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Ecoliteracy in English for Tourism: Exploring lecturers' perspectives and challenges in an Indonesian vocational higher education setting

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Abstract

Environmental sustainability is becoming increasingly significant in tourism education. However, incorporating ecoliteracy into English for Specific Purposes (ESP) courses remains limited within vocational settings. This qualitative case study explored how English for Tourism lecturers at an Indonesian vocational college perceive ecoliteracy integration and the challenges they encounter. Three lecturers participated in semi-structured interviews, which were supplemented with analysis of course materials. The results showed four positive perspectives: ecoliteracy enhances practical learning, encourages a comprehensive understanding of the interconnectedness between society, economy, and environment, aligns with industry sustainability expectations, and develops 21st-century skills. Nonetheless, three major challenges were identified: difficulty aligning the curriculum, limited time for developing materials, and insufficient content knowledge in sustainability education. The study highlights that although lecturers see the value of ecoliteracy, institutional support, such as curriculum reform, resource availability, and ongoing professional development, is crucial for effective integration. These insights contribute to understanding teacher cognition in ESP and have implications for policy and professional growth in vocational training.

Keywords: *ecoliteracy, English for Specific Purposes, English for Tourism, teacher cognition, vocational education, sustainability integration, pedagogical challenges*

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1. Introduction

The tourism industry has long been a vital contributor to a country's revenue and plays a significant role in global economic growth and development (Bazargani & Kilic, 2021). According to the World Tourism Organization (2024), the tourism sector contributed 3% to global gross domestic product (GDP), reaching 10% in 2023. The World Travel & Tourism Council (WTTC, 2024) reported that the industry added US$10.9 trillion to global GDP, including direct, indirect, and induced impacts, representing 10% of the global economy. It remains one of the top 10 export categories by earnings. However, alongside this growth, environmental issues and challenges must also be addressed (Baloch et al., 2023; Wang & Cheablam, 2025).

The idea of sustainable development emerged as a response to pressing global challenges. It has been a key focus and international priority because it emphasizes the interconnectedness of economic growth, social inclusion, and ecological sustainability. Additionally, the 17 Sustainable Development Goals (SDGs) serve as a framework to promote peace and prosperity worldwide by 2030 (The United Nations, 2015). The SDGs influence global and environmental citizenship, with Goal 4, Quality Education, advocating for 'lifelong education' as a powerful tool for personal development, shaping attitudes and behaviors, and fostering societal progress towards sustainable development (UNESCO, 2017). Integrating environmental awareness into formal education aligns with the SDGs' vision. Modern educational systems are increasingly expected to cultivate an environmentally conscious society. Consequently, the concept of ecoliteracy has become a significant focus in current educational research.

Ecoliteracy involves understanding ecological principles, recognizing the interdependence between humans and natural systems, and applying this awareness in daily life to encourage sustainability (Capra, 2005; McBride et al., 2013). Traditionally linked to science education and environmental studies, where ecological knowledge and practical sustainability skills are explicitly taught, it has recently undergone a significant paradigm shift. Ecoliteracy is no longer confined to these fields; it should be integrated across disciplines as part of a comprehensive approach to addressing global environmental challenges. Incorporating ecoliteracy into English Language Teaching (ELT) is essential for fostering environmental awareness and global citizenship within educational programs. Ecoliteracy in ELT helps students acquire the language skills needed to understand and tackle environmental issues, while also enhancing their understanding of sustainable development (Capra, 1997; Riordan & Klein, 2010). Language classes often use authentic texts, intercultural dialogue, and critical reflection, all of which can be oriented toward ecological themes (Goulah, 2017). Discussing environmental topics in ELT not only improves learners' communication skills but also promotes critical thinking about global sustainability challenges, supporting both

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language mastery and ecological responsibility. This approach supports the SDGs by encouraging lifelong, inclusive, and socially relevant learning.

Research on ecoliteracy in ELT is increasing, yet studies focusing on English for Tourism Purposes (ETP) in Indonesian vocational higher education are scarce. This highlights the need to understand how ETP lecturers perceive and integrate ecoliteracy into their teaching, especially in alignment with the goal of sustainable development. This study investigates the perspectives of Indonesian vocational ETP lecturers on ecoliteracy and explores the challenges they encounter in embedding it into their teaching practices.

