ECO-ENGLISH:CULTIVATING LANGUAGE SKILLS THROUGH SUSTAINABLE PRACTICES

Dr. Sabahat Parveen,
Associate Professor, Department of English and Linguistics, University of Agriculture Faisalabad, Pakistan.
(sabahat.parveen@uaf.edu.pk)
Mr. Bahadur Ali Kang,
Lecturer, Department of English and Linguistics, University of Agriculture Faisalabad, Pakistan.
(bahadur.ali@uaf.edu.pk)
Muhammad Asim Khan,
Visiting Lecturer, Department of Applied Linguistics, Government College University Faisalabad, Pakistan.
(asim1412@gmail.com) (Corresponding Author)

Abstract
This qualitative study examines the groundbreaking approach of Eco-English, which integrates sustainable agriculture topics into English language education to foster language skills and environmental awareness. Utilizing peer-reviewed research from 2018 to 2024, it shows how ecolinguistics principles and sustainability-focused curricula enhance English as a Foreign Language (EFL) and English as a Second Language (ESL) teaching approaches. The study clearly emphasizes that language education, which weaves sustainable agriculture concepts with biodiversity preservation and environmental stewardship, strengthens basic linguistic competencies in writing, critical thinking, and vocabulary advancement, producing ecological awareness in students. It also demonstrates how competency-based language teaching (CBLT), participatory pedagogies, and digital innovations create successful connections between language learning and sustainability goals. However, this encouraging view faces resistance from educational practitioners and financial hurdles that affect current teaching practices. The paper presents Eco-English as an essential mechanism that enables the progress of global sustainability targets, particularly through the United Nations' Sustainable Development Goals (SDGs), making environmentally sensitive communicators. The author advocates for robust curriculum creation that integrates language instruction and environmental advocacy to generate global citizens who are fluent in both languages and responsible for the environment. According to the findings, educators and policymakers should consider Eco-English as a promising teaching method for generating articulate speakers who are also environmental stewards.

Keywords: *EFL learners, sustainable practices, competency, environmental education*

1. Introduction

In an age of increasing environmental threats and the need for effective communication, combining language education with ecological awareness presents a new and potential educational vision. Eco-English can be a revolutionary strategy integrating sustainable agriculture expertise with environmental topics to educate English language skills while developing ecological awareness (Kazazoglu, 2025). Training students in Foreign or Second Language English goes beyond traditional language education by including sustainable ideas such as biodiversity protection, regenerative farming, and environmental care into curricula (Asgher, Saleem, & Ilyas). Eco-English language teaching can help students achieve international communication methods and environmental critical awareness that supports the United Nations Sustainable Development Goal objectives, including quality education (SDG 4), sustainable communities (SDG 11), and climate action (Yu, Guo & Fuo, 2024).

Eco-English exists because language functions in dual roles, developing important perspectives and facilitating communication. Ecolinguistics emerged as a new academic field to study environmental connections with language structures while demonstrating core principles for this methodology (Kravchenko, 2016). Through stories expressed in language, people construct their manner of interacting with nature and the environment. These two language

terms, "sustainable yield" and "carbon footprint," possess ecological meanings that let students understand the connection between linguistic clarity and environmental responsibility (Astawa, 2025). Teachers of language who use this subject material in their courses help students reach two essential objectives that combine fluent English comprehension and effective language interactions. The necessity for this matter has heightened within EFL and ESL educational environments because students must participate in worldwide discussions where academic and professional communication primarily uses English (Waqar & Majeed, 2023). The educational concept gains student interest worldwide by showing how sustainable methods function as fundamental social connections between all cultures, regardless of diversity.

The practical implementation of skills constitutes the core of Eco-English teaching because it utilizes competency-based language teaching (CBLT). Through project-based learning, Eco-English students engage in activities with digital educational tools to develop interactive spaces that let them work with language content and learn sustainability concepts (Oraif, 2024). Virtual sustainable farming simulations and digital collaborative projects on the internet allow foreign communities to converse about sustainability and enhance their communication skills. The learning methods follow current instructional standards, which permit students to manage their study process when they explore different ideas (Derseh, 2023).

