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**EXAMINATION OF ENVIRONMENTAL EDUCATION IN
SECONDARY SCHOOL ELT COURSEBOOKS: A COMPARATIVE
STUDY BETWEEN ELT COURSEBOOKS IN PUBLIC AND PRIVATE
SCHOOLS**

MASTER'S THESIS

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**ORTAOKUL İNGİLİZCE DERS KİTAPLARINDA ÇEVRE
EĞİTİMİNİN İNCELENMESİ: DEVLET OKULLARI VE ÖZEL
OKULLARDA OKUTULAN İNGİLİZCE DERS KİTAPLARI
ARASINDA KARŞILAŞTIRMALI BİR ÇALIŞMA**

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This thesis is more than an academic document; it is a quiet testament to endurance, to believing when it's hardest, and to choosing hope every single day.

Aziza Aslan

ÖZET

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ORTAOKUL İNGİLİZCE DERS KİTAPLARINDA ÇEVRE EĞİTİMİNİN İNCELENMESİ: DEVLET OKULLARI VE ÖZEL OKULLARDA OKUTULAN İNGİLİZCE DERS KİTAPLARI ARASINDA KARŞILAŞTIRMALI BİR ÇALIŞMA

İngilizce öğretiminde kullanılan ders kitapları, sınıf içi öğretimin temel kaynakları olarak, öğrencilere çevresel değerleri ve kavramları tanıtmak için önemli araçlardır. Bu çalışma, 2024–2025 eğitim-öğretim yılında Türkiye’deki devlet ve özel ortaokullarda kullanılan İngilizce ders kitaplarında çevre eğitiminin (ÇE) nasıl ele alındığını incelemeyi amaçlamaktadır. Bu kapsamda, Millî Eğitim Bakanlığı (MEB) tarafından onaylanarak devlet okullarında kullanılan dört ders kitabı ile özel okullarda kullanılan dört ders kitabı görsellerde, metinlerde ve etkinliklerde çevre temalarının ne sıklıkla yer aldığını göstermek için sıklık ve yüzde gibi tanımlayıcı istatistikler kullanılarak tümevarımsal nitel içerik analizi ile incelenmiştir. Bulgular, devlet ve özel okul ders kitaplarının, içinde bulundukları eğitimsel bağlamlara göre şekillenen kendine özgü güçlü ve zayıf yönleri sahip olduğunu göstermektedir. Devlet okul kitaplarında çevre eğitimi içeriği genellikle günlük ekolojik davranışları yansıtan, tekrar eden ve öğrencilere tanıdık gelen örneklerle sunulmaktadır. Buna karşın, özel okul kitapları daha küresel ve tematik olarak daha geniş bir yaklaşımı benimsemekte, özellikle metinsel içeriklerinde soyut ve karmaşık çevresel anlatılara yer vermektedir. Görseller ve tekrar oranı sınırlı olsa da, daha çeşitli konuları kapsayarak öğrencilere farklı çevre sorunları hakkında bilgi sunmaktadır. Bulgular, devlet okullarında içerik geliştirmeyi yönlendirecek ulusal bir çerçevenin gerekliliğine ve özel okullarda ders kitabı seçimi için daha net çevre eğitimi kriterlerinin oluşturulmasına dikkat çekmektedir. Bulgular ayrıca eğitimciler ve materyal geliştiricilere pratik bilgiler sunarak, İngilizce ders kitaplarının yalnızca çevresel farkındalığı artırmakla kalmayıp aynı zamanda eleştirel düşünme, değerlendirme becerileri ve öğrenci katılımının gelişimini aktif olarak destekleyen kitapların önemini vurgulamaktadır.

Anahtar Sözcükler: Çevre Eğitimi, Karşılaştırmalı Ders Kitabı Analizi, Sürdürülebilirlik, İngilizce Ders Kitapları

ABSTRACT

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EXAMINATION OF ENVIRONMENTAL EDUCATION IN SECONDARY SCHOOL ELT COURSEBOOKS: A COMPARATIVE STUDY BETWEEN ELT COURSEBOOKS IN PUBLIC AND PRIVATE SCHOOLS

ELT textbooks, as primary resources in language classrooms, are important tools for introducing students to environmental values and concepts. This study aims to examine how environmental education is addressed in ELT textbooks used in public and private secondary schools in Türkiye during the 2024-2025 academic year. In this study, four coursebooks used in state schools, issued and endorsed by the Ministry of National Education (MoNE), and four coursebooks used at private schools were examined through inductive qualitative content analysis using descriptive statistics such as frequencies and percentages to illustrate the frequency with which environmental themes appeared in the visuals, texts, and activities. The findings suggest that the textbooks used in public and private schools exhibit distinct strengths and weaknesses shaped by their educational contexts. Public school textbooks tend to present EE content reflecting daily ecological behavior through the frequency, repetition and familiarity. Private school textbooks, on the other hand, tend to adopt a more global and thematically broad approach to EE, particularly in their textual content. While visuals and repetition are relatively limited, the content covers a broader range of topics and introduces students to complex and abstract environmental narratives. The findings emphasise the necessity of a national framework to guide content development in public schools and the requirement for clearer EE criteria for selecting textbooks in private institutions. The findings also provide practical insights for educators and material developers, emphasising the importance of ELT textbooks that not only raise environmental awareness, but also actively support the development of critical thinking, evaluation skills, and student engagement.

Keywords: Environmental Education, Comparative Coursebook Analysis, Sustainability, English Coursebooks

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LIST OF ABBREVIATIONS

EE	:Environmental Education
ELT	:English Language Teaching
EFL	:English as a Foreign Language
MoNE	:Ministry of National Education (Türkiye)
SDGs	:Sustainable Development Goals
UNESCO	:United Nations Educational, Scientific and Cultural Organization
UNEP	:United Nations Environment Programme



CHAPTER I

INTRODUCTION

1.1. Statement of the Problem

The environmental challenges facing the modern world, such as climate change, deforestation, biodiversity loss and pollution, have reached a level that threatens not only natural ecosystems, but also the well-being of human societies. It is crucial for current and future learners to develop an adequate level of environmental awareness, knowledge and skills, so that they can actively contribute to the well-being of the Earth and its inhabitants. As emphasised by Sauvé (1996), the systematic application of the foundational principles of Environmental Education (EE) is essential for strengthening environmental protection efforts. However, it is insufficient for the growing environmental crises to be tackled by schools alone. A comprehensive transformation of environmental attitudes and behaviours requires the active involvement of families and educators, as well as a broader societal commitment to instilling green values and promoting sustainable lifestyles. According to Smyth (2006), stakeholders from civil society, government organisations and the private sector all share a common responsibility for achieving the goals of environmental education. Therefore, education authorities and practitioners are encouraged to intensify their efforts to make environmental education (EE) an integral part of everyday school practices and programmes (Payne, 2006). Without such a systemic commitment, environmental education's transformative potential may be insufficient to address the urgent ecological challenges. In light of this, exploration of the contribution of various educational disciplines to environmental literacy is essential. Language learning has significant potential to contribute to environmental education. As a global lingua franca, English provides learners with communication skills and access to a plethora of perspectives on pressing global issues, including environmental challenges. Integrating environmental content meaningfully into language education can foster ecological awareness, intercultural understanding and responsible citizenship. In this integration process, coursebooks hold considerable potential, as they are not merely pedagogical tools, but also key instruments through which learners encounter values, perspectives, and attitudes. Due to their structured design and purposeful content organisation, textbooks are fundamental educational tools that support teaching and learning processes inside and outside the classroom (O'Keefe, 2013). In the context of environmental education, they provide valuable opportunities for students to engage in ecological issues while developing their language skills. The level of environmental awareness in English Language Teaching (ELT) coursebooks is developed through a

combination of written content and visual elements. Texts introduce important ecological themes, while illustrations and diagrams reinforce environmental messages and boost student engagement (Basya & Maulidia, 2024). Therefore, examining textbooks plays a crucial role in evaluating how environmental education is represented (Carvalho et al., 2011). This analysis is particularly important at secondary level, as it aligns with the developmental stage of adolescence, when students begin to develop a deeper awareness of the cognitive, social and ethical aspects of the world around them. This makes it a crucial period for shaping environmental values and behaviours. According to Karatekin (2011), environmental awareness begins to take root in students' minds during their middle school years, and their understanding of environmental concepts at this stage strongly influences their future behaviours and decision-making.

In the context of Türkiye, where secondary education is delivered through both public and private institutions, it is particularly important to examine the coursebooks used in these different educational settings. Public schools are mandated to follow textbooks approved and distributed by the Ministry of National Education (MoNE), while private schools have greater autonomy in selecting materials, often opting for internationally published ELT coursebooks. This structural difference may result in considerable variation in the representation of environmental themes, both in terms of depth and pedagogical approach. Although several studies have analyzed the extent to which environmental education is reflected in English language coursebooks, there is a noticeable gap in the literature concerning comparative analyses between public and private school materials at the secondary level in Türkiye. Existing research often focuses on individual coursebook evaluations (e.g., Boerschig & De Young, 1993) or examines the broader integration of environmental education into curricula (e.g., Corpuz et al., 2022; Swargiary, 2024). Additionally, several systematic literature reviews underscore the importance of embedding environmental literacy and sustainability concepts into educational curricula (Monroe et al., 2019). However, very few studies have systematically examined how environmental themes are differently addressed across public and private educational contexts. By addressing this gap, the current study seeks to contribute to a deeper understanding of how environmental awareness is fostered through ELT coursebooks in Türkiye, and whether students in different school systems receive equitable exposure to environmental education.

1.2. The Purpose of Study

This study aims to investigate the representation of environmental education (EE) in English Language Teaching (ELT) coursebooks used in secondary public and private schools in Turkey. The rationale underlying this research stems from the increasing importance of integrating environmental issues into various subject areas, including foreign language education. Given the ongoing challenges that environmental degradation poses to human society and ecosystems, education is crucial for shaping young people's attitudes and values along with conveying knowledge (Veszelinov, 2024). The global nature of environmental issues necessitates collaborative solutions that extend beyond institutional, disciplinary, and national borders (Erten, 2004). In this respect, instruction of other languages, especially English as a global lingua franca, can be an excellent means of spreading environmental awareness worldwide. Here is where English textbooks come in as indispensable instructional tools. Textbooks, as mass-consumed and frequently curriculum-setting tools, exert considerable influence over students' understanding of both language and international issues. Beyond their linguistic function, they can be utilized to incorporate environmental topics in a systematic, reachable, and repetitive fashion. According to Basya and Maulidia (2024), EFL textbooks have tremendous potential for raising environmental consciousness, particularly when written with deliberate incorporation of sustainability-related information. Therefore, coursebook analysis is a crucial method for evaluating the present status of environmental education (EE) in the larger educational system. (Laaloua & Tamer, 2022). However, existing literature has investigated EE at all educational levels, from primary to higher education. Identifying current strengths and inadequacies in environmental education is especially crucial at the secondary school level, as this stage has a significant impact on students' awareness, attitudes, and behaviors. A crucial step in improving secondary school environmental education (Karatekin, 2011) is to examine how well textbooks and other teaching resources present and highlight significant environmental concepts. Finding the strengths and weaknesses in the way environmental education is portrayed in educational settings can be accomplished by evaluating how well these resources foster the growth of environmental awareness and values.

1.3. Research Questions

The following questions are addressed in this study in light of the research problem and objectives:

1. How frequently are elements of environmental education represented in the ELT coursebooks used in state and private secondary schools during the 2024–2025 academic year?
 - a. How often do environmental education elements appear in the MoNE secondary school ELT coursebooks for Grades 5, 6, 7, and 8?
 - b. How often do environmental education elements appear in the internationally published ELT coursebooks adopted by private secondary schools for Grades 5, 6, 7, and 8?
2. To what extent are UNESCO-UNEP (1976) environmental education objectives reflected in the content and activity types of ELT coursebooks used in state and private secondary schools for the 2024–2025 academic year?
 - a. To what extent are UNESCO-UNEP (1976) environmental education objectives reflected in the MoNE secondary school ELT coursebooks for Grades 5, 6, 7, and 8?
 - b. To what extent are UNESCO-UNEP (1976) environmental education objectives reflected in the internationally published ELT coursebooks adopted by private secondary schools for Grades 5, 6, 7, and 8?
3. What are the differences between the ELT coursebooks used in state and private secondary schools in the 2024–2025 academic year in terms of the scope, focus, and frequency of environmental education content?
 - a. Scope: How do public and private school coursebooks differ in terms of the range and variety of environmental topics?
 - b. Focus: How do the two types of coursebooks differ in terms of emphasis on UNESCO-UNEP (1976)?
 - c. Frequency: How do the coursebooks differ in terms of the frequency of environmental education content across public and private secondary schools?

1.4. Significance of the Study

This study is significant because it may shed light on the representation of environmental education (EE) in English Language Teaching (ELT) textbooks used in Turkish secondary schools. The increasing urgency of environmental issues calls for a stronger presence of environmental education (EE) in all areas of education, including language learning. Despite the increasing emphasis on sustainability in global education policy, how environmental issues are reflected in English Language Teaching (ELT) textbooks has remained largely unexamined, especially in the context of secondary education. This study addresses this gap by methodically examining the frequency and existence of environmental information in ELT textbooks used in Turkey's public and private secondary schools. This study focuses on coursebooks, which serve as the main teaching tools in classrooms and are at the centre of curriculum implementation. Although these course materials differ depending on the type of school, they constitute the main learning resources for every student. Therefore, they play an important role in the development of students' environmental awareness. This study aims to provide concrete and comparative data on the extent to which students in public and private schools are exposed to environmental values during their English language education by analysing how and how often environmental themes appear in English coursebooks. In this way, the findings of this study can provide meaningful insights for curriculum designers, textbook writers and educational policy makers. By identifying strengths and gaps in the integration of environmental themes into ELT materials, this research can support efforts to promote sustainability education and environmental literacy through language learning.

1.5. Assumptions of the Study

This study is based on several assumptions. First, it is assumed that ELT coursebooks are among the main resources guiding classroom instruction in both public and private secondary schools. Second, it is assumed that although the specific books differ across school types, both sets of coursebooks contain at least some degree of environmental education (EE) content. Finally, it is assumed that the findings of this study will contribute to a better understanding of the role of ELT coursebooks in integrating EE which will help to improve future curriculum design and coursebook development.

1.6. Limitations of the Study

There are several limitations to this study that should be taken into consideration. First, the analysis is limited to a series of ELT textbooks used in public and private secondary schools in Turkey during the 2024-2025 academic year. Specifically, while public school textbooks are standardised at the national level and approved by the Ministry of National Education, private school data is based solely on a textbook used at a private school in Bursa. Since private schools in Turkey are free to choose from a wide variety of publishers, this may limit the generalisability of the findings to all private schools. Second, the study focuses solely on textbook content, particularly the visual, textual, and activity-based representation of environmental education, and does not examine how these materials are applied by teachers in real classroom settings. Therefore, the real-life impact of environmental content on students' awareness or behaviour cannot be assessed. Thirdly, since the research followed a frequency counting and qualitative content analysis approach, categorisation and interpretation may contain a degree of subjectivity despite efforts to maintain consistency and transparency in the coding procedures. Finally, the study evaluates the presence, frequency, and thematic scope of environmental content in the selected materials, rather than its pedagogical quality or cognitive depth.

CHAPTER II

LITERATURE REVIEW

2.1. The Role of Environmental Education (EE) in Schools

Environmental education struggled to establish its own identity, and until the 1970s, it was not recognized as a standalone concept but was integrated across various disciplines using the environment as a teaching tool. The 1980s marked a significant period for environmental education as growing public concern for the environment provided stronger motivation for its inclusion in schools (Tilbury, 1995). Tilbury's work on sustainability-focused education frameworks highlighted the growing importance of embedding environmental concerns into the curriculum as early as the 1990s. The widely recognized definition of environmental education provided by UNESCO emphasizes that environmental education (EE) is a process designed to enhance awareness and understanding of environmental challenges, equip individuals with the skills and knowledge needed to address these issues, and foster attitudes and commitments that inspire informed decision-making and responsible actions (UNESCO, 1978).

EE is “aimed at producing a citizenry that is knowledgeable concerning the biophysical environment and its associated problems, aware of how to help solve these problems, and motivated to work towards their solution” (Stapp et al., 1969, as cited in Pooley, J. A., & O'Connor, M. (2000). In a more specific context, environmental education aims to develop awareness and responsibility towards the environment (Ayvaz, 1998). On a broader scale, its aim is to lead to sustainable behavioral changes by encouraging individuals to develop positive attitudes towards protecting the environment and natural resources. Ultimately, it aims to inspire active participation in addressing environmental problems.

Incorporating environmental education into the curriculum is essential to equip students to tackle complex environmental issues and actively contribute to their communities. Globally, the United Nations adopted the 2030 Agenda for Sustainable Development in 2015, which consists of 17 Sustainable Development Goals (SDGs) (United Nations, 2015) (see Figure 1). The SDGs can be seen as the expansion and institutionalization of the principles first set out in the UNESCO-UNEP 1976 framework. The earlier framework gave the pedagogical and philosophical foundation for environmental education, while the SDGs universalized those ideas into a global development agenda, embedding them into policy and practice across all nations. Both frameworks treat education as the key driver for change. The 1976 framework

stressed values education and active participation in solving environmental problems. The SDGs stress transformative education, preparing learners to be proactive global citizens who contribute to all dimensions of sustainability.

Sustainable Development Goals (SDGs) emphasize the critical role of education in achieving sustainable development, underscoring the importance of environmental education. UNESCO's Global Action Program promotes a whole-school approach to education for sustainable development, which encourages the integration of sustainability principles across all subject areas. This approach is crucial as it aligns educational practices with the broader goals of fostering sustainable societies and addressing environmental issues at local and global levels (UNESCO, 2005; UNESCO, 2016).

Figure 1

Sustainable Development Goals (United Nations, 2015)



The SDGs, particularly Goal 4, which focuses on ensuring inclusive and equitable quality education, explicitly recognizes the need for education that promotes sustainable development and environmental awareness. By integrating environmental themes into education, educators can support not only SDG 4 but also goals such as SDG 13 (Climate Action), SDG 12 (Responsible Consumption and Production), and SDG 15 (Life on Land). Further research highlights that environmental education is not only about imparting knowledge but also about empowering learners with the skills to engage in civic activities and advocacy,

promoting transformative changes in behavior and policy (Stevenson et al., 2013). Effective environmental education requires interactive and experiential learning methods that engage students in real-world problem-solving and critical thinking, fostering deeper connections to environmental stewardship (Rickinson et al., 2004).

Moreover, partnerships between educational institutions, local governments, and non-governmental organizations can amplify the impact of environmental education by providing resources, expertise, and opportunities for community-based projects. For example, the Eco-Schools program, implemented in numerous countries, demonstrates how integrating environmental education within school systems can lead to tangible improvements in student engagement and environmental outcomes (Henderson & Tilbury, 2004). Similarly, the use of innovative teaching strategies, such as project-based learning and gamification, has been shown to increase students' motivation and participation in environmental initiatives (Monroe et al., 2007).

Incorporating EE into various subject areas, including language learning, is vital for creating a comprehensive educational experience. Environmental Education (EE) emphasizes the interconnected relationship between individuals, society, and the natural environment, making it a multidisciplinary field that transcends traditional academic boundaries. While it can be taught as a standalone subject, EE is often integrated into various disciplines and informal educational settings. According to the North American Association for Environmental Education (NAAEE), high-quality EE enhances the teaching of multiple subjects, including science, civics, social studies, mathematics, geography, and language arts (NAAEE, 2009). Language education, in particular, can serve as a powerful medium for conveying environmental themes and fostering ecological literacy (Gürsoy & Sağlam, 2011).

Research highlights that incorporating environmental themes into language curricula enhances critical thinking and communication skills (Ramsey & Hungerford, 1989). Environmental education has been integrated into various courses in schools and universities and STEM disciplines (Science, Technology, Engineering, and Mathematics) through approaches such as E-STEM, which combines environmental contexts with interdisciplinary, real-world learning to develop students' problem-solving and ecological literacy skills (Candan-Helvacı, 2021). Topics such as disaster mitigation, environmental awareness, conservation, and the impact of human behavior on natural resources are widely incorporated into the curriculum, allowing students to explore the causes, impacts, and potential solutions to natural disasters

such as floods, forest fires, and landslides. This integration broadens students' understanding of environmental issues and encourages them to take actions that support environmental protection. Moreover, collaborative learning projects on environmental issues have shown to improve not only student engagement but also their ability to work as a team and solve complex problems (Ballantyne & Packer, 2002).

In the context of second language (L2) learning, incorporating environmental issues into teaching materials not only promotes sustainable living but also enhances language acquisition by providing learners with opportunities to express their opinions and engage in discussions about environmental issues using their L2 (Patria & Alfarisy, 2023). Research indicates that integrating environmental topics into language curricula can enhance students' engagement and motivation, as it connects their learning to real-world issues (Gürsoy & Sağlam, 2011). What is more, by incorporating environmental content, language classrooms become inquiry-based learning spaces where students critically examine ecological issues while developing language proficiency (Hauschild et al., 2012).

This interdisciplinary approach allows students to develop critical language skills while simultaneously gaining insights into environmental issues, thus promoting a holistic educational experience (Gürsoy & Sağlam, 2011). Moreover, the integration of EE into language learning can be achieved through innovative pedagogical strategies. These methods encourage active participation and collaboration among students, fostering a deeper understanding of environmental issues while enhancing language proficiency. Digital tools, such as virtual reality and interactive simulations, further support experiential learning, enabling students to visualize and analyze environmental challenges in immersive settings (Jacobson et al., 2009).

The challenge remains, however, in ensuring that educators are adequately prepared and equipped with the necessary knowledge and resources to effectively integrate EE into their teaching practices. Addressing this challenge requires targeted professional development programs and collaborative efforts between educational institutions and environmental organizations (Burgess et al., 1998). In conclusion, Environmental Education plays a pivotal role in schools by fostering awareness, knowledge, and skills necessary for sustainable living.

2.2. Environmental Education and ELT

Integrating Environmental Education (EE) into English Language Teaching (ELT) offers an interdisciplinary approach to language learning and sustainability. Language education provides a unique platform for fostering ecological literacy while simultaneously developing linguistic skills. According to Gürsoy and Sağlam (2011), incorporating environmental themes into language curricula enhances critical thinking and communication skills. By connecting language learning to real-world environmental issues, educators can motivate students and enrich their learning experiences.

Research indicates that the integration of EE into ELT can be achieved through innovative teaching strategies. For instance, integrating environmental education into ELT via digital tools and project-based tasks significantly enhances learner engagement and sustainability awareness (Hajj-Hassan et al., 2024). Furthermore, eco-literacy-focused writing activities have been shown to expand learners' environmental vocabulary and cultivate ecological responsibility (Kazazoğlu, 2024). These approaches not only improve language proficiency but also deepen students' understanding of environmental issues. Moreover, EE in ELT supports the development of global citizenship. UNESCO (2016) emphasizes that educators must receive ongoing professional development in environmental education to be effectively prepared to integrate ecological themes into their teaching practice. Burgess et al. (1998) further underline the role of collaboration between educational institutions and environmental organizations in amplifying the impact of EE in language learning.

Despite these benefits, challenges persist in implementing EE in ELT. Limited resources, lack of teacher training, and curriculum constraints are significant barriers. Addressing these issues requires a concerted effort from educators, policymakers, and stakeholders to integrate EE seamlessly into language teaching practices. Ultimately, incorporating EE into ELT not only enhances language acquisition but also prepares learners to become environmentally responsible citizens.

In the context of second language (L2) learning, incorporating environmental issues into teaching materials not only enriches content but also enables learners to engage in meaningful communication about real-world challenges. As Jacobs and Goatly (2000) argue, integrating environmental education into ELT materials fosters both language development and ecological literacy by encouraging learners to think critically and act responsibly.

2.3. Coursebooks in ELT

The role of coursebooks in English Language Teaching (ELT) has been a focal point of discussion among educators and researchers, particularly regarding their effectiveness and adaptability in diverse educational contexts. Coursebooks are often viewed as essential resources that provide structure and support for both teachers and students. Hutchinson and Torres (1994) highlight that coursebooks serve as crucial tools during periods of educational change, assisting teachers in implementing new methodologies while offering students a consistent framework for learning. This sentiment is echoed by McGrath (2016), who notes that coursebooks not only provide methodological guidance but also save time for teachers, thereby facilitating a more efficient teaching process. Furthermore, Charalambous (2011) reinforces the idea that coursebooks can enhance the teaching and learning experience by offering valuable materials for extended learning and review.

However, the reliance on coursebooks is not without its challenges. While they provide a structured approach, over-dependence can stifle creativity and flexibility in teaching, as noted by Richards (1993) and McGrath (2016). This overuse can lead to teacher de-skilling and student disengagement, particularly when course content becomes repetitive and fails to address individual learning needs (Allwright, 1981; Cunningsworth, 1995). To mitigate these issues, effective textbook use should involve supplementing coursebooks with additional materials tailored to the unique needs of students, ensuring that they serve as resources rather than constraints (McDonough & Shaw, 1993; Cunningsworth, 1995).

The evaluation of coursebooks is a critical process that extends beyond mere selection; it encourages educators to reflect on their use of these materials to foster a more adaptable teaching approach (Hutchinson & Torres, 1994). Evaluation frameworks, such as those proposed by Breen and Candlin (1987) and Cunningsworth (1984, 1995), provide structured methodologies for assessing coursebooks. Rea-Dickins and Germaine (1994) emphasize that evaluation is essential for identifying effective instructional materials and improving learning outcomes. In this context, assessment can also be understood as a reflective evaluation of various curriculum components such as teaching content, pedagogical design and student achievement; the aim of this evaluation is to improve both teaching quality and learning effectiveness.

In the context of ELT, various models for coursebook evaluation have been developed. For instance, Grant (1987) proposes a three-stage model that includes initial evaluation, detailed evaluation, and evaluation in use, while McDonough and Shaw (2013) outline a similar three-

stage approach focusing on external, internal, and overall evaluation. These models emphasize the importance of a systematic approach to evaluation, which begins with a general overview and progresses to a detailed analysis of the materials (Hutchinson, 1987; Breen & Candlin, 1987). The establishment of clear evaluation criteria is crucial for determining the effectiveness and suitability of coursebooks in specific teaching contexts (Sheldon, 1988).

Moreover, the integration of environmental education into ELT coursebooks is increasingly recognized as essential for fostering awareness and responsibility among learners regarding environmental issues. González et al. (2021) highlight that textbooks can significantly influence students' engagement with environmental topics, shaping their understanding and attitudes towards sustainability. This is particularly relevant in the context of ELT, where coursebooks can be designed to incorporate environmental themes that resonate with learners' experiences and local contexts.

Research indicates that effective environmental education should focus on practical problems and issues that students encounter in their daily lives, as emphasized by Toili (2007). This approach encourages students to engage actively with their environment and fosters a sense of responsibility towards it. Furthermore, Obasi and Osah (2022) found that a significant portion of respondents in their study felt that their environmental education curriculum was not adequately addressing local environmental issues, suggesting a gap that ELT coursebooks could potentially fill. By embedding relevant environmental content into language learning materials, educators can promote a more holistic understanding of sustainability and its implications for students' lives.

The pedagogical approaches embodied in coursebooks must be critically examined to ensure they promote environmental awareness effectively. Grange (2010) illustrates how integrating environmental education into various subjects, including language learning, can enhance students' understanding of ecological issues. This interdisciplinary approach is vital for fostering a comprehensive understanding of environmental challenges and encouraging proactive engagement from students.

The evaluation of ELT coursebooks should, therefore, include criteria that assess the presence and quality of environmental education content. This includes examining how well coursebooks address significant environmental issues, promote critical thinking about sustainability, and encourage students to take action. Additionally, the inclusion of practical activities and field experiences, as noted by Becker et al. (2017), can enhance the effectiveness of environmental education by allowing students to apply their learning in real-world contexts.

Incorporating frameworks such as content analysis and critical discourse analysis can provide structured methodologies for evaluating the environmental content of ELT coursebooks. These frameworks enable researchers to systematically categorize and assess how coursebooks represent environmental issues, as well as the ideologies and values they promote (Rogers et al. 2005; Acar, 2021). For example, Laaloua (2023) demonstrates how educational materials can be leveraged to enhance students' understanding of environmental challenges and their implications for society.

In conclusion, the role of ELT coursebooks in promoting environmental education is pivotal. By integrating environmental themes into language learning materials, educators can foster a sense of environmental citizenship among students, equipping them with the knowledge and skills necessary to address pressing ecological issues. The evaluation of these coursebooks must consider not only their linguistic content but also their capacity to engage students with relevant environmental topics, thereby contributing to a more sustainable future.

2.4. Public vs. Private Schools

Public and private schools differ in several structural and pedagogical aspects, including their educational priorities, resources, governance models, and curriculum implementation. These differences may directly or indirectly shape the selection and use of teaching materials such as English Language Teaching (ELT) coursebooks. Although there is a substantial body of literature comparing public and private schools in general, research focusing specifically on how these institutional differences influence the content of ELT coursebooks remains limited.

Public schools typically operate within a centralized educational framework, adhering to national curricula defined by ministries of education. These institutions are usually more constrained by bureaucratic regulations, standardized assessments, and equity goals aimed at serving diverse student populations. Private schools, in contrast, tend to have more curricular autonomy, often adopting international frameworks or offering specialized programs to meet the expectations of their clientele (Chubb & Moe, 1990; Walberg & Bast, 2003). Market-oriented theorists argue that this autonomy encourages innovation and differentiation in private schools, allowing them to respond more effectively to parental demands and student needs (Berends & Donaldson, 2016). Other scholars, however, argue that public and private schools often converge in educational practices due to shared societal expectations and standardized testing pressures, a manifestation of institutional isomorphism (DiMaggio & Powell, 1983; Ball & Bowe, 1992). This phenomenon, the isomorphism, limits diversity in teaching approaches

and curricular content across school types. One of the key differences between public and private schools lies in the availability of resources. Private schools often have greater financial flexibility, enabling them to purchase coursebooks from international publishers, incorporate digital tools, and provide teacher training on new pedagogical approaches. Public schools, on the other hand, rely heavily on state-provided textbooks aligned with national curriculum standards, which often place greater emphasis on grammar instruction, reading comprehension, and exam preparation especially at secondary level (MoNE, 2021; Ünal Gezer, 2022). Despite these resource-related advantages, studies suggest that private schools frequently align their curricula and materials with those of public schools to ensure their students perform well in national assessments (Lubienski & Lubienski, 2013). Moreover, both sectors are influenced by dominant coursebook markets, which are typically driven by standardization and mass applicability rather than local adaptation or thematic innovation, including environmental education (Canbolat, 2023).

While numerous studies have explored public vs. private schooling in terms of effectiveness, governance, or student outcomes, far fewer have investigated how these differences manifest in ELT coursebook content. Coursebooks are often seen as reflections of broader educational priorities, yet there is a notable research gap in understanding how institutional contexts such as school type influence the inclusion of contemporary global themes like sustainability or environmental awareness in English language materials. This study seeks to address this gap by examining and comparing the representation of environmental education elements in ELT coursebooks used in public and private secondary schools. By doing so, it aims to explore whether the presumed curricular autonomy of private schools translates into more diverse or enriched content, or whether institutional and market pressures lead to uniformity in textbook usage across both sectors.

2.5. Gaps in Literature

Textbooks represent one of the pillars of formal education and often reflect the actual curriculum, as they heavily influence the content, approach, and teaching style. In many cases, textbooks determine both the selection and sequencing of topics to be taught and contribute to the kind of mental representations that students construct (Zahorik, 1991). As Apple (2004) argues, textbooks reflect not only curricular decisions but also embedded ideologies that shape learners' understanding of knowledge and power.

