

## Exploring the Impact of Environmental Education in English Language Teaching: An Interpretative Analysis of Higher Secondary Students' Writing in Bangladesh

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**Abstract:** Grounded in the theoretical foundations of Content and Language Integrated Learning (CLIL) and Ecolinguistics, this study investigates whether incorporating environmental education (EE) into the English syllabus at the Higher Secondary level can foster students' awareness of their responsibilities towards the earth while simultaneously enhancing their English writing skills. The research employed a mixed-methods approach. The participants contributed to the data collection sessions by writing paragraphs and a report, as well as compiling results from the Focus Group Discussion (FGD). The findings indicate that learners made significant progress in their English writing skills, particularly in understanding content, producing grammatically correct and pragmatically comprehensible texts, and developing awareness of environmental responsibility and its importance.

**Keywords:** Awareness, Education, Environment, English writing skills

### 1. Introduction

Today, everyone is concerned about being global citizens for survival and a sustainable future. To establish their identity in the world, they compete with individuals beyond their country's borders. Consequently, people in Bangladesh also strive to acquire English language skills as part of their developing global literacy. Surprisingly, humans often forget to take responsibility for their

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environment. Being anthropocentric, individuals focus on personal development without recognising that caring for the environment is essential for their own well-being. Environmental issues are not confined to any particular country. Instead, as inhabitants of this planet, it is the collective responsibility of all humanity, making it imperative to be informed about these serious concerns.

When people around the world recognise the grave consequences of ecological issues, they are more likely to care for nature, protest the indiscriminate use of natural resources, and adopt more empathetic and accountable behaviour towards the environment. Islam et al. (2021) argue that nonchalant individuals misuse nature and natural resources in various ways, the consequences of which are evident through experiences of natural calamities. “According to the Global Climate Risk Index 2020 and Intergovernmental Panel on Climate Change (IPCC) 2011, Bangladesh is the seventh most climate change-affected nation in the world” (Islam et al, 2021, p. 1). Asgher et al. (2021) say, “Today, environmental challenges (such as global warming, air pollution, and biodiversity) are inextricably tied to fundamental human rights” (p.706). In this context, learners can utilise simultaneous learning strategies, namely, acquiring Environmental Education (EE) while developing English language skills. Emphasising both English skills development and the promotion of environmental education, the present research has taken the initiative to impart knowledge of both areas to the learners concurrently.

### **1.1 Background and Rationale**

Paterson (2010) suggests that learners can enjoy the advantages of studying environmental issues by understanding scientific and logical reasoning, developing various language skills, and, last but not least, instilling awareness of their responsibilities towards the environment to create a better world essential for their survival. Asgher et al. (2021) say, “... in order for individuals to become actively involved in environmental solutions and gain knowledge, they must learn to enjoy everything that the environment entails” (p. 707). While studying various subjects in regular classes, learners

may be motivated to take responsibility for doing good for the environment (Asgher et al., 2021). Likewise, Mbah et al. (2022) believe that fostering an ecologically conscious young generation is highly commendable and significant; more specifically, young citizens should be aware of the eventual hazardous predicament arising from humanity's ill-treatment of the environment. Presumably, experts and researchers find no alternative to educating young learners about environmental problems and their consequences because this, in their opinion, can ensure their (learners') active participation in the programme dedicated to environmental well-being (Pingel, 2010; Pooley & O'Connor, 2000; and Hungerford & Volk, 1990).

To link language education with eco-consciousness, teachers can impart knowledge to learners about the environment, its importance, problems, and the ideal behaviour of humans towards their natural surroundings. Wendel (2005) says, "the ecological approach to language takes into consideration the complex network of relations occurring between environment, languages and people speaking these languages" (p. 51). However, the ecolinguistic approach should be observed in incorporating EE as pedagogical topics, and while teaching, establishing the connection between language and ecology is vital to convey eco-education. In this manner, the people of this world are likely to take more seriously the real welfare of the planet and the survival of humankind.

In this pedagogical context, it is essential to recognise the vital role that EE can play within the ELT pedagogical framework in Bangladesh. Employing real-life simulations in English Language Teaching (ELT) classes is one of the core features of the communicative approach to language learning (Richards & Rodgers, 2014), which is outlined in the syllabus at the Higher Secondary level in Bangladesh (Billah et al., 2020). The NCTB-prescribed English for Today for XI-XII and Alim aims to develop learners' four English skills (Billah et al., 2020).

