

Exploring ecolinguistics: A new paradigm for tourism English learning

I Gede Astawa

Denpasar Academy of Tourism, Indonesia
gedeastawa@akpar-denpasar.ac.id

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ABSTRACT

This study investigates the integration of ecolinguistic principles into English language instruction for tourism students to enhance their environmental awareness and communication skills. Employing a qualitative approach, the research involved 29 tourism students at the Denpasar Academy of Tourism in Indonesia. Data were gathered through a practical adventure tour activity and individual interviews. The findings reveal that ecolinguistic strategies significantly improved students' use of environment-related vocabulary, increased their confidence in discussing ecological issues in English, and cultivated a stronger sense of environmental responsibility. The study suggests that embedding ecolinguistics in English tourism education equips future professionals with the linguistic tools to promote sustainability in the tourism industry.

Keywords: *Ecolinguistics; Tourism English education; Environmental awareness; Sustainability; Language learning*

1. Introduction

As environmental issues around the world become more urgent, it is obvious that educational institutions must be vital in promoting ecological consciousness and a sense of accountability. Teaching English, especially when ecolinguistic principles are incorporated, is one efficient way to achieve this. Afriani et al. (2022); Mbete (2015); and Stibbe (2015) state that integrating Ecolinguistic in English language teaching is a strategy that can significantly aid in resolving environmental concerns. Through the application of an ecolinguistic lens in English classes, educators can incorporate material

that addresses significant environmental issues like biodiversity loss, climate change, and excessive use of natural resources. Practical exercises, such as conservation projects, reflective essay writing are considered as sustainability-focused lessons that can motivate students to participate in environmental protection initiatives actively. This method equips students with the skills they need to become active environmental advocates in addition to deepening their understanding of ecological issues.

By incorporating environmental themes into English language instruction, we are influencing a generation dedicated to sustainable development in addition to raising awareness. However, teaching English for tourism presents particular challenges. Instructors must navigate the complexities of developing effective teaching methods, presenting relevant content, and addressing students' diverse needs and interests. Additionally, cultural and social factors play a significant role in shaping how students engage with learning (Achmad, 2012; Arifin et al., 2024). By considering these factors, educators can design lessons that not only meet students' needs but also foster greater engagement. Presenting relevant and engaging content can enhance students' interest in learning English and help them better navigate the competitive tourism sector.

Despite these efforts, students may struggle to apply their theoretical knowledge to real-world situations if English language instruction is solely theoretical, without opportunities for practical application. Several studies suggest that a more contextualized and integrated approach is necessary to bridge the gap between theory and practice in English for tourism (Hulu et al., 2019; Pratiwi & Kesumadewi, 2022). To address this, teachers must tailor curricula to meet industry demands, employ interactive teaching strategies, and assess students' practical skills. Furthermore, enhancing teachers' qualifications is essential to provide tourism students with more relevant and applicable learning experiences.

Therefore, incorporating experiential learning opportunities and practical components into English education for tourism is essential. This method not only helps students gain important skills for the travel and tourism sector, but also promotes greater awareness of environmental conservation. Incorporating ecolinguistic principles into the curriculum is a promising strategy for achieving this goal. Hariati et al. (2022) states that by integrating ecolinguistics into English education, students can be better prepared for careers in tourism and gain the ability to promote environmentally and socially responsible practices. Ultimately, this strategy develops a new generation of environmentally conscious tourism workers who can address the country's current problems.

Ecolinguistics, the study of how language influences our understanding of ecological issues (Dupras et al., 2011; Fill & Muhlhausler, 2001; Yu et al., 2024), offers valuable insights for promoting sustainability in tourism education. Given the tourism industry's significant impact on environmental sustainability, there is an urgent need to integrate environmental protection into language instruction. Integrating ecolinguistic principles into English language teaching can enhance students' environmental

awareness, equipping them with the language skills necessary to communicate environmental concerns effectively within the tourism context.

The potential for ecolinguistics to influence students' environmental awareness is especially important for those training for careers in tourism. Effective communication of ecological issues can promote responsible tourism practices and respect for local communities and environments. As language plays a key role in shaping attitudes and behaviours, incorporating ecological themes into English instruction can foster a sense of responsibility for environmental conservation. In addition to improving language proficiency, this approach helps students develop an ecological mindset, preparing them to address increasingly complex environmental challenges. Supatmiwati et al. (2021) argue that promoting sustainable tourism practices requires an awareness of the interconnectedness between language and ecology.

The purpose of this study is to find out how teaching ecolinguistic concepts in the English for Tourism curriculum can help students become more environmentally conscious and sustainable. It will specifically answer the following research questions.

