



A Comprehensive Exploration of Green Education in English Language Teaching

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المستخلص

تم استخدام منهج التعليم الأخضر في جميع مجالات المعرفة نظراً لدوره الحيوي في تشكيل عقلية الإنسان فيما يتعلق بالبيئة، وكذلك في تبسيط فهم التخصصات الدراسية. تهدف هذه الورقة إلى دراسة كيفية تطوير تعليم اللغة الإنجليزية (ELT) ضمن إطار القضايا البيئية، وما إذا كان ذلك ضرورياً لإلهام الطلاب للوصول إلى فهم أفضل وللتواصل الفعال باللغة الإنجليزية، لا سيما فيما يتعلق بالقضايا المرتبطة بالموضوعات البيئية مثل الاستدامة، والحفاظ على الموارد، والوعي المناخي. يُعد التعليم الأخضر من أفضل الأساليب الحديثة التي تغرس في عقلية الطلاب وأيديولوجيتهم عدداً من القضايا المهمة، مما يجذب انتباههم إلى حياتهم الخاصة. ويمكن تحقيق ذلك بوسائل متعددة من خلال دمج التعليم البيئي مع تعليم اللغة الإنجليزية، مثل: الأدب البيئي، والرحلات الميدانية، والتعليم العملي، والمقررات الدراسية ذات المواضيع الصديقة للبيئة. ومن خلال هذا النهج، يتمكن الطلاب من تحقيق تقدم في تعلم وإتقان اللغة الإنجليزية، ويبدؤون في التحدث بطلاقة وثقة، وذلك بسبب تناولهم لعناصر من الحياة الواقعية ضمن مناهجهم، والتي لها تأثير كبير في حياتهم، ضمن إطار أدبي. إن هذا الأسلوب سيسهم في تثقيف الأجيال القادمة من خلال مساعدتهم على أن يكونوا على دراية بيئية إلى جانب معرفتهم اللغوية.

الكلمات المفتاحية: التعليم الأخضر، تعليم اللغة، التعلم البيئي، النصوص الأدبية.

Abstract

Green education approach has been used in every field of knowledge due to its vital role in shaping both human's mentality concerning environment and grasping one's major in simple manner. This paper aims to study how English language teaching (ELT) could be developed within environmental issues and is it essential for inspiring students to reach better understanding and communication in English language regarding the issues that associated with ecological topics in terms of sustainability, conservation, and weather awareness. Green education is one of the best modern techniques which instills some critical matters in our students' mentality and ideology to attract their attention to their own life. It can be achieved by many means in combining eco-education with English language teaching, involving eco-literature, field tours, practical learning, and thematic courses on eco-friendly areas. Students



get an advance in acquiring and mastering English language and start speaking fluently with confidence due to tackling some elements of actual life in their curricula that have a huge influence in their life in the framework of literature. This method will educate the whole generations by helping them to be ecologically informed as well as linguistically knowledgeable.

Keywords: green education, language teaching, eco-learning, literary texts

1. Introduction

Incorporating green education within English language education is a technique to help students be conscious of green issues and inspire educators to become more considerate in dealing with crucial issues as well. The importance is to be found on the student's ability to communicate well, not merely to study texts critically, but also to help the sustainability matters in the target language. Furthermore, ecological education offers learners with the chance to acquire the global issues for instance weather alteration and deforestation in English which leads them to explain their notions and philosophies skillfully and achieve some reasonable keys.

Consequently, melting ecological topics into language education can foster people who are skilled in English to create fruitful influence on the environment. It clearly shows the positive aspect of adopting the green sustainability items in English language education at all levels of education since the last two decades. Green education involves studying the environment, and sustainable change which is not completely connected with ecological matters or education. The English language can be useful in fostering awareness of environmental issues and generating discussions among learners regarding the integration of ecologically sustainable habits in education.

