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Exploring Teachers' and Students' Readiness for the Implementation of Eco-ELT in Rural Indonesian EFL Contexts

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ABSTRACT

This study examines the acceptance and readiness for implementing Ecological-English Language Teaching (Eco-ELT) in Dompu schools, focusing on: (1) the beliefs and motivation of students and teachers in integrating environmental themes into English instruction; (2) the challenges of implementation; and (3) preferences for digital learning resources and locally relevant topics. A mixed-methods, cross-sectional design was employed, involving 113 students and 26 teachers. Quantitative data were collected via Likert-scale questionnaires, while qualitative insights were obtained through in-depth interviews. Quantitative analysis was conducted using JASP to generate descriptive statistics, and qualitative data were thematically analyzed. Findings revealed a high perceived usefulness of Eco-ELT among students (mean = 4.01) and teachers (mean = 4.34), with more than 75% selecting "Agree" or "Strongly Agree." Teachers identified policy support, training, and adequate time allocation as critical, with curriculum support items achieving 100% agreement among them. Both groups preferred interactive, visually engaging, project-based digital materials linked to local environmental issues such as pollution and deforestation (teachers: mean = 4.39; students: mean = 3.78). The results suggest that successful Eco-ELT implementation requires synergy between student motivation, teacher commitment, and sustained institutional

support. Policy endorsement, locally contextualised learning materials, and continuous professional development are essential to maximising the potential of Eco-ELT to integrate language proficiency with ecological awareness.

Highlights

- Teachers and students in rural Dompu show strong readiness and motivation to adopt Ecological English Language Teaching (Eco-ELT).
- Eco-ELT enhances English proficiency while fostering ecological awareness and critical 21st-century skills.
- Key barriers include limited instructional time, lack of training, and insufficient institutional support, underscoring the need for stronger policy and curriculum support.
- Both groups strongly prefer interactive, project-based digital resources contextualised to local environmental issues.
- This study provides novel empirical evidence of Eco-ELT readiness in a rural Indonesian setting, addressing a gap in global literature.

Keywords: Eco-ELT; Motivation; Implementation Challenges; Digital Teaching Materials; Local Environmental Issues

1. Introduction

In recent decades, climate change and environmental degradation have become pressing global concerns[1–3], necessitating active engagement from all sectors, including education[4–6], to promote environmental awareness in schools. International bodies such as UNESCO[7] stress integrating sustainability into education, including language instruction, to cultivate ecological consciousness. Within this framework, Ecological English Language Teaching (Eco-ELT) has emerged as an approach that develops linguistic competence[8,9] while incorporating environmental values into the learning process. As English functions as a global lingua franca, it offers potential for promoting cross-cultural understanding and ecological responsibility[10]. In environmentally vulnerable regions, Eco-ELT is increasingly recognised as a means to equip younger generations with communicative skills and ecological mindsets.

In Indonesia, environmental integration in education is evident in programs such as Adiwiyata[11] and Education for Sustainable Development (ESD) within the *Kurikulum Merdeka*[12]. Yet, approaches that explicitly embed environmental literacy into English teaching remain limited. Studies by Kalsum et al., Siswanto et al., and Tatin et al.[8,11,13] indicate that teachers tend to focus on linguistic skills and exam preparation, with minimal content related to environmental themes. This is particularly acute in Dompu Regency, West Nusa Tenggara, a predominantly rural area characterized by limited educational access, scarce teacher training,

and inadequate resources for sustainability-focused instruction[14]. Dompu also faces challenges such as deforestation, water scarcity, waste management issues, flooding, global warming, and farmland degradation, making it a relevant setting for Eco-ELT. However, research on local teacher and student readiness for such approaches is scarce. This study addresses that gap by examining perceptions, understanding, and preparedness of English teachers and students in Dompu regarding Eco-ELT.

Previous research has highlighted the importance of integrating ecological values into English teaching. Some scholars emphasize the incorporation of global issues, including environmental themes, to enhance students' global awareness[6,15–18]. Stibbe advances ecolinguistics to dismantle destructive narratives and promote sustainability[10]. In Southeast Asia, Lee and Nguyen's study in Vietnam found that teachers were aware of the importance of environmental literacy, but they were limited in Eco-ELT pedagogy[19]. In Indonesia, Pratama & Sumardi, as well as Sumarmi et al., explored environment-based materials, focusing on design rather than stakeholder readiness[20,21]. Alyani and Pratolo et al. note students' enthusiasm for environmental themes but did not assess enabling factors for active Eco-ELT engagement[22,23].