However, Eco-English remains a living educational methodology instead of being fixed. The current educational framework needs to instruct students about sustainable methods to handle climate-induced environmental changes alongside the degradation of forests and resources because they affect worldwide natural environments (Reid, 2019). The global status of the English language enables science and policy development studies, which effectively promote sustainability initiatives because of its scientific and policy-oriented power. Students with knowledge of Eco-English and ecological principles become suitable leaders to participate in global sustainability conversations as leaders, policymakers, and instructors (O'Flaherty & Liddy, 2017). This teaching approach enables students to understand global citizenship through learning various environmental stewardship practices worldwide.

Several barriers stand in the way that prevent Eco-English from achieving its desired success. The application of ecolinguistics faces challenges because teachers do not possess sufficient sustainability education and ecolinguistics methodology, and students do not have appropriate educational resources or cultural materials that align with their educational needs (Krismayani, Suastra, & Suparwa, 2021). Creating successful educational instruments that unite environmental education with language learning objectives requires careful planning because such integration can negatively impact educational quality. The obstacles do not prevent progress from being effective, but Eco-English implementation should happen across different learning environments through joint efforts between environmental organizations to create professional training programs with accessible educational resources (Parry & Metzger, 2023). As a fundamental reform of language instruction, Eco-English needs to move towards environmental change. The combination of collaborative practices between sustainable practice and English teaching can produce speakers who combine environmental knowledge with leadership skills for sustainable development. This may help explore the impact of Eco-English educational reform through converging language fluency and environmental protection measures during the present global transitional period.

2. **Literature Review**

Eco-English is a modern educational discipline that applies sustainable practices with ecological teaching methods by integrating ecolinguistics research with language instruction approaches and environmental education principles to English studies. Research analyzed between 2015 and 2024 establishes that EFL and ESL students develop better language abilities while becoming more environmentally aware. The analysis consists of two central parts, which

examine the utilization of ecolinguistics principles for educational language practice and evaluate the implementation potential and obstacles of sustainability curricula within Eco-English programs.

Ecolinguistics analyzes environmental perception through how people use language according to its fundamental concept. Stibbe (2018) explains that linguistic structures enable the creation of our core life story, which helps us understand environmental issues. These applied terms maintain ideological meaning, which enables their effective implementation in English as a foreign/second language education (Kazazoglu, 2025). By placing students in authentic language situations, contextual learning becomes a powerful technique that encourages active vocabulary application. Technology-assisted techniques promote vocabulary application by improving pronunciation and providing immersive experiences (Fengyu, 2023). This proves that nature-based vocabulary education can enhance student retention beyond traditional methods because students use environmental connections to learn grammar. Ecolinguistics helps students learn linguistic competencies and cognitive abilities to express complicated sustainability challenges (Gal, 2023).

Including competency-based language teaching (CBLT) within sustainable practices intervention in language curricula leads to pedagogical effectiveness. The rural EFL students who conducted writing activities related to sustainable practices demonstrated better writing abilities and exhibited stronger environmental awareness, according to Lin, Chen, and Lai (2022). This means the learning approach known as participatory learning delivers outcomes implementing Eco-English as it develops interest among learners. Setyowati et al. (2022) state that the majority of students are capable of writing an effective introduction, topic sentences, explanation, and conclusion that includes a recommendation to preserve and protect the environment. This determines that students develop improved knowledge of sustainable practices and acquire enhanced abilities and teamwork capabilities. Karabin et al. (2024) write that the knowledge of rules and strategies for putting theoretical knowledge into practice is more significantly impacted by digital technologies. This shows that sustainability-focused digital education can serve as an impactful method to enhance language development in writing and speaking, critical thinking abilities, and ecological intelligence growth.

Nevertheless, teachers do encounter difficulties adopting Eco-English because they lack sufficient training and resources. The insufficient knowledge of ecolinguistics among EFL/ESL instructors restricts their competence to properly resolve teaching issues based on environmental sustainability (Yu, Guo & Fu, 2024). Most ESL tutors in language instruction admit they cannot teach environmental courses because they lack training opportunities, as resource inequities also create obstacles. The results by A.F. and G.M. (2020) show that EFL rural programs face issues obtaining digital materials and culturally relevant content because English adoption remains sparse. This shows that the challenges within EFL education require solutions that involve providing free educational resources and training approaches that apply the ecolinguistics framework and curriculum.

