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RESONATING ENVIRONMENTAL STEWARDSHIP THROUGH INTERPLAY OF LANGUAGE FUNCTIONS AND RHETORICAL DEVICES IN A PROTEST SONG

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Abstract
This case study, framed within a qualitative design, captured the interplay of language functions and rhetorical devices of a climate protest song in fostering sustainability through ecological conservation. This textual interplay identified through conducting a stylistic analysis of the lyrics of Ryan Cayabyab's *Paraiso*, an Original Pilipino Music (OPM) climate protest song, illustrated the strategic use of language in making the students conscious of the prevailing environmental issues that drive them to engage in stewardship actions. This important role of language in music was affirmed by the thematic analysis of the responses of an incidental sample of 25 English as a Second Language (ESL) Filipino pre-service teachers on the ecocriticism-centred literary analysis guide questions after listening to the song. This finding encourages educators to view climate protest songs as a tool for promoting environmental literacy. This study calls for the integration of such songs in the ESL curricula to proactively engage students in the preservation of the environment while exploring the features of the English language.

Keywords: climate protest songs, environmental literacy, environmental stewardship, language functions, rhetorical devices

Introduction
The global environmental crisis has remained one of the pressing challenges confronting mankind for decades (Abbass et al., 2022). The continuous adverse impact of climate change, the depletion of the world's natural resources, and the loss of biodiversity necessitate an immediate and collective response to mitigate these adversities and prevent their resulting catastrophe. This foreseen crisis as a result of people's negligence of the environment may extend beyond their comprehension, endangering every aspect of human existence. Thus, strengthening the environmental awareness and activism of the populace becomes more imperative.

As minimal attention has been given to the immediate and strategic response in mitigating the causes of this environmental crisis worldwide, this crisis jeopardising the ecology tends to become more complex. Continuous pollution and deforestation resulting in climate change and damaging the ecosystem often bring

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calamities affecting the disadvantaged, such as rising sea levels and extreme weather conditions (Siringan & Sta. Maria, 2024). Rapid industrialisation and the significant increase in population in Asia, particularly in the Philippines, worsened the impact of these problems among the low-income families, risking their food security and livelihood as a result of poor resource and environmental management (Sumaila & Tai, 2020). To address this ecological dilemma affecting the populace, immediate and responsive collective action involving sustainable practices through increased environmental awareness is necessary to protect and preserve the environment for future generations.

In attaining environmental protection and preservation, education appears to be a potent tool in nurturing eco-conscious citizens. Educational institutions are then expected to provide learning opportunities in developing and honing students' environmental knowledge and values, enabling them to proactively engage in the protection and conservation of natural resources (Cəfərli, 2022; Manuilova & Murmantseva, 2023). As students exhibited limited ecological imperatives, educational institutions are expected to innovate their curricula in support of the enhancement of the ecological literacy of the students (Maurer & Bogner, 2020). This curricular innovation for environmental literacy can capitalise on both integrative and interdisciplinary approaches to enrich the learning experiences of students with environmental content to cultivate their values and initiatives towards the preservation of the environment (Schneiderhan-Opel & Bogner, 2021). Through exposure to the instructional materials grounded in local knowledge of ecology, students can gain an in-depth understanding of the emerging environmental issues and realise their important role in preserving the environment, which can inspire them to take proactive actions while building their environmental citizenship (Firmanshah et al., 2023; Schneiderhan-Opel & Bogner, 2020). This timely and innovative environment-centred education can prepare learners to respond to the prevailing and emerging environmental crisis.

As people's primary access to information today is through digital media platforms, music embedded in numerous videos streamed in various online media can serve as a tool for environmental awareness and education (Iordache Platis & Romanowicz, 2020). These media offer an alternative way for the students to be exposed to varied environmental issues, enabling them to realise the current environmental emergency (Costa et al., 2023). As environmental protest songs depict the urgent need to address the prevailing environmental crisis, people and communities are driven to design measures and take action to protect the environment (Goswami et al., 2022; Sadler, 2022). The positive influence of protest songs on people can result in the mobilisation of communities to work together in designing actionable steps to preserve the environment while progressing economically for sustainability (de Moya Martínez & Syroyid Syroyid, 2021).

Protest songs can then be a significant agent for social change. As they provide vivid illustrations of the earth's degradation due to the inappropriate utilisation of the natural resources often resulting in an environmental crisis, these songs can awaken people's accountability to protect and preserve the environment (Yang, 2022). This awakening can drive people to environmental activism as they realize the urgency of responding to the environmental crisis. Collective aspirations to protect and conserve the environment can be translated into global environmental

activism that can commit people to engage in innovative green practices that can ensure sustainability (Green & Street, 2018; Rickwood, 2017).

The poetic elements of these environmental protest songs are significant in conveying their central ideas of urging people to take action to protect and conserve the environment. The use of rhetorical devices such as simile, metaphor, and the like helps in establishing vivid and symbolic images of the prevailing environmental crisis and also acts as a social critique, calling people's attention to perform their crucial role in protecting and preserving the environment (Jismulatif et al., 2020). The figures of speech found in the lyrics of these songs inspire people to take proactive actions towards the environment by symbolically reminding them of their relationship with the environment and drawing their attention to the environmental issues requiring immediate action. The style of the songwriters as poets, specifically their artistic use of the rhetorical devices, is essential in analysing how these protest songs communicate environmental messages. The uniqueness of the poetic use of language by the songwriters and the elements they intentionally foreground in the lyrics of these environmental protest songs can influence how these messages focusing on the environment are shaped and relayed to the audience. A systematic analysis of the lyrics provides a comprehensive understanding of how the use of the rhetorical devices reflects the artistic decision of the songwriters to thematically construct the idea of environmental emergency within these protest songs to influence their audience in responding to the global environmental challenges (Cole, 2021).

