

## **An Eco linguistic Approach to EFL Teaching: A Case Study of Multilingual Language Learners in Pakistan**

**Tanzeela Waqar**

*Teaching / Research Associate, International Islamic University Islamabad Pakistan*

**Maryam Majeed**

*Teaching / Research Associate, International Islamic University Islamabad Pakistan*

### **Abstract**

The present study is envisioned to develop the eco linguistic perspective-based syllabus to improve language learners' motivation leading to better language learning. The current research focuses on the language learners who are from different linguistic and cultural backgrounds studying in a university situated in Islamabad. The data are obtained through semi-structures interviews of a language teacher and two students of different nationalities for the need analysis. As the study is qualitative in nature, thematic analysis is employed to analyze the data obtained through interviews and that provided the direction for designing the syllabus which will improve the language learners' motivation. As a result, it will improve and accelerate language learning eventually. The outcomes of the thematic analysis and eco linguistic perspective related to language learning and teaching were used to develop the content of the syllabus centering on reading skills. Thus the materials of the syllabus are developed based on the pupils' culture and environment.

**Keywords:** eco linguistics, motivation, syllabus, reading skills

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### **Problem:**

Learning English as foreign language at an adult age is a challenging process, particularly in terms of motivation. Adult language learners need different motivational strategies. The issues related to the motivation of adult language learners have been paid very little attention by researchers yet (Kormos and Csizér, 2008, p. 328). However, investigators have introduced multiple methods and strategies to aid and accelerate learning (Anderson, 2005, p. 758). One of the recent developments in this regard is contextualizing the learning process in students' native environment and culture which will result in elevated motivation on the part of the language learners. This particular strategy is termed as eco linguistics. This study is proposed to develop the eco linguistic perspective-based syllabus.

### **Argument:**

The present research will focus on the EFL classes in a university situated in Islamabad, which mostly include Chinese and Saudi students; however there are some Thai, Indonesian and Libyan as well. Therefore the material will be developed based on eco linguistic perspective. The content of the syllabus will particularly focus on reading skill. The narrative text of the L2 learners' native folklores will be included to the reading material. The learners will be able to reflect their cultural heritage in the given reading material. So in this way the old, known information (cultural awareness) will aid them learn unknown/ new (English language).

The creative use of language materials is beneficial to bringing students closer to the native language environment by reducing the difficulty of students in learning English to a certain extent. Therefore, teachers should create such environment that is closer to their L1 as much as possible in the teaching, so that students' motivation increases. It will result in their better learning English. This will ultimately support students become autonomous learners.

Hence applying eco linguistics will improve motivation of the learners which will aid and accelerate the learning process. Moreover, findings of the research will help the teachers design material according to the need and demand of EFL classroom with the incorporation of eco linguistics which will expedite learning.

## **1. Introduction:**

Language ecology, now widely called eco linguistics was initially defined in 1972 by the Norwegian linguist Einar Haugen “as the study of interactions between any given language and its environment” (Haugen, 2001, p. 57). Wendel’s definition of eco linguistics is as follows: “the ecological approach to language considers the complex web of relationships that exist between the environment, languages, and their speakers” (Wendel, 2005, p. 51). There are three interconnected yet individual theoretical strains in eco linguistics: the “Haugenian tradition”, the “biolinguistic tradition”, and the “Hallidayan tradition”. The “Haugenian tradition” refers to studies based on the reciprocation among language, human mind, society, and natural environment. The “biolinguistic tradition” views the current multilingual social fabric across the globe as an ecological system where the extermination of minority languages results in the loss of linguistic variety. The last strand, “Hallidayan tradition” lays emphasis on relationship of language with ecological deterioration (Sibo Chen, 2016, p. 110). The focus of this study is however, the first strand of eco linguistics, the “Haugenian tradition”. According to Kramersch (2008, p. 17), eco linguistics is “a widespread approach” in many fields such as “second language acquisition.” Another researcher, Wang (2018, p. 153) puts it differently; he opines that it is study of the relationship between language and the surrounding environment. He is of the view that eco linguistics regards language learning process as a system, the collaboration between learners, language teachers, language and language learning environment and its effect on language learning. In the same vein, holistic approach to language implies that language should be studied in its natural setting, as an integral part of our individual and collective lives instead of a separate entity itself (Kramersch, 2008, p.18). This research paper looks at the language learning through an ecological perspective.

The eco linguistic perspective develops the way of teaching and learning effectively focusing on “subjectivity of the language learning experience” (Kramersch, 2008, p. 26). It is also a procedure which prepares the learners’ involvement and active role in the learning process. According to experts, there are three major factors which affect this learning process; social environmental factors, school environmental factors, and finally personal environmental factors. The first refer to attitude of the society towards English learning and teaching, and place of English language in development of society and economy. Some of the school environmental factors are language teachers’ teaching skill, teaching equipment, reading materials and syllabus. The final refers to the learner’s attitude towards English learning (Wang, 2018, p. 154). The current study, however, focuses on the third factor, that is, the individual’s attitude towards English learning.

The process of teaching is reciprocal. The two, teacher and learners, work together on the educational content. In other words, teachers and students are the twofold ecological subjects in the classroom. Integrating with each other creates the process of teaching. In classroom teaching, teachers should give full play to their leading role of guiding students. Teachers have the dominant position in the teaching learning process. Consequently, learners are not the central figure in the classroom. This relationship between them does not stress on rousing students’ enthusiasm for learning (Wang, 2018, p. 154). Tjendani cites Van Lier (2004); the students learning a foreign language have inseparable connection with their environment. The environment around them works as their ethnic background (Tjendani, Suastra, Mbete and Malini, 2019, p. 257). This inseparable connection can be used to aid foreign language learning.

Students’ motivation and interest can be improved by introducing the material associated to their native culture which will as a result optimize learning.

Motivation has been commonly known by both teachers and researchers as one of the crucial factors that affects the degree of second/foreign language learning. It is responsible for shaping human behavior by vitalizing and directing it. Thus, motivation provides the main incentive to learn the target language. (Dornyei, 1994, p. 117) Without adequate motivation, even individuals with exceptional abilities cannot achieve long-term aims. L2 motivation has been the target of a great deal of research because of the vital importance attached to it by experts and researchers. Until the 1990s this research had been mostly dominated by a social psychological approach stimulated by the substantial work of Robert Gardner, Wallace Lambert, Richard Clement and their Canadian associates. The 1990s, however, brought a noticeable change in concept on L2 motivation as many researchers in several parts of the world endeavored to reopen the notion (Dornyei, 1994, p. 117).

Motivation has many elements connected to learners’ needs of target language, their attitude towards learning, instructor’s role and the material used for the classroom application. Dornyei, (1994) presented an wide-ranging list of motivational components and categorized them into three main dimensions, the Language Level, the Learner Level, and the Learning Situation Level (Dornyei, 1994, p. 125). The author elaborated the third dimension of the frame work, the Learning Situation Level in detail. It also covers course specific motivational constituents which are related to the syllabus, the teaching materials, the teaching method and the learning tasks (Dornyei, 1994, p. 125). Hence, motivation is indeed a multidimensional rather

than a one-dimensional factor and it has not been represented with its all dimensions so far (Dornyei, 1994, p. 131).

Motivation can be linked to the syllabus; a meticulous selection of teaching content can enhance motivation. Studies on motivational strategies clearly show that teachers, learning contents and activities are important in determining attitudes to learning (Dornyei in Kormos, 2008, p. 350). Syllabus contains the guidelines used to regulate the curriculum and contains the standard content and the class room learning process. More precisely, syllabus arranges the subject which emphasizes the class level and the level of the contents of the learning material, the method, the role played by the teacher, the role played by learners, and the assessment system (Tjendani, et al, 2019, p. 261). In line with it, “syllabus is a specification of the content of a course of instruction and lists what will be taught and tested” (Richard in Tjendani et al 2019, p. 261)

## **2. Literature review:**

The application of eco-linguistics in EFL classrooms had been a popular topic among different researchers. During 1990s, the arena of eco linguistics really began to come to limelight as an emerging discipline. (Sibo Chen, 2016, p. 109). Then, researchers focused the realm of eco linguistics since 2000s (Chen, 2016, p. 114). The ecological perspective was applied to the English language syllabus in 2001 in Singapore. The syllabus was adapted according to the Singaporean ecological situation (Tjendani et al 2019, p. 258). Another researcher, Janina Wiertelwska, propagates that teaching foreign languages in an ecologically well-proportioned way is teaching them in the following “triad; native language – global language – second foreign language” (2011, p. 147). This approach of translanguaging will reduce the natural tendency of ‘super heavy’ languages to wipe out ‘super light’ languages, eco linguists suggest that a new branch of linguistics, called language planning should be developed to save the ‘endangered languages’. Then, Endah Nur Tjendani et al (2017) in Indonesia highlighted the importance of eco linguistics in EFL classrooms and concluded that it helped students learn better. Wang (2019) applied eco linguistic theory in China for teaching English and concluded that students should be directed to select their own learning content and regulate the learning process. These researchers applied eco linguistic theory at school and college level. The current study, however, intends to apply the eco linguistic theory at the university level where L2 learners come from different countries. The present study aims at improving motivation level of the L2 learners by material designing keeping in view eco linguistics to achieve optimum learning.

