

BUKTI KORESPONDENSI

ARTIKEL JURNAL INTERNASIONAL BEREPUTASI SCOPUS Q2

Judul Artikel : *“Climate Change is Destructive; I will Address it in My Class”: Pre-service English Teachers’ Perspectives on Climate Change and Its Integration into ELT*

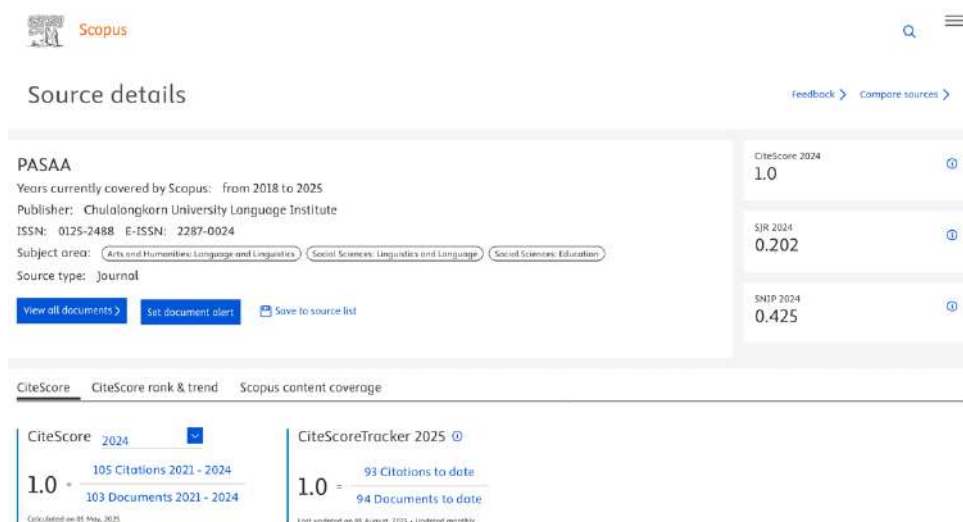
Jurnal : **PASAA Journal, Volume 69, Juli – Desember 2024, halaman 499-523.**
DOI: [10.58837/CHULA.PASAA.69.16](https://doi.org/10.58837/CHULA.PASAA.69.16)

Link Artikel : https://www.culi.chula.ac.th/Images/asset/pasaa_journal/file-74-961-2w8rnd694917.pdf

Penulis : Jepri Ali Saiful*, Sofi Yuniarti

*Penulis Korespondensi = Jepri Ali Saiful

No.	PERIHAL	TANGGAL
1.	Bukti submit artikel PASAA Journal Template	7 Februari 2024
	Bukti re-submit anonimasi artikel	8 Juni 2024
2.	Bukti keputusan hasil review Round 1 “revision required”	29 Agustus 2024
3.	Bukti submit revisi	11 September 2024
4.	Bukti artikel accepted setelah revisi review round 1	21 Januari 2025
5.	Masuk tahap editing	25 Januari 2025
6.	Publikasi online, masuk Volume 69 bulan Juli-Desember 2024	30 Januari 2025



1. Bukti submit artikel dan re-submit article anonymized

PASAA: A Journal of Language Teaching and Learning

... Back to Submissions

591 / Jepri Ali Saiful et al. / "Climate Change Is Destructive; I will Address It in My Class": Pre-service English Teachers' Perspectives or Library

Workflow **Publication**

Submission **Review** Copyediting Production

Submission Files * Visible to the author. Q Search

1509	5_Eco-ELT Manuscript Article_PASAA Journal Template.docx	February 7, 2024	Article Text - Full text
2414	591 5_+Eco-ELT+Manuscript+Article - anonymized.docx	June 8, 2024	Article Text - Anonymized

Download All Files

Pre-Review Discussions Add discussion

Name	From	Last Reply	Replies	Closed
No Items				

Gmail

pasaejournal@chula.ac.th

9 dari 10

[PASAA] Submission Acknowledgement External Kotak Masuk x

THAIJO Associate Professor Dr. Punchalee Wasanasomsithi via <admin@tci-thaijo.org> kepada saya 7 Feb 2024, 14:22

Terjemahkan ke Indonesia x

Dear Jepri Ali Saiful:

Thank you for submitting the manuscript, "Climate change is destructive; I will address it in my class": Pre-service English Teachers' Perspectives on Climate Change and Its Integration in ELT" to PASAA: A Journal of Language Teaching and Learning. With the online journal management system that we are using, you will be able to track its progress through the editorial process by logging in to the journal web site:

Submission URL: <https://so11.tci-thaijo.org/index.php/PASAA/authorDashboard/submission/591>
Username: jepri@saiful@um-surabaya.ac.id

If you have any questions, please contact me. Thank you for considering this journal as a venue for your work.

Best Regards,
Associate Professor Dr. Punchalee Wasanasomsithi

Editorial Team

PASAA: A Journal of Language Teaching and Learning

2. Bukti keputusan hasil review round 1 “revision required”

The screenshot shows the PASAA submission workflow page. The 'Publication' tab is active, and the 'Round 1' status is 'Submission accepted'. The 'Notifications' section lists three '[PASAA] Editor Decision' emails with timestamps: 2024-08-29 08:59 AM, 2025-01-21 09:17 PM, and 2025-01-25 12:45 AM. The 'Reviewer's Attachments' section shows a document titled 'Comments pasaa-review-assignment-591-Article+Text+...+Anonymized-2415.docx' dated June 25.

The screenshot shows a Gmail inbox with an email from 'PASAA Journal Editorial Team via <admin@tci-thaijo.org>' to 'Sofi'. The subject is '[PASAA] Editor Decision'. The email content states: 'Dear Jepri Ali Saiful, Sofi Yuniarti: We have reached a decision regarding your submission to PASAA: A Journal of Language Teaching and Learning, "Climate change is destructive; I will address it in my class": Pre-service English Teachers' Perspectives on Climate Change and Its Integration in ELT". Our decision is: Revisions Required. Reviewers have now commented on your paper. You will see that they are advising that you revise your manuscript. If you are prepared to undertake the work required, I would be pleased to reconsider my decision. The due date of the submission is **two weeks**. If you decide to revise the work, please submit a list of changes or a rebuttal against each point which is being raised when you submit the revised manuscript. For more information about the submission, please consult [the manual for authors](#). Yours sincerely, Reviewer A: Recommendation: Revisions Required'.

Email Keputusan Pertama “Revised Required”

Dear Jepri Ali Saiful, Sofi Yuniarti:

We have reached a decision regarding your submission to PASAA: A Journal of Language Teaching and Learning, "Climate change is destructive; I will address it in my class": Pre-service English Teachers' Perspectives on Climate Change and Its Integration in ELT".

Our decision is: Revisions Required

Reviewers have now commented on your paper. You will see that they are advising that you revise your manuscript. If you are prepared to undertake the work required, I would be pleased to reconsider my decision. The due date of the submission is **two weeks**.

If you decide to revise the work, please submit a list of changes or a rebuttal against each point which is being raised when you submit the revised manuscript. For more information about the submission, please consult [the manual for authors](#).

Yours sincerely,

Reviewer A:

Recommendation: Revisions Required

Have you checked the statistics? (If applicable)

- Not applicable

Are you aware of prior publication or presentation of this work?

- No

Is the manuscript free of commercialism?

- Yes

Is the article too long?

- No

Is there any ethical issue of concern?

- No

Comments to Author(s)

This paper has the potential to be published in the PASAA journal. The introduction and the literature review sections were framed to clearly understand the urgent need for research. However, some recommendations are suggested to improve the quality of this manuscript.

The author(s) mentioned that he/she used a case study, but he/she did not specify the case and the bounded systems of the case. Please provide citations whether your work is grounded in intellectual traditions of a case study by Yin, Stake, or Merriam. A case study is also used to understand the particularity of a social phenomenon. Please describe how the participants maximized what you wanted to study. Also, avoid using “reliable” in qualitative research (e.g., This ensured they possessed a fundamental understanding of ELT, making their perspectives on ELT practices reliable). It is suggested that a table be included to describe the participants’ demographic information and explain how they can enrich their understanding of climate change.

The data analysis is vague. It is unsure whether the author(s) used inductive or deductive to qualitative data analysis. In the abstract, the author(s) said they used content analysis, but what he/she described in the data analysis did not reflect content analysis traditions. Please consult with Selvi’s work (2020). The way the author(s) used “triangulation” is also vague. Please describe specific elements of how you used triangulation to ensure the trustworthiness of the analysis (see the classic work by Mathison, 1988, for discussions).

For the findings, why did the author(s) decide to include Figure 1 – 2? Are these self-made or made by the participants? After each quote, the author(s) should highlight the important messages in the quotes again.

The limitations must be rewritten by emphasizing the reliance on self-reported data, which might not reflect their behaviors and classroom practices.

If the author(s) revised based on the above comments, the paper can be recommended for publication.

Please rate the overall academic value and contribution of this manuscript.

Good

Reviewer B:

Recommendation: Resubmit for Review

Have you checked the statistics? (If applicable)

- Not applicable

Are you aware of prior publication or presentation of this work?

- Yes

Is the manuscript free of commercialism?

- Yes

Is the article too long?

- No

Is there any ethical issue of concern?

- Yes

Comments to Author(s)

Please see the attached file as the results of review

Please rate the overall academic value and contribution of this manuscript.

Fair

Editorial Team

PASAA Journal

Reviewer's Comments

Introduction Section

- **Conceptual Ambiguity and Lack of Theoretical Rigor:** The introduction initially posits a compelling argument regarding the interdisciplinary responsibilities of ELT in addressing global environmental challenges. However, the theoretical underpinnings that should anchor these responsibilities are vaguely defined. References such as Xiong (2014) and Katunich & Goulah (2020) are invoked to support the integration of ecological consciousness within ELT frameworks, yet the introduction does not clearly delineate the specific theoretical mechanisms through which ELT can effectively contribute to environmental advocacy. A more rigorous theoretical framework, detailing the pedagogical approaches and the cognitive theories supporting them, would enhance the scholarly depth of this introduction.
- **Overgeneralization and Lack of Empirical Support:** The text broadly asserts the feasibility of integrating sustainability into ELT without providing empirical evidence to substantiate these claims. The citation of Bowden (2010) and Mercer et al. (2022) suggests a historical acknowledgment of this potential, yet there is a distinct lack of contemporary empirical studies that demonstrate successful integration of sustainability in actual ELT practices. This gap weakens the argument's persuasiveness and could be addressed by incorporating recent case studies or data that illustrate the practical outcomes of such educational integrations.
- **Insufficient Focus on Methodological Approaches:** While the introduction mentions various approaches to incorporating sustainability in teacher education, such as ecocriticism and ecofeminism, there is a notable absence of a detailed discussion on the specific methodologies these approaches entail. This omission limits the reader's understanding of how these theoretical approaches are operationalized within the classroom setting. Expanding on the methodological specifics, possibly through outlining lesson plans, teaching strategies, or assessment methods, would provide a clearer guide on how sustainability can be practically and effectively embedded in ELT curricula.
- **Neglect of Counter Perspectives:** The introduction effectively advocates for the integration of sustainability into ELT but fails to address potential critiques or limitations of this integration. For instance, the challenges of curriculum overload, potential resistance from educators, or the risk of diluting the primary linguistic objectives of ELT courses are not considered. Acknowledging and addressing these potential counterarguments would not only strengthen the introduction's credibility but also provide a more balanced view of the complexities involved in modifying ELT curricula.

Literature Review Section

2.1: Eco-ELT

- **Conceptual Clarity and Theoretical Underpinnings:** The definition and scope of Eco-ELT, while expansive, suffer from a lack of precise conceptual clarity. The evolution of the term as described appears somewhat iterative rather than presenting a clear trajectory of academic thought. A more rigorous theoretical framework could enhance understanding and provide a stronger justification for the integration of ecocriticism and other methodologies in ELT.
- **Empirical Validation:** While the section references various studies (Hauschild et al., 2012; Nkwetisama, 2011; Setyowati et al., 2022), it predominantly relies on narrative descriptions rather than critical analysis of empirical data. The impact of Eco-ELT on student outcomes, particularly in terms of linguistic, intellectual, emotional, and social development, requires more robust empirical evidence and methodological scrutiny.
- **Scope and Limitations:** The broadening of Eco-ELT's scope to include diverse teaching methods is indeed laudable. However, the literature review lacks a critical discussion on the limitations and challenges of implementing such a broad spectrum of activities within the conventional curricula of ELT. Addressing potential pedagogical conflicts and resource constraints could provide a more balanced view.

2. Review of Section 2.2: Teacher Perspective

- **Integration of Perspectives and Practice:** The connection between teacher perspectives and actual classroom practices seems underexplored. While theoretical implications are discussed, there is a noticeable absence of concrete examples or case studies that demonstrate how these perspectives translate into pedagogical strategies or student engagement in environmental issues.
- **Diversity and Contradictions in Perspectives:** The literature review would benefit from a more nuanced exploration of the diversity and potential contradictions within teacher perspectives. Understanding these dynamics could lead to more effective strategies for teacher training and curriculum development in ELT focused on environmental education.
- **Analytical Depth:** The discussion on teacher perspectives tends to be somewhat descriptive. An analytical depth involving critical examination of studies, perhaps through a meta-analysis or systematic review, would strengthen the argument and provide clearer insights into the influence of teacher perspectives on educational outcomes.

3. Review of Section 2.3: Climate Change

- **Ideological Engagement:** While the section mentions the ideological aspects of climate change, there is scant exploration of how these ideologies influence educational practices or student perceptions. An in-depth analysis of ideological conflicts and their implications for teaching climate change in ELT would enrich the narrative.

- **Integration with ELT:** The linkage between climate change education and ELT remains somewhat abstract. More explicit examples of how climate change themes are integrated into language curricula, and the challenges thereof, would make for a more compelling and practical discussion.
- **Global Perspectives and Adaptability:** The review could benefit from incorporating a broader range of international perspectives to reflect the global challenge of climate change. This inclusion would not only enhance the relevance of the study but also provide insights into the adaptability of the discussed methodologies across different educational and cultural contexts.

