Ecocritical Discourse Analysis Of Construction Of Environmental Issues In English Language Textbooks Of Khyber Pakhtunkhwa

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Abstract

The study investigates the discourses on environmental problems presented in middle school English textbooks, in Khyber Pakhtunkhwa. Ecocritical discourse analysis (ECDA) is used to scrutinize environmental content and demystify the ingrained ideologies presented in these textbooks. The English textbooks of grades 6 to 8, for the academic year 2024- 2025 are selected as they are the most recent published textbooks, and are in use in the current academic year. The study's findings demonstrate that pollution, deforestation, and biodiversity [1]have been introduced to the students as significant environmental problems. However, the nature and causes of these issues are presented uncritically —the issues are stated without identifying the actors and contributors to these problems. It is also ascertained that the selected textbooks serve the interests of the government, and many national or multinational companies, while overlooking the needs of the students and general public who are the ultimate affectees of the prevalent climate conditions. Thus, teachers using these textbooks must introduce the real situation on the ground by evaluating the role of the human beings in creating such a crisis. Furthermore, it is also strongly recommended that to raise awareness, more contextualized content should be provided to the students to raise awareness and introduce critical perspectives, to foster environmental stewardship.

KEYWORDS*: Ecocritical Discourse Analysis, Ecopedagogy, Ecolinguistics, English Textbook, Environmental.*

1. Introduction

Considering the severity of the global environmental challenges that are affecting every walk of life but also threatening the future of humanity, all official education curricula must integrate environmental issues as a mandatory component (Carson,1978). Environmental education can be defined as "Environmental education is aimed at producing a citizenry that is knowledgeable concerning the biophysical environment and its associated problems, aware of how to help solve these problems, and motivated to work toward their solution" (Stapp et al., 1969, p.34). Furthermore, at an international level, the scope of environmental education has expanded through the endeavors of the United Nations Environmental Program (UNEP)and the United Nations Educational, Scientific, and Cultural Organization (UNESCO). "The Belgrade Declaration" (1976) as recommended by UNESCO, mentioned for ecological education that it

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has to "be integrated into the whole system of formal education at all levels" (p.12). Keeping in consideration the urgency of the matter, it is pertinent to introduce issues related to environment and climate change from elementary education to higher education (Taber & Taylor, 2009; Kilinc et al., 2011). To combat environmental problems through education is taken as an effective strategy by many scholars. Adugna,(2015) notices that greening textbooks for kids is vital for cultivating an environmentally friendly generation.

Language use is pivotal in constructing ideologies about nature and shaping our conception and behavior (Aksceme,2013). Language is a "social semiotic system" that modifies how people perceive and act in the environment. It alters how users view and behave in the social or physical world. Language textbooks, in this regard, improve communicative skills and also help in raising consciousness about life-influencing matters (Stibbe,2012). One of the most important objectives of language instruction should be to assist students "become informed about as many issues as possible that intrinsically affect their lives" (Brown,1991, p.4). Furthermore, curriculum and textbooks have a significant role in shaping and constructing students' behavior and belief systems.

In the context of Pakistan, environmental education is the need of the hour as Pakistan is the 5th worst affected country in the world due to climate change (UN-Habitat, 2023). Resultantly, the National Curriculum for the English language (2006), made environment one of the themes for grades I to XII in all English textbooks. In line with this premise, the current study examines the environmental texts in grade 6 to 8 English textbooks of the KP textbook board. As green pedagogy has a green objective, this study supports critical education to benefit society by sensitizing the students about the use of language. The study highlights the different linguistic patterns of environmental texts used in elementary-level English textbooks, which greatly influence learners' cognition. These patterns contribute to the whole meaning-making process and the dissemination of specific ideologies. Although many studies have brought to the discussion the significance of well-informed environmental content there are revisions in the textbooks after some time. This study is significant as it provides a critical understanding of how in Khyber Pakhtunkhwa, the issues related to the environment have been addressed in English textbooks and further to illuminate any bias, or maneuvering in selected content. The study aims to critically analyze the content of selected English textbooks to understand how the government of Khyber Pakhtunkhwa implemented environmental policy through English language education. To achieve this goal, the study posits the following research questions;

