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## **Exploring the Representation of Environmental Issues in an EFL Textbook for Secondary School: A Multimodal Analysis**

**Muhammad Agung Ibrahim**  
Universitas Pendidikan Indonesia

**Abstract:** This study intends to explore how environmental issues are represented in an EFL textbook for secondary school. The study obtained the data from the English for Nusantara book for 8th grade. By administering a qualitative textual analysis with a multimodal approach, the study analyzed verbal and visual complementarity of three worksheets. It utilized Ideational-intersemiotic Complementarity (Royce, 1998). The findings show that the verbal and visual texts represent flood-related environmental issue. There are three main points of flood-related environmental issues – the causes, the effects, and the solutions. Verbal and visual texts of the selected worksheets are completed each other. Hence, encouraging students' comprehension of the module, especially related to environmental issues, could be expanded by identifying both texts as a single whole.

**Keywords:** Environmental issues, Multimodal analysis, Environmental education

### **Introduction**

Currently, people are discussing environmental issues extensively as they are concerned about environmental conditions that have reached an alarming level. Given the increasingly worrying environmental conditions, there are several fields that give their attention to environmental issues, one of them is ecocriticism, the study that academically popularized by an association arranged assemblies and published a journal about environmental education, the Association for the Study of Literature and the Environment (ASLE) (Romadhon, 2011). Ecocriticism has been defined as “the study of the relationship between literature and physical environment” (Glotfelty, 1996 p. xviii) or nature (Mishra, 2017). In addition, Glotfelty (1996) asserts that ecocriticism usually focuses on the connection between human culture and the physical world in literature. It can be assumed that ecocriticism is intended to see how people and nature are affected by each other in literature (Apriati, 2013). The purpose of discussing the interconnection between people and nature is to protect nature itself (Mirsha, 2017). It is in line with the statement of Saiful (2020) who asserts that ecocriticism study aims to instill a sense of love for nature to individuals' minds.

The way people perceive the environment are divided into two views, anthropocentric and ecocentric. Anthropocentric has been deemed as the view that locates people as the centre of the world and the environment as essential items that humans need (Casas & Burgess, 2012; Kopnina & Cocis, 2017). On the contrary, ecocentric has been considered as the view that positions people as not the centre of the world and the environment as items that have their own inherent values (Casas & Burgess, 2012; Kopnina & Cocis, 2017). In ecocriticism, the view that wants to be highlighted more is ecocentric as it promotes the notion that people and the environment are equally important in the world (Cocks & Simpson, 2015; Sardari, 2020). Nevertheless, this study does not focus on but acknowledges the current debate. The stance of this study is with Garrard (2004) who asserts that ecocriticism can help with defining, investigating, and addressing problems of the environment.

In addition, in the field of linguistics, the field that gives the attention to environmental issues is ecolinguistics. Ecolinguistics appeared in the 1990s as a new linguistics research that focuses on language and ecology (Zahoor & Janjua, 2019). Furthermore, ecolinguistics has been defined as the study that discusses the interaction

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between language (linguistics) and nature (ecology in biological studies) (Crystal, 2008). According to Gul et al., (2021), ecolinguistics offers a framework to investigate discourses that discuss environmental issues along with its solutions. In such discourses, ecolinguistics tries to examine which belongs to ecological destruction pattern and which belongs to ecological assistance pattern (Famararzi & Janfeshan, 2021). Otherwise stated, ecolinguistics can be considered as the study to see how language performs as a shaper, a nurturer, an influencer or a destroyer of relationship between human beings, living conditions, and the environment (Yuniawan et al., 2017).

Looking at the significance of ecocriticism, and ecolinguistics, it is considered really essential to incorporate environmental issues in English language teaching (ELT). It is in line with the statement of Alter (2015) who asserts that the teaching of English is concerned to not only improve students' language proficiency but also to familiarize them with issues around the world, including environmental issues. Furthermore, as the prospective English teachers have been introduced with "exploring literature" and "introduction to literature" courses in their English Education Departments, they are expected to distribute and infuse the sense of loving the environment in the English classroom (Saiful, 2020).

