



The Implementation of Green Eco-Literacy in English Language Learning: A Systematic Review

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Abstrak

Integrasi Green Eco-Literacy dalam pengajaran Bahasa Inggris bertujuan untuk meningkatkan kompetensi linguistik mahasiswa sekaligus menumbuhkan kesadaran serta tanggung jawab lingkungan. Proses penulisan Systematic Literature Review (SLR) dilakukan dengan menggunakan kerangka kerja PRISMA (Preferred Reporting Items for Systematic Review and Meta-Analysis). Dari hasil analisis data, teridentifikasi berbagai kategori ontologi, seperti buku teks, strategi pembelajaran, metode evaluasi, praktik kelas, sumber belajar, media, dan model pembelajaran. Temuan penelitian menunjukkan bahwa pengintegrasian tema-tema ekologis ke dalam pembelajaran bahasa dapat mendorong pemikiran kritis, keterampilan pemecahan masalah, serta kesadaran akan keberlanjutan pada mahasiswa. Metode pembelajaran yang efektif, seperti project-based learning, diskusi kelompok, kegiatan luar ruangan, dan penggunaan media interaktif terbukti dapat meningkatkan keterlibatan mahasiswa serta mendorong penerapan praktik ramah lingkungan di luar kelas. Namun, integrasi yang bermakna masih menghadapi sejumlah tantangan, antara lain kurangnya ketersediaan bahan ajar yang komprehensif, keterbatasan pelatihan guru terkait isu keberlanjutan, serta kecenderungan pengintegrasian topik hijau secara dangkal. Tinjauan ini menekankan perlunya kolaborasi antara pengembang kurikulum, pendidik, dan pembuat kebijakan dalam merancang materi ELT dan kerangka pembelajaran yang benar-benar mendukung pendidikan lingkungan serta selaras dengan tujuan global keberlanjutan. Selain itu, penting juga untuk memberikan pelatihan dan sumber daya yang memadai bagi para guru agar dapat menyampaikan pembelajaran berorientasi eco-literacy secara efektif. Penelitian di masa mendatang perlu mengeksplorasi pendekatan pengajaran inovatif dan interdisipliner, mengevaluasi sikap serta perubahan perilaku mahasiswa dari waktu ke waktu, serta menelaah bagaimana eco-literacy dalam ELT dapat berkontribusi pada tujuan yang lebih luas, yaitu kepedulian lingkungan dan kewarganegaraan global.

Kata Kunci: green eco-literacy, kesadaran lingkungan, pengajaran bahasa inggris, pendidikan keberlanjutan,

Abstract

The integration of Green Eco-Literacy in English Language Teaching (ELT) aims to enhance students' linguistic competence while simultaneously fostering environmental awareness and responsibility. The Systematic Literature Review (SLR) was conducted in accordance with the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework. From the data analysis, various ontology categories were identified, such as textbooks, instructional strategies, evaluation methods, classroom practices, learning resources, media, and instructional models. The findings indicated that incorporating ecological themes into language lessons can promote students' critical thinking, problem-solving skills, and sustainability consciousness. Effective pedagogical approach such as project-based learning, group discussions, outdoor activities, and the use of interactive media were found to increase student engagement and encourage them to apply eco-friendly practices beyond the classroom. However, meaningful integration remains challenged by the limited availability of well-developed teaching materials, insufficient teacher training on sustainability issues, and the tendency



toward superficial incorporation of green topics, this review emphasized the need for curriculum developers, educators, and policymakers to collaborate in designing ELT materials and instructional frameworks that genuinely support environmental education and align with global sustainability goals. Furthermore, providing teachers with sufficient training and resources is essential for the effective delivery of eco-literate instruction. Future research should explore innovative and interdisciplinary teaching approaches, evaluate students' attitudes and behavioural changes over time, and examine how eco-literacy in ELT can contribute to the broader objectives of environmental stewardship and global citizenship.

Keywords: English language teaching, environmental awareness, green eco-literacy, sustainability education

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Introduction

In recent years, sustainability has become a pressing global concern, influencing various fields, including education. The integration of environmental awareness into learning materials has become particularly significant in language education. In order to achieve a successful sustainable social environment, progress must be fully understood and broadly accepted (Zygmunt, T. 2016). The increasing urgency of global environmental challenges has underscored the need for education systems to prepare students not only as learners but as responsible stewards of the planet. Environmental awareness is “an important factor in increasing sustainable behaviour or practices and focuses on knowledge of the environmental concerns happening globally as well as strategies for positively impacting these concerns” (Gomez, et al., 2015). Sustainability as a concept, transcends scientific or environmental studies and has become a critical component of various disciplines, including language education. Language learning, particularly in formative years, offers a unique platform to promote environmental values while simultaneously developing essential linguistic and cognitive skills.

