, symbolizes freedom and joy, while the children chasing after it represent collective play. The green park setting emphasizes nature. Despite being chased by a group of children, the dog has agency in this image, as it holds the ball and controls the direction of movement. This indicates a playful inversion of the usual power dynamic between humans and animals.

The children are appraised positively. Their pursuit of the dog suggests excitement and playfulness. The playful chase is metaphorical for the carefree nature of childhood, with the dog symbolizing freedom, spontaneity, and joy. The ball in the dog's mouth represents a goal or objective that unites the children in pursuit.

Taking a piece of text, "The dog I used to tease when he was just a pup". This phrase emphasizes on the dog being "just a pup" brings attention to the dog's innocence and vulnerability at the time of teasing. The focus signifies dog's age and the speaker's past actions, adding a layer of likeness and potential regret.



Figure 20 Minty Clean

In this image the toothpaste Minty Clean is the central product, visually represented as fresh, clean, and natural. The mint leaves surrounding it represent the key ingredient. The water wave in the background suggests purity, cleanliness, and hydration. The image communicates a combination of freshness (through mint leaves), cleanliness (via the water wave), and nature (with the use of the word "green" in the slogan and the color of mint leaves). This connects the product to the ideas of oral health, environmental friendliness, and a fresh experience.

The multimodal analysis suggests that the toothpaste tube is likely placed in a

prominent position, close to the viewer, which makes it accessible and appealing. The mint leaves and water wave enhance this appeal by visually surrounding the toothpaste. The slogan, “Minty Green Minty Clean,” creates engagement through its repetition and rhyme. The power here lies in the product’s promise of natural and refreshing oral care.

The advertisement highlights ecological value through the heavy use of green colors, leaf imagery, and words like “fresh” and “natural.” At the same time, it leaves out the hidden harms of production such as plastic waste, chemical use, and high water consumption. The positive wording (“fresh,” “pure”) encourages a favorable view of the product while neglecting its environmental impacts—an example of the harmful or ambivalent stories that Stibbe warns about. From a visual perspective, the central placement of the product and the use of clear, high-quality images, as explained by Kress and van Leeuwen, work to strengthen the product’s credibility.

The image employs metaphor through the use of the water wave and mint leaves. The water wave symbolizes cleanliness, hydration, and purity, while the mint leaves stand for freshness, nature, and a refreshing sensation. The image deliberately erases harsh, artificial elements or medical imagery, focusing solely on natural, refreshing visuals. This erasure creates an emphasis on the product's natural ingredients. The toothpaste is appraised positively as a fresh and natural solution for oral health. The slogan reinforces this positive appraisal by associating the product with both freshness (“Minty Green”) and cleanliness (“Minty Clean”). The slogan reinforces this positive appraisal by associating the product with both freshness (“Minty Green”) and cleanliness (“Minty Clean”).



Figure 21 Unique Animal

Kress and van Leeuwen's multimodal theory analyze the picture including a unique animal with various colors and features standing in a grassland. The vibrant colors and unusual combination of features suggest an imaginative creature. This symbolize creativity, diversity, and otherworldliness. The grassland denotes a natural, open environment. It contrasts with the unusual appearance of the animal.

The animal's colors and features (e.g., green wings, pink trunk, red face) are the most salient elements. These features are likely to be highlighting the animal's uniqueness. The use of vibrant colors creates visual contrast, making the animal stand out against the more subdued grassland background.

The grassland serves as a metaphorical canvas that frames and enhances the animal's distinctive features. It highlights the idea of the animal as a unique entity within a familiar environment. The description erases details about the animal's behavior. It solely focuses on its appearance and setting. This erasure emphasizes the visual impact and uniqueness of the animal rather than its actions or context.

Applying Stibbe's ecocritical lens, the introductory lines "Believe me! Believe me! This story is true!" is the traditional way of storytelling. The vivid description of the animal is given as: "Its four legs were purple, its feathers lime green, Looked like a squashed pear".

Metaphors used such as "Lime green" and "like a squashed pear" violates the traditional biological classification that dismantle speciesism. Using a unique bio centric creativity a new form of life is re-imagined based on appearance rather than function. It aligns with the Stibbe's linguistic pattern that promote nonhuman life without casting it into a familiar mold. Although, there is no ecological threat but the omission of such crisis give margin to eco literacy through imagination.



