

Green Curriculum Design: Embedding Ecological Awareness and Faith-Based Morality in EFL Teaching

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ABSTRACT

This study uses a literature review method to discuss how Green Curriculum Design can integrate ecological awareness and faith-based morality into English as a Foreign Language (EFL) teaching. The purpose of this study is to explain how English learning can include topics about nature and moral values based on students' faith. The researcher collects and reviews previous studies about environmental education, moral values, and English teaching. The findings show that using ecological themes in English lessons can help students care more about nature and learn moral messages supported by their religious beliefs. Teachers also play an important role in connecting English learning with environmental and moral values in the classroom. In conclusion, Green Curriculum Design helps students not only improve their English skills, but also become responsible and caring individuals for nature and society.

Keywords: *Green Curriculum Design; Literature Review; Ecological Awareness; Faith-Based Morality; EFL Teaching.*

INTRODUCTION

These issues of pollution, climate change, and waste management have grown so serious that they are no longer far-off environmental issues but pressing concerns having to do with human well-being, economic stability, and even social justice. UNESCO asserts this year that education cannot afford to remain neutral or indifferent to environmental matters. In the context of EFL learning, such a growing complexity in the environment shifts the emphasis from solely developing linguistic proficiency to the creation of learners who can meaningfully and responsibly address real-life challenges. Sustainability-oriented language learning is thus becoming more of a forefront approach that prepares students not only with communicative competence but also with the awareness and agency to negotiate global ecological concerns. As such, green curriculum design will become necessary in its integration of ecological themes within language instruction to nurture critical thinking, foster responsible behavior, and build in students a sensitivity toward sustainability, fittingly aligning with the more contemporary discussions of eco-ELT.

This pedagogical orientation, however, extends far beyond the mere insertion of nature or recycling vocabulary in lessons. Instead, it reframes English as a medium for understanding complex

environmental phenomena, interpreting information critically, debating different viewpoints, and proposing possible solutions (Stibbe, 2021). In this light, the EFL classroom transforms into an area where learners develop the capacity to interlink their linguistic growth with ethical commitment—particularly with empathy, responsibility, and care for nature-values that have been part of eco-pedagogy and ecolinguistics since long (Hooks, 2010; Stibbe, 2015). Given that these ethical orientations are adaptable, they can be made to emerge in different educational settings, from public schools to community-driven initiatives and even religious institutions. The cultural relevance of green-oriented curricula makes them meaningful across diverse cultural settings (Sung, 2020). When such values are further consolidated within authentic learning activities, such as collaborative discussions, role-play on scenarios involving environmental dilemmas, outdoor observations of local ecosystems, or multimodal projects that merge text, visuals, and digital tools, students experience English as a subject truly connected to their lives. This often leads to much higher enthusiasm and a stronger sense of purpose in language learning itself.

A growing body of research further demonstrates the transformative potential of GELT. Studies have shown that the

integration of ecological themes into lessons does not only increase students' awareness but also strengthens their critical thinking, creativity, and willingness to adopt more sustainable lifestyle habits at school and beyond (Gunawan et al., 2025; Rizal, 2025). These findings are supported by more general educational research indicating that the integration of SDG-related content especially those related to climate action, responsible consumption, and life below water can encourage not only environmental awareness in students but also their global citizenship and academic performance (Putri, 2024). In other words, language learning infused with issues of sustainability supports holistic development and shapes students as individuals intellectually, socially, and ethically. While these are promising findings, research continues to point out major gaps in mainstream EFL resources. The analyses of widely used textbooks show that environmental topics appear only sporadically, often relegated to isolated reading passages or optional extension tasks; in fact, many of the materials are not pointed towards deeper ecological sensitivity, sustainability skills, or any meaningful reflection upon environmental action taken or not taken. Al-Azri & Al-Rashdi (2021) Eco-critical evaluations of newer coursebooks also note that it is rare for sustainability to be embedded systematically or related to students' local contexts, even though it is increasingly mentioned (Fang, 2022; Heron & Liu, 2023). This limited representation places a greater emphasis on the teachers to curate or design supplementary materials supporting green learning. It also underlines the need for more deliberate and systematic development of curricula that treat ecological literacy as integral rather than peripheral. Addressing such gaps, the current article offers a pragmatic model of Green Curriculum Design, with environmental responsibility and moral values at its center. The approach is not an addition but a leading principle in which task design, classroom interaction, and learning outcomes are designed around environment-centered values. Based on eco-literacy, critical eco-pedagogy, and multiliteracies perspectives, this model calls on teachers to design activities that build language proficiency alongside ecological