Most studies focus on theory, curriculum design, or material development, with little emphasis on teacher-student readiness, a key factor in successful Eco-ELT, especially in unique socio-geographical contexts like Dompu. The region's proximity to ecological challenges and strong local

wisdom in environmental stewardship position it as fertile ground for Eco-ELT. This study, therefore, aims to map readiness among teachers and students in Dompu while contributing an underrepresented Indonesian perspective to global Eco-ELT discourse.

The study offers theoretical and practical contributions. Theoretically, it enriches the limited Eco-ELT literature with empirical data from Dompu, expanding global scholarship in language teaching and ecolinguistics. Examining readiness offers conceptual insights into integrating ecological values into English learning across diverse social and educational contexts. Practically, findings inform curriculum developers, teacher educators, and policymakers seeking to advance sustainable education through language learning. The study identifies challenges, resource needs, and digital material preferences to inform the creation of locally relevant English teaching resources that address environmental issues. Such alignment supports Eco-ELT practices that respond to local realities while meeting national goals and global agendas, notably SDG 4 (Quality Education) and SDG 13 (Climate Action).

The study's objectives are:

1. Investigate the beliefs and motivations of English teachers and students in Dompu regarding the integration of environmental issues into English teaching.
2. Identify key challenges in implementing Eco-ELT, including material availability, institutional support, digital readiness, and classroom constraints.
3. Examine preferences for digital resources and locally relevant environmental topics to develop contextually appropriate Eco-ELT materials.

2. Literature Review

2.1. Conceptualization of Eco-ELT and its Basic Theory

Ecological English Language Teaching (Eco-ELT) emerges from the growing recognition that language education should address the global ecological crisis by fostering both linguistic competence and environmental responsibility[6,9]. Saiful[6,9] positions the EFL classroom as a platform for cultivating socially conscious global citizens, advocating for the integration of sustainability, peace, and environmen-

tal stewardship into pedagogy. Eco-ELT thus expands traditional language teaching by embedding ecological values into content and practice, aligning with Education for Sustainable Development and Indonesia's Climate Education initiatives[12,24–26], which aim to equip learners for a sustainable future. In the face of climate change, biodiversity loss, and ecological injustice, Eco-ELT offers an interdisciplinary and transformative approach that integrates environmental themes into English instruction.

The theoretical basis of Eco-ELT lies in ecolinguistics, which examines the relationship between language and ecological systems. Stibbe contends that language shapes environmental well-being through the "stories we live by," urging educators to replace destructive narratives with those promoting sustainability[10]. Eco-ELT, therefore, encourages critical engagement with environmentally themed texts, merging language learning with ecological consciousness. This aligns with critical pedagogy, which views education as an instrument for social change rather than a neutral process[27,28]. Through such engagement, learners develop linguistic proficiency[29,30] while challenging dominant ideologies and envisioning sustainable futures[31,32].

Eco-ELT also intersects with environmental literacy, encompassing ecological knowledge, emotional connection to nature, and the capacity for responsible action[6,9]. In practice, this can be fostered through authentic materials, ecological discussions, and project-based learning linked to local environments. The integration of ecolinguistics, critical pedagogy, and environmental literacy provides Eco-ELT with a strong conceptual and practical foundation for shaping ecologically conscious citizens, an urgent priority in today's ecological context.

Beyond these foundations, Eco-ELT can also be meaningfully connected to theories of second language acquisition. Ecological themes embedded in classroom practice may serve as *comprehensible input*, aligning with Krashen's Input Hypothesis, which emphasizes the importance of meaningful and context-rich input for language learning[33]. At the same time, collaborative ecological projects exemplify Vygotsky's Sociocultural Theory, highlighting the role of social interaction and mediation in cognitive and linguistic development[34]. These connections suggest that Eco-ELT not only integrates environmental awareness into language teaching but also supports established mechanisms of lan-

guage acquisition, reinforcing its pedagogical soundness and theoretical relevance.

