EcoLingua Curriculum

Digitally Enhanced Pedagogy for Integrating Environmental Issues into Language Teaching

COMPARATIVE REPORT ON SECONDARY LEVEL ELT CURRICULUM and MATERIAL ANALYSIS

(Work Package 2: EcoLingua Curriculum Analysis and Integration Strategies – EC-AIS)

This comparative report has been prepared within the framework of Work Package 2 of the EcoLingua project. It is based on national reports developed by project partners from Spain, Italy, Lithuania, and Turkey to provide a cross-country analysis of English language teaching curricula and materials with respect to ecological and environmental content at the secondary education level.

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Comparative Report for Secondary ELT

Introduction

As global environmental challenges become more urgent and interconnected with everyday life, education systems are increasingly expected to play a central role in fostering sustainability awareness. Within this broader educational shift, English Language Teaching (ELT) presents a unique opportunity: as a global lingua franca, English can serve not only as a tool for communication but also as a medium through which learners develop critical understanding of contemporary ecological issues. In this regard, integrating climate change, environmental sustainability, and ecological consciousness into secondary-level ELT practices aligns directly with both educational and planetary priorities.

The *EcoLingua* project—“Digitally Enhanced Pedagogy for Integrating Environmental Issues into Language Teaching”—was developed with the vision of embedding environmental literacy into ELT by combining digital innovation with sustainability education. One of the core objectives of the project is to examine how current curricula and teaching materials in partner countries address ecology- and climate-related topics in English language education, particularly in secondary schools. This comparative report, therefore, focuses exclusively on **the secondary level**, which includes learners generally between the ages of 11 and 18. This stage is pedagogically significant: it is during the secondary years that students transition from concrete to abstract thinking, begin to grapple with complex global issues, and are developmentally ready to reflect critically on their role as global citizens.

The present report synthesizes detailed national analyses from **Spain, Italy, Lithuania, and Türkiye**, examining three interrelated dimensions across each country: (1) the structure and content of the national English curriculum for secondary education, (2) the presence and depth of ecological and climate-related themes in officially used or widely adopted ELT textbooks, and (3) the broader pedagogical and institutional frameworks that shape the integration of sustainability into English language education. Each national report contributes not only descriptive data but also qualitative insights into how environmental issues are (or are not)

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operationalized through tasks, vocabulary lists, activities, and interdisciplinary strategies such as CLIL (Content and Language Integrated Learning).

Secondary education curricula and ELT practices are deeply embedded in national policy contexts and reflect the specific educational philosophies, cultural values, and reform histories of each country. Therefore, this report adopts a **comparative perspective** that respects national particularities while identifying shared trends, structural gaps, and examples of promising practices. It recognizes that while some countries have made significant strides in embedding sustainability into ELT at the secondary level, others are still in the early stages of curriculum alignment or are limited by rigid national frameworks or lack of interdisciplinary coordination.

The rationale for focusing on the **secondary level** is not only rooted in developmental and cognitive readiness but also in the curricular visibility of environmental topics. While primary-level ELT often focuses on introducing basic ecological vocabulary and positive attitudes toward nature, the secondary level opens the door for exploring complex themes such as climate change, biodiversity loss, renewable energy, consumerism, environmental justice, and sustainable development—all of which can be effectively integrated into communicative language learning tasks, reading and listening texts, creative writing, and project-based learning.

This comparative report serves several purposes within the EcoLingua framework. Firstly, it offers a **baseline assessment** of where each country stands in terms of curriculum design and textbook content related to ecological themes in ELT. Secondly, it provides **evidence-based guidance** for the development of new teaching resources and professional development modules aligned with the project's objectives. Thirdly, it lays the groundwork for fostering **cross-border collaboration** among educators, policymakers, and curriculum developers who share the goal of equipping students with both language proficiency and ecological literacy.

In doing so, the report responds to the broader educational imperatives of the European Green Deal, the UN Sustainable Development Goals (particularly SDG 4 on Quality Education and SDG 13 on Climate Action), and national-level sustainability agendas. It reflects a growing consensus that environmental education cannot be confined to science subjects alone, and that

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language classrooms are strategic spaces where students can engage in meaningful discourse about the planet's future.

By examining the **alignment (or misalignment)** between ELT practices and environmental education at the secondary level, this report not only highlights current limitations but also envisions future possibilities for transforming language education into a powerful vehicle for sustainability and civic responsibility. It is in this transformative potential that the true value of the EcoLingua project lies—and this comparative analysis is a foundational step toward realizing that vision.

Methodology

This comparative analysis is based on national-level reports prepared by project partners from Spain, Italy, Lithuania, and Türkiye, each of which systematically explored how topics related to ecology, climate change, and environmental sustainability are integrated into English Language Teaching (ELT) at the secondary education level. The methodological approach adopted in this report follows a **qualitative comparative framework**, combining curriculum content analysis, textbook evaluation, and contextual policy interpretation to produce a holistic overview of environmental integration into ELT across different educational systems.

Data Sources and Scope

Each national report was developed in line with the objectives of the EcoLingua project and includes a structured examination of the following components:

- National English language curricula and official educational frameworks for secondary education (typically Grades 5–12 or equivalent);
- ELT textbooks and supplementary teaching materials approved or widely used within the formal school system;
- Pedagogical strategies and methodologies employed in the teaching of English, especially those relevant to sustainability education;

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- National and regional policy documents related to environmental education and education for sustainable development;
- Good practice examples or initiatives reflecting interdisciplinary or eco-themed ELT implementations.

In total, the analysis covers **four national curricula**, more than **a dozen officially approved textbooks**, and a wide range of instructional practices implemented in state and private schools. While the focus remains on the **secondary level**, minor differences in national educational structures have been acknowledged—for example, lower secondary in some contexts ends at grade 8 while in others it extends to grade 10.

Analytical Framework

The methodology for the comparative report followed a **three-dimensional thematic coding system** derived from the EcoLingua project framework:

1. **Curricular Integration**
   Each national team examined to what extent environmental themes (e.g., sustainability, climate action, ecology) are explicitly or implicitly present in official ELT curricula. Particular attention was paid to unit structures, learning outcomes, and key competences as defined by the respective Ministries of Education.
2. **Textbook Content Analysis**
   Textbooks were reviewed using **qualitative content analysis** (Krippendorff, 2018), with a focus on:
   - Presence of environment-related texts, dialogues, exercises, and tasks;
   - Lexical coverage of green and ecological vocabulary;
   - Engagement with sustainability themes through reading, writing, listening, or speaking activities;
   - Inclusion of tasks promoting critical thinking and global citizenship awareness.

   Whenever possible, both **state-provided textbooks** and **privately published alternatives** were analyzed to compare content richness and ecological relevance.

