

The Transformative Power of Literature: English Lecturers' Views on Fostering Ecoliteracy in Higher Education

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ABSTRACT

This study explores English lecturers' perceptions, experiences, and challenges in implementing literature infused with ecoliteracy in English language teaching at the higher education level. As environmental issues become increasingly critical, fostering ecoliteracy has emerged as a key educational objective. Using a qualitative research design, the study employed semi-structured interviews with three English lecturers at MNC University, an institution committed to sustainability and interdisciplinary education. Thematic analysis revealed that lecturers view literary texts as effective tools for promoting environmental awareness, critical thinking, and student engagement. Genres such as poetry, fiction, and drama were identified as particularly impactful for embedding ecological themes. The lecturers implemented a range of teaching methods, including project-based learning, group discussion, and performance, to enhance ecoliteracy in their classrooms. However, challenges such as limited curriculum flexibility, student disengagement, and inadequate institutional resources were also reported. Despite these barriers, the lecturers agreed that implementing ecoliteracy through literature enriches language instruction and promotes socially and environmentally conscious learning. This research contributes to the discourse on sustainable education by highlighting the transformative role of ecoliterary practices in English language teaching and offering practical insights for curriculum development and teacher training.

KEYWORDS

Literature
Transformative Power
Views
Ecoliteracy
Higher Education

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1. Introduction

Literature refers to written works, especially those considered to have artistic or intellectual value, such as stories, poetry, and drama. It serves as a powerful medium to express human experiences, emotions, cultures, and values through language. Literature holds a unique and vital place in education as it provides rich, authentic language input while exposing learners to diverse cultures, values, and human experiences. It offers learners a gateway to imaginative worlds filled with emotion and creativity, making the learning process more livenly and engaging. Several studies confirm that literature-based learning creates an interactive and enjoyable classroom environment that significantly boosts student motivation and engagement (Alasmari & Alshae'el, 2020; Cain et al., 2004; Farrah & AL-Bakri, 2022; Govindarajoo & Mukundan, 2013; Razgatlıoğlu & Ulusoy, 2022; Sari & Nasution, 2023; Turku, 2024)

For EFL students in higher education, literature goes beyond reading practice; it serves as a gateway to deeper linguistic competence and critical thinking (Haliem, 2018; Kaowiwattanakul, 2021; Ousiali et al., 2023). Engaging with literary texts such as novels, poetry, and drama helps students develop vocabulary, reading comprehension, and interpretative skills essential for academic success and global communication. In Indonesia, integrating literature into English learning at universities is becoming more prominent amid curriculum reforms aimed at enriching



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language education. However, student perceptions toward literature-based learning vary: some appreciate the cultural insights and language enrichment it offers, while others find literary texts challenging due to complex language and cultural references (Calafato & Hunstadbråten, 2024; Haliem, 2018; Hussein, 2025). Addressing these diverse perceptions through supportive teaching strategies and appropriate learning resources is essential to maximize the benefits of literature in EFL education.

Beyond language acquisition, literature acts as a vital conduit for conveying significant social, cultural, and global themes. It invites students to contemplate values, ethics, and pressing worldwide issues such as human rights and social justice. This transformative influence of literature supports holistic education by shaping students into thoughtful, responsible global citizens equipped with critical reflection and the capacity for meaningful action (Dancy, 2018). Moreover, literary texts expose learners to a variety of viewpoints and life experiences, fostering empathy and cross-cultural understanding (Delattre, 2024). By engaging with complex cultural contexts and ethical dilemmas, students broaden their worldview and develop the skills needed to navigate multifaceted social environments. Additionally, literature encourages creativity and sharpens interpretative skills by prompting readers to analyze symbolism, themes, and narrative techniques, which boosts cognitive flexibility and analytical thinking (Medina et al., 2024). By connecting language education with larger human issues, literature not only enriches the learning experience but also fosters a deeper understanding of critical concerns, such as the environmental challenges we face today (De Gastyne, 2020).