1. How are the environmental issues presented in the selected textbooks?

2. How are the ingrained ideologies reflected in the environmental content of elementary education English textbooks?

2. Literature Review

It has been acknowledged across the globe that environmentally sustainable development (ESD) should not be taught as a separate subject but be incorporated into the whole curriculum (UNESCO, 2017, p. 17). The content related to environment has been granted a special place in language teaching material because language is considered to be one of the factors contributing to aggravating this problem and further, the solution will stem from linguistic education, as like knowledge of any other science field. In 1990, Michael Halliday's work "New Ways of Meaning: The Challenge to Apply Linguistics" gained prominence as a result of his keynote address at the AILA conference held in Thessaloniki, Greece, that same year. His study highlighted the role of language in environmental issues. Halliday envisioned ecology as a biological ecosystem and believed that language study could contribute to

resolving environmental challenges. While exploring ecolinguistics, he concentrated on language grammar, which he interprets as "conspire…to construe reality in a certain way…that is no longer good for our health as a species" (1990, p.25). While explaining the grammar, he asserted that indefinite nouns like "soil" and "water" hide the reality of scarcity of natural resources. He emphasized how grammar granted dominance to humans and separated the universe into conscious and non-conscious entities by using such pronouns and mental processes (Halliday, 1990). As a result, the research study was commonly regarded as a foremost evaluation of language systems from the perspective of ecology (Fill, 1998).

Arran Stibbe (2015) accentuates the relationship between the use of language and its effect on the relationship between humans, nonhuman animals, and the more-than-human world. His model of 'stories we live by' focuses on the influence of discourses and ideologies in forming our perceptions of the world. Some discourses are described as destructive while others are beneficial. The study criticized the existing prevalent environmental destructive stories like consumerism, Anthropocene, and speciesism and invited those stories that promote mutual well-being, symbiosis, egalitarianism, and harmony. Jacobs and Goatly (2000) appreciate the integration of environmental content into English language education but also criticize the textbooks for not explicitly motivating students to engage in the protection of the environment. Stibbe (2004) conducted his study in the Japanese context and ascertained that English language textbooks in Japan described shallow environmentalism by discussing problems like depletion of the ozone layer and acid rain, and proposed technical solutions to these problems. Despite this, he found that the critique of the cultural values that are the main cause of this ecological crisis was missing. He further declared that shallow environmentalism magnified and glorified human interests and desires, resulting in legitimizing men's domination and exploitation of the natural world.

Liu (2005) critically investigated discourse strategies used in Chinese literacy textbooks and suggested the complicity of such use of language in obscuring human agency and eliciting the postulation that science and technology were reliable for solving all problems related to the environment. In the context of Iran, based on content analysis of English language textbooks, Al-Jamal and Al-Omari (2014) found that global environmental themes were rarely discussed in these textbooks. Contrary, Hassan and Ali (2019) considered it significant to introduce environment-related content in the textbooks of all levels to sensitize students about the climate conditions. Mliless & Larouz (2018) examined seven English language textbooks used in Morocco to understand the ecological messaging. The study identified euphemisms in the text that mitigated the climate impact. Similarly, the agentless constructions made the meaning vague by erasing human contribution to the developing climate crisis. Zahoor (2020) highlighted how language is essential in making our perceptions of and beliefs toward the outside world, particularly about current environmental issues. He analyzed how English language textbooks could make the students aware of the problems that might impact their lives, especially at the primary level. The study researched state-approved English textbooks in the Pakistan Punjab curriculum that were analyzed for environmental discourses found in primary-level textbooks. Ecocritical discourse analysis, which aimed to uncover potentially harmful ideologies and discursive interpretations that might advocate an environmentally sustainable society, served as an analytical framework for this research. According to the research findings, environmental discourse in state-approved primary English textbooks in Pakistan mainly promoted a worldview centered on humans and lacked several major ecological areas.

