

ECOLITERACY-BASED TEACHING STRATEGIES IN ENGLISH LANGUAGE TEACHING FOR ELEMENTARY SCHOOL STUDENTS

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Article Info	Abstract
Article History Received: July 2025 Revised: September 2025 Accepted: September 2025 Published: October 2025	<i>Environmental degradation, particularly in regions like Ternate, Indonesia, underscores the urgency of embedding sustainability education in early schooling. While ecoliteracy has gained global recognition, its integration into English language teaching (ELT) at the elementary level remains underexplored, especially in underrepresented contexts. This study investigates the strategies used by English teachers in Ternate to incorporate ecoliteracy into classroom practice. Adopting a qualitative case study design, data were gathered from ten teachers across five schools through interviews, observations, questionnaires, and document analysis, and analyzed thematically. Findings reveal six approaches, with three emerging as most dominant: embedding environmental themes in lessons, employing project-based learning, and modeling eco-behavioral English instructions. These strategies demonstrate how language instruction can simultaneously foster communicative competence and ecological responsibility. Beyond documenting classroom practices, the study highlights the potential of ELT as a platform for sustainability education, even in resource-limited settings. It contributes to theory by linking ecolinguistics to pedagogy, and to practice by offering context-sensitive models for ecoliteracy integration. Implications extend to teacher training, curriculum design, and education policy, underscoring the need for systematic inclusion of sustainability in ELT. Ultimately, the study positions ecoliteracy not as an enrichment but as a transformative approach that unites language learning with sustainable development.</i>
Keywords Ecoliteracy; ELT learning; Elementary school;	
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INTRODUCTION

In recent years, environmental degradation has become an urgent global issue, with Indonesia experiencing frequent ecological crises ranging from deforestation to flooding. The younger generation, as future custodians of the environment, must therefore be equipped with both ecological awareness and the skills to act responsibly (Sholihah et al., 2021; Hasim et al., 2022; Sukomardojo et al., 2023; Prastio et al., 2023; Efendi et al., 2024). Within this context, ecoliteracy, the ability to understand ecological systems and make informed decisions about environmental issues, has emerged as a crucial component of 21st-century education. Recent studies highlight that ecoliteracy education not only promotes sustainable behavior but also varies across sociodemographic groups, underscoring the need for context-sensitive approaches (Guo, 2019; Ha & Dong, 2023; Song et al., 2024). Scholars emphasize that ecoliteracy should be taught across all school levels and integrated into multiple disciplines, including science, social studies, mathematics, and language education (Agustina et al., 2023; Pradita et al., 2023; Ali et al., 2023; Adam et al., 2024).

Integrating ecoliteracy into English Language Teaching (ELT) offers a strategic opportunity to foster linguistic competence and ecological responsibility simultaneously. ELT contexts allow students to explore ecological issues, engage in critical thinking, and apply language skills to real-world concerns (Sari & Fauzi, 2021; Bulan et al., 2024; Kazazoglu, 2025). Scholars such as Indrayanti and Romadhon (2025) stress that embedding ecoliteracy into English lessons enhances language learning while cultivating environmental responsibility and problem-solving abilities. Narrative-based pedagogies, such as eco-storytelling, have proven especially effective in bridging language skills and ecoliteracy development (Guo, 2019). Classroom practices such as project-based learning and outdoor activities further demonstrate how language pedagogy can support sustainable values while strengthening communication skills (Muqoddas & Mulyadi, 2023; Setyowati, 2022; Mercher, 2022; Micalay & Poole, 2022; , Sholihah et al., 2021).

However, despite growing recognition of the importance of environmental education, there remains a lack of empirical research on how English language teaching (ELT) integrates ecoliteracy, particularly in Indonesian elementary schools. Previous studies have often focused on either environmental education or language instruction in isolation, overlooking the practical intersection of the two domains (Ali & Nugroho, 2021). As a result, practical teaching strategies for incorporating ecoliteracy into English language classrooms remain underexplored, especially in underrepresented regions such as Ternate. This is critical, as Ternate faces unique socio-environmental challenges, including coastal vulnerabilities and waste management issues, which require localized educational strategies (Hasanah & Pratama, 2022). By situating this study in Ternate, the research offers novel insights into how ecoliteracy can be practically implemented in a context that is both environmentally fragile and educationally overlooked. This localized focus not only fills a geographical and pedagogical gap in the literature but also provides lessons applicable to other regions facing similar challenges.

