



PROMOTING ENVIRONMENTAL LITERACY AND SUSTAINABILITY IN EFL LESSONS

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ABSTRACT This article discusses the integration of environmental education and sustainability principles into the teaching of English as a foreign language (EFL). The study examines the Green English Language Teaching (GELT) approach, the role of teachers in promoting environmental literacy, and the importance of using authentic materials. The authors view language learning not simply as a communicative process, but as an educational tool that fosters social responsibility, critical thinking, and a sustainable worldview in students. The article provides practical recommendations for project-based teaching of environmental topics in the classroom and the implementation of modern methodologies.

Keywords: Green English Language Teaching (GELT), ecolinguistics, sustainability, EFL, environmental literacy, project-based teaching, global citizenship.

INTRODUCTION:

The integration of environmental education into English as a foreign language (EFL) teaching has been a hot topic of research in recent years. Foreign language teachers play an important role in creating teaching materials and adapting them to the needs of students. Teachers need to have the skills to collect, write, evaluate, and present materials in the classroom. Three main criteria are taken into account when selecting materials: the needs of students, the personal skills of teachers, and their teaching philosophy. Teachers need to evaluate and select content and pedagogical approaches to meet the needs of students. When developing language materials that focus on environmental issues, teachers need to pay attention to how resources such as textbooks, modules, podcasts, and handouts are selected, evaluated, and developed. Research conducted in the field of integrating environmental issues into English language teaching shows that an ecolinguistic approach is important in this regard.

LITERATURE REVIEW:

The article “Give Your Lessons a Sustainability Twist” published by ELT Footprint provides teachers with tips on how to create lessons that promote environmental awareness. The author emphasizes the importance of building social responsibility and environmental



awareness in students through the language learning process. According to the author, integrating sustainability topics into lessons through grammar, vocabulary, debate, project-based assignments and practical activities can help students develop critical thinking and a deeper understanding of global issues. The article also recommends using a real-world problem-based approach to developing lesson plans that are connected to students' everyday lives. This approach, along with other resources, turns language learning into not only a communicative but also an educational tool.

In addition, the successful implementation of “green” learning in foreign language teaching depends on the skills of English language teachers to integrate environmental education into their lessons. In addition to the role of institutions in supporting environmental education, it is also necessary to pay attention to the personal qualities of teachers, such as awareness, knowledge, critical thinking, problem-solving, decision-making, action, and environmental responsibility.

Omnia Latif Ibrahim Abdel Latif emphasizes that GELT (Green English Language Teaching) is beneficial for teachers and students and involves a multi-faceted approach. GELT helps students connect different fields of knowledge, enhance their learning experience, and develop critical thinking. It encourages students to analyze environmental issues and develop a sense of responsibility in them. GELT also helps students understand the international nature of environmental issues and encourages them to adopt a sustainable worldview. Teachers can integrate environmental topics into language teaching methodologies and create curricula that include sustainability topics. This helps students learn about environmental issues through language learning. Teachers should design lessons that include descriptive texts on environmental topics, use multimedia resources, and implement assessment strategies that assess students' language skills and understanding of environmental issues. Students should write essays or create presentations on environmental topics and participate in community projects that promote environmental protection. By adopting the principles of GELT, teachers, mentors, and students can together contribute to raising an environmentally literate generation.

CONCLUSION:

In conclusion, integrating environmental education into English as a foreign language is becoming increasingly important. Research shows that when teachers incorporate environmental topics into their lessons through grammar, vocabulary, debate, and project-based assignments, students develop critical thinking and a sustainable worldview. The methodologies proposed by YaITO (Green English Language Teaching) and other researchers demonstrate that the language learning process is an effective tool for increasing environmental literacy. Incorporating climate change and sustainability topics



into English lessons not only strengthens students' language skills, but also helps them become responsible and informed global citizens.

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