

фонових знань, відновлення в його свідомості прецедентних текстів через ефект *deja vu*. Алюзії, цитати, ремінісценції в анімації створюють своєрідний підтекст; вони зазнають комічних трансформацій та як інтертекстами з'являються у вигляді парафразів, пародій тощо. Анімаційний твір, таким чином, являє собою стохастичну систему, яка продукує нові смисли, в нашому випадку комічні.

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### Підсекція

#### Лінгвістичні та методологічні аспекти викладання іноземних мов

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#### ECOLINGUISTIC APPROACH TO TEACHING ENGLISH FOR SPECIFIC PURPOSES

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**Introduction.** This paper looks at language learning from an ecological perspective, which highlights the quality aspect of educational processes. Some essential concepts this approach focuses on are building ecologically holistic contexts, interaction, and quality. In language learning ecology, practice constantly draws on theory which is developing organically, as teachers and learners interact and learners cooperate among peers.

**Review of recent publications.** The issue of ecolinguistics approach to teaching English for specific purposes has been covered in publications of such scientists as Einar Haugen, Hayward. T. and Wendel J.

**Objectives of the paper.** The study is aiming at the issue and implementation of ecolinguistics approach to teaching English for specific purposes

**Results of research.** The Norwegian linguist, Einar Haugen (1972), initiated the study of ecolinguistics by using the term of language ecology through a metaphor study by adapting interrelationship of living being as organisms and their environment. He considered language ecology as an approach to linguistics and defined it as “a study of interactions between any given language and its environment” [1]. Current interpretations of ecolinguistics differ widely. Many linguists relate the term ‘ecology’ to context or language environment in order to describe problems associated with the language which is embedded either in a sociolinguistic, educational,

economic or political setting and is not decontextualized. In this sense ‘ecology’ becomes a very fashionable term used

Therefore, the role of ecolinguistics nowadays is getting wider expanding into many scopes, but the more relevant one with this paper concerns with biological, physical and social environment context. Or in another word, the ecolinguistics referred in this paper is similar to the ecolinguistics defined as “the ecological approach to language takes into consideration the complex network of relations occurring between environment, languages and people speaking these languages” [2]. In this case, there is interrelation and diversity among different languages, the people who use the languages, and the natural, social and cultural setting where the people live. This interrelation and diversity includes the environment of education for teaching language. Accordingly in line with this paper, ecolinguistics is used as an approach to teach English as a foreign language for specific purposes in Ukraine. Through this approach, English is taught to the students by relating between the lesson in the classroom and the students’ real life [3]. The main elements the study focuses on are quality and interaction, seen as ecological features of teaching/learning. Instead of pursuing selective aspects of learning or teaching, the ecological approach makes reference to complex ecosystems and encourages researchers to investigate the complexity of the learning process in an inclusive, dynamic and holistic manner. These types of research are increasingly more appreciated in the field of applied linguistics, given the enhanced understanding of learning they provide in relation to the concept of quality [4].

There are at least two advantages of implementing ecolinguistics in teaching and learning English for specific purposes. The first one is seen from language point of view and the other one is from ecology point of view. From language point of view, the implementation of ecolinguistics makes students easier in understanding the concepts realized in the learning materials, because it is based on their natural, social and cultural surroundings. They can be actively engaged in the learning activities and they are more motivated in learning English because they can enjoy the classroom atmosphere and feel more connected to the materials being discussed in the classroom. The second advantage is seen from ecology point of view. As we know that human beings and nature are inseparable, so by implementing ecolinguistics in teaching and learning English for specific purposes students are trained to raise their sense on ecological awareness. They are taught to love and appreciate their environment and preserve the natural and cultural heritage they already have in a simple way. By giving them various ecolinguistics based learning materials, students are expected to have broad minded and consideration on each other’s social reality and necessarily students can enhance their responsibility [3].

**Conclusion.** Ecolinguistics can be used as one alternative in answering the gap between the curriculum demand on the local content development and the lack of local content development on the provided materials being used to teach English for specific purposes in Ukraine. The use of ecolinguistics-based lesson plans brings two positive values on students’ motivation and comprehension in learning English, as well as they become more aware on their own culture and environment where they belong to.

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