Environmental issues have become a critical concern in the modern era due to the extensive exploitation of natural resources, which has led to ecosystem damage and environmental imbalance. This situation demands a deeper awareness from society to understand and responsibly protect the environment. One emerging approach in education and literary studies is ecoliteracy, defined as the ability to comprehend the complex relationship between humans and nature, including ecological principles, human impacts on the environment, and sustainable attitudes and actions for environmental preservation (Kazazoglu, 2025; Sharma, 2023). In practical terms, ecoliteracy is reflected in learners' ability to identify local environmental problems (e.g., plastic waste, water scarcity, flooding, and biodiversity loss), explain their causes and consequences, and propose feasible solutions such as waste segregation and recycling, reducing single-use plastics, conserving water and energy, and participating in community-based environmental programs. Ecoliteracy encourages not only knowledge but also awareness and practical skills to build a sustainable and environmentally conscious society (Perwitasari et al., 2025). For example, students with stronger ecoliteracy can critically evaluate daily consumption patterns (food packaging, fast fashion, carbon footprint), interpret environmental messages in texts and media, and translate their understanding into concrete actions such as campus clean-up initiatives, tree-planting, or eco-campaign projects. Unfortunately, environmental literacy levels among students and the general public in Indonesia remain low (Hammada, 2020). This presents a major challenge in raising ecological awareness and promoting environmentally friendly behavior. Low literacy hampers critical understanding of environmental issues and limits appropriate actions to preserve nature. Despite programs like Adiwiyata aimed at increasing environmental awareness in schools, challenges remain in teaching methods, media, and learning resources, resulting in suboptimal ecological literacy that requires further strengthening across all literacy aspects, including attitudes and participation (Astuti & Aminatun, 2020; Salsabila et al., 2024). Therefore, efforts to improve environmental literacy must be comprehensive and continuous, involving innovative teaching methods, quality learning resources, and community engagement.

Incorporating environmental education into academic curricula has become increasingly important, and literary works offer a powerful medium to engage students with ecological issues. Lustyantie (2015) emphasizes how language and literature learning can integrate environmental education, highlighting the potential of literature to convey ecological values. Agbor (2016) further stresses the importance of integrating environmental education into teacher training programs to ensure that educators are well-prepared to teach these vital topics. Sikhosana (2024) provides a recent overview of how environmental education is being integrated into classrooms, pointing out

the challenges and strategies that teachers use to incorporate environmental themes into their teaching practices. Recent research in ecocriticism and literary ecology reveals diverse approaches to analyzing environmental and social issues in literature. Purjasminomo (2024), Jasmine et al. (2025), Annisa et al. (2022), Firnadia & Nurizzati (2022) and Arianto et al. (2021) exemplify how literary works serve as rich and meaningful learning materials to develop ecoliteracy. By integrating such texts into educational curricula, students can engage with complex environmental themes, deepen their critical thinking, and cultivate a stronger emotional connection to ecological issues. This not only enhances their understanding but also motivates proactive attitudes and behaviors toward environmental sustainability.

In education, literary works can serve as effective learning resources to develop ecoliteracy (Afiani et al., 2022; Bishop et al., 2000; Kunavin, 2021; R et al., 2024). Through stories, metaphors, and symbolism, literature invites students to engage deeply, reflectively, and critically with environmental issues. Literature appeals to emotional and moral dimensions, enhancing empathy toward nature and fostering awareness of environmental preservation. The aesthetic experience literature offers makes ecoliteracy education not only informative but also transformational, encouraging authentic changes in attitudes and pro-environmental behaviors. Recent studies show that integrating literature in environmental education can strengthen ecological understanding and inspire pro-environmental actions among students (Juanda et al., 2024). Hence, using literary works as a medium for ecoliteracy education represents an innovative and effective strategy to nurture environmentally sensitive and active young generations.

The role of English lecturers in fostering ecoliteracy through literature in higher education is an important but underexplored area. As environmental issues continue to shape global education policies, understanding the perceptions, experiences, and challenges of lecturers in integrating ecological themes into literary instruction becomes crucial. This is particularly significant in universities where interdisciplinary approaches and sustainability education are prioritized. English lecturers' beliefs influence how they convey content to students, shaping both the delivery and reception of such lessons (Petermann et al., 2024; Wang et al., 2024; Wolf & Brown, 2023; Zhong, 2020). These perceptions are essential, as they directly impact the success of the class—teachers' confidence in and commitment to integrating environmental education into literature lessons can significantly affect students' engagement and the overall learning experience. If lecturers strongly believe in the value of ecoliteracy, they are more likely to incorporate creative and effective methods into their teaching. Conversely, a lack of belief in its relevance could hinder the effectiveness of the course. Investigating these views can help develop pedagogical strategies that blend language learning and environmental education effectively (Perez et al., 2025). In addition to understanding lecturers' views, recognizing the support and barriers they face is key to shaping policies and curriculum designs that facilitate the incorporation of ecoliteracy into teaching practices (Siposova & Svabova, 2022).