Understanding language learning as a field, language can serve as a powerful medium to spread environmental awareness “Promoting environmental awareness is considered a crucial goal in the context of education” (Slattery, 2003; Slattery & Rapp, 2003). Students can learn about the natural environment either in school or in their daily lives, depending on how the

educational system supports and integrates such learning. The natural environment can shape students' knowledge and experience. Ecological principles, known as eco-literacy, play an important role in highlighting environmental issues and equipping individuals with the knowledge necessary to implement sustainable development practices. Environmental education aims to raise public awareness and foster a sense of responsibility in addressing and preventing environmental issues.

Ecological principles serve as the backbone of sustainability education, offering a framework to understand and address the complex interplay between humans and the natural environment. They hold the potential to shape the ecological consciousness of future generations. The Green Eco-literacy approach emphasizes understanding ecological principles and promoting sustainable thinking through education. The term eco-literacy refers to one's ecological knowledge as well as the ability and willingness to apply this knowledge toward a sustainable lifestyle (Syah et al., 2021). Furthermore, Rabbianty et al. (2022) add that eco-literacy aligns with a sustainable environment. The students' ecological intelligence can be grown through understanding the environment and how to be environmentally friendly (Mainaki, Kastolani, & Setiawan, 2018).

It is visible that, lack of awareness from students' perspective is the main issue revolving the root of the problem. In a study conducted by Yudianti et al., (2020) adapted from Zulfa, S. A., & Sari, P. M. stated an example, at an elementary school in East Java, it was found that some

students littered and did not receive warnings from their friends. This proves the lack of understanding and environmental awareness among students. There are several schools that remain dirty, and with the fact only a few students participating in environmental activities, and few students are aware of how their behaviour impacts the environment (Adela & Suprapmanto, 2023) adapted from Zulfa, S. A., & Sari, P. M.

Eco-literacy is the ability to understand ecological principles and apply them to create a sustainable lifestyle (McBride et al., 2013). In the context of language learning, the integration of eco-literacy not only improves students' linguistic abilities but also includes critical environmental awareness. An eco-literate person is prepared to be an effective member of sustainable society, with well-rounded abilities of head, heart, hands, and spirit, comprising an organic understanding of the world and participatory action within and with the environment (McBride et al 2013). In educational settings, fostering eco-literacy goes beyond giving environmental knowledge (Ali, 2024). It seeks to inspire behavioral change and nurture a mindset that prioritizes sustainability. By integrating ecological principles into various subjects, eco-literacy equips students with the skills to address complex environmental challenges and actively participate in creating sustainable communities. In this case, for active learners. In the context of English language learning, the English language serves as a tool used across various contexts to articulate diverse viewpoints and narratives in global discussions, facilitating the dissemination of new ideas (McBride et al., 2013). Addressing environmental issues in ELT classrooms is one of the ways to tolerates students' Eco literacy. This review aimed to describe a general overview of implementations and opportunities of eco-literacy in ELT to help students develop their understanding towards the environment.

This research explores how the Green Eco-literacy approach is implemented in English language teaching classrooms. Some previous researches, Pratiwi, P.I. (2024), Verma, A. (2025) and Kazazoglu, S. (2025) had been implemented using textbook analysis according to Suswandi (2024), their quote on (Cunningsworth, 1995) The textbook has been one of the essential learning sources for students. As a medium to promote ecological literacy, textbooks have strategic roles. By embedding sustainability concepts and ecological themes

into language learning content, students can simultaneously enhance their linguistic proficiency and develop critical awareness of environmental issues. This study aims to provide innovative strategies for educators and material designers to create textbooks that align with educational goals and sustainability principles, fostering a generation of learners equipped to address global challenges and environmental awareness. This study aims to investigate the amount of implementation of the green eco-literacy approach in English textbooks for learners. This study contributes to both theory and practice by mapping how Green Eco-Literacy is integrated into English Language Teaching (ELT). The findings provide insights into effective strategies and challenges, offering guidance for teachers and practitioners to foster linguistic competence alongside environmental awareness. It also highlights implications for curriculum development and policymaking, while identifying research gaps that can inform future eco-pedagogical innovations.

