

Exploring the Philosophical Idea of Ecological Education in English and American Literary Translation in the Context of Cultural Differences

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Abstract: The Chinese economy has presently gained critical headway and is as of now internationalizing. The conventional class of American writing has been expanded to incorporate countless English-speaking countries today as a feature of the globalization of writing. Due to the connection among language and culture, translation includes a surface change of semantic images as well as a significant change and move of different cultural practices. The deficiency of the source language culture in the objective language will bring about a huge decrease in the cultural worth of translation. Taming and free translation of particular cultural pictures in the source language regularly neglect to convey the unmistakable cultural meaning of the source language. The objective of the ongoing review was to decide the way that intently American English language teaching (ELT) course readings stick to ecolinguistics' centre ideas. To do this, the review utilized content examination to check out at EE in reading material. The outcomes show that doublespeak is normal, which decreases the risk of natural issues in progress, and that the shortfall of organization clouds significance in texts. Also, the utilization of the aloof voice in stories clouds the culpability of people who hurt the climate. These discoveries have huge educational consequences for how climate units are created in ELT reading material.

Keywords: Ecological Education, English, American Literary, Translation, Cultural Differences.

1. INTRODUCTION

The world economy is growing rapidly, and this is bringing about more profound cultural contacts between numerous countries and regions. Everybody knows that various nations have profoundly changed chronicles, customs, human geology, and different perspectives, in this manner it is unavoidable that they will have assorted societies. American writing is hard to decipher due of cultural differences. China The translational troubles welcomed on by these cultural varieties ought to get extraordinary consideration from the pertinent public cultural divisions

(Agorram et al., 2013). To decrease the effect of cultural differences, they ought to find suitable ways to decipher American literary works while at the same time advancing the trade and combination of Chinese and western societies.

Translations are typically ordered into non-literary translation and literary translation. For the interpreter of literary translation, dissimilar to non-literary translation, the test isn't just to communicate the thoughts, subject, and style of the first creator's style, yet additionally to consolidate the translation idea and style. To have the option to communicate unique material and imaginative temperament easily, as well as to completely appreciate the first interpreter and handle its centre(El-Moussaouy et al., 2014). Simultaneously, "philosophy, the effect on the translation of literary ideas of the times is to be epitomized through interpreter." Literary translation is something other than language-level code-exchanging; it likewise recreates stylish and cultural encounters and passes on data at a more elevated level. It is trying to match a flat out partner in literary translation practice as a result of the natural varieties between cultural starting points, mental reasoning propensities, and language. As a general rule, language fills in as an image and a transporter of culture, and writing is a huge type of culture(Guo-Wen, 2018).

1.1 Ecological Linguistics

A spic and span interdisciplinary field called eco-semantics joins etymology and environment. Ethnolinguistics, human phonetics, and sociolinguistics are fields that concentrate on how language and climate cooperate. It very well may be viewed as giving additional thought during language application to the correspondence among languages and climate. , and the sky is the limit from there. The investigation of various language teaching events, especially the connections between the parts of the teaching climate, uncovers the ecological pattern of language teaching improvement and has affected phonetics. Language nature, which connects with a specific language and its reliant and communicating development in different ethnic gatherings, social orders, societies, and topographical areas, is a vital thought in ecological phonetics. Advanced education will undeniably have to integrate ecological semantics assuming society is to keep on developing reasonably and an ecological civilisation is to be fabricated (Jacobs et al., 2016). It not just evaluates the disadvantages of regular educational standards, yet in addition shows a far reaching point of view toward advanced education and offers new bits of knowledge into research and educational methodologies for contemporary language

teaching ideal models.