Likewise, in the context of teaching English as a foreign language (TEFL), apart from focusing on enhancing students' language skills, the teaching should also concentrate on expanding their critical thinking skills that can be beneficial to introduce environmental issues (Nkwetisama, 2011). Critical thinking skills in TEFL can help students perceive environmental issues and take actions as the solution. In addition, it is considered EFL teachers' function to help students discuss environmental global problems and lead them to find its solutions (Al-Jamal et al., 2014). As the leaders of the teaching and more knowledgeable others, EFL teachers have the opportunity to relate students' personal experiences and knowledge regarding environmental issues with the English classroom. Therefore, EFL teachers should be able to teach language skills, introduce environmental issues and generate them to solve the issues concurrently.

Furthermore, Brown (1991 as cited in Zahoor et al., 2019) asserts that the EFL curriculum should include ecological themes that discuss environmental issues as problems of the globe. The incorporation of ecological themes in EFL curricula has been deemed as a way to increase students' consciousness towards the global environmental crises. In Indonesia, education also has a focus on the issues of the environment, as seen in the 2013 curriculum that places environmental themes on integrated thematic lessons for the primary school level. Furthermore, the involvement of environmental issues in the Indonesian education system can also be seen in the new curriculum, Kurikulum Merdeka, projects students to be more concerned about the issues around them by reflection on Profil Pelajar Pancasila (Kurikulum Merdeka – Pusat Kurikulum Dan Pembelajaran, 2022).

Hence, the TEFL in Indonesia, especially at primary school level, will probably involve environmental themes. In addition, introducing environmental issues through TEFL for young learners is deemed very important. The younger the students are introduced to environmental issues, the better the results. It is in accordance with the statement of Kahyaoglu and Kiriktaş (2013) who assert that the concerns and attitudes shaped in pre-school and primary school levels frame the future behaviours, including the behaviours towards the environment.

Moreover, it also allows the students to gain new skills on environmental protection at a young age. For instance, through the use of language, students can learn how to plant as the actualization of their environmental protection (Dahniar et al., 2019). In addition, by allowing the students to express themselves in language about environmental issues, they can also have the opportunity to make language choices that can enhance their language development (Castillo & Rojas 2014). Therefore, it is also important to incorporate the topic of environmental issues in EFL materials.

EFL materials have an important role in the TEFL. Apart from leading students to achieve language proficiency, EFL materials are believed to be able to direct students to build positive behaviours in their life. It is because EFL materials supposedly can have unconscious affects towards students (Emilia et al., 2017). Likewise, Al-Jamal et al. (2014) asserts that the content of EFL materials can influence students' perceptions since language is considered as a medium of thinking and describing the world to themselves. Furthermore, they assert that to be powerful EFL materials, the materials should focus not only on generating students to communicate in English but also on expanding their environmental awareness. Therefore, it is considered essential to have a focus on incorporating environmental content of EFL materials in order to increase students' consciousness towards environmental issues unconsciously.

In selecting EFL materials for young learners that involve commander environmental content, the teachers can rely on the purpose of ecocritical teaching, which is embedding the perception of caring for the environment in

students' minds and building self-actualization of humankind towards nature in the classroom (Saiful, 2020). Such materials can be occupied from many sources. Veselinovska and Kirova (2013) proposed four materials that can be employed. First, there are articles, audios, or videos that have environmental issues content, from many resources like newspapers, TV shows, internet and so forth. The second is the content of English songs with environmental themes. The third is the discussion of environmental issues that occur around students (local level). The last is the results of surveys regarding environmental issues.

The selected material materials can be investigated further in terms of how the environmental issues are represented. In doing so, by relating to the nature of ecocriticism, Gaard (2008) has formulated three basic questions as the guideline to expound how children's texts of the environment are written. The first one is "how does the text address the ontological question, 'who am I?' Is the human self-identity constructed in relation or in opposition to nature, animals, and diverse human cultures/identities?". This set of questions emphasizes the space of young learners and the environment that the texts try to build. The second is "how does the narrative define the ecojustice problem? Does the narrative conclusion offer an appropriate strategy for responding to the problem?". This set of questions highlights the roles of young learners in the context of the environmental issues presented in the texts. The third is "what kind of agency does the text recognize in nature? Is nature an object to be saved by the heroic child actor? Is nature a damsel in distress, an all-sacrificing mother, or does nature have its own subjectivity and agency?". This set of questions underlines the places disposed to the environment in the texts.

