

## Eco-English and Eco-ELT: Integrating Environmental Values for a Sustainable Future in English Language Learning

Tira Nur Fitria

Institut Teknologi Bisnis AAS Indonesia

Email: [tiranurfitria@gmail.com](mailto:tiranurfitria@gmail.com)

### Abstract

The purpose of this research is to explore how Eco-English (Ecological English) and Eco-ELT (Ecological English Language Teaching) can be implemented to integrate environmental values into English language learning, aiming to enhance students' language skills (reading, writing, speaking, listening, grammar, and vocabulary) while fostering environmental awareness, responsibility, and sustainable action. This study employs a library research (desk research) method to explore the integration of environmental values into English language learning through the Eco-English approach. Integrating environmental values into English learning through the Eco-English approach is essential because it combines language development with environmental awareness, preparing students to address global challenges. By embedding environmental topics into reading, writing, speaking, and listening activities, students develop critical thinking, responsibility, and ethical awareness while learning English in meaningful, real-world contexts. Eco-English increases student motivation by using relevant issues that affect daily life, encourages active learning and collaboration through projects and presentations, and promotes interdisciplinary learning by connecting English with other studies. Furthermore, it equips students to become environmentally conscious global citizens who contribute to sustainable development. Overall, Eco-English transforms English lessons into value-based education, fostering both language proficiency and a sense of responsibility toward the environment. In practice, Eco-English activities allow students to develop English skills while taking meaningful action for sustainability. In reading, students engage with authentic texts about pollution, climate change, deforestation, and conservation to improve comprehension, analyze causes and effects, and evaluate solutions. Writing tasks involve opinion essays, problem-solution texts, and reflective journals that encourage students to propose solutions and reflect on personal or community actions. Speaking activities include discussions, debates, presentations, and role-plays that build confidence and advocacy skills, while listening exercises using podcasts, interviews, news reports, and documentaries develop comprehension, note-taking, and empathy. Vocabulary and grammar are taught through environmental contexts, helping students use sustainability-related terms accurately and apply structures such as conditionals, passive voice, and modals for advice in meaningful communication. Together, these activities integrate language learning with environmental values, preparing students to act responsibly and communicate effectively for a sustainable future.

**Keywords:** *Eco-English, Eco-ELT, Environmental, Environmental Values, Sustainable Future, English Language Learning*

## Introduction

In today's globalized world, English has become not only a medium of communication but also a tool for engaging with global issues, including environmental challenges. Climate change, pollution, deforestation, and unsustainable consumption are problems that require urgent attention and action. Integrating environmental education into English language teaching provides an opportunity to address these challenges while enhancing students' language skills. By embedding environmental values into English lessons, learners can develop critical thinking, ethical awareness, and a sense of responsibility, transforming language learning from a purely academic activity into meaningful, real-world engagement.

Environmental issues have emerged as widely recognized global issues in the world (Lestari et al., 2025). In today's world, environmental issues such as climate change, pollution, deforestation, and waste management are becoming increasingly urgent (Fitria, 2025). Environmental issues have recently been incorporated into English materials (Putri, 2018). Education plays an important role in helping students understand these problems and develop responsible behavior toward the environment. English is a global language that allows people to communicate ideas and solutions about environmental challenges (Fitria, 2024a). By combining English learning with environmental education, students can improve their language skills while also gaining knowledge about sustainability.

Eco-English is an approach that integrates environmental topics into English language learning. This method allows students to read, write, speak, and listen to content related to real-world environmental issues. For example, students may read articles about recycling, write essays on reducing plastic use, discuss climate change in class debates, or listen to podcasts about local conservation efforts. By learning English through meaningful environmental topics, students develop not only language proficiency but also critical thinking, responsibility, and awareness of sustainability.

English, as a global language, provides opportunities for students to access knowledge, discuss solutions, and communicate ideas about sustainability with a broader audience. Integrating environmental values into English language learning allows students to develop their language skills while understanding real-world issues, making learning more meaningful and purposeful.

Using Eco-English also makes learning more interesting and relevant. When students discuss issues that affect their daily lives, such as waste in their community or energy-saving practices at home, they become more motivated to learn English. At the same time, they learn how to express opinions, propose solutions, and take action in English, which connects classroom learning to real-life experiences.

Eco-English encourages interdisciplinary learning as well. Environmental topics are related to science, geography, and social studies. By integrating these subjects into English lessons, students gain a broader understanding of global challenges

while practicing reading, writing, listening, and speaking skills. This approach also helps students work collaboratively on projects, such as environmental campaigns or community clean-up activities, promoting teamwork, creativity, and social responsibility.

Eco-English not only improves English language skills but also helps students become environmentally conscious individuals. By learning English through environmental topics, students are better prepared to participate in sustainability initiatives, understand global issues, and contribute to creating a more sustainable future. This approach transforms English lessons into meaningful learning experiences that combine language development with environmental education.

Eco-English is an innovative approach that combines English language learning with environmental education. It uses environmental topics as the core content for reading, writing, listening, and speaking activities. For example, students may read articles about recycling and renewable energy, write essays on reducing plastic use, listen to interviews with environmental activists, or discuss solutions to local environmental problems in class debates. Through these activities, students develop language proficiency while gaining eco-literacy, critical thinking, and a sense of responsibility toward the environment.

This approach also increases student motivation and engagement. Learning English through topics that affect students' daily lives, such as sustainable living, water conservation, or community clean-ups, helps learners see the relevance of the language. They not only practice expressing ideas and opinions in English but also learn to propose solutions and take actions that benefit their communities. By connecting language learning with real-life environmental contexts, Eco-English encourages active participation and meaningful learning.

