Ghancaran
Jurnal Pendidikan Bahasa dan Sastra Indonesia
P-ISSN 2714-8955 | E-ISSN 2715-9132
https://ejournal.uinmadura.ac.id/index.php/ghancaran/index
https://doi.org/10.19105/ghancaran.v20i2.26354

OPEN ACCESS

RESEARCH ARTICLE

Ecolinguistic ELT for sustainable education: Classroom challenges in an Adiwiyata school in Madura

Kristanti Ayuanita[1]*
[1]Universitas Islam Negeri Madura, Pamekasan, Indonesia

***Corresponding Author**
kristadita@iainmadura.ac.id

ABSTRACT
This study explored the challenges English teachers faced when integrating ecolinguistic perspectives into classroom practice in an Adiwiyata school in Madura. Conducted at MTsN 2 Pamekasan, the study involved two Grade 8 English teachers. Data were collected through semi-structured and follow-up interviews, classroom observations, instructional documents, and contextual information from the school's Adiwiyata coordinator. The analysis revealed four closely related challenges: limited formal preparation in ecolinguistics, restricted instructional time, students' limited English proficiency and ecological vocabulary, and difficulty finding environmental materials suited to their language level and local context. The findings show that the main issue was not the absence of an environmental culture at school. Rather, teachers had to balance ecological content with students' language needs and the practical demands of classroom time. They responded by simplifying texts, providing vocabulary support, using bilingual explanation, drawing on familiar environmental examples, and supplementing existing materials. The study suggests that meaningful Eco-ELT requires not only environmental commitment, but also appropriate teacher preparation, accessible materials, and classroom conditions that support both language learning and ecological discussion.

Keywords: ecolinguistics; Eco-ELT; sustainable education; Adiwiyata; classroom challenges.

ARTICLE HISTORY
Received: September 30, 2026
Accepted: October 28, 2026
Published: November 15, 2026

LICENSE
Copyright © 2026 The Author(s). This article is an open access article distributed under the terms and conditions of the Creative Commons Attribution (CC BY 4.0) License.
https://creativecommons.org/licenses/by/4.0/.

How to Cite This Article
Ayuanita, Kristanti. (2026). Ecolinguistic ELT for sustainable education: Classroom challenges in an Adiwiyata school in Madura. *Ghâncaran: Journal of Indonesian Language and Literature Education*, Special Edition Lalongét VII. 875-892.
https://doi.org/10.19015/ghancaran/v20i2.26354

INTRODUCTION

Sustainable education increasingly requires schools to connect disciplinary learning with the ecological conditions in which learners live. Environmental problems such as waste, pollution, excessive consumption, biodiversity loss, and climate change are not only scientific or material concerns; they are also communicated, interpreted, and understood through language. The way environmental issues are described can highlight or hide responsibility, normalise particular behaviours, and influence how people understand their relationship with the natural world. From this perspective, ecolinguistics offers a relevant framework for education because it examines how language contributes to ecological meanings and how alternative ways of speaking and writing may support more sustainable ways of thinking and acting (Stibbe, 2021; Zhou, 2021).

This connection is particularly relevant to English Language Teaching (ELT). English classrooms are not limited to teaching grammar, vocabulary, reading, or speaking in isolation. They can also provide meaningful spaces for students to read environmental texts, discuss ecological problems, explain causes and consequences, communicate possible solutions, and reflect on how language represents environmental responsibility. Recent studies have increasingly explored the integration of ecological themes into English teaching and materials, suggesting that sustainability can become a meaningful context for language development when it is supported by relevant texts, authentic tasks, and appropriate pedagogical mediation (Boulaid & Handoko, 2024; Bulan et al., 2024; Tatin et al., 2024; Triyono et al., 2023).

Ecolinguistics is therefore relevant to education because it examines how language shapes ecological meanings and how alternative discourse forms may support more sustainable ways of thinking and acting (Stibbe, 2021; Zhou, 2021; Ayuanita et al., 2025). However, bringing ecolinguistic perspectives into everyday ELT is not straightforward. Teachers are expected to develop students' English competence while also helping them engage with ecological meanings. Environmental topics often require specialised vocabulary, causal reasoning, evaluative language, and the ability to discuss relationships that may be conceptually complex. Students may already understand an environmental problem in Indonesian but still struggle to explain the same idea in English. As a result, teachers have to mediate both the environmental content and the language needed to communicate it. Recent research similarly shows that sustainability-oriented ELT requires more than the inclusion of environmental topics; it depends on teacher preparation, suitable learning materials, curricular support, and opportunities for students to use

language meaningfully (Mercer et al., 2023; Arslan & Curle, 2024; Al-Hakimi & Widyaningrum, 2026).

