



An Ecolinguistic Reading of Ecological Eraser of Plants and Animals through Masking and Trace in the Selected Environmental Science Books

Javeria	M.Phil English, javeriarehman6797@gmail.com	Qurtuba University	Peshawar
Dr. Irfan Ali Shah	Assistant Professor of English, irfanuop1@qurtuba.edu.pk	Qurtuba University	Peshawar
Mohammad	BS English Student, Iqra National University mohammedwardian909@gmail.com	University	Peshawar

Abstract: This research attempts to explore the eraser of plants and animals from the selected Environmental Science textbooks. The research employs Stibbe's model of erasure to examine how linguistic methods marginalize the world around us as well as shaping the minds of the readers. The research applies qualitative research method to examine the selected textbooks. The research identifies and explores two types of ecological erasure: mask and trace. First is mask which erases the entity in moulded form and misrepresent it. It include five techniques i.e. co-hyponymy, metaphors, transitivity pattern, metonymy and noun phrases construction. These techniques and strategies have been frequently used in the selected textbooks of environmental science at graduate level in Pakistan. Second is trace which is partial or half erasure. This type of erasure include hyponymy and massification. The researchers have tried to explore these seven methods in the selected texts through purposive sampling approach. The data has been collected from the targeted textbooks. The findings provide that the selected books have two types of erasure i.e. mask and trace. The presence of erasure varies in the selected discourse. The study suggests further research on avoiding euphemistic and problematic terms that may harm readers.

Keywords: Environmental Science, Ecology, Erasure, Mask, Void, Trace

Introduction

Human activities have led to a significant drop in species populations, causing extinction and threatening the balance of biodiversity on Earth. Environmental degradation is a pressing issue that requires public awareness and action. According to Mliless et al. (2018) environmental education (EE) aims to prepare students with environmental values and control behaviors towards nature degradation. On the other hand, ecolinguistics examines discourse ideologies like erasure and their impact on the environment. Mühlhäusler, P. (2003) explores that it focuses on the relationship between language and the

environment, combining ecology and language to identify linguistic patterns that may cause environmental damage and promote conservation.

Apart from that erasure is a myth, in people's eyes. It marginalises a way of life and causes alienation. In the opinion of Cook (2015), modern people have erased non-living things from most of the individual's life. Erasure is a part of a discourse by nature and can only be understood in context. Thus, discourses make use of "the mask," and "the trace," two separate erasure techniques.

According to Stibbe's (2015), erasure is of three types but the purpose of the research is to find erasure in writings on two levels: mask as well as trace. The mask involves co-hyponymy, transitivity patterns, and metaphor, and the trace involves massification and hyponymy.

Furthermore, Stibbe's (2014) explains that natural world is important for the existence of human but language is more crucial for its comprehension. So, most of the writers of environmental science discourse have used masking technique leading to a lack of awareness. Metaphors, co-hyponymy, and transitivity pattern is a technique which conceal the nature. Metonymy involves replacement of names of animal species or plants species with bigger range, reducing their unique characteristics and identities. Metaphors usually relate natural phenomenon to those entities which are manmade it reduce its importance.

Moreover, co-hyponymy grouping living beings under generic categories, such as "livestock," can also be used to reduce awareness of the complexity and diversity of the natural world. Halliday (2004) elaborates that transitivity patterns shift focus from living beings to actions or events which reduce importance of the nature and its affectedness on the living things. Ecological economics often uses terms, related to commercial use, as main nouns or terms, related to ecology, as pre modifiers, marginalizing ecology and integrating it with the material world. This tactic marginalizes the natural world and integrates it with the economic one. Hyponymy, where broad and abstract concepts replace specific species names, is another issue in environmental discourse. Examples include "fish resource" and "ecological complexes."

