

2024-1-TR01-KA220-SCH-000245616 “EcoLingua Curriculum: Digitally Enhanced Pedagogy for Integrating Environmental Issues into Language Teaching”

NATIONAL REPORT ON ECOLOGY & CLIMATE ISSUES IN ENGLISH LANGUAGE TEACHING CURRICULA

 Reporting Period: [20/02/2025 - 29/03/2025]

 Prepared by: Vilnius University

 Country: Lithuania

INTRODUCTION

According to the National Education Agency (Nacionalinė švietimo agentūra) (n.d.-a), Lithuanian education system places significant emphasis on English language education, aligning with the European Union language policies and the increasing demand for proficiency in multiple languages. English is the most widely taught foreign language, introduced as a compulsory subject in primary school (Grade 2, age 8) and remaining mandatory throughout secondary education (Grades 5–12, ages 11–18).

At the primary level, English instruction focuses on basic vocabulary, listening and speaking skills. In lower secondary (Grades 5–8), the curriculum expands to include reading, writing, and grammar, following the Common European Framework of Reference for Languages (CEFR). By upper secondary (Grades 9–12), students develop academic and professional language skills, preparing for the State English Examination, which assesses their proficiency at B1–B2 levels.

In addition to general schools, gymnasiums, international schools, and bilingual programmes offer more intensive English instruction. Some schools implement Content and Language Integrated Learning (CLIL), incorporating English into subjects such as history or science.

Higher education institutions require English proficiency for admissions, and many universities offer English-taught programmes. Teacher training programmes and European-funded projects support continuous improvements in English education.

The purpose of the report is to analyse ecology, climate, and environmental sustainability in ELT curricula.

Relevance to the EcoLingua project goals.

Since the EcoLingua Project aims at fostering the agenda of environmental preservation and education through special focus on digital technologies and gamification strategies, it will undoubtedly enable secondary school educators and other education community members in Lithuania to not only enhance language proficiency, but also instill a deep understanding of and commitment to ecological and environmental stewardship.

By further incorporating topics such as sustainability, biodiversity, and climate action into English language lessons and having access to diverse interactive, enjoyable, and impactful digital materials that reflect ecology-related matters in Italy, Spain and Turkey, educators in Lithuania will feel better equipped and upgraded to confidently address climate change issues in the classroom.

NATIONAL CURRICULUM OVERVIEW

Official ELT Curriculum Guidelines:

The National Education Agency (Nacionalinė švietimo agentūra) (n.d.-a) states that Lithuania's education system integrates English Language Teaching (ELT) into its national curriculum from an early stage, aligning with European standards and the Common European Framework of Reference for Languages (CEFR). Lithuania's framework supports multilingualism and prepares students for higher education and global opportunities.

- **Primary education (Grades 1–4):** English is introduced as the first foreign language, typically starting in Grade 2 (around age 8). Instruction focuses on basic vocabulary, listening, and speaking skills.
- **Lower secondary education (Grades 5–10):** the curriculum expands to reading, writing, and grammar, aligning with the Common European Framework of Reference for Languages (CEFR). The aim is to progress students from A1 to B1 levels, enhancing their ability to comprehend and use English in various contexts.
- **Upper secondary education (Grades 11–12):** students further develop their English proficiency, focusing on academic and professional language skills, preparing for the State English Exam, which assesses B1–B2 levels.
- **Teaching approaches:** Schools have the autonomy to select teaching methods and tools, and some implement Content and Language Integrated Learning (CLIL), integrating English into subjects like history and science. (*Ugdymo programos*, n.d.)

Education Type	School Type	Grades	CEFR Level
Primary education	Primary school	Grade 2 - 4	A1
Basic education (lower secondary)	Basic school or pre-gymnasium	Grades 5 - 6	A2 – A2+
		Grades 7 - 8	B1
	Basic school or gymnasium	Grades 9 – 10/ Grades I – II	B1 – B1+
(Higher) Secondary education	Gymnasium	Grades 11 – 12/ Grades III – IV	B2 – B2+

Governing bodies (Ministry of Education, regional authorities, etc.).

According to Eurydice (2024), in Lithuania, the education system is more decentralized than centralized. National institutions, municipalities and educational institutions all share responsibility for the quality of the education provided.

The Parliament (Seimas) defines the education policy at the national level and adopts laws on policy changes. The Government in corpore and the Ministry of Education, Science and Sport formulate and implement education policy and government legislation applicable at the national level. The municipalities set and implement their own strategic education plans in accordance with the National Legislative Framework and ensure formal education and organise non-formal education. Individual schools organise the education process, which enables teachers to adapt the core curriculum to children's individual needs. Formal education is typically provided by public entities, and private education providers are recognised and regulated by national legislation.

Since pre-primary education is obligatory (at 5 years of age) and the education is compulsory until the age of 16, the education system is collaboratively governed by several key institutions at different levels, from national to regional authorities. Here's a breakdown:

National Level

1. Ministry of Education, Science and Sport of Lithuania (Švietimo, mokslo ir sporto ministerija)

- a. The highest authority responsible for education policy, curriculum development, funding, and overall governance.
 - b. Oversees schools, higher education institutions, and vocational training.
 - c. Coordinates with other ministries and stakeholders.
- 2. National Agency for Education (Nacionalinė švietimo agentūra, NŠA)
 - a. Implements national education policies and provides methodological support.
 - b. Administers national and international student assessments.
 - c. Manages teacher training and professional development.
- 3. Centre for Quality Assessment in Higher Education (Studijų kokybės vertinimo centras, SKVC)
 - a. Evaluates and accredits higher education institutions and programs.
 - b. Ensures compliance with national and European higher education standards.
- 4. Lithuanian Centre of Non-formal Youth Education (Lietuvos mokinių neformaliojo švietimo centras, LMNŠC)
 - a. Supports non-formal education and extracurricular activities.
- 5. Lithuanian Qualifications Authority (Lietuvos kvalifikacijų tarnyba)
 - a. Coordinates the National Qualifications Framework.
 - b. Ensures the alignment of qualifications with European standards.

Regional and Local Level

- 6. Municipal Education Divisions (Savivaldybių švietimo skyriai)
 - a. Each municipality has an education division that manages local schools.
 - b. Responsible for school maintenance, staffing, and funding allocation.
 - c. Implements national education policies at the local level.
- 7. School Councils and Administrations
 - a. Each school has a director and a school council that oversees daily operations.
 - b. Responsible for educational quality, teacher recruitment, and local curriculum implementation.

Official references to environmental education (if any).

National policies or initiatives linking sustainability and language education.

CLIL

According to Gaigaliene and Andziuliene (2019), Content and Language Integrated Learning (CLIL) methodology has been employed in secondary schools in Lithuania since around 2008. If applied in schools, sustainability can be taught through CLIL, yet it is not a mandatory but rather voluntary choice made by some Lithuanian schools. If implemented, (CLIL) is part of a broader effort to improve foreign language proficiency while simultaneously teaching subject-specific content. No comprehensive research has been done about the relevance of CLIL methodology application in secondary education.