These challenges become especially important in schools that already have a strong environmental orientation. In Indonesia, the Adiwiyata programme encourages schools to develop environmentally responsible policies, learning activities, participatory programmes, and sustainable school practices. Such schools may offer rich ecological resources through gardens, waste-management activities, environmental campaigns, school routines, and student participation. Nevertheless, the presence of a strong environmental culture does not automatically mean that environmental learning can be integrated easily into every subject. In English classrooms, teachers still need to decide which environmental issues are appropriate for students' language level, how deeply those issues can be discussed, how much time can be allocated, and what materials are available to support meaningful communication.

MTsN 2 Pamekasan provides a relevant context for examining this tension. The school has developed an established Adiwiyata culture through environmental programmes such as school nursery activities, medicinal plants, environmental conservation, waste management, Go Green School, *Jumat Sehat,* and participatory ecological activities. Environmental awareness is visible in school facilities, routines, and curriculum-related expectations.

Existing studies have provided important insights into ecolinguistics, environmental discourse, sustainable ELT, and ecological representation in English learning materials. Some research has examined how environmental themes are represented in textbooks and how those representations may support or limit ecological awareness (Awal, 2025; Cristovão et al., 2022; Triyono et al., 2023). Other studies have focused on teachers' perceptions of environmental issues in ELT, the role of sustainability in language education, and the need for stronger institutional and professional support (Mercer et al., 2023; Arslan & Curle, 2024; Hossain et al., 2026). However, less attention has been given to the interconnected classroom pressures teachers experience when ecolinguistic teaching takes place within a school that already has a well-established environmental culture. In particular, limited teacher preparation, instructional time, students' linguistic readiness, and the availability of suitable materials are often discussed separately rather than as conditions that interact in actual classroom practice.

This study addresses that gap by examining how those challenges operate together in the English classrooms of MTsN 2 Pamekasan. Rather than viewing the challenges as isolated weaknesses, the study considers them as interconnected pedagogical pressures. A lack of specialised training may influence how confidently teachers develop ecological discussion; limited student vocabulary may increase the need for scaffolding; scaffolding requires additional instructional time; and limited materials may increase teachers' preparation workload. The study therefore views sustainable ecolinguistic ELT as a process of continuous pedagogical negotiation.

Environmental activities are part of daily life at MTsN 2 Pamekasan, giving English teachers familiar examples to bring into their lessons. These examples raise a practical question: What challenges do Grade 8 English teachers face when they use students' everyday experiences to help them explore environmental issues in English? To answer this question, the study examines how two teachers planned and taught their lessons, drawing on interviews, classroom observations, and teaching materials.

METHOD

This study employed a qualitative single-case study design to explore the classroom challenges experienced by English teachers when integrating ecolinguistic perspectives into English Language Teaching (ELT) at MTsN 2 Pamekasan, Madura. A case-study approach was considered appropriate because the study sought to understand the challenges as they occurred within a particular institutional and pedagogical setting rather than to generalise them across schools. MTsN 2 Pamekasan was selected because it has an established Adiwiyata culture and provides a relevant context for examining how sustainability-oriented language teaching is negotiated within everyday classroom practice.

MTsN 2 Pamekasan Madura is a public Islamic junior secondary school in Pamekasan Regency, East Java. The school has developed a range of environmental programmes that are integrated into school life, including school nursery activities, medicinal plants, environmental conservation, waste management, Go Green School, *Jumat Sehat*, and other participatory environmental activities. These programmes provide a strong institutional context for environmental education and make ecological issues visible in students' daily experiences. The school therefore offered an information-rich setting for examining the challenges that remain when environmental values are brought into English classroom practices.

Data were collected through semi-structured interviews, classroom observations, instructional documents, and contextual documentation. The semi-structured interviews focused on teachers' experiences of incorporating environmental issues into English lessons, including difficulties in balancing language objectives and ecological content, students' language limitations, instructional time, the availability of learning materials, and professional preparation related to ecolinguistics. The data were analysed thematically through several stages. Interview transcripts, observation notes, instructional documents, and contextual information were first read repeatedly to gain an overall understanding of the data.

Comparing these sources made it possible to examine whether the challenges described by the teachers were also visible in classroom practice and teaching materials. The analysis remained focused on the classroom challenges associated with ecolinguistic ELT and did not attempt to measure students' ecological literacy, English achievement, or long-term environmental behaviour. The findings therefore represent an in-depth account of how Eco-ELT was negotiated within the specific context of MTsN 2 Pamekasan.

RESULTS AND DISCUSSION

MTsN 2 Pamekasan Madura provides a strong environmental setting for sustainability-oriented learning. Environmental programmes are already part of everyday school life, and ecological issues are visible through activities related to waste management, school gardens, conservation, and other Adiwiyata practices. In this sense, the school does not lack environmental awareness or institutional commitment. However, the findings show that a supportive environmental culture does not automatically make the integration of ecolinguistic perspectives into English teaching easy.