On the other hand, examining the language functions within the lyrics of these environmental protest songs can provide realisations on how the strings of words within the lyrics shape people's thinking that can influence their feelings and actions towards the environment. Halliday's (1978) seven language functions can be used as an analytical lens in understanding how the communicative strategies embedded in the lyrics of these songs initiate the listeners to take actions to protect and conserve the environment. These functions include instrumental, regulatory, interactional, personal, heuristic, imaginative, and informative functions. The instrumental function in the lyrics of a protest song for an environmental emergency can serve as a channel for a songwriter to express grievances and to demand that people save the environment. The regulatory function allows people to mobilise and organise movements for environmental protection and conservation. Meanwhile, the interactional function is evident as the messages conveyed by these protest songs create a sense of solidarity and collective identity among their listeners. The personal function can be seen in the emotional and expressive nature of this genre of music. The heuristic function educates the listeners on the environmental issues depicted in the environmental protest song while drawing their attention to create mental images of these issues through deciphering the metaphors and symbolisms in the lyrics, as triggered by the imaginative function of language. These depictions of the prevailing environmental crisis inform the listeners about the seriousness of these problems; thus, fulfilling its informative function by raising awareness about the environmental crisis and its causes (Gasaway Hill, 2018). Indeed, utilising Halliday's framework is pivotal in uncovering the linguistic and communicative strategies implied in the lyrics of the protest songs that persuade the listeners to take proactive actions towards environmental protection and sustainability.

Having an understanding of how environmental protest songs influence listeners in taking proactive actions is significant in developing and innovating educational approaches in addressing the climate crisis. Research has shown that integrating songs with environmental content into classroom activities can increase students' engagement while broadening their awareness of environmental issues (Sunderlal, 2017). An increase in students' environmental awareness is advantageous in attaining the environmental education goals (Freitas & Fernandes, 2018). As these students draw a personal connection with their environment, they realise their roles in its protection and preservation, which can lead to the development of their environmental accountability. Continuous integration of environmental content in education using innovative approaches, such as stylistic analysis of protest songs for environmental emergency, can help students to fully understand the prevailing and emerging environmental issues and prepare them to respond to these issues (Sims et al., 2020).

Analysing the stylistic features of the environmental protest songs can lead to an understanding of how the songwriters' unique manipulation of words in conveying environmental messages helps in promoting awareness of environmental issues among the audience, which can drive them to engage in sustainable practices for environmental preservation (Soedjarwo, 2021). Rhetorical devices and language functions within the lyrics of these songs are pivotal in shaping the meaning and bringing the impact of these songs to the listeners. As the rhetorical devices, such as metaphors, personifications, and paradoxes, clarify the song's message by making complex ideas relatable and emotionally engaging through drawing vivid images and associations, listeners are then informed of the prevailing real-world issues, like the environmental crisis and global warming framed on its central theme conveyed through the representational function of language. For instance, personifying the environment and linking abstract concepts like climate change to vivid images can evoke people's emotional connection with the song's message while engaging at a cognitive level as they resonate with their experiences, the song's depiction of the environmental conflicts. This phenomenon is parallel to the imaginative and personal language functions that permit the songwriters to share personal experiences and emotions with the listeners. Together, these rhetorical devices and language functions transform songs from mere entertainment into a potent tool for environmental literacy, bringing social change as the listeners are encouraged to engage in proactive actions to address the pressing environmental issues and consider their roles in environmental sustainability.

This paper investigates the interplay between language functions and rhetorical devices within an environmental emergency protest song, focusing on how these elements collaborate to convey the intended message effectively. The research seeks to answer the following questions:

1. What language functions and rhetorical devices are prevalent in the lyrics of a protest song for climate emergency?
2. What insights do participants gain from listening to the protest song for climate emergency?
3. What environmental stewardship actions are participants likely to take as a result of the messages conveyed by the protest song?

Method

Research design

This case study employs a qualitative approach to examine the intricate relationship between language functions and rhetorical devices within a protest song addressing the climate emergency. The study analyses the lyrics of a climate protest song to identify language functions based on Halliday's seven categories. The research also analyses the rhetorical devices employed in each line of the song to understand how these devices collaborate with language functions to convey the song's intended message. Simultaneously, qualitative data is gathered from participants' responses to a list of literary analysis questions to gain insights into the song's impact and its influence on their commitment to environmental stewardship actions.

Subjects of the study

This study undertakes a stylistic analysis of the climate protest song "Paraiso," an award-winning composition by the esteemed Filipino composer, Maestro Ryan Cayabyab. The selection of this song stems from its relevance to the urgent environmental and societal issues surrounding the Philippine Smokey Mountain, a well-known landfill site in the Philippines that has evolved into a biohazardous zone. The song ironically illustrates the Earth that people used to consider as paradise, with the grim reality of its current degradation by waste and pollution that continuously destroy its natural form. Such a theme conveyed by this song makes it an apt subject of this investigation, as it communicates an environmental emergency.