Therefore, this study seeks to provide an answer to the following inquiry:

1. How is the Green Eco-Literacy implemented in English language teaching?
2. What teaching strategies, learning materials, and instrucional models are applied to support the integration of Green Eco-Literacy in ELT?
3. What benefits and challenges are identified in the implementattion of Green Eco-Literacy within English language learning?

Method

This research adopted a scoping review approach to systematically explore and map the implementation of Green Eco-literacy approaches in English language learning situations, within the broader context of sustainability in language learning. A scoping review is suitable for identifying existing evidence, clarifying concepts, and pinpointing research gaps on this emerging topic through previously done research. By identifying existing studies, theories, and frameworks related to eco-literacy in English language learning for reaching a sustainable education. In order to answer the

three research questions, this study systematically reviewed 100 research articles on English Language Education published between 2020 and 2024. All data were collected from Google Scholar, with a specific focus on studies discussing teaching materials, teaching media, learning media, and assessment related to the integration of Green Eco-Literacy in English language teaching and learning. This scope was chosen to capture recent developments in eco-literacy practices within ELT that align with current global educational and sustainability trends.

From this, PRISMA (Preferred Reporting Items for Systematic Review and Meta Analysis) was used for this research. Prisma is used to help writers report systematic reviews for a method and evaluate the overall comparison results. PRISMA assists in gathering and sorting studies, it is a great systematic search strategy for identifying, screening, and evaluation.

Identification

Identification in systematic review is the process of identifying keywords used in article search. Keywords are used to improve accuracy and efficiency in timing. There are 5 keywords used for this study; green eco-literacy, approach, English, language, and teaching.

The identification stages of the finding are as follows; (1) to look for previous studies about English language education, (2) to decide the selected studies that indicate the materials or learning method that is used to implement Green eco-literacy on English language teaching. Following the identification steps, it was indicated that a total of 100 studies were obtained. All these studies went through the next stage of systematic review, which was screening.

Screening

Screening is the next part of systematic review for selecting the required studies. A total of 100 studies successfully captured by the identification process were screened. The criterion was the year of publication for the last four years (2020-2024). The stated period of time is chosen because of the development of green eco-literacy shown in the English language learning materials. In order to know the development of green eco-literacy that is implemented in parts of English language teaching materials and situation. In order to find out what part of the ELT that frequently includes

eco-literacy and the example given from the materials used for the teaching.

The filtered study included the required criteria for the systematic review. The selected studies provide insights that is needed to be analyzed following the criteria and diagram as a guide for the systematic review to be structured as possible. The studies are chosen from Google Scholar as the media or platform for scouting the journals.

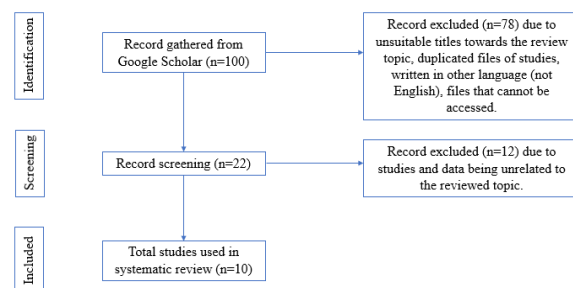
Tabel 1. Inclusion Criteria

Year of Publication	2020-2024
Language	English
Focus of findings	Data related to materials including; teaching media, learning media, or assessment. That is related to Green eco-literacy in English language teaching and learning.
Publication platform	Google Scholar

Source: Researcher

From 100 studies, 78 were eliminated after the first screening process. The first screening process was done from selecting the suitable titles for the systematic review. Studies that have duplicates or unrelated to the topic at all are fully eliminated. The second part of the screening being a more detailed analysis through the data of the articles, and studies that have no correlation between the reviewed topic are also removed. Additional removal is when the study is in any other language other than English, error recurring when opening the article, and files that are a duplicate of one another.

Figure 1. Flow Diagram of Systematic Review



Source: Researcher

From 100 studies, a total of 10 studies were successfully selected from the overall screening process. The remaining 10 studies then will be evaluated into research reports regarding the criteria; (1) The data validity selected from

the year 2020-2024; (2) The studies have clear context of the implemented sequence of events relating to ecological awareness in English language teaching; (3) The report and discussion will answer the research problems thoroughly and elaborate the answer in different section according to each studies; (4) The analyzed reports are analyzed following previous literature study as a guidance in order to achieve an efficient result.