This study aims to explore English lecturers' perceptions of integrating ecoliteracy into literature teaching within higher education, specifically focusing on how literature can serve as a tool for promoting environmental education. The research will examine the challenges lecturers face and the support structures that enable them to incorporate ecological themes into their English language teaching practices. By understanding the experiences of these lecturers, the study aims to contribute to the growing body of knowledge on sustainable education and provide practical recommendations for enhancing the inclusion of environmental themes in English curricula. The findings will inform the development of effective pedagogical strategies, curriculum design, and teacher training programs that align language learning with ecoliteracy objectives. Ultimately, this research seeks to empower educators to integrate ecoliteracy into their teaching, fostering a more environmentally aware and engaged generation of students. MNC University was selected as the setting for this study due to its commitment to interdisciplinary approaches and sustainability education. This context provides an ideal opportunity to investigate how literature can be utilized to promote ecoliteracy in higher education and offers insights into the broader application of environmental education across

university settings. Through this research, the study aims to contribute to global efforts in advancing ecoliteracy and environmental education within the academic sphere.

2. Method

This study adopts a qualitative research design to explore the perceptions, experiences, and challenges faced by English lecturers at MNC University in integrating ecoliteracy-infused literature into English language instruction. Qualitative research is defined as a method that seeks to understand individuals' experiences and perspectives through in-depth data collection, often involving interviews or focus groups, to generate detailed insights into specific phenomena (Denzin & Lincoln, 2011). Through semi-structured interviews, the research gathered in-depth insights into the lecturers' beliefs, attitudes, and teaching practices regarding the incorporation of environmental education through literature in their English language curriculum. The study involved three English lecturers from various academic levels, each from different backgrounds and teaching different courses, such as linguistics, education, and skill development, to obtain a comprehensive understanding of the challenges they encountered and the strategies they implemented to foster ecoliteracy in their classrooms. The selection criteria included their experience in teaching English, their willingness to participate, and their involvement in sustainability-focused educational initiatives.

The primary method of data collection will be semi-structured interviews, which will allow the researchers to explore participants' views in depth while offering flexibility to follow up on interesting or unexpected responses. The interview questions will be designed to cover the following areas:

- a. Lecturers' perceptions of ecoliteracy to explore how lecturers define and conceptualize ecoliteracy within the context of education.
- b. Perceptions of literature containing ecoliteracy to examine how lecturers view the integration of ecoliteracy within literature and its role in education.
- c. Experience in implementing literature infused with ecoliteracy to understand how lecturers apply ecoliteracy-themed literature in their teaching, the specific courses in which they implement it, and the methods they use for integrating ecological messages into their lessons.
- d. Types of literature infused with ecoliteracy to identify the types of literature that lecturers believe can effectively incorporate ecoliteracy themes in their teaching.
- e. Teaching methods to investigate the methods lecturers use to align their teaching with ecoliteracy and integrate it into their courses.
- f. Challenges and barriers to identify the obstacles lecturers face when integrating ecoliteracy into their teaching, including institutional, curriculum-related, or personal challenges.
- g. Perceived advantages to explore the perceived benefits of integrating ecoliteracy into English language teaching, including how it enhances student engagement, improves language learning outcomes, promotes critical thinking, and fosters environmental awareness

The data collected through semi-structured interviews have been analyzed using thematic analysis, a widely used method in qualitative research for identifying, analyzing, and reporting patterns or themes within the data. The primary objective of this analysis is to examine the perceptions, experiences, and challenges faced by English lecturers at MNC University in integrating ecoliteracy-infused literature into English language instruction, aligning with the study's goals. Initially, the researcher transcribed all interviews and reviewed the transcriptions to familiarize themselves with the data. Significant observations related to ecoliteracy integration in teaching were highlighted. During the coding phase, relevant features in the data were identified, linking them to key concepts such as "definition of ecoliteracy," "types of literature," "teaching methods," "challenges faced," and "support structures," ensuring the data were appropriately categorized.