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3. **Pedagogical Practices and Contextual Factors**

   National reports also documented how ecological themes are addressed through teaching practices such as CLIL (Content and Language Integrated Learning), project-based learning, digital tools, and cross-curricular approaches. In countries like Italy and Lithuania, integration of sustainability topics through interdisciplinary models or civic education frameworks was found to influence ELT design. The role of digital platforms, teacher autonomy, and extracurricular initiatives were also considered.

Comparative Procedure

To ensure consistency, all national teams responded to a common set of analytical prompts defined under Work Package 2 of the EcoLingua project. These prompts guided the collection of data and helped align national investigations with project-wide research objectives. Once national reports were finalized, they were systematically examined and compared along the following lines:

- Similarities and differences in curriculum structure and environmental priorities;
- Variation in textbook depth, frequency, and authenticity of environmental topics;
- Effectiveness of teaching methodologies in fostering ecological literacy through English;
- Alignment with broader national policies such as climate education strategies, sustainability plans, or green school initiatives.

Each section of this comparative report builds upon these findings and triangulates data across countries to identify convergence and divergence in the ways environmental education is realized through ELT at the secondary level.

Overview of National Curricula (Per Country and Comparative Notes)

The integration of ecological and climate-related themes into national English Language Teaching (ELT) curricula at the secondary level varies significantly across Spain, Italy, Lithuania, and Türkiye. Each country operates within its own policy framework, pedagogical

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tradition, and curricular organization. However, all four share a commitment—at least at the policy or rhetorical level—to embedding sustainability and environmental consciousness into education. This section provides an in-depth examination of how each country’s secondary-level English curriculum addresses environmental issues, with a comparative focus on scope, depth, positioning, and pedagogical alignment.

Spain

In Spain, secondary education (Educación Secundaria Obligatoria – ESO) follows a national curriculum defined by the LOMLOE (Organic Law of Education), with regional adaptation by the Autonomous Communities. English is a compulsory subject throughout ESO and is framed within a competence-based model that includes communicative skills, intercultural awareness, and engagement with global issues. One distinguishing feature is the use of **Content and Language Integrated Learning (CLIL)** across several subjects, including science and geography, allowing cross-curricular embedding of environmental themes through English.

Although direct references to ecology or sustainability in the foreign language curriculum are **not highly explicit**, the national guidelines encourage the inclusion of texts and topics related to **21st-century challenges**, **global citizenship**, and **SDG-related themes**, especially in the context of intercultural dialogue and critical literacy. This opens the door for environmental topics to appear in authentic texts or project-based activities. Nevertheless, the extent to which these themes are systematically addressed in practice depends largely on **school-level initiative** and **teacher autonomy**.

Importantly, the curriculum promotes **mediation and reflection on social and ethical issues**, which allows teachers to incorporate environmental discourse organically. The Royal Decree linked to LOMLOE reinforces ecosocial values and stresses the importance of environmental responsibility, although it does not mandate specific units or outcomes related to climate or sustainability in ELT.

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Italy

The Italian secondary education system is differentiated into several streams, including liceo (general high schools), technical institutes, and vocational schools, each with its own curricular emphasis. English is a mandatory subject across all streams and is guided by national curriculum documents such as the Indicazioni Nazionali and sector-specific decrees. A key feature of the Italian system is the compulsory use of **CLIL methodology**—especially in the final years of upper secondary education—which facilitates the teaching of environmental content in English, albeit usually through science or geography rather than ELT itself.

Italy demonstrates a strong **institutional commitment to environmental education**, as evidenced by national guidelines, legislative mandates (e.g., Law No. 92/2019 on civic education), and numerous inter-ministerial initiatives. Civic education is allocated a minimum of 33 hours per year and includes **mandatory topics** such as **climate change**, **eco-sustainable development**, and **environmental heritage protection**. These are expected to be addressed **transversally** across all subjects, including foreign languages.

Although the national ELT curriculum does not stipulate dedicated units on environmental themes, it emphasizes authentic communication, interculturality, and the development of critical awareness. In practice, this provides a framework for including sustainability-focused content in reading, listening, and project work. Moreover, the presence of platforms like Scuola2030 and participation in international projects like "Get Up and Goals" have facilitated the incorporation of sustainability into ELT through **teacher training**, **digital resources**, and **cross-curricular planning**.

Lithuania

Lithuania presents a relatively structured and progressive model for integrating environmental topics into secondary ELT. Governed by the National Education Agency and aligned with CEFR levels, the Lithuanian curriculum outlines clear language learning outcomes for grades 5–12, progressing from A2 to B2+ proficiency levels. Unlike some other systems, the

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Lithuanian curriculum includes **explicit references** to environmental themes **at multiple grade levels**, making it one of the more comprehensive models among the participating countries.

From grades 5 to 8, learners are introduced to ecological vocabulary and themes such as biodiversity, climate change, waste sorting, and responsible consumption. These themes become more complex in upper secondary (grades 9–12), where students encounter interdisciplinary content on **urban sustainability**, **circular economy**, and **climate action**. ELT is used as a medium to explore these topics through reading comprehension, debates, and project work, contributing both to linguistic competence and ecological awareness.

Moreover, Lithuania’s education strategy includes initiatives like Mokykla 2030, which promotes the **interdisciplinary integration** of contemporary themes—including environmental protection—into all subjects. While CLIL is not mandatory, it is increasingly used in secondary schools, often supported by teacher training and Erasmus+ projects. The national curriculum also encourages **teacher autonomy**, allowing educators to tailor environmental themes to student interest and local relevance. This flexibility supports the regular inclusion of ecology-based topics in language learning without requiring top-down enforcement.

Türkiye

In Türkiye, English is taught as a compulsory subject from grade 2 onward, with a strong emphasis on communicative competence as outlined in the **2018 ELT curriculum** developed by the Ministry of National Education (MEB). Although the curriculum aligns with CEFR standards and supports learner-centered pedagogy, the explicit integration of environmental themes into secondary-level ELT is **limited and uneven**.

Environmental topics are present in a few select units—specifically, **Grade 6 (Unit 9: "Saving the Planet")**, **Grade 7 (Unit 9: "Environment")**, and **Grade 8 (Unit 10: "Natural Forces")**. These units include vocabulary related to recycling, global warming, and eco-friendly practices, and they encourage learners to discuss personal and collective responsibilities toward the

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planet. However, in **Grade 5**, environmental content is largely absent or only marginally present in isolated activities.

The curriculum supports the use of authentic materials, group work, and task-based language teaching, which can be conducive to sustainability-focused instruction. However, the overall emphasis on environmental issues remains **incidental** rather than integral. While the national strategy acknowledges the importance of environmental education, it does not yet embed it consistently across the secondary ELT curriculum. Some variation is also observed between textbooks: those published by MEB include richer environmental content compared to some private publishers, suggesting a lack of standardization in textbook development regarding sustainability themes.

