



---

**Report**

## **Changing lives and professional practice: A report on the impact of ecolinguistics**

**Mariana Roccia**

M.R. Language Services, UK

E-mail: [mariana@mrlanguageservices.com](mailto:mariana@mrlanguageservices.com)

### **Abstract**

This report provides a detailed case study of the impact of the free online course “The Stories We Live By”. ‘Impact’ is defined by the UK’s REF (Research Excellence Framework, 2021) as “an effect on, change or benefit to the economy, society, culture, public policy or services, health, the environment or quality of life, beyond academia” (p. 90). This study uses the REF’s impact definition to conduct a thematic analysis of 276 responses obtained from the course participants. Data were collected using semi-structured email interviews, an online survey, anonymous website comments from the course’s website, course completion forms and face-to-face interviews with staff members of an environmental consultancy firm that completed the course. The thematic analysis employed a three-level coding system that classified the data into two broad levels: personal and work-related. The category ‘Other’ was introduced to capture fuzzy impacts. The findings reported a significant number of impacts at a personal level, particularly within the level of ‘awareness’ of how language shapes society and ‘doing’ – making more environmentally beneficial practical daily choices. At a work-related level, the results show a high impact on research and academic work. More precisely, the research revealed the following impacts of Professor Stibbe’s work: a) curriculum change to include sustainability in the English curriculum; b) an increase of personal awareness about the environment; c) improvement in research outputs within and beyond academia; and d) transformation of the perceptions individuals have regarding language and the environment. The findings not only reveal an increase in the participants’ critical awareness of the connections between language and environmental matters, but also their interest in translating theory into practice by modifying their daily habits.

**Keywords:** impact, ecolinguistics, Research Excellence Framework, online learning.

# REPORT

<b>Title:</b>	Changing lives and professional practice: a report on the impact of Ecolinguistics
<b>Author/s:</b>	Mariana Roccia (M.R. Language Services)
<b>Client:</b>	University of Gloucestershire
<b>Report Date:</b>	July 2019. <i>Updated (May 2020)</i>
<b>Number of pages:</b>	48
<b>Word count:</b>	16,583
<b>Attachments:</b>	N/A
<b>Contact:</b>	Mariana Roccia <a href="mailto:mariana@mrlanguageservices.com">mariana@mrlanguageservices.com</a> <a href="http://www.mrlanguageservices.com">www.mrlanguageservices.com</a>

## Acknowledgements

A special gratitude goes to all those who contributed to this report, especially to Mrs Jessica Lubini- Hampton for conducting the online interviews and for her crucial support throughout the study. Many thanks to the interviewees for their cooperation and for providing new and exciting insights on applied Ecolinguistics. Last but not least, this study would have not been possible without the respondents and everyone who collaborated in any way.

## Disclaimer

M.R. Language Services has taken due care in the preparation of this report to ensure that all facts and the analysis presented are as accurate as possible within the proposed scope of the project. However, no guarantee is provided in respect of the information presented, and M.R. Language Services is not responsible for decisions or actions taken based on the content of this report.

The quotes that appear in this report are occasionally abbreviated or corrected for grammar in ways which do not change the overall meaning.

# TABLE OF CONTENTS

ABBREVIATIONS .....	5
EXECUTIVE SUMMARY .....	6
BACKGROUND AND CONTEXT .....	7
Aims and objectives.....	7
METHODOLOGY .....	8
DATA .....	9
Semi-structured email interviews.....	9
Online Survey .....	10
Face-to-face interviews.....	10
Certificate completion forms .....	10
Website comments from the Stories We Live By .....	11
RESULTS.....	11
Demographics .....	11
Occupation.....	11
Location .....	12
Education.....	13
Course Assessment .....	13
Impacts.....	17
Level 1 .....	17
Level 2 .....	17
Level 3- Impacts at a personal level .....	18
Level 3- Impacts at a work-related level .....	22
Level 3- IMO. Other relevant impact.....	23
Finding Meaning & Value Alignment- Another dimension .....	24
CONCLUSION.....	25
APPENDIX .....	26
Interview consent form for the face-to-face interviews .....	26
Questions for the face-to face interviews.....	27
Coded data.....	28
Website Comments .....	28
“The Stories We Live By” course completion forms (Certificates).....	30
Semi- structured email interviews.....	34
Face-to-face interviews.....	38
Online survey.....	41

# LIST OF FIGURES

Figure 1: Total percentages by source .....	9
Figure 2: Occupation.....	11
Figure 3: Word map reflecting occupations in the category “Other” .....	12
Figure 4: Repondents per continent .....	12
Figure 5: 10 most "popular" countries .....	13
Figure 6: Highest degree obtained .....	13
Figure 7: Percentage of completion.....	14
Figure 8: Percentages of amount of reading of Arran Stibbe’s work participants have done	15
Figure 9: Percentages regarding AS impact on work and the course on work and life.....	15
Figure 10: Level 1 (IMP/ IMW/IMO) according to division of source .....	17
Figure 11: Level 2 Impacts according to division of source .....	17
Figure 12: Overall IMP- Level 3 breakdown .....	18
Figure 13: Overall IMW- Level 3 breakdown .....	22

# ABBREVIATIONS

F2FI:	Face-to-face- interview
REF:	Research Excellence Framework (2021)
SSI:	Semi-structured interview
CERT:	Certificate
WC:	Website comment
OS:	Online Survey

# EXECUTIVE SUMMARY

The field of ecological linguistics emerged in the 1990s as a result of increased concern about the rapid deterioration of the environment. Ecolinguistics explores the role of language in the life-sustaining interactions of humans with other species and the physical environment. More precisely, it questions those discourses which promote detrimental actions against the environment and encourages new and beneficial discourses that inspire people to protect the ecosystems that life depends on.

Several key figures have contributed to the development of the field. Professor Arran Stibbe's ground-breaking research and efforts to establish the International Ecolinguistics Association has been one of the most remarkable contributions. With a list of over 30 publications in the field, conferences and public interventions, and over 15 years developing the International Ecolinguistics Association, Professor Stibbe's prolific career has significantly shaped this emerging field.

The overall aim of this report is to provide an assessment of the impact of the underpinning Ecolinguistics research conducted by Professor Stibbe on people's lives and work. This report understands impact as defined by the REF (Research Excellence Framework, 2021)<sup>1</sup>, namely as "an effect on, change or benefit to the economy, society, culture, public policy or services, health, the environment or quality of life, beyond academia" (p.90). Therefore, the study conducted considered all the collected data in the light of this definition.

The findings reported a significant number of impacts at a personal level, particularly within the level of 'awareness' of how language shapes society and 'doing' – making more environmentally beneficial practical daily choices. At a work-related level, the results show a high impact on research and academic work. Respondents reported changes in: 1) skills: improved ability to analyse texts critically and use language effectively to address ecological issues; 2) knowledge: greater awareness of how texts shape self and society; greater understanding of the root causes of ecological issues ; 3) attitude: greater appreciation of local nature; increased concern for the environment; 4) behaviour: practical changes to live more sustainable lives; 5) work: transformation of curricula to include sustainability issues in education; improved environmental communication practice in corporations and NGOs; inclusion of ecological factors in therapy.

Importantly, 29.50% of the respondents described the impact of Arran Stibbe's research on their work or life as *very significant*, and 52.52% described it as *significant*.

---

<sup>1</sup> [https://www.ref.ac.uk/media/1092/ref-2019\\_01-guidance-on-submissions.pdf](https://www.ref.ac.uk/media/1092/ref-2019_01-guidance-on-submissions.pdf)

To sum up, Professor Stibbe's research has been disseminated widely with approximately 143,295 visitors to the *Stories We Live By* website<sup>2</sup>, 3,700 views on Academia.edu<sup>3</sup>, approximately 5,500 views on YouTube<sup>4</sup> and academic channels of books and journal articles. This study can only follow up a very small fraction of the audience to ask what impact the research had. Therefore, the impact is likely to be larger than the results discovered through the study.

## BACKGROUND AND CONTEXT

### Aims and objectives

The overall aim of this study is to provide an overview of the impacts that the free online course "The Stories We Live By" has had on the participants. "The Stories We Live By" is a free online course based on Arran Stibbe's research. It takes its structure from Prof Stibbe's book "Ecolinguistics: Language, ecology and the stories we live by" (2015). The course consists of 10 sections with exercises, audiovisual materials, PowerPoint presentations and set readings with extracts from Arran Stibbe's published research including books, book chapters and journal articles. The popularity of the course stems from its free and accessible format and its wide range of educational resources. Another appealing feature is the free tuition option: with 22 volunteer tutors offering help in 12 languages, this is an advantage for those participants who would like to learn about the field and have English as a second or foreign language. To date, there are over 1,500 registered participants from all over the world.

The research question leading the study is: *What impact has the underpinning Ecolinguistics research conducted by Arran Stibbe had on people's lives and work?* Since "impact" has multiple definitions, for the purposes of this report the definition found in the Research Excellence Framework, 2021 will be used:

"Impact is defined as an effect on, change or benefit to the economy, society, culture, public policy or services, health, the environment or quality of life, beyond academia (...). Impact includes, but is not limited to, an effect on, change or benefit to: the activity, attitude, awareness, behaviour, capacity, opportunity, performance, policy, practice, process or understanding of an audience, beneficiary, community, constituency, organisation or individuals in any

---

<sup>2</sup> <http://storiesweliveby.org.uk/>

<sup>3</sup> <https://glos.academia.edu/ArranStibbe>

<sup>4</sup> <https://www.youtube.com/watch?v=xt8mjPokbHE>

geographic location whether locally, regionally, nationally or internationally.” (p.90)

It should be noted that this definition excludes “advancement of academic knowledge within the HE sectors” (ibid). Nonetheless, it includes “impacts on students, teaching or other activities both within and beyond the submitting HEI” (ibid).

## METHODOLOGY

For the purposes of this report data was collected from a variety of sources. First, semi-structured email interviews were conducted with a self-selected sample of participants from the online course “The Stories We Live By”. This revealed a range of different impacts. Next, a questionnaire was designed based on the findings from the email interviews to discover whether these impacts were more widespread across the participants of the course. Data also was obtained from feedback comments submitted by participants through the course website and from the course completion forms. After preliminary analysis to establish a coding system, the data was coded into different types of high-level impacts: personal, work-related and other impacts, and analysed in the light of the REF. The personal and work-related levels were then divided into further sub-categories to be able to assess the impacts at a deeper level. Some indicative quotes from the different sources have been added to the report to illustrate the key findings.

Table 1: Coding system for the impacts

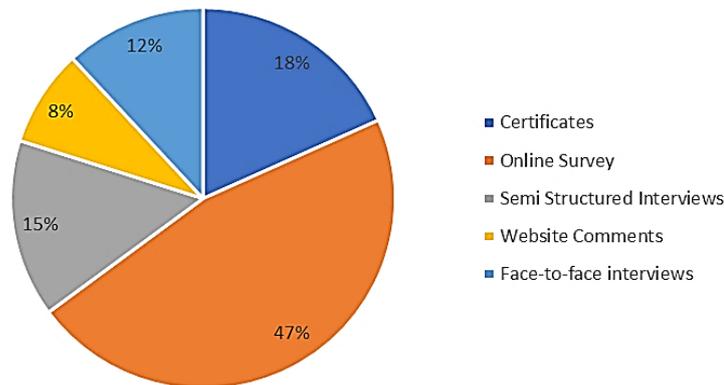
<b>Personal (IMP) [Level 1]</b>	<b>Work-related (IMW) [Level 1]</b>	<b>Other (IMO) [Level 1]</b>
IMPT – Thinking [Level 2]  [Level 3] <ul style="list-style-type: none"> <li>• IMPTA – awareness               <ul style="list-style-type: none"> <li>◦ IMPTA1 of how language shapes society</li> <li>◦ IMPTA2 of nature</li> </ul> </li> <li>• IMPTC – change in thinking</li> <li>• IMPTF – change in feelings, i.e. hope/despair</li> </ul>	IMWT – Teaching [Level 2]  [Level 3] <ul style="list-style-type: none"> <li>• IMWT1 ecological issues</li> <li>• IMWT2 focus on language</li> <li>• IMWT3 resources</li> </ul>	IMO – other impact [Level 2]  [Level 3] <ul style="list-style-type: none"> <li>• IMO any other relevant impact</li> </ul>
IMPC – Communicating [Level 2]  [Level 3] <ul style="list-style-type: none"> <li>• IMPC – Being able to communicate ecological issues</li> </ul>	IMWR – Research [Level 2]  [Level 3] <ul style="list-style-type: none"> <li>• IMWR – impact on own research and academic work</li> </ul>	
IMPD – Doing [Level 2]  [Level 3] <ul style="list-style-type: none"> <li>• IMPD1 – practical everyday choices</li> <li>• IMPD2 – larger scale changes related to activism and campaigning</li> </ul>		

# DATA

Data was obtained from the following sources:

- Semi-structured email interviews
- An online survey administered to the course participants
- Anonymous website comments from the *Stories We Live By* website<sup>5</sup>
- *The Stories We Live By* course completion forms (certificates)
- Face-to-face interviews with members of staff of an environmental consultancy firm that did the course

Figure 1: Total percentages by source



The figure above shows that the results in this report predominantly stem from the responses in the online survey (n=217), followed by the certificate completion forms (n=23). The third largest source was the semi structured email interviews (n=14), whilst the face-to-face interviews accounted for the fourth largest source (n=4) followed by the comments from the website (n=18).

