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CLIMATE CRISIS AND THE ENGLISH LANGUAGE TEACHING

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Abstract

Climate change is a really significant problem that we are presently confronting. Given the severe consequences of climate change on global populations, it is crucial to adopt an interdisciplinary strategy to mitigate its effects. Teachers have a vital role in imparting knowledge, convincing pupils, and serving as a model for critical thinking and environmental activism to equip students for the difficulties presented by climate change. Climate change is a significant concern for EFL teachers as they want to equip students with the necessary knowledge and skills to address this global issue. The research seeks to investigate the knowledge, beliefs, attitudes, and preparedness of teachers in incorporating climate change topics into English Language Teaching (ELT). Education possesses the capacity to serve as the utmost crucial tool for transforming society in a manner that enables it to effectively address the consequences of climate change. It is crucial to be able to measure the level of awareness regarding climate change issues, as well as people's readiness to take action. This is necessary in order to evaluate the effectiveness of climate change awareness and adaptation initiatives.

METHODS: This study employed qualitative research methods. The qualitative study findings were gathered from a variety of secondary sources, including media articles, academic journal articles, and past theses. A discourse analysis method was used throughout this study, and several case studies were gathered from news articles and journals to provide a brief overview of English classroom environment brings in children concerned on the environment,

Keywords English language teaching, environmental awareness, climate change, climate education, English language classroom, teaching methods

1. Introduction

Climate change is a complicated global issue, and given its scope, the necessity of collaborative action cannot be underestimated. Scientists from numerous fields have exhaustively investigated the problem and even developed mitigating techniques, but it does not appear to be sufficient. Government policies have been enacted on occasion, but they are inadequate. To address and reduce the phenomena, a scientific approach must be combined with efforts to raise public awareness about the issue. The community must be aware in order to commit to mitigation,

which means taking steps to lessen the causes of climate change, as well as adaptation, which means building resilience to deal with the inevitable consequences by anticipatory and preventive actions. Environmental education is rooted in the constructivist theory, which asserts that students acquire information by actively developing their own concepts. This approach aims to foster changes in beliefs and behaviour. According to Ballantyne and Packer (1996), constructivism enables students to gain knowledge about the environment through the exploration of different concepts. It also encourages them to question and challenge existing environmental knowledge, values, and behaviour. Ultimately, students are encouraged to make decisions based on their own understanding, attitudes, and behaviour towards the environment. Students can develop essential comprehension and abilities within this constructivist framework by engaging in cooperative learning, engaging in journal writing, and participating in storytelling. Furthermore, environmental education shares similarities with community service learning as it offers students the opportunity to apply their personal values, cultivate interpersonal skills, and engage in problem-solving in real-life scenarios (Knapp, 1983). Students are exposed to moral quandaries, outdoor activities, and simulated scenarios

Education has the potential to be the most essential weapon for altering society in a way that allows it to cope with the effects of climate change. The ability to quantify awareness of climate change issues, as well as individuals' willingness to act, is critical for assessing the effectiveness of climate change awareness and adaptation programmes. However, formal knowledge appears to play a more crucial role in adaptation than mitigation. It is true that there is a global trend towards climate change awareness and education programmes. The effectiveness of these programmes, which attempt to channel knowledge, awareness, and readiness to act, should be investigated, and the programmes should be designed with behavioural patterns and their relationship to internal and external factors in mind. According to research, short-term interventions can help improve cognitive content. Humans have inflicted more damage to the planet's soil, water, and air than any other species. Modern technology and mobility have transformed the world to accommodate our convenience and preferences. The planet's natural resources have been excessively exploited. Other species have been excluded or pushed to the margins. The consequences of our endeavours to improve our lives have been scattered worldwide in many forms such as pools, pits, seas, lakes, rivers, landfills, and the atmosphere. Environmental issues are exacerbated by carbon emissions, population increase, urbanisation, deforestation, and inadequate governmental planning. One crucial component in dealing with catastrophic scenarios and major environmental concerns is human apathy and lack of understanding. The Earth and humanity are at risk of catastrophe if the global temperature increases by more than 1.5 degrees Celsius, as stated in the Intergovernmental Panel on Climate Change (IPCC) report. Millions of individuals have been forced to leave their residences, and a significant portion of the planet's ecological systems have been damaged due to a succession of progressively catastrophic natural calamities. Individuals exhibiting elevated levels of pro-environmental behaviours can greatly diminish the influence of human actions on environmental challenges. The world has experienced devastating natural disasters, leading to the displacement of millions of people and the ruin of the planet's ecological infrastructure. Individuals exhibiting elevated pro-environmental behaviours can greatly mitigate the influence of human actions on environmental challenges.

