**REPUBLIC OF TÜRKİYE**
**ÇANAKKALE ONSEKİZ MART UNIVERSITY**
**SCHOOL OF GRADUATE STUDIES**

**DEPARTMENT OF FOREIGN LANGUAGES EDUCATION**
**ENGLISH LANGUAGE TEACHING PROGRAM**

# ECOPEDAGOGICAL ANALYSIS OF MIDDLE SCHOOL EFL COURSEBOOKS PUBLISHED BY THE TURKISH MINISTRY OF NATIONAL EDUCATION

**MASTER THESIS**

**GÜLÇİN CİVAN ARTUN**

**SUPERVISOR**
**ASSOC. PROF. DR. KÜRŞAT CESUR**

**ÇANAKKALE – 2023**

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**Republic of Türkiye**
**Çanakkale Onsekiz Mart University**
**School of Graduate Studies**

The study titled **"Ecopedagogical Analysis of Middle School EFL Coursebooks Published by The Turkish Ministry of National Education"**, prepared by Gülçin CİVAN ARTUN under the supervision of Assoc. Prof. Dr. Kürşat CESUR and presented in front of the following committee on 04/08/2023, was unanimously accepted as a thesis for the degree of Master of Arts in English Language Teaching Program of Department of Foreign Language Education in Çanakkale Onsekiz Mart University, School of Graduate Studies.

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## ETİK BEYAN

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## ETHICAL DECLARATION

In this thesis, which I prepared in accordance with the Thesis Writing Rules of School of Graduate Studies of Çanakkale Onsekiz Mart University; I declared that I have obtained the data, information and documents I have presented in the thesis within the framework of academic and ethical rules; I present all information, documents, evaluations and results in accordance with scientific ethics and morals; I have cited all the works I have benefited from in the thesis by making appropriate references; I have not made any changes to the data used in the research and the data presented in this thesis is original. I have accepted all the losses of rights that may arise against me otherwise.

Gülçin CİVAN ARTUN

04/08/2023

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## ABSTRACT

### ECOPEDAGOGICAL ANALYSIS OF MIDDLE SCHOOL EFL COURSEBOOKS PUBLISHED BY THE TURKISH MINISTRY OF NATIONAL EDUCATION

Gülçin CİVAN ARTUN

Çanakkale Onsekiz Mart University

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Thesis of Master

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04/08/2023, 84

This study investigates ecopedagogical content in middle school EFL coursebooks published by the Turkish Ministry of National Education and currently being used in public schools. The written and auditory content in four selected coursebooks were analysed in the light of six criteria (teaching about the social and natural environment, teaching in the social and natural environment, teaching through the social and natural environment, teaching the connections of sustainability, urgency and praxis) put forward by Gaard (2008) for ecopedagogy of children's environmental literature by employing qualitative content analysis. The results of the study demonstrated that the 7$^{th}$ grade coursebook is the book with the highest number of ecopedagogical activities, while the 5$^{th}$ grade coursebook has the lowest number. It was also revealed that the distribution of the six criteria in the activities of the four books varies greatly. The most fulfilled criterion in the activities was "teaching about the social and natural environment". Hence, the study makes recommendations on how to meet other ecopedagogical requirements in the activities and calls for further research on other grade levels as well.



**Keywords:** Ecopedagogy, Content Analysis, EFL Coursebooks.

# ÖZET

## MİLLİ EĞİTİM BAKANLIĞI TARAFINDAN BASILAN ORTAOKUL İNGİLİZCE DERS KİTAPLARININ EKOPEDAGOJİK ANALİZİ

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Bu çalışma MEB tarafından basılan ve şu anda devlet okullarında kullanılan ortaokul Yabancı Dil ders kitaplarındaki ekopedagojik içeriği araştırmaktadır. Seçilen dört kitaptaki yazılı ve işitsel içerik, Gaard (2008) tarafından çocukların çevre literatürünün ekopedagojisi için sunulan altı kriter (sosyal ve doğal çevre hakkında öğretim, sosyal ve doğal çevrede öğretim, sosyal ve doğal çevre aracılığıyla öğretim, sürdürülebilirlik bağlantılarını öğretim, aciliyet ve praksis) ışığında nitel içerik analizi yapılarak değerlendirilmiştir. Araştırma bulguları 7. sınıf ders kitabının en fazla ekopedagogik etkinlik içeren ders kitabı olduğunu gösterirken 5. sınıf ders kitabının ise en az ekopedagogik etkinlik içeren ders kitabı olduğunu ortaya çıkarmıştır. Ayrıca dört kitabın etkinliklerinde yer alan altı kriterin dağılımının büyük farklılıklar gösterdiği ortaya çıkmıştır. Etkinliklerde en çok sağlanan ölçütün "sosyal ve doğal çevre hakkında öğretim" olduğu görülmüştür. Bu nedenle çalışma, etkinliklerde diğer ekopedagojik gerekliliklerin nasıl karşılanacağına dair önerilerde bulunmakta ve diğer sınıf seviyelerinde de daha fazla araştırma yapılması çağrısında bulunmaktadır.

**Anahtar Kelimeler:** Ekopedagoji, İçerik Analizi, İngilizce Ders Kitapları.

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## LIST OF ABBREVIATIONS

| | |
|---|---|
| CEFR | Common European Framework of Reference for Languages |
| ÇEKÜL | Environment and Culture Foundation, Türkiye |
| EAI | Ecopedagogy Association International |
| EAP | English for Academic Purposes |
| EDM | Ecological Dynamics Model |
| EE | Environmental Education |
| EFL | English as a Foreign Language |
| ELT | English Language Teaching |
| EOEE | Ecopedagogy-based Outdoor Experiential Education |
| ER6 | English Route 6 (Coursebook) |
| ESD | Education for Sustainable Development |
| ESL | English as a Second Language |
| ESP | English for Special Purposes |
| EU | European Union |
| GCB | Green Consumer Behaviours |
| HE5 | Happy English 5 (Coursebook) |
| IUCN | International Union for the Conservation of Nature and Natural Resources |
| KIRCEV | Rural Environment and Forestry Problems Research Association |
| LEC | Little Earth Charter |
| M7 | Middle School and İmam Hatip Middle School English Textbook 7 |
| MoNE | Ministry of National Education (Türkiye) |
| MTA | Mineral Research and Exploration Institute |
| OBESID | Department of In-School Physical Education, Sports and Scouting |
| SEAMEO | Southeast Asia Ministers of Education Organization |
| SEMEP | South Eastern Mediterranean Environment Project |
| TEMA | The Turkish Foundation for Combating Soil Erosion |
| TIF | Turkish Scouting Federation |
| TUBITAK | The Scientific and Technological Research Institution of Türkiye |
| U8 | Upswing English |
| UN | United Nations |

| | |
|---|---|
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| WCED | World Commission on Environment and Development |

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# CHAPTER 1
# INTRODUCTION

## 1.1. Background of the Study

Since the beginning of history, human beings have structured and shaped the environment in which they live. Significantly when they evolved from being hunter-gatherers to an agricultural and pastoral population almost ten thousand years ago, they continually transformed the environment to satisfy their needs. As the human capacity to cultivate food and breed domestic animals increased, these natural habitats gradually became land for farming, utilizing rain and streams as water suppliers. Then, they learned how to make use of underground water and constructed dams to supply water to their farmlands. With the idea of maximizing harvest from the same land area, they started benefiting from chemicals such as fertilizers. This and similar growth and consumption-oriented human actions left undesirable effects on nature (Bharucha, 2004).

Eventually, out-of-control pollution and climate change became a threat to human beings. Early in the 20$^{th}$ century, the factors stemming from agricultural and industrial developments became a very serious problem for the environment; however, the severity of the issue was not generally acknowledged until the mid-century. Political and social responses emerged as the seriousness of the situation escalated. Between the 1960s and 1970s, public reactions gave way to the emergence of environmental movements in a modern sense with the foundations of organizations such as Green Peace. Meanwhile, environmental issues, which also attracted political interest, began to be discussed at international conferences such as United Nations Conference in 1972, the Brundtland Commission in 1987, and the Earth Summit in 1992. Especially the treaties signed in Rio contributed to the issue receiving international recognition (Kemp, 2004).

Today, increasing ecological problems are still the most serious global issue that cannot be ignored for the survival of the Earth. As the climate crisis escalates daily, it has become the agenda of the world, as exemplified above. The fact that humans are both a vital component of nature and play a significant role in its transformation has also been taken into account in history writing. Environmental historians approach the issue of interdependence

between humans and nature differently. According to Hughes there are three different focuses of environmental historians while dealing with nature and human beings: how environment affects people, human-induced changes to the environment and how human thoughts and behaviours brought by these thoughts change environment (Hughes, 2016).

Environmental issues can be addressed through a variety of approaches and viewpoints. However, it may be crucial to comprehend the importance of human thought and attitudes shaped by that for the survival of the Earth. As underlined by Hughes (2016), it must be understood that diverse forms of thought, including religions, philosophies, and political ideologies, have influenced humans' behaviours and attitudes toward nature. Otherwise, ignoring this intellectual and social side of environmental history results in a failed attempt to understand nature and come up with solutions.

With an increasing awareness of the severity of the issue, "…green has become a modern-day aspiration" (Haq & Paul, 2012, p. 75). Hence, especially since the 1970s, humanities fields such as history, law, sociology, religion have been greening, as highlighted by Glotfelty and Fromm (1996). Undoubtedly, the field of education is one of the disciplines striving to put green on its agenda thanks to the environmental movements emerging as a response to the ecological crisis. As a result, approaches like environmental education and, ultimately, ecopedagogy began to take shape.

### 1.2. Statement of the Problem

Considering the environmental crisis has been the subject of a significant number of fields, it would not be surprising that the educational arena also focuses on the subject in detail with the awareness that education is the essential means to affect generations and raise consciousness on the issue. This understanding eventually gave way to the idea of environmental education. It is claimed that the term "environmental education" was first used at a conference held in 1965 at a university in Staffordshire. In another conference of the "International Union for the Conservation of Nature and Natural Resources (IUCN)" in 1970, environmental education was described as a process of establishing values and defining principles with the aim of creating the knowledge, attitudes, and behaviours needed

to comprehend and value the interdependence of human being, his culture, and his physical environment (Neal & Palmer, 2003).

According to Palmer (2002), conferences in Stockholm, Belgrade, and Tbilisi during the 1970s can be considered the cornerstones of environmental education. By underlining the importance of environmental education for younger age groups along with adults, the UN conference in Stockholm increased the level of recognition of the issue on a global scale. Later, an in-depth compilation of environmental education goals was determined in Belgrade. Finally, in Tbilisi, a comprehensive report including suggestions on the implementation of environmental education in both formal and informal educational settings was offered based on the Belgrade Charter.

With the publication of the document called "Our Common Future" (Brundtland Report) in 1987, the concepts of "environment" and "development" were discussed together, which put a focus on the idea of "sustainable development". This signaled a shift from "Environmental Education (EE)" to "Education for Sustainable Development (ESD)" at the United Nations conference in Rio in 1992 (Hume & Barry, 2015; Palmer, 2002). It is clearly stated in chapter 36 of the document released at the conference as follows:

> Education, including formal education, public awareness, and training, should be recognized as a process by which human beings and societies can reach their fullest potential. Education is critical for promoting sustainable development and improving people's capacity to address environmental and development issues. While basic education provides the underpinning for any environmental and development education, the latter must be incorporated as an essential part of learning. Both formal and non-formal education are indispensable to changing people's attitudes so that they have the capacity to assess and address their sustainable development concerns. It is also critical for achieving environmental and ethical awareness, values and attitudes, skills and behaviour consistent with sustainable development, and effective public participation in decision-making….. (p.439).

As is evident from the statement, ESD can first be interpreted as a more profound and comprehensive approach to EE by adding an economic dimension. However, it has also drawn criticism from academics who believe it implies endless growth.

Along with the values stressed there, the Earth Summit of 1992 in Rio had considerable educational potential and gave way to the birth of ecopedagogy. Kahn (2010) emphasizes that when scholars like Paulo Freire realized that critical pedagogy lacks an ecological aspect, ecopedagogy emerged as an outgrowth of that discipline. By criticizing popular types of environmental education that fail to view society and its unsustainable practices through critical lenses, Kahn highlights the need for a critical ecopedagogy that addresses how political ideologies and economic preferences lead to the exploitation of nature. Based on the critical pedagogy of Freire, ecopedagogy distinguishes itself from usual pedagogies and approaches, including “EE” and “ESD”, which are highly criticized for being positioned in an anthropocentric trajectory (Antunes & Gadotti, 2016). In other words, even though “EE”, “ESD”, and ecopedagogy appear to share specific fundamental ideas, their underlying philosophies regarding the issue of the environment are radically different (See "Ecopedagogy" part in the "Literature Review" chapter).

Following that, through international educational organizations like the Earth Charter Initiative, ecopedagogy emerged as a social and educational revolution aiming at ecological movement (Kahn, 2010). Considering the absolute power of education to inspire the masses, the field of education has become an integral part of this ecological movement. With the dream of building a more sustainable and green society, the Earth Charter urges action. It functions as a teaching tool and promotes the growth of sustainable projects in educational settings such as schools and communities in general (Antunes & Gadotti, 2016). Therefore, rather than being limited to environmental education, ecopedagogy can be characterized as a more comprehensive pedagogy and a multifaceted endeavor aimed at a mass environmental movement.

Ecopedagogy can exist in many diverse forms in practical applications in educational settings. Norat et al. (2016) underline that in order to implement ecopedagogical principles in classrooms, structural adjustments must be made to every part of the curriculum, including the educational vision, school organization, and culture. It also entails changing the

methodologies, approaches, and techniques. For instance, Grigorov and Fleuri (2012) put forward that "Participatory Action Research" and "Participatory Workshops" are among the methods that can be employed in ecopedagogy.

Regarding curriculum elements, coursebooks are also another thing that springs to mind. Considering they are still critical educational tools used at schools worldwide, their roles in improving eco-literacy, which is counted as one of the key factors to the success of ecopedagogy by Kahn (2010), is undeniable. Accordingly, it is essential to revise coursebooks to promote eco-literacy and the necessary curriculum changes for ecopedagogical purposes. Redesigning EFL/ESL coursebooks following ecopedagogical principles might also help increase students' eco-literacy because they are extensively used in a variety of educational settings throughout the world and have an incredible amount of potential for fostering implicit learning regarding daily concerns, one of which is a current environmental crisis for sure.

With the increasing popularity of environmental pedagogies, discussions on incorporating environmental issues into EFL/ESL coursebooks also began. Brown (1991) mentions that ecological topics should be included in all English as a second language (ESL)/English as a foreign language (EFL) curricula considering environmental crises were identified as one of the most pressing challenges affecting humanity globally. For this reason, it is vital to integrate themes and units which will help students gain environmental consciousness into EFL coursebooks. However, exposing students to units or themes on environmental issues is only partially adequate to increase their awareness of the issue regarding ecopedagogical purposes. How environmental issues are treated in activities and whether these activities encourage pupils to take action regarding nature are significant to foster eco-literacy. As a result, structuring the contents in the EFL/ESL coursebooks utilizing an ecopedagogical framework contributes to the growth of environmentally conscientious citizens.

Considering ecopedagogy is a brand-new field, even in international settings, most of the research published so far focuses on the theoretical background of ecopedagogy. In other words, there are limited studies on how to apply ecopedagogical principles or evaluate a program, curriculum, or coursebook in terms of ecopedagogical criteria. In addition, there

has yet to be a framework to follow while analyzing educational materials, including EFL/ESL coursebooks, from an ecopedagogical perspective. In short, there needs to be more research on ecopedagogy's practical uses, particularly its reflections in textbooks worldwide.

In Türkiye, the fields of study, which generally adopt an environmentalist approach, are architecture, engineering, urban planning, biology, and geography. Furthermore, Turkish educational settings have no generally recognized structured approach to environmental pedagogies. Taking that into account, the educational arena needs to catch up on these other areas (Ardalı et al., 2016). Currently, there are some environmental projects initiated by TUBITAK and adopted widely by a great number of schools as extra-curricular activities; however, there is no systematic environmental pedagogy-focused curriculum developed so far.

In recent curriculum reform, "Key Competences" of the European Commission were integrated into the language curriculum. Some of the competences, such as "social and civic responsibility", albeit superficially, can be associated with the principles of ecopedagogy. Therefore, it is reasonable to assume that Turkish EFL coursebooks, which are undoubtedly the best resources for seeing how the curriculum is applied practically, would need to promote eco-literacy in order to help students become more aware of and sensitive to the natural world. Some studies analyze Turkish EFL coursebooks from environmental perspectives; however, there is no study on the analysis of coursebooks from an ecopedagogical point of view in Türkiye.

Likewise, there has yet to be any thesis or published articles dealing with the content analyses of EFL coursebooks published by the Turkish Ministry of National Education from an ecopedagogical perspective so far. Thus, it is a must to analyse EFL materials published by the MoNE from an ecopedagogical perspective. Taking that into consideration, the current study will address the research gap in the related literature and guide curriculum and material developers on how to treat nature in a coursebook to build generations adopting a critical stance regarding the environmental crisis and their roles in it.

### 1.3. Purpose of the Study

In line with the abovementioned problem, this study analyses middle school ($5^{th}$, $6^{th}$, $7^{th}$, and $8^{th}$ grades) EFL coursebooks published by the Turkish Ministry of National Education and used in the 2022-2023 academic semester from an ecopedagogical perspective. It attempts to demonstrate whether textual and auditory contents of the selected books promote eco-literacy and correspond to the six ecopedagogical conditions emphasized by Gaard (2008) by employing qualitative content analysis. By interpreting the results in light of the values emphasized in the curriculum and providing examples of potential ecopedagogical activities, it also aims to inspire material developers and stakeholders in education to develop future ecopedagogy-aligned curricula and EFL coursebooks.

### 1.4. Research Questions

With the purpose of analysing middle school EFL coursebooks based on ecopedagogical principles, this study adresses three research questions below.

1) What are the percentages and frequencies of ecopedagogical activities in the selected EFL coursebooks?
2) What is the distribution of ecopedagogical activities in different grades of the selected coursebooks?
3) To what extent are the conditions for ecopedagogy of children's environmental literature available in the ecopedagogical activities of the selected EFL coursebooks?

### 1.5. Limitations of the Study

The study analyses only four middle school EFL coursebooks published by the MoNE. For each level, the MoNE offers two different types of EFL coursebooks to be utilized at schools. In this study, one book is selected for the analysis at each level. Thus, the findings are limited to the contents of the selected coursebooks. Likewise, ecopedagogical findings cannot be generalized to the coursebooks of primary and high schools since only middle school level is focused on. In addition, only textual and auditory content are

examined. The coursebooks' visual content has not been taken into consideration; thus, the findings are confined to the linguistic content of the activities in the books.