## Semi-structured email interviews

The semi-structured interviews were conducted between July and August 2017 by Mrs Jessica Iubini-Hampton and Ms Lucy Cadbury with the participants in *The Stories We Live By* course with the purpose of discovering any beneficial impacts of the course or Arran Stibbe's other research on people's work and lives. This enquiry

---

<sup>5</sup> <http://storiesweliveby.org.uk/comments>

was conducted as a conversation between the researcher(s) and the participants and elicited the following information: (a) profession and life situation; (2) exposure to Ecolinguistics; (3) the impact of ecolinguistics on their lives and work; (4) evidence of Arran Stibbe's research as being instrumental in creating that impact.

This report only considers those interviews that were fully completed (n= SSI 1- SSI 14).

## Online Survey

This survey was administered to the participants of "The Stories We Live By" via a general email sent to the JICSMAIL list that all participants are members of. The survey was active for a period of two months between April and June 2019. The survey consisted of 8 questions concerning: occupation, location, education, percentage of completion of the course, amount of reading of Arran Stibbe's work, the kinds of impact the course and Arran Stibbe's research has had on their work and life. The questions ranged from multiple choice options to open ended questions. The survey yielded 217 total responses (OS1- OS 217) and had a completion rate of 64%. Some indicative quotes obtained from Questions 7 and 8 were included to support the findings.

## Face-to-face interviews

In order to gather further qualitative data, 4 semi-structured face-to-face interviews (F2FI 1- F2FI 4) were conducted with key members of staff from an environmental consultancy agency who had followed the online course as a weekly activity in their workplace. The interviews were audio recorded and conducted between May and June 2019. The data was partially transcribed and anonymised (see the Appendix section for the list of questions). For the purposes of this report, only the key sections referring to impact were extracted.

The research conducted on this source was a ground-breaking form of "applied Ecolinguistics" which revealed insights into the role that Ecolinguistics can play beyond academia. The *Stories We Live By* course was introduced to the company by a member of staff who discovered it via social media. A group of employees followed the course on weekly sessions with one of the members presenting the week's topic during lunch time. This provided an opportunity for discussing and applying new concepts.

Upon the course completion, Professor Stibbe visited the firm and delivered a presentation on how Ecolinguistics can assist in the practical work of an environmental consultancy agency. Following this, four of the staff members who took part in the study group agreed to be interviewed.

## Certificate completion forms

Upon the course completion, participants are requested to fill in a certificate completion form and submit it to the course team. Participants are encouraged to reflect on their learning experience in around 500 words. For the purposes of the study,

23 certificate forms (CERT 1- CERT 23) were considered for the analysis. Indicative quotes from those participants who agreed to share their comments were anonymised and included.

## Website comments from the Stories We Live By

This report also analysed 18 indicative comments (WC1- WC18) sent via the comments section of the *Stories We Live By* website. The comments broadly illustrate some of the impacts the course had on people.

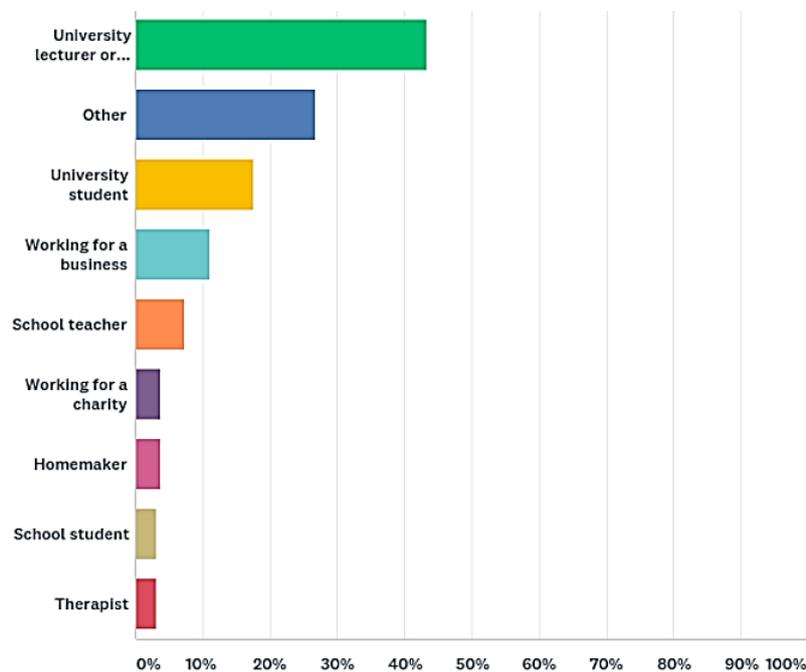
# RESULTS

## Demographics

### Occupation

Nearly 45% of the respondents indicated their occupation as academics followed by 26.73% of the respondents indicating “other” type of occupation. The word cloud in Figure 3 shows in more detail the variety of professions.

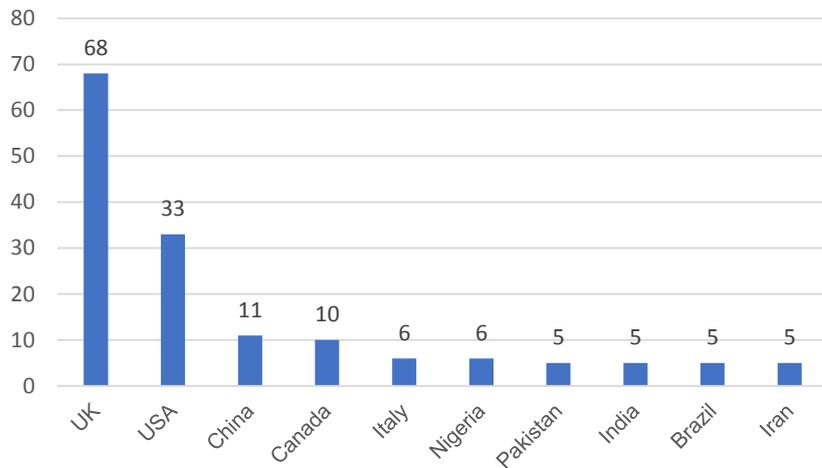
Figure 2: Occupation



The word cloud below shows the wide range of occupations indicated in the category “Other”. This highlights the reach the course has with individuals who are not necessarily connected with academia or who have engaged due to other personal



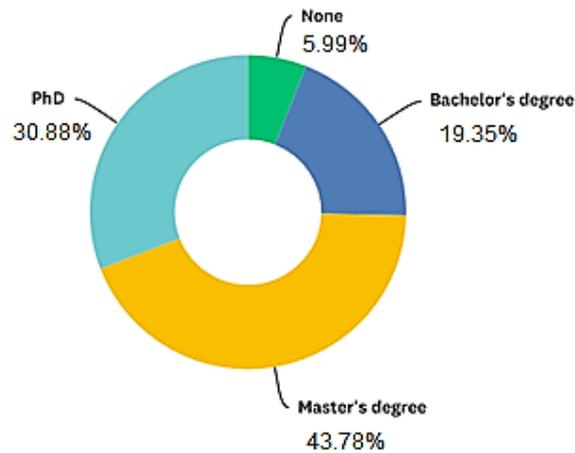
Figure 5: 10 most "popular" countries



## Education

In terms of education, Figure 6 below shows a marked predominance of individuals with master's degree attained. Followed by PhDs and BAs.

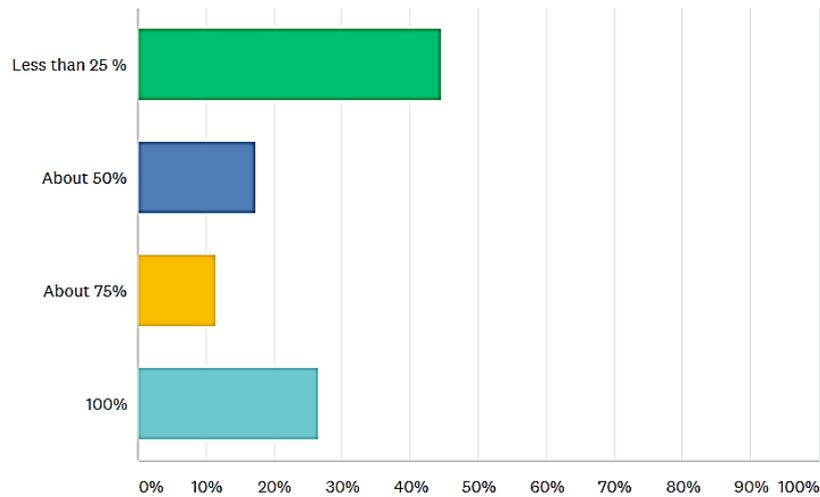
Figure 6: Highest degree obtained



## Course Assessment

The figure below illustrates how the percentage of completion of the course "The Stories We Live By" amongst the participants. Approximately 44% responded with "Less than 25 %", whilst around 26% responded "about 100%". The two remaining categories are "about 50%" with 17% and "about 75%" accounts for 11.51% of the responses.

Figure 7: Percentage of Completion



Answered 138 Skipped 79

Figure 7 above shows the percentage of completion. Overall, the results suggest that around 55% of the participants have completed about 50% of the course or more. This is a highly positive outcome considering participants do it voluntarily in their free time and there is a significant amount of reading to be done in order to successfully complete it.

Figure 8 below shows the percentages relating to the amount of reading of Arran Stibbe's work participants have done. The findings show that 59.42% of the respondents claim to have completed a significant amount of reading while 12.32% claim to have conducted a very significant amount of reading. This is followed by 28.26 % suggesting "very little or none."

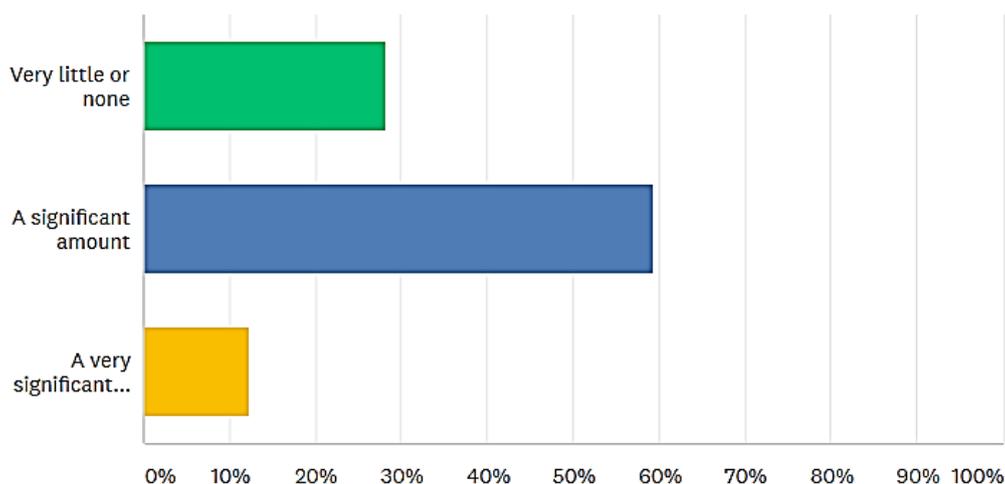
The following quotations from the semi-structured interviews are examples of how participants engaged with the reading materials:

- SSI 9: "Reading Arran's book consisted of a mixture of two main reflections. The first was finding in text things that I had long reflected on privately, such as issues around taking an anthropocentric view of the world, the complete lack of an awareness of the ecological and social impact of economics articles and the power of capitalism to define identities. The second was discovering new views of which I was totally unaware, such as new nature writing and Haiku, issues around framings and the use of metaphors to influence how an area of life is cognised and therefore also the subsequent room for action."
- SSI 10: "For full-length books I would say the most influential material has been Stibbe's *Ecolinguistics: Language, ecology and the stories we live by* (2015), together with Richard J. Alexander's *Framing Discourse on the Environment: A Critical Discourse Approach* (2009) and Alwin Fill & Peter Mühlhäusler's

*The Ecolinguistics Reader: Language, Ecology and Environment*, which contains Halliday's seminal paper in the ecocritical discourse/linguistic system tradition.”

- SSI 14: “Last year I developed this habit of filtering through some websites for newly published books about linguistics. Then, I came across this book [Ecolinguistics: The Stories We Live By] and found it to be extremely interesting. After reading this book, I redirected my interest into some major papers published on ecolinguistics.”