1. What eco-lexical terms do students at the Denpasar Academy of Tourism employ to describe environmental issues?
2. To what extent does the integration of ecolinguistics into English language instruction influence students' confidence in speaking English?
3. How does the incorporation of ecolinguistic principles into English language learning affect students' environmental awareness?

By examining how students at the Denpasar Academy of Tourism incorporate ecological themes into their language use and how this affects their attitudes toward the environment, the study seeks to assess the effectiveness of an ecolinguistic approach in tourism language education. The research will focus on how students apply these principles during practical tours and how this influences their ability to communicate environmental issues within the tourism context.

2. Literature review

2.1. Benefits of ecolinguistic approaches in language education

This section explores the growing body of research on the integration of ecolinguistics into language teaching, with a focus on its potential to foster environmental awareness and enhance language proficiency. Ecolinguistics, which studies the relationship between language and the environment, is increasingly recognized as an effective tool in promoting sustainability and ecological responsibility in educational contexts (Stibbe, 2015). By examining how language shapes our perceptions of the natural world, ecolinguistics offers a means to both improve students' language skills and increase their environment (Davari et al., 2025; Micalay-Hurtado & Poole, 2022).

Stibbe (2015) advocates for an ecolinguistic approach in language education, emphasizing that language plays a pivotal role in shaping both individual and collective environmental attitudes. By integrating environmental themes into language learning,

students are encouraged to reflect critically on how language influences their understanding of ecological issues. This approach not only enhances their linguistic competence but also helps develop an eco-conscious mindset, fostering a greater sense of responsibility toward the environment. Stibbe (2015), further, states that ecolinguistic strategies, such as reframing environmental discourse and promoting sustainable communication practices, enable students to engage more deeply with issues such as climate change, biodiversity loss, and resource conservation.

Furthermore, integrating ecolinguistics into language instruction has been shown to increase students' confidence in using English to discuss environmental issues by the following reasons (1) ecolinguistics makes learning more relevant by connecting language to real-world issues, such as climate change or biodiversity loss, which increases student motivation; (2) students expand their vocabulary with environmental words, which improves their ability to engage in discussions; (3) this approach encourages critical thinking about how language shapes views on environmental issues; and (4) through practical activities such as conservation projects or essay writing, students feel more confident because they can apply their language skills to real-world environmental issues. Overall, ecolinguistics helps students develop language skills and a deeper understanding of environmental issues, which in turn increases their self-confidence (Boulaid & Handoko, 2024; Mbete, 2015).

The shift toward more contextually relevant and engaging materials, such as discussions about environmental challenges, case studies, and ecologically-focused media, makes the learning process more meaningful and applicable to real-world situations. This aligns with the goals of fostering both language proficiency and an understanding of environmental sustainability (Huot & Em, 2024; Liu, 2023; Setyowati & Widiati, 2014; Yu et al., 2024).

2.2. Theoretical foundations of ecolinguistics in language learning

Ecolinguistics is rooted in the understanding that language and the environment are deeply interconnected, and that linguistic practices are shaped by ecological contexts. Haugen, in 1972, first defined ecolinguistics as the study of how languages reflect and influence their ecological surroundings. Over time, this definition has expanded to include the ways in which languages mediate our relationship with the environment, recognizing the crucial role language plays in communicating ecological knowledge (Kramsch & Steffensen, 2008; Ponton, 2024; Steffensen, 2024).

Recent advancements in ecolinguistics have introduced the idea of language as a dynamic, interactive process that is influenced by both the social and physical environments (Zheng et al., 2024). This view encourages language learners to engage with their surroundings in a more active and meaningful way, moving beyond traditional grammar-focused approaches. Instead, ecolinguistics promotes learning through real-world interactions, encouraging students to think critically about their use of language in environmental contexts (Zheng et al., 2024).

2.3. Implications of ecolinguistics for language education

The integration of ecolinguistics into language education offers several important implications for teaching practices, particularly in contexts where language learning intersects with environmental awareness. These implications include:

2.3.1. Reevaluating pedagogy

Traditional pedagogical approaches must be adapted to incorporate ecological perspectives that promote sustainability and environmental consciousness in language learning. Novawan et al. (2022) highlight the importance of an ecological design in education that considers linguistic, perceptual, and affective aspects of learning. In the context of tourism English, this means developing curricula that not only enhance language skills but also cultivate students' awareness of their role in environmental conservation.

2.3.2. Cultural and ecological awareness

Teachers are encouraged to promote cultural awareness by integrating linguistic diversity with ecological sustainability. Students in tourism programs, for example, need to understand how language reflects cultural practices related to nature and conservation. This helps them grasp global issues such as biodiversity loss and climate change, which are critical topics in the tourism industry (Wikipedia, 2024).