2.2. Teacher and Student Readiness

Teacher and student readiness is crucial for implementing innovative pedagogies such as Ecological English Language Teaching (Eco-ELT). Readiness for change involves commitment and confidence (change efficacy)[35–37], shaped by value alignment, task demands, and resource availability. For Eco-ELT, teachers require strong ecological awareness, pedagogical skills, and institutional support to adopt the approach effectively. Studies highlight three dimensions of teacher readiness: professional knowledge, practice, and engagement. Letouzey-Pasquier et al. and Nahdi et al. found that both theoretically and practically prepared teachers integrate Education for Sustainable Development (ESD) more effectively[38,39]. In Indonesia, although research is limited, STEM education studies indicate that teacher readiness depends on competence, infrastructure, and training —factors equally vital for Eco-ELT, which demands linguistic, ecological, and technological skills.

Student readiness is equally important. Outcome-Based Education (OBE) literature identifies motivation, self-efficacy, and perceived support as key factors. Çemçem et al. note that motivated, self-efficacious students more readily engage in change-oriented learning[40]. When learners see value in content, such as local environmental issues in English instruction, they are more likely to embrace Eco-ELT.

Thus, assessing both teacher and student readiness, while identifying barriers, is essential for designing effective interventions. In Dompu Regency, where sociocultural and environmental contexts present unique challenges, such an assessment provides a vital empirical foundation for implementing Eco-ELT successfully.

2.3. Digital Learning Materials & Local Environmental Content

In the digital era, EFL learners increasingly prefer interactive, context-rich multimedia. Imanova et al.[41] found that rural undergraduates regarded digital posters and images as highly effective for improving speaking skills and engagement, highlighting the role of visually stimulating,

multimodal materials in provoking critical thinking. Similarly, Costa[42] reported that lower secondary students in rural areas favoured videos, films, and songs. These preferences reflect the influence of culture and access to technology on media choice.

In Indonesia, localised digital ELT content enhances relevance and engagement. Putri showed that collaborative digital storytelling on Bali's Subak irrigation system improved ecological awareness among pre-service teachers while addressing socio-economic and political issues[43]. Likewise, Oktarina et al. highlighted the value of embedding local traditions, languages, and environmental themes in ELT to enrich authenticity, strengthen cultural identity, and boost motivation[44].

Overall, research shows that digital resources incorporating local ecological themes foster motivation, participation, and deeper learning. Interactive videos, digital posters, and local storytelling offer linguistic input and a sense of place, strengthening ecological commitment. Yet, challenges remain in ensuring quality, access, and adaptability, particularly in Dompu Regency, where infrastructure and teacher training are limited. This study examines learner preferences and needs for locally grounded Eco-ELT materials to inform the development of adequate resources.

2.4. Research Gap

Despite notable advances in Eco-ELT scholarship, most studies have centred on material development or theoretical discussions of ecolinguistics and critical pedagogy, typically within urban, well-resourced contexts, while neglecting the pivotal factor of teacher and student readiness. Empirical research addressing the interrelation between pedagogical preparedness, structural constraints, and contextual needs, particularly in rural settings, remains scarce. Dompu Regency, with its unique socio-geographical and educational profile, presents unexamined complexities, including limited locally relevant digital resources, insufficient teacher training, and low student exposure to sustainability issues in English. No existing study has systematically mapped these readiness dimensions as a basis for locally grounded Eco-ELT strategies, underscoring the need for a context-sensitive, participatory, and field-driven investigation.

3. Materials and Methods

3.1. Research Design

This study employed an exploratory mixed-methods approach with a cross-sectional survey design to comprehensively examine teacher and student readiness for implementing Ecological English Language Teaching (Eco-ELT) in the context of English as a Foreign Language (EFL) in Dompu Regency, West Nusa Tenggara, Indonesia. Quantitative data were collected through Likert-scale questionnaires, which captured patterns of belief, motivation, perceived challenges, and preferences. In contrast, qualitative data from in-depth interviews enriched the analysis with nuanced socio-cultural and pedagogical insights, particularly pertinent in a rural setting characterised by uneven technological access, limited institutional support for environmental integration, and distinct educational infrastructures compared with urban areas. The cross-sectional design provided a snapshot of current conditions. At the same time, the integration of quantitative and qualitative strands enabled both the identification of overarching trends and the elicitation of deeper narratives that numerical data alone could not reveal.