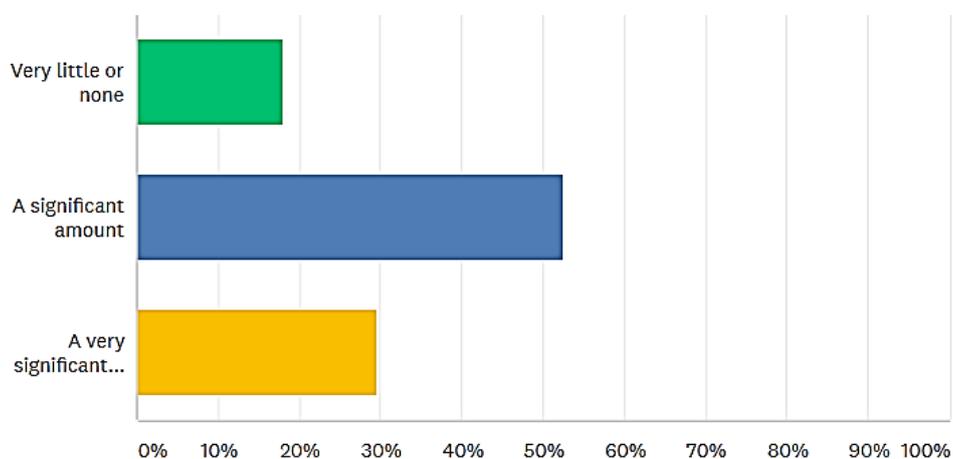
Figure 8: Percentages of amount of reading of Arran Stibbe’s work participants have done



Answered 138 skipped 79

In terms of the percentages regarding the impact of Arran Stibbe’s research on people’s work and life, the data in Figure 9 below shows a significant amount of impact at 52.52%. This is followed by “a very significant” amount at roughly 29.50%. Only roughly 18% of the participants responded, “Very little or none”.

Figure 9: Percentages regarding AS impact on work and the course on work and life



Answered 138 skipped 78

The following quotes illustrate some of the ways in which the significant amounts of impact occurred. This will be further discussed in the following sections:

- OS 53: “Arran Stibbe's research and work has had such an impact on our students and colleagues that we decided to create the Partnership Studies Ecolinguistics Circle here at [our university]. The Circle includes different languages and a variety of established and young researchers.”
- OS 68: “Arran's work in solidifying ecolinguistics' direction as the study of language and its impact on the environment has allowed ecolinguistics to be used "on its own", as a subfield in itself. In my PhD, this is the first time ecolinguistics is used as a methodology in the field of Social and Environmental Accounting.”
- OS 85: “Even more so than the research itself, Professor Stibbe's availability in replying to my e-mails and answering my questions has been a wonderful example of how important it is to believe in and be passionate about our work, especially work which aims at bringing balance to the world.”
- OS 108: “Arran Stibbe's course and ecolinguistics itself have provided me with an innovative framework to think about how our jobs could change and take a new direction.”

Evidence of this significant amount of impact is also found in the semi-structured interviews:

- SSI 4: “I think Dr Stibbe's work started the world-wide conversation that is Ecolinguistics. I certainly hadn't heard of this sub-discipline before seeing his book, even though I have been involved with Terralingua for quite a few years. I think Stibbe's framework formalised the kind of work that many people were doing and/or a way to think about research areas we were interested in that "legitimised" what essentially is interdisciplinary areas of study.”
- SSI 8: “Arran's work has been invaluable in influencing me to make these changes. After taking his module (which I know is heavily influenced by *Ecolinguistics*) I became fascinated with nature again through texts which increase its salience.”
- SSI 10: “I have to say that Dr Stibbe's work has been by far the most accessible and influential, as he seems to be a born teacher. His wonderful treatment of the stories-we-live-by -- Ideology, Framing, Metaphor, Evaluation, Identity, Conviction, Erasure, Salience -- very much simplified the dimensions to be considered in the attempt to achieve ecocentric living.”
- SSI 13: “I would say it has as it was Arran's work that brought the whole concept and understanding of Ecolinguistics to my notice.”

# Impacts

## Level 1

Figure 10: Level 1 (IMP/IMW/IMO) according to division of source



The figure above shows the distribution of the three overarching impacts: *personal*, *work-related* and *other* against the sources. Overall, the responses suggest that impacts predominantly occur at the personal level, followed closely by the work-related areas. A lower distribution is shown at the category “other” within the sources.

## Level 2

Figure 11: Level 2 Impacts according to division of source

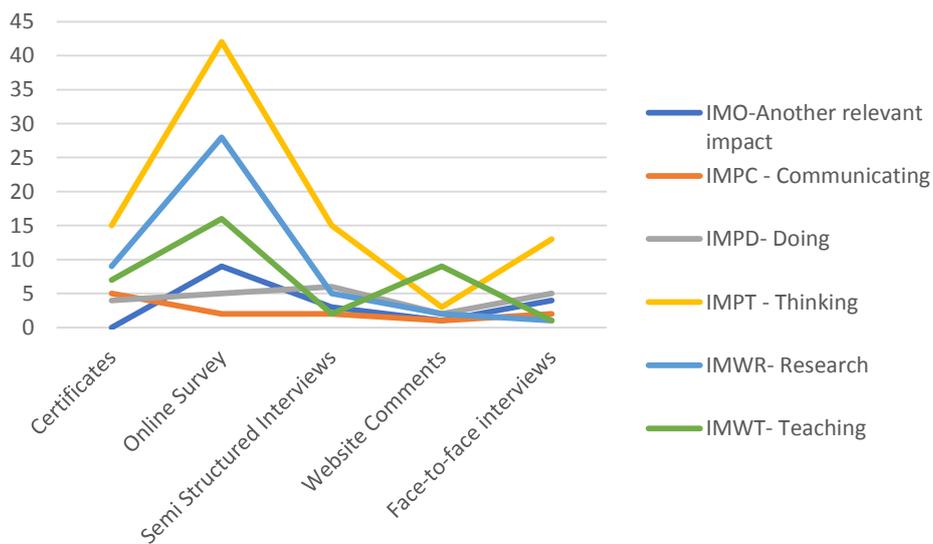


Figure 11 shows all level 2 impacts according to division of source. The “impact on thinking” (IMPT-Thinking) is the highest reported impact in the online survey and remains high across the other sources. Given that most of the respondents are involved in HE, “impact on research” (IMWR-Research) is the second highest reported impact, followed by “impact on teaching” (IMWT-Teaching). This value remains low in both interview instances but shows an increase of occurrence in the website comments. “Impact on communicating” (IMPC- Communicating) remains relatively low across all the sources, with the highest level of occurrence in the certificate forms. The category “Another relevant impact” (IMO) remains relatively steady in the certificate forms and the online survey. This impact decreased in the semi-structured interviews and website comments but showed a slight increase in the face-to-face interviews. The “impact on doing” remains high in both semi-structured and face-to-face interviews, arguably since the latter were conducted with members of an environmental consultancy agency.

## Level 3- Impacts at a personal level

Figure 12: Overall IMP- Level 3 breakdown

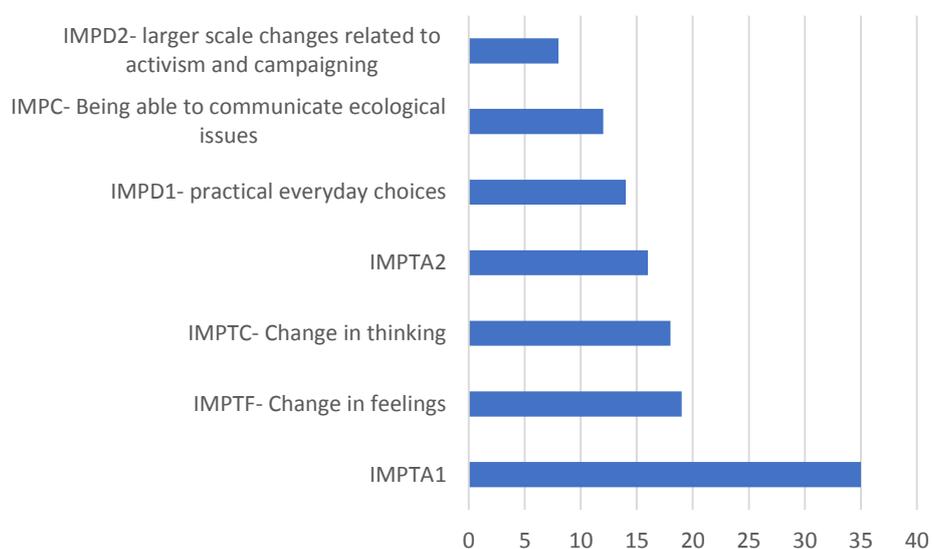


Figure 12 above illustrates the overall responses across the sources within the personal level. Within the level IMPT- Thinking, the category IMPTA 1 (“Awareness of how language shapes society”) accounts for the largest reported impact across all sources within this category. This category closely relates to developing a deeper understanding of ecological literacy<sup>6</sup> and understanding of the interconnections between language and ecology. This is further supported in the following quotes:

<sup>6</sup> Orr, D. W. (1992). *Ecological literacy: Education and the transition to a postmodern world*. Suny Press.

- OS 77, IMPTA 1: “Awareness that we are all storytellers who unconsciously direct society.”
- SSI 5, IMPTA 1: “The ecolinguistics course introduced me to the importance of language in terms of shaping, expressing and maintaining attitudes towards and views about the world, specifically regarding nature, ecology and animals. It gave me the tools to notice the significance of the language used.”
- CERT 23, IMPTA 1: “Beyond the professional benefit of being exposed to ecolinguistics, however, are more granular personal impacts. I now try to be much more conscious of how I talk numerous topics, from animals to travel to the weather. I think much more about framing and assumptions, and how each choice of expression could support or resist my own ecosophy. I feel that this has given me a greater sense of control over how I act in the world, of my role in my own ecology.”

Another dimension that was found was the “impact on feelings.” The global scope of the environmental crisis requires adaptation at multiple levels and the development of strategies for coping with environmental anxiety.<sup>7</sup> After completing the free online course, participants reported to have experienced a variety of emotions relating to the level of action they can achieve. The following quotes illustrate some of the impacts:

- F2FI 1, IMPTF: “What I’m taking from the course is the desire to be braver about some of the language that is used.”
- CERT 23, IMPTF: “I feel that this has given me a greater sense of control over how I act in the world, of my role in my own ecology. This sense of control has encouraged me to make some decisions that had been on my mind for a long time, but that I had been putting off making.”
- SSI 9, IMPTF: “I still feel myself becoming increasingly aware of the impact of my individual actions on the world, and often experience feelings of guilt and anxiety related to this. “

The broader category “change in thinking” accounts for 18 overall responses. Impacts within this category often refer to the reconceptualization of the patterns of

---

<sup>7</sup> Doherty, T. J., & Clayton, S. (2011). [The psychological impacts of global climate change](#). *American Psychologist*, 66(4), 265.

Fritze, J. G., Blashki, G. A., Burke, S., & Wiseman, J. (2008). [Hope, despair and transformation: Climate change and the promotion of mental health and wellbeing](#). *International journal of mental health systems*, 2(1), 13.

Berry, H. L., Bowen, K., & Kjellstrom, T. (2010). [Climate change and mental health: a causal pathways framework](#). *International journal of public health*, 55(2), 123-132.

United Nations Framework Convention on Climate Change. [Climate Change: Impacts, Vulnerabilities and Adaptation in Developing Countries](#).

how environmental issues and language in the participants lives. As seen in the data, the process entails re-evaluating one's personal ecological philosophy and revisiting which values are crucial for developing new beneficial alternatives within the personal and work-related realms. These are some indicative quotes across the sources:

- OS 108, IMPTC: "Arran Stibbe's course and ecolinguistics itself have provided me with an innovative framework to think about how our jobs could change and take a new direction."
- CERT 8, IMPTC: "Possibly, what I loved the most was that taking the course made all my beliefs and moral values about sharing, caring, acting fairly, preserving, believing in partnership re-emerge from the dust that time takes with itself. Exposure to such beautiful discourses strengthened my already existing will and power to resist what I do not believe into and remind and find the strength to care about what I know are my real priorities in life."

The participants reported an increased and/or renewed interest in nature, both in terms of actively enjoying being outdoors or being more attentive to how nature is portrayed in texts. This is reflected in the sub-category IMPTA 2 "awareness of nature" (within IMPTA-Awareness) and the following quotes sustain the findings:

- OS 69, IMPTA 2: "I have gained a wider overview of the scope of areas where ecological issues are present".
- SSI 8, IMPTA 2: "Arran's work has been invaluable in influencing me to make these changes. after taking his module (which I know is heavily influenced by *Ecolinguistics*) I became fascinated with nature again through texts which increase its salience."
- WC, IMPTA 2: "The course is quite effective in motivating readers to reread and rewrite the existing body of literature and represent nature positively and ultimately, plays vital role in influencing people to respect and preserve nature."

Overcoming the attitude-action gap is often one of the crucial elements in increasing pro-environmental behaviour.<sup>8</sup> The data reported several external and internal factors that sustain the high level of impacts at within the category "IMPD 1-practical day choices." Once again, participants observe the need to align these daily choices relating to diet, transport and overall consumption patterns with more beneficial values. The following quotes illustrate the findings:

- SSI 11, IMPD 1: "It has taught me to be more conscious of my consumption patterns, especially in terms of eating habits and what I eat as well as in terms of how much I crave those material objects that supposedly make us happy as 'late-modern' individuals. Yet again, I tend to behave more responsibly towards the environment, by, for instance, not littering my environment,

---

<sup>8</sup> Kollmuss, A., & Agyeman, J. (2002). [Mind the gap: why do people act environmentally and what are the barriers to pro-environmental behavior?](#) *Environmental education research*, 8(3), 239-260.

knowing that we ultimately pay for such behaviour through flooding and other human-provoked 'natural' disasters.”