Hamed (2021) conducted research on curriculum and textbooks for English in the context of Egypt. This study focused on the effect of ESL/EFL textbooks on the student's ecological thinking capabilities and in encouraging environmental citizenship. Critical ecolinguistics is used as a theoretical framework that analyses the ecological discourses for

linguistic characteristics, values, modes of reasoning, and participation with nature mentioned in the texts. Results show that the ecosophy of the texts is driven by an artificial conservationism-environmentalism discourse and anthropocentric thinking that reflects the consumer period. The conclusion stressed critical ecological thinking and citizenship while discouraging anthropocentric arguments and green politics. Micalay-Hurtado & Poole (2022) also endorsed the significant role ELT professionals could play by meaningfully engaging in language classrooms, facilitating the shaping of attitudes, construction of identities, dissemination of ideologies, and stimulating actions that could contribute to environmental protection and ecological harmony. Iqbal and Lohar,(2023) examined Green content in English textbooks taught in public schools of Sindh. The study found euphemism, nominalization, and passivization in the selected text. Such linguistic choices promote eco-destructive behavior. Further, through linguistic analysis, it was established that the text was more human-centric than eco-centric. Abbas and Rasheed (2024) critically analyzed English and Urdu language textbooks of Punjab Textbook board for academic year 2022-23. The study revealed that Urdu and English textbooks disseminated desired ecological ideologies by using persuasive semiotic and linguistic techniques. The statistical data suggested that Urdu textbooks covered more environmental-related content with positive messaging. The study concluded that instructional material "at the primary level are among the best sites for ideological investment (p. 2728).

The current research is a further expansion of the research conducted in the field of ecolinguistics and sustainable ELT practices. The textbooks play a significant role in the construction and dissemination of certain ideologies (Sajid, 2015), therefore, the authors of textbooks are also required to follow the guidelines of the national policies for the textbooks to qualify the screening processes. Resultantly, aligned ideologies are included in the textbooks while deviated ones are excluded (Lee, 2021). The study in hand critically analyzes the middle school (from Grades 6-8), English textbook of Khyber Pakhtunkhwa Textbook Board for the academic year 2024-25, to investigate the embedded ideologies as disseminated through the text.

3. Methodology

For the analysis of the textbooks, the most recent, and revised English textbooks for academic year 2024-25 have been selected. All the selected textbooks are published by the Khyber Pakhtunkhwa textbook board and are developed by the National Curriculum Council (NCC), Islamabad. A total of three English textbooks for elementary education, from Grades 6 to 8 have been selected. The same books are taught in government schools. The analysis is carried out in two steps: the content analysis and the ecocritical discourse analysis based on Fairclough (2010) and Stibbe (2004) to find how linguistic choices in English textbooks are laden with ideological implications. During the first phase, the chosen textbook is carefully scrutinized throughout the screening step to find and extract any text connected to nature and the environment. The material is classified using a selection strategy based on recognizing texts that explicitly or implicitly discuss nature or environmental aspects. In the subsequent phase of ecocritical discourse analysis, the linguistic patterns of environmental discourse within the selected textbook are assessed to ascertain its eco-pedagogical significance. Critical Discourse Analysis (CDA) uncovers the latent and manifest structural relationships given in the text, including power dominance, and discrimination (Lee, 2000). CDA is a kind of inquiry that "seeks to understand how contemporary capitalism in some respects enables but in other respects prevents or limits human well-being and flourishing, intending to overcome or mitigate these obstacles and limits" (Fairclough, 2010, p. 11). The eco-critical discourse analysis aims to deconstruct discourse by foregrounding the ideological effect of linguistic choices on legitimizing or resisting the status quo. A major theoretical position to be defended is that linguistic choices are not arbitrary but recipient-designed. By contextualizing linguistic

and discourse strategies in social and institutional settings, text analysts/recipients are likely to uncover latent ideological positions interwoven with the texts. Meaning, in this sense, becomes public rather than private.

4. Content Analysis

A content analysis is carried out to identify the lessons and units related to environment or nature in the middle school English language textbooks in Khyber Pakhtunkhwa. Based on the study of Lee (2023) and Xiong (2014), the content is distributed under an environmental coding scheme. In these selected books, each unit has a thematic focus and each unit is further divided into subtopics. The following table provides the environmental units identified by the researcher.

