

Teachers' Perspective on Addressing Environmental Issues in English Language Learning

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Abstract: Integrating environmental issues into English language education is essential for fostering students' awareness and sense of responsibility. While research on environmental education exists, there is still limited understanding of how local teachers implement these concepts in practice. This research investigates the perspectives of English teachers regarding their methods of incorporating environmental themes into their lessons. Using a qualitative descriptive approach, data were collected through surveys, written closed ended interviews with three teachers who actively include these topics, and documentation. The results of this research show that teachers support the implementation of environmental issues in English language learning, despite facing obstacles such as limited relevant teaching materials and lack of training in teaching. By highlighting the practical barriers to implementation and the positive outcomes for students, this research confirms the importance of combining language education with sustainability goals. Nevertheless, despite the above obstacles, the environmental issues based English teaching approach proved effective in enhancing students' understanding and awareness of environmental issues, sharpening their language skills, and preparing them to play an active role and contribute to broader global sustainability solutions.



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INTRODUCTION

Teachers play an essential role in our lives. Teacher not only share knowledge but also serve as positive role models and sources of inspiration. To do this effectively, teacher need to possess qualities like activity, creativity, innovation, commitment, and the ability to engage students in the classroom. Furthermore, educators can utilize various teaching tools to help students understand academic concepts. Thus, it is crucial for teachers to choose materials that are both relevant and interesting to boost student motivation. Moreover, teachers should take into account the abilities and needs of their students to encourage critical thinking and develop skills that are valuable in everyday life.

The term “perspective” comes from the Italian “*Prospettiva*,” which means “picture,” underscores how teachers view and approach their instructional roles. For English teachers, this perspective reflects how various concepts are observed, assessed, and understood during the teaching process (Maili & Sondari, 2020). In addition, it often includes diverse views, such as on the best time to teach English, which shows the importance of a personalized approach in delivering the curriculum, managing the classroom, follow the syllabus, and engaging students in learning.

Therefore, effective teaching involves understanding the unique character of each student (Sutraningsih et al., 2024). When teachers grasp the different personalities of each student, it becomes easier to create suitable learning experiences. Additionally, teachers' perspective are shaped by their beliefs about the curriculum, students, teaching methods, and learning processes, which ultimately affect learning outcomes. Thus, providing clear guidance on what to teach is vital for sustainable teaching practices in schools. If content related to sustainable development is taught without considering teachers' understanding and interpretation of these concepts, it will likely have little or no impact on classroom practice (Darling-Hammond et al., 2020).

This research provides new insights into how English teachers integrate environmental issues into their teaching, emphasizing the local context and teachers' experiences. It explores the methods teachers use to discuss environmental topics in the classroom, alongside obstacles such as limited materials and training. In addition, it also reveals how teachers' understanding of environmental issues can improve students' awareness and language skills. By linking English teaching with the Adiwiyata Program, this research emphasizes the importance of environmental education to shape a generation that cares more about sustainability.

In addition, research on environmental issues is crucial because it helps in understanding how technological development technological advancements affect ecosystems and quality of life. In today's world, these technological developments often result in environmental problems such as pollution and climate change. Moreover, teachers play a significant role in integrating environmental topics into lessons, which helps students think critically about their impact, and raises awareness about the importance of protecting nature. By including environmental subjects in English lessons, teachers can enhance students' language skills while nurturing a sense of responsibility for the environment.

Therefore, SDG 4 (Sustainable Development Goal) on quality education, plays a major role in opening up more learning opportunities and helps create positive changes in sustainable development (Adipat & Chotikapanich, 2022). A good education provides equal opportunities for everyone, helping them progress in the right direction. This goal also aims to connect English language learning with environmental issues. SDG 4 acknowledges the importance of teachers in ensuring students gain the knowledge and skills necessary for sustainability (Ferguson et al., 2021). In this context, the Adiwiyata program in schools is crucial as it teaches students about the importance of protecting the environment. For this reason, environmental education should be integrated into various subjects, helping students acquire the knowledge, skills, and attitudes needed to support sustainable development.