According to Stibbe (2015) the second level of erasure is the trace which include massification and hyponymy. Further, massification means a technique in which countable noun is transformed into uncountable noun, making the subject abstract or material. In environmental discourse, hyponyms, also known as hypernyms, are phrases or words with the same semantic domain as another word. To create trace in ecosystem and shaping the mind of the

readers regarding traces of species it is important to use massification and hyponymy technique.

This research include two forms of Stibbe's erasure: void, mask, and trace, and evaluates their impact on the message.

Research Questions:

1. How does extensively the two levels of erasure manifest in the selected textbooks of environmental science?
2. How do different linguistic strategies add to erasure in the selected environmental science textbooks?

Significance of the Study

It aims to improve understanding of issues like climate change and environmental degradation, and encourages academics to reconsider the phrasing of future publications to avoid inappropriate language.

Research Methodology:

This research uses qualitative form of research. Qualitative approach is used to examine linguistic techniques in the books from the discipline of environmental science to achieve the presence of erasure. Further, purposive sampling is the most appropriate sampling techniques if it is about erasure of wildlife species. In the opinion of Etikan Musa and Alkassim (2016), the other name of purposive sampling can be convenience sampling.

Analysis:

In the opinion of Stibbe's (2014) the framework for erasing technique is based on the amount of erasure existing in the writings or texts, it includes erasure analysis at two levels: the mask which is misrepresentation of the facts, and the trace is back grounding of the nature. The researchers has divided the techniques into two levels. They are given below:

1. The Mask: it is the misrepresentation of moulded form of information which can be achieve through co-hyponym, transitivity patterns metaphor and metonymy.
2. The Trace: it leaves the fainter traces of the living beings which can be achieve through massification as a major technique and

hyponymy.

A. The Mask

Erasure in environmental discourses involves manipulation of reality or moulded representations, with objectification being the most prevalent disguise. In opinion of Stibbe's (2015), mask means misrepresentation of an entity rather than complete erasure of an object. So, the techniques like metaphor, co-hyponymy, metonymy and transitivity patterns for creating this level of erasure.

a. Co-Hyponymy:

Co-hyponyms are those words which have same superordinate and hypernym. For example a word rose ahnd tulips belongs to one group i.e. flower which shares same characteristics.

1. Co-Hyponyms in Environmental science Textbook at graduate level: *Essentials of Ecology*

Co-hyponyms are most frequently used technique of erasure in the environmental science discourse. It has been shown in the samples selected from the books.

1.1. "wildlife resources"(p.12)

1.2. "forest resources" (p.32)

1.3. "valuable natural resources and services" (p.119)

Living things have been referred to as a resource which exploits their existence and liveliness. It is often used as co-hyponyms for commercial terms, misleading the public. For example, sample 1.1, 1.2, and 1.3, words like wildlife, natural, ecosystems as well as forests are valued natural resources, providing income, services, and money to various species, as they attract visitors and contribute to the natural world.

1.4. "commercial marine fisheries" (p.166)

1.5. "natural capital" (p.185)

1.6. "commercial trees" (p.223)

1.7. "renewable resources" (p.230)

1.8. "ecosystem services" (p.171)

In example 1.4, 1.5, 1.6, and 1.7 some species are considered commercially valuable if they generate revenue, as illustrated in example 1.4, reducing aquatic life to a product with economic as well as recreational implication. In example 1.8 the term "wildlife product" highlight the importance of wildlife to humans, but Stibbe (2015) criticizes this as removing the distinctiveness of living beings and transforming them into consumption objects. So, to heightlight objectification of living things, co-hyponym formations should be omitted and terms and sentences like "living resources" and "assets" replaced with "living species" or "living and nonliving things."