Figure 22 The Man and the Rabbit

The central figures in the image are the man and the rabbit. The central figures in the image are the man and the rabbit. The rabbit is the pursued participant. The setting is a field, which contextualizes the chase and provides a natural environment for the action. Running towards the viewer, the man's posture in the picture may provide a sense of intimacy and directness. His dynamic stance highlights the action for the audience. The audience is invited to share in the thrill of the pursuit by the intensity of the chase and the man's intent look. As it is being pursued, the rabbit is shown as the passive agent, having less agency than the man. The man is putting forth effort to catch the rabbit, which leads to a power imbalance during the chase.

The pursuit metaphor is used in the image to represent effort and tenacity. The man's ferocious pursuit serves as a metaphor for an objective. The scene is figuratively linked to survival and natural processes by the field. The picture might not include the chase's motivations or a larger setting. This erasure draws attention to the nature of the search rather than any underlying causes or outcomes. The most noticeable aspects are the man's and the rabbit's movements and actions. The rabbit is rated as swift and nimble, while the man is rated as driven and enthusiastic, his ferocious running demonstrating his dedication to the endeavor. Positive evaluations are given to the field because it provides a natural backdrop for the pursuit.

“Peter was most dreadfully frightened and rushed all over the garden. He had forgotten the way back to the gate. He lost one of his shoes in the cabbage bed. He lost the other shoe amongst the potatoes.” This narrative is based on negative appraisals

“most dreadfully frightened,” “lost,” “forgotten”. Peter’s vulnerability is foregrounded and the harmony of garden as a place is back grounded. Use of negative appraisals make it a place of anxiety, disorientation and confusion. Peter’s helplessness is emphasized through framing in text as he is shown as not in control and the garden is made an obstacle by “cabbage beds” and “potato patches”. These features serve as indicators of harm rather than causes of sustenance. The omission of positive attributes of nature like beauty, nourishment and nurture constitutes erasure of the garden’s positive ecological roles.

4.3 Discussion

The information supplied is used to assess how nature is represented linguistically in the SNC English textbooks. This section discusses its important insights into how different textual and visual aspects handle our study questions. The goal of the discussion is to relate these results to the main ideas of this investigation. The information shows how the text in ecolinguistic stories is patterned. One important theme in the writings is the elimination of human agency through the use of passive voice and nominalization. The texts refrain from directly linking human activity to ecological harm. This gap gives rise to a story in which nameless forces cause suffering for nature, supporting Stibbe's claim that significant characters or events are left out.

This trend is highlighted by the frequent usage of passive structures like "they were cutting the log" or the ambiguous "the tiger was caught in a trap." It creates a narrative in which human culpability is downplayed or eliminated completely, leaving ecological damage unchecked.

Similar narratives that devalue the natural world are produced by texts that depict animals and natural materials like apples as tool or commodity ("The gold was two apples on the big tree "). This objectification pattern is consistent with the masking theory proposed by Stibbe. This demonstrates how a skewed representation hides the actual nature of natural entities. The way that "The Trace" frames ecological entities in the book is consistent with its pattern. Apples, for instance, are figuratively transformed to "gold" in the story, concealing their ecological significance. Similar to this, descriptions of activities like cutting wood or scaling a dead tree downplay the impact on the environment while emphasizing human activity.

These traces form a pattern in which human-centered narratives partially obscure the presence of nature. Consequently, the readers are unable to completely understand environmental issues.

Salience is highly illustrated in the SNC English books. Because it emphasizes the significance of natural entities, it significantly influences ecolinguistic storytelling. The text creates ecolinguistic tales about the environment through recurring patterns of particular characteristics, attributes, and behaviors of nature. For instance, apples are given narrative importance in "Gold from a secret place," which turns them into a symbol of wealth. Stories such as "The Trap" or "The Musicians of Bremen" emphasize the agency and value of animals and plants by highlighting their emotional and social lives through personification. An important tool for the patterning of ecolinguistic stories is provided by metaphors.

They shape how nature and the environment are perceived. For example, the apples in "I had to get gold from a secret place" are metaphorically described as treasure and gold so natural elements are framed as valuable and desired. This use of metaphor aligns with Stibbe's ecolinguistic stories of framing. Here nature's importance is both elevated (e.g., apples as gold) and simultaneously erased (e.g., objectifying them as mere commodities).