However, some academic problems arise; students are motivated by rewards in exchange for their learning. As a result, despite the diverse activities outlined in the text prescribed by the board for developing the four English skills, learners are reluctant to engage in speaking and listening exercises. For example, they do not receive marks in exams for their listening and speaking skills, leading to the conclusion that there is little incentive to practise activities designed to enhance these two competencies. (Akter, 2023; Akter, 2020). In this context, it becomes challenging to incorporate environment-related topics into the language course, which would allow learners to understand the urgency of the issue while also developing their English skills for the examination. Nevertheless, opportunities for language teachers to approve texts or adapt syllabi according to pedagogical needs are minimal, as they are required to adopt the NCTB-prescribed text at this stage to implement the mandated syllabus at the Higher Secondary level (Akter, 2023).

To resolve this issue, incorporating environment-related topics can be achieved by customising the syllabus activities to include relevant content. For instance, free handwriting can be included without compromising the syllabus's outcome-based learning objectives at this level. Issues such as climate change, environmental pollution, and deforestation can be integrated as paragraph topics. Furthermore, one can explore newspapers, magazines, social media, YouTube, television channels, and other sources to acquire knowledge about ecological matters.

Building on this teaching background, developing students' English writing skills through the introduction of ecological topics, such as environmental pollution, climate change, and ecology, closely aligns with the principles of Ecolinguistics. The aim of Ecolinguistics is to raise awareness of ecological issues and prepare individuals to contribute positively to the sustainability of the ecosystem (Stibbe, 2015). When a direct option for teaching environmental concerns is absent from the national curriculum and social settings, the existing established teaching-learning situation can be effectively utilised

with some customisation. This research aims to test the feasibility of the hypothesis that providing EE can aid learners in developing their English writing skills while fostering a sense of environmental responsibility.

## **2. Study Purpose**

The present study aims to explore the practicability of integrating EE into English Language Teaching (ELT) classes at the Higher Secondary level in Bangladesh. Specifically, it examines whether incorporating ecological themes into writing tasks can simultaneously enhance learners' awareness of environmental issues and improve their English writing skills.

## **3. Review of Related Research**

The present study compiles insights from various related research conducted on the significance of EE, the challenges associated with ELT materials in teaching EE, and media discourse in addressing global environmental crises, among other issues. Furthermore, the research gap is identified by scrutinising the findings of both pragmatic studies and secondary research, and a theoretical framework is developed to explore the research query.

Through their study, Afrin and Saha (2023) discovered that the environmental facts in the EFT text for classes VI, VII, and VIII are insufficiently covered. Specifically, they state that ecological factors should receive greater importance in the country's nationally prescribed textbooks. This study is conducted following the prescribed text of the Bangladeshi National Curriculum. In addition, Onee et al. (2024 a), employing Critical Discourse Analysis (CDA) and an ecolinguistic approach, examined the English texts used in pedagogical contexts for Grade V in Bangladesh, specifically focusing on how environmental themes are represented and addressed. They underscored the strengths and gaps in the incorporation of environmental content and recommended a unified and suitable approach to EE. Similarly, while exploring

English for Today (Grade-V), Onee et al. (2024 b) discovered the absence of references to humans' indiscriminate behaviour or their contribution to natural disasters. Although some issues related to natural calamities are prudently handled, others are vaguely represented. The text primarily centres on confronting the challenges posed by environmental issues, yet offers little in terms of preventative solutions. Furthermore, noting the inappropriate representation of ecological elements in the texts and syllabus, Hasan (2024) advocated for a thorough revision of teaching materials and the syllabus, expert editorial intervention in the planning and design of the curriculum, and the incorporation of global issues at all levels, among other recommendations.

Encouragingly, Nuh and Prawira (2023) demonstrate that records of the discourse on climate change in the Indonesian news site emphasise the importance of nature conservation and encourage the public to critically analyse the language of the articles, taking into account the government's role in this context. Additionally, Liao (2019) indicates in his study that audiences' perceptions of ecological issues may be influenced by medical discourse. In addition, Rafi and Fox (2024 a, 2024 b) highlighted the influence of first language use and bilingual contexts on environmental awareness and communication within the educational framework in Pakistan. Their findings recommend incorporating both native languages and bilingual approaches into advanced education to improve learners' understanding and active involvement. Referring to Liu and Huang (2022), they note that environment-sensitive terms and expressions play a significant role in promoting public awareness of universal environmental crises and contribute to linguistic ecological approaches for addressing this concern (Rafi and Fox, 2024a).