Eco-English supports interdisciplinary learning by linking English with subjects such as science, geography, and social studies. Environmental topics provide a natural way to integrate knowledge from different fields, enabling students to understand the complexity of environmental challenges while practicing their language skills. For instance, reading a report on climate change helps students improve comprehension and analytical skills, while a class discussion on energy conservation develops speaking fluency and critical thinking. Collaborative projects, such as creating environmental campaigns or participating in community sustainability programs, foster teamwork, creativity, and social responsibility.

Furthermore, Eco-English prepares students to become responsible global citizens. By using English to discuss environmental problems, students can communicate with a wider audience, participate in global initiatives, and understand international perspectives on sustainability. They also develop ethical awareness, learning to respect nature and understand the importance of conserving resources for future generations. This approach transforms English lessons from traditional language exercises into value-based education, cultivating both linguistic competence and environmentally responsible behavior.

There are several studies related to this research. Saiful (2020) discusses the integration of Ecocriticism into ELT, emphasizing that literature can be used to address environmental crises and promote the value of protecting nature. The study highlights that English teachers take on the role of moral agents, using literary works not only to teach language skills but also to instill environmental awareness and virtues in students. Olawumi & Mavuso (2023) examine how environmental ethics education is integrated into school lessons, particularly in South African classrooms. It sought to identify the level of incorporation of environmental ethics in teaching and to explore how such education can foster awareness, moral values, and responsible attitudes toward the environment. The study found that integrating environmental ethics education into lessons can raise students' awareness of their interactions with the environment and encourage ethical behavior toward nature. Improved environmental ethics education supports environmentally responsible actions, contributing to reduced environmental damage and enhanced conservation and management. Ibrahim & Damayanti (2024) explore how environmental issues are represented in an EFL module for fifth-grade primary students by examining the relationship between verbal and visual texts. It sought to understand how the module depicts causes, effects, and solutions of drought-related environmental issues using a multimodal approach. The study found that the module represents environmental issues through both visual and verbal texts in complementary ways. Causes of drought are primarily shown visually through Transactional Action processes, highlighting excessive use of water. Nadiyah (2024) developed an Eco-ELT-based English textbook for young learners using an R&D approach with the 4-D model (define, design, develop, and disseminate). The findings indicate that the developed textbook is highly valid and feasible for classroom use, as confirmed by expert validation and field testing. Content experts rated the material as very valid in terms of content relevance, feasibility, and contextual assessment, while media experts confirmed the high quality of its graphic design. In addition, both students and teachers responded very positively to the textbook during limited-scale trials. Parveen et al. (2025) examine Eco-English, an approach that integrates sustainable agriculture topics into English language learning to develop both language skills and environmental awareness. The study shows that combining sustainable agriculture, biodiversity preservation, and environmental stewardship with English instruction enhances writing, critical thinking, and vocabulary while fostering ecological consciousness in students. It highlights the role of competency-based language teaching (CBLT), participatory methods, and digital tools in effectively linking language learning with sustainability goals. Rohmawatin (2025) developed an Eco-ELT-based Project-Based Learning (PBL) Module for basic writing aimed at supporting English learning, particularly writing skills. The study found that the Eco-ELT-based PBL Module was highly valid and suitable for use. Validation by material experts yielded a score of 98 (85.2%, "very valid") for content suitability, and validation by media experts yielded a score of 119 (91.5%, "very valid") for

graphical feasibility. Limited-scale trials showed that students gave an average score of 84.9% (“highly suitable”), while lecturers gave an average score of 82.6% (“highly suitable”). These results indicate that the module effectively supports English learning and enhances students’ writing skills while integrating environmental values through the Eco-ELT approach. Lestari et al. (2025) examine EFL learners’ perceptions of the implementation of an Eco-ELT-based e-reading module and their views on Eco-ELT as an approach to integrating environmental awareness into English learning. The findings show that most learners have positive perceptions and acceptance of the Eco-ELT-based e-reading module, with around half of the participants expressing clear positive responses. Learners perceived Eco-ELT as providing new insights into environmental issues, improving reading comprehension, and encouraging environmentally friendly and sustainable lifestyles.

Previous studies have demonstrated the importance of integrating environmental values into English Language Teaching (ELT) through various perspectives and approaches. Saiful (2020) focuses on Eco-ELT derived from ecocriticism, emphasizing the role of literary texts and positioning teachers as moral agents in promoting environmental ethics. Olawumi and Mavuso (2023) examine environmental ethics education in school lessons, highlighting its role in shaping students’ moral awareness and responsible attitudes toward nature, but their study is not specifically situated within English language skill development. Ibrahim and Damayanti (2024) analyze environmental representations in an EFL module using a multimodal framework, concentrating on how environmental issues are visually and verbally constructed rather than on comprehensive language skill integration.

Other studies emphasize material development and learner perception. Nadiyah (2024) and Rohmawatin (2025) develop Eco-ELT-based teaching materials using R&D approaches, focusing mainly on young learners and specific skills such as writing. Parveen et al. (2025) explore Eco-English through sustainable agriculture themes, highlighting writing, vocabulary, and critical thinking, while Lestari et al. (2025) investigate learners’ perceptions of Eco-ELT-based e-reading modules, with an emphasis on reading comprehension and environmental awareness. Although these studies confirm the feasibility, effectiveness, and positive reception of Eco-English and Eco-ELT materials, most of them address specific language skills, isolated instructional models, particular learner levels, or limited thematic scopes.

Thus, there remains a gap in research that systematically integrates Eco-English and Eco-ELT as a unified pedagogical framework across all core English language skills—reading, writing, speaking, listening, grammar, and vocabulary—while explicitly positioning environmental values as central learning outcomes rather than supplementary content. Moreover, few studies conceptually bridge Eco-English and Eco-ELT to clarify their complementary roles within English language learning for sustainable education.