Table 1

Textbook	Units related to environment/nature
English 6	Self, People, places (Unit 7)
English 7	Nature (Unit 2) Environmental Education (Unit 5)
English 8	Environment (Unit 3)

English textbooks based on National Curriculum 2022

The first step of content analysis scrutinizes the total number of units given in the selected textbooks and the number of units dealing with nature or environmental themes, for instance, Nature, and environmental education. Table 2 demonstrates that out of the total 23 units four (16.7%) discussed environmental themes. One of the units discusses two themes, I included it under two separate themes, hence total units are 23 but the themes are 24. The English 6 textbook does not explicitly deal with environmental problems but through poems like "Daffodils" and "Sun is Laughing", students are engaged to think about the surrounding world. These results demonstrate that as environmental education is a rich resource for content-language integrated instruction in ELT, the environmental issues have been provided considerable emphasis in the content choice. This also reflects the government's seriousness about the problem as all these textbooks are approved by the government to be incorporated into the curriculum. The details of the thematic breakup are as follows:

Table 2

Theme	Grade 6	Grade 7	Grade 8	Total	Percentage
Religion	1	1	1	3	12.5%
Humanity	1	0	1	2	8.33%
Health and Safety	2	0	1	3	12.5%
Sports	1	0	0	1	4.17%
Patriotism	1	1	0	2	8.33%
Profession and work dignity	1	1	0	2	8.33%
Science and technology	1	1	1	3	12.5%
Environment/Nature	1	2	1	4	16.7%
Gender equality	0	0	1	1	4.17%
Culture	0	1	0	1	4.17%
Traveling and transportation	0	1	0	1	4.17%
Tourism	0	0	1	1	4.17%

As I found that 16.7% of the content is related to the environment and nature, it is commendable that this issue has been discussed at full length than any other topic. The contents related to the environment are further divided into different coding schemes to investigate how the environmental problems have been presented in the selected text.

Data Coding of Textbooks

Theme 1: Nature's beauty is a source of joy

Theme 2: Causes of Environmental Problems

- Pollution
- Deforestation

Theme3: Appeal of Nature (To protect nature for your sake)

Theme4: Environment affects People (Their identities)

Theme 5: Learn from Nature

Theme 6: Endanger Animals of Pakistan

Theme 7: Co-existence (Animals and humans can live in harmony as friends)

Theme 8: Extreme weather

Theme 9: Solutions to environmental problems (Waste-free cities will improve the environment and reduce pollution)

5.   Ecocritical Discourse Analysis and Discussion

Keeping in consideration the aggravating climate conditions pro-ecological Critical Discourse Analysis (CDA) needs to be prioritized over Marxist, anti-imperialism, anti-sexist and anti-racist CDA. (Andrew, 2017). As ecocritical discourse analysis provides a theoretical lens for the study, the English language teaching material will be further investigated for its underlying meanings and ideological orientation. Theme 1 deals with appreciation of nature and its soothing effect on those people who are surrounded by nature. Four poems deal with a similar theme including 'Daffodils', 'Stopping by Woods on a Snowy Evening', 'The Black Land', and 'The Sun is Laughing'. Moreover, "A Visit to Khewra Mines - A Natural Wonder" also provides an account of the beauty of the natural world. According to Zhang and Xie (2023), natural poetry like Wordsworth's 'Daffodils' can encourage the readers to foster an ecologically harmonious relationship with their surroundings, further promote a sense of ecological obligation, and stimulate a love for the environment. The natural world has been depicted as active being not a passive affected participant. Examples from the selected texts are as following:

Sun is laughing (English 6, p.127)

This morning **she** got up

On the happy side of the bed, (English 6, p.127)

When all at once I saw a **crowd**,

A **host**, of golden **daffodils**; (English 6, p.130)

The **black earth embraces** my ankles

And **clings** to my bent knees.

I sing as l go Scattering emeralds.