There are several researchers who have underlined the matter of integrating environmental issues in materials that can be used in TEFL. (See Apriati, 2013; Adugna, 2015; Zahoor & Janjua, 2019). Adugna (2015) explored ecological subjectivities in more than 50 Ethiopian children's narratives. He discovered that most of the narratives implied an anthropocentric view. In the same way, Zahoor and Janjua (2019) investigated how Transitivity patterns used in Pakistani English textbooks for primary school represents nature. They also found that the textbooks were more in the anthropocentric view. On the other hand, Apriati (2013) analysed the relationship between human and nature in a children's book through the perspective of ecocriticism. She found that the book presented both good and bad relationships between people and nature.

Despite myriad studies investigating the existence of environmental issues in EFL materials, most of the studies emphasized this matter in verbal texts of the materials and less attention paid to the visual texts. According to Damayanti (2014), visual texts are not considered as just illustrations to go with verbal texts since meaning construction is multimodal. Hence, to be able to fill in the gap, by using a qualitative textual analysis with multimodal approach, this study explores how environmental issues are depicted in verbal and visual texts of an EFL textbook for secondary school.

### **Ideational Intersemiotic Complementarity**

This study uses the framework of Intersemiotic Complementarity formulated by Royce (1998) as the main framework of analysis of environmental issues in the verbal and visual texts of EFL textbook. This framework is the expansion of Halliday's SFL theory that has three constituents of metafunction (Damayanti & Febrianti, 2020). In the interest of space, this study will only focus on ideational metafunction.

In the analysis of ideational intersemiotic complementarity, the verbal items in Transitivity analysis are collated with visual message elements (VMEs), that can be gained when analysing Visual Grammar, to determine its similar or different meanings. In determining its relationships, Royce (1998) recommends the utilization of cohesion analysis in a text as proposed by Halliday and Hasan. There are Repetition (R), Synonymy (S), Antonymy (A), Hyponymy (H), Meronymy (M), and Collocation (C). This Royce's (1998) ideational intersemiotic complementarity can be seen in Table 1.

## **Method**

### **Research Design**

This study aimed to explore how environmental issues are represented in an EFL textbook for secondary school. A qualitative design was used in the study to generate the interpretations of the data (Creswell, 2014). In this study, the data interpretations included verbal and visual texts and their relations in an EFL textbook for secondary school. Particularly, this study employed textual analysis with a multimodal approach.

Table 1 Royce's (1998) ideational intersemiotic complementarity

Verbal Meanings	Intersemiotic Complementarity	Visual Meanings
Lexical elements which relate to the visual meanings These lexical items arise according to:	Various lexico-semantic ways of relating the experiential and logical content or subject matter represented or projected in both verbal and visual modes through the intersemiotic sense of:	Variations occur according to the coding orientation. In the naturalistic coding we can look at:
<i>Identification (Participants):</i> who or what is involved in any activity or process?	<i>Repetition:</i> identical experiential meaning	<i>Identification:</i> who or what the represented participants (actor, recipient, goal)? Who or what are they interacting with? Are the participants interacting? (vectors)
<i>Activity (Processes):</i> what action is taking place, events, states, type of behaviour?	<i>Synonymy:</i> the same or similar experiential meaning	<i>Activity (Process):</i> what action is taking place, events, states, type of behaviour (gestures, facial expressions, stance, physical moves)?
<i>Circumstances:</i> where, who with, and by what means are the activities being carried out?	<i>Antonymy:</i> opposite experiential meaning	<i>Circumstances:</i> where, who with, and by what means are the activities being carried out (setting, means, accompaniment)?
<i>Attributes:</i> what are the qualities and characteristics of the participants?	<i>Meronymy:</i> the relation between the part and whole of something	<i>Attributes:</i> what are the qualities and characteristics of the participants?
	<i>Hyponymy:</i> the relation between a general class of something and its sub-classes	
	<i>Collocation:</i> an expectancy or high probability to co-occur in a field or subject area	

(Royce, 1998:31)

This method allows the investigation of how verbal and visual modes as well as their relations in the content of language textbooks inscribe and convey concepts “about the world, treating meaning as representation” (Weninger, 2020:1). In addition, multimodal textual analysis has been considered as a tool that examines the singularity and the intricacy of a phenomenon while working out an issue and serving particular realistic examples (Lin, 2012). Therefore, a multimodal textual analysis in this study is used to explore how both visual and verbal texts as well as their relations construe the representation of environment issues in an EFL module for secondary school.