2. Co-Hyponymy in Environmental Science Textbook at graduate level: *Basics of Environmental Science*

Some examples of co- hyponyms from the textbooks are:

2.1. "organic materials" (p.5)

2.2. "economic resources" (p.15)

2.3. "Forest reserves" (p.15)

2.4. "environmentalist groups" (p.49)

2.5. "non-material resources" (p.90)

2.6. "food packets" (p.90)

2.7. "plant materials" (p.96)

2.8. "market for by-products" (p.101)

2.9. "industrial production" (p.132)

Living species form the environment are often used such as co-hyponyms for resources, services, and goods for the promotion of safety of commercially valuable living entities. Example 2.1, 2.3, 2.4, 2.6, and 2.9 shows how ecology and nature are being compared to the terms like "material," "reserves," as well as "production". These are economic terminology which gives more of economic worth to the ecosystem. Example 2.7 and 2.8 shows that agriculture and forests are equated with nonliving items useful to humans, implying their worth is derived from their use. This skewed perception of animals as resources suggests that if not used, they should be wasted. The aforementioned instances show that living

creatures are often equated with non-living items, reducing their quality of life and ignoring their intrinsic value. They are often compared to "environmental economists" for their lack of intrinsic value.

b. Metonymy

Metonymy is defined as replacement of the title of anything with its characteristics or traits. For example tagging an animal with one part of it's body. Stibbe's (2015) elaborates that "red meat" is a metonym for the cow bodies or a product made form it's body which as a result masked or hides it real identity.

1. Metonymy in Environmental Science Textbook at graduate level: *Essentials of Ecology*

There are some examples given below:

- 1.1. "shark fins and meat" (p.96)
- 1.2. "fruit plants" (p.96)
- 1.3. "Sharks are also killed for their livers, meat, hides, and jaws etc" (p.96)
- 1.4. "flower's nectar" (p.106)
- 1.5. "flowering plant species" (p.190)
- 1.6. "plant seeds" (p.197)
- 1.7. "bush meat" (p.205)
- 1.8. "alligators for their meat and hides" (p.209)

The representation of living beings as commodities, like shark fins and meat, obscures their true nature. This is evident in the use of terms like "fruit plants," "flower's nectar," "flowering species," and "plant seeds" to describe various plant and fruit species, implying their usefulness to humans which is evident in 1.2, 1.4, 1.5, and 1.6. The author uses natural body products like nectar, seeds, blossoms, and fruits to highlight wild animals, while "bush meat" describes their flesh, concealing it's characteristics as a living being. Example 1.7 and 1.8 exchanges "alligators" using "alligator meat" and "alligator hides" to represent their usefulness to human body parts. Similar to "elephant ivory", "rhino and elephant," these constructions cannot be replaced, so their use must be avoided to solve

environmental discourses.

2. Metonymy in Environmental Science Textbook: *Basics of Environmental Science*

Examples taken from the textbooks are:

- 2.1. 15 species of flowering plants, including four grasses, had established themselves" (p.24)
- 2.2. "species of flowering plants" (p.24)
- 2.3. "green plants" (p.40)
- 2.4. "woody plants" (p.41)
- 2.5. "pepper bushes" (p.83)
- 2.6. "plant and animal species" (p.97)

Animals and plants are the most frequently used metaphors in many situations. Example 2.1 as well as 2.2 have used phrases like flowering plants which gives meaning as an asset and as an identity of an entity. In the same manner, example 2.3 as well as 2.3 have used terms like green plants and woody plants in which the word green and woody describes the plants as valuable for medicine and decoration. Example 2.6 explores that both plants and animals have been placed instead of naming the specific species. Stibbe's (2015) explains that these half naming is used according to the convenience of human which shape the idea that plants and animals are not the actual living beings. It eliminates them from the sphere of existence. More specifically hunting animals for their body parts misrepresents the fact of their individuality.

c. Transitivity Patterns

Transitivity patterns explains the meaning and the way it is expressed in a sentence. It has three main types according to Halliday (2000), they are

1. The process which can also be named as verbal grouping
2. The participants or nominal grouping
3. The context or adverbial phrase as well prepositional phrases.