Method Section

3.1 Research Design

The choice of a qualitative case study design is well justified for exploring the nuanced perspectives of pre-service English teachers on integrating climate change into English Language Teaching (ELT). However, the specificity of the "intricate phenomena" and how these align with the broader research questions could be further delineated. The methodological description would benefit from a clearer articulation of the boundaries of the case study—what defines the case, its scope, and its limitations. Additionally, the use of a singular case study may prompt concerns regarding the generalizability of the findings. It is advisable to discuss how the results might or might not translate to other educational contexts or geographical locations

3.2 Participants

The gender imbalance (11 females to four males) and the specific educational context (a private university in Indonesia) may limit the diversity of perspectives and affect the transferability of findings. Further, the reliance solely on students from a single institution might introduce biases or particular cultural viewpoints that are not representative of broader pre-service teacher populations. A more varied participant pool, perhaps including students from different semesters or other universities, could enhance the robustness of the data

3.3 Data Collection Instruments and Procedures

The methods employed for data collection—environmental opinion writing and an open-ended questionnaire—are suitable for qualitative inquiry. However, the instruction for the writing task ("please make an opinion paragraph about climate change") is notably vague. This may result in a wide range of responses, potentially affecting the consistency and depth of data collected. More structured guidelines or prompts might yield more focused and analyzable data. Moreover, the use of a 30-minute time constraint could pressure participants, possibly influencing the quality and thoughtfulness of their responses. An exploration of how this time limit impacts the data would be prudent

3.4 Data Analysis

The content analysis approach is appropriately detailed, with a clear explanation of the coding system used to identify and categorize themes. However, the analytical process would benefit from an additional layer of validation, such as independent coding by multiple researchers to mitigate potential coder bias. While the codes are well-described, the rationale behind the specific choices of coding categories and their

relevance to the research objectives could be more thoroughly expounded. Furthermore, the methodology section lacks a discussion on the inter-coder reliability, which is crucial for ensuring the consistency and credibility of qualitative analyses.

Results Section

1. Methodological Clarity and Depth of Analysis: The presentation of results, while structured around key thematic areas, lacks a detailed exposition of the methodology that underpinned the data analysis. For a reader, particularly one steeped in the rigors of academic research, the absence of a clear methodological framework (e.g., specific analytical techniques used, the rationale for qualitative versus quantitative analysis) could detract from the credibility of the findings. The results section should explicitly detail how the data was analyzed to arrive at the stated conclusions. This could include a description of coding processes, thematic analysis, or statistical tools employed, providing a robust scaffold for the findings

2. Specificity and Verifiability of Data Sources: The citations of sources such as SS2 and SS14 within the results are vague. It is imperative for academic integrity and reproducibility that exact sources are meticulously cited. This includes specifying the nature of these sources more distinctly—whether they stem from individual assignments, group discussions, or specific sections of surveys. Enhancing the granularity of source attribution would significantly bolster the verifiability of the research

3. Integration and Synthesis of Results: While the section enumerates various perspectives and integrates diverse views on climate change and its integration into English Language Teaching, it falls short in synthesizing these viewpoints into a cohesive narrative. The findings from both in-class and out-of-class perspectives on integrating climate change into ELT are presented in a somewhat disjointed manner. A more integrated approach that weaves these perspectives into a coherent discussion could enhance the reader's understanding of the pre-service teachers' comprehensive views and pedagogical strategies

4. Critical Reflection and Implication: The results provide a descriptive account of pre-service teachers' views but lack a critical examination of these perspectives. For instance, while various instructional strategies are proposed, there is limited discussion on the potential challenges or the efficacy of these strategies in the real-world classroom setting. The results would benefit from a deeper analytical layer that not only presents what these perspectives are but also critically evaluates their implications for practice and policy in ELT

5. Enhancing the Academic Tone and Rigor: The academic tone of the results could be enhanced by employing a more sophisticated lexicon and a tighter narrative structure. Phrases like "huge bad impact" could be replaced with more academically appropriate terms such as "significant adverse effects." Moreover, the transitions between different findings and the overall flow could be made smoother by using transitional phrases

and a more formal structure, thereby aligning with the standards expected in scholarly publications

Conclusion, Discussion, Limitation and Future Research Section

Discussion part

The Discussion section adeptly synthesizes findings regarding pre-service English teachers' perspectives on climate change and its integration into ELT. The linkage of these perspectives to broader educational and environmental discourses, referencing scholars like De Meyer and Petrescu-Mag, strengthens the study's contextual grounding. However, the section could benefit from a more rigorous analysis of how these perceptions might translate into pedagogical efficacy or curriculum modifications. While the study acknowledges ideological implications per Hulme's (2009) insights, it somewhat glosses over how these ideological stances might challenge or enrich the proposed educational strategies. This gap suggests a missed opportunity to critically interrogate the intersection between ideological frameworks and educational practices in the context of climate change

Limitations and Future Research part

This section commendably acknowledges areas unexplored by the current research, such as the determinants influencing perspectives on climate change. However, it lacks a critical reflection on the methodology employed and its potential biases. The suggestion for future experimental research to examine the impact of sustainability programs is valuable, yet the section would benefit from a more detailed discussion on the methodological approaches envisioned for these interventions. This would provide clearer guidance for subsequent studies and help in designing robust research frameworks that can more accurately capture the dynamics at play

Conclusion part

The Conclusion reaffirms the study's contributions but does so with some redundancy regarding the perspectives and instructional strategies previously discussed. A more incisive conclusion could emphasize novel insights derived from the study or discuss the implications of these findings for policy and practice in a more delineated manner. The call for integration of sustainability in teacher education is pertinent; however, articulating specific policy recommendations or strategic educational frameworks could significantly enhance the practical utility of the conclusions drawn

TABEL RESPONS TERHADAP KOMENTAR REVIEWER A DAN B BESERTA PERBAIKAN DI ARTIKEL

No.	Reviewer 1	Responses
1.	The author(s) mentioned that he/she used a case study, but he/she did not specify the case and the bounded systems of the case. Please provide citations whether your work is grounded in intellectual traditions of a case study by Yin, Stake, or Merriam. A case study is also used to understand the particularity of a social phenomenon.	We have elaborated on the case study design in our research, detailing both the specific case and its bounded context. Additionally, we adhered to Merriam's (1998) intellectual tradition of case study research. (Please refer to the revised section 3.1 highlighted in green.)
2.	Please describe how the participants maximized what you wanted to study. Also, avoid using "reliable" in qualitative research (e.g., This ensured they possessed a fundamental understanding of ELT, making their perspectives on ELT practices reliable). It is suggested that a table be included to describe the participants' demographic information and explain how they can enrich their understanding of climate change.	<ul style="list-style-type: none"> • We have added justifications for selecting the participants. • We replaced the word "reliable" with "credible" (see green highlight). • The essential background of the participants, crucial to this study, is that they completed an environmental sustainability program focused on climate change for future ELT teachers. Therefore, their perspectives are significant for further investigation. This particular background provides a strong and relevant rationale for selecting these participants. In this study, we provided sufficient demographic information, including gender, age, and their experiences with climate change in ELT, so we decided not to include a table.
3.	The data analysis is vague. It is unsure whether the author(s) used inductive or deductive to qualitative data analysis. In the abstract, the author(s) said they used content analysis, but what he/she described in the data analysis did not reflect content analysis traditions. Please consult with Selvi's work (2020).	We further elaborated on the type of content analysis used in our study. Specifically, we employed Inductive Content Analysis (ICA). Please refer to the revised Section 3.4, which is highlighted in green.
4.	The way the author(s) used "triangulation" is also vague. Please describe specific elements of how you used triangulation to ensure the trustworthiness of the analysis (see the classic work by Mathison, 1988, for discussions).	We have clarified the trustworthiness of our qualitative study including the trustworthiness. (See section 3.5 the green color)
5.	For the findings, why did the author(s) decide to include Figure 1 – 2? Are these self-made or made by the participants? After each quote, the	The researchers created these figures to help readers better understand the study's results. Additionally, key points from each quote were highlighted and combined into a paragraph to ensure coherence and present the highlights effectively.

	author(s) should highlight the important messages in the quotes again.	
6.	The limitations must be rewritten by emphasizing the reliance on self-reported data, which might not reflect their behaviors and classroom practices.	We have added this limitation regarding the reliance on self-reported data and have accordingly highlighted it in the limitations section (section 6) using green color coding.

No.	Reviewer 2	Responses
Introduction Section		
1	Conceptual Ambiguity and Lack of Theoretical Rigor: The introduction initially posits a compelling argument regarding the interdisciplinary responsibilities of ELT in addressing global environmental challenges. However, the theoretical underpinnings that should anchor these responsibilities are vaguely defined. References such as Xiong (2014) and Katunich & Goulah (2020) are invoked to support the integration of ecological consciousness within ELT frameworks, yet the introduction does not clearly delineate the specific theoretical mechanisms through which ELT can effectively contribute to environmental advocacy. A more rigorous theoretical framework, detailing the pedagogical approaches and the cognitive theories supporting them, would enhance the scholarly depth of this introduction.	We have already discussed how ELT can effectively contribute to environmental advocacy in the Literature Review, specifically in section 2.1 on Eco-ELT. The theoretical foundation for ELT's role in promoting environmental sustainability is also detailed in that section. In the introduction, our goal is to provide readers with a general overview of the current role of ELT in supporting environmental sustainability. The introduction should help readers begin to understand how environmental education can be integrated into ELT by highlighting the connection between English classrooms and environmental advocacy. For those interested in the specific theoretical framework underpinning ELT's role in environmental advocacy, section 2.1 offers an in-depth exploration of Eco-ELT. Therefore, we have chosen not to include theoretical details in the introduction.
2	Overgeneralization and Lack of Empirical Support: The text broadly asserts the feasibility of integrating sustainability into ELT without providing empirical evidence to substantiate these claims. The citation of Bowden (2010) and Mercer et al. (2022) suggests a historical acknowledgment of this potential, yet there is a distinct lack of contemporary empirical studies that demonstrate successful integration of sustainability in actual ELT practices. This gap weakens the argument persuasiveness and could be addressed by incorporating recent case studies or data that illustrate the	We have added a paragraph discussing four recent empirical studies that demonstrate the successful integration of sustainability into ELT practices: Saiful (2024), Haggag (2023), Silvhianny et al. (2023), and Saiful & Setyorini (2022).

	practical outcomes of such educational integrations.	
3	Insufficient Focus on Methodological Approaches: While the introduction mentions various approaches to incorporating sustainability in teacher education, such as ecocriticism and ecofeminism, there is a notable absence of a detailed discussion on the specific methodologies these approaches entail. This omission limits the reader's understanding of how these theoretical approaches are operationalized within the classroom setting. Expanding on the methodological specifics, possibly through outlining lesson plans, teaching strategies, or assessment methods, would provide a clearer guide on how sustainability can be practically and effectively embedded in ELT curricula.	We mentioned existing methodological approaches to integrating environmental sustainability, such as ecocriticism and ecofeminism, in ELT teacher education. However, our study did not focus on reviewing these methodological approaches in detail. Therefore, we did not elaborate on specific elements like lesson plans, teaching strategies, or assessment methods related to ecocriticism, ecofeminism, and other approaches. Readers interested in these aspects can explore the references we provided for further information. As a result, we did not make any revisions in this regard.
4	Neglect of Counter Perspectives: The introduction effectively advocates for the integration of sustainability into ELT but fails to address potential critiques or limitations of this integration. For instance, the challenges of curriculum overload, potential resistance from educators, or the risk of diluting the primary linguistic objectives of ELT courses are not considered. Acknowledging and addressing these potential counterarguments would not only strengthen the introduction's credibility but also provide a more balanced view of the complexities involved in modifying ELT curricula.	We have included a paragraph in the introduction that addresses the challenges of integrating sustainability into ELT practices, drawing from the relevant international empirical study by Mercer et al. (2022).
Literature Review Section		
5	2.1: Eco-ELT <ul style="list-style-type: none"> Conceptual Clarity and Theoretical Underpinnings: The definition and scope of Eco-ELT, while expansive, suffer from a lack of precise conceptual clarity. The evolution of the term as described appears somewhat iterative rather than presenting a clear trajectory of academic thought. A more rigorous theoretical framework could enhance 	<u>Conceptual Clarity and Theoretical Underpinnings.</u> We have revised a paragraph related to Eco-ELT and adding theoretical bases of Eco-ELT movement. <p><i>Eco-ELT was first introduced by Saiful in 2014, refined in 2020, and further developed in 2023. It is defined as the study and practice of environmental education within ELT (Saiful, 2023; 2024). Therefore, any study or practice of environmental education using any approach falls under Eco-ELT. The foundation of Eco-ELT is rooted in social constructivism, particularly</i></p>

understanding and provide a stronger justification for the integration of ecocriticism and other methodologies in ELT.

- **Empirical Validation:** While the section references various studies (Hauschild et al., 2012; Nkwetisama, 2011; Setyowati et al., 2022), it predominantly relies on narrative descriptions rather than critical analysis of empirical data. The impact of Eco-ELT on student outcomes, particularly in terms of linguistic, intellectual, emotional, and social development, requires more robust empirical evidence and methodological scrutiny.
- **Scope and Limitations:** The broadening of Eco-ELT scope to include diverse teaching methods is indeed laudable. However, the literature review lacks a critical discussion on the limitations and challenges of implementing such a broad spectrum of activities within the conventional curricula of ELT. Addressing potential pedagogical conflicts and resource constraints could provide a more balanced view.

in second language learning and acquisition. Eco-ELT believes that students gain environmental knowledge and acquire language skills through interactions with their natural surroundings, eco-learning materials, and ecocritical discussion and writing (Saiful, 2023). Thus, Saiful (2024) contends that Eco-ELT establishes a learning environment where students actively engage with environmental topics through language. It emphasizes collaborative learning, enabling students to deepen their understanding of environmental issues while using English as a tool for exploring and discussing ecological concepts. This approach not only enhances their language skills but also strengthens their comprehension of environmental issues by integrating language practice with meaningful content. Ultimately, Eco-ELT practices can cultivate students' pro-environmental behaviors, benefiting the well-being of nature (Saiful, 2024).