As a language in global communication, English plays a key role in promoting education for sustainability. (Zygmunt, 2016) suggest that teaching English can be used to challenge traditional worldviews by introducing global issues through language lessons. English is not just a way to communicate, but also a tool for building critical thinking, creativity, and expression, all of which are important in sustainability education. (Kioupi & Voulvoulis, 2019) also highlight the significance of English in education because it serves many functions and helps shape human life, influencing society through the development of various skills and critical thinking.

As Cheung (2020) explains, teachers serve as role models for their students, and the pedagogical approaches applied in the classroom directly influence student development. In this context, (Vukic, 2020) emphasizes the importance for education to lead students to a lifestyle based on the principles of sustainable development, it is necessary to pay attention to how teachers' pedagogical approaches and actions influence students. However, (Kioupi & Voulvoulis, 2019) argue that the complexity of achieving Sustainable Development Goal in education makes it difficult to translate these goals into meaningful learning outcomes, and teachers often struggle to effectively implement them.

Futhermore, (Bowden, 2010), highlights that integrating Sustainable Development Goal (SDG) in English language learning is crucial for sparking students' curiosity, this approach is particularly significant for addressing environmental issues at school. Moreover, teachers play a crucial role in linking global concerns to English lessons, helping students become more aware of environmental issues. By connecting environmental topics with language lessons, the learning process becomes more interesting and relevant for students.

For example, previous study by (Mercer et al., 2023), explored the integration of environmental topics in English language learning with the aim of raising awareness and developing critical thinking skills regarding global environmental issues. Similarly, (Bhusal, 2021) examined pedagogical approach to environmental education using experiential learning theory, showing how students develop critical thinking and a sense of environmental responsibility through language lessons. To fill this gap, this research looks at how environmental issues are taught in English lessons in Indonesia, and provides insight into how local teachers apply these concepts in everyday practice.

Unfortunately, as stated by (Damoah & Omodan, 2022) not all schools can incorporate environmental issues into the curriculum because not all subjects can be adapted. On the other hand, several junior high schools in South Tangerang have started integrating environmental education at different levels, supporting the Ministry of Environment's Adiwiyata program. This program, which is applied in schools, aims to increase students' knowledge and awareness about protecting the environment (Wijayanti et al., 2024). In addition to raising environmental awareness, this initiative also plays a key role in shaping students' habits and behaviors toward sustainable living. Therefore, the Adiwiyata program makes students more active in protecting the environment, which becomes environmental management training. As mentioned by (Saadah, 2023), the Adiwiyata Program invites students to get involved in various environmental activities, such as planting trees, cleaning, and environmental campaigns. By participating directly, students will appreciate the importance of caring for the environment. The values of environmental care are introduced through Adiwiyata activities, such as understanding the importance of protecting the environment, learning waste management, and participating in cleaning up in the school and surrounding areas.

Although, environmental education is important, many schools face challenges in integrating environmental topics into English language lessons. Globally, curricula already expect environmental issues to be included in all subjects (Hanisch et al., 2014). However, there are often issues such as a lack of suitable teaching materials, unprepared lessons, ineffective strategies for delivering the content, and teachers not being well-trained to

address these topics (Noor et al., 2023). This highlights the need for more targeted efforts to combine environmental education with English language learning, so that teaching objectives align with students' understanding of environmental issues. Therefore, the research question in this research is how English teachers view the integration of environmental issues in learning, the methods applied, and what resources available to teach this topic.