2. Literature review

2.1. Ecoliteracy and ELT

The field of environmental education encompasses various literacy concepts, each with unique philosophical and pedagogical focuses. Although terms like environmental literacy, ecological literacy, and ecoliteracy are frequently used interchangeably, they actually refer to distinct ideas that need clarification (McBride et al., 2013). Recognizing these differences is crucial for building a solid conceptual basis for this study and for supporting the selection of ecoliteracy as the main focus.

Environmental literacy views the environment mainly as a problem needing human intervention and ethical reflection (McBride et al., 2013). It focuses on building problem-solving skills, environmental ethics, and responsible behaviors using cognitive, pragmatic, and affective teaching methods, case studies, issue analysis, and values clarification exercises. Ecological literacy, on the other hand, sees the environment as a subject of systematic study, emphasizing scientific understanding of ecological principles, interdependence, energy flow, nutrient cycling, and systems thinking (McBride et al., 2013). Its teaching approaches are mainly cognitive and experiential, involving observation, experimentation, and ecosystem modeling.

Ecoliteracy, as used in this study, provides a comprehensive perspective by redefining the environment as a shared resource vital for sustainable living. It emphasizes that Earth operates as an interconnected system (Capra, 1997; McBride et al., 2013). Its goals go beyond mere knowledge, aiming to foster economic development that simultaneously promotes social equity and ecological sustainability (McBride et al., 2013). What sets ecoliteracy apart is its pedagogical strategy: it combines cognitive and practical methods with holistic, intuitive, and creative approaches through activities like immersion experiences, visualization, and workshops (McBride et al., 2013). These techniques involve learners' minds, hearts, hands, and spirit, helping students view systems from an ecocentric standpoint (Goleman et al., 2012; Capra, 2013). Ecoliteracy embodies knowledge, awareness, values, and attitudes about human-environment links,

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along with responsible actions to safeguard ecosystems and promote sustainability (Locke et al., 2013).

The incorporation of ecological perspectives into language education has led to pedagogical implications. Whether ecological strategies act as helpful "vitamins" adding meaningful content to improve language learning, or as "toxic" constraints that impose existing disciplinary patterns and overload curricula with extra goals (Novawan et al., 2022). This metaphor highlights the challenge faced by ESP educators, as ecological perspectives shape the pedagogical paradigm and praxis, including those related to ecological literacy. It not only innovates teaching and learning beyond environmental topics by providing authentic, engaging content aligned with global issues, but also demands a paradigm shift, curriculum redesign, the development of innovative materials, and the balancing of ecological and linguistic aims. Thus, when carefully integrated into the pedagogical practice, ecological perspectives, including ecoliteracy, enhance language education by linking linguistic skills with environmental awareness (Novawan et al., 2022). This view guides how English for Tourism instructors approach the opportunities and obstacles of ecoliteracy integration.

Recent research highlights effective ways to incorporate ecoliteracy into English Language Teaching (ELT). Kazazoglu (2025) showed that writing exercises focused on ecoliteracy enhanced students' environmental vocabulary and critical thinking abilities. Murti et al. (2025) performed a systematic review that pinpointed five main ecoliteracy competencies: ecological knowledge, critical thinking, environmental awareness, practical skills, and active participation. From the educators' perspective, critical reading instruction is particularly well-suited for ecoliteracy integration because it emphasizes analyzing texts and their underlying ideas. Adam and Ali (2025) identified six teaching strategies in Indonesian settings, with eco-behavioral modeling, such as giving English commands to demonstrate sustainable habits, being the most prominent. These studies demonstrate the feasibility and advantages of integrating ecoliteracy. However, they also highlight ongoing challenges such as a scarcity of materials, difficulties in aligning curricula, and insufficient training for teachers in eco-pedagogy (Murti et al., 2025). These issues are especially underexplored in ESP contexts and vocational education, where industry-specific skills are prioritized.