4.3.1. Ecosophy

The ecosophy or the philosophy of ecosystem is what makes up one's thinking or mindset towards their ecosystem. Every individual has a different ecosophy and every writer tries to portray it differently through texts. It helps shaping the mind of an individual in a certain way.

The second core aspect of this study is the ecosophy emerging with Stibbe's and Kress and van Leeuwen's Theories. The integration of Stibbe's ecolinguistic stories and Kress and van Leeuwen's social semiotic theory reveals an ecosophy where human beings are positioned as distant from their ecological actions.

In social semiotics, the absence of agents, or their erasure, is a meaningful sign in itself—it constructs a worldview where human ecological disruption is downplayed.

This philosophy implies a hierarchical structure. Nature is viewed as inferior and humans as irresponsible towards the environment. As demonstrated by the expressions "we use animals to help us do work." This illustrates a nature-centered utilitarian viewpoint. These writings' use of masks indicates an ecosophy that puts commercial utility and human demands ahead of ecological equilibrium. Through depictions of natural elements like apples as "gold" or as merely resources, the writings create a worldview that minimizes nature to a background for human activity. The social semiotic theory of Kress and van Leeuwen emphasizes how these linguistic decisions influence meaning—here. Masking distorts our relationship with nature, making its usefulness more important than its inherent worth. This emphasizes human dominion over environment and shows an ecosophy that is far apart from ecological and sustainable ideals.

The usage of traces is indicative of an ecosophy in which nature is marginalized rather than nonexistent. Kress and van Leeuwen's social semiotic theory states that traces are semiotic decisions that emphasize human behaviour over environmental influence and minimize the impact of the environment. This ecosophy diminishes the importance of the ecosystem it as less significant to human actions. The partial representation of natural entities in these texts implies that nature is only important in specific or limited contexts between humans and nature.

Salience as a strategy contributes to an ecosophy that views nature as an integral but valuable part of life. By using Kress and van Leeuwen's social semiotic theory, the visual and linguistic representations of nature (e.g., marked phrase like "cunning fox") not only highlight the characteristics of natural entities but also elevate their status within human consciousness. This suggests an ecosophy that emphasizes recognition of value in nature and human connection with nature. Objects like apples, ants, and animals are not passively present but are actively valued and observed, reinforcing their ecological importance. Through descriptions of actions (e.g., "counting ants" or "climbing a dead tree"), humans are depicted as interacting with nature in ways that encourage awareness.

Through the use of metaphors, an ecosophy that blends Stibbe's environmental storytelling and Kress and van Leeuwen's semiotics emerges. It is suggesting a relational and anthropomorphic approach to nature. The conversational metaphors

between animals, as seen in chapter “The musicians of Bremen” imply that nature is approachable, alive, and connected to human emotions. This is interpreted as promoting an ecocentric perspective, where animals and other natural entities are given human-like qualities for empathy. It is, therefore, reinforcing a semiotic pattern that personifies and glorifies natural elements. This aligns with an ecosophy that appreciates nature's significance beyond its utilitarian role.

The third core aspect of this study is the relevance to a Greener Pakistan. For the discourse of SNC English textbooks to support the concept of Greener Pakistan, it would need to foreground human responsibility towards nature and promote ecological stewardship. However, the void in these texts, where human actions are erased, contradicts the goals of Greener Pakistan, which advocates for active and responsible engagement with environmental issues. By not addressing the negative consequences of human actions on nature, the discourse lacks the necessary engagement to promote a mindset geared towards environmental preservation.

The texts' masking technique undercuts the objectives of raising environmental awareness in favor of Greener Pakistan. The books fall short of encouraging a view of nature as a living system deserving of respect and preservation because they objectify natural elements and concentrate on their usefulness to humans. Instead, an ecologically conscious attitude is diverted by the emphasis on materialism and economic gain through metaphors and objectification. The discourse must promote nature's inherent value rather than hiding it behind narratives that are centered on humans if it is to be relevant to Greener Pakistan. The textbooks' "The Trace" technique calls into question the Greener Pakistani narrative. It necessitates giving ecological values more prominence. The books fail to instill the need of environmental preservation by permitting nature to exist only in faint forms or fragments.

For the discourse to support the concept of Greener Pakistan, it needs to fully engage with nature and foreground its significance rather than letting it recede into the background as mere traces. This lack of emphasis on the consequences of human actions, such as cutting trees.