Recent studies concerning textbook analyses have mainly focused on evaluating content in relation to scientific disciplines and educational goals, such as correctness, completeness, and comprehensibility (Snyder & Broadway, 2004; Stern & Roseman, 2004). Despite these efforts, few studies have specifically addressed themes and topics related to EE and the cultivation of values through EE. Gürsoy (2010) underscores the Turkish Government's efforts to integrate EE into ELT lessons at the primary school level. She argues that embedding EE into foreign language lessons fosters children's environmental awareness while enhancing meaningful second/foreign language learning. Similarly, Nkwetisama (2011) explores the role of EFL/ESL teachers in promoting EE in Cameroon and advocates for a broader focus in language teaching. He contends that teaching should extend beyond language proficiency to include developing critical thinking strategies essential for addressing environmental sustainability.

El-Moussaouy et al. (2014) attribute the absence of effective EE integration in high school science textbooks to an overreliance on purely informative teaching methods. These methods fail to encourage the development of skills necessary for adopting environmentally responsible behaviors. Zahra (2016) analyzed Moroccan earth science textbooks, noting this finding and the fact that environmental pollution is covered in the second grade, but the content is less developed in subsequent years. She also noted that the focus is on regional pollution, while global environmental problems are overlooked. In Morocco, Mliless and Larouz (2018) analyzed ELT textbooks and found that euphemism, lack of agency, and passive voice often obscured the realities of environmental issues, highlighting the need for more transparent and responsible approaches to environmental education.

Tariq et al. (2021) conducted a content analysis of primary science textbooks from Canada, Turkey, and Pakistan. This found major disparities in the integration and delivery of environmental education. Canada displayed a broad and well-supported EE framework, whereas Turkey emphasized essential topics like recycling and sustainability. In contrast, Pakistan's curriculum only briefly addressed environmental challenges and lacked a consistent practical application. These findings show differences in curriculum material and classroom practice across countries. Complementing this study, Basya and Maulidia (2024) analyzed Indonesian secondary school textbooks and found that environmental content, when present, was often superficial and lacked a critical approach. Their study highlights the importance of linguistic and visual framing in shaping environmental awareness and supports the broader call

for more meaningful, thought-provoking, and pedagogically coherent integration of Environmental Learning into language teaching materials.

The incorporation of Environmental Education (EE) into English Language Teaching (ELT) coursebooks is still a relatively unexplored field, particularly in terms of comparative studies across educational sectors. The difference is especially significant because coursebooks shape students' attitudes and understanding of environmental issues. Future study should look into how different educational contexts public versus private affect the incorporation of environmental themes in coursebooks. Addressing these gaps is critical to creating successful educational resources that encourage environmental literacy and responsibility among students.



CHAPTER III

METHODOLOGY

This chapter outlines the study's methodology. It provides detailed information on the research design, the coursebooks analysed, the data collection and analysis procedures, the coding process and the reliability and ethical considerations. These steps were all carried out in order to explore how environmental education themes are represented in ELT coursebooks used in public and private secondary schools.

3.1. Research Design

This study adopts a qualitative research design using an inductive content analysis method to explore how environmental education (EE) is represented in selected ELT coursebooks. Qualitative research seeks to answer not only questions of quantity, but also those related to what, why, and how of phenomena in natural contexts (Patton, 2015). Similarly, Denzin and Lincoln (2018) describe qualitative research as the studied use and collection of a variety of empirical materials: case study, personal experience, introspective, life story, interview, observational, historical, interactional, and visual texts.

Within this framework, the study uses content analysis as a systematic method to examine how environmental themes are visually and textually embedded in ELT coursebooks. Content analysis is regarded as a systematic and objective research method for describing and quantifying phenomena, and is frequently used for analyzing documents (Krippendorff, 1980; Downe-Wamboldt, 1992; Sandelowski, 1995). Content analysis can be applied in both qualitative and quantitative research, and it can be structured either inductively or deductively depending on the objective of the study (Elo & Kyngäs, 2008). In this case, the content analysis follows an inductive process, as there is no predefined coding scheme or theoretical framework for analyzing environmental education in ELT coursebooks. As such, categories and themes are derived directly from the data through careful examination. Lauri and Kyngäs (2008) recommend inductive content analysis when existing knowledge on a topic is fragmented or insufficient. This applies to the present study, where the representation of environmental education in language teaching materials is not consistently theorized or structured.

3.2. Materials

The investigation is founded on the examination of eight ELT coursebooks, chosen to exemplify both state and private secondary schools in Türkiye. The resources consist of four

coursebooks used in state schools, issued and endorsed by the Ministry of National Education (MoNE), and four coursebooks used at the Private 3 Mart Azizoglu Secondary School in Bursa, during the 2024–2025 school year.

The main emphasis of the sampling is on grades 5, 6, 7, and 8, which constitute the foundation of lower secondary education in Türkiye. Two coursebooks were selected for each grade level, one from a public school and one from a private school, resulting in a total of eight books. These grade levels were chosen specifically because they offer more substantial, thematically developed content than earlier or later stages of schooling. They also stand for a pivotal phase in which ecological consciousness and linguistic expression can tangibly converge within the educational programme.

For private schools, the researcher visited the institution in person to obtain information about the coursebooks in use. Although physical copies of the books were not provided, access was given to the digital tools (iTools) associated with the main coursebooks. The materials that form the core of classroom teaching resources were identified as the main teaching tools and were then selected for content analysis.

The coursebooks approved by the Ministry of National Education (MoNE) are produced by nationally recognised publishing houses and distributed free of charge to students at all levels of the public education system via official state channels. This system ensures that all public schools nationwide have equal access to standardised instructional materials. By contrast, private schools have autonomy over their choice of coursebooks and often select books from international or commercial publishers that align with the national curriculum. This study comparatively analysed both MoNE-approved and privately selected coursebooks to investigate the extent to which environmental education themes are integrated across different school types and grade levels. The sampled coursebooks include:

Table 1

Public School Coursebooks

No.	Coursebook Title	Author(s)	Year	Publisher
1	Ortaokul ve İmam Hatip Ortaokulu Ders Kitabı English Student's Book 5th Grade	Evrin Birincioğlu Kaldar	2024	Pasifik Yayınları
2	Ortaokul ve İmam Hatip Ortaokulu Ders Kitabı	Aynur Arda, Özlem Onay	2023	Hece Yayıncılık

	Sunshine English Grade 6			
3	Ortaokul ve İmam Hatip Ortaokulu Ders Kitabı English 7	Pınar Cenk, Nejla Gezmiş	2024	Yıldırım Yayınları
4	Ortaokul ve İmam Hatip Ortaokulu Ders Kitabı English Grade 8	Ferahnaz Tan	2024	Bilim ve Kültür Yayınları

Table 2*Private School Coursebooks*

No.	Coursebook Title	Author(s)	Year	Publisher
1	Close-Up A1+ Student Book (2nd Edition)	Montse Watkin	2018	National Geographic Learning
2	New Close-up A2 Student's Book	Katherine Stannett with Ingrid Wisniewska	2022	National Geographic Learning
3	New Close-up B1 Student's Book, 3rd Edition	Katherine Stannett	2022	National Geographic Learning
4	Ultimate English B1 Student's Book	Katrina Gormley	2020	Hamilton House

3.3 Data Collection

As detailed in Section 3.2, this study focused on analysing the environmental education content in 8 English language textbooks used in grades 5 to 8 at public schools and four private schools in Turkey.

The coursebooks were obtained by contacting two local schools directly. For state schools, the researcher visited Hatice Gani Erverdi Middle School in Bursa and obtained printed copies of English coursebooks officially distributed by the Ministry of National Education (MoNE). For private schools, the researcher visited 3 Mart Azizoğlu Primary and Middle School and obtained full access to the digital teaching platform (iTools) which was used for classroom instruction. After collecting the materials, the thesis advisor, who agreed to serve as a researcher and co-coder, began a comprehensive review of the coursebooks. This process involved applying prior knowledge of environmental education frameworks, particularly the UNESCO-UNEP (1976) Environmental Education Objectives and the related Sustainable Development Goals (SDGs) relevant to the study: SDG 13 (Climate Action), SDG 14 (Life Below Water) and SDG 15 (Life on Land). These conceptual frameworks guided the identification and classification of environmental themes in coursebooks. Before final coding began, the researcher and co-coder reviewed the selected sample pages together to develop a common understanding of the coding criteria. To ensure consistency in the analysis, the researcher and co-coder jointly decided how environmental content would be evaluated. Accordingly, the following dimensions were identified:

- General environmental topic
- Specific sub-topic
- Type of content (text, visual, or activity-based)
- Relevant UNESCO-UNEP (1976) Environmental Education Objectives

Once agreement was reached, the open coding process was initiated. The researcher independently analysed eight textbooks, conducting a meticulous page-by-page review, taking handwritten notes and using Microsoft Excel to create the charts.

The co-coder independently reviewed three textbooks representing approximately 37.5% of the total data set. These were:

- *Ortaokul ve İmam Hatip Ortaokulu English Student's Book 5th Grade* (Evrin Birincioğlu Kaldar, 2024),
- *Close-Up A1+ (2nd Ed.)* (Watkin, 2018),
- *New Close-Up A2 Student's Book* (Stannett & Wisniewska, 2022),

The researcher coded the entire dataset, while the co-coder independently coded a selected abovementioned coursebooks. Both coders worked separately without access to each

other's coding. Afterwards, their codes were transferred into the Microsoft Excel sheet, where the two sets of codes were placed side by side and systematically cross-checked. In this comparison, similarities and discrepancies were identified and documented. Finally, the researcher and co-coder discussed these points, and minor inconsistencies such as topic labelling or subtopic classification were resolved through consensus.

3.4. Data Analysis

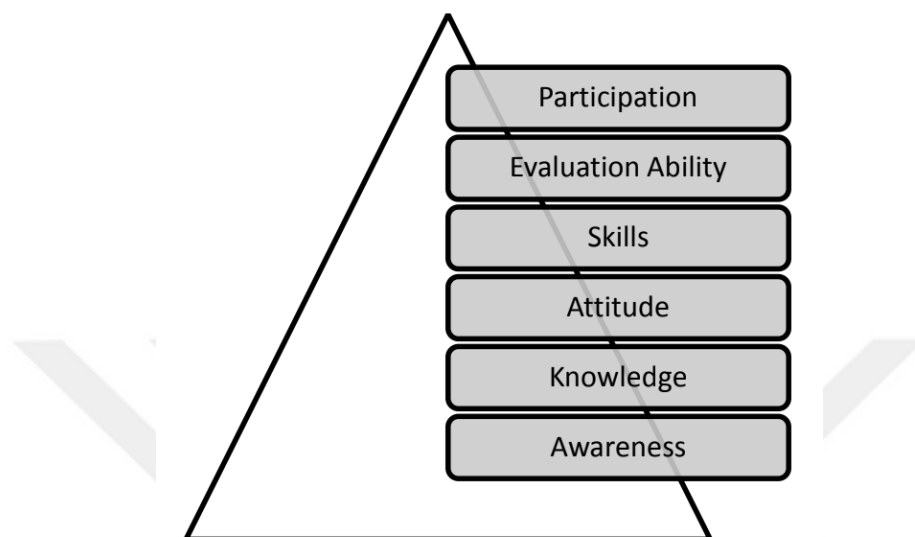
This qualitative study adopted an inductive approach, employing conventional content analysis to examine selected coursebooks used in public and private schools. This approach enables subjective interpretation of textual and visual data through systematic coding, identification of themes and pattern recognition (Hsieh & Shannon, 2005). An open coding process was employed by the researchers on the coursebook content. No qualitative data analysis software (e.g., NVivo, MAXQDA) was used in this study. The coding process was carried out entirely manually, starting with handwritten notes taken directly from printed copies of textbooks. Relevant contextual content was identified page by page, highlighted and annotated. These annotations were then systematically transferred to an Excel spreadsheet for editing and analysis. After recording the relevant data from the coursebooks, the collected visuals, written texts and activities were analyzed to determine which of the UNESCO-UNEP (1976) Environmental Education Objectives they aligned with.

The objectives of environmental education as identified by the United Nations (UNESCO-UNEP, 1976, as cited in Jacobs & Goatly, 2000, p. 256; see also Gürsoy, 2020, p.5) continue to be fundamental and determining in environmental education policy globally. These objectives include:

1. Awareness of environmental problems;
2. Basic understanding of the environment and its problems and human beings' role in relation to the environment;
3. Attitude of concern for environmental problems;
4. Skills in overcoming environmental problems;
5. Ability to evaluate proposed solutions to environmental problems;
6. Participation in solving environmental problems.

Figure 2

Environmental education objectives (UNESCO-UNEP, 1976)



These objectives retain their fundamental nature within the global Environmental Education (EE) and Education for Sustainable Development (ESD) frameworks (UNESCO–UNEP, 1976) and serve as enduring principles in shaping environmental learning worldwide. In parallel, the same objectives have provided an analytical perspective for evaluating each environmental element in this study. These objectives have been used as an analytical framework for classifying environmental elements identified in visual, textual, and activity-based content.

To ensure the reliability of the coding process, a second researcher (the co-coder) was involved in the analysis. In this study, the co-coder independently reviewed and coded three out of eight selected coursebooks, representing around 37.5% of the total dataset. This proportion significantly exceeds the minimum recommended threshold of 10–25% for inter-coder reliability in qualitative research (Miles & Huberman, 1994; Elo & Kyngäs, 2008), thus strengthening inter-rater reliability and enhancing the trustworthiness of the findings. This ensures that the codes and themes identified during the analysis are consistent with the data.

Although an inductive approach to qualitative content analysis was adopted for the study, frequencies and percentages were calculated to describe the distribution of environmental themes across the coursebooks. These descriptive statistics were not used to test a hypothesis,

but rather to enhance the clarity and transparency of the qualitative findings by identifying common patterns. The frequency counts supported the thematic interpretation by showing how often particular topics and subtopics emerged in the visual, textual and activity-based content. The use of such descriptive statistics to strengthen the presentation of results is widely accepted in qualitative content analysis (Elo & Kyngäs, 2008; Schreier, 2012).



CHAPTER IV

FINDINGS

4.1. Findings from Public School ELT Coursebooks

4.1.1. Findings from the 5th Grade Public School ELT Coursebook

The analysis of the public school 5th grade ELT coursebook reveals that the environmental education (EE) content is quite limited in terms of both scope and frequency. There is no unit dedicated explicitly to environmental topics, nor is there a structured pedagogical approach to EE across multiple units. Instead, environmental elements appear in an isolated and indirect manner.

Unit 9, Animal Shelter, is the only part of the coursebook that contains EE-related content. Focusing on the theme of animal welfare, this unit encourages students to take responsible actions such as making donations, cleaning shelters and adopting stray animals. These behaviours promote the ethical treatment of animals and reinforce social values among students. While the intention is to encourage empathy and care, the focus remains firmly on social and moral issues rather than the environment. Although the unit encourages attitudes consistent with compassion and responsibility, it does not extend the discourse to broader ecological concepts.

4.1.2. Findings from the 6th Grade Public School ELT Coursebook

4.1.2.1. Visual Analysis

A total of 65 visuals that directly illustrate environmental topics were found in the 6th grade public school ELT coursebook via a visual analysis. Most of these are included in Unit 9, which is the core environmental education unit. Although less explicitly focused, additional visuals are also included in other units. Table 3 shows the classification of all visuals identified in the coursebook according to topic. Each visual is classified according to the sub-topic of the environmental issue and the relevant UNESCO-UNEP (1976) environmental education objectives.

Table 3

Visual Analysis of 6th Grade Public School Coursebook

Topics	Subtopics	No. of Visuals	UNESCO Objectives
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			(dominant)
Climate Awareness	Slogans / Global Message	3	Awareness/Attitudes
Waste Management	Recycling	8	Awareness/Attitudes
Waste Management	Littering	4	Awareness/Attitudes
Pollution	Air / Water / Noise	5	Awareness
Energy	Energy Conservation	12	Awareness/Attitudes
Sustainable Transport	Bicycle use / Public transportation	8	Awareness/Attitudes
Consumption Awareness	Donating / Avoiding packaging	7	Awareness/Attitudes
Consumption Awareness	Buying Organic Food	2	Awareness/Attitudes
Water Conservation	Using Less Water	4	Awareness/Attitudes
Deforestation	Cutting trees	3	Awareness
Afforestation	Planting trees	2	Awareness/Attitudes
Creative Recycling	DIY activities / Craft with waste	5	Awareness/Skills
Biodiversity	Extinct Animals	2	Awareness

The most frequently represented topic was Energy, corresponding to the Awareness/Attitudes objectives, which appeared in 12 visuals, particularly in relation to energy conservation. Waste Management was also a major topic, represented by 8 visuals related to recycling and 4 visuals focusing on Littering reflecting efforts to raise awareness.

Sustainable Transport was addressed in 8 illustrations through visuals promoting Bicycle use and Public transportation, further supporting the ‘Awareness/Attitudes’ objectives. The topic of Pollution (Air/Water/Noise) and Water Conservation (Using Less Water) were addressed 5 and 4 times, respectively, and primarily aimed to develop environmental awareness.

Consumption Awareness was addressed through 7 visuals related to donation or avoiding packaging and 2 visuals encouraging the selection of organic foods, both of which were consistent with Awareness/Attitudes. Similarly, Creative Recycling was demonstrated in

5 visuals through DIY and handicraft activities that uniquely combined the goals of Awareness and Skill, encouraging learners to apply their knowledge in practice and develop their problem-solving and practical skills.

Less frequently, topics such as Deforestation (tree cutting, 3 visuals), Afforestation (tree planting, 2 visuals), and Biodiversity (endangered animals, 2 visuals) were included, and most of these have been designed for awareness-raising purposes and the basic understanding of the environment.

However, visuals targeting higher-level objectives such as Participation or Evaluation Ability are absent, indicating a lack of emphasis on action-oriented or decision-making visuals.

To further illustrate the distribution of visual content across topics, Table 4 provides the frequencies and percentages of visual representations.

Table 4

Total Number of Visual Representations of Environmental Topics in the 6th Grade Public School ELT Coursebook

Topics	Subtopics	f	%
Climate Awareness	Slogans / Global Message	3	4.62%
Waste Management	Recycling	8	12.31%
Waste Management	Littering	4	6.15%
Pollution	Air / Water / Noise	5	7.69%
Energy	Energy Conservation	12	18.46%
Sustainable Transport	Bicycle use / Public transportation	8	12.31%
Consumption Awareness	Donating / Avoiding packaging	7	10.77%
Consumption Awareness	Buying Organic Food	2	3.08%
Water Conservation	Using Less Water	4	6.15%
Deforestation	Cutting trees	3	4.62%
Afforestation	Planting trees	2	3.08%
Creative Recycling	DIY activities / Craft with waste	5	7.69%
Biodiversity	Extinct Animals	2	3.08%

Total	65	100
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According to the data presented in Table 4, the most frequently depicted subtopic is Energy Conservation, represented by 12 visuals (18.46%). This is followed by Recycling and Sustainable Transport, each with 8 visuals (12.31%), highlighting the book's emphasis on practical daily-life applications of environmental responsibility. Topics like Pollution (7.69%), Creative Recycling (7.69%), and Consumption Awareness (10.77%) also appear prominently.

Less frequently represented topics include Biodiversity, Afforestation, and Buying Organic Food, each comprising only 3.08% of the visual content. The topics such as Water Conservation (6.15%), Deforestation (4.62%), and Climate Awareness (4.62%) receive limited visual representation.

4.1.2.2. Textual Analysis

The textual analysis of the 6th Grade Public School ELT Coursebook reveals that a total of 112 textual elements were identified that explicitly reflect environmental education content.

Table 5 categorizes these elements according to topics, subtopics and their alignment with the UNESCO-UNEP (1976) environmental education objectives.

Table 5

Textual Analysis of 6th Grade Public School ELT Coursebook

Topics	Subtopics	No. of Mentions	UNESCO Objectives
Climate Change	Global Warming	3	Awareness/Knowledge
Climate Change	Fossil fuel usage	3	Knowledge
Pollution	Water Pollution	3	Awareness/Attitude
Pollution	Noise Pollution	1	Awareness
Pollution	Air Pollution	2	Awareness
Pollution	Clean Environment	2	Attitude
Waste Management	Recycling	18	Knowledge/Skills/Participation
Waste Management	Reusing	14	Knowledge/Skills
Waste Management	Reducing	9	Knowledge/Attitude

Waste Management	Littering	6	Awareness/Attitude
Waste Management	Plastic Reduction	10	Knowledge/Skills
Water Conservation	Saving Water	5	Skills/Attitude
Deforestation	Tree Cutting	2	Attitude
Afforestation	Planting Trees	4	Participation/Attitude
Energy	Solar/Wind Energy	2	Knowledge/Awareness
Energy	Energy Conservation	20	Knowledge/Skills
Biodiversity	Protecting Animals	1	Attitude
Sustainable Transport	Bicycle use / Public transportation	4	Attitude/Skills
Consumption Awareness	Buying Organic Food	2	Attitude
Climate Awareness	Environmental Activity	1	Participation

As illustrated in Table 5, the most frequently addressed topics are related to Energy Conservation (n = 20), Recycling (n = 18), and Reusing (n = 14). These subtopics are primarily related to the UNESCO-UNEP (1976) objectives of Knowledge, Skills, and Participation, reflecting an effort not only to inform students about environmental practices but also to encourage their active participation and the practical application of what they have learned.

The textbook also includes other subtopics under Waste Management, such as Reduction (9) and Disposal (6), reinforcing behavioural changes and environmental responsibility. The inclusion of multiple objectives, particularly Knowledge/Skills objectives, reflects a pedagogical approach aimed at developing learners' skills as well as environmental literacy.

In addition to waste-related topic the topic of Pollution is addressed in various dimensions, including Water, Noise, and Air Pollution, and is mentioned a total of 6 times. These are largely aligned with Awareness and Attitude objectives and provide students with a basic understanding of environmental education.

Other important environmental topics such as Climate Change (with sub-topics such as Global Warming and Fossil Fuel Use, each mentioned 3 times), Water Conservation (mentioned 5 times) and Sustainable Transportation (mentioned 4 times) are also present. These subtopics

are in line with various objectives such as Awareness, Knowledge, and Skills, demonstrating a balanced effort to develop both understanding and action-oriented thinking.

The topics that are represented less frequently include Afforestation (n= 4), Deforestation (n= 2), Biodiversity (n= 1), Consumption Awareness (n= 1), and Climate Awareness (n= 1). All of these are linked to Attitude or Participation and, although they appear less frequently in the texts, they emphasise the intention to promote environmental values and participation.

To better understand the distribution of environmental topics in the textual content, Table 6 presents the frequency and percentage of each subtopic.

Table 6

Total Number of Textual Representations of Environmental Topics in the 6th Grade Public School ELT Coursebook

Topics	Subtopics	F	%
Climate Change	Global Warming	3	2.68%
Climate Change	Fossil fuel usage	3	2.68%
Pollution	Water Pollution	3	2.68%
Pollution	Noise Pollution	1	0.89%
Pollution	Air Pollution	2	1.79%
Pollution	Clean Environment	2	1.79%
Waste Management	Recycling	18	16.07%
Waste Management	Reusing	14	12.5%
Waste Management	Reducing	9	8.04%
Waste Management	Littering	6	5.36%
Waste Management	Plastic Reduction	10	8.93%
Water Conservation	Saving Water	5	4.46%
Deforestation	Tree Cutting	2	1.79%
Afforestation	Planting Trees	4	3.57%
Energy	Solar/Wind Energy	2	1.79%

Energy	Energy Conservation	20	17.86%
Biodiversity	Protecting Animals	1	0.89%
Sustainable Transport	Bicycle use / Public transportation	4	3.57%
Consumption Awareness	Buying Organic Food	2	1.79%
Climate Awareness	Environmental Activity	1	0.89%
Total		112	100

As shown in Table 6, the most prominent sub-topic was Conservation, which was mentioned 20 times (17.86%), indicating that great importance is given to sustainable energy practices. This was followed by Recycling, which was mentioned 18 times (16.07%), indicating that great importance is given to waste management.

Reusing (12.5%) and Plastic Reduction (8.93%) were also notable subtopics under the Waste Management topic. There were a total of 5 different sub-topics (Recycling, Reuse, Reduction, Waste Disposal, Plastic Reduction) under the Waste Management topic, which constituted a significant textual part of the content.

Other frequently occurring subtopics included Reducing (8.04%) and Littering (5.36%), reflecting the coursebook's consistent emphasis on individual behavioural changes related to consumption and waste. Water Conservation (Saving Water) appeared 5 times (4.46%), contributing to the development of practical awareness regarding sustainable water use.

In contrast, several environmental issues were addressed very infrequently. These include Noise Pollution, Animal Protection and Environmental Activities, each of which appeared only once (0.89%), indicating limited interest in topics such as biodiversity or broader climate action in the texts. Similarly, Tree Cutting, Solar/Wind Energy, Organic Food Purchasing, and Clean Environment were mentioned only twice (1.79%), indicating that while various topics were addressed, their in-depth coverage remained relatively limited.

4.1.2.3. Activity Analysis

The analysis of the 6th Grade State School ELT Textbook revealed a wide variety of activity types, consisting of a total of 34 different environment education-related tasks. These activities were examined based on their formats and pedagogical focus points and then matched with the UNESCO-UNEP (1976) Environmental Education Objectives presented in Table 7.

Table 7*Activity Analysis of 6th Grade Public School Coursebook*

Activity Type	No. of Activities	UNESCO Objective (dominant)
Matching (Right-Responsibility)	1	Awareness
Role-play / Simulation	1	Skills
Board Game (Vocabulary)	1	Knowledge
Song Completion	1	Awareness
Matching Exercise	1	Knowledge
Listening & Ticking	1	Awareness
Speaking	1	Awareness
Reading & Title Matching	2	Knowledge
Listening & Speaking	2	Awareness
Matching Exercise	1	Awareness
Speaking about the pictures	1	Awareness
Preparing Notices	1	Awareness
Listening /Dialogue Completion	1	Awareness
Listening Comprehension	1	Awareness
Picture-based Fill-in	1	Attitude
Discussion & Group Work	1	Attitude
Poster Preparation	1	Skills/Participation
Discussion & Group Work	2	Participation
Writing /Giving Suggestions	1	Attitude
Concept Labelling under Visuals	1	Knowledge
Sentence Completion	1	Attitude
Q&A	2	Skills
Craft Instructions	2	Skills
Quiz	1	Awareness

Preparing To Do List	1	Skills
Stamp Discussion	1	Attitude
Matching	1	Knowledge
Mind Map	1	Knowledge
Self-Assessment	1	Evaluation Ability

The analysis demonstrated that Awareness was the most frequently addressed objective, represented in 12 activities, indicating a strong emphasis on fostering students' recognition and understanding of environmental issues. Activities such as Listening & Ticking, Speaking, and Quiz exemplify this focus, aiming to raise environmental consciousness through receptive and interactive tasks.

Knowledge objectives were in line with 7 activities, notably through tasks like Board Game, Matching Exercises, and Mind Map, providing opportunities for students to acquire factual information and terminology related to environmental concepts.

The third most dominant objective was Skills found in 6 activities. These activities reflect an effort to encourage learners' action-oriented engagement by equipping them with practical environmental behaviors and competencies.

The Attitude objective appeared in 5 activities such as Picture-based Fill-in, Writing/Giving Suggestions, and Stamp Discussion, promoting positive values and emotional engagement with environmental issues. The Participation objective was explicitly targeted in only 3 activities, including Discussion & Group Work and Poster Preparation, offering limited space for cooperative action and shared responsibility. Lastly, the Evaluation Ability objective was represented only once, through a Self-Assessment activity, suggesting minimal emphasis on students' reflective thinking and critical evaluation of their own environmental awareness and actions.

Table 8

Total Number of Activities According to UNESCO Environmental Education Objectives

UNESCO Objective (dominant)	F	%
Awareness	12	35.29%

Knowledge	7	20.59%
Attitude	5	14.71%
Skills	6	17.65%
Evaluation Ability	1	2.94%
Participation	2	5.88%
Skills/Participation	1	2.94%
Total	34	100

The classification of 34 environment-themed activities according to UNESCO Environmental Education Objectives revealed an uneven distribution across categories. As shown in Table 8, Awareness emerged as the most frequently targeted objective, with 12 activities (35.29%) falling into this category. This indicates that the curriculum places a strong emphasis on developing students' environmental awareness and exposing them to ecological issues for the first time.

The second most frequently addressed objective was Knowledge, represented by 7 activities (20.59%), reflecting efforts to develop students' conceptual understanding of environmental issues. Skill objectives were addressed in 6 activities (17.65%), indicating a moderate focus on developing students' ability to engage in practical, action-based environmental behaviours.

Attitude was the focus of 5 activities (14.71%), aiming to shape students' environmental values, responsibilities, and emotional connections with nature. On the other hand, 'Participation' is represented in only 2 activities (5.88%), while 'Evaluation Ability' and 'Skill/Participation' are each addressed in a single activity (each at 2.94%).

4.1.3. Findings from the 7th Grade Public School ELT Coursebook

The detailed content analysis of the 7th Grade Public School ELT Coursebook shows that environmental education is addressed in three different units: Unit 4 Wild Animals, Unit 7 Dreams, and most explicitly Unit 9 Environment. Among these, Unit 9 is the only unit comprehensively devoted to environmental education and contains a wide variety of images,

texts and activities that directly engage learners with key environmental topics such as pollution, recycling, conservation and climate change.

Unit 4 Wild Animals makes a greater contribution to environmental education than Unit 7 Dreams. Although the unit is not explicitly designed around environmental themes, it provides basic information about wildlife and biodiversity through depictions of various endangered and extinct animals. The visuals and explanatory texts help to raise students' environmental awareness, which is in line with the Awareness objective set by UNESCO-UNEP (1976). More importantly, the unit includes a series of tasks that require students to list endangered and extinct species, identify the causes of their extinction, and make suggestions for protecting wild animals. These tasks go beyond simple information transfer, engaging students in higher-order thinking processes, encouraging them to reflect on environmental threats and develop responsible attitudes. Students' engagement is further enhanced by the project-based activity "Making recommendations for the protection of wild animals," which encourages them to take charge, come up with solutions, and communicate their ideas in a tangible way. Because it promotes active engagement in resolving environmental issues and fosters student responsibility through practical environmental actions, the role embodies the Participation objective established by UNESCO-UNEP (1976).

In contrast, Unit 7 Dreams contains just a few indirect connections to environmental education. One activity enables students to make predictions based on future events, which include 'water scarcity' and 'climate change'. Although it is not accompanied by short and more extensive explanations, this example raises students' awareness of global environmental challenges without requiring a more in-depth analysis.

4.1.3.1. Visual Analysis

The visual analysis of the 7th Grade Public School ELT Coursebook revealed that there are a total of 49 visuals that directly convey environmental topics. All of these visuals are found in Unit 9 Environment, which is the coursebook's core environmental education unit. Table 9 shows the classification of all visuals identified in the coursebook according to the environmental topic, subtopic, and relevant UNESCO-UNEP (1976) Environmental Education Objectives.

Table 9

Visual Analysis of 7th Grade Public School Coursebook

Topics	Subtopics	No. of Visuals	UNESCO Objectives
Pollution	Air Pollution	3	Awareness
Pollution	Water Pollution	1	Awareness
Energy	Renewable Energy	1	Awareness
Energy	Energy Conservation	3	Awareness/Participation
Biodiversity	Endangered Animals	1	Awareness
Climate Change	Greenhouse Effect	1	Awareness
Deforestation	Tree Cutting/Forest Fires	3	Awareness
Afforestation	Planting Trees	11	Awareness/Skills/Participation
Water Scarcity	Drought	1	Awareness
Water Conservation	Saving Water	2	Awareness
Waste Management	Recycling	6	Awareness/Skills
Waste Management	Recyclable Materials	8	Awareness
Waste Management	Picking up rubbish	3	Awareness/Participation
Environmental Awareness	Protecting the Planet	2	Awareness
Sustainable Transport	Bicycle use / Public transportation	3	Awareness/Attitudes

Most of the images are consistently linked to the UNESCO-UNEP (1976) Awareness Objective across nearly all subtopics. In particular, images related to Air Pollution, Water Pollution, Renewable Energy, Endangered Animals, Greenhouse Effect, Deforestation/Forest Fires, Drought, Water Conservation, Recyclable Materials, and Protecting the Planet are classified under the Awareness objective.