2.3.3. Language empowerment

By incorporating environmental themes into language instruction, students can be empowered to become advocates for sustainability. Ecolinguistics equips students with the language tools necessary to communicate effectively about ecological issues, thus enabling them to promote environmentally responsible practices in tourism contexts (Doron Helen English, 2023; Yu et al., 2024).

2.4. Integrating ecolinguistics into English language learning

Stibbe (2015) proposes that integrating ecolinguistics into language education can have a profound impact on students' environmental awareness and communication skills. This approach encourages students to critically analyse how environmental issues are framed in discourse and to use language more consciously to promote sustainability. Stibbe identifies several ways ecolinguistics can be integrated into language learning.

2.4.1. Fostering critical thinking about environmental issues

Through ecolinguistics, students can engage in critical analysis of how language shapes our understanding of environmental challenges. For example, examining the language used in media or policy discourse about climate change can reveal underlying ideologies that influence public attitudes toward the environment. This critical

engagement helps students develop a more nuanced understanding of the issues and prepares them to discuss them more effectively in English (Stibbe, 2015).

2.4.2. Reframing environmental discourse

Ecolinguistics advocates for reframing environmental discourse by shifting away from language that objectifies nature (e.g., "resources" or "raw materials") and toward language that recognizes the intrinsic value of ecosystems. This shift can help students view the environment as something to be respected and protected, rather than exploited. In tourism English education, this reframing can help students articulate sustainable tourism practices and promote responsible behaviour (Stibbe, 2015).

2.4.3. Promoting sustainable communication practices

By integrating ecolinguistics into language learning, students can develop more effective communication strategies to advocate for sustainability. This involves learning how to use language to promote environmental consciousness and encourage collective action to address global challenges, such as climate change and resource depletion (Penz & Fill, 2022; Ye & Wang, 2023).

2.4.4. Building environmental awareness

Ultimately, the goal of integrating ecolinguistics into language education is to build students' environmental awareness. By linking language learning with ecological themes, students not only learn how to communicate about environmental issues in English but also develop a greater sense of responsibility toward protecting the natural world (Stibbe, 2015).

2.5. Ecolinguistics and tourism English education

The tourism industry is confronted with distinct challenges around sustainability, and tourism English education must evolve to address these issues by incorporating ecological awareness into its curriculum. A new approach to teaching English for Specific Purposes (ESP) in tourism is emerging, one that goes beyond language skills to include a focus on environmental consciousness and intercultural competence. This holistic method equips students with the necessary tools to meet the demands of the global tourism sector while also encouraging a sense of responsibility for protecting the environment.

Recent studies have shown that integrating ecolinguistic principles into tourism English education can enhance students' ability to communicate about sustainability and environmental issues effectively (Novawan et al., 2022). This is crucial in a tourism context where environmental concerns such as eco-tourism, sustainable travel practices, and conservation efforts are increasingly important. Moreover, Al-Malki et al. (2022) states that in the tourism industry, speaking and listening skills are paramount. Research has highlighted that tourism workers must be able to effectively communicate about tourist destinations and ecological issues. By integrating ecolinguistics into English for

tourism courses, educators can ensure that students not only gain communicative competence but also develop the language necessary to address sustainability concerns. In addition, Prima, (2022) argues that effective communication in tourism requires an understanding of cultural diversity and the ability to interact with people from various backgrounds. Ecolinguistic approaches that emphasize the role of language in shaping cultural and ecological practices can help students develop this essential skill. Besides that, Phys.org (2024) states that digital tools and resources can enhance ecolinguistic teaching by providing immersive learning experiences that simulate real-world tourism contexts. These tools help students engage with both the linguistic and environmental aspects of tourism, promoting a more holistic learning experience.

With the integration of ecolinguistic perspectives into the curriculum, tourism English education can better prepare students to advocate for sustainable tourism practices and become responsible professionals in the industry.

3. Method

This study was carried out on December 12nd, 2024. It employed a descriptive qualitative research design to explore the nuanced experiences and perceptions of participants regarding the integration of ecolinguistic principles in English language learning for tourism. The participants were twenty-nine students from the Denpasar Academy of Tourism, enrolled in the Travel Agent Business program. The selection of participants was purposeful, with individuals chosen for their ability to provide insights into the application of ecolinguistic concepts in the context of tourism education.

The data for this study was collected during a practical fieldwork activity, where participants engaged in an adventure tour program involving rafting on the Telaga Waja River, located in the Karangasem district of Bali. The researcher, who also serves as the instructor for the English for Tourism course, assigned participants to rotate roles as tour guides and tourists. The participants taking on the role of the tour guide were tasked with explaining aspects of the natural environment and notable features along the rafting route, with particular focus on elements related to ecotourism and nature conservation. The remaining participants, playing the role of tourists, interacted by asking questions of the designated tour guide. Additionally, one participant was assigned to document and record the communication between the guides and tourists from the start to the end of the rafting experience.

