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An Eco-Critical Discourse Analysis of Appraisal Patterns and Environmental Discourse in Contemporary British Children's Short Stories

A DISSERTATION

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By

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Thul Quaad

1443 A.H.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

(وَمَا مِنْ دَابَّةٍ فِي الْأَرْضِ وَلَا طَائِرٍ يَطِيرُ بِجَنَاحَيْهِ إِلَّا أُمَمٌ أَمْثَالُكُمْ مَا فَرَّطْنَا فِي

الْكِتَابِ مِنْ شَيْءٍ ثُمَّ إِلَىٰ رَبِّهِمْ يُحْشَرُونَ)

صدق الله العلي العظيم

«سورة الأنعام: الآية 38»

'' There is not an animal (that lives) on the earth, nor a being that flies on its wings, but (forms part of) communities like you. Nothing have we omitted from the Book, and they (all) shall be gathered to their Lord ''

(Al-An'aam: 38)

(Ali, A. Yusuf (1993). *Meaning of the Holy Quran*. Amana Corp)

Supervisor's Declaration

I certify that this dissertation "**An Eco-Critical Discourse Analysis of Appraisal Patterns and Environmental Discourse in Contemporary British Children's Short Stories**" written by **Kadhim Shakir Fashal** has been prepared under my supervision at the College of Education for Human Sciences, University of Babylon, as partial fulfillment of the requirements for the degree of Doctorate of Philosophy in the English Language and Linguistics.

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TO
MY FAMILY

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Abstract

This study is concerned with environmental discourse of contemporary British children's short stories. An eco-critical discourse analysis is conducted to show the representation of the environment in British children's short stories. Certain relevant questions are raised to detect the type of environmental discourse, whether beneficial or destructive. These questions are related to the defining criteria, ideological forms and strategies of environmental discourse used by authors of British children's short stories.

This study, thus, attempts to achieve the following aims: exposing the types of environmental discourse that are embedded in British children's short stories under the study; critically differentiating and determining the linguistic devices that are involved with salience of environment in the environmental discourse of the targeted short stories; critically identifying and determining the linguistic devices that are involved with erasure of environment in the environmental discourse of these literary forms; unveiling the kinds of the ecological identity in the short stories under study; uncovering the functions of eco metaphor within these short stories; exposing the dominant kind of eco-metaphor in the environmental discourse of short stories under study; unveiling the kinds of ideologies that are constructed in the environmental discourse of children's short stories by ecometaphors; revealing the kinds of appraisal patterns that are used in stories under study; detecting the impetus of using appraisal patterns there.

These aims can be reached out through certain procedures which can be briefed as follows: Reconnoitering and providing the relevant

theoretical background on ecolinguistics; selecting data as representative examples of appraisal patterns in environmental discourses in contemporary British children's short stories; using the eclectic model adopted by the current study to qualitatively analyze the data of the work. It will depend on two approaches: Martin and White (2005), Stibbe (2015) and Lie (2021).

The present study ends up with a number of conclusions, the most central of which is that there is a conflict between two ideologies in which the beneficial discourse is the prevalent in comparison with destructive one. Consequently, the developed model of eco-critical discourse study has demonstrated the truth of its practicality and integrality as a successful instrument used to eco critically study environmental discourse in children's short stories.

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List of Abbreviations

Abbreviated Forms	Full Forms
CDA	Critical Discourse Analysis
CL	Critical Linguistics
ECDA	Eco-Critical Discourse Analysis
SFL	Systemic Functional Linguistics

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جمهورية العراق
وزارة التعليم العالي والبحث العلمي
جامعة بابل
كلية التربية للعلوم الانسانية

تحليل نقدي للخطاب البيئي لأنماط التقييم والحوار البيئي في قصص الأطفال القصيرة البريطانية المعاصرة

اطروحة قدمت

الى مجلس كلية التربية للعلوم الانسانية – جامعة بابل

جزء من متطلبات نيل شهادة

الدكتوراه الفلسفة في اللغة الانجليزية وعلم اللغة

من قبل الطالب

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المستخلص

تعنى هذه الدراسة بالخطاب البيئي للقصص الاطفال البريطانية المعاصرة ، أجرى تحليل نقدي البيئي للخطاب البيئي لإظهار تمثيل البيئة في البيئي للقصص الاطفال البريطانية المعاصرة. طرحت بعض الأسئلة ذات الصلة للكشف عن نوع الخطاب البيئي ، سواء كان مفيداً أو مدمراً. تتعلق هذه الأسئلة بالمعايير المحددة والأشكال الأيديولوجية والاستراتيجيات للخطاب البيئي التي يستخدمها مؤلفو القصص القصيرة للأطفال البريطانيين. وبالتالي ، تحاول هذه الدراسة تحقيق الأهداف التالية: الكشف عن أنواع الخطاب البيئي المضمنة في القصص القصيرة للأطفال البريطانيين قيد الدراسة ؛ تحديد الاساليب اللغوية بشكل نقدي التي تشارك في إبراز البيئة بشكل نقدي في الخطاب البيئي للقصص الاطفال البريطانية المعاصرة قيد الدراسة ؛ التحديد الدقيق و تحديد الاساليب اللغوية التي تشارك في محور البيئة في الخطاب البيئي للقصص القصيرة للأطفال البريطانيين قيد الدراسة ؛ الكشف عن أنواع الهوية البيئية في القصص القصيرة للأطفال البريطانيين قيد الدراسة ؛ الكشف عن وظائف الاستعارة البيئية في قصص الأطفال البريطانية القصيرة قيد الدراسة ؛ الكشف عن النوع السائد من الاستعارة البيئية في بيئة خطاب القصص القصيرة للأطفال البريطانيين قيد الدراسة ؛ كشف النقاب عن أنواع الأيديولوجيات التي كونت في الخطاب البيئي لقصص الأطفال القصيرة الاستعارة البيئية : الكشف عن أنواع أنماط التقييم المستخدمة في للقصص القصيرة للأطفال البريطانيين قيد الدراسة ؛ اكتشاف دافع استخدام أنماط التقييم في القصص القصيرة للأطفال البريطانيين قيد الدراسة ؛ تطوير أنموذج لغوي إيكولوجي لتحليل نقدي للخطاب البيئي في البيانات قيد التدقيق. يمكن الوصول إلى هذه الأهداف من خلال إجراءات معينة يمكن تلخيصها على النحو التالي: إعادة الاستطلاع وتوفير الخلفية النظرية ذات الصلة في علم اللغة الإيكولوجي ؛ اختيار البيانات كأمثلة تمثيلية لكل من أنماط التقييم والخطابات البيئية في للقصص الاطفال البريطانية المعاصرة ؛ استخدام النموذج الذي طورته الدراسة الحالية لتحليل بيانات العمل نوعياً. سيعتمد (Martin and White (2005) و Stibbe (2015) على نهجين

تنتهي الدراسة الحالية بمجموعة متنوعة من الاستنتاجات ، أهمها أن هناك صراعاً بين أيديولوجيتين يسود فيهما الخطاب النافع مقارنة بالأيديولوجيات الهدامة. وبالتالي ، فقد أظهر الأنموذج المطور لدراسة الخطاب النقدي البيئي حقيقة عمليةه وتكامله كأداة ناجحة تستخدم في دراسة الخطاب البيئي في قصص الأطفال القصيرة.

Chapter One

Introduction

1.1 The Problem of the Study

There are limited studies implemented in the area of children's literature in Iraqi Academic studies. Moreover, the studies carried out thus far, whether in oral or written form, did not give attention to environmental concerns . While appreciating the efforts made thus far to bridge the gap, the present study undertakes an eco-critical discourse analysis (hereinafter ECDA) to examine what exists in this respect .

The environment is ubiquitous in children's literature, which means that it is depicted in some way. The manner in which and what is presented reveals an underlying meaning or ideology. Surprisingly little research has been done on how the environment is portrayed in children's literature (Holton and Rogers ,2004:151). The present study intends to investigate how these ideologies present or reinforce pro or anti-environmental systems, in British children's short stories . Moreover , there is a need to reveal the linguistic strategies which are used in this respect. So, this study is concerned with utilizing ECDA to make readers more cautious of the encoded environmental ideologies in the language of children's literature and more specifically, in British children's short stories .

The critical linguistic investigation of children's literature has recently received substantial academic attention. A growing number of academics have realized that children's literature is a form of discourse that has the potential to ideologically impact its readers. According to Keyes and McGillicuddy (2014:10-11), children's literature can modify,

indoctrinate, and empower its readers. It could be claimed that, like other forms of discourse, children's stories are heavily influenced by the writers' personal (ideological) values and ideas. In other words, one may argue that the language structure of these stories reflects, at least in part, the author's ideology. Moreover, ideology in children's literature frequently reflects not only the authors' personal ideologies, but also that of the society they inhabit. On the other side, authors may resist the dominant ideology of their society through their literature (Simpson and Mayr, 2010: 5). It is worth mentioning that environment can be studied in the field of Ecolinguistics.

Ecolinguistics is the study of the effect of language on the relationships involving humans, other species, and the physical environment that sustain life. Thus, ecolinguistics examines the relationship between language and the construction, maintenance, influence, or destruction of human relationships. Ecolinguistic approaches fluctuate in complexity, scope, comprehensiveness of investigation, and motive.

ECDA is a combination of ecolinguistic and critical discourse analysis(hence forth CDA). According to Harré et al. (1999: 1), the most essential component of the ECDA is its emphasis on "functional interactions with and being a part of a larger environment." This indicates that discussing and framing the environment in certain terms is a means of framing (representation) and accomplishing things with language (practice). It is worth mentioning that CDA and ECDA have their roots in critical theory, and as a result, they are expected to analyze societal and environmental injustice and come up with innovative approaches for bringing about change (Mühlhäusler, 2003: 161). Parvin (2017:25) emphasizes that appraisal system, particularly its attitude

subsystem, as an appropriate linguistically directed instrument for performing more objective and scientific CDA studies.

According to Stibbe (2015: 84), the notion "appraisal patterns" refers to "groupings of linguistic elements that assemble collectively to describe a facet of life as either positive or negative." There are two distinct categories of appraisal patterns (i.e. good and bad). Appraisal theory focuses on how a writer or a speaker positions the reader or listener to do the same thing that the writer/speaker does. Hence, the study attempts to show the various types of ideologies that are embedded in the environmental discourses involved in British children's literature. Appraisal theory can be used to study evaluation in ecolinguistics.

Additionally, it is noticeable that the notion of appraisal pattern in children's British short stories has not been tackled critically. The present study endeavors to reveal how appraisal patterns are linguistically realized by investigating the strategies which the authors of the stories under study may depend on when they write their fictions . Such strategies are assumed to be different due to the differences among authors which occur as a consequence of the differences in their environmental ideologies. Another aspect yet to be investigated is exploring the kinds of environmental discourse in stories under study.

The two perspectives hinted at (i.e., appraisal pattern and environmental discourse) have not been combined in research before, to the best of the researcher's knowledge. Moreover, ECDA has not been given its due attention as a distinct field of linguistic inquiry. Thus, this study brings all of them into the limelight. The handling of these problems is hopefully going to bridge a gap in the literature in this area.

The present study sets itself the task of answering the following questions:

1. What are the types of ideologies that are embedded in British children's short stories under study?
2. What are the linguistic devices involved in the salience and the erasure of environment in the environmental discourse of the short stories under study?
3. How can the kinds of the ecological identity in the British children's short stories be delineated?
4. What are the kinds and functions of ecometaphor in those short stories?
5. What is the dominant kind of ecometaphor in the environmental discourse of the targeted short stories?
6. What kinds of ideologies are constructed in the environmental discourse of children's short stories by ecometaphors?
7. What kinds of appraisal patterns are used in these short stories?
8. What is the impetus of using appraisal patterns in such short stories?

1.2 Aims of the Study

The current study basically invokes the following aims in accordance with the questions raised in the problem intended to be investigated:

1. To detect the types of environmental discourse that are embedded in British children's short stories under the study.

2.To critically identify and determine the linguistic devices that are involved with salience of environment in the environmental discourse of short stories under study .

3.To critically define and pinpoint the linguistic devices that are involved with erasure of environment in the environmental discourse of such short stories.

4.To find out the kinds of the ecological identity in the targeted short stories.

5.To uncover the functions of ecometaphor in those short stories.

6.To expose the dominant kind of ecometaphor in the environmental discourse of the targeted short stories.

7.To unveil the kinds of ideologies that are constructed in the environmental discourse of children's short stories by ecometaphors.

8.To reveal the kinds of appraisal patterns that are used in these short stories.

9.To detect the impetus of using appraisal patterns in such short stories.

1.3 Hypotheses of the Study

In association with the aims of the study ,which are set forth above, it is hypothesized that:

1.There are two kinds of ideologies that are represented through environmental discourses in the British contemporary children's short stories under study.

2. Individualization, activation and personalization are used to convey the salience of the environment in the environmental discourse of the short stories under study .

3. Metonymy, passivation and nominalization are used to convey the erasure of the environment in the environmental discourse of such short stories .

4.The ecosophy of the writer affects the manifestation of the kinds of the ecological identity in the British children's short stories under study.

5.Ecometaphors mediate children's relationship with nature.

6.Personification is the prevalent ecometaphor in the environmental discourse of the targeted short stories.

7.Employing eco metaphors in the environmental discourse of children's short stories propagates beneficial or destructive environmental ideologies.

8.Appreciation is the prominent appraisal pattern in these short stories .

9.Authors tend to employ appraisal patterns as linguistic devices to embed their ideology.

1.4 Procedures of the Study

To accomplish the aims of the current study and verify its hypotheses, the following steps are followed:

1. Reconnoitering and providing the relevant theoretical background on Ecolinguistics.

2. Selecting forty contemporary British children's short stories to be representative samples of data for both appraisal patterns and

environmental discourses in contemporary British children's short stories.

3. Applying the model promoted by the present study to examine the data of the study qualitatively. It will depend on two approaches: Martin and White (2005), Stibbe (2015) and Lie (2021).

4. Employing certain suitable and trustworthy statistical tools; namely, SPSS.V.20 & Excel V. 10, to quantitatively test the hypotheses of the present study.

5. Tabulating and configuring the results of the statistical analysis to objectively confirm the findings of the present study.

6. Discussing the findings obtained from both the qualitative and quantitative analyses to arrive at conclusions and set forth some recommendations.

1.5 Limits of the Study

This work is limited to eco-critical discourse study that investigates the appraisal patterns and environmental discourse in contemporary British children's short stories. It is restricted to related critical theories. Forty children's books are chosen to be analyzed. The year of the publication is considered. All of the short stories are published in the twenty first century (2000 to 2020). All works for children between the ages of 1 and 13 are considered. It is worth noting that the 40 books that comprise the census are representative/indicative of what is currently popular and selling the most copies. The present study investigates the extent to which any children's books included in the census are principally concerned with environmental issues.

1.6 Value of the Study

Those who are interested in the fields of ecolinguistics , ecology, and education can benefit from this study. In addition to this, it can be utilized in the field of applied linguistics, particularly by authors of educational materials and pedagogy specialists, among others. It is of significance to linguists, teachers, students, and textbooks' designers through widening their understanding of the structure of ecology .

Strictly speaking, the current study aims to raise awareness among linguists, teachers and students, as well as authors of children's books about environmental discourse and its prospective influence on humans, future descendants, nonhuman animals, and the global ecology, all of which have suffered or will suffer as a result of the consequences.

Chapter Two

Theoretical Framework

2.1 Introductory Remark

This chapter introduces the theoretical background of three parts which are relevant to the present study. Section one discusses ecolinguistics. Section two is concerned with ECDA. Finally, the third section approaches children's literature.

2.2 The Origin and the Historical Roots of Ecolinguistics

Ecolinguistics has emerged since the 1970s, when Haugen defined ecolinguistics in 1972 as "the study of interactions between any given language and its environment" (Haugen ,2001: 57). Language ecology, according to Haugen (cited in Fill & Muhlhausler, 2001:57), is the exploration of existing inter-language interactions with the environment. Recognizing the environment in ecolinguistics extends to the physical and social environment. The physical environment includes physical geography, such as a country's topography (coastal, valley, land, highland, or mountain), climate, and rainfall intensity, as well as the economic basis of human life, which includes fauna, flora, and mineral resources; whereas the social environment includes the different factions of society that shape each individual's mind and life, such as religion, ethics, political organization, and art(ibid.:14).

According to Fill and Mushausler (2001:11), ecolinguistics is a cross-cutting applied linguistics (interdisciplinary). Furthermore, they (ibid.:51) emphasize that ecolinguistics, as a greater study of its scope in examining syntax, semantics, and pragmatics, necessitates the development of some novel new theory to experimentally investigate these ideas.

Ecolinguistics, according to Crystal (2008:161-162), is a study that represents the essence of ecology in biological studies, in which the engagement between language and cultural environment is viewed as central: it is also known as language ecology, linguistic ecology, and sometimes green linguistics.

Ecolinguistics is defined by Alexander & Stibbe (2014: 105) as "the study of the impact of language on the life-sustaining relationships among humans, other organisms and the physical environment. It is normatively orientated towards preserving relationships which sustain life". It is worth pointing out that the preceding definition of ecolinguistics is just one of many possible ones. Indeed, the term 'ecolinguistics' has been applied to various techniques and issues (Stibbe,2014: 125).

Steffensen and Fill (2014: 22) indicate to the academic field of ecolinguistics as an "archipelago" with numerous strands that need to be harmonized.

According to Bang & Trampe (2014:83), the term "ecolinguistics" refers to a wide-ranging term that encompasses, on one hand, traditional linguistic methodologies applied to texts and discourses of environmental significance, and, on the other hand, more profound insights on language theories prompted by the ecological paradigm as a whole.

According to Stibbe(2015:138); "ecolinguistics analyses language to reveal the stories we live by, judges those stories according to an ecosophy, resists stories which oppose the ecosophy, and contributes to the search for new stories to live by". Ecolinguistics, in other words, seeks to investigate linguistic phenomena found in inter-language, inter-human, and humannature relationships from the standpoint of ecological philosophy. Unlike other subfields of linguistics, ecolinguistics uses

"ecosophy" as its primary normative framework. The commitment to ecological equilibrium is central to ecosophy, which, unlike positivist worldviews, rejects the separation of humans and nature and proposes that ecological crises necessitate not only scientific solutions but also moral introspections of anthropocentric activities.

Alexander`s & Stibbe`s (2014) definition is adopted in the current study due to a multitude of factors:

1- It is the most appropriate definition of ecolinguistics for the purposes of the current work because it embraces the concept "ecological" literally, as opposed to other definition of ecolinguistics that comprehend the "ecology of language" metaphorically.

2- It provides a comprehensive definition of the field of ecolinguistics, however the field is wide open to interpretation in order to take into account all of the methods and efforts that have been made in the field thus far, while it is also leaving opportunities for extra approaches and issues to emerge.

3- Unlike recommendations that seem to be misanthropically prejudiced, which propose that the annihilation of humans would be more advantageous for the survival of this planet., this definition emphasizes the inclusion of inter human relationships .

4- It emphasizes the need of developing positive, life-sustaining relationships. Item 4 is critical, as giving criticism without demonstrating 'more appropriate path to take' or posing new alternatives remain the problems essentially unresolved.

2.2.1 An Epistemological Turn

Ecolinguistics is a relatively new discipline of linguistics that can be thought of as the nexus between ecology and linguistics, the study of language. The notion 'ecology' (a combination of the Greek words *oikos*, which means household, *logos*, or place of residence, which means study) was invented by the German scientist Ernst Haeckel to refer to "the exploration of the environment, especially how organisms interact with one another and their surroundings" (Odum et al., 2005: 2-3). Soon later, ecology became recognized as a distinct area of biology; the term 'ecological' was subsequently employed to refer to the environmental movement associated with conserving organisms, supplies, and the earth's bio-diversity (Fill, 2001: 420).

The term "ecolinguistics" as used in this study applies specifically to the later, more ideological definition of ecology. There were several early scholarly endeavors to investigate the relationship between ecology and language, some dating all the way back to ancient Greeks such as Heraclitus and Plato. While some ecolinguists credit Humboldt with establishing the discipline, others credit the Sapir-Whorf-Hypothesis (do Couto, 2014: 123). However, number of scholars detects the roots of ecolinguistics to sociolinguist Einar Haugen, who was the earliest to implement an ecological perspective to the study of language in 1970 (cf. do Couto, 2014: 124, Steffensen & Fill, 2014: 7) in addition to being the pioneer in the dissemination of the term "ecolinguistics" orally to a colleague in 1972 (do Couto, 2014: 124). Nonetheless, it took another two decades for the subject of ecolinguistics to be founded in the modern sense. The concept of "language ecology" as provided by Haugen (1972: 325) is as follows: "The study of interactions between any particular language and its environment." Despite criticism that Haugen's work

contained too many second-hand references and lacked a theoretical framework (Lechevrel, 2009: 8), his concept was extremely useful in the development of ecolinguistics because it led to the question: What is a language's environment?

Steffensen and Fill (2014: 7) identify four strands in the history of ecolinguistics that differ in their interpretations regarding what constitutes the environment of (a) language:

1- Language occurs within a symbol ecology: this method investigates the coexistence of languages or 'symbol systems' in a certain region.

2- Language lives inside a normal ecology; this process examines the relationship between language and its biological and ecosystemic environs (climate, topography, flora, fauna, etc.).

3- Language resides within an ecological sociology: this approach examines the relationship between language and the cultural and social influences that determine the circumstances of interlocutors and speech communities.

4- Cognitive ecology is the study of how biological creatures and their environments interact to make language achievable; this approach investigates how language is facilitated by these interactions, with a particular emphasis on the cognitive capacities that underpin organisms' adaptability and flexibility.

According to Steffensen and Fill (2014:7), this classification should not be interpreted as a rigid separation of four distinct language ecologies. They make this point clear. It should rather help in illuminating "many viewpoints on the language environment," so allowing for metaphorical interpretations of the notion of ecology.

However, ecolinguists have established and worked with a vast variety of theoretical approaches to the ecology of language; but, elaborating on them would be beyond the scope of the current study. What holds the various approaches together is an ecological perspective.

Döring & Zunino (2014: 36) conclude that ecolinguistics research is primarily divided into two branches: ecocritical discourse analysis and language ecology, which views language as a fundamental and interconnected component of a network connecting language, nature, and society. Thus, ECDA is the most frequently used method for examining the current production and repercussions of ecological discourses produced by environmental, scientific, and other social actors

2.2.2 Ecolinguistics and Discourse Analysis

Ecolinguistics is an applied linguistics that investigates discourses that are either beneficial or detrimental to the survival of the Environment. It condemns language practices that have a negative impact on the environment or habitat. Ecolinguistics is the study of the ecological role that languages play. It creates theories that investigate the interaction between language and ecosystem affecting humans(Dash,2019 :132). Ecolinguistics offers the essential resources to investigate the life-enhancing effect of language in ecology.

Ecolinguistic approaches fluctuate in complexity, scope, comprehensiveness of investigation, and motive, however the following are some typical features of an ecolinguistic perspective to discourse analysis:

(1) The emphasis is on discourses that not only significantly influence how individuals interact with one another but also how they interact with the broader ecological systems that support life.

(2) The discourses are examined by illuminating how collection of linguistic elements interact to produce unique worldviews or "cultural codes." The "compact bundle of shared values, norms, ethos, and social beliefs... [that] produces and portrays the community's "common sense"" is known as a cultural code (Stibbe,2014:119).

(3) The study seeks to identify and draw attention to discourses that seem to be environmentally destructive (i.e., go against the tenets of ecosophy), or alternatively, to find and promote discourses that may help safeguard and preserve the conditions necessary for life (i.e. are aligned with the values of the ecosophy).

(4) The study is intended for practical application by increasing awareness of the role of language in ecological destruction or protection, informing policy, informing educational development, or by offering suggestions that can be used to redesign current texts or create new texts in the future.

These characteristics are comparable to those of CDA, with the exception of the ecological dimension. CDA primarily contributes to social change by increasing awareness and igniting what Stewart (1999: 91) refers to as "self-directed social movements," CDA works by disclosing how commonsense presumptions built into a society's dominant discourses are 'common sense assumptions in the service of maintaining unequal relations of power,' and how 'if one becomes conscious that a specific aspect of common sense is maintaining power inequalities at one's own expense, it ceases to be common sense(Fairclough, 2001: 71).

Stibbe (2014:119) states that while ecolinguistics employs the same types of linguistic analysis as conventional critical discourse studies, the

normative framework in which it functions is to analyze human relationships not only with other humans, but also with the larger ecological systems on which all life depends. Ecolinguistics examines discourses ranging from consumerism to nature poetry, criticising those that promote environmentally destructive behavior and seeking those that promote connections of respect and care for the natural world. Ecolinguistics, on the other hand, is a type of critical discourse analysis with constantly emerging new frameworks for critiquing or interpreting texts/discourses.

Accordingly, ecolinguistics might eventually incorporate a broader range of philosophical traditions from throughout the world that emphasize the connection of living organisms and their environment.

Probably the brightest possible future for ecolinguistics would be for various new researches to arise that are grounded on clear and well-considered ecophilosophies that are realistically helpful in combating the discourses that sustain an environmentally destructive and socially unequal society (Wu,2018:4).

2.2 .3 Implication of Ecolinguistics

Stibbe's (2015) views on language, ecology, and ecosophy are compatible with ecolinguistics' developing trend toward life science, owing to their common vision of life forms as a result of the impact of language (or discourse) on the world .

Ecolinguistics reorients linguistics in such a way that its practitioners become attentive, responsible, and active sharetakers—that is, members of local, global, and universal communities of humans and non-humans—with language and communication patterns as their starting point (Steffensen, 2007:14).

Thus, eco-discourse study as a whole has significant implications for the discipline's future development, particularly the moral, ethical, and social components of ecosophy, which can help connect the world of nature and the world of human society. One step further is to produce persuasive proof for the ecosophy's underlying assumptions, a step with which Stibbe concurs (personal communication). An ecolinguist's ecosophy is predicated on assumptions about language, ecology, and human connection with the world, , and empirical inquiry can serve to support these beliefs. For instance, an evidence-based method can be used to determine the validity of the expectation that portraying animals as fundamentally valued will influence humans to refrain from harming them.

2.2.4 Ecology

Ecolinguistics benefits greatly from the definition of Dash,(2019a:380-81)to ecology as : " the study of the interaction between living organisms, including humans, and their physical environment; it aims to comprehend the vital connection between plants and animals and their environment." The impact of language on the ecology based on anthropocentrism, classism, and growthism, three non-ecological ideas, Ecolinguistics, in this sense, examines the harmony (or lack thereof) between humans, nature, language, and culture. It does research on linguistic ecology and analyzes writings that deal with environmental or ecological issues.

2.2.4.1 Language Ecology

Haugen (1972) is widely regarded as the pioneer in terms of defining language ecology. He uses the term "ecology" metaphorically, and his work examines the relationships between languages as well as the places in which they are spoken.

Languages are portrayed as species in this metaphor, interacting and displacing one another, and they are considered endangered or extinct. By considering minority or endangered languages as species, this metaphor seeks to safeguard and strengthen their position(Wu, 2018:1-2).

Language ecology, according to Haugen (2001:56), is "the study of interactions between any given language and its surrounding environment." It is possible to draw one's attention first and mainly to the referential universe indexed by language while thinking about the concept of environment. This is, however, the context in which the language's vocabulary and grammar exist, not the language itself. The true environment of a language is the society that uses it as one of its codes. Language exists solely in the brains of its users and serves only to connect them to each another and to environment, i.e. their social and naturalistic contexts. Psychologically, it exists in the minds of bilingual and multilingual speakers, interacting with other languages.

Another important component of its ecosystem is social, which refers to how it interacts with the surrounding society. Language ecology is mostly produced by individuals who learn a language, use it, and pass it on to others, rather than through natural selection (Haugen, 2001 :56).

Therefore, in order to locate each 'language,' one should be on the lookout for these ten ecological questions:

(1) How does it compare to other languages? Linguists specializing in historical and descriptive linguistics would supply this response.

(2) Who are its users? What locations, classes, religions, etc. are its users located in? To ascertain if its use is unrestricted or restricted in specific ways, this is a sociolinguistic issue.

(3) What are its application domains? This is a question of sociolinguistics, establishing whether the term's usage is unrestricted or constrained in certain ways;

(4) What concurrent languages are used by its users, and what are they called? This is what we can refer to as a dialinguistics problem: identifying the extent to which bilingualism exists and the extent to which the languages overlap;

(5) Does the language exhibit any internal varieties? This is the function of a dialectology that is capable of distinguishing not just regional dialects, but also social and contact dialects;

(6) How would you characterize its written traditions'? The study of written texts and its link to spoken language is the province of philology.

(7) How standardized, i.e. unified and codified, is its textual form?

This is the realm of prescriptive linguistics, which encompasses traditional grammarians and lexicographers;

(8) What institutional support has it received, whether from government, education, or commercial entities, to regulate or perpetuate its form? This field of study might be called glottopolitics;

(9) How do its users feel about the language in terms of intimacy and prestige, which results in personal identification? This is the field of ethnolinguistics; (10) Finally, we may desire to describe the language's status in an ecological categorization typology, which will tell us about the language's position and trajectory in relation to other languages in the world (Haugen ,2001 :65).

Ecolinguistics, on the other hand, takes benefit from Steffensen and Fill's (2014:22) literary definition of ecology as "the network of interrelated life-sustaining relationships that exists between people, other species, and their physical environment". Instead, the two approaches (literally and metaphorically) are not diametrically opposed (Wu,2018:12).

2.2.4.2 The Symbolic Ecology of Language

When a language's environment is understood in terms of other languages, a symbolic ecology appears as a component of the ecological interactions that take place between symbolic entities. This approach was instrumental in the discipline's early years. A symbolic ecology is distinct from the natural environment. Haugen(1971:322) defined language ecology as a symbolic ecology: "An important aspect of [a language's] ecology is therefore psychological: its interaction with other languages in the minds of bi- and multilingual speakers." Another aspect of its ecology is sociological: its relationship with the society in which it serves as a communication medium. The ecology of a language is essentially determined by the individuals who learn, use, and transmit it (Steffensen and Fill, 2014: 8).

2.2.4.3 The Natural Ecology of Language

Whether one believes language is basically a cognitive capability (language as 'competence') or a means for social communication (language as 'performance'), it cannot be contested that it exists in a physical reality. Language depends on its users' natural habitats., and this fact alone necessitates consideration of language's natural ecology. No field of ecolinguistics necessitates greater prudence than the study of language–nature relationships. Nonetheless, when the word 'ecolinguistics' was coined by French ecolinguist Claude Hagège, it was focused on natural ecology. Hagège defined "l'écologie linguistique" as the (future) investigation of how 'normal' phenomena such as topographical features, relationships between humans and other species, and cosmic occurrences are incorporated into cultures and languages. Obviously, Hagège draws on an array of Sapir-Whorfian works that demonstrate a

close relationship (albeit inevitably a determinist one) between linguistic structure and how humans conceptualize their environmental surroundings (Steffensen and Fill, 2014: 9).

After arguing for the possibility of ecolinguistics evolving into a cohesive framework through the adoption of a naturalized language perspective, Steffensen and Fill (2014: 22) categorize ecolinguistics as : the study of the processes and activities by which human beings – at the individual, group, population, and species levels – exploit their environment in order to create an extended, sense-saturated ecology that supports their existential trajectories, and the study of the organismic, societal, and ecosystemic boundaries of such processes and activities, i.e. the carrying capacity of such processes and activities.

2.2.4.4 Environment & Language

There are three types of environments, according to Sapir (in Fill and Muhlhausler, 2001: 14), and he describes them as follows: In the first place, there is the physical environment, which comprises geographical characteristics such as the country's terrain (either seashore, valleys, peaks, or mountains, meteorological conditions, and rainfall) .Secondly; the economic environment, on the other hand, is comprised of mineral resources as well as fauna and flora. The third type is the social environment, which encompasses the different factors at work in society that form people's lives and thoughts in relation to one another. Yuniawan (2018:164) states that environmental changes also have an effect on language speakers' use. Language ecology, as defined by Haugen (in Fill & Muhlhausler, 2001:57), is the investigation of current inter-language relationships with the environment. Understanding the environment via the lens of ecolinguistics leads to what Sapir (in Fill & Muhlhausler,

2001:14) refers to as the social and physical environment. The physical environment encompasses physical geography: a country's topography (seashore , valley, land, highland, and mountain), climate, and rainfall intensity, as well as the economic foundations of human life, which include fauna, flora, and mineral resources; whereas the social environment encompasses the diverse societal forces that shape the minds and lives of each individual: religion, ethics, and form.

Moreover, according to Fill and Mushausler (2001: 3), a conclusion might be drawn in which four factors enable the relationship between language and environment: (1) language is autonomous and meaningful; (2) language is created by the world; (3) the world is created by language (both structuralist and post-structuralist views); and (4) language is interconnected with the world. Thus, ecolinguistics is inextricably linked to the ways in which language shapes, nurtures, influences, and destroys relationships between humans, living situations, and the environment. According to Stibbe (2010:1), ecolinguistics arose as a result of human ecological development associated with a variety of interdependent and related systems (linguistic, religious, economic, social, cultural, and ecosystem).Ecolinguistic studies examine the relationship between the environment and language. Ecolinguistic studies relates ecosystems (components of the human life system) to the language humans utilize to interact in their environment (linguistics) (Yuniawan,2018:165). In an ecolinguistic context, the language of the environment and the language of the environment as a metaphorical expression demonstrate the relationship between linguistics and environmental science (ecology) (Yuniawan,2018:167). This suggests that ecolinguistic perspectives can be used to rescue, safeguard, empower, and preserve regional languages as mother tongues for some of the nation's children. Thus, Language is a

representation of the reality that exists in the environment. Ecology focuses on the biological aspect of the environment and the variety of its interacting components.

2.2.4.4.1 Environmental Discourse

As Mühlhäusler and Peace (2006:456) point out, there has been a recent "greening" of languages, which means that environmental discourse has made its way into ordinary language, as well as industrial and economic discourses, and other sectors of language. As identified by Mühlhäusler and Peace (ibid.:458), environmental discourse consists of linguistic strategies that are used to articulate arguments regarding the interaction between humans and their natural environment. For a long time, most people held the assumption that nature was mostly self-regulating and that it is possible to be taken for granted. The emergent discourse varies from previous discourses in which it places a strong emphasis on the worldwide jeopardy of nature and the human species. This is due the fact that "green language" has the ability to increase public understanding of environmental issues (ibid.: 462). There has been a rise in the number of instances in which environmental discourse is being manipulated for the purpose of disguising the negative effects of certain behaviors on the environment, a phenomenon that has come to be known as "greenwashing." According to Mühlhäusler and Peace (ibid:461), "corporate discourses regarding the environment are capable of manipulating even the most ecoliterate individuals." Greenwashing and other tactics at work highlight the importance of language in the context of the question: What are people led to think, and in whose interests are they led to believe it? Another issue that some ecolinguists have accepted is the task of exposing the linguistic manipulations of businesses and other actors who have special agendas. The most notable

of these is Richard J. Alexander (2009), who has conducted ecolinguistic analyses of the writings of a number of political leaders in order to trace 'greenspeak' (a concept drawn from the Orwellian 'newspeak') and other forms of what he calls "linguistic" or "discourse engineering," which is essentially the same as propaganda in its essence (Alexander, 2009: 21).

