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ENVIRONMENTAL AWARENESS IN ELT: A CRITICAL DISCOURSE ANALYSIS OF THE ENGLISH FOR NUSANTARA GRADE IX TEXTBOOK

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Abstract

Environmental awareness has become an important goal in education as global environmental problems continue to increase. In English Language Teaching (ELT), textbooks play a key role in shaping students' understanding of sustainability and their attitudes toward nature. However, many textbooks present environmental issues only as moral lessons without encouraging critical thinking. This study aims to investigate how environmental awareness is represented in the Indonesian ELT textbook English for Nusantara for Grade IX. The research applies a qualitative design using Critical Discourse Analysis (CDA) and ecolinguistic perspectives based on Fairclough's three-dimensional model. The analysis includes both textual and visual data from three selected chapters that discuss wildlife conservation, environmental ethics, and upcycling. The findings show that the textbook uses eco-lexicons and positive imagery to promote empathy for nature but frames environmental responsibility mostly as individual action rather than collective or structural change. The study concludes that while the textbook encourages positive behavior and care for the environment, it still lacks critical eco-literacy that empowers students to question broader environmental and social issues.

Keywords: Critical discourse analysis; eco-literacy; English language teaching; environmental awareness; textbook analysis.

Introduction

Environmental awareness has become an important educational goal in the 21st century because environmental problems are now affecting all parts of life. In education, developing students' awareness of nature and sustainability is closely linked to the goals of the United Nations' Sustainable Development Goals (SDGs). English Language Teaching (ELT) also plays an important role because language can shape how learners think about social and environmental issues (Purnomo, 2017). The concept of *environmental awareness* in ELT refers to the understanding, attitudes, and actions that help learners recognize their responsibility toward the environment (Kazazoglu, 2025; Yu, Guo, & Fu, 2024). When textbooks include ecological themes, they can influence students' beliefs and behavior about nature (Apple, 1991; Fairclough, 1995). Therefore, studying how environmental ideas are represented in English textbooks is essential to understand whether language education promotes critical environmental thinking or only moral instructions.

Many recent studies have explored environmental themes in English textbooks across different countries. Zahoor and Janjua (2020) examined Pakistani ELT materials and found that green contents are often presented only as simple moral advice. Similarly, Cristovão, Sanches, and Smart (2022) reported that Brazilian textbooks highlight environmental care but rarely discuss the social causes of ecological problems. Hamed (2021) in Egypt and Lee and Nguyen (2024) in Vietnam also found that the materials tend to promote individual actions, not collective or political engagement. Globally, researchers such as Pratolo et al. (2024) and Micalay-Hurtado and Poole (2022) emphasized the importance of integrating *eco-critical language awareness* in ELT so students can question dominant discourses about the environment. In Indonesia, Seli et al. (2025) and Ibrahim (2024) found that national textbooks include environmental themes but still present them in a moral or decorative way. These global and local studies show a growing academic interest in analyzing environmental discourse in ELT, yet also reveal that many materials still lack critical or systemic perspectives.

Although several international studies have analyzed environmental discourse in ELT, research focusing on Indonesian national textbooks from a *Critical Discourse Analysis (CDA)* and *ecolinguistic* perspective remains limited. Existing Indonesian research has mostly identified environmental topics but has not examined how language and visuals work together to construct ecological ideology (Seli et al., 2025; Widyaiswara et al., 2024). Furthermore, most studies stop at counting eco-lexicons without exploring deeper ideological meanings behind them. This study addresses that gap by applying Fairclough's CDA model and Stibbe's

ecolinguistic framework to the textbook *English for Nusantara* (Damayanti et al., 2022). The focus is not only on what environmental content is present but also on how it is represented linguistically and visually. The rationale is to understand whether the textbook develops a critical form of environmental awareness or merely repeats moral lessons such as “Do not litter.” The novelty of this study lies in combining textual and visual analysis to reveal hidden ideologies behind environmental discourse in a current national textbook.