Another limitation of the study is that there is neither theoretical nor practical study on ecopedagogy in the Turkish EFL context. Likewise, any framework on ecopedagogical content analysis of EFL coursebooks or any other educational materials has not been developed so far. Even the number of studies evaluating EFL textbooks with certain environmental approaches is limited. Taking the research gap in the literature into consideration, it is also difficult to interpret the findings of the research in the Turkish context.

# CHAPTER 2
# LITERATURE REVIEW

## 2.1. Introduction

This study aims to analyse the 5th, 6th, 7th, and 8th grade EFL coursebooks published by the Ministry of National Education in Türkiye from an ecopedagogical perspective. To achieve this goal, qualitative content analysis has been utilized. This chapter begins with a brief literature review on curriculum development, EFL curriculum development, the evolution of Turkish language education curricula, and how it has changed over time. Material evaluation is explained briefly by continuing with the fundamental principles of materials development and adaptation processes. Following this, along with its historical and theoretical background, the term "ecopedagogy" is thoroughly introduced, by discussing related terms like environmental education and education for sustainable development. After a quick review of theoretical and practical studies on ecopedagogy in various educational settings worldwide, its place in the Turkish educational arena in general and EFL settings are investigated. Finally, the chapter is concluded with the presentation of studies dealing with EFL coursebook analysis from an ecopedagogical point of view around the world and in the Turkish context.

## 2.2. Curriculum Development

The curriculum is an integral part of English language teaching. It not only determines the objectives of a program but also sets a guide for material developers and coursebook writers. It may therefore be argued that all the materials developed for educational purposes reflect the curriculum they are part of. It is essential to begin by comprehending the curriculum and its associated terms because this study evaluates a coursebook.

Since curriculum has been a hotly debated issue for years, it is almost impossible to come up with a widely recognized definition. It can be described in various ways by different

scholars. Thus, it could be accepted that it is a broad term involving various concepts and processes. To start with an old but influential definition of curriculum, Tyler (1957) states that curriculum refers to all of the students' learning that is organized and directed by the school in order to accomplish its educational objectives. Another definition provided by Hass (1987) is that curriculum is all of the experiences that individual students have when participating in an educational program that is designed to accomplish broad objectives and related details and that is organized around a framework of theory, research, and previous or current professional practices. Although slight differences exist between the definitions above, there are also vital common points, such as the focus on "process".

Apart from the different definitions of curriculum, it is also possible to discuss different curriculum types. Eisner (1979) categorizes curriculum into three subtitles: explicit curriculum, implicit or hidden curriculum, and null curriculum. As the names suggest, the explicit curriculum has publicly declared aims listed in the schools' curriculum guides and resources. Unlike explicit curriculum, implicit curriculum represents anticipated and unanticipated purposes of the school, which are not openly declared. Finally, the null curriculum can be explained as curriculum types having subject matters and progresses ignored by the schools. There is a wide variety of curriculum categorization models like those suggested by Kelly (2009), who mentions additional categories like educational, total, hidden, planned, received, formal, and informal. Some categories proposed by different scholars can overlap, although they are called differently. What they call curriculum types is shaped by their perspectives.

Likewise, there is no consensus on the definition of curriculum development. For instance, Richards (2001a) states that:

> Curriculum development focuses on determining what knowledge, skills, and values students learn in schools, what experiences should be provided to bring about intended learning outcomes, and how teaching and learning in schools or educational systems can be planned, measured, and evaluated (p.2).

As it is emphasized in the definition above, curriculum development is not a one-step process but detailed decision-making in an educational field. In line with that definition, Tyler (1949)

suggests four stages of curriculum development: aims and objectives, content, organization, and evaluation, which is also called the linear model. Taba (1962) further categorizes it as diagnosis of needs, formulation of objectives, selection of content, organization of learning experiences, and determination of what to evaluate and means of doing it. Both categorization models demonstrate that curriculum development is a long and detailed process involving various steps.

Bhuttah et al. (2019) emphasize that "the model of Tyler is deductive, linear and moves from general to specific" (p.17). In other words, the model provides a step-by-step guide to curriculum development. Furthermore, it is described as "society-centered" since the demands of society and those of individuals are prioritized in Tyler's model. Bhuttah et al. further underline that in Tyler's model, it is emphasized that curriculum designers should focus on collecting data from three different sources: "learner, society and subject matter". Thus, society also plays a vital role, at least as much as learners and subject matters do, in the curriculum development process, which makes it more sophisticated by expanding the scope of it.

At this point, it is a must to discuss the challenges of the curriculum development process. First, the curriculum is not free from politics since education also cannot be thought free from it. Freire (2000) states that "all education is political; teaching is never a neutral act" in his famous book: Pedagogy of the Oppressed (p.19). Hence, politics also has an essential role in curriculum development, considering curricula are developed in some political contexts. Likewise, Print (2018) perceives political intervention as one of the critical challenges of curriculum development and specifically mentions the influence of neoliberalism, which monopolizes the West. Print exemplifies an increased emphasis on careers, particularly employable skills, and the fact that education has started to be seen as a commodity are challenges of neoliberalism's effect on curriculum development.

This is just a small illustration of how political processes on a global scale have influenced the growth of curriculum development. In addition to the impact of global political processes, regional, local, and national political conditions and changes can also pose challenges to education and curriculum development in general. For example, Aydin et al. (2017) exemplify "demographic changes, developing technologies, globalizations, and

refugee and immigration issues" as other challenges in addition to politics in the United States context. As it could be understood from this study, there could be some specific challenges, such as the refugee problem, depending on an area where the curriculum is developed in addition to some general challenges like politics, which prevails worldwide.

In addition to politics, Print (2018) further states that changes in educational theories and some contradictions that can emerge over time are other curriculum development challenges. Likewise, diverse stakeholders who disagree with each other on specific issues regarding education are categorized as another challenge by Print. There are a lot more to add challenges in curriculum development.

### 2.2.1. Curriculum Development in Language Teaching

Regarding language curriculum development, much of all the concepts and processes of curriculum development discussed above overlap with language curriculum development as well. Historically, Richards (2001a) states that curriculum development in language teaching that we understand by its current definition emerged in the 1960s, although syllabus design studies started much earlier. Richards summarizes fundamental presumptions about how the syllabus is designed in the first half of the twentieth century as follows:

1) the basic units of language are vocabulary and grammar
2) learners everywhere have the same needs
3) learners are identified exclusively in terms of their language needs
4) the process of learning a language is largely determined by the textbook
5) the context of teaching is English as a foreign language (p.15-16).

At first glance, it could be recognized that these assumptions regarding syllabus design dramatically changed, especially in the second half of the twentieth century. Richards (2001a) states that from the 1980s "ends-means" model was adopted in which curriculum development process starts with deciding on the kinds of language skills that learners need to achieve specific tasks, which is followed by arranging teaching the language to reach that goal.

With regards to the language curriculum development process, Richards (1990) classifies it into six main steps: “needs analysis, goal setting, syllabus design, methodology, testing and evaluation” (p.1). Likewise, Brown (1995) also suggests that there are six parts of curriculum development: “needs analysis, objectives, testing, materials, teaching, and evaluation” (p.20). According to Richards, needs analysis provides a significant amount of data regarding the context of language programs and participants of the learning process, such as learners and teachers. “Goals” is an umbrella term that specifies all the desired outcomes of a language program which can be decided as a result of needs analysis. Syllabus design, on the other hand, is explained as the combination of the “selection of content” and “organization of content” process in the model of Taba (1962). The methodology can be summarized as deciding upon learning tasks, practices, exercises, and how they can be benefited from in the teaching process. Finally, testing is at the centre of curriculum development since it is not only part of needs assessment and evaluation but also affects the arrangement and application of the instruction.

Macalister and Nation (2019) draw attention to the complex nature of the language curriculum design process through the model below. Three outer circles encompass theoretical and practical issues which play a significant role in determining how the actual course production process goes. This process can be affected by various factors such as the knowledge gaps, present materials, the teachers’ expertise, the strengths and shortcomings of curriculum designers, and the guiding principles of teaching and learning.

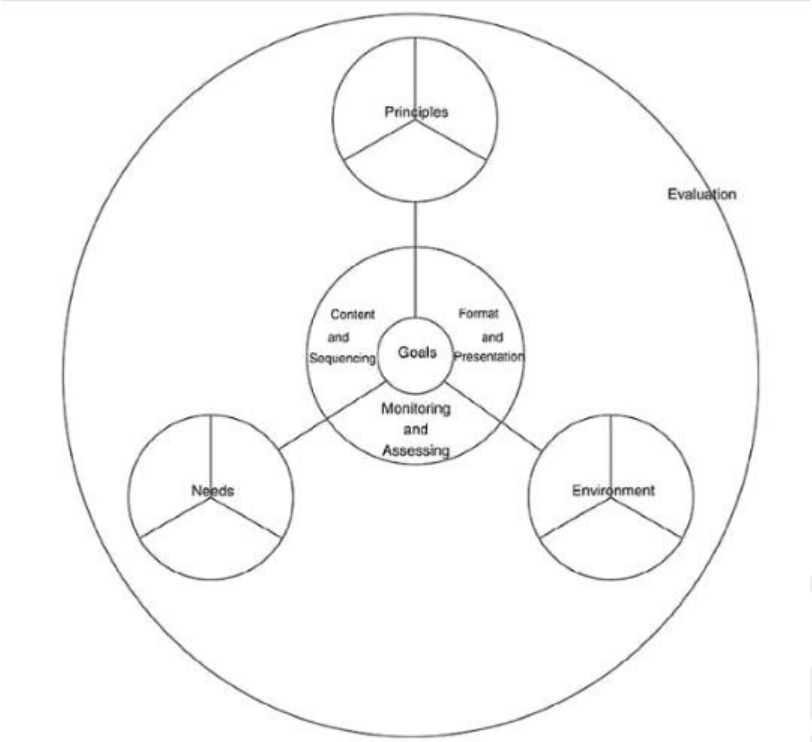



Figure 1

The parts of the curriculum design process (Macalister & Nation, 2019)

Goals are positioned in the middle of the model, which signals their crucial role in curriculum design. The inner circle is stated to symbolize the syllabus, whereas the whole of the circles portrays the curriculum. To emphasize the importance of evaluation's being active in every aspect of the curriculum, this component is shown as the outermost circle and incorporates everything.

Cullinan (2016) draws attention to the differences between linear curriculum design models like Tyler's (1949) and more recent models such as the model of Macalister and Nation (2019) and interprets this as a paradigm shift in curriculum design from modernism to postmodernism. It is further asserted that Tyler's model is structured and decontextualized, so it does not take the environment or the student into account. On the other hand, the model of Macalister and Nation prioritizes being knowledgeable about culture, history, context, and how these factors affect the human condition representing ideology shifts in the postmodern period.

Macalister and Nation (2019) describe environment analysis as a crucial component of curriculum design by emphasizing many factors, including students, instructors, the setting, materials, institutions, and political issues. While trying to figure out the significance of a factor, it is suggested to determine whether the course will still be beneficial if the factor is ignored and to what extent the factor impacts the course. It is also underlined the importance of considering broader aspects of the situation while analyzing the environment. For instance, language curriculum will vary significantly from a situation where the target language is accepted as the official language of a country, and there are several chances to practice the language outside the classroom to another situation where learners find few opportunities to speak the language outside the classroom.

Graves (2008) approaches language curriculum development by adopting a sociocultural perspective and renaming the "implementing" component as "enactment" to demonstrate the autonomy of teachers and students in the classroom. In this point of view, enactment, in other words teaching and learning activities taking place in the classroom, is seen as the core of the curriculum. Planning and evaluating also have a close relationship with enactment. These three curriculum components, planning, enactment, and evaluating, are situated in a social and educational context setting their objectives and applications.

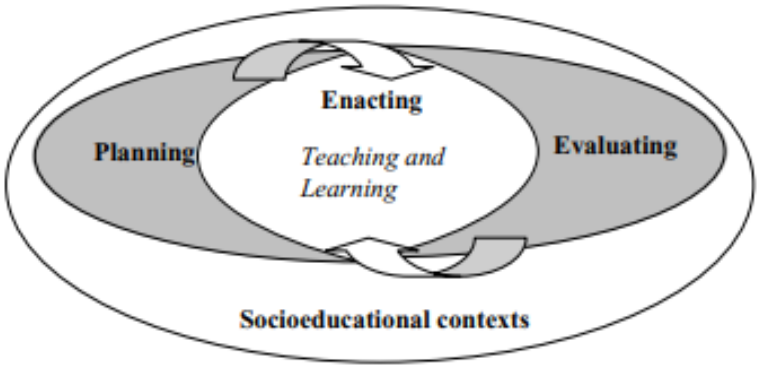



Figure 2
Curriculum as a dynamic system (Graves, 2008)

According to the enactment perspective, the classroom serves as the setting and time for the language curriculum. A classroom, though, is not a detached place; instead, it is incorporated into a variety of interrelated cultural, social, political, and educational contexts.

Hence, contexts are not just locations. They are also social systems composed of groups of people who adhere to beliefs, hierarchies, and rules that are both implicit and explicit. Considering that language curriculum is designed in various contexts, a classroom can be just interpreted as a minor context where it arises. There is also an institution where the curriculum is executed, the greater community to which the institution belongs, and macro contexts at national and global levels.

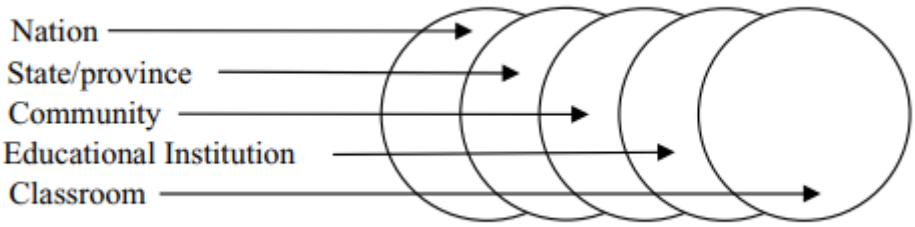



Figure 3
Socioeducational contexts of a language curriculum (Graves, 2008)

In language teaching, the context aspect can even be more complex since English can be taught for a variety of purposes compared to any other foreign language. For instance, the context of ESL (English as a Second Language) is quite different from that of EFL (English as a Foreign Language). ESP (English for Special Purposes), EAP (English for Academic Purposes), and many others can also be exemplified regarding the same issue. Likewise, Graves (2008) draws attention to the importance of context by underlining the difference between "Target Language-Removed Contexts", where language is practiced only in the classroom in an isolated manner and "Target Language-Embedded Contexts," where the target language is taught in or closely related to a "context of use", or an environment where the target language is utilized.

### 2.2.2. Language Curriculum Development in Türkiye

In line with the changes in language policies of countries, language curricula are also exposed to constant change. Türkiye has witnessed a radical change in language policy in the last century (Kırkgöz, 2017). Several curriculum changes and some revisions at certain

levels could be discussed under this title. However, to avoid deviating from this research's primary concern, it will only focus on curriculum reforms starting with the 1997 reform.

Acar (2021) states that according to the 1997 curriculum, foreign language lessons primarily depend on "Direct Method", while some statements like "student-centeredness", "the role of teacher as facilitator and guide", and "oral interaction activities" signal the communicative approach as well. Saricoban (2012) also highlights the adoption of "Communicative Language Teaching" (CLT), which demonstrates a methodological shift from the traditional approach. Regarding assessment, CLT suggests the employment of formative assessments like portfolio instead of traditional exam-based pen-and-paper tests. Another striking change brought is the grade level in which English is introduced. With the curriculum innovation, 4$^{th}$ grade is determined as the level students begin learning English which aims to increase the length of time students are exposed to the language.

For the 2006 curriculum, Kirkgöz (2009) claims that it still sticks to a communicative approach although it is a more coprehensive version of the 1997 program. Regarding the methodology of programs, Acar (2021) further states that the focus on the communicative approach has increased with the launch of the 2006, 2013, and 2018 programs. More specifically, Kırkgöz (2017) states that "The 2005 curriculum accommodates a "constructivist approach" to teaching and learning, "active learning", "use of tasks", "multiple intelligences theory", and "content and language integrated learning" to enable certain non-language cross-curricular subjects such as geography, music, and sports to be learned through English" (p.243).

Another meaningful curriculum reform is the 2013 educational reform. The year 2012 marked a shift from the 8+4 system to the 4+4+4 system. With this change in the system, the grade level at which pupils begin learning English was lowered from grade 4 to grade 2, which was put into action in 2013 (Acar, 2018). Hence, the length of time pupils were exposed to the language increased. In addition, the integration of the Common European Framework (CEFR) into the curriculum and specifically descriptors like "learner autonomy", "self-assessment", and "appreciation for cultural diversity" gave way to the improvement of communicative competence (Kırkgöz, 2017).

Finally, the most recent language reform was announced by the Ministry of National Education in 2017 to be implemented in the 2017-2018 academic year involving the English language in addition to other subject matters. Although the English language was included in this reform, limited changes were put into practice regarding English language teaching. In the 2018 curriculum, which is still in practice, more emphasis was placed on writing and speaking skills. Moreover, scientific terminology was given more space to make students familiar with technological issues (Altan, 2017). In addition, Altan further claims that a comprehensive program was developed for 5$^{th}$ grade, enlarging the number of chapters from 10 to 40 with the purpose of turning 5$^{th}$ grade into a preparation year for foreign language in upcoming years. However, the program piloted in the 2017-2018 academic year and anticipated to be made compulsory remained optional in the 2018-2019 academic year (Acar, 2018).

Another change noticed in the new curriculum is the acceptance of "Key Competences" specified by European Commission as shared goals for all educational programs in Europe. These goals are summarized in three titles such as "Traditional Skills", "Digital Skills" and "Horizontal Skills" (MoNE, 2018). Under the umbrella of "Horizontal Skills", there are two competences: "social and civic responsibility" and "initiative and entrepreneurship" that can be associated with ecopedagogy concept, which is the main concern of this research. Since all these concepts are stated in the 2018 curriculum as part of Key Competences of European Commission, albeit superficially, it is necessary to examine the original document of the European Commission to comprehend the implications of these competencies. In the document "Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning", civic competency, for instance, is founded on the understanding of principles such as "democracy", "justice", "equality", "citizenship", and "civil rights". It also entails expressing a feeling of responsibility, knowledge, respect for common values, and underlining public involvement and support for sustainable development. Likewise, "initiative and entrepreneurship" suggests taking action, planning, and coordinating initiatives in order to meet goals along with the appreciation of ethical values (European Parliament and the Council, 2006). However, Ağçam (2019) draws attention to failure of the objectives in the new curriculum to meet these values by putting forward that they barely match with the themes related to

"social and civic competency". Besides, "initiative and entrepreneurship" are not achieved through the objectives as well.