## Research Context

This study involved an EFL textbook for 8th graders entitled English for Nusantara published by the Indonesian Ministry of Education, Culture, Research and Technology (Damayanti et al., 2022). The textbook becomes the primary resource that can be used by Indonesian students and the guidance for Indonesian teachers to conduct the English teaching and learning process based on the Emancipated Curriculum. Therefore, the textbook provides both verbal and visual texts to facilitate students in learning and mastering the six language skills that have to be learnt and achieved by students, based on the curriculum, including viewing and presenting skills. The book consists of five chapters. Each chapter also discusses different topics. In the interest of space, this study focuses on analyzing the fourth chapter of the book - No Littering. The fourth chapter focuses on recount texts and environmental issues. It provides several texts that tell the book characters' past experiences, both in house and school contexts.

Furthermore, this study only chooses three worksheets in the chapter. The chosen worksheets provide both verbal and visual texts. Worksheet 4.2 asks students to complete a story about the trash in a river. Worksheet 4.4 instructs students to guess what activities that would happen during a flood by circling pictures. All the verbs in the worksheet are made past as the focus of the chapter is recount text. Similarly, worksheet 4.5 asks students to complete a recount text that is in the form of a comic strip. In the text, the characters of the book discuss a flood that happened previously.

## Data Analysis

In analyzing the data, this study followed three steps, which are verbal and visual meanings identification, ideational-intersemiotic complementarity identification, and description. The flow of the analysis can be seen in Figure 1.

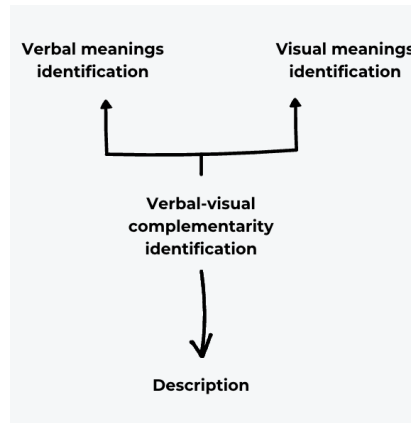


Figure 1. Data analysis

The first step of the analysis is verbal and visual meanings identification. Verbally, each clause was identified by using the Transitivity system of functional grammar developed by Halliday and Mathiessen (2014) to examine its Transitivity features, which comprise Processes, Participants, and Circumstances. Visually, the data were identified by using the framework of the 'Visual Grammar' developed by Kress and van Leeuwen (2006) to investigate the ways visual texts represent experiences through the represented Processes, Participants, and Circumstances. The second step of the analysis is ideational-intersemiotic complementarity identification. By utilizing the framework of Ideational Intersemiotic Complementarity developed by Royce (1998), the data were analyzed to determine the relationships between verbal and visual texts in making meaning. In the analysis, the verbal items in Transitivity analysis were collated with visual message elements (VMEs) gained when analyzing the visual texts, to determine its similar or different meanings. The relationships were, then, identified in Royce's (1998) work as cohesive mechanism embodied in Repetition (R), Synonymy (S), Antonymy (A), Hyponymy (H), Meronymy (M), and Collocation (C) between visual and verbal texts on panel. The third step of the analysis description. In this step, the findings found in the first and second steps were mapped and correlated with the previous studies and theories related to environmental issues. The study also provides several pedagogical implications from the findings.

## Findings and Discussion

Based on the analysis, environmental issues are represented in the textbook. Specifically, in the selected worksheets, the issue that is raised is flood. As flood is one of the issues that commonly happen in Indonesia, the topic is deemed suitable for Indonesian students. How the topic of flood is represented in verbal and visual texts of the textbook can be seen in following sub-chapters.