Empirical Validation:

We have presented empirical studies which confirm the impact of Eco-ELT on student outcomes, particularly in terms of linguistic, intellectual, emotional, and social development.

Additionally, empirical evidence shows that Eco-ELT practices develop students' vocabulary learning (see Chai & Bin Swanto, 2020), reading skills (see Thanya & Suganthan, 2023), environmental knowledge such as climate science (see Goulah, 2015), positive attitudes toward the environment (see Fauzan, 2013), ecological identities (see Matthewman, 2017), and social and collaboration skills (see Brown et al., 2017). For English teachers, Eco-ELT fosters awareness of the relationship between humans and nature. Based on these studies, Saiful (2023) concludes that Eco-ELT aims to develop English learners linguistically, intellectually, emotionally, and socially while also shaping English teachers into morally ecological educators who support environmental protection.

Scope and Limitations:

We also add discussion on potential pedagogical conflicts and resource constraints in Eco-ELT practices.

In addition, it is also important to acknowledge that the practice of Eco-ELT faces challenges, such as limited formal training for teachers and a lack of

		<p><i>teaching materials (Mercer et al., 2022). Teachers must also consider their specific teaching contexts, including the school environment, curriculum, students' interests and characteristics, and relevant social and environmental issues when implementing Eco-ELT. Although teachers have full autonomy in their approach, as Eco-ELT upholds the principles of post-method pedagogy (Saiful, 2023).</i></p>
6	<p>2. Review of Section 2.2: Teacher Perspective</p> <ul style="list-style-type: none"> <p>Integration of Perspectives and Practice: The connection between teacher perspectives and actual classroom practices seems underexplored. While theoretical implications are discussed, there is a noticeable absence of concrete examples or case studies that demonstrate how these perspectives translate into pedagogical strategies or student engagement in environmental issues</p> <p>Diversity and Contradictions in Perspectives: The literature review would benefit from a more nuanced exploration of the diversity and potential contradictions within teacher perspectives. Understanding these dynamics could lead to more effective strategies for teacher training and curriculum development in ELT focused on environmental education.</p> <p>Analytical Depth: The discussion on teacher perspectives tends to be somewhat descriptive. An analytical depth involving critical examination of studies, perhaps through a meta-analysis or systematic review, would</p> 	<p><u>Integration of Perspectives and Practice:</u> We have added discussion on the connection between teacher perspectives on actual classroom practices. We have also provided concrete example, especially in the context of teaching environmental issues in ELT.</p> <p><u>Diversity and Contradictions in Perspectives and Analytical Depth.</u> We have dedicated a paragraph to discussing the key determinants of teacher perspectives, incorporating a reference from Borg (2019), which conducted a literature review on language teacher cognition. Adding a meta-analysis or systematic review of teacher perspectives to our study would be time-consuming and would constitute an entire study on its own. Therefore, we opted to include an existing literature review article on teacher cognition in our references. We discuss this new reference and connect it to the current scholarship on teachers' perspectives regarding the teaching of environmental issues in ELT.</p> <p><i>Borg, S. (2019). Language teacher cognition: Perspectives and debates. In X. Gao (Eds.), Second Handbook of English Language Teaching (pp. 1149-1170). Springer.</i></p> <p>https://doi.org/10.1007/978-3-319-58542-0</p>

	strengthen the argument and provide clearer insights into the influence of teacher perspectives on educational outcomes.	
7	<p>3. Review of Section 2.3: Climate Change</p> <ul style="list-style-type: none"> • Ideological Engagement: While the section mentions the ideological aspects of climate change, there is scant exploration of how these ideologies influence educational practices or student perceptions. An in-depth analysis of ideological conflicts and their implications for teaching climate change in ELT would enrich the narrative. • Integration with ELT: The linkage between climate change education and ELT remains somewhat abstract. More explicit examples of how climate change themes are integrated into language curricula, and the challenges thereof, would make for a more compelling and practical discussion. • Global Perspectives and Adaptability: The review could benefit from incorporating a broader range of international perspectives to reflect the global challenge of climate change. This inclusion would not only enhance the relevance of the study but also provide insights into the adaptability of the discussed methodologies across different educational and cultural contexts. 	<p><u>Ideological Engagement:</u> We have addressed this connection between ideological aspects of climate change, which is perspectives and education practice in ELT, on section 2.2 Teacher Perspective. We have provided example of the connection.</p> <p><i>In the context of teaching environmental issues, if English teachers view teaching climate change topics as essential for developing students' environmental literacy and language skills, they are more likely to incorporate these topics into their English lessons. They will select appropriate and well-informed materials on climate change and implement project-based learning and discussions in the classroom.</i></p> <p><u>Integration with ELT:</u> We have dedicated a paragraph to discussing climate change integration in ELT.</p> <p><u>Global Perspectives and Adaptability:</u> We have added international perspectives on climate change, including one from UNESCO. See Abbas et al. (2022) and UNESCO, (2024)</p>
Method Section		
8	<p>3.1 Research Design</p> <p>The choice of a qualitative case study design is well justified for exploring the nuanced perspectives of pre-service</p>	<p>We have elaborated on the case study design used in this study, specifically addressing the intricate phenomenon under investigation and the boundaries of</p>

	<p>English teachers on integrating climate change into English Language Teaching (ELT). However, the specificity of the “intricate Phenomena” and how these align with the broader research questions could be further delineated. The methodological description would benefit from a clearer articulation of the boundaries of the case study—what defines the case, its scope, and its limitations. Additionally, the use of a singular case study may prompt concerns regarding the generalizability of the findings. It is advisable to discuss how the results might or might not translate to other educational contexts or geographical locations</p>	<p>the case. Additionally, we have discussed the issue of the generalizability of the results.</p>
9	<p>2. Specificity and Verifiability of Data Sources:</p> <p>The citations of sources such as SS2 and SS14 within the results are vague. It is imperative for academic integrity and reproducibility that exact sources are meticulously cited. This includes specifying the nature of these sources more distinctly—whether they stem from individual assignments, group discussions, or specific sections of surveys. Enhancing the granularity of source attribution would significantly bolster the verifiability of the research</p>	<p>SS2 and SS14 represent specific students (identified by number rather than name). We have explicitly indicated the sources of data for each result presented. Additionally, the comprehensive coding process for students such as SS2, SS14, and others has been thoroughly explained in the methodology section, particularly in the data analysis part.</p> <p><i>The study used the following coding system, “SS” denoted students, and numerical representations (e.g., SS1) referred to specific student identifiers. Other codes pertained to the data sources and their corresponding emerging content category. For instance, the code “SS1, open-ended questionnaire, climate change effect” indicated that the data originated from student number 1, obtained from the open-ended questionnaire, and were about students’ views on the effects of climate change. These detailed codes were designed to facilitate readers in tracing the data and validating the study’s results.</i></p>
10	<p>3. Integration and Synthesis of Results:</p> <p>While the section enumerates various perspectives and integrates diverse views on climate change and its integration into English Language Teaching, it falls short in synthesizing these viewpoints into a cohesive narrative. The findings from both in-class and out-of-class perspectives on</p>	<p>We have added an introductory paragraph to the results section to enhance coherence and help readers better understand the findings. Additionally, we have highlighted the key results, particularly those related to the integration of climate change in ELT from both in-class and out-of-class perspectives.</p>

	integrating climate change into ELT are presented in a somewhat disjointed manner. A more integrated approach that weaves these perspectives into a coherent discussion could enhance the reader understanding of the pre-service teachers comprehensive views and pedagogical strategies	
11	<p>4. Critical Reflection and Implication:</p> <p>The results provide a descriptive account of pre-service teachers’ views but lack a critical examination of these perspectives. For instance, while various instructional strategies are proposed, there is limited discussion on the potential challenges or the efficacy of these strategies in the real-world classroom setting. The results would benefit from a deeper analytical layer that not only presents what these perspectives are but also critically evaluates their implications for practice and policy in ELT</p>	<p>We have added critical examination of the pre-service teachers’ perspectives on the various instructional approaches in the discussion section. We provide elaborations on the potential challenges or the efficacy of these strategies in the real-world ELT classroom setting.</p> <p><i>Secondly, the results demonstrated that pre-service English teachers could propose ELT instructional strategies for addressing climate change, incorporating both classroom and outdoor activities. In the classroom, they suggested approaches such as project-based learning, formal lessons on climate change, eco-writing, eco-reading, and eco-discussions. For outdoor activities, they recommended project-based learning, experiential learning, and outdoor discussions on climate change. Project-based learning was highlighted for both in-class and out-of-class activities because it promotes active learning and the real-world application of environmental concepts (Saiful, 2024a), which can develop students' environmental awareness (Nugraha & Ridwan, 2019). Similarly, ecocritical discussions on climate change were emphasized, as this approach enables students to identify, challenge, and evolve their views on nature and contemporary environmental issues within their own societies, both locally and globally (Goga et al., 2023).</i></p>
12	<p>5. Enhancing the Academic Tone and Rigor:</p> <p>The academic tone of the results could be enhanced by employing a more sophisticated lexicon and a tighter</p>	<p>We enhanced the academic tone in the results section by replacing phrases like “huge bad impact” with “significant adverse effects.” Additionally, we improved the coherence and cohesion of the study's findings by providing an introductory paragraph</p>

	narrative structure. Phrases like “huge bad impact” could be replaced with more academically appropriate terms such as “significant adverse effects”. Moreover, the transitions between different findings and the overall flow could be made smoother by using transitional phrases and a more formal structure, thereby aligning with the standards expected in scholarly publications	summarizing the results, highlighting key points in Sections 4.1 and 4.2, and incorporating appropriate transitional phrases between paragraphs.
--	--	--

Conclusion, Discussion, Limitation and Future Research Section

13	<p>Discussion part</p> <p>The Discussion section adeptly synthesizes findings regarding pre-service English Teachers’ perspectives on climate change and its integration into ELT. The linkage of these perspectives to broader educational and environmental discourses, referencing scholars like De Meyer and Petrescu-Mag, strengthens the study’s contextual grounding. However, the section could benefit from a more rigorous analysis of how these perceptions might translate into pedagogical efficacy or curriculum modifications. While the study acknowledges ideological implications per Hulme’s (2009) insights, it somewhat glosses over how these ideological stances might challenge or enrich the proposed educational strategies. This gap suggests a missed opportunity to critically interrogate the intersection between ideological frameworks and educational practices in the context of climate change</p>	<p>We have added discussion on how the perceptions of pre-service teachers might translate into pedagogical efficacy or curriculum modifications.</p> <p><i>Their perceptions, which demonstrate a strong understanding of climate change, are essential for effectively integrating this issue into ELT. As Borg (2003) suggests, teachers’ cognition—encompassing their thinking, knowledge, and beliefs—directly influences their classroom practices. A comprehensive perspective on climate change will enable teachers to design detailed content for their lessons and confidently address questions from students related to the topic. Additionally, these holistic perspectives could foster a positive worldview among future English teachers regarding the importance of integrating climate change education into ELT. They may also instill a sense of moral and ethical responsibility, encouraging educators to actively participate in addressing climate crises and protecting planetary ecosystems from ecological catastrophes.</i></p> <p>Yes, our study acknowledges ideological implications per Hulme’s (2009) insights, thus we have added discussion on the intersection between ideological frameworks and educational practices in the context of climate change.</p> <p><i>Acknowledging that climate change is deeply intertwined with ideological frameworks</i></p>
----	---	--

		<p>(Hulme, 2009), addressing it requires critically engaging with the underlying ideologies, worldviews, and perspectives that shape our understanding of the issue. This study contributes to this effort by highlighting the comprehensive perspectives of future English teachers on climate change, which are crucial for fostering climate action (Zawadzki et al. 2023). Unlike those who may view climate change as a minor or unreal issue, these pre-service teachers recognize it as a complex and multifaceted problem, driven by various factors and demanding diverse solutions across sectors and disciplines. This well-rounded understanding of climate change could inspire them to take meaningful climate actions in both their personal and professional lives. For instance, they might practice recycling at home, conserve energy by turning off lights and air conditioning, reduce unnecessary online streaming, and use water responsibly. Professionally, they could incorporate climate change topics into English lessons through activities such as drama, ecocritical discussions, or project-based learning, thereby integrating environmental consciousness into their teaching practices.</p>
14	<p>Limitations and Future Research part</p> <p>This section commendably acknowledges areas unexplored by the current research, such as the determinants influencing perspectives on climate change. However, it lacks a critical reflection on the methodology employed and its potential biases. The suggestion for future experimental research to examine the impact of sustainability programs is valuable, yet the section would benefit from a more detailed discussion on the methodological approaches envisioned for these interventions. This would provide clearer guidance for subsequent studies and help in designing robust research frameworks that can more accurately capture the dynamics at play</p>	<p>In the limitations section, we added a critical reflection on the methodological approaches that rely on self-reported data. We also provided suggestions for future studies to address this limitation.</p> <p><i>Thirdly, this study relied heavily on self-reported data, which may not fully capture the real-life application of students' perspectives on climate change. Future research should incorporate observations of student behavior and classroom activities to better understand how these perspectives are implemented in practice.</i></p>

15	<p>Conclusion part</p> <p>The Conclusion reaffirms the study's contributions but does so with some redundancy regarding the perspectives and instructional strategies previously discussed. A more incisive conclusion could emphasize novel insights derived from the study or discuss the implications of these findings for policy and practice in a more delineated manner. The call for integration of sustainability in teacher education is pertinent; however, articulating specific policy recommendations or strategic educational frameworks could significantly enhance the practical utility of the conclusions drawn</p>	<p>We revised our conclusion to be more succinct and provided four implications of the findings for both policy and practice.</p>
----	---	---

HASIL REVISI PAPER BERDASARKAN FEEDBACK REVIEWER (YANG BERWARNA HIJAU)

“Climate change is destructive; I will address it in my class”: Pre-service English Teachers’ Perspectives on Climate Change and Its Integration in ELT

Article information	
Abstract	ELT shares responsibility with other fields to address environmental issues, including climate change. However, research on English students’ perspectives on climate change in teacher education is scarce, leading to a lack of understanding of future English teachers’ current knowledge and willingness to address the issue. This qualitative case study aimed to explore pre-service English teachers’ perspectives on climate change and its integration in ELT. Fifteen participants from an English education department at a private university in Surabaya, Indonesia, were involved. Data were collected through opinion writing and an open-ended questionnaire, analyzed using content analysis. Results of the participants’ perspectives suggest that the pre-service English teachers have good understanding of climate change. They also demonstrate willingness to address the issue in their respective field of ELT as they proposed ideas on English instructional strategies about climate change, both in the classroom and outdoors. These findings offer critical implications for both policy and practice regarding the integration of climate change into ELT.
Keywords	climate change, language teacher education, environmental sustainability, Eco-ELT, teacher cognition
APA citation:	(The editorial team will add this section for you.)