2. METHODOLOGY

This study employed a qualitative research methodology. This study employs methodologies from various fields, with a special focus on discourse analysis. This study centres on many research methodologies, including literary interpretation, global assessments, and explanatory approaches based on actual events.

The qualitative study gathered information from several secondary sources, including media stories, academic journal articles, and past theses. A descriptive survey approach was employed during the course of this investigation. The following database was searched: Scopus, Google Scholar, PubMed and ResearchGate. The search was performed using keywords climate change, awareness among children, teacher training, classroom environment, English language teaching.

3. THE IMPORTANCE OF UNDERSTANDING CLIMATE CHANGE

Climate change has a substantial impact on present-day ecosystems, affecting both global and local environments with varying degrees of severity. Initially, the environmental impacts of long-lasting ecological changes were assessed by studying their influence on climatic variables, such as the timing of recurring yearly events like the beginning of the planting season, flowering periods, and mating seasons. The current climate changes are primarily rising temperatures beyond previous levels, alterations in seasonal patterns, and various variations in rainfall distribution. (*Addressing Climate Change through Climate Action* | *Npj Climate Action*, n.d.) We are increasingly recognising the human-induced factors driving these climate changes. Climatological shifts have not received much attention in academic discussions, even though they have important effects on environmental and evolutionary processes over long periods of time, impacting species at various levels. Climate variability changes will impact species at ecological and evolutionary timelines, as well as at population, community, and ecosystem levels. Climate change can lead to several consequences such as increasing temperatures, melting polar ice, and intensified weather patterns. We must promptly reduce greenhouse gas emissions and transition to renewable energy sources to mitigate the impacts of climate change and provide a more favourable future for upcoming generations. Youth should take on a role of change and duty, in addition to the public and governmental duties, in addressing climate change. The film also emphasised individual efforts and increasing awareness about climate change. The economic framework detailed the economic incentives for sustainability, economic expansion, energy preservation, carbon taxation, and environmental projects (*Why It's Important to Learn about Climate Change* | *Penn LPS Online*, 2023). Many individuals rely on the media for information and education on environmental issues and climate change.

4. ECOLINGUISTICS AND GREENSPEAK:

“Greenspeak” refers to the specialised vocabulary used while discussing environmental matters. Our choice of words can exacerbate the issue at times. Discussing "fighting pollution" or "battling global warming" may imply that humans are not accountable for these detrimental actions towards nature and that nature is somehow opposing us, leading us to believe we need to combat it (Demeritt, 2000). By employing precise language such as "stop industrial pollution,"

we are candidly addressing the root cause of the problem and enabling individuals to unite and address ecological challenges. Our language selection has biased our perception of the expense of human progress. We commonly perceive "economic growth" as positive since growth, akin to a blossoming flower or a towering tree, is deemed favourable. It is inherent. However, when we use this term in the context of economy, it can have detrimental impacts on the environment. Our society expands by depleting rainforests, oceans, and animals. Our discussions and perceptions of the environment are influenced by the metaphors we employ to characterise nature. Some individuals discuss nature as though it were a mechanical device. This implies the belief that we have the ability to manipulate nature and substitute components of it, similar to a machine. This concept might be detrimental since it may create the perception that we can exploit nature without repercussions (Demeritt, 2000).