To distinguish the song's influence on its audience in raising their environmental awareness that can result in proactive actions, an incidental sample of 25 Filipino pre-service ESL teachers was selected as the participants of the study and were asked to listen to the song and decipher its meaning. The number of this incidental sample was deemed sufficient in reaching data saturation based on Ahmed's (2025) notion that the attainment of a sufficient number of participants happened when no new ideas or themes appeared during the collection of qualitative data. This number permitted enough depth and variety of participants' responses for a comprehensive thematic analysis utilised in this study. Although a smaller sample may work for a similar group, this moderate sample of 25 participants was considered sufficient for collecting a variety of responses and insights, making this study reliable and meaningful.

In addressing the ethical concerns of this study, as it involved human participants, informed consent was obtained from all participants who had been oriented to the study's objectives and their roles in attaining these objectives. The participants were given assurance of the voluntary nature of their involvement in the study and their freedom to withdraw at any time they deemed necessary. They were also informed of the actions to be taken to maintain the confidentiality of the data to be obtained from their participation while prioritizing their well-being throughout the study.

These participants provided their consent to be involved in the study. They were selected based on predetermined criteria that ensured the homogeneity of the sample, yielding reliable results. These participants had completed the course *Purposive Communication,* which had provided them with practical exposure to

interpretive and critical listening, which enabled them to extract the intended meaning of the climate protest song. They were also taking English Language Teaching (ELT) as their specialization which honed their skills in ecocriticism and made them proficient in analysing climate protest songs within the tenets of ecology. This specialization under the Secondary Teacher Education program positioned them to be the most reliable source of text data on how the insights gained from the unique and poetic manipulation of words in climate protest songs shape their perception of the thoughts, ideas, and themes communicated by these songs and how these were translated into environmental stewardship actions.

Data collection

The stylistic analysis of the climate protest song was conducted to distinguish how its lyrics communicated environmental issues and urged proactive actions. Halliday's framework of seven language functions was applied in categorising the language functions illustrated in the lyrics of the protest song. This analytical approach afforded the researcher to identify the language function ascribed to each line of the song's lyrics, considering the message it conveys. The rhetorical devices within each line of the song's lyrics were also identified to analyse how the poetic devices thematically present the prevailing environmental crisis while amplifying the emotional and persuasive impact of its lyrics. This stylistic analysis, framed on language functions and rhetorical devices, elucidated how the linguistic and poetic elements of the protest song were harmonized in communicating environmental emergency and driving proactive actions among its listeners.

To complement the stylistics analysis conducted with the song's lyrics, qualitative data were collected among an incidental sample of Filipino pre-service ESL teachers who were asked to listen to the song to understand how its lyrics could raise environmental awareness and drive proactive actions. These participants were requested to respond to a list of literary analysis questions anchored on ecocriticism. The list of literary analysis questions was crafted to encourage the participants to reflect in-depth on the messages conveyed by the protest song. The participants were asked to interpret the song's central theme and express their feelings towards it to assess its effectiveness in conveying messages and evoking emotions while resonating with their respective experiences of the environmental crisis. Some items in the list of literary analysis questions focused on determining new insights gained by the participants as they shared their realisation of the ecological issues depicted in the song to evaluate its capacity in inspiring intellectual growth and critical thinking. The list of literary analysis questions also challenged the participants to take proactive actions in the preservation and restoration of the environment. The participants' critical encounters with the literary analysis questions exploited their environmental awareness and stewardship actions that are vital in attaining the primary objective of this study.

The text data collected from the song's lyrics and the responses of the participants showcased the effectiveness of the environmental protest song in fostering environmental awareness and initiating stewardship actions among its listeners. As the gathered data revealed the participants' efforts to adapt to environmentally responsible behaviours after listening to the song, these data helped evaluate the song's intellectual and emotional impacts that drive its listeners

to engage in proactive actions. This evaluation signified the song's potential in serving as an essential tool for environmental education and literacy.

Data analysis

This study employs stylistic analysis, drawing from established linguistic theories, to systematically examine literary texts, including songs. The focus is on identifying specific language functions within the song lyrics, utilising Halliday's (1978) framework of seven distinct language functions: regulatory, interactional, representational, personal, imaginative, instrumental, and heuristic. Regulatory function instructs or guides the audience. e.g., "*Imagine all the people living life in peace*" prompts the listener to envision a world of peace and unity. Interactional function establishes and maintains social connections through language. e.g., "*Lean on me when you're not strong, and I'll be your friend*" exemplifies support, friendship, and trust. Representational function, on the other hand, focuses on conveying information and representing reality. e.g., "*How many roads must a man walk down, before you call him a man?*" poses a fundamental question about humanity and life's journey. Personal function expresses emotions, experiences, and opinions. e.g., "*Yesterday, love was such an easy game to play, now I need a place to hide away*" reveals personal loss and nostalgia. Imaginative function stimulates the audience's imagination with creative language. e.g., "*Mars ain't the kind of place to raise your kids, in fact, it's cold as hell*" vividly portrays Mars' inhospitable environment. Instrumental function employs language as a tool to achieve practical goals. e.g., "*I get by with a little help from my friends*" communicates seeking assistance and support. Lastly, heuristic function encourages inquiry, learning, and knowledge acquisition. e.g., "*You know, we've got to find a way to bring some understanding here today*" promotes seeking understanding and solutions to societal issues.