Likewise, "basic skills in math and science" competence is categorized under the heading "Digital Skills" in the 2018 curriculum without touching on what it refers to. In the document of the European Parliament and the Council (2006), "mathematical competence and basic competences in science and technology" refers to the recognition of the main elements of nature and basic scientific principles and a comprehension of the effect of science and technology on the natural world. This competence also signals a more profound knowledge of science, its applications, technological developments, its limitations, and its threats in society in general in connection with ethical and moral issues. It could therefore be claimed that competences summarized above match with the principles of ecopedagogy in some ways.

In addition to "Key Competences", "Values Education" is a concept introduced in the 2018 curriculum. It is stated that "The key values that should be transferred to the learners in line with the learning outcomes are friendship, justice, honesty, self-control, patience, respect, love, responsibility, patriotism, and altruism" (MoNE, 2018, p.6). Regarding ecopedagogy, especially the values such as justice, respect, love, and respect can be associated with the green agenda, although it is not directly stated. It is also underlined that the syllabi for all grade levels are revised to integrate values and key competences into topics and themes, which assist instructors and course book writers in making effective contextual choices. Therefore, it is expected that the coursebooks are also in line with the values and competences summarized above.

### 2.3. Materials Development and Adaptation

Materials play a vital role in curriculum development since materials are an integral part of the teaching and learning process. Anything that can be utilized to aid in language acquisition is referred to as "materials" (Nikoopour & Farsani, 2011). They also have a crucial role in guiding teachers in the teaching process and preventing them from getting lost or confused in the process. There are a variety of materials in language teaching. Trujillo et

al. (2004) classify ELT materials under three categories: “the old materials” which include any traditional sources used in classrooms like the blackboard and the worksheets, “the new materials” involving video cameras, projectors, and audio recorders, and finally “the newest materials” comprising brand-new technology and any technology tools.

Tomlinson (2012) states that our present understanding of how the target language is really used, fundamentals of teaching, assumptions on language acquisition and development, and the findings of systematic observation and evaluation of existing materials need to incorparated into ELT materials in a cohesive and consistent manner. Well-prepared materials aid language learning and acquisition as insufficient materials obstruct it. Tomlinson (2008) underlines some characteristics of ELT materials aiding language acquisition by serving various genres and text types, having aesthetically attractive illustrations, helping students know themselves better through discoveries, and personalizing the knowledge they gain. Tomlinson also classifies materials hindering language acquisition as those ignoring learners’ language proficiency and cognitive development, preventing learners from actively engaging in activities, failing to provide learners with the language they learn outside of the classroom, etc.

As it could be understood from the characteristics of well-prepared materials above, materials development is a complicated and long-running process. Tomlinson (2012) puts forward four principles of materials development as follows: providing students with several opportunities to use language in production to attain desired results, ensuring output activities, developing output activities in a way that they contribute to learners’ increasing their fluency and accuracy in communication, and ensuring that output activities are put in a specific context.

ELT materials development has been briefly summarized above. The development process of materials is a rocky road to English language teaching; however, adapting materials is as essential as the development process. There are some situations where the adaptation of materials is a must in language teaching. Although materials development is kind of perceived as a series of procedures which professionals practice, materials adaptation can be necessitated by teachers-in-practice at any moment. In other words, anyone who engages in teaching can turn to material adaptation in one way or another. There could be

many reasons for adaptation. McDonough et al. (2013) list a dozen of possible reasons for adapting ELT materials as follows: inadequate focus on grammar, inadequate difficulty levels of grammar practices regarding learners, overload of unknown words in reading texts, the use of culturally sensitive images, too much formality in audio texts which are not in line with daily language, unsuitable topics for learners' age, cognitive and intellectual level, inadequate tests, lack of vocabulary lists and answer key, limited range of exercises/activities, disparity between time allocated and content to be covered, and violation of authenticity principle in listening texts.

As it could be understood from the list above, a variety of reasons can emerge for materials adaptation. It can be about physical aspects of the materials, content, illustrations, etc. Likewise, Nehal (2016) proposes a checklist involving some questions such as "Will it be too difficult/easy for my learners?", "Will it be reasonable for some of my learners?", and "How much time should I spend on each lesson?" (p.243) to decide on the necessity of material adaptation.

As in the development process, there are certain procedures and techniques in material adaptation. McDonough et al. (2013) categorize adaptation techniques as follows:

1) Adding, including expanding and extending: While considering the practical impact on time allocation, materials are augmented by adding more to them.
2) Deleting, including subtracting and abridging: This technique can be understood as the opposite version of "adding".
3) Modifying, including rewriting and restructuring: An internal shift in the strategy or focal point of a task or other piece of content has been made.
4) Simplifying: Normally it is categorized under the category of modification, however, it has drawn a lot of attention on its own. That is why it is treated separately.
5) Reordering: Arranging the components of a textbook differently. To put it in a simpler way, it refers to organizing the order in which lessons are presented within a unit or putting the units in a different order.

In conclusion, the need for adaptation will not come to an end as materials exist in the education field. Especially teachers will go on benefiting from adaptation techniques summarized above practically in their daily teaching experiences.

### 2.3.1. Material Evaluation

Material development and adaptation process was touched upon in the previous headings. There is also the issue of evaluation that needs to be considered in the English language teaching arena because deciding whether the materials used are appropriate for the upcoming teaching process is crucial to the success of the education. While evaluating the materials, teachers or professionals may have a variety of concerns that can be shaped by different factors such as local needs and political interference; thus, their evaluation criteria can be based on specific interests. Likewise, Tomlinson (2012) distinguishes between "local and universal criteria" to benefit from in material evaluation. The former refers to the criteria relevant to the context where materials are to be used, reasoning that they can be best developed from a profile, while the latter may be beneficial to assess materials for any learner, wherever they are. The evaluation explained in this section will focus on general, the most common, and shared, in other words universal, criteria of materials among many ELT settings around the world briefly.

Tomlinson (2003) describes material evaluation as making decisions about how materials affect the people who use them and assessing their readability, credibility, validity, and capacity to engage and inspire teachers and students as well as teachers' and students' perception of their worth. As mentioned above, local-specific criteria can also be added to this list in line with the author's concerns. Tomlinson further proposes three types of evaluation. "Pre-use evaluation" refers to speculating on the prospective worth of a material to its users. Teachers' taking a glance at a book to decide whether it can be a valuable source or not can be categorized as pre-use evaluation. The second type Tomlinson puts forward is "whilst-use evaluation" which is deciding on the value of a material while using it or seeing it used as its name suggests. The last one is the "post-use evaluation" which focuses on measuring the consequences of the use of a material, for instance, assessing acquisitions of learners through tests, exams, interviews, etc.

Concerning the criteria of evaluation, McDonough et al. (2013) conceptualize two phases: "external evaluation" and "internal evaluation". External evaluation is giving a thorough, outside review of how the materials have been arranged. That could be achieved through a simple glance at the cover of the books and its contents page. This evaluation

type can bring a surface-level understanding of the book without being accompanied by internal evaluation. To exemplify, the question “Are the layout attractive and the print easy to read?” proposed in an evaluation checklist by Nehal (2016) falls into that category.

Internal evaluation following external evaluation is a more detailed assessment of the materials. For that kind of evaluation, a unit or more need to be checked carefully, and some aspects of the materials need to be checked as follows:

1) The presentation of the skills in the materials.
2) The grading and sequencing of the materials.
3) Where reading/ ‘discourse’ skills are involved, is there much in the way of appropriate text beyond the sentence?
4) Where listening skills are involved, are recordings ‘authentic’ or artificial?
5) Do speaking materials incorporate what we know about the nature of real interaction or are artificial dialogues offered instead?
6) The relationship of tests and exercises to learner needs and what is taught by the course material.
7) Do you feel that the material is suitable for different learning styles?
8) Are the materials engaging to motivate both students and teachers alike, or would you foresee a student/teacher mismatch? (McDonough et al., 2013, p.59-60).

As being different and more comprehensive from internal evaluation and external evaluation, overall evaluation can be carried out to measure whether the materials are appropriate or not. Four factors are suggested by McDonough et al. (2013) as follows:

1) The usability factor: The degree to which the resources could be used as either “core” or “supplementary” components of a specific syllabus.
2) The generalizability factor: Is there a limited use of “core” elements that makes the materials more broadly applicable?
3) The adaptability factor: Can components be added, removed, or adjusted to suit local conditions?
4) The flexibility factor: Can the materials be utilized differently or entered at separate points?

### 2.3.2. Coursebooks as ELT Materials

It is a fact that there is still an extensive usage of textbooks in ELT settings. However, the use of coursebooks is criticized in many ways. For instance, Richards (2001b) puts forward five problems that coursebooks can bring about:

1) the inauthenticity of the language in the coursebooks
2) displaying an idealized vision of the world or failing to depict significant problems accurately
3) failing to fulfill the needs of students
4) putting a limitation on teachers' own choices
5) being not affordable

Chou and Tze (2010) also emphasize that resemblances among coursebooks expose students to repetitive lessons and activities, resulting in boredom. It is possible to add more to this list, but in general, coursebooks are criticized as failing to ensure the authenticity of the language and content, as underlined by Grant (1987).

Although they are classified as one of the old materials according to the categorization of Trujillo et al. (2004) and can be rebuked by some scholars, coursebooks hold their place along with brand-new materials of the 21st century. Richards (2014) emphasizes different functions of textbooks. It is asserted that the textbook's primary purpose can be to support the teacher's lessons in some cases. For a novice teacher, on the other hand, textbooks along with the teachers' manual can be valuable resources for on-the-job training. Finally, a textbook can become learners' primary source of English language input.

Chou and Tze (2010) also mention that coursebooks are essential tools in drawing the boundaries for objectives that students are to achieve. That is why they provide a helpful guide not only for teachers but also for students. Richards (2001b) also states that course books are a necessary component of the curriculum because they outline the subject matters and how specific syllabi topics will be covered. In other words, "textbooks are the de facto curriculum" (Graves, 2008, p.151). In a nutshell, although they are perceived as outdated and inadequate materials occasionally, they are still an indispensable part of the curriculum.

They help teachers arrange their teaching practices and guide them during every phase of the teaching process. However, their roles are wider than conveying knowledge related to a particular discipline. They are also vital to transmitting values underlined as a part of the hidden curriculum. As a result, the ideologies of curriculum developers and other stakeholders can be found in teaching materials, whether directly or indirectly, through various elements such as texts, dialogues, images and so on (Bilgin, 2013). Like any other discipline, EFL textbooks also have a crucial role in the construction of specific values implicitly or explicitly.

In addition to their educational roles, textbooks have societal functions as well. With this regard, Burstyn and Corrigan (1975) state that "textbooks mirror the society" (p.1). It is also underlined that although they can be inaccurate or simply provide just a part of the complete picture, they demonstrate what a society wants to teach its future generations. Likewise, Brugeilles and Cromer (2009) highlight that textbooks serve as a medium for societal norms, values, and models of behaviours through their interpretation and presentation of knowledge. Therefore, the influence of textbooks cannot be reduced to curricula and instruction alone.

Taylor-Mendes (2009) also draws attention to the importance of images in a textbook since they make up discourse along with the texts. Consciously or unconsciously, the social, economic, and racial realities depicted in textbooks' photographs, cartoons, or illustrations are consumed, accepted, and interpreted by students. Textbooks are therefore potent tools for promoting specific values and thoughts, as they can reinforce stereotypes and prejudices. Sensitivity and consciousness towards nature are also among the values that could be promoted through language coursebooks considering that the ecological crisis is humanity's most significant problem worldwide.

## 2.4. Ecopedagogy

Considering the main concern of this study is analysing EFL coursebooks from an ecocritical perspective and shedding light on the current educational system with regards to environmentalism, ecopedagogy is the starting point. However, it is not a widely used term in the Turkish educational arena. It is a subject matter that does not draw the necessary attention it deserves in the international arena as well. There are some contradictions and debates in the reflections on ecopedagogy in educational systems and its definition.

### 2.4.1. Historical and Theoretical Background of Ecopedagogy

The ecological catastrophe has been a contentious topic that cannot be separated from the field of education as well. As Kahn (2010) states, the existence of a severe ecological crisis also brings a debate in environmental education. With regards to the history of ecopedagogy, the year 1987 was a turning point at which “the World Commission on Environment and Development (WCED)” released a report, “Our common future”, which is also called “Brundtland Report”, recognizing environmental destruction as a human problem. The report emphasized that economic and political power imbalances are the root cause of the issues of natural depletion and degradation, which brought the term "sustainable development" to the agenda (Grigorov, 2012). In other words, ecopedagogy, which is still in its early stages even today, was once known as “pedagogy for sustainable development” (Antunes & Gadotti, 2016).

In the “Brundtland Report”, it was emphasized that educational institutions, along with non-governmental entities, play a vital role in placing the globe on a route of sustainable development. Particular ideas and suggestions about the role of education in sustainable development were offered. For instance, it was suggested that environmental education be integrated into several disciplines at the curricular level to promote a sense of responsibility for the environment as a whole and educate students on how to conserve it. Besides, teachers need to be trained as qualified and skilled learners to enhance students’ environmental awareness, so institutions providing teacher training should regulate themselves to fulfill this

goal. All educational dynamics, including institutions, teachers, and curricula need to be arranged in line with sustainable development goals (Brundtland, 1987).

In line with the points emphasized in the Brundtland report, discussions at the Earth Summit in Rio de Janeiro in 1992 resulted in the formation of a document known today as the "Earth Charter" emphasizing the vital role of education in the solving of environmental problems and promoting sustainability (Kahn, 2008). It is underlined that education is key to enhancing people's awareness of environmental issues along with having them acquire the necessary skills, competencies, and values to ensure sustainable development. Similar to the points touched upon in Brundtland Report, albeit more comprehensive, it was stated that curricula should be comprehensively re-examined to achieve an interdisciplinary approach to environmental and developmental concerns and their social and cultural dimensions (United Nations, 1992). Therefore, this document could be seen as a guidebook of ecopedagogy in its early stages, although it is not named so at first.

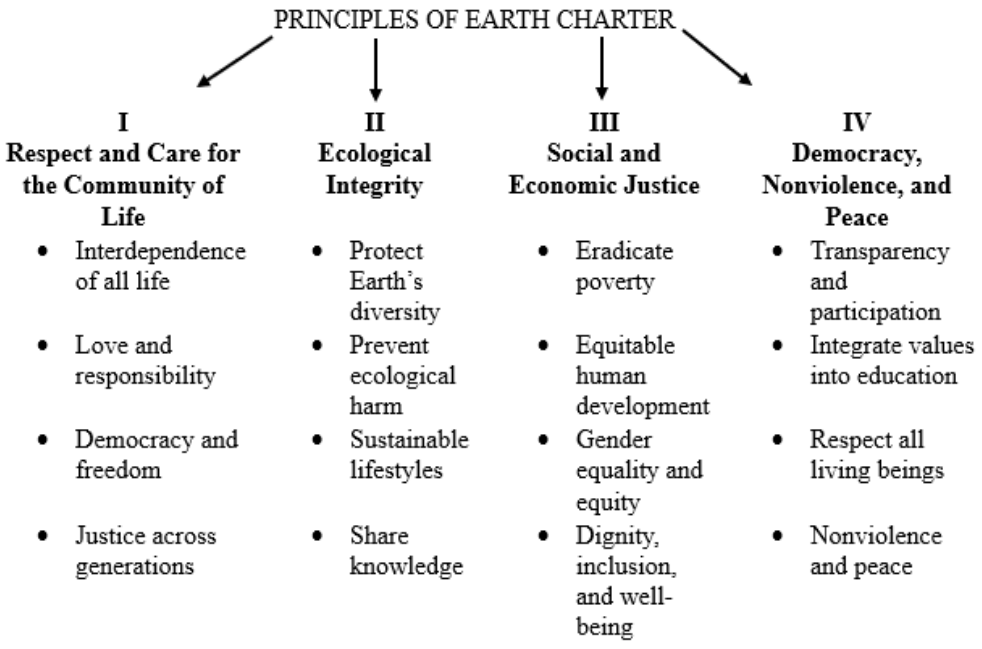



Figure 4

Principles of the Earth Charter (Earth Charter International, 2020)

Rooted in the Earth Summit in Rio De Jenario, ecopedagogy has turned out to be a multi-layered and global project, as emphasized by Grigorov and Fleuri (2012). Thus, it

cannot be restricted to only a field or an academic discipline. In contrast, it needs to be interpreted as inclusive of many disciplines and a philosophical approach to human beings' ways of life and their relation to the Earth. To put it another way,

> It represents a pedagogical, social, and political movement, a curricular approach, and an integral project for a New Civilization that embraces an "Earth's paradigm" contrasting to the profound anthropocentric paradigm of thought, culture, education, economy, politics, life and future which western man and capitalist civilization try to globalize (Grigorov & Fleuri, 2012, p.437).

In line with that, Antunes and Gadotti (2016) underline ecopedagogy's difference from traditional pedagogies which are anthropocentric. "Eco-pedagogy is based upon a planetary understanding of gender, species, kingdoms, formal, informal, and non-formal education" (p.136). In other words, it is founded on a global approach which rejects putting humans at the centre of universe as opposed to many other pedagogies. They further maintain that ecopedagogical perspective is broader, extending from human beings to the earth and beyond species.

At this point, it is necessary to mention the book "Pedagogy of the Oppressed" by Paulo Freire. The theory of critical pedagogy promoted by Freire perceives education and teaching as a liberation process by having students question any domination and become critically conscious individuals. In critical pedagogy, education is viewed as a means of changing repressive structures. Teaching should push students to investigate the status quo's power structures and inequality. Freire used the term "banking concept of education" to explain and criticize the prevailing educational system. In this system, students are not expected to participate fully in their education, express challenges, or communicate; rather, they are just assumed to remember and absorb information. The teacher is in the centre and has the role of informant while the student is uncritical passive receiver (Freire, 2000).

Considering ecopedagogy rejects the anthropocentric point of view and adopts a planetary approach, it could be agreed that it can is also aligned with the principles of critical pedagogy. Likewise, Kahn (2010) states that the Earth Summit in Rio De Jenario encouraged Freire and other scholars to incorporate an environmental dimension into critical pedagogy.

Misiaszek and Torres (2019) state that the ecopedagogy was the missing chapter of Freire's book and the subject matter of his upcoming book, which could not be finished due to his death. It is underlined that Freirean pedagogy demonstrates how people can change the world while yet respecting nature for a better world; thus, ecopedagogy needs to be interpreted within the boundaries of Freire's critical pedagogy. Likewise, Misiaszek and Torres further maintain that although a variety of definitions can be generated for ecopedagogy, the teachings of Freire are rooted in all of them. In line with that, the purpose of ecopedagogy can be summarized as teaching to think critically about how human activity contributes to environmental harm and societal unrest for praxis to eradicate oppressions.

Although ecopedagogy was first called "pedagogy for sustainable development", it must be underlined that it approaches environmental education and education for sustainable development from a critical point of view. Khan (2008) underlines that critical approach as follows:

> As a form of critical theory of education, ecopedagogy can work at a meta-level to offer dialectical critiques of environmental education and education for sustainable development as hegemonic forms of educational discourse that have been created by state agencies that seek to appear to be developing pedagogy relevant to alleviating our mounting global ecological crisis (p.9).