METHOD

In this research, a qualitative research was employed, As defined by (Creswell, 2018), which focuses on exploring phenomena in their natural environment. This research aims on understand the behaviors, experiences, and meanings from the participants' perspective, especially in the context of environmental issues. To achieve this, a descriptive qualitative approach was chosen to present the research topic in a clear, detailed and structured way. Futhermore, this method allows for a deeper exploration of the teacher experince and view, revealing the nuances and complexities of how the teachers perceive and incorporate environmental topics in English language learning

This research focused on three teachers who actively incorporate environmental issues into their 8th-grade lessons. These teachers were selected using purposive sampling, because these teachers are directly engaged in teaching topics related to the environment and are considered the most reliable sources of in-depth information on the subject. While this method doesn't include all the English teachers at the school, choosing these three teachers still gives valuable insight into the real difficulties and strategies the teachers when teaching about environmental topics.

The data collection method used in this research included surveys, written closed ended interviews, and documentation. Firstly, a demographic survey was conducted to collect basic information about the respondents' backgrounds, such as their age, gender, and education level. Secondly, the interview questions were designed based on specific indicators relevant to the research topic, which were adapted from (Mercer et al., 2023). By giving the questions in writing, participants were able to take their time and provide more thoughtful and detailed answers. The three English teachers Mrs. DN, Mrs. LI, and Mr. KA were given a set of eight closed ended questions. In addition, the researcher also gathered documentation like books, teaching materials, and photos taken during the interviews.

In terms of data collection, each of these data collection methods played a unique role in this research. The surveys helped to give a clearer picture of the teachers' backgrounds, while the interviews gave a deeper look into their teaching methods and views. Moreover, the documentation added value by providing real examples of how environmental topics were actually used in the classroom. By combining all three methods, the researcher made sure the data was not only accurate but also well rounded and truly reflected the teachers' actual practices and experiences.

Data analysis followed Braun and Clarke's (2006) in (Skov et al., 2024) thematic analysis, which was perfect because the participants were few but the data was rich. In essence, thematic analysis is the process of finding, analyzing and reporting patterns from qualitative data, and the end result is themes that explain the data. The process starts with rereading the transcripts to get familiar with the data. After that, certain sections were coded

based on the research questions and references from the literature. For initial exploration, a mind map was used to make it easier to see the relationship between codes (Shahmir H. Ali, Alexis A. Merdjanoff, 2021). After that, the codes were compared iteratively until more complex themes emerged. These themes were checked against the rest of the data to make sure they matched, while adding relevant quotes. Finally, the themes were connected to other research to get a deeper interpretation.

This research used a closed written interview as an instrument, and the list of interview questions can be seen in Table 1.

Table 1.
The Question for Interview adapted (Mercer et al., 2023)

No	Statement	Variable	
		X	Y
1.	How do you, as an English teacher, view the integration of environmental issues into your language classroom, and what outcomes do you hope to achieve by doing so?	✓	
2.	What support do you have for addressing environmental issues in your English language learning?	✓	
3.	How are environmental issues presented or integrated into the coursebook you use for English language learning?		✓
4.	Where do you find resources and materials for teaching environmental issues in your English classes?		✓
5.	What factors help or hinder you in addressing environmental issues in your English learning?	✓	
6.	How does your knowledge of local environmental issues help you teach quality education in your English classrooms?		✓
7.	What methods do you use to address environmental issues in your English language learning?		✓
8.	What is the function of the Adiwiyata program in shaping your perspective in addressing environmental issues in English education learning?	✓	

The eight questions were reviewed and grouped using a deductive approach, starting with codes based on the study's main themes. As the data was analyzed, new patterns and themes appeared, which were refined through repeated coding. The responses were then grouped into key themes like teachers' views on environmental education, their thoughts on the school's role in supporting it, their readiness for professional development, and their overall attitude toward including environmental topics in English lessons (Hameed, 2023).

