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Promoting ecological critical awareness through English language teaching: EFL teachers' strategies and practices

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ABSTRACT

The increasing prominence of English has made it a marker of social status, further strengthened by the Indonesian curriculum, which maintains English as a compulsory foreign language subject. This context offers opportunities for educators, particularly English teachers, to integrate knowledge from other disciplines. While previous studies often explored cultural integration within English teaching, few have examined the incorporation of environmental issues. This study fills that gap by exploring how EFL teachers integrate environmental topics to foster students' ecological critical awareness. Five English teachers participated through interviews and document analysis, providing evidence of classroom practices that promote such awareness. The findings reveal that teaching materials, methodologies, and learning activities play essential roles in developing students' ecological critical awareness. Teachers frequently use videos, reading passages with visuals, and environmental vocabulary as core materials. Project-based and problem-based learning serve as key approaches, while outdoor activities—such as field visits and interviews with local communities about environmental changes—help students understand real-world ecological impacts.

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INTRODUCTION

Nature serves as the biological foundation of life. Towering mountains, sparkling oceans, and lush forests sustain every aspect of human existence. As science

and technology advance, human exploration of nature has become increasingly massive and pervasive, often without sufficient awareness of the resulting environmental consequences. The sustainability issue has therefore become one of the most widely discussed global concerns in recent decades. The effects of climate change, biodiversity loss, and pollution have dominated public discourse, focusing on their causes, preventive measures, and educational responses (Ginting et al., 2024).

According to UNESCO, human behavior toward nature can be shaped through education, which acts as an influential agent of change (Mehler & Melber, 2016). Incorporating environmental education into school curricula, such as campaigns promoting a love for nature and the use of recycled products, helps nurture learners' knowledge, skills, and positive attitudes toward environmental sustainability (Ginting et al., 2024). In a country like Indonesia, with its rich biodiversity and vast archipelago, there is considerable potential to integrate ecological perspectives across various disciplines. However, environmental awareness remains insufficiently integrated into non-science fields within the Indonesian curriculum.

In most cases, both teachers and students associate ecological learning with subjects like geography or biology (Dasrita et al., 2015). These disciplines teach students about natural structures, biodiversity, and environmental interactions (Syaputri et al., 2023). Teachers in these areas also tend to implement outdoor learning, which has proven effective in fostering direct engagement with nature and enhancing ecological awareness (Dianti, 2017). Outdoor learning, as an alternative pedagogical approach, integrates environmental contexts into the teaching and learning process, building stronger connections between learners and nature.

Conversely, English is commonly perceived as a subject centred on grammar, vocabulary, and reading comprehension. Yet, English language teaching (ELT) is not confined to linguistic mastery alone. It can also integrate cross-disciplinary knowledge, such as culture (Jannah & Wardah, 2022), social justice (Sholikhah & Zuliansadewi, 2024), and life skills (Widana, 2017). Recent developments have shown that ecological knowledge can also be meaningfully incorporated into English instruction (Saiful, 2023). Saiful (2023) proposed four key principles guiding EFL teachers in integrating ecological content into their classrooms: (1) raising students' awareness of environmental issues beyond classroom walls; (2) embedding ecological topics into learning objectives, materials, and pedagogical approaches; (3) cultivating consciousness of natural phenomena through thematic lessons such as climate change, pollution, and deforestation; and (4) teaching both English and environmental values simultaneously through nature-themed literary works like poems, folktales, and myths.

Integrating ecological perspectives into EFL classrooms offers multiple

benefits. Teachers not only teach language structures but also foster a sense of environmental responsibility and sustainability awareness among learners. Sustainability emphasises meeting present needs without compromising the ability of future generations to meet theirs, requiring balance among ecological, economic, and social factors (Deetjen & Ludwig, 2021). Through sustainability-focused EFL learning, students develop critical thinking skills by analysing complex global issues while enhancing their comprehension and communication abilities. Linking language learning with real-world contexts further enhances motivation, global awareness, and intercultural competence (Ginting et al., 2024).