2.2. Teacher Cognition

Teachers are key navigators in the processes of teaching and learning. Their actions stem from what they know, believe, think, and feel (Borg, 2003; Birello, 2012). To understand the complex interaction of factors influencing teacher cognition, Borg (2003) introduced a widely recognized framework that serves as a cornerstone in language teacher cognition research. This framework outlines three main sources that shape teacher cognition and shows how it interacts dynamically with classroom practice (Figure 1).

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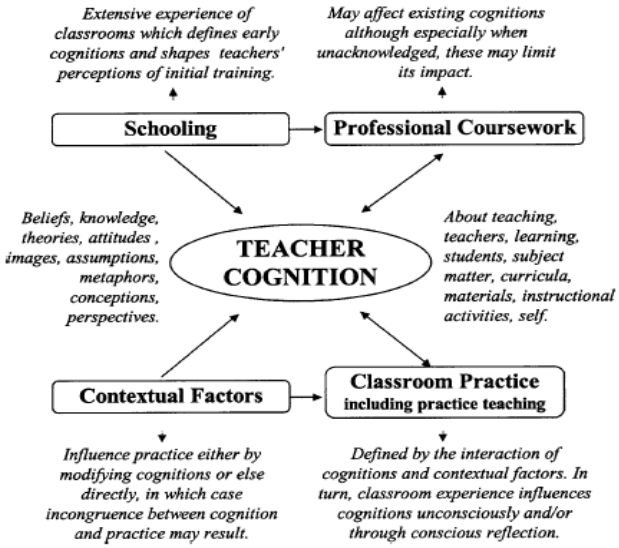


***Figure 1**. The Teacher Cognition Framework by Borg (2003)*

Schooling is the initial component, representing teachers' experiences as language learners, what Lortie (2020) called the apprenticeship of observation. During thousands of hours in language classrooms, future teachers form implicit theories about effective teaching, teacher-student relationships, and successful learning strategies (Borg, 2003). These early beliefs are notably enduring and resistant to change (Almarza, 1996), continuing to influence teachers' views and practices even after formal training. When teachers face new pedagogical ideas, they tend to interpret them based on their own schooling experiences, embracing approaches that align with their past while resisting those that do not.

Beyond formal schooling, teacher cognition is influenced by professional coursework, teacher education, training programs, and academic studies that provide pedagogical knowledge, theoretical models, and research-based strategies. The impact of formal training varies; sometimes it significantly alters teacher beliefs, but often existing belief systems persist and influence how teachers apply new theories in practice (Phipps & Borg, 2009). Teacher cognition is also affected by various contextual factors operating at different levels, such as national policies, curriculum requirements, school leadership, organizational culture, and classroom details like class size, student profiles, scheduling, and available resources (Borg, 2003). These conditions act as either enabling or limiting factors. Supportive environments with sufficient resources and collaborative practices allow teachers to implement their beliefs, while resource-limited settings with strict mandates create a gap between what teachers consider best and what they are able to do.

Borg's framework highlights a two-way relationship between teacher cognition and classroom practice: teachers' beliefs influence their teaching methods, including material

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selection, interaction styles, and assessment practices. At the same time, classroom experiences, through observing student responses and gaining practical knowledge, can modify teachers' beliefs, either confirming, challenging, or refining them (Borg, 2003; Breen et al., 2001). This mutual influence means that teachers who experiment with new strategies and succeed may overcome their initial doubts, whereas those facing challenges due to contextual factors might conclude that innovations are impractical, regardless of their theoretical potential.

3. Method

This study used a qualitative exploratory case study approach to explore how English for Tourism lecturers perceive ecoliteracy integration and the challenges they face (Yin, 2009). Case studies are ideal for investigating complex phenomena in real-world contexts, enabling the examination of personal meanings and experiences. The research was carried out at Politeknik Negeri Jember, a vocational higher education institution in East Java, Indonesia. Three English for Tourism lecturers were intentionally selected based on four criteria: (a) experience teaching English for Tourism courses; (b) educational qualifications in English language teaching; (c) demonstrated interest in sustainable development; and (d) willingness to participate. Although the sample is small, it is suitable for an exploratory case study focused on in-depth understanding rather than broad generalization (Creswell, 2013).