The present study is grounded in the theoretical framework of ecolinguistics, which explores the relationship between language, environment, and human behavior. Originating from the broader field of linguistic ecology, ecolinguistics emphasizes how language can both reflect and influence ecological consciousness (Huang & Zao, 2019; Lestari & Yusuf, 2020; Yusuf & Maharani, 2023).). In the context of English language teaching, ecolinguistics provides a lens to examine how linguistic structures, vocabulary choices, and communicative practices can support the development of ecoliteracy. This framework is particularly relevant for primary education, where foundational language skills and environmental values can be simultaneously nurtured. By applying this conceptual approach, the study seeks to understand how language pedagogy can contribute to broader goals of environmental sustainability

Ecolinguistics serves as the primary theoretical framework for this study, offering a lens through which the interrelation between language and environmental consciousness can be critically analyzed. Rooted in the ecological paradigm of linguistics, ecolinguistics emphasizes the role of language in shaping and reflecting environmental values and behaviors. This theory argues that language is not neutral but plays a key role in constructing social realities, including ecological awareness (Lestari & Yusuf, 2020, Farsiu, 2021; Huang & Ha, 2021; Ha et al, 2022, Song et al. 2024). In the context of English language teaching (ELT), ecolinguistics promotes the integration of environmental content into language instruction to nurture learners' ecoliteracy alongside linguistic proficiency. By embedding ecological concepts within language activities, such as vocabulary development, reading comprehension, and speaking tasks, students can develop dual competencies in communication and sustainability-oriented thinking (Canagarajah, 2020; Delavan, 2020 Goulah & John, 2020; ; Jodoin, 2022; Yusuf & Maharani, 2023; Song et al. 2024).

Several empirical studies have explored the integration of environmental education into ELT. Aini and Permatasari (2023) reported that Indonesian elementary teachers successfully

integrated environmental themes such as pollution and recycling to teach vocabulary, thereby increasing student engagement and ecological awareness (Aini & Permatasari, 2023). Similarly, Rahmah and Yuliana (2023) documented that project-based learning strategies, including poster-making and storytelling, effectively linked language objectives with sustainability issues in primary classrooms (Rahmah & Yuliana, 2023). Eco-storytelling has also been shown to foster language skills while reinforcing environmental values through narrative structures (Budiman & Indah, 2023). Outdoor activities and nature-based observations, when followed by English writing or speaking tasks, further enhance experiential learning and environmental empathy (Hasanah & Pratama, 2022). These approaches illustrate a growing trend of embedding ecoliteracy in language pedagogy.

Despite growing academic interest, significant gaps in the literature remain. Most existing research focuses on well-resourced metropolitan areas, neglecting eastern Indonesia, such as Ternate, where environmental degradation is also a pressing concern (Sari & Fauzi, 2021). Additionally, most studies focus on theoretical integration without closely examining teachers' practical strategies and classroom experiences. The methodological focus tends to favor general curriculum analysis over qualitative exploration of teacher practices and perceptions. Moreover, while some studies address ecoliteracy in science or civic education, fewer explore its implementation within language education, particularly at the primary level. This indicates a temporal and disciplinary gap in understanding how ecoliteracy is integrated into English teaching in diverse educational contexts (Ningsih & Hidayati, 2022).

This article positions itself uniquely by addressing the contextual, methodological, and disciplinary voids identified above. It concentrates on Ternate, an underrepresented location in Indonesian educational research, to provide insights into localized teaching strategies for ecoliteracy in ELT. Through a qualitative case study approach, it captures the voices, practices, and reflections of English teachers, which are often absent in larger-scale or quantitative studies. The study bridges the gap between theory and practice by linking ecolinguistic principles to classroom-based empirical data and offering a grounded perspective on how ecoliteracy unfolds in real educational settings.

This study aims to explore the practical strategies used by English teachers in incorporating ecoliteracy into their classroom practices at the elementary school level in Ternate. To guide this inquiry, the study addresses the following research questions: RQ1: What strategies do English teachers in Ternate use to integrate ecoliteracy into elementary English instruction? RQ2: How do these strategies foster both language learning and students' environmental awareness?

Through these questions, the study seeks to capture the lived experiences, pedagogical techniques, and reflective practices of teachers as they navigate the integration of language and environmental education. The research employs a qualitative case study methodology to provide in-depth insights grounded in the local context of Ternate. This study offers a novel contribution to both English language teaching and environmental education by focusing on the intersection of ecoliteracy and ELT in a relatively unexplored regional context. It advances theoretical understanding by applying ecolinguistics as a conceptual lens and enriches pedagogical practice by documenting effective strategies that can be adapted in similar educational settings. Moreover, the findings have practical implications for curriculum developers, teacher training institutions, and policymakers seeking to foster environmentally literate citizens through interdisciplinary approaches.