This study aims to answer the following main question: *How is environmental awareness represented and constructed in the Indonesian ELT textbook English for Nusantara for Grade IX?* It also asks how linguistic features such as eco-lexicons, modality, and actor representation express ecological values, and how visual elements support or contradict those messages. The objectives are to identify the dominant discourse patterns of environmental representation, to analyze how language and visuals contribute to the shaping of environmental awareness, and to explain the ideological orientation behind the textbook’s ecological content. These objectives are expected to provide insight into how Indonesian ELT materials align with the broader goals of sustainable education and eco-pedagogy.

Theoretically, this study contributes to the growing field of ecolinguistics and Critical Discourse Analysis by applying these frameworks to the context of Indonesian language education. Pedagogically, it offers teachers and curriculum designers a clearer understanding of how English textbooks can be improved to promote more critical and participatory environmental learning. Practically, the study provides useful insights for policymakers and textbook writers to ensure that environmental topics in ELT go beyond simple moral messages and foster a sense of collective ecological responsibility. For learners, it helps raise awareness about how language can influence environmental thinking and action. Overall, the research aims to support the development of ELT materials that are not only linguistically rich but also socially and environmentally meaningful.

Literature Review

Textbooks as Ideological Tools in Language Education

Textbooks are more than sources of language input because they also carry cultural and ideological values. Apple (1991) explains that textbooks are political products that shape how learners see society. Fairclough (1995, 2001) adds that language in textbooks reflects power and ideology, not only communication. In English Language Teaching (ELT), textbooks often become instruments for spreading certain worldviews. When discussing environmental issues,

textbooks may promote either respect for nature or human-centered ideas. Mohamed and Halim (2023) found that ELT books often use “green” language without strong ecological meaning. Similarly, Zahoor and Janjua (2020) showed that textbooks in Pakistan include environmental themes but still focus on moral messages rather than ecological systems. In Indonesia, Seli et al. (2025) also identified that environmental content in national textbooks shows good intentions but weak critical thinking. These findings support the idea that textbooks have power to influence students’ beliefs about nature and human responsibility. Therefore, studying how environmental messages appear in ELT books is important to understand how education builds or limits environmental awareness.

Environmental Awareness and Eco-literacy in ELT Materials

Many recent studies focus on how English learning materials can build students’ environmental awareness. According to Kazazoğlu (2025), eco-literacy means helping learners understand sustainability, justice, and care for the environment through language education. Yu, Guo, and Fu (2024) argue that integrating sustainability in ELT can support the United Nations’ Sustainable Development Goals. However, Cristovão, Sanches, and Smart (2022) found that in Brazil, environmental discourse in ELT textbooks often teaches moral advice such as “do not litter” instead of developing critical thinking about environmental problems. Lee and Nguyen (2024) observed a similar issue in Vietnam, where lessons show personal responsibility but not collective or political action. In Indonesia, Ibrahim (2024) and Asi and Fauzan (2024) discovered that environmental themes in textbooks are mostly descriptive and emotional rather than analytical. Widyaiswara et al. (2024) suggest that ecological stories can improve empathy but must include deeper discussion of real problems. Overall, eco-literacy in ELT should not stop at introducing vocabulary but should encourage learners to think critically about sustainability and their role in protecting the planet.

Critical Discourse and Ecolinguistic Perspectives

Critical Discourse Analysis (CDA) provides an effective framework to study environmental texts in education. Fairclough (1992, 1995) defines CDA as a way to analyze how language and power connect in social contexts. This approach can show how environmental meanings are created and what ideologies are hidden behind them. Pratolo et al. (2024) used CDA to identify eco-lexicons such as “habitat,” “endangered,” and “recycle” in English textbooks, finding that these words often express care for nature but rarely mention

human responsibility. Stibbe (2015) explains in ecolinguistics that language can shape how people imagine their relationship with nature through “stories we live by.” A similar perspective is applied by Sahayu, Triyono, and Fath (2025), who show that ecolinguistic analysis helps uncover the social messages behind environmental content in textbooks. Combining CDA and ecolinguistics allows researchers to explore both language and ideology. This method is useful to evaluate whether ELT textbooks, such as English for Nusantara (Damayanti et al., 2022), truly encourage environmental action or only repeat moral slogans without addressing deeper ecological or political causes.