## Method

This study uses a library research (desk research) method to explore how Eco-English can be implemented to integrate environmental values into English language learning. Library research is a method that involves collecting, reviewing, and analyzing existing literature, documents, and other sources to gain a comprehensive understanding of a research topic (Fitria, 2023). It is particularly suitable for this study because it allows the researcher to examine theoretical frameworks, previous studies, and practical examples without conducting primary fieldwork, providing a solid foundation for understanding Eco-English and its role in promoting sustainability in language education.

The data collection in this study is carried out through document analysis. The researcher collects relevant documents, including books, journal articles, theses, dissertations, educational reports, and credible online publications related to the topic (Fitria, 2024b), such as English language teaching, environmental education, Eco-English, and sustainable development. These sources provide information on strategies, methods, and best practices for integrating environmental values into language learning, as well as insights into developing reading, writing, speaking, listening, vocabulary, and grammar skills in meaningful environmental contexts.

The data analysis is conducted using a qualitative content analysis approach, which involves reviewing, summarizing, and synthesizing the information from the collected documents. The researcher identifies key concepts, patterns, and themes related to Eco-English implementation, its benefits, and challenges in integrating environmental values into English language learning. Findings are then organized descriptively to provide a comprehensive understanding of how Eco-English can enhance language skills while fostering environmental awareness, critical thinking, and responsible action toward sustainability.

## Findings and Discussion

The research explores how Eco-English can be implemented to integrate environmental values into English language learning, aiming to enhance students' language skills while fostering environmental awareness, responsibility, and sustainable action.

### A. Previous Studies of Environmental Values in English Language Learning through Eco-English and Eco-ELT

Saiful (2014) investigates the fundamental materials development for Eco-ELT and produces a set of recommendations to the teachers, in particular to ELT teachers. Using the qualitative method of exploratory research design, the results are: the Eco-ELT materials are the English materials that deal with the ideas of uplifting the sense of belonging between children and the environment, as well as investing the virtues of local wisdom formed into the learning base, second language acquisition (SLA) paradigm, and the scope of Eco-ELT materials. The guidelines for designing the Eco-ELT materials towards their application in

teaching learning process are presented in the form of target learners, curriculum base for Eco-ELT, learning topics, learning model, and assessment.

Saiful (2023) explains the scope of Eco-ELT by elaborating its philosophical foundations—ontology, epistemology, and axiology and providing a comprehensive framework for practice. This guide is for English teachers, curriculum designers, and policymakers in implementing Eco-ELT interventions, thereby enhancing the integration of environmental values into English language teaching. The study also seeks to define the principles and research areas of Eco-ELT to strengthen the structure and impact of environmental education within ELT.

Kalsum et al. (2024) investigate the integration of Eco-ELT into the English curriculum using the ADDIE instructional design model. The study develops and evaluates teaching materials aimed at improving both language proficiency and environmental awareness. Following the five phases of ADDIE—Analysis, Design, Development, Implementation, and Evaluation—the research finds that Eco-ELT enhances student engagement, English skills, and environmental consciousness. The study highlights Eco-ELT as a promising approach for combining language learning with environmental education, offering guidance for material development and sustainable teaching practices.

Candra et al. (2025) improve English language skills while also raising environmental awareness among students at SDN 2 Singapadu Kaler. Based on the evaluation results, students' achievement in mastering English was very good. The results of the objective tests showed that 80.2% of students scored above 90, and from the essay tests, 75% of students were able to answer the questions using simple English. Students also demonstrated an increased awareness of the environment during the mentoring process provided by the implementing team. Active student participation and full support from teachers contributed to a positive and productive learning environment.

Deshmukh (2025) investigates the impact of an eco-pedagogical approach on students' environmental awareness, motivation, and English language achievement within an English for Academic Purposes (EAP) class. Addressing the urgent need to integrate sustainability education into ELT, the study incorporated environmental themes such as biodiversity conservation, climate change, and sustainable living into the university-level EAP curriculum in India. The findings revealed that the eco-pedagogical approach significantly enhanced students' environmental awareness, motivation, and linguistic achievement, as shown by paired-sample t-test results ( $p < .001$ ). Correlation analyses further indicated strong positive relationships among these factors. The study concludes that integrating sustainability education into ELT creates a meaningful and practical learning environment, transforming language classrooms into spaces for critical thinking and responsible action. Bulan et al. (2025) investigate how high school students in Dompu Regency perceive the integration of environmental

issues into English language education. The findings indicate strong student support for integrating ecological themes into English learning. Around 64.5% of students preferred learning English in real-life contexts, 82.2% showed interest in exploring environmental issues, and 68.8% wanted to learn how to care for the environment through English-based activities. These results suggest that students view English not just as a tool for grammar or academic skills, but as a medium to engage with meaningful, globally relevant topics. The study recommends that educators adopt Eco-ELT and action-based learning strategies to enhance both language proficiency and environmental literacy.

Previous studies indicate that integrating environmental values into English language learning through Eco-English and Eco-ELT has been widely explored from theoretical, pedagogical, material development, and learner perception perspectives. Saiful (2014) lays the foundation for Eco-ELT material development by proposing guidelines that emphasize local wisdom, environmental awareness, and second language acquisition principles, providing practical directions for curriculum design, learning topics, instructional models, and assessment. Expanding this work, Saiful (2023) elaborates the philosophical underpinnings of Eco-ELT—ontology, epistemology, and axiology—while offering a comprehensive framework to guide teachers, curriculum designers, and policymakers in implementing environmentally oriented ELT practices.