Comparative Notes

Across the four countries, a number of **key similarities and divergences** emerge:

- **Policy Support**: Italy and Lithuania stand out in terms of having strong **national policy frameworks** that mandate or explicitly support the integration of environmental education across curricula, including foreign language instruction. Spain and Türkiye, while supportive of environmental education in general, rely more heavily on **local school initiatives or teacher autonomy** for the inclusion of such topics in ELT.
- **Curricular Explicitness**: Lithuania is the most **explicit and consistent** in integrating sustainability themes across multiple secondary grade levels. Türkiye includes these topics in select units but lacks continuity across the curriculum. Italy provides substantial cross-curricular opportunities through civic education and CLIL, whereas Spain frames environmental themes more abstractly under intercultural and SDG-related competencies.
- **Pedagogical Channels**: All four countries support **task-based and communicative teaching**, providing opportunities for teachers to embed ecological content. However, the **degree of institutional support** for doing so varies. Italy and Lithuania benefit from centralized platforms and training programs, while Spain and Türkiye lack centralized tools specifically linking ELT with environmental education.

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- **Role of CLIL**: CLIL serves as an important channel for integrating environmental topics in Spain and Italy, but it is more **formally embedded** in Italy’s upper secondary system. In Lithuania, CLIL is growing but remains optional. In Türkiye, CLIL is not commonly practiced within the ELT context at the secondary level.

In conclusion, while all countries express alignment with the goals of sustainable education, the **depth and consistency** with which environmental themes are integrated into secondary-level English curricula differ markedly. These variations have important implications for resource development, teacher training, and the design of future pedagogical interventions within the EcoLingua framework.

Analysis of Textbooks and Teaching Materials

In addition to curriculum frameworks, the integration of environmental and climate-related themes into secondary-level English language teaching is heavily shaped by the content of textbooks and classroom materials. This section provides a comprehensive comparative analysis of the textbooks used in Spain, Italy, Lithuania, and Türkiye, focusing on the presence, quality, and pedagogical use of ecology- and sustainability-related content. The analysis is grounded in the detailed national reports and does not omit any textbook-based data provided by the project partners.

Spain

Spain does not operate under a nationally approved list of ELT textbooks. Schools and teachers enjoy a high degree of autonomy in selecting materials, which results in considerable variation across regions and institutions. For the purpose of the national report, the textbook *Insight Pre-Intermediate (2nd Edition, Oxford University Press, 2022)* was analyzed as a representative example for secondary education.

This textbook was found to include a **significant number of environmental themes** across multiple units:

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- **Unit 1 (pg. 4–5)** introduces the text *“Climate Change Superstar”*, a profile of an eco-activist, and emphasizes **eco-friendly behaviors**.
- **Unit 1 (pg. 16)** features a section on *“Global Skills: Being a Global Citizen”*, where “considering the environment” is included as a core global responsibility.
- **Unit 2 (pg. 32–33)** includes the reading passage *“The Real Cost of Food”*, discussing **packaging waste, recycling, and food transportation**. It also includes **compound nouns** and **adjectives related to ecology**.
- **Cumulative Review 1–4 (pg. 59)** features the passage *“The Edible House”*, highlighting **eco-friendly architecture** in a gap-filling task.
- **Unit 5 (pg. 62–63)** includes three short texts on ecological issues within a reading and vocabulary exercise.
- **Unit 7 Vocabulary Review (pg. 98)** includes synonyms for terms related to **overtourism, population growth, and petrol prices**.
- **Unit 10 (pg. 130–131)** presents *“The Real Price of Fast Fashion”*, a text analyzing **consumerism, pollution, and sustainability** in the fashion industry.
- **Unit 10 (pg. 134)** includes the article *“Why Plastic is Killing Our Oceans”*, structured around “The Problem,” “The Reason,” and “What Can You Do?”
- **Writing section (pg. 139–143)** includes a model text describing the **aluminium recycling process**, followed by a writing task where students must write about a similar environmental process.
- **Fairtrade reading (pg. 143)** introduces ethical consumption through *“Changing Lives the Fairtrade Way”*.

Vocabulary coverage across units includes terms such as *climate change, eco-friendly, pollution, recycling, biodegradable, sustainable, fast fashion, environmental cost*, and *carbon footprint*. These lexical items are integrated through vocabulary matching tasks, reading texts, and speaking exercises.

No **government-provided** digital materials or supplementary resources explicitly targeting environmental issues were found. Nonetheless, the analyzed textbook is notable for its

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frequency and depth of ecological content, offering a **rich pedagogical resource** for raising environmental awareness through ELT in the Spanish context.

Türkiye

In Türkiye, ELT textbooks for secondary education are officially approved and published either by the Ministry of National Education (MEB) or private publishers. For each grade (5–8), two textbooks are typically in use: one by MEB and one by a private publisher. The national report analyzed textbooks from both sources using **qualitative content analysis** focused on unit content, sample texts, green vocabulary, and task types.

- **Grade 5:**
  - **MEB Publications** include a section on *eco-friendly hobbies* (p. 27–34), featuring tasks such as word cloud creation and writing about activities like **cycling, gardening, recycling, and beach clean-up**.
  - Example dialogue: *“What are your eco-friendly hobbies? My favorite eco-friendly hobby is cycling…”*
  - **Pasifik Publications** does not contain any explicit references to environment or sustainability, although outdoor activities like hiking and camping are mentioned incidentally.
- **Grade 6:**
  - Both **HECCE** and **MEB** textbooks include **Unit 9: “Saving the Planet”**, which is entirely dedicated to sustainability.
    - Sample text: *“Please stop global warming. I can’t live in hot weather.” – A letter from a polar bear (p. 66).*
    - Poem/song with eco-advice: *“Use less water and electricity… throw away litter… unplug the TV… save the Earth!” (p. 138).*
    - TIP CORNER (p. 162) includes direct calls to action like *“We should use wind and solar energy. We should recycle paper, glass and plastic.”*
  - Additional lexical items: *global warming, recycle, reduce, go green, biodegrade, litter, energy-efficient.*

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- **Grade 7 and 8:**
  - **Grade 7 Unit 9**: “Environment” and **Grade 8 Unit 10**: “Natural Forces” touch on climate, ecosystems, and environmental challenges, although the treatment is not as extensive as in Grade 6.
  - Tasks focus on vocabulary building, dialogues about environmental responsibilities, and short readings about natural disasters or ecological challenges.

Overall, the **MEB textbooks** offer **more consistent environmental content**, particularly through integrated skills (reading + writing). In contrast, private textbooks such as Pasifik show major **gaps** in sustainability content, pointing to **inconsistencies in textbook quality** and **lack of alignment with national environmental goals**. The integration of environmental education is **more lexical and task-based** than thematic or interdisciplinary.

Italy

The Italian report does not center on one specific textbook but highlights the **variety of approaches** taken in ELT across different school types—licei, technical institutes, and vocational schools. The widespread implementation of **CLIL** plays a crucial role in bringing environmental content into English instruction, particularly through science, geography, and civic education subjects delivered in English.