Findings and Discussion

As it is previously stated, the studies were analysed in order to achieve what criteria is implemented in English Language Teaching in order to know how Green Eco-literacy are extended as a lesson. The studies were analyzed to identify the criteria implemented in English Language Teaching (ELT) in order to understand how Green Eco-Literacy is extended as a lesson. What makes this systematic review distinct from previous research is its comprehensive focus on multiple dimensions of eco-literacy integration covering teaching materials, media, and assessment within the specific context of ELT. Unlike earlier studies that mostly concentrated on either pedagogical strategies or theoretical frameworks, this review highlights the practical alignment between linguistic competence and environmental awareness. Furthermore, by synthesizing studies from 2020 to 2024, this research captures the most recent developments influenced by global sustainability goals and post-pandemic educational adaptations, offering timely insights that were not emphasized in earlier works.

Tabel 2. Overview of the Studies that are Screened and Reviewed

Ecological Requirements	2020	2021	2022	2023	2024
Quantity	-	-	2	4	4
Materials			✓	✓	✓
Method of Learning			-	-	✓
Assessment			✓	✓	-

Source: Researcher

¶ From the table it is stated that most of the years include materials as the most frequent use in implementation of Eco-Literacy on ELT

experience. Followed by assessment implemented in some occasions for increasing student knowledgeable experience, and of course, the method of learning that is used to teach the students in order to guide them in implementing Eco-Literacy towards the environment from their studies.

Section 1. The implementations of eco-literacy in ELT reviewed in related studies.

Pratiwi, P. I., & Ramadhani, D. (2024)

This study displays a systematically review of some journals that is qualified of mentions for implementation of Eco-Literacy in English Language Teaching. The researchers were drawn to the understanding of ecological principles playing an important role on environmental sustainability awareness. The purpose of this study is to prepare students in a more in-depth understanding of addressing environmental issues through English Language Teaching experience.

The results of this study show about 9 studies being reviewed in order to identify the results of what contents that are primarily identified as the source of impact, making the students aware about environment and Eco-Literacy movements through the classroom activities. The studies selected here is in the range of year 2020 - 2023. Contents of the classroom that includes Eco-Literacy could be in any form of teaching media, teaching materials, assessments, or even the method of teaching.

The result of the reviewed studies stated that the learning implemented that focuses on Eco-Literacy mostly stated through students' assessment. Students engaged with the activities, came up with ideas, and then start implementing on what they have learned to the environment in need. Teaching materials or activities such as, reading activity and writing activity covers a shift of knowledge that is improving the students' awareness on taking care the environment, collaboratively.

This study set out to investigate the implementations of eco-literacy in ELT to face the Smart Society and explore the opportunities proposed by eco-literacy in ELT. This study has also identified an opportunity that offers to integrate Eco-literacy into curricula, materials, assessments, and teacher training and professional development programs.

Yu, B., Guo, W. Y., & Fu, H. (2024)

The researcher systematically reviews the studies integrating sustainability into English Language Teaching (ELT), underlining the critical role of education in addressing global environmental challenges through language learning. The researchers were followed on how to develop strategies in order to empower students on reaching the goal upon protecting the environment.

The results of this study are shown through analysed studies from 2013 to 2023. Contents of the studies related to Eco-Literacy movements throughout the classroom activities. Contents of the classroom that includes Eco-Literacy could be in any form of teaching media, teaching materials, assessments, or even the method of teaching.

The result of the reviewed studies stated that the learning implemented that focuses on Eco-Literacy mostly stated through the learning method and learning materials; which encourage active learning, critical thinking, and collaboration. Authentic materials and real-life scenarios related to sustainability. The review highlighted a variety of strategies that were successfully implemented to integrate sustainability into ELT, demonstrating a comprehensive approach encompassing curriculum design, classroom activities, teacher training, and assessment methods. The strategies also include sorts of curriculum design, classroom activities (project-based learning, debates on environmental issues, simulation games, and collaborative research projects), teacher training, and various assessments such as making journals, portfolios, and presentations. These types of strategies assess language proficiency and students' engagement with sustainability awareness.

Haggag, H. M. (2023)

The integration of green pedagogy into English language instruction represents a significant step toward fostering both inferential reading skills and eco-literacy among pre-service science teachers. This study, explores this intersection by employing a one-group quasi-experimental design to examine the impact of environmentally focused instructional strategies on students' reading comprehension and vocabulary acquisition.