RESEARCH METHOD

Research Design

This study utilized a qualitative research design with a case study approach to investigate the strategies employed by English teachers in Ternate, Indonesia, to incorporate eco-literacy into their classroom instruction at the elementary level. The case study method was chosen to

facilitate a thorough examination of teaching practices within the natural educational setting, allowing for a deeper understanding of the complex social dynamics influencing pedagogical decisions, particularly in environments rich in environmental context (Creswell & Poth, 2018; Yin, 2018). This approach enables the researcher to explore the nuances of how teachers adapt their instruction to integrate environmental themes into English language lessons, providing rich, detailed insights that reflect the realities of teaching within the local context. By focusing on five elementary schools, the study not only sheds light on the specific strategies used by teachers but also contributes to a broader understanding of how eco-literacy can be integrated into language instruction. These contextually grounded insights align with the interpretive nature of qualitative research, emphasizing the importance of understanding teaching practices within the specific cultural and environmental settings in which they occur. Ultimately, the study aims to contribute to the ongoing discussion about the role of eco-literacy in education.

Participants

The participants in this study consisted of ten English teachers from five public and private elementary schools in Ternate, Indonesia. Purposive sampling was used to select participants with direct experience in integrating environmental themes or sustainability practices into their English language lessons (Palinkas et al., 2015). The teachers were specifically chosen based on their active involvement in eco-literacy initiatives within their classrooms, ensuring that the study captured the perspectives of educators who were directly engaged in teaching environmental concepts. Ethical approval for the study was obtained from the affiliated institution, and all participants were informed about the purpose and scope of the research. Informed consent was secured from each participant, ensuring that they understood their rights and the voluntary nature of their participation. The study adhered to ethical standards by assuring participants that their involvement would remain confidential and that personal identifiers would not be disclosed. The confidentiality of the data was maintained throughout the study, and participants were informed that they could withdraw from the study at any time without consequence. This ethical approach ensured that the research was conducted with respect for participants' rights and in accordance with academic and institutional guidelines.

Instruments and Data Collection

Data for this study were collected through a combination of methods to ensure a thorough understanding of the teachers' practices and perspectives. Semi-structured interviews were conducted to explore the backgrounds of the teachers, their strategies for integrating eco-literacy into their English lessons, and the challenges they encountered while implementing these strategies. The interviews, lasting between 45 and 60 minutes, followed a protocol that included sections on teachers' personal and professional backgrounds, the strategies they used for integrating eco-literacy, and their reflections on the effectiveness of these strategies. Open-ended questions were employed, with follow-up probes to encourage detailed responses, providing rich personal narratives about their teaching practices and experiences.

Non-participant classroom observations were another key data collection method. These observations were guided by a structured checklist focused on several aspects of eco-literacy integration. These included the presence of environmental content in the lessons, the pedagogical methods employed, such as project-based learning and eco-storytelling, and the use of outdoor tasks. The interactions between teachers and students, as well as the use of environmental materials or resources, were also observed. Field notes were taken during these observations to capture additional details and nuances not reflected in the checklist, offering a deeper understanding of the teaching dynamics and how eco-literacy was enacted in the classroom.

To complement the interviews and observations, questionnaires were used to collect demographic and contextual information about the teachers and their schools. This provided further insight into factors that could influence the integration of eco-literacy into English language teaching. Finally, document analysis was employed to review lesson plans, worksheets, and student assignments. This allowed the researcher to assess how eco-literacy was integrated into the curriculum. By triangulating data from interviews, observations, questionnaires, and documents, a more comprehensive and nuanced understanding of the teachers' eco-literacy integration practices was achieved.

Data Analysis

The data collected for this study were analyzed using thematic analysis, adhering to the six-phase process proposed by Braun and Clarke (2019). The first step in the analysis was familiarization with the data. The researchers thoroughly reviewed all transcripts, field notes, and documents to gain a comprehensive understanding of the data's content and context. This initial reading allowed the researchers to immerse themselves in the data, making it easier to identify patterns and nuances later on.

