

# BUKTI KORESPONDENSI ARTIKEL JURNAL NASIONAL TERAKREDITASI **SINTA 2**

Judul Artikel : *Eco-ELT for environmental research and praxis in ELT*

Jurnal : **Journal on English as a Foreign Language, Volume 13, Nomor 2,**  
Halaman 373-398, edisi **30 September 2023**

Link Artikel : <https://e-journal.iain-palangkaraya.ac.id/index.php/jefl/article/view/6335>

Penulis : Jepri Ali Saiful

No.	PERIHAL	TANGGAL
1.	Bukti submit artikel	10 April 2023
2.	Bukti feedback (timbang balik) Revisi artikel	14 Juni 2023
3.	Bukti artikel accepted	23 Juni 2023
4.	Bukti artikel published online	1 Juli 2023

## 1. Bukti submit artikel

The screenshot shows the submission page for article #6335 on the JEF L (Journal on English as a Foreign Language) website. The page features a green header with the journal logo and ISSN information (p-ISSN: 2088-1657, e-ISSN: 2502-6615). A navigation menu includes links for HOME, ABOUT, USER HOME, SEARCH, CURRENT, ARCHIVES, ANNOUNCEMENTS, and EDITORIAL TEAM. The main content area displays the article title "Eco-ELT for environmental research and praxis in ELT" and submission details. A sidebar on the right contains a list of links for various journal policies and processes, along with download buttons for Article Template, Submission Checklist, and Statement of Originality.

**JEF L**  
Journal on English as a Foreign Language  
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HOME ABOUT USER HOME SEARCH CURRENT ARCHIVES ANNOUNCEMENTS EDITORIAL TEAM

Home > User > Author > Submissions > #6335 > Summary

### #6335 Summary

**SUMMARY** REVIEW EDITING

#### Submission

Authors	Jepri Ali Saiful
Title	Eco-ELT for environmental research and praxis in ELT
Original file	6335-18434-1-SM.DOCX 2023-04-10
Supp. files	6335-18435-1-SP.PDF 2023-04-10 6335-18436-1-SP.PDF 2023-04-10 6335-18437-1-SP.PDF 2023-04-10 6335-18438-1-SP.PDF 2023-04-10 6335-18439-1-SP.PDF 2023-04-10
Submitter	Jepri Ali Saiful, Ph.D.
Date submitted	April 10, 2023 - 03:52 PM
Section	Articles
Editor	M. Zaini Miftah
Abstract Views	3458

CONTACT  
AUTHOR GUIDELINES  
PUBLICATION ETHICS  
FOCUS AND SCOPE  
PEER-REVIEWERS  
ONLINE SUBMISSION  
PEER REVIEW PROCESS  
PLAGIARISM POLICY  
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INDEXING & ABSTRACTING

Article Template  
Submission Checklist  
Statement of Originality

## 2. Bukti feedback (timbang balik) artikel (Accepted with Minor Revision)

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Home > User > Author > Submissions > #6335 > Review

### #6335 Review

SUMMARY REVIEW EDITING

#### Submission

Authors: Jepri Ali Saiful  
Title: Eco-ELT for environmental research and praxis in ELT  
Section: Articles  
Editor: M. Zaini Miftah

#### Peer Review

##### Round 1

Review Version: 6335-18440-2-RV.DOCX 2023-05-15  
Initiated: 2023-05-15  
Last modified: 2023-05-23  
Uploaded file: Reviewer B 6335-18848-1-RV.DOCX 2023-05-22  
Reviewer A 6335-18842-2-RV.DOCX 2023-05-21  
Reviewer A 6335-18842-3-RV.DOC 2023-05-21

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### Komentar/Timbang Balik Reviewer