Ecolinguistics, or ecological linguistics, originated in the 1990s as a novel paradigm in linguistic research. It goes beyond the field of sociolinguistics by taking into account not just the social setting in which language is situated, but also the wider ecological setting. In his 1990 speech titled "New Ways of Meaning: The Challenge to Applied Linguistics," Michael Halliday called for linguists to consider the environmental impacts of language usage. Halliday emphasised the global prevalence of texts that promote the idea that "growth is good," which in turn results in harmful environmental consequences. The International Ecolinguistics Association defines ecolinguistics in the following manner: Ecolinguistics examine the significance of language in the vital relationships between people, other species, and the physical environment.

Ecolinguistics seeks to construct linguistic theories that consider humans as not only members of society but also essential elements of broader ecosystems. Linguistics can effectively tackle significant ecological concerns such as climate change, biodiversity loss, and environmental justice. The term "eco" in ecolinguistics refers to literal ecology, which focuses on the interconnection between species, including humans, and their physical environment. Ecolinguistics has been metaphorically applied in contexts such as "linguistic ecology," "communication ecology," or "learning ecology." However, these contexts may not fully encompass other species or the physical environment. Ecolinguistics investigates the relationship between linguistic variation and the incorporation of traditional environmental knowledge into local languages. David Abram's 1996 book, *"The Spell of the Sensuous,"* explores how oral civilizations connect with their surroundings through language, whereas writing can create a sense of separation between literate cultures and the natural world (Eurotrad, 2021).

Another useful analogy is to view nature as a "web of life," emphasising the interconnectedness of all elements in nature, similar to the strands in a web. Actions that harm one aspect of nature might have repercussions on all other components. An excellent illustration of this is the current issue we are facing with bees. Bees play a crucial role in nature by aiding in the pollination of plants. They achieve this by transferring pollen from one plant to another, a process known as pollination. This mechanism is crucial for trees, flowers, and numerous food crops. Bees are dwindling due to issues such as habitat destruction, climate change, and toxic pesticides. The decline of bees would have negative consequences for the plants they pollinate and the animals who rely on those plants. This demonstrates the intricate interconnectedness of all elements in nature. English, being a universal language, has the potential to influence people's perspectives on the environment. It can facilitate collaboration in identifying more effective

methods for addressing and resolving environmental challenges. To influence people's thinking and language in English, we need to begin with the younger generation. Helen Doron English educates individuals aged 0-19 to utilise language that promotes collaboration and community-driven initiatives to safeguard our common environment. This aids in their ability to advocate more effectively for a sustainable future. Greta Thunberg exemplifies how proficiency in English and debate may effectively disseminate a crucial message. Greta's use of the English language has motivated many globally to engage in efforts to safeguard the planet. Our students can participate in international conversations on environmental issues.

5. ENVIRONMENTAL EDUCATION

The 1970s, known as the decade of environmental education, saw the introduction of the notion of environmental education. During that era, it became evident to the global community that the dissemination of environmental concerns and awareness could only be achieved by a large-scale environmental education initiative. The concept of environmental education originated from the Stockholm Conference convened by the United Nations in 1972. The conference recommendations highlighted the importance of organising both formal and mass environmental education programmes. As a response, UNESCO-UNEP initiated the International Environmental Education Programme (IEEP) in 1975. The primary aim of this programme was to facilitate the sharing of information, experiences, research, curricula, and international collaboration in the field of environmental education. Disseminating knowledge about the environment and its constituents to the general population would foster the development of their critical thinking, analytical, and problem-solving abilities. It would enhance knowledge and provide valuable insights to enhance the quality of human life on Earth (Thor & Karlsudd, 2020).