2.2.5 Ecosophy

An ecosophy, according to Stibbe (2014: 119), is a set of scientific and ethical issues pertaining to the ability to survive and cooperation of species in a natural environment. The foundation of every critical study is an underlying philosophy, either explicit or implicit, that offers a moral perspective on the direction in which society should be moving, and they employ this philosophy to assess the validity of various discourses. For the most part, in CDA, this refers to a set of principles that are opposed to oppression, exploitation, and inequality, as well as the situations under which these are undesirable and should be rejected (van Dijk 2008, referred to in Stibbe, 2014: 120). Consequently, this philosophy is known as "ecosophy" in the field of ecolinguistics.

In the context of ECDA, an ecosophy is an ethical and philosophical framework against which discourses could be judged. Therefore, when a discourse is scrutinized, an ecolinguist relates it to the ideologies and to the features of their ecosophy. A wide variety of ecosophies exist, each with its own set of priorities (for example, animals over plants or non-human nature above humans; and they base their arguments on a variety of environmental and social "facts" based on scientific evidence. The "spectra [of ecosophies] run from anthropocentric to ecocentric, optimistic to pessimistic, and neoliberal to socialist, localist or anarchist". What is shared by all ecophilosophies in ecolinguistic studies is that they

are concerned with the environment and, historically, also with the social dimension (ibid.: 120).

2.2.5.1 Ecological Philosophies

Deep ecology and social ecology are the two ecological philosophies that will serve as the foundation for the ecosophy presented in this study:

2.2.5.1.1 Deep Ecology

As a counter-movement to what he considers to be the more prevalent movement of shallow ecology, Naess is credited with being the one who originally articulated the deep ecology movement in 1973. It focuses on the struggle against pollution and resource depletion, with a primary focus on the health and well-being of folks in industrialized countries (Naess, 1973: 95). The human-centered value system at the core of European and North American industrial culture is strongly despised by proponents of the deep ecology movement . Humans have no right to interfere with Earth's ecosystems to the extent that they currently do, according to the deep ecology philosophy, which holds that all life on the planet is valuable regardless of its usefulness to humans, and is based upon the assumption that biodiversity on this planet is to be valued and protected. According to the movement, economic, technological, and ideological policies should be changed or removed. As a result of this ideological shift, people will begin to value the quality of their lives more than they do the quantity of their possessions (Nelson, 2008: 206).

All of these considerations will be incorporated into the ecosophy for this study. This study's ethical framework does not align with misanthropic viewpoints, hence it appears appropriate to substitute some

components of deep ecology discussed previously in relation to issues of social ecology in order to make the current more inclusive.

2.2.5.1.2 Social Ecology

The underlying assumption of social ecology is that social hierarchies are the source of human power over nature in which social crises frequently precede ecological crises (Messersmith-Glavin,2011: 13). Murray Bookchin (1987:18, cited in *ibid.*:15)the founder of social ecology, asserts :

social ecology is an ecological approach. "that is rooted in an ecological philosophy, ethics, sensibility, and image of nature, and ultimately for an ecological movement that will transform our domineering market society into a non-hierarchical cooperative society – a society that will in live in harmony with nature because its members live in harmony with one another.

So, to sum up, Neoliberal economic systems, which are both small- and large-scale hierarchies (e.g., local companies and multinational ties), do not appear to fit the conditions for a social economic system that promotes equality and harmony among humans and between humans and nature. It is not just about human ideas of nature, ecology, and humanity that social ecology focuses on but also on the emergence of new economic systems. It embraces a radical left stance and places the blame for the ecological catastrophe squarely on the shoulders of particular human rulers, rather than on humanity as a whole .

The framework of the current study is built on a combination of various deep ecology and social ecology principles and consequently *the*

following propositions which serve as the four cornerstones of the ecosophy of the current study are articulated as follows:

Intrinsic worth of nature: Although there is an undeniable commercial value in many natural resources, there is also an even greater societal importance, which means all species ought to be conserved. While no one disputes the advantages of man-made landscapes and things, no one denies the immediate experience of nature nourishes the human soul in ways that no manmade environment or product can match.

Lifestyle: "The good life" and pleasure cannot be obtained on a materialistic level and in striving for a greater standard of living, as this is continuously advertised in commercials; but people are in need to appreciate "the nice things" in life like experiencing sunny days, smelling flowers, having pleasant conversations, and spending time with their families and friends.

The overall reduction in consumption: The human consumption must be dramatically reduced, particularly in the "developed" countries, in order to prevent the ecosystem of our world from destruction. This supports adopting a more ethical consumption habit, for example by refusing to purchase things that exploit human and natural resources.

Egalitarian Society: Above all, at the heart of ecosophy is the need for a more egalitarian and cooperative society. According to Stibbe (2014: 123), this point is intended to show that a significant overall decrease in people consumption to safeguard ecosystems whereas also lowering poverty and fostering more egalitarian societies, for which large-scale redistribution is required to lift individuals out of poverty even while consumption as a whole is declining.

According to this ecosophy, people who live a consumerist lifestyle should limit their consumption, while others who live in poverty should be able to consume more, such as food, clothing and medication.

2.2.5.2 Stibbe's Perspective on Ecophilosophy

Stibbe is widely regarded as the first ecolinguist to include Naess' (1990) word "ecosophy" into the field of ecolinguistics proper and to construct his own ecosophy of ecolinguistics, and apply the ecosophy of ecology to his own work, which is identified in his two monographs. *Ecosophy in one word: Living!* (Stibbe, 2015: 14). Even though a pragmatic emphasis is placed on human wellbeing, The ecosophy, being ecocentric, draws (a) from deep ecology (including other species as well as humans) ; (b) It draws on social ecology in its commitment to social justice; (c) environmental preservation in its consideration of future generations; and (d) transition and the Dark Mountain Project in its recognition and response to unavoidable ecological impact, among other sources (Stibbe, 2015: 15).

This ecosophy, in its various stages, ranging from oppression to ecological animalism. To achieve this, linguistic approaches will be used to disclose the models of the world that different discourses are founded on, and those models will then be measured against the ecosophical principles, with the results highlighting where they fall short of the ecosophical principles. For example, ecosophy places a premium on animal respect, and discourses are chastised for ignoring that nature and recasting animals as machines or objects (Stibbe, 2012:16). It is normatively orientated towards preserving relationships which sustain life. In other words, ecolinguistics is concerned with the ways in which language shapes, sustains, influences, or destroys the interaction between

people, other sort of life, and the nature (Zuo, 2019: 850). Linguistic patterns have a direct impact on the human species' survival and well-being, as well as the survival and well-being of other species on Earth.

2.3 ECDA

The term "eco-critical discourse analysis" refers to the ecolinguistic approach to CDA that has been developed. ECDA is based on the critical discourse studies(henceforthCDS) school of thought, but it incorporates two extra crucial factors: environment and the ecosystem in which one resides.

Stibbe (2014: 117), a prominent proponent of ECDA, asserts that while ecolinguistics attempts to employ the same types of linguistic analysis as traditional critical discourse studies, the normative framework in which its functions analyze human relationships not only with one another but also with the larger ecological systems on which all life is dependent. Using ecolinguistic approaches, researchers may examine everything from consumerist discourses to poems about nature. They can identify those that encourage ecologically damaging behavior as well as those that promote connections of regard and protection for the natural environment. Due to the fact that it takes into account the impacts on non-human subjects as well as future generations who have not yet been born, the enlarged context of ecolinguistics confuses oppressor-oppressed power relations, necessitating the development of CDS theory as well as the application of an ecologically based normative framework to which discourses can be judged.

According to Stibbe(2014:3-4) the characteristics of ECDA include:(I)ECDA draws public attention to discourses that have a significant impact on how men treat their fellow [wo]men and their

relationship with larger ecological systems. (II)The ECDA examines linguistic patterns associated with specific worldviews or culturally rooted ideologies. (III)The ECDA has the authority to interpret explicit or implicit ecosophies based on the social meaning (world view) projected. This is determined by the degree of interaction between humans and non-human animals, as well as how this interaction integrates with and relates to the physical environment.(IV) ECDA possesses the epistemological capacity to expose nature-endangering discourses, which Harré et al. (as cited in Stibbe, 2015, p. 29) derogatorily label "greenspeak." Greenspeak is a manipulative language pattern whose function is to simplify, mitigate, or conceal agents (causes) of environmental hazards, environmentally harmful activities, behaviors, and/or their effects.

It is important noting at this point that Stibbe considers literary works to be within the scope of ecolinguistics, although the majority of ecolinguists regard their analysis as portion of the discipline of ecocriticism, which can be thought of as the "eco-approach" to literature studies (cf. do Couto 2014: 127).

2.3.1 History of ECDA

ECDA , first appeared in the 1970s, during a period of ecological discourse analysis that was crucial in the development of the Western ecolinguistics theories. It was extremely practical to insist on this approach because it resulted in the exposure and removal of the ideological roots of anthropocentrism and economic growthism that had been rooted in the ecological crises, the lifting of all the obstacles that had been erected to prevent the development of ecological civilization, the promoting of the ecological turn of human civilization, and the construction of ecological civilization. However, the eradication of the

mainstream of Western public opinion has also resulted in the marginalization of eco-critical discourse analysis. Western eco-discourse analysts have offered an eco-positive discourse analytical approach, promoting eco-positive speech and emphasizing the constructive role of positive discourse on ecological, based on this knowledge, and criticizing the destructive role of negative discourse in ecology. In this regard, ecological positive discourse has made a significant contribution to ecological construction. The dilemma is that positive and negative are just attitude concerns that have nothing to do with ideology or ecological philosophy. Just as those corporate Organizations and politicians who use "green discourse" to talk about environmental protection and environmental protection products mostly use "greenwashing" as a language strategy while their ideology is still non-ecological, so do those who use "greenwashing" as a language strategy to talk about environmental protection and environmental protection products, to compensate for the limitations of ECDA (Xiaochun, 2020:73).

2.3.2 Development of ECDA

CDA tries to stimulate two types of movements to alter to alter the prevailing imbalance of power, both of which are pertinent to the ecolinguistic approach: CDA attempts to promote both "self-directed" and "other-directed" social movements (Stewart, 1999: 91-92). The following is a definition of what is meant by a self-directed social movement: a process of increasing awareness among the oppressed about common sense presumptions that function in the service of maintaining unfair power relations in societies so that these assumptions are no longer regarded as common sense and, consequently, lose their power completely or at least to some degree. Ecolinguistics also functions in this respect, illuminating the ways in which the common sense

assumptions that underpin transnational capitalism contribute to the destruction of ecological systems on which suppressed societies rely for their well-being and survival, and supplying proof and resources that self-directed social movements originating from these populations can employ to effect social change. Other-oriented social movements are in favor of the interests of individuals who are not engaged in fighting for their own rights, but instead devote their efforts to the well-being of others. According to ecolinguistics, in many cases, those who suffer the most from environmental harm are those who have no way of understanding why they are being oppressed and no way of speaking out against oppressive ideologies including :other animal species, flora, woodlands, rivers, and coming generations (Stibbe, 2014: 119).

The current study is primarily directed at other-directed social movements; it is one of a number of ecolinguistic works that aim to raise awareness "among people living in ecologically destructive societies about their societies' impact on others, both human and non-human, close and distant, and present and future generations" .

2.3.3 Some Considerations for Doing an ECDA

Firstly, it should be noted that ECDA is still considered to be a "developing field, with few studies of depth and sophistication" (Stibbe,2014: 125). A second point is that there is no clear definition of an ecocritical discourse analysis approach that incorporates a universal range of discourses that can be examined. Ecocritical studies that have been done up to this point have shown a great deal of variability in terms of their comprehensiveness, the depth of their study, and their goals. Nonetheless, Stibbe (2014: 118) presents a set of "general characteristics of an ecolinguistics approach to discourse studies" that appear to be

extremely beneficial for the purposes of this article. So, these traits will be listed and discussed in relation to the purpose of this study.

It is worth mentioning that Stibbe (2015) displays six techniques to do ECDA :

2.3.3.1 Salience

Salience is defined by Stibbe (2015:162) as "a story in people's minds that an area of life is important or worthy of attention". This definition refers to saliency technique as when stories in the mind strongly show something as significant and deserving of regard. In the same way, language patterns may combine to create saliency patterns that highlight specific actors in a text by examining several aspects of language, such as the degree of abstraction, transitivity, and metaphor,

When these patterns are shown to be pervasive, they could build in saliency in the minds of individuals or in the collective consciousness of a community. So, Saliency patterns refer to language patterns that highlight or foreground a certain aspect of life .

Overall, the premise of the current study is that ecolinguistic analysis can be useful in exposing the ecological issues, for example, what is it that we give saliency to, and what do we erase? It incites children to examine their internal narratives from an ecological standpoint, challenging them and seeking out the new narratives that are required to thrive in the conditions of the world they live in. (Stibbe, 2015:162)

2.3.3.2 Erasure

According to Machin and Mayr (2012 :5) being critical is "denaturalising the language to disclose the types of conceptions, absences, and taken-for-granted assumptions in texts". Occasionally, the

absences in a text are as significant as the concepts and assumptions that are apparent. In some works, the absence of ideas and assumptions is as significant as their presence.

Ecolinguistics plays a crucial role in the study of the linguistic mechanisms of erasure, assessing what has been erased by texts and discourses, establishing whether the erasure is problematic, and, if so, determining how the erased material might be brought back to consciousness (Stibbe, 2015:145).

In linguistics, erasure reveals itself when an item that is there in reality is purposefully obscured, pushed to the background, or removed entirely from language. Van Leeuwen (2008: 29) distinguishes two types of exclusion: 'suppression,' in which social agents are excluded from a text entirely, and 'backgrounding,' in which social actors are absent from one area of a text but resurface later in the text.

When erasure happens throughout a text or discourse, it creates a pattern similar to that of appraisal, except that instead of judging something as awful, it evaluates it as insignificant and mostly worthless of regard. It does not explicitly state that X is irrelevant, but rather implies that X is unimportant by not addressing it or by using linguistic techniques to drive X to the background of the discourse. There are three varieties of erasure: (a) void, in which an essential component is completely removed from a text; (b) mask, in which an integral part is erased but replaced with a distorted form of itself; and (c) trace, in which an essential element is partially erased but still there (Stibbe, 2015).

2.3.3.3 Identity

Identities can be demonstrated as stories about who we are as individuals, focusing on the groups to which we belong and their place in

society. As Crompton and Kasser (2009:7) argue, environmental communication should try to influence people's values and identities at this level because only a change of identity may result in a significant change in their behaviors and attitudes. In order to achieve this, they want to "modify those components of society that currently encourage environmentally harmful aspects of identity, and promote those aspects of identity that are environmentally beneficial."

The identities of people are models in their minds, but they manifest themselves in certain manners of dress, writing, and speech, and behaving, among other things. Individuals who adopt certain identities (e.g., the insatiable consumer) are more likely to engage in environmentally destructive behavior. This is true if they accept that they are that type of person and conform to the mental model formed by what that type of person says and does, among other things. Different identities, on the other hand, may inspire people to act in ways that contribute to the protection of the systems that are essential to human survival (Stibbe, 2015:107).

Ecolinguistics is concerned with the ways in which patterns of language help people to form ecological identities, helping them to see themselves and humans in general as part of a broader community of life rather than as isolated from it. Presuming that environmental identities are associated with the type of behavior that advances the ecosophical aims, ecolinguistic analysis's task is to study the certain linguistic characteristics that indicate ecological identities. The current study examines how a variety of linguistic features, including the use of pronouns, metaphor, hyponymy, and semantic extension contribute to the forming of ecological identities by linking the human and non-human worlds. Thus, identity is a mental story about what it entails to be a

different kind of person, including physical appearance, personality, behavior, and values.

2.3.3.3.1 Ecological Identity

Ecological identity, which serves as the impetus for public conduct in surroundings is inextricably linked to ecological issues that jeopardize human survival. Ecological identity is a person's perspective toward environment and the behavior that results in the natural surroundings. It adds a fresh perspective to the study of identity in comparison to the more conventional dimensions of nationality ,gender, ethnicity as well as religion. Ecological identity investigations are focused to resolving environmental challenges that endanger human survival by altering or rectifying person's innate living habits and discourse patterns. In comparison to earlier identity research, ecological identity is a novel dimension. Ecosophy is used to determine an individual's ecological identity rather than natural distinguishing features such as nation or gender (Lei,2021:3-5).

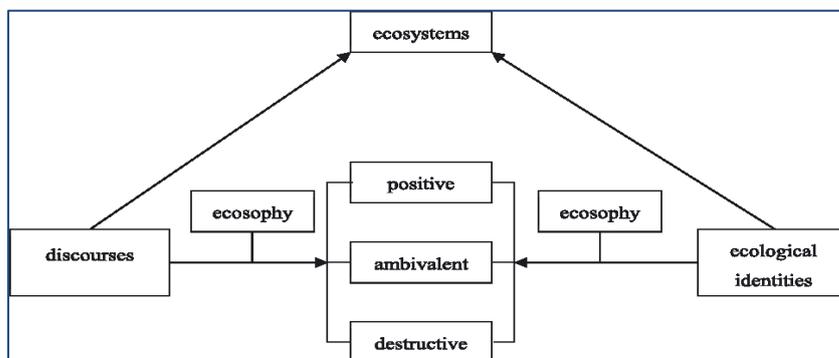
Ecological identity encompasses the various ways in which people construct themselves in relation to the earth, as expressed via their personality, values, activities, and sense of self. Nature is relegated to the status of an object of identification. This has remarkable conceptual repercussions for the person. Social and cultural connections have no bearing on how life experiences are interpreted. Additionally, it encompasses an individual's relationship with the planet, perspective of the ecosystem, and direct experience of nature. After all, the nature to which we speak is a social fabrication, a human concept that varies according to culture and individual. Nature can relate to a wide variety of things—stars and galaxies, the planet and its atmosphere, evolutionary

and ecological processes, chipmunks and butterflies. Perhaps it is best to state that ecological identity depicts how we extend our sense of ourselves in connection to nature, and that the degree of identification and the objects of identification must be resolved individually. To be more precise, each individual's route toward ecological identity reflects their cognitive, intuitive, and emotive judgments of ecological relationships? Ecology, nature, and earth are sometimes used interchangeably, alluding figuratively to an ecological viewpoint. It is beneficial (Thomashow, 1995:3).

2.3.3.3.1.1 Classifying Ecological Identity

Despite the fact that the means of determining one's ecological identity are less obvious than those for judging one's national or gender identity, the inherent characteristic of ecological identity is represented in its beneficial, destructive, or ambivalent impact on the formation of healthy ecosystems. As a result, the correlation between discourses and ecosystems is explored in Stibbe's (2014) work, in which discourses are categorized as destructive, beneficial, or ambivalent based on their efficacy.

Figure(1) *Classifying Ecological Identity*(Autti, 2017:48) .



Ecologically positive discourses, also known as beneficial discourses, are ones that are aligned with scientific ecophilosophy's ideas or values. The

purpose of these texts is to educate the people about the laws of nature and how to live in harmony with them. Despite the scarcity of beneficial discourses, they are crucial for the resolution of environmental challenges. As a result, one of the key objectives in ecolinguistic research, according to Stibbe (2015), is to explore and advocate for beneficial discourses.

On the other hand, destructive discourses are those that construct ecosophies in opposition to natural laws (Stibbe 2014). Such discourses are frequently accepted by people, which has led to the deterioration of the natural environment and an imbalance in ecosystems all over the world. Goatly (2002) proposes raising the public's critical language awareness as a means of mitigating the negative effects of destructive discourses. This would be accomplished by bringing to light the ecologically destructive ideologies that are embedded in a variety of literary genres and by providing readers with uplifting discourses that would assist them in cultivating scientific ecological values. Besides beneficial and destructive discourses, there exist ambivalent discourses that appear to be beneficial and adhere to scientific ecosophy's principles but ultimately fail to affect fundamental changes in ecological status (Stibbe 2014). Ecological matters are discussed superficially in ambivalent discourses.

As ecological identity is regarded as a discursively generated image, separating beneficial, destructive, and ambivalent discourses aids in the construction of associated identities (see Figure 1). The notion of discourse division also applies to the classification of ecological identities, owing to the interdependence of language, species, and nature.

In general, beneficial ecological identities can be noted in literature, particularly in ecological works. Through the active pursuit of such beneficial stories, it becomes feasible to cultivate positive ecological identities among the general public and to fight the harmful the impact of negative environmental values on their lives.

Figure (1) depicts the interrelationships between discourses and ecological identities, as well as their relationships to ecosystems. It is clear that both discourse and ecological identities have an impact on ecosystem functioning. These three components create a triangle, and the ecosophy maintained by discourse analysts is the key criterion for judging the property of discourse and ecological identity effects on ecosystems in Figure (1).

2.3.3.3.1.2 Discursive Strategies

According to Wodak (2001:10), discursive strategies are crucial to the formation and maintenance of social identities and inequality. Consequently, the precise selection of discursive strategies is required for the creation of individual's ecological identities.

It is worth mentioning that ecological identity developed via and displayed through many social activities. Ecological identity is further defined by the discourse analyst's ecosophy into three categories: positive, destructive, and ambivalent. Positive ecological identity is exemplified by respect for and love of nature; destructive ecological identity is exemplified by excessive investigation of environment the destruction of the ecosystem for commercial benefit; ambivalent ecological identity frequently manifests in disguise, necessitating additional effort to uncover and criticize its detrimental influence on the healthy functioning of ecosystems. Each of the three forms of ecological

identities is produced through the use of appropriate discursive strategies and lexicogrammatical patterns(Lei,2021:15).

Concerning the ecological identities ,the term "strategies" refers to the deliberate utilize of lexicogrammatical resources to construct identities with positive, ambivalent, or negative traits. To investigate the discursive construction of ecological identities, there are five strategies are proposed: rhetoric, evaluation, categorization, justification, and transference, each of which is further subdivided into several subtypes .

Grammatical metaphor, synecdoche, metonymy, anthropomorphism and format are all used in the rhetorical strategy. The evaluation strategy can be further classified as positive or negative depending on the significance of the evaluation language. Categorization is a technique for establishing alignment with or elimination from a particular ecological identity(Ibid.:16).

In terms of justification approach, the source can be information gained from personal experience, observation, and education, or authority derived from experts, theories, and institutions. The transference approach is used to offer the idea of a third party while developing one's ecological identity. Rhetorical strategies are frequently utilized in poetry, narration, news reports, and ads to depict non-human animals and plants from a human perspective. Linguistic investigations of such descriptions are seen necessary for explaining ecological identities and analyzing human-animal connections .The rhetorical style chosen by humans directly reflects their attitude toward animals and hence reveals their ecological identities (Autti, 2017:48) .

The evaluation approach refers to Martin and White's systematic description of the purposeful use of appraisal language (2005). The study

of appraisal language used by individuals when expressing their attitude and ideas on nature-related topics is necessary for the investigation of individual's ecological identity, since Clayton and Opatow (2003:78) discovered that identity is the product of social evaluation. Although many configurations of attitudinal, graduation, and engagement factors can be used to actualize the meaning of evaluation, it is commonly categorized into positive and negative subtypes.

Categorization refers to the differentiation made between one form of ecological identity and others based on common values, beliefs, lifestyles, and outdoor experiences. When it comes to environmental issues, every person is aware of their own membership status as well as the membership status of others. This reflects the role of categorization in building ecological identity. Pronouns such as 'we' are used to denote the link between individuals who are both insiders and outsiders. In this study, the strategy of justification involves the act of justifying a nature-related value, belief, or way of life embodied by a specific ecological identity through one's own knowledge or the authority of others (Duszak, 2002:40).

2.3.3.3.1.3 Children's Literature and Ecological Identity

A growing amount of research relates the cognitive and emotional development of children to their contact with nature. Emerging within this collection of work is an interest in ecological identity and, more particularly, the role of nature in the formation of children's identities. Growing research reveals that these early experiences have a direct effect on the worldview that we acquire as adults, hence it is crucial to investigate children's identity experiences in nature (Chawla, 1986). These early experiences are also linked to the decisions one makes later in life

regarding how he interacts with the natural world. Adults who consider themselves to be environmentalists see their early childhood experiences in nature as a major basis of their pro-environment beliefs. The origins of children's inclination to associate with nature are also being investigated in the literature connected to ecological identity. This enthusiasm is matched by a growing concern about how unrestrained environmental damage and depletion may affect children's identity formation. The argument made by Kahn that children have an inextricable bond with nature is a key message in their work and that "nature is not a mere cultural convention, but part of a physical and biological reality that bounds children's cognition" (Kahn, 2003: 54).

According to Gebhard et al.(2003:91), the inclination to disregard the role that nature plays in identity creation is particularly prevalent in the literature pertaining to children. This finding was made in the context of identity and the process of identity construction. Regarding the development of children's identities, they remarked : "The significance of our nonhuman environment has been given very little attention so far Plants, animals, wind and water play at best an insignificant part in most theories of identity formation" . Anthropomorphic interpretation includes perceiving objects in nature, such as a tree or a bird, as akin to oneself due to their human-like characteristics. Children are able to sympathize with the ability of animals to feel pain because they can compare it to their own pain experience. In this regard, Gebhard et al. (2003:97) state that children's knowledge and awareness of themselves can lead to a greater comprehension of the nonhuman entity they encounter, and that the plant, animal, or environment observed by the kid can be a source of increased self-understanding.

Gebhard et al. (ibid.:97) proposed that "children view trees as moral objects and that anthropomorphizing nature makes it susceptible to moralization" . Children advocate for the protection of nonhuman life because they understand the concept of life, as revealed by their investigation. Children consider plants, animals, and trees to be living and deserving of life. According to Gebhard et al. (ibid: 98), children believe that "nature wants to live, and trees want to live as well." The authors developed a convincing case that this style of moralizing is quite complex and marks the beginning of a biocentric perspective, which is frequently associated with ecological identity.

2.3.3.3.1.4 Ecological Identity as Embedded in Short Stories

Stories are the building blocks that go into making a narrative. People's lives are filled with stories of the people and events they encounter on a daily basis. "The events in a narrative discourse are always portrayed in the context in which they occurred" (Dhunpath, 2000:548). The narratives that have played a significant role in an individual's life serve as the foundation for their ecological identity. The past has a storied legacy, and the domain of a storied future is only waiting to be revealed in the present (ibid.:544). According to Dhunpath (2000:547), "the study of narrative is therefore the study of how humans see the world" . Ecological identity can only be found by searching for the substance of the object rather than relying on formal measurements.

2.3.3.4 Metaphor

Metaphors ,according to Kövecses(2010:xi), "is not simply a matter of words or linguistic expressions but of concepts, of thinking of one thing in terms of another". In addition, metaphor is also demonstrated as

"understanding one conceptual domain in terms of another conceptual domain." This view is based on the cognitive view of linguistics(ibid.:4).

Sinaga (2020:3) opines that "the metaphors can contribute positive effects on the environment."

2.3 .3.4.1 Definitions of Metaphor

According to Wright (1999:8), a metaphor uses one concept to depict another. Metaphor is discussed in detail by Aitchison (1999: 142), who illustrates that it " is an inevitable part of day-to-day language." as follows:

- 1 - That marriage is dead.
- 2 - Henry is fighting a grim battle with illness.
- 3 - The dollar tumbled to a new low.

Moreover, according to Löbner (2002: 50), metaphor arises when concepts, notions, models, or images from one domain, the source domain, are utilized to depict things in another domain, the target domain. He continues, "it generates a new idea in the target domain, a concept that is comparable to the source domain's original concept in that it has some, but not all, of the source concept."

Additionally, Hurford et al.,(2007: 331) advocate view that metaphors are conceptual (mental) processes that are expressed in human language and that metaphors enable speakers to arrange and form abstract realms of knowledge and experience in more concrete experiential terms.

According to this definition of metaphor, speakers employ a well-known realm of knowledge, referred to as the source domain, in order to grasp a less well-known domain of knowledge, referred to as the target domain.

2.3.3.4.1.2 The Significance of Metaphor

Generally speaking , metaphors constitute a way of life; it is therefore not surprising that different ways of life yield different metaphors, and that all understanding in life is dependent on, and even significantly implies, a grasp of metaphors (Mey, 1993: 62).

Wright (1999:8) provides additional clarity, stating that metaphors are significant because: : Nowadays, it is more common to use a metaphorical word rather than a literal one. While farmers plough their fields, you can plough through a lengthy novel or report; you may plough on with your work; you can plough money into a business; profits can be ploughed back into the business; and a lorry can plough through a pile of parked autos. Ploughing in its literal agricultural sense is much less widespread than any of its other non-literal connotations.

2.3.3.5 Appraisal Patterns

Martin and Rose (2003: 58) state that "Appraisal is a huge resource for constructing communities of feeling, and a great deal of it is realised through lexis as well as grammar."

2.3.3.5.1 Appraisal Theory in Discourse

Appraisal theory, according to Zappavigna (2012:51), is a theory of evaluative language that originated from Halliday's systemic functional linguistics(henceforth SFL). He stated that evaluation is an area of interpersonal meaning in which attitudes and positions on other texts are exposed and chosen via the use of language.

According to Halliday, two language aspects evoke appraisal: grammar and semantics. SFL focuses on the syntactic patterns of language that explain what language does (its function) and how language

structures accomplish several communication goals. This is one of the advantages of SFL in linguistics (as cited in Dong, 2009:112).

Appraisal is concerned with the process of evaluation. Several forms of attitudes in a text have been identified by Martin and White (2005), including the feelings that are expressed and the way values are derived. It has everything to do with evaluating people's emotions, their characters, and their possessions. Martin and White proposed an evaluation model that was created within the framework of systemic functional linguistics. SFL is concerned with language in use, with the notion that language is a resource for ideational, interpersonal, and textual meaning (Martin and White, 2005:7).

Martin (1995 :154 as cited in Hart,2014:44) defines appraisal as a "system of semantic resources for reacting emotionally (affect), evaluating ethically (judgment), and evaluating aesthetically (appreciation), as well as resources for amplifying and engaging with these evaluations," .

The purpose of appraisal theory is to characterize the various linguistic ways in which interpersonal meanings are acknowledged. Appraisal theory is concerned with the ways in which writers/speakers construct particular identities and situate themselves and those they address (Orwenjo et al., 2016:130).

An essential tenet of appraisal theory is that language users employ evaluative resources, as Martin and Rose (2007:19) put it, "for negotiating our social relationships by telling our listeners or readers how we feel about things and people, in other words, what our attitudes are." They went on to say that this is true for both oral and written communication .They explained that the appraisal theory is divided into

three subcategories: attitude (emotional or affective evaluation), engagement (tools for positioning the author's voice in relation to propositions and proposals transmitted by text, (e.g., through modals of likelihood, attribution, and reality phases) and graduation (intensifying or weakening the degree of force or focus).

These three systems can be broken down even more. Depending on the nature of the appraisal, attitude is separated into three realms of feelings: affect, judgment, and appreciation. Monoglossia and heteroglossia are the two subsystems of engagement. There are two subsystems to graduation: force and focus (ibid:25). Appraisal is the evaluative language. It is one of a significant discourse that contributes significantly to the formation of interpersonal meaning. In terms of appraisal, feelings are the most eloquent language when it comes to evaluating someone. The objective of the interlocutor's posture is to reflect the relationship between the speaker and the listeners. The speaker/author strives to encode what they present as their own beliefs, whilst the listeners/readers contribute their own. Alternatively, attitudinal evaluations are employed to ascertain the listener/standing writer's or authority as perceived by the text (Martin and White, 2005: 2).

2.3.3.5.1 Attitude

Martin and White (2005:42) define attitude as a framework for charting the construction of emotions in English texts. Attitudes involve evaluations of things (appreciation), people's personalities (judgment), and feelings (affect).

Attitudes deal with evaluating things, people's personalities, and their sentiments. The evaluations can be more or less detailed, and the attitude can be attributed to the writer or speaker or to someone else.

Expressing emotions, judging character, and valuing things are the three major types of attitude. "Affect" refers to the resources used to expose feelings, "judgment" refers to the resources used to judge character, and "appreciation" refers to the resources used to value things (Martin & Rose, 2007: 26-28).

In addition, Bloom and Argamon (2010:250) state that the system of effect stresses on the appraiser, and that it might be directed or not, depending on the situation. Furthermore, it draws attention to the person's emotional state (for example, "sad," "glad," or "angry"), and it is considered to be the most simple and explicit type of evaluation in which the person's emotions are highlighted. The system of judgment is mostly concerned with other people, and evaluates the individual's behavior in the social context (e.g. he is bad).

Finally, as Bloom and Argamon (2010:250) point out, the third system of appraisal is concerned with items in the environment with which the appraiser has some level of interaction. Appreciation is the evaluation of an object's aesthetic quality (for example, it's an incredible sunset). Furthermore, the attitude system takes into account the direction of opinions and assesses whether they are positive or negative. As a result, the attitude system can be represented either positively or negatively .

2.3.3.5.1.1Types of Attitude

Attitudes refer to one's evaluation of an object, a person's character, and one's feelings. Attitudes are classified into three broad categories. Affect (feelings), judgment (character), and appreciation (value of goods).

2.3.3.5.1.1.1.1 Affect

Thompson (2004: 76) asserts that affect is the perfectly normal mode of communication for expressing our emotional reactions to particular events. Unconsciously, our emotions can take on both negative forms and positive ones. As Martin and White (2005) state, negative affect manifests when we wish to communicate our grief, anxiety, boredom, and so on, and positive affect manifests when one wishes to demonstrate our happiness, self-confidence, and so on. Additionally, Martin and Rose (2003) argue that our emotions could be expressed both direct and indirect ways .

2.3.3.5.1.1.1.2 Judgement

As is shown in the work of Martin and White (2005), speakers are able to make judgements about the behavior and character of other individuals while using the system of judgment. Social esteem (personal judgment) and social sanction can be defined as judgment (moral judgment)

There are positive and negative manifestations of each group. The subcategories of social esteem are "normality," which emphasizes how unique someone is, "tenacity," which emphasizes how trustworthy someone is, and "capacity," which emphasizes one's ability. Positive and negative manifestations of social esteem are associated with actions of appreciation and criticism, respectively. Sub-categories of a social sanction, according to Martin and White(2005:52), include "veracity," which emphasizes how truthful someone is, and "propriety," which emphasizes how much beyond reproach someone is. Social sanctions can take the form of positive or negative manifestations, and they are thus linked to acts of appraisal and condemnation .Judgments are shaped by

the specific ideological and cultural environments in which they are made. Thus, the culture in which people live, their expectations and experiences, assumptions and beliefs will impact their judgements about morality, legality, capacity, and other aspects of daily life. It is likely that various judgements will be made in the same situation depending on the ideology of the individual who is making the judgments in question.

They define judgment as the area of meaning that encompasses individuals' attitudes about others and their behavior toward others (their personalities). Judgment, like affect, can be both good and bad. Additionally, It can be expressed either implicitly or explicitly. Judgment can be broken down into two categories: personal judgment (which is utilized to assess the character of a person through criticism and praise)and moral judgment (utilized to evaluate a set of people by either praising or criticizing their actions). Moral judgment is regularly employed to evaluate various individuals(Martin and White , 2005: 52).

2.3.3.5.1.1.1.3 Appreciation

According to Martin and White (ibid.: 56), appreciation is the meanings that are used to construct evaluations of things, objects that are produced, performances that are delivered, and natural events, among other things (how they are valued). A positive and negative dimension are present, just as they are in affect and judgment. Three variables comprise the appraisal system: reaction (impact and quality), composition (balance and complexity), and valuation (Martin and Rose, 2003:63).