Some visuals, such as Energy Conservation and Picking up rubbish, are aligned with both the Awareness and Participation objectives. Additionally, visuals addressing Tree Planting are related to three different UNESCO objectives: Awareness, Skills, and Participation. This indicates broader educational participation. Similarly, visuals addressing Recycling are related to both the Awareness and Skills objectives.

Finally, visuals related to Cycling/Public Transport in the Sustainable Transport topic are linked to Awareness and Attitudes.

These classifications show that while Awareness remains the dominant objective across Awareness visuals, other objectives such as Skills, Participation, and Attitudes are also partially represented.

Table 10 shows the total number and percentage distribution of visual representations of environmental topics identified in the 7th Grade Public School ELT Coursebook.

Table 10

Total Number of Visual Representations of Environmental Topics in the 7th Grade Public School ELT Coursebook

Topics	Subtopics	F	%
Pollution	Air Pollution	3	6.12%
Pollution	Water Pollution	1	2.04%
Energy	Renewable Energy	1	2.04%
Energy	Energy Conservation	3	6.12%
Biodiversity	Endangered Animals	1	2.04%
Climate Change	Greenhouse Effect	1	2.04%
Deforestation	Tree Cutting/Forest Fires	3	6.12%
Afforestation	Planting Trees	11	22.45%
Water Scarcity	Drought	1	2.04%
Water Conservation	Saving Water	2	4.08%
Waste Management	Recycling	6	12.24%
Waste Management	Recyclable Materials	8	16.33%
Waste Management	Picking up rubbish	3	6.12%
Environmental Awareness	Protecting the Planet	2	4.08%
Sustainable Transport	Bicycle use / Public transportation	3	6.12%
Total		49	100

A total of 49 visuals were recorded, with the most frequently represented topic being Afforestation (Tree Planting) at 22.45%. This is followed by visuals related to Waste Management, specifically Recyclable Materials (16.33%) and Recycling (12.24%). Other subtopics such as Energy Conservation, Tree Cutting/Forest Fires, Air Pollution, Waste Collection, and Sustainable Transportation account for 6.12% of the visuals.

Environmental topics such as Water Conservation and Protecting the Planet are represented at a rate of 4.08%, while a few other topics such as Water Pollution, Renewable Energy, Endangered Animals, Greenhouse Effect, and Drought are seen less frequently, each accounting for 2.04% of the total visual content.

The distribution shows that practical and observable environmental actions such as tree planting and waste separation are given more visual emphasis. Topics such as Pollution, Energy, and Water Conservation are also represented less frequently. These quantitative findings provide insight into which environmental topics are more visually represented in the coursebook.

4.1.3.2. Textual Analysis

The analysis of the textual content in the 7th grade public school ELT coursebook shows that there is a strong emphasis on the Awareness objective defined by UNESCO-UNEP (1976). Most of the subtopics presented are consistent with the Awareness or Awareness/Attitudes objective, indicating a focus on introducing environmental issues and developing basic awareness among learners. Based on this, the analysis of the textual analysis presented in the coursebook is shown in Table 11 below.

Table 11

Textual Analysis of 7th Grade Public School ELT Coursebook

Topics	Subtopics	No. of Mentions	UNESCO Objectives
Biodiversity	Protecting Animals	4	Awareness/Attitudes
Biodiversity	Extinct Animals	4	Awareness
Biodiversity	Hunting	5	Awareness
Biodiversity	Habitat Destruction	7	Awareness

Biodiversity	Endangered Animals	5	Awareness
Biodiversity	Extinct Animals	4	Awareness
Climate Change	Global Warming	6	Awareness
Climate Change	Greenhouse Effect	6	Knowledge
Deforestation	Tree Cutting/Forest Fires	7	Awareness
Afforestation	Planting Trees	2	Awareness/Attitudes
Air Pollution	Ozone Layer Depletion/CFCs	11	Knowledge
Energy	Renewable/Solar/Wind Energy	7	Awareness
Energy	Energy Conservation	5	Awareness
Pollution	Water Pollution	4	Awareness
Pollution	Noise Pollution	1	Awareness
Pollution	Air Pollution	8	Awareness
Pollution	Soil Pollution	3	Awareness
Pollution	General Pollution	1	Awareness
Sustainable Living	Using Public Transportation	8	Attitudes
Sustainable Living	Avoiding Aerosols	2	Awareness/Attitudes
Sustainable Consumption	Green Products	2	Awareness
Water Conservation	Saving Water	5	Awareness/Attitudes
Water Scarcity	Drought	2	Awareness
Water Scarcity	Water Shortage	1	Awareness
Waste Management	Recycling	14	Awareness/Attitudes
Waste Management	Littering / Responsible Waste Disposal	5	Awareness/Attitudes
Waste Management	Plastic Reduction	5	Awareness/Attitudes

The most frequently mentioned sub-topic is Recycling, which appears 14 times and is categorized under the Awareness/Attitudes category. This demonstrates both an aim to inform

and to encourage behaviour change. Other subtopics such as Air Pollution (8 times), Renewable/Solar/Wind Energy (7), and Deforestation/Forest Fires (7) are also consistent with Awareness and demonstrate a focus on raising awareness among students about important environmental issues. Similarly, subtopics related to biodiversity, such as Habitat Destruction (7), Hunting (5), and Endangered Animals (5), are repeatedly emphasised, further reinforcing the importance of raising awareness throughout the coursebook.

In terms of UNESCO objectives, knowledge-based content is relatively limited and only appears in relation to the Greenhouse Effect (mentioned 6 times) and Ozone Depletion/CFCs (mentioned 11 times). Although these elements are relatively few in number compared to awareness-based elements, they demonstrate a deeper cognitive engagement with specific scientific topics.

The presence of Attitudes and Awareness/Attitudes classifications in subtopics such as Animal Protection, Tree Planting, Using Public Transportation, and various waste management practices demonstrates the textbook's partial attempt to influence students' values and encourage environmentally conscious behavior. However, no textual elements were found that correspond to UNESCO's objectives of Skills, Evaluation Ability, or Participation, implying a lack of higher-level and action-oriented learning.

Table 12

Total Number of Textual Representations of Environmental Topics in the 7th Grade Public School ELT Coursebook

Topics	Subtopics	F	%
Biodiversity	Protecting Animals	4	2.99%
Biodiversity	Extinct Animals	4	2.99%
Biodiversity	Hunting	5	3.73%
Biodiversity	Habitat Destruction	7	5.22%
Biodiversity	Endangered Animals	5	3.73%
Biodiversity	Extinct Animals	4	2.99%
Climate Change	Global Warming	6	4.48%
Climate Change	Greenhouse Effect	6	4.48%

Deforestation	Tree Cutting/Forest Fires	7	5.22%
Afforestation	Planting Trees	2	1.49%
Air Pollution	Ozone Layer Depletion/CFCs	11	8.21%
Energy	Renewable/Solar/Wind Energy	7	5.22%
Energy	Energy Conservation	5	3.73%
Pollution	Water Pollution	4	2.99%
Pollution	Noise Pollution	1	0.75%
Pollution	Air Pollution	8	5.97%
Pollution	Soil Pollution	3	2.24%
Pollution	General Pollution	1	0.75%
Sustainable Living	Using Public Transportation	8	5.97%
Sustainable Living	Avoiding Aerosols	2	1.49%
Sustainable Consumption	Green Products	2	1.49%
Water Conservation	Saving Water	5	3.73%
Water Scarcity	Drought	2	1.49%
Water Scarcity	Water Shortage	1	0.75%
Waste Management	Recycling	14	10.45%
Waste Management	Littering / Responsible Waste Disposal	5	3.73%
Waste Management	Plastic Reduction	5	3.73%
Total		134	100

The frequency and percentage distribution of environmental topics in the 7th grade state school ELT coursebook show that significant emphasis is placed on certain subtopics as shown in Table 12 above. Among a total of 134 mentions of textual elements, Recycling stands out as

the most frequently mentioned subtopic, appearing 14 times and accounting for 10.45% of the total. This is followed by Ozone Layer Depletion/CFCs (11 times, 8.21%), Air Pollution (8 times, 5.97%), and Habitat Destruction and Renewable/Solar/Wind Energy (each mentioned 7 times, 5.22%). This data indicates that the texts focus more on issues related to waste management, pollution, and biodiversity.

Other frequently mentioned subtopics include Global Warming and the Greenhouse Effect (each mentioned 6 times, 4.48%) and Hunting, Endangered Animals, Energy Conservation, Saving Water, Littering / Responsible Waste Disposal, and Plastic Reduction (each mentioned 5 times, 3.73%). On the other hand, subtopics such as Noise Pollution, General Pollution, and Water Scarcity are mentioned only once (each 0.75%), indicating that these are relatively underrepresented. The variation in frequency levels among subtopics highlights the uneven distribution of environmental content; some topics are disproportionately emphasised compared to others.

4.1.3.3. Activity Analysis

The activity-based analysis of the 7th grade public ELT coursebook revealed a total of 36 environment-related activities. As shown in Table 13, the data indicates a clear emphasis on knowledge acquisition.

Table 13

Activity Analysis of 7th Grade Public School ELT Coursebook

Activity Type	No. of Activities	UNESCO Objective (dominant)
Matching (words & definitions)	1	Knowledge
Classification/List-Making	1	Awareness
Matching (pictures & words)	1	Knowledge
Gap-Fill Reading	1	Knowledge
Discussion/Reporting	1	Evaluation
Ticking reasons	1	Awareness
Listening and Filling Table	1	Knowledge
Suggestion Writing	1	Attitude
Dialogue Writing (Pair Work)	1	Attitude
Project Poster Task	1	Attitude

Sentence Rewriting	1	Skills
Speaking (Prediction-Based)	1	Awareness
Self-Check Questionnaire	1	Evaluation
Matching (pictures & problems)	1	Knowledge
Listening + Identification	1	Awareness
Must/Mustn't Sorting	1	Attitude
Sequencing (Recycling Steps)	1	Skills
Brochure Design	1	Participation
Oral Sharing (Brochure)	1	Participation
Reading + Table Marking	1	Awareness
Dialogue (Speaking Pair Work)	1	Attitude
Reading Comprehension (Text)	1	Knowledge
Diagram Completion	1	Knowledge
Word Matching (Vocabulary)	1	Knowledge
Dialogue (Suggestion Exchange)	1	Attitude
Word Search Puzzle	1	Knowledge
Matching (Materials & Pictures)	1	Knowledge
Classification (Recyclables)	1	Skills
Process Sequencing (Craft)	1	Skills
Pair Work (Recycling Experiment)	1	Participation
Presentation of Experiment	1	Participation
Matching Actions & Pictures	1	Knowledge
Sentence Formation (Should)	1	Attitude
Sentence & Keyword Matching	1	Knowledge
Evaluating Slogans	1	Evaluation
Survey Result Interpretation	1	Evaluation
Fill-in-the-Blank with Visual Support	1	Knowledge
Listening & Note Completion (Chart)	1	Knowledge
Matching Precautions with Reasons	1	Knowledge
Self-Assessment Checklist	1	Evaluation

The most prominent target was Knowledge, which was involved in 15 different activities. These included activities such as Matching (words & definitions), Gap-Fill Reading, Listening and Filling Table, Reading Comprehension (Text), Diagram Completion, Word Matching (Vocabulary), Word Search Puzzle, and Listening & Note Completion (Chart). This focus on knowledge-based activities shows that the textbook primarily aims to develop students' vocabulary, comprehension and conceptual understanding related to environmental education.

The second most frequent objective was Attitude, observed in 7 activities, including Suggestion Writing, Dialogue Writing (Pair Work), Dialogue (Suggestion Exchange), and Sentence Formation (Should). These tasks indicate an attempt to shape students' environmental values and encourage reflective thinking regarding responsible behavior.

Evaluation was addressed in 5 activities, such as Discussion/Reporting, Self-Check Questionnaire, Evaluating Slogans, Survey Result Interpretation, and Self-Assessment Checklist. Although less frequent than knowledge-based items, these activities reflect an effort to foster students' critical thinking and self-reflection regarding environmental issues.

The activities associated with Skills appeared 5 times, particularly in tasks like Sentence Rewriting, Sequencing (Recycling Steps), Classification (Recyclables), and Process Sequencing (Craft). These activities are designed to enhance learners' competencies in environmental contexts.

Table 14

Total Number of Activities According to UNESCO Environmental Education Objectives

UNESCO Objective (dominant)	F	%
Awareness	5	12.50%
Knowledge	15	37.50%
Attitude	7	17.50%
Skills	4	10.00%
Evaluation Ability	5	12.50%
Participation	4	10.00%

Total	40	100
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Based on the UNESCO-UNEP (1976) Environmental Education Objectives, the analysis of the distribution of environmental activities in the 7th grade public school ELT coursebook shows that knowledge-based learning is clearly dominant. As shown in the table 14, knowledge accounts for 37.5% of all activities ($f = 15$), indicating that most of the environment-related activities are designed to develop students' factual understanding and conceptual clarity on environmental issues.

Attitude-based activities ranked second with 17.5% ($f = 7$), reflecting a secondary focus on shaping learners' values and encouraging environmentally conscious behaviour. Activities related to Awareness and Evaluation Skills were equally represented, each accounting for 12.5% ($f = 5$) of the total. This indicates that the coursebook includes introductory-level content aimed at increasing awareness and to some extent encourages critical thinking or reflection, but these objectives do not take precedence over cognitive knowledge acquisition.

In contrast, activities related to Skills and Participation were the least represented, each accounting for 10% ($f = 4$). These low percentages indicate a limited focus on practical participation and active student engagement, two dimensions critical for long-term behavioural change and real-world environmental action.

4.1.4. Findings from the 8th Grade Public School ELT Coursebook

The analysis of the 8th Grade Public School ELT Coursebook revealed that Unit 10, Natural Forces, is devoted to environmental education. This unit clearly covers environmental topics such as natural disasters, climate-related phenomena, and environmental protection. Of the ten units in the coursebook, only Unit 10 addresses environmental education in a structured and purposeful manner. In contrast, no references to environmental issues were found in the remaining nine units.

4.1.4.1. Visual Analysis

The visual analysis of the 8th Grade Public School ELT Coursebook revealed a total of 47 visuals related to environmental education, all of which are centred in Unit 10 Natural Forces.

Table 15

Visual Analysis of 8th Grade Public School ELT Coursebook

Topics	Subtopics	No. of Visuals	UNESCO Objectives
Natural Disasters	Earthquake	6	Awareness
Natural Disasters	Hurricane	6	Awareness
Natural Disasters	Volcanic Eruption	6	Awareness
Natural Disasters	Landslide	3	Awareness
Natural Disasters	Flood	2	Awareness
Natural Disasters	Tsunami	4	Awareness
Natural Disasters	Tornado	4	Awareness
Natural Disasters	Avalanche	4	Awareness
Climate Change	Global Warming	1	Awareness
Deforestation	Forest Fire (Wildfire)	3	Awareness
Water Scarcity	Drought	8	Awareness

As presented in Table 15 above, the visuals mainly address various natural disasters such as earthquakes, hurricanes, volcanic eruptions, tsunamis, tornadoes, and floods. Additional subtopics include global warming, forest fires, and drought, which align with broader environmental issues such as climate change, deforestation, and water scarcity.

All visuals are aligned with the UNESCO-UNEP (1976) Environmental Education Awareness Objective, aiming to inform and sensitise students about environmental phenomena and natural forces. The visuals serve as an introduction to environmental education helping students recognise natural issues and events. However, it should be noted that the visual content is largely informative in nature and does not represent higher-level objectives such as attitudes, skill development, evaluation ability, or participation.

This indicates that the visual elements of the coursebook primarily contribute to the development of environmental awareness rather than encouraging active participation or critical thinking regarding environmental issues.

Table 16

Total Number of Visual Representations of Environmental Topics in the 8th Grade Public School ELT Coursebook

Topics	Subtopics	F	%
Natural Disasters	Earthquake	6	12.77%
Natural Disasters	Hurricane	6	12.77%
Natural Disasters	Volcanic Eruption	6	12.77%
Natural Disasters	Landslide	3	6.38%
Natural Disasters	Flood	2	4.26%
Natural Disasters	Tsunami	4	8.51%
Natural Disasters	Tornado	4	8.51%
Natural Disasters	Avalanche	4	8.51%
Climate Change	Global Warming	1	2.13%
Deforestation	Forest Fire (Wildfire)	3	6.38%
Water Scarcity	Drought	8	17.02%
Total		47	100

The quantitative distribution of visuals related to environmental education in the 8th Grade Public School ELT Coursebook is presented in Table 16. A total of 47 visuals were identified, distributed across various environmental subtopics. The most frequently represented subtopic is Drought, which falls under the general theme of Water Scarcity, with 8 visuals (17.02%), making it the most visually emphasised topic. This is followed by Earthquake, Hurricane, and Volcanic Eruption, each represented 6 times (12.77%).

Other natural disasters such as Tornado, Tsunami, and Avalanche each appear 4 times (8.51%), while Landslide and Forest Fire (Bush Fire) each appear 3 times (6.38%). Floods are shown twice (4.26%), while Global Warming, the sole visual representation of climate change, is shown only once (2.13%), indicating very little emphasis on climate-related content.

The data reflects a strong visual emphasis on natural disasters, while showing limited visual interest in remaining environmental issues.

4.1.4.2. Textual Analysis

The textual analysis of the 8th grade public school ELT coursebook demonstrated that it covers a variety of environmental topics that are in line with the Awareness and Knowledge objectives of the UNESCO-UNEP (1976) framework. As shown in table 17 below, the dominant objective emerging from the analysis is Awareness, reflecting the coursebook's intention to inform students about environmental phenomena and issues.

Table 17

Textual Analysis of 8th Grade Public School ELT Coursebook

Topics	Subtopics	No. of Mentions	UNESCO Objective (dominant)
Natural Disasters	Earthquake	12	Awareness/Knowledge
Natural Disasters	Hurricane	15	Awareness/Knowledge
Natural Disasters	Volcanic Eruption	4	Awareness
Natural Disasters	Landslide	7	Awareness
Natural Disasters	Flood	2	Awareness
Natural Disasters	Tsunami	1	Awareness
Natural Disasters	Tornado	2	Awareness
Natural Disasters	Avalanche	3	Awareness
Climate Change	Global Warming	6	Awareness
Deforestation	Tree Cutting/Forest Fires	10	Awareness/Attitudes
Water Scarcity	Drought/Water shortages	16	Awareness
Water Conservation	Saving Water	6	Awareness/Attitudes
Pollution	Air Pollution	4	Awareness
Energy	Clean Energy	1	Awareness
Agriculture	Agricultural Impact	4	Awareness
Protecting the	Taking precautions	5	Awareness/Attitudes

Environment

Subtopics with high frequencies, such as Water Scarcity ($f = 16$), Hurricane ($f = 15$), and Earthquake ($f = 12$), are associated with the objective of raising awareness and, in some cases, providing basic environmental knowledge. Additionally, subtopics such as Deforestation ($f = 10$), Water Conservation ($f = 6$), and Environmental Protection ($f = 5$) go beyond awareness, indirectly encouraging responsible behaviour towards environmental protection, thereby are associated with Attitudes objective.

Other subtopics, such as Air Pollution, Clean Energy, and the Impact of Agriculture, promote the awareness objective without advancing higher-level outcomes such as skill development or participatory action. Despite the diversity of subtopics covered, the presence of higher-level UNESCO objectives such as Skills, Evaluation, or Participation is limited or absent.

While the text content of Unit 10 emphasises awareness and knowledge, it gives moderate attention to attitude development and is not significantly aligned with the higher-level goals necessary for comprehensive environmental education.

Table 18

Total Number of Textual Representations of Environmental Topics in the 8th Grade Public School ELT Coursebook

Topics	Subtopics	F	%
Natural Disasters	Earthquake	12	12.24%
Natural Disasters	Hurricane	15	15.31%
Natural Disasters	Volcanic Eruption	4	4.08%
Natural Disasters	Landslide	7	7.14%
Natural Disasters	Flood	2	2.04%
Natural Disasters	Tsunami	1	1.02%
Natural Disasters	Tornado	2	2.04%
Natural Disasters	Avalanche	3	3.06%
Climate Change	Global Warming	6	6.12%

Deforestation	Tree Cutting/Forest Fires	10	10.20%
Water Scarcity	Drought/Water shortages	16	16.33%
Water Conservation	Saving Water	6	6.12%
Pollution	Air Pollution	4	4.08%
Energy	Clean Energy	1	1.02%
Agriculture	Agricultural Impact	4	4.08%
Protecting the Environment	Taking precautions	5	5.10%
Total		98	100%

The frequency and percentage distribution of environmental topics identified in the text content of the 8th Grade Public School ELT Coursebook are presented in Table 18. A total of 98 environmental subtopics were identified throughout Unit 10, indicating that environmental education is relatively well integrated into the texts within a single unit.

The most frequently mentioned subtopic is Water Scarcity, related to drought and water scarcity, which is mentioned 16 times (16.33%), indicating a significant emphasis on issues related to water consumption. This is followed by the subtopics of Hurricane (15 times, 15.31%) and Earthquake (12 times, 12.24%), which are part of the Natural Disasters topic that dominates the overall text content.

Deforestation, represented by subtopics Tree Cutting/Forest Fire, appears 10 times (10.20%), while Landslides (7.14%), Global Warming (6.12%) and Water Conservation (6.12%) also appear to some extent in the texts. Other subtopics such as Air Pollution, Volcanic Eruption, and Agricultural Impact range from 4.08% to 5.10%.

Less frequently mentioned topics include Flood, Tsunami, Hurricane, and Clean Energy, each ranging from 1.02% to 2.04%, indicating minimal focus on these areas.

The data reveals that the textual elements emphasise urgent environmental threats and concerns about resources, particularly water-related issues and natural disasters. However, the overall representation remains imbalanced, with intense focus on some topics and minimal attention to others.

4.1.4.3. Activity Analysis

The activity-based analysis of the 8th Grade State School ELT Coursebook revealed a total of 33 environment-themed activities, as summarised in Table 19. These activities were categorised according to the dominant UNESCO Environmental Education Objectives and provided a clear understanding of the educational focus and targeted learning outcomes of the environmental tasks in the coursebook.

Table 19

Activity Analysis of 8th Grade Public School ELT Coursebook

Activity Type	No. of Activities	UNESCO Objective (dominant)
Listening	6	Awareness
Speaking	5	Attitude
Reading	12	Awareness
Writing	5	Skills
Matching	2	Awareness
Puzzle (Vocabulary)	1	Awareness
Role Play	1	Attitude
Reading and Speaking	1	Attitude

The most common objective was Awareness, observed in most activity types, particularly Reading (n = 12), Listening (n = 6), Matching (n = 2), and Puzzle (Vocabulary) (n = 1) activities. This shows that students are engaged in environmental content through activities that aim to develop initial awareness rather than encourage active participation or production.

Activities aligned with Attitudes objective were observed in Speaking (n = 5), Role-Playing (n = 1), and Reading and Speaking (n = 1) tasks. These activities are designed to increase students' emotional understanding of environmental issues, foster the growth of values that support environmental preservation, and enhance their sense of personal accountability to the natural world.

The UNESCO-UNEP (1976) Skills objective is reflected in the writing activities (n = 5), which help students acquire fundamental environmental skills like problem-solving,

organizing their ideas on ecological challenges, and presenting solutions in writing. However, it is important to highlight that none of the activities are linked to higher-level objectives like Evaluation Ability or Participation, which are essential for fostering active engagement and critical thinking.

Although the textbook's activity structure primarily aligns with the Awareness objective and gives a modest amount of importance to Attitudes and Skills, it does not fully correspond with the entire UNESCO-UNEP (1976) environmental education objectives.

Table 20

Total Number of Activities According to UNESCO Environmental Education Objectives

UNESCO Objective (dominant)	F	%
Awareness	21	63.64%
Attitude	7	21.21%
Skills	5	15.15%
Total	33	100

As indicated in Table 20, the majority of the environment-themed activities in the 8th Grade Public School ELT Coursebook (63.64%) are in line with the Awareness objective, highlighting the textbook's emphasis on assisting students in recognising and understanding basic environmental issues. Activities which promote developing attitudes account for 21.21% of the total, indicating that establishing environmental awareness and values is of moderate importance. On the other hand, only 15.15% of the activities are classified based on the Skill objective, indicating that students have few opportunities to practise or use practical environmental skills. There are no activities related to more advanced UNESCO objectives like Evaluation Ability or Participation, indicating a lack of deeper involvement or focus on action-oriented tasks.

4.2. Findings from Private School ELT Coursebooks

4.2.1. Findings from the 5th Grade Private School ELT Coursebook

The content analysis of the 5th Grade Private School ELT Textbook (Close-up A1+) revealed that although there is no specific or systematically structured unit related to environmental education in the book, content related to the environment is indirectly and scattered throughout various units. In particular, Unit 3 My Hometown, Unit 6 Welcome to the Jungle and Unit 7 Invent It! contain textual, visual and activity-based references to environmental issues such as wildlife conservation, endangered species, renewable energy and waste management. Although these elements do not form part of an explicit pedagogical approach to environmental education, they offer opportunities to develop students' awareness and understanding of environmental issues. While the integration of these elements is limited in scope and depth, when used appropriately by teachers, they contribute to increasing learners' environmental awareness.

4.2.1.1. Visual Analysis

The visual analysis of the 5th Grade Private School ELT Coursebook (Close-up A1+) revealed a total of 33 visuals related to environmental themes. As presented in Table X, the most prominent theme is Wildlife, represented by 26 visuals, particularly in the context of endangered species. This strong presence indicates a significant emphasis on biological diversity awareness and the importance of species conservation. These visuals are categorised under Awareness and Awareness/Knowledge, which are the objectives of UNESCO-UNEP (1976), indicating that they aim to develop students' understanding and interest in wildlife.

Among the additional visuals, there are 4 images depicting wildlife conservation, such as puffins illustrations, which further encourage a love for nature. Beyond wildlife, the coursebook contains only one visual related to renewable energy (e.g., solar cooker or solar panels) and two visuals under the theme of waste management, focusing on reuse and recyclable materials.

As shown in table 21, the visuals primarily support Awareness and Awareness/Knowledge objectives, and there are no representations linked to more action-oriented objectives such as Attitudes, Skills, Evaluation Ability or Participation.

Table 21

Visual Analysis of 5th Grade Private School ELT Coursebook

Topics	Subtopics	No. of Visuals	UNESCO Objectives
Wildlife Conservation	Pictures of Puffins	4	Awareness
Wildlife	Endangered Species	26	Awareness / Knowledge
Renewable Energy	Solar cooker / solar power	1	Awareness / Knowledge
Waste Management	Reusing	1	Awareness
Waste Management	Recyclable Material	1	Awareness

Table 22

Total Number of Visual Representations of Environmental Topics in the 5th Grade Private School ELT Coursebook

Topics	Subtopics	F	%
Wildlife Conservation	Pictures of Puffins	4	12.12%
Wildlife	Endangered Species	26	78.79%
Renewable Energy	Solar cooker / solar power	1	3.03%
Waste Management	Reusing	1	3.03%
Waste Management	Recyclable Material	1	3.03%
Total		33	100

As shown in Table 22, the distribution of visual presentations of environmental topics in the 5th Grade Private School ELT Coursebook is heavily focused on the themes of Wildlife and Wildlife Conservation. The sub-topic of Endangered Species alone accounts for 78.79% ($f = 26$) of the total visuals, indicating that great importance is placed on the conservation of biodiversity. This shows that the visual narrative of the coursebook focuses primarily on increasing students' awareness and knowledge of animals facing extinction.

The second most common visual theme is wildlife conservation, which accounts for 12.12% of the images ($f = 4$) and is illustrated primarily with images of puffins.

Other environmental topics such as Renewable Energy (3.03%) and Waste Management (3.03% for each subtopic: Reuse and Recyclable Materials) are very poorly represented, each appearing only once. This indicates that despite their relevance to current environmental discourse, these themes receive relatively little visual attention in the textbook.

4.2.1.2. Textual Analysis

In the textual analysis of the 5th Grade Private School ELT Textbook (Close-up A1+), a wide variety of environmental themes have been identified. A total of 29 textual elements refer to environmental content as shown in table 23 below.

Table 23

Textual Analysis of 5th Grade Private School ELT Coursebook

Topics	Subtopics	No. of Mentions	UNESCO Objective (dominant)
Wildlife Protection	Conservation message	1	Attitude
Wildlife Protection	Habitat availability	1	Attitude/ Participation
Wildlife Protection	Endangered Species	4	Awareness/Attitude
Sustainable Innovation	Eco-friendly invention	3	Attitude
Sustainable Materials	Biodegradable alternatives	1	Awareness
Sustainable Materials	Eco-friendly materials	1	Attitude
Pollution Prevention	Avoiding use of plastic	1	Participation
Clean Technology	Chemical-free preservation	1	Knowledge
Natural Disasters	Earthquake / Fire	1	Awareness
Renewable Energy	Solar cooker / solar power	5	Awareness / Knowledge
Waste Management	Recycled materials	1	Awareness
Waste Management	Making instruments from rubbish	2	Knowledge / Attitude
Waste Management	Recycling	4	Awareness

Waste Management	Turning waste into art	2	Attitude
Waste Management	Cutting, melting, cleaning	3	Knowledge / Skills

The most frequently observed topic is Waste Management, with a total of 12 textual elements spread across five subtopics: Recycled materials, Making instruments from rubbish, Recycling, Turning waste into art, and Cutting, melting, cleaning. These elements reflect the importance given to reuse and recycling and are consistent with the Awareness, Attitude, Knowledge and Skills objectives outlined in the UNESCO-UNEP (1976) framework.

The second most frequently mentioned topic is Renewable Energy, represented by the sub-topic Solar Energy, which appears five times. These references contribute to increasing students' awareness and knowledge of sustainable energy alternatives and are consistent with global efforts to promote environmentally conscious energy consumption.

Wildlife Conservation is another key topic, with six textual elements focusing on endangered species, habitat availability, and conservation messages. These are related to raising awareness and participation, as well as developing attitudes, and demonstrate an intention to promote emotional and ethical sensitivity towards the conservation of biological diversity.

Other related topics include Sustainable Innovation, Sustainable Materials, Pollution Prevention, Clean Technology, and Natural Disasters. Although these topics appear less frequently (each one to three times), they contribute to the thematic diversity of environmental education in the coursebook. In particular, the fact that the topic of avoiding plastic use is linked to participation under the topic of Pollution Prevention.

Table 24

Total Number of Textual Representations of Environmental Topics in the 5th Grade Private School ELT Coursebook

Topics	Subtopics	F	%
Wildlife Protection	Conservation message	1	3.23%
Wildlife Protection	Habitat availability	1	3.23%
Wildlife Protection	Endangered Species	4	12.90%
Sustainable Innovation	Eco-friendly invention	3	9.68%

Sustainable Materials	Biodegradable alternatives	1	3.23%
Sustainable Materials	Eco-friendly materials	1	3.23%
Pollution Prevention	Avoiding use of plastic	1	3.23%
Clean Technology	Chemical-free preservation	1	3.23%
Natural Disasters	Earthquake / Fire	1	3.23%
Renewable Energy	Solar cooker / solar power	5	16.13%
Waste Management	Recycled materials	1	3.23%
Waste Management	Making instruments from rubbish	2	6.45%
Waste Management	Recycling	4	12.90%
Waste Management	Turning waste into art	2	6.45%
Waste Management	Cutting, melting, cleaning	3	9.68%
Total		31	100

As shown in table 24, a total of 31 textual elements related to environmental issues were identified in the 5th Grade Private School ELT Coursebook. These examples were spread across various topics and appeared with varying frequencies.

The most frequently represented topic is Renewable Energy, with sub topics related to solar cooker / solar power appearing five times and accounting for 16.13% of all examples. This shows that great importance is given to raising awareness and knowledge about alternative energy sources.

Waste Management, recycling ($f = 4$, 12.90%), cutting, melting, cleaning ($f = 3$, 9.68%), turning waste into art ($f = 2$, 6.45%), making instruments from waste ($f = 2$, 6.45%), and recycled materials ($f = 1$, 3.23%) are mentioned a total of 12 times (38.71%). The diversity in this category highlights not only the importance of recycling but also a pedagogical emphasis on encouraging the reuse of materials.