understanding (Lee 2019; Cope & Kalantzis 2015). Such activity designs guide students to analyze texts, media, and other sources on environmental problems in English while contemplating their place in local and global ecosystems. It follows then, that the curriculum supports the development of responsible learners able to think critically about environmental problems and take constructive action in their communities. Through such dual emphasis on language and sustainability, EFL education can meaningfully contribute to preparing future generations against environmental complexities awaiting them.

REVIEW OF RELATED LITERATURE.

Research into green curriculum design, eco-literacy, and moral integration in EFL provides a number of theoretical pillars that inform the development of sustainable language education. This section reviews key strands of literature which frame the study: (1) Education for Sustainable Development (ESD), (2) Eco-Literacy in Language Teaching, (3) Green English Language Teaching (Green ELT), and (4) Moral and Faith-Based Pedagogy in EFL.

1. Education for Sustainable Development (ESD).

ESD focuses on the learner's ability to reflect on critical thinking, understand systems of the environment, and act responsibly. For ESD to be included in school curricula, there is a need for interdisciplinary methods, participatory learning, and involvement in real problems. Studies indicate that ESD encourages students to reflect on long-term ecological consequences and supports character development through reflective tasks.

2. Eco-Literacy in Language Learning

Eco-literacy is defined as the understanding of ecological principles, environmental challenges, and interdependence between humans and nature. This could be developed within EFL contexts through the employment of thematic texts, multimodal materials, and communicative tasks focused on environmental issues. Research indicates a positive correlation between the integration of ecological content in reading comprehension, vocabulary development, and critical reasoning by Rizal et al., 2025 and Riyanto &

Pilu, 2024.

3. Green English Language Teaching - Green ELT

Green ELT supports the development and use of sustainably focused materials, contextualized activities, and project work. Research studies show that lessons which address greening themes enhance students' ecological attitudes without detrimental effects on language learning outcomes (Kalsum et al., 2024; Nur & Pilu, 2024). Yet, analyses of textbooks show that a large number of EFL materials still fall short of authentic and meaningful ecological representation (Raphael & Nandan, 2024), requiring reform in the curriculum.

4. Moral and Faith-Based Values in EFL

Moral values, such as empathy, responsibility, and respect, are part of value-based education. According to scholars, EFL may serve as a character-building space if the activities involve ethical reflection (Oktaviani et al., 2023; Yuliana, 2022). Faith-based values promote inclusivity that tightens students' sense of stewardship and community responsibility (Nugroho, 2023; Scipio et al., 2025). Such values correspond with ecological awareness because most cultural and religious traditions uphold the care of nature.

Literature Synthesis A common thread among the studies reviewed is that the inculcation of environmental and moral values into EFL is not only possible but also pedagogically enriching. Nevertheless, the literature cautions against simplistic implementation, a lack of teacher preparedness, and inequitable policy support. This further underlines the need for an all-rounded and context-sensitive Green Curriculum Design model.

METHODOLOGY

This study applies a literature review method, explore the integration of Green Curriculum Design in English as a Foreign Language (EFL) learning. The aim is to examine how ecological themes and universal moral values can be incorporated into EFL teaching to strengthen students' environmental awareness and ethical behaviour. A literature review is used because the focus of this study is not to collect data

from participants, but to analyse existing concepts, practices, and pedagogical models related to green education in language learning.

The sources were taken from indexed academic databases such as Sinta, Scopus, and Google Scholar, with publication ranges from 2007–2025, as well as classical theoretical references considered fundamental. The selected literature refers to a number of studies on green pedagogy, eco-literacy, values-based education, and EFL curriculum development. Only those sources were selected which provided either a theoretical framework or empirical findings; opinion-based articles that were not supported academically were excluded in order not to compromise the quality of data.