2.3.3.6 Ideology

Adults view ideology as their responsibility to socialize children, or to teach them to behave in ways that are generally acceptable to adults— behaviors that will prepare youngsters to take their proper place in

society, as adults understand it. Adults, obviously, have a variety of tools at their disposal to accomplish this. They can, however, impact children more quietly, frequently subconsciously, and, many would argue, most powerfully, through language. (Knowles and Kirsten,1996:44) In methodology, the critical examination of language is essential because it is through language that the subject and the world are represented in literature, and it is through language that literature strives to define the links between child and culture as a result, children's fiction is a crucial field for discourse analysis, as it reveals the processes and implications of such representations and definitions.

Simultaneously, fictional discourses have critical elements not found in real-life spoken discourse, and critical methodology analysis will proceed on false premises unless these are taken into account (Stephen,1992:5). As the most prevalent method of social communication, language serves as the primary code, and one specific use of language through which society strives to demonstrate and inculcate its current values and attitudes is the imagining and re-creating stories. In order for a narrative to be formed out of language, it must be formulated in and by language, meanings within language must be socially defined, and narratives must be constructed out of language.(ibid.:8).

Despite the widespread recognition of children's literature's influence on the growth and socialization of young people, the ideology of children's literature has gotten little significant analytical study.

Hollindale (1988: 14) claims that language and ideology are inextricably linked, and that "the power of ideology is encoded inside the words, rule-systems, and codes that make up the text." Hollindale

(ibid.:17) gives a comprehensive framework for studying ideology in children's literature, and the three levels of ideology he suggests allude to numerous discursive and linguistic concerns indirectly.

According to Stephens (1992), the study of children's literature cannot be realized without the study of its discourse. He uses a model to demonstrate the various elements of discourse and tale, as well as how each of these elements might be represented in texts. Stephens (1992: 2) contends that a narrative fiction's discourse offers both a story and relevance. Both may contain ideology. On the one hand, fiction serves as a vehicle for 'subtle' and 'implicit' ideology. It is the technique used by the author to incorporate pieces of the reader's reality into the fictitious realm. On the other hand, Stephens (1992) views 'significance' as the vehicle for the text's overt philosophy. The theme, the moral, and behavioral insights all contribute to the text of ideological component and meaning.

Knowles and Malmkjaer (1996) analyze how society's morals and values are reflected in various genres. Additionally, they examine the concept of control in relation to ideology and make an attempt to analyze its language manifestation in texts. The transitivity system and lexical choices are addressed and viewed as significant ways for authors to express their worldviews. Knowles and Malmkjaer (ibid: 82) see that 'institutions' contribute to 'defining and classifying' the genre of children's literature by 'assisting in establishing a framework for linguistic description.

Ideologies are defined by Stibbe (2015:24) as "belief systems about how the world was, is, will be or should be which are shared by members of particular groups in society." In no way should this be taken to indicate

that the ideas are only held by the members of the organizations; in many instances, groups are eager for their stories to spread out into the wider culture and become the normal way that people think about a certain aspect of life

2.3.4 CDA

CDA is a branch of applied linguistics that is intimately associated with the pioneering efforts of analysts such as (Roger Fowler, Norman Fairclough, Tuen van Dijk, van Leeuwen, and Ruth Wodak (Hart, 2010:3). As shown by van Leeuwen (2006:290), CDA is not associated with any particular school of linguistics or discourse analysis, but rather is influenced by a variety of schools and theories such as Halliday's systemic-functional linguistics, argumentation strategies, narrative analysis, conversation analysis, and so on. Both Critical Linguistics (henceforth CL) and CDA are frequently used interchangeably. As a starting point, Fairclough's 1992 book "Discourse and Social Change" did not contain the term "Critical Discourse Analysis." He outlined his book with the help of Fowler's "critical linguistics," which he referred to as "critical approaches." 'Critical discourse analysis' was used as a form of CL by Fairclough in his edited book "Critical Language Awareness"(1992b), although the term was not abbreviated as "CDA." The publication of Fairclough's book "Critical Discourse Analysis"with the subtitle "The critical study of language" in 1995a marked the culmination of a series of terminological shifts. All of these approaches have eventually converged to generate a homogenous model that may be referred to as the critical analysis (Billig, 2003:35).

CDA is both a theory and a method for examining how individuals and institutions use language. CDA has been defined differently by

different linguists; it is an umbrella concept for a heterogeneous group of studies that employ a variety of theories and methods that are all shared by "a common goal: the critique of the hegemonic discourses and genres that effect inequalities, injustices, and oppression in contemporary society" (van Leeuwen, 2006:290). Despite the fact that CDA has a varied definition, it can be defined as a multidisciplinary approach to language that confirms the intricate relationships between text, conversation, social cognition, power, society, and culture in any situation (van Dijk, 1995c: 253). Van Dijk (2003:352) defines CDA as a subfield of discourse analysis that focuses on the ways in which social power abuse, dominance, and inequality are performed, reproduced, and resisted in social and political contexts through text and talk. According to Van Leeuwen (2008:273), CDA is a method for doing discourse analysis from a critical perspective that frequently focuses on themes such as power, ideology, and domination. CDA is defined by Wodak (2011:38) as a problem-oriented multidisciplinary research program that encompasses a number of approaches, each with its own set of theoretical models, research techniques, and goals (Wodak and Meyer ,2001:2).

CDA strives to analyze critically social inequality as it is represented, signified, created, legitimized, and so on through language use .CDA, in contrast to many other methods of linguistic analysis, is not only concerned with the study and analysis of words or phrases, but also with describing the social context in which they are used. It entails going beyond textual analysis by examining the relationship between form and function in language, as well as doing detailed empirical assessments of how such a relationship between form and function is connected to certain social behaviors (Gee, 2004:24). CDA asks "how and why the

words came to be written or spoken and what other texts are being reference by them" (Baker & Ellece, 2011:26).

.2.3.5 CDA& Ecolinguistic Approach

According to Stibbe (2014: 118-119), There is a wide range of sophistication, thoroughness, and depth to ecolinguistic research, as well as a variety of motivations, however the following are some typical features of an ecolinguistic approach to discourse analysis that may be found in most studies:

I- The emphasis is on discourses that have (or have the potential to have) a substantial impact not only on how individuals regard each other, but also how they manage the larger ecosystem functions on which life is dependent for survival.

II- The discourses are analyzed in order to demonstrate how clusters of linguistic traits combine to generate specific worldviews or 'culture codes.' A cultural code is defined as 'a compact collection of a set of commonly held values, standards, ethos, and viewpoints... [that] develops and represents the society's "common sense"' (Gavriely-Nuri, 2012: 80). For instance, there is a widespread code that views unrestricted economic expansion is both attainable and desired for human civilizations.

III- Worldviews are evaluated according to criteria developed in accordance with an implicitly or explicitly ecological philosophy (or ecosophy). When it comes to ecosophy, an ethical framework for establishing why survival and flourishing matter and whose survival and flourishing matters is paired with scientific knowledge of how organisms (including humans) rely on interactions with other species and a physical environment to survive and flourish.

IV- The goal of study is to either disclose and draw attention to discourses that seem to be environmentally detrimental (i.e., contradict ecosophy's principles) or to find out and advocate discourses that may assist in protecting and preserving the circumstances that sustain life (are in line with the ecosophy's values).

V- For the research to be useful, it must raise public awareness about the function of language in ecological destruction or conservation; it must also guide policy and educational development; it must also generate new ideas for rethinking or developing existing texts..

With the exception of the ecological component, these qualities are similar to those of traditional CDA. CDA adds to social change primarily by increasing consciousness so as to encourage what Stewart (1999: 91) refers to as 'self-directed social movements.' These are movements created, directed, and supported mostly by those who feel oppressed and principally want personal freedom, equality, justice, and rights. CDA works by demonstrating how commonsense assumptions embedded in a society's dominant discourses are "common sense assumptions in service of sustaining unequal power relations" and how if one realizes that a particular feature of common sense is supporting power inequities at their own expense, it ceases to be common sense and may lose its ability to do so (Fairclough, 2001: 71).

Moreover, ecolinguistics functions in this manner, by disclosing how commonsense assumptions within global capitalism contribute to the destruction of the ecological systems on which oppressed communities rely the health and well-being of these communities, and the ability to provide evidence and materials for self-directed social movements from these communities in their efforts toward social change. It is possible that

ecolinguistics contributes to critical discourse studies in the following ways: (a) a broader scope of challenges that discourse analysts should consider (b) a more thorough and transparent philosophical framework to evaluate discourses against, one that does not disregard ecological considerations; and (c) theoretical understanding of "how discourse functions" derived from looking at fresh evidence gathered from a completely new linguistic field (Stibbe, 2014: 125).

2.3.6 CDA and ECDA

The majority of CDA research is focusing on evaluating social power exploitation and social inequities, with the main goal of bringing them to light and challenging them (van Dijk, 2015: 466). Thus, a CDA might be considered as an approach to scientifically examine and provide answers to political and social challenges in a variety of cultural and societal contexts, while an ECDA expands the field to include ecological and environmental challenges.

Both CDA and ECDA, in this view, have a practical and occasionally advocacy aspect to their methodological approaches. Additionally, intellectual overlaps occur between the two disciplines, since both expressly call on and combine approaches from the humanities, social sciences, and sciences to properly investigate a problem from a linguistic and discourse theory standpoint. Thus, neither approach has a unified conceptual framework, but rather a problem-oriented and case-specific blend of methodological and theoretical principles deemed suitable for studying the topic at hand. In any regard, the convergences and divergences can be described as in Table 2.1, which summarizes several of the CDA and ECDA's general features and critical requirements.

According to Harré et al.,(1999: 1) the important aspect of the differences between them is that ECDA focuses the "functional relationships with and being part of a wider ecology". This represents the fact that discussing and structuring the surroundings in certain ways is a method of structuring (representation) and accomplishing things with words (practice) (Mühlhäusler, 2003: 161–176).

Table (1): Characteristics and Requirements of CDA and ECDA

CDA (van Dijk, 2015: 467)	ECDA
CDA examines social and political issues in their context. In order to properly analyze social challenges, they must be conducted in an interdisciplinary research setting.	ECDA approaches ecological problems in their natural, social, and cultural contexts. Ecological challenges necessitate a multidisciplinary approach that incorporates theories and methodologies from other scientific fields.
CDA studies and explains discursive structures in light of social interaction and social systems.	ECDA investigates environmental discourses and contextualizes them within the context of human–nature interaction and current socio-ecological systems.
CDA is concerned with discursive structures and how they perform, affirm, legitimize, and reproduce power relations.	ECDA is concerned with the ways in which discursive frameworks enact, confirm, legitimize, replicate, and challenge environmental issue framings.

2.4 Children’s Literature

Children’s literature is considered one of the most prominent doorways through which a child is first introduced and exposed to the real world. Its influence on the child’s development and shaping of ideologies has been brought to the attention of many intellectuals and educationalists

In some ways, contemporary children's literature has developed a 'dual purpose,' as Carpenter (1985:1) states that is, works not only tell an entertaining story but also contain some moral truth or lesson,' without necessarily resorting to earlier period didacticism.

The study of children's literature from a linguistic perspective is a relatively new field of study. However, the critical study of language has gained tremendous momentum over the last two decades, and a concentration on such a huge and vital segment of social life as children's fiction in this country seemed long overdue(Knowles,1996:4). Writing for children is usually intended to be purposeful, with the goal of instilling in the child reader a favorable perception of certain socio-cultural values that, it is supposed, are shared by both the author and the intended audience (Stephen.1992:3).

2.4.1Origins

Prior to 1700, children's literature was not written with the intention of entertaining or amusing the children. There were folk tales, ballads and epic tales of adventure, but none of these were specifically written for children in the traditional sense. Manuals of conduct, character, and theology were among the other types of literature mentioned. As Alonso et al. (n.d.:4) observe that this branch of literature developed slowly because there was no concept of childhood comparable to ours. Previous to 1700, people dismissed this period as a time of innocence and make-believe, which should normally serve as a refuge from harsh realities. As long as children were viewed as miniature adults in which they are expected to play adult roles. It was assumed that they should listen to and read adult literature. The modern concept of childhood was developed in society in the eighteenth century. The presses began to churn out copious

amounts of material for children. As the number of books grew, it soon became clear that the making of literature for children was a significant industry. To an extent, the children's literature we enjoy today began to flourish as a result of young people taking advantage of this newly socially-aware(Alonso et al.n.d.:8) .

At least partially, the originary stories are a relic of the historical origins of children's literature, which originated in the house and then as a commercial commodity that employed a language of domesticity to defend and market itself. In this way, the historical, household, and biographical types of origin converge. It appears that children's literature has not completely escaped the conditions and fears of its roots, even in the present day(Grenby,2009:17). Nowadays, publishing houses employ editors who specialize in children's books and magazines, as well as other types of publications. Thousands of books are available for younger readers in public and school libraries. Since writers and artists are recognized annually for their achievements in children's literature, we award them each year. Some adult literature such as Daniel Defoe's Robinson Crusoe and Jonathan Swift's Gulliver's Travels has gained in popularity among readers of all ages.

2.4.2 The Notion of Children's Literature

The definition of 'children's literature' is central to its endeavour: it is a category of books whose existence is entirely dependent on supposed relationships with a specific reading audience: children. The definition of 'children's literature' is thus underpinned by purpose: it wishes to be something specific in order to connect with the reading audience—'children'—with whom it declares itself to be overtly and purposefully concerned(Hunt,2006:15).

Children's literature, as a notion, is defined as literature written exclusively for children. Children's literature primarily refers to stories, poetry, rhymes, folk tales, and drama written specifically for children such as infants, toddlers, and young people as the target audience. Children's literature that is written exclusively for children appears to be based on three criteria). The first is whether the heroes are children or teenagers, and the second is whether the themes, that is, the ideas, relationships, and language, are simple or complex. If the ideas, relationships, and language are simple, it is literature for children. However, literature is not considered children's literature if the ideas, relationships, and language, whether oral or written, are too complex. Thirdly, children's literature is often aimed at teaching moral lessons (Junaid, 2013:24). Children's literature, according to Bashoor (2013: 7), is literature that is directed at a specific group of people, who are children; from the age of months to adolescence. It is divided into three age groups: early childhood (from 0 to 8 years), middle childhood (from 8 to 12 years), and teenage boys (from 12 to 16 years). There are various types of literature that can be used to help children develop their mental and emotional aspects, including verbal, written, visual, and digital works.

2.4.3 Forms of Children's Literature

There are numerous genres within children's literature, which can be classified into five major categories: poetry, folk literature, fiction, biography, and informational books. There will be a delving deeper into the subject of 'fiction,' in which it is the primary focus of this study. Fiction is primarily defined as prose narratives that are fabricated or invented . According to Stanton (1965:8) "Fiction has different levels because readers make different demands. Fiction can enable the reader to

use up his spare time pleasantly, to imagine strange places and adventures, to share the emotional experience of the characters, to see how they deal with ethical or moral problems, to enjoy observing the author's skill, and to see life in terms of principles or philosophies other than one's own." Kinds of children literature are not different from literature for adult. They are only different in degree but not in form. According to Lukens (2003: 13) generally, it can be divided into:

2.4.3.1 Folk Tales

Folk tales are popular stories passed down orally from generation to generation. Folk tales provide children with a sense of security as they discover that they belong to the lives of the various environments to which they must adapt. Parents tell their children these folk tales at home, and the teacher tells them as well.

2.4.3.2 Myths and Legend

Myths refer to fictional, invented, or imaginary people, objects, etc. It refers to an unreal story passed down from ancient times, particularly concepts or beliefs about a race's early history, as well as explanations of natural events such as the seasons. A mythical story is typically an illustration of the origins of life and death, as well as the fundamental pattern of nature. Novel

2.4.3.3 Novel

A novel is a type of children's literature. It is a fiction story, long enough to fill one or more volumes, about either fictional or historical characters. Novels tend to have fairly complex structures.

2.4.3.4 Fiction

Children's fiction is one of the most diverse genres in literature and one of the largest segments of it. There are three types of fiction: scientific fiction, historical fiction, realistic fiction, and non-realistic fiction. Science fiction stories are exploring the impact of science on life and human activities, and many of them focus on explorations of different places, such as outer space, other planets, and theoretical futures. This form of imaginative literature became popular with young readers in the latter half of the 20th century. Historical fiction stories, on the other hand, accurately depict how people lived during a specific time period and are thus set in the past. However, the extent of this narrative has expanded to encompass the entirety of history, from prehistory to the Cold War period. In a nutshell, this subgenre of fiction spans nearly every era of human history. Realistic fiction stories depict events that could happen in contemporary society. Almost all of them take place in the present day. Thus, "... Realistic fiction for children reflects the joys and the imperfections of living in today's world ..." (Cullinan and Galda, 1994:8). Realistic fiction encompasses a wide range of genres, including (1) adventure stories: these are, as defined by Sutherland (1982:320), "action-packed tales about daring heroes and cunning villains in larger-than-life situations"; (2) animal stories: There are numerous types of realistic fiction that tell children stories about real animals and emphasize the relationship between these animals and humans. ; (3) stories of other lands: these typically depict the lives of people in other countries in which it may satisfy children's curiosity about life in countries other than their own; (4) mystery and detective stories: This type of fiction is extremely popular with young readers, just as it is with adult readers. In many of these stories, the protagonists are primarily young individuals

who are fascinated by a perplexing crime and the process of investigating it. and (5) Stories that deal with social issues as well as personal problems are particularly popular. In recent years, this type of children's fiction has taken on serious issues and situations, such as addiction to drugs, alcoholic beverages, or smoking, with a realism that was absent from earlier works of this genre. Non-realistic fiction consists primarily of fantasy stories that always include a significant unit of magic: animals can communicate, organisms possess emotions, time does not follow a set pattern, and humans can perform superhuman feats; it then describes characters, settings, and events that are characterized by their non-realistic nature. Sutherland (Ibid.) defines fantasies as "stories that involve beings and events that could not exist in real life. These works may begin realistically, but soon turn into stories that could never really happen." As a result of reading any of these types of fiction, readers are taken away from the world in which they live as individuals; that is, their actual world; and translocated into a world of imagination created by the author. This imaginary world, however, has been created by the author from the actual reality in which he himself exists. According to Brooks and Warren (1959:526), there are three worlds involved in fiction: the actual worlds of the reader and the author, and the world that the writer has produced specifically for them. In this final world, which is the one created by the writer, readers are most interested in savoring and appreciating it; however, they will not be able to be fully grateful for it unless they understand its relationship to the other two worlds, namely, the author's world as well as their own world.

Regarding the relationship between the three worlds explored in fiction, Brooks and Warren (Ibid.:527) assert the following: "Every story represents the writer's effort to make sense of his world. By

realizing this, we free our own imaginations to enter more fully the created world of fiction. The writer's efforts to write his story is closely parallel to our own process of daily living." Thus, writing a story is regarded by every serious writer as a procedure of discovery, mostly due to the fact that there is an essential event inside his own life that has roots that are more or less hazy and that needs to be brought into clarity and given its full significance before the story can be written.

2.4.3.5 Children's Short Stories

A short story is a type of children's literature. In this context, story refers to an account of past events or an account of imagined events. Short stories can be found in special collections, but they may also appear in periodicals from time to time. Because they are short, stories of this type are typically limited in their scope, number of characters, and so on. Short stories have the significant practical advantage of being more manageable. A story can frequently be read to a class in a single sitting or studied as a single assignment, whether in or out of the classroom. The short story can also be experienced by the entire class at the same time, which often facilitates discussion and encourages comparison and imitation. To a child, reading entails both listening to and acting out stories (Lukens,2003: 13).

According to Applebee (1978: 7), young toddlers are frequently visually oriented. This allows them to take part in the story. Children's stories are full of images i.e. the story loses words in favor of pictures. The majority of information in children's notifications is conveyed through photographs. Cain and Oakillj(1990:26) argue that children recognize the stories better when they illustrated because abstract concepts are harder to grasp when a conclusion is reached and are thus

disregarded in the child's comprehension. Murry (1997: 28) observes that there are two forms of conversations: one in which the adult speaks and the child listens, and the other in which the youngster reads the story. The medium, which is represented by the speaker, will be lost in this dialogue. He goes on to say that The framework should be straightforward. i.e. a sentence doesn't always have to be concise, but it must be grammatically clear. i.e. a sentence has to be grammatically simple , but it is not necessary to be short. Readers will be frustrated and confused by complex and compound clauses. If sentence fragments are used, they must be very obvious. There should be no ambiguity about who is speaking in the conversation or pronoun-referenced individual. Speech tags, which are easy and plentiful, are a popular "hint" for recognizing reader's material. According to Peterson and Dodsworth (1991:67), in both written and spoken form, language should be easy enough for a child to understand., i.e. The youngster comprehends the meaning of words irrespective of context.

Peterson and Mc Cabe (1991:89) opine that Children could grasp the variance between reality and fantasy, according to At this age, youngsters begin to enjoy reading fancy stories. Folktales are frequently told to children. According to Yuill and Joscelyne (1988:39), stories do not have to be particular to the child's environment. The strange and space, which they have not experienced, pique the interest of Founts readers. These are the issues that attract a child's interest because they arouse his curiosity as well as his creativity.

2.4.3.5.1 The Definition of a "Story"

According to Stein (1982:497), an adequate definition of a story must include two essential components that must be present for a text to

be considered a story: the incorporation of characteristics that must manifest in the text, and the definition be specific enough to be examined for descriptive sufficiency. The story, according to Stein (Ibid.), has over twenty different definitions, which she has categorized into two main categories: (1) Those definitions that summarize the essential components of a story in relation to state-event-state changes, without requiring goal-directed conduct or even the presence of an alive proponent. This viewpoint is most closely approximated by Prince's (1973) definition, which asserts that all that is required to establish the basis of a minimal story is a shift in the protagonist's physical environment or emotional feelings or desires. (2) Others believe that stories are a fundamental reflection of goal-directed behavior in the context of personal and social problems that are unfolding or being resolved. Labov and Waletzky (1967) provide the most complex definition of a story, according to Stein (1982:500), because they limit the story structure to a specific type of goal-directed behavior. He argues that it is required that not only must goal-directed behavior be involved in a story text, but that the goal-plan executed by the character must be a novel one, one that is not normally used to resolve the problem or conflict at hand.

According to Labov and Waletzky(1967), the protagonist must overcome a number of obstructions where the natural course of action should not be followed to resolve the problem. Among the factors that can be relied on to define "good" or "best" stories, according to Stein (Ibid.:504), is the representativeness of a certain text. Among the other factors that influence The goodness ranking provided to each story are whether or not the subject "liked" the story, whether or not the respondent believed that anything was learned from the story, and whether or not the story was told in a realistic tone. In light of this, it is

clear that a comprehender's requirements, preferences, and beliefs all factor into judgments of goodness when determining story ratings. Although there are some understanding of the dimensions that are taken into account when making decisions of goodness, not everything is known. It is clear that there is still plenty to know about essence of stories and how they are narrated, regardless of the outcomes of future studies.

2.4.3.5.2 Short Story

A short story is a brief, condensed piece of narrative fiction which could also include description, interaction, and criticism (Roberts and Jacobs, 1995: 41).

2.4.3.5.3 Characteristics of Children's Short Stories

According to Peterson and McCabe (1997:15), the following characteristics should be present in the story in order to attract the attention of editors, reviewers, and even, to some extent, readers:

1- Theme

A theme is a viewpoint or concept conveyed by a story. Children's stories must be about life inquiry. If one is writing on a societal issue, it is in need to present positive solutions in a straightforward structure.

2 -Plot

Typically, a plot revolves around a confrontation involving the protagonist and another character or series of events. Story does not have to include conflict when one is telling stories to kids in preschool-level vocabulary

2.4.3.5.4 Characteristics of a Good Story

Larry (2001:3) identifies four characteristics of an effective story. Endurance: Good stories endure. Despite the change in titles, the key principles of learning remain the same. Additionally, they should be powerful enough for people to recall. Salience: Good story has to meet three criteria: It must be relevant to the audience, it must have some meaning, and it must emotionally impact the audience. Sense making: Good stories reveal something; they make sense of something; they may also demonstrate how to behave in a particular situation, how to resolve a problem, or why something happened. Comfort level: Stories must make sense in the context of the listener's own life in order to be effective and memorable.

2.4.3.5.5 Stories and Narratives

By his statement "Although all stories are narratives, not all narratives are stories", Polanyi (1982:511) wants to show the differences between stories and other forms of narratives, such as plans, that include reporting on things occurring simultaneously, "radio sports casting," and so on. He contends that in describing these narratives, temporal semantic analysis is used to identify which proposition is being spoken about.

2.4.3.5.6 Narrative in Short Stories

According to Labov (1972:56), A narrative is not simply a discourse about the past or any conversation about events; rather, it is a type of communication in which a sequence of clauses are matched to a series of events that are assumed to have occurred. Shapiro and Hudson (1997:37) mention that narrative construction has been intensively used to uncover evolutionary variances in children's story comprehension and their

capacity to generate functionally coherent stories. The collection of work shows that there was a lot of change in the early years of school. Conventional characteristics of stories like the formal opening "once upon a time" and ending "and they all lived happily ever after" imply awareness of the narrative structure. These story traditions appear usually in narratives written by children aged 6 and 8 than in those written by preschoolers. Dodsworth (1990:36) argues that children who have spent several years reading and listening to stories have had more exposure to story convention. This causes kids to remember all of the stories better than they did in preschool. This suggests that tacit knowledge of the structural significance of story units is linked to overall reading ability. Cain and Oakhillj (1990:58) point out that narrative production is used in schools to help children improve their writing and reading skills, but they fail to account for the significant connection between age and the structure of the story, in addition to the link that has been established between reading ability and story comprehension..

2.4.3.5 .7 Reasons for Using Short Stories

Storytelling has long been recognized as a vital component of healing, self-discovery, a personal and spiritual means of connecting us to others.. It is a way of comprehending ourselves and our surroundings. (Ellis and Brewster, 2002:2). Short stories have the benefit of enabling students with a meaningful context and appear to be the most foreign language, which will enable students to improve their reading, writing, speaking, and listening skills. According to Lazar (1993: 18), stories offer the teaching and learning material which is motivating, authentic with high educational value.

According to Ellis (1997: 1), story is the ideal incarnation of whole language pedagogy .It develops higher level thinking skills and caters to pupils with a variety of learning styles It can also be used to promote cooperative learning and the development of social skills. Importantly, storytelling has been demonstrated to increase intrinsic motivation and self-esteem in kids who have been regarded as hard to educate. The teacher can plan for the heterogeneity among students by using the short story (ibid.: 11). Stories also "develop the different types of intelligence and contribute to language learning including emotional intelligence". They empower students to experiment with thoughts and emotions, as well as consider issues that are significant to them. In addition, they offer perfect possibilities for conveying cultural information and promoting cross-cultural comparison. Teachers can utilize an acquisition-based paradigm since stories provide excellent input (Ellis and Brewster,2002:2).

2.4.4 Ideology and Children's Literature

No book is free from ideological implications, regardless of how simplistic those implications may seem. A text always imposes an ideological viewpoint on its audience, regardless of whether it aims to challenge or normalize a culture's belief systems. This is because ideology is ingrained in the language and imagery used to create the text. Many of us who work with the genre have made attempting to expose the implicit and explicit ideologies communicated through children's texts our primary focus, and we are grateful for the groundbreaking work. As discourses challenging racial, class, and gender stereotypes started to have an impact on the creation and consumption of children's literature in the late 1970s, ideology became a topic of discussion in children's literature criticism. Bob Dixon's *Catching Them Young*, published in

1977, was the first significant study of its kind. Its goal was to examine "the ideas, attitudes, and opinions which authors convey to children through novels and stories," as well as "the methods by which this is done." (McCallum& Stephens, 2011:359).

Ideology performs within all three components of a narrative: the discourse (linguistic and narrative structures); the story (characters and the actions they perform), as determined by an act of primary reading, or reading for "the sense"; and the significance (organization of social attitudes and values), as determined by secondary reading from the first two. While readers may attribute very different meanings to a text based on their pre-existing social attitudes and values—and for scholars. On the other hand, ideology implicit in seemingly simple texts, usually in the form of assumed social structures and habits of thought, can be a powerful vehicle for affirming that "this is how things are." The beginning of a text is likely to include an ideological orientation within the expected narrative orientation. (ibid.:362-363).

According to McCallum& Stephens(ibid.:370) several concepts are required to comprehend the ideology of the text: First, the concept of implied subject positions within texts is critical for reading, particularly when examining a text's potential ideological impact, because such positions inevitably seek reader alignment with or against the social attitudes and relationships that comprise the narrative. Reader identification with unexplored positions can be a powerful tool for naturalizing ideologies. Second, it has been highlighted the widespread thematization of imagination as a means of affirming and advocating social metanarratives that promote human behavior. The creativity of represented characters is a key expression of imagination, particularly its capacity to articulate the connection of creativity with agency as a force

for expressing emotions and making responsible judgments based on intersubjective relations. The social assumption that life without agency is equivalent to abjection underpins such representations. Third, it could be noticed that the intersections of genre and gender, whereby the ideology of a text is embodied in the framing situation, represented patterns of behavior, interactions between characters, linguistic discourses, and the interpersonal relationship with illustrious readers. Because specific genres instantiate reading strategies that are more or less inextricably linked to that genre, ideological implications are likely to remain implicit or invisible. The interaction of overt and covert ideologies is most visible in realist texts that thematize social issues, particularly representations of bodies and behaviors marked by gender or race/ethnicity. Fourth, it has been emphasized that representations of transgression are an important way in which children's literature makes ideologies visible and attempts to redefine or even overthrow them. Because transgression is inextricably linked with the ideology of the text, whether overt or implicit, it tends to define what ideologies are being depicted as the contemporary status quo, what problems or limitations those ideologies have, and what are imagined as possible social or individual transformations of behavior in opposition to them.

Finally, it would like to be emphasized that ideology can be found in the most basic forms of text, such as language structures and narrative forms. Because ideology is formed through and through language, meanings within language are socially determined, and narratives are constructed through language, a thorough understanding of textual significance must begin here.

Sometimes the ideological content of a story is made clear through explicit declarations of moral or ethical principles, but most of the time it

is implicit, making it perhaps more potent and challenging to refute. Ideology is defined in critical linguistics as the collectively held assumptions, beliefs, and value systems that social groups take for granted (Simpson 1993: 5).

According to Knowles and Malmkjaer (1996: 43-44), the adult-child relationship is a power relationship. Critical linguistics investigates how ideologies are encoded in linguistic expression. Language, such as a writer's lexical and syntactic choices to describe events, characters, and their relationships, can help create and maintain beliefs, values, and power relationships. Syntactic structures can reflect a worldview; nominalisation, passivisation, and theme-rheme structure all create a unique perspective on the events and processes depicted, which does not have to be the writer's conscious intention.

As Halliday (1978) emphasizes, the language of children's literary and non-literary texts is a very powerful socializing instrument: through language, a child learns about customs, hierarchies, and attitudes; thus, the language of literature can promote and reinforce the adoption of these customs, etc. Stephens (1992: 8–9) contends that every book contains an implicit ideology, typically in the form of societal beliefs and values. Because the analyst frequently entertains similar assumptions and values that he is unaware of, it is difficult to uncover the underlying assumptions.

Chapter Three

The Eclectic Model of Analysis

3.1 Introductory Remark

This chapter is devoted to developing the eclectic model that serves as the foundation for the investigation of the data presented in this work. Principally, it takes its most distinctive characteristic from the literature reviewed in Chapter Two combined with some of the researcher's observations and comments. As such, it is necessary to review the prior models of "ecocritical discourse analysis" from which the model can be developed and adapted. Thus, the models covered in the following review are separated into two broad categories: Stibbe 2015 and Martin and White (2005).

3.2 Stibbe's Model 2015

As a point of departure, it refers to the ecolinguistic framework proposed by Arran Stibbe in 2015, because this framework provides a real technique, which is rooted in environmental concern, and encourages action.

Arran Stibbe's (2014) monograph, the study of ecological discourse is approached in a manner that is quite specialized and heavily based in practice. Ecolinguistic investigation is not really intended to be a survey of the vast domain of ecolinguistics, nor is it expected to be a how-to guide for conducting ecolinguistics; instead, it is anticipated to be a representation of how ecolinguistic analysis can be conducted, and has been conducted by the author to significant effect.

The suggested framework brings together a variety of analytical methodologies and notions, and an eclectic compiling of texts is used to

show the efficacy – and significance – of ecolinguistic analysis. Stibbe's ecolinguistic technique consists of five stages. The first stage involves the collection of " archetypal texts generated and utilized by a specific social group " (Stibbe, 2015:33). Stibbe cites economics textbooks, industry handbooks, and nature literature as examples. Stage two entails doing a thorough linguistic study in order to uncover patterns terms of how language is employed inside and between texts. Connotations, pronoun use, nominalisation, transitivity, and figures of speech are just a few of the linguistic categories that have proven to be worthwhile candidates for investigation. The third stage examines the linguistic patterns that have evolved throughout the previous two stages. There are identified underlying themes. These stories can take on eight distinct forms: ideologies, frames, metaphors, evaluations, identities, convictions, saliency patterns, and erasure patterns. Following that, the stories are compared to the ecolinguists' ecophilosophy in order to determine whether the discourse is destructive, ambiguous, or beneficial. The fifth and final stage entails taking action in accordance with the discourse type: destructive discourses are opposed, ambivalent discourses are improved, and beneficial discourses are promoted (Ibid.:34-35).

3.2.1 Saliency

Saliency is defined by Stibbe (2015:162) as "a story in people's minds that an area of life is important or worthy of attention".

The above definition refers to saliency technique as when stories in the mind strongly show something as significant and deserving of regard.

Similarly, patterns of linguistic elements might combine to generate saliency patterns that prominently showcase distinct actors in a text. By investigating a variety of language characteristics, such as abstraction

levels, transitivity, and metaphor. When these patterns are shown to be pervasive, they could build in salience in the minds of individuals or in the collective consciousness of a community. So , salience patterns refer to language patterns that highlight(or foreground) a certain aspect of life. Linguistically, the techniques of salience can be accomplished by :

1-Activation: Referring to participants as activated when they have the freedom to act, think, feel, and express themselves, rather than when they are merely acted upon. Thus , activation is considered as an effective tool in determining which participants are foregrounded in a text. Animals are usually activated when they are depicted as Actors of Material Processes, or as being engaged in deliberate behavior.

3-1 *They glided towards me – no hurry, just riding the wind, sliding across the eddies*(Stibbe,2015:168).

Van Leeuwen (2008: 33) demonstrates how persons (or members of other species) might be foregrounded in language by activation:

Activation occurs when social actors are represented as the active, dynamic forces in an activity, passivation when they are represented as ‘undergoing’ the activity. [Activation] may be realised by ... transitivity structures in which activated social actors are coded as actor in material processes, behavior in behavioural processes, senser in mental processes, sayer in verbal processes, or assigner in relational processes ... [when activated] the social actor in question is most clearly foregrounded.

2- Individualisation: Individualisation is the depiction of a thing as a single, distinct individual in a group.Pigs are given significance in the following example by being given individual names. While this does

border on anthropomorphism, it is much more difficult to fathom ,as opposed to a "cull pig," whose primary goal in life is to die, it is cruel to treat a pig named "Nigel" cruelly.

3.2 We have two Boars – Pumba and Naughty Nigel. Pumba is a gentle giant, and loves his ears being scratched, but don't get between him and his food! Nigel is slightly shy, although not when it comes to his wives! (Stibbe.2015:166).