Next, the researchers moved on to generating initial codes. This phase involved using both inductive and deductive coding strategies. Inductive coding allowed themes to emerge naturally from the data, while deductive coding helped align the emerging themes with the eco-literacy and eco-linguistics frameworks that were central to the study. By applying these dual strategies, the researchers ensured that the analysis captured both the unique and the theoretically informed aspects of the data.

Once initial codes were generated, the researchers grouped them into broader themes that reflected the main findings of the study. These themes were directly aligned with the research questions and the conceptual frameworks guiding the research. The next phase involved reviewing these themes to ensure they accurately reflected the data and remained consistent with the study's aims. During this review, the researchers assessed whether the themes adequately captured the essence of the data and adjusted them as needed. Following this, the themes were clearly defined and named to convey their essence and relevance to the research objectives. Each theme was carefully characterized to ensure that it represented a significant aspect of the findings related to the integration of eco-literacy in English language teaching. Finally, the researchers reported their findings, providing detailed descriptions of the themes and discussing their implications for teaching practices in the context of eco-literacy.

To enhance the rigor and trustworthiness of the analysis, triangulation was employed across multiple data sources, including interviews, observations, questionnaires, and documents. This helped ensure that the findings were robust and reflective of the diverse data collected. Member checking was conducted, allowing participants to review and confirm the interpretations made from the data, thereby validating the findings. Additionally, peer debriefing with academic colleagues helped ensure the validity of the results. The study also included thick descriptions of the research context, which enhanced the transferability of the findings to other settings. Coding validation was further strengthened through intercoder agreement, where two researchers independently coded the data and discussed discrepancies to reach consensus.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

The thematic analysis identified six strategies used by English teachers in Ternate to integrate eco-literacy into their English language teaching (ELT) practices. These strategies, summarized in Table 1, highlight how ecolinguistic approaches are applied in classroom settings. Although all six strategies were observed across the data, three themes stood out as the most consistently practiced and impactful: incorporating environmental topics into lessons,

using project-based learning, and providing eco-behavioral instructions. These strategies not only reflect the teachers' commitment to eco-literacy but also demonstrate the practical ways in which environmental consciousness is integrated into language teaching. The findings emphasize the importance of these strategies in fostering students' awareness of ecological issues while simultaneously enhancing their language learning experiences.

Table 1
The Synopsis of Themes and Practices

Theme	Focus Area	Illustrative Practice
Environmental Topics	Ecological issues in lessons (plastic waste, climate change)	Vocabulary lists, reading texts
Project-Based Learning (PBL)	Collaborative projects linking language/ecology	Posters, campaigns, eco-storytelling
Eco-Storytelling & Reading	Narratives with environmental themes	Post-reading reflections
Contextual Vocabulary	Vocabulary/grammar in ecological contexts	<i>Reduce, recycle, protect</i>
Eco-Behavioral Instructions	English commands to model eco-friendly habits	<i>“Turn off the lights”</i>
Outdoor Lessons	Experiential learning in natural settings	Journaling, descriptive writing

The findings demonstrate that ecoliteracy can be meaningfully integrated into English language teaching (ELT), though its success depends heavily on contextual relevance and teacher initiative. Three themes emerged as particularly significant—environmental topics in lessons, project-based learning, and eco-behavioral instructions—because they were both widely practiced and consistently impactful. These strategies show how ecolinguistic principles can be embedded in everyday pedagogy to achieve dual objectives: enhancing language competence and fostering environmental awareness.

The incorporation of environmental topics directly into vocabulary and reading tasks illustrates how language learning can serve as a bridge to ecological consciousness. By framing English instruction around pressing local issues such as plastic waste and pollution, teachers not only contextualized vocabulary but also cultivated critical awareness of students’ lived environments. This confirms ecolinguistic arguments that language education is never value-neutral but can actively shape worldviews and behaviors.

Project-based learning (PBL) provided a complementary mode of integration by positioning students as active participants in sustainability discourse. Collaborative tasks like poster-making, clean-up campaigns, and eco-storytelling sessions moved learning beyond the textbook, offering authentic communicative contexts where language use aligned with concrete environmental action. The dual emphasis on teamwork and real-world problem-solving resonates with constructivist pedagogies, while simultaneously rooting ELT in the sustainability agenda.

The third highly consistent strategy, eco-behavioral instructions in English, revealed how ecoliteracy could be woven into the fabric of everyday classroom routines. Instructions such as “turn off the lights” or “throw trash in the bin” exemplified how routine language practice could be simultaneously ecological habit-building. This operationalizes ecolinguistic insights into behavior formation, showing that ecoliteracy integration need not be confined to lesson content but can extend into classroom management and culture.