A key aspect of this study is its emphasis on eco-literacy-oriented vocabulary learning, distinguishing between incidental and intentional

vocabulary acquisition. Incidental learning occurs when students acquire new words naturally while engaging with texts, whereas intentional learning involves explicit instruction and deliberate memorization. By embedding these vocabulary learning approaches within a curriculum designed around ecological themes, the study aligns with a broader movement toward sustainability education in language teaching.

The pedagogical approach taken in this research highlights the importance of reading comprehension within an ecological framework. Through carefully selected literature and curriculum design, students are encouraged to engage with texts that not only improve their inferential reading abilities but also enhance their awareness of environmental issues. This aligns with the principles of green pedagogy, which advocates for an environmentally conscious approach to teaching and learning.

The findings of this study suggest that incorporating green pedagogy into English reading instruction can be beneficial for both language and ecological literacy. By designing curricula that integrate environmental themes, educators can not only enhance students' inferential reading skills but also foster a deeper understanding of sustainability, equipping future science teachers with the linguistic and conceptual tools needed to promote environmental awareness in their own classrooms.

Hussain, I., Parveen, T., & Mehmood, Z. (2024)

The integration of environmental sustainability within English language teaching (ELT) has become increasingly important as educators seek to cultivate eco-consciousness among learners. The study examines how green content in ELT textbooks, along with various interactive teaching strategies, can enhance students' environmental awareness while improving their language skills.

One of the key approaches highlighted in this study is the role of ELT textbooks in shaping students' perceptions of environmental issues. The inclusion of green themes in reading passages, dialogues, and vocabulary exercises allows learners to engage with sustainability topics naturally while developing their language proficiency. This aligns with the growing global movement toward integrating environmental education across disciplines, reinforcing the idea

that language learning can be a vehicle for raising awareness about ecological concerns.

Beyond textbooks, the study explores collaborative learning as a means to foster eco-centric consciousness. By engaging in discussions, group projects, and interactive tasks, students not only practice their language skills but also develop a deeper understanding of environmental issues. Collaborative activities encourage critical thinking and problem-solving, allowing learners to reflect on sustainability in their own communities while improving their communicative competence.

Moreover, the study emphasizes the effectiveness of graphic and textual illustrations in enhancing students' comprehension of environmental concepts. Visual aids such as infographics, posters, and storyboards can make abstract ecological issues more tangible and relatable. This multimodal approach caters to different learning styles, making sustainability education more accessible and engaging for English language learners.

Another innovative method discussed in the study is the use of writing tasks to promote eco-awareness. Activities such as reflective essays, opinion pieces, and creative storytelling encourage students to articulate their thoughts on sustainability while enhancing their written communication skills. Writing serves as a powerful tool for self-expression and critical engagement, allowing students to connect language learning with real-world environmental issues.

Additionally, games and competitions are identified as effective strategies for reinforcing eco-centric consciousness in a dynamic and motivating way. Language-based environmental quizzes, storytelling contests, and role-playing activities can transform sustainability education into an engaging experience, making learners more receptive to ecological themes. The competitive aspect adds an element of excitement, encouraging active participation and long-term retention of both language and environmental knowledge.

This study underscores the potential of integrating green content into ELT to nurture eco-centric consciousness among English language learners. By utilizing a combination of textbooks, collaborative learning, visual and textual resources, writing activities, and interactive games, educators can create an engaging and meaningful learning experience that promotes both linguistic competence and

environmental responsibility. As sustainability becomes an increasingly urgent global concern, incorporating eco-literacy into language education can play a vital role in shaping environmentally aware and responsible citizens.

Micalay-Hurtado, M. A., & Poole, R. (2022)

This study explores how language learning can be a tool for fostering ecological consciousness and ethical responsibility. By embedding environmental and social themes into ELT curricula, educators can equip students with not only linguistic skills but also a heightened awareness of the interconnectedness of language, the environment, and social justice.

A key aspect of eco-critical language awareness is integrating sustainability-related content into classroom activities. Teachers can design tasks that encourage learners to analyse how language reflects environmental issues, such as media discussions on climate change, corporate sustainability reports, and government policies on ecological conservation. Engaging students in debates, role-plays, and discussions about global environmental concerns enhances both their critical thinking and communicative competence.

