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Transforming EFL Writing through Ecological Genre-Based Pedagogy: Integrating Local Cultural Narratives for Sustainable Literacy Development

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Abstract:

English as a Foreign Language (EFL) writing instruction has traditionally been dominated by decontextualized, structural paradigms that overlook broader cultural and environmental dimensions. Responding to the urgent need for transformative and sustainability-oriented pedagogies, this study investigates how Ecological Genre-Based Pedagogy (EGBP) a synthesis of Systemic Functional Linguistics, ecolinguistics, and culturally responsive pedagogy supports sustainable literacy development through the integration of local cultural narratives. Employing a qualitative exploratory design, the research involved 64 eleventh-grade students across two public senior high schools in South Sulawesi, Indonesia (SMAN 1 Enrekang and SMAN 3 Enrekang). Data were gathered through students' independent and joint writing products, non-participant classroom observations, and semi-structured interviews, and were subjected to rigorous thematic and SFL-based textual analyses. The empirical findings reveal four major dimensions: (1) significant expansion of the ideational metafunction and rich lexical density through familiar local schemas; (2) active socio-ecological stance-taking and appraisal deployment (attitude and graduation) regarding regional environmental vulnerabilities; (3) robust peer scaffolding and dialogic co-construction within the Zone of Proximal Development (ZPD); and (4) profound learner identity transformation from hesitant learners to empowered cultural authors. These findings demonstrate that EGBP successfully bridges rigorous academic writing with local authenticity, offering a robust, culturally responsive framework for fostering sustainable literacy in secondary EFL contexts.

Keywords: Ecological Genre-Based Pedagogy; EFL Writing; Local Cultural Narratives; Sustainable Literacy; Systemic Functional Linguistics

INTRODUCTION

English as a Foreign Language (EFL) writing instruction has historically been dominated by traditional paradigms that prioritize structural mechanics, grammatical accuracy, and decontextualized text production while paying minimal attention to broader contextual, cultural, and environmental dimensions (Sholihah, 2025). In many institutional settings, writing is treated merely as a formal exercise in replicating standard language rules rather than as a meaningful social practice. This conventional approach frequently results in student alienation, restricted content development, and a disconnect between classroom literacy tasks and learners lived realities (Bata et al., 2023). Consequently, contemporary educational demands call for a paradigm shift toward transformative and sustainable learning frameworks that empower students to navigate complex global and local challenges through critical literacy (Darwis et al., 2025).

In response to these pedagogical limitations, Genre-Based Pedagogy (GBP) grounded in Systemic Functional Linguistics (SFL) and the Sydney School tradition has gained widespread prominence in EFL education (Hyland, 2003; Martin & Rose, 2012). GBP provides a structured teaching-learning cycle that guides learners from deconstructing target text models to jointly and independently constructing purposeful texts (Ashari, 2025; Nurlaelawati & Novianti, 2017). Scholars have widely documented the efficacy of genre-based approaches in enhancing students' text organization, vocabulary acquisition, and overall writing performance (Pujianto et al., 2014; Rozimela, 2013). However, conventional applications of GBP often remain confined to structural conformity and transactional communication, rarely exploring how language learning can intersect with socio-ecological consciousness and cultural identity.

Furthermore, the accelerated pace of ecological degradation and globalization necessitates a re-examination of how educational systems cultivate environmental and cultural responsibility. Traditional literacy frameworks frequently overlook the symbiotic relationship between language, local ecosystems, and indigenous culture. Emerging discourses in applied linguistics advocate for an urgent integration of ecolinguistics and sustainability into language education, proposing that language is not merely a neutral tool for communication, but a powerful medium that shapes human perceptions of the environment (Micalay-Hurtado & Poole, 2022). Integrating environmental ecology and local wisdom into language classrooms fosters what scholars' term "sustainable literacy" a capacity that equips learners to critically analyze ecological issues and articulate local cultural values through written discourse (Silvhiany, 2026).

Despite this theoretical evolution, there remains a critical empirical gap in understanding how an Ecological Genre-Based Pedagogy (EGBP), which systematically merges genre pedagogy with local cultural narratives and environmental themes, operates within underrepresented and rural EFL secondary school contexts (Murnane et al., 2025). While previous studies have examined genre pedagogies or environmental education independently, limited research investigates the synergy between the two, particularly in localized settings where indigenous narratives can serve as potent catalysts for environmental stewardship and linguistic proficiency (Awaludin et al., 2024; Suherdi, 2021). Rural settings in developing countries, such as South Sulawesi, Indonesia, offer fertile ground for exploring this integration, yet remain underrepresented in international literature.