- CERT 23, IMPD 1: “These decisions included things related to my: diet, home environment, and (mode of) travel choices. The course has been part of an important process for me of reorienting my own life to better reflect my values rather than simply going along with the destructive values and ‘stories’ that are pervasive in so many areas of life.”

Communicating ecological issues largely depends on the language that it is issued for an effective outcome.<sup>9</sup> The participants reported a significant interest in applying the concepts from the online course into their daily work, particularly those involved in environmental communication. The following key quotes suggest the importance ecolinguistics has in improving how to communicate ecological issues within the level of “IMPC-Communicating”:

- F2FI 3, IMPC: “There’s a specific kind of report that I have been writing. I wanted to add sections on the broader context of why things are important or an implication that I think it is important to mention even if I don’t think it is something they have asked for. I’ve been pushing for that in a few different contexts.”
- WC 4, IMPC: “I found the resources here provide me a chance to really understand what stories are and how to frame them. This is crucial because my main duty is to transit the concept of our campaign into a story that the general public would understand.”

Another dimension which is crucial for sustaining pro-environmental behaviours is engaging in activism and campaigning (IMPD- campaigning and activism). Although this impact was reported to have the lowest occurrence, some indicative quotes illustrate the reach that the free online course has had in inspiring participants to engage in these activities:

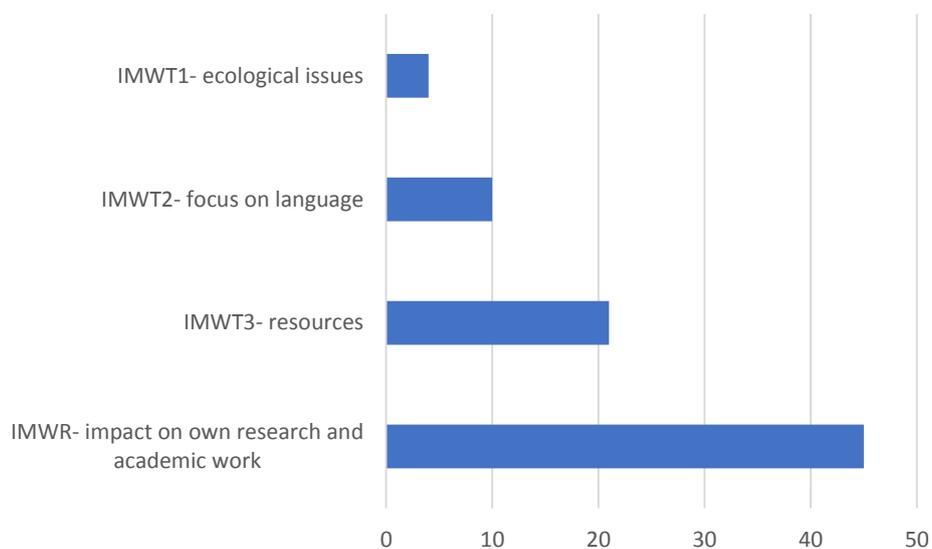
- OS 75, IMPD 2: “Giving talks to Pagan groups I’m seeing a real need for ways to engage and make changes, and finding people are really interested in this whole area.”
- WC 6, IMPD 2: “The course has launched new perspectives. It drives me to think of Eco animation & Eco songs to set a visual campaign of Eco-literacy. We should restore our sense towards NATURE.”

---

<sup>9</sup> Lakoff, G. (2010). [Why it matters how we frame the environment](#). *Environmental Communication*, 4(1), 70-81.

## Level 3- Impacts at a work-related level

Figure 13: Overall IMW- Level 3 breakdown



The highest number of impacts reported at the IMW level is the category “IMWR- impact on own research and academic work” with 80 responses across all the sources (Figure 13). This high account is unsurprising when considering that the vast majority of the respondents are mainly involved in Higher Education. The following are indicative quotes from this category:

- OS 132, IMWR: “I was working already towards that direction as an economist, and I got to know about Ecolinguistics through the work by Prof Stibbe. I think that his book and his work has contributed vastly to my field (ecological, feminist, grassroots, non-capitalist economics) and I am happy to have his and his colleagues' work to support my own research and teaching.”
- SSI 9, IMWR: “(...) it has had a deep impact on my life, particularly on the re-defining of the focus of my PhD studies.”
- CERT 23, IMWR: “Seeing how language and discourse could be analysed with a view toward eco-ethics in broad range of social and linguistic contexts contributed to a change in how I imagined what I could do in my research. Fresh questions and ideas came to me, and I felt the research malaise beginning to dissipate. My research productivity has rebounded, and in a direction where the object(s) of my research are again meaningful to me.”
- F2FI 3, IMWR: “I’ve actually started a side project of media interpretation of the environment outside of work that looks at how often the BBC reports on climate change.”

Closely connected to the impact at a research or academic level are the resources. IMWT 3-Resources accounts for the second highest number of occurrences within this category. The following quotes indicate why the online course and the materials provided are highly praised, particularly by language teachers:

- OS 121, IMWT 3: “The accessibility of the course has greatly impacted my engagement with ecolinguistics and I have begun to integrate narrative into my teaching and research.”
- OS 34, IMWT 3: “Stibbe is well written, no trawling through long noun phrases to decipher points - plain spoken and thoughtfully argued - his work is informative and thought-provoking.”
- WC 12, IMWT 3: “The course is really helpful whether you are an expert in the field or not, easy to understand and comprehensible.”

The IMWT 2 level of “teaching with a focus on language” accounted for 10 responses across the sampled data. This is an important aspect to consider as impact on teaching within academia is included in the definition of impact set out by the Research Excellence Framework 2021. These are some indicative quotes of this impact:

- OS 8, IMWT 2: “My students like the integration of language and ecology. The works of Arran Stibbe are easy to understand and follow.”
- OS 21, IMWT 2: “I had been incorporating language and rhetoric in my environmental studies teaching for years, but without the broader context and constructive framing that Stibbe's work provides. It's as if I were trying to reach into linguistics (not my field) and adapt parts of it to my field (environmental studies) on my own. Now, I feel that I have both proficient and professional support for this work, as well as solid academic resources that are accessible to students in my graduate programs.”
- CERT 12, IMWT 2: “This course gave me the structure / names / specifics for more concrete analyses of media texts and will prove an excellent baseline for classroom instruction & engagement. I also appreciate how applicable the various exercises and examples are in both traditional and on-line teaching environments.”

The final category, “IMWT 1- teaching with a focus on ecological issues” accounted for the lowest occurrence within the sampled data.

- OS 106, IMWT 1: “It was very useful to have a good visual explanation of important points about language to offer another people that don't have contact with ecology. Thanks!”

### Level 3- IMO. Other relevant impact

Seventeen other relevant impacts were recorded across all the sources. These impacts could not be categorised in any of the previous levels; however, they remain significant and are key indicators of the diverse and eclectic nature of the influence the free online course had. The following quotes illustrate some of the most salient impacts within this category:

- OS 84, IMO: “Arran's work sparked the inclusion of ecolinguistics as a strategic research area in language studies at my institution.”
- OS 118, IMO: “I have connected with others in my field from different nations.”
- OS 81, IMO: “I have changed the editorial direction of the small press I run.”

## Finding Meaning & Value Alignment- Another dimension

Overall, it appears that participants often find their work or lifestyles more meaningful as a result of aligning their work or personal activities with their values. The responses appear to confirm the need for developing altruistic values which affect change at a broader level<sup>10</sup> as seen in the following examples. This is an area which could be explored further:

- **CERT 23-** “Beyond the professional benefit of being exposed to ecolinguistics, however, are more granular personal impacts. I now try to be much more conscious of how I talk numerous topics, from animals to travel to the weather. I think much more about framing and assumptions, and how each choice of expression could support or resist my own ecosophy. I feel that this has given me a greater sense of control over how I act in the world, of my role in my own ecology.”
- **CERT 8-** “Possibly, what I loved the most was that taking the course made all my beliefs and moral values about sharing, caring, acting fairly, preserving, believing in partnership re-emerge from the dust that time takes with itself. Exposure to such beautiful discourses strengthened my already existing will and power to resist what I do not believe into and remind and find the strength to care about what I know are my real priorities in life.”
- **F2FI 4-** “In my personal life, the course gave me an academic structure. An academic understanding for things that I have been exploring and playing around with for the last ten years, personally, but also in the way I engage with the world... so it just gave me a greater awareness.”

---

<sup>10</sup> Stern, P. C., Dietz, T., Abel, T., Guagnano, G. A., & Kalof, L. (1999). A value-belief-norm theory of support for social movements: The case of environmentalism. *Human ecology review*, 81-97.

# CONCLUSION

This report sought to provide an assessment of the impact of the research of Professor Arran Stibbe in the field of ecolinguistics. Therefore, the study examined data sources from the participants of the free online course “The Stories We Live By.” The data was classified into two broad levels: personal and work-related. Each of the levels were subdivided to allow further insights. The category “Other” was introduced for other related types of impacts.

This multilevel analysis visually demonstrated the areas in which the online course and Professor Stibbe’s overall research in ecolinguistics had most impact. Within the personal level, the highest impacts relate to the categories of “awareness of how language shapes society” and “making practical everyday choices”. This parallel between the two categories suggests not only a positive change in how language is perceived but also a greater interest in translating the theory into actual modifications in daily habits. The free online course in ecolinguistics and the available resources appear to be a contribution to bridging the gap between the abstract theory and practice.

Within the work-related level, the findings report a strong impact on academic work and research. More specifically, the data reflects a positive impact on students and teaching. A closer analysis of the qualitative data also suggests an alignment between the participants’ values and how these are translated to their workplace. Therefore, this dimension of “finding meaning” appears to be the link between these two macro-levels.

The impacts outlined in this report distinctly align with the definition of impact set out in the Research Excellence Framework 2021. As seen in the results, these are tangible examples of beneficial changes to the society: the impacts not only increase people’s critical awareness of the connections between language and environmental matters, but also translate these complex conceptualisations into practical changes. These practical changes take place in a multiplicity of ways including setting up ecolinguistics modules, programmes or groups within the participants’ workplaces and/ or institutions; reconnecting with nature; communicating more effectively and changing everyday habits (e.g., shopping, diet, transportation). Therefore, the impacts also influence work practices, health, quality of life and the participants’ immediate environment.

This report assumes that the reach of the impact is much wider since it is not possible to capture all the evidence and follow up on all the participants.<sup>11</sup> Nonetheless, it was possible to identify the geographical areas which have mostly benefited from the course at both regional and international levels, demonstrating the widespread international reach of the research.

---

<sup>11</sup> Penfield, T., Baker, M., Scoble, R., Wykes, M. (2014). Assessment, evaluations, and definitions of impact: A review. *Research Evaluation*, 23, pp. 21-32.

# APPENDIX

## Interview consent form for the face-to-face interviews

### INTERVIEW CONSENT FORM

Research Project Title	Ecolinguistics Beyond Academia: An Impact Report
Research Investigator	Mariana Roccia, consultant to the University of Gloucestershire
Research Participant's name	

Thank you very much for agreeing to be part of this interview. The results of this research project will be used for the University of Gloucestershire's Research Excellence Framework submission and may be incorporated into journal articles or reports on the impact of ecolinguistics. Please can you read the following information and sign the two copies of this form to indicate your consent to participate. The interview will take approximately 20 minutes.

By signing this form, I agree that:

1. I am voluntarily taking part in this project;
2. The interview will be audio recorded and (partially) transcribed;
3. The transcript of the interview will be analysed by Mariana Roccia as research investigator;
4. Access to the transcript will be limited to Mariana Roccia and researchers working with her;
5. All summaries of interview content and direct quotations will be anonymized. I can request to see and correct any of these quotations or summaries;
6. All storage of data will be subject to standard policies that protect my anonymity;
7. Any materials produced by the project which mention the name of my institution will be sent to my institution's press officer for approval or amendment;
8. I understand I can ask the researcher any questions during the interview and contact them afterwards.

\_\_\_\_\_  
Participant's printed name

\_\_\_\_\_  
Researcher's printed name

\_\_\_\_\_  
Participant's signature

\_\_\_\_\_  
Researcher's signature

Date:

For any further questions regarding this research please contact the research investigator at [mariana@ecolinguistics-association.org](mailto:mariana@ecolinguistics-association.org)

## Questions for the face-to face interviews

### Questions for the interview

1. Please introduce yourself. Tell me a bit about yourself, i.e., what kind of work you do, what your interests are...
2. How did you come across Ecolinguistics?
3. Are there any concepts from the online course “The Stories We Live By” that have been useful in your work and life?
4. What kind of impacts has the online course and Arran Stibbe’s research had on your work & life? Can you give some examples?
5. In what ways has Ecolinguistics changed the way you think or the things you do every day? Can you give some examples?
6. What aspects of the online course “The Stories We Live By” have been/ will become a benefit for you in the future?
7. Can you think of ways that your consultancy firm and the University of Gloucestershire could work together in the future?