This situation highlights an important point for sustainable language education. The presence of environmental themes in a school does not necessarily result in deeper ecological learning in the English classroom. Sustainable Eco-ELT depends on how environmental experiences are mediated through language. In this study, that mediation was shaped by four closely connected challenges: limited formal preparation in ecolinguistics, restricted instructional time, students' limited linguistic readiness, and the lack of suitable environmental learning materials.

This finding adds an important perspective to discussions of sustainability-oriented education. A strong institutional environmental culture may create favourable conditions, but it does not remove the need for subject-specific pedagogical support. For Eco-ELT,

sustainability becomes meaningful only when teachers are able to connect environmental experience with the linguistic resources students need to describe, explain, evaluate, and discuss ecological issues.

1. Limited Formal Preparation in Ecolinguistics

The first challenge concerned the teachers' limited formal preparation in ecolinguistics. Both P1 and P2 were already familiar with environmental issues through their teaching experience and the school's Adiwiyata culture. They had incorporated environmental topics into classroom activities and were accustomed to using examples drawn from the school environment. However, neither teacher had received specific professional training focused on ecolinguistics or on how ecolinguistic principles could be translated into English language pedagogy.

This finding does not mean that the teachers lacked environmental knowledge or pedagogical competence. On the contrary, their classroom practices showed considerable practical awareness. They were able to connect English learning with topics such as cleanliness, waste management, environmental responsibility, and school environmental programmes. Their knowledge had largely developed through experience, curriculum implementation, personal initiative, and daily involvement in the environmental culture of the school.

Stibbe (2021), for example, emphasises that ecolinguistics examines the "stories" through which societies understand ecological relationships. From this perspective, environmentally oriented language teaching can move beyond learning words such as *pollution*, *recycling*, or *conservation*. It can also encourage students to examine who is represented as responsible for environmental problems, which actions are presented as desirable or normal, and what alternatives are made visible through language.

The teachers' limited formal preparation therefore created a particular tension. They already possessed useful environmental teaching experience, but they had fewer opportunities to connect that experience with a systematic ecolinguistic perspective. This may help explain why environmental integration was stronger at the level of themes and practical activities than at the level of explicit ecological discourse analysis.

This pattern is consistent with research on teacher cognition, which shows that classroom practice is shaped by the interaction of teachers' prior experience, beliefs, contextual demands, and professional knowledge rather than by formal theory alone (Borg, 2015). In the present study, the teachers had developed workable classroom practices

through experience, even without specialised ecolinguistic training. Their existing practices should therefore be seen as a foundation rather than as a deficiency.

Mercer et al. (2023) found that English teachers generally recognise the importance of environmental topics, but their ability to address them meaningfully is influenced by professional support, confidence, and available pedagogical resources. More recent Eco-ELT scholarship also suggests that teachers may support sustainability in principle while still needing clearer pedagogical pathways for turning ecolinguistic ideas into classroom practices (Al-Hakimi & Widyaningrum, 2026; Hossain et al., 2026).

For MTsN 2 Pamekasan, this means that professional development should not begin by assuming that teachers lack environmental awareness. The school already provides a strong ecological culture, and the teachers already possess substantial experiential knowledge. What is needed is a more specialised form of professional learning that connects this existing knowledge with ecolinguistic concepts and practical English-teaching strategies.

This does not imply that theory should replace teachers' existing practical knowledge. Rather, theory can function as a resource for making tacit pedagogical choices more visible and deliberate. The experience of P1 and P2 suggests that teachers already possess adaptive knowledge developed through curriculum work and participation in the school's environmental culture.

2. Instructional Time as a Limit on Ecological Depth

The second challenge concerned the limited time available for classroom instruction. Activities suchas environmental observation, group discussion, posterdevelopment, and classroom presentations required time for explanation, vocabularysupport, interaction, rehearsal, and feedback. As a result, teachers frequently had to make decisions about how much ecological material could realistically be explored within a single lesson.

This difficulty wasparticularly visible when environmental topics required students to move beyond simple description. Discussing issues such as plastic pollution, waste management, or environmental responsibility required students notonly to recognise relevant vocabulary but also to explain causes, consequences, and possible solutions. These activities demanded more complex language than shortvocabulary exercises or controlled sentence practice. When students needed additional explanation or languagesupport, the time available for deeper ecological discussion became increasingly limited. A lesson may

successfully introduce an environmental topic without necessarily providing enough time for students to explore the issue critically or communicate their ideas in detail.

At the same time, limited time should not be interpreted as a failure of the teachers. Classroom time is a structural condition within which teachers must work. English teachers remain responsible for curriculum objectives, language competencies, classroom management, assessment, and students' different levels of proficiency. Adding ecological learning to these responsibilities creates further demands on an already limited instructional space.