The environment is defined as the surroundings or factors that have an impact on the development or growth of something. An ecosystem can be defined as a comprehensive system that encompasses both biotic (living) and abiotic (non-living) components, such as air, water, soil, plants, flora, and fauna. Environmental education is the systematic provision of educational experiences aimed at acquiring information about the natural and man-made environment. Environmental Education is a systematic approach to identifying ideals and defining concepts in order to cultivate the abilities and resources needed to comprehend and value the interconnectedness between humans, their culture, and their natural environment. It establishes a comprehensive viewpoint that recognises the interdependence between the natural environment and the man-made environment (*Environmental Education in the Classroom* -, 2023). The consideration of the environment should encompass all aspects and be an ongoing and lifelong endeavour, commencing from early childhood education and persisting throughout all phases of life. The educational programme should employ a range of instructional methods to effectively teach and learn about the environment, emphasising hands-on activities and direct experience. Education is the means by which individuals can become aware and responsive to environmental concerns.

6. ENVIRONMENTAL VOCABULARY AND EXPRESSIONS:

Delving into advanced English can be difficult, especially when tackling complex topics such as environmental issues. It is natural to struggle with articulating your opinions effectively

and participating in meaningful discussions. The writers of Greenspeak focus on how the language used in environmental discussions shapes our understanding of the world through metaphors, narratives, and temporal tropes. This will be recognisable to geographers and environmental sociologists due to comparable research in the social studies of science. The book lacks recognition of the extensive research that has been conducted on the social construction of the environment. Harré, Brockmeier, and Mühlhäusler fail to contribute significantly to the existing literature on environmental discourse as they only reiterate common remarks regarding its apocalyptic tone, global scope, and universalizing scientific language without offering any new insights.

Prominent educators such as John Dewey and Paulo Freire have long endorsed experiential learning, arguing that it transcends the traditional lecture and information transfer by actively involving students in making the learning process more engaging and captivating (Maloof, 2006). Environmental education and experiential teaching theory are closely linked, following the pedagogical principle of learning by doing. This means that learners gain knowledge through experiencing or doing something new, with the goal of changing their rational thinking and attitudes (Kotti, 2008). This approach allows learners to directly engage with and investigate course contents, leading to a deeper and more practical comprehension, enabling them to apply their knowledge in real-world situations (David & Kolb, 2017). Practical learning can take place in the classroom, school environment, and the learners' community (Wurdinger & Carlson, 2010). Additionally, it was discovered that individuals who received experiential learning had greater creative scores than those who received direct instruction. Learning through practical practice fosters the development of qualities such as confidence, independence, and autonomy in students, leading to a more positive attitude towards learning (Wurdinger & Carlson, 2010). Furthermore, when individuals interact with natural phenomena in their environment, it stimulates their senses to observe and engage in experiential learning, enhancing their intellect (Markaki, 2014).

Learners gain practical exposure by actively participating in various activities such as plantation, cleaning campaigns, and creating projects on environmental topics like global warming, greenhouse effects, overpopulation, biodiversity loss, deforestation, habitat destruction, pollution, and natural disasters. Subsequently, these hands-on experiences empower and shape their ability to understand and engage with the subject matter. Learning is described as a comprehensive process of adjusting to the real world, involving creativity, problem-solving, decision-making, and attitude modification according to Kolb (1984). This teaching method allows pupils to develop an understanding of environmental conservation, environmental challenges, and their responsibilities and abilities to address them. It enables people to assess suggested solutions to environmental issues and engage in resolving such problems.

7. CONNECTING CLASSROOM LEARNING WITH REALITY

Engaging in environmentally friendly practices both in and out of the classroom allows children to utilise language in a contextual and meaningful way by connecting it to their environment. Discussing the importance of conserving the environment in classroom conversations can lead to honest communication and raise the chances of students using their new information. Teachers can introduce the idea of conservation and the need of protecting trees to pupils before assigning paper-based writing and homework tasks. This can be incorporated into

a speaking-listening activity and later used for a small project. Additionally, promoting the use of reusable beverage containers, implementing plantation programmes, reducing pollution, proper disposal of plastic water bottles, cleaning classrooms and school surroundings, and organising awareness programmes on various environmental issues such as on Environment Day can be encouraged as daily habits.