The significance, objectives, and methodologies of English Language Teaching (ELT) are explored in this paper. The integration of knowledge is crucial in today's society, as some of the most critical global issues encompass climate change, pollution, and the need for sustainable development that supports biodiversity. According to UNESCO, individuals also adapt to the notion that "Education for sustainable development empowers people to change the way they think and work towards a sustainable future" (UNESCO, 2021). Assimilating these topics within ELT assists learners in establishing a global awareness, fostering responsible citizenship, and also concentrating on English language education in ELT. Over time, the global enhancement of English Language Teaching (ELT) has improved environmental awareness and abilities related to climate challenges. Wright provides a knowledge of sustainable growth and transformation as he states "Language education offers an opportunity to explore contemporary issues, and environmental topics resonate deeply with the younger generation, making language learning more relevant and engaging" (Wright, 2010:230).

2. The Concept of Green Education

Green education in English Language Teaching (ELT) tackles the combination of ecological consciousness, sustainability notions, and eco-friendly principles within the language training in terms of methodologies and materials. This philosophy promises that learners will realize linguistic proficiency and simultaneously be publicly responsive and environmentally conscious. It is also connected with other universal goals, precisely as the United Nations'



Sustainable Development Goals (SDGs), particularly Goal 4, which relates to excellent education and lifelong education for all people's levels.

It can be performed by combining ecological ideas into course materials, supporting sustainable practices inside the classroom, and dealing with ecological subjects and the discussions as vital mechanisms of the language learning process. This primary purposes are to accelerate the progress of generally responsible and environmentally conscious in the part of learners who are also proficient in language gaining. It refers to consciousness and the application of sustainable ecological performances. Education, as defined by Stephen Sterling and David Orr, "sustainability education is about learning to think, understand, and act in ways that preserve environmental health while maintaining social and economic well-being" (Sterling & Orr, 2001:38). This economic method is integrated into language teaching by utilizing environmental topics as content for learning exercises.

Through environmental education and conservation efforts, students are enhancing their reading, writing, listening, and speaking skills in English. This method enables learners to engage in discussions about global environmental issues, utilizing the vocabulary and conceptual understanding they have acquired.

3. Green English

In the beginning, it must be characterized as an educational methodology that incorporates environmental consciousness and sustainability into language teaching curricula, referred to as green education. This pedagogical movement emphasizes the integration of ecological literacy and language teaching, while also encouraging educators to facilitate critical thinking and conversations regarding learners' social responsibility and linguistic skills. Consequently, integrating environmental challenges into real-world applications aims to promote a sustainable future. The incorporation of reading skills with real texts, as specified in literacy training, enhances the relevance of language acquisition by exposing students to materials pertinent to their communities (Brooke, 2013:9). Additionally, understanding the role of assessments in promoting environmental literacy ensures that both formative and summative evaluations reflect the principles of task authenticity and learner engagement, thereby reaffirming the importance of green education in achieving a holistic language education (Green, 2016:6).

To interlace environmentally sustainable knowledge and skills into the English language class is conceptualised in this paper as green English. Green English, therefore, refers to learning and teaching practices in the English class that integrate environmental themes, issues and solutions. Green English is, therefore, sustainable, environmentally friendly approaches to learning, teaching, and evaluation in the English class. It could be the vehicle for inculcating sustainable values and concepts and attitudes in the students. The challenges of climate change demand certain responses by teachers. One of such responses is "...to increase students' awareness about linkages between their subject and sustainable development..." (Hopkinson & James, 2010: 366). In other words, every subject in the school curriculum should be a vehicle of transmitting not just culture, but sustainable culture. Sustainable culture is culture that is inheritable, culture with a future, culture with a hope that the next generation will not inherit a ruined earth. Education that integrates sustainable values and practices in its curriculum beyond



the knowledge that may be hoarded in a subject called Environmental Education is, therefore, urgently necessary.

That is why UNESCO advocates "...rethinking and revising education from nursery school to university to include a clear focus ... on the development of knowledge, skills, perspectives and values related to sustainability" (UNESCO,2006: 56). The organization things such reforms on curriculum reviews that would leave imprints on all facets of the teaching-learning processes. Consequently, every class in the school needs to respond to the menace of climate change. Caroline Eheazu found low environmental literacy levels among undergraduates in Nigerian universities. Consequently, Eheazu (2014,2010:74) One of such classes is the language class, and in this context, the English Language class. Language is one of humanity's greatest gifts. Language allows people to deconstruct their environment into transferable codes. It allows people to frame their thoughts and communicate such thoughts. It allows people to negotiate their common existence through communal interaction. Moreover, beyond its ability to foster communication, language can help shape attitude as it is often used for instruction, campaigns, advertisement and social mobilisation. Therefore, language can be harnessed to foster students' environmental awareness and change their attitudes to the environment.