3.2. Participants and Settings

This study involved English teachers and students from senior secondary schools in Dompu Regency, West Nusa Tenggara, Indonesia—a predominantly rural area with distinct socio-geographical and educational characteristics. Participants comprised 26 teachers and 113 students from eight purposively selected schools based on their engagement in English instruction, willingness to participate, and rural location. Teachers had over one year's experience, while students were in Years 10 and 11. Although some schools had basic computer and internet access, connectivity was inconsistent, and digital learning use was sporadic, relying on teacher initiative and available devices. Institutional policies linking environmental issues to English curricula were largely absent. These conditions make Dompu a relevant context for examining teacher and student readiness to implement Eco-ELT in a locally grounded and sustainable way.

3.3. Instruments

The study employed two structured Likert-scale questionnaires, one for students (23 items) and one for teachers (34 items), in addition to semi-structured interviews. The student questionnaire measured beliefs and motivation to integrate environmental issues into ELT (14 items) and preferences for digital resources and local topics (9 items). The teacher questionnaire assessed pedagogical beliefs and motivations (14 items), challenges to Eco-ELT implementation (7 items), and preferences for digital and context-specific materials (13 items). Items were adapted from literature on readiness for change, environmental literacy, and EFL pedagogy to suit the rural context of Dompu. Constructs measured included ecological awareness, professional competence, affective engagement, self-efficacy, and resource accessibility, while identifying barriers such as limited training, infrastructure gaps, and time constraints. Interviews provided more profound insights into perceptions, motivations, challenges, and preferred formats for locally grounded, sustainability-oriented digital materials.

3.4. Procedures

This study was approved by the Institute for Research and Community Service at the Institute of Teacher Training and Educational Sciences (STKIP) Yapis Dompu. Upon receiving this approval, the research permit was submitted to the Department of Education and Culture of Dompu Regency, which has authority over senior secondary schools within the regency. All senior secondary schools in Dompu Regency were designated as the research sites. After obtaining permission to conduct the study, our research team visited the selected schools by presenting the official research approval letter from the Department of Education and Culture of Dompu Regency. We distributed the online research questionnaire via Google Forms to both teachers and students, and subsequently carried out interviews with them.

3.5. Data Analysis

Quantitative data from the Likert-scale questionnaires were analysed using descriptive statistics (means, percentages, standard deviations) to map teacher and student readiness for Eco-ELT. This identified trends in perceptions, moti-

vations, challenges, and preferences for integrating environmental issues into English teaching. Statistical analysis with JASP generated visualisations to aid interpretation. Qualitative data from open-ended responses and interviews were examined through thematic analysis, involving coding and categorising themes such as institutional support, pedagogical constraints, learning experiences, and preferences for locally relevant, environment-based digital materials. Thematic analysis followed an inductive approach, grounded in Eco-ELT and readiness-for-change frameworks, to ensure conceptual alignment. Triangulating quantitative and qualitative findings enhanced validity and provided a comprehensive understanding of Eco-ELT readiness in the rural Indonesian context.

4. Results

4.1. Beliefs and Motivation for Integrating Environmental Issues into ELT

Quantitative results show very high belief and motivation among students and teachers to integrate environmental issues into ELT. Weighted mean scores for Beliefs and Motivation were 4.01 for students (N = 113) and 4.34 for teachers (N = 26), both within the Agree–Strongly Agree range, indicating strong support for Eco-ELT. In several items, ≥ 90% of respondents selected "Agree" or "Strongly Agree," reflecting an exceptional acceptance of environmental themes as a language learning context. For students, statements on interest in discussion, willingness to contribute to conservation, and motivation to learn environment-related vocabulary achieved mean scores ≥ 4.00, with agreement levels exceeding 75%. **Table 1** presents detailed results for all student items under this category.