To cultivate sustainability-oriented learners, English teachers must intentionally promote ecological understanding through the use of appropriate materials and pedagogical strategies. Reading and listening, being receptive skills, are key entry points for developing ecological knowledge, while speaking and writing serve as productive reflections of understanding. Effective teaching methods are also essential, as they shape engagement and learning outcomes. The choice of methods should align with learners' needs, proficiency levels, and learning styles. For instance, communicative language teaching facilitates authentic interaction, while the grammar-translation method supports structural understanding. Additionally, innovative techniques such as games, technology integration, and cultural content can further enhance motivation and make ecological learning more dynamic.

Ecological or environmental knowledge in EFL education aligns with the concept of critical environmental literacy, defined as the ability to interpret environmental issues critically and act upon them to sustain the planet (Misiaszek, 2017). This literacy encourages individuals to evaluate environmental challenges from multiple perspectives and across disciplines (Deetjen & Ludwig, 2021). Since the 1980s, the global education agenda has highlighted Education for Sustainable Development (ESD) as a framework for integrating ecological and sustainability principles across subjects. Despite this, awareness among educators and curriculum developers remains limited. UNESCO continues to advocate for the integration of eco-critical and green-oriented literacy into various subjects, including English language teaching (Cheraghpour et al., 2023). Through global education and citizenship perspectives, students learn about issues such as unequal resource distribution, climate change, pollution, and biodiversity loss (Braselmann et al., 2021). These experiences cultivate empathy, responsibility, and critical reflection on global inequalities and environmental justice.

Given the central role of teachers in determining both content and pedagogy, integrating ecology into EFL classrooms depends heavily on educators' awareness and initiative. Beyond promoting linguistic competence, EFL instruction can nurture

critical thinking and ecological literacy, enabling learners to understand the world rationally and act responsibly toward it (Saiful, 2023). Critical thinking encourages students to analyze and evaluate environmental data objectively, fostering deeper insights into natural phenomena. Through this process, learners not only enhance their English proficiency but also develop ecological consciousness, a key component of holistic education (Palupi & Arfani, 2023).

Practically, EFL instruction can incorporate topics such as deforestation, forest fires, marine pollution, climate change, and wildlife conservation into reading, writing, and discussion activities. Engaging with these familiar and urgent themes increases students' motivation, deepens comprehension, and strengthens their ecological and linguistic competence (Nur et al., 2022).

This study contributes a new perspective to EFL research by integrating ecological and critical thinking dimensions within English language learning, an area that remains underexplored. Previous studies have examined environmental education in EFL through various methods such as Content-Based Language Teaching (Nur et al., 2022), Digital Storytelling (Putri, 2018), project-based learning (Nanni & Allan, 2020), eco-linguistic analysis (Hamed, 2021), and ecological critical awareness frameworks (Novawan et al., 2022). While these studies highlight the pedagogical potential of integrating ecology into ELT, they seldom explore how teachers actually apply ecological knowledge in practice.

Therefore, this study aims to fill that gap by investigating how EFL teachers promote students' ecological critical awareness through their teaching materials and methods. Specifically, it addresses the following research questions: What materials are used to promote students' ecological critical awareness? And what teaching methods are employed to encourage students' ecological critical awareness?

METHOD

As noted, the primary objective of this study is to demonstrate how EFL teachers integrate environmental knowledge into their English classes. Thus, qualitative research was employed. The qualitative method was employed to gather more reliable data regarding the strategies employed by EFL teachers. Maxwell asserted that the purpose of qualitative research is to discover particular phenomena closely interrelated with specific events experienced by people. Maxwell (2014) to provide a more comprehensive response to the research problem formulated in this study, two research instruments were employed to gather more reliable data related to the major theme of this study: document analysis and interviews.

Bowen (2009) asserted that document analysis assists researchers in portraying empirical knowledge and cultivating understanding when examining primary data to achieve accurate interpretation (Bowen, 2009). The researcher surveyed English

teachers who have ever incorporated environmental education in the Surabaya Raya area, which includes Surabaya, Sidoarjo, and Gresik, using a Google Form posted by ELT accounts on Instagram. Fifteen teachers have filled out the form; meanwhile, only five English teachers were chosen based on the primary consideration. The consideration is that their schools were near-natural spots, featuring natural phenomena and issues. This stage was performed to obtain reliable, accurate, and informative results, as it is easier for them to convey natural problems to students using facts, which can be observed immediately.