Following the rafting activity, participants were interviewed individually during the return trip on the bus. The purpose of these interviews was to gather their reflections on the adventure tour experience, focusing particularly on their perceptions of the ecolinguistic approach to learning English for tourism. In-depth interviews were also conducted with all participants to further explore their views on the theme of nature and adventure tourism as an integral part of their English language learning.

Both the recorded communication between participants during the rafting activity and the interview responses were transcribed for analysis. The transcriptions were not

verbatim but were condensed to capture the essence of the conversations, omitting irrelevant details while retaining the key ecolinguistic content.

Subsequent data analysis followed a systematic process of coding, categorization, and theme identification. The researcher reviewed the transcribed data, identifying main themes and analyzing the ecolinguistic content expressed by participants. The analysis was guided by an ecolinguistic framework (Mühlhäusler, 2003; Steffensen & Fill, 2014), which involved examining the environmental lexicons used by participants to express concern for environmental issues. Additionally, the study explored participants' perceptions of the ecolinguistic approach to English language learning in the tourism context.

According to Bungin (2003), qualitative data analysis involves two main objectives: (1) capturing the process of the social phenomenon as it unfolds, and (2) interpreting the meaning behind the information, data, and social interactions. This approach facilitated an in-depth understanding of how participants used language to engage with environmental themes and how they perceived the integration of ecolinguistic principles into their English for Tourism learning experience.

4. Findings and discussion

4.1. Eco lexicon describing the nature

Eco lexicon is vocabulary related to the natural environment, and can provide insight into how a language represents and articulates the relationship between humans and nature. Analysis of Eco lexicon usage patterns can reveal the cultural perspectives and worldviews that underlie these linguistics (Iku et al., 2022; Mühlhäusler, 2002; Widanti, 2022). In Eco lexicon analysis, various classes of words can be identified and studied to understand how language is used to describe and reflect the relationship between humans and nature. The following are the lexicons used by participants in describing the environment.

4.1.1. Nouns related to environment

Nouns are crucial not only for describing the environment but also for how language works overall. When it comes to the environment, nouns help us name and categorize everything from natural elements to human impacts and broader environmental concepts. They allow us to talk about complex issues in clear, precise terms. From a linguistic perspective, nouns serve important grammatical functions that shape how we communicate—whether we're speaking in everyday language or discussing specialized topics like environmental science.

Table 1

Nouns related to environment spoken by the participants.

No.	Eco lexicon	Frequency of Occurrence	No.	Eco lexicon	Frequency of Occurrence
1.	animal	12	23.	house	1
2.	bamboo	4	24.	irrigation	5
3.	beauty	6	25.	panorama	7
4.	cliff	9	26.	plant	21
5.	conservation	21	27.	plastic waste	7
6.	crop	2	28.	pollution	8
7.	dam	4	29.	rafting	18
8.	eco culinary	1	30.	rain	2
9.	eco-friendly products	2	31.	rice field	4
10.	ecohotel	7	32.	river	29
11.	ecology	4	33.	sea	6
12.	ecotourism	18	34.	waterfall	27
13.	farmer	4	35.	stone	28
14.	flood	3	36.	sustainability	5
15.	flower	5	37.	temple	2
16.	foliage	1	38.	tree	21
17.	footpath	5	39.	twigs	11
18.	forest	19	40.	valley	18
19.	garden	6	41.	view	24
20.	grass	3	42.	village	8
21.	green tourism	12	43.	waste	18
22.	hill	5	44.	water	29

The lexicon "animal" is often used by participants to direct tourists' attention to the local wildlife during the excursion, as in the following excerpts:

[1-1a] "Look over there! You will see some *animals*..."

[2-1a] "Will you see over there? There are some *animals*?"

[3-1a] "There are many animals there. Look!"

The examples above illustrate how the lexicon "animal" is used to draw attention to specific tour highlights. Furthermore, from an ecolinguistic perspective, the term "animal" can be successfully introduced in the context of ecotourism because it is closely linked to biodiversity and wildlife. An ecolinguistic approach not only highlights the value of treating animals with respect, but also educates visitors about the need to treat wildlife carefully and follow rules to protect their natural habitats.

The lexicon "bamboo" is frequently used by participants to emphasize the importance of sustainability and conservation, such as the following excerpts.

[4-2a] "In Bali, *bamboo* has many functions, such as for buildings, handicrafts, and supporting the ground so that it doesn't slide easily and..."