Salience in the textbooks promotes environmental consciousness by making nature visibly and emotionally significant to young readers. By drawing attention to

natural elements through marked language and vivid descriptions (e.g., the comparison of apples to gold, the joyful exclamation of “oh what a treat!”), the discourse in the textbooks aligns with the ideals of Greener Pakistan. The constant focus on animals, plants, and environmental interactions (e.g., “Anwar is counting ants”) encourages a respectful attitude toward nature. The negative portrayal of human activities (e.g., “They made a deep cut in the wood”) highlights the need for conservation and sustainable practices, critical elements of Greener Pakistan. The salience present in the discourse contribute to encourage ecological responsibility and environmental stewardship in the next generation.

The metaphors used in the textbooks contribute to a discourse that can support a Greener Pakistan by making nature relatable, valuable, and even essential. The metaphor of “trees” as “home to many creatures” highlights the ecological importance of preserving natural habitats. It is directly relevant to the goals of sustainability and environmental consciousness in Pakistan. This align with the idea that individual decisions impact the environment by framing nature as something intertwined with human life decisions. The text emphasizes the need for an environmentally responsible ethos. Thus it is vital for a Greener Pakistan. However, not all metaphors elevate nature. The comparison of feathers to “lime green and a squashed pear” diminishes their unique biological identity and creates a new form of life based on appearance rather than function. This reflects the erasure or masking of nature. The natural world is objectified and viewed from a human perspective. Therefore, analogies in the SNC books either highlight the importance of natural elements or encourage an ecologically conscious viewpoint, or they minimize the relevance of nature by erasing it. Both procedures add to the larger ecolinguistic narratives that influence the nature-related discourse in these writings.

All things considered, the void in SNC English textbook discourse points to a larger trend of downplaying human responsibility for environmental destruction. The agency of people in ecologically destructive behaviors is erased by the frequent use of nominalization and passive speech. Phrases such as “they killed many of the mice” or “the tiger was caught in a trap” distance humans from the ecological consequences of their acts by hiding the real actors behind them. This erasure, or what Stibbe calls the “void,” is a tactic used to absolve people of responsibility for their anti-environmental deeds.

The books develop an ecosophy that portrays people as aloof or uninvolved in the harm done to nature by using this storytelling technique. According to the social semiotic theory of Kress and van Leeuwen, the lack of agents denotes a worldview in which ecological disaster happens without direct human involvement, hence undermining the argument for human responsibility. Phrases such as "we use animals to help us do work" typically portray nature as either a backdrop to human activity or as a tool for human advantage, completely erasing the agency of the animals.

The goals of Greener Pakistan, which are to include the public in proactive environmental stewardship, are in direct opposition to this discourse. Because human responsibility is absent from the storyline of these textbooks, the concepts of ecological care and sustainability—which are crucial for a greener future—are not promoted. It would be necessary for the discussion to emphasize human responsibility and promote an attitude that values and actively preserves nature in order for it to be pertinent to the idea of "Greener Pakistan."

Another way of erasing that separates people from the natural world is the use of masking in the SNC English textbooks. As opposed to completely eliminating human action, as demonstrated in "The Void," masking obscures the actual nature of ecological phenomena. Celestial bodies are figuratively compared to gold and silver in the poem "Sun and Moon," for instance, highlighting their financial worth rather than their astronomical or cultural significance. Similarly, how nature is concealed as a resource for human use is demonstrated by the objectification of natural resources like bamboo in proverbs like "He made a rod of bamboo." Nature's potential to benefit humans overshadows its actual value, leading to a narrative that puts ecological sustainability last and commercial utility first.

"Munching on apples" draws attention to human consumption of the fruit rather than the apple as a natural thing. The rhetoric found in these works is anthropocentric from an ecosophical perspective. It depicts nature as subservient to human wants and demands. This is consistent with the social semiotic theory of Kress and van Leeuwen, which investigates the construction of meaning through language. These books' objectification and metaphors obscure the actual nature of natural phenomena. A worldview that justifies human behaviour by pointing to the financial advantages that

nature offers is propagated. This ecosophy encourages a culture of consumption and exploitation in opposition to the ecological ideals of respect and balance. This portrayal of nature raises issues when one considers the discourse's applicability to Greener Pakistan.