1.2 The Significance Of The Translation Of American Literature

Since English is quite possibly of the most broadly communicated in language on the planet, its importance is self-evident. English is essential to global exchange, participation, and trades on a cultural and monetary level. A fundamental instrument for understanding western culture and working with multifaceted trade is the translation of American writing. Most importantly, as monetary globalization keeps on propelling, exchange between countries turns out to be increasingly normal, and culture is likewise relocating. A fundamental apparatus for cultivating multifaceted comprehension and adding to global exchange and business is the translation of American literary show-stoppers. Second, realizing American writing assists us with fathoming western civilisation and culture(Qingyan, 2016). Somewhat, it is likewise conceivable to acquaint contemporary western culture with constantly advance the development of our own way of life, make another cultural framework, and backing the continuous recharging of the cultural area. This will assist with compensating for our country's deficiencies in a few cultural regions and direct its improvement in a more sure course. The fundamental inspirations for the presentation of American writing into China are to help the continuous progression and improvement of Chinese culture and to cultivate association among Chinese and western societies. American composing is a result of another culture. Then again, retaining first class unfamiliar culture can widen the extent of our way of life's turn of events and expand on one another's capacities. Thus, making an interpretation of American writing assists with progressing both the broadening of worldwide culture and China's own cultural framework (Kool & Kelsey, 2006).

2. LITERATURE REVIEW

Haugen prepared for other examination to explore the capability of language in the public arena, remarkably the association among language and climate. Ecolinguistics was subsequently depicted as "the investigation of collaborations between some random language and its current circumstance," a field of etymology that arose during the 1990s. As per Haeckel, biology is the investigation of an organic entity's connections with its current circumstance in general, which incorporates all of its "states of presence." This term precisely catches this thought(Haugen, 1971). Ben

Brahim recognizes that Arabic course readings endeavour to assist understudies with reinforcing their correspondence and decisive reasoning abilities in the American setting. Since that subjects are centred around securing crucial information about the climate's parts, she additionally expects that French projects help's comprehension understudies might interpret EE. It ought to be featured that Ben Brahim may have created a remarkable and far reaching concentrate on American educational assets in the three languages assuming that she had checked out at American ELT reading material(Ben, 2002).

Agorram et al. likewise examine an examination of the treatment of environment and EE in Italian and American educational programs. The review fights that reading material focus on happy over the advancement of students' viewpoints, which goes against the objectives of ecological education. Ecological issues are dealt with similar in Italy and America regardless of the variations in their surroundings and societies(Agorram et al., 2013). In reality, as per Guillemette et al., course readings seldom give an open door to understudies to consider their choices with respect to the climate and proposition little consolation to foster their basic natural reasoning skills(Guillemette et al., 2008). Gürsoy refers to the endeavours made by the Turkish government to support and coordinate EE in ELT meetings in primary schools and contends that when EE is remembered for unknown dialect illustrations, understudies foster significant second/unknown dialect advancing as well as natural awareness (Gürsoy, 2010). Likewise, Nkwetisama battles that EFL/ESL teaching shouldn't simply be given to assisting students with further developing their language capability yet in addition should be committed to assisting understudies with creating decisive reasoning procedures that can be valuable to the teaching of ecological supportability. He puts together his contention with respect to his investigation of the job of EFL/ESL educators of ecological education and the joining of EE in language showing in Cameroun (Nkwetisama, 2011).

In different spots, Ghouati makes the suspicion that the consideration of ecological subjects in Algerian public course books was inadequately organized and organized, which kept the point from getting the consideration it merited. He proceeded to say that content classes ought to likewise cover natural issues, not just language preparing(Ghouati, 2012). In 1955, Julian Steward made a huge commitment as far as anyone is concerned of how individuals and nature connect. He made a hypothesis known as "cultural nature" to make sense of the cultural modifications

welcomed on by the need for ecological transformation. He kept up with the possibility that culture adjusts, not individuals, because culture is incredibly natural(Steward, 1955).