Research Questions:

In this paper we examine the following questions:

- To what extent does the motivation of L2 learners improve as a result of exposure to eco linguistic based material and instructions in EFL class?
- Based on prior teaching experiences, what were teacher’s perceptions of integrating eco linguistics into pedagogy/ material design with reference to motivation level of their students?

## **3. Methodology**

The first step for producing syllabus more effectively and efficiently is analyzing the need of the learners and prevailing situation. For this purpose, the method of interview is adopted. Interviews provide direct access to the ideas and thoughts of the individuals. “Hence, interviewing is expected to broaden the scope of understanding investigated phenomena, as it is a more naturalistic and less structured data collection tool”(Alshenqeeti,2014,p. 40). It is therefore ‘a natural and socially acceptable (Dörnyei in Alshenqeeti, p. 40) mode of collecting data as it can be used in several situations covering a wide range of subjects.

The ecolinguistic perspective-based syllabus focuses on the selection and adaptation of instructional materials to improve the learning outcome of English language learners of different nationalities assembled in a language class. The data of the study were obtained through interviews from a language teacher and two students, a Chinese and a Saudi. First of all, a language teacher was interviewed about the prevailing situation of language classrooms, the motivation level of the students, the themes of the material employed for teaching learning process. Then, the learners were asked about the material used in the class currently .They were also queried about their preferred themes to be incorporated in the syllabi.

### **Thematic Analysis:**

The three interviews provided the data. They were transcribed and then analyzed using thematic analysis. Thematic analysis is used to extract the information from the qualitative data such as interviews.

“TA is essentially a method for identifying and analyzing patterns in qualitative data” (Clarke and Braun, 2013, What is thematic analysis? para. 1).

### **The Analysis of the Two Students’ Interviews:**

The data gathered via interviews of two students displays a need to be able to relate to the content of their course with their own sociocultural background to be able to understand and retain what they learn. They have two concerns for learning English: academic and communicative. In the first place, in order to pursue their degrees in which they are enrolled, English is the medium of instruction. Therefore, learning English is the prerequisite for their studies. Secondly, they come from different countries; so the English Language classes include learners from different linguistic and cultural background. English is their only common medium of understanding and communication inside and outside the classroom in Pakistan. As one of the students said, interact with each other is their practical need. Accordingly, their concern is to be able to communicate better in the class and in their day to day life as they are living in Pakistan and their tool of communication is English and to that end, they express to achieve communicative ability.

1. A common theme across their answers is lack of motivation in learning caused by the presence and domination of the western characters in the reading content. Since majority of them are from Arab countries and China, they face difficulty to relate to the Western characters resulting in a detachment and in turn a disinterest in the instructional materials.

1.1 Both the students showed resentment mentioning the characters in the instructional material which are an English nurse, picnic warden and a Pakistani cricketer etc. The reason behind the resentment is that they don’t have the background knowledge about these characters; consequently they are unable to relate to these characters. One of the students expressed her opinion about the characters in the reading material as they don’t reflect our culture. They are from different cultures. Hmm Western, mostly. The other interviewee reflected the same view in these words I am not interested in learning about people from the west and rain fall and cricket. This dissociation with the characters in the instructional material results in decline of motivation on the part of the students.

1.2. On the other hand, they expressed excitement about content that referred to their own culture and countries which helped them retain the information better. They like the characters which were from their own cultures as the Chinese student mentioned that she liked the unit about Chinese way of curing diseases and Chinese doctors. She expressed her point of view as we could have more actors of Chinese culture in our reading books. Similarly, the Saudi student liked the comprehension passage about a student living in an oasis in UAE. She expressed her opinion about the passage in these words; it was about a boy living in Emirates. His routine, his school and prayers. I like that unit very much.

2. The interviews of both learners indicate that the themes in the instructional material are not of the students’ interest. They do not reflect the students’ native culture. Association of the reading material with the learners’ daily life or culture improves their interest in learning second language. The interviewee said, the book is boring, hmm, very difficult and boring. The student mentioned a unit named; Eastern Medicine where Asian ways of healing were discussed and especially Chinese way of healing diseases and Chinese doctors are mentioned. The students like that reading unit a lot.

3. The learners expressed a desire to include exercises to build their vocabulary. One of the interviewees said, there should be a table in the vocabulary section to list the difficult words whereas the other one said, new words which help us in speaking. It is because of the fact that rich vocabulary equips the L2 learners express their ideas and thus increase their confidence level.

4. The settings in the instructional material are not of the students’ interest. These are a convent, a cricket playground, a jungle and an English hospital as an interviewee stated, Outdoor, then convent, playground, forest.

5. Another important aspect mentioned by the learners is that they like the tasks and activities which they can relate to their everyday lives and which help them improve their communicative ability as one of the interviewee stated, I like the discussions when the teacher tries to relate the material to our culture. The other one said, Hmm I like the teacher to let us read the text and interact with each other.

Thus, the analysis of the two interviews leads us to conclude that L2 learners want incorporation of eco linguistic based instructional material.

### **The Analysis of the Language Teacher’s Interview:**

1. The analysis of the teacher’s interview provides a better understanding of the learners and a deep insight into the existing status of English language in the curricula. The language classes are multicultural. To quote the interviewee, Students are mainly from Asia, okay, they are of Arabic origin or they are from China. It is a challenge for the language teachers to fulfill the requirements of all the learners. Secondly, English is

the medium of instruction in the university. English language proficiency is a prerequisite for their studies in all disciplines. To quote the interviewer, learning English language is university requirement. There are three levels, elementary, intermediate and advanced. So they have to complete it before joining their relevant degree program.

2. English is their requirement to serve the communicative purpose. They are all from different countries especially from Arab region and China and English is their means of communication in Pakistan. However, majority of the learners show low level of English proficiency. The language teacher stated that they are not fluent in speaking and this lack of fluency makes them reluctant to speak.

3. Another significant issue highlighted by the interviewee is that the prescribed book is not reading centered. All four skills and grammar are integrated in the book. Instructors have to follow course objectives and the books prescribed by the institution. To quote the interviewee, course objectives are given to us by university and then we are prescribed certain course books. She also added,

Basically their focus is improvement of language, all four skills .in the book, that is, all four skills which are prescribed along with grammar.

However, the teachers also use supplementary material to meet the requirements of every batch of the students. She stated, instructional material does not fulfill our requirement.

4. The themes in the reading material have a significant role to involve the learners in the learning process. If themes of the content successfully catch the attention of the students, teaching/learning process is supported.

4.1. The themes present currently in the reading content are far from the learners' cultures and their day to day lives. Some of them are cricket, convent, forest, national park etc. The interviewee reported similar problems with teaching from books with the Western stories. The interviewee brought issue to light by saying,

Most of it does not motivate the learners, the existing one; they can't associate themselves with the content, or stories or characters.

4.2. The students like themes which are related to their ethnic background and real-life experience. The teacher informed about the issue in these words,

Content of the units should be relatable to their culture and day to day experiences.

In other words, culture and daily life associated material supports leaning by motivating the learners. The language instructor described her experience of introducing their culture based material in the following words:

Once I took a unit from another source and it was about a boy living on an oasis in UAE, this unit was basically about his student life, his routine and prayer times etc. So I have Arab students in that class the students really like it because they were all able to relate it to their lives being students and again Arab students have very clear idea about the life on an oasis. So they were quite enthusiastic.

Thus, the students responded better to the materials that dealt with the environment that the students belong to. This takes us to agree that ecolinguistics aids and accelerates learning by raising the L2 learners' motivation.

5. The characters mentioned in the reading content are not related to their culture, they are mostly, Eurocentric. Take for example, an English nurse who went to convent to become a nurse then she helped English soldiers in the battlefield. There is also a warden and a Pakistani cricketer. Therefore these are unable to receive the attention of the learners. The teacher said that the instructional material has

Eurocentric characters, so we have characters like Ms. Nightingale the best nurse of her time from England who went to convent to become a nurse and to help English soldiers. Then we have a chapter about picnic warden, though there are some local heroes that are also mentioned like former cricketer Imran khan, Cricket at Zaman Park, that is the name of one of the chapters but again as I suggested that or I mentioned earlier that students are foreigners, they are unable to relate to Pakistani history or cricket or another thing.

5. The instructor added that students' motivation is elevated when the learners can associate their own experiences with the tasks and activities conducted in the class. For students belonging to different cultures, examples and exercises from the environment of their countries garner better results. Referring to the unit about a boy living in UAE, she said, their motivation level was raised during teaching that unit and they actively participated in activities.

This example provided by the language teacher leads us to conclude that high motivation leads to active participation of learners in the activities and tasks.