Reviewer 1	<p><b>Accept with minor revision</b></p> <ul style="list-style-type: none"> <li>This is the very good paper which can be published in a more reputable journal.</li> <li>If gender composition is stated means its role is important to provide plurality of perspectives. Departing from this assertion, their perspectives should be explicitly enacted in this research. I don't see their perspectives anyway. Please consider of including their gendered-perspectives in the findings and discussion. If not, please don't mention the composition of the gender. Just say 11 participants. But above all, revealing the gender-based-perspectives is always interesting to be discussed.</li> <li>Please sketch out this section. Using table, for example, will help clarify the information.</li> <li>I sense many of the excerpts in this article are likely unnatural. Very good translation sometimes, for many readers, prevents the naturalness of the data.</li> </ul>
Reviewer 2	<p><b>Accept as it is</b></p>

## Komentar Reviewer 1 & 2 di DOKUMEN

### REVIEWER 1

#### Ecological Turn and Awakening in ELT: Reintroducing and Extending "Eco-ELT" for Environmental Sustainability Practice and Research in ELT

##### Abstract

Global environmental catastrophes affecting present planetary ecosystems require immediate and contemplated actions from any sector and discipline, including ELT. ELT has the same responsibilities as other disciplines to address ecological crises. However, environmental research and praxis in ELT are unstructured and have no inclusive term and concept for the basis of movement. An existing attempt to provide a home for ecological research and praxis has been proposed, Eco-ELT. However, it has conceptual limitations to only deal with the ecocriticism approach in ELT. In fact, environmental research and praxis in ELT can take many forms, approaches, and models. For that reason, this conceptual article reintroduces and extends the Eco-ELT by elaborating on its philosophical standpoints: ontology, epistemology, and axiology. This article also presents the Eco-ELT principle and framework of practice for English teachers, curriculum designers, and policymakers to implement the Eco-ELT intervention in English education. Besides, the Eco-ELT research principle and area are also elucidated. Eco-ELT is the mark of ecological turn in ELT dealing with environmental sustainability research and practice to decolonize the Earth.

more local, national, and global movements in addressing environmental problems such as air pollution, climate change, biodiversity loss, oceanic pollution, and so on through ELT.

##### Method

This conceptual article, by nature, is a freestanding review with no format to follow and could cover various topics of discussion to offer a new research agenda (Li & Wang, 2018). Using the freestanding review, this article could have the flexibility to discuss any relevant theory, research, and practice which are instrumental to developing the proposed stream of research and practice in the ELT field, Eco-ELT. Although there are no fixed formats for review presentation, this conceptual article is still guided by a set of questions. The questions are devoted to providing clear discussions and presentations of Eco-ELT. They are formulated based on the conceptual gaps and aim of the study, elaborated in the last two paragraphs of the introduction. They are two-fold: (1) what are the philosophical grounds of the Eco-ELT: ontology, epistemology, and axiology? and (2) what is the methodology of Eco-ELT implementation: the principle and framework of Eco-ELT practice and research?

##### lestari.setyowati.fs

In what way it is a 'turn' and 'being awakened'  
Why 'reintroducing' and 'extending'?  
These are the questions need to be addressed in the background.

From the title, I expect to find the research and the practice in the paper.  
Therefore, the writer needs to rearrange the finding and discussion into  
First, The ECO-ELT research (ontology, epistemology, axiology)  
Second The Eco-ELT Practice from review of literature (the methodology)

##### lestari.setyowati.fs

Here, there writers can show the indicators of the paper to select for the review, how many of them, focusing on what topics, ranging on what year to what year.

A. The ECO-ELT research  
B. The practice (I think the practice here based on literary review of paper discussing this)

##### lestari.setyowati.fs

Why not placing these questions in the end part of the background.  
The questions can function as the purpose of writing this paper.

covered within a term called "TESOL", the teaching of English to Speakers of Other Languages. The Eco-ELT study and practice can thus be situated within all English language teaching contexts, whether in a second or foreign language setting.

In conclusion, Eco-ELT within this extended conception simply refers to the study and practice of environmental teaching in ELT. The study and practice could employ diverse methodological research and instructional practice devoted to studying ecological issues and their implementation in ELT. As an umbrella term and concept, Eco-ELT can also be situated in all contexts of ELT, such as TESOL.