To encourage environmental stewardship and sustainable practices, the texts need to foreground nature's intrinsic value rather than masking it behind human-centered metaphors and objectifications. The narrative strategies used in these texts are counterproductive to environmental consciousness. A Greener Pakistan requires a shift in discourse that moves away from the objectification of nature and instead promotes a harmonious relationship between humans and the environment.

The concept of "The Trace" further illustrates how the discourse in SNC English textbooks marginalizes the natural world. How apples are described as "gold," the literal ecological value of the apples as part of the natural world is erased, and their role in the ecosystem is replaced by a metaphorical interpretation. This partial representation of nature is consistent throughout the texts. The focus remains on human-centered activities, and the consequences of these actions on the environment are either minimized or entirely absent.

The act of chopping a tree is described without any mention of its ecological impact. The narrative centers on the human action of making a cut in the wood, but the environmental consequences—such as deforestation or the loss of habitat—are erased. This use of trace is only partially acknowledged. It allows readers to overlook the significance of human actions on the environment. The discourse presents the natural world as a background element that only appears in fragments. It is, therefore, reinforcing the idea that nature is secondary to human needs. This selective representation of nature reflects an ecosophy where the natural world is marginalized.

In terms of Kress and van Leeuwen's social semiotic theory, these traces function as signs that de-emphasize the ecological aspects of the narrative. Nature's presence is faint, almost an afterthought, which suggests a worldview where humans dominate the environment and ecological concerns are not at the forefront. This marginalization of nature creates a hierarchical relationship between humans and the ecosystem, where the latter is only visible in minimal forms.

The traces found in these texts run counter to the goals of Greener Pakistan, which seeks to promote ecological awareness and active engagement with environmental issues. The textbooks fail to encourage readers to recognize the importance of environmental preservation. For the discourse to support a Greener Pakistan, it must present nature in a more vivid and prominent way. The traces of nature in these texts do not provide the necessary foundation for the promotion of an environmentally conscious mindset. It is crucial for achieving the goals of Greener Pakistan.

Salience emerges as a fundamental way to spotlight aspects of nature within the texts. In the examples provided, natural entities like apples, ants, and animals such as cats and foxes, gain prominence through language. The use of metaphors, adjectives, and marked noun phrases draws attention to their significance. For instance, the phrase “gold from a secret place” transforms apples into a symbol of hidden treasure, amplifying their importance in the story. Similarly, the exclamatory phrase “oh what a treat!” emphasizes the pleasure and value derived from consuming natural objects, reinforcing the prominence of the natural world. The observation of ants climbing a tree and Anwar’s act of counting them reflects a focus on small yet essential elements of the ecosystem. Through this attention, even minute creatures are given importance. This is an awareness of the environment in young readers. In poems like “The Musicians of Bremen,” animals are anthropomorphized and their traits, like cleverness or laboriousness, are highlighted. This salience, achieved through language like “cunning fox” and the direct speech of animals, foregrounds their role in the natural environment and underscores their value, making their voices heard. Similarly, in “The Rain” chapter, nature’s role in sustaining human life is portrayed saliently by linking the absence of rain to economic hardship. It suggests the integral role of the environment in human survival. Such use of vivid descriptions, the texts analyzed elevate the importance of natural elements and foreground their value. It encourages readers to appreciate their presence in human lives.

Metaphors often depict nature as something valuable, aligning with Stibbe’s ecolinguistic framing stories. For instance, in the text, apples are metaphorically referred to as “gold” and “treasure,” transforming a common natural element into something desirable and worthy of pursuit. This metaphorical shift elevates the salience

of apples, not merely as a fruit but as a symbol of value. The way natural objects are metaphorically framed as commodities reflects how the SNC books promote a certain kind of narrative. Nature is appreciated for its utility or worth to humans.

