CRITICAL AWARENESS ON ECOLOGICAL LITERACY THROUGH ECOCRITICAL LITERARY TEXTS: EFL LEARNERS' PERSPECTIVES IN BANGLADESH

Alia Rawshan Banu[1]*

[1]Department of English, Bangladesh University of Professionals, Dhaka, Bangladesh

*Corresponding author: alia.rawshan@gmailcom

Abstract

This study examines how English literary texts can foster logical reasoning and critical awareness regarding ecological literacy among the students of Bangladeshi tertiary level education. In this study, language learning is considered not only as linguistic practice but as a means of lifelong learning along with environmental consciousness and civic responsibility. Employing a qualitative research design, the researcher engages 20 undergraduate EFL students from two different private universities. Participants selected by purposive sampling are engaged in a 8-week ecological literary reading intervention through their small reading circles, reflective essay writing, and group discussions based on contemporary ecological literature. Novels such as *The Hungry Tide* and *Gun Island* by Amitabh Ghosh have been selected for the environmental issues related to Bangladeshi context, both the novels set partly in the Sundarbans addressing climate migration and environmental displacement. The researcher uses the theory of ecocriticism not only to interpret the selected literary texts but also as a pedagogical lens to realize how literary understanding can contribute to ecological literacy. Qualitative data have been collected through semi-structured interviews, focus group discussions and writing reflective essays and then using thematic analysis, the researcher analyzes the gathered data thoroughly by exploring the themes of climate migration, environmental justice, and logical reasoning in ecological awareness. The findings of the study reveal that incorporating ecological fiction and environmental literature into EFL learners' reading lists enhance the students' critical awareness of local and global environmental issues, foster empathy toward climate-affected communities and encourage lifelong learning. The study argues for curriculum reform by integrating ecologically conscious literary texts into English literary pedagogy for community engagement and sustainable futures.

Keywords: Critical ecological literacy, EFL learners, Lifelong learning, Logical reasoning, Sustainable future