Once the initial coding was complete, related codes were grouped into broader themes. These themes emerged from recurring patterns across participants' responses and insights. The researchers reviewed and refined these themes to ensure their accuracy and relevance to the study's objectives. Some themes were merged or split as necessary to provide a more nuanced understanding of the data. The final themes were then clearly defined and named, with sub-themes

identified for more detailed insights. These themes were then interpreted within the context of the study's objectives, drawing comparisons with existing literature on ecoliteracy and its integration into education. This step helped to contextualize the findings, particularly in terms of how lecturers conceptualize ecoliteracy, the types of literature they use to promote environmental themes, and the strategies they implement in their teaching.

The final findings were summarized by presenting the key themes, with direct quotes from the interviews providing evidence for each theme. The analysis revealed how lecturers define and integrate ecoliteracy into their teaching, the challenges they face, and the resources they require. Additionally, recommendations were made for improving ecoliteracy integration into the curriculum, along with suggestions for areas of further research. Through thematic analysis, this study provides a comprehensive understanding of the perceptions and practices of English lecturers at MNC University regarding the incorporation of ecoliteracy-infused literature into their teaching, offering valuable insights for educational improvement and future exploration in this field.

The study ensures that all participants provide informed consent before participating in the research. Participants are informed about the purpose of the study, the voluntary nature of their involvement, and their right to withdraw at any time without penalty. All interview data are kept confidential, and the identities of participants are anonymized to ensure privacy. Ethical approval is sought from the institutional review board of MNC University before starting the data collection process.

3. Results and Discussion

3.1. Results

To explore lecturers' perceptions of literary works containing **ecoliteracy** and their implementation in English language education, a thematic analysis was conducted based on interview data. The findings reveal how lecturers conceptualize ecoliteracy, the types of literature they consider effective for conveying environmental messages, their experiences in incorporating these works into instruction, and the teaching methods they employ to integrate ecological themes into language learning. A summary of these key themes and corresponding findings is presented in the table below

Summary of Interview Result

No	Theme	Result
1	Perceptions of Ecoliteracy	All lecturers agree that ecoliteracy is about helping students understand the environment, how their actions impact it, and encouraging sustainable choices for the future.
2	Perceptions of Literature Containing Ecoliteracy	Literature is viewed as a powerful tool for teaching ecoliteracy. All lecturers believe that literature can raise awareness about human impact on nature and the environment.
3	Experience in Implementing Literature Infused with Ecoliteracy	Ecoliteracy is integrated into English courses through various texts, including poems such as Earthrise and The Tree, and short stories. These texts are used in courses such as Introduction to Literature, Reading Comprehension, and Microteaching to engage students in discussions on environmental justice, pollution, and conservation.
4	Types of Literature Infused with Ecoliteracy that are Effective for English Language Learning	The types of literature considered effective include poetry, drama, and fiction. Poetry is valued for its emotional impact and clarity, drama for its expressive depth, and fiction for its ability to highlight real-world ecological issues in a relatable way.
5	The most effective teaching methods for literature infused with ecoliteracy	A variety of teaching methods are recommended to integrate ecoliteracy, including project-based learning, group discussions, and performance. These methods are aimed at promoting critical thinking and active engagement with environmental content.
6	Challenges and Barriers	The main challenges identified include low student engagement with environmental themes, limited flexibility in the curriculum, and a lack of institutional support. Additional difficulties arise when teaching younger learners, particularly in sustaining deep discussions on complex ecological

No	Theme	Result
		issues.
7	Perceived Advantages	All lecturers agree that integrating ecoliteracy into English teaching increases students' environmental awareness, boosts motivation, and enhances their interest in learning the language.