Naming is one facet of individualisation, which is the representation of individuals as distinct and irreplaceable, as opposed to homogenisation, which is the representation of individuals as indistinguishable components of a greater cluster or amount. In the excerpt above, the boars are described individually by discussing their personal characteristics (gentle, timid) and preferences (he enjoys having his ears stroked), rather than by referring to generic characteristics of the species or breed(ibid.:167).

3- Homogenisation : which is the representation of individuals as indistinguishable components of a greater group or mass. The following is an example of homogenizing language, as it explains the general physical traits of a certain breed of pig:

3-3 The Gloucestershire Old Spot is a large meaty animal with a broad and deep body and large hams. Its white coat has large clearly defined black spots(ibid.:168).

Utilization of definite and indefinite articles 'The Y is a X' in this description views persons as though they were all exactly the same, as the physical qualities mentioned encompass all breed fellows. The significance of homogenizing language is that it diminishes the

significance of individual as a unique member in favor of representing them as one of a set of equivalents (Stibbe,2015:169).

4- Personalization: when a social participant is named or graphically characterized as a distinct individual, this is referred to as Personalization. It can be used to investigate salience (ibid.:205).

5. Senser: in a clause, a participant who is thinking, feeling, or sensing something (Halliday, 2004: 44). It is advantageous in determining which individuals are symbolized as having mental lives and which participants are not.

3.2.2 Erasure

In linguistics, Erasure manifests itself when something that exists in reality is systematically marginalized, relegated to the background, or eradicated from language. Van Leeuwen (2008:29) distinguishes two types of exclusion: 'suppression,' in which social agents are completely absent from a text, and 'backgrounding,' in which social agents are missing from one section of a text but later appearing in the text.

When erasure happens throughout a text or discourse, it creates a pattern similar to that of appraisal, except that instead of judging something as bad, it evaluates It is irrelevant and typically unworthy of consideration. It does not clearly state that X is irrelevant, but rather implies that X is unimportant by not addressing it or by use linguistic techniques to drive X to the background of the discourse (ibid:146). There are several sorts of erasure, which can be referred to as (a) void, where a significant element is eliminated entirely from a text; (b) mask, where an important element is eliminated but restored with a distorted version of itself; and (c) trace, where an important element remains largely intact despite partial erasure.

Linguistically, the processes of erasing can be accomplished in the following ways:

1-Metonymy: is the practice of referring to something not by its actual name but by something related with it:

3-4 *Either a broiler or a roaster, depending on the type of chicken.*

Through the use of metonymy, it is possible to transform animals into objects. For example:

3-5 *In Georgia, USDA-Georgia has assisted in modernizing the red meat slaughtering industry.*

In this example, metonymy is utilized to refer to animals as 'red meat'. One significant distinction between animals and objects is that creatures have intelligence, feelings, and mental life, but objects have not. (Stibbe,2015:149).

2.Nominalisation: Nominalisations have the potential to be very effective erasing mechanisms. Fairclough (2003: 114) expounds as following:

Destruction' and 'creation' are ... 'nominalisations' – there is a transparent link between 'destruction' and 'people destroy things' ... the conversion of a verb into a noun-like word, and semantically of a process into an entity. Nominalisation may involve the exclusion of Participants in clauses.

A noun phrase can be viewed as resulting from an underlying mechanism. It is possible to think of a noun phrase as being derived from some underpinning mechanism.. (e.g. destruction derives from X destroys Y). Because both Y and X can be deleted in the nominalised form, it's useful for investigating erasure . Effective for erasure study as both X and Y can be eliminated from the nominalised form.

3. Participants: these are the living humans, tangible things, locations, and times that appear in a clause or image..

4.Passivation: Participants are said to be passivated when they are portrayed in such a way that they are the recipients of something rather than the doers or thinkers of the activities in question. It is helpful in determining which individuals in a text are given background.

5.Passive voice: In place of the active voice construction "X destroys Y," a grammatical expression such as "Y is destroyed by X" could be used instead. Because using the passive voice makes it possible to leave out participant X, this technique can be useful for looking at the erasure of participants.

6. Reminding: Unambiguously drawing attention to the exclusion of a significant aspect of life in a specific text or discourse and requesting that it be reinstated.

7. Suppression is the elimination or marginalization of a certain agent in clause (e.g. 3.7 *The chickens were slain omits the actor who slaughtered the hens*) (see section 2.3.3.2).

3.2.3 Ecological Identity (see section 2.3.3.3.1).

An ecological identity is an intuitive idea that refers to the multitude of ways that a person might come to identify their own identity with some component of nature. This concept is explained in Thomashow's book *Ecological Identity*, which explains what an ecological identity is. Perhaps the simplest way to put it is to state that ecological identity defines how we extend our sense of ourselves in relationship to nature, and that the degree of identification as well as the objects of identification must be addressed individually (Thomashow, 1995: 3).

3.2.3 .1 Categorizing Ecological Identity

As ecological identity is regarded as a discursively generated visual, separating beneficial, destructive, and ambivalent discourses aids in the construction of associated identities (see Figure 1). The notion of discourse division also applies to the classification of ecological identities, owing to the interdependence of language, species, and nature.

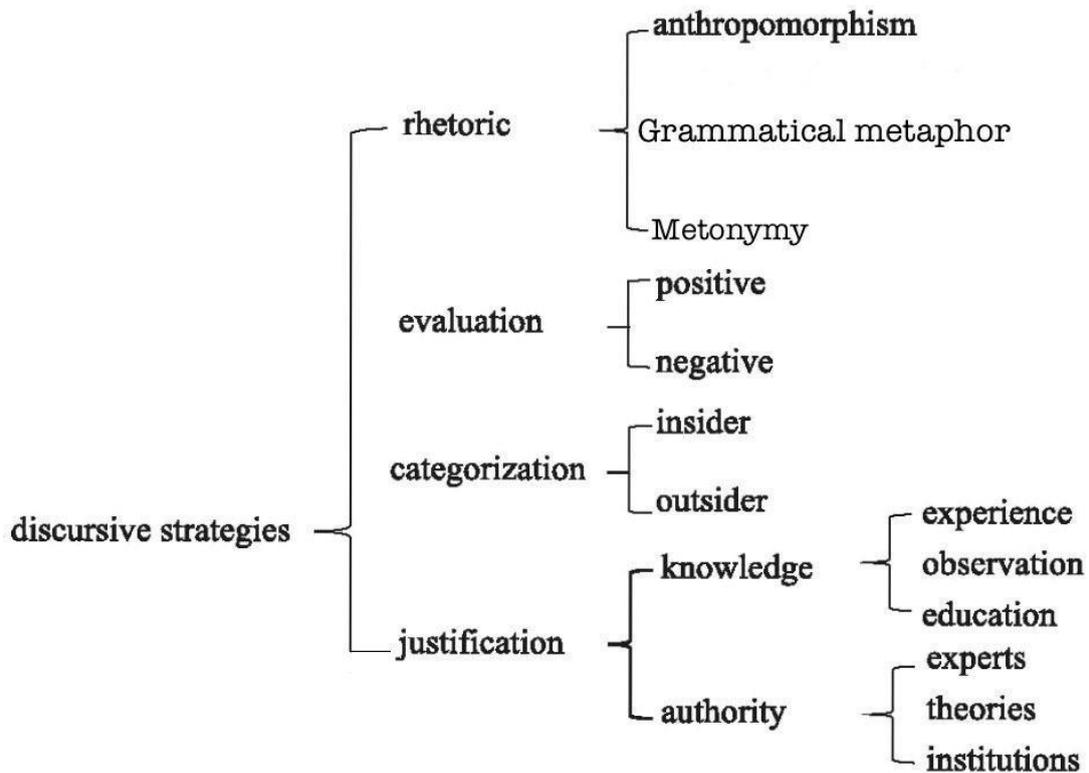
Positive ecological identities are prevalent in literature, especially in nature works. It becomes possible to create positive ecological identities among the general public and combat the negative influence of bad ecological values on their lives through the active pursuit of such beneficial stories. Figure 1 depicts the interrelationships between discourses and ecological identities, as well as their relationships to ecosystems. It is clear that both discourse and environmental identities have an impact on ecosystem functioning. These three components create a triangle, and the ecosophy maintained by discourse analysts is the key criterion for judging the property of discourse and ecological identity influence on ecosystems in Figure(1). (see section 2.3.3.3.1.1).

3.2.3.2 Discursive Strategies (see section 2.3.3.3.1.2)

Discursive strategies serve to integrate lexicogrammatical patterns and ecological identity levels in an organic manner. Admitting that the usage of techniques in discourse practice is related to linguistic elements, this study realizes discursive strategies as lexicogrammatically patterned means of achieving distinct meaning-making objectives in diverse circumstances. According to Wodak (2001), they are essential to the formation and maintenance of social identities and inequalities. Consequently, the unique selection of discursive strategies is essential to the creation of ecological identities(Lei,2021:13).

The set of strategies that are detailed in Figure 2 comprises rhetoric, evaluation, justification, and categorization. They are not incompatible with one another.

Figure (2) *The Spectrum of Discursive Strategies* (Lei, 2021:13)



3.2.4 Metaphor

Metaphors are not merely a question of words or linguistic phrases, but of conceptions, of conceptualizing one thing in terms of another (Kovecses, 2010:x). In addition, the definition of metaphor includes understanding one conceptual area in terms of another conceptual domain. This idea is based on the cognitive linguistics perspective (ibid.:4).

3.2.4.1 Major Categories of Metaphor

Lakoff and Johnson (2020:5). categorize metaphors into three broad types. These include, but are not limited to:

1. Structural Metaphor

Structural metaphors are when one notion is metaphorically described in relation to another

(e.g., ARGUMENT is structured in terms of WAR).

Commonly, structural metaphors encompass the framing of a notion from one domain (WAR as a physical or cultural phenomenon) by another domain (ARGUMENT as primarily an intellectual idea with cultural overtones) (Lakoff and Johnson, 2020: 461).

The concept "structural metaphor" relates to the proposition that "A" is equivalent to "B," as in:

- An argument is a container.

This metaphorical construct, or argument, emerges as a result of the mapping of one form of experience onto another type of experience (Finch, 2000: 171).

It is viewed something in terms of something completely different. The following are some examples of structural metaphor:

3.8- *She pursued him relentlessly.*

3.9- *He is slowly gaining ground with her.*

3.10- *He won her hand in marriage.* (Lakoff and Johnson, 1980: 49).

The above examples demonstrate how structural metaphor works. On the examples, the concept of "Love" is viewed through the lens of "War." As a result, the terms employed in the instances symbolize the state of "War" and have evidently lost their literal meanings.

2. Orientational Metaphor

The second type of metaphor is called orientational metaphors, and it differs from the first in that it does not structure one thought in terms of another. Rather than that, it arranges the relationships between a complicated system of concepts.

The term "orientational" metaphors refers to the fact that the bulk of them having to do with spatial orientation.

For example: UP-DOWN, FRONT-BACK, IN-OUT, ON-OFF, DEEP-SHALLOW, CENTRAL-PERIPHERAL.

Orientational metaphors convey the sense of spatial orientation, for example, HAPPY IS UP. Different idioms emerge due to the upward aspect of this concept of HAPPY, including: "I'm feeling up today" (Lakoff and Johnson, 1980: 461-62).

This kind of orientation metaphor demonstrates interesting things about language.

First, they establish that metaphorical language is syntactic rather than accidental, and that all metaphors using UP are inherently positive.

The second thing is that the metaphors are founded in physical and cultural experience, which shows their systematic structure (Hurford et al, 2007: 335-36). These kinds of metaphorical orientations are not coincidental. They have their origins in our physical and cultural

experiences, respectively. The orientational metaphor based on the polar opposition, up-down, in-out, and so on, is physical in nature, but it differs from culture to culture in terms of the orientational metaphor. Examples include the fact that in certain cultures, the future is in front of us, whilst in others is in the back (Lakoff and Jhonson, 1980:16).

Here are some examples of this type of metaphor that are easy to understand:

3.11-*I'm at the peak of health.*7- *He came down with the flu.*8- *She's in top shape.* (ibid: 15)

The phrases peak, down, and top plainly do not convey their literal meanings in the cases above. The preceding instances of oriental metaphor use the concepts of "Life and Sickness" and the relation of up or down; the term "Life" is perceived as being up, while the term "Sickness" is viewed as being down.

3- Ontological Metaphor

Ontological Metaphor is a term that refers to the ways in which events, activities, emotions, and ideas are viewed as entities and substances. According to Lakoff and Johnson (1980: 30),it is used to "comprehensively represent events, actions, activities, and status".

It is feasible to portray the projection of entity or substance status onto something that does not have that status by nature using physical [Ontological] metaphors. Conventional metaphors enable us to view events, activities, emotions, and thoughts as entities capable of being employed for a number of reasons (e.g., in order to refer to them, categorize them, group them, or quantify them). Physical metaphors include the following:

3.12- *My wife is going nuts because of my fear of insects. (referring)*

3.13- *You harbor far too much animosity. (quantifying)*

3.14 – *The violence of war makes us all less human. (naming features)*

3.15- *His breakdown was brought on by the strain of his obligations. (identifying causes)*

3.16- *Follow these steps to guarantee fame and prosperity. (establishing objectives and inspiring action) (Lakoff and Johnson ,1980: 461).*

To begin conceptualizing, it is required to qualify, specify, and categorize groupings of such metaphors.

'Race' is an example of a discrete entity in which an item is conceptualized through a temporal event, as demonstrated in the following sentence: -Are you going to the race? (Finch, 2000: 172).

Accordingly, Ontological Metaphor treats abstract nouns as if they were concrete nouns. ontological Metaphor performs a variety of functions, and the variety of metaphors available reflects the variety of functions served (Lakoff and Jhonson, 1980:26).

As a result, ontological metaphors are classified as container metaphors, entity metaphors, and substance metaphors.

(i) Container Metaphor

According to Lakoff and Johnson (ibid.:29-30), the container metaphor is a subset of ontological metaphor in which some concepts can indicate the ability to hold something else while simultaneously possessing an inner and an outer (inside and outside). The container metaphor is illustrated in *the following examples:*

3.17-*There's nothing left for her in life.*

3.18-*My life is empty without you.*

3.19-*He lives his life to the fullest.*(Lakoff and Jhonson, 1980:51)

The situations above illustrate how people have the perception that "Life" is a container. People believe that "life" is something that can contain a significant element. The fact that terms such as "nothing left," "empty," and "fullest" are not truly indicative of their literal meaning is why these phrases are not suitable for literal perception.

(ii) Entity Metaphor

Entity metaphor, according to Lakoff and Johnson (ibid.:27-28), is a subset of ontological metaphor in which abstract objects can meaningfully symbolize concrete physical objects. In some circumstances, entity metaphor is also referred to as personification. The fundamental premise of this metaphor is that an abstraction or thing can function in place of a human. Here are a few examples of entity metaphors:

3.20-*Her ego is very fragile.*

3.21-*The experience shattered him.*

3.22-*I'm going pieces.* (Lakoff and Johnson ,ibid.: 51)

In the examples above , it can be observed that the term "ego" is seen as brittle, as something that can be broken easily. Fragile, shattered, and fragments are no longer being used in their literal connotations as a result (ibid.:27-28).

(iii) Substance Metaphor

A "substance metaphor," according to Lakoff and Johnson (1980:25), is "a sort of ontological metaphor in which abstract notions such as activity, event, emotion, or idea are perceived as material." There is a subtle difference between entity metaphors and substance metaphors in terms of meaning. Both entity and substance metaphors regard abstraction as a tangible or physical item, with the exception of the substance metaphor, which sees abstraction as a more in-depth concept (Laurentius, 2018). It has to be a specific activity, event, emotion, or concept to qualify. As an illustration of substance metaphor, consider the following:

3.23-*There was a lot of good sprinting in the race.*

3.24-*I couldn't do much sprinting until the end.*

3.25-*He's out of the race now (ibid. :31).*

A situation in which the term "Race" is considered a substance capable of being given an action is illustrated by the examples above. Therefore, the terms a lot of, a lot of time, and out of there do not adequately represent their literal meanings. Finally, the significant of metaphor in the current study can be summarized as the following: The study of language and the environment, as defined by Stibbe (2015:1), is interested in criticizing linguistic forms that cause ecological harm and assisting in the search for linguistic alternatives that motivate people to protect the environment. Naturally, this critique and analysis extends well beyond simply commenting on specific texts; rather, Ecolinguistics can look into the more fundamental linguistic patterns that affect how people perceive and interact with the world. It has the opportunity to investigate the stories that inform our behavior and are crucial to the ecological

challenges we currently face (Stibbe, 2015: 1-2).

3.2.5 Ideology

Ideologies are defined by Stibbe (2015) as "belief systems about how the world was, is, will be or should be which are shared by members of particular groups in society." In no way should this be taken to not indicate that the beliefs are shared only by members of the group; in many instances, organizations are anxious for their stories to become the accepted way of thinking about a particular aspect of life (Stibbe, 2015: 24).

Patterns of language elements that appear in several texts and discreetly express the same ideology over and over again are of importance in discourse analysis. It is not whether an ideology is accurate that must be determined in an ecolinguistic examination. even though it motivates humane to conserve or devastate the ecosystems that sustain life. Obviously, there are no objective standards for determining if ideologies are harmful or helpful; consequently, ecolinguists must assess whether the ideology aligns with their ecosophy, or works against it (ibid. :25).

According to Bloor and Bloor (2004:12), the goal of detailed investigation is to study "how ideologies might become frozen in language and find strategies to break the ice," or "denaturalising the language" .

According to ecolinguistics, the most significant discourses to challenge are those that propagate ideologies that are strongly opposed to various facet of ecosophy, i.e., are considered to contribute to ecological damage and are commonly employed in public discourse. These discourses are called destructive discourses (stibbe, 2015:25).

3.3 The Model of Martin and White (2005)

A core premise of appraisal theory is that the users of language deploy evaluative resources, as Martin and Rose (2007:19) surmised, "for managing our social interaction by telling our listeners or readers how we feel about things and people, in a word, what our attitudes are". They explained that the appraisal theory consisted of three subcategories. The current study will limit to first category (attitude) .

3.3.1 Evaluation

Hunston (2002:12) asserts that evaluation is a subjective process. In other words, evaluative utterances convey only the speaker's personal assessment, which is not shared by others .

In this regard, Martin and White (2005:33) hypothesized that there are utterances that allow readers or listeners to infer evaluation even when no explicit evaluations are presented to them. The inferences are made on the basis of widely held ideological assumptions. Because the writer (speaker) and the reader (hearer) share a presupposition, implicit evaluations are effective in a text and are inferred by the reader or hearer when reading or listening. Once an analyst has investigated the evaluation in a text, he or she can determine the ideological perspective of the author beyond the text .

Additionally, evaluation is accomplished by a variety of lexical and other markers of evaluative significance. The evaluation of a text can be indicated by lexical items such as nouns (for example, failure), verbs (for example, fail), adjectives (for example, superb), and adverbs (e.g. luckily). Lexical items are not always single words; sentences such as my

cup of tea are seen as evaluative, despite the fact that the terms "cup" or "tea" are not regarded as such when used alone (Hunston, 2002:14).

Martin (2000:145) defines appraisal as an approach that elucidates how evaluations, textual persona construction, relationship maintenance, and interpersonal positioning are accomplished through the use of language. Martin remarked that appraisal is similar to other evaluation approaches, such as Labov's earlier work, which emphasized the importance of evaluation in the construction of narratives (as cited in Page, 2003: 212). Evaluation is one of the elements in narratives, according to the Labovian approach to narrative structure analysis. It is defined, in terms of Labov's narrative model, as the point or reason for the narrative's telling. The evaluation process enables the narrator to express his or her feelings regarding the story being presented. Additionally, it incorporates the listener in the telling process (as cited in Mason, 2008: 29).

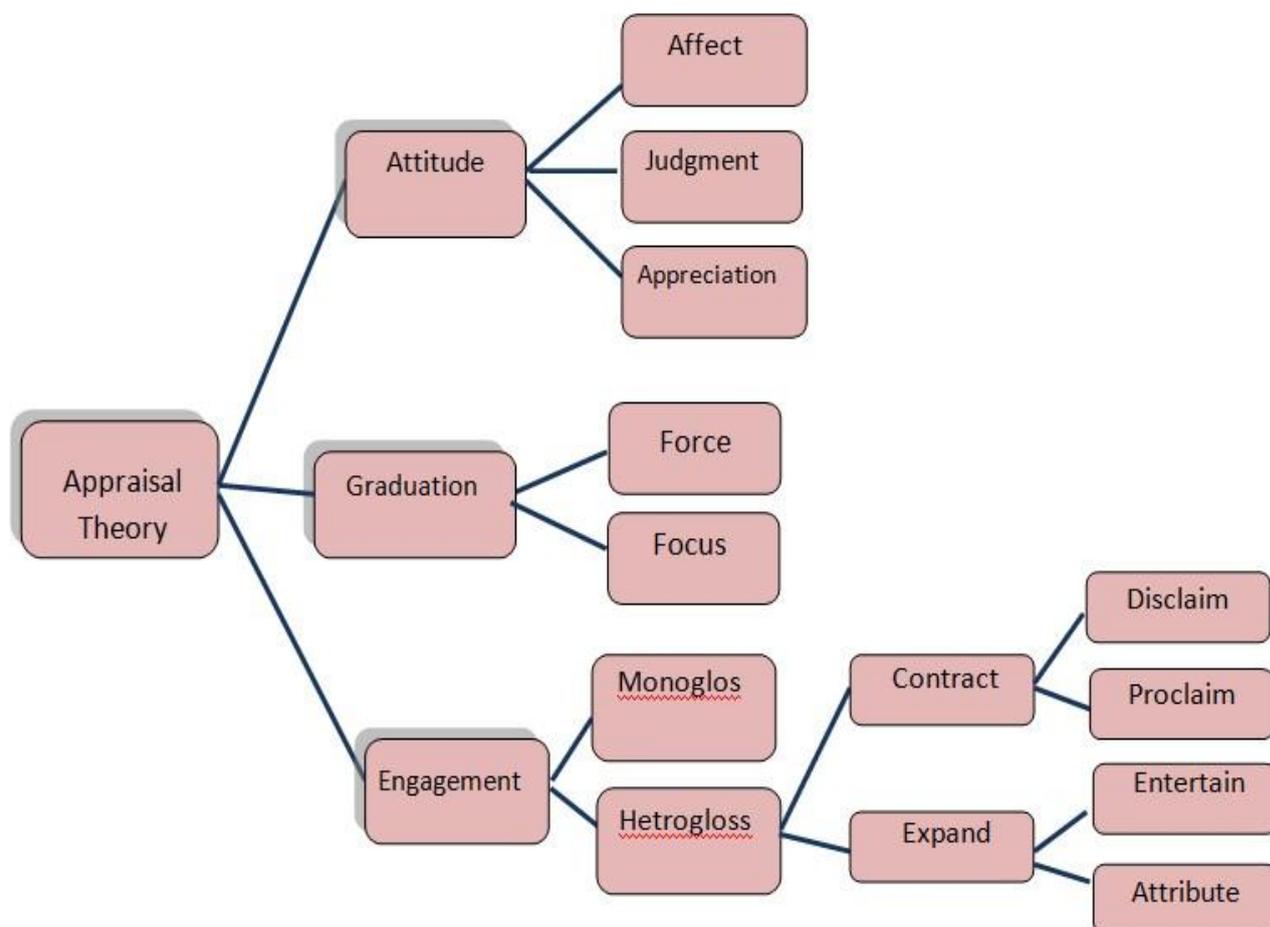
3.3.2 Appraisal Theory in Discourse

Appraisal theory, according to Zappavigna (2012:51), is a theory of evaluative language that originated from Halliday's SFL. He stated that evaluation is an area of interpersonal meaning in which attitudes and positions on other texts are exposed and chosen via the use of language. According to Halliday, two language aspects evoke appraisal: grammar and semantics. SFL focuses on the syntactic patterns of language that explain what language does (its function) and how language structures accomplish several communication goals. This is one of the advantages of SFL in linguistics (as cited in Dong, 2009:112).

The purpose of appraisal theory is to characterize the various linguistic ways in which interpersonal meanings are acknowledged. Appraisal theory is concerned with the ways in which writers/speakers construct

particular identities and situate themselves and those they address (Orwenjo et al., 2016:130).

Figure (3) *An overview of Appraisal Theory Adopted from Martin & White (2005:38)*



3.3.2.1 Attitude

Attitudes deal with evaluating things, individual's personalities, and their sentiments. The evaluations could be more or less detailed, and the attitude can be attributed to the writer or speaker or to someone else. Expressing emotions, judging character, and valuing things are the three major types of attitude. “Affect” refers to the resources used to expose

feelings, “judgment” refers to the resources used to judge character, and “appreciation” refers to the resources used to value things (Martin & Rose, 2007: 26-28).

In addition, Bloom and Argamon (2010:250) stated that the system of effect stresses on the appraiser, and that it might be directed or not, depending on the situation. Furthermore, it draws attention to the person's emotional state (for example, "sad," "glad," or "angry"), and it is considered to be the most simple and explicit type of evaluation in which the person's emotions are highlighted. The system of judgment is mostly concerned with other people, and evaluates the individual's behavior in the social context (3.26. *He is bad*).

Finally, as they (ibid.) pointed out, the third system of appraisal is concerned with items in the environment with which the appraiser has some level of interaction. Appreciation is the evaluation of an object's aesthetic quality (for example, 3.27. *It's an incredible sunset*).

Furthermore, the attitude system takes into account the direction of opinions and assesses whether they are positive or negative. As a result, the attitude system can be represented either positively or negatively (ibid.:250).

3.3.2.2 Affect

Affect is involved with the manner in which speakers or writers express their feelings, whether they are their own or those of others . When the feelings expressed are those of the author, the effect is referred to as "authorial." Authorial affect is a type of affect in which the author is the source of the emotions. In contrast, "non-authorial affect" is a term that relates to the emotional reactions of others. Non-authorial

affect refers to feelings that do not directly relate to the speaker, but are instead reported by him or her (Van & Thomson, 2008: 54).

As Martin and Rose (2007:29) point out that Affect can be expressed directly or impliedly The following sentences demonstrate a direct negative affect:

3.28. *I am torn to pieces.*

3.29. *I cannot describe the pain and bitterness within me.*

Sentences 3 and 4, on the other hand, have a direct positive impact:

3.30-*We were ecstatic.*

3.31-.*We even celebrated.*

It is obvious that metaphor was used to describe and disclose implicit negative feelings. (ibid.:31).

3.32. *Eyes bewildered, but dull like the dead.*

3.33. *Blood-curdling shrieks from the bottom of his soul.*

Readers are drawn to certain questions by Martin and White (2005:47-49) who point out that certain considerations must be taken into account when categorizing affect .The questions are:

1. Are the feelings positive or negative?

- Positive affect: 3.34. *The soldier was **happy**.*
- Negative affect: 3.35. *The soldier was **sad**.*

2. Is the emotional state experienced as a result of the feelings?
(mental state)

(e.g., 3.36. *she loved him*, 3.37. *the boy felt happy*) or a behavioral surge (e.g., *I laughed at her*)?

- Behavioral surge: 3.38. *Sarah **cried**.*
- Mental process/state: 3.39. *The present **pleased** him/*

3. Do the feelings manifest themselves as a general, on-going mood or are they aimed towards a single external agency?

- Undirected mood: 3.40. *The woman **was happy**.*
- Reaction to other: 3.41. *He **liked** the present/*

4. Are the feelings more or less intense? That's to say, are they placed at the top of the grading scale or at its bottom. The lexicalizations which are presented by emotions graduate along a scale::

- Low 3.42. *He **likes** her.*
- Median 3.43. *He **loves** her.*
- High 3.44. *He **adores** her.*

5. Do the feelings have anything to do with un/happiness, ins/eurity, or dissatisfaction? Un/happiness encompasses emotions such as love, hatred, sadness, and happiness; in/security encompasses feelings such as anxiety, fear, confidence, and trust; and dis/satisfaction encompasses emotions such as displeasure, curiosity, respect, and pleasure.

- Un/happiness 3.45. *They felt **sad/happy**.*
- In/security 3.46. *They felt **anxious/confident**.*
- Dis/satisfaction 3.47. *They felt **fed up/absorbed**.*

The category of " happiness " according to Hart (2014:47), encompasses both experiences of happiness and feelings of sadness. In the topic of "security," you might convey feelings of peace or anxiety. The concept of "satisfaction" is concerned with feelings of accomplishment or frustration .

Table (2): *The Variable of Un/Happiness, Adopted from Martin & Rose (2007 :66)*

Un/happiness	Surge(of behavior)	Disposition	
Unhappiness: misery [mood: "in me"]	Whimper Cry Wail	down sad miserable	Low Medium High
Unhappiness: antipathy [directed feeling : "at you"]	rubbish abuse revile	dislike hate abhor	Low Medium High
Happiness: cheer	chuckle laugh rejoice	cheerful buoyant jubilant	Low Medium High
Happiness: affection	shake hands hug cuddle	fond loving adoring	Low Medium High

Table (3): *The Variable of In/Security Adopted from Martin & Rose (2007:66)*

In/security	Surge(of behavior)	disposition
Insecurity: disquiet	restless twitching shaking	uneasy anxious freaked out
Insecurity: surprise	start cry out faint	taken aback surprised astonished
Security: confidence	declare assert proclaim	confident assured boastful
Security: trust	delegate commit entrust	comfortable with confident in/about trusting

Table (4): *The Variable of Dis/Satisfaction Adopted from Martin & Rose (2007:67)*

Dis/satisfaction	Surge(of behavior)	disposition
Dissatisfaction: ennui	fidget yawn tune out	bored fed up exasperated
Dissatisfaction: displeasure	caution scold castigate	cross angry furious
Satisfaction: interest	attentive busy flat out	Curious absorbed engrossed
Satisfaction: admiration	Pat on the back Compliment reward	satisfied impressed proud

To summarize, affect can be positive or negative, and it can be observed overtly or implicitly. Implicit affect can be either an atypical act or a metaphorical statement, whereas explicit affect can be either a mental state or a physical behavior.

Table (5): *Options for Affect, Adopted from Martin & Rose (2007: 32)*

Positive		<i>we were ecstatic,</i> <i>we even celebrated</i>
Negative		<i>I was torn to pieces,</i> <i>I can't explain the pain and bitterness in me</i>
Direct	emotional state	<i>ecstatic,</i> <i>wild consuming fear</i>
	Physical expression	<i>withdrawn,</i> <i>Shake uncontrollably</i>
Implicit	extraordinary	
	behavior	<i>wander from window to window</i>
	Metaphor	<i>ice cold in a sweltering night,</i> <i>eyes dull like the dead</i>

3.3.2.3 Judgment

As is shown in the work of Martin and White (2005), speakers are able to make judgments about the behavior and character of other individuals while using the system of judgment. Social esteem (personal judgment) and social sanction can be defined as judgment (moral judgment)

There are positive and negative manifestations of each group. The subcategories of social esteem are "normality," in which it emphasizes how unique somebody is, "tenacity," which emphasizes how trustworthy somebody is, and "capacity," that emphasizes one's ability. Negative and

positive manifestations of social esteem are related with actions of criticism and appreciation, respectively. Sub-categories of a social sanction, according to Martin and White(2005:52), comprise "veracity," which emphasizes how truthful somebody is, and "propriety," which emphasizes how much beyond blame somebody is. Social sanctions can take the form of positive or negative manifestations, and they are thus linked to acts of appraisal and condemnation .

Judgments are shaped by the specific ideological and cultural environments in which they are made. Thus, the culture in which people live, their expectations and experiences, assumptions and beliefs will impact their judgments about morality, legality, capacity, and other aspects of daily life. It is likely that various judgments will be made in the same situation depending on the ideology of the individual who is making the judgments in question (Martin and Rose ,2007: 54).

Martin and Rose (ibid.: 32-33) stated that, similar to affect, judgments can be either explicit or implicit in their nature. In sentence (1), it can be seen an example of an explicit positive personal judgment, whereas in sentence (2), it can be noticed an example of an explicit negative personal judgment.

3.48. *He is **beautiful, big, strong** person.*

3.49. *He was a **stubborn, odd** man.*

In addition, implicit judgments might be presented in a variety of ways. This is readily demonstrated in sentence (3), which conveys an implicitly positive personal judgment.

3.50. *John works in a **top security** structure.*

In sentence (3) John is admired implicitly as working in such an admirable place.

Moral judgments are similar to personal judgment in that they can be either positive or negative. Positive instantiation of moral judgment is proven in sentence (4), but negative instantiation of moral judgment is expressed in sentence (5), as shown in the example below.

3.51. *It's rare to find such an **honest** politician.*

3.52. *He is such a **greedy** lawyer* (Martin and Rose (2007: 33).

3.4 Critique of Stibbe's (2015) Approach

Despite the modesty of Stibbe's approach , his analyses reveal the possibility for ecologically enlightening studies of common discourse. To conduct analyses as sophisticated as those described in Stibbe's Approach, the author encourages a wide variety of possible users, linguists and non-linguists alike, but some previous knowledge in linguistic theory is arguably necessary. Stibbe stresses that the proposed approach is not comprehensive, but rather is intended to serve as a useful launching point for those who wish to develop or adapt their own framework.

Though the techniques from Stibbe's (2015) framework were identified as part of the coding and ECDA grids were used as analytical tools for the sample texts, some techniques were more appropriate to include in the grids than others.

3.5 The Eclectic Model

The model being constructed here is a reformulation of prior models and topics discussed and summarized in Chapter Two and the current

chapter. In light of the study's aims and hypotheses, the current study has made additional adjustments and reformulations. The model's designation in the manner in which it is intended to be developed here is designed to tackle the bridge gaps in other pertinent models. Four stages of the Stibbe's technique(2015) will be adopted in the current work. The first stage involves the collection of prototypical texts produced and used by different children short stories. Stage two entails doing a thorough linguistic study in order to uncover patterns in the manner language is utilized inside and between texts. Connotations, pronoun use, nominalisation, transitivity, and figures of speech are just a few of the linguistic categories that have proven to be worthwhile candidates for investigation .

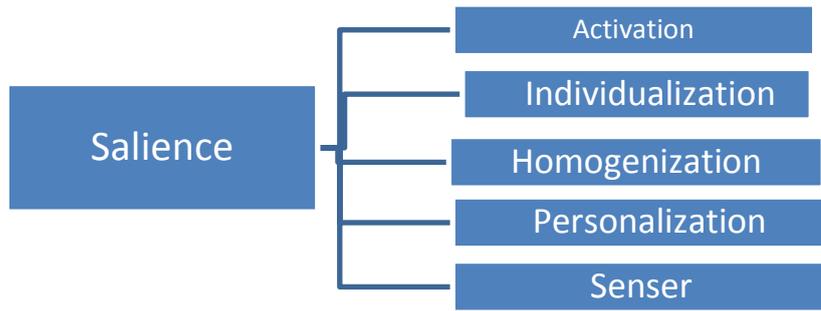
The third stage examines the linguistic patterns that have evolved throughout the previous two stages. There are identified underlying themes . Six distinct forms will be identified: ideologies, metaphors, evaluations, identities, saliency patterns, and erasure patterns. Fourth stage , the stories are compared to the ecolinguists' ecophilosophy in order to determine whether the discourse is destructive, ambivalent, or beneficial . **As such, the model can be described as consisting of the following components:**

3.5.1 Saliency

According to Stibbe (2015:188) saliency is to " highlight something as significant and deserving of regard ".