Methods

Research Design

This study uses a mixed-methods approach, combining quantitative and qualitative data to provide a comprehensive look at environmental discourse in language materials. The core framework is Critical Discourse Analysis (CDA), specifically Fairclough’s three-dimensional model which includes description, interpretation, and explanation. This design allows the researcher to study how language and power work together in educational materials. According to Apple (1991), textbooks are political tools that carry specific values and ideologies. Therefore, a CDA approach is necessary to evaluate the "green contents" within ELT materials. This method is supported by Mohamed and Halim (2023), who argue that content analysis helps identify how ecological values are integrated into language teaching. By using an ecolinguistic and ecopedagogical appraisal, this research investigates how textbooks shape students' views of nature and environmental sustainability.

The Corpus Data

The corpus data for this study is the Indonesian ELT textbook, English for Nusantara Grade IX, published by the Ministry of Education. This book follows the latest national curriculum (Kurikulum Merdeka), making it an important object of study for contemporary educational trends in Indonesia. The researcher used purposive sampling to select three specific chapters that focus on environmental themes. These include Chapter 1 (wildlife conservation), Chapter 2 (environmental ethics in travel), and Chapter 4 (circular economy and upcycling). Choosing a specific textbook is a common practice in ELT research because coursebooks greatly influence the learning process and student identity. Similar studies by Seli et al. (2025) and Li and Xu (2025) have also focused on nationally issued textbooks to understand how

socio-political issues, such as the environment and multicultural values, are presented to learners.

Instruments of Analysis

The analysis uses two main instruments to examine both verbal and visual data within the textbook. For textual data, the study examines eco-lexicons and grammatical structures to see how they build ecological schemas in students' minds. This textual work is grounded in Halliday's functional grammar to analyze how language creates meaning about environmental urgency. For visual data, the study uses multimodal analysis to evaluate how images support or contradict environmental messages. According to Kazazoğlu (2025), integrating sustainability through visual eco-literacy is essential for encouraging long-term behavioral change in students. The criteria for this analysis are summarized in Table 1, which adapts categories from Fairclough (1992) and Stibbe (2015) to identify how ecological subjects are framed.

Table 1. Criteria for environmental discourse analysis.

Dimension	Category	Indicators/Coding Criteria
Textual	Eco-Lexicons	Frequency of keywords like habitat, endangered, waste, and upcycle.
	Agency/Actor	Identification of who is responsible for environmental damage or solutions.
Visual	Framing	Representation of nature as either "majestic" or "threatened" in illustrations.
Social	Ideology	Connection to global SDGs and national environmental policies.

Data Analysis Procedures

The data analysis followed a systematic procedure divided into two stages. First, a quantitative content analysis was conducted by counting the frequency of ecological keywords and images across the selected chapters. This step provides objective evidence of the textbook's "green visibility". Second, a qualitative CDA was performed to interpret deeper ideological meanings. The researcher analyzed how the text constructs environmental ethics, such as the "don't litter" imperatives found in Chapter 2. Finally, the findings were connected to the social practice level, looking at how the textbook empowers students to achieve Sustainable Development Goals (SDGs) through climate action. This process ensures the study covers everything from simple word choice to the broad political context of environmental education in Indonesia.

Results and Discussion

Environmental Visibility and Urgency in Wildlife Conservation

The first stage of this critical discourse analysis (CDA) focuses on the construction of environmental urgency and species visibility within Chapter 1, "Exploring Fauna of Indonesia." This section aligns with the textual dimension of Fairclough's (1995) model, examining how formal properties of the text instill ecological values. In this context, Pratolo et al. (2024) assert that the strategic deployment of "eco-lexicons", specialized environmental vocabulary, serves as a primary pedagogical tool for shaping students' ecological schemas. The quantitative data regarding the distribution of these lexicons in Chapter 1 is presented in Table 2 below.

Table 2. Frequency of ecological keywords in chapter 1.