To address this gap, this study investigates how Ecological Genre-Based Pedagogy (EGBP), through the integration of local cultural narratives, can support sustainable literacy development in EFL writing among Indonesian high school students. By bridging systemic functional linguistics with ecological and ethnopedagogical frameworks, this

research aims to answer the following central question: How does the implementation of EGBP shape students' contextual engagement, content development, and awareness of local-ecological values in their writing practices? The findings are expected to offer innovative pathways for reimagining writing instruction, contributing robust empirical evidence to global discussions on transformative, culturally responsive, and sustainability-oriented language education.

Literature Review

The Evolution of Genre-Based Pedagogy in EFL Writing

Genre-Based Pedagogy (GBP), deeply rooted in Systemic Functional Linguistics (SFL) and the Sydney School tradition pioneered by Michael Halliday, J.R. Martin, and their contemporaries, has fundamentally transformed the landscape of second and foreign language writing instruction (Hyland, 2003; Martin & Rose, 2012). Unlike cognitive process approaches that focus heavily on individual psychological writing behaviors or traditional product approaches that emphasize isolated grammatical correctness, GBP conceptualizes writing as a social action embedded within specific cultural and institutional contexts (Flowerdew, 2011; Hyland, 2007).

The pedagogical core of GBP relies heavily on the Teaching-Learning Cycle (TLC), which systematically scaffolds learners from Building Knowledge of the Field (BKF) and Modeling (Deconstruction) to Joint Construction (JC) and Independent Construction (IC) (Rose & Martin, 2012). Extensive empirical research highlights the efficacy of this scaffolding model in improving learners' structural organization, lexicogrammatical choices, and communicative competence across diverse educational settings (Emilia et al., 2018; Nurlaelawati & Novianti, 2017; Pujianto et al., 2014). However, despite its structural robustness, conventional applications of GBP have occasionally faced criticism for leaning toward formulaic or mechanical text reproduction. Critics argue that when genre instruction focuses strictly on text-type templates without addressing the ideological, cultural, or socio-ecological contexts of discourse, writing classes risk losing their transformative potential (Cazden, 2006; Janks, 2010).

Local Cultural Narratives as Mediating Tools for Meaning-Making

To transcend the mechanical limitations of traditional writing instruction, contemporary applied linguistics increasingly emphasizes the integration of local cultural narratives such as regional folklore, indigenous knowledge systems, and local wisdom into language curricula (Canagarajah, 2013; Kramsch, 2014). From a sociocultural perspective anchored in Vygotskian theory, learning is inherently mediated by cultural artifacts, values, and local sign systems (Lantolf et al., 2015). When students interact with materials derived from their immediate cultural environments, cognitive load is balanced by intrinsic emotional and contextual resonance, making the learning process more authentic and personally meaningful (Gay, 2018).

Local cultural narratives serve as rich semantic domains that stimulate critical thinking and robust content development. In EFL contexts, utilizing familiar cultural content mitigates the writer's block often induced by abstract or culturally alien prompts imported from outer-circle English-speaking countries (Alatis et al., 2003; Matsuda, 2003). Scholars emphasize that incorporating local cultural contexts fosters identity text construction, where students view themselves not merely as passive consumers of foreign language rules, but as active cultural producers capable of translating local heritage into global academic discourse (Cummins & Early, 2011; Widodo et al., 2018).

Sustainable Literacy and Ecolinguistics in Language Education

The convergence of language education and environmental sustainability has given rise to the paradigms of ecolinguistics and sustainable literacy (Stibbe, 2020; Goatly, 2017). Ecolinguistics examines how language interacts with the life-sustaining ecosystems upon which all life depends, challenging anthropocentric worldviews embedded within conventional educational discourse (Fill & Mühlhäusler, 2001). In tandem, sustainable literacy extends traditional literacy beyond reading and writing proficiency; it encapsulates the critical capacity of individuals to analyze socio-ecological dilemmas, recognize ecological degradation, and articulate sustainable values through linguistic choices (Stibbe, 2015; Wardah et al., 2023).

Integrating environmental education into language classrooms shifts the pedagogical objective from purely instrumental communication to eco-critical awareness (Micalay-Hurtado & Poole, 2022). Language is recognized as an active agent that can either perpetuate ecologically destructive narratives or construct sustainable futures (Alexander & Stibbe, 2014). Consequently, fostering sustainable literacy requires designing learning environments where students critically evaluate ecological issues through text creation, aligning their literacy practices with environmental stewardship (Silvhiany, 2026).