3. THE MAIN INFLUENCE OF CULTURAL DIFFERENCES ON THE TRANSLATION OF AMERICAN LITERATURE

3.1 Differences in Values

The main other shrewd species in nature is a human. Our viewpoints on genuine occasions or items that are available impartially in nature shape our qualities. Because of different everyday environments, customs, and cultural foundations, various countries and areas have alternate points of view on the world. Western social orders are more individualistic and support individual heroics when contrasted with Chinese civilizations. They can create motion pictures and network shows with completely acknowledged individual heroics on account of these qualities, similar to Batman and Spiderman. Specifically, "the elderly person and the water" is pointedly and clearly portrayed (Li, 2015). The five Langya Mountain champions are an illustration of how individual objectives ought to be deserted when they crash into local area interests since this is the manner by which Chinese culture sees the world. The most difficult part of interpreting American writing is the qualification among Chinese and western qualities.

3.2 Differences in Customs

Geological climate as a trademark line has made different nation and culture, Chinese and western unique common habitat likewise unavoidably brings forth various societies and customs, according to the viewpoint of humankind, individuals' mental capacity is something similar, simply some more unambiguous will go on the other gender, the distinction of living in the common habitat causes various ethnicities to have various perspectives about exactly the same thing. The distinction among Chinese and western traditions is a significant variable impacting the translation of American writing.

3.3 Difference in Thinking Mode

China and the west have exceptionally particular perspectives because of the assorted physical and geological conditions, which additionally affect the improvement of shows and propensities. We should know about the

differences among Chinese and Western reasoning modes since they are essential to the literary translation process. Language is the means by which individuals convey their contemplations. Different techniques for thinking lead to different approaches to communicating one's thoughts in language. Confucian standards, like empathy, uprightness, appropriateness, astuteness, steadfastness, dependability, and obedient devotion, have been advanced in China since artefact and have moulded our perspective for millennia(Lin, 2018). Western idea, then again, puts areas of strength for an on rationale and values finding something's real essence. Chinese per users can all the more likely value this qualification assuming we mix western culture with Chinese Confucianism and Taoism culture and reasoning while deciphering American literary works, which ought to be finished concerning the differences among east and west in thinking.

4. AMERICAN LITERATURE TRANSLATION STRATEGIES AND TECHNIQUES FOR DEALING WITH CULTURAL DIFFERENCES

4.1 Effective Command of American Lingo and Expressions

A few particular maxims, xiehouyu, and verifiable inferences have created because of the unmistakable verifiable and cultural legacy of our country. Subsequently, western culture is likewise home to various particular shoptalk terms and idioms. These shoptalk terms and expressions regularly have different exacting implications, making it totally difficult to in a real sense decipher them. For instance, when you decipher the words "Let George makes it happen", it just signifies "Let George get it done". However, what it truly demonstrates is that the speaker's hesitant comments don't have anything to do with the exacting importance(Yao, Xie, Yao). Obviously having an intensive information on shoptalk and saying is fundamental while deciphering American literary works. Any other way, it would be hard to perceive the creator's actual goal.

4.2 Understanding the Underlying Meaning of Words in American Culture

Both Mandarin and English words contain a sizable number of polysemous terms. In English, a term might have a few unique implications that rely upon the setting wherein it is utilized. Certain words, affected by different civilizations, can mean both great and terrible things. Interpreters ought to thusly precisely decide a word's importance in light of its specific situation. A few words can mean something both great and terrible. For

example, "berate," when applied emphatically, strengthens an individual. It means to rebuff or curb when utilized in a negative way. Such words bring out various sentiments and understandings. At the point when these terms show up in translation, you ought to decide the importance they have in view of the specific situation or the planned significance.

4.3 Improve Your Command of American-Related Terms and Phrases

Literary works mirror the set of experiences and culture of a nation, and the makers of literary works will undoubtedly statement a few words and expressions connected with culture. This advances higher necessities for interpreters, who ought to have a profound comprehension of these words and sentences with extraordinary cultural implications and verifiable foundation prior to deciphering(Yu, 2019). Like Damon and Pythias in English, are frequently utilized together for communicating the significance of "life and passing", such utilization in American writing is a typical peculiarity, when the interpreter in the translation should precisely get a handle on the importance of these extraordinary words and sentences, or on the other hand on the off chance that the translation isn't exact or is mistaken, will impact the impact of the entire translation.