For an ecologically balanced nature, anthropocentrism should not be emphasised in prescribed books; instead, biocentrism should be prioritised. This ideology is reflected in the studies of Iqbal and Lohar (2023 a) and Xiong (2014). Xiong (2014) analysed secondary school English as a Foreign Language (EFL) texts in China and

discovered the insignificant and inappropriate representation of ecological issues, which hardly ensures critical engagement from the learners with the texts. In contrast, Iqbal and Lohar (2023 a) scrutinised English textbooks for Grades 6 to 10, designed by the Sindh Textbook Board in Sindh, Pakistan, and identified constructive ecocentric discourse. Furthermore, Iqbal and Lohar (2023 b) analysed textbooks in the same context for green ecological content to demonstrate features of language that can influence ecological discourse, such as passive construction, indirect expression, and nominal form.

Tjendani et al. (2019) conducted a descriptive qualitative study to design a syllabus emphasising the natural educational context of an ELT class in Pakistan. The syllabus was developed based on needs analysis and ecological standpoint-related theory. The content creation focused on the external, internal, and transcultural settings of society, as well as its theoretical dimensions. Moreover, Luardini and Sujiyanti (2018) explore how adopting an ecolinguistic approach can enhance the development of learning resources for ELT classes at the Junior High School level. They demonstrate that this approach can address local needs by integrating the ecological issues of the neighbourhood into the pedagogical context. Consequently, it ensures the provision of materials based on local content.

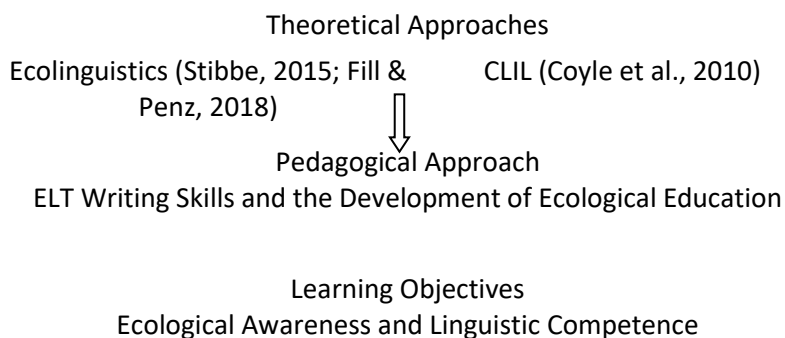
Considering that ecological crises affect both global and local communities, the integration of EE with local cosmology has notably captured the attention of the academic community, resulting in a substantial body of research on various aspects of EE. This work contextualises EE within pedagogical frameworks alongside other disciplinary areas. To date, studies have focused on the role of ecolinguistic approaches in developing suitable ELT materials, the challenges bilingualism poses to understanding EE, humanity's indiscriminate behaviour towards nature, the media's influence on EE, whether EE is incorporated into national ELT curricula in South

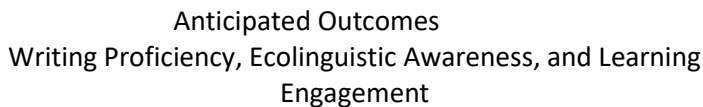
Asian contexts, including Bangladesh, and so forth. While these studies have effectively highlighted gaps in textbook content and curriculum policy, there remains a persistent lack of pragmatic, context-dependent research investigating how the inclusion of ecological themes in ELT pedagogy can effectively contribute to English skill development in Bangladesh. Thus, the literature review indicates that no research has yet been conducted on raising awareness of ecological issues among learners through the development of English language skills in ELT classes in Bangladesh. Due to the lack of any awareness-raising programme regarding EE in the curriculum, there remains a significant void among young learners. Thus, the researcher has addressed this area to demonstrate the feasibility of bridging the research gap using a Content and Language Integrated Learning (CLIL) and ecolinguistic approach. However, to keep the research query manageable, she has focused solely on developing learners' writing skills through EE teaching.