RESULT AND DISCUSSION

Result

The result included three participants with diverse backgrounds in teaching English and training related to environmental issues. Each participant held different qualifications for teaching English. Ms. DN (Participant 1) possessed a TOEIC certification, showcasing her English teaching capabilities. Ms. LI (Participant 2) had more experience, holding a TOEFL certification and a master's degree. Mr. KA (Participant 3) also had a TOEFL certification. Among the participants, Ms. LI had the highest level of education, while Ms. DN had the least teaching experience. Despite their different backgrounds, each of them brought valuable insights to English teaching in their schools. The results finding of the demographic survey are presented below:

Table 2.1.1
Data information of Participant 1 (Demographic survey adapted from (Mercer et al., 2023))

No	Indicator	Description
1.	Name	DN
2.	Age	37
3.	Gender	Female
4.	Highest education	Bachelor's degree
5.	Years of teaching experience	2 years
6.	Teaching level	Secondary school
7.	Pre-service or in-service training on environmental issues	Yes
8.	Qualification for teaching English	TOEIC

From the Demographic data of Participant 1 (DN), who has taught for 2 years in secondary school with a bachelor's degree and TOEIC. Even though it was new, the environmental issues training he attended provided a strong foundation for teaching this topic. Due to differences in experience and training, more experienced teachers are usually more confident in discussing environmental issues in the classroom.

Table 2.1.2
Data information of Participant I1 (Demographic survey adapted from (Mercer et al., 2023))

No	Indicator	Description
1.	Name	LI
2.	Age	46
3.	Gender	Female
4.	Highest education	Master's degree
5.	Years of teaching experience	16-23 years, (exactly 20+ years)
6.	Teaching level	Secondary school
7.	Pre-service or in-service training on environmental issues	Yes
8.	Qualification for teaching English	TOEFL

Looking at Participant 2 (LI), she has been teaching for more than 20 years in secondary schools, with a Master's degree and TOEFL qualification. With extensive

experience and formal training on environmental issues, she is ready to integrate this topic into her English lessons. Due to her higher education and long teaching experience, she feels more confident and expert in discussing environmental themes in the classroom.

Table 2.1.3

Data information of Participant III (Demographic survey adapted from (Mercer et al., 2023))

No	Indicator	Description
1.	Name	KA
2.	Age	37
3.	Gender	Male
4.	Highest education	Bachelor's Degree
5.	Years of teaching experience	8-15 years
6.	Teaching level	Primary (2012-2023), Secondary (2023-present)
7.	Pre-service or in-service training on environmental issues	No
8.	Qualification for teaching English	TOEFL

Regarding Participant 3 (KA), he has a 37 years old with a bachelor's degree and TOEFL certification, which allows him to teach English. With 8 to 15 years of teaching experience at the elementary and secondary levels, KA has valuable skills in the classroom, even though he has not had formal training on environmental issues.

Next, the researcher explained the results of the structured interviews that had been analyzed based on the themes that emerged. Then, coding the themes was done manually. In addition, relevant theories were also used to express ideas and make the data clearer and more transparent. In reference to the participants' reflections on their views on environmental issues, 8 major themes relating to the conditions under which the participants engaged in the interviews were identified: (a) Motivation for integrating Environmental Issues in Learning, (b) Support for Addressing Environmental Issues in English language learning, (c) Environmental Factors Impacting English language learning, (d) The role of Adiwiyata programme in English language learning, (e) How do English textbooks incorporate environmental themes, (f) Resource options for teaching environmental topics in English, (g) Connecting local Environmental Issues with English learning, (h) Teaching methodologies for Environmental content.

A. Motivation for integrating Environmental Issues in Learning

The initial theme discussed English teachers' views on integrating environmental issues into classroom learning as well as the goals to be achieved through this. From analyzing the participants' answers, three main points emerged: increasing awareness, responsibility, and critical thinking. From the question "how do you, as an English teacher, view the integration of environmental issues into your language classroom, and what

outcomes do you hope to achieve by doing so?" Here are some responses from the participants:

Participant 1 "increasing awareness" shared:

I hope, the children can aware to environment. They will keep cleaning, throw away the garbage in the garbage can, and use 3 R (recycle, reuse and reduce) in their life.