Other strategies, such as eco-storytelling, contextualized vocabulary, and outdoor lessons, were enriching but less universally implemented. Their uneven application suggests that while teachers value these practices, structural or contextual constraints—such as time, resources, or curricular priorities—may limit their consistent adoption. Nonetheless, they highlight the

diversity of approaches available to teachers and the potential for more innovative, experiential learning if institutional support increases.

Taken together, these findings suggest that ecoliteracy integration in ELT is not only a pedagogical strategy but also a culturally situated practice. Teachers in Ternate deliberately drew on locally relevant issues and familiar contexts, thereby ensuring that ecolinguistic principles were grounded in the realities of students' lives. This indicates that ecoliteracy in ELT is most effective when it is context-sensitive, connecting linguistic goals with both global sustainability discourses and the immediate ecological concerns of the community.

Discussion

This study presents significant evidence of English teachers in Ternate, Indonesia, actively integrating eco-literacy into their classroom practices through a range of innovative strategies. Among these strategies, three stand out as the most dominant and consistently observed: the use of environmental topics in lessons, project-based learning (PBL), and eco-behavioral English instructions. These strategies are not merely incidental but deeply reflect a conscious effort to blend ecological awareness with language learning. When interpreted through the lens of ecolinguistics, these practices reveal the potential for language instruction to simultaneously foster both communicative competence and ecological responsibility.

Ecolinguistics, as a field, emphasizes the role of language in shaping ecological values, ideologies, and behaviors. According to Stibbe (2021), ecolinguistics advocates for discourses that counter environmentally harmful ideologies while promoting pro-sustainability perspectives. The strategies observed in Ternate, such as eco-storytelling, contextual vocabulary use, and eco-behavioral instructions, align with this ecolinguistic framework. They serve as tools for embedding ecological ethics directly into language use and teaching practices. The teachers' use of eco-storytelling, for example, integrates narrative forms that illustrate environmental issues and solutions, providing students with a deeper understanding of the interconnectedness between language and ecological concepts. Through these stories, students not only enhance their language skills but also become more attuned to environmental concerns, thereby fostering a greater sense of ecological responsibility.

In line with Fill and Penz's (2018) work on critical language awareness, the findings underscore how English language teaching (ELT) classrooms can act as sites of ecological consciousness-raising. By incorporating eco-literacy into language lessons, teachers in Ternate are creating an educational environment where students are encouraged to think critically about environmental issues, recognize the power of language in shaping perceptions, and engage in actions that support sustainability. This shift aligns with the growing recognition that language education should not just be about linguistic skills but also about fostering responsible global citizens.

The findings of this study also contribute to the broader body of research on eco-literacy in education. Previous studies, such as those by Ali and Nugroho (2021), have demonstrated the effectiveness of project-based learning (PBL) for promoting sustainability. Similarly, Budiman and Indah (2023) explored the dual impact of eco-storytelling on language and ecological learning, showing how narrative-driven approaches can improve both language acquisition and environmental awareness. Zhao and Liu (2021) have also highlighted the role of ecoliteracy in shaping ecological awareness in Chinese education. This study builds on these findings by showing that eco-literacy strategies are not only effective in urban or resource-rich schools but also in peripheral, resource-limited contexts. The teachers in Ternate have demonstrated that eco-literacy practices can be successfully adapted to a variety of educational settings, irrespective of the available resources. This is a crucial contribution to the literature, as it highlights the adaptability and relevance of eco-literacy across diverse and potentially resource-constrained educational environments.

Theoretically, the study's findings also resonate with systems-oriented views of ecoliteracy. Häggström and Schmidt (2020) argue that ecological learning is most effective when students engage in model-based, interconnected approaches that emphasize system dynamics and interdependence. The strategies observed in Ternate—particularly the use of contextual vocabulary, project-based learning, and eco-behavioral routines—align well with this systems orientation. These approaches encourage students to think holistically about sustainability by linking language learning with real-world environmental issues and actions. For instance, through project-based learning, students are not only practicing language but also engaging in projects that have tangible environmental outcomes, thereby seeing the direct impact of their learning on the world around them. This interlinking of language, values, and action demonstrates how ELT can serve as a powerful medium for promoting both linguistic and ecological competencies.