Aside from language functions, common rhetorical devices were also identified in each line. These common rhetorical devices, combined with language functions, serve as powerful tools in conveying the song's intended meaning. *Irony* allows authors to convey the opposite of what is stated, often creating humour or highlighting incongruities. *Hyperbaton* involves the deliberate alteration of the usual word order to emphasize or provoke thought. *Personification* assigns human attributes to non-human entities, adding vividness and emotional depth. *Metaphor* provides an indirect comparison that adds layers of meaning by likening one thing to another. *Paradox* offers a seemingly contradictory statement that, upon reflection, reveals an underlying truth. *Alliteration* repeats initial consonant sounds in a sequence of words to create rhythm or emphasis, while assonance repeats vowel sounds within or in proximity to add musicality to the text. *Martyria* serves as a rhetorical device used for solemn affirmation or testimony, often emphasizing a speaker's earnestness. *Comparison* draws parallels between elements to clarify or intensify understanding, and anaphora involves repeating a word or phrase at the beginning of successive sentences or clauses, often for rhetorical impact.

The study also utilised thematic analysis to reveal the insights gained by participants through song listening, with a particular emphasis on the environmental concepts inspired by the songs. Participants' responses on the list of literary analysis questions, which documented their insights, underwent coding to systematically

categorize these insights. A parallel process was employed to identify and categorize the resonated stewardship actions.

Findings and Discussion

Findings

Language functions and rhetorical devices in the protest song for climate emergency

To identify the language functions and rhetorical devices utilized within a protest song addressing the climate emergency, this study conducted a stylistic analysis of the song's lyrics. The language function within each line was assessed by applying Halliday's seven categories of language functions. This stylistic analysis also includes an examination of the employed rhetorical devices within these lines focusing on the interplay between the identified language functions and the rhetorical devices employed. The results of this analysis are illustrated in Table 1.

Table 1. Language functions and rhetorical devices in a protest song for climate emergency

Language Functions and Rhetorical Devices	Explanation
I. [1]Return to a land called Paraiso, *Regulatory (ironia)* [2]A place where a dying river ends. *Representational (personification)*	*The text employs the regulatory function of language, making use of irony to call for awareness of environmental issues in Paraiso, as symbolized by the dying river. It also utilizes the representational function of language, using personification to highlight the seriousness of ecological problems equated with the dying river.*
[3]No birds there fly over Paraiso, *Imaginative (hyperbaton)* [4]No space allows them to endure. *Representational (personification)*	*An imaginative use of hyperbaton denies the presence of flying birds in Paraiso. This illustrates the lack of space that permits their existence. The representational function of language is evident through personification, emphasizing the harsh environment that the birds cannot endure.*
[5]The smoke that screens the air, *Imaginative (metaphor)* [6]The grass that's never there. *Imaginative (paradox)*	*The use of metaphor to describe the smoke as a screen for the air entails an imaginative element. Furthermore, the paradoxical nature of "the grass that's never there" enhances the imaginative quality of the text.*
Refrain 1: [7]And if I could see a single bird, what a joy. *Personal (alliteration)*	*In the text, the use of alliteration with the repeated /s/ sound in "single" and "see" creates a personal and expressive tone, adding a touch of joy to the narrative. This enhances the personal function of language in the text.*
[8]I try to write some words and create [9]A simple song to be heard [10]By the rest of the world. *Instrumental (alliteration)*	*The text uses the instrumental function of language through the speaker's intent to create a song for a global audience. This intention is highlighted with the use of alliteration.*
II. [11]I live in this land called Paraiso, *Personal (martyria)* [12]In a house made of cardboard floors and walls. *Representational (assonance)*	*The text employs the personal function of language, invoking a sense of martyria as the narrator reveals their intimate connection to the land of Paraiso. This personal function of language serves to establish a strong emotional connection between the reader and the narrator's experience of this place.*
[13]I learned to be free in Paraiso, [14]Free to claim anything I see.	*The text combines personal expression, martyria, with assonance to illustrate the narrator's journey of*

Language Functions and Rhetorical Devices	Explanation
Personal (martyria; assonance)	*discovering freedom in Paraiso. The repetition of /i/sound emphasizes the theme of freedom and personal transformation. This connotes that the narrator's experience of newfound freedom in Paraiso is deeply personal and transformative.*
[15]Matching rags for my clothes, [16]Plastic bags for the cold. *Representational (comparison)*	*The text employs a representational function of language through comparison. It juxtaposes "matching rags for my clothes" with "plastic bags for the cold" to emphasize the plain contrast in living conditions.*
Refrain 2: [17]And if empty cans were all I have, what a joy. *Personal (metonymy)*	*This text engages the personal function of language using metonymy. The phrase "empty cans" symbolically represents the narrator's possessions, and their sense of joy despite having very little.*
[18]I never fight to take someone [19]Else's coins and live with fear [20]Like the rest of the boys. *Instrumental (alliteration)*	*The text uses the instrumental function of language through alliteration. The repetition of the /f/ sound in "fight," and "fear," serves to emphasize the narrator's distinction from others who resort to taking someone else's coins and living in fear. This signifies the narrator's principled stance and their divergence from common behaviours.*
Chorus: [21]Paraiso, help me make a stand. [22]Paraiso, take me by the hand [23]Paraiso, make the world understand *Regulatory(anaphora)*	*This text utilizes the regulatory function of language through anaphora, as it repeatedly begins with "Paraiso." This stylistic choice serves to emphasize the importance of the narrator's plea to Paraiso, emphasizing the urgency and significance of their message.*
[24]That if I could see a single bird, what a joy. *Personal (alliteration)*	*This text employs the personal function of language with alliteration. The repetition of the /s/ sound in "see," and "single," highlights the narrator's personal sense of delight at the prospect of seeing even a single bird. This emphasizes the profound happiness the narrator experiences.*
[25]This tired and hungry land could expect [26]Some truth and hope and respect [27]From the rest of the world. *Heuristic (personification)*	*In this text, a heuristic approach is utilized through personification. The portrayal of the "tired and hungry land" expecting "truth and hope and respect" from the rest of the world personifies the land, attributing human-like qualities to it. This highlights the desire for understanding and assistance from the land, encouraging readers to recognize its needs and the responsibilities of the world.*

