



Green Education and Sustainability

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المستخلص

التعليم الأخضر، أو التعليم البيئي، أو ما يُعرف بشكل أكثر تحديداً بتعليم الاستدامة، هو أسلوب تربوي يهدف إلى تعزيز جهود الاستدامة من خلال تنمية معارف الأفراد وقدراتهم ومواقفهم لمواجهة التحديات البيئية الحيوية وغير الحيوية، والتعامل مع السمات المرتبطة بمستقبل مستدام. تتضمن معظم المبادرات في قراراتها بعض الإجراءات الممكنة لتعميق الوعي بالقضايا البيئية التفاعلية المحورية مثل تغير المناخ، فقدان التنوع البيولوجي، التلوث، استنزاف الموارد الحيوية، تدهور الأراضي، وإزالة الغابات، وغيرها. ويمكن توظيف التكنولوجيا الذكية، عند دمجها في عمليتي التعليم والتعلم، لتتكيف مع احتياجات الطلاب وطرق تعلمهم، مما يساعدهم على تلقي خلفية شاملة حول الاستدامة البيئية، وتعزيز فهمهم لأسباب وتبعات ونتائج الإخلال بالنظم البيئية التي تُعد ضرورية للبقاء. كما يمكن إحياء مفاهيم "إعادة التدوير" و"إعادة الاستخدام الإبداعي" من خلال التعليم المدمج والمناهج الدراسية. ويمثل الذكاء الاصطناعي أحد الاتجاهات المحورية في "تعزيز التعليم المستدام القابل للتكيف". إذ يمكنه تبسيط سبل تكيف التعليم مع قضايا الحفاظ على البيئة. وتسهم برمجيات الذكاء الاصطناعي في هذا السياق في جعل التعلم أكثر سهولة ومتعة وقابلية للتطبيق. كما يمكن للذكاء الاصطناعي—حتى خارج النطاق التعليمي التقليدي—أن يساعد في خلق مبادرات تنمية مستدامة لمستقبل الإنسان، من الغلاف الصخري إلى بيئتنا المحيطة.

الهدف النهائي من التعليم الأخضر حول قضايا الاستدامة وتأثير استغلال النظم البيئية على البيئة والإنسان، هو تشجيع تغييرات سلوكية إيجابية، مثل تبني عادات موفرة للطاقة، وتقليل النفايات والملوثات، والحفاظ على المياه، بالإضافة إلى التوقف عن إدخال مواد غريبة تؤثر سلباً على بيئتنا الطبيعية وتسبب تلوثاً طويل الأمد.

إن الجهود المستدامة تتطلب تفكيراً طويل الأمد. ويساعد التعليم الأخضر الأفراد على تطوير منظور منهجي، وفهم النقاطات بين السمات البيئية والاجتماعية والاقتصادية، واتخاذ قرارات تراعي رفاهية الأجيال القادمة بشكل عام، وذوي الدخل المحدود بشكل خاص.

الكلمات المفتاحية: التعليم الأخضر، الاستدامة، النظام البيئي، التحديات الحيوية وغير الحيوية، التلوث طويل الأمد، أدوار الذكاء الاصطناعي، المناهج المتكاملة.



Abstract

Green education, environmental education or more exclusively sustainability education is a pedagogical method meant to promote sustainability quests by enhancing individuals knowledge, capabilities, and attitudes to defy some crucial environmental biotic and abiotic challenges and address attributes for sustainable future. Most initiatives foreseen, tabulate in their decrees some feasible measurements to deepen awareness of most catalytic environmental interaction issues occurs, such as climate change, biodiversity loss, pollution, vital resources depletion, land degradation, and deforestation to name but few.

Smart technology whatsoever, incorporated to enhance teaching and learning, can also be adapted to students' needs and learning methods to receive full background on green sustainability, and enhancing individuals' understanding of the causes, consequences, and catastrophic outcome of impairing ecosystems for survival. Reviving the three R's recycling and upcycling can well be addressed via blended education and curricula.

Hand-on artificial intelligence plays a pivotal trend in the "augmentation of adaptable sustainable education". Tersely, the (AI) can easify the ways of education adaptation towards environmental saving issues. (AI) programming, in this concern, can also make learning more accessible, enjoyable and feasible. The (AI) off- premise exclusively can help create more sustainable development initiatives for human being futurity, from the lithosphere to our surroundings.

The ultimate aim of green educating people about sustainable issues; and the impact of ecosystem harness on the environment and human being is to encourage positive behavior changes, adopting energy-efficient habits, reducing waste and pollutants, conserving water; beside stopping introducing alien substances that negatively impact our natural environment by causing punitive long-term pollution.