Despite the challenges, higher opportunities can emerge from linking Eco-English to international sustainability principles through UN Sustainable Development Goals (SDGs) promotion capabilities (United Nations, 2023). This means Eco-English enhances educational competencies that help achieve Sustainable Development Goals 4 and 13, which ensures everyone has access to high-quality, inclusive education and encourage possibilities for lifelong learning. The educational program of Eco-English at Indian institutions developed environmental activism among students through their language curriculum activities, according to Krishna and King (2025). Hence, by channelizing digital connection platforms that let EFL learners from various backgrounds work jointly on sustainability topics to strengthen their intercultural competencies, along with their language skills.

All these studies demonstrate how Eco-English can reshape and transform EFL education using the ecolinguistics framework, while developing environmental activism side by side. To ensure educational success, there is a need to rely upon two fundamental components: ecolinguistics theoretical frameworks, and digital educational instruments, besides participatory learning. Investing in global sustainability goals will guide educators to address constraints in teacher training and resource management problems. The review displays Eco-English as a contemporary interdisciplinary construct that combines language learning with environmental education to produce research opportunities for program enhancements.

3. **Research Approach**

The study uses peer-reviewed literature from 2015 to 2024 to explore how ecolinguistics methods and sustainability curricula develop English Foreign Language (EFL) and English Second Language (ESL) educational practices. This study employed a structured design that supported a rigid and systematic process to manage data collection, the analysis, and interpretation phase by secondary research principles. The researcher used journal articles, books, and conference proceedings distributed between 2015 and 2024. Academic databases such as Google Scholar, ResearchGate, and Taylor & Francis were explored to obtain scholarly content about education, linguistics, and sustainability studies. This research also used recent publications to maintain relevance with present-day educational approaches and United Nations Sustainable Development Goals (SDGs) initiatives. The research also draws from reports released by educational organizations to supply essential contextual information regarding sustainability education.

The analysis bases its approach on qualitative secondary research, which combines existing literature to extract knowledge regarding Eco-English. The researcher applied qualitative secondary research methods to analyze theoretical foundations, teaching methods, and statistical findings because new data collection was unnecessary. An interpretive and critical paradigm methodology to study language education sustainability relationships was used while focusing on ecolinguistics and competence-based language teaching (CBLT) to explore how sustainable subjects contribute to language development within EFL/ESL settings. The same pattern was used to investigate challenges and opportunities inherent in sustainable English education programs.

The research maintains its quality by applying particular criteria for selecting and excluding sources. The required criteria for included studies include: (1) publications or reputable academic journals, (2) investigation of EFL/ESL pedagogy, ecolinguistics, or sustainability education, (3) examination of sustainable agriculture and related environmental subjects, (4) English publication within 2015 to 2024, and (5) sharing empirical data, theoretical background, or implementable applications for Eco-English. This study excludes research that does not meet standard requirements and is either about language education or sustainability and published after 2015. The source selection method employs specific criteria, allowing researchers to focus on approximately 15–20 high-quality publications that balance in-depth and broad studies.

Researchers utilize a systematic search for relevant literature through diverse keywords containing "Eco-English" and "ecolinguistics" as well as "sustainable practices in language education" and "EFL/ESL sustainability curricula" together with "competency-based language teaching." The search refinement was done through a Boolean operator that enabled individual search terms to interact with each other, so the researcher could retrieve data that combines "sustainable practices and English language teaching." Multiple rounds were done in collecting and interpreting data until the researcher evaluated each result through its titles and abstracts to determine its relevance. Conducting a complete review of the selected study enabled confirmation of its research question connections.