1. Introduction

Human encroachments on nature have led to planetary quagmires, such as climate change and biodiversity loss, necessitating immediate and coordinated efforts across sectors and disciplines. As one of the disciplines in education, ELT carries the social responsibility that extends beyond merely enhancing English proficiency of students to shaping their critical and ecological thinking (Xiong, 2014). In this context, ELT's present duty is to transform the role of English education as a pathway for environmental advocacy, cultivating language learners' English proficiency and critical and ecological responses towards natural environmental violence. Katunich & Goulah (2020) underscore this ELT's vital role in addressing sustainability crises and hence further advocate a new ethic of language teaching in the Anthropocene era. This involves altering the current model of ELT practices to focus more on empowering students as future leaders to achieve Sustainable Development Goals (SDGs) (Jodoin, 2022).

Achieving the responsibility of ELT in promoting environmental sustainability is feasible. The nature of English lessons provides an apt platform for more comprehensive intellectual and philosophical discussions among students, allowing them to delve into topics related to the natural environment and its ethics, often explored through literary texts (Beigel, 1996). Through these lessons, students can engage in discussions and projects focusing on nature, thereby enhancing their knowledge, fostering positive attitudes, and encouraging favorable behaviors towards nature, all while improving their English proficiency. For that reason, Bowden (2010) has always pronounced the potential of incorporating sustainability issues into ELT, including environment (Mercer et al. 2022) in all levels of English education, including in teacher education. Yu et al. (2024) further highlight that integrating sustainability into ELT through innovative approaches—such as interdisciplinary curricula, interactive activities, teacher training, and new assessment methods—not only enhances language skills but also raises students' environmental awareness and motivates them toward sustainable actions.

In the realm of English teacher education, there have been concerted endeavors to integrate environmental sustainability issues. Various approaches have emerged, including specific courses on Sustainable Development (SD)

(Findik et al. 2021) and critical environmental courses focusing on ecocriticism (Saiful & Setyorini, 2022) and ecofeminism (Echegoyen-Sanz & Martin-Ezpeleta, 2021). Moreover, the use of instructional materials, including chapters, units, lessons, and passages also serves as potential avenues for teaching environmental sustainability (Ganji et al. 2020). These initiative stems from two key significances of sustainability integration in English teacher education. First, it aims to foster the of future English teachers' sustainable professional growth and development (Saiful & Setyorini, 2022) and sustainability attitudes (Echegoyen-Sanz & Martin-Ezpeleta, 2021). Second, it seeks to promote communicative language teaching (CLT) and translate the global citizenship concept into practical applications (Tavakkoli & Rashidi, 2020).

Empirical evidence has demonstrated the positive impact of integrating environmental sustainability into the training of future EFL teachers. This integration has been shown to enhance teachers' sense of connection to and interest in nature (Saiful, 2024b), improve English reading skills, ecoliteracy, and vocabulary learning (Haggag, 2023), raise climate change awareness (Silvhiany et al. 2023), and develop pedagogical content knowledge of sustainability (PCKS), which is the understanding of how to teach sustainability issues in English lessons (Saiful & Setyorini, 2022). While these benefits highlight the value of incorporating sustainability into EFL teacher education, the process is not without its challenges.

Mercer et al. (2022) conducted an international online survey of over 90 English teachers and interviewed five in depth. The study found that many teachers still consider integrating sustainability into ELT as optional, rather than a moral or ethical duty. It also highlighted challenges, including a lack of formal training on teaching environmental issues and limited resources for sustainability education. Despite these obstacles, Mercer et al. (2022) advocate for further research and practice in environmental education within ELT, emphasizing that language teaching, like all education, has a responsibility to address sustainability, and contribute to a more sustainable society (UNESCO, 2005).

This study aims to further explore the practices of environmental sustainability integration in language teacher education, recognizing its potential and importance. The study builds on empirical evidence demonstrating the

flexibility of ELT teacher education in integrating climate change education (Silvhiany et al., 2023). However, research in this area remains limited. The aforementioned studies primarily focused on methods for incorporating sustainability concepts into ELT teacher education. A more recent study by Silvhiany et al. (2023) successfully revealed ways to improve future English teachers' awareness of climate change but failed to provide crucial insights into their current perspectives on climate change and their ideas for ELT instructional strategies related to the topic. Consequently, there remains a gap in understanding future English teachers' knowledge of climate change and its integration into their teaching practices.

Addressing this knowledge gap is essential to illuminate the current level of comprehension among future English teachers regarding climate change crises. It also provides a pathway to understanding their willingness to address climate change challenges in their future ELT classrooms. This information on understanding and willingness can help policymakers in English teacher education institutions evaluate and reflect on their commitments and efforts to create future educators who are equipped to promote sustainability. Therefore, this study aims to explore pre-service English teachers' perspectives on climate change and its integration into ELT, thereby addressing the existing gap in research.

2. Literature Review

2.1 Eco-ELT

Eco-ELT was first introduced by Saiful in 2014, refined in 2020, and further developed in 2023. It is defined as the study and practice of environmental education within ELT (Saiful, 2023; 2024a). Therefore, any study or practice of environmental education using any approach falls under Eco-ELT. The foundation of Eco-ELT is rooted in social constructivism, particularly in second language learning and acquisition. Eco-ELT believes that students gain environmental knowledge and acquire language skills through interactions with their natural surroundings, eco-learning materials, and ecocritical discussion and writing (Saiful, 2023). Thus, Saiful (2024) contends that Eco-ELT establishes a learning environment where students actively engage with environmental topics through language. It emphasizes collaborative learning, enabling students to deepen their

understanding of environmental issues while using English as a tool for exploring and discussing ecological concepts. This approach not only enhances their language skills but also strengthens their comprehension of environmental issues by integrating language practice with meaningful content. Ultimately, Eco-ELT practices can cultivate students' pro-environmental behaviors, benefiting the well-being of nature (Saiful, 2024).

In Eco-ELT practice, various approaches and instructional methods have been utilized. These include not only environmental literary works but also methods such as content- and task-based language learning (Hauschild et al., 2012; Nkwetisama, 2011), ecocomposition (Elsherif, 2013), and environmental essay writing (Setyowati et al., 2022). These methods have been empirically shown to enhance students' environmental awareness (Elsherif, 2013) and language skills, particularly in writing (Setyowati et al., 2022). Moreover, empirical evidence shows that Eco-ELT practices develop students' vocabulary learning (see Chai & Bin Swanto, 2020), reading skills (see Thanya & Suganthan, 2023), environmental knowledge such as climate science (see Goulah, 2015), positive attitudes toward the environment (see Fauzan, 2013), ecological identities (see Matthewman, 2017), and social and collaboration skills (see Brown et al., 2017). For English teachers, Eco-ELT fosters awareness of the relationship between humans and nature. Based on these studies, Saiful (2023) concludes that Eco-ELT aims to develop English learners linguistically, intellectually, emotionally, and socially while also shaping English teachers into morally ecological educators who support environmental protection.

Given the goals of Eco-ELT, its practice aligns closely with the mission of environmental sustainability. Implementing Eco-ELT can act as a catalyst for achieving Sustainable Development Goals (SDGs) such as climate action, life below water, life on land, and quality education. Therefore, it is crucial to consistently support efforts to advance the Eco-ELT movement. In addition, it is also important to acknowledge that the practice of Eco-ELT faces challenges, such as limited formal training for teachers and a lack of teaching materials (Mercer et al., 2022). Teachers must consider their specific teaching contexts, including the school environment, curriculum, students' interests, and relevant social and environmental issues when implementing Eco-ELT. While Eco-ELT supports the

principles of post-method pedagogy, giving teachers full autonomy in their approach, these contextual factors remain crucial (Saiful, 2023).

Empirical studies on Eco-ELT have demonstrated its successful implementation and its positive impact on enhancing English learners' environmental awareness and identity. Setyowati et al. (2022) explored mental models in teacher education, investigating pre-service English teachers' opinions on using environmental topics in an essay writing course. Their findings revealed that students held positive views on integrating these topics, which broadened their understanding of current environmental situations. Additional studies on mental models focused on in-service teachers. Mercer et al. (2022) examined English teachers' attitudes and experiences with teaching environmental issues in ELT, while Hameed (2023) studied English teachers' knowledge and perceptions in Saudi Arabia regarding the implementation of environmental education in ELT.

The relevant studies mentioned fall short in providing specific information on the current state of pre-service English teachers' mental models of climate change and its integration in ELT. Previous efforts have primarily delved into perspectives and acceptance of sustainability integration in ELT, encompassing few in pre-service and most in-service English teacher contexts. Thus, more attempts on sustainability within teacher education are warranted (Mercer et al. 2022), especially on the issue of climate change and its practices in ELT. These efforts help us extract important insights on the comprehension and willingness of pre-service English teachers to address climate change. [For more information on climate change education in ELT, please refer to Section 2.3, which focuses on climate change.](#)

2.2 Teacher Perspective

This study defines the perspectives of pre-service English teachers on climate change as viewpoints or perceptions regarding climate change and its integration in ELT. This conceptualization is grounded in the delimitation of teachers' perspectives in teaching, as outlined by Zaiturrahmi, et al. (2021), which refers to the teachers' views on the methods of teaching. In the context of ELT, teachers' perspectives also encompass their views or perceptions on specific aspects or issues related to teaching, as exemplified by studies such as Kong

(2020), which explores the ELT teachers' perspectives on the role of teacher autonomy in teaching of English as a foreign language (TEFL).

Teacher perspectives are fundamental elements of cognitive constructs, operating within the framework of language teacher cognition theory. According to this theory, what language teachers know, believe, and think directly influences their classroom practices (Borg, 2003). Therefore, language teachers' perspectives are critical in shaping their actions and decision-making in educational contexts (Saiful, 2019). For instance, Saiful (2019) found that English teachers chose to teach vocabulary and genre-based texts using YouTube vlogs because they believed in the educational value of vlogs, understood how to effectively integrate them into their lessons, and considered their students' characteristics and learning styles. This decision to use YouTube vlogs in ELT was driven by the teachers' beliefs, knowledge, and thinking.

In the context of teaching environmental issues, if English teachers view teaching climate change topics as essential for developing students' environmental literacy and language skills, they are more likely to incorporate these topics into their English lessons. They will select appropriate and well-informed materials on climate change and implement project-based learning and discussions in the classroom. Additionally, teachers' perspectives significantly impact their work ethic. Research shows that a teacher's perspective influences their sense of responsibility, motivation, and actions in the classroom. When teachers hold positive perspectives, they demonstrate greater persistence and commitment to their students (Lauermann, 2014).

Furthermore, teacher perspectives play a significant role in shaping students' attitudes, particularly in environmental teaching contexts. Recent research has indicated that, concerning the rhetorical, metacognitive, and cognitive skills required in writing, teachers' perspectives can impact students' attitudes toward the composition of students in environmental writing (Yasukawa, 2023). Similarly, in the context of language skills development, teachers' perspectives are crucial. For example, recent scholarship has demonstrated that teachers' perspectives contribute to the academic writing, given that students'

writing skill depend upon their view of teachers on the rhetorical, metacognitive, and cognitive skill in writing (Bui et al. 2023).

Existing scholarship has highlighted the crucial and diverse roles that teacher perspectives play in shaping classroom practices, work ethic, and students' learning attitudes and language development. However, it is also important to recognize that teachers' perspectives on issues related to language learning and teaching are influenced by their personal and professional experiences. Thus, language cognition and professional development are interconnected (Borg, 2019). To illustrate, in the context of teaching environmental crises, Mercer et al. (2022) found that English teachers receive minimal formal training in environmental education within ELT. This lack of training may affect the formation of teachers' perspectives on integrating environmental education in ELT, which, in turn, influences their actual classroom practices. The study by Mercer et al. (2022) further revealed that English teachers often view the integration of sustainability as an optional topic, rather than as a moral and ethical duty or a human responsibility to protect the environment.

2.3 Climate Change

Climate change has become a widespread issue impacting economic, social, and political spheres (De Meyer et al., 2021; Petrescu-Mag et al., 2022). It is inherently ideological, with disagreements stemming from differing values, identities, and purposes (Hulme, 2009). Addressing climate change requires engaging with various ideologies and implementing solutions across multiple sectors. Abbas et al. (2022) stress the need for government involvement and global commitments to effectively address climate change impacts and develop long-term solutions. In response, UNESCO, through the United Nations Conference on Climate Change (COP28) in 2023, launched the Declaration on Climate Change and Education. This declaration, signed by 39 countries, focuses on adaptation, mitigation, and investment (UNESCO, 2024). UNESCO (2024) emphasizes that effective climate change communication and education are crucial for helping citizens understand and act on climate issues, aiming to foster understanding, values, and behaviors that support collective climate action.