Data were gathered through semi-structured interviews with each lecturer, conducted in either Indonesian or English based on their preferences. These interviews were audio-recorded with consent and transcribed verbatim. An interview guide with open-ended questions explored lecturers' understanding of ecoliteracy, their perspectives on incorporating it into English for Tourism, current teaching practices, perceived benefits and challenges, and contextual factors influencing implementation. Furthermore, instructional documents such as course syllabi, lesson plans, student workbooks, and assessment rubrics were collected and analyzed to identify environmental or sustainability content within course objectives, materials, and assessments. This combined approach of interview and document analysis enabled triangulation, providing multiple sources for corroboration (Yin, 2009).

Thematic analysis was used to analyze interview transcripts and document excerpts, systematically identifying patterns and meanings in qualitative data (Braun & Clarke, 2006). To ensure trustworthiness, several strategies were employed: triangulation of interviews and documents, member checking where participants reviewed preliminary findings, detailed descriptions of the institutional context, and reflexive awareness of the researcher's role as a faculty member at the study site. Ethical approval was obtained from the institutional review board, and confidentiality was protected through pseudonyms

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(Participant 1, 2, 3), removal of identifying details, and secure handling of audio recordings and transcripts.

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4. Findings and discussion

The study's findings are divided into two primary groups according to its objectives. Within each group, the data are organized according to themes identified during analysis.

Table 1. *The identified themes of the findings of the study*

Category	Theme	Participant 1	Participant 2	Participant 3
Views on ecoliteracy in English for Tourism purposes	Enhancing and connecting classroom learning to real-world contexts	thinks ecoliteracy can be brought into the classroom through real-life tourism cases related to the environment to help students develop their environmental awareness	believes integrating ecoliteracy in English for Tourism course materials helps students connect what they learn in class to real-world environmental issues in tourism	uses local wisdom, especially related to culinary, as an engaging teaching topic to develop students' ecoliteracy in English for Tourism purposes
	Promoting a holistic educational approach	considers ecoliteracy integration in English for Tourism courses important to help students understand the interrelation among society, economy, and environment	expects students to learn not only English vocabulary and conversation skills in English for Tourism, but also sustainable practices in the tourism industry	views the chance of exploring natural and cultural heritage through local wisdom topics on top of language learning in English for Tourism courses
	Linking educational activities to industry needs and global trends	recognizes the need to design impactful learning activities in English for Tourism courses to respond to the global and industrial priorities related to SDGs	sees integrating ecoliteracy in English for Tourism courses through learning projects can shape students' innovative skills to meet the future global demands	hopes that environment-related materials and learning activities can promote green skills and adaptability
	Fostering 21st-century skills	believes environmental themes in English for Tourism courses can strengthen students' critical and systems thinking	concludes ecoliteracy integration in English for Tourism learning activities helps students develop their responsibility and empathy for nature	thinks English for Tourism materials need to be reinforced by ecoliteracy to raise students' cultural awareness
Challenges in incorporating ecoliteracy in English for Tourism purposes	Curriculum alignment	sees creating a dual-focused instructional design in English for Tourism courses as a complex task that requires teacher readiness	considers English for Tourism syllabi mainly skill-based and designed to prepare students for passing competency assessment	feels lacking in resources and guidance on how to embed ecoliteracy in English for Tourism courses

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Category	Theme	Participant 1	Participant 2	Participant 3
	Time constraint	feels responsible for creating, adjusting, and contextualizing meaningful materials for ecoliteracy integration in English for Tourism courses, and it needs extra time	notes that designing an ecoliteracy integration to English for Tourism courses requires additional time allocation	thinks that ready-to-use materials for ecoliteracy content in English for Tourism textbooks are still, to some extent, limited
	Inadequate Familiarity	suggests that ESP lecturers do professional development to strengthen their competencies in engaging sustainable development in ELT	realizes the limited background related to environmental sustainability integrated in English learning due to a lack of exposure and inadequate training	Insufficient resources and ready to-use materials for integrating ecoliteracy in English for Tourism courses make her feel unprepared