Empirical studies further demonstrate the effectiveness of Eco-ELT in classroom contexts. Kalsum et al. (2024) show that integrating Eco-ELT into the English curriculum using the ADDIE model enhances students' language proficiency, engagement, and environmental awareness. Similarly, Candra et al. (2025) report significant improvements in elementary students' English achievement and environmental awareness through environmentally integrated English learning activities. At the tertiary level, Deshmukh (2025) confirms that eco-pedagogical approaches in an EAP context significantly improve students' environmental awareness, motivation, and linguistic achievement, highlighting the transformative role of sustainability education in ELT.

Learner perception studies also support the relevance of Eco-ELT. Bulan et al. (2025) find strong student support for integrating environmental themes into English learning, with learners viewing English as a meaningful medium for engaging with real-life and global environmental issues. Overall, these studies consistently demonstrate that Eco-English and Eco-ELT effectively enhance language skills, environmental awareness, motivation, and ethical responsibility, while positioning English language learning as a vehicle for sustainable education and global citizenship.

### **B. Importance of Integrating Environmental Values into English Language Learning through Eco-English and Eco-ELT for a Sustainable Future**



Integrating environmental values into English language learning through the Eco-English approach is important because it allows language education to address global environmental challenges while developing students' communication skills. English is a global language used to discuss international issues, including climate change, pollution, and sustainability. By embedding environmental topics into English lessons, students learn the language in meaningful, real-world contexts that are relevant to their lives and the future of the planet.

This integration also helps develop students' environmental awareness, responsibility, and critical thinking skills. Through reading, writing, speaking, and listening activities focused on environmental issues, students are encouraged to reflect on human impacts on nature and consider sustainable solutions. Eco-English promotes values such as care for the environment, sustainable behavior, and social responsibility, transforming English learning from a purely linguistic activity into value-based education.

Moreover, Eco-English supports a sustainable future by preparing students to become environmentally conscious global citizens. When students use English to express ideas, opinions, and actions related to environmental protection, they are better equipped to participate in global discussions and initiatives. Therefore, integrating environmental values into English language learning through Eco-English not only improves language proficiency but also contributes to education for sustainable development.

Another important aspect of Eco-English is its ability to increase students' motivation in learning English. When environmental issues such as global warming, waste management, or renewable energy are used as learning topics, students become more interested because these issues affect their daily lives. This relevance helps students see English not just as a school subject, but as a useful tool for understanding and responding to real-world problems.

Eco-English also encourages active learning and collaboration. Students may work on projects such as creating posters, writing environmental campaigns, or giving presentations about environmental problems and solutions in English. These activities not only improve their speaking, writing, and teamwork skills but also strengthen their sense of responsibility toward the environment. Learning becomes more interactive, meaningful, and socially engaging.

In addition, Eco-English supports interdisciplinary learning by connecting English with science, geography, and social studies. Students can read scientific texts about climate change, analyze environmental news, or discuss environmental policies in English. This helps them build a broader understanding of global environmental issues while practicing language skills, making their learning more holistic and integrated.

Furthermore, integrating environmental values in English education helps students develop ethical awareness. They learn to respect nature, understand

environmental justice, and recognize the importance of protecting resources for future generations. By discussing these topics in English, students also learn to express their values and opinions clearly and respectfully, which is an important skill for global citizenship.

Overall, Eco-English strengthens the role of education in creating a more sustainable world. By combining language learning with environmental responsibility, schools can help students become not only fluent English users but also thoughtful, responsible individuals who are ready to contribute to environmental protection and sustainable development.

## **C. Examples of Integrating Environmental Values into English Language Learning through Eco-English for a Sustainable Future**

Eco-English integrates language skills with environmental education, enabling students to learn English meaningfully while developing awareness, responsibility, and action toward a sustainable future. By linking language learning with environmental topics, students not only improve their English skills but also gain eco-literacy and a sense of responsibility toward sustainability.

### **1. Reading Skill**

In Eco-English-based reading activities, students read texts related to environmental issues such as pollution, climate change, or conservation. The main goal is not only to improve reading comprehension but also to help students understand real-world environmental problems through English. Reading environmental texts develops students' ability to identify ideas, analyze information, and think critically while simultaneously raising environmental awareness and concern for sustainability.

In Eco-English, reading activities focus on texts that not only improve students' language skills but also increase their awareness of environmental issues. Students engage with a variety of materials to practice understanding, analyzing, and evaluating content in meaningful contexts. The reading tasks are designed to connect language learning with real-world environmental problems, helping students think critically, reflect on solutions, and apply what they learn to their own communities.

Students read materials such as articles about pollution, climate change, deforestation, and renewable energy; reports from NGOs or government agencies; local sustainability case studies; and blog posts or short stories related to environmental topics. These authentic texts expose students to real English used in society and provide information they can analyze and discuss.

While reading, students practice skills such as identifying the main idea, analyzing causes and effects of environmental problems, and evaluating

proposed solutions. These tasks encourage critical thinking and connect reading with practical action for sustainability.

For instance, students can read an article about plastic waste in rivers and answer questions in English, such as:

- a. What is the main problem described in the article?
- b. What are the causes of this problem?
- c. What solutions are suggested, and which one would you recommend?
- d. As an extension, students can propose an additional solution that could be applied in their own community, linking reading comprehension with real-life environmental action.

## 2. Writing Skill

Eco-English writing activities encourage students to express ideas, opinions, and solutions about environmental issues in written form. Students practice organizing ideas, using appropriate grammar, and developing arguments while promoting eco-friendly behavior. Writing about environmental topics helps students become more reflective and responsible. It trains them to communicate ideas clearly and persuasively while supporting environmental values and sustainable thinking.