A change in attitude implies a change in thinking. Arjen EJ Wals states, "Our search for a more sustainable world requires cutting edge new thinking that can break the cycle of unsustainable knowledge creation ..." (Wals,2010:387-388). Therefore, curriculum planners, school administrators and teachers need to change radically their thinking if the products of education are going to have the capacity to think differently and creatively. Fortunately, the Nigerian English Language e-Curriculum for Senior Secondary School (Nigeria Educational Research and Development Council, 2014) contains environmental sustainability or green themes. Under the vocabulary segment of the curriculum, there is an item labelled, "Words Associated with Environment". Therefore, even the English Language curriculum provides for the teaching of environmental vocabulary.

However, it is not enough simply to enrich students' environmental register. Therefore, the United States of America Environmental Protection Agency (n. d.) in recognition that teaching about the environment in the process of teaching English provides a portal for students to learn about reducing, recycling and reusing waste, produced a set of lesson plans and worksheets titled "Teach English, Teach about the Environment." This is important because environmental problems are often felt at the personal as well as communal level. Therefore, education should not only create awareness about global environmental problems but also awaken curiosity and sensitivity to local and communal environmental challenges. In other words, the English class as an environmentally friendly class should foster creative and innovative problem-solving skills.

Green Education in the context of English Language Teaching (ELT) and literature refers to integrating environmental concerns, sustainability, and eco-conscious values into the study of literature while teaching English. This multidisciplinary method integrates environmental studies with literary texts. Exploration to awareness, whether through environmental education or literary texts, encompasses ecological themes that promote critical thinking and personal



development. These works, including novels, poetry, drama, and cartoons, can enhance awareness of environmental issues in the classroom and inspire action.

This pedagogical approach employs literary works to cultivate environmental awareness, enhance empathy for nature, and motivate action against global environmental issues, while simultaneously aiding students in the development of their language skills and encouraging reflection on significant cultural and global matters through literature.

4. Key Concepts of Green Education in ELT through Literature

4.1 Environmental Themes in Literature:

Green education is primarily integrated into English Language Teaching (ELT) through the exploration of environmental topics in literature. Limin, Jao and Nenad Radakovi state that “literature can contribute to such an environment” (Jao & Radakovic, 2017: 63). Several of these subjects encompass nature protection vs the use of natural resources, climate change, human-environment interactions, deforestation, and biodiversity loss. By use of these themes, educators can assist pupils in cultivating an awareness of Some environmental problems in literary works pertain to their significant linguistic development. Discourses regarding the link between humans and nature encompass Rachel Carson's *Silent Spring*, the nature poetry of William Wordsworth, and Dr. Seuss's *The Lorax*.

4.2 Ecocriticism and Literature:

Ecocriticism is an interdisciplinary topic within English Language Teaching (ELT) that facilitates discussions on how literature expresses environmental attitudes and concerns, as well as sustainability issues. Relations and interactions between ecological systems, human justice, and ecocriticism of nature. An inquires about this student's more profound approach to the level. In literature, one might examine how nature is personified or exploited, as well as how the acts of individuals impact the environment. For example, in *The Grapes of Wrath* by John Steinbeck, human adversity is juxtaposed with the ecological destruction of the Dust Bowl; similarly, in *The Jungle* by Upton Sinclair, the detrimental impact of industry on both human and environmental health is condemned.

4.3 Sustainability and Nature Conservation in Literary Texts:

Literary works facilitate exploration of sustainability and conservation concerns. Authors that portray humanity as detrimental to the world provoke inquiries on accountability, ethics, and sustainability. In this context, Louise Westling notes that “literary texts brings places nearer to us, redresses the domination present in the gaze, and helps overcome the split between self and environment” (Westling,2014: 68).

Students are pushed to balance human progress, sustainability, and ecological health when presented with stories. Narratives, for instance, concerning conservation in rural areas or natural settings often emphasize the fragility of the environment, prompting readers to contemplate environmental protection.