Item-level analysis of the student cohort reveals that emotional engagement is a primary driver of motivation. For instance, in response to the statement *"I wish to contribute to environmental conservation through school assignments"*, 86.8% of students selected *Agree* or *Strongly Agree*, with a mean score of 4.11. This finding suggests that students are not only cognitively interested but also possess an affective drive to participate in tangible environmental action. Similarly, the positive response to the statement *"I feel that environmental themes make lessons more engaging and beneficial"* (mean = 4.09; *Agree + Strongly Agree* = 80.0%) reinforces the proposition that relevant thematic contexts enhance motivation for language learning.

A similar pattern is evident among the teacher cohort. **Table 2** shows that items emphasizing the added value of the Eco-ELT approach, pedagogical readiness, and the willingness to enhance the capacity to integrate environmental themes into teaching materials attained mean scores exceeding 4.30, with *Agree + Strongly Agree* percentages reaching 96% or higher for several items. These results reflect a strong professional commitment to adopting a contextualised approach to English language teaching.

Quantitative results align with qualitative interviews. One teacher noted that integrating environmental themes into English enhances knowledge and fosters care for nature. Another stressed that teachers must be environmentally conscious, creative, communicative, critical, collaborative, and literate about local issues. These perspectives align with high scores for pedagogical readiness and motivation, indicating a strong connection between student readiness and teacher conviction, which forms a solid foundation for the systematic implementation of Eco-ELT.

Table 1. Distribution of Responses of Beliefs and Motivation for Integrating Environmental Issues in ELT (Student Cohort).

Statements	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Percentage	Mean
I wish to learn English in an engaging and non-monotonous manner.	61	38	6	5	3	88	4.32
I wish to learn English that is relevant to my real-life experiences.	39	46	20	2	6	75	3.97
I wish to learn English, which can help me understand environmental issues in Dompu.	42	44	17	6	4	76	4.01
I wish to acquire English vocabulary related to the environment, weather, and nature.	46	45	14	3	5	81	4.1
I want to communicate in English on global topics.	40	47	15	6	5	77	3.98

Table 1. *Cont.*

Statements	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Percentage	Mean
I want to present my ideas on environmental issues in English.	33	46	24	6	4	70	3.87
I want to write English texts on environmental topics.	39	53	13	4	4	81	4.05
I want to express my opinions on environmental issues in English.	39	51	13	5	5	80	4.01
I wish to contribute to environmental conservation through school assignments.	36	62	7	7	1	87	4.11
I wish to read and comprehend environmental articles in English.	39	48	18	6	2	77	4.03
I wish to learn how to protect the environment through English lessons.	39	47	19	4	4	76	4
I wish to learn how to engage in discussions about the environment in English.	44	48	14	4	3	81	4.12
I feel confident when speaking in English.	25	31	40	12	5	50	3.52
I am interested in studying environmental issues, including pollution, climate change, and conservation of natural resources.	38	58	8	5	4	85	4.07

Table 2. Distribution of Responses of Beliefs and Motivation for Integrating Environmental Issues in ELT (Teacher Cohort).

Statements	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Percentage	Mean
Many students are more responsive to topics related to their real lives.	14	12	0	0	0	100	4.54
I aim to enhance my ability to integrate environmental themes into learning materials.	9	17	0	0	0	100	4.35
I want students to be able to evaluate and propose solutions to environmental problems critically.	11	14	1	0	0	96	4.38
I want students to be able to write opinion pieces or reports on environmental issues in the English language.	11	14	1	0	0	96	4.38
I want students to be able to understand expository and narrative texts on environmental themes.	11	15	0	0	0	100	4.42
I want students to have an English vocabulary relevant to environmental issues.	13	13	0	0	0	100	4.5
I see the urgency of equipping students with ecological awareness.	7	16	2	1	0	88	4.12
Students are more engaged when learning materials are contextual and thematic in nature.	14	11	1	0	0	96	4.5
Most students are not yet accustomed to expressing their personal opinions in English.	6	16	4	0	0	85	4.08
Most students have difficulty reading English texts.	13	11	2	0	0	92	4.42
My students are more active when involved in discussions or group projects.	12	12	2	0	0	92	4.38
My students have diverse English language abilities.	11	13	2	0	0	92	4.35