Legal and Policy Framework

CLIL is supported by Lithuania's National Education Strategy and aligns with European Union recommendations on multilingual education.

The General Curriculum Framework allows schools to introduce CLIL elements in different subjects, particularly in secondary education (grades 9–12).

The Law on Education encourages multilingual learning but does not make CLIL mandatory. CLIL as a methodology is recommended in the policy initiative Mokykla 2030 which aims to update and enhance the national curriculum to better prepare students for the challenges of the future. The strategy focuses on integrating digital content into education, revising general programmes, and providing resources for educators and school administrators, and it is operated within the guidelines of the Education Law.

Implementation in Secondary Schools

Subjects Offered in CLIL:

- Common subjects for CLIL include history, geography, biology, mathematics, and economics.
- English is the dominant language used in CLIL, but some schools also use German or French.

Bilingual Teaching Approach:

- Schools often implement a partial CLIL model, where 20–50% of the subject content is delivered in a foreign language.
- Some specialized schools (e.g., international programs or European schools) offer full CLIL instruction.

Teaching Materials and Methods:

- Teachers use adapted textbooks, online resources, and authentic materials in the target language.
- A strong emphasis is placed on interactive teaching (group discussions, project-based learning, and problem-solving tasks).

Teacher Qualifications:

- CLIL teachers must have proficiency in the target language (at least B2 or C1 level).
- Additional training in CLIL methodology is provided by universities and the National Agency for Education (NŠA).

PROJECTS

- In 2021, the Erasmus Project “*Le Moon*” developed an **Environmental Education and Climate Change E-Learning Programme** (*Aplinkosauginio švietimo ir klimato kaitos e. mokymo programa*) (modules for grades 9, 10, or 11, with a particular focus on 15-year-old learners (Karakaya & Daukšienė, n.d.)). The programme does not have a strict reference to English language teaching. The curriculum consists of six elective digital modules (totalling 72 hours) and incorporates student-centred methods, techniques, and teaching approaches aligned with the collaborative pursuit of sustainable development

goals. As a result, a significant number of activities are designed for pair and group work, including discussion questions and project-based tasks. However, some activities are also completed individually.

- Mokykla 2030 (2021) highlights that in 2021, as part of the project ***School 2030: Development and Implementation of Digital Educational Content***, the National Education Agency (NŠA) published updated drafts of the general curricula for primary and lower secondary education. The updated curriculum includes not only traditional foreign language topics but also new interdisciplinary themes reflecting contemporary issues in Lithuania, Europe, and the world. These topics include cultural heritage, cultural diversity, historical awareness, community engagement, equal opportunities, human rights, advanced technologies and innovations, environmental protection, circular economy, sustainable cities and settlements, international cooperation, solidarity, and more. These relevant themes promote interdisciplinary learning and Content and Language Integrated Learning (CLIL), allowing for curriculum optimization and reducing students' learning workload.

In addition to communication competence, which remains the core focus of foreign language learning, students will also develop cultural, creative, cognitive, civic, social, emotional, and healthy lifestyle competencies. Furthermore, the curriculum aims to integrate digital literacy, media literacy, and other essential 21st-century skills necessary for life in modern society (Mokykla 2030, 2021).

- The European Commission (n.d.) funded the **EcoStream** project from 2021 to 2023, which incorporated an integrated environmental protection programme. The interdisciplinary environmental education programme features a five-module (36-hour) methodological tool. It is designed for students aged 11–15 and is based on a holistic approach and an integrated learning model, aiming to meet students' emotional, social, ethical and academic needs. The programme is not limited to English language instruction.

Teachers have the opportunity to engage students in projects that apply critical thinking skills to real-world environmental challenges. Upon completing this module/section, students will enhance their skills in critical and analytical thinking, research and problem-solving, time management, communication, self-management, collaboration, responsibility and organization. Additionally, they will develop independent learning, initiative and self-regulation skills.

- In the NEA (NŠA) Schoolnet Academy, the MOOC course ***Exploring Nature-Based Solutions in Your Classroom and Beyond*** (2024–2025) will equip participants with the skills to implement environmental initiatives in schools and communities (Nacionalinė švietimo agentūra, 2024 a). The course encourages discussions on sustainability and aims to inspire action for a more sustainable future.

Since the spring of 2024, the Lithuanian Non-Formal Education Agency (LINEŠA) (n.d.) has been actively coordinating the initiative **Sustainable School 2030**. A total of 412 Lithuanian schools are participating in the initiative. Along with other schools (529 in total), they have voluntarily taken part in the first stage of the national school evaluation, assessing the sustainability status of their schools. A three-tier system was used for the schools' self-assessment (symbolized by the Sustainability Lingonberry).

Integration of Environmental Themes in English Language Teaching.

Presence of ecology and climate-related content in primary, secondary, and high school ELT curricula

Grades	CEFR Level	Environmental Themes in English Language Teaching
Grade 2 - 4	A1	Waste sorting, nature, ecology.
Grades 5 - 6	A2 – A2+	Responsible consumption. Waste sorting.
Grades 7 - 8	B1	Preservation of biodiversity, climate change. Environmental protection, ecological issues and their solutions. Responsible consumption, waste sorting, resource conservation.
Grades 9 – 10/ Grades I – II	B1 – B1+	Preservation of biodiversity, climate change. Urban and rural living environments. Sustainable cities and settlements. Environmental protection, ecological issues and their solutions. Responsible consumption, waste sorting, resource conservation.
Grades 11-12/ Grades III – IV	B2 – B2+	Environmental sustainability, living environment, environmental protection, climate change prevention, responsible consumption, waste sorting, circular economy, sustainable cities and settlements, etc.

Key learning objectives related to sustainability in ELT.

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**ANALYSIS
OF
TEACHING MATERIALS & TEXTBOOKS**

Textbook Review

The Lithuanian education portal (Nacionalinė švietimo agentūra, n.d.-b) provides general curricula and specifies available resources, including digital teaching tools, methodological materials, textbooks, lesson plans, and a task bank. When purchasing textbooks (printed or digital) and other learning materials, schools consider the recommendations of the school council and make decisions regarding the acquisition of textbooks or access to digital textbooks (Nacionalinė švietimo agentūra, 2024-b). Schools use funds allocated for textbooks to purchase materials listed in the information system of the Education Portal (Švietimo portalas).

Titles of officially approved English language textbooks.

Most of the approved textbooks are **commercially published outside Lithuania**, primarily in the UK.