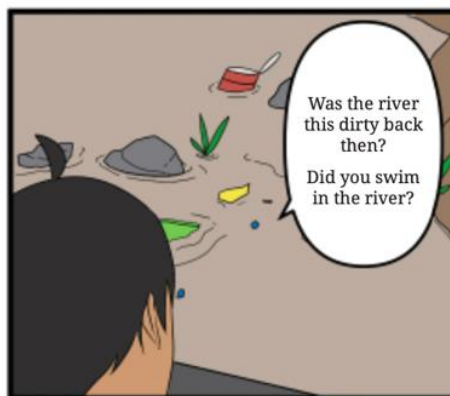


Figure 2. Worksheet 4.2 Panel 3

### The Causes of the Represented Environmental Issues

The findings show that there is a space between the environment and students that the texts try to build. It can be seen in the panels of Worksheet 4.2 where the characters of the story perceive the river as a dirty space (Figure 2).

Looking at the verbal text, the boy is questioning whether in the past the river was also dirty. The verbal text is completed each other by the relation of synonymy. It can be seen from a vector from the boy's sight to the trash as phenomenon. The trash in the river indicates that the river is dirty. The following question also indicate a space between the character and the river. Looking at the material process, he is questioning whether in the past the river can be swum. The answer of the question can be seen in the following panel.

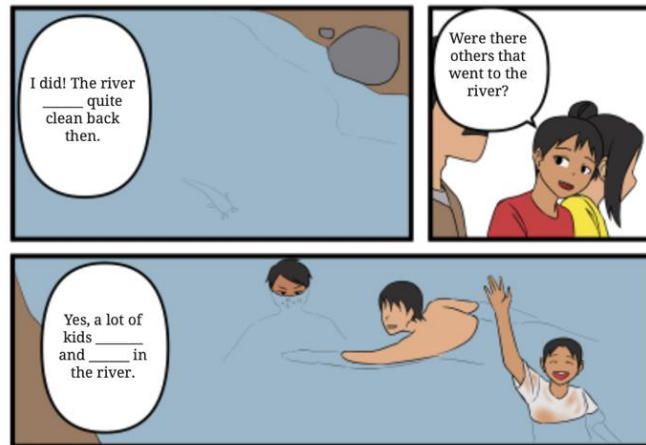


Figure 3. Worksheet 4.2 Panel 4, 5 and 6

The verbal texts show that there are several material processes indicating that in the past, the father used to play and swim in the river. It is completed in the visual text by the relation of repetition and synonymy. It can be seen in one of the panels, the represented participants are swimming and playing in the river. Both verbal and visual texts tell us that in the past, the characters have a good relationship with the river. However, it has changed as the river becomes dirty. The verbal and visual texts portray human as the main actor of this issue. It can be seen in the following panels.

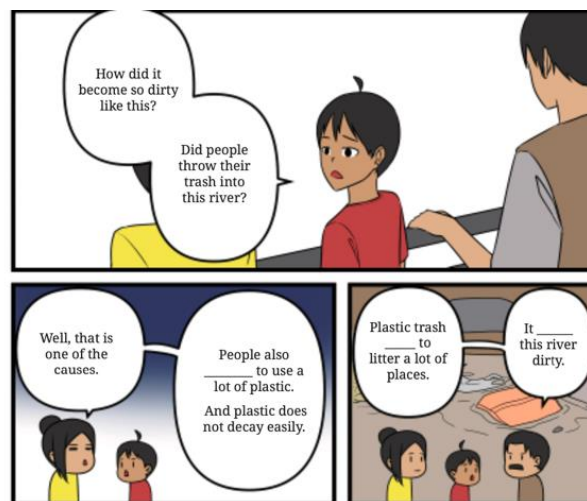


Figure 3. Worksheet 4.2 Panel 4, 5 and 6

Looking at the verbal texts, there is a material process where the boy is asking whether people are the ones that throw the trash into the river. The answer is yes. It can be seen from the following material process where the mother says that people are the actors that use a lot of plastic as the goals. However, how people use and throw the trash are not represented in the visual texts. Representing the ones who are responsible to the damage of the environment is considered important (Ibrahim & Damayanti, 2024). It can help students aware that using a lot of plastics and throwing them to the river can make the river dirty.

### **The Effects of the Represented Environmental Issue**

Both verbal and visual texts of the selected worksheet also represent the effects of what is being done by humans to the environment. In the selected worksheets, the effect is flood. For example, it can be seen in the following panel.