Writing in Eco-English enables students to express their ideas, opinions, and solutions about environmental issues in a meaningful way. It not only improves grammar, vocabulary, and sentence structure but also helps students develop critical thinking, reflection, and environmental responsibility. By writing about real-world environmental challenges, students learn to organize their thoughts clearly, construct persuasive arguments, and connect language learning to practical action for sustainability. This approach encourages students to become eco-conscious communicators who can influence others through written English.

Students work with a variety of environmental writing genres, including:

- a. Opinion essays on topics such as “How to reduce plastic use in our community” or “The importance of planting trees.”
- b. Problem-solution texts that describe an environmental challenge, analyze its causes, and suggest practical solutions.
- c. Reflective journals where students connect their personal actions—like saving water, reducing waste, or recycling—to broader environmental responsibility.

These types of texts allow students to practice both formal and informal writing while reinforcing eco-values.

While writing, students focus on tasks such as:

- a. Identifying the main problem and proposing clear, actionable solutions.
- b. Organizing ideas logically into paragraphs with a topic sentence, supporting details, and a conclusion.

- c. Reflecting on personal or community actions and linking them to sustainable practices.
- d. These tasks strengthen students' ability to communicate effectively while considering environmental impact.

Students can write a paragraph describing local environmental practices, such as a school recycling program, community tree planting, or neighborhood clean-up initiatives. They then share their writing with classmates or post it on a class bulletin board, promoting discussion and awareness.

Extension: Students can compile all paragraphs into a class eco-guide to share with the wider school community.

### 3. Speaking Skill

In speaking activities, students orally communicate environmental ideas through presentations, discussions, or debates. These activities focus on fluency, pronunciation, and confidence while encouraging students to share solutions to environmental problems. Speaking about environmental issues empowers students to become active communicators and advocates for sustainability, helping them develop confidence and real-life communication skills.

Speaking in Eco-English helps students communicate their ideas about environmental issues clearly and confidently. It develops fluency, pronunciation, and conversational skills while encouraging students to share solutions, express opinions, and persuade others. By discussing real-world environmental challenges such as climate change, recycling, or sustainable living, students not only practice English but also become active advocates for sustainability. Speaking activities promote collaboration, critical thinking, and the ability to consider different perspectives, making communication purposeful and connected to real-life action.

Students engage in a variety of speaking tasks, including:

- a. Discussions or debates on environmental topics, for example, "Should single-use plastics be banned?" or "How can our city promote renewable energy?"
- b. Role-plays representing different stakeholders, such as government officials, environmental activists, or local community members, to explore multiple perspectives on environmental issues.
- c. Presentations on local environmental campaigns or projects, like recycling drives, community gardens, or tree planting programs.

These activities provide opportunities for students to practice structured and informal speaking while reinforcing eco-values.

While speaking, students focus on:

- a. Expressing ideas clearly and persuasively.

- b. Using appropriate vocabulary related to environmental topics.
- c. Listening to classmates' opinions and responding thoughtfully.
- d. Consider multiple perspectives when discussing or proposing solutions.

Students can present a community project for tree planting in English. They explain the project's goals, steps, and expected outcomes, and answer questions from classmates.

Extension: Students can record their presentation or perform a role-play simulating a town hall meeting to propose environmental initiatives, practicing real-life communication and advocacy.

#### 4. Listening Skill

Eco-English listening activities use audio or video materials such as podcasts, news reports, or documentaries related to environmental topics. Students practice understanding spoken English while gaining exposure to authentic environmental content. Listening activities improve comprehension and pronunciation awareness while fostering empathy and global awareness of environmental challenges.

Listening in Eco-English helps students understand spoken English in authentic contexts while learning about environmental issues. It develops comprehension, note-taking, and analytical skills and exposes students to the natural flow of English used by experts, activists, or media outlets. Listening activities also foster empathy, global awareness, and critical thinking, as students interpret arguments, causes, effects, and proposed solutions to real-world environmental challenges. By connecting language learning with environmental content, students gain both English proficiency and eco-consciousness.

Students engage with a variety of audio-visual resources, such as:

- a. Podcasts or interviews with environmental activists or experts.
- b. News reports on pollution, climate change, recycling campaigns, or sustainability initiatives.
- c. Video documentaries about local or global environmental issues.
- d. Webinars or recorded talks by environmental organizations.

These materials provide authentic listening practice while offering content students can analyze and discuss.

While listening, students practice:

- a. Identifying main ideas and supporting details.
- b. Recognizing cause-and-effect relationships in environmental issues.
- c. Understanding arguments and solutions presented by speakers.
- d. Taking organized notes to summarize key points.

Students listen to an interview with an environmental activist about river clean-up projects. After listening, they summarize the main points in English,



such as the problems discussed, the causes of the issues, and the proposed solutions.

Extension: Students can compare their summaries in pairs, discuss which solutions might work locally, and reflect on personal actions they could take to support environmental initiatives.

### 5. Grammar Skill

Grammar is taught using sentences and examples related to environmental contexts. Instead of isolated grammar drills, students learn grammar through meaningful environmental messages, such as giving advice, explaining processes, or showing cause-and-effect relationships. Using environmental contexts makes grammar learning more meaningful and relevant. Students learn how grammar structures function in real-life communication while reinforcing values of responsibility and sustainability.

Vocabulary in Eco-English focuses on teaching students the words and expressions needed to discuss environmental and sustainability topics. Learning relevant vocabulary improves reading, writing, speaking, and listening skills while enabling students to communicate ideas clearly about real-world ecological issues. It also strengthens eco-literacy, helping students understand environmental concepts and apply them in everyday life, discussions, and problem-solving. By practicing environmental vocabulary, students become more confident in expressing ideas, proposing solutions, and advocating for sustainability in English.