**The epistemology: What are the bases of Eco-ELT?**

**lestari.setyowati.fs**

So what does the word 'ontology' here mean? What concept and categories in the subject area that have become the ontology here?

The conclusion talks about the Eco-ELT. Does the ontology here means the Eco-ELT?

Epistemology deals with the bases of scientific knowledge, the constituents of the "being" (Rokhmah, 2021). Thus, this section discusses the grounds of Eco-ELT. Eco-ELT is an interdisciplinary field that integrates environmental studies, second or foreign language learning and acquisition, and education. The present article foresees four bases of Eco-ELT which generally can be categorized in two

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Source?

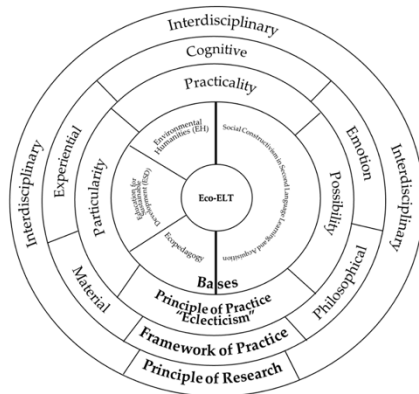
participations of ELT fields in addressing global environmental catastrophes are well-structured, strongly reaffirmed, and advanced.

The overall outlook of Eco-ELT as a field of research and practice at environmental sustainability in ELT is presented in Figure 4.

**lestari.setyowati.fs**

I think this is not the right place to put this figure in the conclusion. The writer should put this in the discussion section in the conclusion part.

**Figure 4**  
Eco-ELT outlook



## REVIEWER 2

### Ecological Turn and Awakening in ELT: Reintroducing and Extending "Eco-ELT" for Environmental Sustainability Practice and Research in ELT

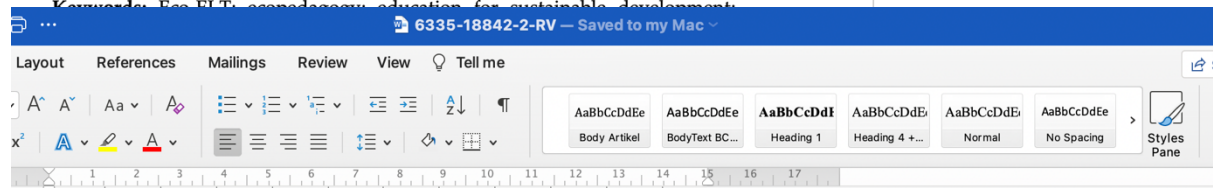
Admin

Please rephrase the article title to make it more concise

#### Abstract

Global environmental catastrophes affecting present planetary ecosystems require immediate and contemplated actions from any sector and discipline, including ELT. ELT has the same responsibilities as other disciplines to address ecological crises. However, environmental research and praxis in ELT are unstructured and have no inclusive term and concept for the basis of movement. An existing attempt to provide a home for ecological research and praxis has been proposed, Eco-ELT. However, it has conceptual limitations to only deal with the ecocriticism approach in ELT. In fact, environmental research and praxis in ELT can take many forms, approaches, and models. For that reason, this conceptual article reintroduces and extends the Eco-ELT by elaborating on its philosophical standpoints: ontology, epistemology, and axiology. This article also presents the Eco-ELT principle and framework of practice for English teachers, curriculum designers, and policymakers to implement the Eco-ELT intervention in English education. Besides, the Eco-ELT research principle and area are also elucidated. Eco-ELT is the mark of ecological turn in ELT dealing with environmental sustainability research and practice to decolonize the Earth.