Several types of ELT content are outlined:

- **Eco-themed texts and debates** on topics such as *climate change, biodiversity, global warming, pollution, renewable energy, fair trade, and ethical consumption*.
- Use of **documentaries, UN speeches, and newspaper articles** in English as part of comprehension or analysis tasks.
- Assignments requiring **students to write essays, proposals, or eco-campaigns** in English.
- **Project-based activities** where students present environmental challenges or solutions using English as the medium of communication.

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Italy also benefits from **governmental platforms and NGOs** that provide English-language teaching materials on environmental issues:

- *Scuola2030*: training and open educational resources (OERs).
- *Get Up and Goals*: teaching kits in English on sustainable development themes.

While Italy may not rely on a single standardized ELT textbook for environmental content, it offers one of the most **resource-rich and interdisciplinary** approaches to embedding sustainability themes in ELT, particularly through **civic education**, **CLIL**, and **cross-sectoral cooperation**.

Lithuania

Lithuania demonstrates a **structured and consistent** approach to textbook use and environmental content. Schools typically select from a list of approved textbooks, many of which are **internationally published series** (Oxford, Pearson, Express Publishing). The national report reviews a wide range of textbooks with specific attention to eco-related content:

- **Brighter Ideas 5 (B1)**: Unit 4 discusses *geographical features and exploration*, while Unit 6 *“Down to Earth”* centers on *young people changing the world* and *being environmentally friendly*.
- **Gold Experience (B1)**: Unit 6 titled *“Our Blue Planet”* introduces rich vocabulary about *pollution, conservation, and natural wonders*.
- **Harmonize Series (A2–B1)**: Features units on *green cities*, *recycling campaigns*, *creating parks*, and *writing eco-themed speeches and letters*.
- **Life Vision Advanced (C1)**: Includes articles on *geo-literacy* and *environmental policies*, ideal for upper secondary debate and critical thinking.

Common vocabulary items include: *pollution, biodiversity, renewable energy, circular economy, sustainable living, endangered species, habitat loss*, and *climate justice*. Teachers are encouraged to adapt content to local needs, and **CLIL is increasingly used** in science and geography, further embedding ecological themes in English instruction.

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Additionally, **digital resources** provided by the **National Education Agency (NŠA)**, such as lesson plans, task banks, and project-based modules, support eco-themed ELT instruction. National projects like *EcoStream* and *Le Moon* contribute content that can be adapted for English lessons focusing on environmental themes.

Comparative Observations

- **Spain and Lithuania** provide **textbooks with rich and diverse environmental content**, though Spain relies more on commercially available titles, while Lithuania integrates this content across a national list of vetted international titles.
- **Türkiye** exhibits **variability** between public and private textbooks, with stronger ecological representation in MEB-produced content, particularly at **Grade 6**.
- **Italy’s strength** lies not in textbook standardization but in the **interdisciplinary incorporation** of environmental themes via **CLIL** and **civic education** mandates.
- **Vocabulary integration** is robust in all four countries, but **depth of critical engagement** (e.g., activism, policy, ethical consumption) is more developed in Italy and Lithuania.

This comparative review underscores that while textbook inclusion of environmental topics is increasingly visible, **consistency, depth, and pedagogical purpose** vary widely across countries. A future challenge is to move from lexical exposure to **meaningful, action-oriented environmental literacy** within ELT materials.

Environmental Themes and Vocabulary Coverage

The effective integration of environmental education into English Language Teaching (ELT) depends not only on the inclusion of related topics in curricula and textbooks but also on the **specific environmental vocabulary** and **thematic coverage** learners are exposed to. Vocabulary builds the foundation for learners’ ability to discuss, read, and reflect on sustainability issues in English. This section examines how environmental themes and associated lexis are distributed and emphasized in secondary-level ELT materials across Spain, Italy, Lithuania, and Türkiye.

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Spain

In the Spanish context, environmental vocabulary appears prominently in the analyzed textbook (*Insight Pre-Intermediate, Oxford University Press*), which is used in many secondary schools. The lexical coverage is both **extensive and repeated** across multiple units, supporting long-term acquisition.

Key environmental terms include:

- *Climate change, eco-friendly, environmentally friendly, sustainable, pollution, recycled, waste, environmental cost, carbon footprint, greenhouse, energy-efficient, damaging the environment, biodegradable, landfills, fast fashion, harm to animals, plastic pollution*.

These terms are introduced through:

- **Thematic reading texts**: such as *“The Real Price of Fast Fashion”*, *“Why Plastic is Killing Our Oceans”*, and *“The Edible House”*.
- **Vocabulary-focused exercises**: such as compound word matching (*e.g., recycling bin, waste management*), synonym tasks, and gap-fill activities.
- **Writing tasks**: requiring learners to describe processes (e.g., aluminium recycling) using specific environmental language.

Spain’s strength lies in the **practical application of vocabulary** through integrated skills and meaningful contexts. Students encounter the language not as isolated word lists but through **narratives and real-world scenarios**, promoting deeper understanding and retention.

Türkiye

In Türkiye, environmental vocabulary coverage varies **significantly** depending on the textbook. The **MEB-published textbooks** tend to include a broader and more targeted ecological lexicon, particularly in **Grade 6 (Unit 9: Saving the Planet)**.

Common terms in the MEB and HECCE textbooks include:

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- *Global warming, recycle, reduce, reuse, go green, biodegradable, unplug, save energy, not waste food, protect animals, wind energy, solar energy, litter, trash, pollution, clean up beaches*.

These are often introduced in **poems, dialogues, and lists of eco-advice**, for example:

- “Be careful how long you take a shower”
- “Recycle paper, glass, and plastic”
- “We shouldn’t harm animals”

In **Grade 5**, vocabulary is less focused, with some incidental mentions (e.g., *hiking, gardening, camping*) but without a strong sustainability context. In **Grades 7 and 8**, while units are titled “Environment” or “Natural Forces,” vocabulary lists are more general and include terms like *volcano, flood, drought*, with limited depth on sustainability themes.

Thus, Türkiye presents a **partial integration**: while some units offer strong lexical exposure to environmental themes, there is a **lack of systematic progression** and reinforcement across grade levels. Furthermore, private publishers often underrepresent ecological vocabulary, creating inconsistencies in student exposure.

Italy

Italy does not rely on a nationally standardized textbook series, which leads to diversity in vocabulary coverage depending on the institution. However, the Italian report emphasizes that vocabulary is **richly introduced** through:

- **CLIL-based lessons** in subjects such as biology, geography, and civic education, conducted in English.
- **Eco-themed debates, writing tasks, and comprehension exercises** using authentic texts and global news articles.

Frequently used vocabulary items include:

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- *Climate crisis, greenhouse gases, biodiversity, sustainability, circular economy, eco-friendly products, ethical consumerism, carbon footprint, sea level rise, renewable energy, fair trade, environmental justice, climate activism*.