Thematic synthesis was used to analyse the data. The process entailed the following: (1) identification of key themes in each article; (2) comparison of how each study dealt with green education and integrated value in EFL; and (3) reduction of overlapping concepts to clear pedagogical implications. This synthesis enables the review to go beyond the literature summary to create a conceptual basis for a Green Curriculum Design model that can realistically be applied in diverse educational contexts.

FINDINGS AND DISCUSSION

Teflin Curriculum and Green Curriculum

This discussion on Green Curriculum Design must be prefaced by an overview of the basis of curriculum development in TEFLIN. The TEFLIN curriculum represents the basis on which the planning, teaching, and assessment of English are conceptualized in Indonesian schools. According to Madya (2007), curriculum design in Indonesia has to mirror the fact of a plural society with cultural values, moral principles, and linguistic backgrounds that are diverse. Therefore, curriculum development cannot be reduced to mere listing of language topics or grammatical structures but express a philosophy of learning representative of national identity and social values.

In the last couple of years, TEFLIN has moved from a strictly structural approach to more communicative, character-oriented,

and competency-based learning. This is also in line with current reforms like the “Kurikulum Merdeka,” which gives importance to meaningful learning, learner autonomy, and project-based activities that would push students to apply language to real social issues. Therefore, today's English education is not only expected to build linguistic competence but also responsibility, critical thinking, and ethical awareness.

In the wake of this transformation, Green Curriculum Design emerges as a relevant extension of TEFLIN. It links language learning to ecological awareness and general moral values drawn from cultural, religious, and social teachings. Green Curriculum Design need not be a new and isolated movement; rather, it can be fully understood as part of a natural movement of Indonesia's education within a value-based framework, reinforcing Indonesia's vision of fostering learners who are not only linguistically competent but also socially responsible.

The Proposed Green Curriculum Design Model

The Green Curriculum Design Model proposed in this study is based on the premise that language learning and environmental responsibility are mutually complementary goals rather than separate priorities of educational focus. This model views communicative competence, ecological literacy, and ethical awareness as inter-related learning outcomes that are achieved through intentional and structured classroom experiences. Its core would not be merely to include environmental topics into English lessons but to reshape the way learners think and act toward ecological issues through the medium of language.

At the core, the model brings together three important theoretical pillars in eco-literacy, critical eco-pedagogy, and multiliteracies. Eco-literacy provides basic knowledge of environmental systems and sustainability challenges to students (Capra, 2007). Critical eco-pedagogy extends this to invite learners into the examination of dominant discourses, the recognition of environmental injustices, and the reflection upon their own agencies in solving ecological

problems (Kahn, 2010; Hooks, 2010). Meanwhile, the multiliteracies framework upholds an extended view of literacy, one that includes visual, digital, spatial, and experiential modes, thus enabling environmental issues to be approached through deeper and more authentic meaning-making processes (Cope & Kalantzis, 2015). The interplay between these three elements yields a learning ecology whereby English becomes both a means of communication and space for ecological inquiry itself (Stibbe, 2021).

It is structurally composed of three interrelated parts: input, process, and outcome. The input aspect involves the selection of texts, media, and tasks representative of real conditions in the environment that are relevant to the students' contexts, including global crises like climate change and local issues such as waste accumulation or water quality (UNESCO, 2023). Emphasis in the process aspect is on active and reflective engagement through discussions, case analyses, project-based inquiries, field observations, debates, and multimodal productions—those activities that are proven to be effective in upgrading both linguistic competence and eco-critical reasoning (Lin & Wu, 2021; Gunawan et al., 2025). The outcome aspect then reflects dual attainment, namely proficiency in English and ecological awareness. Such an attainment manifests when students can discuss environmental problems, critically evaluate information, present solutions, and practice responsible environmental behavior (Stibbe, 2015; Putri, 2024).

Another defining feature of this model is that it incorporates universal moral values, including empathy, responsibility, cooperation, and care for the natural world into the process of language learning. Rather than separating moral development out as a different instructional domain, the model integrates these values into the communicative tasks and interactions. For instance, activities involving the role-playing of environmental dilemmas, collaboration on community-based eco-projects, or analyses of media portrayals of environmental justice provide authentic opportunities for students to experience ethical practices and internalize them (Sung, 2020). Values emerge in this

process not through explicit moral instruction but through lived classroom experiences that involve ethical reasoning and collaborative decision-making.