Assessment plays a crucial role in reinforcing eco-critical awareness. Instead of relying solely on traditional tests, educators can evaluate students through projects that require them to research and present on environmental and social justice topics. Performance-based assessments, such as sustainability reports, persuasive speeches, or community-based environmental initiatives, can help students internalize eco-conscious values while demonstrating their language proficiency.

The study also highlights the role of online platforms in promoting eco-critical learning. Digital tools, such as interactive forums, virtual simulations, and e-learning resources, allow students to engage with real-world sustainability issues beyond the classroom. Platforms like blogs, discussion boards, and social media provide spaces for learners to participate in global conversations on environmental justice, fostering collaboration and intercultural exchange. Additionally, exposure to online narratives on sustainability can help students recognize how language shapes environmental discourse and policy.

Writing is another essential component of eco-critical language awareness. By encouraging students to compose essays,

reflections, and creative pieces on environmental topics, teachers can guide them toward deeper engagement with sustainability issues. Writing tasks that focus on eco-centric perspectives, or narratives about climate change can empower students to use language as a means of advocacy and change.

Furthermore, studying narratives related to ecology and justice allows learners to critically analyse how stories shape societal attitudes toward the environment. Reading and discussing literature, case studies, and testimonials about environmental struggles and sustainability efforts expose students to diverse perspectives, helping them understand the human impact of ecological issues. Analysing narratives also enables students to recognize biases, rhetorical strategies, and ideological positions embedded in environmental discourse.

In conclusion, the integration of eco-critical language awareness in ELT has the potential to promote justice, wellbeing, and sustainability by encouraging students to engage with environmental and social issues through language learning. Through classroom activities, assessment, online platforms, writing, and studying narratives, educators can create a more holistic and meaningful learning experience that empowers students to become linguistically proficient while fostering a deeper understanding of global ecological challenges. By adopting this approach, ELT can contribute to the development of socially and environmentally responsible individuals who are equipped to use language as a tool for advocacy and positive change.

Triyono, S., Sahayu, W., & Fath, S. N. (2023)

This study explores how environmental themes are represented in English textbooks, particularly through a multimodal approach that examines both linguistic content and visual imagery. A core focus of this study is the ecological discourse embedded in English textbooks. Textbooks often serve as the primary source of language exposure for learners, and the way they present environmental topics can significantly influence students' understanding of sustainability. The study investigates whether these textbooks incorporate environmental concerns meaningfully or merely as superficial references. It also examines whether the texts encourage critical thinking about ecological issues or simply present them as background information.

Beyond textual content, the study highlights the role of visual images in textbooks in reinforcing or sometimes contradicting environmental messages. Images play a powerful role in shaping perceptions, and their use in ELT materials can either support eco-conscious narratives or perpetuate harmful stereotypes about nature and human interaction with the environment. For example, an image of a lush forest accompanying a passage on deforestation might reinforce ecological awareness, while an image of industrial progress without environmental context might downplay sustainability concerns.

The findings of this research have important implications for curriculum development. If textbooks fail to engage learners with meaningful ecological discourse, there is a need for more intentional integration of sustainability topics in ELT materials. This includes selecting texts that encourage critical thinking about environmental justice, designing exercises that promote eco-literacy, and ensuring that images reinforce sustainable narratives rather than presenting nature as a passive backdrop.

This study underscores the importance of critically examining English textbooks and their visual elements in shaping learners' ecological awareness. Through multimodal eco-critical discourse analysis, educators and curriculum designers can better understand how ELT materials contribute to environmental education. By incorporating more meaningful and thought-provoking ecological discourse, English textbooks can serve as a powerful tool for fostering sustainability and environmental consciousness among learners.

Karabulut, R. (2023)

The incorporation of eco-pedagogy in English language teaching (ELT) has become an important approach to fostering environmental awareness and sustainability education. The study examines how ecological themes are integrated into curricula, textbooks, assessment methods, and language skills (reading, writing, listening, and speaking) in high school English education in Turkey.

One of the central aspects of this study is the curriculum and how it aligns with eco-pedagogical principles. A well-designed curriculum should incorporate sustainability-related content that helps students develop both linguistic competence and ecological

consciousness. If environmental topics are meaningfully embedded in learning objectives and language activities, students are more likely to engage with ecological issues critically. This study evaluates whether Turkey's high school English curriculum supports eco-pedagogical principles or if environmental themes are only marginally present.