To put it another way, ecopedagogy challenges the ways environmental education and education for sustainable development stay limited to a kind of pedagogy which treats nature without a critical thought. Khan (2010) further states that the prevalent models of environmental education separate the entire ecosystem from economic, scientific, and technological changes. In addition, they adopt a position that is not critical of the current society. For this reason, educational approaches like this fail to reveal the real motives of the current environmental crisis, which in turn causes another failure to take the initiative.

It is undeniable that the principles of environmental and sustainable development pedagogies pioneered ecopedagogy. They do not contradict each other. As Antunes and Gadotti (2016) highlight, environmental education is a basis for ecopedagogy. However, it is a fact that how they position themselves in the system differs significantly from

ecopedagogy's unique and critical approach to the eco-crisis, which is much broader and grounded in solid philosophical foundations. Likewise, Gaard (2008) also underlines the difference between ecopedagogy and environmental education by stating that some forms of environmental education aim to fit inside a globalized neoliberal system by praising sustainable development despite the unsustainable nature of the economy in this system which pushes continuous expansion and consumption.

Eyerman and Jamison (2007) state that environmental movements have three aspects: "cosmological", "technological" and "organizational". Kahn (2010) summarizes cosmological aspect as potential of eco-literacy to alter people's perspectives. In other words, it can be accomplished by achieving the transition of people's anthropocentric worldviews to ecological perspectives. On the other hand, the technological aspect focuses on challenging the use of destructive technologies for so-called sustainable development and encouraging those that do not destroy ecological harmony. Lastly, the organizational aspect deals with the importance of knowledge for society. Hence, ecology knowledge, scholars, society, and social movements must be intertwined.

These three components are involved in ecopedagogy, considering it is also an environmental movement. Taking these dimensions into account, Kahn (2010) puts forward three key goals of ecopedagogy movement. First, ecopedagogy movement can succeed if opportunities for the politicization and growth of eco-literacy initiatives exist in schools and the community. There are countless ways of fulfilling that goal, such as revising schools' curricula, incorporating extracurricular activities into programs, or establishing brand-new ecopedagogy schools or programs. Second, it is necessary to overcome the barrier of praxis between academics and society regarding ecopedagogical problems. It is very important to ensure that they act together in the activism dimension. Finally, it is a must to build solidarity among educational groups in response to current ecological crisis. Similarly, Norat et al. (2016) also emphasize purposes of ecopedagogy as following: "ecological consciousness, solidary consciousness, planetary citizenship and sustainable culture".

With the foundation of Ecopedagogy Association International (EAI) by Richard Kahn as a worldwide global project, more than forty prominent alternative scholars have come together with the purpose of creating counter-hegemonic globalization strategies in

response to “capitalist globalization of neo-imperialism and militarism” (Grigorov & Fleuri, 2012). Considering ecopedagogy has a broad repercussion in a variety of geographies such as the USA and Europe in addition to Brazil, which can be accepted as its birthplace, it is not surprising that its reflections may vary from region to region. As exemplified by Kahn (2010), in the USA, ecopedagogy is perceived as “a total liberation pedagogy” while in Brazil, it is rooted in “pedagogy of liberation, postcolonial pedagogy and the traditional ecological knowledge of indigenous peoples”. Although there exist slight differences in how ecopedagogy is interpreted among educational settings in different geographies, they all share underlying philosophy of promoting a new Earth’s paradigm from a participatory anti-hegemonic approach.

According to Grigorov and Fleuri (2012), one of the epistemological issues that ecopedagogy brings up is the purpose of education. It is underlined that the goal of ecopedagogy is to rethink and remake education as a global endeavour for democratic participation and as an urgent tool for humanizing public authority that can bring together pupils, academics, and people from all over the world to start a new civilization. We are urged by ecopedagogy to reconsider the knowledge we require. Considering the changes that the globe underwent in the 2020s, Grigorov and Fleuri underline the knowledge needed as in the following:

1) how to combat the powers that are destroying systems of life and society worldwide
2) ways to take action from now on to change and enhance how we live and our surroundings
3) how to set up "commons-based" management that will ensure that everyone who needs them will have access to essential natural resources

Along with the purpose of education, another question that ecopedagogy addresses is the part played by humans in education. It is vital to realize that human behaviour plays a role in how the world can be altered. The Earth and humans are inextricably linked. How they behave and conceptualize the Earth along with instructional practices should also represent this. Therefore, everyone needs to be aware of this and behave accordingly. This also includes reconsidering teachers’ and students’ roles in education and altering how they view themselves (Grigorov & Fleuri, 2012; Misiaszek & Torres, 2019). For instance, it can

be unrealistic to expect a student who only views himself as a prospective employee for a system and a teacher who prioritizes herself over the student to comply with the principles of ecopedagogy.

Regarding the premises of ecopedagogy in schools, Norat et al. (2016) derive four categories, among which there are "prioritized methodological approaches" and "practice modalities". To apply ecopedagogical principles in educational settings, these two categories in particular might serve as a guidance. For methodological approaches, "emergent", "interdisciplinary", "critical praxis", "experiential", "ethical", and "affective" are put forward. Norat et al. associate these approaches with widespread Latin American pedagogies.

Grigorov and Fleuri (2012) also exemplify "participatory action research", "scenarios" and "back casting" as methods that can be adopted in ecopedagogy. The method of "scenarios" is described as follows:

> It is a way of developing alternative futures based on different combinations of assumptions, facts, and trends. Scenarios provide a picture of future alternative states; illustrate how alternative policy pathways can achieve certain targets; and combine qualitative and quantitative information about the future evolution of certain problems (p. 448).

This method can enable students to look at environmental problems more comprehensively and enable them to think solution-oriented. Similarly, Grigorov and Fleuri (2012) state that "the method of backcasting starts with defining desirable sustainable future and then works backward to identify policies and programs that will connect this future to the present" (p.448). In short, using these strategies from the field of future studies may help students approach the issue in a more realistic and intrusive manner. For "practice modalities", Norat et al. (2016) put forward following categories: "socio-affective dynamics, connecting experiences with place, artistic expressions, mindful meditation and creative visualization, collective projects, integration of information and communication technologies, curricular reconceptualization, professional development and networks" (p.188-189). As underlined above, recreating curriculum in line with ecopedagogical

principles is also necessary for the application of ecopedagogy in educational settings. Coursebooks as crucial elements in the curriculum also need revision for the fulfilment of ecopedagogical ideas.

Similar to educational programs, there are some suggestions about how ecopedagogical principles can be fulfilled regarding materials. For instance, Gaard (2008) proposes six criteria for ecopedagogy of children's environmental literature: "praxis", "teaching about the social and natural environment", "teaching in the social and natural environment", "teaching through the social and natural environment", "teaching the connections of sustainability", and "urgency". Gaard puts forward that if environmental texts involve these six conditions, it can be possible to have children gain eco-literacy. These six conditions can also serve as a framework for material developers to create educational materials, one of which is coursebooks, in the light of ecopedagogy. As underlined by Kahn (2010), promoting eco-literacy in schools and the community is one of the critical factors to the success of ecopedagogy movement, which automatically gives way to the creation of generations who challenge harmful cultural and environmental practices.

### 2.4.2. Practical Implications of Ecopedagogy

Although there is a substantial theoretical foundation for ecopedagogy, there are few examples of its application in educational contexts. However, it is vital to point out the similarities and differences between ecopedagogy-related terms and to state the perspective of the writer in order to prevent any possible conceptual ambiguity that may arise in the following sections before moving to the practical applications of ecopedagogy.

In the previous section, it is underlined that "Environmental Education" and "Education for Sustainable Development" have received some criticism from some scholars on the grounds that "EE" and "ESD" support the unsustainable economic practices of the current system and do not approach the issue from critical lenses. That is because some approaches to environmentalism address social and environmental issues separately. Gadotti (2008) underlines that the conservative movement has evolved as an upper-class endeavour by prosperous nations to preserve vast natural areas for their own benefit rather than having

genuine concerns for nature. Similarly, so-called developmental and sustainable goals are enforced by these wealthy nations, which led to a significant increase in social issues such as unemployment and poverty. For this reason, it is quite expected that people have negative attitudes towards the issue of sustainable development. Considering that, we need to cope with environmental issues without neglecting their social aspects as theorized within ecopedagogy.

The effect of this conceptual ambiguity can also be seen in the literature with the studies titled differently ("ESD" versus "Ecopedagogy") although they share similar issues, focuses, and points of view regarding the environment. Likewise, Gadotti (2008) states that a significant number of people reject adopting "the United Nations Decade of Education for Sustainable Development" as a chance for positive change in society, environment, and economy just because the terms "sustainability" and "sustainable" are viewed with scepticism. Therefore, practicality is suggested as a key to resolving this issue by emphasizing that theoretical discussions have constraints without applications. Concerning that, Gadotti highlights:

> After all, sustainability and sustainable development, which propose new ways of producing and reproducing life – new sustainable lifestyles – depend, in their practice, on the correlation of political forces that exist in society. Practice should overcome the ambiguity already established due to "vacuity" of the concepts presented in it (p.9).

Therefore, we need to consider practical implications rather than focusing on the negative connotation that a term implies. For instance, if a program, educational institution, or curricular approach is based on education for sustainable development, the first thing that needs to be questioned is whether it genuinely strives for sustainability in every sense without boosting unending economic growth. In conclusion, any practice—regardless of title—that can be categorized under the tenets of ecopedagogy will be recognized as such and reflected in this study.

The United Nations' Decade of Education for Sustainable Development can be seen as a turning point for practical applications of ecopedagogy. This initiative highlights the

vital role of education in fostering sustainability and expects UNESCO, as the primary organization of the Decade, to contribute to the execution of it by offering assistance to organizations and governments (Gadotti, 2008). Kahn (2010) also draws attention to that the Decade encourages the recognition of environmental science in all subject areas and at all academic levels. The Earth Charter became more prominent at this point since it was acknowledged as a fundamental ethical framework for education for sustainable development by UNESCO. Therefore, the Earth Charter has turned into a handbook for fulfilling educational organizations' sustainable education goals. In other words, the Earth Charter is one of the most essential educational tools of the Decade.

Regarding the applications of ecopedagogy, the Earth Charter is an excellent example of an organization and a document demonstrating how to create a peaceful and sustainable society by incorporating its principles into the local community and schools and mobilizing the masses. Antunes and Gadotti (2016) underline that the Earth Charter is both a call to action and a set of guidelines for planetary ethics. There is a significant number of projects initiated by the Earth Charter in different geographies such as "Youth Peace Project", "Citizen School Project" and "MOVE-Brazil" which are guided by its principles. Another project exemplified by Antunes and Gadottti is "Exercising Citizenship from Childhood" that is supported by the Paulo Freire Institute and aims to encourage children's and young people's active involvement in educational priorities in Sao Paulo City.

The study of Dunkley and Smith (2019) offers a good example of how an ecopedagogical practice is managed in a non-formal educational setting. Through geocoaching activities in a summer club in the educational setting of National Park, the researchers aim to explain how practices and behaviours are interconnected with how individual and collective memories are brought forward in outdoor educational experiences. The experiences of the participants, whose ages range between four and eleven, were investigated by employing thematic and visual analysis while they were engaged in activities such as bug hunting. The study is quite valuable in exploring three habitual and memory-based products of "the field" and "the self" through geocaching.

Another example of how students' ecoliteracy can be boosted through environmental education based on ecopedagogy is offered by Fadjarajani and As'ari (2021). By

demonstrating applications of four achievements, “cognitive”, “emotional”, “active”, and “connectional”, at a high school in Riyad, the study sheds light on the practical application of ecopedagogy in a real educational setting. For instance, increasing students’ knowledge of the environment through the incorporation of especially craft topics is exemplified regarding cognitive achievements. Considering the school takes part in projects like “Green School” and “Go Green”, greening activities are also employed in the school, including creating a school garden.

In line with the aims of the Decade, countless educational initiatives started to emerge worldwide based on the Earth Charter. These sustainability-based educational efforts were collected on a book called “Good Practices in Education for Sustainable Development Using the Earth Charter” edited by Vilela and Corrigan (2007) which sets an excellent example for anyone trying to adopt a sustainable education approach. Therefore, this publication can also be accepted as a framework for ecopedagogical applications in real educational settings. The book provides countless examples of the integration of values of the Earth Charter at different levels of formal education, teacher education, and non-formal educational settings. Since the focus of this research is the analysis of middle school EFL coursebooks, some of the educational models which were carried out in primary and secondary education and having a foreign language education and material development background are provided as examples.

Tatarstan is one of the counties which takes the initiative to integrate the Earth Charter into its educational system. To accomplish this goal, the Ministry of Education ensures that around 150 secondary schools incorporate “educational sciences” into their curricula. In addition, 9000 pupils joined 553 ecological study groups. Although this educational initiative became successful, it also revealed that educational materials fell short of attaining sustainable education goals; thus, the Ministry decided to publish three textbooks for three different levels. Later, the Earth Charter toolkit was developed with the purpose of offering sample lesson plans on sustainability to teachers (Ovsienko, 2007). It could be said that both materials and teacher training are key to success of education for sustainability in the country.

Similar to Tatarstan, Mexico developed four booklets aiming to introduce students with the principles of sustainability by providing teachers with a guide to sustainable teaching practices. The booklets involve a variety of sustainable education content on different subjects such as Geography, History, Mathematics, Spanish etc., and methodological considerations (Medellin et al., 2007). As it is seen in the Tatarstan example, the success and improvement of this educational initiative were also associated with the efficiency of teacher training and the development of the materials.

Ecopedagogy handbook is another excellent example regarding practical reflections of ecopedagogy in material development. "The International Handbook of Ecopedagogy" was released with the contributions of a lot of scholars as a concrete product of ecopedagogy in 2012. It was intended to promote reflection, discussion, and interaction among kids, kids' parents, and teachers worldwide. It was made available to the use of not only educational institutions such as universities and schools but also to the individuals for self-use. The book is a good example to understand the teaching of ecopedagogy and a useful guide for anyone about "love-based, participatory and creative" education (Grigorov, 2012).

In addition to traditional hard copy materials explained above, Little Earth Charter (LEC) is an online educational tool to implement the values of the Earth Charter through gamification, storytelling, and animations. As a suitable online material for young learners, LEC has lots of language options. It also has a teacher module for the execution of classroom activities focusing on the principles of the Charter one after another. It is also underlined that LEC can be easily integrated into English language teaching by expanding the content of the activities such as adding some language outcomes (Jiménez et al., 2007).

In conclusion, even though they are not explicitly called ecopedagogical efforts, there is room for more formal and informal educational institutions, organizations, and initiatives to adopt this approach worldwide. As underlined in the educational initiatives exemplified above, one of the essential factors in accomplishing them is the appropriateness of the materials since materials are integral parts of any educational activity. Taken this into consideration, the successful integration of ecopedagogical values into teaching materials is vital to the improvement of critical eco-literacy in children.

### 2.4.3. Ecopedagogy in Turkish Context

Although the term “ecopedagogy” is not commonly used in the Turkish educational arena, numerous attempts have been made to incorporate environmental education and education for sustainable education into the educational system. Undoubtedly, the way these concepts have been incorporated into the educational system has been influenced by governmental policies at the local and international levels. To be able to fully comprehend this, the development of environmental awareness in Türkiye must be examined first.

With the foundation of the “Prime Ministry Environment Undersecretariat” in 1978, monitoring developments regarding sustainable development and nature became a state policy. Later, environmental protection law was incorporated into the constitution in 1982, which gave this issue a constitutional dimension for the first time. Following this, many regulations have been made, along with several environmental conventions and protocols signed at the national and international levels. Regarding sustainable development goals in education, a great number of non-governmental institutions played a significant role along with the Ministry of National Education (Genc, 2021).

One of the earliest non-governmental environmental organizations in Türkiye is “The Turkish Association for the Conservation of Nature” (TTKD) which was established in 1955. Another one is “The Turkish Environmental Conservation and Greening Association” (TÜRÇEK) which was established in 1972 and organized lots of practical training exercises focusing on environmental protection. In Türkiye, there are about 170 non-governmental groups engaged in non-formal environmental education including “KIRCEV”, “OBESID”, “ÇEKÜL”, “ÇEVKOR”, “TEMA”, “TIF”, “TURÇEV” etc. Their efforts seeking to influence and instruct the public have improved in recent years. In addition, there are global institutions such as “UNESCO”, “EU”, and “UN” which initiate many projects on environmental education (Soykan & Atasoy, 2012).

With regards to the reflections on “Sustainable Development” and “Environmental Education” at the curricular level in the Turkish educational system, Alkis (2008) states that the new elementary school curriculum in 2004 aimed at fostering students’ respect for the

environment and commitment to sustainable economic practices. It is also underlined that the lessons involving "Education for Sustainable Development" themes are Social Sciences and Science and Technology at the elementary level. At the same time, it is the curriculum of the geography course which boosts ESD values at the high school level.

Likewise, it is highlighted that no specific unit was devoted entirely to environmental issues in Social Sciences and Life Sciences Courses. However, there are some topics focusing on the issue in the primary school curriculum before 2005. However, the integration of ESD became more apparent in the curriculum with the revisions in 2005. For instance, social sciences taught at the fourth-grade level involved environmental outcomes. Especially the curriculum of Life Sciences was based on the concepts like "sustainability" and "conservation of natural resources" (Tahtalıoglu & Kulac, 2019).

Türkiye Sustainable Development Report in 2012 is a crucial document signalling the key role of education in sustainable development goals and recommending incorporating courses into the curricula to raise environmentally conscious generations (Tahtalıoglu & Kulac, 2019). Likewise, the "Education Vision" of Türkiye, which contains educational goals that must be achieved by 2023, emphasizes fostering humanitarian values and a sustainable economy that can be associated with the sustainable education goals of UNESCO (Arslan & Curle, 2021). In relation to this, Genc (2021) emphasizes that a successful example of the integration of ESD into the educational system is the Primary School Science Course Curriculum designed in 2013 aiming at understanding the interconnectedness of the environment and society as a whole and raising awareness on sustainable development. In addition, Genc draws attention to the role of UNESCO in education for sustainable development in Türkiye with a committee that investigates its legislative and technical aspects.

Similar to the activities of UNESCO, the contributions of non-governmental organizations to the ESD and EE goals in Türkiye are undeniable. For instance, "Eco-Schools" is a project initiated by TURCEV and has continued in cooperation with the Ministry of National Education since 1999. In the academic year 2018-2019, it was revealed that the project was administered in 1247 schools through which thousands of students took responsibility for the implementation of sustainable development goals. "The Ecology-

Based Nature Education Project" is also an excellent example of an environmental project implemented by TUBITAK. By holding training sessions in national parks in the 13 selected rural areas in the country, it was ensured that participants were taught about the conservation of cultural and natural heritage. By including numerous projects such as "SEMEP" by UNESCO, "Green Pack", "Infinite Blue", "Learning About the Forest", "Young Reporters for the Environment", "Globe" etc., this list can be expanded (Alkis, 2008; Tahtalıoglu & Kulac, 2019).