This finding also strengthens the argument that sustainable Eco-ELT depends on careful pedagogical mediation. Teachers need to judge not only what ecological content should be included, but also when and how deeply it can be explored within the available time. Sustainable implementation therefore requires curricular flexibility and realistic sequencing that allow ecological language learning to develop over time.

3. Students' Linguistic Readiness and the Expression of Ecological Ideas

The third challenge was closely related to students' linguistic readiness. Both teachers observed that students often had ideas about environmental issues but found it difficult to express those ideas in English. This was especially apparent when classroom activities required students to move beyond recognising vocabulary and produce longer explanations, opinions, or arguments.

P1 described this challenge clearly:

"Environmental topics are sometimes difficult because students need both environmental understanding and English vocabulary."

P2 expressed a similar concern:

"Students often have ideas, but they do not know how to express them in English."

These comments point to an important distinction between understanding an environmental issue and being able to communicate that understanding in English. Students may already know why littering is harmful, why plastic waste should be reduced, or why plants need to be protected. However, knowing the idea does not automatically mean that they have the linguistic resources to explain causes, describe consequences, or express environmental responsibility in English.

This gap became more noticeable when ecological tasks required more than simple vocabulary. Students needed words and language structures for expressing cause and effect, giving reasons, making suggestions, evaluating behaviour, and describing possible

solutions. When those linguistic resources were limited, students' environmental ideas could appear simpler in English than their actual understanding of the issue.

This finding has an important implication for interpreting student participation. Limited English production should not automatically be taken as evidence of limited ecological understanding.

The use of Indonesian alongside English was especially useful when students understood the environmental concept but could not yet formulate it in English. In this context, bilingual mediation functioned as a bridge between ecological understanding and English expression rather than as a replacement for English learning.

For example, students who initially respond with individual words such as plastic, dirty, or pollution can gradually be supported to produce more meaningful statements such as Plastic waste pollutes the school environment or Students should reduce single-use plastic because it produces more waste. At a more advanced stage, students may be able to compare alternatives, identify responsibility, or discuss the consequences of particular environmental practices. The important point is that ecological expression develops together with linguistic support.

The findings therefore suggest that linguistic readiness should be understood as a condition of participation in ecological discourse. Students need more than environmental knowledge; they need language that allows them to describe environmental realities, explain relationships, evaluate actions, and communicate possible change. In this sense, vocabulary and language scaffolding are not separate from sustainable education. They are part of the process through which students become able to participate in sustainability-related communication.

The third and most pedagogically consequential challenge concerned students' English proficiency and environmental vocabulary. Both teachers reported that students often understood environmental issues but lacked the English needed to express that understanding with confidence and precision.

> "Environmental topics are sometimes difficult because students need both environmental understanding and English vocabulary." (P1)
> "Students often have ideas, but they do not know how to express them in English." (P2)

These statements were strongly supported by observation. Students could identify problems such as plastic waste, school cleanliness, waste management, or care for plants, yet they frequently hesitated when required to explain their ideas in English. Some initially answered in Indonesian or mixed Indonesian and English, then attempted to reformulate

their responses with teacher or peer support. Others paused because they could not retrieve environmental vocabulary.

4. Limited and Linguistically Inappropriate Environmental Materials

The fourth challenge concerned the availability and suitability of environmental learning materials. Both teachers explained that teaching environmental topics often required resources beyond those provided in the regular English curriculum. Although environmental issues could sometimes be introduced through existing textbooks, the available materials were not always sufficiently relevant to students' local context or appropriate for their English proficiency.

P1 explained:

"Environmental topics need additional resources because students need real examples and updated information."

P2 expressed a similar concern:

"I often search for videos, pictures, and environmental texts from other sources to make the lesson more interesting."

These comments show that the difficulty was not simply a shortage of materials. In many cases, teachers could find environmental resources from online sources, but those materials were not always immediately suitable for classroom use. Authentic texts frequently contained unfamiliar vocabulary, complex sentence structures, or environmental concepts that were difficult for Grade 8 students to process in English. Teachers therefore needed to select, simplify, and adapt the materials before using them in class.

This additional work created a less visible form of teacher workload. Finding an appropriate video, text, picture, or environmental example was only the first step. Teachers still needed to consider whether the material matched the learning objective, whether the language was accessible, whether the topic was meaningful to students, and whether the activity could be completed within the available instructional time.

The challenge, therefore, involved both material availability and material accessibility. A text could be environmentally relevant but linguistically too difficult. On the other hand, a text could be easy enough for students to understand but too general or too distant from their everyday experience. For Eco-ELT, effective materials need to bring together at least three elements: ecological relevance, linguistic accessibility, and contextual proximity.