[5-2a] "...*bamboo* trees decorate the view along the river"

These examples illustrate how the term "bamboo" is employed to highlight both its ecological and aesthetic value, fostering a greater understanding of sustainable practices among tourists.

The lexicon "forest" is often used by participants on adventure tourism trips. The tour guide directs participants to explore various types of forests while introducing the existing biodiversity, as excerpted in the following participant's statement.

[6-18a] "Now we're entering the *forest*, where you can find many species of birds, reptiles, and trees..."

In an ecolinguistic approach, the word "forest" plays a role in introducing tourists to forest conservation issues and the impact of deforestation. In addition, the use of the word "conservation" introduces the concept of ecotourism and increases environmental awareness.

Furthermore, the lexicon "conservation" is frequently employed to discuss the importance of preserving these natural environments, as the following excerpts.

[7-5a] "...I think you all agree that adventure tourism is act for *conservation*...//

[8-5a] "...**conservation* of nature needed for Bali's future tourism..."

These examples highlight how language is used to raise awareness about environmental issues, particularly forest conservation.

Similarly, the lexicon "river" is used by participants to describe the water routes and explain the ecological importance of rivers.

[9-32a] "...this *river* flows past some villages in Karangasem and Klungkung region..."

[9-32a] "This *river* is home to several endangered species."

[10-32a] "...on both sides of the *river*, you can see some kinds of plants that..."

The lexicon "river" not only describes waterways, but is also used to educate tourists about the importance of water conservation and aquatic ecosystems. The phrases, "endangered species" and "river ecosystem" introduce ecological insight in the context of sustainable tourism and strengthen the understanding that rivers are an important element in natural sustainability.

In the context of natural adventures, participants as tour guides often remind people to maintain cleanliness during the trip by using the lexicon "pollution" and "plastic waste", as in the following excerpts.

[11-27a] “*please remember not leave any *plastic waste* in the river”

[12-28a] “...put your trash properly to avoid *pollution* in this beautiful river”

The use of the words "plastic waste" and "pollution" is very relevant in teaching the principles of sustainable tourism. Including this lexicon in learning English for tourism can educate students about the negative impact of waste on the natural environment, while encouraging them to participate in maintaining cleanliness and preserving nature.

The use of the phrase eco-friendly products is often used by some students who act as tour guides to promote awareness of sustainability, as the following excerpts.

[13-9a] “Please use *eco-friendly products* when you are travelling to Bali”

[14-9a] “I recommend you wisely use *eco-friendly products*...”

By introducing the term "eco-friendly" in the context of adventure tourism, students are invited to recognize how environmentally friendly products and behaviour contribute to sustainability in tourism. This term invites tourists to care more about their ecological footprint when engaging in outdoor activities.

Finally, the lexicon "ecotourism" is frequently used to explain the overarching principles of responsible tourism, such as the following excerpt.

[15-12a] “This adventure is part of the *ecotourism* initiative aimed at preserving the local ecosystem and providing benefits to local communities.”

This demonstrates how the lexicon "ecotourism" is used to highlight the broader goals of sustainability and community empowerment in tourism.

4.1.2. Adjectives describing environment

Adjectives in linguistics have a very important role in describing various aspects of nature. The use of adjectives can help describe qualities, conditions, or changes that occur in nature, and can create a certain impression through symbolism or deeper meaning. Further, Stibbe (2015) states that adjectives play a crucial role in shaping ecological narratives, framing natural phenomena as either beneficial ('lush', 'fertile') or damaging ('polluted', 'endangered'), and thereby influencing how societies relate to and treat the natural world. The following table shows the adjectives used by students to describe the environment in the practice of guiding tours.

Table 2

Adjectives describing environment spoken by the participants.

No.	Eco lexicon	Frequency of Occurrence	No.	Eko lexicon	Frequency of Occurrence
1.	amazing	2	12.	extreme	12
2.	awesome	4	13.	fresh	20

3.	beautiful	22	14.	frightening	15
4.	breathhtaking	2	15.	interesting	14
5.	bright	3	16.	lush	1
6.	challenging	12	17.	magnificent	3
7.	charming	3	18.	peaceful	2
8.	clean	7	19.	stunning	2
9.	cloudy	4	20.	unforgettable	2
10.	cool	18	21.	untouched	1
11.	dirty	5	22.	wonderful	6

The adjective lexicon as a representation of positive descriptions of nature is shown in the following excerpts of the students' conversations during the tour.

[16-3b] "What do you think about the river view guys? beautiful, right?"

[17-22b] "...this is really a wonderful panorama. *You like it?"

[18-1b] "*Let's enjoy an amazing adventure guys..."

[19-10b] "The weather is cool because the trees grow and shade us."

[20-19b] "The natural scenery here is very stunning."