Participant 2 "responsibility" shared:

I think, the integration of enviromental issues is very good. Because with the integration of enviromental issues in learning teaching classroom, the students and teachers will be aware to pay attention for keep cleaning the class or the school enviroment.

Participant 3 "critical thinking" shared:

Integrating environmental issues into the language classroom is vital for fostering awareness and responsibility among students. Here's how I view this integration and the outcomes I hope to achieve: a) Exposure to environmental challenges helps cultivate empathy and a sense of responsibility towards the planet, encouraging students to become informed citizens. b) Discussing environmental topics encourages students to analyze information, consider different perspectives, and develop critical thinking skills. c) Engaging in discussions, debates, and projects allows students to practice and improve their speaking, writing, and listening skills in meaningful contexts. d) I hope to empower students to communicate effectively about environmental issues and inspire them to take action in their communities.

This analysis shows that English teachers see the integration of environmental issues in the classroom as a versatile way to increase awareness, responsibility and critical thinking. For example, Participant 1 focuses on environmental awareness through concrete actions such as recycling, Participant 2 sees the role of language in raising ecological awareness and sustainability, in line with (Bascope et al., 2019), view that language education can help with environmental responsibility, Participant 3 expands on this concept by encouraging students to think critically and become more globally aware through debates and projects. This not only improves language skills, but also helps them understand global issues. As explained by (Cordova, 2024), shows that environmental themes can really make students more aware and responsible as global citizens. So, their learning is not just theoretical, but also more actionable and memorable.

B. Support for Addressing Environmental Issues in English language learning

The second section starts to discusses about how teachers can address environmental issues in English language learning, several key themes approaches emerged included environmental activities, material support, and literature and text that focused on sustainability. Here are the questions "what support do you have for addressing environmental issues in your English language learning?" followed by the results of the participant's answers:

Participant 1 "environmental activities" said:

I work together with the students for making the dust bin in P5 project. And we plant the trees around the school's environment.

Participant 2 "material support" said:

There are some materials in 8th grade English book that discuss about how to keep cleaning our enviroment. Example: No using straw, less plastic, take your own bottle, take your own lunch from your house, etc.

Participant 3 “literature and text” said:

I will try to utilize some strategies, such as: a) Giving literatures and texts about environmental themes. b) Encourage students to research local environmental issues and present their findings. c) Focus on vocabulary related to the environment, sustainability, and ecology, helping students articulate their thoughts effectively. d) Assign persuasive essays or creative writing projects centered on environmental topics, allowing students to express their views and solutions. e) Organize debates or discussions on environmental topics to develop speaking and listening skills while engaging with current issues.

All three participants agreed that environmental issues can be taught in a variety of complementary ways. Practical activities make students learn through action, while teaching materials and literature provide a theoretical basis and sharpen language skills. therefore, the third participant is superior with a focus on critical literacy, which not only teaches students about social issues, but also trains them to think critically and creatively. so, this approach is in line with critical literacy theory (Mitzi Lewison, Christine Leland, 2014), which state that actively reading texts can help students understand and find solutions to social problems, including environmental issues.

C. Environmental Factors Impacting English language learning

The three themes show that environmental factors, such as classroom conditions, school programs, and resources availability, play an important role in influencing how to incorporate environmental issues into English language learning. then, the question posed is “what factors help or hinder you in addressing environmental issues in your English learning?” Followed by the answer from participant:

Participant 1 “classroom conditions” added:

Because the school is surrounded by the liltte forest so I sometimes ask the students for knowing the plants. From this situation, they know the plants' names

Participant 2 “school program” added:

Help: The school is Adiwiyata Program, so the school support us to pay more attention about the enviroment. Our P5 programme, we plant some trees or flower around our school.

Hinder: Sometimes after the program has done, some students ignore about the clean of enviroment. So it need the teachers to remind the students to still keep clean the class and school.