The wind sings upon my lips, (English 7, p.94)

All the above lines construct nature as an active participant, interacting with humans, for instance, Wordsworth poetry compares daffodils with a host that welcomes its guest. Similarly, Joseph Warren Beach personifies earth and air and attributes human like qualities to them. Beach and Wordsworth highlights that natural world can talk to us as a 'Sayer' or can communicate. "Being receptive to nature's messages as Experiencers gives us a direction for our scientific and technological advances different from exerting material power over an affected nature" (Goatly, 2017, p.60). Furthermore, Goatly (2017) suggests through nature poetry, we can scientifically address the climate change problems. In the Pakistani context, Sahibzada, and Qutub (1993) highlight the impact of expansion of cities and urbanization as a threat to the environmental sustainability and well-being of people. Therefore, there is a need to reconnect to the natural world beyond the concrete jungle, and nature poetry as selected in these textbooks can be instrumental in reconnecting the students of Khyber Pakhtunkhwa to the natural world. Moreover, such content can help students foster a sense of responsibility to protect and preserve the natural world.

Theme 2 deals with the causes of environmental problems. In these factors, pollution and deforestation have been highlighted, although it is also a fact that exploitation of natural resources, Carbon emission, urbanization, and heavy construction are many of the issues that compounding with the other social problems make environmental problem a wicked problem. The seriousness of the pollution problem has been mentioned as follows:

1. Pollution means when harmful things get into our environment and can make it dirty, unhealthy, or unsafe.
2. It's important to take care of the environment and try to reduce pollution to keep everything clean and healthy.
3. It's important to take care of the environment and try to reduce pollution to keep everything clean and healthy.
4. People don't care about the environment so they pollute the air just to make lots of money.
5. They (Big Companies) pretend they're not polluting the environment.
6. Everybody needs to think about how we can reduce the amount of pollution we create.
5. If pollution gets any worse, we'll be facing serious environmental hazards. (English 8,p.26)

Under Theme 2, pollution is considered a serious environmental problem but the explanation of this problem has been provided in a more simplistic manner. The effect of pollution has been reduced to making things dirty, and the solution is to keep the environment clean. But pollution is more than a garbage problem. It is an existential threat and the air pollution of Pakistan is impacting the longevity of the people of this region. Moreover, the selection of words mitigates the current adverse situation in the country. The expression like 'try to reduce pollution', and 'we can reduce the amount of pollution', suggest that total eradication of pollution is impossible, pollution can be curbed but a total pollution-free world is impossible. As industrialization is the main cause of pollution and economic growth is closely connected to industry, the underlying meaning is that industrialization is inevitable and economic growth is more desirous than clean air. Pollution is not just an aesthetic blight but it is a serious threat to the wellbeing of the people. Pakistan is among the most polluted country in the world (Mukhtar, 2023). The Global Climate Index ranked Pakistan seventh most vulnerable country to Climate

change (Eckstein et al., 2018). Pakistan is placed third in the world in terms of mortality due to air pollution (Bilal, M., et al, 2021). In such a situation, such linguistic expressions do not represent the hazardous environmental situation for the existence of life. Sentence 5 frames pollution as an agentless phenomenon that can take place on its own: "If pollution gets any worse". Furthermore, demonstrates future time, "we'll be facing serious environmental hazards", but already the environmental situation has turned into an existential threat. The big companies are considered as agents but their further details are not provided, which makes this connection more general and vague. Machin and Mayr (2012) considers this technique as 'hedging' where certain information is made vague to withhold accountability.

By selecting the homogenizing pronoun ''we'' six times, and ''us'', ''all,'' and "our"; the indefinite pronoun "Everybody", and the collective noun "People" the authors call for the collective responsibility, without any specific description, urges for immediate action. Such lexical choices, shifts the accountability from local to global stakeholders. Pakistan has a stance on environmental justice, where they emphasizes international cooperation to comate environmental crisis but also reminds developed countries to provide financial and technological support (Saeed, 2024).The generic pronouns hint towards international obligations towards the developing world. Stibbe (2004) criticizes the ELT material for mentioning the agent in its vaguest term as "Human". Mliless & Larouz's (2018) study also found that the ELT textbooks in Morocco presented the environmental problems without an agent which made the environmental appeal vague and ambiguous.