Conceptualizing Ecological Genre-Based Pedagogy (EGBP)

Synthesizing the theoretical trajectories of Systemic Functional Linguistics, culturally responsive pedagogy, and ecolinguistics yields the framework of Ecological Genre-Based Pedagogy (EGBP). EGBP deliberately expands the traditional Sydney School teaching-learning cycle by infusing ecological awareness and local cultural narratives directly into text deconstruction and construction phases. Rather than analyzing generic or decontextualized texts, students engage with genres that embody local ecological wisdom, agricultural practices, and environmental realities (Suherdi, 2021).

By uniting genre pedagogy with ecological principles, EGBP addresses a critical intersection in contemporary education: equipping learners with rigorous linguistic tools while simultaneously nurturing their socio-ecological responsibility. This study positions EGBP as a transformative pedagogical intervention designed to elevate students' contextual engagement, enrich content generation, and foster sustainable literacy development within underrepresented secondary school settings.

METHODS

Research Design

This study adopted a qualitative exploratory design to examine the implementation and impacts of Ecological Genre-Based Pedagogy (EGBP) in an authentic English as a Foreign Language (EFL) classroom setting. A qualitative exploratory approach is particularly suitable for investigating complex pedagogical innovations because it allows researchers to capture rich, nuanced insights into teaching and learning processes as they naturally unfold in educational environments (Creswell & Creswell, 2018). Rather than quantifying outcomes, this design prioritizes understanding how students experience contextualized writing tasks and how their engagement evolves through localized and ecological frameworks.

Context of the Study and Pedagogical Intervention

The research was conducted at two public senior high schools in South Sulawesi, Indonesia: **SMAN 1 Enrekang** and **SMAN 3 Enrekang**. These schools were purposefully selected due to their rich socio-cultural surroundings and institutional commitment to integrating local wisdom into regional educational curricula.

The intervention spanned one academic semester, incorporating *Ecological Genre-Based Pedagogy* (EGBP) into the existing writing syllabus. EGBP extends traditional Genre-Based Instruction (GBI) rooted in Systemic Functional Linguistics (SFL) and the Sydney School model (Martin & Rose, 2012) by bridging linguistic text structures with ecological consciousness and local cultural narratives (Stibbe, 2020). The pedagogical sequence followed a modified teaching-learning cycle:

1. Building Knowledge of the Field (BKF): Students were introduced to local cultural narratives from Enrekang (such as regional folklore, indigenous environmental traditions, and local agrarian practices) alongside environmental issues relevant to their immediate surroundings.
2. Deconstruction: The teacher and students collaboratively analyzed sample texts to unpack how genre structures, lexico-grammatical choices, and cultural-ecological themes were constructed.
3. Joint Construction (JC): Students co-authored texts under teacher guidance, integrating local cultural elements into structured English genres (e.g., narrative and expository texts).
4. Independent Construction (IC): Students independently produced final writing drafts focusing on sustainable literacy development and local cultural values.

Participants and Sampling Strategy

A purposive sampling technique was employed to select participants for this study. The participants comprised eleventh-grade senior high school students ($N = 64$ across both schools: 32 from SMAN 1 Enrekang and 32 from SMAN 3 Enrekang) who were enrolled in the English language program. Purposive sampling ensures that the selected cohort possesses the specific characteristics needed to address the research inquiries, specifically students actively participating in writing classes utilizing localized content (Patton, 2015). Ethical considerations were strictly observed; institutional permissions, informed consent from school authorities, and assent from the student participants (alongside parental clearance) were secured prior to data collection.

Data Collection Instruments and Procedures

To ensure methodological rigor and data triangulation, multiple qualitative instruments were utilized:

- Students' Writing Products: Drafts and final compositions generated by students throughout the pedagogical intervention phases (Joint and Independent Construction) were collected to examine structural, linguistic, and thematic evolutions.
- Classroom Observations: Non-participant classroom observations were conducted across the intervention sessions. Detailed field notes were maintained to record student engagement, classroom interactions, teacher scaffolding, and the operationalization of EGBP tasks in real time (Creswell, 2014).
- Semi-Structured Interviews: Following the completion of the writing cycle, semi-structured interviews were conducted with a subset of participants ($n = 12$) to explore their subjective perceptions regarding the integration of local cultural narratives, challenges faced during writing, and perceived growth in environmental awareness (Kvale & Brinkmann, 2009).