Table 2. *Cont.*

Statements	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Percentage	Mean
My students have minimal prior understanding of global environmental issues.	7	14	5	0	0	81	4.08
My students show greater interest when learning is presented visually and in a contextual manner.	10	14	2	0	0	92	4.31
My students show good progress when learning is designed thematically and meaningfully.	10	14	2	0	0	92	4.31

4.2. Challenges in Implementing Eco-ELT

Quantitative results show teachers view structural and technical factors as key barriers to Eco-ELT. The mean score for Challenges in Implementing Eco-ELT was 4.03 (N = 26), within the Agree–Strongly Agree range, indicating strong recognition of operational obstacles. Reported challenges include limited instructional time, a heavy administrative workload, a lack of specialized training, and insufficient institutional support. **Table 3** details item responses, with the highest score (4.50; 100% Agree/Strongly Agree) for "I expect curriculum support for environmentally based learning." Similarly, "I need support from the principal or community" scored 4.38, with 96% agreement, underscoring the importance of systemic backing for effective Eco-ELT implementation.

Table 3. Distribution of Responses to Challenges in the Implementation of Eco-ELT.

Statements	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Percentage	Mean
Administrative burdens often interfere with my time to design learning innovations.	8	10	7	0	1	69	3.92
There is no support for teacher training focused on Eco-ELT.	7	13	6	0	0	77	4.04
The availability of electricity and internet signal is often a challenge at my school.	3	13	5	3	2	62	3.46
I need support from the principal or the Education Office to implement this approach.	11	14	1	0	0	96	4.38
I have limited time to design my own teaching materials.	5	14	6	1	0	73	3.88
I expect support from the curriculum in implementing environmentally-based learning.	13	13	0	0	0	100	4.5
My school has limited time for English language learning, which prevents us from exploring additional themes.	4	18	4	0	0	85	4

Practical constraints also scored highly, notably the absence of Eco-ELT-focused teacher training (mean = 4.04) and limited English instructional time (mean = 4.00), indicating that time and resource limitations remain significant concerns. Interview data reinforced these findings; as one teacher noted, *"This semester we began linking materials to environmental themes, but internet access and equipment remain limited, and no specialised training has been provided."* Such remarks align with the strong agreement on the need for training, adequate facilities, and sufficient time allocation to support environmentally themed English instruction.

4.3. Preferences for Digital Learning Resources and Local Topics

Data on preferences for digital resources and local topics show clear tendencies in both groups. Students recorded a mean score of 3.78 (N = 113), while teachers scored higher

at 4.39 (N = 26), indicating more positive evaluations of digital media variety and potential among teachers. Students generally showed favourable acceptance, but with less variation. **Table 4** shows the highest student endorsements for "I want to create posters or campaigns about the envi- ronment in English" (mean = 3.84; 68.2% Agree/Strongly Agree) and "I feel more comfortable learning with videos, images, and visual media" (mean = 3.73; 67.3%). These results reflect an interest in visually rich and creative learning methods.

Table 4. Distribution of Responses Regarding Preferences for Digital Learning Resources and Local Topics.

Statements	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Percent-age	Mean
I'm not used to studying independently using digital learning materials.	21	39	30	12	11	53	3.42
I usually learn using digital learning materials (PDFs, videos, online quizzes).	22	52	24	10	5	65	3.67
I want to learn how to make posters or campaigns about the environment in English.	35	42	25	5	6	68	3.84
I want to learn using digital learning materials that can be used on my phone.	36	53	11	9	4	79	3.96
I want to watch videos or short films about environmental issues in English.	39	53	11	7	3	81	4.04
I am more comfortable learning with the aid of videos, images, and visual media.	29	47	21	9	7	67	3.73
I need guidance or assistance when using digital materials.	47	43	11	7	5	80	4.06
I have accessed digital learning materials in English lessons.	19	54	27	6	7	65	3.64
I prefer learning materials that can be used offline.	23	49	27	8	6	64	3.66

Meanwhile, teachers demonstrated a markedly positive inclination towards the use of diverse digital learning media. **Table 5** shows that statements such as *"I require project-based learning activities aligned with Eco-ELT"* (mean ≥ 4.4) and *"I require digital learning materials accompanied by a teacher's guide and assessment rubrics"* received *Agree + Strongly Agree* percentages exceeding 90%. These findings suggest that teachers require adequate technical and instructional support to implement contextualized learning effectively.