## Coded data

### Website Comments

<b>Personal IMP</b>		
<b>IMPT-Thinking</b>		
IMPTA 1	<b>WC 1-</b> 10-05-2017 [feedback@ecoling.net]- This course has made me realize how important and effective language is on our environment.	1
IMPTA 2	<b>WC 2-</b> 15-10-2017 [feedback@ecoling.net]- The course is quite effective in motivating readers to reread and rewrite the existing body of literature and represent nature positively and ultimately, plays vital role in influencing people to respect and preserve nature.	1
IMPTC	N/A	0
IMPTF	<b>WC 3-</b> 06-03-2018 [feedback@ecoling.net]-Thank you! for the invitation to think, to engage and most of all to join a community who cares and is aware; Get in!!	1
<b>IMPC- Communicating</b>		
IMPC	<b>WC 4-</b> 21-10-2017 [feedback from Wikispaces]-I found the resources here provide me a chance to really understand what stories are and how to frame them. This is crucial cause my main duty is to transit the concept of our campaign into a story that general public would understand.	1
<b>IMPD- Doing</b>		
IMPD1	<b>WC 5-</b> 19-06-2017 [feedback@ecoling.net]- I am really enjoying the course so far. I have a degree in Linguistics from Reading University 1975, and I am passionate about the environment, so this brings the two loves of my academic life together in one place. I talk about it to everyone who will listen, which is how I learn best.	1
IMPD2	<b>WC 6-</b> 17-06-2017 [feedback@ecoling.net]- The course has launched new perspectives. It drives me to think of Ecoanimation & Ecosongs to set a visual campaign of Eco-literacy. We should restore our sense towards NATURE	1
<b>Work-related IMW</b>		
<b>IMWT- Teaching</b>		
IMWT1- Teaching ecological issues	N/A	0
IMWT2- Teaching with a focus on language	<b>WC 7-</b> 15-03-2017 [feedback@ecoling.net]-I am from Indonesia, a big country granted with rich bio-and-cultural diversity. This is really a new domain for me and in the long run will surely attract more and more interested parties to join in and be concerned with. More and more students of mine need to be introduced to this domain to help them widen their horizons of how language constitutes an indispensable part of their life and is inseparable from the nature they live in.	1
IMWT3- Resources	<b>WC 8-</b> 17-06-2017 [feedback@ecoling.net]- This online course is great! There are so many wonderful materials. It is very useful for my work on ecolinguistics and ecoliterature studies.	8

	<p><b>WC 9-</b> 13-07-2017 [feedback@ecoling.net]- I'm a teacher, and this course gave me wonderful material to work in class at secondary school. Thanks a lot, from Argentina!!</p> <p><b>WC 10-</b> 21-08-2017 [feedback@ecoling.net]- Oh, my goodness - I cannot thank you enough for these amazing resources! I am preparing to teach Poetry by Ted Hughes, from an Ecocritical theoretical perspective, for year 13 Literature coursework and your Ecolinguistics course has enabled me to structure my work scheme and given me key terms and up to the moment ideas by which to make clear what is meant by an Ecocritical perspective of literature - and helped me explain what Ted Gifford meant when he called Hughes a "post-pastoral eco-poet". Yours are fantastic, generous resources from a credible Ecolinguistics expert.</p> <p><b>WC 11-</b> 05-02-2017[feedback@ecoling.net]- This is an easy-to-learn and a good comprehensive introductory course for Ecolinguistics. Many many thanks to the contributors.</p> <p><b>WC 12-</b> 10—5-2017 [feedback@ecoling.net]- The course is really helpful whether you are an expert in the field or not, easy to understand and comprehensible.</p> <p><b>WC 13-</b> 23-05-2017 [feedback@ecoling.net]- Although I haven't fully explored the complete range of information that this course has to offer, I already like this is one of the best and pragmatic online courses anybody can think of. Thanks, Prof. Stibbe for this wonderful opportunity.</p> <p><b>WC 14-</b> 27-05-2017[feedback@ecoling.net]- The materials are really good and useful. I am impressed.</p> <p><b>WC 15-</b> 16-06-2017[feedback@ecoling.net]- I couldn't ask for a better course and a better venue. You made it all available and free, so now it just needs an effort for those who have recruited themselves into the masses of saving this planet, saving life, saving human beings and animals and plants, saving all what we have taken for granted for so long. I already feel at home, soon I will have enough time to indulge and enjoy and hopefully serve while living. Thank You Arran and friends :)</p>	
<b>IMWR- Research</b>		
<b>IMWR</b>	<p><b>WC 16-</b> 27-07-2018[feedback@ecoling.net]- This is a life-changing course. Mentally, I am so relieved. It really falls in line with my PhD project. Thank you so much Arran. Be abundantly blessed.</p> <p><b>WC 17-</b> 30-05-2017 [feedback@ecoling.net]- Part 1 is useful for my work in cultural values and opens a path to bringing together my deep ecology ecosophy with my current academic work. Wide identification is painful in re "animal farming" for example, and yet my reactions with unshrinking reflection can bring a greater understanding of the psychological defences in play for others. Looking forward to the next chapters. Thank you.</p>	2
<b>Other - IMO</b>		
<b>IMO</b>		1
	<p><b>WC 18-</b> 11-06-2017[feedback@ecoling.net]- Really, I do appreciate the great efforts exerted to present such a course. The material is useful, apt and comprehensive. The course encourages me to read more and more about the topic. Ecolinguistics is very appealing,</p>	

## “The Stories We Live By” course completion forms (Certificates)

Personal IMP		
IMPT-Thinking		
IMPTA 1	<p><b>CERT 1-</b> “This course has also made me more aware as I go through my daily life reading headlines and news videos. As I scour through these materials for pleasure and information, I subconsciously analyse how and what these stories emphasise upon.”</p> <p><b>CERT 2-</b> “I have become much more aware of all the places ecolinguistic appears. It is interesting and exciting to observe, that narratology is becoming a tool for authorities regarding natural science. It seems, as the society is more receptive towards the value of people’s stories of the world!”</p> <p><b>CERT 15-</b> “Now I only hope to live an everyday life that incorporates some beneficial stories we live by and use language that reflects how I feel about our natural world (even if it is not widely used!).”</p> <p><b>CERT 15 -</b> “I had ideas of the negative aspects of society, but no way to unearth and analyse them before now. Although many people are aware of the effects of their actions, I wanted to know how important it was to choose our words.”</p> <p><b>CERT 10-</b> “I have learnt that "ecolinguistic analysis can be useful in exposing the stories-we-live-by, questioning them from an ecological perspective, challenging them, and searching for the new stories that are necessary to thrive in the conditions of the world we face" – to quote Stibbe's words.”</p> <p><b>CERT 23-</b> “Beyond the professional benefit of being exposed to ecolinguistics, however, are more granular personal impacts. I now try to be much more conscious of how I talk numerous topics, from animals to travel to the weather. I think much more about framing and assumptions, and how each choice of expression could support or resist my own ecosophy. I feel that this has given me a greater sense of control over how I act in the world, of my role in my own ecology.”</p>	6
IMPTA 2	<p><b>CERT 6 -</b> “I am more aware of my surrounding environment, and more conscious in my interaction with nature.”</p> <p><b>CERT 18-</b> “The course has also made me take a much more methodical, holistic look at the world we live in, and the sort of life that I lead.”</p>	2
IMPTC	<p><b>CERT 14-</b> “I feel the positive change in thinking since I did never think about the societal behaviour towards the animals before joining the Ecolinguistics course. “</p> <p><b>CERT 16-</b> “The course showed how the evidence is right in front of our eyes as to how we are manipulated everyday by practically everything we are exposed to from the corporations which have essentially enslaved us all in the name of consumerism.”</p> <p><b>CERT 22-</b> “After taking the course, I am much concerned about the ecosystem and my environment.”</p>	5

	<p><b>CERT 8-</b> “Possibly, what I loved the most was that taking the course made all my beliefs and moral values about sharing, caring, acting fairly, preserving, believing in partnership re-emerge from the dust that time takes with itself. Exposure to such beautiful discourses strengthened my already existing will and power to resist what I do not believe into and remind and find the strength to care about what I know are my real priorities in life.”</p> <p><b>CERT 23-</b> “This course, and other material, has been eye-opening. I don’t mean only in the sense of illuminating how language choices might affect or be affected by stories in our minds, but in helping me see a path that would let me study the things I feel most passionate about in the confines of the career I have embarked upon.”</p>	
IMPTF	<p><b>CERT 12-</b> “This course has reinvigorated me &amp; challenged me to find ways of incorporating this kind of scholarship into other areas of my academic life.”</p> <p><b>CERT 23-</b> “. I feel that this has given me a greater sense of control over how I act in the world, of my role in my own ecology. This sense of control has encouraged me to make some decisions that had been on my mind for a long time, but that I had been putting off making.”</p>	2
IMPC- Communicating		
IMPC	<p><b>CERT 5 -</b> “The reason why I registered this course because storytelling is one important part of Environmental Interpretation which is my research focus. I want to learn more about story making and delivering in front of the public, especially when you have to make a general presentation through an impressive beginning story. This course has reminded me to maintain conscious awareness of the natural world and to be mindful with how I communicate about nature (internally and externally) and this renewed perspective will undoubtedly embed itself in future communications materials that I produce.”</p> <p><b>CERT 6-</b> “I am careful in my writing, so as not to produce texts that are demeaning to my ecosophy of sustainable development.”</p> <p><b>CERT 7-</b> “The course showed a new way of analysing how I was communicating, since I am Communication Manager in an environmental NGO.”</p> <p><b>CERT 16-</b> “I’d like to attempt to find ways to reframe conversations around the internet through positive interjections, to not only douse the flames, but make people forget where they put the matches and teach others to do the same. “</p> <p><b>CERT 20-</b> “With this toolkit of ecolinguistics, I can be more sensitive about the language I use when communicating with different groups and also be aware destructive or instructive language that my new place may hold.”</p>	5
IMPD- Doing		
IMPD1	<p><b>CERT 13-</b> “In my new ecosophy, I know that I can help my daughters to grow up healthy by making meals containing vegetable protein- since vegetable protein can take less time than sheep breeding. This does not mean that vegetables have less importance in my ecosophy. This means that I have to make a balanced view to use these two kinds of protein resources. I have learned that I am responsible for the environment. If I wish to live healthy and happy, I have to help nature, the plant and the animals to live healthy too.”</p> <p><b>CERT 15-</b> “Since first reading Stibbe’s work about 3 years ago, I changed my lifestyle, and this has become more deeply- rooted since completing this online course. I tried veganism, supported the community more, gave money to environmental charities, I now avoid consumerism and it’s negative effects on my financial/personal life, and am generally living (what I believe to be) a happier, more natural and more positive life than before. These changes were purely due to the outlet that Ecolinguistics gave me.”</p>	5

	<p><b>CERT 18-</b> “Based on the research that I found and added to my assignment, I have since reduced my consumption of meat, and am mindful of the animal products I consume even to this day, months on from the assignment. The module has also made me consider consumerist habits I picked up from advertisements and corporations, leading me to lead a much more money conscious, minimalist life-style.”</p> <p><b>CERT 15-</b> “Now I only hope to live an everyday life that incorporates some beneficial stories we live by and use language that reflects how I feel about our natural world (even if it is not widely used!).”</p> <p><b>CERT 23-</b> “These decisions included things related to my: diet, home environment, and (mode of) travel choices. The course has been part of an important process for me of reorienting my own life to better reflect my values rather than simply going along with the destructive values and ‘stories’ that are pervasive in so many areas of life.”</p>	
IMPD2	N/A	0
<b>Work-related IMW</b>		
<b>IMWT- Teaching</b>		
IMWT1- Teaching ecological issues	<p><b>CERT 22-</b> “In my classes I have started telling the children about the activity they should do in future with respect to the society and the ecology. I showed some of the slides that I viewed here. Also, I took them to the places near our school and showed them how the environment is badly affected and that they are also responsible for the same.”</p> <p><b>CERT 15-</b> “I am captivated by the theory of Linguistic Relativity and the idea that language has some degree of control over our thoughts and decisions. I try to use that idea in my work to assist young people in forming opinions and making decisions that are beneficial and positive for our world. Working with children and teenagers every day means that I can ask questions or offer points of view that they have never heard before from their social circle.”</p>	2
IMWT2- Teaching with a focus on language	<p><b>CERT 1-</b> “I am privileged to work with 18-year-olds daily as well as having the freedom of devising my English lesson plans according to themes such as <i>Poverty, Gender</i> and many other relating to the UN’s SDG. This time round, I could not help but to incorporate what I have discovered through the course into my lesson plans. I want my students to realise that the stories crafted for our society centres on capitalism and consumerism when it should be on humanity and earth. I did this recently when we were discussing causes, effects and solutions of poverty using some case studies. (...) There are so few stories out there to remind us of what truly matters in life. Studying Ecolinguistics reminded me of that; prompting me to create a more humane narrative of my life which, hopefully, ripples throughout the lives of those around me, especially my students.”</p> <p><b>CERT 12-</b> “This course gave me the structure / names / specifics for more concrete analyses of media texts and will prove an excellent baseline for classroom instruction &amp; engagement. I also appreciate how applicable the various exercises and examples are in both traditional and on-line teaching environments.”</p> <p><b>CERT 19-</b> “As I prepare to use the book in a course that I teach, I will no doubt draw on the examples and exercises provided through the course. (...) . I feel much more prepared to use Ecolinguistics in a course setting now that I have had the opportunity to be the student.”</p> <p><b>CERT 21-</b> “What the course did for me is provide the theoretical footing and the tools to do the work I have been trying to do. I have read many of the authors Stibbe uses (e.g., Kress and van Leeuwen, Abram) and brought their insights to bear in my own analyses, but after taking Stibbe’s course, I see how I can use their writings more productively.”</p>	4