- **#English 1–4 (A1 – B1)** – Jenny Dooley
- **4Minds (A1 – B1)** – Jenny Dooley
- **4Minds (A2 – B1+)** – Jenny Dooley
- **Academy Stars – Starter – 2 (Pre-A1)** – Kathryn Harper
- **Access 2–4 (A1 – B1+)** – Virginia Evans, Jenny Dooley
- **Beehive Starter (A1)** – Setsuko Toyama
- **Beehive 1–4 (A1)** – Setsuko Toyama
- **Best Friends Forever 1–4 (BFF1 – BFF2)** – H.Q. Mitchell, Marileni Malkogianni
- **Beyond (A1+ – B2)** – Robert Campbell, Rob Metcalf, Rebecca Robb Benne
- **Brighter Ideas 1–3 (Pre-A1 – A1)** – Cheryl Palin, Tamzin Thompson
- **Choices Elementary – Upper-Intermediate (A1 – B2)** – Michael Harris, Anna Sikorzynska
- **Complete First (B2)** – Guy Brook-Hart, Alice Copello, Lucy Passmore, Jishan Uddin
- **Early School English 1–3: Yummy English! (Pre-A1)** – Nomeda Sabeckienė, Virginija Rupainienė, Vaida Maksvytienė
- **English Code Levels Starter – 4** – Katharine Scott, Susan House
- **English Plus Starter – 3 (A1 – B1)** – Ben Wetz
- **English World 1–5 (A1)** – Mary Bowen, Liz Hocking
- **Exam Booster: Preparation for B2 Level Exams (B2+)** – Virginia Evans, Jenny Dooley
- **Family and Friends 1–3 (A1)** – Tamzin Thompson, Naomi Simmons
- **Fly High 1–4 (A1 – A2)** – Danae Kozanoglou
- **Focus Levels 1–5** – Sue Kay, Vaughan Jones
- **Gateway (A1+ – C1)** – Amanda French, Miles Hordern, David Spencer
- **Gateway to the World (A1+ – C1)** – Amanda French, Andrea Langton, David Spencer

- **Give Me Five! Levels 1–6** – Donna Shaw, Joanne Ramsden, Rob Sved
- **Gold Experience (B1+ – C1)** – Clare Walsh, Lindsay Warwick
- **Great Writing Levels 1–5 (A2 – B2)** – Keith S. Folse, Elena Vestri, David Clabeaux
- **Harmonize Starter** – Robert Quinn
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- **Harmonize 3–4 (A2+ – B1+)** – Lindsay Warwick, Sylvia Wheeldon
- **High Note Levels 1–5** – Lynda Edwards, Rachael Roberts, Rod Fricker
- **iWonder 1–3 (A1)** – Jenny Dooley, Bob Obee
- **Insight Elementary – Advanced (A1 – C1)** – Jayne Wildman, Fiona Beddall
- **Kid’s Box New Generation Levels 1–6** – Caroline Nixon, Michael Tomlinson
- **Life Beginner – Advanced** – Helen Stephenson, John Hughes, Paul Dummett
- **Life Vision Advanced (B2, C1)** – Paul Kelly
- **Life Vision Elementary – Upper-Intermediate Plus (A1 – B2)** – Jeremy Bowell, Weronika Saladnyk
- **Look Starter – 6 (Pre-A1 – B1)** – Katherine Stannett
- **New Close-up (A2 – B2+)** – Katherine Stannett
- **New Destination (B1 – B2)** – Malcolm Mann, Steve Taylore-Knowles
- **New Enterprise (A1 – C1)** – Jenny Dooley
- **On Screen (A1/A2 – C1)** – Virginia Evans, Jenny Dooley
- **Open World (A2 – C1)** – Anthony Cosgrove, Claire Wijayatilake
- **Perspectives Intermediate – Advanced (B2 – C1)** – Hugh Dellar, Andrew Walkley, Lewis Lansford, Daniel Barber, Amanda Jeffries
- **Prime Time 5 (A1+ – B2+)** – Virginia Evans, Jenny Dooley
- **Reflect Listening & Speaking Levels 1–6 (A1 – C1)** – Kristin Donnalley Sherman
- **Reflect Reading & Writing Levels 1–6 (A1 – C1)** – Tania Pattison
- **Right On! (A1 – B1)** – Jenny Dooley
- **Smilies 1–4 (A1)** – Jenny Dooley, Virginia Evans
- **Solutions Elementary – Advanced (A1/A2 – C1)** – Tim Falla, Paul A. Davies
- **Spark 1–4 (A1 – B1+)** – Virginia Evans, Jenny Dooley
- **Star Kids 1–3** – Virginia Evans, Jenny Dooley
- **The Art of Writing (B2 – C1)** – Jenny Dooley
- **Think Levels 1–5 (A2 – C1)** – Herbert Puchta, Jeff Stranks, Peter Lewis-Jones
- **Top Stars Levels 1–6 (A1 – A2)** – H.Q. Mitchell, Marileni Malkogianni
- **Traveller (A1 – C1)** – H.Q. Mitchell, Marileni Malkogianni
- **Wider World Levels 1–4** – Graham Fruen, Sandy Zervas, Elizabeth Sharman, Jennifer Heath

Sections that explicitly include environmental or sustainability-related topics.

- Sample passages, dialogues, reading texts, and exercises addressing climate change, ecology, and sustainability.

Most textbooks (both paper and e-books) have at least one unit that deals with various aspects of ecology and climate change. Teachers have autonomy and full freedom to adapt and tailor these materials to the specific features and proficiency levels of their students and language needs. An overarching aim of the content is to prepare for global / civic competence, in order to interact more effectively in a globalized world and increase their cultural awareness and sensitivity.

Textbooks and Relevant Sections

Brighter Ideas 4 (A2) – Cheryl Palin, Tamzin Thompson

- **Starter Unit:** Vocabulary – health problems; *Past Simple*

Brighter Ideas 5 (B1) – Cheryl Palin, Tamzin Thompson

- **Unit 2: “How do we discover things?”**
 - Vocabulary: science, *zero conditional*, *verb + ing*
 - Reading: e-flyer
 - Writing: information in note form
- **Unit 4: “What’s exciting about exploring?”**
 - Vocabulary: geographical features, *Present Perfect*
 - Reading: diary entry
 - Writing: diary entry

Early School English 3: Yummy English! (A1) – Nomeda Sabeckienė, Virginija Rupainienė, Vaida Maksvytienė

- **Part 2, Lesson 26: “You Too Can Help to Protect the Environment”**
 - Vocabulary: environmental protection
 - Discussion: reducing, reusing, and recycling

Gold Experience (B1) – Clare Walsh, Lindsay Warwick

- **Unit 6: “Down to Earth”**
 - Reading: *Our Blue Planet*
 - Vocabulary: the natural world
 - Listening: young people changing the world (environmental issues)
 - Speaking: being environmentally friendly

Harmonize 2 (A2) – Lindsay Warwick, Sylvia Wheeldon

- **Unit 3: “Fresh Air”**
 - Vocabulary: outdoor activities
 - Grammar: *will* for predictions, *First Conditional*
 - Writing: leaflet – *Teens for Greener Cities*; speech
 - Speaking: design and present a park

Harmonize 3 (B1) – Lindsay Warwick, Sylvia Wheeldon

- **Unit 3: “Make a Difference”**
 - Vocabulary: compound nouns, indefinite pronouns

-
- Grammar: *Second Conditional*
- Skills: distinguishing main ideas in a text, using graphics for key information
- Writing: formal letter

Life Vision Advanced (C1) – *Paul Kelly*

- **Unit 10: “Social Living”**
 - Reading: *The Importance of Geo-literacy*
 - Discussion: natural vs. man-made features, human-animal interactions
 - Grammar: adverbs and adverbial phrases
- **Unit 12: “Mother Nature”**
 - Vocabulary: approximation and vague language, adverb-adjective collocations, idioms
 - Speaking: debate
 - Writing: problem-solution essay