Considering climate change is a major global societal concern currently under widespread discussion (Gago & Sá, 2021) and its potential for ecojustice education (Dentith & Thompson, 2017), some countries have already incorporated climate change into their curricula, often integrating it into science teaching through creative methods (Diquito, 2021). It is also integrated with literacy education, particularly in adult literacy programs crucial for conveying environmental awareness, including the imminent climate change catastrophe (Damico et al. 2020). Australia, for instance, has offered literature in adult basic education (ABE) for over 40 years, with research suggesting that teachers not only play a significant role in imparting knowledge about climate change but also influence students to actively engage in environmental issues (Bleazby et al. 2023; Yasukawa, 2023).

Given that climate change is a central topic in schools, teachers are prompted to shift from the conventional view of science as mere content knowledge to embracing attitudes toward the government and a commitment to action (Oversby, 2015). Consequently, climate change transcends the boundaries of science and becomes a cross-disciplinary subject. Research indicates that in cross-disciplinary classes focusing on climate change, students not only gain scientific knowledge but also broaden their worldview and increase their willingness to take mitigative actions (Tolppanen et al. 2022).

In ELT, climate change education has been introduced, but its presence is still limited. According to Saiful's (2024a) systematic literature review of Eco-ELT efforts from 1980 to 2024, only 3% of the 116 articles examined addressed climate change, with just four papers covering the topic (see Goulah, 2015; 2020; Noto et al., 2022; Silvhiany et al., 2023). This finding highlights the need for more research on climate change education in second and foreign language programs (Silvhiany et al., 2023). One existing effort used instructional approaches like connected learning and ecojustice pedagogy in a creative writing course, which successfully increased future English teachers' awareness of climate change (see Silvhiany et al., 2023). Another initiative developed climate change reading materials for high school students to meet the growing demand for resources on the topic (see Noto et al., 2022). Other programs created curricula specifically for English language learners (ELLs) focused on climate change (see Goulah, 2015; 2020). These

programs suggest that even small curricular changes can effectively expose English learners to the realities of climate science and climate change (Goulah, 2020).

2.4 Research Questions

- (1) What are the perceptions of pre-service English teachers regarding climate change?
- (2) What are their views on climate change integration in ELT?

3. Methodology

3.1 Research Design

This study employed a qualitative case study design, chosen for its capacity to facilitate an in-depth exploration of intricate phenomena within a specific context (Rashid et al. 2019). By employing this design, this study could explore deeply the English pre-service teachers' perspective regarding the specific context of environmental issue, climate change and its integration in ELT.

Merriam (1998) defines the characteristics of case study research as being centered on the clear boundaries of the case itself, which can be an object, a single entity, or a unit defined by its context. This study specifically focuses on Merriam's (1998) concept of a qualitative single case study, which involves a holistic description and analysis of a bounded phenomenon, such as a program, institution, person, process, or social unit. This study found a unique and intricate phenomenon of an environmental sustainability program within EFL teacher education: teaching English academic writing on climate change issues.

The program was implemented by the Department of English Education at a College of Education in a university in Surabaya, Indonesia, as part of a broader effort to align teacher education with global educational goals for sustainability, as emphasized by UNESCO (2005). The program aimed to shape the cognition of future English teachers to promote sustainable pedagogical practices in English classrooms (Saiful & Setyorini, 2022). Conducted over three weeks and involving 15 students, this study provides valuable insights into how such a program can influence future English teachers' perspectives on climate change and its

integration into English lessons. Given the rarity of sustainability-focused initiatives in English teacher education (Saiful & Setyorini, 2022), this single case study is crucial for understanding the readiness of future English teachers in addressing climate change and protecting our planetary ecosystem from ecological crises.

This single case study was limited to the perspectives of EFL pre-service teachers on climate change and its integration into EFL teacher education in Indonesia. Therefore, the results primarily reflect this specific context. However, there may be the possibility of transferring the findings to similar contexts in other ELT teacher education institutions in EFL countries, particularly those focused on climate change education practices.

3.2 Participants

This study involved 15 EFL pre-service teachers, consisting of 11 females and four males. All participants were students in the English education department within the faculty of teacher training and education at a private university in Surabaya, Indonesia. Importantly, they had completed an environmental sustainability program designed for future English teachers, which included an academic English writing course focused on climate change. Therefore, their participation in this study is valuable as it provides essential insights into the perspectives and approaches of future English teachers regarding climate change issues and their integration into ELT.

The participants were selected purposively (Merriam, 1998) based on specific criteria. Firstly, participants must have good knowledge of ELT. The participants of this study were in the third semester of their studies, having successfully completed required courses on Teaching English as a Foreign Language (TEFL) and language learning and acquisition. This ensured they possessed a fundamental understanding of ELT, making their perspectives on ELT practices credible. Secondly, participants must be ethically appropriate. In this study, all participants were above 18 years old and willing to participate voluntarily in the research, expressing their consent through the signing of an ethical research form.

3.3 Data Collection Instruments and Procedures

The study employed environmental opinion writing and an open-ended questionnaire to obtain data on the perspectives of pre-service English teachers regarding climate change and its integration in ELT. The participants of this study were instructed to express their opinion on climate change in an English paragraph, with a 30-minute time limit. The completed writing was directly submitted to the researchers, who later scanned and analyzed the submissions. The writing instruction itself was *please make an opinion paragraph about climate change*.

The open-ended questionnaire was administered post the writing task and comprised two sections. The first section gathered personal information, including gender and age. The second section focused on eliciting the participants' perspectives on climate change and its incorporation into ELT. The questionnaire was administered online via Google forms, with participants utilizing their smartphones for responses. The questions posed in the questionnaire were as follows:

1. *Please share your views on climate change.*
2. *As future English teachers, how do you tackle climate change in your English classes? Please elaborate your responses.*

3.4 Data Analysis

Inductive Content Analysis (ICA) was employed for this study. This method is designed for analyzing text-based data, involving a thorough reading of the texts rather than searching for a predetermined list of content items, and is to generate content categories (broad ideas or concepts from the data) (Vears & Gillam, 2022). Using the ICA approach, we thoroughly analyzed text-based data from environmental opinion writing and an open-ended questionnaire, leading to the identification of content categories related to perspectives on climate change and its integration in ELT. Regarding perspectives on climate change, the study identified three types: effects, origins, and solutions to climate change, as presented in Section 4.1 of the results. In terms of climate change integration, two categories of indoor and outdoor ELT practices were found, detailed in Section 4.2.

The study used the following coding system, “SS” denoted students, and numerical representations (e.g., SS1) referred to specific student identifiers. Other codes pertained to the data sources and their corresponding **emerging content category**. For instance, the code “SS1, open-ended questionnaire, *climate change effect*” indicated that the data originated from student number 1, obtained from the open-ended questionnaire, and were about students’ views on the effects of climate change. These detailed codes were designed to facilitate readers in tracing the data and validating the study’s results.

3.5 Trustworthiness and Research Ethics

To ensure the trustworthiness of this qualitative study, particularly in terms of credibility, the researchers employed methodological triangulation, using two data collection methods—environmental opinion writing and an open-ended questionnaire—to address the research questions. Additionally, investigator triangulation was utilized, with two researchers collaborating to collect and analyze the data. To enhance transferability, the study provided detailed procedures for data collection and analysis. For dependability, clear and thorough coding of data sources was conducted to maintain transparency. Finally, to ensure confirmability, the outcomes of the data analysis and interpretations were shared with and validated by the participants.

Ethical considerations were prioritized, involving the use of a consent form to communicate risks, benefits, and the research agenda. Confidentiality of participant information was strictly maintained, employing codes such as SS1, SS2, and so forth. The study refrained from disclosing the institution’s name for added confidentiality. In summary, this study adhered to high ethical research standards.

4. Results

This study identified two categories of views held by EFL pre-service teachers. The first category pertains to their perspective on climate change issues, which reflects their current comprehension or awareness on the topic from the effects to solutions, as discussed in Section 4.1. The second category involves their ideas for integrating climate change into ELT. This study found two instructional strategies: indoor classroom activities and outdoor learning experiences, which are detailed in Section 4.2.

4.1 What are the perceptions of pre-service English teachers regarding climate change?

The data analysis of environmental opinion writing, and open-ended questionnaire revealed three key findings presented in Figure 1.

Figure 1

Pre-service English Teachers' Perspectives on Climate Change



Figure 1 showed three types of perspectives about climate held by pre-service English teachers. Firstly, pre-service English teachers predominantly

viewed climate change as a substantial global environmental challenge affecting both the Earth and humanity. For instance, SS2 stated that the climate change holds **significant adverse impacts** on both the Earth and humans and hence attempts to address climate change are necessary. SS6 further adds that climate change is a global environmental issue primarily caused by human activities, leading to natural disasters.

Climate change has a huge bad impact for the Earth and humans, and we must take any actions to tackle climate change... (SS2, *environmental opinion writing, climate change effect*)

Climate change is the problem of all countries. The cause of climate change is from human activity. One of the impacts is flooding. (SS6, *open-ended questionnaire, climate change effect*)

The second result pertains to the pre-service English teachers' perspectives on the origins of climate change. They acknowledged that climate change can stem from diverse factors including natural processes, industrial activities, and human actions. SS3, for instance, highlighted those human activities like pollution and deforestation contribute to climate change, resulting in natural disasters. Similarly, SS14 accentuated that climate change is induced by human activities generating toxic compounds, impacting both the environment and human health.

In my perspective, climate change can be caused by many things, for example pollution from industry, logging and burning of forests (deforestation) to build industrial land, and so on. In addition to that, climate change is also the cause of many natural disasters these days. (SS3, *environmental opinion writing, origins of climate change*)

Climate change is generally caused by pollution due to human activities which can produce several toxic compounds that can interfere with human activities and health. Moreover, climate change can also be due to lack of green areas. (SS14, *open-ended questionnaire, origins of climate change*)

The third finding revolves around the pre-service English teachers' perspectives on solutions to climate change. They acknowledged the need for diverse actions across sectors and disciplines to address this issue, including

developing human awareness of climate change, planting more trees, and keeping clean the environment. SS14, for example, asserted that the causes of climate change are rooted in human activities and the solution lies in human awareness.

The causes are human activity itself for example cutting down trees without replanting, the use of plastics, and motorized vehicles are not environmentally friendly. The solution should start from humans themselves, who must be aware of climate change. Other forms of solution are loving the environment such as planting trees and keeping the environment clean. *(SS14, open-ended questionnaire, solutions to climate change)*

The key findings presented in section 4.1 reveal that pre-service English teachers primarily view climate change as a major global environmental issue caused by diverse factors, with serious adverse effects on both the Earth and humanity, necessitating urgent actions across sectors and disciplines. They also recognize that activities such as pollution and deforestation are significant contributors to climate change, leading to natural disasters and harming both the environment and human health. Furthermore, they emphasize that raising human awareness is essential to addressing climate change, advocating for actions like planting trees and maintaining a clean environment to mitigate the effects of human-induced environmental damage.

4.2 What are their views on climate change integration in ELT?

The pre-service English teachers put forth several proposals for integrating climate change into ELT as seen in Figure 2.

Figure 2

Pre-service English Teachers' Perspectives on Climate Change Integration in ELT

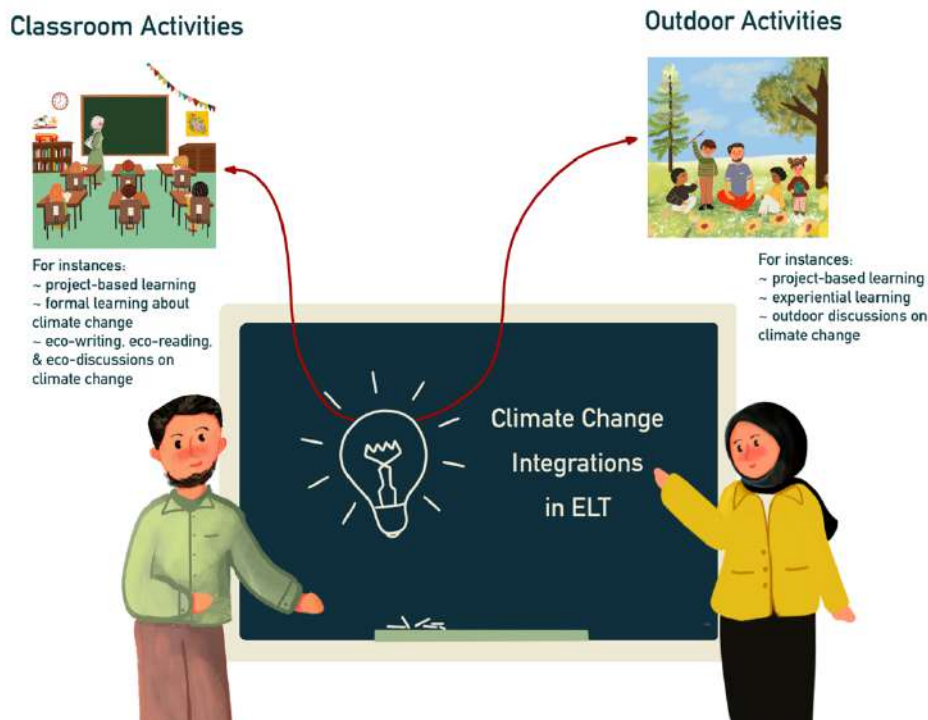


Figure 2 illustrates the perspectives of pre-service English teachers on integrating climate change into ELT. They believe that climate change issues can be incorporated into English lessons and proposed various instructional approaches for this integration, including both in-class and out-of-class activities. For in-class activities, they suggested methods such as project-based learning, formal instruction on climate change, eco-writing, eco-reading, and eco-discussions. For example, SS3 highlighted the idea of conducting indoor activities like discussions. SS11 elaborated on raising student awareness by having them write an article and share it on social media. SS13, in agreement, suggested reading an article about climate change as an effective activity.