Although the term "ecopedagogy" is not frequently used by both academic circles and educators in Türkiye, it has been noted that the programs mentioned above, particularly those run by TUBITAK, have ecopedagogical foundations. Since this term is not encountered in curriculum design or coursebook writing processes, it would be correct to claim that the TUBITAK-funded projects and the academic studies on them are the sole examples of ecopedagogy's use in the educational settings of Türkiye. Likewise, especially 4004 coded projects of TUBITAK, which have been supporting teachers since 1999, address praxis aspect of ecopedagogy (Okur-Berberoglu, 2015; Okur-Berberoglu, 2017). Some studies focusing on these projects are summarized in the following.

The study of Güler (2009) focuses on teachers' opinions after attending an ecology-based education program in İğneada, Edirne. The study reveals that teachers' participation in such an applied environmental education program improved both their environmental knowledge and skills in environmental education. At the same time, the participants pointed out that the applications of the theoretical courses on ecology in the field were very effective. Similarly, Eryaman et al. (2010) investigate how an ecopedagogy-based education program affected teachers through participatory action. The results suggest that participants acquired an awareness of political, economic, and social issues contributing to the environmental catastrophe and realized the significance of developing university programs and public-school curricula to be able to discover practical ways of developing a green mindset in society. Yalçın and Okur (2014) also examine how ecopegogy-based environmental education affects teachers' electromagnetic field awareness development in Çanakkale. It was discovered that the participants' awareness increased over the course of the instruction. They exhibited a tendency to be cautious when utilizing electrical gadgets in their daily lives.

Likewise, Okur-Berberoglu et al. (2013) investigate efficiency of an ecopedagogy-based outdoor environmental education program, which is the first example of its kind in Türkiye, on environmental consciousness. Forty teachers who have not been involved in any environmental education program of TUBITAK have been selected as participants of the study. Two types of awareness levels are aimed to be analysed: environmental awareness and biodiversity awareness. Data are collected through observations and open-ended questions. These outcomes indicate general success in raising awareness. Although environmental awareness includes biodiversity awareness, some of the participants exhibit biodiversity awareness explicitly. At the end of the study, the researchers underline that to contribute to sustainability, the Ministry of National Education, TUBITAK and non-governmental organizations need to collaborate on issues such as teacher education and curriculum development. Additionally, critical thinking has to prevail along with the evolution of political perspectives on education and the environment.

The study of Okur-Berberoglu (2015) also examines the effectiveness of a TUBITAK environmental education project based on ecopedagogy on teachers. Teachers' responses were analysed through an environmental attitude scale applied as pre and post-tests. It was revealed that the program was successful in affecting the teachers' views in a positive way. Okur-Berberoglu also points out that TUBITAK projects fill the gap in the literature regarding the practical aspect of ecopedagogy (praxis). In another study by Okur-Berberoglu (2017), the effectiveness of the Ecological Dynamics Model (EDM) was investigated along with the evaluation of the model as a part of ecopedagogy-based outdoor experiential education (EOEE). The results signal that EDM of EOEE was successful in terms of increasing environmental consciousness.

A more comprehensive and long-term study by Okur-Berberoglu (2020) deals with how an ecopedagogy-based environment program affects teachers' behaviours in consumerism. The behaviours of the participants involved in the program were analysed after seven years through an eco-literacy scale and essays. The results demonstrate that female participants' green consumer behaviours (GCB) are higher than male participants, which is associated with the fact that the domestic responsibilities of female participants have not changed after starting to work by the researcher. Another striking result signals that the participant group whose ages are over 41 have more GCBs than the other groups. Okur-

Berberoglu draws attention to the significance of the study, which is the only ecopedagogical follow-up study in the Turkish context.

The crucial importance of TUBITAK 4004 coded projects cannot be overlooked especially considering the scarcity of studies on ecopedagogy in the Turkish context. When the studies above have been taken into consideration, it could be noticed that most of the projects with ecopedagogical foundations target in-service teachers as participants and effectiveness of the environmental education on them. As Okur-Berberoglu and Uygun (2013) underline, one of the most common suggestions following the studies on these projects is to update the curriculum to reflect various environmental education attempts and give sustainability issues greater emphasis along with improving teacher education on sustainability. First and foremost, curriculum and textbooks need to be evaluated with a critical environmentalist perspective for this purpose because it would be unreasonable to make recommendations on ecopedagogical program development or coursebook design without discovering the shortcomings of the current curriculum and materials. That is why there needs to be more research on evaluation of curriculum and materials ecopedagogically in Türkiye.

Regarding curriculum analysis, the study of Tanrıverdi (2009) investigates elements of sustainability in primary school curricula in Türkiye. The findings show that sustainability-related values are only present in broad goals of social science and science and technology courses. Another interesting finding is that learning outcomes for sustainability-related subjects tend to concentrate on promoting local rather than global awareness. It has also been noted that education for sustainable development is not an essential part of the educational system, so it is a must to adopt a whole school approach to environmental education, including revision of the curricula.

Likewise, the analysis of Çalık (2009) reveals that environmental themes are incorporated into courses like social sciences and science in primary education and biology with a higher frequency in earlier grade levels. Nine environment-related themes are identified as a result of the investigation of the curriculum. Courses in teacher education programs are also analysed in the light of these nine themes. The only course dealing with an environmental concern in English language education is “Implementations servicing

society" including two themes identified in the study which highlights the shortcomings of environmental education in teacher training. Furthermore, it is argued that this situation stems from the superficial inclusion of environmental education in existing courses rather than taking it as a separate course in teacher education curricula. Based on nine environmental themes identified in the study, Çalık and Eames (2012) also analyse each course in both primary and secondary grade levels. The study shows five environmental themes are spread across the sixth and seventh-grade English courses.

Yalçınkaya (2013) investigates the social sciences curriculum regarding UNESCO's sustainability goals revolving around sociocultural, environmental, and economic points of view. Values and acquisitions in the curriculum that can be associated with education for sustainability are identified. The research confirms the findings of previous studies exploring environmental concepts in a single course, grade level, or curriculum, such as Tanriverdi (2009). It reveals that the curriculum includes ESD, but it is not sufficient.

On the grounds that English language teaching can foster environmental consciousness just like the fields that can be found directly related to the issue, such as science, social sciences, chemistry etc., Yastıbaş (2020) explores the Ministry of National Education's new English Language Teaching Program for Primary Schools anthropocentrically by employing document analysis. The results suggest that some themes in the second grade are contextualized in nature, whereas themes such as "weather" are directly related to the environment in the third grade. In general, the study finds the themes in the program suitable for environmental education and calls for further research in other grade levels as well.

Similar research focusing on a different grade level was carried out by Arslan and Curle (2021) to investigate the Turkish high school EFL curriculum and textbooks in terms of sustainable development goals by utilizing the qualitative content analysis method. It was revealed that six themes out of ten do not include any goals related to sustainable development. Among all the goals, "good health and well-being" is the one that occurs most frequently in textbooks. Compared to other grade levels, the $12^{th}$ grade textbook has more sustainability goals, which can be explained with the suitability of incorporating these goals into B1 and B2 levels. Verifying the previous research, the high school EFL curriculum was

also found insufficient in terms of sustainable development goals. The more striking result is that the goals mentioned in the syllabus are not reflected in the textbooks. In other words, textbooks fall short to acquisitions and values stated in the syllabus regarding sustainable development goals.

Although few studies on this issue concentrate mostly on analysis and identification of environment-related concepts in documents, as underlined above, the study of Mete (2018) makes a practical solution by offering a framework for integrating environmental education into English Language Teaching. The study demonstrates how a critical reading activity related to environmental issues can be designed based on environmental education strategies and Bloom's taxonomy. A variety of questions are prepared in line with the stages of taxonomy to be answered at different phases of the activity. In conclusion, this research can serve as guidance for coursebook writers on the integration of environmental education by offering a cognitive framework.

### 2.4.4. Previous Studies on the Ecopedagogical Analysis of EFL Coursebooks

Coursebooks are still among the primary materials in EFL settings and are vital to constructing certain values, one of which is ecological consciousness. Considering they have a critical role in raising eco-friendly generations, their content and how is said what is supposed to be said in these books need to be questioned and evaluated. For the former one, the content of the books, conceptual content analysis can be done, which helps us to have an idea about the existence of ecological themes in a coursebook. For the latter one, a deeper and more comprehensive analysis needs to be done, such as critical discourse analysis, which is one of the ways of analysing a book eco linguistically. Therefore, different methods like conceptual content analysis, critical discourse analysis, textual content analysis etc. are utilized to analyse EFL coursebooks ecopedagogically.

As has been underlined many times before, this study considers any study that does not conflict with the values of ecopedagogy in theory and practice as ecopedagogical, regardless of their titles. Therefore, similar to the previous sections, studies analysing EFL coursebooks in line with the values of ecopedagogy, are accepted as ecopedagogical and

included in this study. Especially including research that takes a more critical stance on the problem and emphasize the significance of action, which corresponds to the praxis aspect of ecopedagogy, was taken into consideration.

To start with, Jacobs and Goatly (2000) have carried out a very comprehensive analysis of 17 EFL coursebooks in SEAMEO (Southeast Asia Ministers of Education Organization) in terms of ecological themes. The books were analysed for the existence of topics on environmental issues and checked whether they contribute to students' actions to protect the environment based on the six objectives of environmental education of UNESCO. The results demonstrate that 2 % of the activities examined are related to the environment. Besides, it is also found that 57 % of them do not encourage environmental action. A very limited number of activities promoting environmental participation is explained in two ways. First, material developers do not consider themselves as authorized to advise pupils on subjects not related to language acquisition. Second, it is quite challenging to propose environmental actions that is universally suitable for everyone in the books, which are utilized internationally, The researchers also associate fewer environmental activities in lower level books with students' poor language skills.

The study of Stibbe (2004) paved the way for a different perspective regarding the analysis of ecological themes in Japanese EFL coursebooks by investigating shallow environmentalism, which is responding to ecological degradation by treating the immediate physical signs (such as acid rain or ozone depletion) while the fundamental social, political, and psychological issues remain unaddressed. The research reveals assumptions such as "excess consumption of resources improves the quality of life" (p.546) on which shallow environmentalism has been built in Japanese textbooks. Similarly, Xiong (2014) analysed Chinese EFL textbooks for the genre of shallow environmentalism based on Stibbe's work and conducted a content analysis for environmental topics similar to Jacobs and Goatly (2000). The study revealed that environmental issues comprised less than 4 % of the units in five prevalent EFL textbook series.

Regarding the ecological theme analysis of EFL coursebooks, the study of Al-Jamal and Al-Omari (2014) is also an example through which 10$^{th}$ grade EFL coursebooks approved by the Ministry of Education in Jordan were analysed if there are any themes to

build ecological sustainability. A checklist investigating four aspects of ecological education, such as “ecological sensitivity”, “ecological knowledge”, “ecological skills”, and “ecological contribution” was developed and used for the detection of ecological themes through frequency analysis of related words and phrases. Among these categories, “ecological contribution” was found to be the least focused aspect in the books. As a result, the researchers inferred that examined EFL coursebooks are inadequate regarding ecological themes. Similarly, Faramarzi and Janfeshan (2021) analysed six EFL coursebooks used in high schools in the Iranian context through textual content analysis. They demonstrated that environment-related topics included in the coursebooks are also quite limited.

Another comprehensive study was carried out by Akbana and Yavuz (2022). A set of EFL coursebooks with five levels that were used in prep-schools was evaluated in terms of global themes one of which is environmental education, by employing content analysis through a checklist. Interestingly, it was found that the frequency of environmental education themes was the highest among other themes. Jodoin and Singer (2020) also evaluated university-level EFL coursebooks utilized in higher education in Japan through a corpus study. The results demonstrated that although environmental themes are included in the coursebooks, they do not meet the goals of sustainable education.

Regarding an eco-critical discourse analysis, the study of Akcesme (2013) provides a comprehensive example by analysing 7 EFL coursebooks. The researcher utilized critical discourse analysis as a method by developing categories for different representations of nature based on the work of Lakoff and Johnson (1980). In addition, transitivity analysis of Halliday (1985) was applied to reveal how specific linguistic choices affect the way nature is constructed. The study revealed that the anthropocentric point of view, which is any position, perspective, or thought that prioritizes or holds the human as the basis, is dominant in all books. Likewise, Zahoor and Janjua (2020) analysed primary school ELT textbooks used in Pakistan from ecopedagogical and ecolinguistic approaches by adopting Halliday’s transitivity analysis. The study demonstrated that the selected textbooks fall far short regarding ecopedagogical values. In other words, the content revolves around anthropocentric ideology.

The study of Bland (2014) focuses on the analysis of 6 picture books and graphic novels used in EFL/ESL settings. The researcher makes use of four aspects that signal whether a text prioritizes the environment or not while analysing the illustrations. Drawing attention to the potential of literary texts, the researcher underlines the significance of content's dialoguing with both natural and cultural phenomena while selecting the materials for primary and lower-secondary schools. Despite not particularly targeting coursebooks, the research is significant considering the scarcity of ecopedagogical and ecolinguistic studies in the literature.

Shoaib et al. (2020) also offer a successful example of an ecopedagogical analysis of a novel called "Thinner than Skin". By emphasizing the significance of fiction in teaching environmental issues to children, the study also outlines a conceptual basis for how literary works might be used to raise students' awareness of environmental issues. The study shows that while the human desire for power and wealth constitutes a threat to the ecosystem, other concepts, such as the importance of land, animals, and water, are essential to its survival. By offering an ecopedagogical analysis of literary materials, this research diversifies the literature similar to those analysing picture books.

Another research strategy in the analysis of materials is seeking teachers' opinions. Likewise, E Zia et al. (2022) employed interviews with 25 teachers who teach English at the secondary level about the coursebooks they utilize. The teacher expressed disappointment and dissatisfaction with the book's lack of environmental topics. In addition to the inequalities of the materials, they also state that they also have difficulty in incorporating environment-related topics into their classes due to some factors such as time pressure and other limitations. They also draw attention to the inadequacy of teacher education and lack of support to raise teachers' awareness and guide them about how to rearrange their lessons in line with environmental principles.

In the Turkish setting, there has not been any published study dealing with the ecopedagogical analysis of EFL coursebooks used in state schools except for the studies of Yastıbaş (2020) and Arslan and Curle (2021) although the main concern of these studies is evaluating curriculum and syllabus. The study of Uyar and Ensar (2016) investigated Turkish coursebooks published by the MoNE in terms of three aspects of environmental

literacy: knowledge, affect, and behaviour. The results suggest that the content promotes environmental literacy focusing on the "knowledge" aspect. Gonen and Guler (2011) also explored picture storybooks published in Türkiye for environmental themes. It was revealed that books dealing with environmental concepts are designed for children aged 6 and over. It therefore needs to be considered that there is a necessity of preparing picture books with environmental content for lower age levels as well.

As it could be understood from the review of the studies above, a variety of methods can be employed while analysing coursebooks from an eco-critical perspective. However, it is a fact that there is a limited number of research on EFL coursebook analysis from an environmental point of view in the Turkish setting. Considering the scarcity of research analysing coursebooks in Türkiye in terms of environmental pedagogies even in related fields such as science and technology or social sciences, it is not surprising to observe that there is no research investigating EFL coursebooks from ecopedagogical lenses. By offering a unique viewpoint and conducting an environmental analysis, this research seeks to close the gap in the literature.

# CHAPTER 3
# METHODOLOGY

## 3.1. Research Design

This study analyses Turkish middle school EFL coursebooks from an ecopedagogical point of view by employing qualitative content analysis. Krippendorff (1989) defines "content analysis" as a research technique for establishing reproducible and accurate inferences from data to their context. It has been used in various fields, including media, politics, psychology, and health. Education is another popular field in which content analysis is utilized. In educational settings, it can be applied in a number of ways, one of which is the analysis of textbooks for sexual and racial stereotypes, as underlined by Krippendorff. In this regard, content analysis has been adopted as a research methodology in this study since the researcher's purpose is to analyze EFL textbooks ecopedagogically.

Hsieh and Shannon (2005) describe qualitative content analysis as a research method to analyse textual content subjectively by employing systematic coding and pattern identification process. Likewise, activities focusing on ecological issues in the selected books will be analysed in light of the ecopedagogical criteria set in this research by adopting qualitative content analysis. It is an advantageous technique for classifying textual content/s under categories or themes based on what they represent.

There are three approaches to qualitative content analysis: conventional, directed, and summative (Hsieh & Shannon, 2005). In conventional content analysis, the study is initiated with observation. Codes are created during the analysis of data. Unlike the conventional approach, the directed qualitative approach begins with developing codes based on an existing framework or theory. Then, data analysis begins with these predetermined codes. If it is necessary, coding continues during the data analysis process. In the summative approach, on the other hand, some key word/s are the starting point of the study. Their number is calculated and compared concerning what they mean in the context. Since the study focuses on ecopedagogical dimensions of the activities in textbooks, the analysis begins with the adaptation of six criteria developed by Gaard (2008) for

ecopedagogy of children's environmental literature. The codes of the study are derived from these six criteria and determined before the analysis; thus, a directed qualitative approach has been utilized in this research on the grounds that an existing framework guides the analysis process in the early stages of the research.

In directed qualitative content analysis, initial coding categories are developed using a theory, framework, or previous study. Second, operational definitions are written for categories. Finally, the researcher begins reviewing textual data in order to find categories by marking relevant sections of the text (Hsieh & Shannon, 2005). With the purpose of providing qualitative researchers with a framework of directed qualitative content analysis to follow, Kibiswa (2019) develops a schema of textual analysis involving three phases and eight steps incorporating the work of Hsieh and Shannon and many other scholars. In this study, Kibiswa's three-phase and eight-step schema is followed during the analysis process, which is explained in detail in the table below.