**Some houses were almost under water.**

Figure 4. Worksheet 4.4 Panel 3

Verbally, it is found that there is an Intensive Relational process where “almost underwater” is the Attribute. In the meantime, looking at the visual text, there is a locative circumstance as the neighborhood is slightly covered by the flood. According to the English Oxford Dictionary (2024), almost has been defined as “very nearly but not quite”. Hence, the word almost is completely visually by the relation of Antonymy. It is because almost has the opposite meaning of slightly in visual text. Antonymy complementarity might cause confusion among students. Students might misinterpret the real meaning of the verbal text if they see the visual text that has the opposite meaning. Hence, there is a need for teachers to always check the suitability of verbal and visual meanings in students’ learning material and tell students the true meaning of the texts.



**Some children played in the rain happily during the flood.**

Figure 5. Worksheet 4.4 Panel 1

The flood can also be recognized in the above figure. As can be seen in the figure, the verbal text is made in the form of Material process where “some children” as the Actors do a process of doing “played”. Turning to the visual elements, it can be seen that there are several Actions. First, there is Unidirectional Transactional Action. It can be inferred from a vector emanating from two children that are sitting on a rubber tire on water. Second, there is Non-transactional Action where there is a boy who is soaking in water. Third, there is another Non-



transactional Action where there are three children standing in water with raised hands in the sky. Those Actions indicate that there are several children who are doing something like riding a rubber boat, soaking, and raising their hands in the sky in the middle of the flood.

In terms of complementarity, the verbal text is completed visually by the relation of Hyponymy. It is because the process of “played” is visualized by the subclasses of “playing” like riding a rubber boat, soaking, and raising their hands in the sky. This Hyponymy complementarity provides a space for teachers to discuss with their students about what activities that the characters of the book are playing. Hence, this type of complementarity can also increase students’ vocabulary.

In the meantime, regarding its circumstances, verbal text contains a Location circumstance where it is mentioned “in the rain happily during the flood”. Looking at the visual analysis, the Locative Circumstance is portrayed by the blue sky, indicating that there is a bright day. Moreover, there is also no raindrop seen in the visual text. Therefore, “the rain” in verbal text is completed by the relation of Antonymy where there is no rain in the visual text.

### **The Solutions to the Represented Environmental Issues**

Besides portraying the causes and the effects of flood, the selected worksheets also represent the solutions to the flood. The portrayed solutions can be followed by students. In other words, they are given an agency of a role to save the environment. For example, it can be seen in the following panel.



Figure 6. Worksheet 4.5 Panel 8

Looking at the verbal text, the mother asks children to be the Actors of material process in which trash is the goal. The sentence is very important for the students as they can reduce one of the flood causes. Nevertheless, the verbal text is not completed by the visual texts. The visual text only portrays a plastic bag as the Goal of an action. Therefore, teachers have to show students, from the visual text, which thing that can usually be a trash. Better yet, teachers can ask students to tell how to reuse, reduce, and recycle the trash (Figure 7).

Another example of the solution to flood can be seen in Figure 7. Looking at the verbal analysis, the verbal text is in the form of Material processes where “the rescuers” are the Actors who took out “the trash” as the goal. The verbal text also includes a location circumstance mentioning “the gutters”. Turning to the visual elements, the picture represents five men with orange uniforms. In the Indonesian context, the rescuers team also wears orange uniforms. Therefore, it can be inferred that the representation of five men means five rescuers. Focusing on what the two rescuers are doing in the front, there are two Unidirectional Transactional Actions. First, it can be seen from a vector emanating the below rescuer’s hands that lift up a black blob that can be inferred as a pack of trash. Second, it can be seen from a vector emanating from the above rescuer’s hands that take the same black blob. In the meantime, as the locative circumstance, the picture takes place in a gutter.





The rescuers took all the trash out of the gutters.

Figure 7. Worksheet 4.4 Panel 3

In terms of complementarity, all of the elements in verbal texts are completed visually. Most of them are picked up by the relation of Repetition in verbal texts. For example, in terms of participants, “the rescuers” is completed visually by five rescuers representation. In terms of process, “took out” is picked up visually by the representation of taking and lifting up the black blob. Similarly, both verbal and visual text also put gutter as the locative circumstance. Providing visual elements that are identical with verbal elements might help students identify each meaning of the written word directly. Teachers can utilize the visual elements to ask students to point out each element mentioned in verbal text. Furthermore, teachers can also emphasize the essence of work hand in hand to make the environment clean.