3.2. Discussion

In this section, the findings of the study are examined and discussed in greater depth, drawing connections between the participants' responses and relevant literature. The discussion highlights key themes that emerged from the data, provides illustrative excerpts from the interviews, and reflects on their implications for the integration of ecoliteracy in English language education within higher education settings. The analysis is structured based on the semi-structured interview questions, which served as the foundation for exploring the lecturers' perceptions, experiences, challenges, and suggested strategies related to ecoliteracy in literature instruction.

Semi Structured Interview Questions

No	Questions
1	How do you define ecoliteracy in the context of English language teaching?
2	What do you think about the role of literature in English classes for conveying environmental themes?
3	Can you describe any experience where you have used literary texts in English teaching to raise students' environmental awareness?
4	What types of literature do you consider most effective for promoting ecoliteracy in English language instruction?
5	What teaching methods do you find effective for integrating ecoliteracy into English literature or language lessons?
6	What challenges have you encountered when trying to incorporate ecoliteracy into your English teaching?
7	What benefits do you think students gain from learning ecoliteracy through English literature or language classes?

3.2.1 Lecturers Perceptions of Ecoliteracy

The findings indicate a strong alignment among the lecturers in their conceptualization of ecoliteracy within the context of English language teaching. All three view ecoliteracy as an educational approach that fosters environmental awareness and promotes responsible behavior toward the planet as it is shown in this following excerpts:

Excerpt 1

"Ecoliteracy is about understanding how people affect the environment and finding ways to live sustainably."

Excerpt 2

"To me, ecoliteracy is teaching students how to take care of the planet and understand its importance."

Excerpt 3

"Ecoliteracy means helping students see how their actions impact the environment and encouraging them to think critically about it."

The consistent definitions of ecoliteracy among the lecturers highlight a shared perception that it involves fostering environmental awareness, critical thinking, and sustainable behavior through education. These views are in line with Sharma (2023), who describes ecoliteracy as an essential educational framework that integrates ecological knowledge with values and action for sustainability. Cultivating ecoliteracy through experiential and reflective learning empowers students to take real-world environmental actions. Ecoliteracy enhances students' understanding of the interdependence between humans and nature, promoting a mindset geared toward ecological responsibility. These findings are also supported by recent research showing that ecoliteracy directly contributes to students' critical thinking and environmental sensitivity, enabling them to

evaluate their ecological impact and act accordingly ((Nadiroh et al., 2019). Together, this body of evidence reinforces the idea that English lecturers play a vital role in integrating ecoliteracy into language teaching as a means of developing both linguistic and ecological competence.

3.2.2 Perceptions of Literature Containing Ecoliteracy

The findings reveal a consistent belief among the lecturers that literature plays a vital role in fostering students' environmental awareness. All three lecturers view literary texts as effective media for engaging learners with ecological issues, particularly by illustrating human interaction with nature. This shared perception is reflected in the following excerpts:

Excerpt 4

"Literature can show students the problems of the environment and how humans affect nature. It helps raise awareness."

Excerpt 5

"Literature is a great tool for teaching students about the environment."

Excerpt 6

"I use literature to make students think about environmental issues. Like nature that being destroyed by human being."

The lecturers' responses underscore literature's potential as a vehicle for promoting ecoliteracy through emotional engagement and cognitive reflection. Literature, especially narrative texts, has long been regarded as a powerful means of exploring human experiences and values. Literature can bridge language learning with environmental education by embedding ecological themes into storytelling, thereby fostering deeper emotional and ethical responses. Furthermore, Agbor (2016) argues that incorporating environmental themes into literature allows students to connect linguistic content with real-life concerns, making learning both meaningful and relevant. Lecturer 2's emphasis on choosing texts about "human impact on nature" aligns with this perspective, reflecting an intentional strategy to intertwine content and context. Collectively, the lecturers' perceptions affirm that literature can be more than an aesthetic or linguistic resource. It can be a transformative educational tool that shapes how students perceive and engage with the world around them. In English language classrooms, this opens the door for educators to purposefully select and frame literary texts that nurture both linguistic competence and ecoliteracy.

3.2.3 Experience in Implementing Literature Infused with Ecoliteracy

The data show that each lecturer has integrated ecoliteracy into their English teaching practice through the use of specific literary texts. These texts serve as tools to provoke discussion, raise environmental awareness, and develop reflective thinking. The lecturers adapt their use of literature based on the course context and student level. This is demonstrated in the following excerpts:

Excerpt 7

"In my Introduction to Literature course, I use Amanda Gorman's poem Earthrise. It sparks discussion on environmental justice, helping students think about how literature can influence environmental awareness."