Table 1

Kibiswa's schema of directed qualitative content analysis (Kibiswa, 2019)

| Phase One: Early Steps of Analysis or the Preparation Phase | |
|---|---|
| Step 1: Developing the study's frame and operational definitions | The researcher detects themes and subthemes in a theory and categorizes them through which coding agenda of the research is created. Operational definitions are determined for each code. |
| Step 2: Determining the unit of analysis and sampling materials to be analysed | It is determined by the researcher which material/s are analysed. |
| Step 3: Getting a sense of the data | The researcher starts identifying parts of the textual data related to predetermined themes/categories by highlighting. All the textual data which are identified with themes/categories are coloured. |

Table 1 (Continued)

| Phase Two: In-Depth Steps of Analysis or the Data Analysis Phase | |
|---|---|
| Step 4: Data coding and organizing | The researcher reviews the text and highlighted chunks. Codes are written next to them in parentheses. Then, the researcher forms a table demonstrating highlighted chunks from the texts, their codes, their locations in the text such as page and paragraph number along with other observations in different columns. |
| Step 5: Making connections, interpreting them, and drawing conclusions | The researcher expands on the meaning through interpretations and close reading of chunks. |
| Step 6: Verifying interpretations plausibility and ensuring trustworthiness | The researcher presents finding of the study and explains the processes which gave way to the findings. They can be supported with tables, charts, quotations etc. |
| Phase Three: Reporting the Analysis Process and Results or the Final Phase | |
| Step 7: Making an appropriate outline for a detailed presentation | A detailed outline of the overall study is prepared by the researcher taking into consideration that some changes may happen through the process. |
| Step 8: Thick description of the research history and findings | A comprehensive summary of the entire research is provided by the researcher accompanied by maps, tables, quotes etc. |

### 3.2. Instruments & Coursebooks

Middle school EFL coursebooks published by the Ministry of Turkish National Education are utilized in this study as a data source. The books are available on the website (https://www.mebkaynak.com/category/ingort/). There are two types of

coursebooks offered by the MoNE for each level. One of the two books that are offered for use at each level of instruction is distributed to schools. Four coursebooks which are utilized at the 5th, 6th, 7th, and 8th grades in the middle schools where the researcher and peer debriefers, who actively contribute to the analysis process, teach are chosen as tools for this research. All the books were accepted as textbooks for five years, starting from the 2019-2020 academic year, with the decision of the Board of Education and Discipline dated 18.04.2019. In other words, they are currently used in state schools in Türkiye.

The selected 5th grade coursebook is "Happy English". "English Route 6" is chosen for the 6th grade level. For 7th grade, "Middle School and İmam Hatip Middle School English Textbook 7" is preferred. Finally, "Upswing English 8" is selected for the 8th grade level. All the books comprise ten units in line with the objectives and key competences stated in the 5th, 6th, 7th, and 8th grades English language syllabi. Table 2 demonstrates the selected coursebooks below.

Table 2

List of selected coursebooks

| Number | Coursebook Title and Abbreviation | Grade | Author/s | Publisher |
|---|---|---|---|---|
| 1 | Happy English (HE5) | 5 | Cüneyt Ceylan, Gökhan Gümüş Gizem Kabukçu | Başak |
| 2 | English Route 6 (ER6) | 6 | Evrim Birincioğlu Kaldar, Lamia Karamil | Pasifik |
| 3 | Middle School and İmam Hatip Middle School English Textbook 7 (M7) | 7 | Ferahnaz Tan | Bilim ve Kültür |
| 4 | Upswing English 8 (U8) | 8 | Baykal Tıraş | Tutku |

According to the English curriculum model of the MoNE for primary schools, which was based on CEFR (Common European Framework of Reference), there are three stages. Language proficiency indicators for 5th and 6th grades corresponding to the second stage were determined as A1. At this level, short texts are introduced to the students, which refers to "limited reading". The highest number of words that students can expose to in a reading activity at a time is 25 in limited reading. They can also take part in controlled writing

exercises. Activities suggested for the fifth grade includes “very limited writing”, which is writing at a word level. For instance, students are expected to write the animal’s name under its picture (MoNE, 2018).

| Levels [CEFR*] (Hours / Week) | Grades | Skill focus | Main activities/Strategies |
|---|---|---|---|
| 1 [A1] (2) | 2 | Listening and Speaking | TPR/Arts and crafts/Drama |
| | 3 | Listening and Speaking<br>Very Limited Reading and Writing° | |
| | 4 | Listening and Speaking<br>Very Limited Reading and Writing° | |
| 2 [A1] (3) | 5 | Listening and Speaking<br>Limited Reading°<br>Very Limited Writing° | Drama/Role-play |
| | 6 | Listening and Speaking<br>Limited Reading°<br>Limited Writing° | |
| 3 [A2] (4) | 7 | **Primary:** Listening and Speaking<br>**Secondary:** Reading and Writing | Theme-based ∞ |
| | 8 | **Primary:** Listening and Speaking<br>**Secondary:** Reading and Writing | |

Figure 5

Model English language curriculum for 2nd – 8th grades in Türkiye (MoNE, 2018)

On the other hand, the proficiency levels of 7th and 8th grades are stage two and A2 in CEFR. At this level, reading and writing that are more cognitively challenging are introduced to the students as essential components of language development. Theme-based activities are also suggested for 7th and 8th grades, whereas drama and role-play are selected for 5th and 6th grades. The features associated with theme-based teaching are a highly contextualized language learning environment revolving around selected themes focusing on lexis, language usage, and situation-based meaningful learning (MoNE, 2018).

### 3.3. Data Collection and Analysis

This study explores ecopedagogical representations in Turkish middle school EFL coursebooks via three research questions utilizing Kibiswa’s three-phase and eight-step schema of directed content analysis. Regarding the data analysis, the first step is screening coursebooks for the overall number of activities. Each activity was coded on an Excel spreadsheet to calculate the total number of activities in four books. Listening activities are also included in the analysis. End-of-unit activities titled “Practice time” and “Exercises” in

the “HE5” and “M7” and “Self-Study Activities” in “U8” are not included in the analysis since they are repetitive in many ways. It is observed that these repetitive activities ensure practicing language goals targeted in main activities without any additional content, so they are eliminated from the study on the grounds that they do not contribute to findings by providing different content.

As a second step, ecopedagogical activities are examined based on six conditions for ecopedagogy of children’s environmental literature by Gaard (2008). In other words, activities are analyzed critically to explore whether they align with the six criteria to raise children’s eco-literacy proposed by Gaard (See Appendix 2 for sample activity analysis). Table 3 presents six codes and their operational definitions created in light of the criteria for ecopedagogy of children’s environmental literature below.

Table 3

Coding frame of the study

| Themes/Categories/Codes | Meanings/Operational Definitions |
|---|---|
| 1. Praxis (P) | Any activity illustrating praxis, confluence of theory and practice, / pushing students to make eco-friendly choices, engage them in “service learning”, “experiential learning” and “civic involvement”/ encouraging students to take an action regarding environmental problems and interfering in any derogatory action and promote sustainability. |
| 2. Teaching about the social and natural environment (TA) | Any activity which teaches about the social and natural environment/ provides insights on the current ecological problems, their reasons, and solutions both on an individual and societal basis. |

Table 3 (Continued)

| | |
|---|---|
| 4. Teaching through the social and natural environment (TT) | Any activity which teaches through the social and natural environment and involves homework, pair/group work, project work, experiential learning, service learning etc. which are designed with the purpose of contributing to the greater goal of putting knowledge to use for social and environmental justice. |
| 5. Teaching the Connections of Sustainability (TCS) | Any activity which teaches the connections of sustainability, the balance of nature, the interdependence of the systems within the universe such as "humans and nonhuman animals" by rejecting any type of power relations and oppressions among these systems for the unity of theory and practice. |
| 6. Urgency (U) | Any activity which involves urgency, illustrating dedication, the necessity of action and change now. |

An activity is considered ecopedagogical if it satisfies even one of the requirements listed above. In order to answer the first research question, the total number of ecopedagogical activities in middle school coursebooks are calculated and presented along with the percentage value. Regarding the second research question, frequencies and percentages of ecopedagogical activities are calculated separately for each book and demonstrated through tables. Then, coursebooks of different grade levels are compared in terms of the number of ecopedagogical activities they involve. Finally, to address the third research question, it is examined which and how many criteria are fulfilled in ecopedagogical activities. While deciding on the ecopedagogical activities, the researcher employs a technique known as "peer debriefing" to ensure the study's trustworthiness.

Peer debriefing is an essential component of successful qualitative research. According to Janesick (2007), peer debriefing enables a competent researcher or colleague to examine transcripts and evaluate categories/themes of a study. Through this technique, a group of researchers can determine whether the researcher overlooks any points, has a biased stance, or overemphasizes irrelevant points. The researcher can review the research based on the comments or criticisms received through peer debriefing. Considering this study is qualitative in nature, peer debriefing has been utilized to ensure that selected activities involve ecopedagogical criteria with the help of three examiners who currently work as middle school EFL teachers in Türkiye and use four coursebooks analysed in the study.

Peer debriefers are provided with a checklist (See Appendix 1) to ensure they comprehend the process of categorizing activities in terms of ecopedagogical principles. A presentation is also given to ensure that they acquire the principles by the researcher. Later, they are expected to evaluate 893 activities in four books in the light of ecopedagogical principles and code them on an Excel file. The researcher gathers the data attained through analysis made by three debriefers. Finally, three debriefers and the researcher meet to clarify their disagreed categories through an online meeting. At the end of the meeting, agreed categories are determined.

# CHAPTER 4
# FINDINGS AND DISCUSSION

## 4.1. Findings on Ecopedagogical Activities in the Selected Coursebooks

Regarding the first research question, the researcher and three debriefers scan all the activities of four books. Agreed categories are determined for each activity. Then the activities involving even one of the six ecopedagogical criteria are considered ecopedagogical (See Appendix 3 for the analysis). Table 4 presents the total number of ecopedagogical activities compared to all the activities in the book.

Table 4

Overall distribution of ecopedagogical activities

| Total Number of Activities in Four Books | Frequency of Ecopedagogical Activities | Percentage of Ecopedagogical Activities |
|---|---|---|
| 893 | 111 | 12 % |

According to the analysis of researchers and peer debriefers, 111 of the 893 activities in four middle school coursebooks match at least one ecopedagogical criterion, accounting for 12% of the activities. On the other hand, 782 activities do not meet any of the ecopedagogical criteria. Regarding the second research question, ecopedagogical activities are calculated for each book. Table 5 demonstrates how many ecopedagogical activities each book has, along with the percentages.

Table 5

Distribution of ecopedagogical activities in different grade levels in descending order

| Coursebook Abbreviation | Total Number of Activities | Frequency of Ecopedagogical Activities | Percentage of Ecopedagogical Activities |
|---|---|---|---|
| M7 | 198 | 40 | 20.20 % |
| ER6 | 257 | 37 | 14.39 % |

Table 5 (Continued)

| | | | |
|---|---|---|---|
| U8 | 253 | 26 | 10.27 % |
| HE5 | 185 | 8 | 4.32 % |

When the values are considered, “M7” outnumbers other books with 40 ecopedagogical activities at a percentage value 20.20. “ER6” follows “M7” with 37 ecopedagogical activities with a percentage of 14.39. “U8” is third on the list, with 26 activities accounting for 10.27 percent. With only eight activities, “HE5” is the book with the fewest ecopedagogical activities.

The third research question investigated which and how many criteria are satisfied in ecopedagogical activities. First, it was observed that there is not any activity meeting all the six criteria. The highest number of criteria which is satisfied within an activity is three. Table 6 provides a detailed analysis of the frequency of the ecopedagogical criteria in four books.

Table 6

Overall distribution of ecopedagogical criteria in descending order

| Name of the Criterion | Frequency | Percentage |
|---|---|---|
| 1.Teaching about the social and natural environment (TA) | 106 | 95.49 % |
| 2. Teaching the Connections of Sustainability (TCS) | 25 | 22.52 % |
| 3. Teaching through the social and natural environment (TT) | 3 | 2.70 % |
| 4. Praxis (P) | 2 | 1.80 % |
| 5. Teaching in the social and natural environment (TI) | 0 | 0 % |
| 6. Urgency (U) | 0 | 0 % |

The criteria “TA” is remarkably the most frequent category with a percentage value of 95.49. “TA” is followed by “TCS” with a frequency value 25. “TT” is the third most frequent category which is followed by “P”. It was noted that there is not any activity in four

books that meets the criteria “TI” and “U”. To put it another way, there is a significant number of activities that teach about the social and natural environment (*n* = 106) which correspond to almost all the ecopedagogical activities in four books (*n* = 111). Similarly, the books contain many activities teaching about the connections of sustainability (*n* = 25). On the other hand, the number of activities that teach through the social and natural environment (*n* = 3) and involve praxis (*n* = 2) is pretty limited. Finally, the books do not involve any activity which necessitates teaching in a natural environment, such as seashore or animal shelters (*n* = 0) or promotes urgency (*n* = 0). In line with this data, it could be claimed that the activities in the books promote environmental consciousness primarily by giving information about natural phenomena rather than engaging students in a place where they can experience hands-on activities related to nature and pushing them to take action.

The table above presents the number of activities meeting even one criterion. In other words, it demonstrates the overall number of activities that fit into each category. However, it needs to be taken into consideration that a considerable number of activities involve more than one criterion within themselves. Table 7 demonstrates the frequency of activities involving only one and more than one category, thus offering readers a fresh way of looking at the data. (See Appendix 2 for examples of category identification in activities)

Table 7

Distribution of overlapping ecopedagogical criteria in activities in descending order

| Name of the Criteria/Criterion | Frequency | Percentage |
|---|---|---|
| TA | 82 | 73.87 % |
| TA, TCS | 20 | 18.01 % |
| TCS | 5 | 4.50 % |
| TA, TT | 2 | 1.80 % |
| TA, P | 1 | 0.90 % |
| TA, TT, P | 1 | 0.90 % |

The table clearly shows that a significant number of ecopedagogical activities fit into only one category, with “TA” being the most frequent one (*n* = 82) and followed by “TCS”

($n$ = 5). To put it another way, there are 87 ecopedagogical activities in total satisfying only one category. Regarding the overlapping categories, the number of activities meeting both "TA" and "TCS" criteria is 20. Another pair of intersecting categories is "TA" and "TT" coming together only in 2 activities. Finally, only one activity intersects two other categories "TA" and "P" within itself.

The highest number of categories intersecting in an activity is three. There is only one activity in the books intersecting "TA", "TT" and "P". When the frequency of activities fitting into only "TA" and both "TA" and "TCS", which considerably surpass the others, are taken into consideration, it could be stated that a substantial number of activities teach about the natural phenomena and connections of sustainability rather than promoting experiential activities. By looking at the occurrence of ecopedagogical categories in various grade levels, the data may also be analysed from a different perspective. Table 8 demonstrates frequency of categories across different grade levels.

Table 8

Distribution of ecopedagogical categories in different grade levels

| Coursebook | TA | TA, TCS | TCS | TA, TT | TA, P | TA, TT, P | Total |
|---|---|---|---|---|---|---|---|
| HE5 | 7 | 0 | 1 | 0 | 0 | 0 | 8 |
| U8 | 22 | 1 | 1 | 1 | 0 | 1 | 26 |
| ER6 | 24 | 9 | 3 | 1 | 0 | 0 | 37 |
| M7 | 29 | 10 | 0 | 0 | 1 | 0 | 40 |

Supporting the previous findings, the outnumbering category is "TA" in each book, followed by "TA, TCS" in "ER6" and "M7" and "TCS" in "HE5". As it could be understood from the table, there is not an equal distribution of categories at different grade levels. Activities primarily focus on teaching about nature and connections of sustainability. On the other hand, categories related to engaging students in real-life tasks such as "TT" and "P" are quite limited. It is also noticed that category "P", which is related to act regarding environmental problems, is met in the activities of only 7$^{th}$ and 8$^{th}$ grade coursebooks although their number is limited.

### 4.2. Discussion

After thoroughly examining all four books, it was discovered that 111 out of the 893 activities involve at least one ecopedagogical criterion, which allowed them to be considered ecopedagogical. The book with the fewest number of ecopedagogical activities was “HE5” (*n* = 8). Considering “HE5” is the coursebook of the lowest grade level in middle school, it could be somewhat logical that its language skills and learning outcomes are limited compared to those of other levels. As it is stated in the curriculum, 5th graders are exposed to limited reading and very limited writing activities (MoNE, 2018). Thus, it could be expected that the number of activities with ecopedagogical content in the 5th grade can also be less than other levels. Likewise, Jacobs and Goatly (2000) argue that there are fewer environmental themes in lower level coursebooks stems from the material developers’ opinion that children's language skills are insufficient to communicate on these subjects. Supporting this finding, the fact that 5th grade coursebook has the fewest number of ecopedagogical activities is completely reasonable and expected.

Based on the findings of Jacobs and Goatly (2000) on the likelihood of fewer environmental topics in lower-grade coursebooks, it would also be reasonable to assume that “U8” would contain the highest number of ecopedagogical activities in this study. Likewise, Arslan and Curle (2020) reveal that 12th grade coursebook has the highest number of sustainability goals among other high school EFL coursebooks which is associated with the convenience of integrating sustainability subjects into the books with higher proficiency levels. However, this is not the case in the findings of this study. Despite being the highest grade level, “U8” is even behind “ER6” and “M7” in terms of the frequency of ecopedagogical activities. Therefore, grade level ought not to be linked to how often ecopedagogical activities occur. It also needs to be underlined that in the study of Arslan and Curle, the second coursebook with the highest number of sustainability themes is 9th grade coursebook, whereas 11th grade coursebook has the lowest number. Taking this into consideration, trying to draw a correlation between grade level and frequency of environmental activities might not be accurate.

Although 12 % of the activities are accepted as ecopedagogical in four books, the category distribution is not equal with “TA” which clearly surpasses other categories. Following “TA”, the second highest category is “TCS” although its frequency is quite low compared to “TA”. The reason behind “TA” is the most frequent category can be associated with the convenience of fulfilling the conditions of the criterion. In other words, it could be relatively easier for material developers and stakeholders to create an activity that gives information about the social and natural environment since the criterion’s requirements are not as demanding as those of other categories. The second highest category, “TCS”, which overlaps with “TA” more than any other, is also meaningful. Likewise, writing an activity teaching the connections of sustainability can be less challenging than trying to fulfill other categories.

On the contrary, developing and managing an activity fitting into the categories of “P”, “U”, “TI”, and “TT” can be challenging for both material developers and teachers. Among these categories, “TT” and “P” are satisfied only in five activities in total, whereas “TI” and “U” are not fulfilled in any activities. In other words, the ecopedagogical activities in the books never satisfy the “Teaching in the social and natural environment” and “Urgency” criteria. At this point, the importance of praxis needs to be underlined in ecopedagogy since it urges action and environmental movement, which also distinguishes ecopedagogy from many other environmental pedagogies. Norat et al. (2016) also underline the vital role of critical praxis as a methodological approach to ecopedagogy. However, the selected coursebooks fail encourage students to intervene in environmental crises and act in this way, neither locally nor globally, by approaching the issue from a critical perspective. Rather, they teach about the nature and connections of sustainability.

The study of Al-Jamal and Al-Omari (2014) also revealed similar results by analysing a 10$^{th}$ grade EFL coursebook based on four ecological themes. The results demonstrated that “ecological contribution” is the least occurred theme with the percentage value of 12.35 which is surpassed by those related to “ecological knowledge”, “awareness”, and “skills”. It could be claimed that the criterion of “ecological contribution” mostly match with the principles “P”, “TT”, and “TI” since it involves organizing field trips and managing campaigns. Likewise, “ecological sensitivity and awareness” corresponds to “TA” and “TCS” categories in the study by comprising being knowledgeable about ecological crisis.