4.4 Pay Attention to how Well American Literature and Chinese Terminology are Combined

To all the more likely serve our per users and assist them with understanding these countries' societies, we interpret American writing. Translation experts ought to accordingly have the option to blend Chinese and Western societies. For example, as opposed to deciphering something in a real sense, the expression "Truth can be stranger than fiction" ought to be converted into a Chinese maxim as per Chinese understanding propensities. Obviously to make the article more decipherable, the translation should incorporate both the qualifications among Chinese and American societies as well as the effect of American culture on word meaning(Zhihong & Kefei, 2010).

5. THE ANALYSIS OF LITERARY TRANSLATION ABILITY TRAINING PATTERN

5.1 Develop the Willpower

To "decipher something," and to prepare understudies' translation demeanour and appreciation, one must initially give direction and

education to the understudies' qualities. Then, one should fortify understudies' mental characteristics through experiential learning, intuitive teaching, and different techniques for fostering their fearlessness. At long last, understudies' experience information is likewise a fundamental connection. To further develop students' experience information translation, we ought to lay out a specific unfamiliar cultural program..

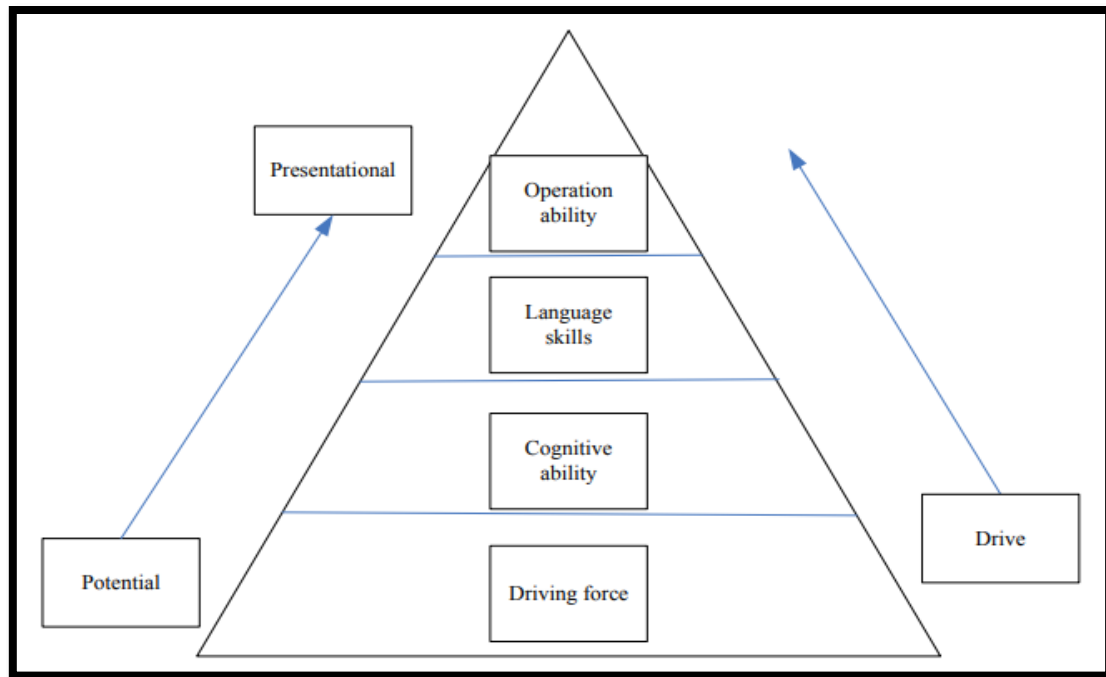


Figure 1: The ability to translates pyramidal structure

5.2 Hone Your Language Abilities

Language capability alludes to the interpreter's ability to learn and apply a language. The information and language from the language ought to be utilized regarding both preparation and teaching practice to foster functional abilities and language abilities. Preparing understudies to consistently fabricate their sentence structure, jargon, and expository abilities as well as their down to earth perspective, translation from the first stance, articulation, blend, and other preparation parts assists students with consistently propelling their bilingual capacities.