6. Students' culture based material not only improves their participation but it also improves their understanding as well. As stated by the teacher, their understanding was much better. They were more enthusiastic.

7. The settings in the prescribed book are not of the learners' interest. The teacher stated that the settings

in the reading materials are convent, cricket playground, rain in Malaysia.

8. The place of vocabulary building in learning a language is evident as vocabulary makes them able to express their feelings and ideas. The vocabulary building should be paid more heed so the L2 learners get equipped with a big vocabulary bank to make them able to communicate in target language.

9. The teacher also suggested that need analysis in the beginning of every semester should be conducted to get an insight into learners' needs and hopes about the instructional material. It will also provide a better understanding of their current English proficiency level. This step will help design and adapt the material keeping in view the learners' needs and present proficiency level.

The interviewee highlighted the issue by saying, need analysis is very important. So hmm, for every new batch of students. She also added:

So sometimes we have Thai students who are more in number, sometimes we have Arab students and sometimes we have Chinese who are, you can say in greater number. Based on ,you can say ,their variety, we have to give variety of material that they can relate to but from that material we can take them to different material, that is not quite relevant to their culture, from known to unknown. We can start it and when they have achieved certain proficiency then we can introduce even Eurocentric texts.

Hence, to achieve optimal learning, students need to be stimulated in a way that helps them retain information better.

#### **4. Findings:**

Thus, the thematic analysis of interviews shows that language learning experience is subjective; it varies from learner to learner. In line with this we can quote, "subjectivity of the language learning experience" (Kramsch, 2008, p. 26) takes us to formulate eco linguistic based syllabus.

So the learners need instructional material which is closer to their native environment and culture. In other words, in order to develop the syllabus of English language, involving the learners for developing their learning potentials, keeping in view language learners' background and culture is highly valuable. In addition, there is a need to improve the learners' vocabulary bank. Moreover, the tasks and activities which are closer to the students' real life situations are more effective to improve their motivation level and learning L2. This leads us to conclude that the learners are the central figures in teaching / learning process so teaching material should be selected and adapted keeping in views eco linguistic perspective (Tjendani et al 2019, p.270).As a result, their motivation level will be raised.

##### **The Formulation of the Eco linguistic Perspective-based Syllabus:**

Textbooks provide materials and activities for class execution. They strongly influence the teaching/learning process on daily basis. Therefore "their selection is one of the most important decisions made" (Byrd and Schuemann, 2014, p. 380). Mostly, in universities, teachers make their own decisions about selection of the book and material. But this selection must be in line with the course objectives provided by the university.

The following is the book used at intermediate level for reading skills in the university.

Howe, D. H., Kirkpatrick, T. A. & Kirkpatrick, D. L. (2005). *Advance with English Book 2*. Oxford: Oxford University Press

However, the book is supplemented with the materials selected by the course instructors. Because it is a fact that textbooks cannot be perfectly suitable for a specific teacher and a specific class of learners. Therefore, instructors should use supplementary materials (Byrd and Schuemann, 2014, p. 387).

Based on the finding of thematic analysis mentioned above, eco linguistic perspective-based syllabus is formulated and developed. A syllabus outlines the main elements which will be used to plan the learning process and to prepare the focus and the main contents of the language learning. This study focuses on reading skill because "the ability to read well may be the most important second language (L2) academic skill" (Grabe and Stoller, 2014, p. 189). There are nine curricular principles which help curriculum developers, material writers and teachers to develop and adapt the material for reading classroom. Some of those important principles are giving learners' choice in selection of the material, using reading materials which are interesting and connecting reading with their background knowledge (Grabe and Stoller, 2014, p.190).

The instructional material for the model syllabus used in the current study is adapted from internet sources. The account of native traditional tales of Chinese and Arab origin is selected. Then, reading comprehension exercises are developed keeping in view reading skills such as skimming, scanning, to get the main idea or gist, to take notes and guessing the meaning of unfamiliar words using contextual clues in these

narratives, 'Mulan' and 'Aladdin and The Magic Lamp'. Chen quotes a researcher (Stibbe, 2015) "eco linguistics analyses language to reveal the stories we live by" (Chen, 2016, p. 109).

The reading exercises are categorized in three stages: pre-reading stage, during-reading stage and post-reading stage. At pre-reading stage, learners will be introduced the topic of the reading selection, this will not only tap their "prior knowledge" but also stimulate their "interest" and build their "motivation" (Grabe and Stoller, 2014, p.192). L2 Students' vocabulary building is highly valuable as vocabulary helps them give linguistic attire to their ideas. According to Pressly (2002), at during-reading or while-reading stage, students will be directed to guess the meaning of unfamiliar words using contextual clues and identifying important information (Grabe and Stoller, 2014, p.198). In post-reading stage, the students will be expected to complete the missing words in the cloze passage (teacher generated summary) and they may be engaged to answer comprehension questions based on skimming and scanning. Testing comprehension questions is a post-reading activity which is employed by the teachers to assess the learners' comprehension (Grabe and Stoller, 2014, p.195). Moreover, there are some exercises to serve the purpose of improving word recognition skill and reading fluency practice such as timed word recognition exercises. (Grabe and Stoller, 2014, p.191).

Since the learners are already familiar of the proceedings of these stories, this awareness will not only raise their understanding of the teaching material but also improve their motivation for learning the language. It is the elevated motivation which is the target to be achieved by the execution of eco linguistic based syllabus.

## **5. Conclusion:**

The development of the eco linguistic perspective-based syllabus is the result of situation analysis via interviews and the eco linguistic theory. It facilitates and accelerates the teaching learning process by improving motivation of L2 learners. As far as the teacher's perceptions of integrating eco linguistic into pedagogy/ material design with reference to motivation level of their students is concerned, it is evident that it makes understanding of the concepts easier as pupils are already familiar with the contents and concepts which are grounded in their cultural context. Therefore, the learners are more motivated and they actively participate in learning process. Furthermore, this high level of motivation will raise their understanding of the instructional material which will gradually lead them to extensive reading ultimately building their reading fluency in the long run. In addition, the high level of motivation encourages them invest the energy in using the target language outside the classroom on their own in the available opportunities. In a nutshell, in EFL classrooms, the instructional material must be in line with the cultural background of students to achieve optimum teaching and learning experience for both the teacher and English language learners.

### **Further Research:**

Last but not the least, general conclusions cannot be drawn from just one study; more research on use of eco linguistic based syllabus design is essential before generalizations can be drawn about raising the motivation level of the L2 learners. In addition, this study focused on the reading skills. There is a need to study using eco linguistic approach for designing syllabus for writing, listening, speaking and grammar as well.

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**Appendix A: Interview Questions**

**Questions for Learners' Interview:**

1. How motivated are you to learn English in this course?
2. What are some of the challenges you face in terms of instructional materials?
3. How would you rate your engagement with ESL materials used in your class?
4. Please describe the materials which are used in the course?
5. What is the cultural context of these materials?
6. Do you find it easy to comprehend the cultural context of the materials?
7. Do you find it easy to connect it to your own culture?
8. Have your teacher ever tried to connect the instructional content to your native culture?

**Questions for Language Instructor's Interview:**

1. How motivated are your students to learn English in this course?
2. What are some of the challenges your learners face in terms of instructional materials?
3. How would you rate your students' engagement with ESL materials used in your class?
4. Please describe the materials you use in the course?
5. What is the cultural context of these materials?
6. Do the students find it easy to understand the cultural context of the materials?
7. Do the learners find it easy to connect it to their own culture?
8. Have you ever tried to connect the content to the students' culture? If yes, how did they respond?