In the opinion of Stibbe (2015) two parts of transitivity patterns has been used regarding erasure: the material procedures as well as

mental procedures. Further he examined that the nominal group or in other words elements of the phrase in which the subject or doer and object are notable but the way plants and animals have been erased can be observed. On the other hand, mental processes consists of sensing besides material processes involve how someone act. Sensors and impacted individuals participate in these processes. In environmental discourses, humans target the natural environment, preventing animals from participating in their ecology.

1. Transitivity Patterns in Environmental Science Textbook at graduate level: *Essentials of Ecology*

There are few examples of transitivity patterns from the book essentials of ecology. They are given below:

- 1.1.** “We.... harvesting many species of ocean” (p.9)
- 1.2.** “harvest trees in that forest” (p.9)
- 1.3.** “to conserve the planet’s natural capital” (p.10)
- 1.4.** “Production.... species of shellfish and fish...” (p.51)
- 1.5.** “parasites that have killed off many of the bay’s native oysters.” (p.173)

Animals are often portrayed as objects and effects, implying a lack of consciousness. These are due transitivity pattern, where humans act on animals, presenting plants and animal as active participants of the nature as presented in cases 1.1, 1.2, 1.4. It reveals that animals have no sense of smell, rendering it to dead or static species.

2. Transitivity Patterns in Environmental Science Textbook at graduate level: *Basics of Environmental Science*

Examples from the selected books explains the use of transitivity pattern as erasure technique.

- 2.1.** “Grasslands are maintained by grazing herbivores, which destroy seedlings by eating or trampling them, so preventing the establishment of trees, and over-grazing can reduce semi-arid land to desert” (p.7)

2.2. “herbivores, which destroy seedlings by eating them” (p.7)

2.3. “the absence of birds, killed by poisons accumulated through feeding on poisoned insects” (p.9)

2.4. “a strong attack on the way agricultural insecticides were being used” (p.9)

2.5. “he advised farmers not to kill birds in their fields, because the birds feed on insects that would otherwise damage crops” (p.13)

Animals are often depicted as harmful, destructive creatures in agribusiness discourse, reducing their true identities. Examples of this include decimating plants, trees, and other species, overgrazing grasslands, and grizzly destruction as shown in instance 2.1, and 2.4. To portray animals as active, living creatures, they must performed as an actor or sensor. This conceals their true nature and promotes human benefits, removing moral consideration of animal welfare.

d. Metaphors

Metaphor is defined as the comparison between two dissimilar entities. Stibbe’s (2015) further adds that it is a type of framing in which a narrative is employed to structure two distinct aspects on life in one frame.

1. Metaphors in Environmental Science Textbook at graduate level: *Essentials of Ecology*

The application of metaphor has been highlighted through examples given below

- 1.1.** “natural capital and the natural renewable income” (p.15)
- 1.2.** “Production of commercially important species” (p.51)
- 1.3.** “large commercial marine fisheries” (p.166)
- 1.4.** “populations of commercial fish species” (p.172)
- 1.5.** “Commercial harvests” (p.173)
- 1.6.** “Bush meat hunting..... supplying restaurants with exotic meat” (p.205)
- 1.7.** “commercially valuable fish

populations" (p.272)

According to Stibbe (2015), the discourse equates animal conservation with economic gain, promoting companies that exploit them, thereby transforming the ecosystem into a money frame for nature. Preserving the environment benefits people financially and materially as evident in example 1.3, 1.4 and 1.5. However, categorizing species as "commercially valuable" can harm ecosystem management. This framing prioritizes advantageous species over non-beneficial ones, neglecting non-beneficial ones and promoting the preservation of only beneficial species. Thus, the connection between green politics and economy is evident in the examples 1.2, 1.6, plus 1.7. Economic and ecological-based judgments stay undermined by selfishness and ruthlessness, often comparing wildlife resources to profit-making enterprises. However, nature has inherent value and should be valued, and metaphorical structures should be avoided, emphasizing nature's inherent worth.

2. Metaphors in Environmental Science Textbook at graduate level: *Basics of Environmental Science*

Example has been selected from the text to make the reader aware of metaphor technique of erasure.