### Pedagogical Implications

The findings indicate three pedagogical implications for its practical use in the classroom. First, paying attention to the visual and verbal texts can help teachers define the starting point in discussing the worksheets in the classroom. Based on the level of students, teachers can determine whether students should start discussing the worksheet from the verbal or visual texts (Damayanti & Febrianti, 2020). For example, the visual texts can be the right point of departure for low achievers as it can increase their curiosity of the texts. Mid achievers, on the other hand, might be able to start focusing on the verbal texts, in which the visual texts are supplementary, to see the flow of the texts. High achievers may be competent in discussing the worksheet panel by panel, considering both visual and verbal texts.

Second, both verbal and visual texts of the worksheets provide a space for teachers and students to discuss meanings. Both visual and verbal texts of the selected worksheets can be addressed to build students’ glossary to better identify the concept of recounting a flood.



Firefighters and soldiers worked together to rescue the people.

Figure 8. Worksheet 4.4 Panel 2

For example, teachers can discuss each element of the panel in the above picture with students. In terms of process, teachers can ask about how the soldiers help the people. In terms of participants, teachers can ask students about why the soldiers are helping the people. Moreover, teachers can discuss the things brought by the soldiers. In terms of complementarity, besides discussing the flood, teachers can ask students the means needed to cross the flood if the flood is higher.

Third, the selected verbal and visual text can be utilized by teachers to increase students' awareness of environmental issues. EFL materials that include the content about environmental issues are considered very important. It is because EFL materials supposedly can have unconscious affects towards students (Emilia et al., 2017). Likewise, Al-Jamal et al. (2014) asserts that the content of EFL materials can influence students' perceptions since language is considered as a medium of thinking and describing the world to themselves. By utilizing the selected data, teachers can open a discussion about the reasons for the flood and how to prevent that phenomenon. By doing that, the teaching and learning process is not only focused on generating students to communicate in English but also expanding their environmental awareness. All in all, encouraging students' comprehension of the book could be expanded by identifying both visual and verbal texts.

## **Conclusion**

This study has investigated how environmental issues are represented in three worksheets of the English for Nusantara textbook for 8<sup>th</sup> graders (Damayanti et al., 2022). The findings and discussion show that the selected worksheets portray flood as an environmental issue. Flood is portrayed in both verbal and visual texts of the worksheets. There are three main points of flood-related environmental issues that the verbal and visual texts portray. First, the verbal and visual texts represent the causes of flood-related environmental issues by representing humans as the Actor of the cause. Second, the verbal and visual texts represent the effect of what is being done by humans. Nevertheless, several verbal texts are completed visually by the relations of Antonymy. Hence, there is a need for teachers to always check the suitability of verbal and visual meanings in students' learning material and tell students the true meaning of the texts. Third, the verbal and visual texts represent the solutions to flood that students can do. The study also indicates three pedagogical implications for its practical use in the classroom. First, it can be used to determine the starting point of the students. Second, it can be used to discuss meanings in order to increase students' vocabulary. Third, it can be used to increase students' awareness about environmental issues.

## **Recommendations**

Based on the findings of the study, theoretical, practical, and professional implications can be drawn. Theoretically, this study can be used as an example of the investigation of the representation of environmental issues in EFL materials. To be specific, this study provides the example of using several frameworks (Transitivity, Visual Grammar, and Ideational Intersemiotic Complementarity) to determine the representation of environmental issues across verbal and visual texts. Practically, this study provides input for the teachers in considering the representation of environmental issues when making, selecting, and arranging the teaching materials.

This textual analysis with a multimodal approach has achieved its purpose of exploring how environmental issues are represented across verbal and visual texts in an EFL textbook for primary school. However, the findings of the study cannot be generalized to other materials. The limitation of the study is the fact that only three worksheets chosen as the data source. Other materials of the book, thus, can be chosen as the data source for further study.

## **Scientific Ethics Declaration**

The author declares that the scientific ethical and legal responsibility of this article published in EPHELS Journal belongs to the author.

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### Author Information

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**Muhammad Agung Ibrahim**

Universitas Pendidikan Indonesia

Bandung, Indonesia

Contact e-mail: [agungibr@gmail.com](mailto:agungibr@gmail.com)

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