**Appendix B: Interviews**

**Thematic Analysis of the Language Teacher’s Interview Transcription:**

Interview	Open	Axial	Selective
<p><b>Interviewer: Aslam o alikum, how are you?</b></p> <p><b>Language Teacher:</b> I am fine and you?</p> <p><b>Interview: I am fine Alhamdulillah. Hmm, first of all I would like to ask you some questions about language learners. My first question is what kind of language competence do your students demonstrate in the class?</b></p> <p><b>Language Teacher:</b> Basically these language students, they have very basic skills; they can understand their teachers but they are not fluent in speaking and this lack of fluency makes them reluctant to speak and participate in the class.</p>	<p>they are not fluent in speaking and this lack of fluency makes them reluctant to speak</p>	<p>Lack of fluency leading to lack of confidence</p>	<p>Students’ existing proficiency level is very low</p>
<p><b>Interviewer: Alright, why do you think they choose this course?</b></p> <p><b>Language Teacher:</b> This is actually university requirement which places them in the language courses. Basically these foreigner students are enrolled in the university, on the basis of a level test, they are placed in different levels according to their language proficiency, there are three levels, elementary, intermediate and advanced. So they have to complete it before joining their relevant degree program.</p>	<p>university requirement</p> <p>Three levels, elementary, intermediate and advanced. So they have to complete it before joining their relevant degree program.</p>	<p>English, compulsory for their studies.</p> <p>They are supposed to achieve certain level of proficiency by passing three levels of English language course.</p>	<p>English is pre-requisite for studies in all disciplines</p>

<p><b>Interviewer: Okay, what motivates students to learn English language?</b></p> <p><b>Language Teacher:</b> They know that English language proficiency is a prerequisite for their studies. Secondly they are from different countries and they have to live and survive in Pakistan, English is their means of communication over here.</p>	<p>English language proficiency is a prerequisite for their studies.</p> <p>their means of communication</p>	<p>Learning English is their requirement.</p> <p>English is their means of communication.</p>	<p>English, the medium of instruction in the university</p>
<p><b>Interviewer: Okay, what goals do learners want to achieve by learning English?</b></p> <p><b>Language Teacher:</b> Basically they have two goals in minds, one is academic and other is communicative. They want to be able to perform well in their studies and they also want to be able to communicate in real life situations using this target language that is English.</p>	<p>two goals, academic and other is communicative</p> <p>They want to be able to perform well in their studies and they also want to be able to communicate in real life.</p>	<p>Two purposes of Learning English, academic and communicative.</p>	<p>Two purposes of English: academic and communicative.</p>
<p><b>Interviewer: Okay, what themes are students more interested in?</b></p> <p><b>Language Teacher:</b> They are mainly interested in themes that are relevant to their culture or their day to day experiences. I mean the themes they can relate their lives to.</p>	<p>They are mainly interested in themes that are relevant to their culture or their day to day experiences. I mean the themes they can relate their lives to.</p>	<p>The students like themes which are related to their culture and day to day experience.</p> <p>“Teachers should guide students to choose their own learning content” (Wang, 2018, p, 156)</p>	<p>Ecolinguistics suggests that themes in instructional content should be learners’ culture based.</p>

<p><b>Interview: Okay, what type of tasks do students like?</b></p> <p>They like to participate in the activities which help them learn to communicate in real life. For this, many students like to learn new vocabulary and they try to adopt certain language structures and some times roll playing activities are enjoyed by students.</p>	<p>Tasks which help them learn to communicate in real life.</p> <p>...like to learn new vocabulary and they try to adopt certain language structures and some times roll playing activities are enjoyed by students.</p>	<p>Tasks to improve real life communication.</p> <p>Students are interested in learning new vocabulary and roll play.</p>	<p>Real life communication and building vocabulary</p>
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<p><b>Interviewer: Okay, Now I am going to ask some questions about teaching material.</b></p> <p><b>Language Teacher:</b> Okay.</p> <p><b>Interviewer: How would you evaluate the teaching material you use?</b></p> <p><b>Language Teacher:</b> Okay, hmm, basically we have to follow the course objectives given to us by university and then we are prescribed certain course books but we come across certain issues and these issues are related to the language needs of students. Instructional material does not fulfill our requirement. So I have to supplement it with the material taken from other sources. Most of it does not motivate the learners, the existing one, because they can't associate themselves with the content, or stories or characters that are presented there. They are taken from, or hmm, you can say they are Eurocentric. So they are unable to relate to it. Students are mainly from Asia, okay, they are of Arabic origin or they are from China.</p>	<p>Course objectives given to us by university and then we are prescribed certain course books.</p> <p>Instructional material does not fulfill our requirement.</p> <p>Most of it does not motivate the learners, the existing one, because they can't associate themselves with the content, or stories or characters</p> <p>Students are mainly from Asia, okay, they are of Arabic origin or they are from China.</p>	<p>Instructors have to follow course objectives and prescribed book.</p> <p>They also use supplementary material.</p> <p>Instructional material is not according to the needs of the students.</p> <p>Content, characters, and stories are western.</p> <p>Learners are Asian, mostly, Arab and Chinese.</p>	<p>Instructional material needs improvement.</p> <p>Western content in the reading book</p> <p>Students are Asians.</p>
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<p><b>Interview: So my question is related, can you give examples of the negative characteristics of the book?</b></p> <p><b>Language Teacher:</b> Okay, hmm, basically we have to follow the course objectives given to us by university and then we are prescribed certain course books but we come across certain issues and these issues are related to the language needs of students. Instructional material does not fulfill our requirement. So I have to supplement it with the material taken from other sources. Most of it does not motivate the learners, the existing one, because they can't associate themselves with the content, or stories or characters that are presented there. They are taken from, or hmm, you can say they are Eurocentric. So they are unable to relate to it. Students are mainly from Asia, okay, they are of Arabic origin or they are from China.</p>	<p>Instructional material does not fulfill our requirement. So I have to supplement it with the material taken from other sources.</p> <p>Students are mainly from Asia, okay, they are of Arabic origin or they are from China.</p>	<p>Reading material is not does not fulfill the students' requirements.</p> <p>Learners are Asian, mostly Arab and Chinese.</p>	<p>Instructional Material needs improvement.</p> <p>Students 'origin is Asia.</p>
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<p><b>Interview: So my question is related, can you give examples of the negative characteristics of the book?</b></p> <p><b>Language Teacher:</b> Okay, one thing the books prescribed here are not reading centered, they are language, hmm, basically their focus is improvement of language, all four skills .in the book, that is, all four skills which are prescribed along with grammar. So again, we feel that we need to have a reading focused course book and again there are very few vocabulary exercises, so the students need to at this time, build their vocabulary bank, so they need to have something to supplement it. We tried some other source.</p>	<p>the books prescribed here are not reading centered,</p> <p>Basically their focus is improvement of language, all four skills .in the book, that is, all four skills which are prescribed along with grammar.</p> <p>There are very few vocabulary exercises, so the students need to at this time, build their vocabulary bank,</p>	<p>Book is designed in such a way that all four skills are integrated here.</p> <p>It is not reading centered.</p> <p>Vocabulary exercises are not enough.</p>	<p>The prescribed book is not reading centered</p> <p>Vocabulary building focused exercises should be increased.</p>
<p><b>Interviewer: Right, what can be improved in the course book? Language Teacher:</b> So, relating to the previous question, I would say that reading focused activities should be introduced and the content of the units should be relatable to their culture and day to day experiences. So the students can take interest in I think that is related to their life experience.</p>	<p>Reading focused activities should be introduced.</p> <p>Content of the units should be relatable to their culture and day to day experiences.</p>		

<p><b>Interviewer: Okay, what kind of tasks would you complement the book with?</b></p> <p><b>Language Teacher:</b> Okay, hmm, what I feel that hmm, and what I normally do skimming and scanning exercises, they are very important for improving reading skills so I sometimes introduce such activities and again, inference based activities, they are also very important because in this way, we try to trigger their cognitive skill along with the improvement of reading skills so I complement them with these kind of tasks.</p>	<p>Skimming and scanning exercises, they are very important for improving reading skills.</p> <p>Inference based activities, they are also very important because in this way, we try to trigger their cognitive skill along with the improvement of reading skills so I complement them with these kind of tasks.</p>	<p>Skimming and scanning must be included</p> <p>Focusing cognitive skills by inference based activities</p>	<p>Focus on skimming and scanning exercises</p> <p>Focus on cognition</p>
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<p><b>Interviewer: Alright, What do you like about how the students learn in class?</b></p> <p><b>Language Teacher:</b> Okay, so they learn by sharing their experiences with one another and they struggle quite hard for that so whenever there are some unit or reading material that is introduced to them, that they can relate to or that is in their observation or experience, so they tend to be more communicative, that's why they learn, they share their experiences with class fellows and teacher, that is something which is quite fulfilling for me as a teacher</p>	<p>They learn by sharing their experiences with one another.</p> <p>Whenever there are some unit or reading material that is introduced to them, that they can relate to or that is in their observation or experience, so they tend to be more communicative, that's why they learn, they share their experiences with class fellows and teacher, that is something which is quite fulfilling for me as a teacher</p>	<p>Sharing experience with one another improves learning</p> <p>Content closer to their culture and lives aids learning.</p> <p>“teachers should create a “nature environment” that is closer to the mother tongue as much as possible in the teaching,” ( Wang, 2018, p, 155)</p>	<p>Culture and daily life associated material supports leaning by motivating the learners.</p>
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<p><b>Interviewer: Who are the characters in these materials?</b></p> <p><b>Language Teacher:</b> Again, the prescribed material ,as I said that are Eurocentric characters, so we have characters like Ms. Nightingale the best nurse of her time from England who went to convent to become a nurse and to help English soldiers. Then we have a chapter about picnic warden , though there are some local heroes that are also mentioned like former cricketer Imran khan, Cricket at Zaman Park, that is the name of one the chapters but again as I suggested that or I mentioned earlier that students are foreigner , they are unable to relate to Pakistani history or cricket or another thing.</p>	<p>The prescribed material ,as I said that are Eurocentric characters, so we have characters like Ms. Nightingale the best nurse of her time from England who went to convent to become a nurse and to help English soldiers. Then we have a chapter about picnic warden , though there are some local heroes that are also mentioned like former cricketer Imran khan, Cricket at Zaman Park, that is the name of one the chapters but again as I suggested that or I mentioned earlier that students are foreigner , they are unable to relate to Pakistani history or cricket or another thing.</p>	<p>Characters in the content:</p> <ul style="list-style-type: none"> <li>i. Eurocentric as an English nurse in convent,</li> <li>ii. Far from their culture, a Pakistani cricketer</li> </ul>	
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<p><b>Interviewer:</b> Okay, which country and culture do these characters belong to? Can you give an example of how these materials reflect the learners own culture or not?</p> <p><b>Language Teacher:</b> Okay, hmm, so they are mainly taken from the west ,for example, The Lady of the Lamp. So it’s about an English nurse and then there is another unit, that I just mentioned, Cricket at Zaman Park, okay that is about a Pakistani famous cricketer. Students are basically not interested in cricket or the lady of the lamp because have to have a complete background even if they are provide with background information they are unable to relate to it so they don’t show much interest in such chapters.</p>	<p>Taken from the west, for example, The Lady of the Lamp. So it’s about an English nurse.</p> <p>Cricket at Zaman Park, okay, that is about a Pakistani famous cricketer.</p> <p>Information they are unable to relate to it so they don’t show much interest in such chapters.</p>	<p>Different from student’s native countries</p> <p>The material with which students cannot relate, they can’t take interest in it.</p>	<p>Instructional material is far from students’ culture.</p> <p>The material they are not able to relate to cannot win their interest.</p>
<p><b>Interviewer:</b> Okay, my next question is <b>what are the settings in these readings and tasks?</b></p> <p><b>Language Teacher:</b> Hmm, convent, cricket playground, rain in Malaysia, again, general you can say, etiquettes they are dealt with in these chapters. So these are the things that are too typical and you can say different for the students</p>	<p>convent, cricket playground, rain in Malaysia,</p>	<p>Settings are not of students’ interest</p> <p>“The cultural context can be found in the surrounding environment, residences, schools, markets, offices and everywhere”</p> <p>(Tjendani et al, 2019, p.257).</p>	<p>Boring settings</p>