4.4 Promoting Empathy for Nature through Literature:

Through novels, poetry, environmental and activists or short creature's stories, emotionally affected student's engagement by area which can ecologically encourage prompt education. Literature helps the students to imagine them themselves, behavior a develop in unique change, in the environmental shoes to stir the real empathy of humanity. Peter Lamarque states that people "are intended to empathize with ... nature" (Lamarque, 2008:246). Reading constitutes this concerns the pivotal relationships of characters with nature or their engagement in environmental struggles, enabling pupils to cultivate a more empathic and ethical viewpoint regarding the environment.

5. Critical Thinking and Discussion:

Green education in literature constitutes a critical thinking approach that encourages students to engage in discussions, debates, and reflections on the concerns articulated in texts. These conversations may encompass topics such as:

- How could writers depict the connection between humans and nature in their work?
- What ethical plights are displayed by environmental disasters?
- How can literature motivate positive adjust in environmental attitudes and actions?

Analyzing these themes helps students improve their English proficiency as well as their critical thinking and argumentative skills.

6. Interdisciplinary Approach:

Green education in literature frequently intersects with other disciplines, including political science, sociology, and, history that leads to enhance students' comprehension of environmental issues. Comprehending the historical context of literary works addressing environmental change, particularly those produced during the industrial revolution or in reaction to 20th-century environmental movements, can raise students' overall comprehension of sustainability concerns.

6.1 Literary Genres and Ecology

Literary categories advocate several methods for conveying ecological education. Poetry, for instance, can expose which poems are suitable to provoke observation on the attractiveness of nature or the influences of pollution for attracting one's comprehension of the nature. Shelley's poetry characterizes issues that closely be similar to modern ecological or green education movements. Works like "Ode to the West Wind," "Mont Blanc," and "To a Skylark" reveal the strength and sublimity of nature, which inspire students to respect the natural world. The consequent poems improve relationship between humankind and nature, make straight with modern notions of sustainability and ecological conservation. In the standpoint of green education, Shelley's poetry could be observed to disclose the poet's notion of nature as a dynamic thing that calls for admiration and respect. Consequently, Shelley's oeuvre displays noteworthy visions into the passionate and philosophical scopes of ecology.

Concerning fiction and novels, in regarding natural disasters or human interactions with environs which provide insightful discourse on sustainability. Fiction and novels show a unique



and noteworthy perception on reality, improving learner's linguistic proficiency besides fostering environmental responsiveness. Fiction purposes as, a connection between novels' creative scope, discovering the relation between human being and nature, the repercussions of ecological ruin, and the moral challenges of sustainability. Thoreau's Walden highlights the feasibility of harmonizing with environment and advocates for the gratitude of uncomplicatedness and environmental equilibrium.

Non-fiction offers accurate visions and provides learners with terms and linguistic contexts to articulate intricate matters. Non-fiction functions as an active technique for communicating green education within the context of English language teaching. In difference to fiction, non-fiction selects factual issues and real-world worries, supplying learners with insights into environmental challenges, sustainability, and ecological advocacy. Thus, "Education for sustainable development empowers people to change the way they think and work towards a sustainable future" (UNESCO, 2021). Learners can scrutinize topics such as weather change, biodiversity loss, pollution, and renewable energy by non-fiction, concurrently improving their critical thinking, investigative skills, and progressive language ability. Incorporating green non-fiction into English Language Teaching (ELT) enhances language skills and ecological consciousness, enabling learners to critically engage with their environment.

7. Challenges of Green Education in Literature:

- A. Textual of Texts:** Students who are not yet proficient in English may find literary works to be complex in their language and themes, making them difficult to understand. This can be mitigated by selecting age-appropriate texts or providing scaffolding to help students understand both the literary and environmental content.
- B. Limited Resources:** Teachers may face difficulties in finding relevant and accessible literature that focuses on both language development and ecological themes, particularly in certain cultural or linguistic contexts.

8. Using Nature-based Content for Language Practice

- A. Exploring the use of descriptive language to capture the beauty and complexity of the natural world
- B. Analysing the rhetorical devices employed by authors to convey environmental messages
- C. Engaging in creative writing exercises inspired by nature-based themes and settings
- D. Discussing the societal and political implications of **environmental literature**

9. Developing Eco-Conscious Writing Skills

Learning from environmental literature is just the start. Students can also improve their writing by focusing on eco-awareness. They learn to write persuasively and clearly about environmental issues. This not only boosts their language skills but also encourages them to care for the planet.