Role plays can serve as a vital exercise to connect classroom learning with the personal accountability of the learners. Thoughtfully designed role-playing activities focus on subjects important to students and their communities, providing many chances for students to showcase their understanding of environmental problems and encouraging them to engage in discussions and express their views on contentious matters. The programme motivates individuals to use their knowledge of the environment to their everyday lives and guides them in recognising when to act and potentially influence others to be more environmentally conscious. Thus, teachers must empower their pupils to acknowledge the significance of promoting environmental awareness and motivate them to take responsibility for safeguarding their surroundings. Children have the tendency to learn from what they see. Teaching also starts from home. Parents should instil in their minds the consequences of harsh climate. Keeping the refrigerator open for a couple of seconds also harms the ozone layers which many are unaware of. Small initiatives indeed make a great impact. The lesson of throwing trash in the bin also counts to helping the environment.

8. ENABLING CRITICAL THINKING SKILLS

Integrating environmental education into English language teaching helps pupils improve their critical thinking skills and language development. Global warming, environmental preservation, waste management, deforestation reasons, afforestation initiatives, awareness of global issues, pollution increase, and sanitation relevance are critical challenges in the contemporary context. Incorporating critical thinking skills into English language classrooms in Nepalese settings aids learners in enhancing their communication skills and logical reasoning. Furthermore, it enables individuals to employ communication tactics in many scenarios during debates and discussions concerning global environmental challenges (Ishikawa et al., 2007). Moreover, linking critical thinking abilities to environmental challenges. According to Wesche (1993), a critical thinker is someone who consistently poses inquiries and endeavours to differentiate between facts and ideas. Students with critical thinking skills demonstrate awareness, challenge global issues, and seek answers. Stroupe (2006) defines critical thinking as the process of combining essential skills to determine actions and beliefs.

Tsui (2008) describes critical thinking as a method of reasoning that analyses the fundamental structure and logic of one's intellectual processes. It is a primary objective of the environment influenced by the language of our own mind (Tang, 2009). Students learning a second or foreign language should also develop and utilise critical thinking abilities to analyse, assess, and articulate their thoughts in that language. Students' critical thinking abilities enhance their ability to honestly analyse global and local environmental challenges, enabling them to embody the principle of "Think globally, act locally." Scrivener and Paul (2004) explain that critical thinking entails learners' ways of thinking about any subject matter, content, or problem by enhancing the quality of their thinking through skillfully managing the inherent structures and applying intellectual values. Essentially, critical thinking skills are essential attributes of kids who

are independent, disciplined, self-regulated, and self-correcting. Students are expected to be the conservers of their surroundings by possessing these talents. Hence, the teacher must play a primary role in fostering pupils' critical thinking skills.

Environmental education programmes occur annually, and textbooks often include environmental themes tied to jobs and projects. There are challenges related to integrating environmental education into the school curriculum, such as the absence of environmental syllabi and textbooks, teachers' severe workloads and time constraints, and inadequate ongoing training opportunities (Markaki, 2014). Similar difficulties are also brought up in Nepalese settings. Recently, there has been an increasing focus on environmental education, eco-pedagogy, and associated environmental issues, sparking a significant discussion on environmental education in our specific circumstances. At the Nepal English Language Teachers' Association (NELTA) conference last year, numerous national and international teacher-educators expressed concerns about environmental issues. The research on teachers' views regarding the relationship between environmental education and the use of experiential teaching methods is scarce. In Nepalese secondary level course books, there are a few volumes titled Environment, Population and Health Education (EPH), Environment Science, and Science. The purpose of teaching these courses is to instil in pupils the awareness, knowledge, attitudes, abilities, and participation in environmental challenges, rather than only transmitting theoretical insights and language issues. The curriculum for these topics emphasises not only knowledge but also the development of awareness, attitudes, values, and skills, as well as encouraging involvement and action among secondary level students. Learning opportunities would not be confined to the classroom but would extend far beyond it. Endorsing environmental awareness is seen as a vital objective in contemporary education, such as in Nepalese settings (Slattery & Rapp, 2003). Although these concerns are valuable, there is still a lack of research on teachers' approaches in integrating environmental issues in Nepalese settings. This study aims to investigate secondary level English language teachers' perspectives on integrating environmental education in their classrooms by examining theoretical insights, connections to related themes, and contextual issues. Teachers' activities are influenced by their perceptions and implementation of environmental education (Chi-chung Ko & Chi-kin Lee, 2003). This study examines how English language teachers integrate environmental issues into their classrooms.