The topic of wildlife conservation is addressed under three subheadings: Endangered species ($f = 4$, 12.90%), Conservation message ($f = 1$, 3.23%) and Habitat availability ($f = 1$, 3.23%), appearing a total of 6 times (19.36%). These examples indicate an attempt to develop positive attitudes and awareness regarding biological diversity and nature conservation.

Less frequently mentioned but still pedagogically important topics include Sustainable Innovation ($f = 3$, 9.68%), Sustainable Materials ($f = 2$, 6.46%), Pollution Prevention, Clean Technology, and Natural Disasters, each appearing once (3.23%). Although these topics are only mentioned occasionally, they help to diversify the textbook's presentation of environmental issues.

4.2.1.3. Activity Analysis

As shown in table 25 below, the activity analysis of the 5th Grade Private School ELT Coursebook (*Close-up A1+*) revealed a total of 14 activities that include environmental topics through different types of activities.

Table 25

Activity Analysis of 5th Grade Private School ELT Coursebook

Activity Type	No. of Activities	UNESCO Objective (dominant)
Pre-watching comprehension	1	Knowledge / Awareness
Watching and Listening for detail	1	Knowledge / Awareness
Reading about unusual animals	1	Knowledge / Awareness
Listening about Recycling	1	Knowledge / Awareness
Reading Comprehension	1	Knowledge / Awareness
Discussion / Reflection	1	Attitude / Participation
Opinion-Based Reflection on Recycling	1	Attitude / Participation
Opinion-Based Reflection on Vegetarianism	1	Attitude / Awareness
Reading about young inventors	1	Awareness/Attitude
Creative Writing / Reflection	1	Participation
Post-watching /contextual vocabulary	1	Awareness
Unjumbling the sentences	1	Awareness
Reading with Context	1	Awareness
Visual Vocabulary Matching	1	Awareness

Table 26

Total Number of Activities According to UNESCO Environmental Education Objectives

UNESCO Objective (dominant)	F	%
Knowledge / Awareness	5	35.71%
Awareness	4	28.57%
Attitude / Participation	2	14,29%
Attitude / Awareness	2	14,29%
Participation	1	7,14%
Total	14	100

Most of the activities (5 out of 14, 35.71%) were related to the Knowledge/Awareness environmental education objectives of the UNESCO-UNEP (1976). These activities primarily aimed to develop students' conceptual understanding of environmental issues through activities such as reading about unusual animals, watching videos about recycling, or listening to content related to sustainability.

Awareness was the second most commonly addressed objective, with 4 activities (28.57%) involving tasks such as unjumbling the sentences, vocabulary matching, and contextual reading. These assignments are designed to familiarize students with environmentally relevant language without requiring higher-level participation.

Activities promoting attitude/awareness and attitude/participation were less common, accounting for 2 activities each (14.29%). These included writing and opinion-based discussions, with a particular emphasis on topics such as recycling and vegetarianism. These activities not only allow students to establish and articulate their own perspectives, but also to promote the development of positive environmental attitudes, developing deeper emotional, ethical, and active engagement with environmental education concepts.

Only one activity (7.14%) was classified as directly fostering Participation, implying that learners have few opportunities to actively engage in hands-on or real-world environmental issues within the coursebook.

4.2.2. Findings from the 6th Grade Private School ELT Coursebook

The content analysis of the 6th Grade Private School ELT Coursebook (*New Close-up A2 Student's Book*) shows the inclusion of environmental education topics in several units. Although the coursebook does not have a single, comprehensive unit explicitly dedicated to environmental education, it does contain pertinent visual, textual, and activity-based content in a variety of thematic contexts. Environmental elements were recognized specifically in Unit 6 *City Life*, Unit 10 *Getting There!* and Unit 11 *Right as Rain*, and Unit 12 *What a Wonderful World*. Units 10 and 12 showed the highest levels of environmental content. The book's incorporation of environmental subjects across several contexts demonstrates an attempt to enhance students' awareness and knowledge without treating environmental education as an isolated focus.

The following subsections provide a comprehensive review of the visual, textual elements, and environmental activities represented in the coursebook, as well as their classification in accordance with the UNESCO-UNEP (1976) Environmental Education Objectives.

4.2.2.1. Visual Analysis

The visual analysis of the New Close-up A2 Student Book yielded nine visuals relevant to environmental issues, as shown in table 27. Except for one, all of the visuals relate to the UNESCO-UNEP (1976) framework's Awareness objective. These visuals address a variety of topics, including pollution, waste management, biodiversity, sustainable cities, extreme weather conditions, and sustainable food.

Table 27

Visual Analysis of 6th Grade Private School ELT Coursebook

Topics	Subtopics	No. of Visuals	UNESCO Objectives
Traveling	Sustainable Traveling	1	Awareness
Pollution	Traffic, Air Pollution	1	Awareness

Pollution	Plastic Pollution in Oceans	1	Awareness
Biodiversity	Extinct Animals	1	Awareness
Extreme Weather	Flood	1	Awareness
Waste Management	Plastic Packaging	1	Awareness
Sustainable Cities	Urban Greening	1	Awareness
Sustainable Food	Food Miles / Local Food	1	Awareness
Environmental Action	Gardening, Recycling	1 infographic	Attitude

Each environmental topic was illustrated with a single visual, resulting in a comprehensive but limited representation of environmental topics across the coursebook. Only one visual, an infographic about gardening and recycling, was coded as an Attitude objective because it has the potential to promote good environmental behavior.

While the images cover a wide range of subtopics, their total quantity and primary illustrative role indicate that the coursebook focuses more on increasing awareness than developing critical thinking or encouraging the development of positive environmental attitudes.

Table 28

Total Number of Visual Representations of Environmental Topics in the 6th Grade Private School ELT Coursebook

Topics	Subtopics	F	%
Traveling	Sustainable Traveling	1	11.11%
Pollution	Traffic/Air Pollution	1	11.11%
Pollution	Plastic Pollution in Oceans	1	11.11%
Biodiversity	Extinct Animals	1	11.11%
Extreme Weather	Flood	1	11.11%
Waste Management	Plastic Packaging	1	11.11%
Sustainable Cities	Urban Greening	1	11.11%
Sustainable Food	Food Miles / Local Food	1	11.11%

Environmental Action	Gardening/Recycling	1	11.11%
Total		9	100

9 visuals that represented environmental subjects were found in the 6th-grade private school ELT coursebook, as indicated in table 28 above. Since each subtopic was only mentioned once, the distribution of all categories was equal (11.11%). Although the visuals cover a wide range of topics, including pollution, biodiversity, sustainable food, and urban greening, their infrequent occurrence indicates that there isn't much of a visual focus on environmental education in the coursebook.

4.2.2.2. Textual Analysis

A significant degree of topic diversity is revealed by the textual analysis of the 6th Grade Private School ELT Coursebook (New Close-up A2), with environmental elements woven across several subtopics, as illustrated in table 29 below. Basic awareness-raising topics like air pollution, marine pollution, and energy conservation are covered, as well as more attitude- and participation-oriented topics like eco-friendly travel, reusing plastic bags, and urban gardening. These are in line with the Environmental Education Objectives of UNESCO-UNEP (1976), specifically Awareness, Attitudes, Knowledge, and Participation.

One of the key findings is the strong focus on Waste Management, particularly the subtopic of Plastic Bag Use, Reuse and Recycling ($f = 13$). This supports both Awareness and Attitude development. This reflects an effort to go beyond merely raising awareness of environmental issues. Similarly, Water Conservation (Water Conservation, $f = 7$) also reinforces Awareness and Attitudes, emphasising responsible resource use.

Climate-related topics such as floods, droughts, hurricanes and forest fires were coded under the heading 'Extreme Weather Conditions'. These themes primarily serve the goals of Knowledge and Awareness, helping students understand environmental consequences, but offer limited opportunities for critical thinking or participation.

A few less frequent but pedagogically valuable topics, such as Reusable Bag Promotion, Eco-friendly Practices, and Shopping Habits, are linked to Attitudes and Participation objectives. Although these topics are only mentioned once, their presence indicates an intention to promote active citizenship and sustainable behaviour.

In addition, the analysis shows a mix of explicit references to urban greening, bicycle systems, reducing meat consumption, and personal experiences. This supports the development of personal responsibility and ethical environmental attitudes, in line with UNESCO's objective.

Table 29

Textual Analysis of 6th Grade Private School ELT Coursebook

Topics	Subtopics	No. of Mentions	UNESCO Objectives
Biodiversity	Extinct Animals	1	Awareness
Biodiversity	Supporting Pollinators	1	Awareness
Biodiversity	Wildlife Conservation	1	Awareness
Urban Environment	Traffic problems and air pollution	2	Awareness
Urban Greening	Tree planting and community gardens	2	Participation
Environmental Awareness	Personal responsibility in travel choices	1	Attitudes
Energy	Energy Conservation	4	Awareness/Attitudes
Climate Experience	Personal Experience	1	Awareness
Extreme Weather	Floods	2	Knowledge/Awareness
Extreme Weather	Drought	2	Knowledge/Awareness
Extreme Weather	Hurricane(s)	5	Knowledge/Awareness
Extreme Weather	Wildfire	1	Knowledge/Awareness
Pollution	Marine Pollution	4	Awareness
Pollution	Air Pollution	1	Awareness
Sustainable Transport	Public transport and cycling systems	3	Skills
Sustainable Transport	Environmental impact of plane vs. train	2	Evaluation Ability
Sustainable Transport	Eco-friendly travel	2	Attitudes
Sustainable Transport	Public transportation	1	Knowledge/Awareness
Waste Management	Food Waste Reduction	2	Awareness
Waste Management	Littering	3	Awareness

Waste Management	Plastic Bag Use, Reuse, Recycling	13	Awareness/Attitudes
Sustainable Food	Food Miles / Local Food	4	Awareness
Sustainable Living	Eco-friendly Practices	1	Attitudes
Sustainable Living	Reusing/Upcycling	1	Attitudes
Sustainable Living	Meat Consumption Reduction	3	Attitudes
Gardening	Urban Gardening	1	Awareness, Skills
Personal Action	Reusable Bag Promotion	1	Participation
Consumer Awareness	Shopping Habits	1	Attitudes
Water Conservation	Saving Water	7	Awareness/Attitudes

Table 30

Total Number of Textual Representations of Environmental Topics in the 6th Grade Private School ELT Coursebook

Topics	Subtopics	F	%
Biodiversity	Extinct Animals	1	1.37%
Biodiversity	Wildlife Conservation	1	1.37%
Biodiversity	Supporting Pollinators	1	1.37%
Urban Environment	Traffic problems and air pollution	2	2.74%
Urban Greening	Tree planting and community gardens	2	2.74%
Environmental Awareness	Personal responsibility in travel choices	1	1.37%
Energy	Energy Conservation	4	5.48%
Climate Experience	Personal Experience	1	1.37%
Extreme Weather	Floods	2	2.74%
Extreme Weather	Drought	2	2.74%
Extreme Weather	Hurricane(s)	5	6.85%
Extreme Weather	Wildfire	1	1.37%
Pollution	Marine Pollution	4	5.48%

Pollution	Air Pollution	1	1.37%
Sustainable Transport	Public transport and cycling systems	3	4.11%
Sustainable Transport	Environmental impact of plane vs. train	2	2.74%
Sustainable Transport	Eco-friendly travel	2	2.74%
Sustainable Transport	Public transportation	1	1.37%
Waste Management	Littering	3	4.11%
Waste Management	Plastic Bag Use, Reuse, Recycling	13	17.81%
Waste Management	Food Waste Reduction	2	2.74%
Sustainable Food	Food Miles / Local Food	4	5.48%
Sustainable Living	Eco-friendly Practices	1	1.37%
Sustainable Living	Reusing/Upcycling	1	1.37%
Sustainable Living	Meat Consumption Reduction	3	4.11%
Gardening	Urban Gardening	1	1.37%
Personal Action	Reusable Bag Promotion	1	1.37%
Consumer Awareness	Shopping Habits	1	1.37%
Water Conservation	Saving Water	7	9.59%
Total		73	100

A total of 73 textual representations pertaining to environmental concerns were found, as indicated in Table 30. The most often stated subtopics were Hurricanes ($f = 5$, 6.85%), Saving Water ($f = 7$, 9.59%), and Plastic Bag Use, Reuse, Recycling ($f = 13$, 17.81%). These results show that water conservation and waste management are highly valued.

Many of the subtopics, which include marine pollution, food miles, eco-friendly transportation, and urban greening, are only mentioned once ($f = 1$), indicating that while the coursebook covers a wide range of topics, the majority of them are briefly covered.

4.2.2.3. Activity Analysis

In the activity-based analysis of the New Close-up A2 textbook, a total of 23 environment-related activities in various formats were identified.

Most of the activities are related to the Awareness and Attitude objectives of the UNESCO-UNEP (1976) framework, which shows that they focus on familiarising students with environmental concepts and encouraging their attitudes. Tasks such as visual-based prompts, fill-in-the-blanks, and group discussions support the development of environmental awareness and values.

In particular, the coursebook contains various activities related to the Evaluation Ability (f = 5), such as opinion tasks, essay writing, and self-assessment. Additionally, creative project design and creative speaking tasks are coded under Skills/Participation, showing an effort to engage learners in active, expressive, and collaborative environmental communication.

Despite the relatively balanced distribution across multiple objectives, the number of Participation-focused activities remains limited.

Table 31

Activity Analysis of 6th Grade Private School ELT Coursebook

Activity Type	No. of Activities	UNESCO Objective (dominant)
Visual-based Speaking Prompt	1	Awareness
Vocabulary Matching	1	Awareness
Fill-in-the-blanks	2	Awareness
Reading & Fill-in	1	Awareness
Reading & Reflection	1	Awareness
Pair Discussion on Transport	1	Awareness
Group Discussion	2	Attitude
Speaking Task	3	Attitude
Reading Comprehension	1	Knowledge
Reading	1	Knowledge
Creative Project Design	2	Skills / Participation
Creative Speaking	1	Skills / Participation
Open-ended Opinion Questions	1	Participation
Speaking Task	1	Evaluation Ability
Opinion Task	1	Evaluation Ability
Essay Writing Task	1	Evaluation Ability

Reflective Speaking	1	Evaluation Ability
Self-Assessment	1	Evaluation Ability

Table 32

Total Number of Activities According to UNESCO Environmental Education Objectives

UNESCO Objective (dominant)	F	%
Awareness	7	30.43%
Attitude	5	21.74%
Knowledge	2	8.70%
Skills / Participation	3	13.04%
Participation	1	4.35%
Evaluation Ability	5	21.74%
Total	23	100%

The results of the activity analysis of the 6th Grade coursebook reveal that there is a strong emphasis on the Awareness objective of UNESCO's Environmental Education Objectives. This objective accounts for 30.43% of all activities. This indicates a strong focus on providing students with basic knowledge and awareness about environmental issues.

The Attitude and Evaluation Ability objectives are close in proportion, each accounting for 21.74% of the activities. The Attitudes objective emphasises the development of positive environmental values and emotional attachment, while the Evaluation Ability objective aims to develop critical thinking, self-reflection, and the ability to evaluate environmental issues and alternative solutions. Activities coded under this category encourage students to evaluate their personal behaviour, question values, and make conscious decisions related to environmental issues.

Skill/Participation accounts for 13.04% of activities, while only a limited number of activities directly support the Knowledge (8.70%) and Participation (4.35%) objectives. These results indicate that, despite offering a variety of activity types, the coursebook primarily aims

to develop environmental awareness and emotional engagement rather than practical skill acquisition or behavioural participation.

4.2.3. Findings from the 7th Grade Private School ELT Coursebook

The analysis of the 7th Grade Private School ELT Coursebook (New Close-up B1 Student's Book, 3rd Edition) indicated that environmental education components were thoroughly incorporated into a number of the units, particularly in Unit 3 It's Natural, which is considered the coursebook's main environmental unit. This unit incorporates a wide range of environmental topics across all sections. Topics like climate change, solar power, and melting icebergs are covered in the Vocabulary and Grammar sections, while marine biology is covered in the Reading section. While the Writing activity encourages students to send an email about their individual efforts to protect the environment, the Speaking component invites students to discuss environmental issues. Additionally, the Live Well, Study Well section encourages students to create a poster on environmental protection.

Beyond Unit 3, environmental content is also included in other units. Unit 4, That's the Fashion, introduces fast fashion, while Unit 5, Where We Live, introduces the concept of off-grid lifestyles. Unit 7, Have a Great Trip, raises awareness about sustainable tourism, while Unit 11, Life Lessons, discusses environmental schools.

The distribution of content across explicit and implicit contexts demonstrates an effort to incorporate environmental awareness into the general language learning process. The following subsections present detailed findings obtained from visual, textual, and activity-based analyses, and each environmental element is classified according to the UNESCO-UNEP (1976) Environmental Education Objectives.

4.2.3.1. Visual Analysis

The visual analysis of the 7th Grade Private School ELT Coursebook identified a total of 23 visuals related to environmental education, indicating a relatively broad thematic scope, as shown in Table 33 below. These visuals are mainly found in Unit 3, It's Natural, which is the main environmental education unit of the coursebook. However, fewer visual references are also present in Units 4, 5, 7, and 11, contributing to a broader environmental perspective throughout the coursebook.

Table 33

Visual Analysis of 7th Grade Private School ELT Coursebook

Topics	Subtopics	No. of Visuals	UNESCO Objectives
Biodiversity	Coral Ecosystems	3	Awareness
Climate Change	Melting Icebergs	1	Awareness
Afforestation	Planting Trees	2	Awareness
Waste Management	Recycling	3	Awareness
Waste Management	Littering	1	Awareness/Attitudes
Waste Management	Reducing Plastic	1	Awareness
Environmental Awareness	Poster Preparation	1	Awareness
Environmental Awareness	Campaigning	1	Awareness
Pollution	Marine Pollution	2	Awareness
Protecting the Environment	Community Action	2	Awareness
Sustainable Transport	Using Bike/ Public transportation	1	Awareness
Sustainable Transport	Eco-friendly Transport	1	Awareness
Sustainable Consumption	Eating Less Meat	1	Awareness
Sustainable Living	Eco-Friendly Housing	2	Awareness
Energy	Solar Energy	1	Knowledge/Awareness

The analysis reveals that awareness is the dominant UNESCO-UNEP (1976) Environmental Education objective reflected in the images. The vast majority of visuals, including those depicting coral ecosystems, melting icebergs, tree planting, recycling, marine pollution, solar energy, and eco-friendly housing, were created with the aim of informing students about urgent environmental issues and raising their awareness.

Just one visual, focusing on littering, is consistent with both Awareness and Attitudes, as it subtly encourages learners to think about personal responsibility and appropriate behaviour. This shows that emotional engagement and value formation (the Attitudes objective) are only minimally supported through the visuals in this coursebook.

While topics such as Waste Management, Sustainable Transportation, and Environmental Protection are represented visually, these visuals remain superficial in presentation and provide limited support for deeper student engagement.

In particular, no visuals have been coded under the objectives of Participation, Skills, or Evaluation Ability, indicating that there are no visuals that encourage the student's initiative, critical evaluation, or behavioural change.

Table 34

Total Number of Visual Representations of Environmental Topics in the 7th Grade Private School ELT Coursebook

Topics	Subtopics	F	%
Biodiversity	Coral Ecosystems	3	13.04%
Climate Change	Melting Icebergs	1	4.35%
Afforestation	Planting Trees	2	8.70%
Waste Management	Recycling	3	13.04%
Waste Management	Littering	1	4.35%
Waste Management	Reducing Plastic	1	4.35%
Environmental Awareness	Poster Preparation	1	4.35%
Environmental Awareness	Campaigning	1	4.35%
Pollution	Marine Pollution	2	8.70%
Protecting the Environment	Community Action	2	8.70%
Sustainable Transport	Using Bike/ Public transportation	1	4.35%
Sustainable Transport	Eco-friendly Transport	1	4.35%
Sustainable Consumption	Eating Less Meat	1	4.35%
Sustainable Living	Eco-Friendly Housing	2	8.70%
Energy	Solar Energy	1	4.35%
Total		23	100

When looking at the frequency distribution of environmental topics, it can be seen that the most frequently mentioned topics are Biodiversity (13.04%) and Recycling (13.04%), as shown in Table 34. These are followed by topics such as Pollution, Protecting the Environment and Sustainable Living, which account for 8.70%. Other topics are represented by only one image each, accounting for 4.35%.

This distribution indicates that while certain environmental issues are highlighted, the overall representation lacks homogeneity and remains superficial. Most visuals are limited to providing information at an awareness level; while they offer students insights into various environmental issues, they do not provide deeper or behaviour-oriented guidance.

4.2.3.2. Textual Analysis

Textual analysis of the 7th Grade Private School Coursebook revealed a total of 142 textual elements containing environmental content. The table 35 below indicates that a wide range of environmental topics were integrated into the coursebook, and were coded according to the UNESCO-UNEP (1976) Environmental Education Objectives.

Table 35

Textual Analysis of 7th Grade Private School ELT Coursebook

Topics	Subtopics	No. of Mentions	UNESCO Objectives
Afforestation	Planting Trees	2	Attitudes
Biodiversity	Species Observation	1	Awareness
Biodiversity	Species Relocation / Habitat Change	1	Awareness
Climate Change	Global Warming	8	Awareness
Climate Change	Fossil fuel usage	4	Awareness
Climate Change	Melting Icebergs	1	Awareness
Climate Change	Carbon Emissions	2	Knowledge
Energy	Renewable, Solar, Wind	15	Awareness/Knowledge
Energy	Energy Saving	1	Attitudes
Energy	Future Energy Access	1	Knowledge
Food	Food Waste	1	Awareness
Environmental Action	Helping the Oceans	2	Attitudes

Environmental Cleanup	Cleaning natural areas	1	Attitudes
Environmental Awareness	Individual Responsibility	3	Attitudes
Environmental Education	Outdoor Learning	2	Awareness
Environmental Ethics	Respect for Nature	1	Attitude
Marine Ecosystems	Coral Reefs, Marine Biology	8	Awareness
Marine Ecosystems	Harm to Wildlife in Ocean	2	Awareness
Protecting the Environment	Community Actions	10	Participation
Protecting the Environment	Activism	1	Participation
Protecting the Environment	Eco-friendly Technology	1	Awareness
Sustainable Transport	Walking / Public transportation	9	Attitudes
Responsible Consumption	Product Choice	1	Awareness
Pollution	Plastic Pollution	15	Awareness
Pollution	General Pollution	2	Awareness
Sustainable Consumption	Supporting Local Economy	3	Attitudes
Sustainable Consumption	Eating Less Meat	3	Attitudes
Sustainable Transport	Walking / Public transportation	1	Attitudes
Sustainable Transport	Eco-friendly Vehicles	1	Awareness
Sustainable Living	Off-grid Lifestyle	2	Knowledge/Awareness
Sustainable Living	Eco-conscious Living	3	Awareness /Attitude/ Skills
Sustainable Houses	Eco-friendly houses	3	Awareness
Tourism	Tourism Impact	3	Awareness
Tourism	Sustainable tourism	3	Awareness/Attitude
Waste Management	Recycling	10	Awareness/Attitudes/ Awareness

Waste Management	Upcycling	2	Knowledge/Attitudes
Waste Management	Litter collection	2	Attitudes
Waste Management	Reducing Plastic	3	Attitudes
Waste Management	Fashion Waste	6	Awareness
Water Conservation	Saving Water	2	Attitudes

The most frequently recurring topic was Energy, particularly the subtopic Renewable, Solar, Wind, which was mentioned 15 times and was mostly coded under the Knowledge and Awareness objectives. This high frequency suggests an explicit emphasis on promoting understanding of alternative energy sources.

Another main topic was Pollution, particularly Plastic pollution, which was coded 15 times in the Awareness objective. This shows that the coursebook aims to raise students' awareness of this issue, which is one of the most serious global environmental problems.

The Waste Management topic also appeared strongly with 10 references to Recycling and additional topics on Upcycling, Litter Collection, Reducing Plastic and Fashion Waste. These were primarily coded under the Awareness, Attitudes, and Knowledge objectives, indicating that the coursebook not only aims to raise awareness but also encourages attitude on consumption habits.

Climate Change appeared in various forms across 16 textual elements including subtopics such as Global Warming, Fossil Fuel Usage, Melting Icebergs, and Carbon Emissions. These are mostly classified under Awareness and Knowledge objectives, demonstrating the coursebook's aim to increase scientific understanding of the causes and consequences of climate change.

Protecting the Environment was another important text element coded with 10 examples under the Participation objective. This is directly in line with UNESCO's goal of encouraging learners to actively participate in solving environmental problems and decision-making processes.

Other relevant themes coded in the textbook include Sustainable Living (Eco-conscious Living, Off-grid Lifestyle), Sustainable Transport (Walking, Eco-friendly Vehicles), Marine Ecosystems (Coral Reefs, Harm to Wildlife), Environmental Awareness, and Environmental

Action. These are coded in various ways under the objectives of Awareness, Attitudes, Participation, and Skills, depending on the context and depth of participation.

Table 36

Total Number of Textual Representations of Environmental Topics in the 7th Grade Private School ELT Coursebook

Topics	Subtopics	F	%
Afforestation	Planting Trees	2	1.41%
Biodiversity	Species Observation	1	0.70%
Biodiversity	Species Relocation / Habitat Change	1	0.70%
Climate Change	Global Warming	8	5.63%
Climate Change	Fossil fuel usage	4	2.82%
Climate Change	Melting Icebergs	1	0.70%
Climate Change	Carbon Emissions	2	1.41%
Energy	Renewable, Solar, Wind	15	10.56%
Energy	Energy Saving	1	0.70%
Energy	Future Energy Access	1	0.70%
Food	Food Waste	1	0.70%
Environmental Action	Helping the Oceans	2	1.41%
Environmental Cleanup	Cleaning natural areas	1	0.70%
Environmental Awareness	Individual Responsibility	3	2.11%
Environmental Education	Outdoor Learning	2	1.41%
Environmental Ethics	Respect for Nature	1	0.70%
Marine Ecosystems	Coral Reefs, Marine Biology	8	5.63%
Marine Ecosystems	Harm to Wildlife in Ocean	2	1.41%
Protecting the Environment	Community Actions	10	7.04%
Protecting the Environment	Activism	1	0.70%
Protecting the Environment	Eco-friendly Technology	1	0.70%
Sustainable Transport	Walking / Public transportation	9	6.34%
Responsible Consumption	Product Choice	1	0.70%
Pollution	Plastic Pollution	15	10.56%

Pollution	General Pollution	2	1.41%
Sustainable Consumption	Supporting Local Economy	3	2.11%
Sustainable Consumption	Eating Less Meat	3	2.11%
Sustainable Transport	Walking / Public transportation	1	0.70%
Sustainable Transport	Eco-friendly Vehicles	1	0.70%
Sustainable Living	Off-grid Lifestyle	2	1.41%
Sustainable Living	Eco-conscious Living	3	2.11%
Sustainable Houses	Eco-friendly houses	3	2.11%
Tourism	Tourism Impact	3	2.11%
Tourism	Sustainable tourism	3	2.11%
Waste Management	Recycling	10	7.04%
Waste Management	Upcycling	2	1.41%
Waste Management	Litter collection	2	1.41%
Waste Management	Reducing Plastic	3	2.11%
Waste Management	Fashion Waste	6	4.23%
Water Conservation	Saving Water	2	1.41%
Total		142	100

The table 36 above demonstrates the frequency and percentage of textual elements found in the coursebook. The examination of the frequency and percentage distribution of textual elements reveals that Renewable, Solar, Wind and Plastic Pollution are the most often referenced subtopics, occurring 15 times (10.56%), showing a main focus on clean energy and pollution. With 10 mentions each (7.04%), Community Actions and Recycling come next, highlighting waste management and civic responsibility.

Other noticeable elements include Walking/Public Transport (9 times, 6.34%) and Global Warming and Marine Biology (8 times each, 5.63%). This reflects interest in sustainable transport and climate issues. In contrast, several subtopics such as Environmentally Friendly Vehicles, Activism, Species Observation and Food Waste appear only once (0.70%), indicating more limited interest in these aspects of environmental education.

While the coursebook incorporates a broad variety of environmental themes, the content is unevenly distributed, with certain topics receiving significantly greater emphasis than others.

4.2.3.3. Activity Analysis

The activities included in the 7th Grade Private School ELT Coursebook are presented in the table 37 below. A total of 48 activities were identified and analyzed according to their dominant UNESCO Environmental Education Objective. The findings show that the most frequently targeted objective is Awareness, followed by Participation, Knowledge, and a few instances of Evaluation Ability, Attitude, and Skills. This suggests that the activities primarily aim to raise environmental awareness among students while also encouraging involvement and conceptual understanding.

Table 37

Activity Analysis of 7th Grade Private School ELT Coursebook

Activity Type	No. of Activities	UNESCO Objective (dominant)
Pre-reading Discussion	2	Awareness
Reading Comprehension Task	1	Knowledge
Reflective Questioning	1	Participation
Vocabulary Collocation + Reading	1	Knowledge
Sentence Matching	1	Awareness
Open-ended Reflection (“Your idea”)	1	Participation
Complete climate-related sentences	1	Awareness
Fill-in-the-blanks	1	Awareness
Complete environmental action poster	1	Awareness
Discuss real-life environmental actions	1	Awareness
Listen and complete speaking task script	1	Awareness
Structured speaking task	1	Awareness
Picture-based environmental discussion	1	Participation
Matching	2	Awareness
Complete a reading passage	1	Awareness
Open-ended reflection (“Your idea”)	1	Participation
Writing	2	Awareness
Reading Comprehension Task	2	Awareness
Text Organization	1	Awareness

Peer Discussion / Reflection Task	1	Attitude, Participation
Matching/Pair Discussion	1	Awareness
Ranking / Critical Thinking	1	Evaluation Ability
Pair Discussion	1	Attitude
Pair Discussion / Reflection	1	Skills
Group Work – Project Planning	1	Participation
Poster Creation – Project Work	1	Participation
Gap-Fill (Grammar in context)	1	Knowledge
Speaking (Discussion)	1	Awareness
Watching + Matching	1	Knowledge
Vocabulary Matching	1	Knowledge
Gap-fill	1	Knowledge
Open-ended Reflection (“Your idea”)	1	Participation
Pair Work Discussion on Energy Use	1	Awareness
Reflective Discussion on Resource Dependency	1	Attitude / Awareness
Personal Reflection on Eco-Communities	1	Attitude / Evaluation
Discussion on tourism	1	Awareness
Read article about sustainable tourism	1	Knowledge/Awareness
Matching	1	Awareness
Completing Exam Task	1	Evaluation Ability
Planning an eco-friendly holiday	1	Participation
Listening (Comprehension)	1	Knowledge
Reading + Prediction	1	Awareness
Completing Exam Task	1	Awareness
Reading (Comprehension) about recycling	1	Awareness

Table 38

Total Number of Activities According to UNESCO Environmental Education Objectives

UNESCO Objective (dominant)	F	%
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Awareness	25	52.08%
Knowledge	8	16.67%
Attitude	1	02.08%
Participation	8	16.67%
Evaluation Ability	2	4.17%
Knowledge/ Awareness	1	02.08%
Attitude / Evaluation	1	02.08%
Attitude, Participation	1	02.08%
Attitude /Awareness	1	02.08%
Total	48	100

The table 38 above illustrates the frequency and percentage distribution of the dominant UNESCO Environmental Education Objectives embedded in the activities of the 7th Grade Private School ELT Coursebook. The most frequently addressed objective is Awareness, which constitutes 52.08% of the total 48 activities. This indicates a strong emphasis on raising students' awareness about environmental issues.

Following this, Participation and Knowledge objectives are equally represented, each accounting for 16.67% of the activities. These suggest that learners are not only expected to become informed but also actively involved in environmental matters. Other objectives such as Evaluation Ability (4.17%), Attitude, Knowledge/Awareness, Attitude/Evaluation, Attitude/Participation, and Attitude/Awareness are each present at a minimal level (2.08%), indicating that while affective and critical thinking components are included, they are less prioritized in comparison to cognitive and awareness-raising goals.