Life Vision Upper Intermediate (B2) – *Paul Kelly*

- **Unit 5: “Technology”**
 - Grammar: *Second & Third Conditionals*
 - Skills: distinguishing main vs. supporting information
 - Vocabulary: technology and the environment, digital footprint
 - Writing: website review
- **Unit 8: “Local and Global Citizenship”**
 - Vocabulary: volunteering, humanitarian crises
 - Grammar: participle clauses
 - Skills: recognizing fact, opinion, and speculation; diplomatic disagreement
 - Speaking: debate
 - Writing: discursive essay

Reflect Listening & Speaking 1 (A1) – *Kristin Donnalley Sherman*

- **Unit 8: “Big Effects”**
 - Grammar: *Past Simple*
 - Listening: numbers, years, synonyms
 - Speaking: discuss climate change experiences, present an important environmental figure

Reflect Listening & Speaking 2 (A2) – *Kristin Donnalley Sherman*

- **Unit 6: “Animal Magic”**
 - Listening: experiencing the world through animals’ eyes
 - Skills: general note-taking, analyzing differences
 - Grammar: base words and affixes, adjectives/adverbs of manner
 - Speaking: present an environmental topic

ns Intermediate (B1) – *Tim Falla, Paul A. Davies*

- **Unit 9: “Journeys”**
 - Reading: true/false/NG
 - Listening: multiple matching
 - Grammar: *Third Conditional*, participle clauses, verb patterns
 - Writing: formal letter

Solutions Pre-Intermediate (A2) – *Tim Falla, Paul A. Davies*

- **Unit 4: “Weather”**
 - Reading: missing sentence task
 - Listening: multiple matching
 - Speaking: role-play
 - Grammar: comparative/superlative adjectives, phrasal verbs
 - Writing: article, invitation

Traveller (B1+) – *H. Q. Mitchell, Marileni Malkogianni*

- **Unit 6: “Nature”**
 - Topics: environment, pollution, conservation, eco-tourism, animals, natural disasters
 - Grammar: *Passive Voice*, clauses of concession
 - Vocabulary: compound nouns, nouns + prepositions
 - Skills: reading magazine articles and brochures, listening to interviews
 - Speaking: compare and discuss
 - Writing: opinion email/letter

Traveller (B2) – *H. Q. Mitchell, Marileni Malkogianni*

- **Unit 6: “The Environment”**
 - Topics: sustainability, transport, eco-friendly initiatives
 - Grammar: *Zero, First, and Second Conditionals*; modal verbs
 - Vocabulary: verbs + prepositions, phrasal verbs
 - Skills: reading articles and brochures, listening to interviews
 - Speaking: discuss and speculate on environmental solutions
 - Writing: semi-formal letter, essay

Supplementary Teaching Materials:

Government or publisher-provided digital resources, worksheets, and teacher guides related to environmental issues.

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On February 15, 2024, by Order No. V-184, the Minister of Education, Science, and Sport approved the procedure for evaluating and providing printed and various levels of interactive digital textbooks and learning materials for general education subjects. The document establishes general and specific requirements for textbooks and teaching materials used in the implementation of general education programs. It also outlines the evaluation process, quality assurance, responsibilities, and procedures for supplying general education textbooks and learning materials. To propose a digital teaching resource, applicants must submit a request, a declaration confirming content quality, and evaluations from three independent reviewers.

Observed gaps in environmental content.

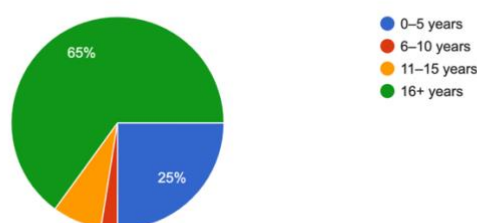
In the Education Portal (Švietimo portalas) there are no supplementary national materials (no video/audio media materials, no educational games, digital books or task banks).

TEACHERS' & STUDENTS' PERSPECTIVES

Teacher Feedback on Environmental Education in ELT:

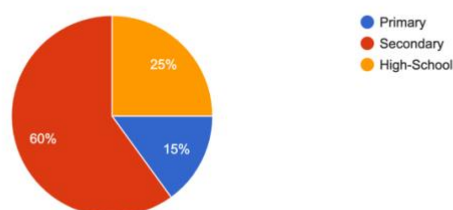
DEMOGRAPHIC INFORMATION

Years of teaching experience:
40 responses



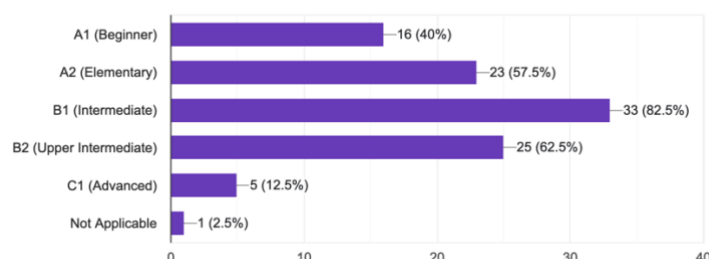
The majority of the 40 respondents (65%) have over 16 years of teaching experience, indicating a highly experienced group. In contrast, only 25% have less than five years of experience, suggesting that newer teachers make up a smaller portion of the respondents.

Educational level(s) you primarily teach:
40 responses



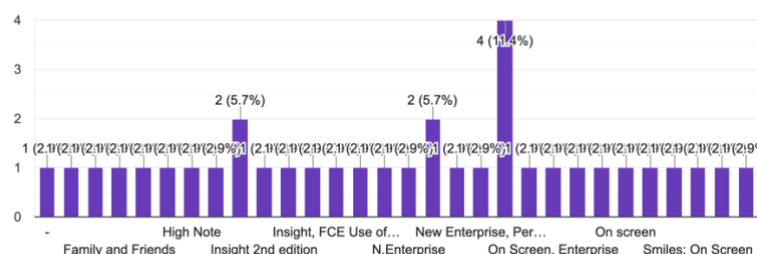
The majority of the teachers (60%) primarily teach at the secondary level, making it the most common educational stage. High school teachers account for 25%, while primary school teachers represent the smallest group at 15%.

CEFR level(s) you teach (e.g., A1, A2, B1, B2, C1, C2): Select all that apply
40 responses



The CEFR levels that 40 teachers instruct, with B1 (Intermediate) being the most commonly taught level (over 82%), followed closely by B2 (Upper Intermediate) at 62%. A2 (Elementary) is also widely taught at 57%, while A1 (Beginner) has a lower percentage (40%). The least commonly taught level is C1 (Advanced) at 12%, and only one respondent (2.5%) selected "Not Applicable." The data suggests that most teachers focus on intermediate levels, while fewer specialize in beginner or advanced levels.