2.1. "environmental campaigning, or environmentalism, and political campaigns are managed by those activists" (p.9)

2.2. "ecology also originated in a quite different concept, that of the 'economy of nature'" (p.13)

2.3. "a lack of suitable trees than with the low prices" (p.14)

2.4. "economic resources" (p.15)

2.5. "a range of commercially valuable" (p.28)

Sample 2.1 categorizes the environment as a political or social problem, ignoring its intrinsic value. However, example 2.2 focuses on the ecological paradigm, highlighting the economic identity of living things as resources for humans, rather than their intrinsic worth. Ecological species, often commodities for human consumption, are defined by their economic

value to humans, using terms like "commercial," "valuable," and "resources" to describe nature and its plant and animal species. In example 2.4 and 2.5 trade refers to the selling and buying of products, with financial resources obtained from natural commodities and services given monetary worth. Metaphorical constructions compare living things with the physical universe, comparing wildlife to financial resources and employment. The environment is compared to revenue and capital, while game species are referred to as pastime.

e. Construction of Noun Phrases

Noun phrases include both a head noun and an additional modifier, termed an adjective. According to Stibbe (2015), ecological phrases typically serve as modifiers, whereas economic terms serve as head nouns, placing the ecosystem in the background while economic conceptions take center stage.

1. Construction of Noun Phrases in Environmental Science Textbook: *Essentials of Ecology*

Here are a few illustrations of these constructs from the chosen text.

1.1. "environmental resources" (p.6)

1.2. "natural resources" (p.9)

1.3. "renewable resources" (p.9)

1.4. "wood products" (p.60)

1.5. "economic services" (p.158)

It is clear that resources, an economic phrase, is the head noun, whereas ecological concepts like nature and the environment are the modifiers. To quote Stibbe (2015), "the economics frame is primary since the economic words form the head of noun phrases while the ecological terms are optional modifiers" (p. 152). The environment's portrayal often prioritizes economics over ecology, emphasizing resources and products. Elevating nature and its species is crucial, using co-hyponym concepts to emphasize its importance.

2. Construction of Noun Phrases in Environmental Science Textbook: *Basics of Environmental Science*

In this part, we will examine the cases in which the earth's ecosystem has been used as a noun phrase modifier.

- 2.1. "organic materials" (p.5)
- 2.2. "economic resources" (p.15)
- 2.3. "Forest reserves" (p.15)
- 2.4. "agricultural products" (p.30)
- 2.5. "plant material" (p.41)

The environment is often placed within an economic framework, with services, assets, products, resources, and goods being the primary focus. The ecological frame is activated by modifiers like ecological systems, natural, biological, wildlife, and forest. The economic frame, driven by monetary concepts like capital, assets, and wealth, enables exploitation of nature for material gains. This portrayal conceals the natural world's unique qualities, denying its subjectivity and life, and perpetuates the morally acceptable exploitation of non-living, unconscious beings.

B. The Trace

Trace is the third method of how erasure is created; it occurs when discourses obscure the natural environment, leaving a fainter than vivid mark. There are still remnants of the natural world (Stibbe, 2015). Such discourses merely mention the biosphere in passing, so readers are not made aware of it or its issues. Massification and hyponymy are the two linguistic techniques that mostly construct this kind of erasure.

a. Hyponymy

A connection exists between hyponyms and associated hypernyms in hyponymy. A hyponym, also known as a hypernym, superordinate term, or co-hyponym, is a phrase or word that has the identical semantic domain as another word. For instance, the rose, daisy, and tulip are hyponyms for the hypernym/superordinate flower.