Table 1.
Location of the School and its Natural Spot

School Location	Natural Spot
Gresik	Limestone mountain that has been completely mined
Gresik	Pond (Tambak) which are converted into buildings
Sidoarjo	Mud Flow (Tanggul Lumpur Lapindo)
Sidoarjo	Brantas River (Sungai Brantas)
Surabaya	Mangrove Forest

These five English teachers claimed via a Google form that they had taught environmental education to their English classes by highlighting natural spots near their school and completing projects related to them. Analysing documents to portray empirical knowledge has been carried out by [Achadiyah et al., \(2023\)](#) through English summative assessments ([Achadiyah & Azmi, 2023](#)). The current research analyses English teachers' lesson plans and evaluates them based on specific criteria.

To assess the integration of ecological knowledge in English language teaching, a rubric was developed consisting of five main aspects: ecology content integration, ecology-based activities, use of ecology vocabulary, promotion of students' awareness, and relevance to real life. Each element was rated on a four-point scale from Not Satisfactory to Very Satisfactory. The rubric evaluated how well teachers incorporated environmental themes into lessons, designed ecology-oriented activities, used relevant ecological vocabulary, and promoted students' awareness of environmental issues. It also measured the extent to which lessons were connected to students' real-life experiences and ecological contexts. This instrument provided a structured framework to analyze teaching materials and methods based on their environmental emphasis. A detailed version of the rubric, including descriptors for each performance level, is presented in the Appendix.

Furthermore, the second instrument to gain more accurate data is the Interview. Concerning the sophisticated technology that enables the interviewer and interviewee to meet virtually, this study utilised WhatsApp video calls, and it was

done in a personal and deep interview. The Interview section assisted the researcher in providing direct feedback to clarify all information and alleviate any misconceptions (Monday, 2020). The interview guideline was designed to explore teachers' practices and perceptions regarding the integration of environmental education within English language teaching. It consisted of seven aspects: teaching methods, learning activities, projects or assignments, linguistic components, students' comprehension of environmental education, the effects of ecological integration, and challenges in implementation. Each aspect was represented by a key question designed to elicit in-depth responses about instructional strategies, classroom activities, language focus, and students' engagement with environmental topics. This instrument was developed to capture qualitative insights into how teachers incorporate environmental themes in language learning, the impact on students' awareness, and the practical challenges they encounter in achieving ecological education goals. Due to the main advantage of these two instruments, the results demonstrated trustworthiness and authenticity, as all participants' recalled experiences were entirely based on their real stories.

RESULTS AND DISCUSSION

This section presents the findings derived from interviews with five English teachers and rubric-based analysis of their teaching materials. The findings are organized into three main themes: (1) English teaching materials, (2) teaching methods and activities, and (3) language focus, assessment, and challenges.

English teaching material to promote students' ecological critical awareness

In this subchapter, the author presents a score chart and two tables: one for teachers' materials and another for links to reading passages. The following are the details of each of them.

Table 5.
Ecology-Integrated English Teaching Materials

Teachers' Name	Natural Spot	Illustration of Teaching Material	Score	Category
NIQ	Limestone Mountain (Suci, Manyar Gresik)	The teacher used National Geographic videos to introduce limestone from various countries, then organized a field visit to Suci Limestone. Students interviewed locals about the area before and after mining and were tasked with creating a video depicting these changes.	3	Satisfactory

Teachers' Name	Natural Spot	Illustration of Teaching Material	Score	Category
MNY	Gresik Pond Area (Pertambakan Duduk sampeyan, Gresik)	The teacher showed a National Geographic video about ponds worldwide, then students investigated Gresik ponds, especially in Duduk Sampeyan, by interviewing locals and collecting data from the village head. Students were tasked with writing a report text on the ponds' condition before and after the industrial era, using provided vocabulary and an outline. They included opinions on the impact of converting ponds into buildings and factories, as well as a call to action to protect the ponds.	3	Satisfactory
IM	Mud Flow Lapindo (Isolated Village, Glagaharum, Porong Sidoarjo)	The teacher showed a YouTube video about the 2006 Lumpur Lapindo disaster and its ongoing impacts. Students were tasked with creating a timeline explaining the disaster, its environmental consequences, and possible ways to help affected residents.	3	Satisfactory
KJB	Brantas River (Lajuk, Porong, Sidoarjo)	Students read a passage on the river ecosystem in groups, focusing on highlighted vocabulary, and analyzed an exposition text about the impact of pollution and human activities on the Brantas River. They answered questions, shared one lesson learned and one action to protect rivers, and completed a mini-project by creating posters or social media posts to raise river protection awareness.	4	High Satisfactory
NDF	Mangrove Forest (Margorejo, Surabaya)	In an outing class, students explored a nearby mangrove forest, using provided vocabulary to brainstorm observations, take photos, and discuss ecological questions about the forest's importance, potential consequences of its loss, and its	4	High Satisfactory