Participant 3 “resources availability” added:

Several factors can help or hinder addressing environmental issues in English language learning a) Availability of diverse materials books, articles, documentaries, makes it easier to introduce environmental themes. b) Encouragement from school leadership for interdisciplinary approaches can create a conducive environment for these topics. c) Students passion for environmental issues can drive engagement and motivation in discussions and projects.

The results of the analysis show that although there are school programs and resources to support the teaching of environmental issues, obstacles arise because students have not consistently maintained cleanliness, which requires constant reminders from teachers. In addition, cooperation between students, teachers and schools is also important to increase students' engagement and responsibility for the environment. This suggests the

need for a long-term approach to raising awareness, combining English language learning with sustainability goals through more creative methods, which can make students more engaged while improving their language skills (Yu et al., 2024).

D. The role of Adiwiyata programme in English language learning

Starting from the fourth theme, the content focuses more on the participants' views on the influence of the Adiwiyata Program on their approach to teaching environmental issues through English lessons, their views are different but complementary. Thus, the answers can be grouped into three main themes: environmental comfort, sustainable practices, and empowerment through action. Here are questions from the theme "what is the function of the Adiwiyata program in shaping your perspective in addressing environmental issues in English education learning?" The results obtained from three participants can be seen below:

Participant 1 "environmental comfort" noted:

With the Adiwiyata program, the school must be surrounded by the trees or plant so the school become cooler. And teach the student that the school with tree is more comfortable.

Participant 2 "sustainable practice" noted:

The function of the Adiwiyata program is making our school more comfortable and the students become solid team. Because the school is more beautiful coz of the beautiful mural, there are fresh oxygen coz of many trees and the cleanliness of school enviroment so the students and teachers feel comfortable in teaching learning classroom.

Participant 3 "empowerement through action" noted:

The Adiwiyata program plays a significant role in shaping perspectives on addressing environmental issues in English education. Here's how: a) Adiwiyata encourages schools to adopt sustainable practices. By participating, I gain insights into practical environmental initiatives that can be highlighted in the classroom, demonstrating real-world applications of language skills. b) The program emphasizes comprehensive environmental education, encouraging teachers to incorporate environmental themes across subjects, including English. This promotes a more integrated approach to learning. c) The program promotes awareness of global and local environmental challenges. This shapes my teaching by emphasizing the importance of responsible citizenship, encouraging students to engage thoughtfully with environmental topics. d) Adiwiyata focuses on empowering students to take action on environmental issues. This perspective encourages me to guide students in expressing their views through writing, speaking, and advocacy, making language learning more purposeful.

As a result, although participants emphasized different points, they agreed that the Adiwiyata Program plays a big role in improving the physical environment of schools and incorporating environmental themes into education. The program not only makes schools more comfortable through greening and cleanliness, but also teaches the value of sustainability and makes students more aware of environmental issues. This is in accordance with the principles of Education for Sustainable Development (ESD), which links environmental topics with education and empowers students to be actively involved in environmental issues.

E. How do English textbooks incorporate environmental themes

The fifth theme focused on how textbooks present environmental issues through readings, exercises or projects that help students learn and care more about the

environment. To analyze this, manual coding was used to group participants' answers into themes such as book content, subject matter, and context relevance. This helped to understand how the textbook connects environmental issues to students' daily lives. Below are the answers of three participants to the question: "How are environmental issues presented or included in English learning textbooks?"

Participant 1 "textbook content" highlighted:

I use "English for Nusantara" book. In this book, it has some chapters explaining about saving the world. Every chapter learns how to use water wisely, prevent the flood, educate the student that the dangers of plastic to the environment.

Participant 2 "course material" highlighted:

There are some materials in English book about the environment, the description about the animals, the bad effect of throwing the rubbish; cut the forest; flood; landslide.

Participant 3 "contextual relevance" highlighted:

Environmental issues are very relate presented with issues that students can find among their environment where they live or what they find the issues that usually happen in Indonesia. On the coursebook, the students can see the situation how flood is happen, how the difficulties when it happen, how to prevent the flood and how to rise the awareness of caring the environment.