4.2.4. Findings from the 8th Grade Private School ELT Coursebook

The 8th Grade Private School ELT Coursebook, Ultimate English B1, does not follow a strict thematic structure focused on environmental education; however, various environmental elements are integrated into different units. In particular, Unit 4 Into the Future addresses topics

such as environmentally friendly food, changing eating habits, and alternatives to plastic in food packaging. Unit 5 Food, Glorious Food! further emphasises the environmental impact of food consumption, encourages reducing meat consumption and supports a vegan lifestyle, while also touching on topics such as food packaging. Unit 7 City Stories addresses environmental topics through texts such as Rubbish City, which addresses recycling and waste management. Finally, Unit 8 A World of Wonder focuses on extreme weather conditions and their underlying causes. Although the coursebook is not specifically designed around environmental themes or contains specific units for environmental education, it is evident that Units 5 and 8 contain significantly more environmental content.

In the following sections, the visual, textual, and activity-based components of the coursebook are analysed in detail, with reference to the UNESCO-UNEP (1976) Environmental Education Goals.

4.2.4.1. Visual Analysis

The visual analysis of the 8th grade private school ELT coursebook reveals a wide variety of visuals addressing important environmental topics. As shown in table 39, a total of 20 visuals were identified.

Table 39

Visual Analysis of 8th Grade Private School ELT Coursebook

Topics	Subtopics	No. of Visuals	UNESCO Objectives
Food	Sustainable Consumption	1	Awareness
Waste Management	Recyclable Materials	2	Awareness/ Knowledge
Waste Management	Plastic Packaging	1	Awareness
Waste Management	Single-use Plastics	2	Awareness
Behavioral Change	Slogan to go vegan	1	Attitudes/ Participation
Sustainable Living	Going Vegetarian/ Vegetarianism	4	Awareness
Extreme Weather	Avalanche	1	Awareness
Extreme Weather	Heatwave	1	Awareness

Extreme Weather	Hail	1	Awareness
Extreme Weather	Blizzard	1	Awareness
Extreme Weather	Thunderstorm	1	Awareness
Extreme Weather	Tornado	1	Awareness
Extreme Weather	Hurricane	2	Awareness
Water Scarcity	Drought/Water shortages	1	Awareness

In terms of UNESCO-UNEP (1976) Environmental Education Objectives, the most dominant objective supported by these images is Awareness, which is clearly visible in most of the visuals. Topics such as Sustainable Consumption, Plastic Packaging, Single-use Plastics, Extreme Weather Conditions (including hurricane, blizzard, avalanche, etc.) and Water Scarcity are presented visually in a way that increases learners' awareness of urgent environmental issues. In particular, the Extreme Weather Conditions category alone contains 8 visuals, each aimed at raising awareness about climate-related phenomena, thereby fostering a sense of urgency among students regarding environmental issues.

Only one visual clearly reflects the Knowledge objective (along with Awareness) with visuals of recyclable materials. In addition, the visual related to veganism (a slogan calling for people to become vegan) supports the Attitudes and Participation objectives and shows that it is a deliberate attempt to encourage behavioural change and active participation.

Although the visual content is primarily focused on raising environmental awareness, the inclusion of images that address the goals of Knowledge and Participation demonstrates a moderate effort to align the coursebook with a more comprehensive environmental education framework. However, objectives such as Skills, Evaluation Ability, and more active Participation are not sufficiently represented or are completely absent in the visual component, indicating that while the visuals are effective in drawing attention to issues, they do not consistently encourage deeper cognitive or action-oriented participation.

Table 40

Total Number of Visual Representations of Environmental Topics in the 8th Grade Private School ELT Coursebook

Topics	Subtopics	F	%
Food	Sustainable Consumption	1	5%
Waste Management	Recyclable Materials	2	10%
Waste Management	Plastic Packaging	1	5%
Waste Management	Single-use Plastics	2	10%
Behavioral Change	Slogan to go vegan	1	5%
Sustainable Living	Going Vegetarian/Vegetarianism	4	20%
Extreme Weather	Avalanche	1	5%
Extreme Weather	Heatwave	1	5%
Extreme Weather	Hail	1	5%
Extreme Weather	Blizzard	1	5%
Extreme Weather	Thunderstorm	1	5%
Extreme Weather	Tornado	1	5%
Extreme Weather	Hurricane	2	10%
Water Scarcity	Drought/Water shortages	1	5%
Total		20	100

Table 40 illustrates the total number of visual representations of environmental topics identified in the 8th Grade Private School ELT Coursebook. As shown in the table, Sustainable Living is the most frequently addressed topic, making up 20% of the visuals. This is followed by Waste Management, which appears under three subtopics. The topics of Extreme Weather” are represented through eight different subtopics, each accounting for 5% of the visuals, except for Hurricane, which appears in two visuals (10%). Other topics such as Food, Behavioral Change, and Water Scarcity are each represented with one visual, corresponding to 5% of the total.

4.2.4.2. Textual Analysis

Table 41 shows the textual distribution of environmental topics in the 8th Grade Private School ELT Coursebook. The findings clearly show that most of the references correspond to UNESCO's Awareness objective, which is the dominant educational goal throughout the unit.

Topics such as Plastic Pollution, Air Pollution, Noise Pollution, Extreme Weather (e.g., hurricanes, avalanches, storms) and Water Scarcity are all consistent with this goal and emphasise the coursebook's focus on raising students' environmental awareness. A significant portion of the textual elements in the coursebook, particularly those related to Recycling, Single-Use/Recyclable Materials, and Plastic Food Packaging, reflect both the Awareness and Knowledge objectives.

Additionally, it is commonly seen in sections related to Attitude, Vegan Nutrition, Environmentally Friendly Food Choices, and Being Vegetarian as an educational goal, demonstrating an effort to influence students' behavioural perspectives. While a few textual elements in the texts are coded as the objectives of Skills and Participation (Biodegradable Materials) and Knowledge (Digital Solutions), a single sub-topic (Animal Exploitation) is uniquely coded under UNESCO's three objectives of Awareness, Knowledge and Attitude.

Table 41

Textual Analysis of 8th Grade Private School ELT Coursebook

Topics	Subtopics	No. of Mentions	UNESCO Objective (dominant)
Biodiversity	Habitat Loss	6	Awareness
Biodiversity	Hunting	2	Awareness
Climate Change	Extreme Weather	2	Awareness
Climate Change	Global Warming	1	Awareness
Technology	Digital solutions	4	Knowledge
Pollution	Plastic Pollution	9	Awareness
Pollution	Sea Pollution	1	Awareness
Pollution	Noise Pollution	8	Awareness
Pollution	Land Pollution	1	Awareness
Pollution	Air Pollution	9	Awareness
Pollution	Light Pollution	6	Awareness
Waste Management	Recycling	11	Awareness, Knowledge
Waste Management	Reducing Waste	1	Awareness
Waste Management	Eco-friendly Alternatives	4	Awareness, Knowledge

Waste Management	Disposable/Recyclable Materials	22	Awareness, Knowledge
Waste Management	Rubbish	4	Awareness
Waste Management	Plastic Food Packaging	13	Awareness, Knowledge
Sustainable Living	Eco-friendly Food Choices	9	Attitude
Sustainable Living	Vegan Diet	14	Attitude
Sustainable Living	Going Vegetarian/ Vegetarianism	6	Attitude
Solution for wrapping	Biodegradable Materials	3	Skills / Participation
Animal Exploitation	Meat/Dairy consumption	22	Awareness, Knowledge, Attitude
Extreme Weather	Avalanche	4	Awareness
Extreme Weather	Heatwave	4	Awareness
Extreme Weather	Hail	3	Awareness
Extreme Weather	Blizzard	3	Awareness
Extreme Weather	Thunderstorm	4	Awareness
Extreme Weather	Tornado	1	Awareness
Extreme Weather	Hurricane	4	Awareness
Water Scarcity	Drought/Water shortages	4	Awareness

Table 42

Total Number of Textual Representations of Environmental Topics in the 8th Grade Private School ELT Coursebook

Topics	Subtopics	F	%
Biodiversity	Habitat Loss	6	3.24%
Biodiversity	Hunting	2	1.08%
Climate Change	Extreme Weather	2	1.08%
Climate Change	Global Warming	1	0.54%
Technology	Digital solutions	4	2.16%
Pollution	Plastic Pollution	9	4.86%

Pollution	Sea Pollution	1	0.54%
Pollution	Noise Pollution	8	4.32%
Pollution	Land Pollution	1	0.54%
Pollution	Air Pollution	9	4.86%
Pollution	Light Pollution	6	3.24%
Waste Management	Recycling	11	5.95%
Waste Management	Reducing Waste	1	0.54%
Waste Management	Eco-friendly Alternatives	4	2.16%
Waste Management	Disposable/Recyclable Materials	22	11.89%
Waste Management	Rubbish	4	2.16%
Waste Management	Plastic Food Packaging	13	7.03%
Sustainable Living	Eco-friendly Food Choices	9	4.86%
Sustainable Living	Vegan Diet	14	7.57%
Sustainable Living	Going Vegetarian/ Vegetarianism	6	3.24%
Solution for wrapping	Biodegradable Materials	3	1.62%
Animal Exploitation	Meat/Dairy consumption	22	11.89%
Extreme Weather	Avalanche	4	2.16%
Extreme Weather	Heatwave	4	2.16%
Extreme Weather	Hail	3	1.62%
Extreme Weather	Blizzard	3	1.62%
Extreme Weather	Thunderstorm	4	2.16%
Extreme Weather	Tornado	1	0.54%
Extreme Weather	Hurricane	4	2.16%
Water Scarcity	Drought/Water shortages	4	2.16%
Total		185	100

Table 42 shows the total number of textual elements of environmental education in the 8th grade private school ELT coursebook. A total of 185 textual elements were identified across a wide range of environmental topics. The most frequently mentioned subtopics are single-use/recyclable materials and meat/dairy consumption, each mentioned 22 times, accounting for

11.89% of the total textual elements. These two subtopics alone account for nearly a quarter of all text content related to environmental education in the coursebook.

Following these, plastic food packaging was mentioned 13 times (7.03%), vegan nutrition 14 times (7.57%), and recycling 11 times (5.95%), indicating a continued focus on topics related to sustainable consumption and waste. Other important subtopics include Plastic Pollution and Air Pollution (each 4.86%) and Noise Pollution (4.32%).

Although some topics such as Global Warming, Land Pollution, and Marine Pollution were mentioned less frequently (each only once, 0.54%), their inclusion reflects an effort to cover a broad range of environmental issues briefly. Subtopics such as Extreme Weather (e.g., Avalanches, Hurricanes, Storms) appeared multiple times with consistent frequencies ranging from 1.62% to 2.16%, contributing to a more diversified environmental discourse.

4.2.4.3. Activity Analysis

The table 43 below presents the compiled data obtained from the analysis of environment education-focused activities in the coursebook.

Table 43

Activity Analysis of 8th Grade Private School ELT Coursebook

Activity Type	No. of Activities	UNESCO Objective (dominant)
Reading	1	Awareness/Knowledge
Video-based comprehension on Marine pollution	1	Awareness / Knowledge
Reading comprehension on Plastic Alternatives	2	Awareness / Knowledge / Evaluation Ability
Listening Comprehension	2	Awareness / Attitudes
Matching Visuals	1	Awareness/Knowledge
Pair discussion	1	Evaluation Ability / Participation
Individual speaking & reflection	1	Attitudes / Participation / Evaluation Ability
Fill in blanks	1	Awareness
Video-based comprehension vegan life	1	Awareness / Knowledge

Reading comprehension about Veganism motivations & myths	1	Knowledge / Attitudes
Matching	2	Awareness
Sentence Completion	2	Awareness
Role-Play Simulation on going Vegan	1	Participation / Evaluation
Reading on going vegetarian	2	Awareness / Knowledge
Writing an Essay on going Vegetarian	1	Evaluation Ability / Attitudes
Structured writing task: essay about “eating in restaurants”	1	Evaluation Ability
Speaking	1	Evaluation Ability / Participation
Writing a conclusion against Vegetarianism	1	Evaluation Ability / Attitudes
Identifying formal/informal sentences on vegetarian	1	Knowledge / Attitudes
Reading about food trends	1	Awareness / Knowledge
Reading about fruitarians	1	Awareness / Knowledge
Listening about waste	1	Awareness / Knowledge
Reading about Island	1	Awareness / Knowledge
Matching Extreme Weather	4	Awareness / Knowledge
Reading about EAS	1	Awareness / Knowledge
Reading about the happiest cities	1	Awareness / Knowledge
Listening/ Dialogue	1	Awareness / Knowledge
Sentence Completion	1	Awareness / Knowledge

A total of 36 activities that promote Environmental Education were identified in the 8th Grade Private School ELT Coursebook, each classified according to the dominant UNESCO-UNEP (1976) Environmental Education Objectives.

The analysis reveals that great importance is attributed to awareness and knowledge; these two elements are embedded in the majority of activities, indicating that priority is given to making students aware of environmental issues.

25 of the 36 activities include Awareness, Knowledge, or both as their primary objective. This shows that the coursebook aims to help students better understand and recognise environmental issues through reading, listening and comprehension-based tasks such as ‘Reading about food trends’, ‘Listening about waste’ or ‘Matching extreme weather conditions’.

In addition, Evaluation Ability is present in 10 activities and is often seen in tasks that require critical thinking, composition writing, and role-playing simulations, especially along with other objectives such as Participation or Attitudes. These higher-level activities, such as ‘Writing an essay on being vegetarian’ or ‘Structured writing: an essay on eating at restaurants,’ demonstrate an effort to engage students in critical thinking and ethical reasoning related to sustainability and dietary choices.

Attitudes emerge as a major or co-dominant objective in 6 activities, and they are typically associated with the promotion of values such as empathy, responsibility, and lifestyle awareness. Similarly, Participation appeared in 5 activities indicating a moderate but significant attempt to encourage students to take personal or collective action.

Table 44

Total Number of Activities According to UNESCO Environmental Education Objectives

UNESCO Objective (dominant)	F	%
Attitudes / Participation / Evaluation Ability	1	2.78%
Awareness	5	13.89%
Awareness / Attitudes	2	5.56%
Awareness / Knowledge / Evaluation Ability	2	5.56%
Awareness/Knowledge	18	50.00%
Evaluation Ability	1	2.78%
Evaluation Ability / Attitudes	2	5.56%
Evaluation Ability / Participation	3	8.33%

Knowledge / Attitudes	2	5.56%
Total	36	100

As demonstrated in the table 44 above, most of the activities (50%) are aligned with the Awareness/Knowledge dual objective, indicating that emphasis is placed on developing students' understanding and awareness of environmental issues. The remaining objectives are more evenly distributed, with Awareness (13.89%) and Evaluation Ability/Participation (8.33%) following closely behind. In particular, combinations involving Attitudes and Evaluation Ability are less common and relatively less represented.



CHAPTER V

DISCUSSION

In this chapter, the findings of the present study are discussed in light of the research questions, theoretical framework, and relevant literature. The study aimed to investigate the representation of environmental education (EE) in English Language Teaching (ELT) textbooks used in public and private secondary schools in Turkey during the 2024-2025 academic year. The analysis was conducted based on three research questions: the frequency of EE elements (R.Q.1), the reflection of the UNESCO-UNEP (1976) Environmental Education Goals (R.Q.2), and differences between public and private school textbooks in terms of the scope, focus, and frequency of EE content (R.Q.3).

Accordingly, the discussion consists of three main sections, each corresponding to one of the research questions. In each section, the findings are interpreted and compared with the existing literature, and their implications for ELT practices and material development are discussed. This structure allows for a focused, question-oriented interpretation of the data and provides a broader understanding of how environmental education is integrated into the language learning process or is not adequately represented.

5.1. Discussion of Research Question 1

R.Q.1-How frequently are elements of environmental education represented in the ELT coursebooks used in state and private secondary schools during the 2024–2025 academic year?

This section provides detailed findings related to the first research question, which aims to investigate the frequency of environmental education (EE) elements in ELT textbooks used in public and private secondary schools in the 2024-2025 academic year. To ensure a systematic and comprehensive evaluation, each of the eight textbooks in the sample was examined separately. The discussion is structured on a textbook-by-textbook basis, starting with the four textbooks used in public schools and followed by the four textbooks used in private schools. This structured discussion allows for a focused interpretation of the frequency and quality of environmental education integration in each textbook and provides a basis for comparing the degree of emphasis placed on environmental issues in public and private educational materials.

5.1.1. Public School – 5th Grade ELT Coursebook

Results from the fifth-grade ELT textbook in public schools reveal that environmental education (EE) components are mostly included in an indirect way. The only instance of an environmental topic being covered is in Unit 9, "Animal Shelter," which emphasizes responsible behavior and animal care. Even if it encourages values like empathy, caring, and ethical behavior toward animals, it does not specifically address these behaviors within a larger ecological or environmental framework. As emphasized by Cates (1990, 2002), language teaching should not remain limited to developing linguistic skills but also aim to cultivate global awareness, intercultural sensitivity, and a sense of ethical responsibility in learners. The failure to integrate environmental themes more broadly or consistently in textbooks supports this concern, as it limits students' opportunities to relate language learning to meaningful global issues.

Furthermore, students tend to engage more deeply when language topics are meaningful, current and relevant to their lives. Silver (1991) argues that learners achieve better outcomes when they are exposed to motivating, authentic materials that encourage them to think and learn through meaningful use of the target language. However, the textbook's narrow use of animal welfare without linking it to broader environmental issues such as biodiversity, climate change, or pollution limits both student engagement and the development of environmental awareness. Tang (2009) emphasises that incorporating mandatory environmental education into language learning can increase students' awareness of global environmental issues even at an early age. Similarly, Nkwetisama (2011) emphasises that when local and global ecological themes are incorporated into teaching, EFL classrooms can be effective spaces for developing both communication skills and environmental responsibility.

5.1.2. Public School – 6th Grade ELT Coursebook

The analysis revealed that there were 65 visuals related to environmental themes in the 6th grade state school ELT textbook. Among these, energy conservation was the most frequently depicted topic with 12 visuals (18.46%), followed by recycling and sustainable transportation, each appearing 8 times (12.31%) in the visuals. Other recurring topics included consumer awareness ($f = 7$, 10.77%), pollution ($f = 5$, 7.69%), and creative recycling ($f = 5$, 7.69%). In contrast, more complex topics such as biodiversity, afforestation, and climate awareness were represented in only 2 to 3 visuals, each accounting for less than 5% of the total.

The frequency distribution shows that the textbook prioritises environmental topics that are both familiar and easy to relate to for young students. Energy-saving behaviours such as turning off lights and unplugging devices are messages frequently featured in public campaigns and are often perceived as the most urgent way to ‘do something’ for the environment. Recycling and transportation options also reflect daily habits that children may already encounter at home or school. These themes are not only concrete and action-oriented but also align with broader national and economic concerns such as reducing energy bills and minimising urban waste.

Another prominent topic was Consumption Awareness, particularly subtopics such as donating items or avoiding unnecessary packaging ($f = 7, 10.77\%$). The visibility of such topics is consistent with broader global efforts to promote sustainable consumption habits and reduce household waste (UNEP, 2021). Similarly, the inclusion of Creative Recycling ($f = 5, 7.69\%$) demonstrates efforts to promote both environmental awareness and student creativity through DIY applications.

Pollution, while a well-known global issue, is represented by common sub-themes such as air, water and noise pollution, which once again emphasises the focus on observable, concrete problems. This demonstrates a pedagogical preference for centring environmental education around practical and familiar challenges rather than abstract or large-scale ecological crises.

In contrast, some issues of critical importance on a global scale, such as Biodiversity Loss ($f = 2, 3.08\%$), Afforestation ($f = 2, 3.08\%$) and Climate Awareness ($f = 3, 4.62\%$), are not adequately represented in the visual content. Despite their significant role in international discussions on environmental protection and sustainability, these issues are given very little visual representation in the textbook. This imbalance may stem from the difficulty of visually depicting such abstract or large-scale issues for young students, or from the curriculum's preference for more familiar and easily visualisable concepts such as pollution or waste.

Additionally, topics such as deforestation ($f = 3, 4.62\%$) and water conservation ($f = 4, 6.15\%$) are only moderately represented in the visual content, despite their environmental urgency. For example, recent reports highlight alarming rates of deforestation and freshwater scarcity worldwide, but these critical issues are not highlighted in the visual layout of the book (FAO, 2020; UN-Water, 2021).

The textual analysis of the 6th grade public school ELT textbook demonstrates a clear emphasis on waste management, particularly under the subtopics recycling ($f=18$, 16.07%), reuse ($f=14$, 12.5%), plastic reduction ($f=10$, 8.93%), reduction ($f=10$, 8.04%) and littering ($f=6$, 5.36%). These subtopics make up approximately half of all environmental references in the text. This dominant portrayal may reflect current educational initiatives focused on developing everyday behavioral habits that align with sustainable consumption practices (UNEP, 2021). Likewise, energy conservation (17.86%) is also quite common, which might be because it is quantifiable and measurable, making it simple to convey to younger students (Barraza et al., 2003). Conversely, more systemic or globally important issues like biodiversity loss (0.89%), deforestation (1.79%), and climate change (5.36% of the total) are noticeably underrepresented. This disproportionate focus on manageable, individual-level actions may stem from the textbook's intention to provide practical and age-appropriate content. However, such an approach may impede student's capacity to critically analyze more complex ecological concerns. Sterling (2001) argues that effective environmental education should not only promote personal responsibility, but also raise knowledge of larger ecological and social systems.

Furthermore, the low frequency of climate change in the texts (e.g., global warming and fossil fuel consumption, both 2.68%) contrasts dramatically with its critical role in global environmental discourse. According to the IPCC (2023), climate change is the greatest serious threat to the planet's long-term sustainability.

In conclusion, while the textbook discusses a wide range of environmental issues, the thematic distribution suggests a pedagogical preference for simple, behavior-focused topics over complicated and structural ones.

5.1.3. Public School – 7th Grade ELT Coursebook

The examination of visual components in the 7th Grade State School ELT Textbook discovered 49 visual elements explicitly associated with environmental education. Tree planting, represented by 11 images, stands out as the most frequently repeated topic in the unit. This excessive representation can be interpreted as a deliberate pedagogical choice, as it is commonly used in educational materials to introduce environmental responsibility to students in a concrete, accessible and motivating way. Furthermore, tree planting is a visually simple, uncontroversial and emotionally positive symbol of environmental protection.

The frequent emphasis on recyclable materials ($f=8$), recycling ($f=6$) and waste collection ($f=3$) clearly shows that the curriculum focuses on encouraging environmentally conscious behaviour in everyday life. These themes are particularly effective for learners of this age because they present concrete, action-oriented situations that are easily understood and applied in daily life. The visual representation of recycling bins, labelled waste categories, and individuals sorting waste promotes basic environmental vocabulary and also serves as an example for sustainable habits. This persistent visual presence contributes to the broader pedagogical goal of encouraging 'education for action' within environmental literacy frameworks (Tilbury, 1995). Visuals associated with energy conservation ($f=3$; 6.12%) and sustainable transportation ($f=3$; 6.12%) reflect that the curriculum places moderate importance on reducing carbon emissions through daily, accessible behaviours such as turning off lights, riding bicycles, or using public transportation. These behaviors are both visually explicit and pedagogically appropriate. However, the limited frequency and superficial presentation indicate a preference for basic, visible actions over more complicated issues like fossil fuel dependency or the global energy crisis. Nonetheless, such themes remain critical for introducing students to low-carbon lifestyles that are consistent with global sustainability frameworks and urban ecological programs (UNESCO, 2017; IPCC, 2023).

Although air pollution ($f=3$; 6.12%) and water conservation ($f=2$; 4.08%) are among the most pressing global environmental issues, the visual presentation of these topics in the textbook is relatively limited. For 7th grade students, who are developmentally capable of engaging with more abstract and systematic topics, these issues can provide valuable opportunities to develop both language skills and environmental awareness. However, the insufficient representation of these topics may be attributed to the difficulty of visually conveying complex environmental processes and the preference for more urgent, action-oriented themes in curriculum design. This is particularly noteworthy given that the World Health Organisation (2022) reports that 99% of the global population breathes polluted air and that water scarcity continues to threaten billions of people worldwide. The textbook's modest treatment of such topics may indicate a tendency to simplify environmental responsibility rather than addressing deeper, systemic dimensions that might be appropriate for students at this developmental level.

Similarly, several equally important environmental themes such as water pollution, renewable energy, endangered animals and the greenhouse effect have only been mentioned once in the visual content. This minimal representation is particularly striking when considering

their relevance to global sustainability issues and the learning potential they offer. For example, renewable energy and the greenhouse effect, despite their abstract nature, are increasingly central to discussions about climate change and can support more critical thinking in language learning contexts. Similarly, visuals representing biodiversity loss or water pollution can help deepen understanding of human-nature interactions. However, their scarcity may reflect a tendency in curricula or editorial choices to favour visually concrete, emotionally neutral, and directly actionable themes. This could limit students' exposure to the complexity and interconnectedness of real-world environmental issues.

The most frequently represented topics in the text analysis results were recycling ($f=14$; 10.45%), ozone layer depletion/CFCs ($f=11$; 8.21%) and renewable energy ($f=7$; 5.22%), which may indicate a curriculum-focused approach that is consistent with sustainability approaches and focuses on visible and applicable environmental practices (UNESCO, 2020). Issues such as habitat destruction ($f=7$) and cutting down trees/forest fires ($f=7$) are also receiving significant attention. This may reflect growing concerns about biodiversity loss and ecosystem degradation, which are key elements of SDG 15: Life on Land. The inclusion of these topics, while still within manageable language structures for this age group in ELT materials, may indicate a shift towards a more global sustainability discourse (UNESCO, 2022).

On the other hand, several equally important but underrepresented topics, such as noise pollution ($f=1$), general pollution ($f=1$) and water scarcity ($f=1$), indicate a gap in thematic balance. These topics may have been excluded due to their complexity, abstract nature or linguistic adaptation challenges. However, ignoring such concerns may limit students' exposure to the full scope of global environmental issues and result in a narrower framework of environmental literacy conveyed through the language curriculum (Tilbury, 1995; UNESCO, 2020).

Themes that appear with medium frequency, such as air pollution ($f=8$), public transport ($f=8$), plastic reduction ($f=5$), and water conservation ($f=5$), occupy a middle position, particularly in EFL contexts, due to their relevance to daily life and visual-textual compatibility. The presence of these themes can support students in transferring environmental concepts to both language use and real-world reflections, contributing to the 'action competence' defined in environmental education theory (Jensen & Schnack, 1997).

5.1.4. Public School – 8th Grade ELT Coursebook

The texts in the 8th grade state school ELT textbook focused heavily on natural disasters. The most common subtopics were drought (f=16; 16.33%), hurricanes (f=15; 15.31%) and earthquakes (f=12; 12.24%). This emphasis may reflect a pedagogical preference for visually appealing and emotionally engaging content, which might be helpful in vocabulary learning and contextual understanding in ELT contexts. In the Turkish context, this focus may be shaped by the country's socio-geographical realities: Turkey is one of the most disaster-prone countries in the region, with over 96% of its population living in earthquake zones and frequently experiencing floods, landslides, droughts, and forest fires (AFAD, 2022; TÜİK, 2023). These lived experiences may enhance public awareness, thus prompting curriculum designers to prioritize disaster-related issues.

However, while natural disasters are powerful from a pedagogical perspective, an disproportionate focus on episodic disasters may indicate a missed opportunity to engage students with systemic environmental issues such as climate change, renewable energy, pollution, and sustainable agriculture. The underrepresentation of these topics in the texts — for example, clean energy (f=1; 1.02%), the impact of agriculture (f=4), and air pollution (f=4)—may limit students' ability to develop a more holistic understanding of global sustainability issues, especially considering that 8th grade students are cognitively capable of grasping more abstract and interconnected concepts.

Furthermore, Turkey's vulnerability to climate change is no longer a prediction but a measurable reality. Rising temperatures, prolonged droughts, irregular rainfall, coastal erosion and shrinking glaciers are already affecting both ecosystems and human populations. If global emissions continue at current levels, approximately 480,000 coastal residents in Turkey will be at risk of flooding by 2050 (UNDRR, 2022; G20 Climate Risks, 2023). Removing or marginalising these issues from ELT textbook content will narrow the scope of environmental literacy and lead to an approach that emphasises reaction rather than reflection.

Moderately represented topics such as global warming (f=6), deforestation (f=10) and water conservation (f=6) can support the development of basic environmental literacy and enable learners to make connections between their personal behaviour and environmental outcomes. Nevertheless, the overall structure of the texts is heavily biased towards natural disasters. While these topics are relevant, they may narrow the perspective on the environment if not supported by broader sustainability themes. As emphasised by UNESCO (2020),

environmental education should enable students not only to respond to environmental crises but also to understand, assess and address their underlying causes through informed action.

The textual content in the Natural Disasters unit is used to introduce and explain environmental concepts, while visual materials are primarily used to enhance emotional resonance and support understanding. Among the 47 visuals identified, drought ($f=8$; 17.02%) stands out as the most frequently depicted phenomenon, followed by earthquakes, hurricanes, and volcanic eruptions (each $f=6$; 12.77%). These visuals, which are generally dramatic in style, depict intense natural events with dynamic illustrations such as collapsing buildings or dry, cracked soil, which can help students memorise and encourage participation.

However, the representation tends to focus on disaster imagery. While the visuals largely focus on the impact phase of disasters, they do not include preventive or solution-oriented actions (e.g., renewable energy use, tree planting, or water conservation). The absence of positive environmental imagery may instill feelings of helplessness or fatalism in students rather than empowering them with actionable information.

Additionally, while these visuals reflect Turkey's disaster-prone geography (particularly earthquakes, droughts, and forest fires (AFAD, 2022; TÜİK, 2023), they only briefly touch on broader sustainability issues such as climate change ($f=1$; 2.13%) or deforestation ($f=3$; 6.38%). This focus on episodic hazards may reflect curriculum designers' intention to make lessons relatable, but it may inadvertently narrow students' understanding of environmental challenges by excluding systemic and long-term issues.

In this context, visual literacy in ELT materials is crucial not only for language development but also for shaping students' environmental worldviews. To achieve this, future textbooks could include visuals that depict both environmental issues and potential solutions, thereby introducing a more empowering and holistic approach to environmental education (UNESCO, 2020).

5.1.5. Private School – 5th Grade ELT Coursebook

The visual content of the 5th Grade Private School ELT Textbook (Close-up A1+) places a clear emphasis on wildlife and biological diversity, particularly through the depiction of endangered species. These species account for 78.79% ($f=26$) of all environmental images. The heavy emphasis on animal images, especially those of vulnerable or threatened species, may reflect an intention to encourage empathy-based environmental awareness in young

students. As noted by Barraza & Walford (2002), emotionally resonant animal images can be particularly effective in early environmental education and can encourage feelings of connection and responsibility.

Complementing this theme, the images of seagulls ($f=4$; 12.12%) under the heading of wildlife conservation have been added to enhance both visual diversity and pedagogical depth, likely with the aim of arousing curiosity and facilitating vocabulary development. The use of iconic or charismatic species has long been recognised as an effective strategy for introducing children to broader ecological concepts (Ballantyne et al., 2001).

Although visuals related to renewable energy and waste management are insufficient (only one image each for solar energy, reuse, and recyclable materials, each at 3.03%), their presence still demonstrates an effort to expand students' visual exposure beyond fauna-focused content. These topics are particularly important in 21st-century environmental education as they relate to global challenges such as sustainable consumption and green innovation (UNESCO, 2020). However, the limited number of images indicates that such themes are not given sufficient priority in visual pedagogy.

It can be concluded that the visual strategy of the textbook focuses on emotional engagement by using animals and familiar natural elements to draw students into environmental issues. This approach aligns with UNESCO's recommendations in the Education for Sustainable Development framework, which advocates for the use of age-appropriate, visually rich content to foster foundational environmental values in young students (UNESCO, 2020). Furthermore, considering that Close-up A1+ is designed for international private schools, the choice to universalise themes such as wildlife may reflect an effort to be culturally neutral and globally relatable.