Students also engage with **more complex language functions**, such as analyzing speeches (e.g., Greta Thunberg), reading policy summaries (e.g., the Paris Agreement), or writing essays proposing environmental solutions.

Italian students thus experience **multilayered exposure** to environmental language—from **basic terms** to **advanced discourse**, particularly in upper secondary levels and language-focused civic education modules.

Lithuania

Lithuanian secondary-level ELT materials—many of which are internationally published—include a **broad and explicit set of environmental vocabulary**, tailored across CEFR levels from A2 to B2+.

Examples of recurring lexical fields:

- **Nature and Ecology**: *wildlife, biodiversity, endangered species, deforestation, natural resources, habitats*
- **Climate and Energy**: *global warming, greenhouse effect, renewable energy, solar panels, carbon footprint, emissions*
- **Waste and Pollution**: *recycling, waste sorting, plastic pollution, biodegradable, composting, landfills*
- **Sustainability Actions**: *responsible consumption, upcycling, energy conservation, sustainable cities, fair trade, zero waste*

Vocabulary is reinforced through **multimodal tasks**, such as:

- *Writing eco-speeches* in *Harmonize B1*
- *Describing sustainable lifestyles* in *Gold Experience B1*

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- *Debating climate solutions* in *Life Vision Advanced (C1)*

In addition to vocabulary taught through textbooks, **national digital repositories** provide task banks, glossaries, and themed modules with ecological terminology. Teachers are encouraged to integrate this lexicon across lessons, which creates **continuity and recycling** of key terms across grades.

Comparative Analysis

A cross-national comparison of vocabulary coverage and thematic integration reveals the following:

Country	Vocabulary Breadth	Lexical Integration	Progression Across Grades	Use in Tasks/Skills
Spain	High	Integrated in multiple units	Moderate (within same textbook)	Reading, writing, vocabulary, projects
Türkiye	Medium (public books), Low (private)	Concentrated in certain grades (esp. 6th)	Limited progression	Mostly reading and vocabulary tasks
Italy	High	Dispersed across CLIL & projects	Strong in upper-secondary	Debates, essays, civic analysis
Lithuania	High	Across textbooks and digital tools	Structured A2 to B2+	Speaking, writing, debates, tasks

While all four countries address environmental themes to some degree through vocabulary instruction, **Italy and Lithuania** lead in providing **layered and skill-integrated** exposure. **Spain** follows closely, particularly through strong textbook examples. **Türkiye** shows promise in selected MEB books but would benefit from curriculum-wide vocabulary progression and more systematic integration in privately produced materials.

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This comparison suggests that **environmental vocabulary in ELT must evolve** from isolated mentions to a **developmental, spiraled sequence**—recycled and expanded upon at each grade level and embedded within communicative and critical tasks. Building such lexical fluency is essential not only for language competence but also for fostering students’ ability to **engage meaningfully with sustainability discourse** in English.

Pedagogical Approaches and Sustainability Integration

Beyond curriculum documents and textbook content, the effective incorporation of environmental issues into English Language Teaching (ELT) at the secondary level depends greatly on the pedagogical strategies adopted by teachers and institutions. This section explores the **instructional models, teaching methodologies, and classroom practices** employed across Spain, Italy, Lithuania, and Türkiye to embed sustainability and ecological themes into English language education.

Spain

In Spain, pedagogical flexibility is one of the system’s defining features. While the national curriculum allows for environmental content integration in English classes, **implementation varies widely** by region and school due to high levels of **school autonomy**. Two prominent strategies enable the incorporation of sustainability into ELT:

1. **Content and Language Integrated Learning (CLIL)**: Widely used in secondary schools, CLIL enables the teaching of non-linguistic subjects—such as science, geography, and civic studies—**in English**. This provides an indirect but powerful means of integrating environmental issues into English instruction. For instance, climate change, ecosystems, pollution, and renewable energy topics may be covered in geography lessons delivered in English, reinforcing both content knowledge and language skills.
2. **Task-based and project-based learning (PBL)**: Teachers are encouraged to use authentic materials and design classroom projects related to global citizenship, social justice, and sustainability. These may include **poster**

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campaigns, role plays, presentations, and group discussions on environmental challenges, often tied to the UN Sustainable Development Goals (SDGs).

However, the **lack of structured national guidance** on how to integrate sustainability thematically into English teaching means that success depends heavily on teacher initiative and institutional culture. Training and resource availability also vary across autonomous regions.

Italy

Italy stands out for its **systemic and policy-driven integration** of sustainability into ELT. Three interconnected pedagogical avenues reinforce environmental learning:

1. **CLIL (Content and Language Integrated Learning)**: CLIL is **compulsory** in licei and technical institutes in the final years of secondary school. Through CLIL, students study subjects like biology, history, and geography in English, enabling rich exploration of topics such as **climate change, sustainable cities, biodiversity, and environmental policy** using the target language.
2. **Civic Education (Educazione Civica)**: Since 2020, civic education has been **transversally embedded** across all subjects, including ELT. A minimum of 33 hours per year is allocated to themes such as **eco-sustainable development, environmental justice, and global citizenship**. In ELT, this often takes the form of:
    - Critical reading of environmental texts and opinion pieces,
    - Writing proposals or letters about ecological concerns,
    - Holding classroom debates on environmental ethics and actions.
3. **Project-Based Learning and Cross-Curricular Collaboration**: Schools regularly implement sustainability projects with students, such as **eco-awareness campaigns, green journalism clubs, or model UN sessions** held in English. NGOs and government-funded initiatives (e.g., *Scuola2030*) provide teaching kits and training modules for these interdisciplinary approaches.

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These pedagogical structures result in **high levels of learner engagement**, encouraging students not only to use English communicatively but also to critically evaluate real-world environmental challenges.

Lithuania

In Lithuania, pedagogy around sustainability in ELT is characterized by a **strategic balance between national curriculum directives and local school autonomy**. The country’s most distinctive features include:

1. **Spiraled Environmental Content Across Levels**:
   As the national report shows, schools consistently integrate environmental topics into English classes, beginning with basic eco-vocabulary in early grades and progressing toward **complex themes and analytical tasks** by upper secondary. This progression is reinforced by **interactive teaching practices**, such as:
   - Scenario-based learning (e.g., planning a green city),
   - Student-led debates on climate policy,
   - Eco-themed presentations and writing tasks.
2. **CLIL Methodology (Optional)**:
   Though not mandatory, CLIL is used in many schools, particularly in subjects like **biology and geography**. When taught in English, these lessons contribute to both **subject knowledge and language proficiency**, with a strong ecological focus.
3. **Digital and Modular Support**:
   National platforms such as the **Education Portal** provide teachers with structured lesson plans, vocabulary banks, and interactive tasks focused on environmental education. National projects like *EcoStream* and *Le Moon* have produced **modular, digital materials** for climate education, some of which are adaptable for ELT use.
4. **Competency-Based and Student-Centered Approaches**:
   Teachers in Lithuania are encouraged to design activities that foster **critical thinking, collaboration, and ethical reflection**. Students are often asked to explore local

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environmental issues and present their findings in English, promoting both civic and linguistic competencies.