Eco-Lexicons	Frequency
Habitat	9
Endangered	4
Protect/Protection	2
Illegal (Trade/Hunting)	2
Threatened	1
Extinct/Extinction	1

The high frequency of the term "Habitat" (9 occurrences) suggests that the textbook prioritizes spatial awareness as the foundation of environmental literacy. This linguistic choice reflects what Stibbe (2015) describes as the "story of the ecosystem," where the survival of a species is narrated as being inextricably linked to its biological surroundings. Furthermore, the deliberate use of "Endangered" and "Threatened" reflects an ecopedagogical appraisal, aiming to evoke emotional investment from the learners regarding species survival. Widyaishwara et al. (2024) argue that such narrative choices are essential in an ecocritical framework to bridge the gap between biological facts and student empathy.

However, the textual analysis also reveals a significant discursive pattern known as the "deletion of actor". While the text occasionally states that "People destroy their habitat," it more frequently reverts to passive constructions (e.g., "is destroyed") or nominalizations (e.g., "deforestation" and "extinction") when discussing ecological degradation. In Critical Discourse Analysis, this shift from active verbs to nouns functions to obscure the agency of specific socio-political and industrial actors, transforming systemic destruction into an agentless, naturalized event. This mirrors findings by Seli et al. (2025), who noted that Indonesian ELT materials often present environmental crises as abstract occurrences, thereby distancing the reader from the specific industrial agents responsible for large-scale deforestation. Consequently, the

construction of urgency in this textbook is not limited to text but is heavily reinforced through multimodal representations that further focus on the result rather than the cause of environmental ruin.



Look at the picture and answer the questions that follow.



Figure 1. Illustration of a proboscis monkey in a mangrove habitat (English for Nusantara Grade IX, 2022, pp. 23).

In Figure 1, the Bekantan is depicted using the technique of foregrounding, where the animal occupies a dominant position within the frame. According to Ibrahim (2024), such visual salience is a deliberate semiotic choice to emphasize the majesty and intrinsic value of the subject. The portrayal of the Bekantan in its natural, undisturbed state, climbing a mangrove tree without human presence, promotes an ecocentric perspective. This visual narrative suggests that the fauna possesses agency and a right to exist independent of human utility. Furthermore, the juxtaposition of the word "*endangered*" in the text with the "majestic" visual of the animal in Figure 1 creates a calculated discursive tension. This contrast is designed to foster environmental awareness by highlighting the beauty of what is currently at risk of being

lost. As Kazazoglu (2025) notes, integrating such sustainability themes through eco-literacy is crucial for developing students' ability to recognize and respond to biodiversity threats.

Overall, the discourse in Chapter 1 successfully elevates the visibility of Indonesian fauna and establishes a sense of urgency. Yet, it remains largely descriptive, fulfilling what Mohamed & Halim (2023) describe as "greening" the curriculum without necessarily challenging the deeper systemic causes of environmental destruction. This foundational empathy is a necessary first step, but as Lee & Nguyen (2024) caution, it must be followed by more critical forms of environmental literacy to be truly effective.

Ethics and Behavioral Expectations in Natural Settings

The second stage of this analysis examines Chapter 2, "Taking Trips," where the discourse shifts from fauna visibility to the regulation of human conduct within natural landscapes. This section embodies the discursive practice dimension of Fairclough's (1995) framework, as it seeks to produce a specific type of ecological subject through linguistic control. Cristovão et al. (2022) emphasize that such socio-discursive practices in EFL textbooks are pivotal in developing students' critical environmental literacy, moving beyond vocabulary acquisition toward ethical engagement. Textually, environmental ethics in Chapter 2 are constructed through the strategic use of modal verbs and imperatives that dictate behavioral boundaries. The quantitative distribution of these linguistic markers is detailed in Table 3.

Table 3. Frequency of modality and environmental behavior imperatives in chapter 2.