<p><b>Interviewer: Alright, have you ever tried to connect the instructional content/ material to the students’ native culture?</b></p> <p><b>Language Teacher:</b> Yes, I as a teacher and other teachers teaching reading course at different levels teaching try to introduce certain reading articles and stories that are taken from their culture once I took a unit from another source and it was about a boy living on an oasis in UAE, this unit was basically about his student life, his routine and prayer times etc. So I have Arab students in that class the students really like it because they were all able to relate it to their lives being students and again Arab students have very clear idea about the life on an oasis. So they were quite enthusiastic.</p>	<p>Stories that are taken from their culture once I took a unit from another source and it was about a boy living on an oasis in UAE, this unit was basically about his student life, his routine and prayer times etc. So I have Arab students in that class the students really like it because they were all able to relate it to their lives being students and again Arab students have very clear idea about the life on an oasis. So they were quite enthusiastic.</p>	<p>Teacher tries to connect the instructional material to students’ native culture.</p> <p>“language is not studied as an isolated, self-contained system, but rather in its natural surroundings, i.e. in relation to the personal, situational, cultural, and societal factors”( Kramsch, 2008, p. 18)</p>	<p>Eco linguistics aids and accelerates learning by raising the L2 learners’ motivation.</p>
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<p><b>Interview: Did they feel more connected to the material then?</b></p> <p><b>Language Teacher:</b> Yes, their motivation level was raised during teaching that unit and they actively participated in activities.</p>	<p>Their motivation level was raised during teaching that unit and they actively participated in activities.</p>	<p>Raised motivation made the learners participate actively. “... it is evident that teachers, materials, and activities are instrumental in shaping attitudes to learning.”( Kormos and Csizer, 2008, p. 350)</p>	<p>High motivation leads to active participation of learners.</p>
<p><b>Interview: And what about their understanding? Did they understand them better?</b></p> <p><b>Language Teacher:</b> Yes, their understanding was much better. They were more enthusiastic. That is I think because they were more connected to the material.</p> <p><b>Interview: Okay, is there anything else you would like to add?</b></p> <p><b>Language Teacher:</b> Okay, so again hmm, I would say that need analysis is very important. So hmm for every new batch of students, we have to have a kind of understanding, students’ understanding, their culture, their requirement and we have to use different materials. So sometimes we have Thai students who are more in number, sometimes we</p>	<p>their understanding was much better. They were more enthusiastic. They were more connected to the material. Need analysis is very important. So hmm for every new batch of students, students’ understanding, their culture, their requirement and we have to use different</p>	<p>Their understanding was better when they were connected to the material. Need analysis to understand students ‘individual needs because they are from various countries. “subjectivity of the language learning experience” (Kramersch, 2008, p.</p>	<p>Students’ culture based material improved their understanding Importance of need analysis to understand students’ individual needs.</p>

<p>have Arab students and sometimes we have Chinese who are, you can say in greater number. Based on ,you can say ,their variety, we have to give variety of material that they can relate to but from that material we can take them to different material, that is not quite relevant to their culture, from known to unknown. We can start it and when they have achieved certain proficiency then we can introduce even Eurocentric texts.</p> <p><b>Interviewer: Okay Right thank you very much for your time, Allah hafiz.</b></p>	<p>materials.</p> <p>So sometimes we have Thai students who are more in number, sometimes we have Arab students and sometimes we have Chinese who are, you can say in greater number. Based on ,you can say ,their variety, we have to give variety of material that they can relate to but from that material we can take them to different material, that is not quite relevant to their culture, from known to unknown. We can start it and when they have achieved certain proficiency then we can introduce even Eurocentric texts.</p>	<p>26).</p>	
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**Transcription of Chinese Student’s Interview:**

Transcript	Open	Axial	Selective
<p>Salamoalikum, how are you?</p> <p><b>Interviewer: I am fine, Alhamdulillah. So are you ready for interview?</b></p> <p><b>Student:</b> Yes.</p> <p><b>Interviewer: Okay so my first question is about your English class. It’s about your books used in the reading class. So the question is what do you like in your English reading course book?</b></p> <p><b>Student:</b> I like the articles in the English reading class book because I can learn a lot of new words from the articles.</p>	<p>a lot of new words</p>	<p>Learning new words</p>	<p>Focus on vocabulary building</p>
<p><b>Interviewer: Alright, okay next is how does this book help you in learning to communicate in English?</b></p> <p><b>Student:</b> Hmm, I can learn a lot of grammar knowledge from books which is the biggest help for me because my grammar is poor.</p>	<p>grammar knowledge</p>	<p>Learning grammar</p>	<p>Focus on grammar</p>
<p><b>Interviewer: Alright so, do you ever read units in the book before the teacher deals with them in the class?</b></p> <p><b>Student:</b> Yes, most of them we read the text in advance and so check difficult words so that it will be easier for the teacher to express.</p>	<p>read the text in advance and so check difficult words</p>	<p>Serious attitude towards studies</p> <p>Vocabulary building</p>	<p>Commitment with studies with special focus on enriching vocabulary</p>

<p><b>Interviewer: Alright, so you checked the difficult words meanings before-hand?</b></p> <p><b>Student:</b> Yes.</p> <p><b>Interviewer: Okay, can you give examples of some negative, some bad characteristics of the book?</b></p> <p><b>Student:</b> Hmm okay I think there should be a table in the vocabulary section to list the difficult words in the passage which is more conducive to our study.</p>	<p>there should be a table in the vocabulary section to list the difficult words</p>	<p>The number of vocabulary questions should be increased.</p>	<p>Importance of vocabulary enhancement</p>
<p><b>Interviewer: Alright so, you want that difficult words should be more focused?</b></p> <p><b>Student:</b> Yes, yes.</p> <p><b>Interviewer: Okay so next question is what kind of task would you compliment the book with?</b></p> <p><b>Student:</b> I think read the text in advance and so check difficult words</p>	<p>read the text in advance and so check difficult words</p>	<p>Checking difficult words in dictionary beforehand</p>	<p>Commitment for building vocabulary</p>
<p><b>Interviewer: Alright, who are the characters in these chapters in your book?</b></p> <p><b>Student:</b> Hmm, there is a unit in the book named the “Eastern medicine”, there are no special people mentioned in the material but there are eastern doctors and western doctors.</p>	<p>“Eastern medicine”</p> <p>Eastern doctors and western doctors.</p>	<p>Culture based contents is liked by learners.</p>	<p>Culture based contents accelerates L2 learning</p>