Deforestation is also described as a cause of developing environmental crisis but the texts do not identify the exact agents, who are involved in the act of cutting trees. It has been observed that responsibility has been distributed among agents like, "humans", "natural phenomena" and "Palm oil, lumber, soy, and cattle" but the illegal logging/ Timber Mafia, industries, commercial use, and factory owners have been ignored. The generic pronoun 'we' is used again to remind us that the protection of the environment is a collective responsibility. According to Ashraf (2017) illegal logging and timber mafia are the main cause of deforestation and the state and non-state actors are involved to provide a cover to such environmental crime.

Furthermore, cattle are reduced to commodities like soy, lumber, and Palm oil, although they are living and sentient beings. According to Stibbe (2015), considering animals as commodity erases their intrinsic value as being with life and reduces them to human utility. Such linguistic choices are anthropocentric and harmful to the well-being of the ecosystem.

1. It (Deforestation) happens when humans cut trees for their own needs.
2. We must safeguard them.
3. Agriculture and cattle grazing are two of the primary causes of deforestation.
4. Natural phenomena also account for deforestation.
5. Palm oil, lumber, soy, and cattle are the four key commodities responsible for tropical deforestation. (English 8,p.31)

Although Pakistan is among the most polluted countries in the world, with two cities Karachi and Lahore among the top five most polluted cities of the world, (World Air Quality Index (WAQI) Ranking, 2024) the mention of the generic pronoun '**we'**, stresses the collective responsibility of the world community to solve the problem of pollution. By using a deontic model verb, ''must,'' the text emphasizes that "we" (world community) need to guard the ecological environment of the Earth, hence deferring responsibility for Pakistan's pollution problem to the world instead of its government, citizens, and big industries.

Similarly, the statistical figures related to covered and cleared land have been provided but again the lexical choices present this issue as happened without any agent. Through

nominalization like **Deforestation**, and passivization **'12 million hectares of forest were lost each year'** (English 8,p.32)the culprits have been put into the background. Kahn (1997), considers passivization as a linguistic technique that disguises the actor who performed an action while highlight the action in isolation. Consequently, such linguistic structures fail to identify the real agent behind environmental destruction. Iqbal and Lohar, (2023) also revealed that dealing with the theme of pollution, the Sindh English textbook demonstrate use of Passive voice.

There is a mention of the "Billion Tree Tsunami" project". As this project is associated with the current ruling political party of Khyber Pakhtunkhwa, through such selection, a positive self-image has been projected in the educational material. Rahman (2022), considers textbooks as vital in shaping the world view of the learner, such content can introduce a more positive and eco-friendly image the ruling government party.

1. Deforestation is a significant danger to this biodiversity.
2. However, according to Ministry of Climate Change data from 2015, barely 5% of the country now has tree cover.
3. Since 1990, around 420 million hectares of forest have gone.
4. Between 2010 and 2015, 12 million hectares of forest were lost each year,
5. Since June 2015, the "Billion Tree Tsunami" project has been striving to save Pakistan's forests in two ways: to prevent future deforestation and to repair past harm by planting saplings. (English 8,p.32)

The third theme is an appeal of nature highlights the dependency of the human race on nature. Nature has been personified as "Mother" and addresses the readers directly. "Some call me mother nature"(English 7, p.10), the personification of nature as a mother has significant ecological messaging. According to Stibbe (2015), James Lovelock employed this metaphor while discussing "Gaia theory". Such a metaphor highlights the role of nature as a nurturer, provider, and protector of all life forms. In the Pakistani context, the mother has a very special role in Islam. As cited by Sabeen (2022) 'Paradise lies beneath the feet of mother,' the Prophet SAWS stated (Nasai, Jihad, 6; Sunan al-Nasr, 3104). Such representation acknowledges the utmost reverence for the mother. Considering nature as a mother demands appreciation and acknowledgment of nature. Furthermore, through nature's appeal, the text highlights the interrelation between humans "Your future depends on me. When I thrive you thrive, when I falter you falter, or worse""(English 7, p.10). Through such representation the authors have endeavored to confer ''a more lifelike quality and intimacy on environmental issues, so students might have more feelings of relatedness, and hence empathy, to the Earth'' (Long, 2009, p. 191).