Category	Word Form	Frequency
Obligation	Must / Have to	4
Suggestion/Advice	Should / Should not	3
Permission/Ability	Can / Can't	6
Negative Imperative	Don't ... (e.g., Don't litter)	5

The data in Table 3 reveals a dominance of Permission/Ability (6) and Negative Imperatives (5). The significant use of "*Don't*" and "*Can't*" indicates a reliance on prohibitive discourse, where nature is presented as a fragile entity requiring strict human regulation. Sahayu et al. (2025) note that such "top-down" linguistic commands are common in ELT materials to ensure environmental compliance through authority rather than critical reasoning. However, the inclusion of "*Should*" (3) suggests a transition toward what Cristovão et al. (2022) call "critical awareness," where learners are encouraged to adopt ethical behaviors as

part of their emerging ecological identity. Visually, this ethical framework is projected through multimodal representations of students interacting with the underwater ecosystem.

Day 1 Afternoon



- _____ snorkeling with my family.
- _____ the beautiful corals and fishes with my own eyes.

Figure 2. Students snorkeling and observing coral reefs (English for Nusantara Grade IX, 2022, pp. 133).

In Figure 2, characters are illustrated maintaining a respectful distance from the coral reefs. Semiotically, the physical gap between the human subject and the marine habitat reinforces the textual warnings against physical interference. This portrayal aligns with Positive Discourse Analysis (PDA), as it provides a visual model of "the ideal environmentalist" who observes without destroying. However, Micalay-Hurtado & Poole (2022) argue that by placing nature within the context of a "trip" or "adventure," the textbook risks commodifying the environment as a mere aesthetic backdrop for human leisure.

Furthermore, the focus on individual actions such as "*Don't litter*" or "*Watch the coral*" reflects a micro-ecocritical perspective. While this successfully raises environmental awareness at a personal level, it concurrently perpetuates a "tourism-based ecology" where preservation is only relevant during recreation. Hamed (2021) cautions that such discourses

often lack a deeper investigation into why these ecosystems are threatened in the first place, such as industrial pollution or climate change.

It indicates that Chapter 2 establishes clear behavioral expectations through a mix of prohibitive and advisory language. Yet, as Lee & Nguyen (2024) suggest, the treatment of environmental literacy here remains focused on the individual's immediate surroundings rather than broader systemic issues. This individualistic framing is a recurring ideological feature of the book, which will be further scrutinized in the subsequent chapters.

Agency and Circular Economy through Material Transformation

The third stage of this investigation analyzes Chapter 4, "Upcycling Used Materials," which represents a pivotal shift in the construction of student identity within the *English for Nusantara* textbook. This chapter moves beyond passive conservation toward the cultivation of agency, empowering students as active producers within a sustainable framework. According to Yu et al. (2024), such strategies are vital for empowering students to achieve Sustainable Development Goals (SDGs) by transforming theoretical knowledge into practical action. Textually, the discourse of material transformation is established through a high frequency of action-oriented eco-lexicons, as detailed in Table 4.

Table 4. Frequency of transformation and economic terms in chapter 4

Diction Category	Specific Terms	Frequency
Waste Materials	Used/Used materials, waste, plastic	12
Transformative Actions	Upcycle, create, turn into, make	8
Economic Value	Sale, price, money, customer	5
Social Value	Donate, gift, give	4

The consistent use of the term "*Upcycle*" (4 occurrences) serves to differentiate these activities from traditional recycling, emphasizing the enhancement of aesthetic and functional value. Pratolo et al. (2024) assert that such eco-lexicons are crucial in analyzing environmental narratives, as they redefine the relationship between humans and their waste. Furthermore, the introduction of economic terminology such as "*sale*" and "*price*" in Unit 2 signifies what Li and Xu (2025) describe as Positive Discourse Analysis (PDA), where sustainability is harmonized with commercial viability to increase learner engagement. This alignment between ecology and market logic reflects an ecopedagogical appraisal that seeks to make environmentalism "profitable" or "useful" for the student. The visual dimension of the textbook reinforces this agency by depicting students in the middle of the creative process.



Picture 4.3 Galang and His Friends' Project

Monita

: Okay, so we agreed to make a wall decoration from plastic bottles and caps. I've got an idea with the caps.