The local environment of MTsN 2 Pamekasan offered considerable potential in this regard. School gardens, waste-management activities, environmentalcampaigns, conservation practices, posters, school rules, and student projects could all serve as meaningful sources for English learning. These local resources were familiar to students and therefore reduced the distance between classroom content and everyday environmental experience. However, familiarity with the context did not automatically make the language easy. Students still needed support to describe, explain, or evaluate these environmental practices in English.

This point is particularly important for locality-based sustainable education. Local environmental resources can make learning more meaningful because students are able to connect language activities with places, routines, and issues they already know. At the same time, these resources need to be pedagogically transformed before they can function effectively as English learning materials. Teachers must convert them into texts, prompts, vocabulary tasks, speaking activities, or writing exercises that match students' level.

In this sense, material adaptation becomes a central part of Eco-ELT. Teachers may need to simplify texts, provide glossaries, add visual support, design guiding questions, use bilingual prompts, or offer model sentences. Such adaptations do not reduce the value of the environmental content. Instead, they make ecological meaning more accessible to students who are still developing their English.

This finding is consistent with the broader argument of the study that environmental content alone is not enough. Sustainable Eco-ELT depends on the way environmental resources are mediated through language and classroom design. Even in a school with a strong Adiwiyata culture, teachers still need materials that are appropriate for students' proficiency, connected to local environmental realities, and manageable within the available classroom time.

Interconnected Challenges in Implementing Eco-ELT

The four challenges identified in this study are best understood as interconnected rather than separate classroom problems. Limited formal preparation in ecolinguistics, restricted instructional time, students' linguistic readiness, and the lack of suitable environmental materials interacted with one another in ways that shaped how Eco-ELT could be implemented. The difficulty was therefore not caused by a single factor, but by the way several pedagogical pressures occurred at the same time.

The first challenge, limited formal preparation in ecolinguistics, influenced how confidently teachers could move beyond general environmental themes toward a more explicit ecolinguistic orientation. Bothteachers were already familiar ith environmental issues and had practical experience integrating them into classroomactivities. However, their knowledge was developed mainly through teaching experience and participation in the school's environmental culture ratherthan through specialised training in ecolinguistics. This distinction is important because environmental education and ecolinguistic pedagogy are not exactly thesame. Teachers may b highly committed to environmental education while still needing conceptual and pedagogical support to analyse how language represents responsibility, agency, evaluation, and human–environment relationships. In this sense, the findings support the view that teacher practice is shaped by the interaction between prior experience, contextual demands, and professional knowledge rather than by formal theory alone (Borg, 2015).

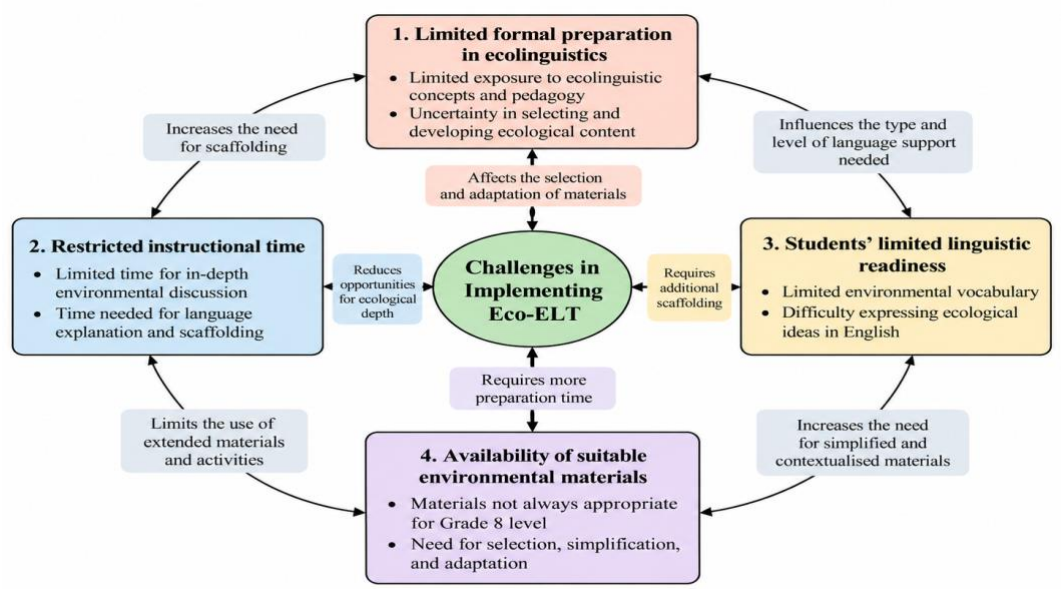


Figure 1. *The interaction among the four challenges in implementing Eco-ELT*

Figure 1 shows how the four challenges of implementing Eco-ELT can compound one another. When Grade 8 students lack the English vocabulary to discuss an environmental issue, teachers need to spend part of the lesson explaining key terms and modelling how to use them. Within a fixed lesson period, this leaves less time to explore the issue in depth. The limited availability of suitable materials adds to the pressure by increasing the time teachers need to prepare accessible texts and tasks. Limited formal preparation in ecolinguistics can also make it harder for teachers to decide how to simplify a text while preserving the ecological ideas students need to discuss.