<p><b>Interviewer: Alright so, where are they from?</b></p> <p><b>Student:</b> Hmmmm...</p> <p><b>Interviewer: Like which country and culture do these characters belong to?</b></p> <p><b>Student:</b> Hmm, there are China and Chinese doctors, how Chinese doctors treat illness is mentioned. I like that unit but its only one. Other characters are western. I want more Chinese people in stories.</p>	<p>China ,</p> <p>How Chinese doctor treat illness.</p> <p>I like that unit but its only one. Other characters are western. I want more Chinese people in stories.</p>	<p>Student wants more eco linguistic oriented content in the reading class.</p> <p>“Language ecology is thus a widespread approach within such fields as second language acquisition (SLA)”(Kramsch, 2008, p. 17)</p>	<p>Eco linguistic based syllabus will motivate the learners</p>
<p><b>Interviewer: Okay so, what are the settings in your readings and tasks?</b></p> <p><b>Student:</b> Umm my task is to read a new article every week whether in a book or in some app.</p>	<p>my task is to read a new article every week</p>	<p>Learner’s interest in studies</p>	<p>Positive attitude of the learner towards for L2 learning</p>
<p><b>Interviewer: I mean the material which is used in the class, does she connect it with Chinese culture, if she does it, how do you feel about it?</b></p> <p><b>Student:</b> Teachers have connected the teaching content with our native culture, for example, we study article about the weather in our respective countries. When we were learning medical knowledge, teachers would ask us how doctors in our respective cultures treat diseases, sorry teacher my pronunciation is bad.</p>	<p>Teachers have connected the teaching content with our native culture</p> <p>weather in our respective countries.</p> <p>how doctors in our respective cultures treat diseases,</p>	<p>Teacher associate the theme with students’ country and environment, e.g weather in the native countries of the students</p>	<p>Relating content to students’ native countries</p>

<p><b>Interviewer: Okay so do you understand better when she relates it with the Chinese culture?</b></p> <p><b>Student:</b> Yes, I think I can understand some better because by comparing I understand the meaning of the material.</p>	<p>By comparing I understand the meaning of the material.</p>	<p>Creating a relationship of the content of instructional material with students' lives and background by comparing and contrasting</p>	<p>Connecting learners' background with instructional material</p>
<p><b>Interviewer: Alright so what do you like about how you learn in class?</b></p> <p><b>Student:</b> Yes, I like the way I study in class and enjoy it.</p>	<p>I study in class and enjoy it.</p>	<p>Learners enjoy learning</p>	<p>Positive attitude of the learners</p>
<p><b>Interviewer: Okay so what kind of tasks and activities do you like doing?</b></p> <p><b>Student:</b> Hmm I like the teacher to let us read the text and interact with each other which can better our English meaning.</p>	<p>interact with each other</p>	<p>Communicative aspect of learning English</p>	<p>Desire for ability to communicate in TL.</p>
<p><b>Interviewer: Alright so is there anything you would like to add? Any other thing you want to say?</b></p> <p><b>Student:</b> One thing I would like to add is that we could have more actors of Chinese culture in our reading books. <b>Interviewer: Okay thank you Sofia thank you so much. Allah hafiz.</b></p>	<p>we could have more actors of Chinese culture in our reading books</p>	<p>The student wants to have more content related to her culture  “The eco linguistic perspective develops the way of teaching and</p>	<p>Learner wants eco linguistic based instructional material</p>

		<p>learning applicable in all situations. It is also a procedure which prepares the learners' involvement and active role as the start."( Tjendani et al,2019, p.259)</p>	
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**Thematic Analysis of Transcription of Saudi Student's Interview:**

<b>Transcript</b>	<b>Open</b>	<b>Axail</b>	<b>Selective</b>
<p><b>Interviewer: Yes, I am going to ask you some questions about your English reading class. My first question is what do you like in your English reading</b></p> <p><b>Student: I learn new words in every class.</b></p>	<p>I learn new words in every class.</p>	<p>Students want to learn new words</p>	<p>Students: motivated to improve vocabulary bank</p>
<p><b>Interviewer: Okay, how does this book help you in learning to communicate in English?</b></p> <p><b>Student: Hmm, it teaches us new words which help us in speaking.</b></p>	<p>New words which help us in speaking.</p>	<p>Learners are interested in using new words in speaking</p>	<p>Learners are interested in speaking</p>

<p><b>Interviewer: Do you ever read units in the book before the teacher deals with them in the class, before the teacher teaches them?</b></p> <p><b>Student:</b> No, sometimes only.</p>	<p>Student is not devoted to learn</p>	<p>Students' motivation is low</p>	<p>Low motivation of students</p>
<p><b>Interviewer: Okay, hmm, can you give examples of the negative; I mean bad characteristics of the book?</b></p> <p><b>Student:</b> Hmm, the book is boring, hmm, very difficult and boring. I am not interested in learning about people from the west and rain fall and cricket and Hong Kong.</p>	<p>The book is boring, hmm, very difficult and boring.</p> <p>I am not interested in learning about people from the west and rain fall and cricket and Hong Kong.</p>	<p>Content is difficult and boring because themes in the content are not of learners' interest.</p>	<p>Negative characteristics of the book: boring and difficult</p>
<p><b>Interviewer: Okay, what kind of tasks would you complement the book with?</b></p> <p><b>Student:</b> Tasks, hmm, I like the discussions when the teacher tries to relate the material to our culture.</p>	<p>Tasks, hmm, I like the discussions when the teacher tries to relate the material to our culture.</p>	<p>Tasks liked by students are building connection between the reading material and the learners' culture.</p>	<p>Students like to relate the tasks with their culture.</p>

<p><b>Interviewer: Okay, who are the characters, who are the people in these units?</b></p> <p><b>Student:</b> An English nurse, picnic warden, a Pakistani cricketer etc.</p>	<p>An English nurse, picnic warden, a Pakistani cricketer etc.</p>	<p>Learners cannot associate themselves with the Characters in the reading material</p>	<p>Characters are different from learners' culture</p>
<p><b>Interviewer: Okay, which country and culture do these characters belong to? Can you give some example of how these materials reflect your own culture or not?</b></p> <p><b>Student:</b> Hmm, they don't reflect our culture. They are from different cultures. Hmm Western, mostly.</p>	<p>they don't reflect our culture. They are from different cultures. Hmm Western, mostly.</p>	<p>Western Characters don't reflect students culture</p>	<p>Western characters</p>
<p><b>Interviewer: Okay, what are the settings in your readings and tasks?</b></p> <p><b>Student:</b> Outdoor, then convent, playground, forest.</p>	<p>Outdoor, then convent, playground, forest.</p>	<p>Outdoor and boring settings</p>	<p>Settings are not interesting</p>

<p><b>Interviewer:</b> Hmm, have your teacher ever tried to connect the instructional material to your native culture? If yes, can you give an example?</p> <p><b>Student:</b> Yes, when she relates something with our lives and our country s culture I become happy and take more interest. There was a unit, not from our book, she gave us photocopy. It was taken from internet or some other book. I don't know, but it was about a boy living in Emirates. His routine, his school and prayers. I like that unit very much.</p>	<p>When she relates something with our lives and our country s culture I become happy and take more interest.</p> <p>it was about a boy living in Emirates. His routine, his school and prayers. I like that unit very much.</p>	<p>Students take more interest when the teacher relates the content with students 'countries</p> <p>Arab students like the material related to their region</p>	<p>Culture related content motivates learners</p>
<p><b>Interviewer:</b> Okay, did you feel more connected to the material in that unit?</p> <p><b>Student:</b> Yes, with that unit I feel more connected.</p>	<p>Yes, with that unit I feel more connected.</p>	<p>Students feel connected to eco linguistic based material</p>	<p>Eco linguistic based content connects learners with reading material</p>
<p><b>Interviewer:</b> What do you like about how you learn in class?</p> <p><b>Student:</b> When the teacher explains, I learn and understand new material.</p>	<p>When the teacher explains, I learn and understand new material.</p>	<p>Teacher 's ability to explain and teach is good</p>	<p>Teacher's teaching abilities are good</p>

<p><b>Interviewer: Okay, Khadija my next question is what kind of tasks and activities do you like doing?</b></p> <p><b>Student:</b> I like vocabulary exercises and comprehension questions.</p>	<p>I like vocabulary exercises and comprehension questions.</p>	<p>Learner’s interest in vocabulary and comprehension questions</p>	<p>Learners eagerness to improve vocabulary and comprehension</p>
<p><b>Interviewer: Okay, is there anything you would like to add?</b></p> <p><b>Student:</b> Yes, the reading material should be more interesting and it should be about us, about our culture not about the west.</p>	<p>The reading material should be more interesting and it should be about us, about our culture not about the west.</p>	<p>Learners’ demand for the their culture based content</p>	<p>Demand of eco linguistic based content</p>

**Appendix: C. Reading Lessons**

**Reading Lesson 1**

**Aladdin and the Magic Lamp**

Once upon a time, there was a poor boy named Aladdin who lived with his mother. One day, a rich stranger came to their house looking for Aladdin. ‘I am a merchant,’ he told Aladdin’s mother. ‘I have come all the way from Arabia. I want to take your boy with me for a little work, but I will pay him so much that you will not be poor anymore.’