The responses from three teachers show that English textbooks, such as "English for Nusantara," effectively address environmental issues such as water conservation, plastic pollution, waste management, and local problems such as flooding. These topics are in line with (Stevenson et al., 2016), principle of Environmental Education which connects learning with real life applications. By raising environmental issues relevant to everyday life, the textbook encourages students to think critically and make wiser decisions, as well as increase environmental awareness and action.

F. Resource options for teaching environmental topics in English

The sixth theme section discusses various resources for teaching environmental topics in the English classroom, highlighting key themes such as learning resources, variety of materials, and combinations of resources. The questions related to this topic are: "Where do you find resources and materials to teach environmental topics in your English class?" Here are the answers:

Participant 1 "learning resources" showed:

From the book and the internet.

Participant 2 "variation of learning materials" showed:

In English handbook for 8th grade, YouTube, google, Tiktok, etc.

Participant 3 "combination of resources" showed:

I find resources and materials from coursebook, but beside that, I try to find some additional material from internet.

The three teachers combined textbooks with digital platforms such as YouTube and TikTok to teach environmental issues. This is in line with the Multimodal Literacy (Karatza, 2022), which encourages the use of various media for more effective learning. While textbooks are the main source, digital platforms offer visual content that makes

environmental topics more interesting and easy to understand. In this way, teachers not only improve students' understanding of environmental issues, but also develop critical thinking skills, media literacy, and support various learning styles.

G. Connecting local Environmental Issues with English learning

The seventh theme shows that teaching local environmental issues in English classes can raise students' awareness and connect language learning with real life situations. Some of the themes that emerged developing positive habits, hygiene practices and environmental education. For example, discussing how litter at school or around the house affects hygiene and health, while practicing students' language skills. This ties in with the question: "How does your knowledge of local environmental issues help teach quality education in your English class?" Next, the analysis includes the views of three participants.

Participant 1 "developing positive habits" indicated:

It is not hard to teach quality education but it is hard to remind the student to keep cleanig. They have to have the good habit.

Participant 2 "hygiene practices" indicated:

We discuss about how to clean the classroom after school, throw the rubbish in the dustbin, use the mask to help our lung, wash the hands with the soap before and after meal, etc.

Participant 3 "environment education" indicated:

It's quite help in my English classrooms. It makes me easier to explain or showing information to the students about environmental issues.

All three teachers agreed that local environmental issues are important for teaching cleanliness, hygiene and sustainability. Although the methods used differed, all emphasized the importance of positive environmental habits in students. Participant 1 focused on classroom cleanliness, while participant 2 on hygiene practices, and participant 3 felt knowledge of the local environment helped in teaching these issues. therefore this approach is in line with (Wals, 2017), who states that sustainability can make lessons more relevant and practical.

H. Teaching methodologies for Environmental content

The final theme focuses on how teachers use appropriate methods and media to address environmental issues in English language learning, helping students understand the issues while improving language skills. Some of the key themes that emerged included planning, discussion and projects. The question posed was: "What methods are used to discuss environmental issues in your English lessons? Can you explain?" Here are the answers from three participants:

Participant 1 "planning" revealed:

I use teaching by design. In this method, I determine the purpose of teaching, make the assement and design the activities in the classroom.

Participant 2 "discussion" revealed:

Example: Discuss in groups about the effect of using many plastics in our daily life and ask them to present their result of discussion in front of the classroom.

Participant 3 “project” revealed:

To address environmental issues in English language learning, I use several effective methods: a) Thematic Units: I present units around specific environmental themes, such as climate change, pollution, or biodiversity. This allows students to explore vocabulary and concepts in context, making discussions more relevant b) Literature and Media: Incorporating literature, articles, and documentaries related to environmental issues enriches lessons. Students analyze texts, discuss themes, and respond creatively through writing assignments. c) Project-Based Learning: Students engage in projects that require research on local or global environmental issues. They can create presentations, posters, or digital content, which enhances their language skills while fostering critical thinking.