The second and third challenges were particularly closely connected. Limited instructional time became more significant when students needed additional linguistic support. Environmental topics often required students to understand not only the issue itself but also the English needed to describe, explain, and evaluate it. When students lacked sufficient vocabulary or confidence, teachers had to provide more scaffolding through explanation, translation, modelling, sentence support, or simplified texts. These strategies were necessary, but they also required time. As a result, the time available for deeper ecological discussion could become reduced.

This relationship shows that linguistic readiness is not simply a language-learning issue. In Eco-ELT, it also determines how fully students can participate in ecological meaning-making. Students may understand an environmental issue but still be unable to communicate that understanding in English. Their limited production should therefore not automatically be interpreted as limited ecological awareness. What is visible in English depends partly on the linguistic resources students have available. This finding supports the need for scaffolding as a means of access to ecological discourse rather than as a remedial strategy.

The fourth challenge, the availability of suitable environmental materials, added another layer to this process. Although teachers could find environmental resources from textbooks, online sources, videos, images, or school-based materials, these resources were not always appropriate for Grade 8 students. Some materials were environmentally relevant but linguistically too difficult, while others were accessible but too general or distant from students' local experience. Teachers therefore had to spend additional time selecting, simplifying, and adapting materials before they could be used effectively in class.

These findings suggest that effective Eco-ELT materials need to balance three qualities: ecological relevance, linguistic accessibility, and contextual proximity. This is especially important in an Adiwiyata school, where the local environment already offers meaningful ecological resources. School gardens, waste-management practices, environmental campaigns, posters, and student projects can become valuable classroom materials because they are familiar to students. However, these local resources still need to be transformed pedagogically before they can support English learning.

The interaction among the four challenges can therefore be understood as a chain of pedagogical pressure. Limited linguistic readiness increases the need for scaffolding; increased scaffolding requires more instructional time; limited time may reduce ecological

depth; and limited materials increase both preparation demands and the need for further adaptation. At the same time, limited formal preparation in ecolinguistics may affect how teachers decide what ecological meanings should be prioritised in the first place.

This interaction is important because it shifts the interpretation of the findings away from a deficit view. The teachers should not be seen as lacking commitment, and the students should not be seen simply as linguistically weak. Instead, the findings show how Eco-ELT is shaped by real classroom conditions. Teachers were already responding actively through vocabulary support, bilingual mediation, text simplification, additional resource searching, and the use of familiar environmental contexts. These responses demo nstrate professional agency and adaptive competence.

MTsN 2 Pamekasan shows that having a strong environmentalculture at school doesnot automatically make ecoELT easy to carryout in the classroom. The Adiwiyata programme already gives teachers a supportive environmental setting, but still have toconnect that setting with the actual demands of English teaching. This requires sufficient subject knowledge, suitablematerial, languagesupport and enoughtime for students to enggage with both English and environmentalcontent.

Local environmental resources also became important inthis process. Students were already familiar with many environmentalpractices around theschool, so examples taken from their own surrounding were easier to understand always make the language easier. Students could recognise the issue or activity being discussed, but they still needed help to explain theirideas in English.. it means that local contenet becomes mostuseful when itis supported by appropriate language..

The findings also point to several practicalneeds. Teachers may benefit from professional earning that goes beyond general environmental awareness and focuses more directly onhow ecolinguistic ideas canbe usedin English lessons. They also need opportunities towork with authentic environmental materials, adapt them for classroom use, and develop questions that encourage students to think ore deeply about ecological issues. At the curriculumlevel, environmental learning may be more realistic when it is developed across several lessons instead of being compressed into one meeting. Schools can also support teachers by preparing level-appropriate materials based on local environmental practices and by creating conditions that reduce the burden of handling all aspects of Eco-ELT individually.

Overall, the discussion shows that sustainable Eco-ELT is not simply about adding environmental topics to English lessons. It is a process of balancing ecological meaning,

language development, time, and materials within real classroom conditions. The findings suggest that the success of this process depends largely on adaptive teacher mediation and on institutional support that helps teachers connect the environmental culture of Adiwiyata with meaningful language learning.