9. EFFORTS OF TEACHERS IN CREATING AWARENESS AMONG STUDENTS

In order to engage their pupils in environmental action, teachers must raise awareness among their students. Students demonstrate awareness of environmental issues and problems, revealing their understanding of the world they inhabit. Similarly, students can examine environmental issues, analyse, evaluate, make assumptions, and prepare to address them. The purpose of teaching environmental education and including related concerns is to enhance students' understanding of global environmental crises, as affirmed by Tang (2009). They have been motivated to educate their students using various methods such as media, internet, discussions on global issues, awareness campaigns, games, dramas, research activities, group discussions, visual aids, critical thinking skills, course contents, field work, practical activities, and other relevant examples. It means students engage in experiential learning through these activities. Students study different ecosystems throughout the seasons. To help students

comprehend forest fires, they must observe woods during the summer when fires occur, so they can learn about the reasons for forest degradation and rising temperatures. Teacher can ask students to check the whether everyday. By this they can be aware of the rising temperature and teacher could explain the cause of the rise. Teachers should allow children to think on their own. This helps them analyse the cause and also find out a solution to the consequence. For instance when a child sees water overflowing and when it is aware of the consequence only then the child will think of turning the tap off. This is how a teacher should educate. A teacher must explain the consequence and make the child think on their own (*Environmental Education in the Classroom* -, 2023).

They become critical thinkers because of their experiential and real-world learning, which has made them aware of it. Teachers facilitate students to explore their local environment by assigning tasks connected to biodiversity. Students examine plants, identify leaves, and research the therapeutic properties of trees, which they then present in class. It means that learners get experience through engaging in project work. Teaching through project works helps develop critical thinking abilities in learners, focusing on environmental issues and encouraging appropriate responses (Nkwetisama, 2011). Teachers raise awareness of environmental issues by involving pupils in real-world participatory activities.

10. CURRICULUM INTEGRATION:

The incorporation of environmental education into the school curriculum should not be limited to specific courses, but rather should be integrated across the existing curriculum using an interdisciplinary approach and team teaching (Ramsey, Hungerford, & Volk, 1992). The concept of integrated curriculum originated in the 1800s, gained attention again during educational reform movements in the early 1900s, and has been a subject of research ever since (Vars, 1991). The interest in curricular integration can be attributed to the necessity of teaching larger amounts of academic material while simultaneously ensuring student motivation and involvement (Brandt, 1991). The objective of environmental education is to enhance children's understanding of matters pertaining to the well-being of our world. The objective is to encourage individuals to demonstrate concern for the environment by showing respect, conserving, and actively safeguarding it. Environmental education extends beyond the confines of the classroom, aiming to inspire youngsters to embrace the practice of nurturing and protecting nature as an integral part of their daily lives.

Environmental education has a long history, with its global recognition beginning in the late 1940s. Nevertheless, the phrase was formally coined in 1972. In 1975, UNESCO, in partnership with UNEP (United Nations Environment Programme), arranged the inaugural International Conference on Environmental Education. Subsequently, the integration of environmental education into schools has become widespread with the aim of instructing next generations on the importance of environmental stewardship and nurturing the earth. In 2017, UNESCO established the imperative to incorporate environmental education into the curriculum of all schools as a primary goal. Furthermore, it encompassed the subsequent objectives:

Draw attention to environmental issues and promote awareness of them.