Teachers' Name	Natural Spot	Illustration of Teaching Material	Score	Category
		role in protecting coastal communities. They then developed their answers and created a video in English presenting actions to raise awareness or protect mangroves.		

Table 5 revealed that the teachers combined reading passages and videos as learning resources. Four teachers used reading texts such as descriptive, report, explanation, and exposition texts. In addition, one teacher (NDF) conducted an outing class.

To ease the analysis in detail concerning English materials used by English teachers based on the rubric assessment, Charts 1 to explain.

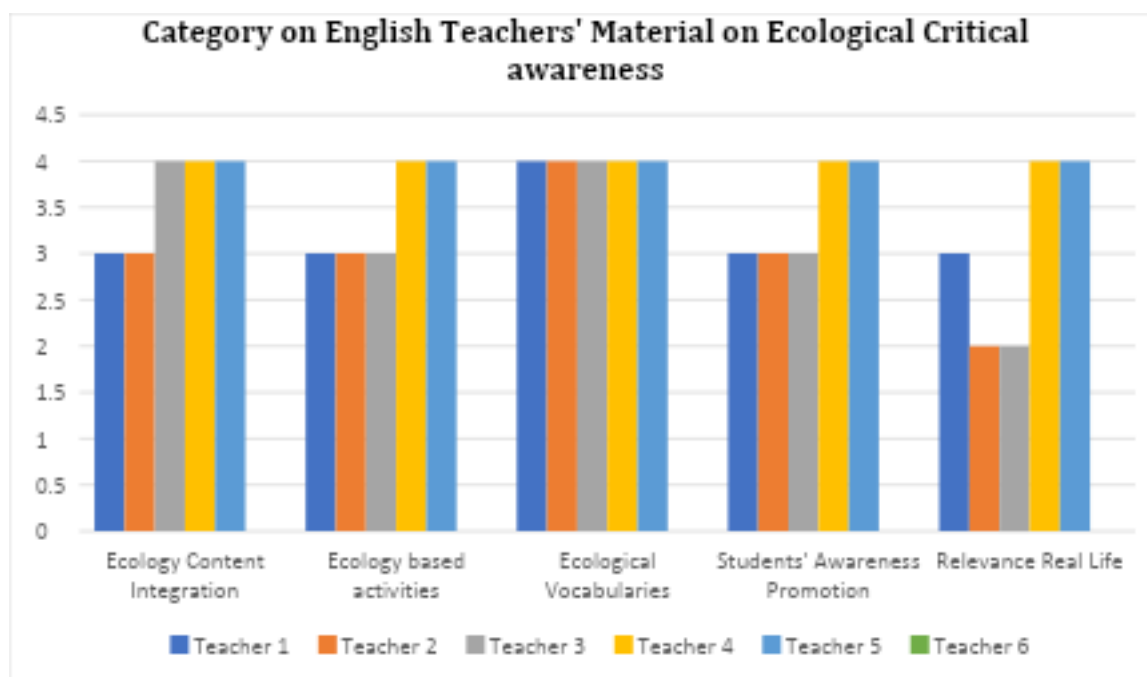


Chart 1. The score of EFL teachers' material on ecological critical awareness

The chart revealed that the five English teachers successfully provided materials that can promote students' ecological critical awareness by achieving satisfactory and highly satisfactory scores. As explained in Table 5 and Chart 1, teachers have selected appropriate materials that align with learning activities and vocabulary. Then, they lead students to reflect on their awareness by stating their opinions and exploring solutions to natural issues, also making them relevant to real life.