As a result, both studies point out the scarcity of the environmental action in EFL coursebooks.

Likewise, Jacobs and Goatly (2000) draw attention to the coursebooks' failure to support environmental action, which is explained with material developers' hesitation to address an issue and say students what to do on it apart from language learning. It is also underlined that putting forward an environmental action which can be accepted universally is impossible; thus, it is recommended that teachers need to adapt coursebooks in line with their purposes. Although these reasons could be acceptable in the context of Jacobs and Goatly, their accuracy in the context of this study is debatable. Especially "social and civic competency" stated explicitly under "Key Competences" of the MoNE (2018) encourages taking responsibility and acting accordingly. Hence, coursebooks published by the MoNE are also expected to fulfil these criteria. Besides, it is not difficult to support environmental action at the local level first through the educational materials utilized in middle schools in Türkiye.

The frequency of categories could also be interpreted further in the light of "Key Competences" adopted in the last foreign language program by the MoNE (2018). "Basic skills in math and science" involves understanding the natural world utilizing the body of knowledge and techniques such as experimentation and observation and comprehension of human action on the environment. Considering the activities involve a high number of "TA" and "TCS" criteria, it could be claimed that they help students enhance their knowledge of nature, thus fulfilling the requirement of the competence "basic skills in math and science" in some ways. Likewise, Ağçam (2019) underlines those objectives related to "basic skills in science" in the curriculum are attained through a wide range of topics such as "wild animals" and "natural disasters" which can also be confirmed through titles of the activities analysed in this study (See Appendix 3). On the other hand, there is an emphasis on observation and experimentation within this competence, which can match with the features of "TI", "TT", and "P". Therefore, the activities in the book can fall short of satisfying these aspects of the competences since the frequency of these three criteria is relatively low.

Likewise, "social and civic competency", which entails constructive involvement in neighborhood and community activities and "sense of initiative and entrepreneurship",

which is associated with a person's capacity for taking action on their thoughts, are also categorized under "Horizontal Skills" of "Key Competences" in the curriculum (MoNE, 2018). With regards to ecopedagogical criteria, they share fundamental principles with "TT", "P" and "U" since the common feature of these criteria is positively transforming the environment by taking action. However, only five activities fulfill "TT" and "P" in four books, and zero satisfying "U". Hence, it could be argued that these two aspects of the "Key Competences" stated in the curriculum are not sufficiently covered in the books in terms of ecopedagogical values. Ağçam (2019) also underlines that "sense of initiative and entrepreneurship" was not attained any of the objectives whereas "social and civic responsibility" was fulfilled to some extent with a limited number of topics such as "environmental protection". A similar interpretation can be made for "Values education" of the curriculum emphasizing "responsibility", "respect", "justice" and many others. Environmental activities can be adequate in terms of teaching about the environment; however, they do not promote actions that encourage students to fulfill their sense of responsibility for environmental action.

Unbalanced distribution of ecopedagogical categories in the activities of the selected coursebooks demonstrate their success in giving information about environmental issues although they fail in promoting participatory actions. In other words, activities mostly address cognitive domain, whereas they do not support behavioural domain adequately in terms of ecopedagogy. Likewise, Arslan and Curle (2021) also highlight the necessity for balanced representation of sustainability objectives in high school EFL coursebooks since the activities revolve around mostly in cognitive domain. However, they also need to be broadened to improve socio-emotional and behavioural development. As suggested by Grigorov and Fleuri (2012), participatory action research could be utilized as an ecopedagogical methodology; thus, students' socio-emotional and behavioural development could also be supported through the activities promoting action, which can be achieved with the satisfaction of the criteria "P", "TI", "U" and "TT" within educational activities. By benefiting from similar methodological approaches, activities of the selected coursebooks could also be enriched. Hence, equal distribution of categories could also be ensured (See "Practical Implications" part in "Conclusion" chapter).

The findings derived from the analysis are limited to the selected coursebooks of MoNE. Hence, they might not be generalized to other textual materials utilized in different grade levels and contexts. For instance, Akbana and Yusuf (2022) emphasize that units related to environmental education are more abundant than other global issues in a series of general English coursebooks utilized in an English preparatory program. Likewise, Yastıbaş (2020) puts forward that the themes in the 2nd, 3rd, and 4th grade English syllabi of MoNE (2018) are successful in contextualizing English learning in connection with nature and thus dealing with Anthropocene. It could be claimed that the findings of these studies signal relatively positive outcomes regarding the existence of environmental concepts in the coursebooks.

On the contrary, numerous studies conducted worldwide and in Türkiye demonstrate that the number of environmental issues in the EFL coursebooks is insufficient. Assuming that the current research also draws attention to the inequal distribution and insufficient number of ecopedagogical criteria in the books, it could be connected to other studies in some ways. For instance, Arslan and Curle (2021) state that especially 9th, 10th, and 11th grade coursebooks do not sufficiently address sustainability goals. Likewise, Jodoin and Singer (2020) show that although there are environmental themes in the coursebooks, they fall short of the standards for sustainable education. Zahoor and Janjua (2020) also highlight inadequacy of ecopedagogical elements in Pakistani EFL coursebooks. Although it is difficult to make a single inference about the findings of the current study without conducting more research focusing on ecopedagogical analysis of other coursebooks and programs, the findings are still promisingly noteworthy since they generally mirror the current patterns in middle school EFL coursebooks in Türkiye.

# CHAPTER 5
# CONCLUSION AND IMPLICATIONS

## 5.1. Overview of the Study

Ecopedagogy is a movement and curricular approach built on critical pedagogy. It promotes critical and multifaceted awareness of the world and aims to create a sustainable future by striving to put an end to an anthropocentric worldview. One of the most effective tools of this movement is undoubtedly education on the grounds that people need to transform themselves along with their surroundings to develop a sustainable future. Concerning this, the role of education is to foster critical eco-literacy by transforming the consciousness of society.

The Earth Charter, which is the manifesto of ecopedagogy, declares 16 guiding principles as a norm for a sustainable way of living that people, groups, corporations, governments, and global institutions are encouraged to adopt. Likewise, principle 14. offers the incorporation of knowledge, beliefs, and abilities required for a sustainable way of living into formal education and life-long learning (Earth Charter, 2020). As sustainable living is being integrated into all facets of society, schools have a far more significant impact by raising generations to pursue an eco-friendly lifestyle and working toward a brighter future.

In line with that, Kahn (2010) relates ecopedagogy's success to the availability of eco-literacy initiatives in both society and schools. Similarly, Norat et al. (2016) put forward "curricular reconceptualization", through which the philosophy of ecopedagogy can be integrated into lessons, materials, courses, etc. Considering "textbooks are de facto curriculum" (Graves, 2008, p.151), they have enormous potential for incorporating principles of ecopedagogy into a formal educational system. Hence, this study has explored ecopedagogical elements in Turkish EFL middle school coursebooks by employing six criteria for an ecopedagogy of children's environmental literature of Gaard (2008).

Although the term "ecopedagogy" is not addressed explicitly in the curriculum, values and skills promoted under "Key Competences" and "Values Educations" in MoNE (2018) could easily be associated with the principles of ecopedagogy. Especially, "social and

civic competency" and "initiative and entrepreneurship" which refer to a person's capacity to engage in solving the problems and issues of the local and broader community through collaboration and individual work are in line with the ecopedagogical principles "TT", "TI", "U" and "P". However, the analysis has demonstrated that selected coursebooks are insufficient to meet these four criteria and therefore do not satisfy the requirements of "Key Competences" and "Values Education" as well. Hence, implementing adjustments in line with ecopedagogical principles would ensure that our educational system becomes greener, which will pave the way for the growth of more conscious generations.

### 5.2. Practical Implications

Taking missing ecopedagogical dimensions in the Turkish context into consideration, many goals need to be accomplished at the institutional and curricular levels. Okur-Berberoglu et al. (2013) assert that the MoNE, non-governmental organizations, TUBITAK, and universities must work together to establish curricula, teacher education, and professional development for teachers in order to achieve strong environmental sustainability. Likewise, Kahn (2010) draws attention to the importance of praxis-based collaboration between academics and the public to the success of the ecopedagogy movement. This also entails networking with municipalities and governmental bodies, thereby contributing to the success of praxis dimension of ecopedagogy. For instance, outdoor nature education projects with community-based ecopedagogy activities and similar initiatives can help local communities and public schools by encouraging public participation, involving students, teachers, and parents in regional environmental issues, and building social capital to achieve environmental sustainability (Eryaman et al., 2010).

Although some promising TUBITAK-initiated ecopedagogy-based projects are implemented in Türkiye, there is no attempt regarding material development. Therefore, there also needs to be an emphasis on ecopedagogy-based material development. Coursebook activities promoting experiential learning, civic engagement, participatory action, emergent methodologies, and giving way to the development of collective projects need to be designed by putting the students at the centre of educational practices, encouraging intervention and utilizing many other ecopedagogical approaches (Grigorov & Fleuri, 2012; Norat et al., 2016).

For this reason, the activities which solely address the cognitive aspect of ecopedagogy by providing knowledge about the environment in the selected coursebooks need to be enriched through adding behavioural dimensions. For instance, in the book "HE5", the categories never fulfilled are "TT", "P", "TI" and "U". By only involving activities with "TA" and "TCS", 5th grade EFL coursebook offers superficial activities in terms of ecopedagogy. There could be alternative ways for material developers and teachers to enrich the activities by adding other missing ecopedagogical dimensions. In the figure below, a sample activity fulfilling the criterion "TA" from "Happy English 5" is provided.




Figure 6
A sample activity fulfilling the criterion "TA" from "Happy English 5"

As it could be understood from the image above, the activity only ensures that students list the rules of an animal shelter; thus, it stays limited to cognitive domain by fulfilling the criterion "TA". Alternatively, this activity could be arranged as a field trip and encourage students to start a campaign to affect masses and raise consciousness through which a variety of ecopedagogical criteria can also be met. Instructions of a suggested complementary activity fulfilling the criteria "TI", "P", and "TA" can be as follows: *Arrange a field trip to a local animal shelter* **(TI)** *and interview the shelter manager. What are the rules of their animal shelter? What can/can't keepers do? Make a list.* **(TA)** *Start a social solidarity campaign to meet the needs of the shelter.* **(P)**

In the activities of the 8th grade coursebook, on the other hand, four ecopedagogical criteria, "TA", "TCS", "TT", and "P" are satisfied. Although the number of ecopedagogical activities in "U8" is lower than "ER6" and "M7", one of the activities fits into the category of "Praxis" (P) which is more sophisticated than other categories in some ways. Considering this category necessitates acting upon environmental problems and taking the initiative to cope up with them, the requirements of the category bring both physical and cognitive challenges; thus, it could be more appropriate for higher grade levels. This can also be explained with the MoNE's strategy for creating more cognitively demanding activities for higher grades (MoNE, 2018). The only missing categories are "TI" and "U" in the 8th grade coursebook. It is possible to add these dimensions to the activities as well. In the figure below, a sample activity fulfilling the criterion "TA" from "Upswing 8" is provided.



3 **What are people doing to protect the animals and nature? Search the Internet, newspaper, science magazines, etc. for some good examples to inform your friends. Find some photos or videos and talk in the class.**

**Example:** *In this photo, university students are planting trees.* (TA)

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Figure 7

A sample activity fulfilling the criterion "TA" from "Upswing English 8"

In this activity, it is just expected to teach students what can be done to protect the animals and nature. Similar to the previous activity, this one also only satisfies one ecopedagogical condition. However, the activity can be enriched by turning it into a school project to protect nature with some activities such as tree-planting, through which missing categories of "U8" can also be fulfilled. Instructions of a suggested complementary activity fulfilling the criteria "TI", "U", "P" and "TA" can be as follows: *Search the Internet, newspaper, science magazines, etc. to learn how to plant a tree.* **(TA)** *Then determine a suitable place for planting trees in your neighbourhood. After finding necessary equipment for planting, organize a field trip to this place for planting trees.* **(TI)** *Take photos while*

*planting trees and share them on the school board with informative instructions. Start a campaign at your school* **(P)** *and set goals for the number of trees to be planted and areas to be afforested in a month.* **(U)**

The book with the second highest number of ecopedagogical activities is the 6th grade coursebook "ER6". Three categories, "TA", "TCS", and "TT", are fulfilled, while "P", "U" and "TI" are missing in this grade level. Similar to "HE5", this book offers ecopedagogical activities generally teaching about the natural and social environment. Relatively challenging three criteria which are not satisfied in the activities of the book can also be involved by enriching the activities. In the figure below, a sample activity fulfilling the criterion "TA" from "English Route 6" is provided.




Figure 8
A sample activity fulfilling the criterion "TA" from "English Route 6"

The activity above asks students to list what can be done on Earth Day. Even though students can come up with some creative ideas related to the things to be done on Earth Day, the activity remains very superficial since there is not any follow-up activity after students complete writing their ideas. Instructions of a suggested complementary activity fulfilling the criteria "P", which is one of the missing categories of the book, and "TA" can be as follows: *Do research about Earth Day and develop some ideas about how to celebrate Earth Day.* **(TA)** *Start a social media campaign to raise awareness on an environmental issue and encourage people to join you.* **(P)**

Finally, the 7th grade coursebook has the highest number of ecopedagogical activities. Similar to "U8", "M7" is the book involving one activity satisfying the "P" criterion among two activities in four books. The missing categories are "U", "TI" and "TT". As in other examples above, it is possible to enrich the activities in the 7th grade coursebook by adding different ecopedagogogical dimensions. In the figure below, a sample activity fulfilling the criterion "TA" from "Middle School and İmam Hatip Middle School English Textbook 7" is provided.

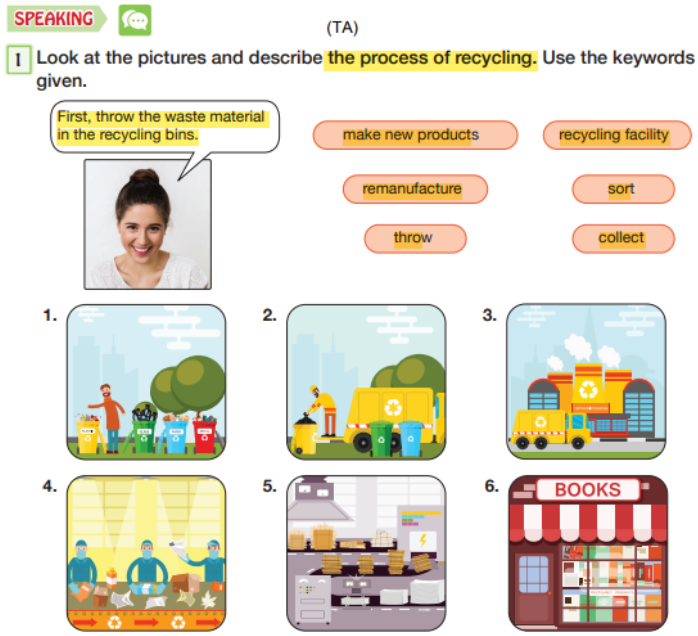



Figure 9

A sample activity fulfilling the criterion "TA" from "Middle School and İmam Hatip Middle School English Textbook 7"

The activity above aims to teach the steps of recycling process. Similar to the previous examples, revising the activity by adding a field trip can ensure the fulfilment of some missing categories. Instructions of a suggested complementary activity fulfilling the criteria "TI", "TT", "P", and "TA" can be as follows: *Organize a field trip to a recycling centre in your neighbourhood.* **(TI)** *Observe the process of recycling and take notes.* **(TA)** *Prepare a speech about the importance of recycling and present it to your families. Start a recycling campaign at school first.* **(P)** *Then continue the campaign at homes. Finally, run*

*the campaign in your neighbourhood supporting through social media as a group work. Try to spread the masses as much as possible.* **(TT)**

The suggestions presented above as complementary activities could be extended upon by adding multi-dimensional criteria. Furthermore, it needs to be underlined that they are simply intended to serve as a reference for the readers of this study. To put it another words, it has not been claimed that these exercises are the ideal ecopedagogical exercises. Taking the different facets of ecopedagogy into consideration, it can be assumed that the possibilities for the ecopedagogical materials to be developed are as broad as the material developers' imagination.

### 5.3. Implications for Further Research

For further research, a similar analysis could be made in other middle school EFL coursebooks offered by the MoNE for the same level. Thus, two coursebooks offered for each level can be compared in terms of the ecopedagogical activities they involve. Likewise, coursebooks of other grade levels such as primary school and high school can also be examined. It can be aimed at incorporating ecopedagogical principles and the Earth Charter into the curriculum in accordance with the cognitive development of students at all grade levels for more comprehensive research. After ecopedagogy-based learning outcomes are clearly stated in the curriculum, the material development process can be started in a more systematic way. Especially, particular attention can be made to the attainment of missing ecopedagogical criteria such as "praxis", "teaching in the social and natural environment", "teaching through the social and natural environment", and "urgency" in future EFL coursebooks.

Along with textual and auditory content, visual elements in the EFL coursebooks can be analysed. How nature and human beings are represented in the pictures and whether they promote ecopedagogical values or not can be examined. In addition to dealing with coursebooks, literary sources like novels and a variety of multimedia sources that can be potential materials for ELT can also be analysed ecopedagogically, taking children's high level of exposure to them into consideration. For instance, more profound and comprehensive research can be done on a cartoon or a TV series that children in Türkiye

watch. Additionally, storybooks suggested by the MoNE can also be analysed. Besides, an ecopedagogy-based animation series could be developed to be utilized as a supplementary source in ELT settings with the help of storytelling applications such as “Toontastic” and “Plotagon”. Web-based programs like “Little Earth Charter” can be created and integrated into the ELT teaching program of young learners.

Considering competences and skills of teachers also play an important role in the success of ecopedagogy movement, studies on pre-service teacher education could also be carried out. Elective courses on ecopedagogy-based material development can be offered in ELT departments of universities. Various seminars and trainings can be arranged for both pre-service and in-service teachers. TUBITAK-based outdoor environmental projects can be extended by adding material development dimensions. Further researchers can also work on the development of these projects, courses and educational programs and evaluate their efficiency by developing pre and post-tests for teachers.

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# APPENDICES

## APPENDIX 1

## CHECKLIST FOR THE ECOPEDAGOGICAL ACTIVITIES

This checklist has been created to ease the process of deciding on ecopedagogical activities.

1) Choose "P" for the activities which involve praxis, confluence of theory and practice, / push students to make eco-friendly choices, engage them in "service learning", "experiential learning" and "civic involvement"/ encourage students to take action regarding environmental problems, interfere in any derogatory action, and promote sustainability.

For example: If an activity pushes students to take action even with simple choices such as submitting the assignment online instead of using paper/ writing a letter of complaint about the unsustainability of sources at schools to the authorities/ starting a campaign about street animals on social media, it needs to be categorized as "P".