1. Hyponymy in Environmental Science Textbook: *Essentials of Ecology*

Particular nomenclature of species of plants and species of animals is regularly replaced in

environmental discourses with their adjacent or hypernym, leaving just a slender trace of the original species. Examples taken from the selected piece of writing include:

- 1.1. "endangered species" (p.19)
- 1.2. "environmental degradation and loss of wildlife habitat" (p.19)
- 1.3. "wildlife species" (p.35)
- 1.4. "marine mammals" (p.36)
- 1.5. "living organisms in ecosystems and in the biosphere..." (p.65)

Hyponymy, the use of broad terms to describe species, can distort ecosystems and make it difficult to identify endangered or disappearing species. It also fails to provide a strong mental picture of the species, leaving readers with vague memories. To accurately depict nature, hyponym phrases should be changed to reflect precise identification of the species. For example wildlife species and mammals terms can be substituted with the given name of the species, providing a vivid mental picture.

2. Hyponymy in Environmental Science Textbook: *Basics of Environmental Science*

This method is also often applied in this literature to ecology and its living things.

- 2.1. "living organisms" (p.2)
- 2.2. "Wildlife species and habitats" (p.4)
- 2.3. "animals and other organisms" (p.5)
- 2.4. "marine organisms" (p.5)
- 2.5. "marine plants and animals" (p.61)

The author of the book uses broad terms like "wildlife species" to describe a diverse range of living things, making it difficult to identify specific species as shown in 2.2 and obscuring all forms of life within broad categories. Sample 2.5 highlights that the study identifies wildlife and plant species based on their environmental functions, with marine species being the most prominent. Stibbe (2015) found that most ecosystem assessment reports erase animals, plants, forests, rivers, and oceans, despite their focus. The study also found that the natural

world is mostly eliminated from selected novels.

b. Massification

Massification is a technique whereby countable nouns are changed into uncountable ones, leaving a small trace of the subject of the declaration. In environmental discourse, plant and animal species are transformed into uncountable nouns. Because of this process, it becomes abstract or material.

1. Massification in Environmental Science Textbook: *Essentials of ecology*

In environmental discourse, the term "massification"—using a mass noun to refer to the ecosystem—is frequently used.

- 1.1. "natural resources" (p.6)
- 1.2. "Natural capital" (p.9)
- 1.3. "timber, mineral, fossil fuel" (p.159)
- 1.4. "biological income" (218)
- 1.5. "cutting of trees for fuelwood" (p.229)

The term "tree" has been transformed into "natural resources," an uncountable and mass term. This reduces nature and its species to uncountable things. In example 1.3 the term "fossil" has been changed to "fossil fuel," leaving only a faint imprint of the once-diminished remains of the species. Mass nouns like "timber," "mineral," and "fuel" transform animal and plant species into uncountable materials. Example 1.5 include "fuelwood," "yield," and "timber." These terms obscure the identification of plants and trees, leaving only a trace of the species. In addition, Stibbe (2015) writes that "when trees, plants, and animals are represented in mass nouns, they are erased, becoming mere tonnages of stuff" (p. 157). Therefore, the process of transforming natural creatures into abstract mass terms can be avoided by accurately depicting them and avoiding the use of mass nouns when referring to the environment.

2. Massification in Environmental Science Textbook: *Basics of Environmental Science*

Akin to the other texts, instances of the use of this linguistic strategy were found in the selected

book as well.

- 2.1 "deaths of farm livestock" (p.9)
- 2.2 "wildwood" (p. 14)
- 2.3. "degrading natural habitats and reducing agricultural productivity." (p.30)
- 2.4. "natural sources" (p.43)
- 2.5. "Solar heat" (p.127)

Massification, a form of erasure, involves the conversion of living organisms into masses like stock, capital, and income, concealing both animal and plant families. Example 2.5 include the transformation of the sun from a countable noun to a mass noun. Moreover, 2.3 and 2.4 include the conversion of forests and coral reefs into mass noun, and the transformation of habitat, sources, production, and fertiliser into uncountable mass nouns.