Instructional Approaches and Activities in Environmental EFL Learning

In this subchapter, the author presents four questions posed to five English teachers, along with their responses. The first question asked how they integrate environmental education topics into their English teaching methods. NIQ stated that they carefully select methods that align with learning goals and materials, choosing project-based learning for this topic. Similarly, IM preferred project-based learning, while MNY considered Problem-Based Learning most suitable, aiming for students to analyze natural problems by comparing conditions before and after the industrial era. KJB also used project-based learning, focusing on the Brantas River near the students' homes to facilitate observation activities. NDF employed project-based learning as well, designing varied activities for students to complete projects while fostering critical thinking through essay questions.

The second question asked teachers about classroom activities used to teach environmental issues and examples that actively engage students. NIQ organized visits to natural spots, such as limestone areas, where students conducted interviews with locals and created videos comparing conditions before and after mining. MNY introduced students to ponds and freshwater areas worldwide through videos. This was followed by interviews with the village head about local pond conditions before and after the industrial era, vocabulary tasks, and report writing on students' opinions and solutions to protect Duduk Sampeyan ponds. IM showed the Lumpur Lapindo video, asked students to create a timeline of the disaster, and encouraged them to suggest ways to help affected communities. KJB used a reading passage about the river ecosystem, guided students in analyzing its content, answered questions on natural issues, and assigned mini-projects such as posters or social media posts to promote river protection. NDF conducted outdoor learning at a mangrove forest, facilitated brainstorming and group discussions, and asked students to transform their ideas into videos highlighting actions to protect mangrove forests.

The third question asked teachers whether they had assigned projects or tasks focused on environmental issues within English learning and how these projects developed students' language skills. NIQ assigned a project based on a news passage about river pollution, where students created videos on local environmental issues, focusing on vocabulary, grammar, and content. MNY used the song "The Rocky Mountains" by John Denver, asking students to analyze the lyrics, identify idiomatic expressions, and interpret their meaning. IM had students explore environmental issues in their surroundings, particularly concerning wild animals, and create short videos using the Simple Present and Passive Voice to explain their concerns and suggestions. KJB integrated English into a study tour at Jatim Park 2, where students described their favorite animals in descriptive text, practicing previously taught

writing skills. NDF focused on air pollution, having students read and comprehend texts on Jakarta's pollution, highlight relevant vocabulary, and create their own texts about Surabaya's air quality using researched information and target vocabulary.

Language Elements and Skill, Assessment, and Challenges

The next question asked teachers which English language components they focus on when teaching environmental topics and why. NIQ emphasized vocabulary building and pronunciation, along with reading and speaking, because vocabulary is central to language acquisition and reading passages naturally support this focus. MNY prioritized vocabulary enrichment and, when time allowed, pronunciation practice, frequently teaching reading and writing skills. IM aimed to teach integrated skills, focusing on reading and speaking when necessary. Reading is considered a means of language acquisition, while speaking is language production, both involving vocabulary and grammar. KJB, with students already having sufficient vocabulary, focused on grammar and language skills like reading and writing, using natural passages along with writing tasks. NDF focuses on vocabulary and pronunciation, highlighting their importance in contemporary English learning. It emphasizes listening and speaking, as students have already practiced reading and writing extensively in textbooks.

Vocabulary becomes the most important language element that teachers emphasise during teaching-learning, and reading is the most important skill to be taught. All teachers claimed that it is important for students to grasp the content of the video learning by having sufficient vocabulary. Vocabulary choice reflects students' comprehension of a particular language, as has been claimed by [Ehara et al., \(2016\)](#). In the assessment aspect, four teachers assign students vocabulary written tests and reading comprehension, while another teacher conducts oral tests focusing on vocabulary choice and critical arguments. Then, challenges mostly come from teaching resources, which are hard to find. The only resource is the National Geographic website. The other two teachers reported that students' enthusiasm and the lack of ideas for creating activities contribute to challenges in fostering students' critical awareness of nature.

Another question asked teachers how they assess students' understanding of environmental issues in English learning and which types of assessments they use. NIQ evaluates students through written vocabulary tasks and reading comprehension exercises. MNY also uses written assessments, focusing on vocabulary and writing tasks. IM combines written grammar error identification with reading comprehension. KJB relies on written assessments as well, including vocabulary tasks and writing mini-projects. In contrast, NDF emphasizes oral assessment, using speaking tests to evaluate vocabulary choice, grammatical accuracy, and clarity of information.