While visual presentations focus largely on wildlife, the texts diversify the environmental scope by addressing many current issues such as renewable energy ($f=5$; 16.13%), waste management ($f=12$; 38.7% total) and sustainable innovation and materials ($f=5$; 16.12% total). This shift indicates a deliberate pedagogical strategy to encourage critical environmental literacy by engaging with a broader range of ecological challenges and solutions.

Renewable energy, especially solar energy, is clearly presented not only as a concept but also as a practical solution. This reflects the growing importance of sustainable energy in global education agendas (UNESCO, 2020). Similarly, the prominence of sub-topics of waste management such as recycling ($f=4$), transforming waste into art ($f=2$), and cutting, melting,

and cleaning (f=3) demonstrates an effort to link environmental awareness with practical, creative classroom applications, thereby promoting both environmental responsibility and student engagement.

Sustainable innovation (f=3) and eco-friendly materials (f=2) are also emerging, reflecting contemporary educational goals that encourage innovation-focused thinking in solving environmental problems (OECD, 2018). These entries offer vocabulary and scenarios that are increasingly aligned with STEM-based sustainability approaches advocated in global curricula for primary school students (UNESCO-UNEP, 2019).

While wildlife conservation remains a theme in the texts, it is proportionally less prominent compared to visual dominance (f=6; 19.36%). This reversal may indicate a pedagogical balance: while visuals appeal to students' emotions, texts activate their reasoning skills, supporting dual goals such as emotional engagement and cognitive development.

5.1.6. Private School – 6th Grade ELT Coursebook

As for the 6th grade private school textbook, environmental themes are included to a limited extent, with only 9 visuals related to environmental issues distributed equally across different categories (f=1, 11.11% for each subtopic). Although the topics demonstrate commendable thematic diversity, covering areas such as Pollution, Biodiversity, Waste Management, Extreme Weather Conditions, and Sustainable Cities, the lack of visual frequency may significantly reduce the pedagogical impact and memorability of these themes. While this demonstrates a purposeful attempt to address a variety of environmental challenges, treating each theme separately restricts the visual reinforcement.

The insufficient use of graphics may imply a missed instructional opportunity, particularly given the target student demographic. Sixth-grade children, who typically range in age from 11 to 12, are in a stage of development in which visual stimuli are very beneficial in terms of conceptual understanding and retention. According to Paivio's (1971, 1976) dual coding theory, visual materials are more memorable than verbal content because they are processed through both verbal and nonverbal channels. In this context, more extensive use of images may be more helpful in enhancing students' interest and comprehension of environmental issues.

However, it could also be argued that the limited number of visuals may have structural rather than pedagogical reasons. New Close-up A2, a globally distributed textbook, is not

designed exclusively for sixth-grade students but targets a broader student audience. This general-purpose design may explain why it minimally accommodates age-specific learning preferences, such as the greater use of visual aids for younger students.

Compared to limited visual presentations, the 6th Grade Private School ELT Textbook had a rich textual integration of environmental themes and covered a wide variety of subtopics. In particular, Plastic Bag Use, Reuse and Recycling ($f=13$; 17.81%) and Water Conservation ($f=7$; 9.59%) stood out as the most frequently recurring subtopics. This prioritisation can be explained by their relevance to daily life and global importance. For example, the United Nations Environment Programme (UNEP, 2021) emphasises that single-use plastics are one of the main causes of marine pollution, while the World Health Organisation (WHO, 2022) highlights the urgency of water conservation in the face of increasing water scarcity risks.

However, environmental awareness should not be limited to these two dimensions. The textbook also includes several topics that are repeated with medium frequency, such as Hurricanes ($f=5$; 6.85%), Marine Pollution ($f=4$; 5.48%), Energy Conservation ($f=4$; 5.48%), and Food Miles/Local Food ($f=4$; 5.48%). These themes reflect a commendable effort to address issues such as extreme weather events, pollution, and sustainable food systems, which are increasingly emphasised in global sustainability discussions (IPCC, 2023; FAO, 2022). Including such topics in an ELT textbook could support the development of students' environmental literacy and critical thinking skills regarding real-world challenges.

On the other hand, a few subtopics such as Wildlife Conservation, Reusable Bag Incentives, Environmentally Friendly Practices, and Urban Gardening are represented only once ($f=1$; 1.37%). Although these topics appear less frequently, they are equally important for understanding biodiversity and personal responsibility in sustainable living. The limited number of these topics may indicate that an opportunity to develop a more comprehensive environmental perspective among students is being missed. It could be argued that increasing the frequency and contextual diversity of such topics could better reflect the interdisciplinary nature of environmental education (Gough, 2013).

5.1.7. Private School – 7th Grade ELT Coursebook

The significant emphasis on environmental themes such as biodiversity ($f=6$), climate change ($f=5$) and overpopulation ($f=4$) in the 7th grade private school ELT textbook may indicate a deliberate pedagogical emphasis on addressing issues that transcend local environmental concerns and are ecologically critical and have global resonance. This

representation can be interpreted as an effort to familiarise learners with the persistent and complex environmental challenges that are increasingly shaping international policy agendas and educational frameworks. Such a thematic emphasis appears to be consistent with the broader global discourse on sustainability education, as highlighted by international organisations such as UNESCO (2020), which advocates for the integration of environmental literacy into formal curricula at all levels of education.

In particular, the relatively frequent inclusion of content related to biodiversity can be explained by the subject's accessibility both visually and conceptually, as well as its emotional appeal to young students. The threat of species extinction and the importance of protecting ecological diversity are widely accepted as urgent global priorities (WWF, 2022), and their inclusion in ELT materials may reflect an effort to foster language development as well as an emotional connection with nature. By focusing on cognitively understandable and ethically important issues, the textbook may be attempting to combine environmental education with second language teaching in a developmentally appropriate and globally informed manner.

The fact that topics such as carbon footprint, fossil fuels and recycling are each mentioned two or three times demonstrates an effort to address the behavioural aspects of environmental responsibility. These themes can support the development of eco-literacy by enabling learners to relate their daily actions to broader environmental consequences (UNEP, 2021). However, the relatively lower frequency with which these topics are addressed may reflect a broader trend in ELT materials that prioritises visual or conceptual clarity over the depth of ecological complexity.

On the other hand, the limited coverage of critical but abstract topics such as climate agreements, greenhouse gases, or sustainable agriculture may limit students' exposure to systemic solutions and international cooperation efforts. This underrepresentation may be attributed to the difficulty of simplifying such concepts for language learners or a deliberate choice to focus on what is visually concrete.

Furthermore, the textbook's approach may represent a preference for using environmental topics as a thematic background rather than a primary educational purpose. This may result in fragmented ecological knowledge, in which students identify individual challenges rather than building a broad grasp of sustainability. According to UNESCO (2017), environmental education in the formal curriculum should not only raise awareness, but also foster critical thinking and action capacity among students.

Based on the results of the textual analysis, the most frequently represented topics are Renewable Energy and Plastic Pollution, each appearing 15 times (10.56%). Closely following these topics are Community Actions ($f=10$, 7.04%) and Recycling ($f=10$, 7.04%). The prevalence of these themes reflects an educational congruence with global priority action areas such as renewable energy transition, plastic waste reduction, and civic environmental responsibility. These challenges are in accordance with the core goals established in the United Nations 2030 Agenda and the Intergovernmental Panel on Climate Change (IPCC) reports. These publications stress the need of renewable energy and waste management in achieving sustainability. The incorporation of such subjects may also indicate a practical focus in ELT instruction, as they are conceptually accessible and linguistically adaptive to young learners.

Topics in the medium frequency range include Marine Ecosystems ($f=8$), Global Warming ($f=8$), Sustainable Transportation ($f=9$), Fashion Waste ($f=6$), and Environmentally Conscious Living ($f=3$), indicating a broader but more complicated engagement with both the scientific and lifestyle dimensions of environmental literacy. For example, attention to fashion waste and ecologically conscious consumer behavior reflects the public's rising awareness of unsustainable production and consumption trends. By integrating themes like fashion waste, textbooks may be seeking to familiarize students with real-world environmental challenges caused by overproduction and overconsumption. This idea is consistent with the increased emphasis on 'circular economy' methods that encourage textile waste reduction through reuse, recycling, and more sustainable consumer behaviors (Ellen MacArthur Foundation, 2019). Similarly, references to marine ecosystems and sustainable transportation are congruent with SDG 14 (Life Below Water) and SDG 11 (Sustainable Cities), and, while not thoroughly addressed, imply a curriculum that recognizes complex aspects of the environment.

Species Observation, Upcycling, Climate Agreements, Environmental Ethics, and Product Selection, on the other hand, are only mentioned once or twice, indicating that these themes are covered infrequently. The lack of content on these issues may be due to their abstract character or conceptual complexity, which makes simplifying them in language learning environments difficult. Another possible explanation for the limited representation of topics such as environmental ethics, climate agreements and recycling may lie in the functional role that environmental themes play in ELT materials. Such themes are often used as contextual frameworks to support vocabulary acquisition, reading comprehension, or speaking tasks rather than being addressed as central learning objectives. In this context, complex systemic or ethical issues may be included superficially, almost symbolically, without any deliberate pedagogical

intent to deepen understanding. As Cates (1990) points out, global issues in ELT materials are often used as superficially interesting tools rather than as drivers of critical thinking or transformative learning.

5.1.8. Private School – 8th Grade ELT Coursebook

The visuals do not revolve around superficial environmental behaviours such as litter picking or tree planting, but instead introduce students to more personal and systemic themes, with sustainable food choices coming to the fore. The presence of four visuals related to vegetarianism, veganism and a slogan promoting veganism suggests a deliberate narrative: what we eat affects the planet. Rather than treating food consumption as a neutral habit, the visuals link it to climate action and reflect the global discourse from reports like the IPCC (2019), which highlight the environmental costs of animal-based diets. This is not merely a thematic inclusion but a valuable message that encourages environmental responsibility through lifestyle transformation. Waste management, recyclable materials, plastic packaging and single-use plastics, which are important and urgent environmental issues, are the second most common category (f=5). However, categorised visual presentations emphasise objects rather than processes. If no one is shown engaging with these objects (through recycling, sorting, or reuse, for example), it may be concluded that learners cannot be guided towards action-oriented thinking. In this sense, visuals can raise awareness, but they may not provide the necessary foundation for students to see themselves as part of waste reduction efforts.

The textbook also includes a wide variety of Extreme Weather (f=8), including phenomena such as hurricanes, blizzards, tornadoes, and droughts. This thematic diversity may reflect an effort to expose students to global climate-related risks. At the same time, each subtopic (except hurricanes) is only mentioned once, which may indicate a fragmented approach rather than an integrated environmental narrative. Since the context, causes, or effects of these weather events are not included in the visual data, their inclusion may serve to enrich vocabulary rather than promote deep environmental learning. While weather is a commonly used topic in ELT due to its linguistic value, its role in environmental education may remain limited unless it is addressed in connection with human-induced climate change or adaptation strategies.

The theme of water scarcity, despite its prominence in global sustainability agendas, appears only once (f=1; 5%). This singular representation may indicate limited interest in the topic or suggest that it is present only at a symbolic level. Without supporting educational

materials, its pedagogical impact may be minimal. Despite the critical importance of water scarcity in global sustainability agendas, its visual representation in the analysed coursebook remains minimal. This absence is particularly notable given that the United Nations World Water Development Report 2023 explicitly identifies water-related challenges as urgent and multidimensional, requiring both local and global responses (United Nations, 2023). The lack of corresponding visual content may thus limit students' ability to engage with and understand the broader environmental, social, and geopolitical dimensions of water issues.

While visuals primarily functioned as symbolic triggers, the textual representations seem to offer a more elaborate space for integrating environmental language and concepts. However, as in the visual section, a noticeable imbalance in topic distribution can be observed, which may affect the breadth and depth of learners' environmental literacy.

A significant number of text elements focus on consumer-oriented environmental issues, particularly those related to waste management and animal food consumption. The high frequency of the topics "single-use/recyclable materials" and "consumption of meat/dairy products" (each with $f=22$) indicates a deliberate effort to include contemporary sustainability issues in the curriculum. This may reflect growing international concern about unsustainable consumption habits and their ecological consequences (UNEP, 2018). The repeated emphasis on topics such as plastic food packaging ($f=13$) and recycling ($f=11$) can be interpreted as an attempt to introduce students to practical environmental issues encountered in daily life and encourage the development of environmentally conscious habits (EU, 2018).

Similarly, the presence of subtopics such as 'Vegan Diet' ($f=14$) and 'Environmentally Friendly Food Choices' ($f=9$) indicates that the textbook attempts to link environmental concerns to individual lifestyle choices. Considering the environmental impact of livestock farming on emissions, land use, and biodiversity loss (FAO, 2021; IPCC, 2022), the topics included in these texts reflect an increasing curriculum shift towards systems thinking in environmental education. While the primary function of these texts is linguistic, they can also serve to create conceptual awareness about the ethical and ecological dimensions of food systems.

Issues related to pollution, such as plastic, air and noise pollution (each with a frequency of 8–9), also feature prominently. The textual presentation of these issues is generally based on simple explanations, problem-solution structures and familiar vocabulary, which makes them pedagogically suitable for developing language comprehension skills. However, despite the

accessibility of these topics, it could be argued that a safer curriculum choice might be to avoid more conceptually abstract environmental topics.

Climate change, despite its global urgency, receives very little attention. Entries related to ‘Extreme Weather Conditions’ (f=2) and ‘Global Warming’ (f=1) appear isolated and are not addressed in the broader context of climate science. This situation may hinder students' ability to develop a consistent understanding of climate systems, particularly as the material does not support the connections between observable weather events and human-induced environmental change (UNESCO, 2021).

The emergence of topics such as Digital Solutions, Biodegradable Materials and Environmentally Friendly Alternatives is in line with global calls for the inclusion of sustainability-focused content in education. These themes are part of UNESCO's Education for Sustainable Development framework, which encourages learners to engage with innovative and forward-thinking environmental concepts (UNESCO, 2017). Similarly, the GreenComp framework emphasises the importance of ‘forward thinking’ and ‘systems thinking’ by promoting topics that reflect real-world sustainable solutions (Bianchi et al., 2022).

5.2. Discussion of Research Question 2

R.Q.2-To what extent are UNESCO-UNEP (1976) environmental education objectives reflected in the content and activity types of ELT coursebooks used in state and private secondary schools for the 2024–2025 academic year?

The objectives of environmental education as identified by the United Nations (UNESCO–UNEP, 1976, as cited in Jacobs & Goatly, 2000, p. 256) continue to constitute a foundational framework for contemporary environmental education policies worldwide. These six key objectives are as follows:

1. Awareness of environmental problems;
2. Basic understanding of the environment and its problems and human beings' role in relation to the environment;
3. Attitude of concern for environmental problems;
4. Skills in overcoming environmental problems;
5. Ability to evaluate proposed solutions to environmental problems;
6. Participation in solving environmental problems.

These objectives were adopted in this study as an analytical framework to evaluate the environmental content embedded in the ELT coursebooks. Through this lens, the coursebooks' textual, visual, and activity-based components were examined to determine the extent to which each of these objectives was reflected in the educational material.

5.2.1 Public School – 5th Grade ELT Coursebook

According to the UNESCO–UNEP (1976) environmental education objectives, the examination of Unit 9 in the fifth-grade public school ELT coursebook indicates that the environmental material corresponds solely with the first objective: awareness of environmental issues. The incorporation of topics like animal welfare and responsible behavior signifies an effort to foster fundamental sensitivity towards living beings; yet, it fails to connect with larger ecological systems or human-environment interactions. Palmer (1998) asserts that while raising awareness is a fundamental aspect of environmental education, it alone does not ensure the cultivation of profound understanding or the capacity for action. Similarly, Sterling (2001) emphasizes that when environmental topics are simplified to moral lessons or singular acts of compassion, learners may fail to cultivate the critical and introspective skills necessary to address intricate environmental issues. Consequently, although the unit familiarizes students with empathetic behavior, it remains superficial and fails to advance beyond the preliminary stage of environmental education.

5.2.2 Public School – 6th Grade ELT Coursebook

The most common topic represented was energy conservation, which was within the awareness/attitudes category. This was represented in 12 images, frequently showing easy personal actions like switching off lights or saving electricity. This kind of imagery helps in building elementary environmental literacy, a role that is consistent with first-level EE goals (UNESCO-UNEP, 1976). Although visuals can powerfully stimulate attention and emotional engagement, they are unlikely to promote deeper cognitive or behavioral learning unless supported by purposeful task design and pedagogical scaffolding (Paivio, 1990; Mayer, 2009).

Waste management through images on recycling (8) and anti-littering (4) was another prevailing theme. Visual materials and imagery have been shown to positively influence students' environmental attitudes when embedded within effective instructional design and learning activities (Bozdogan, 2011; Turtle, 2015). Visual materials can increase students' emotional engagement and initial interest; however, without tasks that involve application, evaluation, or decision-making, their effects often remain superficial and fail to support deeper

cognitive or behavioral change (Boomsma, 2013; Krasny, 2020). Sustainable transport was depicted in 8 images, promoting the use of public transport and bicycles to support affective and behavioural awareness. However, in line with the pattern in coursebooks, they were not set within wider participatory activities that asked learners to appraise or design environmentally friendly behaviours. This echoes Sterling's (2001) concerns that most education systems focus on "learning about" instead of "learning for" sustainability conveying knowledge without empowering action. The other issues like pollution (5 images) and water conservation (4 images) were also focused on awareness creation, with no trace of images or activities that lead to critical questioning or active citizenship. While environmental awareness is a starting point, effective environmental education must go beyond cognition to include the participatory, evaluative, and decision-making competencies necessary for developing long-term environmental responsibility (Tilbury, 1995; Buckler & Creech, 2014). Awareness of consumption was tackled by imagery supporting donation, forgoing packaging (7), and selecting organic food (2). This imagery signifies a more complex interaction with environmental behaviour, echoing themes of accountable consumption highlighted in SDG 12. The presentation is still prescriptive rather than instructive, and students are not led to critically examine consumption patterns or consider the links between consumerism and environmental impact. One finding of particular interest was the occurrence of creative recycling images (5), including handicraft and DIY activities. In contrast to most images, these partly meet the 'skills' aim of EE by prompting learners to translate knowledge into action and employ problem-solving skills in practical activities. Environmental competence fundamentally involves not only awareness but also the ability to take action, a transition that traditional textbooks often fail to support (Pedersen, 1999; Ortega-Quevedo et al., 2024). These images, then, constitute a small but worthwhile move toward experiential environmental learning.

By comparison, images of deforestation (3), afforestation (2), and biodiversity (2) were few and mostly aimed at conceptual understanding at a basic level. These are commensurate with awareness aimed at a foundational level but do not engage narrative interest or interactive framing. As Stibbe (2015) explains in his ecolinguistic study, superficial representations of nature in educational materials can lead students to view nature as passive or separate from human life. To develop a deeper understanding, students should be encouraged to explore ecological relationships and reflect on human responsibility.

Notably, the research identified no images coupled with upper-level EE learning objectives, including participation (e.g., activism, community projects) or evaluation capacity

(e.g., impact assessments or weighing environmental solutions). This echoes a continuing deficit in language educational materials identified in previous research (Cates, 2004; Mishan, 2005), in which content is informative rather than transformative. The absence of action-oriented images further restricts learners' possibilities to approach sustainability in a problem-solving, future-directed way, which is at the heart of education for sustainable development (ESD) models (UNESCO, 2017). In summary, although the presence of environmental issues in visual content is a welcome trend, their pedagogical role is still passive and limited to the cognitive-affective sphere. To achieve the complete vision of environmental education, visual images in ELT coursebooks need to be followed up with tasks that promote reflection, skills development, participation, and critical thinking. Without this change, visuals can end up being mere window dressing instead of stimuli for sustainable thought and action.

The textual content of the sixth grade public school ELT textbook deals with environmental education objectives in a broader and relatively deeper way than the visual content. The most prominent topic, energy conservation, appears in 20 separate text examples and is mainly related to the knowledge and skill dimensions of the UNESCO–UNEP (1976) framework. These references are generally phrased as commands, such as ‘Turn off the lights when leaving the room’ or ‘Unplug the devices,’ encouraging habitual thinking and environmentally conscious routines. Unlike visual elements, these texts offer procedural language use that is more consistent with functional language acquisition, while also supporting environmental competence. Waste management emerges as another dominant theme, with significant attention paid to subtopics such as recycling ($f=18$), reuse ($f=14$), reduction ($f=9$), and plastic reduction ($f=10$). These references demonstrate alignment with knowledge and skills objectives and, in some cases, even address attitude formation, as seen in texts encouraging students to take action or change their daily habits. Climate change (global warming and fossil fuel consumption, $f=3$), pollution, and biodiversity are examples of less commonly addressed issues that generally correspond with awareness and knowledge objectives. Textual assets (typically in the form of brief definitions or example sentences) provide an introduction to these complex topics, but they lack contextual depth and critical thinking. For example, air pollution is often presented in textbooks as a purely factual topic; students are not encouraged to critically examine consumption behaviors or understand system-level interactions, such as how consumerism affects environmental degradation (Bonnett, 2002; Stibbe, 2015). Some textual elements, such as afforestation (tree planting, $f=4$) or environmental activities ($f=1$), are relevant to the participation objective. However, it should be

noted that, while these texts refer to participatory behaviors, they do not constitute participation. The didactic and static form of these remarks shows that they work as cognitive stimuli rather than catalysts for experience involvement. As a result, the participation categorization in this context should be interpreted as encouraging involvement rather than directly implementing the purpose. The textual content covers a broader range of environmental topics and is more aligned with UNESCO's objectives, particularly knowledge and skills, but it is primarily descriptive. The textbook content clearly tackles critical environmental challenges and promotes early environmental literacy. However, the lack of integrated, reflective, and action-oriented components results in a missed opportunity to make a deeper environmental impact, particularly in a national context like Turkey, where environmental degradation is a visible concern and students exhibit relatively low levels of environmental responsibility despite moderate levels of awareness (Erbaş et al., 2012).

Instead of serving as catalysts for action or critical thinking, the environmental activities in the 6th-grade ELT textbook serve as support systems for awareness and fundamental knowledge. Regular matching, pointing, and speaking exercises that reinforce well-known concepts make up the majority of the activities ($f = 12$; 35.29%) that come under the awareness category. Although these activities help students develop their vocabulary and situational fluency, they hardly ever help them develop a deeper ecological understanding or enable them to think at the level of ethics (Bonnett, 2002; Sterling, 2001). While knowledge-aligned activities ($f = 7$; 20.59%)—including board games, mind maps, and concept labeling are more cognitively focused and offer exposure to environmental language, they do not encourage students to question reasons, evaluate solutions, or engage in environmental problem-solving. As Stibbe (2015) observes, unless the superficiality of environmental content is linked to more critical and transformative pedagogies, they may only encourage passive attitudes.

The existence of skill-based activities ($f = 6$; 17.65%), such as role-playing and craft-based instructions, indicates a possibility for experiential and hands-on learning. These activities encourage students to use language in meaningful and environmentally relevant contexts, which is consistent with UNESCO's emphasis on action-oriented competencies. While their impact is determined by how they are presented and implemented, their inclusion indicates a shift away from passive content distribution and toward more active engagement. More limited activities typically target attitude development through discussion topics, suggestion writing, or sentence completion ($f = 5$; 14.71%). These activities can provide opportunities for personal engagement and help shape students' environmental dispositions.

However, developing enduring attitudes in the context of learning English as a foreign language often requires sustained reflection and value-based dialogue, which cannot be fully achieved through isolated exercises (Cates, 2013). Activities related to participation ($f = 2$; 5.88%) and evaluation skills ($f = 1$; 2.94%) appeared only occasionally. While tasks such as poster preparation or group planning suggest participation-focused intentions, they are classroom-based and lack the real-world relevance emphasized in transformative environmental education (UNESCO, 2017) and will be less effective. Similarly, the inclusion of a self-assessment task is a step toward metacognitive awareness and has an important role as an assessment tool in environmental education.

The textbook's activity component reflects the growing awareness of environmental themes and offers a variety of EE objectives. The strongest representation is found in the awareness and knowledge categories, which help build a basic familiarity with environmental issues. However, higher-level competencies such as evaluation, engagement, and critical thinking remain underrepresented. While the existence of skills- and attitude-focused activities is promising, their transformative potential depends on how they are integrated into broader learning processes. Future improvements could focus on designing activities that go beyond recognition and recall and provide students with meaningful opportunities to think, act, and evaluate in real or simulated contexts.

5.2.3 Public School – 7th Grade ELT Coursebook

The visual content of the seventh-grade ELT coursebook continues to emphasize awareness, as demonstrated in the majority of visuals on topics such as pollution ($f = 4$), water conservation ($f = 2$), and energy ($f = 4$). These visuals are primarily used as support tools for recognition and recall, which is congruent with the objectives of introductory-level EE (UNESCO-UNEP, 1976). The most prominent theme is afforestation, which is shown in 11 visuals and represents a symbolic dedication to ecological restoration. Its alignment with awareness, skills, and participation may reflect an attempt to bridge affective and action-oriented objectives. However, in the absence of process-based visualizations or supporting tasks, this potential remains largely unfulfilled. As Ghosn (2013) emphasizes, images can increase engagement and motivation, but without pedagogical support they rarely translate into student willpower or meaningful behavior change.

Among the themes, waste management ($f = 17$ total) and sustainable transportation ($f = 3$) are often included, supported by visuals showing concrete actions such as recycling, reusing,

and cycling. These representations go beyond abstract awareness and are presented in a way that is consistent with skills, attitudes, and in some cases, participation. Such visualization can serve to develop a behavior that encourages students to integrate environmental values into their daily actions. While the presence of action-oriented content is promising, the overall function of these visuals whether they encourage critical thinking, or deeper engagement depends on how they are integrated into the pedagogical context (Sterling, 2001; UNESCO, 2017).

Although visuals depict action-oriented themes like tree planting or rubbish collection, they largely serve awareness rather than deeper engagement. Higher-level objectives such as evaluation are absent, as visuals rarely encourage comparison, judgment, or reflection. When used in structured ways (e.g., contrasting scenarios or dilemma-based illustrations), visuals can support evaluative thinking and decision-making among students. (Raiyn, 2016; Napier & Lettis, 2022). In this coursebook, however, such visual depth is not observed.

The textual content of the book places a strong emphasis on raising awareness; among the dominant topics are biodiversity ($f = 29$), pollution ($f = 17$), and waste management ($f = 24$). These issues align with the core objectives of Environmental Education (UNESCO-UNEP, 1976), particularly focusing on ecological understanding and the development of an emotional connection to environmental issues. Specifically, biodiversity is addressed through various subtopics such as endangered species, hunting, and habitat destruction. While these narratives can foster empathy and raise awareness, they largely remain descriptive and do not connect with solution-oriented thinking or practical strategies (Cutter-Mackenzie & Smith, 2003).

Pollution-related themes, particularly air pollution ($f = 8$) and water pollution ($f = 4$), were among the more frequently mentioned topics, reflecting a clear intention to raise environmental awareness. Less frequently mentioned topics such as noise pollution ($f = 1$), soil pollution ($f = 3$), and general pollution ($f = 1$) were also added, suggesting a moderately diverse but concentrated approach to pollution literacy. According to their classifications, the emphasis is on raising awareness rather than developing higher-order skills or participatory participation.

Waste management emerges as a prominent theme, with frequent mentions of recycling ($f = 14$), littering/responsible disposal ($f = 5$), and plastic reduction ($f = 5$). These subtopics are consistently associated with both awareness and attitudes, suggesting an emphasis not only on environmental knowledge but also on shaping learners' values and behavioral intentions (Ajzen, 1991). This dual focus may support the development of early environmental responsibility in language education contexts.

Furthermore, sustainable living (e.g., public transportation use, aerosol avoidance) and energy challenges (renewable energy sources, energy conservation) broaden the conversation, implying attitudinal and, in some cases, knowledge-based objectives. However, the textual layer lacks more complex competencies such as evaluation and participation.

The activity design in the 7th grade ELT coursebook places a high value on knowledge acquisition ($f = 15$; 37.5%), primarily through vocabulary and matching exercises. These exercises are cognitively accessible and aid in language development, but they do not encourage higher-order thinking or environmental problem-solving (Tilbury, 1995). Attitude-based activities ($f = 7$; 17.5%) such as suggestion writing and pair dialogue may contribute to affective engagement, but the absence of reflection or real-life application limits their transformative potential (Cates, 2013).

Activities that foster skill development ($f = 4$; 10%) and participation ($f = 4$; 10%), such as poster design or sequencing activities, may encourage action-oriented engagement. Their presence suggests a change beyond passive learning, but their overall influence will rely on how they are implemented and extended.

Evaluation-related tasks ($f = 5$; 12.5%) including surveys and self-assessment demonstrate an attempt to develop student thinking skills. While such tasks can promote metacognitive awareness, their effectiveness depends on how they are framed and followed in practice (UNESCO, 2017).

5.2.4 Public School – 8th Grade ELT Coursebook

The visual content is heavily focused on natural disasters, with images depicting themes such as earthquakes, hurricanes, and volcanic eruptions (39). These images support the "awareness" objective of environmental education, in line with the initial goals set by UNESCO-UNEP (1976), and are primarily intended to inform rather than engage.

The single most frequently represented theme, drought (8), draws attention to water scarcity but remains superficial. The lack of accompanying tasks limits its potential to foster deeper environmental reflection. While the presence of flood, tsunami, and tornado images helps diversify the theme, their depictions remain descriptive.

Global warming (1) is significantly underrepresented, suggesting limited engagement with the broader climate change discourse. Similarly, forest fires (3) and landslides (3) are rarely seen and offer only a narrow perspective on deforestation and land degradation.

All images are solely associated with awareness, with no evidence of content that encourages participation or evaluation. Themes such as activism, environmental planning, or decision-making are completely absent. This reflects a pattern noted by Cates (2004) in which visuals inform but rarely support transformative learning.

The theme of water scarcity (16) is the most prominent textual representation, followed by hurricane (15), earthquake (12), and tree cutting/forest fires (10). The dominance of these themes aligns primarily with the “awareness” objective of environmental education as defined by UNESCO-UNEP (1976), which refers to fostering a basic sensitivity and consciousness about environmental challenges. Textual content often introduces these issues descriptively, aiming to familiarize learners with key environmental vocabulary through disaster-related contexts. This approach is suitable for language instruction, where exposure to thematic lexis supports vocabulary acquisition (Cates, 2013). However, when framed solely through awareness, without scaffolding for reflection, action, or decision-making, it remains on the lower end of Bloom’s taxonomy focused on knowledge recall rather than higher-order thinking (Tilbury, 1995; Anderson & Krathwohl, 2001).

Some subtopics, such as water conservation (6) and taking precautions (5), are associated with attitudes, showing an attempt to shape student values and responsibilities. This objective intends to help students develop a concern for the environment and motivation to participate in its protection. The texts often lack open-ended questions or ethical dilemmas that would foster evaluation capacity or involvement, both of which are upper-level EE attempts crucial to empowering learners as agents of change (UNESCO, 2017). Despite having an introductory teaching purpose, these textual references mostly function in the cognitive-affective domain. The potential for greater environmental literacy and agency is not fully realized if the material is not accompanied by activities that allow students to apply, evaluate, or act upon it (Sterling, 2001).