As gleaned from Table 1, the text employs the *representational language function* to direct the audience's focus toward a factual examination of the deteriorating environment *(lines 1-2, 3-4, 12 & 15-16)*, as exemplified in *Paraiso*. This approach to present the evidence of Earth's decline is fortified by the use of *metaphor (line 5)*, which personifies the environment, endowing it with human-like attributes and highlighting its susceptibility to harm through human neglect *(lines 2 & 4)*. This *personification* invokes an emotional response in the audience, prompting a sense of urgency in saving and safeguarding the environment before it reaches a critical tipping point. Consequently, the synergy between the representational language function and the strategic utilization of personification as a rhetorical device serves to not only challenge individuals' environmental

awareness but also to elicit an immediate and proactive response toward environmental preservation.

The use of the *imaginative language function* helps to provide a visually detailed representation of the scenarios encompassing *Paraiso (lines 3 & 5-6)*. This scenic portrayal of the song's physical setting heightens the harsh and unsupportive nature of the neglected environment, where the conditions for life's thriving are severely compromised. This portrayal of environmental hostility towards life is artfully presented with the assistance of *metaphor* and *paradox (lines 5-6)*, effectively connecting the deteriorating environment to a biohazard capable of eradicating all traces of life on Earth. It suggests that the environment is so desolated and damaged that even something as basic and essential as grass is absent, which is contrary to people's natural expectations. This paradoxical use of language may enhance the audience's comprehension of the dire situation and creates a direct contrast between the ideal and the harsh reality. This interpretation of the text stresses the imperative nature of the environmental crisis, emphasizing the tangible threats it poses to the planet's ecosystems and, consequently, human existence.

The employment of the *personal language function* within the text empowers the persona to convey their personal sense of joy, optimism, and satisfaction in the midst of *Paraiso*'s deterioration *(lines 7, 11, 14, 17 & 24)*. Through the use of *martyria*, a rhetorical device that accentuates the persona's direct experience or first-hand witnessing of events, the persona delivers a heartfelt testimony that emphasizes the enduring beauty that still graces Paraiso *(lines 11 & 14)*. This testimonial narrative highlights the beauty that persists in the face of adversity, serving as a compelling appeal to the audience. It encourages the audience to recognize that there is a tangible possibility of restoration and remediation in the ongoing efforts to address environmental deterioration. In doing so, it strengthens the argument for proactive environmental conservation and underscores the hope that positive change is not only possible but also grounded in observable reality.

Simultaneously, the deployment of the *regulatory language function*, strategically embedded in *anaphoric lines*, serves as an effective call to action for the audience *(line 23)*. It urges them to align with the persona's efforts and collaborate in raising awareness about the deteriorating environment. The repetition of the term Paraiso which translates into paradise, conveys a profound yearning for the restoration of the environment. In this way, the text communicates a clear and practical directive, grounded in the imperative need for collective action to protect and restore the environment.

Meanwhile, the lines within the first and second refrain of the song employ the *instrumental language function* to elucidate the persona's clear intention of championing personal advocacy *(lines 7-10 & 17-20)*. This advocacy is aimed at motivating people to effect positive changes and have a tangible impact on the deteriorating environment. The persona's call for environmental protection and restoration is artfully presented using *alliteration* to establish a rhythmic and memorable effect *(lines 7-10 & 18-20)*. This, in turn, transforms the advocacy into a potent chant, with the power to inspire the audience to take immediate action.

It is worth noting that the last three lines in the chorus follow a structural pattern parallel to that of the initial two refrains, thereby designating them as the concluding refrain *(lines 25-27)*. This transition from the instrumental language function used in the prior refrains to the *heuristic language function* in the

concluding refrain signifies a pivotal shift. In the concluding refrain, the focus shifts from motivating action to revealing a profound truth about humanity's capacity to safeguard and rehabilitate the environment, a right that the Earth undeniably deserves. This transformation in language function serves to provide a satisfying denouement to the song. It emphasizes that the ultimate fulfilment of the persona's advocacy rests in the illumination of the reality that people possess the inherent ability to protect and restore the environment, an obligation the Earth inherently merits. This conclusion resonates with the reader, leaving them with a sense of both empowerment and responsibility to act in harmony with the Earth's rightful needs.

Gained insights from the protest song for climate emergency

In addition to analysing the interplay between language functions and rhetorical devices for conveying the intended message of the environmental emergency protest song, it is imperative to ascertain the insights acquired by the audience during their engagement with the song. These audience insights serve as evidence to examine the effectiveness of both the language functions and rhetorical devices employed in communicating the song's message. The insights obtained by the participants are presented in Table 2.