5.3 Cognitive Growth

Mental capacity is the limit of an interpreter to comprehend translation highlights, like legitimate information and cognizance. Their ability to oversee translation conduct can be improved with the guide of the interpreter. In spite of the fact that preparation in rationale, memory, and consideration as well as different abilities is shrouded in unknown dialect

classes, it just happens fragmentarily all through the illustrations, requiring the foundation of unique projects around here. Likewise, because of the trouble of translation, understudies should have a specific level of understanding and the limit with regards to creation.

5.4 Boost your Operating Skills

To expand understudies' strength, we should initially train them to move toward each interaction action as a framework, plan successfully previously, during, and after the translation, and increment their capability with the utilization of assets, data handling, and continually moving translation settings and instructive circumstances..

6. METHODOLOGY

The current review analyzes a few semantic designs, specifically code word, office, and uninvolved voice, in American secondary school ELT reading material. However a couple of specialists investigated the treatment of ecological issues in second language learning materials by looking at practices that contained animals in English as an ensuing language course books, the current review looks at a few phonetic designs(Zerrouqi et al., 2016). Specifically, it attempts to make sense of how the unnecessary utilization of code word, the veiling of organization, and the abuse of detached voice can influence the importance of texts about the climate by clouding the responsibility of the individuals who exploit and damage the climate. The review examinations 14 texts to assess the circulation of semantic designs to satisfy this goal. The accompanying examination questions are intended to research this issue.

Q1. Can the use of euphemism alter the effects of human behaviour on the environment?

Q2. Does an absence of organization make language acts more difficult to understand and hide human responsibility?

Q3. Does the use of passive voice cover up those who harm the environment, both individually and collectively?

To answer these review issues, the accompanying speculations are put on a mission to explain how the three phonetic terms, when abused or stowed away, modify the significance of messages and, thus, keep understudies from understanding who is at fault for natural debasement..

H1. Because euphemisms employ ambiguous or indirect language to express derogatory or harsh remarks, their excessive use alters how

detrimental humans are to the environment..

H2. The effect of language connecting with direct proportions of liability is obscured by the lack of agency in expressing criminals' environmentally harmful behaviours..

H3. The overuse of passive voice obscures human culpability for being the cause of environmental destruction.

Table 1: Describe the texts used to teach English

Textbook	No. of pages	Environmental education units	
		Title	No. of pages
Gateway to English	156	Ecology	15 (10.6%)
Ticket to English	162	Environment and ecology	15 (10.3%)
Outlook	136	Keep our environment clean	14 (10.11%)
Ticket 2 English	178	Sustainable development	18 (11%)
Ticket English	82	Environment and ecology	8 (9.7%)
Insights into English	177	Sustainable development	12 (7.9%)
Ticket 2 English	178	Sustainable development	18 (11%)

Table 2: Environment texts' word and sentence counts

Themes	Words	Sentences
Deforestation	504	30
Pollution	1445	73
Energy	539	33

Understudies might be supposed to know about natural education since it is canvassed in the reading material. For example, Table 1's depiction of course readings shows that most of texts present an assortment of EE subjects to assist understudies with fostering their abilities and mentalities towards the protection of the climate according to a multi-layered viewpoint that incorporates the worldwide, the normal, and the human, among others. The information for this region uncovers that EE, which is available in all ELT reading material, shows up on an alternate measure of pages. Then again, Table 3 shows that the messages have N=2488 words scattered in N=136 sentences. All the more explicitly, messages on contamination come in first with 1445 words in quite a while, while messages on deforestation had the least words and sentences, with 504 and 33, separately. See Table 2 for extra data.