Promote enthusiasm for participating in efforts to enhance the planet's well-being.

Foster children's capacity to acquire knowledge about unfamiliar aspects of the world and stimulate their inquisitiveness.

Expand children's understanding of ecology and the environment, including topics such as climate, air quality, and trees.

Several strategies to promote reverence for the environment in the classroom include:

Establish a connection with the natural world. It is crucial for children to have a profound bond with nature at a young age. If weather conditions allow, relocate your classroom outdoors for a day. Replace conventional workstations with a park.

Experiential learning. Children acquire knowledge most effectively through direct engagement and practical involvement. Promoting hands-on activities such as cultivating plants, establishing school gardens, or tidying up local green areas would enhance their comprehension of environmental interaction and foster a sense of responsibility towards its preservation.

Games designed for educational purposes. Games are a superb method to impart environmental topics in an enjoyable and captivating manner. There is a wide variety of them. To enhance your classroom learning, you can utilise board games, puzzles, or educational applications that are specifically focused on the environment.

The Tbilisi meeting in 1977 was a significant worldwide meeting focused on promoting environmental awareness. The suggestions that were approved during the conference served as a pivotal beginning point for the subsequent growth of environmental awareness. During the meeting, the concept of environmental awareness was introduced, and the emphasis was redirected from nature to the overall environment. The recommendations and objectives that were developed at that time remain relevant, characterising environmental awareness as an ongoing educational process that occurs at all levels of schooling, as illustrated in the subsequent citation:

The objective is to promote a clear understanding and concern for the interconnectedness of the economy, society, politics, and ecology in both urban and rural areas. Additionally, the aim is to ensure that every individual has the opportunity to gain the necessary knowledge, values, attitudes, commitment, and skills to protect and enhance the environment. Lastly, the goal is to encourage new patterns of behaviour among individuals, groups, and society as a whole in relation to the environment. The objective of environmental awareness is to cultivate individuals' consciousness of the environment and their personal responsibilities in managing and safeguarding it. In order to accomplish this objective, education plays a crucial role. However, numerous educators perceive the work of imparting knowledge as challenging and complex. In order to effectively address this challenge, it is crucial to ascertain the manner in which students perceive and engage with the environmental situation. In order to effectively design various educational interventions, teacher educators and instructors need to possess a comprehensive understanding of students' interests and attitudes. In order for environmental issues to capture the interest of students, they must be connected to their everyday experiences and circumstances. A significant number of students express worry about the environment, although they struggle to recognise the substantial impact it has on their daily lives. Should the students possess an excessively pessimistic perspective regarding the future of the environment, it may hinder their motivation to engage in ecologically sustainable actions instead of inspiring them. Recently, the

notion of sustainable development has been used alongside or instead of the phrases environmental consciousness and environmental education. However, there is no agreement on the exact parallels and distinctions between these concepts. According to some scholars, the Tbilisi Declaration defines environmental education as encompassing elements such as equality, human rights, peace, inter-cultural connections, and enhanced health. A image that elicits happy emotions is the most powerful instrument for influencing human behaviour and emotions. Understanding the climate crisis and having a proactive attitude towards participating and contributing are two crucial factors that serve as the foundation for the goals outlined below.

11. ROLE OF TEACHER IN ENVIRONMENT PROTECTION:

“Human brain is now at risk from its own behaviour and nothing else in the ecosystem is harming itself in the same way”. Millions of people now suffer intellectual deadline because of human caused environment change.

-CHRISTOPHER WILLIAMS

The function of a teacher is crucial in nation-building. They have a vital role in shaping, questioning, and solidifying attitudes and values. A teacher serves as the companion, sage, and mentor of the learner. Teachers can play a crucial role in educating their students about the environment, but only if the teachers themselves have a sufficient level of environmental education understanding. The primary responsibility of a teacher is to educate and empower both children and illiterate people by imparting knowledge, fostering awareness, and enhancing the overall quality of the environment. Historically, the teacher has been seen as a catalyst for societal transformation and advancement (Bhat, 2020). Children imitate their instructor and derive inspiration from them. A teacher plays a crucial role in promoting environmental awareness and fostering a positive attitude towards the environment among students. This can be achieved through the following methods: -

Raising awareness about the availability and depletion of renewable and non-renewable resources.