Figure 3. Students making crafts from used plastic bottles (English for Nusantara Grade IX, 2022, pp. 217).

In Figure 3, the portrayal of students working with their hands emphasizes the "Green Pedagogy" approach, which calls for environmentally-based language teaching through climate action. Unlike earlier chapters where students were spectators, Figure 3 positions them as primary actors with physical control over the materials. Ibrahim (2024) notes that such multimodal representations are essential for building a solutive identity, as they provide visual evidence that small individual actions can address the global plastic crisis. Kazazoglu (2025) further argues that integrating sustainability into ELT through such practical eco-literacy is fundamental for long-term behavioral change.

However, a critical ecolinguistic perspective reveals a significant gap in this discourse. While Chapter 4 excels at promoting "upcycling" as a solution, it largely ignores the discourse of "reduction". As Stibbe (2015) posits, discourses that focus solely on transforming waste often obscure the more urgent need to decrease consumption entirely. By emphasizing the circular economy, the textbook may inadvertently support a "business-as-usual" mindset where consumption continues as long as the byproduct is creatively repurposed. Hamed (2021) warns that such downstream solutions in EFL textbooks can distract students from questioning the industrial production of waste.

Overall, Chapter 4 provides a robust framework for student agency through creative material transformation. Nevertheless, as Lee and Nguyen (2024) suggest, the treatment of environmental literacy here remains focused on individual creativity rather than systemic industrial change. This focus on individual "green consumption" and "upcycling" aligns with the broader ideological pattern observed throughout the textbook.

Cross-Case Ideological Synthesis: Individual vs. Structural Responsibility

The final stage of this analysis synthesizes the textual and visual findings across all examined chapters to uncover the macro-ideological orientation of *English for Nusantara* regarding environmental crisis management. This level of analysis corresponds to Fairclough's (1995) social practice dimension, which explores how textbooks, as political sites, reflect and reinforce dominant social orders. The core ideological pattern identified across Chapter 1, 2, and 4 is a consistent individualization of responsibility, a discursive strategy that shifts the burden of ecological salvation onto the personal choices of students while rendering systemic actors invisible. The quantitative distribution of actors identified as responsible for environmental solutions across the three chapters is presented in Table 5.

Table 5. Distribution of actors in environmental solution narratives.

Actor Category	Type of Actor (Diction)	Frequency (Ch. 1, 2, 4)
Individual / Students	You, We, Students, People	19
Structural / Government	Government, Law, Policy	0
Corporations / Industry	Company, Factory, Producer	0

The data in Table 5 reveals a profound ideological gap: 100% of the responsibility for environmental action is attributed to individual actors, with a total absence (0%) of structural or industrial mentions. This absolute silence regarding the government or industrial sectors suggests a depoliticized environmental discourse, where crises such as habitat loss and plastic pollution are treated as failures of personal morality rather than systemic regulation. Seli et al. (2025) observe a similar trend in other Indonesian textbooks, noting that such materials often obscure the socio-economic drivers of deforestation in favor of abstract "green" slogans. Lee and Nguyen (2024) further argue that this framing prevents students from developing a critical understanding of environmental justice and the political power necessary for large-scale change. This ideological orientation reaches its visual and thematic peak in the final unit of the environmental cycle, where environmental problems are resolved through social charity.

- b. Read the following school website post about a charity shop that is run by students. Then, answer the following questions. Write the answers in the space provided. Number one has been done for you.



Picture 4.8 School Charity Shop

Figure 4. Students running a charity shop (English for Nusantara Grade IX, 2022, pp. 247).

As seen in Figure 4, the resolution of the waste problem is depicted through the act of donating upcycled goods. Semiotically, the image promotes altruism and social harmony as the ultimate goal of environmental awareness. However, within the framework of Critical Discourse Analysis, this representation functions as a form of depoliticization. By framing ecological action as "charity" or "kindness," as seen in Figure 4, the textbook discourages students from questioning the systemic production of waste by major corporations or demanding stricter environmental laws. Hamed (2021) contends that such "charity-based" environmentalism in EFL materials masks the true scale of the crisis and fossilizes the existing power dynamics where industries continue to pollute while individuals are tasked with "cleaning up" through small, creative acts.