IMWT3- Resources	<b>CERT 5-</b> “This course provided a unique approach to my current line of work in which part of my time is devoted to communications materials. Stories We Live By: Ecolinguistics provided a unique perspective on journalism, marketing and communications that I was previously exposed to and wanted to devote further attention to, which this forum provided.”	1
IMWR- Research		
IMWR	<p><b>CERT 6 -</b> “However, going through the course materials, I find myself thinking and planning on doing a PhD in Ecolinguistics instead! (...) I find myself willing to read up and reach beyond my research comfort zone given the fact that a research in Ecolinguistics seem so much more impactful to me. I am confident in promoting the values of ecolinguistics in my research work and beyond. “</p> <p><b>CERT 8-</b> “That was a great discovery to me as I started to envisage a way of doing applied linguistics -which is the branch of linguistics I am interested into- which would allow me to blend three of my main passions, interests and priorities in life: the study of our communicative systems and the possibility to work with a language which is not my mother-tongue; nature and the preservation of healthy ways of living within our ecosystems; and a passionate and strong will to positively impact on real-contexts of life.”</p> <p><b>CERT 9-</b> “(...) it has had a deep impact on my life, particularly on the re-defining of the focus of my PhD studies.”</p> <p><b>CERT 11-</b> “Ecolinguistics has made the direction of my studies change and I am now focused on applying the framework to my master’s degree in forensic Linguistics.”</p> <p><b>CERT 14-</b> “I came to know about the ecological critical discourse analysis and how this perspective of critical discourse analysis can be utilized to unveil the links not only between the society and discourse but also between the discourse and the natural world. In this way, I conducted two researches.”</p> <p><b>CERT 17-</b> “Through ecolinguistics and through this course I learned more for tools, linguistic mechanisms, perspectives, and the impact on nature, body, gender, semiosis, and zoopoetics (animals).”</p> <p><b>CERT 18-</b> “Arran Stibbe’s books ‘<b>Animals Erased: Discourse, Ecology, and Reconnection with the Natural World</b>’ and ‘<b>Ecolinguistics: Language, Ecology and the Stories We Live By</b>’ provided me with an incredibly solid starting point for references in my assignment, as well as general philosophies regarding the natural world, consumerism and more.”</p> <p><b>CERT 21-</b> “I have had a sense that my pieces were related but was lacking the word(s) to articulate their connection to others. In taking the online course, I had the simultaneous experience of arriving somewhere new and yet somewhere I had always known. (...) Although Deleuze and Guattari, Derrida, and Haraway have all written some lovely explorations on the more-than-human world, they can be quite esoteric and difficult to apply. That is not the case with Stibbe’s work, and that is a sincere strength of the course.”</p> <p><b>CERT 23-</b> “Seeing how language and discourse could be analysed with a view toward eco-ethics in broad range of social and linguistic contexts contributed to a change in how I imagined what I could do in my research. Fresh questions and ideas came to me, and I felt the research malaise beginning to dissipate. My research productivity has rebounded, and in a direction where the object(s) of my research are again meaningful to me.”</p>	9
Other - IMO		

IMO	N/A	0
TOTAL		36

## Semi- structured email interviews

Personal IMP		
IMPT-Thinking		
IMPTA 1	<p><b>SSI 1-</b> “Ecolinguistics brings a new perspective from which we can better analyse the dynamics between language and ecology, between human presence and the nature, and thus better integrate into “the environment we live by. (...) It does actually do something that helps me to question things “taken for granted”, to question things that have long been socially constructed, in terms of the relation between human and nature, and even beyond. ”</p> <p><b>SSI 3-</b> “I’ve noticed that it’s made me observe how language is used to express ideas about the environment and also how these ideas reflect underlying ideas about the world.”</p> <p><b>SSI 5-</b> “The ecolinguistics course introduced me to the importance of language in terms of shaping, expressing and maintaining attitudes towards and views about the world, specifically regarding nature, ecology and animals. It gave me the tools to notice the significance of the language used. “</p> <p><b>SSI 5-</b> “I hope - that my being more aware of ecolinguistics will help me to write with more awareness of the stories I’m telling, so that I don’t accidentally spread harmful ones in both my fiction and non-fiction writing.”</p> <p><b>SSI 6-</b> “And ecolinguistics gives me a closer handle on how these framings play out and are reinforced - and can be understood and challenged, or at least brought closer to the surface.”</p> <p><b>SSI 12-</b> “In a nutshell, ecolinguistics makes me and my students more aware of how communication represents our world and the way we live. Therefore, it is a way to be more alert and attentive to ourselves and others as natural creatures and social beings in relation to other beings and the environment we part of. “</p> <p><b>SSI 5-</b> “I guess I’m prepared to be more alert, and to ask more questions and raise more challenges and, hopefully, start more conversations. I want to use my writing as a means of raising these issues, to encourage people to think about the stories of our culture for themselves.”</p> <p><b>SSI 10-</b> “(...) it has taught me to be more aware of both the ecologically damaging and ecocentric lexicogrammar of language, especially English. Related to this is my heightened awareness of sexist language use (which is why I find it regrettable, for instance, that I used the word 'seminal' in one of my earlier messages to you). Finally -- at least, for the moment -- it has helped me to now empathise with the other animals whose feelings we've traditionally -- and brutally -- taken for granted.”</p>	8
IMPTA 2	<p><b>SSI 8-</b> “Arran’s work has been invaluable in influencing me to make these changes. after taking his module (which I know is heavily influenced by <i>Ecolinguistics</i>) I became fascinated with nature again through texts which increase its salience.”</p>	4

	<p><b>SSI 11-</b> “I have learned that I am responsible for environment. If I wish to live healthy and happy, I have to help the nature; plant and animals, to live healthy.”</p> <p><b>SSI 10-</b> “(...) it has taught me to be more aware of both the ecologically damaging and ecocentric lexicogrammar of language, especially English. Related to this is my heightened awareness of sexist language use (which is why I find it regrettable, for instance, that I used the word 'seminal' in one of my earlier messages to you). Finally -- at least, for the moment -- it has helped me to now empathise with the other animals whose feelings we've traditionally -- and brutally -- taken for granted.”</p> <p><b>SSI 12-</b> “Ecolinguistics offers us the means to be more sensitive and respectful towards the environment, other creatures and ultimately also towards ourselves through communication. I think this has a powerful and positive impact on students. “</p>	
IMPTC	<p><b>SSI 6 -</b> “I think what my reading of his [Arran’s] words has done is to give a coherent framework to ideas and thoughts I had had over the years, and to provide much more material to inform them.”</p>	1
IMPTF	<p><b>SSI 7-</b> “The short-term impact has simply been that it gives me hope and a possibility of ways forward.”</p> <p><b>SSI 9-</b> “I still feel myself becoming increasingly aware of the impact of my individual actions on the world, and often experience feelings of guilt and anxiety related to this. “</p>	2
IMPC- Communicating		
IMPC- Communicating	<p><b>SSI 5-</b> “I hope - that my being more aware of ecolinguistics will help me to write with more awareness of the stories I’m telling, so that I don’t accidentally spread harmful ones in both my fiction and non-fiction writing. “</p> <p><b>SSI 3-</b> “So I guess, all of this feeds into my therapeutic work where I'm interested in how to facilitate dialogue between different environmental groups who may assume they have the same values when they may not have and how the way that language is used can create unintentional barriers to working together effectively on environmental issues and then how people try to get the public engaged with this.”</p>	2
IMPD- Doing		
IMPD1	<p><b>SSI 9-</b> “I am a meat eater, and have been thinking that I should at least try to get this from a responsible farmer who guarantees a good quality of life for his/her animals (I already go to a butcher but am not sure of the animals' conditions). Another point is the use and waste of plastics in particular. It's difficult to never go to supermarkets, yet almost everything in those places is ecologically unfriendly. “</p> <p><b>SSI 11-</b> “It has taught me to be more conscious of my consumption patterns, especially in terms of eating habits and what I eat as well as in terms of how much I crave those material objects that supposedly make us happy as 'late-modern' individuals. Yet again, I tend to behave more responsibly towards the environment, by, for instance, not littering my environment, knowing that we ultimately pay for such behaviour through flooding and other human-provoked 'natural' disasters.”</p>	6

	<p><b>SSI 4-</b> “The other way Ecolinguistics has impacted me is in my personal passion for wool, heritage sheep, sustainable and small farms and the impact on the wider knitting world.”</p> <p><b>SSI 8-</b> “Ecolinguistics has made me refocus on conservation in all areas of my life, ranging from responsible waste recycling to my own creative writing. Perhaps most significantly, studying ecolinguistics has reminded me to spare a few moments a day in my busy urban life for the nature and landscapes of my local area. I now take regular walks and enjoy the natural hush of places like Weston Woods and Cheddar Gorge (I am from Somerset!) most days.”</p> <p><b>SSI 5-</b> “I guess I’m prepared to be more alert, and to ask more questions and raise more challenges and, hopefully, start more conversations. I want to use my writing as a means of raising these issues, to encourage people to think about the stories of our culture for themselves.”</p> <p><b>SSI 11-</b> “There is a custom in our religion to sacrifice sheep or other animals to thank God, to prevent a bad event happening to us, our children or anyone important for us. After sacrificing the sheep, we offer the meat to poor people. After completing this course, my family was faced with a few bad events. Two of them were about my daughters and all my family recommended us to sacrifice a sheep but my wife and I decided to plant a tree and we are sure that God was happier in that way.”</p>	
IMPD2	N/A	0
<b>Work related- IMW</b>		
IMWT- Teaching		
IMWT1- Teaching ecological issues	N/A	0
IMWT2- Teaching with a focus on language	<p><b>SSI 12-</b> “My students' comments show that these are issues they care about; ecolinguistics offers them tools of analysis and awareness that allow them to understand better what is backgrounded, foregrounded or distorted; it helps them to be better informed and also more attentive in their own communication.”</p> <p><b>SSI 3-</b> “I used what I'd learnt from ecolinguistics to look at the charts they [the researchers] were using to gather information and could see that they had a particular perspective on the environment which came from an engineering perspective of using technology to save the world.”</p>	2
IMWT3- Resources		0
IMWR- Research		
IMWR	<p><b>SSI 2-</b> “I believe Arran's work has played a very important role. But I think one of the things I like more of Ecoling is we are all together in it, building knowledge that can support a new perspective.”</p> <p><b>SSI 8-</b> “When I investigated ecolinguistics more (through lectures and seminars and also wider reading recommended by Arran) I decided that it was so relevant to my multi-disciplinary degree that I was going to write my dissertation on the issue. Not only does it provide a platform for a linguistic analysis of literature, but the conservation of the earth is also of great personal interest to me.”</p>	5

	<p><b>SSI 9-</b> “As for the impact of ecolinguistics, it has obviously had a very direct impact on my work/study life in that I am thinking of exploring issues connected to it in my PhD thesis. (...) Since reading Arran's book, I again started to appreciate the essential unpredictability of the future, and therefore the need to follow my heart, to do something which is my passion. In the end, I think I want to do something which mixes this passion with practical concerns. That is, I want to do research in ecolinguistics which is both intrinsically motivating and interesting for me, but which can also be of real practical use to an environmental organisation.”</p> <p><b>SSI 13-</b> “Ecolinguistics has certainly had an impact on how I think about language and its impact on our perception and treatment of the environment. So, to this extent it has influenced the direction of study I may take.”</p> <p><b>SSI 14-</b> “Arran's work has reignited my interest in ecolinguistics and showed me that there is a new way to do ecolinguistics, especially about discourses.”</p>	
<b>Other - IMO</b>		
<b>IMO</b>		
	<p><b>SSI 5-</b> “The excellent references have led me to explore further; for example, I'm now studying ecofeminism which I might not have come across otherwise.”</p> <p><b>SSI 11-</b> “There is a custom in our religion to sacrifice sheep or other animals to thank God, to prevent a bad event happening to us, our children or anyone important for us. After sacrificing the sheep, we offer the meat to poor people. After completing this course, my family was faced with a few bad events. Two of them were about my daughters and all my family recommended us to sacrifice a sheep but my wife and I decided to plant a tree and we are sure that God was happier in that way.”</p> <p><b>SSI 4-</b> “I am, however, discussing with colleagues in Environmental Sciences, Political Science, Digital Humanities, Art, and Engineering the possibility of creating a multi-disciplinary seminar, maybe a freshman seminar, with Ecolinguistics as the focus.”</p>	3
<b>TOTAL</b>		32