To address the recognised research gap, the researcher has examined the feasibility of integrating EE within ELT practice by adopting both a CLIL model and an Ecolinguistic perspective. Stibbe (2015) posits Ecolinguistics as a philosophy that involves critical analysis of discourse for awareness-building and the practice of language for the environmental and socio-cultural welfare of the world and its inhabitants for all time. Thus, this approach is not solely about incorporating ecological content in ELT; rather, it also concerns developing a sense of responsibility for the environment. Fill and Penz (2018) also underscore this philosophy for the cause of the globe and global citizens. According to Wendel (2025), ecolinguistics addresses the intricate relationship among a language, its users, and their natural surroundings. In addition, this approach encourages educators to include ecological issues in the language teaching context to enhance awareness and promote responsible behaviour towards nature among learners (Stibbe, 2015; Fill & Penz, 2018). Nevertheless, in compiling the findings of related research, ecolinguistics is primarily employed for content analysis of textbooks (Iqbal and Lahor, 2023 a, 2023 b; Xiog, 2014)



or syllabus design (Luardini & Sujiyani, 2018), rather than placing primary emphasis on learners' cognitive and language competencies. As has already been mentioned, rooted in the ecolinguistic approach and the CLIL model, the study investigates the feasibility of conducting research in this domain. CLIL is an instructional approach that promotes the acquisition of knowledge while simultaneously learning a language. According to this approach, a language is regarded as both a medium for learning and a learning goal (Coyle et al., 2010). Dalton-Puffer (2011) and Lasagabaster & Doiz (2016) support CLIL because it helps learners become motivated through meaningful learning content and develop language skills concurrently. Therefore, CLIL promotes and adopts languages as both mediums of learning and goals of learning. Recent discussions within Eco-ELT emphasise the limited experimental evidence needed to address the operational aspects required for developing learners' writing abilities while fostering ecological awareness. Thus, the combination of CLIL and Ecolinguistic theory presents a robust model for the current study, in which EE is regarded as content within the framework of English learning pedagogy to enhance learners' environmental awareness of their responsibilities to the natural world while ensuring their competence in the English language.





**Figure 1:** Theoretical framework

In conclusion, merging CLIL theory with Ecolinguistics provides a pedagogically appropriate and contextually flexible framework that enables learners to improve their English communication skills while becoming responsible stewards of the environment, equipped with the essential knowledge in this field.

#### 4. Methodology

This is a mixed-methods research study employing both quantitative and qualitative approaches. For data collection, the study utilised a sequential instructional model involving five distinctive phases aimed at incorporating environmental content into ELT writing lessons. Analysing the themes of the writing samples revealed an ecological focus that was observed and categorised. Initially, the students' baseline writing performances were assessed, followed by successive writing activities integrated with ecolinguistic prompts and environmental themes. Writing samples were analysed quantitatively for grammatical accuracy. Furthermore, the participants' grammatical errors were identified and quantified by examining the writing samples to determine trends. A qualitative Focus Group Discussion (FGD) supplemented the writing samples to uncover learners' growing environmental awareness and attitudes. The qualitative approach also guided the selection of participants.

#### Participants

Six higher secondary students (Grade XI) were selected from a college in Dhaka using a purposive sampling technique that prioritised the convenience of the researcher. The criteria for participation included voluntary involvement in writing activities during all phases of the FGD session and a willingness to contribute positively to their environment.

## **The Corpus of the Study**

The corpus comprises a total of 18 writing samples (3 from each participant). This data has been supplemented by the records from the FGD. In the third phase, English for Today for XI-XII and Alim was employed intentionally to provide structured exposure to ecological content.

### **4.1 Data Collection Procedures**

Data were collected in five phases, during which participants contributed by writing paragraphs, reports, and FGD results. The researcher provided feedback to the participants based on their writing at each phase, except for the last one. Guided by the researcher, the participants (coded as P1, P2, P3, P4, and P5) were instructed to read relevant topics and write according to their understanding.

#### **4.1.1 The First Phase**

Initially, through brainstorming, participants were asked to write a paragraph in English on 'Environmental Pollution and Our Responsibilities'. This paragraph reflected the participants' current understanding of environmental pollution. The researcher gave the students feedback on their grammatical errors and writing quality, analysing the writing samples.

#### **4.1.2 The Second Phase**

The participants were given the freedom to select various articles (both offline and online) from newspapers, magazines, blogs, stories, YouTube channels, or any other sources that aligned with their understanding of climate change and environmental issues. They were to compose a paragraph on the same topic (used in the first phase) based on their newly acquired knowledge regarding pollution in nature, while correcting the grammatical mistakes they had previously made. The researcher examined their paper, offered

feedback on the content and grammatical errors, and requested that they revise it accordingly.