7. RESULTS AND DISCUSSION

American secondary school ELT course books' current circumstance materials for the most part focus on teaching English as an unknown dialect. As indicated by the ongoing review, climate texts that embrace or

conceal specific phonetic examples, like doublespeak, organization, and uninvolved voice, are incongruent with the educational objectives of EE. Ecological texts' semantic highlights might impact's comprehension understudies might interpret natural issues at the degree of significance creation. The discoveries of the current examination (Table 3) for the most part show that: Environmental texts in American high school ELT textbooks frequently employ euphemisms; In the texts, agency is almost nonexistent, and Passive voice expressions are widely used in literature.

Table 3: Euphemism, agency, and passive voice occurrences in themes

Themes	Euphemism	Agency	Passive voice
Deforestation	31	11	23
Pollution	60	12	37
Energy	62	13	28

7.1 Euphemism

The discoveries of this study show that code words are utilized less every now and again in materials on deforestation (N=31 positions) than in texts on energy (N=62 positions) and contamination (N=60 positions) in the course books under survey. Sun oriented energy texts have the most euphemic structures N=12, trailed by texts on sustainable power N=18. Besides, N=14 articulations request contamination because of "waste and garbage" exercises first, then "a worldwide temperature alteration" texts. To wrap things up, "Deforestation" subjects, especially the "third anonymous text," have the most euphemic structures (N=18). See Table 4 for more data.

Table 4: Euphemism usage and frequency in texts

Themes	Subthemes	Euphemism	Total
Deforestation	Untitled text N°1	2	31
	Untitled text N°2	9	
	Untitled text N°3	16	
	Untitled text N°4	4	
Pollution	Global warming	13	60
	Waste rubbish	14	
	Pollution	12	
	Marine life	9	
Energy	Global pollution	12	62
	Nuclear power	9	
	Nuclear energy	10	
	Solar energy	13	
	Nuclear energy	12	
	Renewable energy	18	

Since code words are believed to be the replacement of equivocal or circuitous terms for slanderous and brutal articulations, their exorbitant use in texts reduces the seriousness of ecological obliteration brought about by people. The ongoing review presumes that utilizing doublespeaks unnecessarily is really against academic. Without a doubt, indirect designs cause the language of texts, which is intended to encourage understudies' mindfulness and decisive reasoning towards the conservation of the climate as well as act as an instrument for censuring damaging ways of behaving that imperil the biological system's balance, to become cloudy and vague. To additionally illustrate, a few examples from the texts viable show how the utilization of doublespeak truly diminishes emphatically held discernments in regards to earth horrendous practices..

7.2 Agency

The meaning of a few phonetic designs, specifically organization, in ecological messages is at the core of climate language. When contrasted with doublespeak, organization shows up in the texts being scrutinized less habitually. Hypothetically, the syntactic design of office, which is like the latent structure or nominalization, may restrict or work with the organization of certain citizenry in participating in movement and having a reason. The discoveries recommend that office is perceived multiple times all through 139 words, which is pertinent to the ongoing issue. Organization is used in compositions on "Energy" and "Deforestation" with three events each, while being utilized less as often as possible than different components when thought about. Office is basically nonexistent with N=4 cases for the "Contamination" texts (Table 5).

Table 5: Agency in texts on the environment

Themes	Subthemes	Agency	Total
Deforestation	Untitled text N°1	2	11
	Untitled text N°2	2	
	Untitled text N°3	4	
	Untitled text N°4	3	
Pollution	Global warming	2	12
	Waste rubbish	3	
	Pollution	2	
	Marine life	3	
Energy	Global pollution	2	13
	Nuclear power	3	
	Nuclear energy	3	
	Solar energy	3	
	Nuclear energy	2	
	Renewable energy	2	

The absence of organization in the texts shows that natural saboteurs are not considered responsible, which fundamentally affects how plainly the significance of the texts is perceived. The current review, which is relatively ailing in climate writing, makes the presumption that the refusal of organization in American ELT course readings delivers subjects' and people's liability muddled and the importance related to who commits what on whom fragmented. The educational impacts of this approach are hindering to understudies' information on natural issues since they probably won't perceive the culprits' liability, which is deficient and covered by organization forswearing. As a matter of fact, an absence of organization implies that the educational objectives of ELT texts in American secondary school reading material are in conflict with both the precepts of ecolinguistics and the objectives of the UN on EE standards as they are communicated in natural stories. The models beneath are taken from the concentrated on texts to additional show the ramifications related with the absence of organization in the texts tracked down in American ELT course readings..