Keywords: Eco-ELT, ecopedagogy, education, for, sustainable, development



#### Method

This conceptual article, by nature, is a freestanding review with no format to follow and could cover various topics of discussion to offer a new research agenda (Li & Wang, 2018). Using the freestanding review, this article could have the flexibility to discuss any relevant theory, research, and practice which are instrumental to developing the proposed stream of research and practice in the ELT field, Eco-ELT. Although there are no fixed formats for review presentation, this conceptual article is still guided by a set of questions. The questions are devoted to providing clear discussions and presentations of Eco-ELT. They are formulated based on the conceptual gaps and aim of the study, elaborated in the last two paragraphs of the introduction. They are two-fold: (1) what are the philosophical grounds of the Eco-ELT: ontology, epistemology, and axiology? and (2) what is the methodology of Eco-ELT implementation: the principle and framework of Eco-ELT practice and research?

Admin

Although this article is conceptual, it is not freestanding like what the author claimed. This study is grounded by Saiful's (2020) framework. Therefore, it is suggested the author give Saiful more credits by correcting the saying of "a freestanding review with no format to follow."

#### Findings and Discussion

The findings merged with the discussion of the above two conceptual review questions are presented in the following sections.

##### The ontology: What is Eco-ELT?

Ontology deals with the "being" of reality, an object of scientific knowledge (Rokhmah, 2021). In this article, it is the Eco-ELT. Thus, this section elaborates on the concept of Eco-ELT. The term "Eco-ELT" was first coined and introduced by Saiful (2014). It refers to using environmental literary works in ELT to instill children's love of the environment and virtues of local wisdom (Saiful, 2014). Saiful (2020) further deepens the Eco-ELT by elaborating on its concept under the approach of ecocriticism. It refers to using an ecocriticism approach in teaching environmental topics in ELT, employing any printed and digital literary works. Thus, the "Eco" in Eco-ELT represents this ecocriticism approach. Unfortunately, the new operational definition of the Eco-ELT is problematic, especially in practice. It limits the scope and movement of environmental teaching in ELT.

Admin

Please add more specific explanation to let the readers know why the new operational definition and the practice of the Eco-ELT is problematic.



## Author Responses to Reviewers

**Paper Title:** Ecological Turn and Awakening in ELT: Reintroducing and Extending “Eco-ELT” for Environmental Sustainability Practice and Research in ELT

**Paper ID:** 6335

Reviewer Comments*	Actions Taken
<b>Reviewer #1</b>	
Please rephrase the article title to make it more concise	This study revised the title to be more concise representing the contents of the manuscript and clearer to the key point of message intended to deliver to the readers.  <i>Reintroducing and Extending “Eco-ELT” for Environmental Research and Praxis in ELT</i>
Although this article is conceptual, it is not freestanding like what the author claimed. This study is grounded by Saiful’s (2020) framework. Therefore, it is suggested the author give Saiful more credits by correcting the saying of “a freestanding review with no format to follow.” <b>Page 4, the Method section)</b>	This study deleted the phrases “with no format to follow” to give credits to Saiful’s (2020) work.
Please add more specific explanation to let the readers know why the new operational definition and the practice of the Eco-ELT is problematic. <b>(Page 4, about the ontology)</b>	The author has done so. It has been explained the reason why the previous operational definition of Eco-ELT is problematic, especially in practice. It is because it is just focused on using ecocriticism approach, environmental literary works to teach environmental topics in English lessons. In practice, environmental teaching in ELT can take many forms, approaches, or models such PBL, etc. Here is the following part of the