Students learn vocabulary through various sources, such as:

- a. Word lists of environmental and sustainability terms: sustainability, conservation, pollution, renewable energy, ecosystem, and biodiversity.
- b. Flashcards, matching cards, or word games.
- c. Short texts, articles, or news reports where the vocabulary is used in context.
- d. Interactive apps or digital resources for practice and reinforcement.

Students practice:

- a. Using new words in sentences, dialogues, or discussions.
- b. Matching words with definitions or images to understand meaning and context.
- c. Applying vocabulary in writing or speaking tasks related to local environmental issues.

Students can match environmental words with their definitions and then use each word in a sentence describing a local environmental problem or solution, for example:

- a. "Recycling reduces pollution in our community."
- b. "Planting trees helps conserve the ecosystem."

Extension: Students can create a class Word Wall or digital glossary where everyone contributes new environmental vocabulary with definitions and example sentences.

### 6. Vocabulary Skill

Vocabulary learning focuses on words and expressions related to the environment and sustainability. Students learn not only the meanings of words but also how to use them accurately in sentences and real communication. Environmental vocabulary equips students with the language needed to discuss global issues. It strengthens eco-literacy and allows students to communicate environmental ideas effectively in English.

Grammar in Eco-English is taught through meaningful environmental contexts rather than isolated exercises. Students learn structures such as conditionals, passive voice, and modals while communicating about real-world environmental issues. This approach helps students understand how grammar functions in authentic English, improves their accuracy, and strengthens their ability to give advice, describe processes, and explain cause-and-effect relationships. Using grammar in eco-contexts also reinforces responsibility and sustainability awareness, as students practice writing and speaking about actions that protect the environment.

Grammar can be integrated into environmental messages, instructions, or short texts, such as:

- a. Environmental campaign slogans and posters.
- b. Instructions for recycling, conserving energy, or tree planting.
- c. Short paragraphs describing local eco-projects or sustainability practices.
- d. Worksheets focusing on specific grammar points using environmental examples.

Students practice:

- a. Using conditionals to show cause-and-effect relationships: "If we reduce plastic, we will protect the oceans."
- b. Rewriting sentences in passive voice to emphasize actions: "The forest is being protected by local communities."
- c. Using modals for advice: "We should recycle more to save energy."
- d. Applying grammar in writing or speaking tasks about environmental topics.

Students can rewrite environmental instructions using modals and passive voice. For example:

- a. Original: "People must recycle bottles." → Rewritten: "Bottles must be recycled by everyone."
- b. Original: "Turn off the lights to save electricity." → Rewritten: "We should turn off the lights to save electricity."

- c. Extension: Students can compile a “Grammar for Sustainability” poster with examples of conditionals, modals, and passive sentences to share with the class.

The findings of this study align closely with and extend previous research on Eco-English and Eco-ELT, which consistently emphasizes the integration of environmental values into English language learning as an effective pedagogical approach. Similar to Saiful (2014, 2023), who highlighted Eco-ELT as a framework grounded in ecological awareness, moral values, and meaningful material design, this study demonstrates how Eco-English operationalizes those principles across all language skills—reading, writing, speaking, listening, grammar, and vocabulary—through concrete classroom practices. While Saiful focused primarily on conceptual foundations and material development guidelines, the present study provides detailed skill-based examples that show how Eco-English principles can be implemented systematically in daily English instruction.

The findings also support Kalsum et al. (2024) and Rohmawatin (2025), who found that Eco-ELT-based materials enhance students’ engagement, language proficiency, and environmental awareness. In line with their results, this study shows that embedding environmental topics into reading texts, writing tasks, speaking activities, and listening materials encourages critical thinking, active participation, and eco-literacy. However, unlike those studies that focused on specific products (modules or textbooks), this research contributes a more holistic pedagogical model by illustrating how Eco-English can be integrated across all language components rather than within a single skill or learning material.

Furthermore, the present findings resonate with empirical classroom-based studies such as Candra et al. (2025) and Deshmukh (2025), which reported improvements in students’ language achievement, motivation, and environmental awareness through eco-pedagogical approaches. Similarly, the speaking and listening activities in this study position students as active communicators and advocates for sustainability, reinforcing Deshmukh’s conclusion that eco-pedagogy transforms language classrooms into spaces for critical education and responsible action. The use of authentic environmental issues and community-based tasks in this study also reflects Bulan et al. (2025), whose findings show strong learner support for real-life, environmentally themed English learning.

In addition, this study extends learner perception research, such as Lestari et al. (2025), by moving beyond attitudes toward Eco-ELT to demonstrate how environmental values can be practically integrated into classroom activities. The detailed examples of reading comprehension tasks, writing genres, speaking projects, listening analyses, grammar contextualization, and vocabulary

development provide pedagogical clarity that complements earlier studies focusing on perceptions, representations, or material validation.

Overall, while previous studies have established the theoretical foundations, material feasibility, learner acceptance, and effectiveness of Eco-English and Eco-ELT, the present study contributes novelty by offering a comprehensive, skill-based integration model. It bridges theory and practice by showing how Eco-English can function as a coherent instructional approach that simultaneously develops English proficiency and environmental responsibility, thereby strengthening the role of English language learning in fostering sustainable and globally responsible citizens.