If I were an English teacher and want to talk about the solution for climate change, I think I would show my students a short video about climate change and ask for their opinion about the video. Afterwards, I will ask my students about what they can do to prevent climate change. (SS3, open-ended questionnaire, *indoor ELT integration*)

In my opinion, we can do writing activities such as writing articles in English regarding how to deal with climate change and sharing it

in blogs or social media. *(SS11, open-ended questionnaire, indoor ELT integration)*

I will invite students to read the climate change texts in English that I have provided and then I will ask them to write English paragraphs about the solutions to climate change. *(SS13, open-ended questionnaire, indoor ELT integration)*

For outdoor classrooms, they proposed strategies such as project-based learning, experiential learning, and outdoor discussions on climate change. For instance, SS1 expressed a preference for project-based learning as an effective activity for teaching vocabulary. SS3 provided further clarification, suggesting that a suitable outdoor learning process would be experiential learning, seen as instrumental in finding solutions to climate change. SS1 echoed this sentiment, proposing outdoor activities in the form of speaking/discussion activities centered around climate change. SS2 concurred, emphasizing that discussions are preferable for raising students' awareness of climate change.

I will make a farming project with students to address climate change along with learning English vocabulary about plants. *(SS1, open-ended questionnaire, outdoor ELT integration)*

If I were an English teacher and wanted to teach the solutions to climate change, I think I would ask my students to go to some parts of the school, such as the canteen, garden, yard, or library. Then they would be given a task to examine the situation there, after that they were asked to present their results of observation and share it with the others in the next meeting. The observation would be about the conditions of the place, such as is it hot, cold, or so on, and the causes of the conditions. They must take notes on anything they find during observation and find a solution to it. *(SS3, open-ended questionnaire, outdoor ELT integration)*

I think speaking learning process is appropriate in outdoor learning activity which is student can discuss climate change. *(SS11, open-ended questionnaire, outdoor ELT integration)*

It can be in the form of environmental discussions outside the classroom... and do environmental writing activities. (*SS2, open-ended questionnaire, outdoor ELT integration*)

The key findings presented in section 4.2 show that pre-service English teachers recognize and understand the potential for integrating climate change into ELT. They recommend incorporating a variety of interactive methods, both in-class and outdoors, including the use of videos, discussions, eco-writing, eco-reading, project-based learning, and experiential learning.

5. Discussion

This study unveiled two important findings. Firstly, the results showed that participants viewed climate change as a global environmental problem affecting the Earth and humanity. They acknowledged its complexity, recognizing it as a multifaceted problem caused by various factors, thereby necessitating diverse solutions across sectors and disciplines. Their perspectives align with the current characterization of climate change as a pervasive everyday phenomenon (De Meyer et al. 2021) impacting various sectors of life, including economic, social, and political dimensions (Petrescu-Mag et al. 2022). Their perceptions, which demonstrate a strong understanding of climate change, are essential for effectively integrating this issue into ELT. As Borg (2003) suggests, teachers' cognition—encompassing their thinking, knowledge, and beliefs—directly influences their classroom practices. A comprehensive perspective on climate change will enable teachers to design detailed content for their lessons and confidently address questions from students related to the topic. Additionally, these holistic perspectives could foster a positive worldview among future English teachers regarding the importance of integrating climate change education into ELT. They may also instill a sense of moral and ethical responsibility, encouraging educators to actively participate in addressing climate crises and protecting planetary ecosystems from ecological catastrophes.

Those results also complement the existing finding by Setyowati et al. (2022), which found pre-service English teachers' positive views on sustainability integration in English writing classes. The positive views can be reinforced by incorporating diverse sustainability topics, with a particular emphasis on climate

change (SDGs goal 13). This suggestion is based on our study's finding that pre-service English teachers exhibit a good understanding or awareness of climate change issues. Thus, pre-service English teachers could engage in English argumentative essay writing on climate change.

Acknowledging that climate change is deeply intertwined with ideological frameworks (Hulme, 2009), addressing it requires critically engaging with the underlying ideologies, worldviews, and perspectives that shape our understanding of the issue. This study contributes to this effort by highlighting the comprehensive perspectives of future English teachers on climate change, which are crucial for fostering climate action (Zawadzki et al. 2023). Unlike those who may view climate change as a minor or unreal issue, these pre-service teachers recognize it as a complex and multifaceted problem, driven by various factors and demanding diverse solutions across sectors and disciplines. This well-rounded understanding of climate change could inspire them to take meaningful climate actions in both their personal and professional lives. For instance, personally, they might practice recycling at home, conserve energy by turning off lights and air conditioning, reduce unnecessary online streaming, and use water responsibly. Professionally, they could incorporate climate change topics into English lessons through activities such as drama, ecocritical discussions, or project-based learning, thereby integrating environmental consciousness into their teaching practices.

Secondly, the results demonstrated that pre-service English teachers could propose ELT instructional strategies for addressing climate change, incorporating both classroom and outdoor activities. In the classroom, they suggested approaches such as project-based learning, formal lessons on climate change, eco-writing, eco-reading, and eco-discussions. For outdoor activities, they recommended project-based learning, experiential learning, and outdoor discussions on climate change. Project-based learning was highlighted for both in-class and out-of-class activities because it promotes active learning and the real-world application of environmental concepts (Saiful, 2024a), which can develop students' environmental awareness (Nugraha & Ridwan, 2019). Similarly, ecocritical discussions on climate change were emphasized, as this approach enables students to identify, challenge, and evolve their views on nature and

contemporary environmental issues within their own societies, both locally and globally (Goga et al., 2023).

The second results indicate that pre-service English teachers possess ecological thinking as they devise solutions to address climate change within their respective field of ELT. These findings pronounce the social responsibility of ELT field to cultivate students' critical and ecological thinking beyond English proficiency (Xiong, 2014). These results on the ELT strategies on climate change also build upon the findings of Setyowati, et al. (2020), who observed that pre-service English teachers could generate ideas for protecting and caring for the environment. However, in their study, these ideas centered around general environmental protection actions like planting trees, maintaining cleanliness, using public transportation, recycling, etc. In our study, pre-service English teachers demonstrated solutions that are relevant to their field of ELT, strategies for teaching climate change issues in English lessons.

The second results also indicate that pre-service English teachers are willing to shift the current model of ELT practices to be focus on sustainability, empowering students as future leaders to achieve Sustainable Development Goals (SDGs) (Jodoin, 2022), as they proposed indoor and outdoor ELT instructional strategies on climate change. Besides, these results also contribute to add novel ELT instructional strategies to teach sustainability issues, especially climate change topics. Existing attempts have proposed some strategies such as content and task-based language learning instructions (Hauschild et al. 2012; Nkwetisama, 2011), ecocomposition (Elsherif, 2013), and environmental essay writing (Setyowati et al. 2022). Pre-service English teachers add new strategies encompassing both indoor and outdoor activities, such as project-based learning, eco-reading, eco-discussion, and experiential learning.

All results from this study extend our understanding on the current level of perspectives of future English teachers on climate change, revealing that they possess good understanding of climate change and a willingness to address it in their respective ELT field. This study contributes to expand the scope of sustainability research on English teacher and teacher education fields, which has predominantly focused on in-service teachers' perspectives, as seen in works such

as those by Mercer et al. (2022) and Hameed (2023). Additionally, this study responds to the need of more initiatives on sustainability within English teacher education, as emphasized by Mercer et al. (2022). This study also validates Bowden's (2010) assertion regarding the potential of incorporating sustainability issues into ELT.

6. Limitations and Future Research

The study has successfully elicited important information regarding the current perspectives of pre-service English teachers' on climate change and its integration in ELT. However, in many respects, this study still has limitations. Firstly, the study did not delve further into the determinants influencing pre-service teachers' perspectives on climate change and its integration in ELT. Further investigations could explore the factors that affect these perspectives. Secondly, this study did not perform interventions aimed at shaping the mental models of pre-service English teachers on climate change. Subsequent studies could conduct experimental research to examine the impact of sustainability program in English teacher education on the pre-service teachers' perspectives regarding climate change. **Thirdly, this study relied heavily on self-reported data, which may not fully capture the real-life application of students' perspectives on climate change. Future research should incorporate observations of student behavior and classroom activities to better understand how these perspectives are implemented in practice.**

7. Conclusion

This study explores the perspectives of pre-service English teachers regarding climate change and its integration into ELT. The findings reveal that these teachers have a comprehensive understanding of the nature, sources, and solutions related to climate change. Additionally, they express diverse views on instructional strategies within ELT, advocating for both indoor and outdoor activities to address climate change.

Based on these results, the study suggests four important implications for policy and practice. Firstly, in terms of curriculum development, educational

policymakers should consider integrating climate change content into the ELT curriculum. Embedding climate change issues within language lessons would enable students to develop both language skills and climate change literacy simultaneously. This integration could include the creation of specific modules on climate change or the incorporation of eco-literature and eco-writing exercises into standard ELT curricula.

Secondly, regarding teacher training and professional development, the study highlights the readiness of pre-service teachers to engage with climate change topics. Therefore, teacher training programs should include modules on effectively teaching climate change within ELT. These modules would equip future educators with the knowledge and skills needed to implement both indoor and outdoor instructional strategies, such as project-based learning, experiential learning, and eco-discussions, in their teaching practices.

Thirdly, in terms of policy support for innovative teaching methods, the study indicates a need for policies that support diverse instructional strategies. Educational authorities should encourage and fund the implementation of approaches like project-based learning, experiential learning, and task-based language teaching, particularly in relation to climate change. Such policies could also provide incentives for schools to create outdoor learning spaces and resources that facilitate environmental education.

Lastly, regarding glocal (global and local) environmental education initiatives, the study underscores the importance of recognizing the global nature of climate change. Educational policies should promote both global and local environmental education initiatives within ELT. This could involve partnerships with international environmental organizations and community-based projects that allow students to apply their learning to real-world environmental issues in their local contexts.

8. About the Author

9. Acknowledgement

The researchers would like to thank the participating students who have made this study possible.

10. References

- Abbas, K., Qasim, M. Z., Song, H., Murshed, M., Mahmood, H., & Younis, I. (2022). A review of the global climate change impacts, adaptation, and sustainable mitigation measures. *Environmental Science and Pollution Research*, 29, 42539-42559. <https://doi.org/10.1007/s11356-022-19718-6>
- Beigel, J. (1996). Literature and the living world: Environmental education in the English classroom. *Interdisciplinary Studies in Literature and Environment*, 2(2), 105–118. <https://doi.org/10.1093/isle/2.2.105>
- Bleazby, J., Burgh, G., Thornton, S., Graham, M., Reid, A., & Finefter-Ronsebluh, I. (2023). Teaching about climate change in the midst of ecological crisis: Responsibilities, challenges, and possibilities. *Educational Philosophy and Theory*, 55(10), 1087–1095. <https://doi.org/10.1080/00131857.2023.2211260>
- Borg, S. (2019). Language teacher cognition: Perspectives and debates. In X. Gao (Eds.), *Second Handbook of English Language Teaching* (pp. 1149-1170). Springer. <https://doi.org/10.1007/978-3-319-58542-0>
- Borg, S. (2003). Teacher cognition in language teaching : A review of research on what language teachers think, know, believe, and do. *Language Teaching*, 36(2), 81–109. <https://doi.org/10.1017/S0261444803001903>
- Bowden, R. (2010). Teaching English for sustainability. *Journal of NELTA*, 15(1–2), 16–21. <https://doi.org/10.3126/nelta.v15i1-2.4605>
- Brown, L., O’Keeffe, I., & Paige, K. (2017). The colour of velvet. A transdisciplinary approach to connecting students from a refugee background to the natural world. *Teaching Science*, 63(4), 20-23. <https://eric.ed.gov/?id=EJ1165666>
- Bui, H. P., Nguyen, L. T., & Nguyen, T. V. (2023). An investigation into EFL pre-service teachers’ academic writing strategies. *Heliyon*, 9(3), e13743. <https://doi.org/10.1016/j.heliyon.2023.e13743>
- Chai, Z. F., & Bin Swanto, S. (2020). The effects of environmental problem-based learning method on Malaysian primary ESL learners’ vocabulary achievement. *Indonesian TESOL Journal*, 2(1), 59-70. <https://doi.org/10.24256/itj.v2i1.1086>

- Damico, J. S., Baildon, M., & Panos, A. (2020). Climate Justice Literacy: Stories-We-Live-By, Ecolinguistics, and Classroom Practice. *Journal of Adolescent and Adult Literacy*, 63(6), 683–691. <https://doi.org/10.1002/jaal.1051>
- De Meyer, K., Coren, E., McCaffrey, M., & Slean, C. (2021). Transforming the stories we tell about climate change: From ‘issue’ to ‘action. *Environmental Research Letter*, 16 (015002. <https://iopscience.iop.org/article/10.1088/1748-9326/abcd5a>.
- Dentith, A. M., & Thompson, O. P. (2017). Teaching Adult Ecojustice Education. *New Directions for Adult and Continuing Education*, 2017(153), 65–75. <https://doi.org/10.1002/ace.20222>
- Diquito, T. J. A. (2021). Integration of Climate Change in Teaching Science, Technology, and Society Course: Trends and Issues. *European Journal of Education Studies*, 8(11), 186–199. <https://doi.org/10.46827/ejes.v8i11.3980>
- Echegoyen-Sanz, Y., & Martin-Ezpeleta, A. (2021). A holistic approach to education for sustainability: Ecofeminism as a tool to enhance sustainability attitudes in pre-service teachers. *Journal of Teacher Education for Sustainability*, 23(1), 5-21. <https://doi.org/10.2478/jtes-2021-0002>
- Elsherif, E. A. (2013). Raising awareness: Introducing ecocomposition into EFL writing classroom. *Arab World English Journal*, 4(1), 77–89. <https://awej.org/raising-awareness-introducing-ecocomposition-into-efl-writing-classroom/>
- Fauzan, A. (2013). EFL students’ awareness and attitudes on environmental issues and its educational solution. *Journal on English as a Foreign Language*, 3(2), 77-84.
- Findik, L. Y., Bayram, I., & Canaran, Ozlem. (2021). Pre-service English language teachers’ conceptions of sustainable development: A case from Turkish higher education context. *International Journal of Sustainability in Higher Education*, 22(1), 423- 456. <https://doi.org/10.1108/IJSHE-06-2020-0202>
- Gago, T., & Sá, I. (2021). Environmental worry and wellbeing in young adult university students. *Current Research in Environmental Sustainability*, 3. <https://doi.org/10.1016/j.crsust.2021.100064>
- Ganji, M., Arshadi, E. K., & Mahbubzadeh, S. (2020). Sustainable development from the viewpoint of Iranian English Teachers: Practicing what they do not preach.