Theme four highlights the effect of the environment on the people. The poet considers that the places they belong to and the environment they are surrounded with are reflected in their appearances and their minds: "Where I come from, people carry woods in their minds, acres of pine woods;"(English 7, p.22) . Such content further strengthens the relationship between human being and their surroundings. Theme five is related to the lesson nature teaches us. Here again, nature is personified as a mother and teacher: "Nature is our mother, our first teacher" (English 7, p.33),. Through the description of nature, a message of coexistence, resilience, and sacrifice has been communicated. Such content attracts the students to think about natural phenomena and to learn from them. Even the Quran invites human beings to think and contemplate the surrounding world as it is written in Surah Yunus, verse 6: "Surely in the alternation of the day and the night, and in all that Allah has created in the heavens and the earth, there are true signs for those mindful of Him". Such material is aligned with the teaching of Islam and can promote an eco-beneficial behavior to connect to the world.

The sixth theme discusses the endangered species of Pakistan. The chapter is only restricted to the description of the animals on the brink of extinction, but the real causes of this extermination are backgrounded. The nominalization is used to frame the massive killing of animals as happening without any agent. "Pakistan is home to versatile and potent wildlife, which sadly, is running low in numbers" (English 7, p.71). Such expressions do not refer to killing or hunting of these animals. The unit enlists eight such animals including the Indus River Dolphin, the Woolly Flying Squirrel, The Markhor, the Snow Leopard, the shelled Turtle, the Balochistan Forest Dormouse, and the Moon Bear. The causes of the massive, migration, killing, or hunting have been ignored. For instance, in the case of Markhor, it is declared as a national animal, and its general features and characteristics have been illustrated with not a single mention of its systematic killing due to Trophy gaming. "Despite their large size, Markhors are extremely skilled climbers" (English 7, p.72). According to Ahmad (2022), the statistics provided by the Wildlife Department of Khyber Pakhtunkhwa, from 1998 to 2021, an amount of US$3642000 was brought to the community through trophy hunting. But hunting of Markhor for meat and trophy gaming are major causes of decline in the population of this endangered species too (Khattak et al, 2022), but the text is silent on that. The absence of such information has ideological significance. As the government is the ultimate beneficiary of such activities the economic gains have been provided preference over the well-being of animals and such ideology is operant in not mentioning such significant information. This is ''suppression'' which is the removal of the real agents involved in the killing and extermination of animals (Fairclough, 2003; Machin & Mayr, 2012). Lee (2023), also identified the economic orientation than sustainability in the Chinese language textbooks designed for Korean ethnic minorities.

Theme eight is about extreme weather conditions. This chapter enlists many catastrophic events like hurricanes, tornados, floods, and heat waves, which occur due to climate change. The chapter describes the adverse effect of climate change on the earth's weather. The global warming is framed as happening naturally, but the due causes have not been mentioned.

1. As the Earth has warmed, climate change has triggered many threats to our planet. (English 7, p.82)

Only twice the human beings have been mentioned but the nominalization is used that weakens the overall appeal. The nominalized forms like Failures (that is derived from the verb fail), Alternations (from alter), and Drainage (derived from the drain) are used to isolate actions from their actor and depict them as happening although human beings have a huge contribution into all these activities. Such linguistic choices weaken the eco-messaging and exempt humans from accountability. Fan's study (2005) also supports that certain grammatical forms play a significant role in weakening or strengthening the urge for immediate action in discourse. Halliday (1985) emphasizes that such grammatical choices (nominalization) greatly influence the communication and understanding by addressees. Schleppegrell (1997) identifies how human agents are removed from environmental discourse through nominalization. This causes the separation of humans from environmental destruction, resultantly, readers are not made aware of their role in the climate crisis.

1. Human factors include structural failures of dams and levees, altered drainage, and land cover alterations (such as pavement). (English 7, p.83)

Interestingly, the bulk of the text talks about environmental problems but rarely there is a reference to the solution. Out of all these 23 lessons, only one text addresses the solution to the climate crisis. The text highlights several possible solutions but discusses waste management as the most significant that can have an impact on the well-being of the whole ecosystem.