7.3 Passive Voice

The results show that writings about "pollution" have many passive forms (37), texts about "energy" have 28 passive forms, and texts about "deforestation" have 23 passive forms. More specifically, texts on solar energy contain many passive voice patterns (N=8), texts on deforestation have N=9 passive forms, and texts on pollution have N=8 passive forms (Table 6).

Table 6: Passive voice usage and frequency in environmental texts

Themes	Subthemes	Passive voice	Total
Deforestation	Untitled text N°1	4	23
	Untitled text N°2	5	
	Untitled text N°3	9	
	Untitled text N°4	5	
Pollution	Global warming	9	37
	Waste rubbish	7	
	Pollution	8	
	Marine life	7	
	Global pollution	6	
Energy	Nuclear power	3	28
	Nuclear energy	7	
	Solar energy	8	
	Nuclear energy	5	
	Renewable energy	5	

In general, the reason for climate texts in American ELT reading material is to a) increment understudies' ability for learning, b) reinforce their advantage in testing ecological issues, and c) help them in understanding the perplexing interconnections that characterize and portray the connection among individuals and the regular world. The texts in this system expect to show understudies how to monitor the environment. Educators endeavor to pass this information on to their students and assist them with understanding how unreasonable asset double-dealing can affect nature. Ecological texts in the course readings being concentrated on demonstrate the way that ill-advised utilization of regular assets by individuals can have perilous ecological impacts such contamination, deforestation, annihilation of species, and a worldwide temperature alteration. However, the language utilized to depict this relationship appears to be deficient on the grounds that the presence or nonattendance of a semantic component that darkens the responsibility of individuals and organizations makes equivocalness and dubiousness in the importance. In light of the discoveries, this study reaches the accompanying determination: climate units in American ELT course books are in struggle with the educational objectives of EE on the grounds that the utilization of latent voice in climate texts hides the practitioners of acts. The American Service of Education and course reading originators ought to think about the accompanying recommendations to work on the educational directions of EE, despite the fact that there is a consistent debate about coordinating EE in various course readings at different teaching levels. The making of long haul public designs to do EE. The improvement of coordinated and interesting EE educational plans in view of a brought together methodology, academic assets, and educating helps. Master boards of trustees should supervise the improvement of EE guides, course books, and units. Offering instructors an EE preparing program. Local and public ecological issues should be remembered for the climate units.

8. CONCLUSION

From the prior clarification, it is obvious that cultural varieties impact how American literary capabilities are perceived. As China and the west hold altogether different convictions, practices, and perspectives, it very well may be challenging to comprehend and dissect American composing appropriately. Thus, an assortment of translation strategies, for example, laying out translation, foreignization translation, and preparing translation,

ought to be utilized while disentangling American message. Many chips away at ecological worries are gathered in American ELT perusing material to help the scholastic objectives of EE among optional school understudies in the US and to assist them with fathoming the truth of the relationship that associates man to nature. Without a doubt, ELT course book writers and organizers who are responsible for once in a while coordinating EE in American ELT course readings don't necessarily in all cases pay a lot of care to the texts they pick or make, particularly when those materials experience difficulty tending to the teaching points of EE. The major examination strategy utilized in this study empowers us to completely shape an obvious judgment in regards to the territory of EE in American ELT course books, whose execution requires a ton of reevaluating to make texts predictable with EE's educational objectives. Notwithstanding further developed environment modules and texts, there might in any case be hindrances to normal education (EE) in the American setting. For example, deficient monetary resources and immature HR could thwart EE enlistment in America. For example, teachers appear to be totally new to EE.

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