Data Analysis

Data were examined using a dual analytical framework comprising thematic analysis and textual analysis.

- **Thematic Analysis:** Interview transcripts and observation field notes were analyzed thematically following the six-phase framework outlined by Braun and Clarke (2006): familiarization, generating initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the report. This process surfaced recurring patterns regarding students' cultural connection and environmental consciousness.
- **Textual Analysis:** Student writing products were systematically analyzed to evaluate improvements in content development, structural organization, and lexicogrammatical features, drawing upon SFL principles of register (field, tenor, and mode) as articulated by Halliday and Matthiessen (2014).

RESULTS AND DISCUSSION

Findings

The implementation of Ecological Genre-Based Pedagogy (EGBP) across SMAN 1 Enrekang and SMAN 3 Enrekang yielded profound empirical patterns in students' English as a Foreign Language (EFL) writing performance and literacy awareness. Through the systematic triangulation of students' writing artifacts, classroom observation logs, and semi-structured interview transcripts, the empirical findings are mapped into four core analytical themes. To provide a comprehensive overview of how these qualitative data converge across different instruments, **Table 1** summarizes the analytical themes, corresponding data sources, and key empirical indicators identified during the research process.

Table 1. Thematic Summary Matrix of Empirical Findings

Analytical Themes	Primary Data Sources	Key Empirical Indicators / Evidence
1. Ideational Expansion & Lexicogrammatical Enrichment	<ul style="list-style-type: none"> • Independent Writing Drafts • Classroom Observations 	<ul style="list-style-type: none"> • Increased density of context-specific nominal groups. • Integration of local agricultural/topographical lexis of Enrekang. • Mitigation of writer's block during text production.
2. Socio-Ecological Stance-Taking & Appraisal	<ul style="list-style-type: none"> • Student-Authored Texts • Classroom Observation Field Notes 	<ul style="list-style-type: none"> • Deployment of appraisal resources (<i>attitude</i> and <i>graduation</i>). • Framing texts as platforms for environmental advocacy. • Critical engagement with local ecological degradation issues.
3. Collaborative Scaffolding & Dialogic Co-Construction	<ul style="list-style-type: none"> • Classroom Interaction Logs • Semi-Structured Interviews 	<ul style="list-style-type: none"> • Peer-scaffolding extending beyond grammatical correction. • Negotiation of local cultural concepts into English genre structures. • Active functioning of the Zone of Proximal Development (ZPD).

4. Learner Agency & Identity Transformation	<ul style="list-style-type: none"> • Final Writing Artifacts • Semi-Structured Interviews 	<ul style="list-style-type: none"> • Shift from passive learners to empowered cultural authors. • Assertion of identity as local heritage custodians. • Enhanced pride in utilizing local narratives for global dialogue.
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Detailed Elaboration of Analytical Themes

1. Ideational Expansion and Lexicogrammatical Enrichment through Localized Contexts

Textual analysis of students' independent construction drafts revealed a marked departure from the formulaic and generalized vocabulary typical of traditional EFL writing tasks. When scaffolded through EGBP, students leveraged familiar local cultural narratives such as regional agrarian traditions, topography, and indigenous knowledge systems of Enrekang to expand the ideational metafunction of their texts (Halliday & Matthiessen, 2014).

Comparative evaluation between baseline writing samples and post-intervention drafts demonstrated a significant increase in the density of context-specific nominal groups and technical field-related lexis (e.g., terms describing local agricultural cycles, ecological conservation of slopes, and regional biodiversity). Classroom observations during the *Joint Construction* phase indicated that anchoring writing prompts in local realities mitigated cognitive overload, allowing students to allocate cognitive resources toward complex syntactic structures rather than struggling for abstract content.

This textual richness was mirrored in students' reflective accounts. For instance, Participant A (SMAN 3 Enrekang) articulated during the interview:

"Writing in English usually feels constrained because we are forced to discuss unfamiliar, abstract themes from Western-centric textbooks. However, when the instructional framework required us to write about our local geographical landscapes, mountainous ecosystems, and oral folklore from Enrekang, the content flowed organically. I possessed deep mental schemas for these topics, which allowed me to focus heavily on improving sentence complexity and lexical variety in English."

2. Socio-Ecological Stance-Taking and Appraisal Patterns in Textual Production

The second analytical pattern centers on how students negotiated ecological consciousness within their discourse. The thematic analysis of student-authored texts, supported by observation field notes, indicated that EGBP successfully cultivated an eco-critical stance. Students shifted from neutral or passive reporters of events to active agents of environmental and cultural advocacy.