- Journal of Teacher Education for Sustainability*, 22(1), 140-164.
<https://doi.org/10.2478/jtes-2020-0011>
- Goga, N., Guanio-Uluru, L., Hallas, B. O., Hoisaeter, S. M., Nyrnes, A., & Rimmereide, H. E. (2023). Ecocritical dialogues in teacher education. *Environmental Education Research*, 29(10), 1430-1442.
<https://doi.org/10.1080/13504622.2023.2213414>
- Goulah, J. (2020). TESOL into the Anthropocene: Climate migration as curriculum and pedagogy in ESL. In J. Goulah & J. Katunich (Eds.), *TESOL and sustainability: English language teaching in the Anthropocene era* (pp. 85-110). Bloomsbury Academic.
- Goulah, J. (2015). Climate change and TESOL: Language, literacies, and the creation of Eco-ethical consciousness. *TESOL Quarterly*.
<https://doi.org/10.1002/tesq.277>
- Haggag, H. M. (2023). Using green pedagogy approach for enhancing inferential reading skills and eco-literacy oriented incidental and intentional English vocabulary of pre-service teachers of science. *MAEQ*, 522-552.
https://maeq.journals.ekb.eg/article_299671_c292c6cac14d0558d91bde778a04dda6.pdf
- Hameed, A. (2023). Environmental concerns and English language teaching in Saudi context: Perceptions and practices. *Journal of Language Teaching and Research*, 14(4), 1127-1137. <https://doi.org/10.17507/jltr.1404.31>
- Hauschild, S., Poltavtchenko, E., & Stoller, F. L. (2012). Going green: Merging environmental education and language instruction. *English Teaching Forum*, 50(2), 2-13.
<https://www.turcomat.org/index.php/turkbilmat/article/view/5472>
- Hulme, M. (2009). *Why we disagree about climate change: Understanding controversy, inaction and opportunity*. Cambridge University Press.
- Jodoin, J. J. (2022). Re-envisioning English language teaching in a post-COVID world: using language education for sustainable development. In R. Khan, A. Bashir, B. L. Basu, & Md. E. Uddin (Eds.), *Local research and glocal perspectives in English language teaching* (pp. 251-266). Springer Nature Singapore Pte Ltd. <https://doi.org/10.1007/978-981-19-6458-9>
- Katunich, J., & Goulah, J. (2020). Introduction: TESOL and sustainability. In J. Goulah & J. Katunich (Eds.), *TESOL and sustainability: English language teaching in the Anthropocene era*. London: Bloomsbury Academic

- Kong, P. P. (2020). Understanding teachers' perspectives on the role of teacher autonomy in English classrooms in Chinese secondary schools. *Interactive Learning Environments*, 31(9), 5633-5649. <https://doi.org/10.1080/03055698.2020.1763784>
- Lauermann, F. (2014). Teacher responsibility from the teacher's perspective. *International Journal of Educational Research*, 65, 75–89. <https://doi.org/10.1016/j.ijer.2013.09.005>
- Matthewman, S. R. E. (2017). *Ecocritical English: A subject-led approach to sustainability*. University of Auckland.
- Mercer, S., Correia Ibrahim, N., Bilsborough, K., Jones, C., & Potzinger, C. (2022). Teacher perspectives on addressing environmental issues in ELT. *ELT Journal*, ccac039. <https://doi.org/https://doi.org/10.1093/elt/ccac039>
- Merriam, S. B. (1998). *Qualitative research and case study applications in education*. San Francisco, CA: Jossey-Bass.
- Nkwetisama, C. M. (2011). EFL/ESL and environmental education: Towards an eco-applied linguistic awareness in Cameroon. *World Journal of Education*, 1(1). <https://doi.org/10.5430/wje.v1n1p110>
- Noto, G. M., Sofendi, S., Inderawati, R., Hartono, H., Putri, R. I. I. (2022). Climate change exposition reading materials for senior high school textbook: Students' needs analysis. *Al-Ishlah Jurnal Pendidikan*, 14(2), 2429-2442.
- Nugraha, S.I. & Ridwan, I. (2019). Improving students' environmental awareness through Project-based Learning (PBL): A case at a secondary high school in Karawang. *ELT in Focus*, 2(2), 63-71. doi: 10.35706/eltinf.v2i2.3055
- Oversby, J. (2015). Teachers' Learning about Climate Change Education. *Procedia - Social and Behavioral Sciences*, 167, 23–27. <https://doi.org/10.1016/j.sbspro.2014.12.637>
- Petrescu-Mag, R. M., Burny, P., Banatean-Dunea, I., & Petrescu, D. C. (2022). How climate change science is reflected in people's minds. A cross-country study on people's perceptions of climate change. *International Journal of Environmental Research and Public Health*, 19 (7). <https://doi.org/10.3390/ijerph19074280>
- Rashid, Y., Rashid, A., Warraich, M. A., Sabir, S. S., & Waseem, A. (2019). Case Study Method: A Step-by-Step Guide for Business Researchers. *International Journal of Qualitative Methods*, 18. <https://doi.org/10.1177/1609406919862424>

Saiful, J. A. (2024a). *Eco-ELT: Trends and developments in the study and practice of environmental education within English language teaching*. Litnus.

Saiful, J. A. (2024b). Chirping symphony of nature in the digital art world: How ecomusicology cultivates EFL students' nature connectedness and interests. *Tell: Teaching of English Language and Literature Journal*, 12(1), 1-17. <https://journal.um-surabaya.ac.id/Tell/article/view/21678>

Saiful, J. A. (2023). Eco-ELT for environmental research and praxis in ELT. *Journal on English as a Foreign Language*, 13(2), 373-398. <https://doi.org/10.23971/jefl.v13i2.6335>

Saiful, J. A., & Setyorini, A. (2022). Ecocriticism course: Development of English pre-service teachers' pedagogical content knowledge of sustainability (PCKS). *Journal of Teacher Education for Sustainability*, 24(2), 5-18. <https://doi.org/10.2478/jtes-2022-0013>

Saiful, J. A. (2020). New innovation in English language teaching: Revealing concepts and applications of ECO-ELT. *Tell: Teaching of English Language and Literature*, 8(1), 62-72. <https://doi.org/10.30651/tell.v8i1.4408>

Saiful, J. A. (2019). EFL Teachers' cognition in the use of Youtube Vlog in English Language Teaching. *Journal of Foreign Language Education and Technology*, 4(1), 72-91. <https://www.jflet.com/abstract/eflteachers-cognition-in-the-use-of-youtube-vlog-in-english-language-teaching-63182.html>

Saiful, J. A. (2014). Eco-ELT materials development: The proposed idea towards instilling the concept of loving the environment and upholding the virtues of local wisdom to young learners. *Proceedings of the 3rd UAD TEFL International Conference 2014: Materials Development in Asia and Beyond: Directions, Issues, and Challenges* (pp. 580-592). English Education Department of Universitas Ahmad Dahlan. http://eprints.uad.ac.id/2403/1/utic_3.pdf

Setyowati, L., Jannah Dewi Prayogo, K., Almia Gane, B., & Santina Putri, S. (2022). Using environmental issues for essay writing class: The students' views and challenges. *The International English Language Teachers and Lecturers*, 23-36. <https://doi.org/10.18502/kss.v7i7.10646>



Setyowati, L., Sukmawan, S., & El-Sulukiyyah, A. A. (2020). The inclusion of environmental education for the second year college students' writing class in Indonesian context: "We Care". *Advances in Social Science, Education and*

- Humanities Research*, 477, 387-391. <https://www.atlantis-press.com/proceedings/iccd-20/125945291>
- Silvhiany, S., Kurniawan, D., & Safrina, S. (2023). Climate change awareness in ELT: Ethnography in connected learning and ecojustice pedagogy. *Journal of English Language Teaching Innovations and Materials*, 5(2), 91-109. <http://dx.doi.org/10.26418/jeltim.v5i2.63548>
- Tavakkoli, Z., & Rashidi, N. (2020). A study on the status of sustainability education among Iranian EFL instructors: Developing a glocalized model. *Journal of Teacher Education for Sustainability*, 22(2), 68-89. <https://doi.org/10.2478/jtes-2020-0017>
- Thanya, R., & Suganthan. C. (2023). Enhancement of learners' receptive skills through task-based activities to understand the eco-centric issues using Wall-E. *World Journal of English Language*, 13(7), 490-496.
- Tolppanen, S., Kang, J., & Riuttanen, L. (2022). Changes in students' knowledge, values, worldview, and willingness to take mitigative climate action after attending a course on holistic climate change education. *Journal of Cleaner Production*, 373(July), 133865. <https://doi.org/10.1016/j.jclepro.2022.133865>
- UNESCO. (2024). *UNESCO at COP28: Making education the long-term solution to the climate crises*. <https://www.unesco.org/en/articles/unesco-cop28-making-education-long-term-solution-climate-crisis>
- UNESCO. (2005). Guidelines and recommendations for reorienting teacher education to address sustainability. In *Education for sustainable development in action* (Issue 2). <https://unesdoc.unesco.org/ark:/48223/pf0000143370>
- Vears, D. F., & Gillam, L. (2022). Inductive content analysis: A guide for beginning qualitative researchers. *Focus on Health Professional Education: A Multi-Professional Journal*, 23(1), 111-127. <https://doi.org/10.11157/fohpe.v23i1.544>
- Xiong, T. (2014). Shallow environmentalism: A preliminary eco-critical discourse analysis of secondary school English as a Foreign Language (EFL) texts in China. *The Journal of Environmental Education*, 45(4), 232-242. <https://doi.org/10.1080/00958964.2014.943686>
- Yasukawa, K. (2023). Teaching about climate change: Possibilities and challenges in Australian adult literacy programs. *Journal of Adolescent and Adult Literacy*, 66(4), 218-228. <https://doi.org/10.1002/jaal.1267>



- Yu, B., Guo, W. Y., & Fu, H. (2024). Sustainability in English language teaching: Strategies for empowering students to achieve sustainable development goals. *Sustainability*, 16(8), 3325. <https://doi.org/10.3390/su16083325>
- Zaiturrahmi, Darlina, & Mirunnisa. (2021). Teachers' perspective on their teaching professions. *Journal Real Riset*, 3(1), 29-33. <https://doi.org/10.47647/jrr.v3i1.328>
- Zawadzki, S. J., Bouman, T., Steg, L., Bojarskich, V., & Druen, P.B. (2020). Translating climate beliefs into action in a changing political landscape. *Climate Change* 161, 21–42. <https://doi.org/10.1007/s10584-020-02739-w>

3. Bukti submit hasil revisi Round 1 (tanggal 11 September 2024)

Reviewer's Attachments Q Search

 2511	Comments pasaa-review-assignment-591-Article+Text+++Anonymized-2415.docx	June 25, 2024
 2512	Comments.pdf	June 25, 2024


Revisions * Visible to the author. Q Search Upload File

▶  3018	2. Revised Version_PASAA+Journal+Template.docx	September 11, 2024	Article Text - Anonymized
▶  3019	1. Reviewer Response Table_PASAA Journal .docx	September 11, 2024	Other

Review Discussions Add discussion

Name	From	Last Reply	Replies	Closed
▶ Submission of revised manuscript	jeprialisaiful@um-surabaya.ac.id 2024-09-11 08:04 PM	jeprialisaiful@um-surabaya.ac.id 2024-11-07 03:53 PM	4	<input type="checkbox"/>

4. Bukti Accepted tanggal 21 Januari 2025

 Gmail

Tulis

Kotak Masuk

Berbintang

Ditunda

Terkirim

Draf 11

Selengkapnya

Label +


[imap]/Drafts


pasaajournal@chula.ac.th

Aktif

2 dari 10

[PASAA] Editor Decision Eksternal Kotak Masuk x

 PASAA Journal Editorial Team via <admin@tcj-thaijo.org> kepada saya, Sofi 21 Jan, 21:17

 [Terjemahkan ke Indonesia](#) x

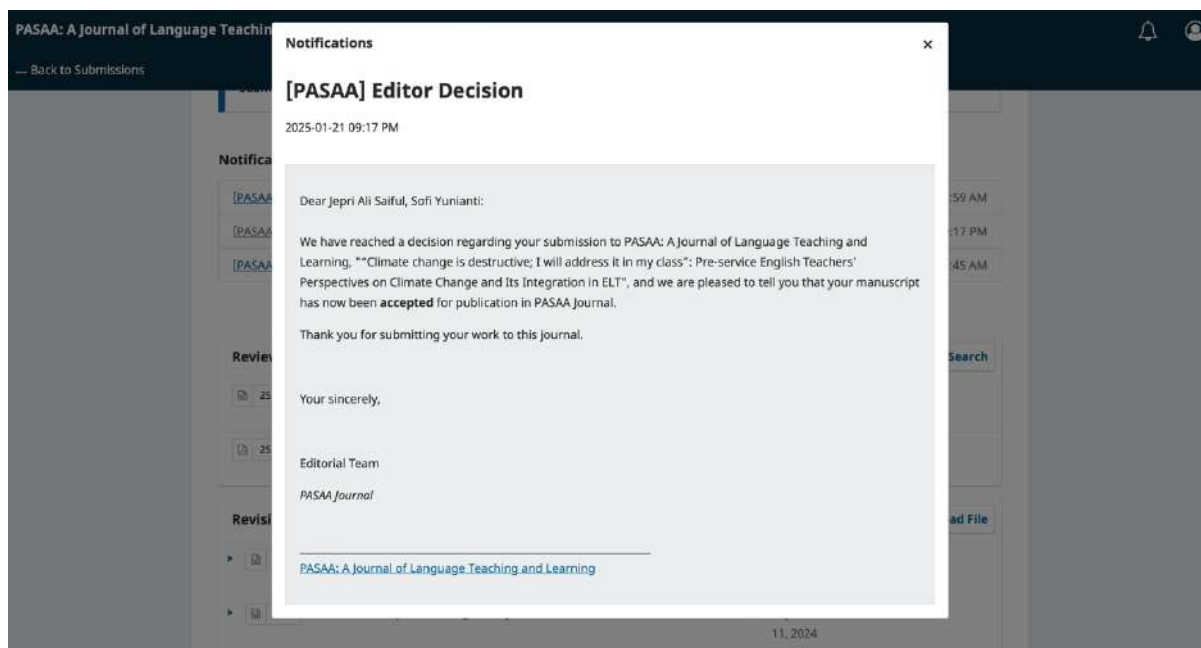
Dear Jepri Ali Saiful, Sofi Yuniarti:

We have reached a decision regarding your submission to PASAA: A Journal of Language Teaching and Learning, "Climate change is destructive; I will address it in my class": Pre-service English Teachers' Perspectives on Climate Change and Its Integration in ELT", and we are pleased to tell you that your manuscript has now been **accepted** for publication in PASAA Journal.