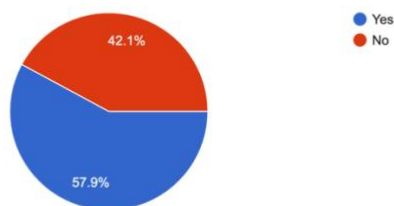
Which textbook(s) do you primarily use in your English classes? Write the title(s).
35 responses



35 respondents mentioned 16 textbook titles (On Screen, Enterprise, Insight, English textbook B for IB, Family and Friends, Smiles, Bright Ideas, Life Vision, Smiley, 4Minds, Spark, New Enterprise,

Solutions, Perspectives, High Note, Prime Time). 11% of respondents use On Screen, followed by Insights and Enterprise (around 6% each). All the other titles are used by less than 3% of teachers.

Do these textbooks include explicit environmental/climate-related content, i.e. 20-25% content?
38 responses

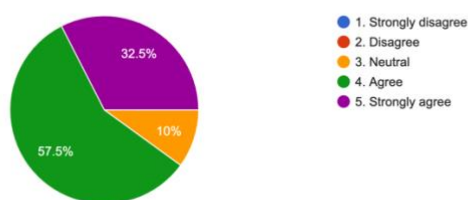


38 respondents reported that that their textbooks explicitly (i.e., 20-25%) include environmental / climate-related content, with nearly 60% teachers giving an affirmative answer.

In summary, the respondents are a highly experienced group, and most of them teach at the secondary level. Regarding CEFR levels, B1 and B2 are the most commonly taught. The teachers use a big variety of textbooks (16 titles), and environmental and climate-related content appears in the textbooks to a limited extent.

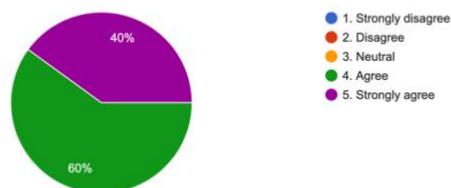
IMPORTANCE OF ENVIRONMENTAL EDUCATION IN ELT

1. Environmental education is an important component of language teaching.
40 responses



Out of 40 responses, the majority of the teachers consider environmental education important, with 57% agreeing and 32% strongly agreeing, and only 10% remain neutral, showing a strong overall emphasis on its significance.

2. Teaching climate change and ecology is relevant to students' lives.
40 responses



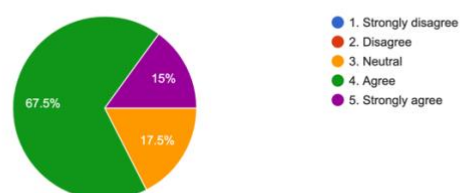
All teachers (40 respondents) recognize the relevance of teaching climate change and ecology, with 60% agreeing and 40% strongly agreeing. This indicates unanimous support, with a significant portion expressing strong conviction.

3. Integrating environmental topics helps develop students' critical thinking skills.
40 responses



The vast majority of the 40 respondents believe that integrating environmental topics enhances students' critical thinking skills, with 55% agreeing and 42% strongly agreeing. This reflects a strong consensus, with only a minimal percentage unaccounted for.

4. Sustainability should be a mandatory part of the English curriculum.
40 responses

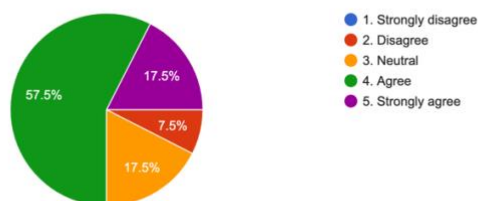


The majority of the teachers support making sustainability a mandatory part of the English curriculum, with 67% agreeing and 15% strongly agreeing. In contrast, 17% remain neutral, indicating some hesitation but no strong opposition.

In summary, the survey of 40 teachers highlights strong support for environmental education. Most teachers believe integrating environmental topics enhances critical thinking, and they support making sustainability a mandatory part of the English curriculum.

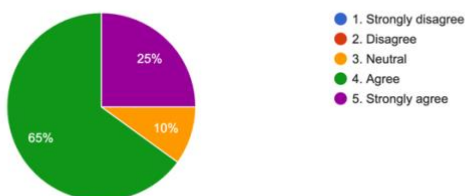
CURRENT TEACHING PRACTICES

1. I regularly include environmental themes in my English lessons.
40 responses



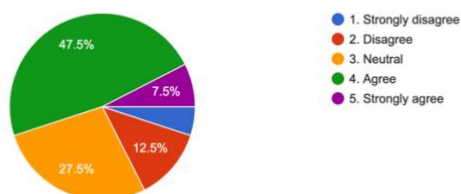
The majority of the teachers incorporate environmental themes in their English lessons, with 57% agreeing and 17% strongly agreeing. However, 17% remain neutral, and 7% disagree, indicating some variation in implementation.

2. I use diverse resources (e.g., articles, videos) to teach environmental issues.
40 responses



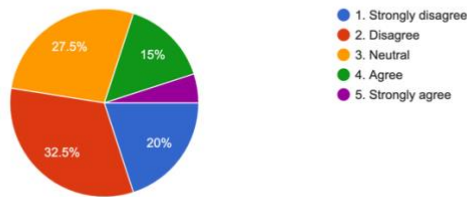
The majority of the teachers use a diversity of resources, with 65% agreeing and 25% strongly agreeing. Only 10% are neutral, suggesting widespread adoption of varied resources in teaching.

3. I collaborate with colleagues to integrate sustainability across subjects.
40 responses



Almost half of the teachers collaborate with colleagues to integrate sustainability across subjects, with 47% agreeing. However, 27% remain neutral, and more than 12% either disagree or strongly disagree, indicating some variation in collaborative efforts on this topic.

4. I have received training on teaching environmental topics in English.
40 responses

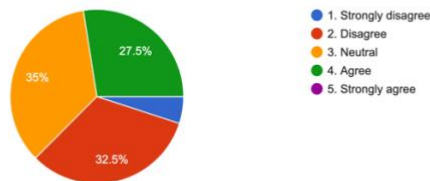


Nearly a third of the teachers, 32%, disagree and 20% strongly disagree that they have received training on teaching environmental topics in English, indicating a lack of training in this area. Meanwhile, 27% are neutral, and only 15% agree, highlighting a gap in professional development related to environmental education in English instruction.

In summary, most teachers integrate environmental themes into English lessons and they apply a diverse variety of resources. To deliver climate change related topics, collaboration with other teachers is mixed and inconsistent. The teachers report having not received sufficient training in the field.

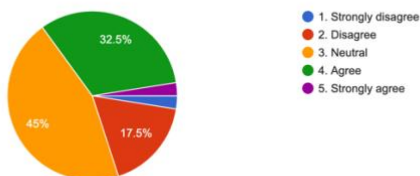
CHALLENGES IN INTEGRATION

1. I struggle to find appropriate materials for environmental topics.
40 responses



Slightly less than a third of the teachers, 32%, disagree with the statement about struggling to find appropriate materials for environmental topics, suggesting that many don't face this challenge. However, 27% agree, and 35% are neutral, indicating that while some teachers experience difficulties, others either don't or are unsure.