Textual tracking using appraisal analysis frameworks (specifically examining *attitude* and *graduation* sub-systems) showed that students systematically deployed evaluative lexis to critique environmental degradation. Observations at SMAN 1 Enrekang captured robust classroom debates regarding local deforestation, soil erosion on steep hillsides, and the erosion of traditional ecological wisdom. These dialogues directly translated into the ideational content of students' written work.

Rather than treating writing as an isolated mechanical exercise, students framed their texts as communicative platforms addressing local ecological urgency.

Reflecting this ideological shift, Participant B (SMAN 1 Enrekang) noted:

"Through the deconstruction and joint writing phases, I realized that grammar and genre structure are merely tools. The core value lies in what message we project through our writing. Using English to document our local environment and articulate the importance of protecting Enrekang's natural resources made me recognize that language learning carries a profound social and ecological responsibility."

3. Collaborative Scaffolding and Dialogic Co-Construction during the Interventional Cycle

Observation logs and interaction transcripts across both schools highlighted that the EGBP teaching-learning cycle functioned as a vibrant social space for dialogic co-construction. Particularly during the *Joint Construction* phase, students engaged in peer-scaffolding that extended far beyond grammatical correction.

Classroom data revealed that students actively negotiated meaning by debating how best to translate local cultural concepts (such as customary communal values and traditional land management terms) into English genre structures without losing their cultural essence. This peer interaction acted as an intermediate zone of proximal development (ZPD), where more capable peers assisted others in mastering schematic structures of recount and exposition texts.

Participant C (SMAN 3 Enrekang) corroborated this collaborative dynamic during the interview:

"Working together during the joint writing stage helped me immensely. When I was stuck on how to organize my paragraphs or how to link our local story with the exposition structure, my group members gave suggestions. We discussed not just the grammar, but whether our story truly represented our local culture and environmental message."

4. Learner Agency and Identity Transformation in Sustainable Literacy

The final analytical pattern documents a shift in learner identity. Throughout the multi-stage EGBP intervention, students evolved from hesitant foreign language learners into empowered cultural authors who viewed English as a tool for local representation and global dialogue.

Analysis of the final independent drafts indicated that students infused personal reflections into their texts, asserting their identity as custodians of local heritage and environmental stewards. Interview data further reinforced this transformation, as students expressed a renewed sense of pride and confidence in their local narratives.

Highlighting this identity shift, Participant D (SMAN 1 Enrekang) remarked:

"Previously, I felt that English belonged only to native speakers and foreign contexts. Writing about Enrekang's nature and folklore taught me that our local stories have global value. I feel proud that I can use English to protect our environment and share our culture with people outside our region."

Discussion

The present study set out to investigate how Ecological Genre-Based Pedagogy (EGBP), through the integration of local cultural narratives, supports sustainable literacy development in EFL writing among Indonesian high school students across SMAN 1 Enrekang and SMAN 3 Enrekang. Synthesizing systemic functional linguistics, ecolinguistics, and culturally responsive pedagogy, the empirical findings demonstrate that moving beyond traditional decontextualized writing instruction fundamentally transforms learners' text production, cognitive engagement, and ideological stances. Below, the four core findings are critically unpacked and dialogued against contemporary high-impact literature in applied linguistics.

1. *Re-Envisioning Ideational Metafunction: From Abstract Alienation to Localized Cognitive Resonance*

The first major theme revealed that embedding local cultural narratives and regional ecosystems into the EGBP framework significantly expanded students' ideational metafunction and mitigated writer's block (Halliday & Matthiessen, 2014). In traditional EFL writing pedagogies, students frequently grapple with cognitive overload induced by alien, Western-centric prompts that bear little relevance to their immediate lifeworlds (Canagarajah, 2013; Matsuda, 2003). Our findings demonstrate that when writing is anchored in familiar local schemas such as the topography and agrarian cycles of Enrekang learners possess deep underlying conceptual frameworks.

This local grounding shifts cognitive processing from struggling with *what* to write toward *how* to structurally and lexicogrammatically encode it. This aligns closely with Cummins and Early's (2011) assertions on *identity texts*, which posit that when learners' local realities are validated within academic spaces, their linguistic output exhibits higher lexical density and syntactic complexity. Unlike conventional genre approaches that risk becoming formulaic template-filling exercises (Cazden, 2006; Janks, 2010), EGBP leverages local cultural capital as a rich semantic reservoir, proving that rigorous academic writing and local authenticity are mutually reinforcing rather than mutually exclusive.