As a result, Lithuania demonstrates a **well-aligned and pedagogically progressive model**, with sustainability meaningfully embedded into secondary ELT across levels and formats.

Türkiye

In Türkiye, the pedagogical integration of sustainability into English classes is **in development**, with pockets of strong practice but no unified national framework to ensure consistent implementation.

1. **Curricular Encouragement of Authentic Materials**:
   The ELT curriculum emphasizes **real-life communication** and recommends the use of **authentic texts, role-play, and problem-solving activities**. In practice, these formats provide an entry point for including sustainability topics. For example:
   - Creating environmental posters in English,
   - Role-playing an eco-conference,
   - Group discussions on reducing carbon footprints.
2. **Limited but Targeted Thematic Units**:
   As noted earlier, certain units (e.g., *“Saving the Planet”* in Grade 6) lend themselves naturally to **sustainability-focused tasks**. These are used to promote **listening, speaking, reading, and writing** skills around ecological vocabulary and values.
3. **Teacher Discretion and Variability**:
   The **absence of CLIL-based ELT practice** and the variability in textbook content mean that the level of environmental integration in pedagogy depends on individual teachers’ creativity and awareness. MEB offers **limited in-service training** on environmental education in ELT, and project-based approaches are more commonly seen in schools with Erasmus+ or eTwinning experience.
4. **Emerging Opportunities Through Erasmus+**:
   Schools involved in EU-funded projects often pilot **interdisciplinary and eco-**

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themed modules, particularly in project-based units. For instance, schools may conduct activities such as:

- Preparing presentations on climate change in English,
- Participating in online exchanges with other countries on green topics.

Despite these efforts, Türkiye would benefit from **institutionalized support and training** to scale up effective pedagogical integration of sustainability across the ELT system.

Comparative Summary

Country	Key Pedagogical Approaches	Integration Level	Structural Support
Spain	CLIL, project-based learning, teacher-driven tasks	Moderate to high (school-dependent)	Regional variation, no standard implementation
Italy	Mandatory CLIL, civic education, PBL, debates	High	Strong national policy and cross-curricular mandates
Lithuania	CLIL (optional), digital modular resources, scenario-based learning	High	National platforms and project support
Türkiye	Task-based teaching, limited thematic units, teacher autonomy	Low to moderate	Limited training and structural support

The comparative analysis reveals that **Italy and Lithuania** demonstrate **the most robust and institutionalized pedagogical frameworks** for embedding environmental themes into ELT. **Spain** follows with strong practices in some regions, while **Türkiye** shows potential that could be enhanced through professional development and curricular expansion.

Strengths and Gaps in Secondary ELT Practices

The comparative analysis of secondary-level English Language Teaching (ELT) across Spain, Italy, Lithuania, and Türkiye reveals both promising practices and areas in need of development

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regarding the integration of environmental and climate-related content. While all four countries share a growing recognition of the importance of sustainability in education, their approaches to embedding these themes into ELT differ in terms of depth, coherence, pedagogical strategy, and institutional support. This section outlines key **strengths and gaps** observed in each national context, drawing directly from the detailed curricular, material, and pedagogical analyses provided in the national reports.

Spain

Strengths:

- The use of **commercially available, high-quality textbooks** (e.g., *Insight Pre-Intermediate*) provides rich exposure to environmental themes through engaging and meaningful content.
- **Content and Language Integrated Learning (CLIL)** is well-established in secondary schools, allowing environmental topics to be addressed in English through subjects like science and geography.
- The national curriculum encourages **project-based learning, intercultural awareness**, and engagement with **21st-century global issues**, which can be interpreted to include environmental concerns.
- Schools and teachers have high levels of **autonomy**, enabling innovative practices in contexts where educators are motivated and trained.

Gaps:

- **Lack of national-level coherence or standardization** in the integration of environmental themes within ELT. Success is largely dependent on individual schools and teacher initiative.
- Environmental topics in the curriculum are **implicitly referenced** and not embedded as clear learning objectives in foreign language instruction.

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- **No official teacher training programs or resource platforms** specifically support ELT instructors in embedding sustainability content.

Italy

Strengths:

- A **system-wide approach** integrates environmental education into ELT through:
  - **Mandatory CLIL** in upper secondary schools,
  - **Civic education** across all subjects, including English,
  - Structured **teaching hours on eco-sustainability and environmental justice**.
- Availability of national platforms (e.g., *Scuola2030*) and international projects (e.g., *Get Up and Goals*) offering **training and ready-to-use materials** for teachers.
- Pedagogical integration is supported through **eco-debates, writing tasks, activism projects, and the use of authentic materials**, which enhance both language and critical thinking skills.
- Strong alignment with **EU environmental priorities** and the **SDGs**, giving legitimacy and continuity to sustainability teaching in schools.

Gaps:

- Despite the strong policy foundation, **textbook content is not standardized**; implementation relies heavily on teacher initiative and school-level coordination.
- CLIL-based integration of environmental content is generally delivered by subject teachers; **coordination between English and content teachers** can be inconsistent.
- Civic education’s transversality makes it **difficult to track the systematic impact** of environmental topics in ELT unless explicitly documented.

Lithuania

Strengths:

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- The curriculum offers a **clear and spiraled progression** of environmental topics from Grades 5 to 12, ensuring consistency across the secondary cycle.
- **Rich vocabulary and topic integration** is present across widely adopted international ELT textbook series.
- Increasing use of **CLIL**, particularly in science-related subjects, provides opportunities for deeper environmental engagement through English.
- Nationally curated platforms and initiatives (e.g., *Mokykla 2030*, *EcoStream*, *Education Portal*) provide **lesson plans, teaching modules, and digital content** aligned with sustainability goals.
- Pedagogy promotes **student-centered approaches**, critical thinking, and real-world tasks, with strong alignment to the SDGs.

Gaps:

- While CLIL is encouraged, it is **not mandatory**, and therefore not uniformly implemented across schools.
- Integration is highly effective in schools that participate in Erasmus+ or pilot programs, but **variability exists among rural and under-resourced institutions**.
- There is still room to **expand sustainability themes beyond vocabulary** into complex, interdisciplinary ELT projects at a national scale.

Türkiye

Strengths:

- The MEB-approved ELT curriculum supports **communicative language teaching**, which allows room for authentic materials and real-world topics such as sustainability.
- Specific units in the MEB textbooks, especially in **Grade 6 ("Saving the Planet")**, provide direct exposure to environmental language and eco-conscious behavior.