Activation, Individualization ,Homogenization, Personalization and senser can all be examples of saliency patterns.(see3.2.1)

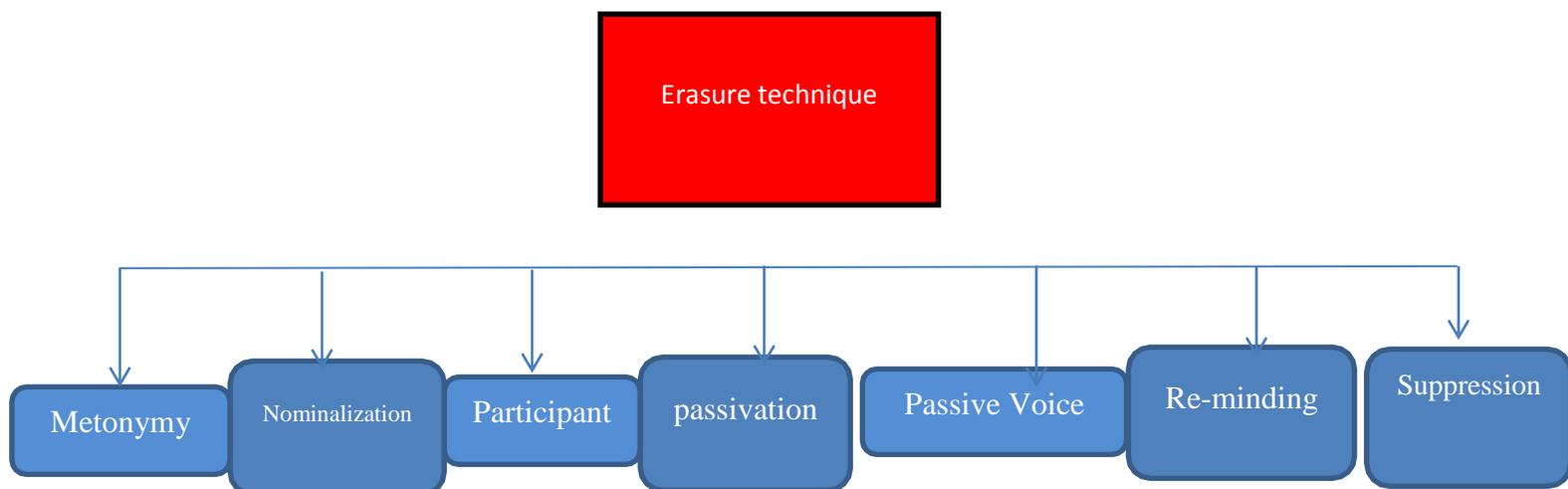
Figure (4) *Salience Technique*



3.5.2 Erasure

According to Stibbe (2015: 146) "an erasure pattern is a linguistic representation of an area of life as irrelevant, marginal or unimportant or through its systematic absence, backgrounding or distortion in texts." (see3.2.2)

Figure (5) *Erasure Technique*



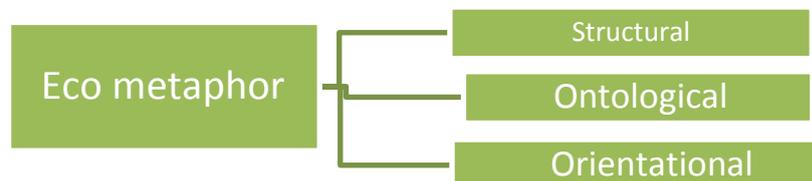
3.5.3 Ecological Identity

The series of the strategies shown in Figure (2) comprises rhetoric, evaluation, justification, and categorization. They are not incompatible with one another. (see 2.3.3.3.1.2 &3.2.3.2)

3.5.4 Metaphor

As illustrated in (2.3.3.4&3.2.4), metaphors are a form of framing that uses analogical reasoning to "set up reasoning patterns" (Stibbe, 2015: 66). Metaphors are important in ECDA, especially when studying ideological tendencies .

Figure (6) *Types of Eco metaphor*



3.5.5 Evaluation

Hunston (2011:12) asserts that the other component of subjectivity is concerned with the ideology that is shared by the speaker and the hearer (or the writer and the reader), and that this ideology may be explained through the act of evaluation. As a result, evaluation occurs within the context of an ideological and social framework.

3.5.5.1 Appraisal Patterns

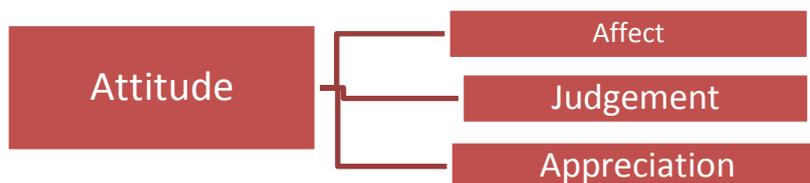
Appraisal is concerned with the process of evaluation. Several forms of attitudes in a text have been identified by Martin and White (2005), including the feelings that are expressed and the way values are derived. It has everything to do with evaluating people's emotions, their characters, and their possessions. Martin and White (2005) proposed an evaluation model that was created within the framework of systemic functional linguistics. SFL is concerned with language in use, with the notion that language is a resource for ideational, interpersonal, and textual meaning (Martin and White, 2005:7).

Martin defines appraisal as a "system of semantic resources for reacting emotionally (affect), evaluating ethically (judgment), and evaluating aesthetically (appreciation), as well as resources for amplifying and engaging with these evaluations," (Martin, 1995, as cited in Hart, 2014:44).

An essential tenet of appraisal theory is that language users employ evaluative resources, as Martin and Rose (2007:19) put it, "for negotiating our social relationships by telling our listeners or readers how we feel about things and people, in other words, what our attitudes are." They went on to say that this is true for both oral and written communication. One of the three subcategories of appraisal theory is attitude (emotional or affective evaluation).

This system can be broken down even more. Depending on the nature of the appraisal, attitude is separated into three realms of feelings: affect, judgment, and appreciation (ibid.:25).

Figure (7) *Subcategories of Attitude*



3.5.6 Ideology

From the perspective of ecolinguistics, the most important question to ask is whether the ideology that is ingrained in the discourse agrees with the ecosophy or whether it goes against it. Fairclough (2003: 124) opines:

Discourses not only represent the world as it is (or rather is seen to be), they are also ... imaginaries, representing possible worlds that are different from the actual world, and tied in to projects to change the world in particular directions.

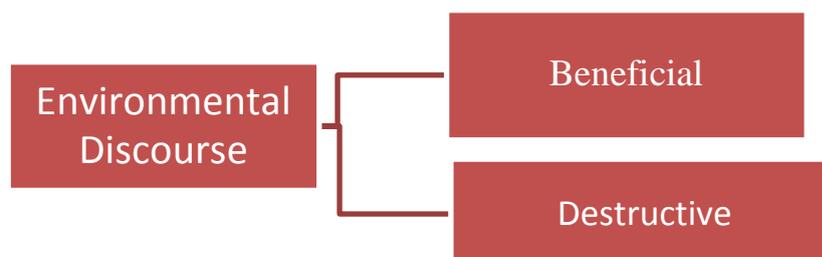
None of the ideologies that are brought to light by critical discourse analysis can be unambiguously categorized as in their own right, either good or bad. They can only be described as "good" if the principles of the analyst's ecosophy are supported by them, if they resonate with those principles, or if they promote those principles. On the other hand, they can only be considered "bad" if they are incompatible with, opposed to, or work against the principles of that particular ecosophy (Stibbe, 2015: 24).

Analysis of beneficial discourses aims to promote them as good substitutes for typical means of presenting stories about the world, and to aid in their propagation, notwithstanding their relative obscurity at now. What is therefore most significant is the degree to which the ideologies are related to the analyst's ecosophy, such as whether or not they respect the lives and wellness of individuals and other organisms, advocate reductions in terms of consumerism and social equity, or work toward resilience.

However, it is vital to determine if discourses as a whole are destructive (i.e., mostly anti-ecosophy) or beneficial (i.e. deeply correlate with ecosophy). This distinction is made since the final stage will depend on the sort of discourse being presented. Resisting destructive discourses by increasing awareness of the harm they. Destructive discourses are countered by increasing awareness of the deterioration that they cause; and beneficial discourses are promoted(stibbe,2015:26).

The next step, which is to arrive at a verdict after contrasting the events with the ecosophy. It is quite probable that either positive or bad parts will be contained within any discourse. Accordingly, beneficial and destructive environmental discourse will be demarcated at the final stage of analysis.

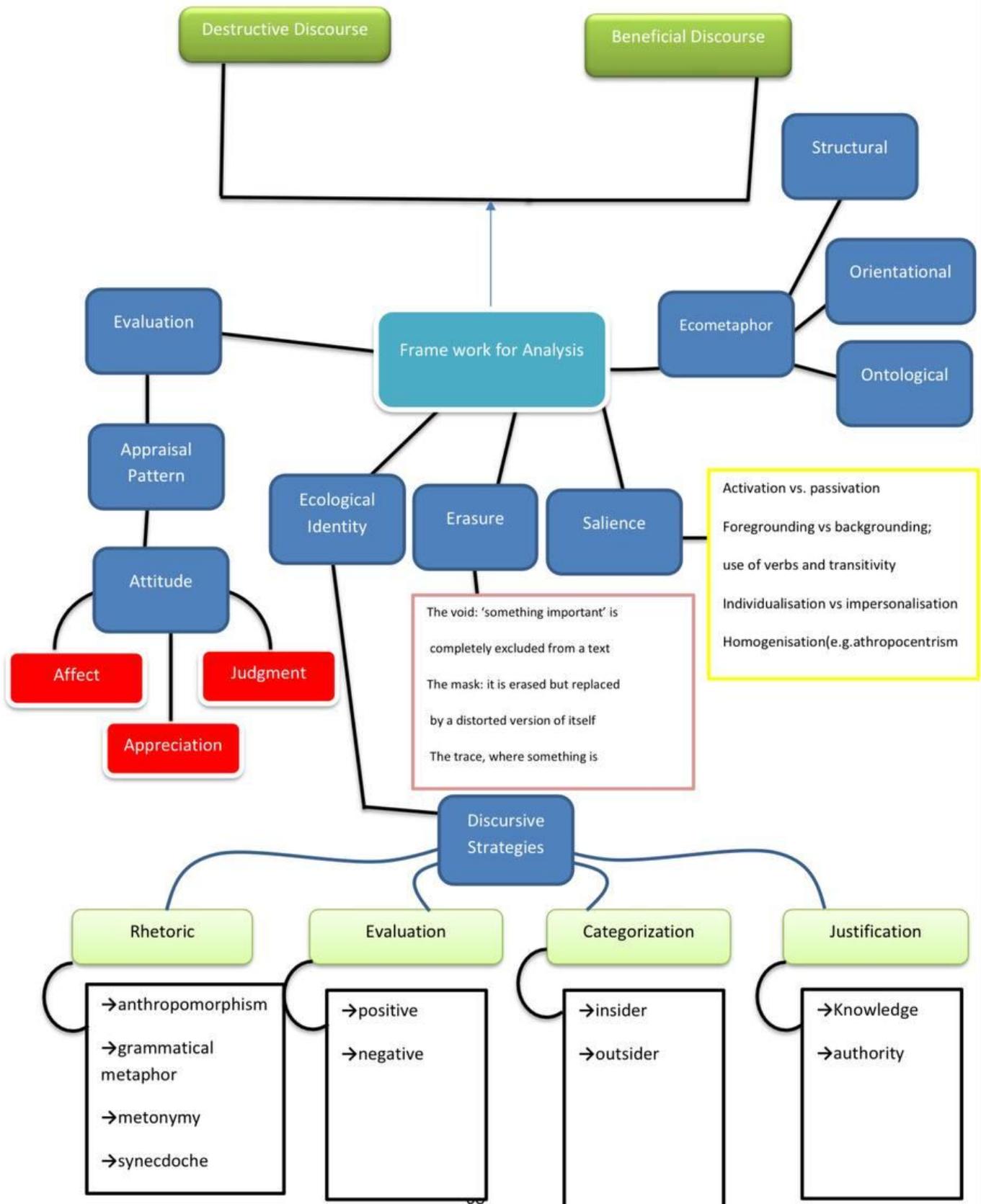
Figure (8) *Environmental Discourse*



3.6 A Synthesis of Eco-Critical Discourse Analysis (ECDA)

Taking into the consideration the points presented above, an adapted ECDA model will be proposed based on the framework developed by Lie(2021), Stibbe(2015) and (Martin and White(2005)).

Figure (8) A Synthesis of ECDA



Chapter Four

Data Collection, Description, and Analysis

4.1 Introductory Remarks

This chapter presents the practical aspects of the study, including the collecting of representative data, the description of the selected instances, and the analysis in accordance with the developed model. The data is gathered from different popular contemporary British children's short stories. The study presented in this work alternates between concentrating on certain linguistic features and strategies and conducting an in-depth investigation of a variety of extracts.

To accomplish the aims of the current study, an investigation of a variety of extracts in a number of contemporary British children's short stories will be conducted. The sampling is representatively selected to be in accord with aims and hypotheses of the current study. The selected short stories(the sampling) for analysis are multiple under different titles.

4.2 Data Collection

The data under scrutiny are chosen from forty contemporary British children's short stories . Mixed purposeful sampling technique is adopted in selecting the data. This technique is a combination of several sampling techniques. In the current study, a combination of intensity sampling and criterion sampling is used . It is worth mentioning that Maxwell (1997:87) refers to purposive sampling as "particular settings, persons, or events are deliberately selected for the important information they can provide that cannot be gotten as well from other choices" .

Intensity sampling entails choosing samples that are excellent or abundant examples of the phenomena of interest while criterion sampling

examines all cases that meet a specific, significant criterion. Criterion sampling is utilized in information-rich investigations that may expose major issues, weaknesses as well as provide areas of concern. Criterion sampling provides a qualitative component to a management information system

4.2.1 Census

Baffour et al.(2012:8) assert that "By using a census, one may be certain that the population is representative and that the objectives of study will be achieved."

The purpose of the current study is to compile a list of the most popular contemporary British children's short stories, which are classified as those aimed at children ages 1-12. To ensure that this group has the biggest possible impact on the greatest number of children, a census of 40 children's books was chosen. Lists (Baby to 3 years) , (3 to 5 years) , (5 to 8 years) and (8to 13 years).(See census spreadsheet in the Appendix).

When this census is determined, a variety of variables are taken into consideration. The year of the publication is considered. All of the short stories are published in the twenty first century. All works for children between the ages of 1 and 13are considered. It is worth noting that the 40 books that comprise the census are representative/indicative of what is currently popular and selling the most copies.

4.3 Population and Sample of the Study

The population of the study is comprised of forty selected contemporary British children's short stories provide the representative sample of the study. What is more, it is relevant to note that the targeted data are represented by eighty six extracts distributed over the forty short

stories. Due to the fact that these stories represent lengthy discourse and the number of extracts generates a sheer amount of data that takes considerable space in this study, it is important to note that the analysis of only some illustrative and representative examples takes the lead in this chapter.

4.3.1 Childhood: An Intermediate Period

The targeted stories that will be analyzed in this study will be classified into four categories based on primary phases of childhood. However, before explaining these stages and the rationale for selecting them, it is necessary to begin with a definition of the term 'child':

CHILD is a person between 18 months and 13 years of age. Childhood is one of the major stages in a person's development. ... Adolescence begins at about age 13 and lasts to adulthood. Childhood is the period between infancy and adolescence (Kagan, 1982:358).

In western civilizations, childhood is split into four distinct phases, each of which corresponds to a significant period during which the child develops or changes psychologically, these are (ibid.:359-61):

1. The Toddler Stage begins about 18 months and lasts until 3 years of age.
2. The Preschool Years and these start at about age 3 up to 5.
3. Early school years are defined as the years between the ages of 5 and 8.
4. The Pre-teen Age Years, also known as preadolescence, is a stage that lasts from the age of eight to thirteen.

4.4 Qualitative Data Analysis

Data analysis is accomplished by dint of two methods of analysis. The first is the qualitative method and the second is the quantitative statistical

one. In regard to the ECDA approach, the model developed in Chapter Three and schematized in Figure (9) is used as the key instrument to ecocritically analyze the data under scrutiny. In relation to the statistical method, some appropriate statistical procedures are carried out to attest the findings of this study and to verify its hypotheses as displayed later in (4. 10.). Hence, to follow a systematic step-by-step procedure of data analysis, there are certain steps of data analysis that need to be clarified as follows:

Four stages of the Stibbe's technique(2015) will be adopted in the current work:

1-The first stage involves the collection of prototypical texts produced and used by different children short stories.

2- Stage two entails doing a thorough linguistic study in order to uncover patterns in the manner language is utilized inside and between texts. Connotations, pronoun use, nominalisation, transitivity, and figures of speech are just a few of the linguistic categories that have proven to be worthwhile candidates for investigation .

3- The third stage examines the linguistic patterns that have evolved throughout the previous two stages. There are identified underlying themes. Six distinct forms will be identified: ideologies, metaphors, evaluations, identities, saliency patterns, and erasure patterns.

4-Fourth stage, the stories are compared to the ecolinguists' ecophilosophy in order to determine whether the discourse is destructive, ambivalent, or beneficial

4.4.1 Salience

Salience is the process of putting anything to the forefront, whether linguistically or visually in order to convey a sense of importance and worthiness. It results from using linguistic patterns that present an element as prominent and worthy of consideration. Salience patterns are, however, language techniques which foreground an aspect of life and build it as deserving of attention through concrete, explicit and vivid depictions. Ecolinguistics, according to Stibbe (2015:161), is an endeavor to raise the salience of the more-than human realm in the context of mainstream linguistics, which has a tendency to concentrate on the significance of language in human communication while ignoring the greater ecological background.

The following extracts from the selected contemporary British children's short stories demonstrate the salience techniques in action by giving environment prominence:

1- *"Once upon a time a long way away on a granite hillside lived a big old tree called Lofty. On the hills all around him were huge boulders, split by the weather and lying any-old-how. Because the ground was stony, Lofty had learned to put his roots down as far as he could"* (Duyckers ,2020:1).

The tree has specific name 'Lofty'. The sample tree is a particular species (oak), which is further described by three characteristics. (big, old, and coppiced); the location is specific (on a granite hillside); and the history is specific . Each of this demonstrates that the tree (Lofty) is not substitutable; it possesses inherent significance and worth and is therefore permanent. The writer establishes a pattern of language through

individualisation that makes tree 'Lofty' extremely salient - worthy of attention and consideration.

2- *"The drones Tich and Boomer also had work to do. They had to make sure that no beetles got inside Zed. Bigwig, the guard, patrolled up and down outside the hive because the beetles would try to sneak in for the honey. So everyone had a job to do, and Zed was very happy"* (Duyckers,2020:2).

The drones can work, think, watch, and patrol. This passage depicts the drones as a sentient animal with a variety of mental abilities. This is an example of a beneficial discourse that emphasizes the inherent value of animals from an ecolinguistic perspective. Salience can be increased by emphasizing participation in clauses. Van Leeuwen (2008: 33) depicts how language can be used to bring individuals (or members of other species) to the foreground: Activation happens when social agents are depicted as dynamic, effective factors in an action, whereas passivation occurs when they are depicted as 'undergoing' or 'on the receiving end' of the action. [Activation] may be performed through the employment of transitivity structures that record active social agents participate in material activities as actors, behavior in the case of behavioral functions, sayer in the case of mental operations, sayer in the case of verbal activities, or assigner in the case of relational operations. When a social agent is activated, she or he is brought to the forefront in the most conspicuous way possible. interlocutors are activated when they are shown as acting, thinking, feeling, or speaking rather than being acted upon. The above extract shows that the drones 'think', 'work'. 'make sure' and 'patrol'. It's clear that the drones are the subject of all the verbs in this extract. They are the Actors of the material activities of 'patrol' which display them leading their own life for their own purpose. This group is

comprised of the "thinking" process's Sensors, who portray themselves as entities with a mental existence.

Animals are usually activated when they are depicted as Actors of Material Processes, that is, when they are depicted as being engaged in deliberate behavior. Accordingly, the drones are being as actors in material process when they patrol to protect the hive. They involve in work purposely. They realize what they do. So , this activates the drones, bringing them to the foreground and granting them salience as conscious beings.

3- *"A swan came to my loch one day, a silver swan. I was fishing for trout in the moonlight. She came flying in above me, her wings singing in the air. She circled the loch twice, and then landed, silver, silver in the moonlight."*(Morpurgo , 2015:96)

A swan becomes prominent not because of the nuisance caused by her droppings, but because of her individual beauty, which is praised with the words 'silver and silver in the moonlight'. The swan is not named in this story , but the pronouns 'she', and 'her' are used for this bird c, and this gives her greater salience by expressing her in a manner that is more personalized than the impersonal 'it'

4- *"One day I dared to dunk the bread crusts for her, dared to try to feed her by hand. She took all I offered her and came back for more. She was coming close enough now for me to be able to touch her neck. I would talk to her as I stroked her. She really listened, I know she did..... She knew I was there, I think, still watching. But she did not come to see me again, nor to have her bread crusts. I tried to be more glad for her than sad for me, but it was hard (Morpurgo , 2015:96)."*

The swan is given an entity in this extract as a sentient animal capable of performing numerous mental functions, most notably took, think, watch, listen. This is an example of a beneficial discourse that, from an ecolinguistic standpoint, highlights the intrinsic value of animals. The significant of transitivity in analysis the salience patterns is that it is considered as the manner in which the clause is employed to classify occurrences and situations as belonging to specific categories. Transitivity connects agents, activities, and patients in a variety of ways. It creates alternatives, emphasizing the ideological significance of the discourse's choice. Transitivity establishes a network of interconnected possibilities for portraying various sorts of experience , the experience of the tangible world, the experience of the world of our inner consciousness, the experience of the world of symbolization, and so forth . The text creator analyzes a restricted selection of alternative structures and chooses the structure that is most consistent with his or her perception of reality. So syntax allows for alternate phrasings, and... everywhere in language alternative variants are possible, different values come to be associated with the different variants, according to the author .The transitivity system (processes and their related participants) is primarily responsible for portraying the events and situations referred to in the text . In order to uncover the meanings hidden inside language structures, it is essential to investigate the sorts of processes used and the participants involved with them while doing a salience analysis in discourse , as well as the participants themselves. Theoretically, material processes are processes of doing. The actor and the goal are the two individuals who are associated with material processes.

5-" *It was dusk. I was on my way back home from the loch, coming up through the woods, when I spotted a family of five cubs, their mother*

sitting on guard near by. Unseen and unsmelt, I crouched down where I was and watched (Morpurgo , 2015:97)."

It is possible to call attention to and concretize entities in texts by foregrounding, drawing emphasis to, and concretizing them. Using vivid and concrete depictions asserts that people's salience can be directly increased in their minds . It is feasible to identify salience patterns that vividly and concretely portray an area of life by studying a variety of linguistic qualities such as focus, vigor, levels of abstraction, transitivity, and metaphor.

Accordingly, the exert above shows that animals (cubs)Animals are described using concrete, vivid, or identifiable lexis such as having "homes" and "families," or they might be characterized as having "homes" and "families."

6-"I should have been used by now to the sounds of the jungle at night, but the howling and screeching and hooting, all the endless racket of crickets and frogs would not let me sleep. There I might have heard the occasional bark of a distant fox, or perhaps the hooting of a pair of owls calling to one another over the fields, but that was all I'd had to cope with. Here the full orchestra of the jungle, along with my fears, and my memories, as well as the insects, did their very best to prevent me from sleeping (Morpurgo , 2009:140). "

In the above extract, when eco elements(such as: frog, fox, owl, insect, fields, and jungle) are described vividly and concretely throughout texts, they might be made highly visible to the reader. Creating salience for non-human animals and human activity is accomplished in the texts in several ways: a) explicitly pointing out human involvement; b) placing

humans as agents in clauses. According to Stibbe(2021: 160), vivid and concrete depictions can directly increase salience in people's perceptions .

7-*"And with it came a growing familiarity with the jungle around me, the world I now depended on. I was beginning to feel a kinship with this world, such as I had never known before. I was no longer a stranger in this place. I was coming to believe more and more that the jungle was where I truly belonged, that I was becoming a part of it, that this new rhythm of life was the same for me as it was for every other creature in the jungle, from the leeches on the forest floor I'd see him up there so often. He looked to me like the same one. He was keeping an eye on us, I was sure of it. But orang-utan or leech, snake or gibbon, I was one of them now"*(Morpurgo , 2009:141).

The frequency with which a word appears has a significant impact on its saliency. As a result, it could be counted the number of times the word 'jungle' and its hyponyms appear in the short story. It can be observed that the word 'jungle' continues to be the most prominent one.

8-*"I learned from her that in the jungle everything and everyone has its place, that to survive you need to find ways of coexisting. what fruit is edible and what water is drinkable. But above all you have to live in rhythm with the jungle, as Oona did. Patience is everything. (ibid: 143)"*

In the extract , there is a salience pattern that, in and of itself, brings the reader's attention to the world that is more than human one . There is a particular and specialized lexical set derived from nature namely: jungle fruit and water.

9- *"It was a hot, hot day. Humdrum and his family of hippos were lazily floating on their wide blue lake..... Humdrum floated happily on the warm water, thinking for a moment. "Once upon a time there was a*

little hippo who lived in the lake. One day he decided to swim across the lake. So he swam and he swam and he swam and he swam and he got across. Then he decided to swim back (Laybourn , 2013:2)."

Stibbe (2015:168) claims that " Participants in clauses can be brought to the foreground to increase salience."

Moreover , it is worth referring that activation can bring individuals (or members of other species) to the foreground through language: Activation happens when social agents are shown as the dynamic, dynamic forces in an activity, whereas passivation occurs when they are portrayed as 'undergoing' or 'being on the receiving end of' the action. [Activation] may be accomplished through the use of Structures of transitivity in which active social agents are represented as operator in material activities, behave in behavioral operations, sayer in cognitive states, sayer in verbal practices, and assigner in relational activities. When a social agent is activated, he or she is highlighted most prominently. When participants are portrayed as doing, thinking, feeling, or speaking, as opposed to being acted upon, they are activated.

The above extract shows that hippo ' think', 'float'. ' decide ' and 'swim'. It's clear that hippo is the subject of all the verbs in this extract .He is the Actor of the material processes of 'floating' 'swimming' which display him leading his own life for their own purpose. He is the Sayer of the mental activity 'thinking' which reflects him as being who has mental life

10- "*Once upon a time there was a little hippo who liked to swim. So he swam and he swam and he swam and he swam. Then he decided to eat some grass. So he ate and he ate and he ate and he ate. Then he decided*

to swim across the lake... After a while, the crocodile began to yawn. (Laybourn , 2013:8)."

The extract above shows that 'who' is used with animal (hippo). As it was suggested that having a distinct vocabulary for humans and animals promotes isolation, the well-being and proximity of animals to people may be improved by addressing them linguistically like people.

The pronoun which is used to refer to hippo is 'he'. According to Gupta (2006:2), utilizing personal pronouns she/he/it or relative pronouns which/who when referring to non-human animals is an option in the English language. Humans use the gendered pronouns he/she/who, whereas inanimate objects are referred to with the ungendered pronoun it/which. Human-animal relations can be bridged by using human language to describe animals. In above extract, it could be found that hippo is frequently referred to as he/she when the animal's sex was known or easily discernible.

11- *"This is the bear who fell in the bin .This is the dog who pushed him in.....And this is the t boy who woke up in the night and asked the bear if he fell all right (Hayes,2007:4)."*

Creating salience can also be accomplished through the use of sense images that appeal to the senses of sight and hearing as well as the senses of smell, taste, and touch. It is through linguistic choices that appeal to the senses of humans that the animals, who are considered to be a component of the environment, are portrayed. Thus, the language characteristics of salience contribute to the development of a good link between man and the environment.

12-*"Many years ago, deep in the North Woods, lived a great bear named Paw-Paw.He was the strongest and bravest bear alive and respected by*

all the forest creatures. One day, all the animals gathered together to discuss some changes in the woods. They all marched to Paw-Paws' cave and asked if he would be the king of the forest (Elbert,2006 :2)."

Due to an individualization, as opposed to homogenization, emphasizes the uniqueness and irreplaceability of each individual, and naming is just one aspect of this ,in this instance, the bear is elevated to a position of prominence by being designated with individual name' *Paw-Paw'*. Additionally, in the extract , there is another a salient pattern that, in and of itself, attracts the reader's attention to the world that is more than human. For example, e is a collection of concrete and particular vocabulary derived from environment, which includes words such as "wood ," "forest ," "bear," and "cave ." When the specificity of a bravest bear is, vivid images are created that stand in opposition to the abstractions of environmental discourse such as "fauna," "biomass," "ecosystem components," etc. Eventually, the bear and the animals are depicted as being directly involved in the world, pursuing their own goals in their respective environments. As a result, it creates powerful and powerful memories in the heads of those who read it. This contributes to the formation of a salience pattern that serves to counteract more-than-human universe that is abstracted and erased in which one encounters so frequently in our daily lives.

13-*"One day, Slither, the snake visited King Paw-Paw and told him of a strange animal he saw close by. Paw-Paw asked, "Where did you see this animal? (Elbert,2006 :3)."*

When the snake and bear are given the individual names '*Slither*' and *Paw-Paw* respectively . On the account of the fact that individualization, as opposed to homogeneity, emphasizes the uniqueness and

irreplaceability of each individual (and name is only one component of this), snake and bear are raised to a more prominent roles in the context.

14-"Let me see.....Fluffy.....no.....Scruffy.....no.....your eyes are bright like fire, like a flame....that's it! Flame!' Flame looked pleased with the announcement and jumped and ran in circles around the cottage. Over the next few weeks, the dog grew larger and larger. It gave Jacob much joy and was good company. Sometimes Jacob thought the dog understood his every word Flame grew into a beautiful dog with a shiny coat and dancing amber eyes (Ashley ,2018:6)."

In this context, the dog is an actor in a variety of material processes; he is a Senser of the mental process of 'understand' and Sayers of the verbal activities of 'clucking' and 'calling'. This depicts the dog as an active participant in their environment, as entity with mental lives, and as communicative beings. The language pattern awakens the dog, brings him to the foreground, and makes him salient in the readers' minds, conveying a message that he is significant and deserving of regard. The fact that the writer describes the traits of a single dog("Flame grew into a beautiful dog with a shiny coat and dancing amber eyes") rather than a broad list of characteristics of a certain species demonstrates to the reader that he is unique rather than replaceable in his description.

15-"The sparrow – a small, reddish-brown ordinary little house sparrow – was called Beak. Evie had chatted with the sparrow before. But Beak was one of the easiest animals to understand. Not as easy as dogs, but then, no creatures were. 'You seem sad today, Evie,' Beak was thinking, nibbling on seeds. (Haig,2019 :13)."

It was formerly believed that a distinct language about humans and animals would create isolation; therefore, it was suggested that addressing

animals linguistically in the same manner as humans would be beneficial to improving their wellbeing and bringing them closer to humans.

According to Gupta (2006: 2) if one is speaking of non-human creatures, English offers the interlocutor with an option between utilizing the personal pronouns he/she/it and the relative pronouns who/which. It is common practice to refer to humans using the gendered pronouns he, she, and who, whereas it/which are considered to be impersonal and ungendered concepts. Incorporating animal terminology into human speech can help to serve as a link between humans and other species. Interestingly, the short story shows that when the gender of a particular sparrow is known or readily definable, there is a strong inclination to use the personal pronoun he/she when referring to that particular sparrow.

Accordingly, a constant use of the personalized pronouns could help signal to the reader that the animals are sentient and could express emotional intimacy.

According to Gilquin et al. (2006:96), one of the factors that has been mentioned as triggering the usage of (who) with other species is closeness.

It is true that the relative pronoun (who) is used with nonhuman animals, a usage that could be demonstrated by circumstances such as closeness to the other species and/or qualities that are in common with human beings. It has also been demonstrated that, in some instances, the usage of (who) rather than (which) may give the appearance that nonhuman creatures are being placed on a more equal footing with humans .

Language is thought to influence and be influenced by humans' worldviews . Perhaps by utilizing (who) with nonhuman creatures, we

can foster a larger sense of concern for them, so broadening humans' "circle of compassion" .

16- "*Bailey the Bud Bunny sat at the old log that was her family's breakfast table, chattering away. She was so excited that her pretty pink wings kept fluttering and she had to hold on to the table to stop herself from flying off (Small.2014:9).*"

In the above extract, the personal pronouns(she and her) are used to refer to the animal(bunny).The English language provides the speaker (or writer) with the option of choosing between using the personal pronouns he/she/it or the relative pronouns who/which when referring to non-human animals. This choice can be made because the English language has three pronouns: he/she/it. He/she/who are considered to be gendered words that refer to people, whereas it/which are considered to be inanimate and ungendered notions. Incorporating animal terminology into human speech can help to fill the gap that exists between people and non-human animals. Interestingly, it could be noticed that when the gender of a particular animal is known or readily definable, there is a strong tendency to use the personal pronoun he/she when referring to that particular animal .Considering that humans and animals have a separate vocabulary, it has been suggested that It may be possible to improve the well-being of animals by addressing them linguistically as if they were human beings.

17- "*He lay slumped in his doghouse in the snowy garden, with the two hamsters, Tickety and Boo. Kimi, the snake from next door, had come through the fence to visit him Horace's Christmas Sleigh"(Laybourn,2012:6).*

In the above extract , it can be noticed that basic-level representations are thus the most important . As a result, the most salient representations are at the most basic level, with a term like 'doghouse' conjuring an easy-to-recall visual, but more abstract superordinates like 'animal', 'organism', and 'fauna' can be more difficult to comprehend. Emotions and pictures are more easily evoked when concepts are linked to real or possible bodily experience than when concepts are more abstract .As Lakoff and Wehling (2012: 42) describe how:

The word environment is an abstract category. There is no one clear image that comes to mind when hearing it. Contrast this with the words forest, soil, water, air and sky. They bring clear imagery to mind. We have all seen the sky, touched water, breathed air and walked in forests.

Notably, among the various conceivable levels of concreteness and abstraction, there is one that is the most plausible — the 'basic level'. As part of human speech understanding, basic words trigger movement programs in our brain. Words trigger imagery in our minds on a basic level. In short, due to their link to the body and the manner that components of their meaning are integrated, basic-level concepts are the most powerful and successful in communication.

18- *"Once upon a time, there were two rats who loved each other very much. One day the wife became sick"*(Guillain,2014:3).

The usage of the relative pronoun 'who' with non-human shows the salience of the animals 'rats'. To this end pronouns "always imply power relations" and "reinforce an implicit or covert presumption about shared communality" . This usage "is typically explicable by circumstances such as closeness to the nonhuman animal and/or shared characteristics with

humans" and "may convey the appearance of nonhuman animals being treated more equally with humans. Perhaps by utilizing (who) with nonhuman creatures, it can be fostered a larger sense of concern for them, so broadening humans' "circle of compassion.

4.4.2 Erasure

Erasure manifests itself in linguistics when something that occurs in actuality is concealed consistently, relegated to the background, or deleted from language. The following extracts from contemporary British children's short stories illustrate the erasure technique in action by making the environment inconspicuous:

1-*"All cats have a coldness in their eyes, don't they? A remoteness, an absence of feeling. But then cats, real cats, can't help it. Whereas with this one you felt there was something deliberate in its gaze, as though it knew what it was up to. It looked at me, I looked at it"*(Ahlberg, 2003:23).

