
Integrating Ecolinguistics into the English Language Teaching Classroom: Reading and Writing the Stories We Teach By

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Abstract

Ecolinguistics Writing Workshop Proposal

Title: Integrating Ecolinguistics into the English Language Teaching Classroom: Reading and Writing the Stories We Teach By Mode of Presentation: Onsite, in English Duration: 90 minutes Number of participants: 5-25

Equipment needed: computer projection system; participants will need paper and pen or electronic writing devices.

Relevance to Conference Theme: This workshop addresses the question: "How should we teach ecolinguistics and/or include ecolinguistics in the teaching of other subjects?" by presenting a hands-on, classroom-based model for integrating ecolinguistic principles into English Language Teaching (ELT).

Abstract

As ecolinguistics gains increasing prominence within applied linguistics, there is a pressing need to move beyond theoretical discussion toward practical classroom implementation. This workshop introduces a model for teaching English as a second or foreign language through ecolinguistic theory and practice. The model was piloted in the course Reading and Writing in English at the Universitat Rovira i Virgili in April 2025 and (will be) replicated in May 2026. Drawing on Arran Stubbs's concept of *The Stories We Live By*, the workshop reimagines this framework as *The Stories We Teach By*, equipping educators with tools to engage learners in ecocritical reading and creative writing. Through analyzing how language constructs ecological worldviews and composing unique econarratives-new stories to live by-participants will experience the pedagogical and transformative potential of ecolinguistic approaches. By bridging ecolinguistic theory with classroom practice, the workshop offers a practical, adaptable methodology for ELT, curriculum design, and diverse educational and research contexts where ecolinguistics can foster both linguistic competence and ecological awareness.

Workshop Outcomes

Participants will:

- Broaden their understanding of core principles in ecolinguistic discourse analysis and their relevance to language education and ecological awareness.

- Experience classroom-tested activities integrating ecolinguistics into language learning.

*Speaker

- Critically analyze texts for their ecological framings, metaphors, ideologies, etc.
- Compose short econarratives that embody new ecological perspectives.
- Reflect on how these activities may enhance pedagogy, curriculum development, and research in other contexts.
- Structure and Activities
- Introduction (10 min)
- Reframing The Stories We Live By as The Stories We Teach By in the ELT classroom.
- Overview of the model implemented with university ESL students.
- Critical Reading (20 min)
- Small-group analysis of diverse texts (i.e. science writing, poetry, religious discourse)
- Applying ecolinguistic tools to uncover ecological implications.
- Discussion of findings
- Writing Econarratives (30 min)
- Shared examples of short econarratives in diverse genres.
- Shared (optional) written and visual prompts to further inspire participants composing their own "stories to live by."
- Individual (or optional small group) writing exercise.
- Sharing and Reflection (20 min)
- Volunteers share their compositions.
- Discussion of critical, ecological, and linguistic outcomes.
- Practical Applications (10 min)
- Brainstorming strategies for embedding ecolinguistic pedagogy in curricula, methodologies, and research projects.
- Participants Will Leave With
- A toolkit of adaptable ecolinguistic language teaching strategies.
- Experience in creative econarrative writing.
- Deeper awareness of the role of language in shaping ecological worldviews.
- Practical insight into integrating ecolinguistics into varied contexts

Keywords: creative writing, discourse analysis, econarratives, ecolinguistics, English Language Teaching (ELT)