Importantly, the model is designed to be flexible. It can be tailored to different levels of English proficiency, institutional resources, and local ecological priorities. Thus, it can be applied in various EFL contexts—from resource-poor schools to institutions with a high sustainability profile—in a nationally relevant way. As such, whether school-based or otherwise, the model urges learners to relate English learning to real-life environmental involvement, with the belief that language education plays an important role in the development of sustainable thinking. Ultimately, this model looks toward the development of learners who are not only competent users of English but also reflective, ethical, and ecologically responsible citizens. By connecting linguistic aims with the values of sustainability, it meets the global educational frameworks represented by SDG 4 (Quality Education) and SDG 13 (Climate Action), reinforcing the position of EFL education to prepare young people for current and future environmental challenges. UNDP (2022)

Level Of Green Curriculum

The green curriculum is a learning approach that embeds environmental themes and sustainability values into learning at various levels of education, from early schooling to higher education. It does not only aim at introducing ecological knowledge but also at attitude and habit formation for responsible living. In this framework, the disciplines of science, social studies, arts, and language are represented as meaningful learning experiences in the light of environmental stewardship. Thus, learning is not confined to cognitive understanding but encompasses behavior, reflection, and awareness about how individuals impact their surroundings. Rizal, Gunawan, and Nurkhamidah (2025) describe how Green Eco-Literacy has been implemented in the teaching of English at each of these three levels of curriculum development: the macro, meso, and micro. These levels determine how environmental values are translated from national policies into school programs and classroom practices.

At the supra-level, the orientation of green curriculum development is shaped by international frameworks, global agreements, and transnational discourses concerning sustainability. Organizations such as UNESCO and the United Nations set broad agendas, such as the Sustainable Development Goals (SDGs) and Education for Sustainable Development (ESD) that guide how nations conceptualize the role of education in responding to ecological crises. At this stage, English becomes a medium that connects learners with global environmental narratives, scientific reports, and worldwide dialogues about climate responsibility. This level provides the ideological and ethical foundation from which national policy (macro), institutional programs (meso), and classroom practice (micro) draw their orientation. In other words, the supra level ensures that environmental integration in language learning is aligned with global citizenship values.

At the macro level, integration of environmental education depends on the national education policy. This level involves curriculum planners and policymakers who attach sustainability and environmental character to the nation's educational objectives. In this context, English is seen not just as the subject through which communicative skills are attained but also as the context in which real-life global issues like climate change, plastic waste, and loss of biodiversity are brought to the fore. Sustainability emphasized at this level means that the curriculum acknowledges language learning as essentially a social practice linked to global citizenship. In other words, students are invited to appreciate that learning English increases their capacity to communicate on matters of an environmental nature that have an impact on communities throughout the world.

On the meso level, schools and other educational institutions process and implement national policy standards. This level is crucial because it is here that environmental values take shape as actual programs rather than a virtual set of guidelines. The schools may design ecological thematic English projects or spearhead campaigns to reduce plastic use within the school, establish school gardens, or

partner with communities to clean up rivers or plant trees. An equally important influence at this level comes from teacher education programs, which offer training in how to handle topics on sustainability without sacrificing goals in language teaching. In fact, many teachers might still consider environmental content as an "extra topic" and not see it as a relevant component of language practice. Schools thus bridge policy and classroom realities at the meso level, ensuring that teachers receive instruction, resources, and support for the appropriate implementation of green curriculum principles.

At the micro level, teachers function as curriculum implementers who transform ecological values into classroom activities. Teachers decide how sustainability values appear in lesson plans, material selections, task designs, and assessments. Teachers may introduce reading passages on waste management, lead speaking activities about local environmental problems, require writing tasks that propose solutions to pollution, or conduct debates about renewable energy. Teachers can also use media like posters, advertisements, brochures, or environmental campaigns as learning texts. These kinds of practices allow students to use English for real communication while learning how to identify environmental problems and express solutions. Ecological values at this level become a part of authentic language use rather than a different moral lesson.