The examples above illustrate how the word "animal" is used to draw attention to specific tour highlights. Furthermore, from an ecolinguistic perspective, the lexicon "animal" can be successfully introduced in the context of ecotourism because it is closely linked to biodiversity and wildlife. An ecolinguistic approach not only emphasizes the value of treating animals with respect, but also educates visitors on the need to treat wildlife with care and follow rules to protect their natural habitats.

From an ecolinguistic perspective, the use of the lexicon "beautiful" shows appreciation for nature, showing a positive relationship between humans and the environment. It describes how people experience natural beauty as something valuable and enjoyable. The lexicon "wonderful" describes the visual beauty and wonder of the natural surroundings. This lexicon brings a feeling of fascination with the view seen. It also speaks to the feelings of awe that often occur in direct experiences with nature, demonstrating humans' connection to the natural environment that influences their feelings and perceptions. The lexicon "amazing" is used to describe an extraordinary rafting experience. It not only refers to natural views, but also to the experiences felt when doing activities in nature, which shows how nature has a deep emotional impact on individuals, triggering a sense of wonder and happiness. The use of this lexicon can be seen as a form of appreciation for the diversity and uniqueness of natural experiences. In ecolinguistic analysis, the use of the lexicon "cool" shows how nature (in this case, trees) provides physical comfort and protects humans from the negative effects of weather. This reflects the importance of natural elements in maintaining human well-being, and how language reflects this interdependent relationship. The sentence "the natural scenery here is very stunning" shows how the natural scenery is described as stunning. In this context, the lexicon "stunning" emphasizes the extraordinary beauty of the natural surroundings that can impress the observer. This word reinforces the impression that nature has a very strong visual appeal, which can influence the way people see and appreciate their

environment. This reflects the positive influence of nature on human observation full of admiration.

The lexicon as a representation of naturalness and authenticity discussed by students in the practice of guiding tours in English are shown by the following excerpts.

[14-16b] “We’ll stop by the lush river banks.”

[15-21b] *“...and humans do not often come here. It’s like an untouched place...”

The lexicon “lush” implies that students who practice as tour guides teach the concepts of natural authenticity and sustainability. This is an important theme in adventure tourism, which often focuses on places “untouched” by human devastation. In this case, students are taught to describe pristine nature using this lexicon, which reflects ecocentric values, namely the view that nature has an intrinsic value that must be protected. When learning English, this can be a way to give students and tourists an understanding of the importance of nature conservation.

The lexicon as a representation of natural challenges and adventure tourism is represented by the lexicons in the excerpts following the conversation fragment.

[16-6b] “The route is challenging...”

[17-12b] “Be careful guys, mmm... *the route a little bit extreme”

[18-14b] *“(The rock is frightening guys. Keep holding the rope when jumping//

The lexicon “challenging”, “extreme”, and “frightening shows” aspects of the challenges faced in adventure tourism activities. The use of these lexicons indicates students' understanding of the experiences of tourists who may encounter extreme natural conditions, whether related to weather, difficult terrain, or physically demanding activities. In this case, students inform tourists about the challenges they may face, while still communicating the impression that these challenges are part of an exciting experience.

4.1.3. *Verbs related to sustainability*

Verbs that are associated with sustainability are essential for describing the steps we take to protect the environment, conserve it, and manage resources responsibly. Actions, objectives, and procedures that contribute to preserving ecological balance, minimizing damage, and guaranteeing that future generations inherit a healthier planet are described by them. A sustainable future is shaped by these verbs, whether through innovation, restoration, or conservation. According to Stibbe (2015), language is a tool that influences how we view and behave in relation to the natural environment. When it comes to directing our actions in ways that affect ecosystem health and help create a more sustainable future, verbs like "restore," "preserve," "conserve," and "sustain". The verbs spoken by the students related to sustainability are shown in table 3 below.

Table 3

Verbs related to sustainability.

No.	Eco lexicon	Frequency of Occurrence	No.	Eco lexicon	Frequency of Occurrence
1.	absorb	13	13.	promote	4
2.	advocate	5	14.	protect	12
3.	care	21	15.	recycle	18
4.	clean	26	16.	reduce	5
5.	conserve	23	17.	reforest	3
6.	educate	18	18.	replant	7
7.	fertilize	2	19.	restore	2
8.	green	5	20.	reuse	4
9.	maintain	12	21.	save	7
10.	minimize	6	22.	shade	1
11.	plant	10	23.	sustain	4
12.	preserve	14	24.	treat	3

The most frequent eco-lexicons in the data represent key actions, behaviours, and concepts related to environmental care and sustainability. These include the lexicon “clean” occurs 26 times - the highest frequency term. The use of the verb “clean” is shown by the following excerpts.