Nature-Inspired Language Activities	Eco-Writing Exercises
• Nature journaling • Descriptive writing of local ecosystems • Poetic expressions of the natural world	• Persuasive essays on environmental issues • Fictional narratives with eco-conscious themes • Research-based reports on sustainability

Environmental literature is useful for teachers in order to develop interesting lessons. These lessons develop language skills and teach students to respect nature. This approach enables the students to be change makers, able to tackle environmental issues using their language skills and knowledge.

10. Digital Tools for Environmental Language Learning

The digital age has transformed the way of learning about the environment. Now we have a lot of tools to teach eco-learning through language. Examples of these tools include interactive apps and online platforms which assist students in learning about the environment as well as enhancing their language skills.

10.1 Eco-learning Apps for Language Practice

Today, many mobile apps combine language learning with environmental themes. These eco-learning apps that use games, quizzes and virtual experiences help students in a fun way to learn new words and understand sustainability topics. Making them learn a language fun with eco-friendly stories and challenge in apps like 'Green World' and 'Eco Challenge'. The possibilities are endless for digital sustainability resources could be:

- For educators, there are several digital sustainability means available at online libraries such as the Green Education Foundation. They offer activities, videos and lesson plans that combine language training with ecological learning.
- Websites utilize "EnviroED" for reading and "EcoLingo" for writing, facilitating debates focused on online environmental education and sustainability modules. Students can simultaneously enhance their linguistic skills.

Digital Tool	Key Features	Target Language Skills
Green World App	Immersive eco-themed game, vocabulary-building quizzes	Vocabulary, reading, listening
Green Education Foundation	Lesson plans, educational videos, interactive activities	Reading, writing, speaking, listening
EcoLingo Website	Online environmental education modules, discussion forums	Reading, writing, speaking



Utilizing eco-learning applications, digital sustainability resources, and online environmental education platforms can render learning enjoyable and significant. These technologies facilitate pupils' understanding of the surroundings while enhancing their linguistic abilities. Consequently, pupils evolve into global citizens equipped to address environmental concerns.

11. Collaborative Projects and Community Engagement

This is particularly true in the environmental classroom. Education also emphasizes on the teamwork, and students' involvement in the community is essential for language acquisition. These activities are crucial for connecting environmental initiatives. The Green Ambassadors package exemplifies this effectively. Students collaborate with local groups to enhance their speaking and writing skills through projects that promote sustainable living, organize recycling events, and educate people about environmental issues (Coussens & Frumkin, 2007: 43).

- Students study about real-world ecological problems and help solving them.
- Students become better at writing, speaking, and talking across principles.
- Students sense more related to their society and aim to mark a difference.

Learners could also achieve their acquired information through eco-service ingenuities. They may contribute to environmental restoration, environmental assessments, or didactic initiatives. These exercises improve students' ecological awareness and raise their propensity for sustainable living.

This initiative goals are not just to improve language competence via collaborative projects and community contribution but also to reinforce students concerning ecological change within their communities. By mixing these experiences into the syllabus, educators can motivate a commitment in youngsters to save the environment. Students' linguistic capabilities improve when they involve in applied assignments. The classroom transforms into a venue for both engagement and education for the community.

Conclusion

Integrating Green education in English Language Teaching with literature offers learners with a wide-ranging of learning practice. It is useful for language increase as well as considering ecological matters, sustainability, and proper considerations associated with our daily environmental activities in literature. This simplifies the method which enables learners to improve their English language. The integration of green education into English language teaching symbolizes an innovative method for educating both ecological awareness and language abilities to learners. By merging sustainability subjects into the syllabus, educators can more efficiently involve learners stir their critical thinking concerning their responsibilities in global environmental issues.

Comprehensive valuation of spoken language skills can improve communicative competence and additional the goals of sustainable education, fostering an environment conducive to collaboration and genuine interaction. Furthermore, adequate resources and educator training are vital to effectively call the impacts of these valuations, thus simplifying a comprehensive method to language acquisition and sustainability. This dual focus not only provides learners for future challenges but also develops their awareness as informed global people.



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