Table 2. Gained insights from a protest song for climate emergency

Gained Insights	Text Exemplar
Environmental Responsibility	"...appreciating the simple things...for us to live." [P2] "...the message is about appreciating nature...we must nurture it." [P4] "...this encourages me to appreciate the place that gives us life and let us breathe clear wind." [P8] "We should always keep in mind that taking care of our environment is our responsibility...for the next generations." [P9]
Poverty and Inequality Awareness	"The song portrays the harsh reality of living in poverty, ...yet it also conveys the desire for a brighter future." [P14] "...because of our negligence, some people suffer because they have no choice but to live in polluted areas... animals also get affected because they are losing their natural habitat through pollution." [P15] "many people are suffering because of the inequality that is happening in our country, especially those underprivileged individuals." [P17]
Finding Joy in Simplicity	"...we should always be contented with what we have right now." [P6] "...living in poverty is hard but it does not mean you can't be happy with simple things in life." [P16] "...it's a time to appreciate what we have right now, appreciate what a life that we are trying to survive." [P18]
Call to Environmental Action	"...this is an eye-opener for us to restore what we have been broken which our mother nature." [P10] "...it is to save the environment right now as we, the people in here, are the one who relies on it more than it relies on ours." [P11] "We should not neglect the disturbing concerns on our environment because there is no planet B and we need to take good care of the earth." [P13]

Legend: [PX] followed by a number represents the participant number assigned to each individual in the study.

As shown in Table 2, the participants exhibited a strong commitment to environmental responsibility. Their expressions emphasise the significance of not only appreciating the environment but also recognising their essential role in nurturing it. This sentiment is grounded in an understanding that nature is the fundamental provider of life's essential elements, and it entails a moral obligation to protect and preserve it. The study findings demonstrate the song's effectiveness in conveying the message of environmental responsibility as it catalyses participants to introspect on their role as custodians of the environment. Although the participants showed strong self-reported commitment to environmental responsibility, the results suggest the need for further research to understand whether these intentions lead to consistent and visible actions, especially in the context of preparing future ESL teachers through environmental education.

As the song portrays poverty and inequality, the participants contemplated the harsh realities that those people from disadvantaged families were primarily affected by the environmental negligence of some individuals. They empathised with people who endured burdens due to limited opportunity for a decent life, caused by pollution and other environmental problems that resulted in societal inequalities. This heightened awareness of societal disparity amidst the environmental crisis reveals the song's capacity to cultivate empathetic understanding among its listeners.

The song also encouraged the participants to discover joy in life's simplicity despite poverty caused by the continuous depletion and destruction of natural resources. This encouragement deeply resonates with the participants as they acknowledged that happiness is genuinely attained through the appreciation of life's fundamental elements, which are essential in surviving life amidst poverty. This phenomenon showcased the participants' understanding of the transformative influence of gratitude and contentment in overcoming challenges brought by poverty and social inequality. Through this message communicated by the song, the participants discerned that people can attain contentment despite challenging circumstances by appreciating life's modest pleasures.

The song's clear depiction of the seriousness of the prevailing environmental crisis and the need for immediate response drove the participants to actively advocate for a decisive call to action. They acknowledge that environmental stewardship is not confined to individual responsibility but extends as a collective commitment to the well-being of future generations. The participants perceived the need to address the prevailing environmental problems with a strong sense of urgency, while it is not too late to take action in preserving and protecting the environment. This advocacy for proactive actions connotes the imperative for immediate and practical solutions in compensating for the adverse consequences brought by people's environmental negligence.

Resonated environmental stewardship actions from the protest song for climate emergency

Similar to other literary genres, the suggestiveness inherent in the lyrics of the environmental emergency protest song can motivate its audience to undertake actions aligned with the moral or message it conveys. The participants in this study articulated their intentions to engage in environmental stewardship actions inspired by the song's message. The emergence of these proposed environmental

stewardship actions stands as a tangible reflection of the song's effectiveness in conveying its message through the interplay of language functions and rhetorical devices. These specific environmental stewardship actions are detailed in Table 3.

Table 3. Resonated environmental stewardship actions of a protest song for climate emergency

Environmental Stewardship Actions	Text Exemplar
Practicing Resource Conservation and Waste Management	"Let's help our Mother Nature by not throwing trash anywhere... planting trees." [P1] "I'll protect the environment by saving water, electricity, proper segregation... educate and inspire." [P8] "By throwing trash in the proper area, participating in tree planting, using eco-friendly products... joining organizations." [P9] "I'll throw trash in the right garbage can and conserve water..." [P11] "I'll engage in community initiatives to plant trees, clean up polluted areas... support conservation." [P13] "I'll support reuse, reduce, recycle... choose eco-friendly businesses." [P15] "Lessen my carbon footprint." [P19]
Demonstrating Ethical Responsibility toward the Environment	"It's important to care for things some people don't value." [P2] "I'll love the environment as we love ourselves." [P5] "Be aware of my actions, be accountable, and be responsible..." [P6] "Value all things, big or small, expensive or cheap." [P17] "Appreciate things around me, must care for them." [P18]
Adopting Sustainable Lifestyles and Eco-friendly Practices	"Simple actions like turning off AC when it's cold, using less water affect finances and nature." [P4] "Participate in programs advocating *Kalinisan* sa *kalikasan [cleanliness in nature]*." [P3] "Consider planting trees and seeds." [P12] "Simple actions like recycling, reforestation, zero waste..." [P12] "Lessen plastic use, opt for eco-friendly materials like metals." [P14] "Educators should be role models in environmental sympathy." [P16]

Legend: [PX] followed by a number represents the participant number assigned to each individual in the study.

As illustrated in Table 3, the participants emphasised practicing resource conservation and waste management as their stewardship action primarily focused on proactive measures to safeguard the environment. They recognised that protecting the environment involves tangible actions, such as reducing waste, conserving resources, and taking individual responsibility for pollution prevention. They demonstrated a keen awareness of the environmental issues at hand. They pointed out the need to avoid littering, participate in tree planting, and promote eco-friendly products. These actions are based on practicality and have a direct, observable impact on the environment.