## Face-to-face interviews

Personal IMP		Count
IMPT-Thinking		
IMPTA 1	<p><b>F2FI 1-</b> "... so there is that concept of framing, and understanding the viewpoint from which an article is written, the assumptions that are written into a piece of text, that is almost, that is getting to subconsciously agreeing to a lot of the preconceptions that it walks into the room with... that sneak by underneath the argument that is making and the real danger of these sort of... framing effects. The framing can have an impact even if you reject the overarching argument... the terms in which the debate is framed can still influence how you think."</p> <p><b>F2FI 1-</b> "I am more conscious about the linguistic choices I am making and the time when there is an opportunity to say something stronger that I might have otherwise [ inaudible] wanted to do previously."</p> <p><b>F2FI 2-</b> "I think it is much more creating a net through which things can part, which makes it much more aware of the implications of the language we use which is something I didn't have before. I wasn't... I studied English language at 16 but you would never, [inaudible] round with it, so it's an element of life I hadn't given too much consideration for, so the course really drove that home: the importance of the choice of words and phrases that we use."</p> <p><b>F2FI 2-</b> "I think it has made me aware of... how things are framed broader. It has allowed me to develop a more critical point of view of how things are phrased and framed in subtle ways, not just the obvious message that they are giving."</p> <p><b>F2FI 2-</b> "(...) It encourages me to analyse the way things are written. I'm more selective, I think, of the language that I use where possible. Also, the importance of creating connections through words and, of course, the reverse: that there is a possibility to create distance, so I'm quite aware of that."</p> <p><b>F2FI 4-</b> "I was already aware of how embedded certain messages were, particularly within corporate messages and advertising messages, but it brought out my understanding of how deep that was to a whole new level. I'm even more critical in my analysis of these messages in my day to day life than I was before."</p> <p><b>F2FI 3-</b> "(...) That awareness and just time spent critically thinking about the language I use is really valuable and we'll hope we make it more powerful in my writing and persuasive."</p>	7
IMPTA 2	N/A	0
IMPTC	<p><b>F2FI 3-</b> "In my work I'm definitely more careful to... and much more aware with what we don't say... I think that's one of the things it definitely has stayed with me most that we definitely have more control over: the framing and the scope of our projects.(...) And just in general, the kind of aspects of questioning, the world around."</p> <p><b>F2FI 3-</b> "But generally, going through and just spending a few weeks thinking about the language, like even in those weeks when the specifics aspects like metaphors, even though it hasn't stuck with me now. It was still a week I was thinking about the language that I use for the environment... that awareness and just time spent critically thinking about the language I use is really valuable and we'll hope we make it more powerful in my writing and persuasive."</p>	2

IMPTF	<p><b>F2FI 1-</b> “What I’m taking from the course is the desire to be braver about some of the language that is used.”</p> <p><b>F2FI 2-</b> “I feel like I’m [inaudible] almost of the way I’m having my mind open to these things it’s part of a wider.... I feel it is not just me... like a bigger movement which is nice to feel part of.”</p> <p><b>F2FI 3-</b> “... I think at the beginning when the alternative sources of stories were proposed , I was quite sceptical of it but now I kind of grew warmer to the idea of how powerful that can be and I think that is partly through Extinction Rebellion, which I joined in properly during the new year, similar time to when I started doing this [course].”</p> <p><b>F2FI 3-</b> “... I think the salience and erasure for me are still the most important ones that enable me to become or just push me to become more rounded and think outside of the box I receive in any project in a work context.”</p>	4
IMPC-Communicating		
IMPC-Communicating	<p><b>F2FI 1-</b> “I think at the moment I’m going further with that in the blog articles that I edit where we can start talking about in a rather more evocative and provocative ways about the damage that is being done and the potential to or the urge to stop doing the things that are damaging...and in our client work to ensure that those aren’t excluded, that those bigger effects and those bigger questions don’t simply get excised from the narrative because they are too big and too remote in the client. “</p> <p><b>F2FI 3-</b> “There’s definitely a kind of specific report that I have been writing. I wanted to add sections on the broader context of why things are important or an implication that I think it is important to mention even if I don’t think it is something they have asked for. I’ve been pushing for that in a few different contexts.”</p>	2
IMPD- Doing		
IMPD1-	<p><b>F2FI 3-</b> “I’m much more interested in like terminology and structure, the media I consume. Both in terms of the specific words that are used for things and certain structures, but also just to what extent they are mentioned. I think that’s a big thing for me.”</p>	1
IMPD2-	<p><b>F2FI 1-</b> “What I want us to be able to do and what I will be trying to shape the work that I now deliver is to bring in a bit more of the bigger picture of the contribution that the changes the clients might make could have.”</p> <p><b>F2FI 1-</b> “One of the series of discussions we’ve been having is about how to start approaching local authorities to offer them a review of their climate impacts. Particularly the authorities that declared the climate emergency and to frame for them the activities that undertake to change their emissions profile.”</p> <p><b>F2FI 4-</b> “So work-wise at the moment I wouldn’t say there has been an immediate impact; however, I’m just beginning to develop new areas of work where I fully anticipate that I’d be bringing in an awful lot of the Ecolinguistics kind of work with organisations to help them challenge the way they look at the world. It’s a little bit of the way down the line but it is very much the intention is in there at the moment so I’m building towards that.”</p> <p><b>F2FI 4-</b> “ I see the opportunity to work with these organisations to say “Ok, let’s take a step back a little bit and challenge some of the assumptions that you might not even know that you have, before we go into this work, because it might actually change completely what we come up with if we challenge the assumptions that we have about the world.”</p>	4

<b>Work related- IMW</b>		
IMWT- Teaching		
IMWT1- Teaching ecological issues	N/A	0
IMWT2- Teaching with a focus on language	N/A	0
IMWT3- Resources	<b>F2FI 4-</b> “Ecolinguistics and some of the tools that I witnessed Arran is working with, for me may well offer an opportunity to do that, a tangible “Ok, we can take this communication, we can take this message and we can tease out the assumptions, the stories, the hidden stories that we live by, we can tease them out and expose them” and in exposing them, and challenging them you can provide a completely different context for this detailed strategic work which will then drive the direction of this organisation, or whatever it is. So that’s where I’d like to use it, as a real disruptive -in a healthy way- tool for any kind of organisation that would like to do something meaningful in sustainability.”	1
IMWR- Research		
IMWR	<b>F2FI 3-</b> “I’ve actually started a side project of media interpretation of the environment outside of work that is looking at how often the BBC reports on climate change. I think I have a stronger interest in media portrayal of the environment and as a result there is that side project, but I guess it isn’t really linguistics, I guess. ... I don’t know.”	1
<b>Other - IMO</b>		
IMO	<p><b>F2FI 2-</b> “So, this has started a wider conversation at work of the language that we use. (...) I think the important thing is that it has started a wider discussion with the people who have influence within the company. Whenever possible I’d be a strong advocate that we do think more carefully about the words that we use and just give people a freer rein to talk about what they want.”</p> <p><b>F2FI 2-</b> “ I think the proposal that some of our work could be explored to see where -from a critical angle- we are detracting from the importance of some things and using certain phrases and linguistic techniques that undermine our message and potency of the message... that would be really interesting.”</p> <p><b>F2FI 3-</b> “We could submit a few of our reports and see an independent look at the certain framings and technical aspects that we use that we may not be necessarily aware of, but I think it’d be really really interesting.”</p> <p><b>F2FI 4-</b> “In my personal life, the course gave me an academic structure. An academic understanding for things that I have been exploring and playing around with for the last ten years, personally, but also in the way I engage with the world... so it just gave me a greater awareness.”</p>	4
TOTAL		26

## Online survey

Personal IMP		
IMPT-Thinking		
IMPTA 1	<p><b>OS 9-</b> I found the course while searching for a proper topic for my MA thesis and it opened my eyes to a new, rich field of study that might affect the whole world. It changed how I perceive the language surrounding us and made me a researcher of green language. 5/13/2019 11:36 AM</p> <p><b>OS 21-</b> It increased my awareness how language shapes society. I also taught my students about Weather World and how our reactions to weather impact our ecosystems. I used some papers from Arran's course. 5/11/2019 8:50 AM</p> <p><b>OS 35-</b> I am very keen to learn more and will be completing the online course over the next week. I am much more aware of the impact language has on every aspect of life. Arran Stibbe's work has inspired me to study ecolinguistics further. 5/5/2019 7:03 PM</p> <p><b>OS 44-</b> It helps when thinking about environmental issues to realise that language is not fixed but is structured in ways we don't appreciate and that realising this can shape what is talked about and what is possible. 5/3/2019 11:21 AM</p> <p><b>OS 73-</b> Made me more aware of the 'stories we live by'. 5/1/2019 11:02 AM</p> <p><b>OS 77-</b> Awareness that we are all storytellers who un- or consciously direct society. 5/1/2019 9:11 AM</p> <p><b>OS 80-</b> Arran Stibbe's research helped me to understand how different methodologies in linguistics can be applied to environmental discourse studies and how this can have a concrete impact on our decision-making processes and perceptions of the world. 5/1/2019 8:32 AM</p> <p><b>OS 81-</b> It broadened my view about the effect's language use has on our way of thinking and behaving towards not only the environment but the people around us. 5/1/2019 8:12 AM</p> <p><b>OS 96-</b> I have learned about the impact that language has on the future of the natural world. 4/30/2019 8:50 PM</p> <p><b>OS 101-</b> This field has had a significant effect on my view of the natural world, and it has made me grow a more critical perspective on the language we use and the way it shapes our understanding of the world in general, and of the environmental and ecological issues in particular. 4/30/2019 7:17 PM</p> <p><b>OS 103-</b> I have become aware of ecolinguistic issues 4/30/2019 6:54 PM</p>	13

	<p><b>OS 126-</b> It's a very well thought through course, which encourages reflection on society's and our personal behaviours. The selection and use of language are not something I have previously given so much thought to but has since become an interesting source of reflection. 4/30/2019 4:49 PM</p> <p><b>OS 137-</b> It has really made me appreciate the power of words, and how language has a direct impact on our quality of life. 4/30/2019 4:25 PM</p>	
IMPTA 2	<p><b>OS 17-</b> This course has changed my life for the better providing new insights into things as prevalent in the society. The course has made me change my viewpoint about nature and Earth and eventually I have adopted an Ecocentric approach towards the web of life rather than anthropocentric. 5/11/2019 11:25 AM</p> <p><b>OS 41-</b> I start to be interested in the ecological issues in Chinese language 5/3/2019 3:09 PM</p> <p><b>OS 49-</b> It allowed me to know how to connect my study and life with the nature 5/2/2019 1:46 PM</p> <p><b>OS 69-</b> I have gained a wider overview of the scope of areas where ecological issues are present 5/1/2019 2:36 PM</p> <p><b>OS 70-</b> I tell others to appreciate nature. 5/1/2019 2:29 PM</p> <p><b>OS 87-</b> I can know that environment plays an important role in language researches 5/1/2019 2:45 AM</p> <p><b>OS 102-</b> I have become aware official [sic] environment education 4/30/2019 7:00 PM</p> <p><b>OS 69, (Other Q7)</b> I'm already involved in the zero-waste movement and interested in the sustainable lifestyle. What has changed for me is the sudden attentiveness to descriptions of the natural world in texts, or lack thereof, as well as how different agendas manipulate, on a largely unconscious level, what readers should find most important (such as the section on capitalism and holiday shopping). I plan to incorporate these ideas into my master's thesis.</p> <p><b>OS 19, Other Q7-</b> I have not had a lot of time to spend on the course. It did make me think about ways we talk about nature.</p>	9
IMPTC	<p><b>OS 20-</b>Dr Stibbe's work has shown me how Ecolinguistics is the linguistics of the 21st century and beyond. 5/11/2019 8:51 AM</p> <p><b>OS 26-</b> It has sown seeds of interest and made me curious about getting to know more 5/10/2019 8:46 PM</p> <p><b>OS 28-</b> Life changing and has never been so relevant to today's society and culture. It needs to reach more and more people. 5/10/2019 8:17 PM</p> <p><b>OS 42-</b> It has opened a completely new avenue for me. 5/3/2019 2:38 PM</p>	10

	<p><b>OS 43-</b> It has drawn me to question a number of things I have known. 5/3/2019 2:15 PM</p> <p><b>OS 45-</b> Showed me I could combine two great interests of mine: storytelling and ecology 5/3/2019 1:09 AM</p> <p><b>OS 57-</b> It's positively life-changing. 5/2/2019 3:13 AM</p> <p><b>OS 61-</b> I met Arran about 10 years ago. I didn't know "Ecolinguistics" existed as such, but I was looking for it, coming from Critical Discourse Analysis geared towards the environment. It was a great pleasure to discover that other people were not only thinking as me, but also were further ahead in terms of structuring Ecolinguistics as a discipline. I was invited to give a lecture at Cheltenham, and it was a great pleasure and source of inspiration. 5/1/2019 5:59 PM</p> <p><b>OS 64-</b> It has expanded my knowledge in the topic. 5/1/2019 4:12 PM</p> <p><b>OS 108-</b> Arran Stibbe's course and ecolinguistics itself have provided me with an innovative framework to think about how our jobs could change and take a new direction. 4/30/2019 6:13 PM</p>	
IMPTF	<p><b>OS 16-</b> A feeling of overwhelm remains. 5/11/2019 12:08 PM</p> <p><b>OS 59-</b> I believe this perspective can arise awakening in us in a sense that how we and our nature is being exploited by the powerful. 5/1/2019 6:43 PM</p> <p><b>OS 78-</b> Note: I am an environmental consultant, so my work and life habits are already environmentally focused. I work in this field because of my love and appreciation for nature. 5/1/2019 8:53 AM</p> <p><b>OS 85-</b> Even more so than the research itself, Professor Stibbe's availability in replying to my e-mails and answering my questions has been a wonderful example of how important it is to believe in and be passionate about our work, especially work which aims at bringing balance to the world. 5/1/2019 6:08 AM</p> <p><b>OS 123-</b> It inspires me to detect good and bad usage of language in Spanish regarding ecological issues 4/30/2019 5:05 PM</p> <p><b>OS 125-</b> I find it very inspirational although having tried to do it from home and having no more than a few GCSEs to my name I've had to keep googling the language used for a better understanding. 4/30/2019 4:50 PM</p> <p><b>OS 132-</b> I am grateful that this work is out there and find the thinking it provokes exciting and stimulating. 4/30/2019 4:30 PM</p> <p><b>OS 113, Other Q7-</b> It makes me happy to know that there is a lot going on in this growing and important field, and I'm very pleased to know that I'm not the only one fiddling with this and related topics :- ) I have several times mentioned the course and 'ecolinguistics' for people at relevant events and gatherings.</p>	10