Aladdin’s mother soon agreed because they really needed the money. However, she did not know that the man who said he was a merchant was actually a magician.

The next day, Aladdin packed his things and left with the merchant. They traveled for many hours, after which the merchant stopped. Aladdin was surprised, as it was a lonely spot and there was nothing or no one anywhere.

The merchant took out some colored powder from his pocket. Then he threw it at the ground and the next moment there was smoke all around. As the smoke cleared away, Aladdin saw a big opening in the ground like a cave. The merchant asked Aladdin to go inside the cave. ‘You will see lots of gold inside, more than you will ever see in your life. Take as much as you want. Inside the cave, you will also see an old lamp. Just get it out for me.’ Aladdin became **suspicious**, but he entered the cave.

Inside, he saw the cave was filled with gold. He filled up his pockets with gold and stuffed in as much as he could. When he could take no more gold, he looked for the lamp and found it. It was old and dirty. He took the lamp and called out to the merchant to help him out. ‘Give me the lamp first,’ the merchant said. Aladdin was afraid that if he gave the lamp to the merchant, he would leave him there. So he said ‘Please pull me out first.’



The merchant got angry and took out some more powder from his pocket. He threw it at the cave and the opening of the cave became shut with a **huge** rock. Aladdin was **scared**. He waited inside and shouted, hoping that someone would come and help. But many hours passed and no one came. As Aladdin was sitting alone, he started cleaning the lamp. Suddenly, a strange fog filled up the room and a voice said, ‘My Master, I am the genie of this lamp. What is your wish?’ It was a huge man who looked very strange and Aladdin was afraid of him. But the genie **assured** him that he would do as Aladdin asked him. ‘Take me to my home’ he said.

The next instant, Aladdin was home and with his mother. They hugged each other and Aladdin told her all about his adventure. Aladdin called the genie again and he appeared, but now they were not afraid of him. He asked the genie for a palace and soon they were living inside a beautiful palace instead of the old hut where Aladdin had lived all his life.

As people got to know about the rich Aladdin, he became more famous. He was now married to the princess, the daughter of the Sultan, and they were very happy. The magician too heard all about Aladdin. He came to Aladdin’s palace pretending to be an old man who exchanged old lamps and gave new. Aladdin had not told the princess about the magic lamp. She got it to give the magician. As soon as he saw the lamp he recognized it, and **grabbing** it, ran away.

He summoned the genie and he was now the new master. ‘Shift away Aladdin’s palace far away from here to the desert’ he said.

When Aladdin returned home he could not find his palace or his princess and mother. He was very worried, but then realized it must be the work of the evil magician who wanted to take revenge. Aladdin thought hard and remembered that he had a ring that the magician had given him and that it could still help him. He rubbed the ring and another genie appeared. ‘Take me to wherever my princess is,’ he commanded the genie.

The next moment Aladdin found himself in the desert in his palace. His princess was there and he was **glad** to see she was safe. The evil magician was also there and the magic lamp was placed on a table next to the magician. Before the magician could realize what was going on,

Aladdin quickly jumped and grabbed the lamp. He quickly rubbed the lamp and lo and behold, the genie appeared.

‘My master,’ the genie said, ‘I am so happy to serve you again. What do you wish for?’ he asked. Aladdin looked at the magician and said, ‘I want you to send this evil magician to a different place, from where he can never return again or harm anyone.’

‘Whatever you wish for my master,’ said the genie, and the evil magician disappeared, never to return again.

The genie helped **transport** Aladdin back to where his palace was. There, Aladdin lived happily with his princess wife and his mother. The genie was also there along with Aladdin and his family, and they lived happily ever after.

### **Reading Comprehension Exercises**

**Q. 1. Guess the meaning of the following words written in bold in the story. (ANY FIVE)**

**1. suspicious**

- a. doubtful
- b. confident
- c. excited
- d. indifferent

**2. huge**

- a. small
- b. big
- c. wide
- d. different

**3. scared**

- a. pleased
- b. sad
- c. surprised
- d. afraid

**4. assured**

- a. annoyed
- b. discouraged
- c. guaranteed
- d. depressed

**5. grabbing**

- a. taking
- b. picking
- c. lifting
- d. joining

**6. glad**

- a. displeased
- b. happy
- c. depressed
- d. amazed

**7. transport**

- a. carry
- b. fly
- c. jump
- d. travel

**Q2. Fill in the blanks.**

1. The stranger came from \_\_\_\_\_.
2. The merchant took out \_\_\_\_\_ from his pocket.
3. When Aladdin was sitting alone, suddenly, a strange \_\_\_\_\_ filled up the room.
4. Aladdin rubbed his ring, a \_\_\_\_\_ appeared.
5. Aladdin's wife was the daughter of the \_\_\_\_\_.

**Q3. Circle the correct word.**

1. Once a wealthy stranger came to Aladdin's house, claiming to be a sailor / merchant.
2. When Aladdin rubbed the lamp, a strange powder / fog appeared.
3. As people got to know Aladdin, he became very famous / furious.
4. The magician summoned the genie of the ring / lamp.
5. The magician asked the genie to shift Aladdin's palace to a forest/ desert.

**Q4. Choose the correct answer from the given options:**

- 1) The stranger asked Aladdin to \_\_\_\_\_.
  - a. Work for him
  - b. Build a palace
  - c. Find the cave
  - d. Stay with his mother
  
- 2) The stranger was actually \_\_\_\_\_.
  - a. A rich merchant
  - b. Aladdin's uncle
  - c. The Sultan of Arabia
  - d. An evil magician
  
- 3) Aladdin asked genie for \_\_\_\_\_.
  - a. A garden
  - b. A palace
  - c. A cottage
  - d. Servants

- 4) Aladdin remembered that the evil magician had given him \_\_\_\_\_.
- a. A crown
  - b. A lot of gold
  - c. A ring
  - d. The lamp
- 5) When Aladdin took back the lamp and rubbed it, the genie was \_\_\_\_\_ to see him.
- a. Angry
  - b. Disappointed
  - c. Glad
  - d. Surprised

**Q5. Differentiate between true and false sentences:**

- i. Aladdin lived with his poor parents.
- ii. The wealthy stranger was actually an evil king.
- iii. Aladdin married the Sultan's daughter.
- iv. The merchant threw some powder on the ground and fire appeared.
- v. The merchant asked Aladdin to keep the lamp but give him all the gold he could bring from the cave.

**Q.6. Choose the best answer.**

**i. Why did the magician close the cave again?**

- a) He wanted to come there again later.
- b) He saw someone coming there.
- c) He wanted to punish the boy.

**ii. How did Aladdin know that the magician was behind the disappearance of the house?**

- a) He did not know anyone else.
- b) The magician was the only enemy he had.
- c) He was afraid of the magician.

**iii. Why was the genie happy to serve Aladdin again?**

- a) Because Aladdin was young.
- b) Because Aladdin did not use the power against other people.
- c) Because the magician did not give enough food to the genie.

**iv. Why couldn't other people find that reassurance?**

- a) Because people were afraid to go to that area.
- b) Because it belonged to the king.
- c) Because it was hidden with magic.

**iv. Which of the following options is not true with reference to sending of the magician to a far off place?**

- a) He sent the magician away so that he may not harm Aladdin.
- b) He sent him away so that he may not harm anyone.
- c) He sent him away so that he does not snatch his lamp from him.
- d) He sent him away so that he wanted to marry Aladdin's wife.

**Q.no.7. Answer the following questions.**

1. Why did Aladdin's mother allow a stranger to take his son along?

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2. Why did the magician tell Aladdin's mother he was a merchant?

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3. Why did not Aladdin handover the lamp when the magician asked for it?

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4. Do you think Aladdin was a wise boy?

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5. Why did the genie obey the magician and moved Aladdin's place to a desert?

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**Q.8. Read the following summary of the passage and supply the missing words.**

Once there was a poor boy named Aladdin who lived with his mother in a small hut. One day a magician, pretending to be a \_\_\_\_\_, came to them and offered Aladdin work. He \_\_\_\_\_ and went with him. The magician took him to a far off, deserted place in the desert and opened up a \_\_\_\_\_ with magic and asked him to go in there and find him a \_\_\_\_\_. Aladdin went inside the cave filled with treasures and did as he was told. But when he asked the magician to help him out, the magician \_\_\_\_\_ to do so until he handed over the lamp. Doubtful of his intentions, Aladdin refused; angrily magician closed the entrance to the cave and trapped him in. Hopeless, Aladdin started cleaning the lamp. Rubbing the lamp released the \_\_\_\_\_ from the lamp. The genie told him that he could grant him all his \_\_\_\_\_. Aladdin

wished to go back home. The genie delivered him home. Then Aladdin asked for a beautiful \_\_\_\_\_ and soon they were living in a palace and married a \_\_\_\_\_. His fame reached the \_\_\_\_\_ who visited the palace, pretending to be an old man, and got the princess to exchange the magical lamp with a new one. The magician moved the palace and the princess far away with the lamp's power. When Aladdin found out, he used the genie from a \_\_\_\_\_ the magician had given him and found him. With his genie's help, he sent the magician far away where he couldn't hurt anyone and restored his palace and lived happily ever after with his family and the genie.