#### **4.1.3 The Third Phase**

The learners were asked to read the chapters on environmental issues from their textbook, English for Today for XI-XII and Alim, and to write about these topics in their own words. The participants received feedback on their English writing, focusing on grammar, a varied vocabulary, the use of connectors, readability, comprehensibility, and comprehensive coverage of the content this time.

#### **4.1.4 The Fourth Phase**

So far, the tasks have focused on brainstorming, reading, and pre-reading activities carried out by the learners. At this stage, the participants' practical knowledge regarding environmental pollution is evaluated based on their English writing. The learners were encouraged to gain hands-on experience by positively contributing to their immediate environment. They had the liberty to choose their area of interest to submit reports mentioning:

1. How they complete the entire task-step by step
2. The problems encountered
3. The method followed or the utilised method to solve problems or tackle obstacles.
4. Their feelings after completing the tasks

The reports were checked, and feedback was given.

#### **4.1.5 The Fifth Phase:**

A Focus Group Discussion (FGD) was organised for the participants to discuss “Human Beings’ Responsibility towards the Environment of the Planet Earth.” In the final phase of this data collection, the participants compiled a list of recommendations or suggestions regarding the given topic. This process involved group work. Through their discussions, they reached a common understanding and exchanged their suggestions. At this stage, the participants were encouraged to create their list of recommendations through discussion.

## **4.2 Data Analysis Procedure and Presentation**

A mixed-methods analytical model was employed for analysing the collected data. This includes quantitative and qualitative analysis.

Focusing on the drafts, the strengths and weaknesses of participants regarding grammatical aspects and topics were documented following a quantitative approach. To be more specific, the linguistic problems of participants were identified, categorised, quantified, and tabulated at each phase. Frequency counts were conducted to determine the occurrences of errors. On the other hand, following a qualitative approach, a thematic content analysis was employed to examine the ecological themes and the associated sense of responsibility towards environmental crises, which emerged from the initial draft analysis. During the final data collection session, learners' sense of responsibility towards the environment was once again identified and compared to that of the first session. A gradual development of understanding regarding the ecological problems in each phase was observed. Learners' engagement with environmental content was assessed, highlighting their comprehension of the causes of environmental issues and their sense of responsibility towards the environment. Learners' understanding of their responsibilities is summarised in a cumulative form at the end. Consequently, discourses reflecting these two matrices were scrutinised.

## **5. Findings**

### **5.1 Findings on Grammatical Aspects**

Tables 1, 2, 3, and 4 illustrate the grammatical mistakes made by P1, P2, P3, P4, and P5 in their five drafts. The tables clearly show the grammatical flaws in the participants' writings and the gradual progress towards error-free writing. A total of 12 types of mistakes are presented in the tables. Not all participants made the same mistakes. For instance, P1 made errors in three categories, P2 in

eight categories, P3 in ten categories, P4 in nine categories, and P5 in three categories. Thus, the mistakes in the participants' writings are certainly not identical. Nevertheless, all participants exhibit a sequential improvement in grammatical accuracy in their writing. In the final draft of each participant, the rate of mistakes demonstrates a downward inclination, confirming their progress in writing. The frequency of errors was scrutinised to illustrate developmental trends.

**Table 1**

*Phase one findings on grammatical error (GE)*

Draft	Spelling	The right use of the verb	Connectors	Wrong expression	Punctuation	Capitalization	Possessive	Repetition of words	Sentence construction	Singular-plural	Preposition	Article
P1	4				5	5						
P2	4		3	2	1	1						
P3	13	15	6	7	3	3	5		7	2		
P4	4	1	2	1	7	7			4			
P5	1											

**Table 2**

*Phase two findings on GE*



P2		1	1							1	
P3	5	5	2	3	1	1				1	
P4		2	1								
P5											

**Table 4***Phase four findings on GE*

Draft	Spelling	The right use of the verb	Connectors	Wrong expression	Punctuation	Capitalization	Possessive	Repetition of words	Sentence construction	Singular-plural	Preposition	Article
P1												
P2											1	
P3	3	2	1									
P4	1	1	1									
P5		1										

In the first draft, the participants made mistakes in subject-verb agreement, punctuation, capitalisation, spelling, connective words, incorrect expressions, possessives, singular-plural forms, and



sentence constructions. The students received feedback on the first draft along with other drafts after each session, and were made aware of their grammatical errors. The second draft identified two additional types of mistakes, including the previous ones, specifically articles and prepositions. At this stage, the number of grammatical errors at the individual level decreased. The dedicated table illustrates individual performance. A total of 12 categories of mistakes were identified at this phase. Students made fewer mistakes in various areas in the third draft than before. Participant 5 is an exception, as she did not make any errors regarding grammar. In the fourth draft, P1 was free from grammatical errors, whereas P2 and P5 each made one mistake, and P4 and P3 made one mistake across three categories. Overall, further improvement is evident at this stage.