Sustainable efforts require long-term thinking. Green education helps individuals develop systematic perspective, understanding the intersections between environmental, social, and economic tributes and making decisions that consider the well-being of future generations in general, and of the less better- off in particular.

Tag words: Green education, sustainability, ecosystem, biotic vs abiotic challenges, long-term pollution, AI roles, Integrated Curricula

1. Introduction

The significance of green education in promoting sustainability and achieving the stated issues is to be viewed. Considering the effective means to attend these goals via literary involvement is highlighted.

However, it outlines how educational initiatives can raise awareness about ecosystems and nature issues, encourage sustainable practices, and foster a culture of sustainability among learners. The paper emphasizes the vitality of integrating sustainability literacy into educational curricula to prepare future generations for the challenges posed by climate change and environmental degradation. Being a mosaic fresco of discourse activities, Green Education needs spectra of expressive acquisition, and comprehensive- interactive, and transaction- modes to initialize skills and motivate learning and capabilities for sustainability development.

As there is a connection between language and education, language could be learned and taught



with its orientation to help learners opine means for reserving our nature. An influx of embedded stimuli would be rehearsed, recalled, or recast via literary genera to convene something related to green awareness to mimic. Essentially, even deviant forms of language would implicate notionality. So to say, they will elevate linguistic self-awareness and self-care relations To practice green educating skills, the teacher, as a facilitator, can provoke some indicative habit-building of proper reaction towards the misuse of, say, non-renewable natural resources. Through these deviated transformed forms of literary examples as been compared to properly handling manners, the facilitator will try to evoke specific educating training for students to acquire the necessary means to fight pollution, using the practical tools for recycling and upcycling assets. This would be through some mimic teachable artful piece of literature that is acquisitive in nature. Suggested excerpts of some isometric graphic collages to be analyzed might help keep students' performance under direct control, preventing premature variation and messy selectivity. Exemplifying skills would be focalized to be of literary perspectives. Stimulating green educational and discourse activities via controlled iconcity and dramatization would be fruitful for the case.

Some strategies of reversal and rehearsal, substitution, imitation, and reproduction help improve green education quests,

As there would be limited exposure to the sources and causes of pollution outside the classroom, the curriculum of green education has to be carefully structured taking into consideration the current situation and the off- premise technicality to cope with items. Easifying learning could be achieved via providing the cultural dimension to the curriculum. Hence, it is important for the materials to provide the sort of rich and diverse linguistic input that learners encounter in the world beyond the classroom. Literature could provide these materials. This study aims to draw attention to a thoughtful and principled approach to using literature in the green education processes to alleviate awareness of future well-being dangers. Green education assets are widely observed to make learners communicate and be communicated with, convey and understand the issues involved, and enter into satisfactory mutual relations with others to unify stands and share roles. Hence, not only the forms and structures of green education norms must be taught, but also their functional or communicative use which is underscored by the practical use of relevant topics in context. There has been an upsurge of interest to make use of green education Eco schooling.

2. Pillars of Green Education and Skills Acquisition

As such, the paper tries to explore how education, specifically via literary works, can promote cleaner production methods that reduce waste and lethal emissions. It discusses a variety of education frameworks that support sustainability education, including nature-based learning methods.

The importance of equipping individuals with the knowledge and skills necessary to make informed decisions regarding environmental issues is emphasized.

The paper also serves as a comprehensive resource for understanding the intersection of education, sustainability, and environmental care.

Some essays can be dedicated to green education practices for sustainability, and redefining green education to address contemporary global multi-faced challenges. The following might



be exemplified so as to catalyze meaningful calls, share pioneering activities, and create effective conduit for amicable environment-care matters, then for fostering an integrated approach to green education and sustainability academic sitting.

EX. Plantation -Green Campaigns

It helps improve air quality by absorbing CO₂ gases, sequestering carbons, and releasing O₂ gas. Trees and bushes, vegetation cover, in general, provide shade and reduce temperature.

Forests and green covers create habitats for various wildlife, and for supporting biodiversity. Thus, they help maintain the fertility of the land and prevent soil erosion.

Green vegetation cover can absorb pollutants and harmful chemicals.

Vegetation covers can enhance water quality by reducing runoff and filtering pollutants .