These four interconnected levels supra, macro, meso, and micro demonstrate that Green Curriculum Design is more than a brief thematic inclusion or an optional classroom program; it is a fully developed educational perspective that links cognitive learning, communication practices, and personal responsibility toward the environment. Rather than displacing linguistic goals, Green Curriculum Design extends English learning to significant communication associated with students' real-life context. In this way, English teaching contributes to student outcomes not only in terms of academic achievements but also in fostering environmentally responsible citizens who recognize that language is intertwined with values and action.

Teflin Curriculum Green Changes

Over the past decades, the TEFLIN curriculum has undergone significant change in both philosophy and practice. Teaching English in Indonesia has long been under the grip of a structural or grammar-based orientation with an accent on memorization, accuracy, and mastery of linguistic forms. As the world and Indonesian educational discourses have evolved, there has been a shift, albeit slow, towards communicative, character-based, and environmentally aware orientations. This shift reflects the broader recognition that English language teaching needs to foster not only linguistic competence but also moral and environmental stewardship.

Kalsum, Humaeroah, and Agussalim (2022) contend that the emergence of Eco-ELT, a pedagogical movement for sustainable and innovative materials, shows how TEFLIN curriculum innovation responds to international challenges such as climate change and moral degradation. Their study highlights those eco-based materials not only improve the language ability of learners but also increase their environmental ethics consciousness through content-based language activities. It is a paradigm shift in which environmental content is introduced as part of English learning rather than as an external add-on.

Similarly, Sahril Nur, Ismail Anas, and Reski Pulu (2022) in *The Call for Environmentally-Based Language Teaching and Green Pedagogy* emphasize that curriculum reform has to extend from textbook revision to a rethinking of the pedagogy itself. They consider that green pedagogy encourages teachers to become "environmental mediators" who integrate issues of sustainability into communicative tasks, discussion, and evaluation. This perspective is aligned with Indonesia's educational vision for the 21st century, in which language education is a means for developing critical, ethical, and ecologically literate citizens.

In the Indonesian context, such changes are not merely pedagogical reforms but moral imperatives that reflect the nation's educational philosophy (Pancasila values and religious morality). The inclusion of ecological awareness and moral education in TEFLIN implies that English is not

transmitted as a neutral tool but as a means of cultivating empathy, care, and responsibility towards human beings and the Earth. Green Curriculum Design is therefore a further extension of TEFLIN's evolution from form-focused instruction to transformative learning that incorporates language, morality, and sustainability.

Based Morality and Green EFL

The other essential theme in the implementation of Green Curriculum Design in teaching EFL is moral values based on students' culture. In many countries, various cultures and beliefs teach people to care for nature, avoid waste, and act responsibly toward their environment. Therefore, integrating moral values into the teaching of English is not aimed at teaching new doctrines but rather at linking English instruction with ethical values already embedded in students' culture and beliefs. This paradigm shift encourages students to perceive environmental care not only as a school task but as a trait of good character, too. This notion of embedding moral and ecological values into English learning has also been supported by several scholars.

Oktaviani et al. (2023) claimed that EFL classes can be an ethical learning space when students are invited to develop values such as empathy, gratitude, and responsibility. Likewise, Yuliana (2022) argued that faith-based values can enhance the formation of character when the teacher connects language activities to real life regarding environmental responsibility, such as not littering and appreciating nature. Furthermore, Nugroho (2023) asserted that the association of cultural principles or faith-based values with language learning will enable students to develop communication competence along with ecological awareness. From this perspective, the integration of morality with values in Green EFL allows learners not only to develop their linguistic abilities but also to instill ethical values that develop a sense in them to care for nature. Learning English becomes more meaningful since students are not only learning about vocabulary, text structures, or grammatical features but are also guided to think critically about how human beings impact the environment. In this way, Green Curriculum Design has a part in shaping learners who are responsible

environmentally, considering the protection of nature as a part of their moral identity, which is fostered by the very cultural values and beliefs they adhere to in daily life.