When animals are subjected to scientific examination, they are relegated to the status of mental phenomena governed by human mental functions. Mental processes include perceptual, cognitive, and emotional processes. In addition, a number of intriguing facts are mostly offered in relational processes to highlight the attributes animals possess. Animals, in contrast to human actors who are personalized through specification, individualization, and differentiation, are made as generic and anonymous through generalization, pluralization, and categorization. They are also endowed with agency and described with a large variety of material processes that show what they can and cannot do. Nevertheless, the majority of their agency is produced by intransitive verbs such as talk, run, fly, leap, swim, walk, climb, and stand. In the majority of cases in

which they are depicted as the agent of material activities with transitive verbs, they operate upon themselves and so are the recipients of their own activity. The fact that animals hardly aim their behavior toward the outside world diminishes their agency, as it demonstrates their incapacity and incompetence to assume control over the environment.

2- "*Alma, can cats hypnotize you?*" *'No,' said George. 'Yes,' said Alma. She had a puppy on her lap and was feeding it warm milk with an eye-dropper. 'Especially Siamese.'* *She lowered the puppy into a basket and picked up another. 'Is this that cat of yours?'*" (Ahlberg, 2003:26).

In the vast majority of cases, human agency is established by a large number of material-action processes and mental processes of perception in which he directs his activity toward animals, demonstrating his active agency and total control over it in the process.

3- "*Ah, same idea I see," said Mr Emblem, who was carrying a box of big round balls of elephant dung. "I've read that elephant poo makes excellent fertilizer."* (Rusbridger, 2007 :12)

The extract above erases the elephant as individual one by referring to him as '*big round balls of elephant dung.*' Different methods of referring to animals focus attention away from their individuality and contribute to what Regan (1996: 35) calls "the system that allows us to consider animals as our resources." The discourse of resources is commonly employed in direct reference to live animals as well as deceased ones. Their existence is defined exclusively in terms of what they can contribute to the agricultural process, and their lives serve no other purpose. In this instance, their primary source of income is the production of organic fertilizer for human use.

4- *"While the sauce was simmering away, Mr Crumble carefully placed the crocodile droppings on a baking tray and drizzled a little sunflower oil over them, adding a little pepper and salt for good measure"*(Rusbridger, 2007 : 17).

In the extract above, by substituting for a modifier in a noun phrase, sunflower is erased. When sunflower is modifier of another noun, it has been relegated to the periphery, it could be said that the sentence is being about something else.

5- *"First you must show that you are merciless in the hunt and that all wild creatures submit to your desire and power. Tomorrow we will crown you with the blood and antlers of the finest stag that we will kill."* (Calin , 2014:18).

Because inanimate resources are incapable of pain, the conceptual confinement of animals as resources contributes to an ideology that is indifferent to human misery. When events involving suffering are described and discussed, nominalization is sometimes employed to obscure the presence of agency (see Fairclough 1989: 124). As an illustration, consider the following sentence, which depicts events in which animals are hurt. The actual creatures, on the other hand, are never mentioned. Breaking bones (X breaks Y's bones) and bruises (X bruises Y), for example, do this by allowing the nominalizations broken bones and bruises to be used.

6- *"That night there was a feast for all the nobles who were going to the hunt. Shrieks and cries filled the air as servants dashed here and there trying to serve every wish of the Lords and Barons. Barrels of wine were drunk and animals roasted over open fires."* (Calin ,E2014:19).

In the above extract, metonymy is employed to allude to animals as "roasted,". This confounds the alive, vital animal with the products created by their bodies after death. Non-humans and objects differ in that they have intellectual ability, emotions, and cognitive lives, and they behave in the world to achieve their own goals.

7- *"As he passed a thicket, he saw a wounded deer close to death with an arrow stuck in its shoulder. He gathered it up onto his horse."* (Calin , 2014:23).

It's obvious that the writer uses the pronoun 'it' and 'its' to refer to the deer. The customary technique of referring to animals as "it" rather than "him" or "her" can objectify them when employed in particular settings. Objects can be "bought," "sold," and "owned," a lexical grouping employed commonly in everyday interaction when referring to animals. This demonstrates the "commonsense" idea that animals are property. It is logically aberrant to refer to someone "owning" another individual being, unless the expression is utilized metaphorically, in which case it alludes to unjust and unfair dominion. Because inanimate resources are incapable of pain, the conceptual confinement of animals as resources contributes to an ideology that is indifferent to human misery. When events involving suffering are described and discussed, nominalization is sometimes employed to obscure the presence of agency (see Fairclough 1989: 124). As an illustration, consider the following sentence, *"he saw a wounded deer close to death"* which depicts events in which animals are hurt. The actual hunters, on the other hand, are never mentioned. Wounded deer (X wound Y) for example, do this by allowing the nominalizations wounded deer to be used.

8- *"There had once been guard dogs in the yard behind that wall – rottweilers and german shepherds, the meanest you'd ever seen. The only thing was, a dog has a sense of smell that's a thousand times better than a human's"* (McGann,2012: 8).

In the extract above , animals are defined by their species names, dog, which eliminates the potential of creating a vivid picture that accurately depicts the complexities of genuine dogs, each of which has a distinct personality and characteristic. This, on the other hand, is the most moderate form of erasing. When hypernyms were used in place of species names – such as mammal or bird, animal, being, organism, or even flora and fauna – representations became more abstract, as they were less likely to elicit vivid mental images in the viewer. The above extract shows that dogs are given agency in some circumstances, but only for the benefit of humans such as *'There had once been guard dogs* and *'dog has a sense of smell'* .

9- *"I won't have the chicken, thank you," Gemma said to the dinner lady. 'Not today. Can I have what Vinit is having?'.... in the class, and had never eaten meat in his whole life. Today, Gemma and Andrew sat down on either side of him. Gemma seemed to have chicken on her mind, even if she had none on her plate. 'You've never eaten it ever?' 'No.' 'What about lamb?' 'No.' 'Pork?'"* (Finne , 2010:31).

Singer (1990/1975: 95) is astounded that, while we call pig flesh "pork," we "find it easier to confront the actual character of a leg of lamb." However, there is a clear grammatical variation here: one cannot say "a person's leg," but rather "a person's leg." Similar expressions of the lamb example (e.g., "Tonight we are going to eat a lamb's leg") do not obfuscate the origin in the same way. To this end treating the living world

as a collection of objects removes (from consciousness) what makes life distinctive, including awareness, interconnectedness, and connection. This could be deemed the second type of erasure, known as "the mask," in which animals and plants are eradicated and substituted with distorted images of themselves (the stock of biological resources).

10- "*Moodily, Andrew poked at the lump of chicken on his plate. He was hungry, but he couldn't quite bring himself to eat it. Gemma felt sorry for him. She didn't feel like swapping.*" (Finne , 2010:32).

In the above extract, metonymy is employed to indicate to animals as 'lump of chicken'. This creates a disconnect between the living, breathing animal and the products derived from their body after death. A significant distinction between animals and things is that animals possess intellectual, emotions, and cognitive, and operate in the environment in pursuit of their goals. Animals are no longer considered living entities when they are represented as objects. They are also removed from the field of moral attention when they are represented as objects. Notably, the above discourse does so indirectly - there are no outright comments denying that animals possess cognition, emotions, or intellectual lives.

11- "*'So,' said Mr Pickles, 'what we have to do is this: each keeper must take his or her animal home with them for the weekend, keep them warm and then bring them back again on Monday morning. Any questions?' The news came as such a surprise that none of the keepers could think of a question. And so they all trooped off to pick up their animals.*"(Rusbridger, 2004:8).

Instead of being count nouns, animals become mass nouns. Similar phrases are used to refer to animals: "take his or her animal home" and "they all trooped off to get their animals." Using mass nouns instead of

count nouns lessens the uniqueness of the animals based on the ideological presumption that each animal is basically an interchangeable representative of a category. Lawrence (1994: 180) argues that "If there are no differences among members of a group, their value and importance are considerably lessened, making it easy to detest them and justifying their exploitation and annihilation."

Erasure can also be identified in *his or her animal*. According to Dunayer (2001 :7) people say "my dog" instead of "my dog companion" or "my dog friend" as if they owned a dog's very being (The "master" or "mistress" requires obedience.) A sexist male would say "my woman" (non-relational noun) instead of "my husband" (relational).

12- "*His grandmother had told him all about his noble breeding and this huddling thing. She said it was called a turtle, which had always puzzled him because he was a penguin, not a turtle.*" (Rusbridger, 2004:10).

The above extract shows that the use of the relative pronoun 'which' with turtle and penguin, By using 'which' instead of 'who' when referring to nonhuman animal predecessors, Nonhuman animals could be designated as adhering to a class of 'things' devoid of sentience and emotions and excluded from a category of creatures with sentience, emotions, and personalities. Using of specific pronouns, or the lack thereof, has the power to erase "the distinctive nature and complexity of the beings being represented" .

13- "*Go along to the hen-house," she said, "and choose twelve nice eggs from the hens' nests to take home.*" (Rusbridger, 2004:4).

Naming nonhumans as possessing a role in existence seems to be both a product and a confirmation of this hierarchical worldview and the assumption that nonhumans live to help individuals, at least in part. This

ideology, combined with the reification induced by use names, the ability to promote deviant behaviour in both those who work with inanimate objects in agriculture and those who economically support the sector. The existence of these hens serve a dual purpose of flesh and egg production. The majority of The terms employed in the writings do not clearly imply function, but they name the nonhumans in such a way that their purpose becomes evident.

14- *"Some hens came to greet Topsy and Tim and a duck quacked cheerfully. Topsy found some ducklings"* (Adams, 2003:5).

In the above extract , the writer uses 'some' to modify ' hens' and ' ducklings'. Both ' hens' and 'ducklings' undergo a transition from object to substance, from count nouns to mass nouns, that people do not. While "some hen," or "some duckling are perfectly acceptable, "some human" and "some human leg" are grammatically incorrect. Using mass nouns instead of count nouns removes the individuality of the animals.

15- *"Topsy and Tim were in the cows'meadow. They did not know which way to turn. Then they saw Farmer Stewart, "I'm about to take these cows to the milking-sheds," said Farmer Stewart. "Will you give me a hand?"* (Adams, 2003:10).

This hierarchical perspective of the world, as well as the belief that nonhumans serve to protect humans, seem to be both a byproduct and a confirmation of each other, at least to a degree. It is possible that this ideology, when paired with the reification generated by use names, will lead to a moral disengagement in both persons who work with nonhumans in agriculture and those who financially support the business . The existence of these cows serve a dual purpose in that they produce both meat and milk. A great many terms employed in the exert do not

explicitly state their goal, but They label nonhumans in a wa that their function becomes clear when read in context.

16- *"There were some sad sights along the way, though, as they got a bit closer to Iquitos City. Evie saw stretches of empty dead land where the forest had been destroyed. She saw smoke rising above the jungle where developers had set fire to the trees in order to clear the land" (Haig, 2020:15).*

The extract above shows that nature is reduced to a submissive organism that may be victimized and conquered by human action, and it is most often depicted as the one who is impacted by both material and mental processes in these works.

17- *"She stood eating her cake while I washed her and dried her off, and I slipped the cluster on easily. Like a statue she stood, her feet planted in the concrete, while the milk gushed down warm and white into the jar below. She milked out her regular four gallons and I bent to remove the cluster" (Morpurgo, 2007a:25).*

Because these cows generate both meat and milk, their existence serves a dual function. Although several names used in the text do not clearly declare their purpose, the nonhumans they refer to are named in such a way that their role becomes apparent when read in context.

18-*As they watched, a dozen or more manic little dogs tore down the middle. What they were chasing, Maya couldn't see, but it sent them all crazy. The race ended with a pile-up of wriggling, squirming dogs(Carrolm,2021: 18).*

When animals are watched scientifically, they get passivated as the object of gaze and inspection in the position of a phenomenon of human mental processes. Mental processes include perception, cognition, and

emotion. Additionally, some fascinating facts about them are offered mostly in relational processes to show the characteristics of animals. Unlike human actors, who are defined by specificity, individualization, and differentiation, animals are defined by generalization, pluralization, and categorization. Additionally, they are given agency and explained using a large range of material processes to indicate what they are capable of and what they are not capable of. Their agency, on the other hand, is established primarily by intransitive verbs such as fly, leap, swim, talk, run, walk, climb, and stand. The majority of the cases, when they are depicted as the actor of material processes by transitive verbs, they act upon themselves and as a result receive the action that they have initiated.

Animals' agency is weakened by the fact that they rarely aim their actions toward the outside world, so this demonstrates their helplessness and incompetence to exert control over their surroundings.

19-"*Where next?*' she asked, once the dogs were back with their owners and the race declared over" (Carrolm,2021: 18).

The customary technique of referring to animals as "it" rather than "him" or "her" can objectify them when employed in particular settings. Objects can be "bought," "sold," and "owned," a lexical grouping used commonly in everyday conversation when talking about animals. This demonstrates the "commonsense" idea that animals are property. It is grammatically aberrant to say about someone "owning" another human, unless the expression is employed metaphorically.

4.4.3 Ecological Identity

Ecological identity encompasses the various ways in which people construct themselves in relation to the earth, as expressed via their personality, values, activities, and sense of self. Nature is relegated to the

status of an object of identification. **The following are illustrative examples to show the ecological identities in British children's short stories under the study:**

1-"So, that night, Leon sat on Danny's bed and opened the book *All About Wolves*. "Just five minutes' reading," said Leon. "And you've got to promise me you won't get scared." "I promise," said Danny. Leon looked down the page, to find something nice to say about wolves. "Hey," he told Danny, "it says here most people are totally wrong about wolves. Real wolves are nothing like the big, bad wolves in fairy tales." "So what are they like, then?" asked Danny. "It says real wolves are shy. They run away from people. They only attack you if you hurt them first. Or try to hurt their cubs. I didn't know that," said Leon, getting interested." (Gates,2012:31).

The writer in this extract describe wolves based on a book which is titled ' *All About Wolves* '. He believes that wolf is not scary animals. Wolves don not attack people if no one hurts them or their cubs .They are shy. People have a wrong assumption about wolves due to the influence of the depiction of wolves in fairy tales.

In the above extract , the writer adopts the strategy of justification(see section 3.2.3.2) in which this strategy aims to explain why the speaker or listener has selected a certain ecological identity. The reason for this is frequently tied to one's knowledge of real phenomena or dominant studies on ecological issues. The source of knowledge is typically one's firsthand encounters with nature, everyday observations of natural phenomena, and education about the surrounding environment. Additionally, people gravitate toward dominant viewpoints or approaches advanced by related specialists or institutions.

This employs the call to the authority of the book" All About Wolves. In the case of expert authority, expertise confers legitimacy rather than position. While this knowledge can be stated directly, for example, by stating credentials, it can also be assumed, as in certain styles of academic discourse that, rather than offering arguments and evidence, cite intellectual megastars or just include their names in parentheses. Typically, expert legitimation takes the form of "verbal process clauses" or "mental process clauses" with the expert as the subject (e.g., Professor so-and-so believes... Credentials may be visible in multimodal texts, denoted by laboratory paraphernalia, books, or other professional qualities. The experts' statements will contain some form of recommendation, some assertion that a particular course of action is "best" or "a good idea."

2-" *But then Danny went on, "I know he doesn't eat kids. Because wolves are really nice. That book says so. Poor wolf, I bet he's lonely in that cupboard. I bet he's just waiting for me to be friends with him."*(Gates,2012:34).

The expression 'really' is used in the above extract to emphasize the facticity of the sentence. It is worth mentioning that the lack of modals in 'I know he doesn't eat kids'. and 'wolves are really nice' have become more evident. As Potter (1996:134) demonstrates that facticity is not overworked or undercut it just for the sake of doing so, but rather in order to motivate some specific action. Facticity is raised in this extract to construct positive ecological identity in the children. The writer believes that wild animals don not hurt people. People and animals could live in same place. They may interact with each other. People and wild animals could be friends. The writer employs the strategy of justification(see 3.3)to manifest the positive ecological identity.

3-*"He dreamed he lived in jungle full of wild forest animals"*
(Ward, 2001:11)

The writer uses container ecological metaphor to depict the forest as a demarcated place. The forest as a container comprise jungle and the wildlife. He dream to live there. It is beneficial environmental discourse which leads to construct a beneficial environmental identity.

The ecological identity, in the above extract, is embed through the ecological metaphor. Rhetorical strategies are commonly used in poetry, narration, news stories, and commercials, in which normal creatures ranging from non-human animals to plants are expressed from a human viewpoint. Linguistic investigations of such descriptions are seen as critical for elucidating one's ecological identities and studying human-animal relationships.

Jensen and Linda (2019:2) assert that metaphor is not to be viewed as a figure of speech or thought. Rather than that, a metaphor is a figure of speech. The act of doing is ingrained in the ways in which we go about our daily lives, and as such it may be characterized as the skillful manipulation of any environment. In this light, metaphor can be applied to the physical, psychological, linguistic, and societal components of a situation. The way we do things and the way we think about how we do things are both influenced by metaphor.

4- *"It's a big one!" he squawked down to Captain Snatchit. "It's the biggest scabby ship in the whole scabby sea!" "Hoist the sails, you plug-ugly rabble!" yelled the Captain at his crew. "We'll be rich by tea-time!"*(Laybourn, 2012:3).

The above extract consists of an appraisal lexicogrammatical resource which build the writer's environmental identity. Specifically, the approach suggested by Martin and White (2005) is used to analyze

evaluation strategy because appraisal language is further investigated from the standpoint of semantics in the theory of appraisal language. It is their contention that evaluation comprises phrases of attitude, which are further classified as affect, judgement and appreciation; the means by a person's capacity for amplifying and hedging their attitudes, as well as the source of their attitudes, is referred to as the "domain of engagement." (see section 3.3.2). It is evident in the above extract that the attitudinal lexicogrammatical resources chosen to evaluate sea which is regarded as a negative. The phrase " scabby sea " shows the negative appraisal to the ecological aspect. Accordingly, the ecological identity that has been created is a negative one. Thus, ecolinguistics can explore how language in society creates ecologically destructive identities, and how texts can assist individuals in resisting these identities.

5- *"Neptune was a very happy parrot. He had escaped from his wind-whipped sea-sprayed life on Captain Snatchit's ship. He had a beautiful green island to live on. He had exchanged a diet of maggoty ship's biscuits for berries, figs and mangoes"*(Laybourn,2012:8) .

In the above extract , the words "very," "happy," "beautiful," and whipped" are used to convey appraisal meanings in a variety of contexts. According to appraisal theory, the evaluative utterances could be further divided into three categories: attitude, engagement, and graduation resources. A positive attitudinal meaning associated with exploratory activities and natural phenomena has been strengthened through the use of pre-modifications such as " very," "happy," and "beautiful " which has in turn contributed to the creation of the individual's identity through anthropocentrism.

6- *"When dusk came, Owl led all the birds to a rabbit hole on the hill."*
(Hugh , 2010:5).

The owl, which plays the leading role in the above extract , is given cognitive abilities such as thinking and designing by using anthropomorphic language, as shown above . The example's transitivity analysis reveals that animals fulfill the roles of Actor in material processes as well as Affected Goal. The relationship between animals depicted in the example is well-known to the public, as such scenes occur frequently in human's daily lives. Thus, the usage of anthropomorphic language elevated other creatures to the level of human.

7- *"Polar Bear,' they said, 'with your white fur, you are almost too beautiful."* (Morpurgo , 2007:24)

As showed in the above extract , the attitudinal lexicogrammatical resources used to evaluate polar bear is the appraising meaning expressed by " beautiful" which is generally regarded as positive.

8- *"Evie concentrated hard to pick up on what the dolphins were thinking and saying to each other"*(Haig,2020:17).

In the preceding extract ,the dolphins are manifested as sensor in which they do a mental cognitive process. They are able to think and to talk with each other. The dolphins possess the cognitive capacity for thought. The "sensor" is a conscious being. In contrast to material processes, which represent actions and events occurring in external reality, that is, outside the participants' minds, mental processes represent sensing. These are internal processes that occur within the participant, i.e., the "sensor." Due to the fact that this "sensor" is the entity that performs the sensing, this participant is constrained in terms of the type of entity that can occupy the role. As a result, the "sensor" role must be

filled by a conscious being, which in practice means a person (or an animal higher on the gender scale and having certain human characteristics, i.e. certain mental capabilities). The ecological identity can be shown when the writer manifests the interaction among dolphins which illustrated in the example is familiar to the audience because similar scenarios occur in everyday life. Thus, the use of anthropomorphic language elevated non-human creatures to the level of human beings.

9-*"I am ashamed to say that my species, the humans, have destroyed it. 'Why?' 'For money, mainly. And because some humans don't understand the importance of nature. Some of us seem to have forgotten that we are animals too. We need nature as much as you do"* (Haig, 2020:24).

The above extract shows that there are two groups of people. One of them tries to destroy the environment while the other resists these destructive challenges. Categorization alludes to the process of differentiating one environmental identity from others. It is commonly revealed via employing pronouns and nouns which act to convey some unique identities. So, the writer adopts the technique of categorization (see section 3.2.3.2) to display the two types of ecological identity. It is worth referring that Stibbe (2015:115) indicates that the pronouns 'we' and 'our' are critical for establishing ecological identity in texts because they identify specific actors as members of the in group.

10-*"Is there anything we can do to stop this happening? All this destruction?" Evie asked Ernesto. 'It is very difficult. They keep clearing the land to make roads and farms. To plant soy or graze cattle. Cows! In the jungle! I like cows but the Amazon wasn't made for cows and greedy farmers. There are some laws that should protect the land, but they are*

broken all the time. The government doesn't care. They just care about money. It is a crime. They don't care about the tribes who live here. They don't care about the rainforest animals. They don't care about nature. And they don't care about the planet or the air we need to breathe. It is so sad." (Haig,2020:25).

The writer adopts the strategy of justification (see section 3.2.3.2) to reveal his positive ecological identity .He state different facts to encourage people to protect their ecosystems. The necessity of nature is not only concerning with non- human .It is hard to live without wildlife. He uncovers the hidden risk of clearing the forests to make road and streets .It is noteworthy that the justification strategy (see section 3.2.3.2) aims to explain why the speaker or listener has selected a certain ecological identity. The reason for this is frequently tied to one's information of natural phenomena or dominant studies on environmental issues. The foundation of knowledge is typically one's firsthand encounters with nature, everyday observations of natural phenomena, and education about the surrounding environment.

The above example effectively established an ecological identity through the use of the justification strategy in which the individual distances himself from the developers that seek to maximize economic profits at the expense of environmental protection.

11- *"Sam, the House Sparrow, was the head of the sparrow colony. He was the most important sparrow. Sam Sparrow boasted the biggest and blackest bib with bold brown streaks on his wings. He was strong and handsome and took good care of his fluffy little wife, Cindy Sparrow."*(Harding-Jones ,2020:1)

Through the utilization of anthropomorphic expressions in the description of the sparrow in the extract above, "the leading roles" are bestowed with the cognitive power of thinking and designing, which is demonstrated in the story. Accordingly, the ecological identity is created through the use of an anthropomorphic strategy in the extract above.

12- *"And because dogs—and especially sheepdogs— are highly intelligent creatures, and perhaps because Rory was a particularly bright sheepdog, and certainly because Damaris was most anxious to learn about the world in a way no duck ever had before, teacher and pupil worked wonderfully well together. One day, about a year after their first meeting"*(King-mith,2008:16).

In the extract above, the writer describes dogs as intelligent creatures. Dogs share human features. 'Intelligent' is an adjective which is used only with human. Among the many rhetorical strategies, the use of anthropomorphism can be used to establish ecological identity by depicting the relationship between humans and nonhuman creatures is common in a variety of genres. Anthropomorphism is the presentation of human characteristics and individuality onto non-human creatures, giving them humanlike characteristics, intentionality, feeling, cognition, and activity. The primary way in which anthropomorphic language contributes to the construction of expressing one's ecological identity is through the attribution of human agency to non-human animals using certain lexicogrammatical structures. The agency that is ascribed to animals is mirrored in the cognitive capacities of those creatures; for example, animals can communicate their intentions and employ survival strategies. Without a doubt, youngsters adore animals. They frequently desire pets because they enable them to feel intelligent, protective, and nurturing. Very young children do not view animals as "other," but rather

believe that they share human features with them. The attractiveness of animals as people can foster an emotional connection, which makes it simpler to become interested in and remember the story.

13-"I never saw the cob arrive. He was just there swimming beside her one morning out on the loch. You could see the love between them even then. The princess of the loch had found her prince. When they drank they dipped their necks together, as one. When they flew, their wings beat together, as one."(Morpurgo2015 :2)

In the above extract, swans are depicted as animate individuals who are engaged in a variety of dynamic processes when they are the subject of various acts. The swans are shown to be engaged in three different activities: swim , drink drip and flow. It is worthy referring that representing the animals' love acknowledges their subjective experience. By contrasting instances in which Swans are portrayed both as subjects of cognitive functions and as active participants in physical acts, which are two quite different depictions of the same thing. More precisely, using swans as the subject of "find " and "drip" ascribes responsibility for such behaviors to the animals.

14- "By day we work. And that's the joy of it, to see the children working hard and purposefully out on the farm, feeding calves, moving sheep, grooming Hebe the Haflinger horse who everyone loves, mucking out stables and sheds, collecting eggs and logs, and apples too. The children do it all, and they love it – mostly, anyway. They work alongside real farmers, get to feel like real farmers, know that everything they are doing is useful and important to the farm, that they and their work are appreciated."(Morpurgo ,2015 :25)

Different example of affection towards animals can be seen in the above extract such as: " *horse who everyone loves .., they love it.., that's the joy of it,*" .The above extract demonstrates how animals portrayed as the intended object of favorable human view, or, alternatively, incidences of connection and emotional reactions to the animals. The animals thereby acquire significance that goes above their direct role as industrial animals, because the object of affection is the animals themselves, not the created items. The first of which reflects a stronger degree of passionate affinity. In the above instances, animals are the target of human passionate, illustrating an passionate bond with animals. In other words, these processes exemplify how humans feel about their animals. Human attachment for animals provides a fascinating Unlike how they were socially constructed when they were industrial animals and portrays them as more than interchangeable units.

15- "*You've got to come!*" he cried. "*There's a dolphin on the beach! We've got to get him back in the water or he'll die.*" *Down the hill to the beach the children ran, the teachers as well. Soon everyone in the village was there – Jim's father and his mother too. "Fetch the Sally May's sail!" cried Jim's mother. "We'll roll him on to it."* When they had fetched the sail, Jim crouched down beside the dolphin's head, stroking him and comforting him. "*Don't worry,*" he whispered. "*We'll soon have you back in the sea.*".(Morpurgo, 2015 :32)

According to Helmbrecht(2002:34), the usage of 'We' pronoun is inextricably linked to the language establishment of social groupings, as demonstrated in the above example. Speakers identify overtly and publicly social groups in relation to their interlocutors by employing the pronouns 'We'. At the same time, they identify themselves as members of these organizations .This is the most common way in which 'We'

pronouns are used. As a result, the usage of 'We' pronouns is a very effective technique of establishing and reinforcing identities. Through the use of 'We' pronoun , the writer displays that all share the same positive ecological identity .All of them do their best to help animals. The writer uses the strategy of categorization to reinforce the ecological identity(see section 2.3 .3.3.1).

16 "*Once again, the village was a happy place. As for the children they could go swimming with the dolphins whenever they wanted to. They could stroke them, and swim with them and play with them, and even talk to them. But they all knew that only one dolphin would ever let anyone sit on him.*" (morpurgo,2015 :35)

The above extract shows that the children play with dolphins .They don't afraid of the dolphin, and *They could stroke them, and swim with them and play with them, and even talk to them.* Children are eventually granted the opportunity to swim with the *dolphin*, , away from the terror of the unconscious. This implies that when people remove themselves from the complications of nonhuman's fear, they can develop a spiritual connection with nature. [H]appiness can be found exclusively in nature . The concept of wilderness also encompasses the preparatory work required prior to engaging with the other. The other is already established as unavoidable and perplexing. Given this, the wilderness provides an ideal environment for mankind to ease into knowing the other. Notabaly, individual identities are mental constructs that manifest in distinct ways of dressing, writing, speaking, and behaving. Accordingly , the behaving of the children towards the dolphins reflects their positive ecological identity .

4.4.4 Ecological metaphor

Metaphors are a sort of framing that employs analogical reasoning to "establish patterns of thinking". Metaphors are essential in ECDA, particularly when analyzing ideological tendencies (Stibbe, 2015: 66).

4.4.4.1 Data and Source of Data

The data for this section involve those clauses that contain ecological metaphors. The data source is a number of British children's short stories. According to Miles et al. (2014), descriptive qualitative research employs four data collection techniques. They are listed below:

- a. Observation
- b. Interview
- c. Questionnaire
- d. Library Research

Since the data for this research comes from a collection of short stories, the research method that will be employed to gather the data will be library research. The library research method is a method in which the researcher collects data from written text such as a transcript, books, newspapers, magazines, agendas, and so on. It refers to any study whose goal is to gain an overview of existing work, and it includes any study involving the collection of data from written text (such as completion analysis, literature reviews etc.). The library research technique is used because it is regarded to be the most appropriate approach for collecting the source of data for this research since the major target of the research is the sentences in short stories, and so the clauses in short stories are the

primary source of data. The procedures that are taken in order to collect the data are :

- 1-Reading all of the chapters in the short stories.
2. Identifying the chapters that featured a greater number of ecological metaphors a than the others by calculating the number of metaphors that each chapter contains.
3. Categorizing the data into each type of metaphor .

4.4.4.2 Technique of Data Analysis

In this section, in analyzing the data will be analyzed qualitatively. As stated by Miles, et al. (2014), there are four components of data analysis in qualitative research to be considered. He characterizes analysis as consisting of three parallel flows of activity, according to Miles et al. (ibid.:31), which are as follows: data condensation, data display, and conclusion drafting /verification.

The following are the steps involved in the various components of data analysis:

a-Data Condensation

It is defined as the process of selecting, focusing, simplifying and/or transforming data that appears in the full corpus of written-up field notes, interview transcripts, documents, and other empirical materials (ibid.:31). The short stories were read in order to gather data for this study, which was done through the process of data selection. The purpose of the current is to identify the chapters that contain a greater number of ecological metaphors than the others. The information is then simplified by categorizing the ecological metaphors into those that correspond to the

theory. Ontological metaphor, structural metaphor, and orientational metaphor are the three types of metaphor. Following that, the clauses from the short stories are abstracted such that only the ones that include the aforementioned metaphors are retained.

b-Data Display

Data display is defined as an organized, condensed assembly of information that enables conclusion drawing and action (Miles et al., 2014:31). After gathering and transforming the data into clauses, the data will be presented in table format.

To be sure, Steen believes that, in order to identify the many steps of an analytical technique, metaphor analysis can benefit from theories of metaphor interpretation. Steen's technique (1999:60-61) consists of five steps according to the Lakoffian interpretation of metaphor and could be summarized as follows:

The first step is to identify the 'metaphor focus.' A metaphor's 'focus' is 'the non-literal linguistic term used in the discourse' (ibid.: 60-61).

The second step is referred to as 'metaphorical idea identification,' and it entails determining what Steen refers to as the 'metaphorical concept' (which correlates to what Lakoff and Johnson refer to as the 'goal' and what Goatly refers to as the 'subject' (see sections 2.3, 3.4.1 and 3.2.4). Additionally, it entails establishing a connection between the metaphorical idea and the focus. In the following step, referred to as 'nonliteral comparison identification,' the linguist must determine the comparison that exists between the metaphorical focus and the metaphorical notion (ibid.: 66-68).

That is, this appears to match to the terms "ground" and "groundings" in the terminology of Lakoff and Johnson, as well as Goatly's terms .

The fourth Step, the identification of the focus as well as the recognition of the vehicle are included in Step 4, referred to as "nonliteral analogy identification" (this is the notion that Steen deploys). This process is 'extremely expressive' according to Steen(1999: 68-69), who emphasizes that 'interpretation must be maintained under control' . Attempting to find a literal analogue for a metaphorical term is what emphasis perception is all about, after all. As opposed to vehicle identification which relies on 'prototypical or basic knowledge about the source domain', the emphasis perception is heavily confined by the setting of the metaphor. Vehicle identification is problematic due to the possibility of more than one source domain being connected with the vehicle .

Finally, the fifth step is known as "nonliteral mapping identification," and it comprises "filling out the conceptual framework "of the two sides of the literal analogy, the source domain and the target domain. The result of step 5 could enable the analyst to derive sets of correspondences between the two domains using the gathered data. As a matter of fact, Steen argues that step 4 can be viewed as a summation of these correspondences, and that steps 4 and 5 could potentially be inverted (ibid.: 72).

The following extracts from contemporary British children's short stories illustrate ecological metaphor in action by accentuating the environment:

1-"*This is how Will met Squill, and Squill met Will. They were little. Little Will and little Squill.... Squill gew, Will grew.*"(Clark,2005:7)

Will is a baby who meets a tiny animal which is called Squill. They become close friends .Both of them undergo natural development by

increasing in size and changing physically; they progress to maturity. The element of the metaphorical expression above that serve as the source domain is represented by the single word "grew" whereas the section that serve as the target domain is represented by the single discussion of "human characters." It is clear from this quotation that human characters are considered as abstract invisible entities, similar to plants, which undergo lasting growth in terms of size, height, length, and other characteristics over a specific period of time.

2-*"The idea grew roots and sprouted feeding on.....It grew bigger and bigger."*(Ward,2001:16)

The portion of the metaphorical expression above that function as the source domain is represented by the single word "grew" whilst the section that serve as the target domain is represented by the single discussion of "the idea." It is obvious from this quotation that the idea is seen as abstract invisible beings, akin to plants, which experience lasting growth in terms of size, height, length, and other characteristics over a set period of time.

3-*"Spring had come to Misty Wood. The icy frosts of winter had melted away and the earth was warm and bouncy again".*(Small,2014: 9)

This sentence falls under the category of personification. When you hear the phrase "earth was bounce," it signifies that the earth will be shaken. The earth is viewed as a human, yet the earth is a non-human object, and the purpose of this interpretation is to emphasize the likeness of the earth to a human by identifying a human.

The saying "*Spring had come to Misty Wood*", it suggests the spring is gorgeous. The spring is regarded as a human, the spring is non-human object and this purpose is to add emphasis in this sentence to make the

spring resemble alive by indicating human. The purpose of the metaphor in above sentences is to show the influence of the season on the earth. Spring will give the motif to the earth to bounce and fertile again

As can be observed in the preceding paragraph, the natural world is personified and endowed with the characteristics of a living body through the use of verbs that possess animate characteristics (as come , melt , and as the agent of warm , bounce). By personifying the natural world, its intrinsic value as a living entity is brought to the forefront, promoting respect and care for it on par with that of any living thing. An ontological metaphor in which a non-human creature, and frequently a non-physical notion, is given the attributes of a human being is called personification. British children's short stories make extensive use of personification, particularly in relation to the concepts of nature and natural selection. Nature is understood as an agent without any specific human qualities.

4-"*Springtime will have arrived in Misty Wood at last.* ".(Small,2014: 9)

The sentence above shows how the season of spring will influence the wood. "Springtime" is an abstract in which it is given features of an object. Ontological metaphor is employed to conceptualize experiences in terms of objects, substances and containers, in general, without stating what is meant. Owing to metaphors are used to help us understand events, actions, activities, and states, events and acts are viewed metaphorically as objects, while activities are conceptualized metaphorically as substances, and states are conceptualized metaphorically as containers."