## **5.2 Findings on Environmental Education (EE)**

### *Findings from the First Draft on EE*

The participants demonstrated consistent growth in developing their ideas. Initially, they presented their understanding of environmental pollution inadequately. None of the participants considered humans directly responsible for environmental pollution in their first drafts, nor did they mention any preventive measures. They only discussed the causes (indirectly) and the consequences of pollution. For instance, all participants identified deforestation as a primary cause of environmental pollution, but failed to mention the active agents involved in the devastation. At this stage, the learners exhibited knowledge of the causes of environmental crises without engaging in critical thinking about the entities behind those causes.

#### *5.2.1 Findings from the Second Draft on EE*

The second draft outlines the problems arising from ecological crises. The participants identified various types of pollution, including ecological imbalance, along with its consequences, such as disruption of the food chain, extinction of species, economic losses, scarcity of animal feed, floods, droughts, and the loss of habitats for

both humans and animals, among others. However, to address the issue, they merely highlighted the need for widespread awareness. This time, their depiction of environmental crises is somewhat more detailed, yet the proposed prevention measures are addressed only within a limited scope.

### *5.2.2 Findings from the Third Draft on EE*

Details regarding the issues in ecotourism are outlined here. The participants were more elaborate and logical during this phase than in the first and second drafts. They noted mass awareness and governmental interference in preventing the problems caused by indiscriminate tourism. In the EFT text for XI-XII and Alim, the participants explored the topic of 'Ecotourism.' Nevertheless, they wrote freely in the presence of the researcher. This time, they encountered structured guidance, which they utilised effectively, thoroughly articulating various problems of tourism and ecotourism. Furthermore, they indicated what actions to take and what to avoid for the sustainability of ecotourism.

### *5.2.3 Findings from the Fourth Draft on EE*

In these drafts, the participants' maturity in understanding the problems and minimising the challenges encountered was nicely expressed. P1 and P5 planted trees and encouraged their friends in the neighbourhood to do the same, whereas P2, P3, and P4 managed garbage from their buildings' sides and roadsides in their neighbourhood; likewise, they also tried to convince the community people to take the initiative to keep their locality clean. Both groups collected money to purchase cleaning apparatus, saplings, and other necessary tools according to the type of their fieldwork. They expressed motivational realisation through their discourse, saying, "Small efforts can lead to significant changes in society.", "By working together in a community, we can overcome challenges and make a positive impact on the environment.", "Earth plays the role of a provider in our life.", "We all have the power to make a difference, and by taking simple steps, we can protect our planet and ensure a brighter future for the next generation.", "So, we all should come forward to preserve our environment." and so on.

After their fieldwork, the students submitted their project report. The subjects presented their fieldwork experience, highlighting in detail how they performed their tasks, outlining the challenges they faced, explaining how they minimised those challenges, and concluding by expressing their feelings about working in their environment. The five participants made significant contributions to their immediate surroundings and described their experiences individually. This time, the students seemed organised in their presentation. They utilised a broader range of vocabulary. Each section was addressed thoroughly.

#### *5.2.4 Findings from the Fifth Draft on EE*

The final draft is a collaborative project. All participants contributed equally as they engaged in an FGD on the given topic. Each participant had their own opinions to express. This time, the participants did not converse exclusively in English, although they were encouraged to do so. They code-switched, incorporating both English and Bangla words and phrases when they struggled with English. Their discussion generated numerous effective and intriguing ideas, which they presented in a list.

They all believe that humans have responsibilities towards the environment. Their shared belief is that mass awareness, the government's duty, the community's obligation, and educating members of the community to prevent local issues can significantly address the environmental problems in their area. In the long run, they believe that cumulative local efforts can yield substantial benefits for Mother Nature.