	<p>paragraph in the manuscript speaks about that reason.</p> <p><i>Unfortunately, the new operational definition of the Eco-ELT is problematic, especially in practice. It limits the scope and movement of environmental teaching in ELT. Attempts at the teaching environment in ELT are diverse; they are not exclusively devoted to the ecocriticism approach. They can use many approaches, models, and methods, such as project-based learning, communicative language teaching, task-based language approach, etc.</i></p>
<p>This part can be shortened in order to make the description adhere to the main topic Eco-ELT. There is no need to analyze the differences between Eco-ELT and LESD in detail. (Page 10)</p>	<p>The part is meant to be in detail to highlight the major differences between Eco-ELT and LESD. This section is aimed to let readers comprehend that attempts at environmental teaching in ELT does not necessary have to employ teacher-centered approach (which become the basis foundation of LESD). Eco-ELT embraces any approaches. In the context of rural EFL teaching, student-centered approach does not always work. Based on the result of the study explained in the manuscript (Saiful &amp; Triyono, (2018), teachers could only apply teacher-center approach because they lack of resources and facilities, the students also rely heavily on teachers. Thus, restricting environmental teaching, which only favors a student-centered approach, will limit the movements of teachers to implement environmental teaching in ELT.</p> <p>This article still keeps this part in details. And add the following sentence to provide further elaboration.</p>



	<p><i>English teachers will not have flexibility to teach environmental issues based on their contexts (the school, student, and society conditions).</i></p>
<p>Please edit your conclusion to make it more succinct. You should provide a brief summary, not a detailed summary. Particularly, please elaborate more discussion on “Implications and recommendations for future research” (Page 18, Conclusion)</p>	<p>The study has made the conclusion to be more succinct. The implication of this study by reintroducing and redefining Eco-ELT has been mentioned in the conclusion. The recommendation for further studies have been added.</p> <p><i>Further studies are, therefore, strongly welcomed to use this transdisciplinary nature of Eco-ELT research to investigate any environmental praxis in the field of ELT at all levels, settings, contexts, and forms. In the end, Eco-ELT is highly expected to be one of the solutions to global ecological catastrophes. Through Eco-ELT, the contributions and participations of ELT fields in addressing global environmental catastrophes are well-structured, strongly reaffirmed, and advanced.</i></p>
<p>This paper is too lengthy and wordy. Please make this paper more succinct so that it can be more reader-friendly.</p>	<p>This paper has been refined to be more succinct.</p>
<p><b>Reviewer #2</b></p>	
<p>In what way it is a 'turn' and 'being awakened' Why 'reintroducing' and 'extending'? These are the questions need to be addressed in the background. From the title, I expect to find the research and the practice in the paper. Therefore, the writer needs to rearrange the finding and discussion into</p>	<p>The study has revised the title so that it is more concise and precisely delivers the content of the article. Thus, the study deletes the phrase of ecological turn and awakening as this could invite</p>

First, The ECO-ELT research (ontology, epistemology, axiology) Second The Eco-ELT Practice from review of literature (the methodology)

unnecessary criticisms or comments and could decrease the clarity of the title.

The study has explained the reasons why we should reintroduce and extend the Eco-ELT. (See page 3, Introduction section, the last two paragraphs). As there has not yet a home for environmental movement in ELT to live and grow, the Eco-ELT is needed to reintroduce. As the previous Eco-ELT concept is only devoted to use ecocriticism approach to teach environmental topics in ELT, the concept is needed to broaden. It is to cover all kinds of attempts in environmental sustainability in ELT.

This study chose not to rearrange the findings and discussion as suggested. However, the study presents the findings and discussion based on each research question so that it is easy to follow by readers.

Start the paragraph with a topic sentence, not a citation (Page 3)