One important point emerging from these interconnected challenges is that classroom difficulty cannot be explained only by students' English proficiency or by the availability of environmental materials. The way teachers respond to one problem often affects another. For instance, additional language support may help students express ecological ideas more clearly, but it also takes time that might otherwise be used for discussion or reflection. In the same way, locally relevant materials may make environmental topics easier to understand, but teachers still need to adapt the language before those materials can be used effectively. This shows that Eco-ELT requires teachers to make continuous practical decisions rather than simply follow a fixed instructional procedure.

The local Adiwiyata context also plays an important role in shaping these decisions. Environmental practices at MTsN 2 Pamekasan provide teachers with familiar examples that can be connected to English learning, suchas waste management, school gardens, environmental campaigns, and conservation activities. These examples make ecological issues more concrete for students because theyare drawn from situations they already know. However, familiarity with thecontext does not automatically mean that students can discuss the issue inEnglish. The value of local environmental resources therefore depends on how well teachers are able to connect students' everyday experience with suitable language support and classroom activities.

Limitations and Directions for Further Research

This study was conducted in a single Adiwiyata school, MTsN 2 Pamekasan, Madura, so the findings are closely tied to the specific institutional and classroom context in which the data were collected. They are not intended to represent all Adiwiyata schools or all English teachers in Madura. However, the issues identified in this study may still offer useful insights for other language classrooms that are working with similar sustainability-oriented goals and constraints.

The study also focused on teachers' classroom challenges and did not examine changes in students' ecological literacy, English achievement, or environmental behaviour over time. Further research could therefore explore how different forms of linguistic

scaffolding shape the quality of ecological discussion, how students' environmental language develops across a sequence of lessons, and how locally grounded materials influence participation among learners with different levels of English proficiency. Comparative studies across different Adiwiyata schools could also provide a broader understanding of how local context shapes the implementation of Eco-ELT.

CONCLUSION

This study examined classroom challenges encountered by two Grade 8 English teachers at MTsN 2 Pamekasan when integrating ecolinguistic perspectives into ELT for sustainable education. Four interrelated challenges emerged: limited formal preparation in ecolinguistics, restricted instructional time, students' limited English proficiency and environmental vocabulary, and insufficient contextually and linguistically appropriate environmental materials.

The findings show that these challenges do not indicate weak environmental commitment. MTsN 2 Pamekasan already possesses a strong Adiwiyata culture and rich ecological resources. The central difficulty lies in converting that institutional environmental orientation into sustainable subject-based pedagogy. Teachers must mediate between ecological depth, students' linguistic readiness, instructional time, and available materials.

The Eco-ELT Pedagogical Tension Triangle proposed in this study captures this relationship. It highlights that sustainable language education depends not only on what environmental content is taught but on whether students have the linguistic and temporal conditions needed to engage with that content meaningfully. Specialised ecolinguistic professional development, shared contextual materials, curricular flexibility, and sustained teacher collaboration are therefore necessary to support more durable Eco-ELT implementation.

Addressing the interrelated challenges of implementing Eco-ELT requires both adaptive teacher mediation and sustained institutional support. At MTsN 2 Pamekasan, teachers used vocabulary scaffolding, bilingual explanations, and local environmental examples to make ecological content accessible within the time available. Sustaining these adaptations across lessons requires schools to provide ongoing professional development in ecolinguistics, allocate time for joint lesson planning, and support the development of shared materials suited to students' English proficiency and local environmental contexts. This support enables teachers to connect the school's Adiwiyata practices with regular English instruction.

REFERENCE

Alexander, R., & Stibbe, A. (2014). From the Analysis of Ecological Discourse to the Ecological Analysis of Discourse. *Language Sciences, 41*, 104–110. https://doi.org/10.1016/j.langsci.2013.08.011

Al-Hakimi, A. N. Z., & Widyaningrum, L. (2026). Pedagogical Pathways to Sustainability in ELT: A Systematic Literature Review and Bibliometric Mapping of Eco-ELT Research (2015–2025). *Journal on English as a Foreign Language, 16*(2), 498–527. Jurnal UIN Palangkaraya

Arslan, S., & Curle, S. (2024). Institutionalising English as a Foreign Language Teachers for Global Sustainability: Perceptions of Education for Sustainable Development in Turkey. *International Journal of Educational Research, 125*, 102353. https://doi.org/10.1016/j.ijer.2024.102353

Ayuanita, K., Nugroho, H. A., & Mustofa, A. (2025). Language, Ecology and the Future: A Futurological Perspective on Ecolinguistic. *Ghancaran: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 1242–1257. https://doi.org/10.19105/ghancaran.vi.21725 E-Journal IAIN Madura

Awal, A. (2025). Ecolinguistics in Bangladeshi Secondary-Level English Textbooks: A Corpus Analysis. *Colombian Applied Linguistics Journal, 27*(1), 18–32. https://doi.org/10.14483/22487085.21698

Borg, S. (2015). *Teacher Cognition and Language Education: Research and Practice*. Bloomsbury Academic.