5-"*Her white cotton tail fluffed up with happiness as she thought back to last year.* " (Small,2014: 9)

Her white cotton tail 'fluffed up 'with delight as she remembered the previous year. In the sentence above , it can be identified an orientational

metaphor that is distinguished by 'fluffed up'. The conceptual metaphor is HAPPY IS UP.

6-*"Oh, Mister Easter Bunny, sir," Bailey cried. "I'm so pleased to meet you. You are my hero! You are my favorite bunny in the whole wide world".* (Small,2014: 9)

The character Baily shows her love to the bunny as if she possesses it. According to scholars who are interested in the metaphorical conception of love, one conceptual metaphor for love that has evaded their attention is THE OBJECT OF LOVE IS A POSSESSED OBJECT. It is possible that this is due to the fact that this source domain is very natural and evident for most of us when we are talking about a loved one; its naturalness and obviousness does not cause it to appear to be a metaphor at all. There are several examples; let us consider just two: "You are mine and I am yours," and "I will not allow anyone to take you away from me," to name a couple.

7-*"Oh no!" she sighed. Perhaps I need some more fresh air, she thought."* (Small,2014: 14)

Using verbs with animate properties, as seen in the preceding sentences , the bunny is personified and bestowed with the traits of a living body, giving the bunny the characteristics of a living body (as sighed, thought , need). When the natural world is personified, its intrinsic value as a living creature is brought to the forefront, urging respect and care for it on par with that shown to any other living thing.

The above sentences are categorized as ontological metaphor due to different reasons. In Abrams (1957:54), the most noticeable markers of personification are the direct address of nonhumans, which is mostly done with the vocative (Oh), the use of requestive verbs, and question-word techniques, which cause a significant shift in discourse in which

impossible words or plainly counterfactual claims may appropriately occur.

8- "*The jungle was incredible. The vast, wide brown-green river. The rubber trees lining its banks. The parrots flying overhead. The buzz of insects and the distant squawks and squeals of unseen animals far away in the trees. It felt like life itself.*"(Haig,2020:p12)

Evie happily describes the place where the jungle was a beautiful sight. The river is a big, wide brown-green expanse. The rubber trees that line the river's banks. The parrots swooped down from above. The buzzing of insects, as well as the distant squawks and squeals of invisible animals in the trees far away, were the only sounds heard. Happiness is defined as having a positive emotion that arises from a sense of well-being. Emotion metaphor 's' HAPPY IS UP" was realized in the above extract.

9- "*There were some sad sights along the way, though, as they got a bit closer to Iquitos City. Evie saw stretches of empty dead land where the forest had been destroyed. She saw smoke rising above the jungle where developers had set fire to the trees in order to clear the land.*" (Haig,2020: 15)

Evie feels sorrow when she observes some terrible images as she approaches Iquitos City, though. Devastated tracts of woodland had been reduced to swaths of barren soil. In order to clear land, developers had set fire to trees in the bush, and she observed smoke rising above it. So, the above extract is a realization of emotional metaphor in which SADNESS IS ILLNESS. Because of Evie's emotional reaction when she says those sentences, they are linked to a sense of sadness. When she uttered "dead," you could see it. When something you care about is on its way out, the

only emotion you can feel is sadness. Notably, the word "dead" is derived from the SAD IS AN ILLNESS idea. Sadness is a type of emotional discomfort that is related with or defined by feelings of disadvantage, loss, despair, grief, helplessness, disappointment, and sorrow, among other things. The above text contains the sorrow feelings that the main character in the short story expresses.

10- "*This is incredible!*" Evie's dad shouted, as all six jumped out of the water together. Evie concentrated hard to pick up on what the dolphins were thinking and saying to each other." (Haig,2020: 17)

Dolphin is not human, but is endowed with the quality of "thinking" that human beings possess. Man is capable of conceptual thought. Metaphorical personification makes excellent use of one of our strongest source domains. As Zoltán Kövecses, (2002:67) says that by personifying nonhumans as humans, one can begin to retool his perceptions of them and gain a better understanding of them.

11- "*Evie felt sad, and angry, and fear clasped her brain like the sloth to the branch*". (Haig,2020: 20)

The sentence above shows that Evie fears that the sloth's life will be in danger. When it comes to emotion metaphors, fear appears to be defined by both very generic and very specific metaphors, such as FLUID IN A CONTAINER , OPPONENT ,and BURDEN . There are several metaphors that fall within this category, including as HIDDEN ENEMY and SUPERNATURAL BEING

12- "*I am ashamed to say that my species, the humans, have destroyed it.*' 'Why?' 'For money, mainly. And because some humans don't understand the importance of nature. Some of us seem to have forgotten that we are animals too. We need nature as much as you do.'" (Haig,2020: 24)

People use their understanding of the real world to the process of developing a worthwhile social existence. Metaphors could be used to investigate their engagement with environment. Considering that animals are a part of our universe, it is interesting that humans are frequently characterized and perceived of as animals. Specifically, since animals as a source of life occupy a lower position in the Great Chain of Metaphor, every level is comprised of the characteristics that designate the lower levels as well as an extra distinguishing characteristic. Therefore, they are appropriate for expressing unattractive appearances and attitudes. In reality, we can interpret human characteristics in terms of animal characteristics.) (Under the moniker of the Great Chain of Being, Lakoff and Johnson (1980) regard ontological metaphors as a monopolization of a folk model in which different types of entities are organized in a hierarchy, with humans representing the higher level and natural physical things occupying the lower position. The hierarchy's components are ordered as follows:: **Human beings > animals > plants > complex objects > natural physical things** From this basis, the Great Chain establishes the interconnections between the various tiers of the hierarchy. Metaphor allows humans to establish meaning by transferring properties from one item to another. It examines the relationship between humans and lesser forms of existence, with humans occupying the greatest place in the system. It is considered that humans to be superior to animals, animals to be superior to plants, and plants to be superior to inanimate substances. Therefore, humans are perceived as animals and objects as (HUMANS ARE ANIMALS.)

13- *"It is very difficult. They keep clearing the land to make roads and farms. To plant soy or graze cattle. Cows! In the jungle! I like cows but the Amazon wasn't made for cows and greedy farmers. There are some*

laws that should protect the land, but they are broken all the time. The government doesn't care." (Haig,2020: 26)

In the metaphorical expression above , the constituent that serves as the source domain is the phrase "packed with cows," whereas the constituent that serves as the target domain is the phrase "the jungle." It is clear from the quotation that the author compares the tangible visual object of a jungle to other objects such as a box, a bottle, or any other object that is designed to contain or hold a material within itself. The using the metaphorical pattern of THE JUNGLE IS A CONTAINER in describing the large number of cows which have gathered at the jungle by the greedy farmers .Those greedy farmer will destroy the jungle of the Amazon for the purpose of increasing the productive .

14- *"Ernesto smiled. 'Nothing. Nothing at all. Which is the whole point. They let the jungle live. They stop it being burnt or logged or destroyed. They keep the animals safe.'*" (Haig,2020: 26)

Throughout this paragraph, the word "jungle" is personified as a living thing, followed by the verb "live ". The phrase "jungle live" is conceptualized as a human being.. The author adopts a figure of speech known as personification, which is classified as an ontological metaphor.

15- *"It was the cat that convinced me I had not been dreaming.*" (Morpurgo,2007a: 25).

The sentence above shows that the cat has the ability to convince others. So , this sentence is categorized as ontological personification. Although the cat is not human, it possesses the human attribute of "convinced." Man is conceptually capable. Metaphorical personification is a wonderful way to leverage one of our most powerful source domains. Thus, by humanizing nonhumans, one might begin to retool his

perceptions of them and get a greater knowledge of them. Personification can be viewed as an ontological metaphor. In personification, nonhuman phenomena are endowed with human characteristics. It enables us to make sense of a diverse range of interactions with nonhuman things in terms of human motivations, features, and behaviors.

16- "Now she is very disappointed because it turns out she will be a leaf . Lola says, "I am not even a green leaf, Charlie, I am a brown one. A brown and very boring autumn leaf and I wanted to be the sun." (Morpurgo,2007a: 25).

Life requires nutrition in order to grow and thrive, much like a plant. It necessitates the application of fertilizer in order to bloom and fruit. The use of plants as a source domain is explained by Kövecses (2002), who then proceeds to illustrate the conceptual metaphor. Trees go through various stages of growth and are composed of a variety of elements, all of which can be used as metaphors for various aspects of human life. A plant's life cycle can represent the entire stage of life: the growth of the plant can be compared to the development of life, the bright flowers can represent the best times of life, the fruits can bring about prosperity and productiveness as satisfactory results of life (such as children), the faded flowers signal the oldness, and the falling leaves in a storm reveal the harsh change of time and negative effects of constraints in life. A plant's life cycle can represent the entire stage of life: the growth of the plant "I am not even a green leaf, Charlie; I am a brown one," Lola explains. I was a drab and quite uninteresting autumn leaf, and I desired to be the sun. Green leaf conjure up images of lovely life in the minds of everyone who see them. The color green is a sign of passionate life , and it has the ability to both warm and burn the hearts of those who are in life.

17- "The earth shuddered. Trees shook, dropping leaves on the tidy nest below. The nest belonged to an iguanodon. As the eggs rolled around, their mother Brenda steadied them with a claw."(Laybourn,2012 :2)

Throughout this text, the word "Earth" is personified as a living creature, which is followed by the phrase " shuddered " because " The earth shuddered " is conceptualized as a human being. The author employs the figure of speech personification, which falls under the heading of ontological metaphor.

In this scenario, the source domain can be framed as a human, and the target domain can be framed as the earth, which implies it can also be classified as a structural metaphor.

Table(6) Mapping :*EARTH IS PERSON*

Source domain person	Target domain earth
person	earth
A person's survival is dependent on the consumption of food and liquids.	Earth need the appropriate treatments in order to maintain its balance.
A person's survival is dependent on the consumption of food and liquids.	Earth need the appropriate treatments in order to maintain its balance.
A person's need for engagement and communication with others cannot be overstated.	Humans must pay attention to and care for the environment(earth).
Structure: To exist, a person has needs and interacts with others to meet those needs.	Entailment: The implication is that the Earth requires human attention, care, and the appropriate therapies in order to remain afloat.

Many aspects of arguments are framed in terms of a human or a person, such as "Earth has needs like a human or a person to survive," and "Earth requires attention and care from humans as a part of nature itself." The source domain is that of a person, and the target domain that the metaphorical expression refers to is that of the earth.

For the sake of avoiding redundancy, lengthiness, and repetition, the analysis of the remaining metaphorical expressions is organized in the following Table :

Table(7) *Metaphorical Expressions*

N o.	Metaphorical Expressions	page	Categories of metaphors		Short stories
1	Spring had come to Misty Wood.	9	Ontological: personification	positive	Lily Small: Fairy Animals of Misty Wood
2	springtime will have arrived in Misty Wood at last	9	Ontological: personification	positive	Lily Small: Fairy Animals of Misty Wood
3	Bailey the Bud Bunny sat at the old log that was her family's breakfast table, chattering away.	9	Ontological: personification	positive	Lily Small: Fairy Animals of Misty Wood
4	"Ouch!" she yelped as Bobby whacked the tip of her nose with his little white paw.	9	Ontological: personification	positive	Lily Small: Fairy Animals of Misty Wood
5	Bailey laughed. "When you're a bigger Bud Bunny, you'll understand."	10	Ontological: personification	positive	Lily Small: Fairy Animals of Misty Wood
6	She fluttered her tiny	10	Ontological: personification	positive	Lily Small: Fairy

	pink wings proudly				Animals of Misty Wood
7	Bailey was a very young Bud Bunny and this was only her second springtime	10	Ontological: personification	positive	Lily Small: Fairy Animals of Misty Wood
8	Her white cotton tail fluffed up with happiness as she thought back to last year.	10	Oriental: Happiness is up	positive	Lily Small: Fairy Animals of Misty Wood
9	"I'm sure I'll see all sorts of lovely flowers today," Bailey said dreamily.	10	Ontological: personification	positive	Lily Small: Fairy Animals of Misty Wood
10	the little bunny gulped it eagerly		Ontological: personification	positive	Lily Small: Fairy Animals of Misty Wood
11	said. "The fresh air is sure to get rid of your hiccups."		structural	positive	Lily Small: Fairy Animals of Misty Wood
12	The sun felt lovely and warm on their damp fur,		Ontological: personification	positive	Lily Small: Fairy Animals of Misty Wood
13	The earth shuddered.	2	Structure	negative	Earth Shaker
14	Trees shook, dropping	2	ontological		Earth Shaker
15	Then, through the trees, appeared the biggest dinosaur she had ever seen	3	ontological	positive	Earth Shaker
16	It was like a grey mountain on legs.	3	structure	negative	Earth Shaker
17	"Oh, please let me stay," begged Sizo. "I've been alone for ages. I want to live with other dinosaurs."	5	Ontological: personification	positive	Earth Shaker
18	, his footsteps made the earth tremble.	6	structural	negative	Earth Shaker
19	George came storming out of the forest.	7	structural	negative	Earth Shaker
20	The thick red river flowed past a tree. It ripped it up, and threw it down with a	9	orientational Happiness is up	positive	Earth Shaker

	crash.				
21	He dreamed he lived in jungle full of wild forest animals	11	ontological container	positive	The tiny forest
22	An idea planted in his head	15	Structural : S:idea T:plant	positive	The tiny forest
23	The idea grew roots	16	structure	positive	The tiny forest
24	It(the idea) grew branches	17	ontological	positive	The tiny forest
25	Under the old man's hand , the forest emerged	18	Structural S:power T:hand	positive	The tiny forest
26	The birds dropped seeds from their beaks .Soon, green shots broke through the earth	26	Ontological: container	positive	The tiny forest
28	There once was a forest, near nowhere and close to forgotten that was filled with all the things that everyone wanted	33	Ontological :container	positive	The tiny forest
N0					
29	Oh, no darling!" cried Squill's mother.	4	ontological	negative	Will and Squill
30	awful dirty baby!" said Squill's mother.	5	Ontological: personification	negative	Will and Squill
31	But Squill wanted Will	5	ontological: personification	positive	Will and Squill
32	With Squill, Will took his first steps.	6	structural	positive	Will and Squill
33	Squill grew. Will grew.	7	ontological: personification	positive	Will and Squill
34	Squill's parents gave Squill lots of little brothers and sisters	10	ontological: personification	positive	Will and Squill
35	Squill will if Will will!" sang Squill	11	ontological: personification	positive	Will and Squill
36	"I will, Will," said Squill. "I love squilletti!" "And wilkshake!" said Will.	11	ontological: personification	positive	Will and Squill
37	Goodnight, Will," said Squill.	13	ontological: personification	positive	Will and Squill
38	Look! She's dancing!" said Will.	16	ontological: personification	positive	Will and Squill
39	"I really miss you, Will," said Squill.	17	ontological: personification	positive	Will and Squill

40	'Well, okay. I'll look into it. But maybe we should sneak away to Granny Flora's until we go. Just to get away from all this noise.' 'Thanks, Dad!' said Evie.	12	structure	positive	Evie in the jungle
41	The jungle was incredible		ontological: personification	positive	Evie in the jungle
42	Evie concentrated hard to pick up on what the dolphins were thinking and saying to each other.		orientational	positive	Evie in the jungle
43	The dolphin disappeared without another thought	22	ontological	positive	Evie in the jungle
44	Be careful of her angernails,' the dolphin warned	23	ontological: personification	positive	Evie in the jungle
45	The sloth looked up at Evie with sleepy eyes. 'Thank . . .	23	orientational	positive	Evie in the jungle
46	Some of us seem to have forgotten that we are animals too.	24	structural	negative	Evie in the jungle
47	To plant soy or graze cattle. Cows! In the jungle! I like cows but the Amazon wasn't made for cows and greedy farmers	24	ontological: personification	positive	Evie in the jungle
48	They let the jungle live	26	ontological: personification	positive	Evie in the jungle
49	wonderful,' said the sloth,	26		positive	Evie in the jungle
50	the polar bear one. Yet in a way he was there. All the time I was growing up he was there inside my head.		ontological	positive	My Father is a Polar Bear
51	and that he laughed just like a bear		Ontological	positive	My Father is a Polar Bear
52	A wild man with wild eyes, the eyes of a wolf.		structural	negative	My Father is a Polar Bear

4.4.5 Appraising Items

Appraising items can aid to establishing defect in written materials. Stibbe" (2021: 79) asserts that appraisal patterns are clusters of linguistic characteristics that express a positive or negative aspect of life. Lexis that evaluates something directly, such as good/bad and right/wrong, can be used to produce evaluations. Words with positive or negative connotations might also produce such associations.

4.4.5.1 Appraising Patterns

The short stories will be analyzed, employing Martin and White's (2005). Appraisal System as the main analytical instrument to unveil and identify authors' attitude toward the content of the short stories. It can then be manifested that these six short stories are chosen for analysis to showcase how attitudes are embedded in the articles related to the contemporary British children's short stories. The researcher performs a sentence-by-sentence manual examination of the selected stories in order to extract attitude patterns. The implementation of percentages of occurrences stressed correct identification of Attitudinal attitudes, type (Affect, Judgment, or Appreciation), and polarity (positive or negative), notwithstanding the inevitable subjectivity inherent in most discourse analysis investigations. The basic percentages of the overall occurrences are manually generated in an effort to equalize the total numbers, which made comparisons of types and polarity easy to identify. This was done because the total numbers of stances for each story were not equal.

The following extracts from contemporary British children's short stories illustrate appraising patterns in action by accentuating the environment:

1- *"Elmer, the patchwork elephant, was with his cousin Wilbur. They were looking at the herd of elephants. "Jolly fellows," smiled Wilbur, "but not exactly unique." "They're all unique," said Elmer. "Just not as different as us. Imagine a herd like you or me."* (Mckee.2005 :5)

"Smile" is classified as "happiness: cheer," in which the emotions are acknowledged as a behavioral surge. The affect in the preceding sentence is non-authorial, as the feelings are ascribed to Wilbur.

2- *"Rose," said Eldo. "She wandered away from a herd of elephants that passed nearby. You two can take her back to them. Ah! There she is. Don't be frightened, Rose. Come and meet Elmer and Wilbur." From behind a tree peeped a young elephant— a pink elephant."* (Mckee.2005 :11)

The word 'frightened' imply a negative emotion. The affect is expressed directly, and it is manifested as a mental state of disposition. 'Frightened' is a variable within the category of "insecurity: disquiet". A non-authorial affect is employed by the above extract in order to convey the deceased's emotions. Elmer and Wilbur are furious about Rose's returning home .

3-*"Oh!" said Elmer and Wilbur in surprise. "Very pretty," Elmer added quickly. Rose became even pinker. "She blushes very easily," whispered Eldo. "I imagine that's why she's called Rose." "Pleased to meet you," Rose said, and she blushed again. ."* (Mckee.2005 :12)

'Pretty' demonstrates a positive appreciation that falls under the category of "reaction: quality." The appraised is the elephant "Rose"..

4-*"At the lake, they met another elephant. Rose stared and hid between Elmer and Wilbur. "Hello, Elmer. Hello, Wilbur," said the elephant.*

"Hello . . ." he continued awkwardly, looking at Rose. "Rose," said Elmer helpfully. After the elephant had gone, Rose said, "That's a strange one." (Mckee.2005 :16)

The sentence that begins with *"Rose," said Elmer helpfully* is categorized into positive judgment "propriety" .The sentence indicates positive behavior regarding how ethical someone accomplishes things. With regard to the awkward elephant, Elmer is friendly and helpful.

5-*"Going home, Elmer and Wilbur were met by Eldo. "You knew about the pink elephants, didn't you, Grandpa Eldo?" said Elmer. "Yes, I wanted you to see them," said Eldo. "Rose was nice," said Wilbur. "I thought she was unique, and she thought the gray elephant was unique." "They're probably all nice, unique or not," said Elmer."* (Mckee.2005 :28)

In the above extract, Positive affect "inclination" can be found in data ,since the sentence reflects the want (desire)to do something in a specific way (hope and want).

6-*"All he could see for miles around was grey, cold, churning water. He was just about to give up hope when, far away, he saw a small green island. With weary wings, he set off towards it."*(Laybourn,2012:5)

The above extract is categorized into negative affect "composition" because it shows the appreciation of things toward the balance and complexity toward the phenomena.

7-*"Neptune joined the flock of parrots. Soon he was feasting on ripe figs. Not just figs – there were mangoes, dates and pawpaw. He couldn't believe his luck. "*(Laybourn,2012:6)

The island lifestyle was lauded for its colossal variety of vegetation. The activity enshrined on the sentences above the feasting fig is positively regarded. The variety of plants is indicated in the preceding words as the appraising item. Composition is another way of appreciating a thing's intricacy. Composition refers to the complexity of a thing.

8-*"For the other parrots were a friendly bunch and welcomed Neptune. This was a parrots' paradise! When he met a beautiful female parrot called Liana, his happiness was complete."* (Laybourn.2012:6)

The adjective 'beautiful' indicates positive appreciation . It is included in the variable of "reaction: quality." The appraised is the female parrot.

It falls within the category of judgment "normality". The sentence expresses how rare or exceptional someone's behavior is in some way.

9-*"It was a fine little garden. The plants were in neat rows, and a tidy fence kept out the animals."* (Hughes , 2010:14)

'The garden' is the object under evaluation in the previous paragraph. The value expressed above was in the form of an adjective. In order to capture the readers' interest, the narrative included descriptions of immaculate environment and weather that allowed them to imagine how fresh and clear the areas of the garden are. It is definitely worthwhile to pay a visit to these locations. The readers are convinced to take time out of their busy lives in the cities to experience the beauty of nature. For the purposes of this classification, the sentence " It was a fine little garden" is classified as a positive appreciation "reaction" since it demonstrates the appraisal of the influence that is affected and the quality that is involved in things.

10- *"pass on to his friend all the things that he had learned. And because dogs—and especially sheepdogs— are highly intelligent creatures, and perhaps because Rory was a particularly bright sheepdog, and certainly because Damaris was most anxious to learn about the world in a way no duck ever had before, teacher and pupil worked wonderfully well together. One day, about a year after their first meeting."*(king – Smith,2008:16)

Dogs are the objects being evaluated above through the use of the adjectives intelligent and bright .These adjectives indicate positive appreciation and are classified as "reaction: quality." " particularly " is another term for a positive appreciation that falls under the area of "reaction: quality." The adjective "wonderful" is listed in the variable "reaction: quality."

11- *"The fox was stalking around the nest. My silver swan was standing her ground over her young, neck lowered in attack, her wings beating the air frantically, furiously. I shouted. I screamed. But I was too late and too far away to help."*(Morpurgo,2015:14)

The adjunct ' frantically' is used to convey sense of in security in the above extract.

12- *"I ran at her. I picked up stones. I hurled them. I screamed at her. The foxes vanished into the undergrowth and left me alone in the woods. I picked up a silver feather, and cried tears of such raw grief, such fierce anger'."*(Morpurgo,2015:15)

Each of the phrases in datum (12) is classified as having a negative influence, or "unhappiness." The phrases convey the emotions of hatred and anger that the speaker is experiencing.

13- *"The children knew it was a dragon. The grown ups knew it was a dragon. The dogs and cats and birds knew it was a dragon. But nobody was scared ."* (Ashley,2018b:2)

Despite that children knew it was a dragon , they didn't be horrified. No one of them was scared. The birds . cats as well as dogs stay calm when they saw the dragon, there is no fear at all. The positive affect "security" is assigned to the above sentences in datum (13). The statements convey a sense of peacefulness.

14-*"Topsy and Tim would have liked the penguins to come home with them but they look so happy in the zoo."* (Adams,2006:4)

" like" is considered to be good manifestations of "happiness: affection," which is exhibited in a directly expressed. The affect is considered as a type of mental disposition. Furthermore, the word "like" is used as non-authorial affective expressions.

15-*" Topsy and Tim are glad they had not brought any zoo animal home Their animal pets were just as interesting and they were good old friends too"*(Adams,2006:13)

The sentence above is classified as a positive judgment "capacity" . judgment "capacity" expresses the judge's assessment of someone's abilities through his or her actions. The sentence above shows the ability of *Topsy and Tim* in keeping the pet animals in their home.

16-*"So Mr. Jones helped the North Wind out of the holly tree. The North Wind's hands were as cold as ice."* (Aiken , 2003:8)

The sentences above show how Mr. Jones offer help to others, so this is categorized as a positive judgment "propriety due to that .The sentence

demonstrates appropriate behavior in terms of how ethically someone acts.

For the sake of avoiding redundancy, lengthiness, and repetition, the analysis of the remaining appraising items is organized in the following Table:

Table (8) Appraising Items

Title of the story:Topsy and Tim Go to the Zoo by Adams, Gareth and Jean Adams						
NO.	Appraising Items	Affect	Judgment	Appreciation	Kinds	Appraised
1	Beautiful			✓	positive	Penguins swimmings
2	Looks so happy	✓			Positive	Tops &Tim In the zoo
3	dreadful			✓	Negative	Parrot's voice
4	Fierce		✓		negative	Polar bears
5	Wanted		✓		negative	Tops &tim
6	Glad	✓			positive	Tops &tim
7	Interesting			✓	positive	Pet animals
8	Good friends		✓		positive	Pet animals
Title of the story: Elmer and Rose by David McKee						
NO.	Appraising Items	Affect	Judgment	Appreciation	Kinds	Appraised
1	Young			✓	positive	Elephant (rose)

2	jolly	✓			positive	Fellows {herd if elephant}
3	Smiled	✓			positive	Wilbur
4	Unique			✓	negative	Herd of elephant
5	Dont be frighten	✓			negative	Elephant {rose}
6	Pretty	✓			positive	Elephant {rose}
7	Sweaty	✓			positive	Elephant {rose}
8	Safely			✓	positive	Elephant {rose}
9	Nice		✓		positive	Elephant {rose}
	Unique			✓	positive	Elephant {rose}
Title of the story: How the Whale Became by Hughes ,Ted						
NO.	Appraising Items	Affect	Judgment	Appreciation	Kinds	Appraised

1	Safe , Peaceful	✓			positive	Country
2	Good	✓			positive	Roosting
3	Happily	✓			positive	Owl
4	Fine	✓			positive	Garden
5	neat			✓	positive	Plants
6	admiring			✓	positive	Trees,& flowers
7	admired		✓		positive	Animal
8	Beautiful			✓	positive	Animal
9	Pretty			✓	positive	Polar bear
	Beautiful			✓	positive	Polar bear
	Pretty			✓	positive	Falcon
	Beautiful			✓	positive	Bird{ falcon }
	Great			✓	positive	Bird{ falcon }
	clean		✓		positive	Forest
	dirty		✓		negative	Country
	Beautiful			✓	positive	Falcon

Title of the story: Captain Snatchit's Parrot: Three Pirate Stories by Emma Laybourn

NO.	Appraising Items	Affect	Judgment	Appreciation	Kinds	Appraised
1	Scabby			✓	negative	Sea
2	Surging	✓			negative	Ocean
3	Small			✓	negative	Island
4	Lush ,dripping			✓	negative	Jungle
5	Figs ,mangnoes			✓	negative	Forest

	, pawpaw					
6	Friendly			✓	positive	Parrots
7	Beautiful		✓		positive	Female parrot
8	Scabby			✓	negative	trees
9	Poor		✓		negative	monkeys
	hundred			✓	positive	Parrots

Title of the story: The Silver Swan

NO.	AppraisingItems	Affect	Judgment	Appreciation	Kinds	Appraised
1	Precious			✓	positive	Nest
2	Silver			✓	positive	Swan
3	Muddy			✓	positive	Shane
4	Deserted			✓	negative	Nest
5	Frantically, Furiously	✓			negative	Swan
6	Scattering	✓			negative	cygnets
7	Feebly	✓			negative	Swan
8	awkwardly	✓			negative	Swan
9	Scarcely	✓			negative	Swan
10	Hurled, Scream	✓			negative	Narrator

Clever Duck by King –Smith Dick

NO.	AppraisingItems	Affect	Judgment	Appreciation	Kinds	Appraised
1	Intelligence			✓	positive	Pigs
2	ignoramus			✓	negative	Creatures of the farm

3	Holstein			✓	negative	Cow
4	Silly			✓	negative	Ducks
5	Intelligence	✓		✓	positive	Dogs
6	Clever	✓			positive	Ducks
7	Bad	✓			negative	Sow
8	Rubbish	✓			negative	Sow's talking

The title of the story: A Necklace of Raindrops by Joan Aiken

NO	Appraising Items	Affect	Judgment	Appreciation	Kinds	Appraised
1	Holly			✓	positive	Tree
2	deepest		✓		positive	river
3	Loved	✓			positive	Sea
4	Lonely	✓			negative	Flowers, &birds
5	Lovely		✓		positive	Red apples

The title of the story: How the Whale Became by Ted Hugh

NO	Appraising Items	Affect	Judgment	Appreciation	Kinds	Appraised
1	Safe			✓	positive	Country
2	Peaceful			✓	positive	Roosting
3	Good			✓	positive	Owl
4	Happily	✓			positive	Garden
5	Fine	✓			positive	Plants
6	Heat	✓			negative	Trees ,flowers
7	Admiring		✓		positive	Animal

8	admired	✓			positive	Animal
9	Beautiful			✓	positive	Polar bear
10	admired	✓			positive	Polar bear
11	Beautiful			✓	positive	Polar bear
12	Pretty			✓	positive	Bird (falcon)
13	Beautiful			✓	positive	forest
14	Great			✓	positive	forest
15	Clean			✓	positive	Forest
16	Dirty			✓	negative	country

The title of the story: The Dragon Rock

NO	AppraisingItems	Affect	Judgment	Appreciation	Kinds	Appraised
1	Giant , spiky		✓		positive	Trees
2	Cheerily	✓			positive	Bees' collection of flower
3	Sleepy	✓			negative	Farm dogs
4	brightly	✓			positive	Stars
5	Free	✓			positive	Village
6	Beautiful				positive	Flowers heads
7	Weary		✓		negative	Trees' branches
8	Thick with pollen and per-fume		✓		negative	Air of forests
9	arrange them In				negative	Garland of

	big circle					flowers
The title of the story :Adventures of Birds						
NO	AppraisingItems	Affect	Judgment	Appreciation	Kinds	Appraised
1	Very large	✓			negative	Bird
2	Bad	✓			negative	Bird's memory
3	Envious	✓			negative	Chicken
4	Furiously	✓			negative	Bird flap
5	Normally		✓		positive	Bird flow
6	Confused		✓		negative	Bird
7	Strong			✓	positive	Branch
8	Lovable	✓			positive	Fluffy
9	Dreaming		✓		positive	Bird
10	Pleased	✓			positive	chicken
11	Important			✓	positive	bird
The Sparrow Family						
NO	Appraising Items	Affect	Judgment	Appreciation	Kinds	Appraised
1	Bright	✓			positive	Sun
2	Vivid		✓		positive	Lawn
3	Ancient			✓	negative	Apple trees
4	Holly	✓			positive	Bush
5	important			✓	positive	Sparrow

6	inconvenient	✓			negative	House of the country
7	Warm and friendly	✓			positive	The weather
8	nasty	✓			negative	Plastics
9	worried	✓			negative	sparrow

4.5 Discussion of Findings

According to Stibbe (2014: 121) the last step of the analysis is to analyze the underlying worldview or ideology of the discourses using the ecosophy that the analyst has established. This evaluation can be done using the ecosophy that the analyst has framed.

To investigate the qualitative analysis of the data represented above, it appears that ECDA is with potential to unearth different issues in children's literature:

(i)The Ideologies

According to the qualitative analysis of the aforementioned data, most of the selected extracts are deemed to provide beneficial discourse based on the ecosophy and ecolinguistics perspectives developed by Stibbe (2015). Thus, the beneficial discourse is the most prominent kind of environmental discourse.

This assumption is supported by the subsequent deductions:

a- The salience of the non-human organisms is increased, notably the use of personalized devices.

b-Ecological metaphor is employed in British children's short stories to convey pro-environmental behavior. Metaphor is crucial to critical discourse analysis since it is concerned with building a coherent vision of reality. ECDA (and critical linguistics in particular) has been concerned with ideological and mystifying patterns of language, and metaphor is a prime example. According to Hodge and Kress (1993: 15), ideology is "a systematically organized presentation of reality." Thus, metaphors are ideological insofar as they significantly define what one accepts as reality.

According to Chilton (1996, : 74), metaphors "may contribute to a situation in which one perception of reality is privileged over others." Critical metaphor analysis is a discourse approach that allows us to challenge established ways of thinking and feeling about human behavior and its relationship to language.

Metaphor is an important part of ECDA since it may convey the evaluation persuasively, it is regarded to be a component of textual ideology. Consequently, critical metaphor analysis can reveal the intent of the language user and the underlying power and ideology. Metaphorical contexts can reveal the underlying intentions of the text's author and thus serve to identify the nature of particular ideologies through critical analysis. A thorough investigation of metaphor selections in a particular discourse can assist readers decipher the hidden intents of language users and increase their understanding of metaphorically weighted social relationships.

c- The qualitative analysis of the environmental discourse of children's short stories under scrutiny reveals that positive attitude towards environment is more prevalent than negative attitude. ECDA is primarily

concerned with ideologies that are usually, but not totally, represented and replicated in discourse and interaction, comprising non-verbal semiotic symbols such as visuals, photographs, and films. The language of nature evaluation both affects and carry the ideology of the text's author, depending on how it is used. When it comes to ecolinguistics, ideological analysis is an approach to identify the narrator's ideological stances.

In other words, an ecolinguist is a someone who investigates ideologies to determine whether they promote environmental preservation or promoting constructive industrial revolution, among other things. Nature-related discourses laced with a literary tone could stimulate the readers' emotions and instill in them an appreciation for nature. Therefore, environmental discourses must be investigated for their methods of evaluating environment and natural occurrences. Appraisal analysis is concerned with the manner in which interlocutors or authors encode a variety of subjective concepts in their language. It provides a useful lexicogrammatical instrument for its intended purpose. Subjectivity entails self-expression, i.e. the utterance of the author's attitudes, thoughts, feelings, judgment, will, and personality, among other things. Subjectivity is important to first-person discourse, which is a defining characteristic of literature. Through the discourse-analytic framework, it is possible to determine how the experiencing self maps emotions within literary texts. Particularly, the origins of Appraisal Analysis lie in the interpersonal function of language, which enables language users to comment on the reality. Due to Halliday (1978: 112), the interpersonal function is how the interlocutor "impinges into the circumstances of the occasion, presenting his own attitudes and opinions and attempts to manipulate the attitudes and behaviors of othersalism."

4.6 Quantitative Data Analysis

Regarding the hypotheses of the study, it is evident that the quantitative analysis serves to confirm and validate the findings presented above.

4.6.1 Descriptive Statistical Analysis

This section of the practical analysis is designed to achieve the study's objectives and test its hypotheses. The two statistical software packages which are utilized to illustrate the findings of the analyzed data in terms of frequencies and percentages are as follows: (SPSS. V.20 & Excel V. 10). The investigation of this study makes use of a mixed-method technique, which combines qualitative and quantitative instruments in equal measure. Following the completion of the eco critical discourse analysis, the focus of this section shifts to the statistical analysis, which is intended to provide a quantitative justification for the findings of the eco critical discourse analysis . It is made up of descriptive statistics. The purpose of the descriptive statistical analysis is to **describe, show, and summarize** the data in a relevant manner, and it does so by using frequencies (abbreviated as F) and percentages (symbolized by %).