This discussion links to how metaphors influence the patterning of ecolinguistic stories in texts, particularly focusing on Stibbe's story of exploitation, where nature is valued in human terms. While the metaphor highlights the importance of nature. It also objectifies it, thus contributing to a mixed message about environmental attitudes. On the one hand, metaphors like this increase the salience of nature by making it a key aspect of human life; on the other hand, they may erase the intrinsic value of nature by commodifying it. The anthropomorphizing metaphors present in the SNC books serve to create a connection between humans and the natural world. The dialogue between animals represents a metaphorical blurring of the human-nature divide, where animals are given human characteristics, such as the ability to engage in friendly conversation or embark on adventures. This can be seen as a method of enhancing salience. The natural world is made more accessible to young readers. By attributing human traits to animals, the metaphors create a harmonious and ecocentric narrative that encourages readers to see the natural world as a friendly and significant part of their lives. From an ecosophical perspective, the metaphors nurture empathy for nature, which aligns with the goals of promoting environmental awareness. However, this anthropomorphization is also be viewed as a masking strategy. Animals are not represented as autonomous beings but rather as extensions of human-like behavior. While metaphors in the SNC textbooks often elevate nature, some metaphors contribute to the erasure of natural entities' true identities. For instance, in figure 21 the uniqueness of these living creatures is reduced. This metaphor masks the individuality and diminishes their ecological role, presenting them as objects rather than living beings. This erasure reflects Stibbe's story of domination. The natural entities are stripped of their individuality and transformed into objects within human discourse. Nature is only faintly visible or acknowledged. This leads to backgrounding of the natural world's significance. The discussion highlights how these metaphors shift between salience and erasure that can either promote ecological awareness or contribute to its invisibility.

Several metaphors in the texts draw direct links between nature and human life. The metaphor encourages readers to reflect on the paths they take and the environmental consequences of their actions. Therefore, metaphor positions nature not only as a

backdrop to human life but as an active participant in human success or failure.

However, this can also suggest that nature's value lies predominantly in its utility for human benefit, aligning with instrumental or anthropocentric views of the environment. Metaphor also serves as a salient reminder of human agency in shaping the environment.

Appraisal patterns helped to explore how language shapes perceptions of nature and human interactions within the stories. For the negative appraisal of nature, e.g. in "poor crows" and the phrase "It was there to scare the crows," nature is depicted as something to be controlled. The use of demeaning adjectives toward animals like crows reflects Stibbe's notion that certain natural entities are evaluated as inferior or undesirable. The protagonist of the novel, who finds inspiration and peace in the stars, portrays nature as a source of hope and comfort, which is a positive appraisal of the natural world. This is consistent with the appraisal of nature as advantageous and enriching in Stibbe's paradigm. Examples of ambivalence in assessment include the Dr. Dolittle chapter, where animals are seen badly because they are messy and unattractive. This friction gives rise to divergent opinions about nature, where the intrinsic worth of animals and human values collide. Similar distinctions are made between the terms "greedy wolf" and "clever fox," wherein animals are viewed differently depending on human cultural connotations and are assigned both positive and bad attributes.

The data reveal how linguistic choices in these texts construct stories that either uplift or degrade nature. These evaluations align with Stibbe's ecolinguistic stories, where nature can be presented as either a valued entity or a mere tool for human purposes.

The visual analysis of the images reveals a rich tapestry of meaning where visual and textual elements intersect to convey complex narratives. The analyses rooted in Kress and van Leeuwen's multimodal theory validate how visual and textual components work together to create powerful messages. Furthermore, the portrayal of nature as a dynamic space reflects an ecosophy that combines both Stibbe's ecolinguistic stories and Kress and van Leeuwen's social semiotic theory. The analysis of the multimodal elements contributes to the relevance of SNC English textbooks for a Greener Pakistan.

The study examines how nature is hidden, emphasized, or eliminated in these works using Stibbe's ecolinguistic framework. Natural entities are either completely removed (the void), distorted (the mask), or sporadically present (the trace) in erasure, which frequently lessens their importance and gives priority to human activity. Metaphors objectified nature, reinforced dominance, and portrayed it through human-centric perspectives. Salience emphasized the elements of nature that are deemed important through visual and linguistic prominence. Lastly, appraisal patterns evaluate nature positively or negatively, influencing readers' perceptions of its value through the use of linguistic markers like adjectives and metaphors.

Through the analysis, it became clear that the texts often present nature as secondary to human interests. Although, there are instances where it is appraised positively, particularly in contexts that align nature with human well-being. The study uncovers the subtle but powerful ways in which language shapes environmental attitudes, ultimately contributing to how discourse in educational materials can support or hinder the vision of a Greener Pakistan.