[19-4c] “All people have to clean the river by not throwing plastic waste down”

[20-4c] “Let’s clean our environment to save all creatures”

[21-4c] “The community here cleans the river regularly...”

The lexicon “clean” suggests that cleanliness is a dominant theme in environmental discourse. This could relate to reducing pollution, maintaining clean ecosystems, and fostering cleaner living environments.

The Lexicon “care” occurs 21 times. It represents a key value in environmentalism that emphasizes on the need for nurturing and safeguarding natural resources. The examples of the students’ statements are shown in the following excerpts.

[22-3c] “What we have to do as humans is to care for the environment.”

[23-3c] “If we care for the environment, our lives will be safe.”

The lexicon “conserve” occurs 23 times, reflecting a focus on preserving resources and maintaining ecological balance by using resources wisely.

[24-5c] “People living near the river in this village work together to conserve its water quality...”

[25-5c] “To conserve the river, the local communities have implemented a customary law...”

The word "conserve" is typically linked with positive and ethical values related to care for the environment. Its usage suggests a moral responsibility for ensuring that natural resources are not exploited to the point of exhaustion or irreparability (Fill & Muhlhausler, 2001). While, the lexicon "preserve" occurs 14 times where it has a similar meaning to "conserve," this indicates an emphasis on maintaining the integrity of ecosystems or species. The use of this lexicon is shown by the following excerpts.

[26-12c] "We preserve the river because it has many functions for all creatures..."

[27-12c] "We have to preserve the earth for our next generations"

In ecolinguistics perspective, the term "preserve" is imbued with ethical significance, frequently associated with concepts of stewardship and moral responsibility toward the environment. Its use encourages humans to take on the role of caretakers of the Earth, safeguarding its resources and natural beauty for future generations. The term implies a duty to protect the natural world in ways that do not jeopardize its long-term viability. This notion aligns with principles of intergenerational justice, ensuring that natural resources remain accessible to future generations and that ecosystems are not exploited for immediate gain, but instead maintained for their enduring health and stability.

The lexicon "recycle" occurs 18 times. It is a frequent term in discussions around waste management and resource recovery.

[28-15c] "If all people try to recycle plastic bottles, this river will be clean."

[29-15c] "Well guys don't ever throw plastic bags, and food wrapped in plastic into the river. They can be recycled..."

From an ecolinguistic perspective, "recycle" carries ethical implications, especially in the context of sustainability and environmental responsibility. The practice of recycling reflects a cultural shift from the disposal-oriented mindset to one that values reuse, regeneration, and resource conservation. It encourages people to view natural resources as finite and precious, and to treat waste as something that can be reused and reimagined rather than discarded.

The lexicon "educate" occurs 18. It reflects the importance of spreading environmental awareness and encouraging sustainable behaviours through education.

[30-6c] "Parents have to educate their children to care about nature."

[31-6c] "We must educate the younger generation about the importance of conserving natural resources to ensure a sustainable future."

From an ecolinguistic perspective, the term "educate" is crucial for fostering environmental awareness, shaping values, and encouraging sustainable behaviours. It plays a central role in environmental education, which is essential for addressing the

urgent ecological crises facing the world today. The word "educate" is not just about transferring knowledge; it is about empowering individuals and communities to think critically, make informed decisions, and take collective action for the well-being of the planet. The ethical implications of "educate" in environmental discourse align with principles of social justice, intergenerational responsibility, and ecological stewardship, aiming to create a more sustainable, environmentally conscious society.

The lexicon "protect" occurs 12 times, suggesting that environmental discourse heavily prioritizes protecting ecosystems, species, and the planet.

[32-14c] *"You are not allowed to throw plastic waste in the river to protect the environment's sustainability."

[33-14c] "From now on, please protect our earth by caring for our environment."

The term "protect" is deeply embedded in ethical and cultural values related to environmental care. The ethical implications of "protect" are intertwined with stewardship, responsibility, and intergenerational justice. It also aligns with the ethical concept of stewardship, in which humans are seen as caretakers of the Earth, responsible for preserving the environment for future generations. The idea of ecological stewardship is rooted in the belief that it is our moral duty to safeguard nature and all its inhabitants

4.2. Impact of exploring ecolinguistics on students' English language learning

4.2.1. Positive impact on speaking ability

Based on the analysis of coding results, interview categories, and the researcher's direct observations, several key findings emerged regarding the positive impact of integrating ecolinguistics into tourism English education through the practice of guiding adventure tours. The majority of students in this study indicated that incorporating ecolinguistics into their English language learning significantly enhanced their speaking skills, as reflected in various participant responses during the interviews.

Excerpt 34: "I feel that my English skills have improved quite a lot, because by practicing directly at tourist attractions, I try to speak English without burden, even though there are many mistakes in pronunciation, grammar and word choice, but I try to speak."