The English textbooks used in high schools play a crucial role in delivering these eco-pedagogical elements. The study explores how textbooks integrate environmental themes within reading passages, vocabulary exercises, grammar lessons, and writing prompts. It examines whether sustainability topics are treated as a core part of language learning or merely as supplementary materials. A well-designed coursebook should not only introduce ecological vocabulary but also encourage learners to engage in discussions about environmental challenges and solutions.

Another key aspect of this study is assessment. Traditional assessments in language education often focus on grammar and vocabulary, but an eco-pedagogical approach would integrate performance-based assessments that evaluate students' ability to discuss and analyse environmental issues. The study investigates whether assessments encourage critical thinking about sustainability through tasks such as persuasive essays, research projects, or problem-solving activities related to environmental concerns.

Additionally, the study looks at how reading, writing, listening, and speaking skills are developed through eco-pedagogical content. Each of these skills offers unique opportunities to engage students with ecological themes. The study highlights the importance of integrating Eco-Literacy features into high school English language education. By examining curricula, textbooks, assessment methods, and language skill development, it provides valuable insights into how ELT can be used as a tool for promoting environmental literacy. If effectively implemented, eco-pedagogy in ELT not only enhances students' language proficiency but also cultivates a sense of ecological responsibility, preparing them to be more environmentally conscious global citizens.

Anggraini, N., & Ariyana, A. (2024)

The study explores the role of ecological perspectives in literature education, emphasizing how curriculum design, classroom settings,

lesson materials, learning media, and reading and writing texts can promote environmental awareness among students. By incorporating Eco-Literacy, educators can create meaningful learning experiences that connect literature to environmental consciousness, fostering both linguistic and ecological literacy.

The main aspect of this study is the curriculum, which serves as the foundation for integrating ecological themes into literature education. A well-structured curriculum should not only focus on literary analysis and language skills but also encourage students to explore the relationship between literature and the natural world. This includes selecting texts that reflect environmental themes, discussing ecological issues through literature, and guiding students to critically analyse how authors portray nature and sustainability.

In the classroom setting, the study highlights the importance of creating an environment that supports ecological awareness. Interactive discussions, group projects, and student-led activities can help learners engage with literary texts in a way that connects them to real-world environmental issues. Teachers can foster a sense of responsibility and sustainability by encouraging students to reflect on how literature shapes their perceptions of nature and human interactions with the environment.

The materials in the RPP play a key role in shaping students' learning experiences. Lesson plans should incorporate texts that focus on ecological themes, discussion prompts that encourage critical thinking about sustainability, and assignments that require students to apply literary analysis to environmental concerns. Digital resources, audiovisual materials, and interactive platforms can enhance students' engagement with ecological literature. For example, multimedia presentations on environmental storytelling, films based on eco-literary themes, and online discussions about sustainability in literature can enrich the learning experience. Additionally, teachers can use project-based learning, such as storytelling competitions or digital storytelling projects, to help students express their ecological perspectives creatively.

The study also emphasizes the importance of reading and writing texts in developing ecological literacy. Reading Eco-Literacy such as nature poetry, environmental fiction, and essays on sustainability, allows students to explore different perspectives on

ecological issues. Writing assignments, including reflective essays, creative writing, and analytical papers, encourage students to articulate their thoughts on environmental themes while improving their language and critical thinking skills. By engaging with texts that focus on ecological issues, students can develop a deeper appreciation for the interconnectedness of language, literature, and the natural world.

This study highlights the importance of planning literature education based on literary ecology to foster environmental awareness in students. By carefully designing the curriculum, classroom settings, lesson materials, learning media, and reading and writing activities, educators can create a holistic approach to literature education that not only enhances students' literary skills but also a sense of ecological responsibility. Through this integration, literature classes can serve as powerful spaces for students to engage with sustainability issues, preparing them to be environmentally conscious and critical thinkers in the modern world.

Kizi, N. M. R. (2024)

The study explains how ecological themes can be embedded in EFL curricula, learning approaches, textbooks, classroom activities, teacher training, and assessment methods to enhance both language proficiency and environmental awareness. An important aspect of this study is the EFL curriculum, which serves as the foundation for integrating sustainability into language learning. An environmentally conscious curriculum ensures that learners engage with ecological themes through reading materials, discussions, and project-based learning. The study highlights how a task-based or content-based learning approach can be effective in merging language skills with sustainability topics, allowing students to develop linguistic competence while critically analysing environmental issues.