In a reverse manner, harmful manners to the environment might be addressed via certain literary activities, namely, deforestation, urbanization, and agriculture are the main reasons for land pollution. Harmful agriculture practices like crops burning cause land pollution, let alone the effects of the increase in global warming. Being escalated, land, air, and water pollution can affect human-beings futurity, and the survival of flora, and fauna habitats as well. Language is a means of pleasure and culture. It does not have only forms, structures, and rules, but also has the functional use for stating needs and warning of threats and challenges. Any teaching method, and green education in particular, should focus on language as a form that is well organized and as a vehicle for social interaction and communication. A clean environment is essential for our well-being and the sustainability of our planet, green education should make echoing in sense and image.

It is not a matter of analyzing advertising, but a matter of using these forms and essays to expose the facts that maintaining a clean environment, by endorsing different types of recycling, the main three R's, and sound upcycling, is not only a responsibility but a necessity for future generations. There is a lot more to green education a language can do than memorizing vocabulary, and crunching them into grammar. There is continual interrelation between green preserving activities and modes of protecting our surroundings for a well-being of present and future humanities.

This meaningful learning "will lead toward better long-term retention" (Brown 57). This identifies memorability; easy remembering linguistic usage equipping the learners with actionable insights and educators with methodologies to weave green consciousness. An influx of embedded stimuli would be rehearsed, recalled, or recast via literary genera to convene something related to environmental causes, to create teams of proactive members in the quest for sustainability and teaching to mimic. Reading a literary text has a long-term and valuable effect on the learners' linguistic and extralinguistic knowledge being meaningful and amusing, and help elevate the discourse on [environmental literacy and sustainability as cornerstones for addressing global pollution challenges]. (Hismanoglu 57).

Addressing global challenges through green education provides situations for diversified opportunities for cultures help getting sufficient hands-on means for facing the catastrophic scenery. If the learner possesses the assumed schemata, s/he can easily understand what is implicit rather than stated. Ample supplies of green maintaining material enable the facilitator to lift awareness to a high standard. The value of good literature to the learners is that "it



produces more distinct and more vivid descriptions, narrative, dialogue, so that meanings of the words become more distinctly and surely impressed on the mind and there is much understanding" (Gurrey 171).

Thus, environmental quest grows out of restrictive and imaginative stage into a tool of thoughtful and cultural stands.

Renewable and nonrenewable natural sources can be well realized through literary works for the iambic pentameter lines of verse, par example, with its lively beats can best be helpful in recognizing the need for conserving nonrenewable sources as much as possible. Language and culture are intertwined. Understanding various cultures easifies the understanding of most viable hand-outs for addressing sustainability issues and natural foreseen harms." cultural connotations and the sociolinguistic aspects of [that] language" (Brown 64).

3. REASONS OF USING LITERARY WORKS

Using literature in the process of green education has various dimensions. Besides being very motivating, stimulus for skill acquisition, helping understand the causes and the catastrophic problem, encouraging learners' ability to express opinion, and developing their interpretative abilities, literature provides authentic material and expands learners' ... awareness (Lazar 18). Thus, Hismanoglu regards such reasons as worthy of tackling literature in the class of [green education](53). Complex or unexpected uses of language in literary works adapted for green learning pave the way for involving individuals in the suspense of acquiring the usual and proper decision. that leads to the development of 'literary competence' which can promote 'language competence'. In essence, literary competence cannot be developed "without deliberately developing and using tasks and activities" (Ibid 17).

Literary works accelerate individual overall knowledge of environmental challenges and merits to be regarded as a feasible pedagogical application. In this concern, literature has its great influence and depth being interesting and worthy to be considered. It provides authentic contexts for meaningful concerns of well-being futurity and sustainable activities "are more or less 'literary' than others" (Brumfit and Carter 10). To enable learners realize the intended purpose of using some linguistic uses, forms, and conventions, "literature can, none the less, incorporate a great deal of cultural information" (Collie and Slater 4). Brown regards automaticity; learning piece by piece subconsciously through meaningful use of language, as one of the vivid principles of [green] education (55-56).

3.1. Key Aspects of Green Education Curricula

Green Education should deal with various environmental issues, such as renewable and nonrenewable sources, climate change, pollution, biodiversity waste, fluctuation in temperature degrees. Green education curricula should help tackle these issues and realize the scientific details behind such challenges and their interconnectedness, then supply those concerned with skills for analyzing these threats critically and the capabilities to reduce their ecological effects. As such, AI plays pivotal role in augmenting adapted sustainable education by incorporating technology to enhance some revolutionized methods for teaching and learning, and green education in specific. AI helps in equipping the concerned with some versatile accessible trends to make relevant decisions.