Of the 33 activities in this textbook, 21 (63.64%) primarily align with the “Awareness” objective of the UNESCO-UNEP (1976) environmental education framework. Activities such as listening, reading, matching, and word puzzles are frequently used to introduce students to environmental terminology and issues. However, these tasks largely remain at the lower cognitive levels of Bloom’s Revised Taxonomy, primarily addressing the domains of “remembering” and “understanding” (Anderson & Krathwohl, 2001). While fundamental, this instructional emphasis does not trigger deeper cognitive engagement or behavioral change. In contrast, activities aimed at attitude development (including speaking tasks, role-playing

games, and integrated reading-speaking exercises) constitute only 21.21% of the total ($f = 7$). These tasks have the potential to encourage students to reflect on their personal feelings and opinions about environmental issues and to generate emotional engagement. However, the absence of structured activities targeting critical thinking or reasoning significantly limits the transformative potential of environmental education, as transformative learning requires active thinking, value creation, and engagement in ecological action beyond mere knowledge (Tilbury, 1995; Orr, 1992). Since environmental education is meant to foster not just knowledge but also values and readiness for action, the current activities could be improved by incorporating elements that promote student discussion, reflection, and empathy.

Only 15.15% ($f = 5$) of the activities relate to the "Skills" objective, and all of them involve written tasks. These activities involve producing short paragraphs or opinion pieces about environmental issues, but rarely extend to project-based writing or creative problem-solving tasks requiring application, analysis, or synthesis, as outlined in higher-order thinking skills frameworks (Anderson & Krathwohl, 2001; Bonnett, 2002). This is particularly noteworthy given the critical role that "doing" plays in environmental competence. Here, students are expected not only to understand issues but also to translate knowledge into informed action (UNESCO, 2017).

As Cates (2004) argues, global language education should integrate content that encourages students to take ownership of global issues through communication and problem-solving. However, the environmental activities in this textbook are often limited to passive participation rather than engaging students in generating, evaluating, or taking action on solutions. This aligns with Sterling's (2001) concern that much of sustainability education focuses on "learning about" the environment rather than "learning for" sustainability.

Furthermore, the lack of activities aligned with the higher levels of participation or evaluation capacity of the UNESCO-UNEP (1976) objectives represents a missed opportunity to integrate Education for Sustainable Development (ESD) into language learning. As Stibbe (2015) emphasizes, meaningful eco-language education requires moving beyond descriptive input to provide students with a narrative subject, enabling them to reflect on their ecological identities and critically engage with the environmental discourses they encounter.

5.2.5 Private School – 5th Grade ELT Coursebook

The visual content of the Coursebook is predominantly centered on wildlife themes, with endangered species receiving the highest visual emphasis (26). This suggests a deliberate

intent to foster environmental awareness and factual knowledge regarding biodiversity loss (UNESCO-UNEP, 1976). However, other key environmental topics like renewable energy (1) and waste management (1) are visually underrepresented, limiting the development of broader ecological literacy. While the visuals align with the Awareness and Knowledge objectives, their educational impact remains basic, focusing on identification rather than action or reflection (Tilbury, 1995; Hungerford & Volk, 1990).

The textbook's textual content reflects a broad thematic spectrum, emphasizing waste management (e.g., recycling, cutting, smelting, garbage removal, transforming waste into art), and aligns primarily with the Awareness, Attitude, and, in some cases, Knowledge/Skills objectives of environmental education (UNESCO-UNEP, 1976). These references introduce students to environmental vocabulary and practices. As Sterling (2001) notes, content that merely informs students without challenging them to think promotes learning about sustainability, but not learning for it. The inclusion of text that supports the Participation objective, particularly in the context of avoiding plastic use, is particularly noteworthy. This could, in theory, foster action-oriented and action-oriented thinking, which are essential elements of participatory environmental education (Tilbury, 1995). Furthermore, the texts addressing renewable energy (f=5) and environmentally friendly innovation (f=3) are conceptually rich and align with the Knowledge and Attitude objectives. Without accompanying prompts that prompt questions, compare alternatives, or encourage evaluative thinking, these elements risk being reduced to superficial input (Bonnet, 2002).

The types of activities in the textbook show a distinct superiority of knowledge/awareness-focused tasks; these tasks constitute more than 64.28% of environmental education activities. Among these are preview, reading comprehension, and vocabulary-focused exercises, which largely promote receptive learning. While such activities can introduce environmental vocabulary and basic concepts, their potential to foster critical engagement or action-based competencies is limited. This situation aligns with criticisms in the literature emphasizing that mere exposure to environmental content does not necessarily translate into behavioral change or sustainable thinking (Tilbury, 1995; Bonnet, 2002). In contrast, activities linked to engagement and attitudinal development are quite rare. A task by itself is predominantly classified under engagement, and only two other tasks combine attitudinal and participatory elements.

In contrast, activities related to participation and attitudes are fewer. There is only one independent task classified predominantly under participation, and only two combine attitudinal

and participatory goals. Although the existence of these activities suggests an attempt to go beyond mere knowledge understanding, their relatively low frequency may indicate that opportunities to express learners' values, discuss ethical positions, or design solutions are not sufficiently utilized. Since UNESCO-UNEP (1976) emphasized participation as an important dimension of environmental education, the current distribution raises questions about whether the textbook equips learners not only with knowledge about the environment but also with the responsibility and ability to contribute to its preservation.

5.2.6 Private School – 6th Grade ELT Coursebook

Visual elements in English Language Teaching (ELT) textbooks are not merely decorative; they serve critical pedagogical functions by enhancing comprehension, supporting vocabulary acquisition, and enabling students to connect language to real-world phenomena (Wright, 1989; Cunningsworth, 1995). The inclusion of nine visuals in the Grade 6 Private School ELT textbook, thematically linked to environmental issues such as pollution, loss of biodiversity, urban greening, and plastic packaging, suggests an attempt to contextualize language within the context of contemporary ecological concerns. The majority of visuals correspond to UNESCO-UNEP's (1976) "Awareness" goal, which focuses on introducing students to major environmental issues such as floods, air pollution, and ocean plastic. While these representations raise awareness about environmental issues, their effectiveness is largely dependent on how students interpret and interact with visual content. According to Mayer's (2009) Cognitive Theory of Multimedia Learning, dual-channel processing, in which students interact with both visual and linguistic material at the same time, promotes deeper comprehension and long-term memory. This is especially significant in language classrooms, where images can reinforce meaning and minimize cognitive burden caused by unfamiliar lexical or thematic content. Visuals also act as mediating aids, shaping students' viewpoints and emotional engagement. Extinct animals, urban greening, and sustainable travel are examples of themes that not only give vocabulary but also allow students to reflect on their roles as global citizens (Ghosn, 2013). Despite the variety of topics covered, the textbook presents them primarily through observation. However, there are no obvious visual prompts urging students to evaluate solutions or imagine alternatives, both of which are crucial for attaining environmental education's "Evaluation" and "Skills" objectives. A notable distinction among these elements is the infographic about gardening and recycling categorized under the 'Attitude' objective. By integrating symbolic visuals with action-oriented language, such

visualizations might encourage personal contemplation and value-based reasoning, potentially contributing to the development of positive environmental attitudes.

Following the visual analysis, it is critical to examine the textual elements embedded in the coursebook, as written content plays an important pedagogical role in promoting environmental understanding. While pictures draw attention and provide quick contextual signals, texts allow students to grasp abstract concepts, analyze critically, and internalize values associated with environmental sustainability (Cates, 1990; Ghosn, 2013). Especially in the context of ELT, such integration allows learners to acquire language skills while also engaging with internationally relevant content, improving both linguistic competence and environmental literacy. The increasing complexity of environmental concerns, such as extreme weather occurrences, unsustainable lifestyles, and pollution, necessitates educational practices that prepare students to think systemically and act responsibly (UNESCO, 2017). Textual elements that include these real-world concerns into communicative tasks, narratives, and dialogues can effectively bridge the gap between classroom instruction and global citizenship education (Jacobs & Goatly, 2000; Sterling, 2001). This approach is consistent with the UNESCO-UNEP (1976) Environmental Education Objectives by raising awareness, developing attitudes, fostering knowledge, encouraging participation, and even nurturing evaluation ability and skills through applied topics. A closer look at the coursebook's content indicates that specific themes are heavily stressed. The most frequently mentioned subtopic is "Plastic Bag Use, Reuse, and Recycling" ($f=13$), indicating a pedagogical emphasis on waste reduction and consumer behavior. This textual emphasis not only improves language linked to sustainability, but it also corresponds with the Awareness and Attitudes objectives, prompting students to consider personal responsibility and behavioral change. Similarly, "Saving Water" ($f=7$) and "Hurricane(s)" ($f=5$) appear frequently, indicating a balanced representation of both personal environmental actions and natural disaster awareness. These topics help to develop knowledge, skills, and attitudes by presenting real-world scenarios that require critical thinking and decision-making. Notable themes such as 'Food Miles/Local Food' ($f=4$), 'Marine Pollution' ($f=4$) and 'Energy Conservation' ($f=4$) introduce learners to the interconnectedness of environmental systems and encourage cross-curricular learning. For instance, discussing the impact of food choices on carbon footprints encourages students to consider the consequences of their daily habits, which aligns directly with the Evaluation and Attitude objectives of UNESCO. Although less frequent, the presence of subtopics such as 'Eco-friendly travel', 'Reducing meat consumption' and 'Reusing/upcycling' signals a commendable attempt to

cultivate critical awareness about lifestyle sustainability, even within limited textual space. On the whole, the textual element of the coursebook evinces a robust congruence with the UNESCO-UNEP (1976) framework, predominantly with regard to the promotion of awareness, attitudes and knowledge. Although some higher-order objectives, such as participation and evaluation skills, are less prevalent, their inclusion suggests a growing recognition of the need for action-oriented and reflective language education. These findings emphasise the importance of integrating text into ELT materials, not only as a means of language acquisition, but also as a way of empowering learners to become environmentally conscious individuals who can make sustainable and responsible choices.

After textual elements have been examined, further insights into how environmental education is represented in the textbook are revealed by an analysis of coursebook activities. In language teaching, activities are the practical dimension of learning. They provide an opportunity to practise target language structures and encourage higher-order thinking, creativity and developing values. When these activities incorporate environmental themes, they provide a distinctive setting in which language learning actively engages with sustainability issues. The environmental education goal most frequently associated with the activities, according to the UNESCO-UNEP (1976) framework, is awareness ($f = 7$, 30.43%). This suggests that the activities are intended to help students recognise environmental issues and develop a basic understanding of ecological concepts through tasks such as 'Visual-Based Speaking Prompts', 'Word Matching', and various reading-based exercises. These activities effectively combine linguistic development with exploring environmental and global concerns, thereby fostering meaningful learning and responsible global citizenship (Cates, 1990). However, significant attention was also paid to the evaluation, ability, and attitude objectives (5, 21.74%). Tasks such as 'Essay Writing', 'Opinion Expression Tasks', 'Reflective Speaking' and 'Self-Assessment' require students to make judgements, consider ethical dimensions and express their values, going beyond factual recall. This is crucial for developing critical environmental literacy, including the ability to evaluate actions and propose informed solutions (Sterling, 2001; Stevenson, 2007). The inclusion of tasks that focus on attitudes, such as group and individual speaking activities, reflects the textbook's efforts to promote personal responsibility and environmental awareness. Through communicative activities involving collaborative discussion and exchange, students are encouraged to reflect on their behaviours in line with the attitude-shaping objectives of environmental education. Although less frequent, skills- and participation-focused activities such as 'Creative Project Design' and 'Creative

'Speaking' demonstrate an effort to integrate experiential and student-centred learning. These activities have the potential to empower students to take action on environmental issues by encouraging them to move from awareness to action. However, the limited participation in these activities ($f = 3$, 13.04%) suggests that more could be done to foster active citizenship and hands-on participation, both of which are crucial for long-term behavioural change (UNESCO, 2017). Only one activity explicitly promotes participation as a dominant objective. While this is a positive inclusion, the low frequency ($f = 1$, 4.35%) suggests that student agency and their real-world actions are underrepresented. As participation is a fundamental element of transformative education for sustainable development (UNESCO, 2020), future editions could benefit from a greater range of tasks requiring students to participate in local projects, solve real-world problems or collaborate on environmental campaigns.

In a nutshell, the textbook's activities demonstrate a strong alignment with the core reflective and fundamental aspects of environmental education, particularly awareness, evaluation ability and attitude. However, there is still room for improvement in promoting active, skill-based participation and participatory learning. Expanding the scope and depth of such activities would enable ELT materials to support language development and environmental management more effectively, ultimately equipping students with the necessary competencies.

5.2.7 Private School – 7th Grade ELT Coursebook

This textbook's visual content presents a wide range of environmental themes, with a clear emphasis on action-oriented solutions. Unlike generic nature illustrations, most of the images depict efforts to address climate and sustainability issues, such as tree planting, recycling, environmentally friendly transportation, and solar energy use. These representations could align with the goals of solution-oriented environmental education (UNESCO–UNEP, 1976) by encouraging the development of skills, participation and attitudes. However, despite their potential, nearly all the visuals are categorised solely under 'awareness'. A visual of cycling or community action, for example, could easily be expanded to encourage participation if paired with critical thinking or project-based prompts (Tilbury, 1995). Instead, these visuals remain informative rather than transformative. Sterling (2001) describes this as 'learning about' sustainability rather than 'learning for' it.

Some topics, such as marine pollution or melting icebergs, are presented visually as problems without any prompts for critical evaluation or student agency. While such visuals can

be valuable for initiating discussions, they often fail to encourage solutions or decision-making. Images in English grammar textbooks may support descriptive understanding and language structure recognition, but they rarely develop critical environmental literacy unless guided by reflective and contextualized instruction (Wright, 1989; Cutter-Mackenzie & Smith, 2003). Although posters and campaign visuals suggest potential for participatory goals, their approach is passive. A simple photograph of a campaign or recycling symbol does not inherently develop environmental competence unless it is linked to meaningful language activities, such as discussions, planning tasks or persuasive writing (Cates, 1990; Wright, 1989). In language learning, visuals are essential tools for supporting comprehension, enhancing vocabulary retention and contextualising real-world content (Wright, 1989). When connected to global issues, they can promote language acquisition and global awareness, particularly among students with diverse skills. However, to realise this potential fully, visuals must connect with the evaluative and participatory goals of environmental education (UNESCO, 2017) and transcend superficial representation. In short, while the textbook covers a wide range of themes, from sustainable living to eco-transportation, its visual pedagogy largely focuses on raising awareness.

The visual representations in the textbook effectively introduce key environmental themes and raise awareness at the outset. To examine how environmental education objectives are addressed in more depth, it is important to focus on the text content, which conveys environmental messages through dialogue, reading passages and contextual word usage. These texts provide linguistic input and shape learners' conceptual understanding, values and attitudes towards ecological issues. When aligned with the objectives of UNESCO-UNEP (1976), textual elements can play a central role in promoting critical thinking, personal responsibility and the ability to make informed decisions core objectives of education for sustainable development (UNESCO, 2017). The coursebook's textual content demonstrates extensive coverage of environmental themes, with a strong emphasis on pollution (e.g. plastic pollution, $f = 15$), renewable energy ($f = 15$) and recycling ($f = 10$). These frequently occurring topics primarily align with the awareness and attitude objectives outlined by UNESCO-UNEP (1976), which aim to foster an early understanding of environmental issues and encourage personal responsibility. While the main objective is to raise awareness, the repeated use of terms such as 'saving water' ($f = 2$), 'upcycling', 'respect for nature' and 'eco-conscious living' indicates a consistent emphasis on forming attitudes and developing values. According to UNESCO-UNEP (1976), fostering attitudes of concern and motivating learners to participate in solving

environmental problems are essential components of environmental education. Many of the texts — particularly those mentioning community actions, eco-friendly technology and reducing plastic — implicitly support this objective by encouraging behavioural reflection, even if they do not prompt real action. It is worth noting the inclusion of participation-oriented elements, such as community actions (10) and activism (1). Although these textual components are few in number, they have the potential to trigger deeper engagement. Participation, as the highest level in the UNESCO taxonomy, implies not only awareness, but also agency. However, as with most coursebook texts, they remain suggestive rather than directive — they encourage learners to get involved. Textual representations of eco-conscious lifestyles, eco-friendly houses, off-grid living and sustainable tourism reflect a growing awareness of environmental thinking. These inclusions expose learners to sustainability as a way of life, which aligns with SDG 12 (Responsible Consumption and Production) and SDG 13 (Climate Action). As Rieckmann (2018) emphasises, developing action competence in learners depends not only on what is taught, but also on how it is framed: texts must encourage critical thinking, reflection and problem solving. In order to cultivate the evaluation and participation skills outlined by UNESCO, it is necessary to connect textual elements to classroom practices that engage students in interpreting, assessing and taking action on environmental issues. Ultimately, the coursebook's content provides extensive exposure to a variety of ecological issues and sustainability themes. It establishes a solid basis for raising awareness and developing attitudes, while partially promoting higher-level objectives. However, its transformative potential could be further enhanced by providing more explicit support for critical thinking and learner agency.

Subsequent to the thorough examination of visual and textual elements, the function of activities in the realm of environmental education within the context of ELT coursebooks merits specific consideration. In language education, activities are not just exercises for linguistic reinforcement; they are also pedagogical tools that facilitate the enactment of content, values, and skills (Cunningsworth, 1995; Tomlinson, 2012). In the context of environmental education, these tasks enable learners to connect language with action, reflection and global responsibility. Well-designed activities can foster enquiry, critical thinking and a sense of agency — core objectives of Education for Sustainable Development (ESD), as outlined by UNESCO–UNEP (1976). In this coursebook, the majority of activities ($n = 25$; 52.08%) align with the awareness objective, indicating a strong emphasis on initial cognitive engagement. Learners are introduced to key environmental issues, yet these activities remain predominantly surface-level, lacking the scaffolding necessary for deeper participation or evaluation. Nevertheless, the inclusion of

tasks that foster knowledge and participation, such as project work, poster creation, and open-ended reflections, represents a modest effort to shift from passive reception to active processing. Such activities resonate with constructivist learning principles and align with Bloom's higher-order thinking domains (Krathwohl, 2002), particularly when students are encouraged to reflect, synthesise, and propose solutions. However, activities promoting the development of attitudes ($f = 1$; 2.08%) and evaluation ability ($f = 2$; 4.17%) are relatively scarce. This suggests underutilisation of the affective and metacognitive dimensions that are critical to fostering long-term ecological responsibility (Tilbury, 1995; Bonnett, 2002). Tasks such as 'ranking environmental priorities' or 'personal reflections' may encourage deeper thought, yet they remain isolated rather than forming part of a coherent sequence. From an ELT perspective, these activities offer dual value enhancing language production while integrating values education. For example, speaking tasks and group discussions embedded in environmental contexts can effectively develop both communicative competence and ethical engagement when designed to include reflective and value-focused prompts (Tomlinson, 2012; Cutter-Mackenzie & Smith, 2003). Nevertheless, the impact of such tasks depends on how they are framed. Without an authentic purpose or follow-up in the classroom, even tasks labelled as participatory risk becoming routine drills rather than catalysts for transformative learning (Sterling, 2001).

Consequently, while this book's activity design introduces environmental themes with moderate success, it does not fully realise the progression from awareness to action. More intentional integration of UNESCO's six environmental education objectives, especially those involving evaluation, participation and critical reflection, could significantly enhance the pedagogical and ecological value of ELT materials.

5.2.8 Private School – 8th Grade ELT Coursebook

Visual materials in textbooks often serve as support tools for language learning and can stimulate environmental awareness. In the textbook, the visuals primarily focus on extreme weather (8) and waste management (5), suggesting a superficial emphasis on climate-related hazards and consumer behaviour. However, rather than encouraging deeper engagement such as participation, evaluation, or participation, the visuals fulfil the UNESCO-UNEP (1976) objective of raising awareness. For instance, images depicting extreme weather events, such as avalanches, hurricanes, blizzards and heatwaves, inform students about the risks posed by the global climate. However, as Sterling (2001) points out, awareness alone is not sufficient. Visuals that merely depict environmental events and do not encourage inquiry or action risk

reinforcing passive environmental literacy. Similarly, visuals related to waste management (e.g. recyclables and single-use plastics) reflect a critical global challenge. Every year, 19-23 million tons of plastic waste leaks into water ecosystems, polluting lakes, rivers and seas (UNEP, 2025). This highlights the urgent need for educational strategies to effect behavioural change. The inclusion of slogans promoting vegetarianism ($f = 4$) and veganism (linked to attitude/participation) in the textbook is a notable departure from more traditional visuals. These elements signal a growing shift towards value-based ecological representation, which is consistent with UNESCO's emphasis on promoting environmentally friendly attitudes through education (UNESCO-UNEP, 1976). However, the impact of such visuals largely depends on how they are framed whether they remain suggestive or are combined with dialogic or reflective tasks that encourage engagement. When chosen effectively, visuals in English Language Teaching (ELT) contexts can serve as catalysts for both linguistic and ecological learning. They provide accessible entry points for critical topics, particularly when paired with vocabulary, conversational prompts or project-based tasks. In this textbook, however, visuals tend to promote cognitive awareness rather than emotional or participatory development. A lack of interactive or narrative-rich environmental imagery can hinder the development of higher-order competencies, such as evaluation and collaboration (Tilbury, 1995; Jensen & Schnack, 2006). In short, the visual content of this textbook addresses core environmental themes in line with the environmental education goal of raising awareness. However, for visuals to support transformative learning, they must be integrated into pedagogical sequences that encourage reflection, critical thinking, and responsible action.

Following on from the visual content, the textual content of the Textbook continues to prioritise environmental awareness, frequently referencing pollution, waste management and sustainable living. While this clearly demonstrates the strong integration of ecological discourse, the focus is largely on the cognitive recognition of environmental problems rather than on fostering transformative competencies. Topics such as plastic pollution (9), air pollution (9) and noise pollution (8) dominate the pollution category, indicating a didactic focus on environmental degradation. However, the way these topics are presented limits their pedagogical function to knowledge transfer (Tilbury, 1995). Similarly, the repetition of waste management elements specifically single-use materials (22), plastic packaging (13) and recycling (11) aligns with UNESCO's objective of raising awareness and developing basic knowledge. However, without evaluative or participatory guidance, there is a risk that these elements will become subsumed within the concept of 'education about the environment',

which focuses on knowledge transfer, rather than embodying the concept of ‘education for the environment’, which emphasises critical participation and activity (Jickling & Wals, 2008). A notable finding is the inclusion of nutrition-related discourse within the context of sustainable living and animal exploitation. There are frequent references to veganism (14), environmentally friendly food choices (9) and meat/dairy consumption (22). These activities reflect an intention to shape attitudes and encourage behavioral thinking, consistent with Monroe et al.’s (2019) findings that personally relevant, engaging educational strategies are necessary to promote long-term pro-environmental behaviors. However, without deeper support, such as critical reasoning tasks or ethical discussions, the opportunity to develop evaluation skills and personal initiative may be underutilised. Interestingly, the textbook offers content focused on innovation and sustainability, addressing technological solutions (4) and biodegradable materials (3). These elements align with global trends. However, these references are limited in scope and do not consistently align with the skills-based or participatory objectives outlined by UNESCO-UNEP (1976). Although topics such as extreme weather and climate change are covered, they are approached in a descriptive rather than analytical way. Textual elements on topics such as avalanches, heat waves and hurricanes primarily serve as vocabulary aids or reading input, failing to promote evaluation or participation (Sterling, 2001; Rieckmann, 2018). In summary, the textbook’s content ambitiously covers a wide range of environmental topics, many of which are central to the global climate crisis. However, the predominance of awareness- and knowledge-based elements, combined with minimal integration of participatory or evaluative learning, highlights the need for a shift towards a more action-oriented, inquiry-based pedagogy. As Cates (2013) points out, effective environmental content in English language teaching must balance global issues with student empowerment, providing students with the capacity not just the knowledge to act sustainably.

ELT textbooks can be used as pedagogical tools to deepen students’ environmental literacy. However, the effectiveness of these tasks largely depends on their alignment with higher-level educational objectives. Of the 36 environmental activities analysed, the majority ($f = 18$; 50.00%) emphasise awareness and knowledge, primarily through reading comprehension, listening and matching tasks. These activities tend to be descriptive and information-focused. While this type of exposure is fundamental, it largely supports UNESCO’s first two objectives of raising awareness and developing a basic understanding of environmental issues (UNESCO-UNEP, 1976). However, as Mayer (2009) emphasises in his cognitive learning theory, such input must be paired with meaningful output and interaction to be

transformative. Only a small proportion of the activities support evaluation ability ($f = 1$; 2.78%) or participation ($f = 3$; 8.33%). These include role-play simulations and opinion-based discussions that enable students to evaluate environmental arguments or devise solutions. Tasks with these characteristics are more aligned with transformative educational goals, encouraging commitment and decision-making (Tilbury, 1995; Sterling, 2001). Furthermore, only one task (2.78%) encompasses the full triad of attitudes, participation and evaluation skills, demonstrating the rarity of truly integrative environmental education. Nevertheless, this synthesis is essential because students are expected to know, care, and act (UNESCO, 2017). Additionally, activities related to vegetarianism and food ethics integrate thinking, value clarification and environmental decision-making, which are emotional learning goals (Bonnet, 2002). However, these activities are underrepresented compared to tasks that focus on raising awareness.

In summary, while the textbook offers a relatively diverse range of activities, it continues to prioritise knowledge transfer. To fully meet UNESCO's six environmental education objectives, future materials must include more reflective, participatory and evaluative components, especially those linking personal behaviour to systemic environmental solutions.

5.3. Discussion of Research Question 3

R.Q.3- What are the differences between the ELT coursebooks used in state and private secondary schools in the 2024–2025 academic year in terms of the scope, focus, and frequency of environmental education content?

This section addresses the third research question, which explores the differences between state and private secondary school ELT coursebooks in terms of the scope, focus, and frequency of environmental education (EE) content. In order to capture grade-specific variations as well as institutional differences, the discussion is organized across four subsections based on grade level (5th to 8th). Each subsection compares the relevant state and private school coursebooks by analyzing the environmental themes they present (scope), the extent to which they reflect the UNESCO–UNEP (1976) Environmental Education Objectives (focus), and the overall quantity and pedagogical depth of EE-related content (frequency). This structure allows for a systematic and balanced comparison, offering insights into how environmental topics are framed and integrated into English language education across different educational settings.

5.3.1. Comparison of 5th Grade Public and Private School ELT Coursebooks

The results of the comparative analysis of 5th grade ELT textbooks used in public and private secondary schools revealed that there are significant differences in the treatment of environmental education (EE) in terms of scope, focus, content frequency and depth.

In terms of scope, the public school textbook takes a narrow, socially focused approach. The only reference to the environment appears in a unit focusing on animal shelters, emphasising care for stray animals and promoting values such as empathy and responsibility. While this indirectly supports environmental education, it does not address broader environmental concerns such as biodiversity loss, pollution and sustainability. By contrast, the private school textbook covers a diverse range of environmental topics, such as endangered species, recycling, renewable energy and green innovation, across multiple units. While these topics are not organised within a coherent Environmental Education framework, their diversity provides a richer perspective on environmental issues. This difference suggests that the private textbook aims to develop environmental literacy through incidental learning, whereas the public textbook reduces environmental education to empathy-based messages and moral lessons, limiting students' ability to develop the critical and internal skills necessary to address complex environmental issues.

This divergence becomes more evident pedagogically when considered in terms of the UNESCO-UNEP (1976) environmental education objectives. The public school textbook primarily aligns with the awareness objective, providing students with basic knowledge of social and environmental responsibility in relation to animal care. Although there are hints of compassion, there is no structured effort to develop environmental attitudes, nor do they support progress towards acquiring knowledge, evaluative thinking or participatory engagement. On the other hand, the private school textbook incorporates several UNESCO goals. Images related to endangered species and renewable energy promote awareness and knowledge of these issues. Textual references extend to eco-innovation and pollution prevention and are linked to objectives such as fostering concern (attitudes) and basic understanding (knowledge). In particular, activities such as reflective writing and creative tasks related to environmental issues support the higher-level environmental education goals, including participation and evaluation, identified by UNESCO-UNEP (1976), and are consistent with Gough's (1997) emphasis on developing critical, participatory learning. Although EE is not explicitly addressed from a pedagogical perspective, the textbook is more closely aligned with calls for global education to

integrate the cognitive, affective and behavioural domains when addressing environmental challenges.

The frequency and depth of EE content also varies significantly. The public school textbook contains a single unit with limited content, while the private textbook includes 33 visuals, 31 textual elements, and 14 activity-based representations of environmental issues. This numerical disparity is complemented by a broader thematic spread. Endangered species, waste management, renewable energy and green consumption are all present and repeated across different units to promote cumulative exposure. Such repetition across content types visual, textual, and task-based can enhance students' retention of environmental concepts and facilitate meaningful learning by reinforcing key ideas through multiple modalities (Mayer, 2009; Bransford et al., 2000). However, although the private school textbook is denser than the public school textbook, it relies heavily on descriptive input and teacher-led instruction.

These pedagogical choices are inextricably linked to the contextual frameworks within which textbooks are developed. In Turkey, public school textbooks are produced centrally by the Ministry of National Education (MoNE) following a rigorous approval process, and are distributed free of charge to all students (MoNE, 2003). Once approved, a textbook may be used in classrooms for up to five years, which could result in it being insensitive to emerging global priorities, such as the climate crisis or environmental justice. Furthermore, environmental education (EE) content in materials for the early school years is often simplified based on assumptions about age-appropriate pedagogy. Developmental research suggests that, although younger students tend to exhibit strong emotional responses to nature, such as empathy or moral concern, they may lack the cognitive maturity required to interact with complex ecological systems or causality (Kahn & Kellert, 2002). Consequently, textbooks designed for early elementary school often emphasise emotional or values-based themes rather than inquiry-based or problem-solving approaches (Tilbury, 1995; Gough, 1997). While this strategy aligns with students' emotional readiness, it risks delaying their exposure to systems thinking, evaluative reasoning and action-oriented learning. Eagles and Demare (1999) found that environmental awareness and knowledge peak around age 10 or 11, but decline after this age unless reinforced. They recommend that early environmental education programs be carefully structured and gradually progress toward higher-level competencies.

In contrast, private school textbooks, which are often written by international teams and designed for use in diverse cultural contexts, tend to emphasise global responsibility. Topics such as sustainable cities, energy innovation and conservation are presented as both vocabulary

and thematic content for students to discuss, interpret or reflect upon. Such textbooks often follow curricular philosophies aligned with global educational goals, such as Education for Sustainable Development (ESD), prioritising not only knowledge acquisition, but also action competence (Gough, 1997; OECD, 2020).

In summary, while neither public nor private school textbooks provide a comprehensive environmental education model, private school textbooks clearly surpass public ones in terms of thematic diversity, partial alignment with UNESCO's EE objectives and repeated environmental references. Although they are valuable in promoting moral education, public school textbooks offer a limited and outdated perspective on EE. These findings highlight the urgent need to integrate a more coherent, interdisciplinary, and pedagogically structured approach to environmental education into Turkey's 5th Grade ELT textbook, in line with both local realities and global sustainability imperatives.

5.3.2. Comparison of 6th Grade Public and Private School ELT Coursebooks

The comparative analysis of sixth-grade ELT textbooks employed in public and private schools reveals both quantitative and qualitative disparities in the scope, focus, and depth of environmental education (ELE) content. While the public school textbook exhibits greater frequency and thematic diversity, the private school textbook offers deeper learner engagement, particularly through activity design.

Environmental topics are presented frequently and repetitively in the public school textbook, particularly in visual content, with 65 examples. Core themes such as energy conservation (visual frequency (f) = 12; textual f = 20), waste management (recycling f = 18; reuse f = 14; plastic reduction f = 10) and sustainable transportation (visual f = 8; textual f = 4) dominate the course content. These themes are supported by visuals depicting reforestation, consumer awareness, water conservation and biodiversity. This reflects a curriculum that encourages daily ecological actions that are appropriate for the developmental levels of early adolescents (Kahn & Kellert, 2002; Eagles & Demare, 1999). The repeated emphasis on basic behaviours such as turning off lights or sorting waste aligns with models of environmental behaviour formation (Hungerford & Volk, 1990) and supports vocabulary development during language learning (Mayer, 2009).

By contrast, despite containing only nine visuals, the private school textbook closes this gap by incorporating textual diversity and covering over 70 different environmental subtopics. Themes such as marine pollution, urban greening, climate resilience, sustainable food systems

and environmentally responsible transport are covered in greater conceptual depth. For instance, while students learn about the differences between floods, hurricanes, droughts, and wildfires, they also encounter advanced terms and topics such as food miles, eco-diets, recycling, and consumer awareness. This indicates a broader environmental discourse aimed at introducing systems-level vocabulary and fostering global awareness.