In addition to bridging ecolinguistic theory with classroom practices, the study makes a significant empirical contribution. Much of the existing scholarship in ecolinguistics and ecoliteracy has been conceptual, focusing on theoretical frameworks without providing concrete, practice-based examples. This research, however, offers valuable evidence of the strategies that teachers can use to integrate eco-literacy into their classrooms. By showcasing real-world examples of eco-literacy integration, the study provides a model that can be replicated in other settings. Moreover, the study illustrates how English language teaching can contribute to achieving the Sustainable Development Goals (SDGs), particularly by fostering ecological awareness and responsibility at an early stage in education. The importance of integrating ecoliteracy into early education cannot be overstated, as it helps lay the foundation for students to become informed, responsible citizens who are actively engaged in promoting sustainability.

However, the study's limitations should also be acknowledged. The sample size was relatively small, and the outcomes were not directly measured among students, which limits the generalizability of the findings. Future research should seek to explore the long-term impacts of these practices and test them in wider geographical and institutional contexts to better understand the broader applicability and effectiveness of eco-literacy integration in ELT.

The findings of this study have important implications for both practice and policy. Teacher education programs should prioritize incorporating ecoliteracy training to equip future educators with the interdisciplinary skills necessary to integrate environmental sustainability into their teaching. Hasanah and Pratama (2022) found that ecoliteracy-based training significantly increased teachers' confidence in incorporating sustainability into their teaching, and similar initiatives could be adopted more widely. Curriculum designers also have a crucial role to play in embedding sustainability content systematically into ELT standards, ensuring that eco-literacy is consistently integrated across schools. UNESCO (2022) has highlighted the importance of integrating sustainability across educational curricula, and this study provides a compelling case for doing so in ELT. For students, the integration of eco-literacy offers authentic learning contexts that not only enhance motivation and deepen language acquisition but also cultivate a strong sense of ecological responsibility. Students in Ternate, for example, are learning English through a lens of sustainability, which provides them with meaningful, real-world applications of the language.

Ecoliteracy should not be viewed as an optional enrichment in ELT but as a transformative pedagogical approach that connects language, culture, and environment. Scaling up such practices through teacher training, curriculum reforms, and institutional support can make English teaching a powerful tool for advancing both linguistic competence and ecological awareness. By equipping students with the skills and knowledge to navigate both linguistic and environmental challenges, ELT can play a pivotal role in shaping the next generation of eco-conscious global citizens.

CONCLUSION

This study highlights the valuable role of English language teaching (ELT) in promoting eco-literacy through a range of effective strategies implemented by teachers in Ternate, Indonesia. By embedding environmental topics into lessons, using project-based learning, and providing eco-behavioral instructions, teachers successfully integrated ecological awareness into their language teaching practices. These strategies, observed to be the most consistently implemented and impactful, not only fostered language skills but also cultivated a sense of ecological responsibility among students. The findings of this study demonstrate that eco-literacy can be integrated into ELT in diverse contexts, even in resource-limited settings, thereby expanding the relevance and adaptability of eco-literacy practices across different educational environments. This challenges the notion that eco-literacy integration is only feasible in well-resourced or urban schools. By providing real-world, sustainable applications of language learning, the study underscores how eco-literacy can be seamlessly intertwined with language instruction, offering students both communicative competence and ecological consciousness. The study also bridges the gap between ecolinguistic theory and classroom practice, offering empirical evidence of how these concepts can be applied in everyday teaching. As such, the research serves as a crucial reference point for future educators and curriculum designers looking to integrate sustainability into education.

Looking ahead, this study has significant implications for future research and educational policy. While this research provides a robust model for eco-literacy integration in ELT, the small sample size and lack of direct measurement of student outcomes suggest the need for further research with a larger, more diverse participant pool. Longitudinal studies that track the long-term impact of eco-literacy integration on students' ecological awareness and language proficiency would offer deeper insights into the efficacy of these practices. Moreover, policy implications of this study highlight the necessity for incorporating ecoliteracy training into teacher education programs to equip educators with the skills to effectively incorporate sustainability into their teaching. As highlighted by previous studies, such training has proven to increase teachers' confidence and competence in integrating environmental themes into their lessons. Curriculum designers should also prioritize embedding sustainability content into ELT standards, ensuring a uniform approach across schools and educational institutions. Integrating eco-literacy into the curriculum is not merely an enrichment but a transformative pedagogical approach that can shape students' attitudes towards the environment while enhancing their language acquisition. Therefore, this study advocates for the scaling-up of eco-literacy practices through institutional support, teacher development, and curriculum reform, creating an educational framework that prepares students to be both responsible global citizens and competent language users.

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