Table 5. Distribution of Teachers' Preferences for Digital Learning Resources and Local Topics.

Statements	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Percent-age	Mean
Internet access at my school is stable enough to access online learning materials.	13	12	1	0	0	96	4.46
I want digital learning materials to be accessible through various devices (cellphones, laptops, tablets).	16	9	1	0	0	96	4.58
I am seeking learning materials that are relevant to the Dompu context and address local environmental concerns.	17	9	0	0	0	100	4.65
I want students to be able to discuss global and local environmental topics in English.	16	9	1	0	0	96	4.58
I prefer digital learning materials that can be used offline.	9	15	2	0	0	92	4.27
I need learning materials with assessment rubrics that support 21st-century skills.	11	13	2	0	0	92	4.35
I need a teacher's guide to accompany the digital learning materials.	13	12	1	0	0	96	4.46

Table 5. *Cont.*

Statements	Strongly Agree (5)	Agree (4)	Neutral (3)	Disagree (2)	Strongly Disagree (1)	Percentage	Mean
I have access to devices (laptops, projectors, and internet) to support digital learning.	10	14	2	0	0	92	4.31
I feel that digital learning materials should be easy to use and not require complex training.	7	15	3	1	0	85	4.08
Currently, there are no English learning materials available that address local environmental issues.	11	11	4	0	0	85	4.27
The use of digital media can increase student motivation.	11	15	0	0	0	100	4.42
I am familiar with digital platforms (Google Classroom, interactive PDFs, Canva, etc.).	7	15	4	0	0	85	4.12
My school supports the use of digital learning materials in teaching and learning activities.	13	12	1	0	0	96	4.46

Qualitative data from both students and teachers reinforced this pattern. Students explicitly expressed their preferences: *"I like digital learning materials that are interactive and visual, such as educational videos, infographics, and online quizzes… gamification features can also enhance learning motivation."* Teachers added a design-oriented perspective: *"Learning materials should be relevant to local issues in Dompu, and may take the form of videos, infographics, or projects that directly involve students in addressing environmental problems in their surroundings."* Thus, the findings on *Preferences for Digital Learning Resources and Local Topics* underscore the need to develop learning materials that are not only technologically interactive but also grounded in local content, thereby enhancing the relevance and engagement of students in Eco-ELT.

5. Discussion

The findings indicate that both students and teachers possess a high level of belief and motivation to integrate environmental issues into English language teaching (ELT). The weighted mean scores were 4.01 for students (N = 113) and 4.34 for teachers (N = 26), with the majority of responses falling within the Agree–Strongly Agree range. Several statements received a reaction of ≥90% Agree or Strongly Agree, such as students' desire to discuss environmental issues (mean = 4.12) and to contribute through school assignments (mean = 4.11). Among teachers, the highest scores were for recognising the added value of Eco-ELT (mean = 4.35) and readiness to incorporate environmental themes into teaching materials (mean = 4.31). This pattern reflects a strong perceived usefulness of Eco-ELT, consistent with the Technology Acceptance Model [45,46], which posits perceived usefulness as a key determinant of innovation adoption. Students' preference for local issues in Dompu, such as pollution, deforestation, and waste management, highlights the influence of cultural and geographical factors in motivating learning, aligning with Alamer's [47,48] theory of language learning motivation. Qualitative insights suggest that Eco-ELT not only enhances language competence but also fosters ecological awareness, while cultivating 21st-century skills such as critical thinking, collaboration, and environmental literacy.

Interview data further illuminated student perspectives, revealing strong motivation to link English learning with ecological themes. Several students expressed readiness to learn English, specifically to address environmental challenges. For example, one student explained, *"I am ready because I can discuss environmental issues in English,"* while another emphasised that *"it is essential to educate the community."* Others stressed the practical relevance of Eco-ELT to local contexts, such as *"It is important, for example, to discuss waste issues in the school environment."* In addition, preferences for digital resources were also evident, with students highlighting the value of interactive tools: *"I like it, especially online quizzes, because they are challenging and train my thinking skills."* These voices demonstrate that Eco-ELT not only fosters ecological awareness but also enhances motivation and engagement, consistent with Alamer's [47,48] findings on the motivational value of meaningful and context-rich content in language learning.