### Conclusion and Suggestion

#### A. Conclusion

Integrating environmental values into English learning through the Eco-English approach is essential because it combines language development with environmental awareness, preparing students to address global challenges such as climate change, pollution, and sustainability. By embedding environmental topics into reading, writing, speaking, and listening activities, students develop critical thinking, responsibility, and ethical awareness, while learning English in meaningful, real-world contexts. Eco-English also increases student motivation by using relevant environmental issues that affect daily life, encourages active learning and collaboration through projects and presentations, and promotes interdisciplinary learning by linking English with science, geography, and social studies. Furthermore, it equips students to become environmentally conscious global citizens who can express ideas, opinions, and solutions in English, contributing to sustainable development. Overall, Eco-English transforms English lessons into value-based education, fostering both language proficiency and a sense of responsibility toward the environment, helping students become thoughtful, responsible individuals ready to participate in environmental protection and sustainability initiatives.

Eco-English integrates language learning with environmental education, allowing students to develop English skills meaningfully while fostering awareness, responsibility, and action toward a sustainable future. In reading activities, students engage with texts about pollution, climate change, deforestation, and conservation, using authentic materials such as articles, reports, case studies, and short stories to improve comprehension, analyze causes and effects, evaluate solutions, and apply ideas to real-life environmental action. Writing tasks encourage students to express opinions, propose solutions, and reflect on personal or community practices through genres like opinion essays, problem-solution texts, and reflective journals, promoting critical thinking, organization, and eco-conscious communication. Speaking activities help students communicate environmental ideas clearly and confidently through

discussions, debates, presentations, and role-plays, while considering multiple perspectives and practicing real-life advocacy. Listening activities expose students to podcasts, interviews, news reports, documentaries, and webinars, developing comprehension, note-taking, and analytical skills, while fostering empathy and awareness of global environmental issues. Vocabulary learning focuses on environmental and sustainability terms, enabling students to use words such as sustainability, pollution, renewable energy, ecosystem, and biodiversity accurately in reading, writing, speaking, and discussion tasks, thereby strengthening eco-literacy and communication. Grammar is taught through meaningful environmental contexts, using structures like conditionals, passive voice, and modals for advice to explain processes, show cause-and-effect relationships, and give guidance, which helps students improve accuracy and communicate responsibly about sustainability. Together, these Eco-English activities integrate language skills with environmental values, encouraging students to become thoughtful, responsible global citizens capable of expressing ideas, proposing solutions, and taking action for a sustainable future.

### B. Suggestion

Based on the principles of Eco-English, integrating environmental values into English language teaching provides students with meaningful opportunities to develop their language skills while fostering awareness, responsibility, and action toward sustainability. By connecting English learning with real-world environmental issues, teachers can create lessons that are both engaging and educational, helping students think critically, communicate effectively, and reflect on their role as responsible global citizens. The following suggestions highlight practical strategies for applying Eco-English in the classroom to enhance reading, writing, speaking, listening, vocabulary, and grammar skills while promoting eco-conscious attitudes and sustainable behaviors.

1. **Embed Environmental Topics into All Language Skills.** Teachers should integrate environmental themes into reading, writing, speaking, listening, vocabulary, and grammar activities. Using real-world topics such as climate change, pollution, recycling, and conservation makes language learning meaningful and relevant, helping students connect English with practical issues in their lives.
2. **Use Authentic and Varied Materials.** Incorporate authentic materials like news articles, environmental reports, podcasts, interviews, documentaries, case studies, and short stories. These materials expose students to real English and provide opportunities to analyze, evaluate, and discuss environmental issues while improving comprehension, critical thinking, and language skills.
3. **Promote Critical Thinking and Problem-Solving.** Activities should encourage students to analyze the causes and effects of environmental problems, evaluate proposed solutions, and develop their own ideas. Tasks like opinion



essays, problem-solution writing, debates, and reflective journals help students think critically and communicate responsibly about sustainability.

4. Foster Active Learning and Collaboration. Teachers can design group projects, presentations, and role-plays that involve environmental initiatives, such as recycling campaigns, tree planting, or energy-saving programs. Collaborative tasks enhance communication skills, teamwork, leadership, and the ability to consider multiple perspectives.
5. Integrate Eco-Vocabulary and Grammar in Context. Teach vocabulary related to sustainability (e.g., ecosystem, renewable energy, conservation) and grammar structures like conditionals, passive voice, and modals through meaningful environmental contexts. This approach helps students communicate ideas accurately while reinforcing values of responsibility and eco-awareness.
6. Encourage Interdisciplinary Learning. Link English lessons with subjects such as science, geography, and social studies to provide a holistic understanding of environmental issues. Interdisciplinary activities allow students to see the connections between language, knowledge, and sustainable action.
7. Develop Students' Global Citizenship and Ethical Awareness. By integrating environmental values, teachers help students become ethically aware, responsible, and active global citizens. English lessons should not only focus on language proficiency but also encourage students to express ideas, propose solutions, and take practical action for sustainability.
8. Use Project-Based and Experiential Learning Approaches. Implement projects where students investigate local environmental issues, develop solutions, and present their findings in English. Experiential activities, such as field observations or community initiatives, make learning interactive, engaging, and socially meaningful.
9. Increase Motivation Through Relevant Topics. Select environmental topics that directly relate to students' daily lives. When students see how English can help them understand and solve real-world problems, motivation, engagement, and retention of language skills increase.
10. Assess Both Language Skills and Environmental Awareness. Assessment should measure not only English proficiency but also students' understanding of environmental issues, critical thinking, and ability to propose sustainable solutions. This encourages learning that integrates language with ethical and responsible action.