The research uses thematic synthesis analysis to label and classify data for theme identification. The evaluation began by thoroughly examining the chosen research to obtain essential methodologies and theoretical elements. The created coding framework was derived from research terms into five categories, specifically "linguistic competencies," "ecological awareness," "pedagogical strategies," "challenges," and "SDG alignment." The qualitative data organization received assistance from an AI-based software that helps users navigate coding processes. The researcher combines themes to answer research questions and performs cross-source analysis for credibility enhancement. Consequently, the researcher built a unified explanation by comparing vocabulary acquisition empirical evidence to theoretical ecolinguistics discussions. In addition to the analysis, the research examines significant deficiencies within the literature by showing neglected regions and teaching methods.

3.1 Limitations

The research design depends on using secondary data sources, which restricts empirical discovery capability and prevents analysis of region-specific facts. Part of the study's limitations relates to its origin in English-language academic literature, potentially leaving out crucial studies published in other languages. Within 2015–2024, foundational works might get left out, although the year selection tries to maintain modern relevance. The study's limitations are managed through an extensive research selection methodology and explicit bounds definition. The research design is a solid framework for Eco-English studies because it synthesizes a wide range of knowledge to determine research directions and teaching curriculum improvements.

4. Results and Discussion

The qualitative secondary research study investigates Eco-English strategies in English as a Foreign Language (EFL) and English as a Second Language (ESL) education by evaluating peer-reviewed literature since 2018. Approximately 15-20 analyzed sources demonstrate three key findings about Eco-English: (1) students develop stronger writing abilities as well as critical thinking, along with better vocabulary retention through its use; (2) it strengthens ecological awareness; and (3) integration faces hurdles that include restricted trainer expertise plus financial resources. Results from this part demonstrate how Eco-English acts as a transformative educational paradigm designed for language instruction.

Teaching sustainable agriculture themes through ESL and EFL courses leads to better language proficiency outcomes for students. Research findings demonstrate that writing ability can be improved substantially in EFL students who study sustainability practices because it increases their argumentative skills, according to Song and Song (2023). This means sustainability content enables more effective learning by providing detailed material for writers to develop descriptive, persuasive, and analytical writing skills. Learners can develop their vocabulary skills through ecolinguistics strategies by learning technical terms, including " Regenerative farming " and " Ecological footprint." Unlike traditional language teaching, Krismayani, Suastra, & Suparwa (2021) observed that learning vocabulary improves when educational concepts incorporate real-world environmental subjects. That means the combination of active learning methods, such as food security debates, allows ESL students to develop better analytical thinking skills. Virtual simulations are digital tools that Palma and Garzón (2023) confirm increase listening and speaking competencies by delivering a 20% boost in comprehension scores. This suggests that when incorporated into EFL programs with a sustainability focus, these digital resources can help students improve their communication skills while interacting with real-world ecological scenarios, like overseeing renewable energy projects, creating sustainable cities, or working together on virtual conservation projects.

The study of Eco-English develops both language competencies while creating environmental understanding, which supports two United Nations Sustainable Development Goals, SDG 4

(Quality Education) and SDG 13 (Climate Action). An ecolinguistic framework helps students develop "ecological literacy," according to Kazazoglu (2025). Lin, Chen & Lai (2022) observed how students of English as a foreign language start new conservation campaigns in their local community through their mastery of the English language. Therefore, by using digital platforms, students can establish comprehensive cross-cultural projects that further develop this consciousness. Students who work in international sustainability connectivity develop better cultural skills and better stewardship practices (Yu, Guo, & Fuo, 2024). The results indicate that Eco-English education creates opportunities for students to engage in worldwide sustainability discussions because it makes English an effective language for environmental activism. As a complete educational method, Eco-English focuses on language development and environmental awareness so students gain competence to resolve crucial global issues.

The adoption of Eco-English encounters important challenges for operational success. The majority of EFL/ESL instructors lack sufficient training in ecolinguistics and sustainability, so they struggle to implement these educational themes properly, according to Kanwal (2024). The difficulty worsens because of resource inequities that predominantly affect rural educational institutions. According to Waqar & Majeed (2023), EFL programs encounter difficulties obtaining digital tools and culturally appropriate materials that block Eco-English implementation. Therefore, the existing problems demand substantial support from institutions by providing training for educators alongside free educational tools to enhance ESL learning through sustainable practices, as it brings better outcomes.