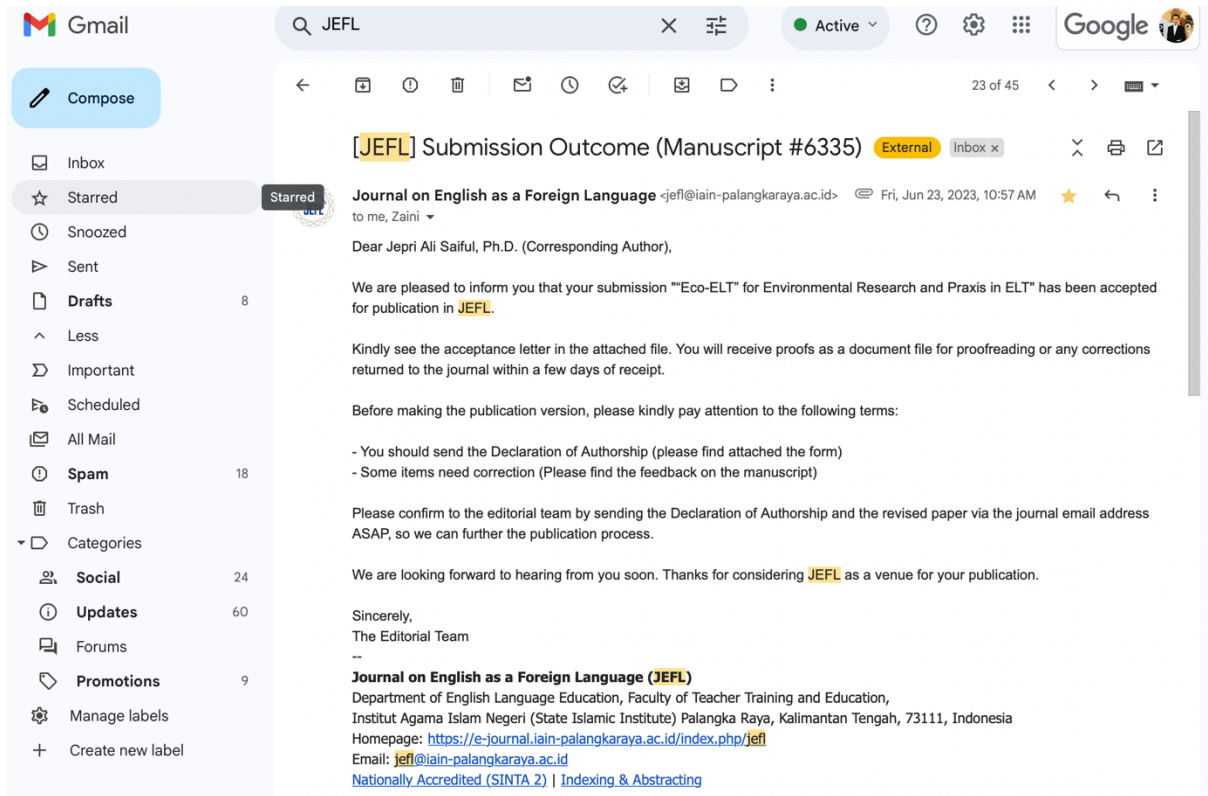
Already revised this and start the paragraph with a topic sentence.

<p>Here, there writers can show the indicators of the paper to select for the review, how many of them, focusing on what topics, ranging on what year to what year.</p> <p>A. The ECO-ELT research  B. The practice (I think the practice here based on literary review of paper discussing this) (Page 4, Method section)</p>	<p>This study employed freestanding review, not systematic literature review method which should employ rigid and organized as well as justified references to present the discussion or review. This study, therefore, decides to keep still the format as it is, not changing the format based on the suggestion.</p>
<p>Why not placing these questions in the end part of the background. The questions can function as the purpose of writing this paper. (Page 4, Method section)</p>	<p>Already placing the research questions in the end part of the background.</p>
<p>So what does the word 'ontology' here mean? What concept and categories in the subject area that have become the ontology here?  The conclusion talks about the Eco-ELT. Does the ontology here means the Eco-ELT? (Page 5)</p>	<p>Yes, the ontology is about the reality of the being, the scientific knowledge. In this article, it is the Eco-ELT itself. The nature of Eco-ELT, what constitute to form the Eco-ELT. The definition, etc.</p> <p>This study clarifies this in the first three sentences of the ontology section.</p> <p>Ontology deals with the “being” of reality, an object of scientific knowledge (Rokhmah, 2021). In this article, the ontology here is the Eco-ELT. Thus, this section elaborates on the nature of Eco-ELT. (Page 4)</p>
<p>Source? Page 6</p>	<p>No source, it is a conceptual argument.</p>
<p>Figure 1  Is this figure originally created by the writer or is it from other expert?</p>	<p>Yes, it is originally created by the author.</p>