4.4 Findings

The SNC books include animated images offering creative and symbolic advantage but its educational effectiveness may be challenged. Students find it hard to relate them to real-life situations. The lack of such realism might restrict the emotional and comprehension impact potentially affecting students' ability to connect with the eco-positive message that is being conveyed. In order to internalize complex ecological messages through visual narratives, real-life visual to introduce experiential learning.

Another significant aspect found is the inclusion of elements in that are not commonly recognized or found in Pakistani culture. For example, the representation of doves as a symbol but doves are a non-prominent part of Pakistani's cultural symbol or natural environment. So students do not resonate with such elements. Incorporating visuals that are locally the part of wildlife, culture and landscapes would enhance relatability and become more significant for Pakistani students. Furthermore, it is noteworthy that none of the texts and poems are authored by Pakistani writers in SNC books. This is a major erasure in SNC curriculum that reduce engagement and awareness about ecological issues of Pakistan. Lack of local writers' voice may deprive

students to see and experience cultural perspectives on ecological concerns of Pakistan. Inclusion of Pakistani writers in SNC curriculum would not merely enhance the cultural relatability but provide an opportunity to students to get insights about existing environmental challenges.

Overall, the findings answer all three research question significantly. The SNC textbooks provide evidences of Stibbe's ecolinguistic stories by identifying metaphor, salience, appraisal patterns, and erasure. The discussion address that the interaction between text and visuals does not create effective meaningful ecosophy for Pakistani students. Lastly, critical evaluation of the current discourse proposes improvements that are culturally relevant.

5. CONCLUSION

In conclusion, we have reached to a point, after the analysis of SNC English textbooks from the lens of ecolinguistic stories and social semiotic theory, that every discourse is highly dependent on how we extract meaning from it. The current study has concluded that this SNC curriculum has mainly focused on developing ecofriendly and ecocentric discourse for the readers in order to combat natural disasters and to spread and raise awareness among the young generation. The discourse prevailed through this medium of textbooks is mostly ambivalent and has an ecosophy that promotes ecological ethics and awareness.

The findings show that every linguistic element has almost ambivalent structure, at surface if they support nature and natural creatures, deep down, they erase the agents of the action happened. The study has also illustrated how images can convey strong messages and how influential they can be.

The findings of this study provide comprehensive answers to all three research questions presented in the study. Firstly, the analysis of SNC English textbooks demonstrates clear evidence of Stibbe's ecolinguistic stories, particularly through the identification of metaphors, patterns of salience, appraisal frameworks, and strategies of erasure. These linguistic and visual elements reveal how ecological ideas are shaped, highlighted, and prominent or overlooked in the texts. Secondly, the study shows that the interaction between textual and visual modes does not succeed in constructing a coherent or meaningful ecosophy for Pakistani learners. Although the textbooks contain certain ecological references, the lack of alignment between written discourse and visual presentation limits their potential to foster deep ecological awareness. Lastly, the critical evaluation of the current discourse suggests that meaningful improvements are necessary to be incorporated. Such improvements should not only integrate stronger ecological perspectives but also remain sensitive to the cultural and educational context of Pakistan. This would ensure that ecological consciousness is conveyed in ways that are both pedagogically effective and culturally relevant.

Thus, keeping findings in view, we can say that a curriculum has a power to shape the minds of any generation in any way, it depends on the discourse they are

studying. It is also the duty of the facilitators to shape and mould the minds of young readers' ecocentrically and develop the behaviour that promotes ecological narratives. This thesis demonstrates that the SNC English textbooks encourage certain forms of care, but at the same time they often overlook ecological limitations and place humans at the center. The visuals, through colour and composition, present nature as abundant and plenty, while the written texts mainly use positive evaluations without offering deeper explanations of causes and effects. To move from mixed messages to more constructive ecological stories and values, as suggested by Stibbe's ecosophy, the textbooks should highlight environmental limits, recognize the role of both human and non-human agents, and link local activities with larger ecological systems like water, soil, and climate. Such changes would strengthen the ecological value of the textbooks and help fulfill the SNC's aim of promoting environmentally conscious education.

5.1 Recommendations for Future Research

Further studies in the same field can be carried out.

- The same theories can be used to analyze the SNC books from grade 6-10
- SNC books can be analyzed using other theories of Ecolinguistics.
- Stibbe's ecolinguistic stories of Framing, ideology, conviction and identity can be employed using any kind of ecological text like textbooks, articles, speeches etc.

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