Discussion

The research scholars analyzed environmental science textbooks and found that erasure is a prevalent issue in environmental discourse. Erasure involves removing important individuals, locations, and occurrences from the text, either intentionally or unintentionally. The study found that passive sentences and euphemisms are used to hide the reality of animals and their horrifying circumstances. Doublespeak strategies, such as nominalization, abstractions, presuppositions, slang, titles, metaphors, and inflated language, are also used to objectify animals and nature. The researcher also found instances of hyponymy and co-hyponymy, which are used to objectify animal species. The locations where animals reside are also mentioned, leaving evidence of them. The findings of Kahn's study of scientific discourses and the researcher's study of environmental science discourses are distinct.

The study examines the use of linguistic techniques in textbooks to objectify nature and animals, such as massification, metonymy, and improper noun phrase structure. These techniques are used to destroy the ecosystem and remove the subject or actor who initiated the environmental issue. The research also examines the disappearance of agency and the

use of specific pronouns to make utterances ambiguous and abstract. The study also explores the erasure of euphemistic terms and phrases in the text. Stibbe's (2015) conceptual framework has been used to identify and detect erasure. So, the study of erasure within ecological discourse is essential to demonstrate euphemisms in the text and highlights the importance of addressing these issues in educational texts.

The Findings

1. The researchers examined two levels of Stibbe's erasure i.e. mask and trace which is most commonly used techniques of erasure throughout the selected environmental studies discourse.
2. The researchers examined mask and trace in 80 paragraphs of the selected Environmental Science textbook
3. A total of almost 63 instances for mask, and 20 for trace have been collected for analysis.
4. Two levels of erasure have been found in the discourse.
5. Mask and trace have been observed frequently.
6. It has been explored that the discourse contain all seven subtypes of erasure of stibbe's model.
7. Noun phrases construction, hyponymy, massification, and metaphors are the most frequently used strategy of erasure.

The results highlight that the discourse of environmental studies which gives awareness to the readers contain more damaging and euphemistic language. The type of diction is more harmful to the environment. Instead of awareness about environment the writers are giving the readers incomplete and misrepresented ideas.

Conclusion

The researcher aims to highlight the euphemistic language in the selected environmental science discourse. The presence of such language mask the reality as well as present the information in the moulded form. It misleads the readers and gives incomplete

awareness. The researchers have employed Stibbe's modal of erasure to examine the misrepresented form of language at two levels i.e. mask and trace. Further the researchers aim to narrow the gap between the readers and its environment as well as to bring them closer through highlighting euphemistic terminology which has been used in the books. The researchers believe it's essential to reevaluate linguistic characteristics in environmental literature to remember ecological systems and nature, and to effectively communicate ecological restoration and protection.

Recommendations and suggestions:

Erasure is highly important aspect of ecolinguistics. The researchers has explored two types of erasure i.e. mask and trace. They recommend research in a broader form of ecological discourse to explore more aspects of the environment and to find out alternatives for such language. Furthermore, the research can be done on the examination of images and how erasure can be created in it. It can also be explored that how important creatures of the environment are marginalized and ignored.

References

- Cook, G. (2015, April 23). "A pig is a person" or "You can love a fox and hunt it": *Innovation and tradition in the discursive representation of animals. Discourse & Society*, 26(5), 587-607. <https://doi.org/10.1177/0957926515576639>.
- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). *Comparison of convenience sampling and purposive sampling. American Journal of Theoretical and Applied Statistics*, 5(1). <https://doi.org/10.11648/j.ajtas.20160501.11>
- Miles, M., & Larouz, M. (2018). *An eco-linguistic analysis of environment text in Moroccan English language teaching textbooks.international journal of research in environmental studies* 103-116.
- Mühlhäusler, P. (2003). *Language of*

*Environment: Environment of Language:
A course in
Ecolinguistics.* <http://ci.nii.ac.jp/ncid/BA6393662X>

Stibbe, A. (2014). *AN ECOLINGUISTIC APPROACH TO CRITICAL DISCOURSE STUDIES.* *Critical Discourse Studies*, 11(1), 117–128.

Stibbe, A. (2015). *Eco linguistics: Language, Ecology and the Stories We Live By* (1st ed.). Routledge.