<p>I'm not sure if this part is suitable for the epistemology sub section. This part is more on the how (Page 6, under social constructivism in second language learning and acquisition)</p>	<p>This part is still suitable, this is to provide elaboration on what kind of nonhuman entities, here is technology, which can be used for creating an interaction and cooperation for the development of students' language learning and acquisition. The subsection is about the epistemology, the bases of scientific knowledge, which is the bases of Eco-ELT. One of the bases is social constructivism in second language learning and acquisition. This part is to explain, how social constructivism work in today's technology era under the Eco-ELT context.</p>
<p>Are these only the writer's opinion OR from literature review synthesis? (Page 6, under social constructivism in second language learning and acquisition)</p>	<p>Yes, it is the conceptual arguments from the author.</p>
<p>Are these only the writer's opinion OR from literature review synthesis? (Page 7, under social constructivism in second language learning and acquisition)</p>	<p>Yes, it is the conceptual arguments from the author.</p>
<p>The writer needs to explain why it is environmental humanities. Why is it grounded on nature and mission of environmental Humanity? (Page 7, environmental humanities)</p>	<p>Already added.  Eco-ELT is also grounded based on the nature and mission of environmental humanities because it speaks the nature of Eco-ELT and aimed to make Eco-ELT as an inclusive and transdisciplinary concept.</p>
<p>Are these only the writer's opinion? This needs justification or sources to</p>	<p>Yes, it is the conceptual arguments from the author.</p>

strengthen the writer's opinion. (Page 8, environmental humanities) Btw, this is more on the how. The subsection talks about the epistemology, not the how. (Page 8, environmental humanities)	The author deletes the parts that describe clearly about the how, especially the examples of environmental humanities work under Eco-ELT.
I think this one is not appropriate for the conclusion for the epistemology part.	Already deleted
The writer needs justification to this opinion/claim. (Page 10)	This is the conceptual arguments from the author.
Need justifications to support these claims. (Page 11)	This is the conceptual arguments from the author.
Sources (Justify them)	it is the conceptual arguments from the author.
Figure 2 Is this the writer's diagram or quoted from a literary review?	It is the author's diagram.
Sources (Page 15)	It is the conceptual arguments from the author.
Needs sources to justify this. (Page 17)	Done, it is the elaboration from what (Ives et al., 2018) say.
The writer should highlight some research on this topic. (Page 18, under Eco-ELT research sub section)	The author has added examples of research on the topic of environment.
I do not think we have this level in Indonesian context. Is it similar to what level? About K-12 education	This study makes it general by stating at "all levels of education". This is to accommodate all diversities of education level or settings in all countries.
I think this is not the right place to put this figure in the conclusion. The writer should put this in the discussion section in the conclusion part.	Already moved to the end of finding and discussion section.

### 3. Bukti artikel accepted



#### Editor Decision

Decision	Accept Submission 2023-06-23
Notify Editor	Editor/Author Email Record 2023-06-23
Editor Version	6335-18800-1-ED.DOCX 2023-05-15 6335-18800-2-ED.DOCX 2023-06-10
Author Version	6335-18888-1-ED.DOCX 2023-05-28 DELETE 6335-18888-2-ED.DOCX 2023-05-28 DELETE 6335-18888-3-ED.DOCX 2023-05-28 DELETE 6335-18888-4-ED.DOCX 2023-06-11 DELETE 6335-18888-5-ED.DOCX 2023-06-11 DELETE 6335-18888-7-ED.DOCX 2023-06-14 DELETE
Upload Author Version	Choose File no file selected Upload

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## Journal on English as a Foreign Language

*A journal of teaching and learning English as a foreign and second language*

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Institut Agama Islam Negeri Palangka Raya, Palangka Raya, Indonesia**