In brief, AI helps curricula makers in presenting meticulous initiatives which demonstrate a



comprehensive approach toward embedding sustainability into all aspects of green education.

3. 2. Expanding Awareness and Sustainability Competence

Awareness is defined as "attention and noticing particular features of [green education that] adds to learning]" (Carter and Nunan 161). Awareness of climate change and pollution has been reflected by studying proactive texts examining a variety of perspectives, including prioritizing sustainability education policies, culture and everyday practical uses of natural resources.. G. Lazar supposes that "literary language is somehow different from other forms of discourse in that it breaks the more usual rules of syntax, collocation, and even cohesion" [helping developing sustainable educational infrastructure]. (20). Hence, awareness of green education is expanded by the use of literature through drawing attention to and working with interesting and meaningful manifestations of language, Most works in green education awareness are inductive. Thus, using provided or collected data enable individuals observe and analyze dedicated calls for projects focusing on climate change education. That is why literary works represent the core of such form of green education as it represents authentic sources. These authentic texts, as John and King pinpoint, "raise awareness" of lexical and thematic concern (qtd. in Carter and Nunan 164).

A facilitator may depend on the characteristics of a literary text to draw attention to certain environmental challenges or else towards identifying the intended aim of helping facing it adequately. When individuals involved appreciate the richness and variety of literary text, they will be more creative and dedicated (Collie and Slater 4). Let's consider this example:

(1) "... a fantastic farm where **ashes grow** like wheat into ridges and hills and grotesque gardens ... " (F. Scott Fitzgerald, The Great Gatsby)

Ashes, in this extract, are described as growing. It is an unusual collocation that it is not founded in a dictionary (Lazar 21).

4. Teachicity of Green Preserving Assets

Literature may be defined as "the use of language to evoke a personal response in the reader or listener" (Lazar 7). It is a verbal art that is mainly expressive rather than discursive. The more literary a piece of writing is, the more oblique its language is likely to be, and more connotative, suggestive, and evocative one leading to focus on some of the implications of using literature with the language of learners. To access the literary text of green and sustainable plot in a systematic way helps in raising awareness and people concern. Povey (1972) assumes that literature increases language skills and extends linguistic knowledge by "giving evidence of extensive and subtle vocabulary usage, and complex and exact syntax" (qtd. in Brumfit and Carter 191). Hence, literature can be used purposefully to achieve specific educational activities orchestrated by the facilitator to deal with the environmental dilemmas.

Actually, the style of literary language is different from common usage in that it has to be analyzed precisely.

As such, the use of literary texts can be a powerful pedagogic tool.

(2) The rain is raining all around,
 On flower and field and tree,
 It rains on the umbrellas here,



And on the ships at sea.

(3) Hush- a- bye baby, on the tree top

When the wind blows, the cradle will rock

The unfamiliar method of presenting natural merits of the ecosystem and environment is deeply echoed in, a poem which looks simple but shows verified environmental issues (Hussein and Muslih 37).

(4) Whose woods these are I think I know
village though;

His house is in the

He will not see me stopping here

To watch his woods fill up with snow.

(Frost)

Widdowson (1975) pinpoints that learners could explore the ‘ a variety of issues via sophisticated and unconventional uses of language. (qtd. in Lazar 22).

(5) I sprang to the stirrup, and Joris, and he;

I galloped, Dirck galloped, we galloped all three;

"Good speed!" cried the watch, as the gate-bolts
undrew:

"Speed!" echoed the wall to us galloping through;

(Browning's ballad Ghent to Aix)

Thus, the interactive green education is an approach to teach specific skills in dealing with world pollution and in making relevant policies to react against spherical threats. The method emphasizes collaboration of all as a departure from traditional passive education into active hand on involvement of all.

5. CONCLUSION

Green education is considered as vital means in promoting sustainable development. Green education equips people concerned with meticulous knowledge, skills, and dynamics necessary to face environmental challenges and implement contributions for a more sustainable future. Awareness of challenges and comprehending the value and ethics of green education can certainly raise awareness about environmental issues, viz, climate change, biodiversity loss, pollution, and resource wasting. Green education, then, helps individuals understand the causes, consequences, and interconnections of these challenges upon well-beings. The methodology of green education about sustainable practices and their impact on the environment encourages positive behavior change which include adopting energy-efficient usages, recycling and upcycling of waste, aqua flora and fauna conserving, to name but few. Sustainable development requires long-term implications, by helping individuals develop a systematic perspective, acquiring the interplay between environmental, social, cultural, and economic aspects of the problems and that of saving the coming generations.

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