However, the textual content of private school textbooks lacks repetition and reinforcement. Most subtopics are only addressed once and are rarely supported by visuals. Although themes such as sustainable living and meat consumption are highly relevant to contemporary environmental narratives (SDGs 12 and 13), their didactic impact may be reduced without multimodal structure or clear contextualisation. This is consistent with Ghosn's (2013) view that, if not adequately mediated, globalised content in ELT materials can undermine the cognitive and linguistic readiness of young students.

Conversely, the integrated visual-textual context of the public school textbook provides significant overlap between what is seen and what is read (e.g. water use, recycling and public transport), supporting dual coding and enhancing recall and language use (Paivio, 1991; Bransford et al., 2000). The context of the public school textbook reflects a national curriculum that aims to embed environmental themes in familiar contexts and provide concrete, behaviour-focused learning opportunities rather than abstract, systemic knowledge.

In summary, the public school textbook provides broader thematic coverage, with recurring, age-appropriate themes, particularly in the visual content. In contrast, the private school textbook offers a more conceptually diverse and globally informed approach, particularly in the textual domain. The former develops environmental literacy through structured reinforcement, while the latter offers critical environmental vocabulary and a variety of perspectives. However, there is a need for convergence between pedagogical repetition and thematic expansion, as neither method fully integrates depth and accessibility.

When examined through the lens of the six environmental education objectives proposed by UNESCO-UNEP (1976), the 6th-grade textbooks used in public and private secondary schools in Türkiye exhibit marked contrasts in focus, not only in terms of which objectives are emphasized but also in how they are addressed across different content types.

The public school textbook demonstrates stronger and more layered visual engagement with the EE objectives. Most of the thirteen visually represented environmental topics are categorised under binary objectives, such as awareness and attitudes. Only one visual addresses

skills. Despite these indicators, however, most of the visuals remain purely illustrative and fail to facilitate critical thinking or student interaction. However, the broad thematic scope and higher visual frequency suggest an intention to build emotional awareness through repetition and familiarity, which are strategies commonly emphasised in visual learning literature (Hill, 1990; Wright, 1989). In contrast, the private school textbook contains only nine visuals, all of which serve the awareness objectives. An exception is an infographic that is loosely linked to 'Attitudes'. Nevertheless, this minimal visual presence, coupled with the absence of skill-based or participatory images, indicates a more limited application of visual pedagogy. According to scholars such as Cunningsworth (1995) and Harwood (2010), visuals in ELT materials should not only contextualise language, but also encourage values and inquiry. In this case, the private school textbook fails to utilise visuals to support higher-level EE objectives, leaving this area underdeveloped.

In terms of textual content, awareness emerges as the most dominant objective in both textbooks, which is consistent with elementary-level environmental education, where cognitive familiarity with environmental issues is the first step (UNESCO-UNEP, 1976). The public school textbook frequently promotes awareness by repeatedly addressing topics such as pollution, recycling and environmental protection. This repetition, particularly in topics such as energy conservation and waste reduction, contributes to reinforcing core concepts and vocabulary, making it pedagogically appropriate for the 6th-grade age group. Similarly, the private school textbook integrates awareness through a broader range of topics, such as marine pollution, food systems and natural disasters. However, these topics are mentioned less frequently, typically only once per subtopic. In terms of knowledge, both textbooks perform relatively equally in quantitative terms. However, the quality of the information varies. Public school textbooks predominantly associate information with behavioural domains (such as reuse, reduce or recycle), suggesting a concrete and applied form of knowledge transfer. In contrast, private school textbooks tend to offer more scientific or conceptual insights, connecting knowledge to a broader understanding of environmental phenomena such as extreme weather.

Another area where both textbooks engage with different strategies is attitude formation. The public school textbook encourages the development of positive attitudes by repeatedly emphasising empathy-focused content (e.g. water conservation and animal protection), often accompanied by moral language. The private school textbook, on the other hand, frames attitudes through lifestyle-focused content, such as environmentally friendly

eating and shopping habits. The latter reflects current discourses on sustainability (OECD, 2020).

A key difference between the two textbooks is their respective inclusion of skills and participation objectives. The public school textbook covers environmental skills across a range of subjects, particularly waste management and energy use, by emphasising action verbs, routines and achievable tasks. This reflects the "learning by doing" principle found in environmental education literature, which is important for developing practical skills (Jensen & Schnack, 1997). In contrast, the private school textbook offers limited explicit skill development, with only a few mentions in the contexts of transportation and gardening. Similarly, both textbooks underrepresent participation; however, the public school textbook includes more examples, such as tree planting or environmental activities, while the private school textbook contains isolated mentions of project-based or personal responsibility contexts.

Most notably, evaluation and a higher-order thinking skill that is critical for making informed environmental decisions (UNESCO, 2017; Rieckmann, 2018) is largely absent from the public school textbook, appearing only once. However, the private school textbook includes a variety of activities and texts that imply evaluation, such as comparisons between means of transportation and open-ended reflective writing tasks. This reflects a constructivist and inquiry-based pedagogy in private school textbooks, consistent with Wals et al. (2014) who advocate for transformative, participatory education that fosters critical thinking and student initiative.

The public school textbook includes more activities ($n = 34$), but these mostly align with the 'Awareness', 'Knowledge' and 'Attitude' objectives. Tasks such as matching, reading comprehension and fill-in-the-blank exercises provide language practice with peripheral vocabulary, but do not actively encourage students to evaluate or apply their knowledge. Only a few activities, such as group work and poster preparation, are coded under 'Participation' or 'Skills', and these are infrequent and shallow.

In contrast, although the private school textbook offers fewer activities ($n = 23$), a higher proportion of these are aligned with Evaluation Ability, Participation, and Skills. These include essay writing, creative projects, reflective tasks, and idea-focused conversation, which encourage critical thinking and active student agency. These principles form the basis of transformative EE models (Wals et al., 2014; Jensen & Schnack, 2006). This evinces a

transition from a passive mode of knowledge acquisition to an engagement-oriented approach, despite a constricted quantitative emphasis.

There is a significant pedagogical difference in the frequency and depth of environmental content in the textbooks. The public school textbook contains many environmental references, primarily because an entire unit is dedicated to environmental education. These references are found in the form of visuals (n=65), texts (n=112) and activities (n=34). This structure allows for thematic repetition, which reinforces key concepts in different ways. According to Bransford et al. (2000), repetition is a powerful cognitive tool that supports long-term memory, schema formation, and the automatising of knowledge through frequent exposure to content in different formats. This is a particularly beneficial experience for younger students. (Mayer, 2009; Eagles & Demare, 1999).

In contrast, while the private school textbook is thematically richer and more diverse in terms of subtopics, it presents environmental content sporadically and less frequently. Visuals are minimal (n = 9), and textual input, while diverse, is scattered across unrelated units. While this approach may foster broader conceptual awareness, it lacks the structured reinforcement needed for younger students to internalise basic environmental principles (Tilbury, 1995). A lack of repetition, particularly during early adolescence when attitudes and eco-literacy are still developing, can hinder the formation of stable environmental dispositions (Kellert, 2005; Kahn & Kellert, 2002).

Furthermore, although private school textbooks include more open-ended, reflective tasks, these may be less effective without sufficient foundational experience. As Jensen and Schnack (2006) argue, action competence cannot develop without prior knowledge and consistent practice. In this context, the frequent and repetitive structure of public school textbooks, even if more traditional, may be more appropriate for this age group, where cognitive complexity is still emerging and reinforcement takes precedence over innovation in terms of pedagogical impact.

5.3.3. Comparison of 7th Grade Public and Private School ELT Coursebooks

Two contrasting pedagogical trends are revealed by comparative coverage of environmental issues in 7th-grade ELT textbooks. The public school textbook, which was developed in accordance with the national curriculum in Turkey, focuses on familiar, practical, and socially relevant environmental issues such as tree planting (f=11), recycling (f=6), and energy conservation (f=3). It could be argued that they were chosen because they are instantly

recognisable and behaviourally accessible to the average 12–13-year-old student. This alignment with daily routines may reflect a broader curricular goal of fostering environmentally conscious habits through repetition and emotional familiarity rather than cognitive abstraction. This emphasis on concrete and practical environmental issues aligns with global education approaches that encourage the gradual development of sustainability competencies, starting with personally relevant themes and moving towards more complex, systemic understanding (UNESCO, 2020; OECD, 2020).

In contrast, private school textbooks present a more conceptually diverse and internationalised environmental discourse, introducing students to themes such as eco-friendly housing, community action, fashion waste and marine biodiversity. These themes are less likely to emerge from local, everyday observations and appear to be designed as part of a global citizenship education framework, introducing students to transnational concerns and sustainability principles that extend beyond their immediate social context. This is consistent with analyses of textbooks in international schools where the aim is to model behaviour and promote intercultural environmental literacy (Ghosn, 2013; Harwood, 2010). The inclusion of subtopics such as "melting icebergs", "carbon emissions", "eco-diets" and "fashion waste" in the private textbook demonstrates an intention to promote environmental awareness beyond national borders, likely in line with UNESCO's Education for Sustainable Development (ESD) goals (2017). However, the limited coverage of these themes, with most only being mentioned once, can hinder opportunities for reinforcement, reflection and internalisation, particularly among students who lack the necessary background knowledge. While diversity promotes participation, it does not necessarily lead to retention, particularly in secondary school contexts (Sterling, 2001).

When viewed in terms of the UNESCO-UNEP (1976) environmental education objectives, 7th-grade public and private school ELT textbooks demonstrate distinct pedagogical trends in both the emphasis and delivery of learning outcomes.

The public school textbook heavily emphasizes the concept of Awareness, particularly through its visuals. All 49 environmental visuals are coded under Awareness, with limited transitions to Attitudes or Skills. This strong orientation toward recognition and familiarity may be intended to ensure a minimum threshold of environmental awareness among all students. Given that this book was explicitly designed for Türkiye's national curriculum, this emphasis may reflect a state-driven agenda to promote "basic environmental exposure" in early adolescence. This tendency is consistent with broader results in textbook research, which show

that visuals are frequently employed to emotionally establish knowledge or boost engagement, but are rarely used to inspire critical analysis or participatory action (Harwood, 2010; Wright, 1989).

Similarly, the textual content reinforces this orientation towards raising awareness. While most environmentally themed statements are categorised under 'Awareness and Attitudes', only a few address 'Knowledge' or 'Skills', or encourage 'Participation'. Statements such as 'save water', 'protect animals' and 'use public transport' may be intended to instill early environmental awareness rather than activate higher-level competencies. This approach is appropriate for the developmental level of 7th-grade students and aligns with curricular objectives that prioritise emotional sensitivity over abstract reasoning. However, such an approach can limit students' opportunities for critical engagement and deeper conceptual understanding. Although the inclusion of environmental statements may support the development of initial attitudes, the lack of contextual support or follow-up tasks limits their potential to align with more advanced goals, such as those set out in UNESCO's (1976) 'Evaluation and Participation'. Therefore, while the public school textbook succeeds in presenting a coherent environmental message, it appears to focus largely on recognition rather than reflection or action.

In contrast, the private school textbook especially with its textual content is more aligned with the Attitude, Participation, and Evaluation objectives. For example, students are encouraged to explore lifestyle-centered actions such as reducing fashion waste, choosing eco-friendly housing, or participating in local activism. While such topics may appear complex to younger students, recent research emphasizes the importance of introducing students to sustainability concepts that are relevant to their daily experiences and fostering individual responsibility (Ardoin & Heimlich, 2021; Sposab & Rieckmann, 2024). This may be an intentional feature, as private school materials are often written for broader, even international, markets where global citizenship and environmental responsibility are more strongly emphasized. However, the visual content in the private school textbook remains remarkably flat; mostly static illustrations promote awareness with minimal interaction or task-based guidance. This visual-textual imbalance may indicate a design logic focused on narrative depth rather than multimodal reinforcement. In contrast, despite its more traditional nature, the public textbook aligns better with studies suggesting that repeated visual exposure to simple environmental actions, such as planting trees or sorting waste, can enhance behavioral recall in middle school students. Interestingly, while both textbooks perform similarly in covering

Knowledge objectives, their presentation styles differ. The open textbook tends to embed information in routine contexts (e.g., turning off lights, avoiding plastic), while the specialized textbook presents information through more abstract or technical subtopics, such as carbon emissions or off-grid lifestyles. This may reflect a presumed difference in the student's background or reading ability. Another striking contrast emerges in terms of Participation and Evaluation Skills. The public textbook offers isolated and highly directed examples of participation (e.g., planting trees), while the specialized textbook offers semi-structured tasks such as writing slogans, leading campaigns, or comparing transportation methods. While these visuals alone may not encourage deep engagement, they suggest an intention to promote interpretive understanding and value development in students by going beyond superficial environmental representation (Tidball & Krasny, 2011). However, this disparity may not stem solely from pedagogical philosophy. It could be argued that the public school textbook is committed to uniformity and assessment conformity, while the private school textbook assumes greater flexibility in classroom time and teacher autonomy, offering greater openness to experimentation. This explains the public school's preference for concrete, repeatable, and measurable goals (especially awareness and knowledge), while the private school textbook focuses on emotional and behavioral domains.

In conclusion, the public school textbook appears to target environmental literacy through structural simplicity and reinforcement, potentially meeting the cognitive and curricular expectations of 7th-grade students in Türkiye. Meanwhile, the private school textbook addresses complex attitudes, social participation, and lifestyle choices, moving toward ecological citizenship. Each approach has pedagogical merit, but their alignment with UNESCO-UNEP (1976) environmental education objectives remains partial and uneven. The challenge ahead is to combine awareness with action, particularly by integrating assessment and participation more consistently across modalities and age levels.

The public school textbook contains 40 activities, while the private school textbook contains 48, suggesting a slight numerical advantage for the latter. However, the distribution of UNESCO objectives embedded in these tasks reveals deeper pedagogical differences. In the public school textbook, activities predominantly target the Knowledge ($f = 15$; 37.5%) and Attitude ($f = 7$; 17.5%) objectives, while Skills, Evaluation, and Participation are present but less explicit. Many of these activities are structured and often closed-ended, such as matching, fill-in-the-blank, and classification tasks. While these formats are valuable for strengthening vocabulary and conceptual retention (Mayer, 2009), they may offer limited potential for open-

mindful or action-oriented thinking. This design may reflect an intention to prioritise cognitive reinforcement over transformative engagement, particularly for early adolescent students. In contrast, the private school textbook adopts a more balanced and comprehensive approach to the objectives. While 'Awareness' remains dominant ($f = 25$; 52.08%), 'Participation' ($f = 8$; 16.67%) and 'Evaluation Ability' ($f = 2$; 4.17%) are more explicitly included than in the public school textbook. Activities such as creating posters, engaging in reflective discussions, and planning projects encourage students to articulate their values, evaluate their choices, and design personal or group-based environmental actions. These formats may promote agency and value internalisation, which is more in line with global energy efficiency trends that encourage active citizenship (UNESCO, 2020). Interestingly, many private school assignments combine objectives (e.g. Attitude and Evaluation, Knowledge and Awareness), demonstrating integrative thinking. This multidimensional approach can support the development of systems thinking, a skill emphasised in sustainability education frameworks (Rieckmann, 2018). Although both textbooks can be criticized for overemphasizing the awareness objective the greater use of participatory and reflective objectives in private school textbooks may indicate a conscious attempt to foster transformative learning experiences (Sterling, 2001). In contrast, the task design of the public school textbook remains more superficial.

When the frequency and depth of environmental education content in textbooks is compared, the public school textbook is found to exhibit a high-frequency pattern, with a total of 49 visuals, 134 textual references, and 40 examples of activities dedicated to environmental topics. This repetition may be an intentional strategy to reinforce core environmental concepts, particularly in response to the cognitive needs of early adolescents (Bransford et al., 2000). Including familiar and applicable topics such as recycling, reforestation and energy conservation may promote routine environmental awareness and facilitate vocabulary development in language learning (Mayer, 2009). In contrast, the private school textbook has a lower frequency but higher variety, offering 23 visuals, 142 textual references and 48 activities. While the number of textual and activity-based examples is similar or higher, they are more fragmented, with many subtopics appearing only once. This can be seen as an attempt to broaden students' exposure to global environmental discourse and introduce complex themes such as carbon emissions, recycling, eco-housing and fashion waste. However, the lack of repetition and visual connections can hinder the internalisation of these themes, particularly among students with limited prior experience. As Tilbury (1995) notes, conceptual richness

without repetitive reinforcement can compromise long-term retention in environmental education.

In general, public school textbooks prioritise consistency and accessibility through thematic repetition, whereas private school textbooks prioritise breadth and novelty. Both approaches have pedagogical value, but neither can fully ensure strong eco-literacy without a balance between frequency and depth. As emphasised in environmental learning literature, effective environmental learning ideally combines repetition for reinforcement with conceptual expansion for critical engagement (Sterling, 2001; Jensen & Schnack, 2006). From this perspective, a hybrid model blending structured reinforcement with thematic innovation could better meet the evolving demands of environmental education in English Language Teaching (ELT) contexts.

5.3.4 Comparison of 8th Grade Public and Private School ELT Coursebooks

The analysis of the scope of 8th-grade public and private school English Language Teaching textbooks indicates a significant disparity in theme focus and topic variety. The frequent references to earthquakes, hurricanes, volcanic eruptions, and floods indicate a desire to enhance disaster literacy in a region where Türkiye is geographically susceptible to seismic and meteorological hazards. This limited thematic focus may correspond with national educational objectives or disaster risk mitigation strategies (AFAD, 2023), yet it neglects other urgent global concerns emphasized in international Environmental Education frameworks (UNESCO, 2021), including overconsumption, biodiversity depletion, and sustainable urban development. In contrast, the private school textbook provides a broader and more varied approach to environmental issues. It occasionally discusses plastic waste, veganism, food systems, technology solutions, fashion waste, and animal abuse. These themes represent current systemic difficulties and are consistent with the Sustainable Development Goals (SDGs), particularly Goals 12 and 13 and transformative sustainability education (UNESCO, 2020). Topics such as 'single-use packaging', 'eco-diets', and 'biodegradable materials', for example, show an attempt to address the natural and social causes of environmental degradation. Therefore, private school materials offer topic-specific innovation and worldwide relevance, whereas public school textbooks offer familiarity and frequency, especially in culturally important danger areas. These variations draw attention to various learning goals: While the other seeks to advance consumer awareness and systems-level thinking, the first concentrates on risk awareness and environmental dangers. For students, accessibility and relevance may be

improved by a more balanced blending of local environmental concerns with the discussion of global sustainability.

All 47 images in public school textbooks were coded under the Awareness objectives. The most common images were of natural disasters (e.g. earthquakes, hurricanes and volcanoes), which were presented descriptively and often lacked participatory framing. This may reflect a didactic purpose aimed at fostering basic environmental awareness, particularly in line with Turkey's national goals for basic science literacy (MoNE, 2018). In contrast, the 20 images from private school textbooks expanded somewhat on the Attitudes and Participation theme, particularly through topics such as veganism, plastic alternatives, and sustainable consumption. For instance, an image labelled 'Veganism Slogan' was coded under 'Attitudes/Participation', demonstrating a deliberate shift from awareness to reflection. Visuals in English language teaching materials should be used not only to contextualise vocabulary, but also to trigger ethical and behavioural responses (Harwood, 2010). Therefore, specialised visuals, although quantitatively weaker, serve a broader pedagogical purpose. The public school textbook places a strong emphasis on awareness, with the vast majority of its 98 examples fitting into this category. This suggests that topics such as drought, flooding and deforestation are generally presented in an explanatory or descriptive manner without exploring higher-level areas such as evaluation or participation. This reflects an approach based on knowledge that is consistent with early environmental curricula, which prioritised the development of basic awareness (UNESCO-UNEP, 1976). However, an absence of texts encouraging critical judgement, reflection or solution-focused thinking will prevent environmental literacy from progressing beyond a superficial understanding. Similarly, the private school textbook, with its 185 textual references, focuses slightly more on knowledge and attitude goals than on awareness. While there are some instances of evaluation or participation goals, they are extremely sparse. Neither textbook textually aligns with the notion that environmental education should encourage reflective participation beyond factual awareness. The activity design in the public school textbook is predominantly structured around awareness-focused tasks (63.64%), followed by attitude-based activities (21.21%) and skills (15.15%). Although knowledge or assessment objectives are absent, the presence of attitude-based tasks suggests that the book aims to promote not only awareness, but also positive attitudes towards environmental issues. Role-playing games and discussions, for example, can foster empathy, responsibility and values, which are key dimensions of early environmental literacy (UNESCO-UNEP, 1976). However, the predominance of perceptual formats, such as matching, listening

and basic reading, suggests that students have limited opportunities to engage in critical inquiry or take action. Overall, the task design appears to prioritise linguistic accuracy and structured responses, failing to promote deeper cognitive and participatory outcomes (Tomlinson, 2012). While the textbook demonstrates modest engagement with emotional learning, it lacks the foundations necessary for transformative environmental education. In contrast, the Private School textbook takes a more layered pedagogical approach, incorporating activities that cover all of the UNESCO Environmental Education Goals, including evaluation, participation, attitudes, awareness, and knowledge. Unlike its public school counterpart, the private school textbook familiarises students with complex, value-laden decisions through argumentative essays, ethical comparisons and project-based tasks. This design may have been designed to encourage reflective thinking, consistent with Biesta's (2010) perspective that meaningful education aims not only to teach facts but also to cultivate responsible individuals through subjectification. For example, concluding articles on dual debates over vegetarianism and sustainability dilemmas encourage students to engage with values and social responsibility and reflect the aims of environmental education to promote critical thinking and ethical awareness (Stevenson, 2007; Rudsberg & Öhman, 2010). Furthermore, the textbook's emphasis on integrated objectives, such as attitudes, participation and evaluation as part of a single task, may signal a shift towards ecocritical literacy, in which environmental issues are presented, discussed, problematised and reimagined. As Ghosn (2002) suggests, language tasks that require students to take a stance or explore the ethical dimensions of an issue can foster social imagination and civic empathy, particularly in English as a Foreign Language (EFL) settings. In this context, the private school textbook appears to adopt a framework that is rich in content and ethically sensitive. Integrating ecological dilemmas that necessitate cognitive reasoning and emotional involvement enables students to cultivate personal significance and moral consciousness; this methodology corresponds with demands for transformative environmental education that highlights ecological citizenship (Kagawa & Selby, 2010).

The environmental education curriculum is primarily limited to a single unit, resulting in extensive repetition. In contrast, the private school textbook incorporates environmental subjects into numerous units and embeds them in thematic frameworks. Furthermore, the private school textbook outnumbers its counterpart in terms of frequency, including 185 textual examples and 36 activities while displaying a more intensive and prolonged engagement with environmental issues. The public school textbook has 98 textual elements and 33 activities, although its arrangement promotes repetition within specific subjects. In terms of content, the

public school textbook focuses significantly on basic learning activities like matching and routine-based prompts. These are beneficial in raising awareness, but they provide little support for higher-level competencies like assessment or participative skills. In contrast, the private school textbook provides open-ended assignments, critical comparisons, and student-focused results, which are more in line with transformative learning objectives (Wals et al., 2014; Rieckmann, 2018). However, a lack of visual support and a low repetition rate across subtopics can impede learning (Mayer, 2009; Eagles & Demare, 1999). In conclusion, while the public school textbook promotes depth within a single context, the private school textbook promotes breadth through diffused information, providing a complementary but unique approach to environmental education.



CHAPTER VI

CONCLUSION

In the context of intensifying global environmental challenges, there is a growing consensus that education systems must play a transformative role in equipping students with the knowledge, values, and competencies necessary for sustainable living (Leicht et al., 2018). Although environmental education (EE) has traditionally been incorporated into science and geography curricula, its integration into language education, particularly English Language Teaching (ELT), remains under-researched despite the growing emphasis on interdisciplinary learning (UNESCO, 2020). As ELT textbooks are a primary teaching tool in many settings, they have the potential to promote environmental literacy in formal education. However, significant variation can be seen in the ways environmental themes are addressed by ELT materials depending on institutional and curricular contexts. In Turkey, for example, public schools rely on centrally developed and approved textbooks, while private schools often adopt international publications. This creates a striking dilemma regarding textbook selection and pedagogical emphasis. This discrepancy raises critical questions about the equity, depth and thematic coherence of exposure to environmental learning through language education. To address this, the current study comparatively analyses the environmental education content in English language teaching textbooks used in public and private secondary schools in Turkey from grades 5 to 8. Focusing on coverage of environmental topics, pedagogical focus guided by UNESCO-UNEP's (1976) Environmental Objectives, and frequency and depth of relevant content, this study sheds light on how institutional factors shape the integration of environmental education into language learning, and its implications for fostering environmental awareness, responsibility, and action competence among students.

6.1. Summary of Findings

The comparative investigation of ELT textbooks used in public and private secondary schools in Turkey indicates a complex landscape of environmental education (EE) integration across visual, textual, and activity-based aspects. The findings do not suggest that one type of institution is inherently superior to another. Instead, they highlight the different pedagogical, curricular and institutional approaches that exist, some of which are complementary. Public school textbooks developed within Turkey's national curriculum tend to present EE content through the frequent use of visuals and activities, supplemented by repetition and familiar imagery. This model, which emphasises everyday ecological behaviours, appears highly suitable for students. The emphasis on awareness and attitude goals aligns with national policy

objectives, and may also reflect an implicit attempt to foster environmental awareness at an early age through habit formation. These choices may also reflect the government's broader intention to normalise environmental values throughout society, particularly as Turkey increasingly faces the consequences of climate change. The fact that an entire unit is devoted to environmental learning in some years (e.g., 6th and 7th) grades may indicate a deliberate shift in the curriculum towards greater environmental integration in public education. Although private school textbooks are often independently selected by schools and are therefore not designed for national student demographics, they tend to take a more globally contextualised and thematically broad approach to environmental learning, particularly in their textual content. Although visuals and repetition are relatively limited, the content covers a broader range of issues. These materials, which are often imported or prepared internationally, introduce students to complex and abstract environmental narratives and may potentially align with the goals of Education for Sustainable Development (ESD). However, this richness may not always lead to deep learning, particularly if students are not developmentally or contextually ready to process such content. Unlike public textbooks, private school materials are not always designed with Turkish students aged 12–14 in mind. This can result in a discrepancy between the complexity of environmental issues and the students' background knowledge and life experiences. It is also noteworthy that textbook adoption practices raise structural questions. The inclusion of eco-learning themes in state schools can be seen as the systematic and deliberate integration of environmental issues into the curriculum, reflecting a shift in state-level environmental discourse since the climate crisis became evident worldwide. However, in private schools, textbook selection is more influenced by linguistic rigour or international brand credibility than environmental priorities. Therefore, it is questionable whether school administrators and curriculum designers critically evaluate the eco-learning value of the materials they adopt, or if they prioritise language learning alone. This opens up space for further research on institutional environmental literacy at decision-making levels. Furthermore, while public school content may sometimes appear superficial or behaviourist, its alignment with students' sociocultural realities and national habits can enhance its practical relevance and acceptance. In contrast, private school textbooks encourage eco-critical awareness and independent thinking. However, without reinforcement or contextual structure, this risk remains abstract and disjointed. These patterns suggest that different institutional contexts reflect different priorities: public schools aim for accessibility and repeated interaction, while private schools emphasise global discourse and conceptual expansion. Consequently, the textbooks analysed in this study do not exhibit a clear superiority dichotomy. Rather, their approaches

reflect fundamental differences in pedagogical orientation, policy alignment and curricular autonomy. The combination of the conceptual richness and reflectiveness of private school English textbooks with the structured repetition and accessibility of public school English textbooks may be a more sustainable way to promote strong environmental literacy in ELT classes in Turkey. Teachers should strategically blend the conceptual depth and reflective tasks of private school English textbooks with the structured accessibility and repetition of public school materials to foster more sustainable and effective environmental literacy in ELT classrooms.

6.2. Limitations of the Study

Despite its contributions, this study has several limitations. Firstly, it relies solely on an analysis of textbook content without examining how the materials are implemented in the classroom. Therefore, interpretations of the pedagogical impact are based on the texts themselves rather than on observations. Secondly, the study focused on a limited number of textbooks from a single academic year (2024–2025), so the findings may not be generalisable to all Turkish English language teaching materials or future editions. Thirdly, the coding of visual, textual and activity content was conducted through qualitative content analysis. While inter-coder reliability was achieved, the potential for subjectivity in interpretation remains.

6.3. Implications and Suggestions for Future Research

While this study has revealed significant differences in the representation of environmental education (EE) in English Language Teaching (ELT) materials in public and private schools, further research is needed to bridge the gap between textbook content and classroom realities, and to develop systematic pedagogical models to inform materials development and teacher training. Firstly, the reasons behind the selection and presentation of specific topics in textbooks in both public and private schools remain largely speculative. A conceptual framework could be developed to guide the integration of environmental sustainability (ES) themes into English language teaching (ELT) materials, and to identify which topics are most age-appropriate, culturally relevant and linguistically accessible for different student profiles. Future research could aim to create such a model, providing textbook authors and material developers with a practical, evidence-based tool for designing environmentally inclusive ELT materials. Secondly, future studies should examine how teachers interpret and implement EE content in the classroom. Although textbooks may incorporate EE elements, it is the role of the teacher to activate their educational value. The effectiveness of EE themes is often determined by how teachers present, discuss and

contextualise them in the classroom. McGrath (2013) notes that EFL/ESL teachers do not simply consume textbooks, but also evaluate, adapt, supplement, and transform them to suit contextual needs. Their influence is essential in mediating between standardized materials and local classroom realities, supporting the view that teachers are active co-creators of the curriculum, not passive transmitters. Therefore, qualitative, classroom-based research (e.g. observations, reflective journals and interviews) could reveal how environmental content is implemented, ignored or adapted in private school settings compared to public schools. Furthermore, there is a clear need to investigate teachers' ecological pedagogical literacy. Are English Language Teaching (ELT) instructors in Turkey trained or supported in environmental education? How confident and motivated are they to guide sustainability discussions? Future research could explore teachers' professional development needs and examine whether current in-service training incorporates strategies for integrating ELT. Pilot studies could be conducted to evaluate the effect that teacher training has on students' environmental awareness and engagement. This is consistent with studies suggesting that effective environmental education requires appropriate materials and pedagogically prepared educators (Tilbury, 1995; UNESCO, 2017). Institutional perspectives are also worth exploring. In private schools in particular, the selection of textbooks often prioritises linguistic rigour or brand recognition over thematic relevance. Future studies could examine how school administrators and curriculum coordinators perceive the role of environmental education in English Language Teaching (ELT), and whether sustainability is considered in the adoption of textbooks. Such research could result in clearer policy recommendations for institutional eco-literacy and content evaluation criteria. Finally, future research could involve longitudinal case studies tracking students' environmental attitudes and competencies over time, establishing connections between textbook exposure, teacher mediation and school culture. Alternatively, comparative ethnographic studies across public and private schools could offer insights into how environmental content is experienced and evaluated in different sociocultural contexts.

6.4. Final Remarks

In light of the findings, it is clear that integrating Environmental Education (EE) into English Language Teaching (ELT) is not just a pedagogical luxury, but an educational and moral imperative in the face of escalating ecological crises. A comparative analysis of public and private school textbooks in Turkey reveals institutional differences, as well as deeper tensions between repetition and variation, national policy and global discourse. While each model has its strengths, without conscious alignment between educational content, teaching

methods and student preparation, these fragmented efforts may fail to provide students with the tools to meaningfully engage with and respond to environmental challenges. A more coherent and transformative approach is urgently needed, one that goes beyond superficial awareness and develops critical thinking, action competence and eco-social responsibility through language education. While this study does not propose definitive solutions, it aims to highlight this critical issue and encourage closer collaboration between educators, material developers and policymakers who are committed to creating a more equitable, sustainable and inclusive educational future.



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