### References

- Bulan, A., Ramadhan, R. A., Wahyuni, N., & Taufik, T. (2025). Ecological Issues in English Language Learning: A Study of Senior High School Students' Perceptions in Dompu Regency. *Proceedings International Collaborative*

- Conference on Multidisciplinary Science*, 2(1), 370–376.  
<https://doi.org/10.70062/iccms.v2i1.121>
- Candra, K. D. P., Maharani, P. D., Juniarta, I. W., Sari, N. K. S. P., & Valentina, N. K. (2025). Eco-English: Integrasi Pengajaran Bahasa Inggris dan Pendidikan Lingkungan di SDN 2 Singapadu Kaler. *Madaniya*, 6(2), 1100–1109.  
<https://doi.org/10.53696/27214834.1276>
- Deshmukh, A. (2025). Sustainable English language teaching: Eco-pedagogy in ELT. *Research Studies in English Language Teaching and Learning*, 3(6), 623–635.  
<https://doi.org/10.62583/rseltl.v3i6.117>
- Fitria, T. N. (2023). A Library Research in English Education Research: A Guidance for Researchers in Writing Non-Research Articles. *Prosiding Seminar Nasional & Call for Paper STIE AAS*, 6(1). <https://prosiding.stie-aas.ac.id/index.php/prosenas/article/view/266>
- Fitria, T. N. (2024a). Household Waste Management Through a Waste Bank System to Increase Household Income for Residents of Dukuh Pondok Serang Mulur. *BUDIMAS: Jurnal Pengabdian Masyarakat*, 6(3). <https://www.jurnal.stie-aas.ac.id/index.php/JAIM/article/view/15518>
- Fitria, T. N. (2024b). *Qualitative Research Method in Education Field: A Guide for Researchers, Lecturers and Students (Metode Penelitian Kualitatif di Bidang Pendidikan: Panduan bagi Peneliti, Dosen dan Mahasiswa)*. Eureka Media Aksara.  
<https://repository.penerbiteureka.com/publications/578908/>
- Fitria, T. N. (2025). From Trash to Cash: Penguatan Peran Ibu PKK dalam Pengelolaan Sampah Berbasis Bank Sampah RT untuk Menunjang Ekonomi Rumah Tangga. *BUDIMAS: JURNAL PENGABDIAN MASYARAKAT*, 7(2).  
<https://doi.org/10.29040/budimas.v7i2.17338>
- Ibrahim, M. A., & Damayanti, I. L. (2024). The Representation of Environmental Issues in an EFL Module for Primary School: A Multimodal Analysis. *JEELS (Journal of English Education and Linguistics Studies)*, 11(1), 23–50.  
<https://doi.org/10.30762/jeels.v11i1.734>
- Kalsum, Humaeroah, & Agussalim. (2024). Eco-ELT: Transforming English Language Teaching through Sustainable and Innovative Materials. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature*, 12(2), 2350–2360. <https://doi.org/10.24256/ideas.v12i2.5640>
- Lestari, I. W., Zumrudiana, A., Habibullah, M. R., Fatoni, M., & Nadiyah, F. (2025). EFL Learners' Perception On Integrating E-Reading Module Based Eco ELT in EFL Class. *English Review: Journal of English Education*, 13(1), 235–246.  
<https://doi.org/10.25134/erjee.v13i1.10461>
- Nadiyah, F. (2024). *Developing Eco-ELT-Based Textbook for Young Learners [Undergraduate\_(S1), Universitas Nahdlatul Ulama Sunan Giri]*.  
<https://doi.org/10/Awalan.pdf>
- Olawumi, K., & Mavuso, M. P. (2023). Integration of Environmental Ethics Education in the Classroom: A of Related Literature. *International Journal of*

- Environmental, Sustainability, and Social Science*, 4(4), 1249–1252.  
<https://doi.org/10.38142/ijesss.v4i4.741>
- Parveen, D. S., Kang, M. B. A., & Khan, M. A. (2025). Eco-English: Cultivating Language Skills Through Sustainable Practices. *Journal of Applied Linguistics and TESOL (JALT)*, 8(4), 421–429. <https://doi.org/10.63878/jalt1345>
- Putri, I. G. A. P. E. (2018). Critical environmental education in tertiary English language teaching (ELT): A collaborative digital storytelling project. *Indonesian Journal of Applied Linguistics*, 8(2), 336–344. <https://doi.org/10.17509/ijal.v8i2.13280>
- Rohmawatin, S. N. (2025). *Developing An Eco-ELT Project Based Learning Module For Basic Writing* [Undergraduate Paper, Universitas Nahdlatul Ulama Sunan Giri]. <https://doi.org/10/AWALAN.pdf>
- Saiful, J. A. (2014). Eco-ELT materials development: The proposed idea towards instilling the concept of loving the environment and upholding the virtues of local wisdom to young learners. *ELT Materials Development in Asia and Beyond: Directions, Issues, and Challenges*. The 3rd UAD TEFL International Conference 2014. [https://www.researchgate.net/publication/380066419\\_Eco-ELT\\_materials\\_development\\_The\\_proposed\\_idea\\_towards\\_instilling\\_the\\_concept\\_of\\_loving\\_the\\_environment\\_and\\_upholding\\_the\\_virtues\\_of\\_local\\_wisdom\\_to\\_young\\_learners](https://www.researchgate.net/publication/380066419_Eco-ELT_materials_development_The_proposed_idea_towards_instilling_the_concept_of_loving_the_environment_and_upholding_the_virtues_of_local_wisdom_to_young_learners)
- Saiful, J. A. (2020). New Innovation in English Language Teaching: Revealing Concepts and Applications of ECO-ELT. *Tell : Teaching of English Language and Literature Journal*, 8(1), 63–73. <https://doi.org/10.30651/tell.v8i1.4604>
- Saiful, J. A. (2023). Eco-ELT for environmental research and praxis in ELT. *Journal on English as a Foreign Language*, 13(2), 373–398. <https://doi.org/10.23971/jefl.v13i2.6335>