Excerpt 8

"I use the short story They Were the Years of Fat Water by Myna Chang in Reading Comprehension course. It's a good story that helps my students see the immediate environmental damage caused by small plastic particles."

Excerpt 9

"In my Microteaching class, I show students how to teach the poem The Tree to young learners. It is a simple but meaningful way to introduce the importance of nature and environmental conservation."

These examples demonstrate how ecoliteracy-infused literature can be effectively implemented across diverse teaching contexts in English education. The selection of texts ranging from poetry to short stories the multimodal potential of literature to convey ecological values and stimulate affective learning. These findings support the notion that ecoliteracy can be embedded across various English subjects—not only in literary studies but also in skills-based courses like reading comprehension and teaching practicum. Moreover, the implementation of ecoliteracy through literature offers a dual benefit: enhancing language skills while fostering critical ecological understanding.

3.2.4 Types of Literature Infused with Ecoliteracy that are Effective for English Language Learning

The lecturers expressed diverse preferences regarding the types of literature they consider most effective for promoting ecoliteracy in English language education. Their responses reflect an understanding that different genres can serve unique purposes in supporting students' environmental awareness, emotional engagement, and critical reflection.

Excerpt 10:

"I believe poetry is effective for environmental themes."

Excerpt 11:

"Both fiction and nonfiction are good to show students real world environmental problems and make them relatable for students."

Excerpt 12:

"I think children's poetry and drama is a great way to introduce ecoliteracy"

These findings affirm the versatility of literature as a medium for teaching ecoliteracy in English education. By selecting texts that align with students' proficiency levels and course objectives, lecturers are not only enriching language instruction but also embedding ecological consciousness into the curriculum. Literature's emotive and symbolic elements engage learners affectively, making ecological themes more memorable and meaningful. The use of poetry, such as Amanda Gorman's *Earthrise*, and contemporary fiction, like Myna Chang's *They Were the Years of Fat Water*, supports the development of both linguistic and ecological literacy. These examples also reflect what Perez et al. (2025) identify as an effective strategy for pre-service teacher development (Perez et al., 2025) using literature to foster reflective thinking and sustainable values in teacher training programs. Students' critical thinking and ethical awareness improve when ecoliteracy is embedded into non-environmental subjects such as computer science or language arts (Inglezán & Pradanos, 2014). This cross-disciplinary relevance underscores the broader educational goal of sustainability. The lecturers' ability to connect environmental themes to diverse English course types—ranging from literature and reading comprehension to microteaching—demonstrates the potential of English education to function as a transformative space for environmental learning.

3.2.5 The most effective teaching methods for literature infused with ecoliteracy

The lecturers shared various methods they believe are effective for integrating ecoliteracy into English language teaching. These methods emphasize student-centered learning, active engagement, and opportunities for creative expression—all of which are important for developing both language skills and environmental awareness.

Excerpt 13:

"For me, project-based learning is good because students can learn more by doing. They find information about environment problems and share what they understand in their own way."

Excerpt 14:

"I use group discussion because it helps students to speak and think more about what they read, especially about nature and environmental issues."

Excerpt 15:

"Sometimes I ask students to act or perform a short story or poem about the environment. I see they enjoy it and become more interested in the topic."

These teaching strategies reflect active learning principles and align with literature on ecoliteracy pedagogy. Ecoliteracy education should involve experiential and participatory learning. Project-based learning encourages inquiry and action while group discussion supports reflective dialogue and peer learning. Performance activities, such as drama, enhance emotional involvement and reinforce environmental messages through embodied learning. By combining these approaches, lecturers can create a rich and meaningful learning environment where language skills are developed alongside ecological understanding. This variety also accommodates different learning styles and helps foster students' motivation and personal connection to environmental issues.

3.2.6 The most effective teaching methods for literature infused with ecoliteracy

Despite recognizing the value of ecoliteracy in English language education, the lecturers reported several challenges and barriers in implementing it effectively in the classroom. These include student disengagement, limitations within the curriculum, and lack of resources.