The three teachers used different but complementary methods to teach environmental issues in English language learning, such as design-based teaching, group discussions, and media-based projects. All these methods focus on contextual learning, which links environmental issues with language skills. this align with (Guo et al., 2020), who state that projects help students develop critical skills and understand global issues, such as the environment.

The result findings of this research involved interviews to understand the views of English language teachers regarding the integration of environmental issues in teaching. The following questions were adapted from (Mercer et al., 2023), designed to explore various aspects related to English language teaching and environmental issues. These questions covered teachers' views, available support, use of materials, and methods used. The results of the interviews provided insight into the challenges and strategies faced by teachers when teaching environmental issues in the classroom.

Discussion

This reseearch aims to determine how English teachers view the integration of environmental issues in learning, the methods used, and the resources available. Based on interviews and data analysis, it was found that teachers strongly support the teaching of environmental issues to raise students' awareness of their responsibility to the environment. They use various methods, such as group discussions, practical projects, and teaching materials that focus on environmental themes. For example, one teacher held a discussion on the impact of plastic use and invited students to brainstorm and find solutions.

Overall, with the Adiwiyata Program linking environmental education with English learning can make learning more interesting and practical. For example, through activities such as tree planting or waste management, students gain hands-on experience that can be used for English tasks such as writing reports, creating slogans, or group discussions. with this program not only increases their environmental awareness, but also their language skills. this is in line with Saadah (2023) and Wijayanti et al. (2024), participating in environmental activities not only teaches the value of sustainability, but also familiarizes students to live environmentally friendly.

This reasearch is different from previous studies, conducted by (Bhusal, 2021), which focused more on the positive side of integrating environmental issues into education. In contrast, this reasearch highlights the obstacles experienced by teachers in the field, such as waste management issues, limited teaching time, and lack of appropriate teaching materials. These are the main obstacles in teaching sustainability issues, which makes this research unique compared to previous studies that only talked about the benefits.

The results of this reasearch are also similar to those found by (Yu et al., 2024), who both noted the difficulties faced by teachers due to limited resources. However, this reasearch focuses more on specific problems at the local level, such as waste management issues in schools and the lack of teaching materials that are appropriate to local environmental conditions. So, this research provides a clearer picture of the practical challenges faced by teachers, unlike (Yu et al., 2024) who more generally talk about limited resources.

In addition, this reasearch is also different from (Mercer et al., 2023), which discusses global education policies more. This reasearch highlights the concrete obstacles experienced by teachers in implementing environmental policies at the local level. This focus makes the solutions offered more direct and practical to implement.

To overcome these problems, this reasearch provides several recommendations, such as providing more teaching materials that are in accordance with local environmental issues, increasing the time allocation for teaching this topic, and conducting training for teachers to be better prepared. By focusing on the local context, this reasearch not only discusses obstacles but also provides practical ideas for improving environmental issues learning in English classes.

CONCLUSION

In conclusion, this research reveals English teachers' views on the importance of integrating environmental issues in learning, whereas teachers support this approach because it can increase students' awareness, responsibility, and critical thinking skills, although there are obstacles such as the lack of appropriate materials and limited training. In addition, the methods used include group discussions, projects, and media related to environmental issues. with the Adiwiyata program also helped increase students' awareness.

Generally, this research provides benefits not only for students, but also for teachers, schools, and communities. By integrating environmental issues in English language learning, this research encourages the development of more relevant teaching methods and increases students' environmental awareness. The results can also serve as a basis for education policy to include environmental education in the curriculum, thus creating a generation that cares about sustainability and social issues. As suggestions, it is recommended to develop materials that are more relevant to the local context, intensive training for teachers, as well as exploring the effectiveness of new methods and ways to sustainably increase student engagement in the future.

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