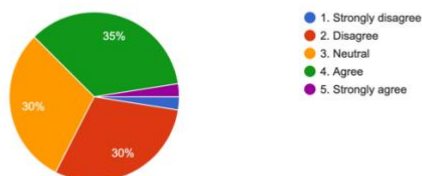
2. There is insufficient time in the curriculum to address these issues.
40 responses



A significant portion of the teachers, 45%, are neutral about the issue of insufficient time in the curriculum to address environmental topics, suggesting uncertainty or mixed views. Meanwhile, 32%

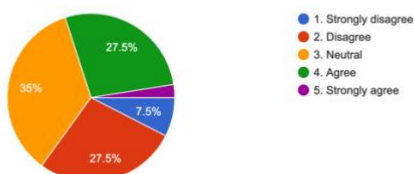
agree, expressing concern over time constraints, and 17% disagree, indicating that a smaller group feels there is enough time to cover these issues.

3. I lack confidence in my knowledge of climate/ecological topics.
40 responses



Just under a third of the teachers, 30%, either disagree or remain neutral about lacking confidence in their knowledge of climate/ecological topics, suggesting that many feel comfortable with the subject matter. However, 35% agree, indicating that a significant portion of teachers still feel unsure or lack confidence in these areas.

4. The assessment system discourages teaching non-traditional topics like sustainability.
40 responses

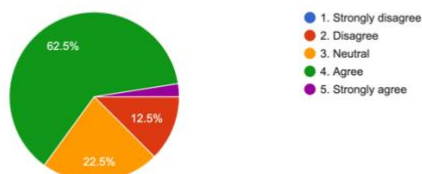


Many teachers, 34%, disagree (or strongly disagree) with the idea that the assessment system discourages teaching non-traditional topics like sustainability, suggesting they feel the system supports such teaching. However, 27% agree, indicating that a notable group believes the assessment system poses challenges, while 35% remain neutral, reflecting uncertainty or mixed views on the issue.

In summary, the survey reveals mixed perspectives on challenges related to teaching environmental topics, like time constraints, lack of materials or the assessment system discouraging sustainability topics. At the same time, the teachers report confidence in climate knowledge.

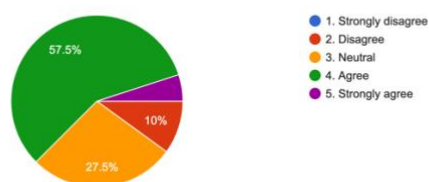
STUDENT ENGAGEMENT

1. Students show interest in environmental topics during lessons.
40 responses



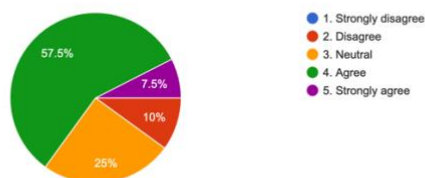
The majority of the teachers, 62%, believe that students show interest in environmental topics during lessons, indicating a strong engagement. However, 22% are neutral, and 12% disagree, suggesting that while most students are interested, there is still a portion who either lack interest or are unsure.

2. Students actively participate in climate-related discussions.
40 responses



The majority of the teachers, 57%, report that students actively participate in climate-related discussions, indicating strong engagement. Meanwhile, 27% are neutral, and 10% disagree, suggesting that while most students participate, there is still some variation in student involvement.

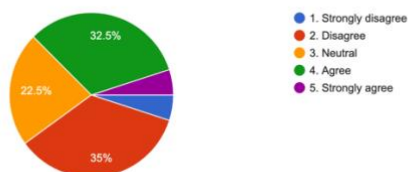
3. Environmental projects / activities increase students' motivation to learn English.
40 responses



A substantial majority of the teachers, 64%, believe that environmental projects and activities increase students' motivation to learn English, reflecting a positive impact. However, 25% are neutral, and 10% disagree, indicating that while many see the benefit, some students may not experience the same level of motivation.

4. Students have initiated environmental projects/activities in my class.

40 responses



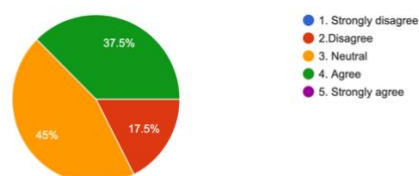
A significant portion of teachers, 35%, disagree that students have initiated environmental projects or activities in their class, indicating a lack of student-driven initiatives. In contrast, 32% agree, suggesting that a smaller group of teachers have seen such student involvement, while 22% are neutral, reflecting uncertainty or mixed experiences.

In summary, the survey indicates strong student engagement with environmental topics. Even though they claim that environmental projects boost motivation to learn English, but student-led initiatives are less common.

CURRICULUM AND TEXTBOOKS

1. The official curriculum includes sufficient environmental content.

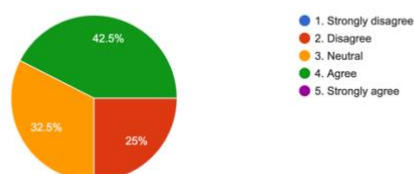
40 responses



Nearly half of the teachers, 45%, are neutral about the sufficiency of environmental content in the official curriculum, suggesting uncertainty or mixed opinions on the matter. Meanwhile, 37% agree that the curriculum includes enough environmental content, and 17% disagree, indicating that while many see it as adequate, a smaller group feels it falls short.

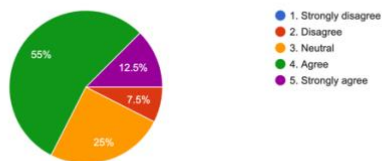
2. Textbooks provide adequate coverage of climate/ecological topics.

40 responses



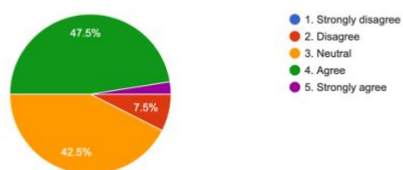
A sizable portion of teachers, 42%, agree that textbooks provide adequate coverage of climate and ecological topics, suggesting general satisfaction. However, 32% remain neutral, and 25% disagree, indicating that a notable number of teachers either have mixed opinions or find the coverage insufficient.

3. Environmental themes are integrated into language skills practice (e.g., reading/writing).
40 responses



A vast majority of the teachers, 77%, agree or strongly agree that environmental themes are integrated into language skills practice, indicating widespread incorporation. However, 25% remain neutral, and 7% disagree, suggesting that while most teachers see integration, some may not perceive it as effectively implemented.

4. The curriculum allows assessment of environmental topics.
40 responses



Nearly half of the teachers, 47%, agree that the curriculum allows for the assessment of environmental topics, indicating a reasonable level of flexibility. However, 42% are neutral, and 7% disagree, suggesting that many teachers are uncertain or feel that assessment opportunities remain limited.

In summary, the survey reveals mixed opinions regarding the volume of the environmental content in the curriculum. They report that climate change topics are integrated into language skills practice, yet they are uncertain about their assessment opportunities.