Enabling kids to gain fundamental knowledge and comprehension of the entire environment.

Offering the chance to observe the local environment, including its features, problems, phenomena, and changes within the community.

Enabling children to categorise entities as living or non-living based on criteria determined by the youngsters themselves.

Assisting individuals in making clear deductions based on their observations and organising them into categories.

Teaching the curricular subject in a way that relates to environmental issues.

To educate the pupils about the essential obligations of Indian citizens in relation to the environment.

The purpose is to raise awareness about environmental protection.

Our goal is to cultivate environmentally conscious individuals.

To cultivate pupils' ability to think critically.

To incorporate environmental factors into plans for expansion and progress.

The objective is to cultivate environmentally conscious behaviours in students.

The objective is to cultivate a deep connection between pupils and nature, both psychologically and spiritually.

To concentrate on the present and future state of the ecosystem.

Engaging students in diverse initiatives such as rallies and functions aimed at environmental protection and conservation.

Our goal is to cultivate a favourable mindset and ethical principles in the students.

Our goal is to assist students in developing social and moral values, as well as motivate them to actively engage in conserving and preserving the environment.

Utilise play-based strategies to facilitate comprehension of the concept and significance of food chains and food webs.

Students should be provided assistance in every conceivable manner to facilitate the production of stage plays and dramas centred around environmental conservation.

Individuals should be assisted in acquiring the necessary skills to effectively address environmental issues.

It is advisable to regularly arrange excursions to zoos, national parks, and wildlife sanctuaries.

It is also advisable to schedule excursions to cities and waterways that are affected by pollution.

It is recommended to arrange seminars and workshops focusing on environmental concerns such as soil erosion, population growth, pollution, global warming, and other relevant topics.

Individuals should be assisted in acquiring the necessary skills to solve environmental concerns.

It is important to raise awareness among students and members of society about the significance of natural resources and the need for their effective conservation.

Additionally, it is advisable to organise specialised lectures conducted by renowned experts in their particular fields of competence.

Students should be assisted in cultivating a clear strategy for problem-solving.

Teachers should inspire and educate pupils to gain and disseminate information and skills that will assist society in resolving environmental issues.

12. CONCLUSION

It is imperative to safeguard our environment and practise prudent utilisation of our natural resources. Therefore, it is imperative to cultivate awareness and concern for the safeguarding and preservation of the environment in every individual. This will enable people to refrain from exploiting natural resources and actively contribute to the promotion of sustainable development. Regrettably, empirical evidence demonstrates that within the environmental community, there exists a significant number of individuals who lack a comprehensive

understanding of the genuine essence of sustainable development. Hence, it is imperative for the environmental community to fulfil its shared professional duty in a manner that aligns with the fundamental principles of sustainable development and environmental sustainability. We must consider the Earth as a habitat, not only for the present time, but also for the distant future, where there will be sufficient space and resources to support all living beings. Preserving and conserving the environmental legacy is our solemn obligation. Therefore, it is imperative that we have citizens that possess a deep understanding and knowledge of the environment. In order to promote environmental conservation, it is imperative to provide environmental education to individuals. This will enable them to develop an understanding of the importance of conserving the earth's environment and empower them to make educated decisions and engage in environmentally friendly acts. It is imperative that individuals receive education and training from teachers to increase their awareness regarding the preservation and safeguarding of the environment. This will instill in them a heightened awareness of environmental issues and foster a conscientious mindset towards the environment. In order for teachers to effectively promote environmental awareness, it is crucial that educational institutions create an environment that supports this goal. This will enable teachers to actively participate in developing educational plans related to environmental issues and integrate local knowledge into the formal education system..

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