Many possibilities exist to innovate despite the current difficulties. The link between SDGs strengthens funding validity through the UN (2023), which supports educational programs focused on sustainable development. Academic tools in digital format provide adaptable solutions that allow resource-constrained contexts to access Eco-English via virtual simulations and online portals. Parry & Metzger (2023). Environmental organizations develop alliances to assist and solve resource challenges by providing authentic materials and expert knowledge. Eco-English achieves educational flexibility through its participatory practices, including global partnerships and community garden spaces, because these aspects help students embrace ownership of their learning journey (Karabin et al. 2024). Therefore, certain strategies focused on an outcome-based approach will help Eco-English overcome its existing limitations to become a complete educational framework.

The study demonstrates that Eco-English represents an innovative teaching method that fulfills the necessity of global sustainability. Themes based on sustainable practices in educational content can help teachers develop ESL programs that directly connect to the environments where students live, whether in urban or rural areas. Different obstacles in various fields should be assessed for solution identification. The research results show that educators need to develop mixed-level academic content alongside teacher education to achieve equitable resource distribution in the worldwide adoption of Eco-English. However, the researcher needs to evaluate their research efficiency by studying their field's extended outcomes and findings across different contexts. Nevertheless, training students in Eco-English can lead them to develop into environmentally responsible experts who maintain a worldwide outlook.

5. **Recommendations**

The recommendations create "Eco-English" as an educational approach to unite sustainable practices through synthesized research findings. Two primary objectives emerge from educational courses because they teach language competencies, concurrently develop environmentally aware students, and remove learning barriers in English as a Foreign Language and English as a Second Language programs. Educational institutions and colleges must create Eco-English educational content by uniting sustainable agriculture knowledge with

ecolinguistics academic materials. Organizations must create biodiversity education programs combined with sustainable practices that address various cultural needs regarding climate change strategies. Electronic open-access platforms enable the development of free instruction material databases, which enhance universal access, especially for students with budget constraints, leading to SDG4 (Quality Education) fulfillment.

Teacher training must focus on delivering professional development that empowers EFL/ESL instructors to understand ecolinguistics and sustainability approaches. Educational workshops and digital courses should teach teachers to incorporate environmental themes into their classes using competency-based language teaching (CBLT) and participatory educational methods. Environmental organizations should enter into partnerships to provide hands-on training because most teachers lack sufficient education, according to Kravchenko (2016). Digital platforms must be widely expanded by adopting virtual farm simulations and global collaboration tools for improved student engagement and digital access across the board. The tools successfully enhance three linguistic capabilities and intercultural skills, making them useful for locations with uneven resource distributions (Oskarita & Arasy, 2024). The government and NGOs must fund accessible technological systems that remove existing digital distances. Educational institutions should unite their forces with national agricultural groups and international green initiatives to let students experience genuine learning through communal gardens and international educational exchanges. Eco-literacy programs and their connection to SDG 13 (Climate Action) form part of these initiatives. A comprehensive study involving long-term assessments and research across various underrepresented locations must be conducted to measure Eco-English effectiveness in linguistic and ecological outcomes, thus ensuring universal adoption. The proposed recommendations establish Eco-English as an educational power that teaches sustainable learners to be articulate and environmentally aware.

6. **Conclusion**

This research showed that ecolinguistics and competence-based language teaching (CBLT) develop participative learning spaces with support from digital tools and international partnerships for students. Adoption necessitates additional systemic assistance because of teacher training gaps and resource disparities between nations. A complete directive exists to advance Eco-English implementation by establishing multi-field educational programs, enhancing faculty development, and expanding online resources. Eco-English serves as an ecological advocacy tool for environmental advocacy while maintaining its role as a platform for international human connection.

Students receive education at the school system, which develops their ability to communicate effectively while learning how to protect the planet so they can lead sustainable development practices. This research acknowledges Eco-English as an essential education structure, yet it requires additional research to understand its long-term effects and regional adaptation. Educating students to become environmentally literate speakers through language instruction produces a society where language instruction enables citizens to take sustainable individual and group actions. Educational institutions and instructors who accept Eco-English concepts will help build a responsible and accountable global community.

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