Green Curriculum Outcomes

The transformation from linguistic to character- and value-oriented orientation of the TEFLIN curriculum has also led to significant changes in its assumed learning outcomes. Traditionally, English language class learning outcomes were measured by linguistic proficiency (Grammar knowledge, vocabulary knowledge, or communicative competency). Contemporary school ideology in Indonesia has broadened the outcomes to include character formation, moral thinking, and environmental awareness as essential elements in English education.

As Sukarno and Riyadini (2023) state, the implementation of TEFLIN curriculum through contextualized learning resources and reflective teaching activities is an important factor in building character among students. Through their research, they highlight that learner learn moral values such as honesty, responsibility, and empathy not only through explicit moral instruction, but also through ethical contexts embedded in classroom conversation, language activities, and content materials. This finding resonates with Indonesia's ideal of education as nation-building, where language functions both as a medium of communication and as a tool of moral upbringings.

In the sense of Green Curriculum Design, these findings open up even wider. As English learning embraces ecological concerns and faith considerations, learners not only become linguistically capable but also eco-literate and spiritually responsible. For instance, reading comprehension materials on environmental protection can be coupled with moral reflection questions grounded in religious teachings of stewardship over nature (khalifah fil ard in Islamic education). This integration reinforces environmental ethics and religious morality in accordance with Indonesia's philosophy of education that prioritizes harmony among knowledge, faith, and action.

Lastly, TEFLIN's success under the Green Curriculum Design model can be considered as total competencies, students

capable of communicating well in English, critically evaluating moral and environmental issues, and acting responsibly as global citizens with firm spiritual foundations. This new outcome definition is in harmony with a broader consciousness that language learning is not just learning structure, but most essentially building worldviews and developing humanity.

Pedagogical Strategies and Task Types

Besides thematic integration, designing a Green Curriculum for EFL necessitates an approach that uses pedagogical strategies to stir critical awareness, ethical reflection, and real-life engagement. Certain task types that serve best for enhancing eco-literacy and sustainability-oriented thinking are identified within language learning. Each of the strategies invites students to use English as a tool in investigating, interpreting, and acting upon the environment rather than simply learning about it.

1. SDG-Based Task Design

(Sustainable Development Goals)

Tasks that address the SDGs encourage students to look at global and local issues within a schematic framework. Rather than dealing with the abstract concept of "environmental problems," learners engage with concrete SDGs, like SDG 13 (Climate Action), SDG 12 (Responsible Consumption), or SDG 6 (Clean Water). These tasks may include reading global case studies, comparing national policies, or producing infographics that summarize SDG targets. Such activities help learners build conceptual clarity while practicing academic English and position environmental issues within larger socio-political systems.

A skeptic could say that the SDGs are too complex for a language learner; however, the research suggests that authentic, goal-oriented tasks improve comprehension and engagement when properly scaffolded (Cope & Kalantzis, 2015).

2. Project-Based Eco Tasks

PBL has widely been regarded as one of the most powerful approaches to integrating ecological themes into EFL classrooms. Eco-projects like school waste audits, community interviews, or plastic reduction campaigns merge language learning with real

environmental action. During these activities, students collect data, negotiate meaning, prepare presentations, and create complex multimodal outputs, while understanding environmental implications of findings.

3. Media-Based Critical Literacy Tasks

The media discourse heavily shapes environmental issues, so media literacy forms a critically important part of eco-pedagogy. Assignments here may involve students assessing news reports, advertisements, documentaries, or social media postings on climate change, conservation, and environmental justice. The objective here is to help the learner explore how the language builds narratives—who is blamed, who is not there, and how environmental issues are framed. By closely examining persuasion techniques, implicit bias, or flawed claims, students become more sensitized to how discourse shapes public opinion. This approach simultaneously reinforces linguistic, analytical, and ethical competencies.

4. Outdoor and Place-Based Learning Outdoor

learning situates language use within real ecological contexts. Activities such as observing local biodiversity, mapping waste hotspots, or documenting environmental changes encourage students to connect vocabulary and discourse with their physical surroundings. Place-based activities stimulate curiosity, embodied learning, and affective engagement, what is often lost in the purely textbook classrooms of schools (Sung, 2020). One could, therefore, consider the following counterquestion: Is it possible to organize outdoor learning for all schools? Some schools may be at a disadvantage. However, even small-scale activities, such as observing school gardens or analyzing campus water use, can promote environmental attachment with meaningful language use.

