

## **ABSTRACT**

This thesis presents the link between the environment and Foreign Language Teaching (FLT) based on ecolinguistics, which defines the inextricability of the environment and language. The specific aim of this thesis is to demonstrate the importance of an ecolinguistic approach to FLT with an ecocritical discourse analysis of textbooks use to teach French as a foreign language. Using the ecolinguistic tool *The Stories We Live by*, the analysis aims to assess the extent to which the textbooks stimulate environmental awareness and ecological communicative competence. The research concerns two textbooks, *Totem* and *Saison*, and investigates the representation of the stories and their polarity from the perspective of deep ecology. The results show the textbooks to exhibit a general tendency towards ambivalent content. Moreover, the presence of explicit ecological reference in the content was evaluated and revealed, by the analysis, to be under-represented in the textbooks' content. The analyses are presented as model analyses for an ecolinguistic evaluation of textbooks, which could be used by teachers seeking an ecologically conscious textbook. The thesis also seeks to encourage further research into the ecological aspect of FLT, notably in textbooks.

## **KEYWORDS**

ecolinguistics, stories we live by, environmental education, French as a foreign language, ecological communicative competence, environmental awareness, textbooks