**Q9. Rapid-word recognition Exercise: Recognize the words from the first columns in the next columns in 10 seconds time.**

**Key word**

- |                 |          |             |           |
|-----------------|----------|-------------|-----------|
| i. 1. anywhere  | cleaning | outside     | somewhere |
| 2. inside       | nowhere  | anywhere    | inside    |
| 3. cleaning     | outside  | clearing    | clotting  |
| ii. 1. wherever | whenever | smoky       | whatever  |
| 2. appeared     | smoke    | disappeared | apparent  |
| 3. smoke        | appear   | wherever    | smoker    |



## **Reading Lesson 2**

### **The legend of Hua Mulan**

The name Hua Mulan has been synonymous with the word "heroine" for hundreds of years in Chinese society and culture. Disney's 1998 animated film, "Mulan," brought her name to a wider audience. The following version of the well-known story is presented in the form of Long jiang Opera.

On a peaceful morning, **glistening** with a rosy glow, Mulan washes clothes and practices martial arts with her fellow mates. But the sound of the bronze gong breaks off the harmony in the small town: The army is again **recruiting** new soldiers.

The old and ailing Hua Hu, Mulan's father, is getting ready to be recruited, but his "son", a young and handsome soldier, is standing in front of the family - Mulan **disguises** as a man to stand for the duty of her father. With a sword **inherited** from **ancestors** of the family, Mulan leaves for the battlefield.

In the cold evenings on the frontier, Mulan, who is not used to sleeping with other soldiers in the tent, stands on guard during the night shift. Soldiers like Zhang Shazi make fun of Mulan, but an honest officer called Jin Yong offers her his tent to sleep in: The two become good friends. Jin respects Mulan for her martial arts skills and ideas and Mulan admires Jin's masculine **vigor** and bravery.

For 10 years on the battlefield, the two friends experience a great deal together and Mulan gets promoted to general. She is in love with Jin Yong but has no means of expressing her feelings. In a surprise attack against the enemy one evening, Mulan gets wounded by an arrow and goes to recover at Han Mei's home, a girl who was saved by Mulan. The girl has admired and loved Mulan "the general" for a long time. When Mulan is well and longs to go back to the battlefield, Han Mei tells Mulan that she wants to marry her. At this point, Mulan is forced to reveal her true identity.

After Jin Yong learns that Mulan is female, he becomes even more infatuated with her, and Mulan also becomes more attached to Jin Yong. On the evening of Mid-autumn Day, Mulan dreams that she becomes a real woman again and marries Jin Yong. But the neighbors and Jin Yong's mother do not regard her as a woman and refuse to accept a wife who is also a general. Then Mulan awakes from her nightmare.

Jin Yong gets drunk and breaks into Mulan's tent, toasting three cups of wine to her, and reveals his deep passion for her. Mulan promises that the day the war is over will be the day when they get married.

The enemy launches a sudden **assault** and Jin Yong asks for an assignment. In the heated and **brutal** battle, Jin dies saving Mulan. Seeing the dead bodies on the battlefield, Mulan is **devastated**.

When the enemy **retreats**, Mulan goes back to the old battlefield to offer sacrifices to the martyrs. She changes back to a girl's clothing and the other soldiers realize for the first time that the general who has experienced such hardships for twelve years is female. A feeling of **reverence** and respect towards the woman **overwhelms** all of the soldiers. The **imperial edict** comes to promote Mulan, but she resigns from the position and goes back home where she writes: "Honors and **disgrace**, gains and losses are all external things; its utter dedication and loyalty to save the country".

**Reading Comprehension Exercises**

**Q. 1. Guess the meaning of the following words written in bold in the story:**

**i. Glistening**

- a. shining
- b. dusky
- c. shadowy
- d. wet

**ii. Recruiting**

- a. dismissing
- b. enlisting
- c. retiring
- d. dividing

**iii. Disguises**

- a. Costumes
- b. Acts
- c. Shows
- d. Follows

**iv. Ancestors**

- a. relatives
- b. forefathers
- c. folks
- d. warriors

**v. Inherited**

- a. Earned
- b. Enjoyed
- c. Got
- d. Lost

**vi. Vigor**

- a. weakness
- b. Strength
- c. Inability
- d. Dullness

**vii. Assault**

- a. injury
- b. withdrawal
- c. extraction
- d. attack

**viii. Brutal**

- a. cruel
- b. calm
- c. civilized
- d. smooth

**ix. Devastated**

- a. helpless
- b. improved
- c. shocked
- d. scared

**x. Retreat**

- a. advance
- b. backtrack
- c. forward
- d. continue

**xi. Reverence**

- a. admiration
- b. hatred
- c. disrespect
- d. criticism

**xii. Overwhelms**

- a. encourage
- b. lose
- c. surrender
- d. overpower

**xiii. Disgrace**

- a. purity
- b. credit
- c. command
- d. dishonor

**xiv. Imperial**

- a. royal
- b. common
- c. administrative
- d. executive

**xv. Edict**

- a. request
- b. advice
- c. report
- d. announcement

**Q2. Write whether the following statements are true or false.**

1. The name HuaMulan has been synonymous with the word "warrior".
2. Hua Hu was the father of Mulan.
3. Mulan leaves for the battlefield with an arrow given by her ancestors.
4. Mulan wanted to get married to Jin Yong.
5. Han Mei was killed by Mulan in the battle.

**Q3. Fill in the blanks.**

- a) Mulan was washing \_\_\_\_\_ when the sound of the bronze gong breaks off the harmony in the small town.
- b) Mulan \_\_\_\_\_ herself as a man to stand for the duty of her father.
- c) Mulan spent \_\_\_\_\_ years at the battlefield.
- d) Mulan got wounded by \_\_\_\_\_.
- e) \_\_\_\_\_ died while saving Mulan.

**Q4. Answer the following questions:**

- i. In which year Mulan movie was released by Disney?

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ii. Why did Mulan join the army?

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iii. What did Mulan see in her dream?

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iv. How did Mulan spend her night on the frontier?

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v. What was Mulan's decision at the end of the story?

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**Q5. Read the following summary of the story and write down the missing words.**

Mulan was a dutiful daughter and a skilled woman who practiced martial arts along with her household duties. When her father, an **ailing** man, is called to serve in \_\_\_\_\_, she pretends to be a man and enlists in his place. To avoid her identity being revealed she takes on night guard duties. Another soldier Jin Yong offers her his tent and over time, after spending so much time together, Mulan falls in love with him. After ten years on battlefield, Mulan is wounded in a \_\_\_\_\_ and goes to recover at Han Mei's house, a girl Mulan saved during a battle. When Han Mei expresses her desire to marry Mulan, Mulan is forced to reveal her identity. Jin Yong also discovers her identity and becomes even more **infatuated** with her. Mulan tells him she will marry him when the war is over. However, Jin Yong dies in battlefield while trying to save Mulan. Dejected, Mulan goes back to the

battlefield and starts honoring the martyrs. She revealed her \_\_\_\_\_ to everyone and earns everyone's respect and reverence. When she is offered a promotion from her post as a general, Mulan decides to step down and go back home, having fulfilled her duty over the last twelve years.

**Q9. Rapid-word recognition Exercise: Recognize the words from the first columns in the next columns in 15 seconds time.**

**Key word**

i. 1. synonymous	glaring	widest	wild
2. glistening	wide	anonymous	gleaming
3. wider	synonymous	glistening	synonym
ii. 1. experienced	ever	promotion	evenly
2. even	promote	even	experienced
3. promote	inexperienced	experiment	promoted
iii. 1. refuse	wound	refusal	wounds
2. admire	refute	admirer	refuse
3. wounded	admire	wounded	admiration



**Appendix D: Interviewees' Letters of Consent**

**Letter of Consent**

As a requirement for a course in Second Language Teaching at Foundation University, students are required to conduct interviews to gather insight into the matter under investigation. The information and experiences that you share will be transcribed. You will have the opportunity to review the final document before submission.

**Participant's Statement of Consent**

I understand the purpose of this interview. I understand that any information that the Researcher gathers from the interview for use in reports or published findings will not contain names or identifying features. I understand that all information will be kept confidential. I also have right to review the final submission. I understand my participation in this interview is voluntary. I may choose not to answer some or all of the questions with no consequences. I understand that I have the option, at the end of the interview, to revoke my consent for any or all of my information to be used in this assignment. I grant permission to be taped.

Participant \_\_\_\_\_

 **Maryam Majeed**  
Teaching Research Associate  
Department of English  
International Islamic University  
Islamabad

Date 08-06-2020

Letter of Consent

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Participant 水志志

Date 5th June

### **Letter of Consent**

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Participant \_\_\_\_\_ 

Date 7-6-20