Later the question asked teachers whether teaching environmental topics in English class affects students' awareness of environmental preservation and how this is visible. NIQ observed that students could explain how mining activities damage limestone areas and recognize the potential risks if similar activities occur elsewhere. MNY noted that students identified changes in pond conditions before and after industrial development, suggesting policies to protect ponds and recognizing Gresik's identity as a center for bandeng cultivation. IM reported that students could analyze the negative impacts of the Lapindo disaster in Lumpur while also acknowledging unexpected positive outcomes, such as the creation of Lusi Island. KJB found that students' ecological critical awareness improved, enabling them to discuss issues like biodiversity loss and global warming and relate local problems to similar issues in other regions. NDF assessed awareness through vocabulary acquisition, noting that students developed the language to express environmental concerns in both spoken and written forms, exemplified by a student's statement on the threat to rare animals from land conversion.

The last question asked teachers about the challenges they face when integrating environmental education into the English classroom and how they address them. NIQ mentioned a lack of reading passage resources on ecological topics. MNY and IM similarly noted that available materials, such as National Geographic readings and natural topic worksheets, are primarily at the upper-intermediate level, which can make it difficult for students to grasp the content quickly. KJB highlighted a challenge with student enthusiasm, as some students lacked prior experience in expressing ideas or opinions on environmental issues. NDF pointed out the difficulty of designing projects that effectively engage and motivate students.

Discussion

The findings indicate that environmental content can be integrated into English teaching through contextual materials and localized ecological issues. Teachers selected natural spots near students' environments, suggesting an effort to contextualize language learning within real-life ecological situations.

The data in Table 5 reveal that all participating teachers demonstrated meaningful efforts to integrate environmental content into their English teaching materials. Most teachers achieved a satisfactory level (score 3) by providing contextualized learning resources, such as descriptive and report texts, complemented with multimedia and field activities that fostered students' ecological awareness. Meanwhile, two teachers (KJB and NDF) reached a high level of satisfaction (score 4) by designing more interactive and reflective learning experiences, such as mini-projects, outings, and video production, which encouraged students to engage with environmental issues critically and propose real-life solutions. Overall, the

results indicate that teachers' materials not only supported linguistic competence but also effectively promoted students' ecological critical awareness through experiential and problem-based learning approaches.

The implications of these findings extend to how teachers rely on their belief that selecting teaching materials on natural issues can raise students' awareness of sustainability. Providing high-quality teaching material before classes by considering the topic of learning and learning goals assists teachers in easing the transition to teaching material and reaching interactive teaching-learning (Setyowati et al., 2020). She also asserted that teaching materials must consist of authentic things, be integrated with the topic, lead students to do specific activities, and increase students' learning skills. Thus, the rubric assessment of teachers' material in this study was underpinned by several aspects, such as ecology content integration, ecology-based activities, use of ecology vocabulary, promotion of students' awareness, and relevance to real life. The result indicated that English teachers in different schools had natural spots and were highly conscious that material plays an important role in activating students' ecological critical awareness. They attempted to provide material by seeking natural learning websites that connect to students' real lives and continuously enhance their ecological critical thinking awareness.

In fact, employing "Going Green in EFL Class" does not mean bringing trees and wild animals into the classroom, but rather how teachers can create an environmentally friendly atmosphere (Deetjen & Ludwig, 2021). Cultivating students' ecological critical awareness does not mean bringing samples of polluted water or ash from wildfires, but rather how teachers select appropriate materials for their teaching and learning. The five English teachers successfully provided the material that connected students to the visual representation of environmental problems through video. Why visuality of the topic learning is essential in establishing a teaching-learning atmosphere has been explained by Ma (2021) who revealed the inclusion of visuality through teaching material can enhance the comprehension from imagination form into tangible objects, boost retention which able to help students retain information clearly by combining text with images, encourages active participation because visualization can help the teacher to get students' engagement in the form of their curiosity to get to know more about topic learning.

The second favorite teaching materials picked by English teachers were English passages. The English passages chosen were derived from students' handbooks or designed by English teachers, and all of them are related to the issue that has been discussed. For example, report text about Pertambakan in Gresik or Pond Fish in the Gresik area, which did not exist in the students' handbook. It was meticulous about the topic of the pond area that converted into the Industrial era.