4.1 Lecturers' views on ecoliteracy in English for Tourism purposes

4.1.1 Enhancing and connecting classroom learning to real-world contexts

The three lecturers in this study mostly concurred that incorporating ecoliteracy into English for Tourism courses could improve classroom learning and link it to real-world situations. The following quotes from the lecturers illustrate their perspectives:

Excerpt 1:

"*As the lecturer of a course related to English for Tourism purposes, I implement classroom instructional activities based on contextual learning. I am sure students will learn the most if the learning activities are situated in a real-world context, and we know that today's global concern is mainly about environmental problems and sustainable development. So, I direct several learning activities to address them, mostly through multimedia resources.*"

Excerpt 2:

"I think ESP courses are challenging because we not only teach the English skills needed, but also build relevant subject-matter content knowledge required in the fields. So, we need to relate what is being discussed in class to a real context to make the students understand the workplace situation… I sometimes bring topics related to tourism and society, and also the environment, because there is a lot we can explore."

The lecturers believed that incorporating environment-related topics in English for Tourism courses provides real-world contexts in the classroom. When students see these connections, they become more engaged and enthusiastic because they feel a link between

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their learning and real-life situations outside school. Environmental education, as part of global education, offers teachers opportunities to create content on local and global issues through diverse activities and materials such as videos, games, quizzes, discussions, role-plays, and simulations (Capra, 2015). Integrating ecoliteracy and its activities into English for Tourism courses can enhance active, student-centered learning and foster more meaningful and effective educational experiences.

The lecturers' understanding of students' interest in learning about the environment and the tourism industry in English for Tourism courses highlights a clear benefit: increased student engagement. One lecturer summarized it as follows:

Excerpt 3:

> *"You know… students are so enthusiastic when they get the 'real' information. When we discuss environmental problems in the tourism industry, how to mitigate the problems in the future, exploring English vocabulary related to the environment, and so on… they really put their efforts into the activities."*

The students' positive responses, based on classroom practice that integrates ecoliteracy, help shape the lecturer's understanding of how to incorporate ecoliteracy into English for Tourism courses. This, in turn, enhances the lecturer's knowledge, guiding decisions in designing classroom activities. Therefore, classroom practice and teacher cognition mutually influence each other (Borg, 2003).

4.1.2 Linking educational activities to industry needs and global trends

In this study, the lecturers acknowledged the importance of aligning English for Tourism courses with industry needs and global trends. The following excerpts illustrate how their perspectives relate to ecoliteracy, industry requirements, and worldwide trends.

Excerpt 4:

> "*We need to prepare our graduates to have competencies relevant to industry needs. Yeah… we know that on top of the field-related knowledge, sustainability awareness is a prominent concern in the tourism industry nowadays, so I direct the learning activities and prepare the learning materials in the course to achieve it. I mostly use materials related to the environment to arouse students' sustainability awareness, especially in the workplace context and circumstances*".

Excerpt 5:

> *"The course purpose is to introduce my students to tourism and hospitality industry knowledge while sharpening their English language skills needed for the industry. At the same time, it should also address global trends. Today's*

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trends are not only about digitalization in industry, but also about how to be responsible, especially to the earth we live on."

The lecturers held that a primary goal in higher education, especially within Indonesian vocational programs, is to ensure graduates meet professional standards, industry requirements, and global trends. Therefore, educational activities should align with these objectives. The rise of SDGs has elevated sustainability as a key skill in the global tourism industry. By integrating ecoliteracy into environmental themes, English for Tourism courses can meet current industry expectations by emphasizing ethical and sustainable practices while also enhancing students' English skills (Taylor et al., 2015). In this case, environmental education principles could be incorporated into language teaching approaches to foster students' global awareness and social responsibility.

4.1.3 Fostering the 21st century skills

The lecturers believed that integrating ecoliteracy into English for Tourism courses is a great hook in shaping the characteristics needed to face today's dynamic world. Here is what one of the lecturers reported:

Excerpt 6:

"When I brought up environmental issues in the class, it was usually structured in an inquiry about the causes, effects, potential solutions, and mitigations. It will trigger the students to think critically."