5. Reflective Eco-Literacy

Journals Thinking deeply about environmental awareness can only be transformed into personal commitment through reflection. The students maintain a reflective journal on, for example, ecological habits, dilemmas encountered regarding sustainability issues, or their reactions toward the materials presented in class. This process allows them to express values, recognize contradictions, and check their own cognitive

biases related to consumption or environmental responsibility. Journals also allow teachers to trace students' growth, not only in linguistic accuracy, but also in ethical reasoning and ecological sensitivity.

Implications For EFL Teachers

The use of a green curriculum for EFL means that teachers can include several contexts related to nature or the surrounding environment in their teaching. The positive impact of using a green curriculum is that students can build a high sense of empathy as well as responsibility in taking care of their environment. Examples of activities that can be carried out include students using environmental policy themes in debate practice and interactive writing; these activities not only improve students' speaking skills but also enhance their critical thinking and cross-cultural communication abilities. Using a green curriculum can boost teachers' sense of professionalism in the classroom, which may entail certification or cooperation with non-governmental organizations (Gunawan et al., 2025; Hussain et al., 2024).

While implementing a green curriculum has many benefits, there are drawbacks as well, such as a lack of resources and teachers' lack of environmental science expertise. A syllabus that solely emphasizes rigorous learning presents another difficulty, making it exceedingly challenging to incorporate this curriculum into the classroom. Cultural sensitivity is also crucial because problems differ depending on the setting, such as the distinctions between rural and urban areas. This can cause students to feel isolated in a social context.

For the role of a comprehensive green curriculum, teachers can use vocabulary related to environmental issues such as police or videos about the environment on BBC. Another example, teachers can collaborate with local environmental managers or organize field trips, and also adjust content and level for students, further enhancing its effectiveness. In addition, teachers can use interactive and digital media such as videos, infographics, and online projects. This approach allows English lessons to become spaces not only for communication but also for character development and spirituality.

CONCLUSION

Green Curriculum Design is an effective method of making English learning relevant, meaningful, and closely related to the real lives of students. While students develop their linguistic abilities through EFL activities with embedded ecological themes, they internalize crucial moral values pertaining to responsibility, empathy, and care for the natural environment. In this regard, when teachers bring up current issues about climate change, pollution, biodiversity loss, or recycling in the classroom, students start to regard English as a means to understand real-life problems and contribute to their solution. The language ceases to be just a subject at school; it turns into a means for social self-expression and environmental advocacy.

Besides, the Green Curriculum supports the holistic character development of students. It allows them to think critically, reflect ethically, and then act responsibly in accordance with their status as members of society. This integration deepens their appreciation of nature within the scope of their cultural and faith-informed worldview. Such reading, writing, speaking, and project-based tasks have focused on environmental and moral issues, allowing students to experience English learning that is fun yet meaningful. They learn how to express values, negotiate perspectives, and communicate compassionately—skills necessary for living effectively in a complex global world.

Nevertheless, the implementation of this curriculum model does not come without challenges. Most teachers still lack relevant teaching materials, proper training in environmental education, or sufficient time to prepare integrative lessons. Moreover, institutional support greatly differs from region to region, which may become an important constraint to consistency and in-depth green-themed instruction. These challenges reveal a need for collaborated efforts by teachers, school leadership, policymakers, and curriculum designers in creating enabling conditions for sustainable implementation. Professional development programs, ecological teaching resources, and clear policy guidelines are among the support systems that should be reinforced in ensuring that the principles of Green Curriculum can truly take root in EFL classrooms.

Despite these barriers, the potential of Green Curriculum Design remains considerable. When well conducted, it converts the classroom into a space where language learning and value formation happen together. The students become more than proficient users of English; they become reflective, ecologically conscious, and socially responsible world citizens. In this case, Green Curriculum Design not only serves the academic development of the students but also contributes to the larger educational goals with regards to sustainability, ethical awareness, and civic responsibility. It eventually places English education in service of societal transformation and care for the environment.

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