Stibbe (2004) highlights that in Japan, the English Language materials discuss the physical symptoms of environmental degradation like Ozone layer depletion and acid rain but do not criticize the underlying cultural values responsible for promoting such a worldview that is damaging to the health of Earth. Similarly, in this chapter, the solution of the environmental problem has been linked to modern technology and techniques to dispose off waste but the underlying 'consumerist' ideologies have been ignored.

1. Carbon-free transport, garbage-free streets, plentiful water supplies, etc. are some of the goals of future cities. (English 7, p.86)
2. Countries are coming up with innovative ideas to covert waste and garbage into fertilizers, (English 7, p.82)
3. A construction company in England combines orange peels with other kinds of food waste to make a strong building material, similar to fiberboard. (English 7, p.83)
4. Making our cities waste-free is extremely important as it will improve the environment and reduce pollution. (English 7, p.83)

The middle school students are not engaged to be part of the resolution of gigantic environmental problem. There can be a contribution of these children in playing their part in addressing the issue of climate change but such appeal is missing. Furthermore, waste and garbage are considered serious environmental problems and the solution of this problem is considered the solution of the whole ecological crisis. This has made the issue of climate change very simplistic with a lack of critical thinking and reflection on human-nature relationship.

6. Conclusion

The selected text holds relevance in the context of current environmental issues and concerns. The study reveals that the middle school English textbook gave special attention to environmental education and climate change problems. The highest of all, 16.7% of the content deals with explicit environmental themes and messaging. This is proof of the seriousness of the government and the policymakers in addressing these problems. However, a close analysis of the text reveals certain loopholes for the eco-pedagogical perspective. The findings of the study demonstrate that the middle school English textbooks (6 to 8) describe environmental issues as global not local problem of Pakistan. Moreover, pollution (Garbage) and deforestation are declared the main the causes of the climate crisis. Hence, the main solution proposed are: ''waste management'', ''plant trees,'' and "reverence and appreciation for natural world.'' This is a simplistic version of the wicked environmental problem of Pakistan.

This study highlights the role of language in dealing with environmental issues, providing the readers with ecological ideologies through linguistic choices. An ecocritical approach is adopted to excavate the underlying meanings and pedagogical implications of selected English textbooks using a framework of Critical Discourse Analysis. The study reveals a mixture of eco-beneficial and eco-destructive discourses. The poetry promotes an eco-beneficial behavior by inviting the students to reconnect to nature. Contrary to this, the passages included in these books are more simplistic, with an absence of cause and effect relationship. The specific Pakistan's environmental problems and the real perpetrators involved in harming nature are all erased from the textbooks. The text declared human beings, and companies as responsible for the developing situation but both are vague and general term. Additionally, the green content given in these textbooks are ideologically and politically motivated, endorsing and propagating the government policies related to climate justice, depicting the policies of ruling political party of Khyber Pakhtunkhwa as eco-friendly. The text related to endangered animals and extreme weather conditions do not explain the causes of such ecological deterioration. An eco-destructive orientation of the text is examined where nominalizations are used that blurred the

direct link between the environmental crisis and its link to human activities. Such portrayal can hardly sensitize young minds to accept their responsibility and to mend their ways for the preservation of life on the earth, which is the only habitat for all species. Similarly, where the government policies and interests are at stake, such ideologies are backgrounded. The study also finds that economic gains has been given priority over the ecological well-being of human and non-human animals.

The study concludes with recommendations for textbook authors, educators, and policymakers. Common suggestions include introducing such texts that foster critical thinking among students to reflect on human activities and their impact on the world. Problem-solving skills also need to be integrated into the English Language material as the solutions to environmental problems are missing in these textbooks. The cultural values that are responsible for the collapse of the ecosystem need to be identified and criticized. The discussion shall not be limited to apparent problems like waste management. Lastly, the researchers call for collaborative efforts between environmental experts, language experts, and policymakers to develop curricula that are both contextually relevant; ethically and scientifically robust.

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