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- Government-published textbooks often include **ecological themes through tasks and visuals**, fostering environmental awareness within reading and writing skills.
- The national education system’s alignment with **CEFR** facilitates a language proficiency progression that could support the integration of more complex environmental themes in higher grades.

Gaps:

- **Limited consistency**: Environmental topics are present in a few units but are not distributed across all grade levels in a progressive manner.
- **Private publisher textbooks** (e.g., Pasifik) often lack any environmental content, creating discrepancies in exposure between schools.
- There is **no institutional framework** guiding how to teach sustainability through ELT; environmental topics are treated as **incidental rather than integral**.
- **Teacher training and support structures** specific to environmental ELT pedagogy are underdeveloped, leading to inconsistent classroom practices.

Synthesis of Common Strengths and Gaps

Dimension	Common Strengths	Common Gaps
Curricular Space	All countries allow flexibility to integrate sustainability into ELT through communicative and task-based approaches.	Few countries mandate environmental themes within ELT curricula as explicit learning outcomes.
Textbooks and Materials	Several countries use textbooks with robust vocabulary and reading tasks on ecology (notably Spain, Lithuania).	Standardization is lacking; textbook coverage varies by region and publisher, especially in Türkiye.

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Dimension	Common Strengths	Common Gaps
Pedagogical Integration	CLIL and PBL are effective platforms for content-language-issue integration (particularly in Italy and Lithuania).	Environmental education is often teacher-dependent, and lack of training or support hinders scalability.
Policy Support	Italy and Lithuania benefit from strong national frameworks and cross-curricular mandates.	In Spain and Türkiye, integration of sustainability into ELT remains fragmented and loosely guided.

In summary, while there is **growing momentum** for incorporating environmental topics into secondary ELT across all four countries, the effectiveness of this integration depends on a combination of **policy coherence, pedagogical design, teacher capacity, and material availability**. Moving forward, there is a clear opportunity for the EcoLingua project to address these gaps by developing **standardized, adaptable, and digitally-enhanced teaching tools** that reinforce ecological literacy in ELT classrooms, regardless of national or local constraints.

Conclusion and Recommendations

The comparative analysis of secondary-level English Language Teaching (ELT) in Spain, Italy, Lithuania, and Türkiye—undertaken within the framework of the EcoLingua project—reveals a landscape marked by **progressive intentions, partial implementation, and diverse pathways** toward integrating environmental and sustainability themes into language education. While each country brings unique strengths to the table, the comparison also surfaces several systemic gaps and inconsistencies that must be addressed to ensure the holistic and meaningful inclusion of ecological literacy within ELT practices across Europe.

At a foundational level, all four countries recognize—either explicitly or implicitly—the need to connect language education with broader global competencies, including environmental responsibility and sustainable development. This recognition is most clearly articulated in the national strategies of **Italy and Lithuania**, where cross-curricular initiatives, structured CLIL

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models, and civic education mandates create favorable conditions for embedding sustainability into ELT. **Spain** demonstrates strong textbook-based content and a flexible curricular framework, while **Türkiye**, despite some localized success in MEB-developed textbooks, still faces systemic limitations in curriculum coherence and pedagogical support.

The textbook analyses demonstrate that environmental topics are **no longer peripheral** in ELT. Learners across countries are increasingly exposed to key themes such as climate change, pollution, recycling, renewable energy, and ethical consumption through **vocabulary-rich reading texts, listening activities, creative writing tasks, and project work**. However, this exposure is often fragmented and uneven, especially in systems where **curriculum standards do not mandate** the inclusion of sustainability, and where **textbook selection is decentralized** or left to market dynamics. The differences between public and private publisher materials, particularly in Türkiye, highlight the need for quality assurance mechanisms to ensure consistent thematic integration.

Pedagogically, countries employing **CLIL**, **project-based learning (PBL)**, and **interdisciplinary collaboration** offer the most promising models. Italy’s mandatory CLIL implementation, Lithuania’s spiraled content progression, and Spain’s autonomous school-driven initiatives all illustrate the transformative potential of such approaches—when supported by trained educators and institutional frameworks. In contrast, Türkiye’s pedagogical strategies are largely dependent on **individual teacher initiative**, underscoring the importance of systematic **professional development programs** tailored to the intersection of ELT and environmental education.

The role of national and regional **policy infrastructure** also proves to be decisive. Italy and Lithuania benefit from the presence of platforms (e.g., *Scuola2030*, *Mokykla 2030*), targeted legislation, and curriculum reform efforts that position sustainability as a core educational priority. Spain’s decentralized model allows for flexibility but results in variable outcomes across autonomous communities. Türkiye’s alignment with CEFR and communicative methodologies provides a conceptual foundation, but lacks a **dedicated environmental strand** within ELT policy or curriculum design.

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Ultimately, this comparative study reinforces the notion that **language education is an untapped vehicle for cultivating ecological consciousness**, especially at the secondary level where learners are cognitively and linguistically prepared to engage with complex global issues. The integration of environmental themes into ELT is not only a matter of content but also a matter of **equity, access, and relevance**—ensuring that all students, regardless of geography or socioeconomic background, are equipped with the language and critical thinking skills necessary to understand, articulate, and address the environmental challenges of the 21st century.

Recommendations

In order to support a more comprehensive, consistent, and transformative integration of environmental and sustainability themes into English Language Teaching (ELT) at the secondary level, the following set of extended recommendations is proposed. These are based on the findings of the comparative analysis and are directed at policymakers, curriculum developers, school administrators, teacher trainers, textbook publishers, and international project partners such as those involved in the EcoLingua consortium.

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1. Integrate Environmental Education as a Mandatory Dimension in ELT Curricula

Sustainability and climate-related themes should be explicitly included as core objectives within national ELT curricula at secondary level. Rather than remaining as optional or incidental topics, environmental education should be **formally integrated into language learning outcomes**, skill development targets, and assessment criteria. This requires a top-down policy decision that emphasizes the dual function of ELT: promoting language proficiency and fostering global citizenship through ecological awareness.

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2. Establish a Spiraled and Developmental Environmental Theme Framework Across Grade Levels

There is a need to map out a **grade-specific thematic sequence** for environmental topics, ensuring that learners encounter age-appropriate and linguistically suitable content from early secondary (A2–B1) to upper secondary levels (B2–C1). For example:

- Grades 5–6: Nature vocabulary, basic environmental actions, weather and seasons, “saving the planet”
- Grades 7–8: Pollution, endangered species, recycling, simple problem-solution writing
- Grades 9–10: Climate change, deforestation, sustainability, debates and descriptive reports
- Grades 11–12: Global environmental policy, ethical consumption, green economy, argumentative essays and presentations

3. Standardize Environmental Content in Textbooks and Supplementary Materials

Educational authorities should define minimum requirements for **ecological themes in ELT textbooks**, ensuring that environmental topics are included systematically, not sporadically. Textbooks should include:

- A balance of **receptive (reading, listening)** and **productive (writing, speaking)** tasks centered on sustainability
- **Authentic materials** such as news articles, reports, speeches, infographics, and videos
- Practice with **functional language** for proposing solutions, agreeing/disagreeing, describing environmental issues
- Lexical sets for key domains: biodiversity, waste, climate policy, renewable energy, water security, urban ecology

In addition, all publishers should be encouraged to **embed sustainability within grammar, vocabulary, writing, and speaking sections**, avoiding relegation of environmental topics to isolated reading texts or marginal "extra" units.