Boulaid, F., & Handoko, H. (2024). Cultivating Ecological Awareness through the Integration of Eco-linguistic Themes in English for Specific Purposes: A Case Study of Higher Schools of Technology. *Jurnal Gramatika: Jurnal Penelitian Pendidikan Bahasa dan Sastra Indonesia, 10*(1), 131–145. https://doi.org/10.22202/jg.2024.v10i1.8062

Bulan, A., Ramadhan, R. A., & Wahyuni, N. (2024). Need Analysis for Developing English Teaching Materials using the Eco-ELT Approach to Enhance Environmental Literacy among High School Students in Dompu Regency. *Jurnal Pendidikan dan Pembelajaran Indonesia, 4*(1), 72–80. https://doi.org/10.53299/jppi.v4i1.417 Bima Berilmu

Cristovão, V. L. L., Sanches, B., & Smart, G. (2022). Environmental Discourse in Brazilian English-as-a-Foreign-Language Textbooks: Socio-Discursive Practices and their Implications for Developing Students' Critical Environmental Literacy. *Environmental Education Research, 28*(1), 75–94. https://doi.org/10.1080/13504622.2021.2007855

Fill, A., & Mühlhäusler, P. (Eds.). (2001). *The Ecolinguistics Reader: Language, Ecology and Environment*. Continuum. Google Buku

Fill, A. F., & Penz, H. (Eds.). (2018). *The Routledge Handbook of Ecolinguistics*. Routledge. Routledge

Hossain, M. A., Yeasmin, F., & Hossen, M. Z. (2026). Integrating Ecolinguistics into English Language Teaching: Opportunities and Challenges in Climate-Vulnerable Higher Education Contexts of Bangladesh. *ETERNAL (English Teaching Journal), 17*(2), 384–400. https://doi.org/10.26877/eternal.v17i2.3998 Journal 2 Universitas PGRI Semarang

Jacobs, G. M., & Goatly, A. (2000). The treatment of ecological issues in ELT coursebooks. *ELT Journal, 54*(3), 256–264. https://doi.org/10.1093/elt/54.3.256

Javahery, P., Abadi, F., Bavandi, Z., & Solhi, M. (2025). Aligning ELT with the United Nations' Sustainable Development Goals: An Ecolinguistic Analysis of Coursebooks and

Teacher Practices. *Language Teaching Research Quarterly, 53*, 138–158. https://doi.org/10.32038/ltrq.2025.53.07 Eurokd

Mercer, S., Ibrahim, N. C., Bilsborough, K., Jones, C., & Potzinger, C. (2023). Teacher Perspectives on Addressing Environmental Issues in ELT. *ELT Journal, 77*(4), 393–406. https://doi.org/10.1093/elt/ccac039 OUP Academic

Rizam, M. M., & Ayuanita, K. (2024). Kajian Ekologi Cerpen Digital Berbasis Web dan Implementasinya dalam Pembelajaran Bahasa dan Sastra. *Ghancaran: Jurnal Pendidikan Bahasa dan Sastra Indonesia*, 451–462. https://doi.org/10.19105/ghancaran.vi.17362 Ejournal UIN Madura

Saiful, J. A. (2023). Eco-ELT for Environmental Research and Praxis in ELT. *Journal on English as a Foreign Language, 13*(2), 373–398. https://doi.org/10.23971/jefl.v13i2.6335

Stibbe, A. (2014). Ecolinguistics and Erasure: Restoring the Natural World to Consciousness. In C. Hart & P. Cap (Eds.), *Contemporary Critical Discourse Studies* (pp. 583–602). Bloomsbury Academic. https://eprints.glos.ac.uk/2548/

Stibbe, A. (2021). *Ecolinguistics: Language, Ecology and the Stories We Live by* (2nd ed.). Routledge.

Tatin, I. A. G., Triyono, S., Jacobs, G. M., Trett, S., Bangsa, A. A. S., & Zhu, C. (2024). An Analysis of Environmental Education in Indonesian EFL Elementary School Textbooks. *International Journal of Education and Literacy Studies, 12*(3), 3–16. https://doi.org/10.7575/aiac.ijels.v.12n.3p.3

Triyono, S., Sahayu, W., Margana, & Fath, S. N. (2023). Ecological Discourse and Environmental Education in English Textbooks: A Multimodal Eco-critical Discourse Analysis. *3L: Language, Linguistics, Literature, 29*(3), 213–227. https://doi.org/10.17576/3L-2023-2903-15 UKM e-Journal

UNESCO. (2020). *Education for Sustainable Development: A Roadmap*. UNESCO.

Zhou, W. (2021). Ecolinguistics: A half-century overview. *Journal of World Languages, 7*(3), 461–486. https://doi.org/10.1515/jwl-2021-0022