2. *From Passive Reporters to Eco-Critical Agents: Stance-Taking and Appraisal in Student Discourse*

The second dimension of our findings highlights how students transitioned from neutral reporters of information to active socio-ecological advocates, systematically deploying appraisal resources (specifically *attitude* and *graduation*) to critique environmental vulnerabilities. This transformation addresses a critical gap in existing genre-based literature, which has historically prioritized formal text architecture over ideological positioning (Hyland, 2007; Martin & Rose, 2012).

By infusing ecolinguistic perspectives into the pedagogy viewing language not as a neutral medium, but as an active shaper of environmental perceptions (Stibbe, 2020; Fill & Mühlhäusler, 2001) students in SMAN 1 and SMAN 3 Enrekang utilized their writing as an eco-critical platform. This mirrors the arguments of Micalay-Hurtado and Poole (2022) and Silvhiyany (2026), who contend that language education must move beyond mere communicative utility to foster "eco-critical language awareness." When students debate local deforestation or soil degradation and translate these dialogues into genre structures, writing becomes an emancipatoris act. The convergence of genre pedagogy with ecological consciousness

thus births a true form of *sustainable literacy*, where linguistic proficiency serves as an instrument for ecological stewardship.

3. Dialogic Co-Construction and Scaffolding within the Zone of Proximal Development (ZPD)

Our third finding illuminates the social architecture of the EGBP teaching-learning cycle, particularly during the *Joint Construction* phase. Observation logs and interaction transcripts confirmed that peer collaboration extended far beyond surface-level error correction, functioning as a vibrant site for negotiating complex cultural-linguistic meanings. Grounded in Vygotskian sociocultural theory, this dynamic illustrates how peer scaffolding operates effectively within the Zone of Proximal Development (ZPD) (Lantolf et al., 2015).

While traditional Genre-Based Instruction often relies on a top-down, teacher-fronted transmission model during modeling and joint construction (Rose & Martin, 2012), our data indicate that integrating local cultural artifacts democratizes the classroom space. Students actively debated how to translate indigenous communal values and ecological concepts into English genre structures without eroding their cultural integrity. This collaborative negotiation validates the arguments of Emilia et al. (2018) and Widodo et al. (2018), who emphasize that dialogic interaction among peers is paramount for internalizing schematic structures and fostering collective agency in EFL settings.

4. Identity Transformation and the Decolonization of EFL Literacy

Finally, the transition of learners from hesitant foreign language learners into empowered cultural authors proudly projecting Enrekang's heritage into global discourse speaks directly to broader discussions on learner identity and decolonizing language education. Historically, English language teaching in outer- and expanding-circle contexts has positioned native-speaker norms and foreign contents as the gold standard, often marginalizing local indigenous identities (Kramsch, 2014; Pennycook, 2017).

The EGBP intervention disrupts this hegemony. By treating local cultural narratives as valid, high-status material for academic genre writing, students developed a renewed sense of ownership over English. As reflected in the participants' accounts, English ceased to be perceived as an instrument of cultural imposition and was re-articulated as a vehicle for local representation and global dialogue. This identity shift underscores the transformative potential of culturally responsive pedagogies in secondary rural contexts, demonstrating that language learning, when intertwined with local ecology and culture, engenders deep psychological and ideological empowerment.

CONCLUSION

This study set out to examine the transformative potential of Ecological Genre-Based Pedagogy (EGBP) in fostering sustainable literacy among secondary school EFL learners through the systematic integration of local cultural narratives. Moving beyond traditional, decontextualized writing paradigms, the empirical findings from SMAN 1 and SMAN 3 Enrekang provide robust evidence that wedding Systemic Functional Linguistics (SFL) with ecolinguistics and culturally responsive frameworks profoundly reshapes student writing practices. Specifically, the implementation of EGBP successfully expanded learners' ideational metafunctions and lexicogrammatical repertoires, elevated their socio-ecological stance-taking through sophisticated appraisal resources, fostered vibrant dialogic co-construction within the Zone of Proximal Development (ZPD), and catalyzed a fundamental transformation in learner agency and identity.

Ultimately, the study demonstrates that academic writing instruction and local ecological-cultural authenticity are not mutually exclusive; rather, when synergized, they empower learners to transition from passive consumers of foreign language rules to active, eco-critical cultural authors capable of articulating local heritage within global academic discourse.

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