In addition to the interview, a document analysis was conducted to explore the lecturers' insights into ecoliteracy in English for Tourism courses. The findings showed that the lecturers implemented a task-based project on workplace sustainability in the English for Tourism classes. The scoring rubric used in the project-based learning is systematically structured to measure students' acquisition of 21st-century skills, including learning, literacy, and life skills. In addition to project-based learning, the teaching plan and students' workbook documents also showed various teaching strategies used in the courses, such as role plays and simulations. The teachers explained as follows:

Excerpt 7:

"I design a project-based learning in this course because I think it is one of the great teaching methods for stimulating students' skills related to cognitive, affective, and psychomotor."

Excerpt 8:

"Sometimes I use role plays and simulations as teaching strategies to integrate ecoliteracy in the course. This will bring the real industry ambience to the class."

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A paradigm shift from traditional teaching approaches to quality education aligns well with the growing emphasis on the sustainable and responsible tourism industry. The former approaches often focus on linguistic forms and predetermined content. Quality education, however, integrates active learning, reflective thinking, and real-world application. This condition puts ecoliteracy as a relevant component of English for Tourism courses. Through project-based learning and experiential learning, students develop both language proficiency and an awareness of responsible tourism practices (Cates & Jacobs, 2006). This new approach prepares graduates who are not only industry-ready but also informed about global sustainability concerns.

4.1.4 Promoting a holistic educational approach

The study showed that lecturers see a holistic approach to language learning as vital for English for Tourism, emphasizing a perspective that goes beyond just linguistic skills to include a 'systems view of life' (Capra, 2015). By viewing the tourism sector as closely connected to the planetary 'web of life' (Capra, 1997), educators stressed the importance of a curriculum that nurtures the 'whole person.' This includes developing cognitive abilities along with students' emotional, social, and ecological intelligence (Goleman et al., 2012). Participants also aligned their teaching aims with global education principles, promoting a cross-disciplinary approach that supports democracy and fosters a strong 'eco-ethical consciousness' (Goulah, 2017). Such an integrated framework is essential for enhancing critical thinking (Ernst & Monroe, 2004) and equipping students with vital 21st-century skills to tackle complex sustainability issues (Kazazoglu, 2025). Ultimately, this pedagogical change enables students to become active agents of change instead of passive observers.

4.2 Teachers' challenges in incorporating ecoliteracy into English for Tourism purposes

4.2.1 Curriculum alignment

While acknowledging the importance of ecoliteracy, the three lecturers pointed out key structural obstacles in integrating it into English for Tourism courses. The main issue was curriculum alignment, as fitting sustainability content into programs primarily focused on language skills and industry-specific competencies proved challenging. Additionally, they noted that English for Tourism syllabi are predominantly skill-oriented and aimed at helping students pass competency assessments. One lecturer also highlighted a lack of resources and guidance on how to effectively incorporate ecoliteracy into these courses. This situation indicates the absence of institutional frameworks and clear integration guidelines, leaving individual instructors to improvise without systematic support.

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Research on ESP curriculum design highlights the ongoing tension between fulfilling specific industry demands and meeting broader educational requirements (Arslan & Curle, 2021). ESP syllabi are primarily focused on occupational relevance, and incorporating sustainability involves careful content restructuring and institutional backing. This challenge is heightened in vocational settings. Unlike general higher education, where interdisciplinary content is often valued, vocational programs are under pressure to show immediate occupational relevance (Mulder, 2014). Therefore, integrating ecoliteracy into vocational ESP necessitates demonstrating how environmental knowledge directly supports industry needs, making it a core part of professional competence in today's sustainability-focused tourism industry.

4.2.2 Time constraint

All three lecturers identified time scarcity as a continual obstacle to effectively integrating ecoliteracy. One explained, "I feel responsible for creating, adjusting, and contextualizing meaningful materials for ecoliteracy integration in English for Tourism courses, and it demands extra time." Another similarly noted that incorporating ecoliteracy into English for Tourism courses requires additional time. Importantly, lecturers also faced a shortage of ready-made materials, as one mentioned, "ready-to-use ecoliteracy content in English for Tourism textbooks is still somewhat limited." This gap forces lecturers to develop their own materials, a labor-intensive task that demands both environmental content expertise and ESP material development skills, on top of their regular teaching duties.