4.6.1.1 The Statistical Analysis

The investigation of this study makes use of a mixed-method technique, which combines qualitative and quantitative instruments in equal measure. Following the completion of ECDA, the focus of this section shifts to the statistical analysis, which is intended to provide a quantitative justification for the findings of ECDA . It is made up of descriptive statistics. The purpose of the descriptive statistical analysis is to describe, show, and summarize the data in a relevant manner, and it does so by using frequencies (abbreviated as F) and percentages (symbolized by %).

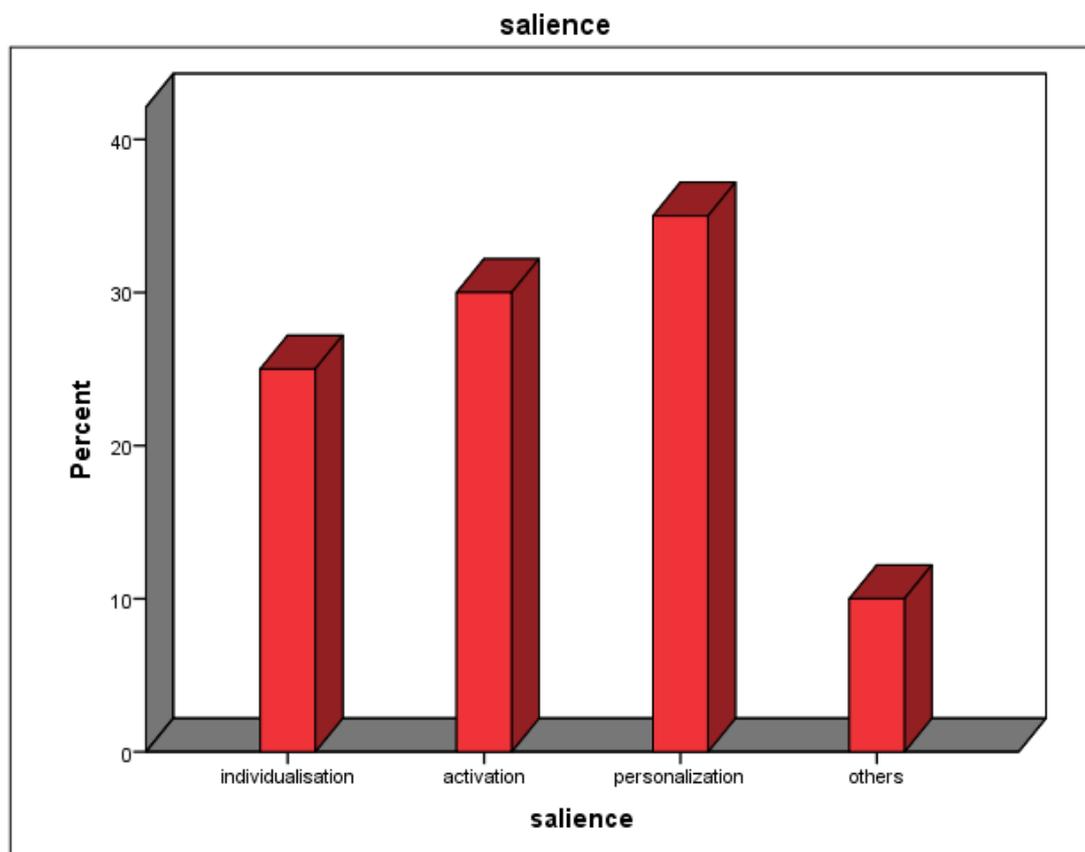
4.6.1.1.1 Statistical Analysis of Saliency patterns

Regarding non-human figures, it appears that saliency can be linguistically complicated. In this regard, the British children short stories are particularly noteworthy. Saliency is one way of describing the presentation of non-human figures as characters, which could be compared to the concept of Individualization. The analysis of the environmental discourse of British children's short stories in the present study emphasizes in a different way that non-human animals are not only living beings that are capable of feeling and expressing feelings, but they are also individuals in their own right.

Table(9) *Analysis of Saliency Patterns*

techniques	Frequency	Percent	Valid Percent
individualisation	5	25.0	25.0
activation	6	30.0	30.0
personalization	7	35.0	35.0
others	2	10.0	10.0
Total	20	100.0	100.0

Figure (10) *Analysis of Saliience Patterns*



As Table (9) shows that Individualisation aspect, 25%, is apparent, as evidenced by the existence of significant human characteristics, such as naming trees and animals is to emphasize the uniqueness and irreplaceability of each individual, and naming is just one aspect of this.

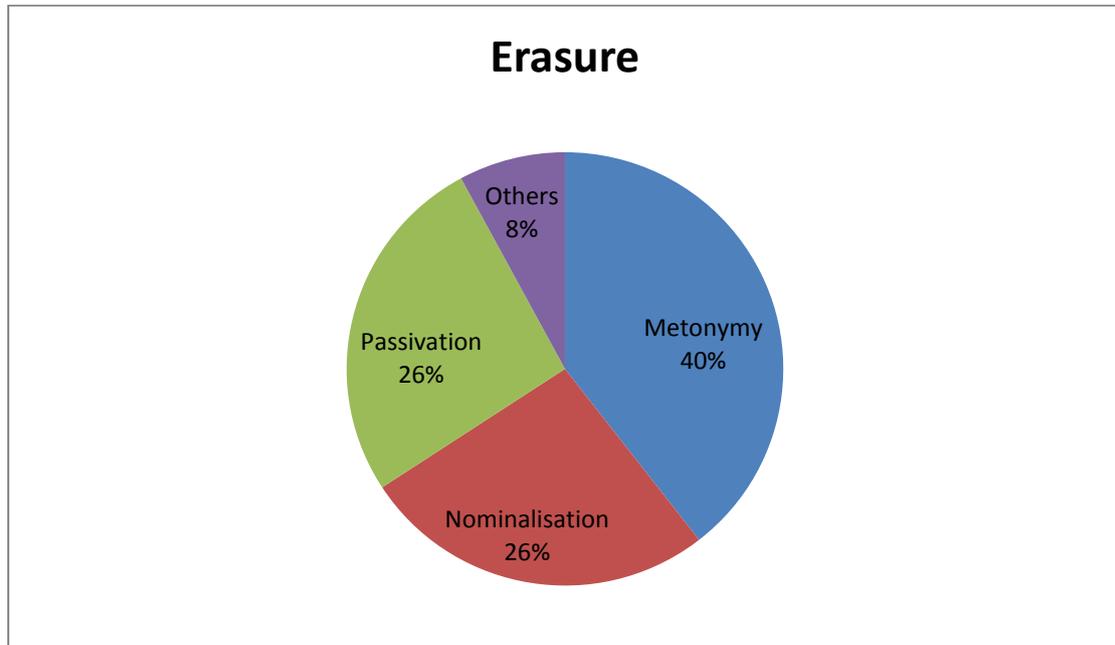
As far as activation patterns that linguistically manifest the saliience strategies, Figure (10) statistically shows that saliience is especially created by the use of activation patterns score the percentage of (30%). In the environmental discourse of British children's short stories , nonhuman animals are presented as sentient beings with rich inner lives who are both capable of thinking/feeling/desiring and who can perform the roles of actor in material processes and senser in mental processes, as

well as being able to do both roles. These stories draw attention to the emotions experienced by nonhuman animals.

In terms of personalized patterns, statistical analysis reflect that salience is especially created by the use of personalized devices in which it scores the percentage of (35%). The relative pronoun 'who' and personal pronoun he/ she are heavily used as patterns of salience in environmental discourse of British children's short stories. In addition to what have been mentioned, there are other types of pattern of salience in which they score the percentage of (10%), which are adopted in environmental discourse of British children's short stories. Another salience pattern is that there is a particular and specialized lexical set derived from nature such as: jungle fruit and water.. etc. Additionally, the vivid and concrete depictions flora and fauna in the environmental discourse of British children's short stories are employed as salience patterns. Salience patterns are also built up by foregrounding element of environment in clauses. It is essential to note that a variety of linguistic devices – such as nonhuman animals having a subject position in phrases, being sensors as well as doers, specificity, personalization, and individualization – contribute to the creation of a salience technique in narrative.

4.6.1.1.2 Statistical Analysis of Erasure patterns

Figure (11) *Analysis of Erasure Patterns*



Several stories contain evidence of a different strategy running through them, which has been known as erasure. By erasure, it is implied that nonhuman figures are erased or backgrounded in order to demonstrate the characteristics of an anthropocentric world so that humans can ignore these values. In terms of metonymy patterns, statistical analysis shows that it is heavily used to erase environment's elements. It scores the percentage of (40%) due to that literary works interest in figure of speech. On the other hand, passivation technique scores (26%) because most of the authors try to avoid the responsible of the suppression of the non-human figures. Accordingly, these techniques have a real impact on the erasure of nonhuman animals as sentient beings. Using the methodologies of ECDA, the section(4.6) investigated the relationship between language, power, and the oppression of animals

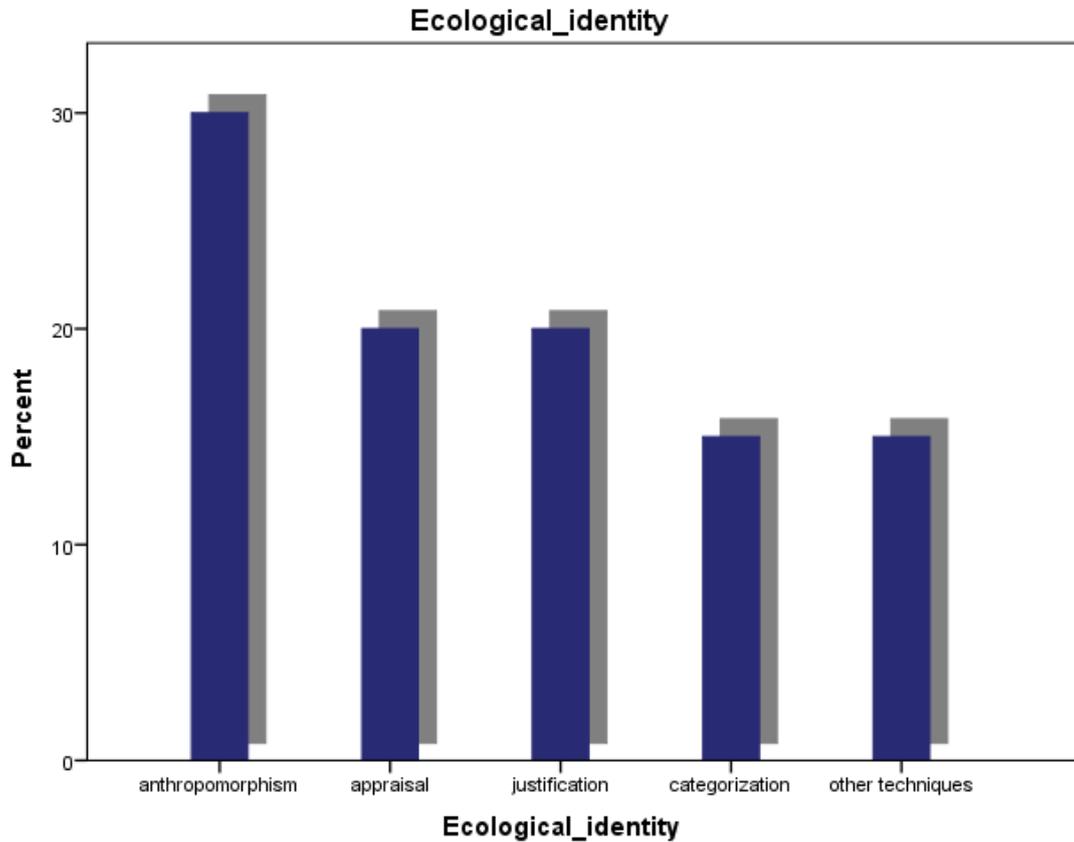
by analyzing a variety of texts. Obviously, the ultimate goal of analysis such as this is not merely to characterize relations of dominance and exploitation, but also to resist them. Thus ,it can be noted how dominant ideologies that reproduce and maintain oppression can be opposed, and how social change can be effected through competing discourses.

4.6.1.1.3 Statistical Analysis of Ecological Identities

Table (10) *Analysis of Ecological Identity Patterns*

Patterns	Frequency	Percent	Valid Percent
anthropomorphism	6	30.0	30.0
appraisal	4	20.0	20.0
justification	4	20.0	20.0
categorization	3	15.0	15.0
other techniques	3	15.0	15.0
Total	20	100.0	100.0

Figure (12) *Analysis of Ecological Identity Patterns*



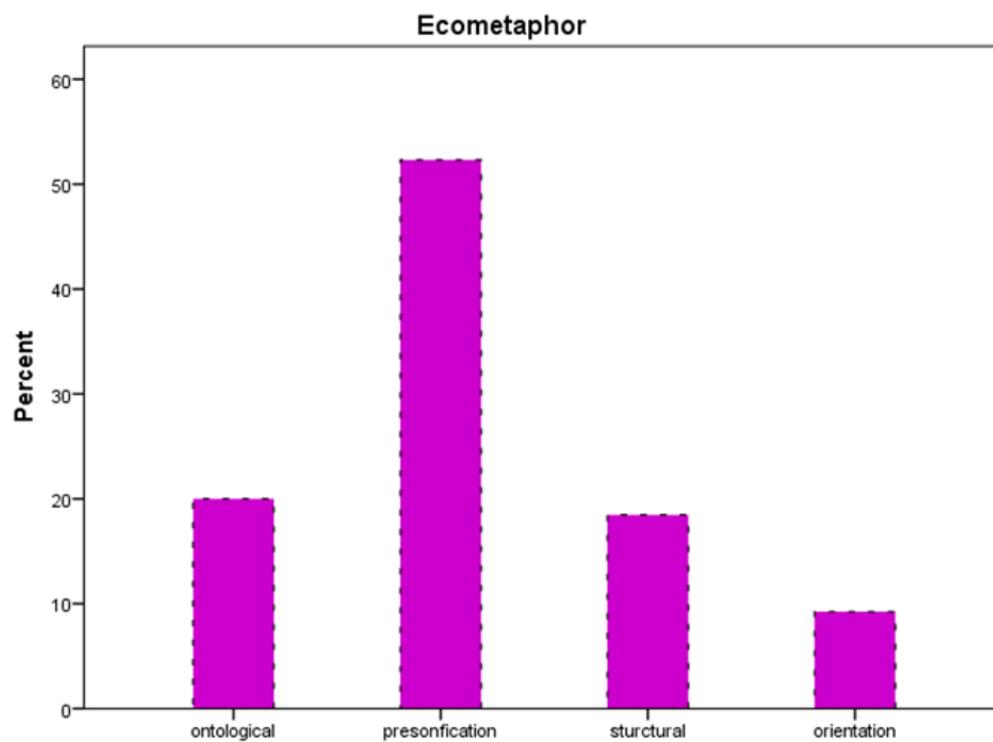
As Table(10) above ,shows that anthropomorphism scores a relatively high degree with the percentages of (30%) to reveal beneficial Ecological Identity. Furthermore, appraisal, and justification receive same percentages of (20.%) as well as categorization and other patterns score equal percentages of (15%) ,(see Figure (12)) .

4.6. 1.1.4 Statistical Analysis of Eco metaphor

Table(11) *Analysis of Eco metaphor Patterns*

types	Frequency	Percent	Valid Percent
ontological	13	20.0	20.0
personification	34	52.3	52.3
structural	12	18.5	18.5
orientational	6	9.2	9.2
Total	65	100.0	100.0

Figure (13) *Analysis of Eco metaphor Patterns*



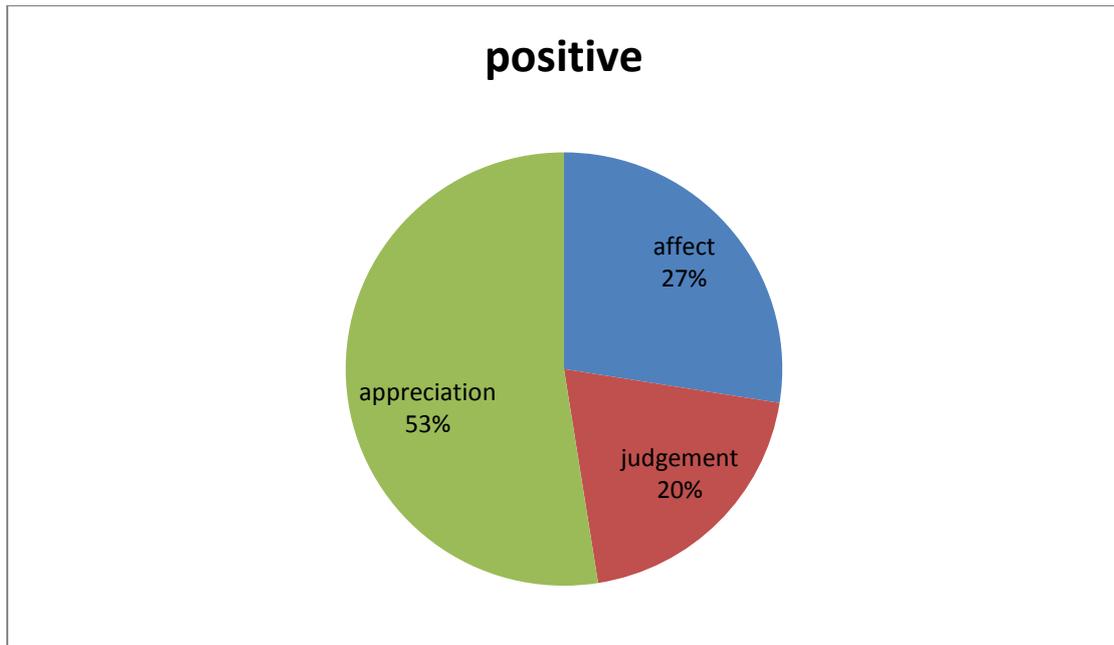
In relation to the most frequent types of eco metaphor used by writers of short stories under study, personification patterns scores the highest percentage that amounts to (52.3%) among other patterns, as Table (11) shows. This finding means that the ontological metaphor is the most common one because it is a suitable means to mediate the relationship between the children and nature. Furthermore, structural patterns, and ontological metaphor receive close percentages of (18%), (13%) respectively. The lowest frequencies are assigned to orientational metaphors with (9%) see Figure (13).

4.6.1.1.5 Statistical Analysis of Appraisal patterns

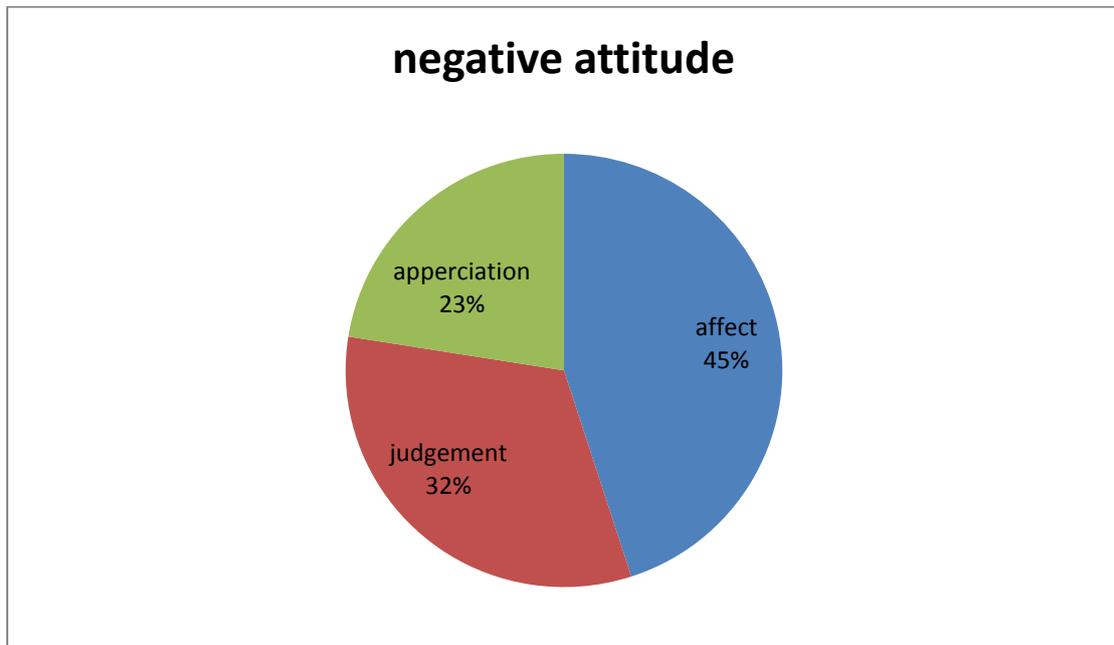
Table(12) Statistical Comparison in Terms Attitude

types	Positive		Negative		Total
	F	%	F	%	F
Affect	22	27	18	45	40
Judgment	16	20	13	32	29
Appreciation	42	53	9	23	51
Total	80	67	40	33	120

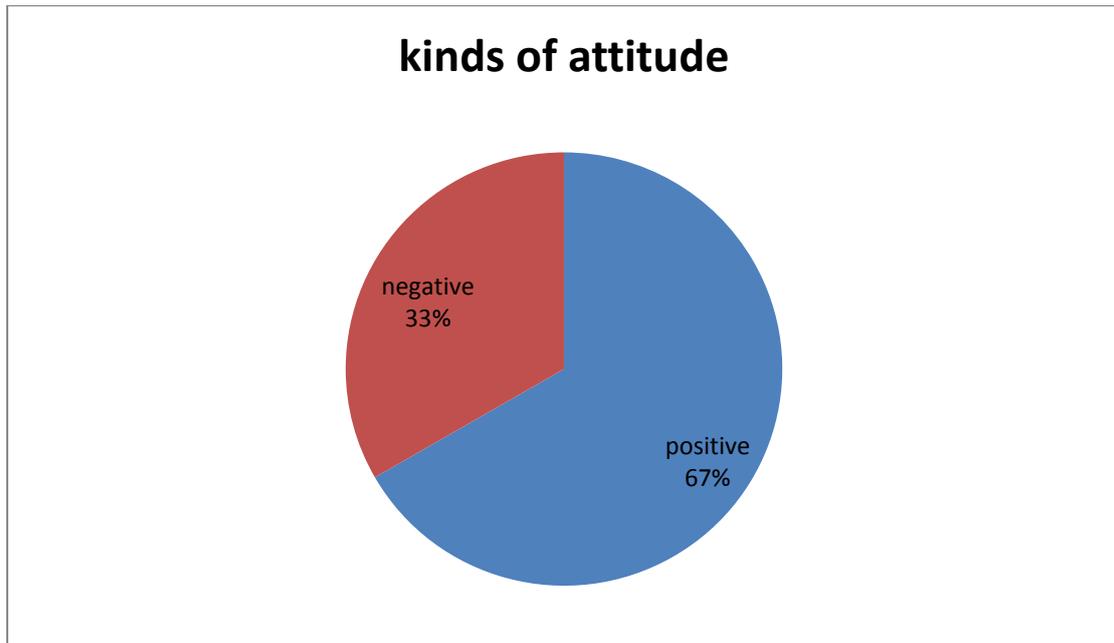
Figure(14) *Statistical Analysis of Positive Attitude*



Figure(15) *Statistical Analysis of Negative Attitude*



Figure(16) *Kinds of Attitude*



As shown in Figure (16)The total results of the analysis of the environmental discourse of British children's short stories reveals that positive attitude is more prevalent than negative attitude. Since positive attitude scores the highest percentage of(67%)while negative attitude scores (33%).Following an investigation of the Appraisal patterns pertaining to the environmental discourse of British children's short stories, it can be noticed that the total number of attitudinal meanings in the short stories under the study is 120. The number of affects is 40, the number of judgments is 29 , and the number of appreciations is 51(see Table12)

Table (12)demonstrates that the distribution of positive judgment values occurs more than negative ones. According to the data in Table (12), there are a total of 29 instances of judgment values. There are 22 instances of positive judgments and 18 instances of negative ones.

As shown in Table (12), there are a total of 40 explicit affectual values. There are 22instances of positive explicit affect, 18 instances of negative

explicit affect. Positive affect is shown to be more prevalent than negative affect throughout the entire investigation, which was established see Figure 14.

As shown in Table (12) , there are 42 positive appreciations for appraised environmental elements and just nine negative ones. The distribution of negative appreciations for environmental figures is plainly in a relatively small quantity.

4.7 Hypotheses Verification

As illustrated earlier in the statistical analysis of this chapter, all the hypotheses which are introduced in (1. 3) are verified as presented in different sections. This section focuses on bringing all the hypotheses together to be easily checked. Thus, hypotheses verification is presented in points as follows:

1. The first hypothesis which states " There are two kinds of ideologies that are represented through environmental discourses in the British contemporary children's short stories under study." is verified. The reason is that all strategies that are employed in the analysis show more than one ideology which are hidden in the stories under study. The statistical analysis shows that beneficial discourse is the most prominent. Additionally, This hypothesis is verified by means of the statistical analysis which illustrated in figure. As seen in figure (16), the overall findings of the investigation into the environmental discourse of British children's short stories reveal that positive attitudes toward the environment is more prevalent than a negative attitude, with the positive attitude towards environmental issues scoring the percentage of points (67 %). Thus, the high scores of positive attitudes uncover the hidden ideology in which beneficial discourse is dominant in the short stories

under the study. On the other hand , the destructive discourse also can be identified through the negative attitude which scores(33%)

2- The second hypothesis which states " Various linguistic devices are used to convey the salience of environment in the environmental discourse of the short stories under study ." is verified. The fact that provides support for the second hypothesis as a plausible explanation is that as noted in Table (9) ,personlisation, activation, and individulisation authority receive close percentages of (30%), (25%), and (20%) respectively(see figure (10)).

3. The third hypothesis which reads " Metonymy, passivation and nominalization are used to convey the erasure of the environment in the environmental discourse of such short stories . " is confirmed. It is statistically validated , as seen in Figure (11).

4- The fourth hypothesis which reads " The ecosophy of the writer affects the manifestation of the kinds of the ecological identity in the British children's short stories ." is confirmed. This hypothesis proves its accuracy by dint of statistical tool which authenticated in Table (10),as seen figure (12).

5- The fifth hypothesis which reads " Ecometaphors mediate children's relationship with nature" is partially valid. Despite ecometaphor plays a significant role in the children's literature ,it is not the prominent strategy in children's books under scrutiny. Authors employ different strategies to manifest the relationship between children and nature such as salience, erasure and appraisal patterns .

6- The sixth hypothesis which reads " Personification is the prevalent ecometaphor in the environmental discourse of the targeted short stories." is assured .The reason for the validity of the sixth hypothesis is

that other types of eco metaphor are also frequent including other types of ontological and structural metaphor as emphasised statistically , which is stated in Table (11), as seen in Figure (13).

7-. The seventh hypothesis which reads " Employing eco metaphors in the environmental discourse of children's short stories propagates beneficial or destructive environmental ideologies." is verified. As noted in Figure(13) ,the three types of eco metaphor reflect positive and negative impact concerning environmental issues .Most of them are alongside with encouraging pro environmental discourse while some of them are destructive ,as authenticated in Table (11), as seen in Figure (13).

8- The eighth hypothesis which indicates " Appreciation is the prominent appraisal pattern in these short stories ". is confirmed . This hypothesis is sound on the basis of the statistical analysis , as shown in Table (12).

9. The ninth hypothesis which reads" Authors tend to employ appraisal patterns as linguistic devices to embed their ideology." is statistically valid. The validity of this hypothesis comes from the results of the statistical analysis, as explicated in Table (12), as shown in Figure (16).

After accomplishing the ECDA and statistical analyses of the data under examination, the present study will come to its end by presenting some conclusions and offering some recommendations and suggestions in the next chapter.

Chapter Five

Conclusions, Recommendations, and Suggestions for Further Research

5.1 Conclusions

Using the methodologies of ECDA, the current study investigated the relationship between language, power, and the oppression of non-human figures by analyzing a variety of children's short stories. Clearly, the ultimate purpose of this type of analysis is not just to describe relations of dominance and exploitation, but also to resist them. It is worth mentioning that dominant ideologies that reproduce and maintain oppression can be opposed, and competing discourses have an impact on social change.

On the basis of the findings reached by ECDA and statistical analyses of the data under scrutiny, various conclusions are drawn that are consistent with the study's questions, objectives, and hypotheses. On the other hand, several other conclusions are introduced as byproducts of the studies, and they are provided here due to the significance and usefulness of their findings:

1. The verification of the first hypothesis which holds " *There are two kinds of ideologies that are represented through environmental discourses in the British contemporary children's short stories under study.*" indicates that the environmental discourse of children's short stories under scrutiny is manipulated to serve two ideologies. According to the findings of the current study, detecting the environmental ideology in British children's stories under study has found various degrees of

pro and anti-environmental motives. There are varying degrees of pro- and anti-environmental motifs in these stories, it is also demonstrated that there is a coexistence of two seemingly conflicting environmental discourses. According to the data, these are categorized as beneficial and destructive discourse. As aforementioned, the positive attitude towards environmental issues scoring high percentage .

2- Writers of British children's short stories under scrutiny grant high salience to animals as living individuals by employing personification, naming, and assigning them active participant roles in discourses. Personisation and individulisation techniques receive close percentages as seen in Figure (10). This is indicated by the verification of the second hypothesis.

3- Based on ECDA conducted in the present study, it can be stated that the strategies of salience and erasure enable writers of children's short stories to propagate cognitive-linguistic structures, which lead to the construction of ideologies

4- The environmental discourse of British children's short stories under study makes use of a number of different strategies to convey the salience of the natural environment, such as personalized devices, activation technique, and individualization. This is indicated by the verification of the second hypothesis.

5- As aspect of the destructive discourse, numerous linguistic techniques are employed to conceal the sentience of non-humans and to emphasize the superiority of humans over them. This is indicated by the verification of the third hypothesis.

6- As a potential outcome of the current study, it could be concluded that ecolinguistic analysis is a highly interdisciplinary field that integrates

concerns pertaining to the environment, ecology, and society into the process of analyzing works of literature. It is crucial for the focus of Critical Discourse Analysis to be shifted away from the oppression of specific human populations by other human populations and toward ECDA, which provides a more comprehensive understanding of the role that language plays in defining how one interacts with the ecosystems upon which all life depends. This is indicated by the verification of the fourth hypothesis.

7- The verification of the seventh hypothesis which holds that "*Employing eco metaphors in the environmental discourse of children's short stories propagates beneficial or destructive environmental ideologies.*" Indicates that authors of British children's short stories under study employ eco metaphors to contextualize the characters' ongoing relationship with the environment and their position along an evolutionary continuum. Eco metaphors are effective communication tools due to the fact that they are promptly digested, focus on entities to which one gives preferred attention, and delve into the vast reservoir of thematic and literary universals that propel narratives. Narrative literature rely on linguistic reconstruction techniques that enable the rebuilding of a story from fragments of discourse . Non-human organisms are being metaphorized by authors. It is believed that the concept of "eco metaphors" can ease the flow of knowledge and ideas between the humanities and the natural sciences, while also assisting human in living in harmony with nature .

8- The eco-metaphor delineations are also exposed through the analytical process, according to Arran Stibe's model. It depicts the world's deteriorating state, ecological degradation, and human's function as a part of nature. It can be seen that metaphor has been employed as a

communication strategy in order to have an impact on the readers' understanding. Metaphor also depicts the writers' point of view in relation to the actual circumstance.

9- It is conceivable to conclude that destructive discourses contribute to impact how individuals perceive animals in ways that ultimately justify dehumanization.

10-It would be reasonable to draw the conclusion that the use of appraisal in ECDA as a linguistic tool functions effectively, and that doing so would make it possible to engage in more objective ECDA practices. This is indicated by the verification of the ninth hypothesis.

11-Appraisal patterns are widespread within children's short stories under scrutiny in order to entrench them in children's minds about whether an area of life is good or bad. Positive attitude scores the higher percentage in compare with negative attitude scores .

12. The prominent aspect of the appraisal patterns in the of British children's short stories under investigation is that they depict ecological substances such as wood , jungle , tree, river, mountain and wild live positively environment. This is essential since research indicates that reading about ecological issues drives individuals to demonstrate greater concern for the environment.

5.2 Recommendations

In line with the conclusions of the current study, preservative , and pedagogical recommendations are offered below:

5.2.1 Preservative Recommendations

1-The findings of the current research could be exploited to modify and clarify the academic understanding to adjust more precisely to the evolving societal perspective of flora and fauna. Indeed, language is the medium through which altering cultural concepts of ecosystem are transmitted and preserved. The current investigation reveals how the discursive construction of wildlife as a nonliving resource is gradually evolving toward an alternative style of representation.

2- The field of ecolinguistics that studies environmental discourses needs to foster its methodology in order to account for the evolving social construction of ecosystem.

3-To be more precise, a review of the environmental discourse of children's literature is required in order to determine whether or not the messages transmitted are true and convey the intended type of information without hiding aspects of reality.

4-It is recommended to support eco- critical discourse study of the environmental challenges in order to help raise awareness about the ways in which social cognition, or shared knowledge, is created on the level of language.

5-It is recommended that ecolinguists shares investigating of how language elements come together in certain discourses to provide

expositions about the world, and they must also evaluate these expositions in accordance with an ecosophy.

6- The approach of ecolinguistics, which focuses on environmental discourses, must be modified to accommodate the altering social construction of ecosystem.

7- It is vital to establish non-human representation strategies in children's works that foster a more positive interaction between children and non-human species.

5.2.2 Pedagogical Recommendations

The following is a list of pedagogical recommendations that can be used to assist both teachers and students in adjusting to the eco critical study:

1- It is highly advised that EFL university instructors and students be knowledgeable about the field of ecolinguistics as it has a central role to play in identifying destructive discourse.

2- To familiarize students with beneficial discourse at the levels of recognition and production, designers of undergraduate textbooks are encouraged to include real-world examples exhibiting numerous facets of beneficial discourse .

3- Enriching the academic curriculum with concepts of ecosystem can be successfully used to raise awareness of the value of natural systems and their importance for humanity.

4- Since the environment is involved in virtually all children 's books, the pro-environmental behavior should be emphasized.

5-According to the eco-critical discourse analysis undertaken in this study, the strategies of salience and erasure enable teachers to propagate learning strategies that contribute to the creation of pro environmental behaviors.

6-Students of English department should be encouraged to conduct ecolinguistic study in different fields.

7- It is advised to use appraisal patterns widespread within children's curriculum in order to ingrain them in children's minds about whether a particular aspect of life is positive or negative regarding environment issues.

8- It is recommended to use appraisal patterns in children's books that reflect ecological materials such as wood, jungle, tree, river, mountain, and wild life positively. This is essential since the current research indicates that reading about ecological issues drives individuals to demonstrate greater concern for the environment.

9- The salience patterns in the children's books make the natural world more apparent in the children's brains, which, if repeated frequently enough, may result in the formation of a mental perspective about the significance of nature.

10- Environmental education requires teaching our children about the environment and modeling positive attitudes, beliefs, and behaviors towards the environment.

5.3 Suggestions for Future Work

1- An Eco- Critical Discourse Analysis of animals representations in English novels.

2- An Eco- Critical Discourse Analysis of animals representations in English short stories.

3-Environmental Discourse in English and Arabic literature :A Contrastive study.

4-A Critical Appraisal study to Environmental Discourse in Iraqi Secondary curriculum.

5- The orientations of environmental ideologies in educational contexts.

6-An ecolinguistic study of environmental discourse in media discourse. Such study could deal with English TV shows or movies.

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