The findings on the dominance of individual responsibility in ecological discourse are not an isolated phenomenon in Indonesia. They reflect a systemic trend observed in countries of the Global South. This pattern of depoliticization aligns with the findings of Zahoor and Janjua (2020) in Pakistan, where ELT materials tend to simplify the environmental crisis into moral advice without addressing the complexity of ecological systems. Similarly, Cristovão et al. (2022) report that textbooks in Brazil consistently ignore the social and structural causes of ecological problems. The gap between individual moral awareness and collective political action in *English for Nusantara* strengthens the observations of Hamed (2021) in Egypt and

Lee and Nguyen (2024) in Vietnam. These studies note that language learning materials often limit students' roles to "green consumers" or "caretakers" rather than critical citizens.

However, an important contrast appears in the Indonesian context. There is a strong focus on the circular economy through upcycling activities. While materials in other national contexts may stop at describing nature, this textbook attempts to connect sustainability with economic feasibility. Although this approach is innovative, it risks being trapped in market-oriented logic that commodifies the environment and distracts students from the urgency of systemic consumption reduction. The complete absence of industrial and government actors, shown as 0 percent in Table 5, confirms that Indonesia carries the same ideological burden as other developing countries in privatizing environmental responsibility. This burden appears in a specific form of "sustainable creativity" that is adjusted to the national curriculum.

This synthesis confirms that while the textbook effectively utilizes Positive Discourse Analysis (PDA) to motivate students, it simultaneously limits their environmental literacy to a domestic and personal sphere. Students are narrated as "caretakers" and "crafters" rather than critical citizens who can engage with ecological policy. Sahayu et al. (2025) point out that without an ecolinguistic analysis that challenges industrial actors, such materials may inadvertently support a "greenwashing" ideology that preserves the status quo under the guise of sustainable creativity. This individualistic focus, observed from the "empathy" of Chapter 1 to the "charity" of Chapter 4, illustrates a missed opportunity to foster a truly transformative green pedagogy that addresses the root causes of climate change in the Indonesian context.

Conclusion

The findings of this study reveal that the Indonesian ELT textbook *English for Nusantara* for Grade IX presents environmental awareness mainly through moral and personal actions rather than critical or systemic perspectives. The discourse analysis shows that the text uses many eco-lexicons such as *habitat*, *endangered*, and *upcycle*, which help to build empathy and introduce students to ecological topics. However, the critical discourse analysis indicates that these words often appear in descriptive contexts without identifying the real causes or actors of environmental damage. The textbook promotes messages like "protect the animals" and "do not litter," but it rarely connects these ideas to larger social or industrial responsibilities. This pattern shows what Fairclough (1995) calls *depoliticized discourse*, where complex environmental issues are simplified into individual behavior. The visual analysis also supports this finding, as the images mostly show students acting as caretakers or recyclers, not as critical

citizens who can challenge environmental injustice. Therefore, the textbook encourages empathy and good habits but does not yet support critical eco-literacy that can build students' awareness of structural and political aspects of sustainability.

The results of this study have several implications for English language education in Indonesia. Theoretically, the findings expand the application of Critical Discourse Analysis and ecolinguistics in textbook research, showing how language and images together construct environmental meaning. Pedagogically, the study suggests that teachers should guide students to discuss the social and political dimensions of environmental problems rather than treating them only as moral issues. Textbook writers and curriculum developers are encouraged to include materials that connect classroom topics to real environmental challenges, such as pollution, policy, and climate change. Practically, the study helps teachers design classroom discussions that move from simple vocabulary learning to deeper reflection on sustainability and collective responsibility. However, this research has limitations in scope, as it focuses on one textbook and three selected chapters. Future studies could compare several textbooks or examine classroom use to understand how students interpret environmental discourse. It is also recommended that future ELT materials integrate environmental themes with critical thinking tasks so that students can see the connection between language, ecology, and social justice.

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