Excerpt 16

"Some students don't engage with environmental topics, especially when the books are complex. We also face challenges because the school doesn't provide enough support for ecoliteracy teaching."

Excerpt 17:

"The curriculum often restricts how deeply we can explore topics like microplastics. Additionally, some students don't care much about these issues."

Excerpt 18

"The biggest challenge is finding the right resources. Some students are not interested in reading about environmental problems, and it's hard to get them to engage."

Despite recognizing the value of ecoliteracy in English language education, the lecturers encountered several challenges when implementing literature infused with environmental themes. One major issue is student disengagement, particularly when literary texts are linguistically complex or lack immediate relevance to students' lives. This mirrors findings by (Calafato & Hunstadbråten, 2024), who report that students often struggle with culturally or environmentally dense texts that require higher-order comprehension and background knowledge. In addition, curriculum rigidity limits educators' ability to explore environmental issues in depth, even when student interest exists. Prescribed curricula often deprioritize sustainability topics, limiting teachers' autonomy in integrating ecoliteracy meaningfully. The lack of institutional support and suitable teaching materials was also highlighted by lecturers as a persistent barrier. Inadequate resources, such as simplified literary texts with ecological themes or multimedia support, significantly hinder ecoliteracy instruction in Indonesia. These findings underscore the need for flexible curricula, institutional support, and resource development to support the integration of ecoliterature in English classrooms effectively.

3.2.7 The most effective teaching methods for literature infused with ecoliteracy

The findings show that all lecturers perceived clear benefits from integrating literature infused with ecoliteracy into English language teaching. They noted improvements not only in students' environmental awareness, but also in their motivation, language engagement, and critical thinking.

Excerpt 19:

"When I use poems or stories that talk about environmental issues, students become more enthusiastic. They're not just learning the language, but also learning to care for nature."

Excerpt 20:

“Literature with environmental themes helps students understand vocabulary and sentence structures more contextually. It’s easier for them to remember because the stories relate to real life.”

Excerpt 21:

“I’ve noticed increased learning motivation when we use texts that deal with environmental problems. Students find the lessons more relevant and meaningful, not just language theory.”

Integrating ecoliteracy into literature-based English lessons appears to offer multidimensional advantages. As reflected in the excerpts, students become more enthusiastic and emotionally engaged when literary texts explore real-world environmental issues. The lecturers also observed that ecoliterature supports language development by providing contextualized vocabulary and meaningful reading experiences, which echoes the findings of (Juanda et al., 2024) that environmental themes help anchor language learning in real-life relevance. Moreover, the integration of ecoliteracy cultivates critical reflection and social awareness—outcomes that are consistent with (Delattre, 2024) who emphasizes literature's role in fostering empathy and cross-cultural understanding through exposure to environmental and ethical narratives. These perceived advantages highlight the transformative potential of ecoliteracy not just as a linguistic tool, but as a gateway to developing socially and environmentally conscious learners.

4. Conclusion

Literature, particularly poetry, fiction, and drama, is recognized as a powerful medium to introduce ecological themes in engaging and emotionally resonant ways. Lecturers reported that integrating ecoliteracy into English instruction enhances language learning outcomes while simultaneously promoting environmental awareness and reflective thinking. Various teaching strategies such as project-based learning, discussions, and creative performance were identified as effective for embedding ecoliteracy, particularly when tailored to course content and student levels. However, the study also uncovered notable barriers, including limited curriculum flexibility, lack of resources, and occasional student disengagement. These challenges highlight the need for institutional support, resource development, and professional training to ensure the successful integration of ecoliteracy into language education. Despite these obstacles, all participants emphasized the positive impacts of ecoliteracy-based literature on student motivation, engagement, and language acquisition. The study underscores the transformative potential of English language education when it incorporates environmental values, positioning literature as a bridge between linguistic development and ecological consciousness. By amplifying lecturers' voices, this research contributes to the growing discourse on sustainability in education and offers practical insights for curriculum design, pedagogy, and policy. Moving forward, further research involving a broader sample of educators and students could deepen our understanding of how ecoliteracy can be effectively sustained and scaled in diverse educational contexts.

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