The participants shared their intention to demonstrate ethical responsibility towards the environment. This responsibility entails their commitment to safeguarding the environment from possible destruction. As they perceived the importance of nurturing and valuing the environment, they considered its every single composition worthy of respect; thus, enabling them to establish an emotional connection and ethical responsibility towards nature. This deep connection with nature permitted them to value the inherent worth of the ecosystem and its

inhabitants, which can motivate them to nurture the environment through engaging in reforestation efforts and other similar proactive actions.

To establish their long-term relationship with the environment, the participants expressed their initiatives in the adoption of sustainable lifestyles and eco-friendly practices. These initiatives include their effort in balancing the fulfilment of their needs with environmental preservation by strategic and sustainable use of the natural resources that can prevent further harm or damage to the environment. They considered the 4Rs (refuse, reduce, reuse, and recycle) as an effective strategy in reducing nonbiodegradable waste that continuously pollutes the environment. They also opted to live their lives in moderation and use eco-friendly materials in their undertakings to reduce waste and resource consumption, which are vital in attaining sustainability.

Discussion

The stylistic analysis conducted with the climate protest song *Paraiso* demonstrates how the language functions in the lyrics of the song works in unison with the rhetorical devices to communicate environmental concepts and encourage its listeners to engage with stewardship actions. The representational and imaginative functions of language in the lyrics, combined with metaphor and personification, inform the listeners on the prevailing environmental crisis by visualising the environmental degradation through the logical association of nature to common human experiences endowing the environment with human characteristics which enable the audience to connect with the texts at the personal level. Meanwhile, the personal and instrumental functions reinforced by sound devices such as alliteration and assonance allow the song's persona to present own experiences using martyria as a powerful call for action in saving the environment. The heuristic and regulatory functions in the concluding lines of the song's lyrics position environmental concern as a shared moral obligation and a collective endeavour. For ESL classrooms, exposing students to this strategic use of language can benefit them not only in honing their textual and discourse analysis skills but also in attaining critical and affective learning outcomes (Yol & Yoon, 2020). Designing learning experiences aligned with such learning outcomes in ESL instruction promotes the development of linguistic competence and awareness of global issues while providing authentic context for language use (Tasnim, 2022). Songs like *Paraiso* can be used to facilitate discussion, guide writing tasks, and foster listening and interpretive skills, while encouraging students to express personal opinions and explore ethical perspectives.

The findings show that the participants obtained meaningful environmental insights after listening to the climate protest song. These insights reflected their increased awareness of environmental responsibility, social inequality, and the value of life's simplicity. This implies that the integration of a protest song embedded with rhetorical devices and reinforced by language functions in ESL learning activities can foster critical reflection among learners (Vergara-Burgos, 2023). Such integration of protest song as an authentic and contextually relevant material can enhance not only students' comprehension skills but also their ability to make sense of the connection between language and real-world issues (Al-efeshat & Baniabdelrahman, 2020). In this way, environmental-themed texts can be used in ESL classrooms to help students develop their linguistic competence and

environmental literacy by serving as a pedagogical innovation in communicative and content-based language teaching.

The participants shared their intention in engaging in environmental stewardship actions after reflecting on the song's theme. These environmental stewardship actions exposed their initiatives for environmental sustainability, ranging from practicing resource conservation to adopting eco-friendly lifestyles and nurturing ethical relationships with nature. These outcomes signify the affective power of the song's lyrics as a poetic text in ESL instruction to elicit behavioural change among students. Thus, the lyrics of the song as a poetic text for analysis and exploration serve as a socially relevant learning material to promote values education while enhancing students' second language acquisition and development (Pulido et al., 2020). Encouraging students to respond to climate protest songs can develop not only their comprehension skills but also their 21st-century skills, as these songs can be used to expose students to reflective and action-oriented language learning tasks, which can foster learning engagement, critical thinking, and social responsibility for sustainability and global citizenship (Le & Nguyen, 2024).

Protest songs can then serve as a potent pedagogical tool in the development of students' environmental literacy while strengthening their language skills. The strategic interplay of language functions and rhetorical devices in communicating environmental concepts conveyed by the protest song has been shown to encourage environmental stewardship actions and inspire proactive behaviours among students towards the protection and preservation of the environment (Makina, 2015). Integrating the stylistic analysis of the lyrics of climate protest songs, focusing on language functions and rhetorical devices in ESL classrooms, can strengthen students' textual analysis skills in comprehensively deciphering the environmental messages of these songs that can foster their sense of individual responsibility to take proactive measures for environmental protection and preservation (Soedjarwo, 2021). The language functions within these lyrics immerse the audience in the discourse surrounding environmental conditions and issues (Martinelli, 2017). Simultaneously, the use of rhetorical devices captures the audience's attention, compelling them to critically assess these environmental concerns by vividly illustrating the conditions. In doing so, these songs metaphorically depict the environment as a vulnerable entity akin to a suffering human; thus, establishing a sense of urgency for its protection and preservation (Sadler, 2022).

Using varied classroom activities and assessment organizers, this newfound sense of urgency fostered through the act of listening to these protest songs encourages the students to embrace responsibility for the environment. It inspires them to undertake various environmental stewardship actions that encompass practicing resource conservation and waste management, demonstrating ethical responsibility toward the environment, and adopting sustainable lifestyles and eco-friendly practices. Consequently, engaging with these songs holds the potential to cultivate environmental responsibility, which can motivate students to take tangible and proactive steps toward environmental betterment. This ESL pedagogy centred on environmental literacy is illustrated in Figure 1.