OPEN-ENDED QUESTIONS

SUCCESSFUL ACTIVITIES AND PROJECTS FOR TEACHING ENVIRONMENTAL ISSUES IN ENGLISH

Here's a breakdown of the themes with categorized codes as reported by 40 respondents:

1. Project-Based Learning (PBL)

- *Sustainable Cities & Towns* → Students design an eco-friendly town using English vocabulary (e.g., *Project: "Eco-friendly town", Future cities without pollution*).
- *Ecolabel Research* → Students find eco-labeled electronic devices at home, research the meaning, and present their findings (*Ecolabel project*).
- *Sustainable Living* → Research and discussions on how to reduce environmental impact (*Project: How to save our planet green?*).

- *Water Conservation* → Students work on projects related to clean water, such as analyzing pollution and solutions (*Project: "Clean Water in Pasvalys", Project: How to save water?*).
- *School & Community Initiatives* → Creating and analyzing school-wide sustainability efforts (*Projects: "Global Issues and Pollution", "Eco-friendly school"*).

2. Video and documentary discussions

- *Netflix/YouTube & TED Talks* → Watching documentaries like *"Recycle Sham"* (Netflix series *Broken*), TED Talks on zero waste, and other videos followed by discussions.
- *Comprehension & Debate* → Students watch sustainability-related videos, discuss key points, and answer guided questions.
- *Listening & Critical Thinking* → Students analyze the message of environmental-themed videos and reflect on their own habits (*Watching and discussing sustainability videos*).

3. Reading and Writing Activities

- *Environmental Texts & Discussions* → Students read texts/articles about climate change, sustainability, and pollution, followed by discussions (*Reading and discussing eco-friendly solutions*).
- *Blog Writing & Illustrations* → Students create illustrated blog posts on local environmental issues (*Writing and illustrating blog posts*).
- *Crossword Creation* → Students make crossword puzzles on environmental topics to reinforce vocabulary (*Students create crossword puzzles on environmental issues*).
- *Debate & Argumentative Writing* → Organizing classroom debates on statements like *"Environmental problems are too exaggerated"*.

4. Collaborative and Interactive Activities

- *Group Research & Presentations* → Students collaborate on projects like researching Mount Vesuvius or global pollution issues and presenting findings (*Group work: Presenting Mount Vesuvius*).
- *Poster & Visual Creation* → Students make posters on climate change and sustainability, often in group settings (*Creating posters on climate change*).

– *Game-Based Learning* → Superheroes games and Dixit card activities related to environmental issues (*Superheroes game and activity with Dixit cards*).

– *International Collaboration* → Participation in projects like *eTwinning* and *Erasmus+*, integrating sustainability into learning (*Taking part in Erasmus+ activities related to the 3Rs*).

5. Special Events and Celebrations

– *Earth & Water Day Activities* → Using UN resources for Earth Day and Water Day lessons (*Earth Day & Water Day celebrations with UN resources*).

– *Themed Classroom Activities* → Integrating sustainability topics into lessons with vocabulary exercises, role-playing, and monologues (*Discussions and monologues on environmental issues*).

– *Field Activities & Observations* → Observing birds in a regional park, taking photos, and describing their habitats (*Watching birds and describing habitats*).

RESOURCES AND SUPPORT FOR INTEGRATING SUSTAINABILITY INTO LANGUAGE TEACHING

Here are the key themes based on 31 teachers' responses regarding the resources and support needed to integrate sustainability topics more effectively:

1. Interactive and Engaging Teaching Materials

– *Board Games & Card Activities* → Engaging board games, Dixit cards, Climate Action Superheroes, and discussion question cards to make lessons interactive.

– *Interactive Exercises & Quizzes* → More interactive exercises for larger groups, including quizzes, role-playing, and group work tasks.

– *Ready-Made Lesson Plans & Resources* → Pre-designed lesson plans and structured materials to save teachers' preparation time.

2. Multimedia Resources

– *Videos & TED Talks* → More YouTube, Netflix, and TED Talks related to environmental issues, along with discussion tasks.

– *Audio & Listening Materials* → Additional listening activities, including podcasts and real-world recordings with comprehension tasks.

- *Online & Digital Tools* → Websites, ICT tools, and online platforms that provide structured sustainability content for language learning.

3. Up-to-Date and Relevant Content

- *Current News & Studies* → Access to recent studies, news articles, and real-world sustainability examples for classroom discussions.
- *Teen-Centered Materials* → Resources tailored to teenagers' daily lives and interests to maintain engagement.
- *Lithuania-Specific Content* → Materials that reflect Lithuania's environmental efforts and sustainability practices.

4. Professional Development & Collaboration

- *Teacher Training & Workshops* → Professional training to equip teachers with strategies for integrating sustainability topics.
- *Collaboration with Colleagues* → Encouraging teachers to create and share sustainability resources together.
- *Expert-Led Activities & Student Exchanges* → Organizing sustainability-focused workshops led by experts and student exchange programs.

5. Reading and Text-Based Activities

- *Comprehension-Based Textbooks* → A textbook dedicated to reading comprehension tasks on various environmental issues.
- *Articles & Magazines* → Sustainability-related reading materials from books, magazines, and online sources.
- *STEAM Projects & Research-Based Tasks* → Encouraging long-term environmental research projects, though recognizing the time commitment.

THE ROLE OF ENVIRONMENTAL EDUCATION IN LANGUAGE TEACHING

Here are five key themes based on 20 teachers' additional comments on the role of environmental education in language teaching:

1. Environmental Education as One of Many Topics

– *Balanced Curriculum Approach* → While environmental education is important, it should not overshadow other essential topics in English courses.

– *Comparative Learning* → Students often learn more practical environmental concepts in English lessons than in other subjects.

2. Language Skill Development

– *Enhancing Core Skills* → Environmental topics help improve reading, writing, speaking, and listening skills.

– *Vocabulary Expansion* → Sustainability-related discussions enrich students' vocabulary and general knowledge.

3. Awareness & Mindset Growth

– *Broader Perspectives* → Learning about environmental issues broadens students' mindsets and attitudes toward global challenges.

– *Understanding Responsibility* → Students must grasp the urgency of protecting the planet and their role in sustainability.

– *Addressing Climate Change Fatigue* → Teachers should find ways to keep students engaged despite frequent exposure to climate topics.

4. Teaching Challenges & Solutions

– *Time-Consuming Preparation* → Teachers are capable of integrating sustainability but may lack the time and motivation to prepare such lessons.

– *Need for More Integrated Lessons* → Environmental topics should be more embedded in textbooks and additional resources.

5. Optimism & Future Direction

– *Positive Outlook* → Teachers believe progress is being made in integrating sustainability into language teaching.

– *Call for More Resources* → More environmental content in textbooks and materials would support this integration further.

INTEREST IN TRAINING ON ECOLOGY AND SUSTAINABILITY IN LANGUAGE TEACHING

32 teachers responded to the question and they have mixed opinions on participating in training for integrating ecology and sustainability into language teaching. The majority of the teachers expressed strong interest, emphasizing the benefits for students and the value of practical, real-world applications. One fourth were hesitant and showed uncertainty, stating that their participation would depend on the curriculum and its relevance. This variation highlights the importance of designing training that is practical, engaging, and directly applicable to classroom teaching.