Excerpt 35: "When I speak English in front of the class, I'm usually a bit awkward because I think too much about grammar. However, in direct practice in the tourist object, I try to speak directly to what I see and need to explain when practicing guiding tourists on rafting tours."

Excerpt 36: "Doing something hands-on, like we just did, really helped me speak a bit better, even though I made plenty of mistakes with pronunciation and grammar. It felt less stressful, like it was okay to mess up."

Excerpt 37: "Learning English with real things in nature helps me speak more freely. I see a rock, I talk about rocks; I find a tree, I talk about trees; and when I come across plastic waste, I talk about waste."

4.2.2. Increased confidence in communication

Overall, integrating an ecolinguistic approach into tourism English learning enhances students' confidence in communicating in English. The following are several excerpts from student interviews, illustrating the increased confidence they experienced in their English communication skills.

Excerpt 38: "Having the chance to practice speaking English with the beautiful natural scenery around me, and without feeling any pressure, really boosted my confidence. I'm not scared of messing up my grammar anymore, and I feel free to say whatever comes to mind."

Excerpt 39: "When I'm speaking in class, with the lecturer watching closely, I feel unsure and worried about making mistakes. But when I'm given the freedom like this, I just try to use my own words, whether they're right or wrong. I actually find learning with an ecological approach is pretty fun."

Excerpt 40: "It's so much fun learning to speak English while passing through beautiful nature and talking about interesting things along the rafting route. The best part is, I feel confident doing it, unlike when I have to speak in front of the class, where I'm usually not that sure of myself, especially in front of a lecturer."

Excerpt 41: "I can speak English more smoothly now, even though I still make a lot of mistakes. It's different from when I'm in class, where I usually freeze up when asked to speak and sometimes feel unsure of myself."

4.2.3. Positive impact on students' environment awareness

Integrating ecolinguistics into English language learning in Denpasar has had a notably positive effect on students' environmental awareness. Ecolinguistics, which examines the connection between language, culture, and the environment, helps students develop a deeper understanding of the world around them. At the same time, it enhances their language skills by encouraging critical thinking and reflection on environmental issues. By incorporating ecolinguistics principles into English learning, this approach provides a unique educational experience that fosters both linguistic development and a deeper awareness of environmental concerns. This research finding is strengthened by Stibbe's statement (2015). Stibbe supports the integration of ecolinguistics into English language learning as a means of encouraging critical reflection on language and its impact on environmental attitudes. By linking language, ecology, and sustainability, learners can develop a stronger appreciation for the environment while acquiring the linguistic skills needed to advocate for a more sustainable future. The positive impact of integrating ecolinguistics into English language learning at Denpasar Academy of Tourism is evident from the diverse responses gathered during participant interviews. These insights clearly

show how this approach not only strengthens students' language abilities but also deepens their environmental consciousness.

Excerpt 42: "Through environment-based learning, I've realized how important it is for us to protect the environment to ensure the survival of all living things."

Excerpt 43: "Learning English while experiencing beautiful natural spots like the Telaga Waja river really makes us more aware of the need to protect and care for our environment. It would be better if the government focused on developing ecotourism instead of mass tourism, which tends to harm the environment."

Excerpt 44: "Learning English while exploring the river, surrounded by lush trees and the sound of birds, makes us realize how important it is to promote green tourism. That way, future generations can enjoy this natural beauty too."

Excerpt 45: "Learning English while exploring the river, with all the lush trees and birds singing, really helps us see how important it is to support green tourism, so future generations can enjoy this natural beauty too."

5. Conclusion

This study underscores the significant benefits of integrating ecolinguistic principles into English language instruction for tourism students. Through a qualitative analysis of students' interactions and perceptions during a real-world adventure travel activity, several key findings emerged. Notably, students demonstrated an enhanced ability to articulate environmental issues using a diverse range of nature-related vocabulary. The frequent use of terms such as "river," "forest," and "conservation" indicates that ecolinguistic strategies equipped students with the precise lexicon needed to discuss sustainability within the tourism context. Additionally, the study reveals that ecolinguistic techniques significantly boosted students' confidence in expressing environmental concerns in English. Through facilitated discussions and role-playing exercises focused on ecological themes, students developed greater assurance in voicing their opinions and advocating for sustainable practices. These findings align with prior research highlighting the effectiveness of ecolinguistic approaches in enhancing students' ability to communicate about environmental issues. Moreover, the incorporation of ecolinguistics into the English for Tourism curriculum markedly increased students' environmental awareness. This study affirms that ecolinguistic strategies not only strengthen linguistic proficiency but also foster a deeper commitment to sustainability among future tourism professionals.

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