Teachers identified structural and operational constraints as the main barriers to Eco-ELT implementation, with a mean score of 4.03 (N = 26). The highest ratings were for expecting curriculum support (mean = 4.50; 100% Agree+Strongly Agree) and requiring support from the head teacher or community (mean = 4.38; 96%). Reported challenges included limited instructional time, administrative workload, lack of specialised training, and insufficient resources. This aligns with the readiness for change model[49], which stresses that organisational readiness is essential alongside individual commitment. Interviews reinforced these findings, revealing that restricted internet access, inadequate devices, and the absence of structured teaching guides continue to be significant challenges. Consequently, systemic interventions, explicit curriculum support, sustained professional development, and more flexible workload management are required to ensure that teacher motivation is translated into consistent classroom practice.

Analysis of preferences for digital learning resources and local topics shows that teachers (mean = 4.39) have higher expectations than students (mean = 3.78) regarding the potential of digital media to support Eco-ELT. Teachers prioritized project-based activities, teacher guides, and assessment rubrics, with a response rate of 90% or Higher, Indicating Agreement or Strong Agreement. Students expressed the strongest agreement with learning to create posters or campaigns on environmental issues (mean = 3.84) and learning through videos, images, and visual media (mean = 3.73). These preferences align with Multimedia Learning Theory[50], which emphasizes the value of combining text, images, audio, and video, and with situated learning principles[51], which link learning to real-life contexts. Interviews confirmed that interactive and visual media increase engagement, while teachers emphasised the importance of local content to encourage student participation in solving environmental problems. These findings underscore the need for locally grounded digital learning packages that incorporate instructional guides and rubrics to integrate language skill development and ecological awareness effectively.

6. Conclusions

This study provides empirical evidence that both students and teachers in Dompu strongly support the integration of environmental issues into English language teaching (Eco-ELT). High levels of motivation, pedagogical beliefs, and preferences for contextual learning resources highlight the perceived usefulness of Eco-ELT for developing linguistic competence alongside ecological awareness. At the same time, teachers identified significant challenges, including limited instructional time, excessive administrative workload, inadequate training, and the need for ongoing institutional and policy support. Students, meanwhile, showed a preference for project-based and interactive digital resources that connect directly to local environmental concerns.

The implications of these findings are threefold. Theoretically, the study strengthens the conceptual foundation of Eco-ELT by linking it to ecolinguistics, critical pedagogy, and language acquisition theories, demonstrating its dual role in fostering both language learning and ecological responsibility. Practically, the results provide actionable insights for curriculum developers, teacher educators, and policymakers, who must ensure that the integration of Eco-ELT is supported by curriculum policy, professional development, and the provision of locally relevant learning materials.

Looking ahead, further research is needed to explore the implementation of Eco-ELT in other rural and under-researched contexts, utilizing longitudinal designs that assess sustainability over time. Future studies may also investigate the impact of Eco-ELT on students' long-term ecological behaviour, as well as the effectiveness of different forms of digital and localised materials. With appropriate strategies, Eco-ELT has the potential to serve as a transformative model of language education, enhancing linguistic competence while equipping students with ecological awareness and twenty-first-century skills necessary to meet global challenges.

Author Contributions

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Institutional Review Board Statement

The research protocol was approved by the Institutional Review Board of the Institute of Teacher Training and Educational Sciences (STKIP) Yapis Dompu, with approval number 50/-01/LPPM/E/0625, and authorized by the Dompu District Education Office, with approval number 800/326/KCD_Dikbud.DP/2025. Informed consent was obtained from all participating teachers and students.

Informed Consent Statement

Informed consent was obtained from all subjects involved in the study.

Data Availability Statement

The data supporting the findings of this study are not publicly available due to privacy and ethical restrictions. Data may be obtained from the corresponding author upon reasonable request and with permission from the Ethics Committee and the Dompu District Education Office.

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Conflicts of Interest

The authors declare that they have no conflict of interest. The funders had no role in the design of the study, in the collection, analysis, or interpretation of data, in the writing of the manuscript, or in the decision to publish the results.

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