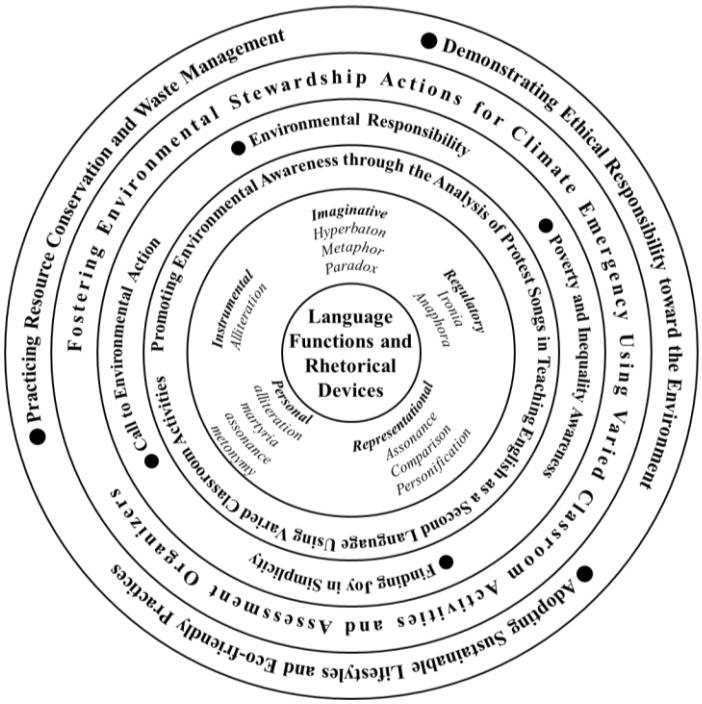


Figure 1. The interplay of language functions and rhetorical devices in resonating environmental stewardship in analysing protest songs in ESL classrooms

The recognition of climate protest songs in developing students' environmental literacy encourages ESL educators to incorporate these songs for textual analysis and exploration into their classroom instructions to enhance students' environmental awareness and responsibility while honing their language skills. This integration commences with the ESL teachers' knowledge of how the language functions and rhetorical devices within the lyrics of these songs work organically to communicate environmental concepts. This understanding of the interplay of language functions and rhetorical devices in climate protest songs initiates them to examine closely how rhetorical devices in textual compositions reinforce the way that these texts communicate messages by describing facts, sharing personal opinions, and the like, that can influence the audience to engage in proactive actions (Lee et al., 2024). With the awareness of how these textual elements interact with one another, ESL teachers can design meaningful learning tasks linking language skills and competencies with environmental topics to create authentic and contextualised language learning experiences anchored on environmental sustainability and global citizenship. This pedagogical innovation can then be integrated into the basic and tertiary education across academic programs to help students improve their language skills while broadening their awareness of the global challenges.

Moreover, linking environmental content with English language lessons can lead to a multidisciplinary and holistic approach to ESL teaching (Kazazoglu, 2025). For instance, climate protest songs or other authentic texts can be utilised to help students develop critical thinking and increase their appreciation of lessons about vocabulary, grammar, and style, as they explicitly perceive the relevance of these lessons in understanding real-world problems and taking proactive measures in addressing such problems. This approach aligns with communicative and task-

based teaching, where students use the English language for meaningful communication within real-world contexts. At the same time, students begin to perceive how language can be used in responding to social and environmental concerns.

Through establishing a concrete connection between language learning and environmental literacy, students can appreciate the importance of language in communicating information about the prevailing environmental crisis and developing a sense of responsibility to protect and preserve the world around them. They not only hone their communicative skills in ESL but also strengthen their ability to utilise their voices in promoting sustainability and positive change. This approach to ESL teaching prepares students to succeed in their academic undertakings while being informed, responsible, and active global citizens (Soedjarwo, 2021).

Conclusion

The interplay between language functions and rhetorical devices in the lyrics of climate protest songs has been instrumental in conveying messages about the prevailing environmental crisis, which encourages the listeners to take proactive actions in protecting and preserving the environment. The combined influence of the language functions and rhetorical devices in resonating with the personal experiences of the audience on the environmental crisis enables them to reflect on the importance of protecting and preserving the environment. Such reflections motivate them to engage in tangible and doable environmental stewardship actions, ranging from practising resource conservation and waste management to adopting sustainable lifestyles and eco-friendly practices. This capacity of the protest songs in driving the audience to engage in proactive actions towards environmental sustainability can be attributed to the affective power of the song lyrics as poetic texts in evoking urgent measures or actions in response to the pressing environmental issues. When integrated in ESL classrooms as socially relevant and authentic texts for analysis and exploration, climate protest songs serve as a pedagogical tool in developing and enhancing students' language competence and environmental literacy.

Based on the conclusions derived from the study, the following recommendations are offered. ESL educators may collaborate with teachers from other disciplines for a cross-disciplinary integration of climate protest songs as an educational campaign in raising students' consciousness of the environmental issues. Development of instructional materials capitalising climate protest songs may be undertaken by ESL book and module content writers to expand the availability of these materials, which can help students gain a deep understanding of environmental issues, enabling them to take positive and proactive actions in their respective communities. Future studies assessing the effectiveness of climate protest songs presented in other media forms in engaging people in concrete environmental stewardship actions may be undertaken to provide valuable data on improving environmental communication campaigns.

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