	<p><b>OS 87, Other Q7-</b> I have been inspired to deepen my life project, which aims at connecting people.</p> <p><b>OS 59, Other Q7-</b> I have found a lot of insight into what I truly enjoy about writing. Which is mainly observational. And I have found a basis for beliefs of mine I was disregarding and found at least some hope in that others had engaged with the real world of nature for years.</p>	
IMPC- Communicating		
IMPC- Communicating	<p><b>OS 46-</b> This course is so generous and great. Even though I haven't had the time to finish it, is an amazing knowledge source. I want to dedicate the time to go deeper into the ecolinguistic issues. I am an environmental communication consultant focus on air quality and climate change, and I am going to use the ecolinguistic principles in this field. I look forward that ecolinguistics studies could be in the master program online. 5/2/2019 9:45 PM</p> <p><b>OS 71-</b> Hopefully leading to some reviews of our company's communications 5/1/2019 2:04 PM</p>	2
IMPD- Doing		
IMPD1	<p><b>OS 89-</b> Great research. Helpful to both my own research and lifestyle. 5/1/2019 12:21 AM</p> <p><b>OS 111-</b> This course has especially led me to try got get back to the sense of wonder I had as a child at anything outdoors. I'm spending much more time outside and also much more aware of how we, as a society, talk about nature, particularly as if nature is something apart from us humans. 4/30/2019 5:57 PM</p>	2
IMPD2	<p><b>OS 75-</b>Giving talks to Pagan groups I'm seeing a real need for ways to engage and make changes, and finding people are really interested in this whole area. 5/1/2019 9:43 AM</p> <p><b>OS 42, Other Q7-</b> I have worked with NOAA and help to change their messages. I found students volunteer group (ponohawaii.org) that seeks to take real action through language analysis skills.</p> <p><b>OS 3-</b> Language gives shape to lifestyles and I understood that through Arran and I am willing to create stories to live by in a way that those stories uphold nature, love, peace and harmony among all people of the world. 5/17/2019 9:06 PM</p>	3
<b>Work related- IMW</b>		
IMWT- Teaching		
IMWT1- Teaching ecological issues	<p><b>OS 8-</b> My students like the integration of language and ecology. The works of Arran Stibbe are easy to understand and follow. 5/13/2019 3:50 PM</p> <p><b>OS 106-</b> It was very useful to have a good visual explanation of important points about language to offer an other people that don't have contact with ecology. Thanks! 4/30/2019 6:17 PM</p>	2
IMWT2- Teaching with a focus on language	<p><b>OS 8-</b> My students like the integration of language and ecology. The works of Arran Stibbe are easy to understand and follow. 5/13/2019 3:50 PM</p> <p><b>OS 129-</b>Arran's research has been a core component of a course I teach. His writing is clear and</p>	3

	<p>accessible and his message clearly resonates with students. I'm going to be developing a second course inspired by his writing on animals. 4/30/2019 4:34 PM</p> <p><b>OS 21, Other Q7-</b>I had been incorporating language and rhetoric in my environmental studies teaching for years, but without the broader context and constructive framing that Stibbe's work provides. It's as if I were trying to reach into linguistics (not my field) and adapt parts of it to my field (environmental studies) on my own. Now, I feel that I have both proficient and professional support for this work, as well as solid academic resources that are accessible to students in my graduate programs.</p>	
IMWT3- Resources	<p><b>OS 48-</b> I think that the book should be used in Economics 101 courses/modules. 5/2/2019 4:19 PM</p> <p><b>OS 62-</b> Unfortunately I didn't complete the course as I was also completing my PhD, the subject of which is about a story-based pedagogic method for engaging children in nature. Naturally, Arran's writings are most useful. 5/1/2019 5:56 PM</p> <p><b>OS 95-</b> I've been always interested in both nature and languages, although I study linguistics, I knew nothing about ecolinguistics before finding this course online, this course was like a magic gift waiting for me to start it. Also, I can't say how happy and grateful I am to have all the course materials and extra articles available for free and online. This reminds me there are still people who value free education and generosity. 4/30/2019 9:04 PM</p> <p><b>OS 97-</b> This course is special, offering material not found elsewhere. Due to work and time constraints, I have not yet completed it, but I am always excited to sit down and work through it. When I am ready to start on my thesis, I plan to delve into Arran Stibbe's research outside of this course. Thank you so much for putting together, creating, and offering these materials. This is an excellent initiative and will surely make a difference. 4/30/2019 8:42 PM</p> <p><b>OS 109-</b> To know about international research in environmental education. 4/30/2019 6:13 PM</p> <p><b>OS 116-</b> His papers significantly impact my classes. 4/30/2019 5:29 PM</p> <p><b>OS 120-</b> The course is a go-to resource for ecology and language; unfortunately, I am not able to do much in my current university context in the way of applying linguistics to ecological material. 4/30/2019 5:21 PM</p> <p><b>OS 121-</b> The accessibility of the course has greatly impacted my engagement with ecolinguistics and I have begun to integrate narrative into my teaching and research. 4/30/2019 5:18 PM</p> <p><b>OS 128-</b> It's wonderful to have specific and accessible resources to recommend to both students and other faculty.</p> <p><b>OS 103, Other Q7-</b>I am now currently teaching a course on Ecolinguistics based on A Stibbe's material.</p>	11

	<b>OS 34, Other Q7-</b> Stibbe is well written, no trawling through long noun phrases to decipher points - plain spoken and thoughtfully argued - his work is informative and thought provoking.	
IMWR- Research		
IMWR	<p><b>OS 2-</b> Helped me develop a framework to analyse my data 5/17/2019 9:15 PM</p> <p><b>OS 5-</b> It really helped me in my M.A. thesis. 5/15/2019 12:14 PM</p> <p><b>OS 15-</b> Positive discourse analysis and translation studies is a direction which I think merits exploration. I welcome cooperation on future research projects on this faultline! 5/11/2019 1:12 PM</p> <p><b>OS 18-</b> Arran Stibbe's work played a significant role in my PhD research and he is the one who recommended me researching a particular area. I am looking forward to meeting him during the Ecolinguistics conference in Denmark.</p> <p><b>OS 24-</b> I am happy that this refresher Discourse Analysis course is offered for free and that I can receive a certificate to show "continuing education" to my school. Thank you. 5/11/2019 12:39 AM</p> <p><b>OS 25-</b> Mainly inspiration for my research 5/10/2019 9:42 PM</p> <p><b>OS 33-</b> It made me analyse these topics in Portuguese, and here in Brazil 5/7/2019 2:51 PM</p> <p><b>OS 39-</b> My own research is on representation of the Anthropocene in the media, so the course is not of direct relevance, for example on the question of climate change as a metonym for the Anthropocene. 5/4/2019 9:51 AM</p> <p><b>OS 47-</b> It widens my research directions. 5/2/2019 6:27 PM</p> <p><b>OS 55-</b> I was working on my PhD when I read Arran's work and since have transferred to the University of Gloucestershire and now have Arran as my PhD supervisor. 5/2/2019 3:24 AM</p> <p><b>OS 60-</b> His book meant the discovery of Ecolinguistics as a field for me. Were I to have stayed with my initial PhD project I think I would never have got to the end of it. I hope my research in Ecolinguistics can have an impact outside academia. 5/1/2019 6:35 PM</p> <p><b>OS 65-</b> I have gained a new direction for my research. 5/1/2019 4:02 PM</p> <p><b>OS 68-</b> Arran's work in solidifying ecolinguistics' direction as the study of language and its impact on the environment has allowed for ecolinguistics to be used "on its own", as a subfield in itself. In my PhD, this is the first time ecolinguistics is used as a methodology in the field of Social and Environmental Accounting.</p>	28

	<p><b>OS 72-</b> I based My BA Hons Dissertation on Ecocriticism by analysing and comparing the language used by surfing environmentalist groups and commercial surfing companies regarding the sea, coast and wider environment. 5/1/2019 11:37 AM</p> <p><b>OS 83-</b> I am working towards doing additional research in my sphere of international school teaching and teacher training with Ecolinguistics. 5/1/2019 7:42 AM</p> <p><b>OS 91-</b> After studying this course, I have decided to conduct my PhD research in Ecolinguistics by using Systemic Functional Linguistics. 4/30/2019 10:40 PM</p> <p><b>OS 94-</b> It has enabled me to relate Sociolinguistics with ecolinguistics. 4/30/2019 9:06 PM</p> <p><b>OS 105-</b> I really appreciated having access to this course. As a linguistics and SLA student, this is expanded the scope of my sociolinguistics work and attention to larger discourses. 4/30/2019 6:43 PM</p> <p><b>OS 110-</b> Light my direction and give me many insights for my thesis. 4/30/2019 5:58 PM</p> <p><b>OS 112-</b> Coming into Ecolinguistics from a background of Systemic Functional Linguistics, I have realised how, like Systemic Linguistic, Ecolinguistics is also sociologically oriented and I have come to realise how central this to Africanist centred research. I am re-learning linguistics and have now focused my research on Ecolinguistics as an ancillary discipline. 4/30/2019 5:53 PM</p> <p><b>OS 113-</b> Aside from helping to guide my PhD thesis, Stibbe's work has helped me see how ecological issues can be given shape focus in the real world. 4/30/2019 5:51 PM</p> <p><b>OS 117-</b> It has actually shaped my view as to what a doctoral research should be. I have adopted Ecolinguistics as my framework for analysis. 4/30/2019 5:26 PM</p> <p><b>OS 119-</b> I am very interested in expanding this area of linguistics to Spanish. 4/30/2019 5:21 PM</p> <p><b>OS 135-</b> I decided to continue my education in Eco- Linguistics field. 4/30/2019 4:28 PM</p> <p><b>OS 136-</b> Found the course really useful especially when doing the course as a group to stimulate debate and discussion on the topics. 4/30/2019 4:25 PM</p> <p><b>OS 132, Other Q7-</b> I was working already towards that direction as an economist, and I got to know about Ecolinguistics through the work by Prof Stibbe. I think that his book and his work has contributed vastly to my field (ecological, feminist, grassroots, non-capitalist economics) and I am happy to have his and his colleagues' work to support my own research and teaching.</p>	
--	--	--

	<p><b>OS 13, Other Q7</b>-Engaging with the Ecolinguistics literature has laid out groundwork for my doctoral research proposal. I would like to make further links in my working life with trainee teachers but find it hard to move beyond course restrictions in certain areas.</p> <p><b>OS 9, Other Q7</b>- I have been able to use Ecolinguistics to create an interdisciplinary approach to my undergraduate research within the fashion business about how communication is so important for this industry at the moment. I feel it is a field that can hopefully encourage academic research to become more open source and accessible to the general public with climate matters.</p>	
<b>Other - IMO</b>		
IMO	<p><b>OS 32</b>- It would be very important and useful for rural towns and communities that live near areas of conservation to have access about this. I believe it would improve the way they behave towards nature and the conservation of their homes. 5/9/2019 1:52 PM</p> <p><b>OS 53</b>- Arran Stibbe's research and work has had such an impact on our students and colleagues that we decided to create the Partnership Studies Ecolinguistics Circle here at our university. The Circle includes different languages and a variety of established and young researchers. 5/2/2019 8:38 AM</p> <p><b>OS 79</b>- I think that the most significant impact of Arran's work for me is that it has validated my own values and interests - it's not just me that thinks and evaluates in this way! 5/1/2019 8:36 AM</p> <p><b>OS 84</b>- Arran's work sparked the inclusion of ecolinguistics as a strategic research area in language studies at my institution. 5/1/2019 6:46 AM</p> <p><b>OS 90</b>- It has equipped me with a new framework for unifying my training as an ecologist with my career in the literary arts. 5/1/2019 12:05 AM</p> <p><b>OS 115</b>- I believe Arran's efforts have brought Ecolinguistics into the more mainstream Linguistics schools which has helped to project the importance and relevance of this field for all language researchers. 4/30/2019 5:31 PM</p> <p><b>OS 118</b>-I have connected with others in my field from different nations. 4/30/2019 5:22 P</p> <p><b>OS 10</b>- I have shared with my colleagues about linguistic impact on the environment and find that many overlook this because they aren't aware. 5/13/2019 6:44 AM</p> <p><b>OS 81, Other Q7</b>- I have changed the editorial direction of the small press I run.</p>	9



[www.mrlanguageservices.com](http://www.mrlanguageservices.com)