The time constraint challenge is particularly acute in vocational education, where rigid schedules and packed curricula leave minimal flexibility (Mulder, 2014). When lecturers must simultaneously maintain industry-relevant language instruction, meet assessment requirements, and integrate sustainability, the cumulative demand becomes overwhelming without institutional support through curriculum restructuring, resource provision, or workload adjustment. Time scarcity effectively prevents meaningful integration despite lecturers' commitment, revealing that individual effort alone cannot overcome systemic constraints.

4.2.3 Limited content knowledge

The third challenge highlighted teachers' knowledge of environmental content and their professional readiness for teaching sustainability. One lecturer explicitly mentioned the need for ESP educators to pursue professional development to improve their ability to incorporate sustainable development into ELT. Another expressed a related issue: "I realize the limited background related to environmental sustainability integrated in English learning due to a lack of exposure and inadequate training." A third lecturer pointed out that the scarcity of resources and ready-made materials for embedding

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ecoliteracy into English for Tourism courses left her feeling unprepared. These comments indicate that even experienced language instructors often lack specialized environmental knowledge or eco-pedagogy training.

This pattern highlights the broader research indicating a lack of proper pre-service training and ongoing professional development in sustainability education (Ernst & Monroe, 2004). This issue is especially significant in ESP contexts, where instructors often receive specialized training in language instruction and occupational English but not in sustainability content or eco-pedagogy. Solving this problem calls for continuous, context-sensitive professional growth rather than isolated workshops, aimed at enhancing environmental knowledge, developing teaching strategies tailored to sustainability in ESP, promoting peer collaboration, and offering quality resources. Without such comprehensive support, lecturers' efforts to integrate sustainability are limited by real knowledge gaps and a lack of instructional tools.

5. Conclusion

This research explored how English for Tourism instructors at a vocational higher education institution in Indonesia understand and implement ecoliteracy integration. It uncovered both major opportunities and notable challenges. The three lecturers involved consistently acknowledged the importance of ecoliteracy in language teaching, seeing it as a way to enhance students' environmental consciousness, comprehensive understanding of sustainable development, alignment with industry needs, and 21st-century skills. Their teaching methods, such as project-based learning, role-plays, authentic environmental texts, and sustainability-related case studies, show that ecoliteracy is already being incorporated into classrooms, driven by each lecturer's dedication and innovative pedagogical approaches.

Nonetheless, individual efforts are limited by institutional and systemic restrictions. Curricula mainly focus on language skills and competency assessments, leaving little room for sustainability topics. The lack of ready-made resources and guidance for integration forces lecturers to create their own materials, increasing their workload. Most importantly, many lecturers do not have sufficient background in environmental topics or eco-pedagogy, due to inadequate pre-service training and few professional development opportunities. These results show that individual teachers' good intentions alone cannot overcome systemic barriers. Effective integration of ecoliteracy demands support at the institutional and policy levels: curriculum redesign to include sustainability alongside language goals, allocation of time and resources for resource creation and training, and ongoing professional development to enhance lecturers' environmental knowledge and pedagogical skills for teaching sustainability through ESP.

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The implications go beyond vocational tourism education. As institutions worldwide aim to embed sustainability into all curricula in line with SDGs, ESP programs, preparing students for careers requiring environmental skills, offer a vital opportunity. Language education uniquely enables students to participate in global sustainability discussions and communicate responsibly about environmental issues. However, achieving this requires efforts beyond expecting individual teachers to close the gap between curricular ideals and institutional realities. Policymakers, leaders, and curriculum designers need to see ecoliteracy integration in vocational ESP not as a teacher skill issue but as a systemic resource and design challenge. Future research should explore this integration across various vocational schools, observe how lecturers' skills and views evolve through ongoing professional development, consider student perspectives on learning outcomes, and analyze policy factors that support or hinder sustainability in vocational curricula.

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