The English teacher is successful in running his designed passage into the teaching-learning process. Tamaela (2016) found that the benefits of created materials can enrich learning resources by addressing students' specific needs, interests, and proficiency levels (Tamaela, 2016).

In terms of the instructional approaches and activities in the environmental classroom, the findings show that project-based learning and problem-based learning were the primary instructional approaches used by teachers to integrate environmental topics into English learning. Four teachers employed project-based learning, while one used problem-based learning.

Project-based learning has been described as a holistic approach that integrates knowledge acquisition, skill development, and real-world application (Nanni & Allan, 2020). The teachers' implementation of field visits, interviews, video production, and community-based observation reflects this integration of language learning with real-life environmental contexts. Nanni and Allan (2020) propose three stages for implementing project-based environmental education: exploration and research of ecological topics, interdisciplinary connection, and community engagement. The activities described by teachers—such as analyzing local environmental problems, comparing conditions before and after industrialization, and creating awareness videos—reflect these stages. Similarly, problem-based learning has been identified as a method that enhances analytical and problem-solving skills (Hestiningtyas et al., 2021). MNY's approach of asking students to analyze environmental changes before and after the industrial era aligns with this framework. Overall, the instructional approaches reported by teachers demonstrate the use of student-centered pedagogy. The combination of observation, analysis, discussion, and project creation indicates an effort to engage students cognitively and socially with environmental issues while developing their English language skills.

Vocabulary becomes the most important language element that teachers emphasise during teaching-learning, and reading is the most important skill to be taught. All teachers claimed that it is important for students to grasp the content of the video learning by having sufficient vocabulary. Vocabulary choice reflects students' comprehension of a particular language, as has been claimed by Ehara et al., (2016). In the assessment aspect, four teachers assign students vocabulary written tests and reading comprehension, while another teacher conducts oral tests focusing on vocabulary choice and critical arguments. Then, challenges mostly come from teaching resources, which are hard to find. The only resource is the National Geographic website. The other two teachers reported that students' enthusiasm and the lack of ideas for creating activities contribute to challenges in fostering students' critical awareness of nature.

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The last question asked teachers about the challenges they face when integrating environmental education into the English classroom and how they address them. NIQ mentioned a lack of reading passage resources on ecological topics. MNY and IM similarly noted that available materials, such as National Geographic readings and natural topic worksheets, are primarily at the upper-intermediate level, which can make it difficult for students to grasp the content quickly. KJB highlighted a challenge with student enthusiasm, as some students lacked prior experience in expressing ideas or opinions on environmental issues. NDF pointed out the difficulty of designing projects that effectively engage and motivate students.

CONCLUSION

Incorporating environmental issues into English language learning offers a meaningful way to encourage students' linguistic abilities while raising ecological awareness. This approach can be effectively implemented through interactive teaching methods, such as Project-Based Learning (PjBL) and Problem-Based Learning (PBL). These methods allow students to engage with real-world environmental challenges

actively, fostering both critical thinking and collaborative skills. The use of teaching materials that incorporate environmental topics plays an essential role in this integration. Texts, videos, and other media focusing on issues such as deforestation, pollution, and climate change not only provide relevant context for language practice but also encourage students to reflect on global and local environmental concerns. Tasks assigned include writing argumentative essays about their actions in saving the planet. Additionally, interactive activities and projects can further deepen this learning experience. For instance, students can conduct research on local environmental issues and present their findings in English. Collaborative projects, such as creating posters, producing short videos, interviewing local people about before and after natural disasters, or organising awareness campaigns in English, can enhance their speaking and listening abilities while instilling a sense of responsibility toward the environment.

Future studies could investigate the correlation or the effectiveness of EFL teachers' specific treatments related to natural issues on students' language proficiency. For instance, studies could explore how integrating topics like deforestation, water conservation, or climate change into lessons impacts students' speaking, writing, reading, and listening skills. Researchers may assess whether treatments such as project-based activities or storytelling about environmental issues enhance linguistic competence while fostering ecological awareness. By focusing on these intersections, EFL teachers can gain valuable insights into designing impactful teaching strategies that not only improve language proficiency but also promote critical thinking and environmental responsibility.

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