*Jl. G. Obos Komplek Islamic Centre Palangka Raya, Kalimantan Tengah, Indonesia, Postal Code 73111*

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23 June 2023

### **Letter of Acceptance**

Dear Sir/Madam,

We are pleased to inform you that your article has been accepted for publication in *Journal on English as a Foreign Language (JEFL)* published by the Department of English Language Education, Faculty of Teacher Training and Education, Institut Agama Islam Negeri Palangka Raya, Palangka Raya, Indonesia. JEFL is a peer-reviewed and open-access journal that aims to publish research-based articles having a depth discussion of the theories and practices of teaching and learning English as a foreign and second language. The Journal is indexed in international academic publication databases, e.g., DOAJ, Crossref, Google Scholar, EBSCO, Microsoft Academic, Index Copernicus, SINTA 2, WorldCat, BASE, etc. The following is the article status:

Title	:	Eco-ELT for Environmental Research and Praxis in ELT
ID	:	6335-jefl
Name of Author	:	Jepri Ali Saiful
Status	:	Accepted


Thanks for the contribution to the Journal.

Yours sincerely,




**M. Zaini Miftah**  
*Editor-in-Chief*

## 4. Bukti artikel PRODUCTION AND PUBLICATION



**Journal on English as a Foreign Language**

S2 p-ISSN: 2088-1657  
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### #6335 Editing

SUMMARY
REVIEW
EDITING

#### Submission

Authors: Jepri Ali Saiful

Title: Eco-ELT for environmental research and praxis in ELT

Section: Articles

Editor: M. Zaini Miftah

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#### Copyediting

REVIEW METADATA	REQUEST	UNDERWAY	COMPLETE
1. Initial Copyedit File: 6335-19644-1-CE.DOCX 2023-06-23	2023-06-23	—	2023-06-23
2. Author Copyedit File: 6335-19672-1-CE.DOCX 2023-06-24 <input type="button" value="Choose File"/> no file selected <input type="button" value="Upload"/>	2023-06-23	2023-06-24	2023-06-24
3. Final Copyedit File: 6335-19644-2-CE.DOCX 2023-06-24	2023-06-24	—	2023-06-24

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#### Layout

Galley Format	FILE
1. PDF VIEW PROOF	6335-19900-1-PB.PDF 2023-07-01 816

Supplementary Files	FILE
1. Statement of Originality	6335-18435-1-SP.PDF 2023-04-10
2. Submission Checklist	6335-18436-1-SP.PDF 2023-04-10
3. Author's Biography	6335-18437-1-SP.PDF 2023-04-10
4. Cover Letter	6335-18438-1-SP.PDF 2023-04-10
5. Title Page	6335-18439-1-SP.PDF 2023-04-10

Layout Comments No Comments

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Home > Vol 13, No 2 (2023) > Saiful

## Eco-ELT for environmental research and praxis in ELT

*Jepri Ali Saiful*

### Abstract

Global environmental catastrophes affecting present planetary ecosystems necessitate immediate and coordinated actions from all sectors and disciplines, including English language teaching (ELT). ELT shares the responsibilities with other disciplines to address ecological crises like climate change and biodiversity loss. However, environmental research and praxis in ELT lack of movement due to lack of unifying concept. An existing related concept, Eco-ELT, focuses solely on ecocriticism approach in ELT, limiting its scope. In fact, environmental research and praxis in ELT can take many forms, approaches, and models. For that reason, this conceptual article extends the Eco-ELT by elaborating on its philosophical standpoints: ontology, epistemology, and axiology. It also presents the Eco-ELT principle and framework of practice for English teachers, curriculum designers, and policymakers to implement the Eco-ELT intervention in English education. Finally, it elucidates the Eco-ELT research principle and area. These complete elaborations of the Eco-ELT aim to enhance and organize the structure of environmental movement in ELT and advance the contributions of ELT in decolonizing the Earth.

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