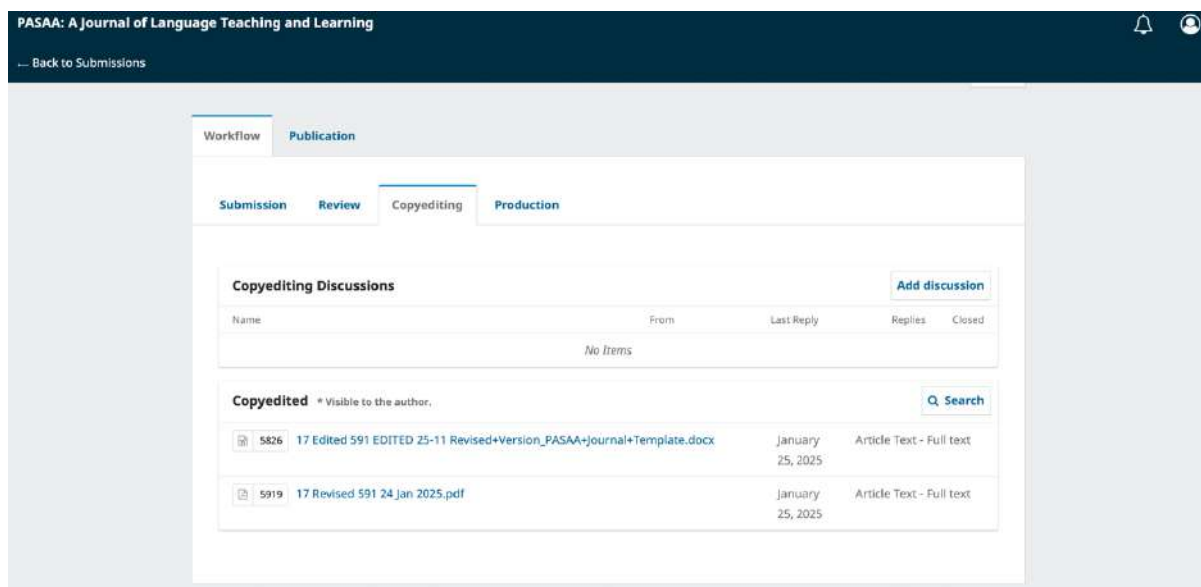
Thank you for submitting your work to this journal.

Your sincerely,

Editorial Team
PASAA Journal




5. Editing Tanggal 25 Januari 2025



6. Publish edisisi bulan Desember 2024

<https://www.culi.chula.ac.th/en/pasaa/view/74>



สถาบันภาษา
LANGUAGE INSTITUTE
Chulalongkorn University


Sign in TH | EN

HomeAbout UsDepartmentCoursesNews and KnowledgeContact Us

News and Knowledge > PASAA Journal

PASAA Volume 69 - July-December 2024 (ISSN: 2287-0024)


20 December 2024





CHULALONGKORN UNIVERSITY LANGUAGE INSTITUTE

Editor's note

More

- 

PASAA Volume 71 - July-December 2025 (ISSN: 2287-0024)
15 August 2025
- 

PASAA Volume 70 January - June 2025 (E-ISSN: 2287-0024)
21 April 2025
- 

PASAA Volume 69 - July-December 2024 (ISSN: 2287-0024)

"Climate Change Is Destructive; I will Address It in My Class": Pre-service English Teachers' Perspectives on Climate Change and Its Integration into ELT

Jepri Ali Saiful
Sofii Yuniarti
DOI: 10.58837/CHULA.PASAA.69.16
pages: 499-532

Computerized Adaptive Receptive Vocabulary Assessment Tool: An Experimental Study with Vietnamese EFL Learners

Bui Thi Kim Phuong
Nguyen Quy Thanh
Le Thai Hung
Nguyen Thai Ha
DOI: 10.58837/CHULA.PASAA.69.17
pages: 533-560

PASAA

A JOURNAL OF LANGUAGE TEACHING AND LEARNING



Volume 69 - July-December 2024

CHULALONGKORN UNIVERSITY LANGUAGE INSTITUTE

PASAA

Volume 69

July – December 2024

Editor-in-Chief

Punchalee Wasanasomsithi

Editors

Raveewan Viengsang

Chanisara Tangkijmongkol

Nutchayaporn Jaritngarm

Patsawut Sukserm

Apapan Sailabada

Editorial Board

Andrew Ross

University of Sydney, Australia

Quynh Nguyen

Vietnam National University, Vietnam

Christopher Jenks

Utrecht University, The Netherlands

Richard Donato

University of Pittsburgh, USA

Faridah Pawan

Indiana University, USA

Robert A. Troyer

Western Oregon University, USA

Jirada Suntornsawet

University of Birmingham, UK

Sarut Supasiraprapa

*National Institute of Development
Administration, Thailand*

Keita Nakamura

Eiken Foundation of Japan, Japan

Senyung Lee

*Chonnam National University,
South Korea*

Kenneth Murray

Ho Ngai College, Hong Kong

Sun-Young Shin

Indiana University, USA

Kristof Savski

Prince of Songkhla University, Thailand

Walaipun Puengpipattrakul

Chulalongkorn University, Thailand

Matthew P. Wallace

University of Macau, China

Willy Ardian Renandya

*Nanyang Technological University,
Singapore*

Paul Kei Matsuda

Arizona State University, USA

Yi-Chin Hsieh

*Nanyang Technological University,
Singapore*

Pornapit Darasawang

*King Mongkut's University of
Technology Thonburi, Thailand*

Policy

PASAA is a scholarly, double-blind peer-reviewed language journal of the Chulalongkorn University Language Institute (CULI), Thailand. It is the oldest professional English language teaching (ELT) journal in the country (published since 1979). The journal is made possible through funding provided by Chulalongkorn University for the publication of academic work.

PASAA publishes two volumes annually and aims at publishing articles on a wide range of topics relevant to current ELT enquiry. This includes second and foreign language learning and teaching, materials development, curriculum design and development, language testing and assessment, language program evaluation, identities in second and foreign language learning and teaching, critical pedagogy, and teacher training and professional development.

PASAA welcomes submissions in four categories: research articles, academic articles, short discussion articles, and book reviews. All submitted manuscripts will go through the double-blind review process, and they will be evaluated by at least two reviewers. It is important to note that PASAA will not tolerate any form of plagiarism, or unethical writing or publishing practices.

No payment will be made by authors for any contribution. Please note that the views expressed in PASAA are those of the contributors and not necessarily shared by the Editor, Editorial Committee, Editorial Board, or Publisher.

Editor's Note

Earlier this year, we were honored to have Professor Andy Curtis, a former president of TESOL International Association, and (co)author and (co)editor of hundreds of journal articles, book chapters, and books, deliver a keynote address entitled “Strangers in a Strange Land: Writing for Publication” at the first PASAA Journal forum. We are delighted in this issue to present the reworked content of this address as a featured article. We trust that our readers, the vast majority of whom are non-native speakers of English, will learn from his sharing and take it as encouragement to persevere through the rigors of writing for publication.

Throughout this edition of PASAA, I trust our readers will continue to find inspiration from an assortment of research and pedagogic articles which cover a wide range of topics and issues related to language teaching and learning, from a discussion on the changing landscape of ELT, to an analysis of the English language training needs of police officers, multifunctional disclaimers in Thai communication, global Englishes-informed assessment of secondary school teachers, students’ translanguaging perceptions and practices, effects of feedback types on English oral performances of students, and retrospective evaluation of teaching materials in a preparatory English program, among others.

As always, we have endeavored to publish a selection of articles on the latest trends in both English language teaching and learning as well as best practice in teaching and assessment. Happy reading!

Punchalee Wasanasomsithi

Editor-in-Chief

Contents

	Page
Featured Articles	
Strangers in a Strange Land: Writing for Publication	1
Andy Curtis <i>City University of Macau, SAR, PRC</i>	
The Changing Landscape of ELT: Past Lessons, Future Visions	40
Willy A. Renandya <i>Nanyang Technological University, Singapore</i> Flora D. Floris <i>Petra Christian University, Indonesia</i>	
Research Articles	
A Needs Analysis of English Communication Requirements of Metropolitan Police: Implications for Training and Skill Development	62
Samertip Karnchanachari <i>Chulalongkorn University, Thailand</i>	
Visualizing (Multi)Cultural Landscape in ELT Textbooks: Evidence from a Systematic Literature Review	92
Moh. Arif Mahbub <i>Universitas Negeri Malang, Malang, Indonesia</i> <i>Universitas Islam Jember, Indonesia</i> Yazid Basthomi <i>Universitas Negeri Malang, Malang, Indonesia</i> <i>Universiti Sultan Zainal Abidin, Malaysia</i> Nunung Suryati Niamika El Khoiri <i>Universitas Negeri Malang, Malang, Indonesia</i>	

	Page
Multifunctional Disclaimers in Thai Communication: Perceptions and Factors Influencing Interpretation Through a Mixed-Methods Approach	123
Anuchit Toomaneejinda Amnat Paksasuk <i>Thammasat University, Thailand</i>	
Effect of Feedback Types and English Achievement on EFL Oral Presentation Performance of Thai Undergraduates	153
Raveewan Wanchid Valaikorn Charoensuk <i>King Mongkut's University of Technology North Bangkok, Thailand</i>	
Metacognitive Learning Strategies and English Language Proficiency of EFL Undergraduate Science Students: The Mediating Role of Self-efficacy	195
Montha Polrak <i>King Mongkut's Institute of Technology Ladkrabang, Thailand</i> Akadet Kedcham <i>Bansomdejchaopraya Rajabhat University, Thailand</i> Charinee Chansri <i>King Mongkut's Institute of Technology Ladkrabang, Thailand</i>	
An Investigation of Global Englishes-Informed Assessment Perceptions and Practices Among Secondary School Teachers in Thailand	232
Pongpol Suansri Supong Tangkiengsirisin <i>Thammasat University, Thailand</i>	
Vietnamese English Majors' Perspectives on Teachers' Motivational Teaching at Tertiary Education	277
Nguyen Thi Diem Ha <i>Yersin University of Dalat, Vietnam</i>	

	Page
Interlanguage Functional Usage of the L2 English Present Continuous Tense by Thai Learners	304
Pajaree Buasomboon Nattama Pongpairoj <i>Chulalongkorn University, Thailand</i>	
The Retrospective Evaluation of English Language Teaching Materials in a Preparatory Year English Language Program in Saudi Arabia	335
Abdulaziz Alfehaid Nada Alkhatib <i>Imam Abdulrahman Bin Faisal University, Saudi Arabia</i> Jayakaran Mukundan <i>Taylors University, Malaysia</i>	
Exploring Gender Differences in Correcting Mother Tongue Influence in EFL Using CALL: A Study with Thai Undergraduate Students	370
Simon Moxon <i>Walailak University, Thailand</i>	
Translanguaging with Purpose: An Exploratory Study on Student Translanguaging Practices and Perceptions in the Thai ELT Context	413
Dalton Le <i>Chulalongkorn University, Thailand</i>	
The Effects of English Language Classroom Environments on University Students' Willingness to Communicate	445
Koravick Thiangtham Ruedeerath Chusanachoti <i>Chulalongkorn University, Thailand</i>	
Celebrities in Palestinian EFL Textbooks: A Gender and Nationality Perspective	473
Jehad Faraj <i>University of Rovira i Virgili, Spain</i> Anca Daniela Frumuselu <i>University of Lleida, Spain</i> Andrea Roxana Bellot <i>University of Rovira i Virgili, Spain</i>	

	Page
“Climate Change Is Destructive; I will Address It in My Class”: Pre-service English Teachers’ Perspectives on Climate Change and Its Integration into ELT	499
Jepri Ali Saiful Sofi Yunianti <i>Muhammadiyah University of Surabaya, Indonesia</i>	
Computerized Adaptive Receptive Vocabulary Assessment Tool: An Experimental Study with Vietnamese EFL Learners	533
Bui Thi Kim Phuong <i>Hanoi University of Science and Technology, Vietnam</i> Nguyen Quy Thanh Le Thai Hung Nguyen Thai Ha <i>University of Education – Vietnam National University, Vietnam</i>	
Idea Sharing	
Using ChatGPT for Diagnostic Writing Assessment	561
Napat Jitpaisarnwattana <i>Silpakorn University, Thailand</i>	