Student projects, activities, or initiatives related to climate awareness in ELT.

Based on correspondence with Almantas Kulbis (March 10, 2025) who is Head of the Sustainability Department at the Lithuanian Students' Non-Formal Education Center (LINEŠA), more than 400 Lithuanian schools have engaged in the **Sustainable School 2030** agenda, conducting self-assessments using the **Sustainable School Self-Assessment Guide**. This summer, the evaluation

phase for second- and third-level schools will take place, focusing on sustainable changes in outdoor and indoor environments, as well as partially on community sustainability and inclusivity.

Furthermore, Kulbis noted that LINEŠA's activities are not directly related to the general education process, as this is not within their scope. However, many elements related to foreign languages have been observed in school environments. Foreign languages are often creatively reflected beyond specialized classrooms, appearing in hallways, staircases, libraries, and outdoor classrooms. According to Kulbis, foreign language learning is integrated into school spaces in unique ways, such as verb conjugation rules displayed on staircases, thematic exhibitions in information centers, word maps in hallways, murals on walls, and areas dedicated to foreign authors, such as spaces named after Johannes Bobrowski at certain schools. However, these aspects were not specifically recorded or studied, and no material has been collected on them (Kulbis, personal communication, March 10, 2025).

PUBLISHING GUIDELINES & POLICY RECOMMENDATIONS

GENERAL AND SPECIFIC REQUIREMENTS FOR TEXTBOOKS AND TEACHING MATERIALS

The Lithuanian Ministry of Education, Science and Sport (February 15, 2024) amended the Law on Education, outlining new regulations for the national education system (No. V-184).

3.7 If a textbook includes references to specific additional digital resources necessary for completing the exercises within the textbook, schools that have purchased the textbook must be granted free access to these resources without requiring additional payment for usage rights.

3.8 The content of textbooks and teaching materials must present descriptions of situations, events, phenomena, processes, and historical figures' activities, as well as illustrations and exercises, without violating individual rights and freedoms or fundamental principles of international law. The content must avoid associations, adjectives, and categorical generalizations that may provoke negative emotional reactions. Additionally, it must be free from negative or other gender stereotypes, ensuring an impartial representation of girls and boys, women and men.

3.9 The content of textbooks and teaching materials must not include inappropriate, anti-democratic, or anti-state material.

Policies influencing curriculum development regarding sustainability topics.

General Provisions from the First Foreign Language Curriculum:

As stated by Nacionalinė švietimo agentūra (n.d.-a), foreign language learning fosters the development of personal qualities, value-based attitudes, and socio-cultural awareness. Students are provided with opportunities to:

- Strive for personal growth by engaging in meaningful activities, emphasizing mutual understanding and support.
- Learn from Lithuania's, Europe's, and the world's historical and cultural heritage, fostering a cooperative relationship with other nations and taking responsibility for preserving values and cultures.
- Adapt to global changes and challenges, discuss current societal issues, and develop an understanding of and respect for diverse cultural and social groups. This includes interacting respectfully with individuals of different ages, physical or intellectual abilities, nationalities, races, genders, mindsets, or lifestyles.

Foreign Language Learning in Basic and Secondary Education Programs

Primary education objectives do not include any ecological goals.

Basic and secondary education objectives aim to develop students' intercultural and civic awareness by analyzing their own and other languages, cultures, societies, global ideas, and issues.

The curriculum fosters eight key competencies, including Civic Competence, which is developed when students:

- Learn the principles of creating a sustainable ecological environment.

2024-1-TR01-KA220-SCH-000245616 “EcoLingua Curriculum: Digitally Enhanced Pedagogy for Integrating Environmental Issues into Language Teaching”

- Explain the importance of preserving cultural and natural resources.
- Discuss human behavior in relation to resource conservation.
- Provide examples of global natural and cultural heritage.
- Identify and describe Lithuania’s tangible and intangible heritage and discuss the necessity of responsible behaviour.

Gaps & Opportunities:

- Missing elements in textbooks and curriculum that should be addressed.
- Recommendations for policymakers, curriculum developers, and publishers to enhance environmental themes in ELT.

BEST PRACTICES & CASE STUDIES

- Examples of successful initiatives where sustainability has been integrated into ELT.
- Case studies from schools, teachers, or national education programs that promote green awareness through language learning.
- Innovative teaching strategies used by educators to teach climate-related topics in ELT.

CONCLUSION & FUTURE DIRECTIONS

Summary of key findings from the national analysis

Integration in the National Curriculum:

- Environmental topics are mentioned in general educational goals but are not explicitly integrated into English language syllabi.
- There is no systematic approach to embedding sustainability topics in ELT.

Textbook Content Analysis:

- Most widely used textbooks (both local and international) contain references to environmental issues.
- When environmental topics are present, they focus on general vocabulary (e.g., pollution, recycling) and the practice of the four skills.
- Some international textbooks contain case studies on global environmental issues, but they lack local context.

Teacher Preparedness and Pedagogical Practices:

- Teachers mostly use textbooks, with some adaptation to incorporate environmental education.
- Teachers include additional authentic materials (e.g., news articles, documentaries), but this is not a standardized practice.
- The majority of ELT teachers say they do not lack training on how to integrate environmental issues effectively into language instruction.

Survey results – teachers’ perspectives:

- Teachers express willingness to include sustainability topics but cite a lack of resources and time constraints as barriers.
- Teachers agree that integrating environmental topics could improve engagement, critical thinking, and real-world application of language skills.

Suggestions for improving environmental education within ELT curricula.

Integrating Sustainability into the National Curriculum

- Explicit sustainability-related learning objectives should be incorporated into English syllabi.
- Environmental education should be embedded in communicative and project-based learning activities within ELT.

Developing ELT Materials with a Sustainability Focus

- Supplementary ELT materials should address environmental topics relevant to local contexts.
- Structured learning activities should encourage critical thinking, such as debates on environmental policies or problem-solving tasks.
- Digital tools and gamified activities should be leveraged to enhance student engagement with environmental themes.

Strengthening Teacher Training and Professional Development

- Training programs should equip ELT teachers with methodologies for integrating sustainability topics into language lessons.
- Workshops should be developed to help teachers use authentic materials (e.g., reports from environmental organizations, climate change news articles) to enhance both language and environmental awareness.
- A repository of best practices and sample lesson plans should be created to support the integration of environmental themes in ELT.

Promoting Cross-Disciplinary Collaboration

- ELT and environmental science teachers should collaborate on interdisciplinary projects to enrich language learning with sustainability content.
- Student-led initiatives, such as school campaigns, eco-newsletters, or digital storytelling projects, should be encouraged to foster engagement with environmental issues through language use.

How this report contributes to EcoLingua's international comparative study.

- The analysis informs EcoLingua's recommendations on integrating sustainability into ELT curricula globally.
- By comparing national data, EcoLingua can propose evidence-based solutions for aligning ELT with environmental education in various educational contexts.

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Prepared by:

✍ Roma Valiukienė and Lina Marčiulionytė



 Vilnius University

 Date: [29/3/2025]