The participants suggest that people must be cautious about every step of their lives to contribute to the well-being of nature, as nature, in many ways, serves them, which reflects a human-oriented approach. They state that human existence in this world is impossible without utilising the bounty of natural resources; hence,

humans owe a debt to nature. Furthermore, they hold a responsibility to promote the environment and avoid actions that compromise nature's safety. Planting trees, reducing waste, managing waste effectively, conserving water and other natural resources, using renewable resources, educating the public, supporting policies, making a conscious effort to benefit the environment in everyday life, and adhering to the principle of the 3 Rs—reduce, recycle, and reuse—are crucial behaviours. Additionally, minimising private transport use, encouraging public transport to reduce carbon emissions, using bicycles, opting for organic products, promoting walking, avoiding plastic products, advocating for cloth bags, jute products, and glass items, alongside reducing meat consumption, form part of this responsibility. They even suggest fixing leaky taps, using less water while showering, and installing low-flow toilets. However, in their view, raising awareness of environmental issues and motivating individuals to follow the right path while minimising harm to the environment are the most vital steps that must be ensured across every sector of society to address ecological problems.

## **6. Discussion**

The findings are fully aligned with the research aim, as evidenced by the decreasing incidence of grammatical errors across drafts, the feedback-driven development of writing skills, the incorporation of environmental education, the enhancement of learners' expertise in environmental issues, and the positive pedagogical outcomes observed during the intervention.

Initially, the participants demonstrated grammatical errors in their writing, but they overcame nearly all these issues over time. In the fourth phase, astonishingly, there were hardly any mistakes in the drafts, and the project report was presented in more detail and a more organised manner compared to the other drafts submitted by the participants. In the final session, that is, the FGD, very insightful suggestions from all participants were noted, wherein they expressed their responsibilities towards the environment for a sustainable Earth. Their sense of responsibility reflects their

profound understanding and awareness of the topic. Most importantly, they contributed several points even where no specific assignment was given. Moreover, this indicates that their mental and intellectual engagement with the environment extends beyond their designated areas of study.

The gradual decrease in grammatical errors within writing samples points to learners' remarkable development in English writing skills, and these findings align with feedback-supported participatory writing development (Hyland, 2019). Furthermore, the incorporation of EE into ELT not only enhances learners' language skills but also fosters their environmental awareness and responsibility (Gürsoy, 2010; Pooley & O'Connor, 2000). Additionally, the findings are consistent with the CLIL approach's dual focus on content learning and the development of language skills. Ecolinguistic philosophy is evident in developing learners' sense of responsibility towards environmental crises, and they are also found to engage enthusiastically in community work for the benefit of their surroundings, expressing their desire to continue this practice in the future. The findings corroborate Stibbe's ecolinguistic philosophy and Fill and Penz (2018) that linguistic instruction-based learning can nurture participants' environmental responsibility and inspire them to engage in the community's environmental initiatives aimed at ecological protection. Candan and Erten (2015) rightly assert that EE fosters constructive attitudes and practical behaviours towards environmental resilience. The learners' growing expertise in expressing ecological concerns, as observed in their sequential writing drafts and FGD, highlights the potential of incorporating EE into language programmes without compromising language development objectives (Gürsoy, 2010). Therefore, combining linguistic development with socially relevant issues can promote learners' deeper understanding of content and ensure their active involvement in society and learning proficiency.

## **7. Conclusion**

Young learners' enthusiasm and potential enable them to grasp the urgency of the ecological crisis through EE in ELT classes while simultaneously enhancing their writing skills. In other words, students can gain from understanding the significance of their natural surroundings by fostering a sense of responsibility, even as they acquire English language skills. Through trial-and-error methods, the learners here effectively refine their English writing skills in grammar, content, and organisational abilities while cultivating a sense of EE. Expert opinions also support the findings of the present study. Gürsoy (2010) opines that EE can raise awareness and make people conscious of the severity of ecological issues. Likewise, Candan and Erten (2015) argue that EE can develop and nurture positive attitudes towards environmental protection. The participants in this study emphasise mass awareness and community involvement in changing their behaviours towards natural surroundings. This finding aligns perfectly with the perspective of Pooley and O'Connor (2000), who believe that EE can motivate individuals and transform human behaviour. Thus, environmental education can be meaningfully integrated into the mainstream of institutional learning of English without disrupting the existing syllabus and curriculum in Bangladesh.

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