2) Choose "TA" for the activities which teach about the social and natural environment/ provide insights on the current ecological problems, their reasons, and solutions both on an individual and societal basis.

For example: If an activity gives information about deforestation, its causes or what could be done to combat it, it needs to be categorized as "TA".

3) Choose "TI" for the activities which necessitate taking students to the places where they can observe nature and environmental problems such as seashores, streams, mountains, streets, animal shelters, etc.

For example: If an activity suggests a field trip to a stream in the neighbourhood, it needs to be categorized as "TI".

4) Choose "TT" for the activities which teach through the social and natural environment and involve homework, pair/group work, project work, experiential learning, service learning etc. which are designed with the purpose of contributing to the greater goal of putting knowledge to use for social and environmental justice.

For example: If an activity is structured as a pair/group work/project work/writing assignment on how recycling may be improved at schools first and then expanded to a macro level, such as in the neighbourhood and city, it needs to be categorized as "TT".

5) Choose "TCS" for the activities which teach the connections of sustainability, the balance of nature, the interdependence of the systems within the universe such as "humans and nonhuman animals" by rejecting any type of power relations and oppressions among these systems for the unity of theory and practice.

For example: If an activity focuses on giving information about each system has an equal place in the universe and humans are not superior to non-humans, it needs to be categorized as “TCS”.

6) Choose “U” for activities which involve urgency and illustrate dedication, the necessity of action, and change now.

For example: If an activity puts a time pressure about a recycling project and involves different stages at which students are supposed to complete different tasks in a limited time, it needs to be categorized as “U”.

## APPENDIX 2

## EXAMPLES OF CATEGORY IDENTIFICATIONS

**1) "TA"** (A sample analysis from the 6th Grade Coursebook)

**15** **Read the text about the protection of the environment and answer the question: What are the "3Rs rules"?**






We should stop global warming to protect the world. Global warming is the increase of the heat in Earth's atmosphere. There are so many ways to help stop global warming. First of all, we should stop wasting energy. We should turn off the lights or electrical devices and walk or bike for short distances. Secondly, we should grow more plants to reduce the carbon dioxide in the atmosphere. Finally, we should have the 3Rs rules into our lives. They are "Reduce", "Reuse" and "Recycle". Reduce the amount of your rubbish. You shouldn't buy unnecessary things in the market. Reuse the items such as jars, pots, newspapers, carrier bags, packaging papers, etc. Classify the rubbish as paper, plastic, metal and glass to recycle. (TA)




**2) "TCS"** (A sample analysis from the 8th Grade Coursebook)

**2** **Read the text below and answer the questions.**






In July 1960, Jane Goodall traveled from England to Gombe, Tanzania and entered the world of wild chimpanzees bravely. She only had a notebook and a pair of binoculars. But with her patience and optimism, she won the trust of these shy creatures. She managed to open a window into their hearts and lives. She has spent all her life doing research about chimpanzees and protecting them.

Today, she is 83 years old, but she is traveling around the world more than 300 days a year. She is giving conferences all over the world, giving lectures at different universities, talking on TV programs or talking to government officials, etc. Why? Because she wants to inform and encourage people to do their part to make the world a better place. *"Every individual counts,"* she says. *"Every individual has a role to play. Every individual makes a difference."* (TCS)

**3) "TA, TCS"** (A sample analysis from the 7th Grade Coursebook)

**4** Read the text.



(TA)
I may say a lot of people think the environmental problems are not as big as people are talking about, but THEY ARE! From the **destruction (1)** of the rainforests to melting glaciers, from extinction of animal species to pollution, we have really big problems. Let's have a look at some of these problems.

**The Mammal Extinction** (TA)
Extinction threatens one in four mammals. That means 25% of the mammals are in danger. We should know the **extinction (2)** of those will totally change the ecology of the Earth. If you think extinction of an animal is not a big deal, you are wrong! That will **influence (3)** the world's food chain and the balance of the nature. (TCS)





**The Oceans**
Years ago, dead zones began to **appear (4)** in the oceans. What are they? Those are the areas that have no oxygen. Waste materials, chemicals and farm fertilizers pollute the water. That causes the death of the sea creatures. (TA)

**The Rainforests**
Although a lot of people are aware of the deforestation, we are still facing great **loses (5)** of rainforests. Our world needs these forests to produce more oxygen. Scientists say if people continue to destroy the rainforests, half of them will disappear by 2030. (TA)



**4) "TA, P, TT"** (A sample analysis from the 8th Grade Coursebook)

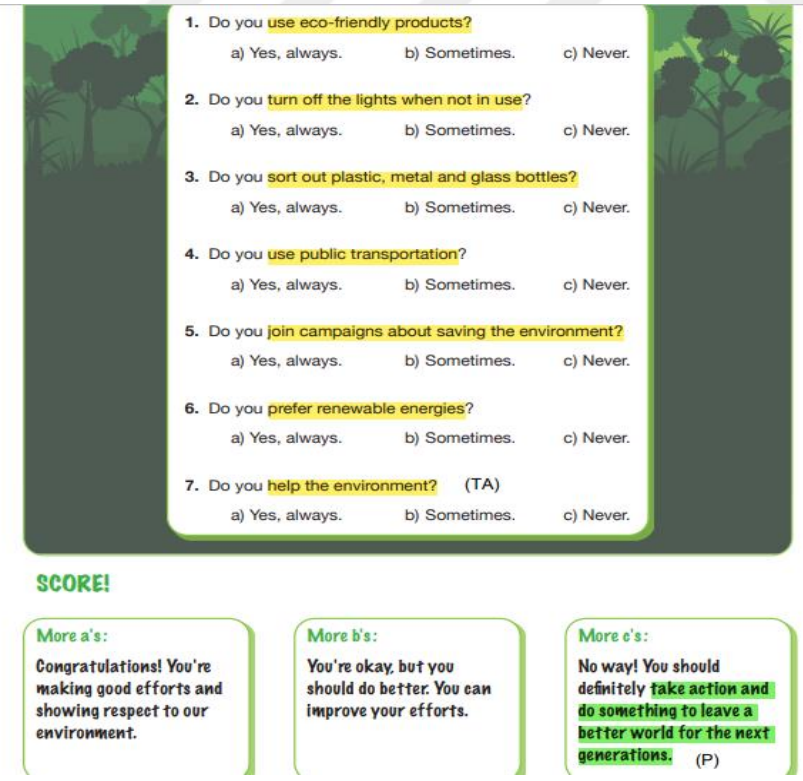
**3** (P)
**Start a campaign on your social media account about the future of an environmental issue in** (TA) **Türkiye. Prepare a video expressing your predictions about it and give your reasons for starting this campaign.** (TT)

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**5) "TA, TT"** (A sample analysis from the 6th Grade Coursebook)




**6) "TA, P"** (A sample analysis from the 7th Grade Coursebook)



## APPENDIX 3

## ANALYSIS OF ECOPEDAGOGICAL ACTIVITIES

| Title ID | Activity Name | Grade | Page No | Researcher | Deb1 | Deb2 | Deb3 | **Agreed** |
|---|---|---|---|---|---|---|---|---|
| 151 | **Animal Shelter 3a** | 5 | 130 | TA | N | TA | N | **TA** |
| 152 | **Animal Shelter 3b** | 5 | 130 | TA | N | TA | N | **TA** |
| 157 | **Animal Shelter 4a** | 5 | 133 | TA | TA | TA | N | **TA** |
| 158 | **Animal Shelter 4b** | 5 | 133 | TA | N | TA | N | **TA** |
| 159 | **Animal Shelter 4c** | 5 | 134 | TA | TA | N | N | **TA** |
| 160 | **Animal Shelter 4d** | 5 | 134 | TA | TA | N | N | **TA** |
| 161 | **Animal Shelter 4e** | 5 | 134 | TA | TA | N | N | **TA** |
| 162 | **Project** | 5 | 135 | TA, TCS | TT | TA, TT | TI | **TCS** |
| 272 | **weather1** | 6 | 52 | TA | TA | TA | N | **TA** |
| 273 | **weather2** | 6 | 53 | TA | TA | TA | N | **TA** |
| 274 | **weather3** | 6 | 53 | TA,TCS | N | TA,TCS | N | **TA, TCS** |
| 276 | **weather5** | 6 | 54 | TA,TCS | N | TA,TCS | N | **TA, TCS** |
| 277 | **weather6** | 6 | 54 | TA,TCS | TA | TA,TCS | N | **TA, TCS** |
| 278 | **weather7** | 6 | 55 | TCS | N | TCS | N | **TCS** |
| 279 | **weather8** | 6 | 55 | TA,TCS | TA | TA,TCS | N | **TA, TCS** |
| 281 | **weather10** | 6 | 56 | TA,TCS | N | TA,TCS | N | **TA, TCS** |
| 282 | **weather11** | 6 | 57 | TCS | N | TCS | N | **TCS** |
| 283 | **weather12** | 6 | 57 | TA | TA | TA | N | **TA** |
| 285 | **weather14** | 6 | 58 | TA,TCS | TT | TA, TCS | N | **TA, TCS** |
| 292 | **weather21** | 6 | 61 | TCS | N | TCS | N | **TCS** |
| 294 | **weather23** | 6 | 61 | TA,TCS | TT | TA,TCS | N | **TA, TCS** |
| 296 | **weatherassingment** | 6 | 63 | TA | TT | TA | N | **TA** |
| 394 | **savingtheplanet1** | 6 | 122 | TA | TA | TA | TA | **TA** |
| 395 | **savingtheplanet2** | 6 | 123 | TA | TA | TA | TA | **TA** |
| 396 | **savingtheplanet3** | 6 | 123 | TA | TA | N | TA | **TA** |
| 397 | **savingtheplanet4** | 6 | 123 | TA | TA | TA | TA | **TA** |
| 398 | **savingtheplanet5** | 6 | 124 | TA | TT | TA | TA | **TA** |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 399 | **savingtheplanet6** | 6 | 125 | TA | TT | TA | TA | **TA** |
| 400 | **savingtheplanet7** | 6 | 125 | TA | TA | TA | TA | **TA** |
| 401 | **savingtheplanet8** | 6 | 125 | TA | TA | TA | TA | **TA** |
| 402 | **savingtheplanet9** | 6 | 126 | TA | TT | TA | TA | **TA** |
| 403 | **savingtheplanet10** | 6 | 127 | TA | TA | TA | TA | **TA** |
| 404 | **savingtheplanet11** | 6 | 127 | TA | TA | TA | TA | **TA** |
| 405 | **savingtheplanet12** | 6 | 127 | TA | TA | TA | TA | **TA** |
| 406 | **savingtheplanet13** | 6 | 128 | TA | TA | TA | TA | **TA** |
| 407 | **savingtheplanet14** | 6 | 129 | TA | TA | TA | TA | **TA** |
| 408 | **savingtheplanet15** | 6 | 129 | TA | TA | TA,TCS | TA | **TA, TCS** |
| 409 | **savingtheplanet16** | 6 | 129 | TA | TA | TA | TA | **TA** |
| 410 | **savingtheplanet17** | 6 | 130 | TA | TT | TA,TCS | TA | **TA, TCS** |
| 412 | **savingtheplanet19** | 6 | 131 | TA | TT | TA | TA | **TA** |
| 413 | **savingtheplanet20** | 6 | 132 | TA | TA | TA | N | **TA** |
| 414 | **savingtheplanet21** | 6 | 132 | TA | TA | TA | TA | **TA** |
| 415 | **savingtheplanet22** | 6 | 132 | TA | TA | TA | TA | **TA** |
| 416 | **savingtheplanet23** | 6 | 133 | TA | P | TA | TA | **TA** |
| 418 | **savingtheplanetassignment** | 6 | 134 | TA | TT | TT | P | **TA, TT** |
| 500 | **wildanimalsgetready** | 7 | 58 | TA, TCS | TA | TA | N | **TA, TCS** |
| 501 | **wildanimalsvocab1** | 7 | 58 | TA | TA | TA | N | **TA** |
| 502 | **wildanimalsvocab2** | 7 | 58 | TA | TA | TA | N | **TA** |
| 503 | **wildanimalslisten1** | 7 | 59 | TA | TA | N | N | **TA** |
| 504 | **wildanimalslisten2** | 7 | 59 | TA | TA | TA | N | **TA** |
| 505 | **wildanimalslisten3** | 7 | 59 | TA | TA | TA | N | **TA** |
| 506 | **wildanimalsspeak1** | 7 | 60 | TA | TA | TA | N | **TA** |
| 507 | **wildanimalsspeak2** | 7 | 60 | TA | TT | TA | N | **TA** |
| 508 | **wildanimalsread1** | 7 | 61 | TA | TA | N | N | **TA** |
| 509 | **wildanimalsread2** | 7 | 61 | TA | TA | TA | N | **TA** |
| 510 | **wildanimalsread3** | 7 | 61 | TA | TA | TA | N | **TA** |
| 511 | **wildanimalsread4** | 7 | 62 | TA,TCS | TA | TA,TCS | N | **TA, TCS** |
| 512 | **wildanimalsread5** | 7 | 62 | TA | TA | TA | N | **TA** |
| 513 | **wildanimalsread6** | 7 | 63 | TA | TT | TA | TA | **TA** |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 514 | **wildanimalsread7** | 7 | 64 | TA | TT | TA | TA | **TA** |
| 515 | **wildanimalsread8** | 7 | 64 | TA | TA | TA | N | **TA** |
| 516 | **wildanimalsspeak1** | 7 | 65 | TA | TT | TA | TA | **TA** |
| 517 | **wildanimalsspeak2** | 7 | 65 | TA, TCS | TT | TA,TCS | N | **TA, TCS** |
| 518 | **wildanimalsspeak3** | 7 | 65 | TA | TT | TA | N | **TA** |
| 519 | **wildanimalswriting** | 7 | 66 | TA,TCS | TT | TA,TCS | N | **TA, TCS** |
| 520 | **wildanimalsassignment** | 7 | 66 | TA | TT | TA | N | **TA** |
| 602 | **enviroenmentgetready** | 7 | 138 | TA, TCS | TA | TA | N | **TA, TCS** |
| 603 | **environmentvocab1** | 7 | 138 | TA | TA | TA | N | **TA** |
| 604 | **environmentvocab2** | 7 | 138 | TA | TA | TA | TA | **TA** |
| 605 | **environmentlisten1** | 7 | 139 | TA | TA | TA | TA | **TA** |
| 606 | **environmentlisten2** | 7 | 139 | TA | TA | TA | TA | **TA** |
| 607 | **environmentlisten3** | 7 | 139 | TA | TA | TA | TA | **TA** |
| 608 | **environmentspeak1** | 7 | 140 | TA, TCS | TT | TA | TA | **TA, TCS** |
| 609 | **environmentspeak2** | 7 | 140 | TA, TCS | TT | TA | TA | **TA, TCS** |
| 610 | **environmentread1** | 7 | 141 | TA | TA | N | TA | **TA** |
| 611 | **environmentread2** | 7 | 141 | TA,TCS | TA | TA,TCS | TA | **TA, TCS** |
| 612 | **environmentread3** | 7 | 141 | TA, TCS | TA | TA | TA | **TA, TCS** |
| 613 | **environmentread4** | 7 | 142 | TA, TCS | TA | TA,TCS | TA | **TA, TCS** |
| 614 | **environmentread5** | 7 | 143 | TA | TA | TA | TA | **TA** |
| 615 | **environmentread6** | 7 | 144 | TA, P | P | TA | TA | **TA, P** |
| 616 | **environmentspeak1** | 7 | 145 | TA | TA | TA | TA | **TA** |
| 617 | **environmentspeak2** | 7 | 145 | TA | TA | TA | TA | **TA** |
| 618 | **environmentwriting1** | 7 | 146 | TA | TT | TA | TA | **TA** |
| 619 | **environmentwriting2** | 7 | 146 | TA | TT | TA | TA | **TA** |
| 620 | **enviroenmentassignment** | 7 | 146 | TA | TT | TA | TA | **TA** |
| 734 | **onthephonelesson3-3** | 8 | 49 | TA | TA | N | TA | **TA** |
| 816 | **tourismlesson6-4** | 8 | 81 | TA, TCS | TT | N | N | **TA, TCS** |
| 866 | **sciencelesson6-2** | 8 | 101 | TA, TCS | TA | N | N | **TCS** |
| 867 | **sciencelesson6-3** | 8 | 101 | TA | TA | TA | N | **TA** |
| 871 | **naturalforceslesson1-2** | 8 | 104 | TA | TA | TA | N | **TA** |
| 873 | **naturalforceslesson2-1** | 8 | 105 | TA | TA | TA | N | **TA** |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| 874 | **naturalforceslesson2-2** | 8 | 105 | TA | TT | TA | TA | **TA** |
| 875 | **naturalforceslesson3-1** | 8 | 106 | TA | TA | TA | N | **TA** |
| 876 | **naturalforceslesson3-2** | 8 | 106 | TA | TA | TA | N | **TA** |
| 877 | **naturalforceslesson3-3** | 8 | 106 | TA | TT | TA | N | **TA** |
| 878 | **naturalforceslesson4-1** | 8 | 107 | TA | TA | N | N | **TA** |
| 879 | **naturalforceslesson4-2** | 8 | 107 | TA | TA | TA | N | **TA** |
| 880 | **naturalforceslesson4-3** | 8 | 107 | TA | TT | TA | N | **TA** |
| 881 | **naturalforceslesson5-1** | 8 | 108 | TA | TA | N | N | **TA** |
| 882 | **naturalforceslesson5-2** | 8 | 108 | TA | TA | TA | N | **TA** |
| 883 | **naturalforceslesson5-3** | 8 | 109 | TA | TA | TA | N | **TA** |
| 884 | **naturalforceslesson5-4** | 8 | 109 | TA | TA | TA | N | **TA** |
| 885 | **naturalforceslesson5-5** | 8 | 109 | TA | TT | TA | N | **TA** |
| 886 | **naturalforceslesson6-1** | 8 | 110 | TA | TA | TA | N | **TA** |
| 887 | **naturalforceslesson6-2** | 8 | 110 | TA | TA | TA | N | **TA** |
| 888 | **naturalforceslesson6-3** | 8 | 110 | TA | TT | TA | N | **TA** |
| 889 | **naturalforceslesson7-1** | 8 | 111 | TA | TT | TA | TA | **TA** |
| 890 | **naturalforceslesson7-2** | 8 | 111 | TA | TT | TA | TA | **TA** |
| 891 | **naturalforceslesson7-3** | 8 | 111 | TA, P, | P | P, TA, TT | P | **TA, P, TT** |
| 892 | **naturalforcesproject1** | 8 | 112 | TA | TT | TA | N | **TA** |
| 893 | **naturalforcesproject2** | 8 | 112 | TA | TT | TA, TT | N | **TA,TT** |

Deb: Peer debriefer