In addition to textbooks, classroom activities are also essential for reinforcing eco-conscious language learning. Activities such as debates on climate change, role-playing sustainable business scenarios, and writing persuasive essays about environmental issues allow students to develop both their language skills and their ability to think critically about sustainability. Furthermore, collaborative projects such as designing eco-friendly campaigns or researching local environmental

issues encourage teamwork and real-world application of language learning. Other assessment methods in ELT often focus on grammar, vocabulary, and standardized testing. However, the study suggests that performance-based assessment methods such as reflective journals on sustainability, presentations on environmental topics, and problem-solving tasks can be more effective in evaluating both language proficiency and ecological awareness. By incorporating project-based assessments, students are encouraged to apply their language skills in meaningful contexts while demonstrating their understanding of sustainability.

The study highlights the need for a comprehensive approach to integrating environmental sustainability into ELT. By embedding ecological themes into the EFL curriculum, learning approaches, textbooks, classroom activities, teacher training, and assessment methods, educators can create a more engaging and socially responsible learning experience. As sustainability becomes an increasingly urgent global priority, integrating eco-conscious education into ELT not only enhances language learning but also prepares students to be environmentally aware global citizens.

Samvati, G. C., Maftoon, P., & Rashtchi, M. (2023)

This study explores how listening and reading assessments can be used to measure learners' ecological awareness within an English as a Foreign Language (EFL) setting. Through the development and validation of a questionnaire, this research contributes to the growing field of eco-critical language education, which integrates environmental consciousness into language learning. This approach involves analysing how ecological issues are represented in texts, media, and spoken communication. In the Iranian EFL context, this study seeks to understand how learners perceive and engage with environmental themes in language learning, particularly through listening and reading tasks.

The study emphasizes the role of listening and reading assessments in fostering ecological awareness. In listening assessments, students are exposed to audio materials such as news reports, podcasts, interviews, and documentaries that discuss sustainability, climate change, and other ecological issues. Their ability to comprehend, analyse, and reflect on these

topics provides insight into their ecological literacy and critical thinking skills. Similarly, reading assessments involve texts that highlight environmental themes, such as articles, essays, and literary works with ecological narratives. Students are evaluated on their ability to identify biases, analyse perspectives, and interpret the underlying ecological messages in these texts. By designing reading assessments that encourage learners to question how language shapes environmental discourse, educators can foster both linguistic proficiency and eco-critical thinking.

The findings of this study have important implications for EFL teaching and assessment design. If listening and reading assessments are intentionally designed to include ecological content, they can serve as powerful tools for developing both language proficiency and environmental consciousness. To ensure the questionnaire's reliability and validity, the study follows rigorous statistical procedures, including pilot testing, item analysis, and factor analysis. By refining the questionnaire, the researchers aim to provide a tool that can be used in future studies to assess the integration of ecological critical language awareness in EFL settings.

This study contributes to the emerging field of eco-critical language education by developing and validating a questionnaire that assesses ecological critical language awareness in the Iranian EFL context. By focusing on listening and reading assessments, the research provides a framework for integrating sustainability themes into English language education. The study highlights the potential of language assessments as a means of fostering ecological consciousness, encouraging learners to engage critically with environmental discourse while enhancing their language skills.

Conclusion

The integration of Green Eco-Literacy in English language teaching presents a significant opportunity to enhance both linguistic competence and environmental awareness among students. This systematic review highlights the various ways eco-literacy is incorporated into ELT, including textbooks, teaching methods, classroom activities, assessments, and teacher training. The findings indicate that the inclusion of ecological themes in English language education fosters not only language proficiency but also a deeper understanding of sustainability issues.

The studies reviewed suggest that eco-literacy can be effectively embedded through diverse instructional strategies such as project-based learning, discussions on environmental topics, and performance-based assessments. Additionally, multimodal approaches—such as visual aids, interactive digital platforms, and real-world applications—enhance students' engagement and critical thinking skills. Despite these advancements, challenges remain in ensuring that sustainability topics are meaningfully integrated rather than presented as superficial elements in language learning materials.

To further strengthen the role of Green Eco-Literacy in ELT, educators and curriculum developers should focus on designing materials that actively promote sustainability, training teachers in eco-pedagogical approaches, and encouraging student participation in environmental initiatives. By aligning language education with ecological principles, ELT can contribute to shaping a generation of responsible global citizens who are both linguistically competent and environmentally conscious. Future research should continue to explore innovative teaching methods and assess the long-term impact of eco-literacy integration in English language learning contexts.

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