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4. Create and Disseminate Open Educational Resources (OERs) on Eco-ELT

The EcoLingua project and similar initiatives should develop a digital repository of **ready-to-use, adaptable OERs** that align with environmental goals and CEFR descriptors. These resources can include:

- Modular lesson packs by level and theme
- Multimedia-enhanced tasks (video, podcast, infographics)
- Interactive activities (quizzes, eco-games, simulations)
- Eco-critical thinking cards and case studies
- Digital storytelling projects around environmental identity and action

These materials should be **multilingual, free of charge, aligned with SDGs**, and shared via public platforms and teacher networks.

5. Institutionalize In-Service Training for ELT Teachers on Sustainability Integration

Teachers cannot be expected to integrate sustainability topics effectively unless they are trained in both **environmental content knowledge** and **methodologies for interdisciplinary instruction**. Ministries and teacher training institutions should offer CPD modules on:

- Ecological literacy for language educators
- Using CLIL to teach environmental topics
- Designing eco-tasks aligned with CEFR skills
- Facilitating environmental debates and project-based tasks in ELT
- Dealing with environmental misinformation and bias in materials

Incentivizing participation through credits, certification, and digital badges could increase uptake and ensure pedagogical quality.

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6. Strengthen the Role of CLIL and Interdisciplinary Cooperation in Schools

Content and Language Integrated Learning (CLIL) should be recognized not only as a foreign language strategy but as an opportunity for **transdisciplinary engagement with sustainability**. Schools should:

- Foster cooperation between ELT teachers and science/social studies teachers
- Co-develop lesson plans that address shared objectives (e.g., carbon footprint, urban planning, sustainable tourism)
- Use English as a **medium of discussion and production** in cross-curricular projects (e.g., joint exhibitions, videos, campaigns)

Where CLIL is not mandatory, voluntary interdisciplinary task weeks or project days can be piloted and scaled up over time.

7. Incorporate Sustainability Criteria into School and Teacher Evaluation Frameworks

To motivate and systematize integration, sustainability competencies should be embedded into:

- **School inspection and quality assurance criteria**
- **ELT syllabus evaluation guidelines**
- **Student portfolio requirements** and **language production rubrics**
- **Teacher performance reviews** and professional standards

These mechanisms should reward the inclusion of sustainability content and practices, not just linguistic targets.

8. Promote Environment-Themed Project-Based Learning (PBL) in ELT

Project-based learning allows students to explore real-world issues while developing language skills. Schools should encourage:

- Student-led investigations on local environmental issues (e.g., pollution, green spaces)
- Campaign design (e.g., “No Plastic Week”) with content created in English

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- Writing letters to local officials about sustainability challenges
- Designing eco-fair exhibitions or interactive posters in English
- Producing short documentaries or podcasts about sustainability topics

Such projects develop 21st-century competencies while **bridging language learning with civic action**.

9. Integrate Digital Sustainability Practices in ELT

The intersection of digital competence and sustainability should be addressed by encouraging:

- Critical media literacy: Evaluating eco-claims in advertisements or news
- Online collaboration tools: Padlet, Google Docs, Jamboard for eco-campaigns
- Virtual exchanges: Connecting with other schools for climate dialogues
- Digital simulations and games: Exploring climate decision-making or circular economy principles
- Using online platforms like eTwinning, Erasmus+, or Eco-Schools for language-based eco-projects

These tools engage students while fostering responsible and reflective digital citizenship.

10. Encourage the Use of Eco-Critical and Reflective Writing Tasks

Environmental topics lend themselves well to deeper writing skills. Teachers should incorporate:

- **Opinion essays** on sustainability dilemmas (e.g., Is fast fashion ethical?)
- **Problem-solution writing** on local ecological challenges
- **Narrative writing** imagining future worlds or climate events
- **Eco-poetry or eco-stories** blending creativity with environmental themes
- **Letters to the editor**, blog posts, or reflective journals about students’ ecological beliefs and actions

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Such writing tasks allow students to connect language learning to personal values and social concerns.

11. Highlight Environmental Activism and Youth Voices in ELT

Students connect deeply with peers and role models who champion the environment. ELT lessons should include:

- Profiles of youth activists (e.g., Greta Thunberg, Licypriya Kangujam)
- Study of international youth movements (e.g., Fridays for Future, Extinction Rebellion Youth)
- Analysis of impactful speeches and protest language in English
- Classroom debates on activism ethics and effectiveness

This approach not only humanizes environmental issues but also promotes critical thinking, vocabulary expansion, and persuasive language use.

12. Contextualize Learning with Local Environmental Challenges

Global environmental issues should be **linked to local realities** to ensure relevance. ELT materials can be localized to include:

- Local water, air, or waste issues
- Regional biodiversity or endangered species
- School energy use audits
- Local community interviews or surveys conducted in English

Encouraging students to **document, analyze, and present local problems** and possible solutions makes sustainability education concrete and participatory.

13. Partner with NGOs, Universities, and Municipal Authorities

Schools can benefit from partnerships with:

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- Local environmental NGOs that offer talks, materials, and volunteer opportunities
- Universities that provide guest speakers or joint research activities
- Municipalities that engage students in environmental decision-making or campaigns

These collaborations enhance **real-world impact**, give authenticity to ELT tasks, and develop cross-sectoral networks for sustainability education.

14. Engage Parents and the Wider School Community

Sustainability education in ELT should not remain confined to the classroom. Schools should involve parents and the community by:

- Sharing student-created content (videos, posters, presentations) through school websites and social media
- Hosting English-language environmental fairs or open classes
- Encouraging intergenerational interviews in English about environmental values
- Organizing school-wide environmental events where students act as bilingual guides or speakers

Such engagement boosts student confidence, motivation, and real-life communication skills.

15. Develop Monitoring Tools and Impact Metrics

Finally, educational authorities and projects like EcoLingua should invest in **monitoring and evaluation mechanisms** to assess the integration and impact of environmental education in ELT. This may include:

- Pre/post assessments of environmental vocabulary knowledge
- Student attitude surveys about climate issues
- Rubrics measuring ecological content in student writing
- Classroom observation tools tracking sustainability practices
- Teacher self-evaluation and feedback loops

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Such tools will inform evidence-based improvements and document the contribution of ELT to sustainability goals.

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