

**Using Green English Language Teaching Approach to Enhance
Faculty of Education English Majors' Descriptive Writing and
Environmental Awareness**

Dr. Omnia Latif Ibrahim Abdel Latif

Associate Professor of TEFL, Dept. of Curricula &
Instruction Faculty of Education – Minia University

Abstract

This study tried to explore the effect of the Green English Language Teaching approach on enhancing the Faculty of Education primary English majors' descriptive writing and environmental awareness. The present study applied the one-group quasi-experimental research design to achieve the study objectives. The study involved 120 first-year primary Education English majors from Minia Faculty of Education. The study program was administered to the participants following a pre- and post-testing procedure. To achieve the purposes of the study, the researcher developed the needed instruments, including a diagnostic test, a descriptive writing skills test, and an environmental awareness scale. The findings showed a considerable statistical improvement favoring the post-testing of the descriptive writing skills test and the post-administration of the environmental awareness scale. Recommendations and suggestions for further studies were provided.

Keywords: Green English language Teaching Approach (GELT), English as a Foreign Language (EFL), Descriptive writing, Environmental awareness

المستخلص

استخدام مدخل تدريس اللغة الإنجليزية الأخضر لتعزيز مهارات الكتابة الوصفية والوعي البيئي لدى طلاب كلية التربية المتخصصين في اللغة الإنجليزية

هدفت هذه الدراسة الناستكشاف تأثير برنامج قائم على مدخل تدريس اللغة الإنجليزية الأخضر على تعزيز مهارات الكتابة الوصفية والوعي البيئي لدى طلاب التعليم الابتدائي في كلية التربية المتخصصين في اللغة الإنجليزية. اعتمدت الدراسة على التصميم شبه التجريبي لمجموعة واحدة لتحقيق أهداف الدراسة. شارك في الدراسة ١٢٠ طالبًا و طالبة وفقًا لتصميم الدراسة شبه التجريبي لمجموعة واحدة، تم تطبيق برنامج الدراسة على المشاركين باتباع إجراء الاختبار القبلي والبعدي. لتحقيق أهداف الدراسة، قامت الباحثة بتطوير الأدوات اللازمة، بما في ذلك اختبار تشخيصي، واختبار مهارات الكتابة الوصفية، ومقياس الوعي البيئي. أظهرت النتائج تحسناً إحصائياً كبيراً لصالح الاختبارات البعدية لاختبار مهارات الكتابة الوصفية وايضا التطبيق البعدي لمقياس الوعي البيئي. تم تقديم التوصيات والاقتراحات لدراسات مستقبلية.

الكلمات المفتاحية: مدخل تدريس اللغة الإنجليزية الأخضر (GELT)، اللغة الإنجليزية كلغة أجنبية (EFL)، الكتابة الوصفية، الوعي البيئي.

Introduction

Writing is a central component of English as a Foreign Language (EFL) education, playing a fundamental role in helping learners achieve proficiency and fluency in English. Writing in a foreign language involves more than just translating words from the native language; it requires understanding grammar, syntax, vocabulary, and style unique to English. For EFL students, developing strong writing skills is indispensable for academic success, professional advancement, and effective communication in innumerable contexts.

Descriptive writing is crucial for EFL students as it enhances language proficiency and communication skills. By practicing descriptive writing, students learn to articulate their thoughts clearly and vividly, using precise vocabulary and detailed imagery. This improves their writing skills and enhances their ability to convey emotions and experiences effectively. Additionally, descriptive writing fosters creativity and critical thinking. It encourages students to observe their surroundings closely and express their interpretations, which aid in developing a deeper understanding of the world. This skill is invaluable in academic and real-world contexts, where clear and engaging communication is essential (Hyland, 2021).

Furthermore, descriptive writing exercises help expand vocabulary and improve grammatical accuracy, leading to greater confidence in using the English language. As students describe complex concepts and environments, they become more adept at structuring sentences and using varied language patterns. Descriptive writing is a foundational skill that supports overall language development, enabling EFL students to become more articulate, creative, and confident communicators (Harmer, 2020).

Environmental awareness is essential for EFL students as it fosters global citizenship and responsibility. Understanding ecological issues enables students to engage with universal environmental problems such as global warming, deforestation, and climate change, fostering a deeper connection to the world around them (Yavuz, 2021). Integrating environmental themes into language learning improves language skills and enhances critical thinking and problem-solving abilities. Discussing environmental topics encourages students to reflect on the impact of human actions on the planet, promoting sustainable behaviors and advocacy for environmental protection (Ali, 2022).

Engaging English language learners in problem-solving is essential to address environmental issues creatively. After studying a text on an

ecological problem, these learners can suggest innovative solutions during group activities. They can research the topic and create presentations on potential solutions (Mete, 2018). Environmental degradation negatively impacts our food supply, general health, and standard of living, especially for marginalized groups.

Therefore, it is crucial to educate young people early on the environmental consequences of their actions and the importance of being environmentally conscious citizens to uphold fundamental human rights and sustain society (Jung & Santos, 2022). Nur and Pulu (2022) suggested combining environmental education with language teaching to enhance instructors' and students' understanding of ecological topics such as climate change, energy consumption, plastic waste management, and water and air pollution.

Moreover, Dogan, (2023) mentioned that learning about environmental issues in the language classroom creates a more engaging and relevant learning experience. It augments motivation and interest and makes language learning more meaningful. Incorporating ecological awareness into the curriculum prepares students to become informed, responsible global citizens who can positively address environmental challenges (Martínez & Valenzuela, 2021).

Enhancing descriptive writing and environmental awareness among EFL students is crucial in today's educational landscape. Descriptive writing enables students to express their ideas vividly and accurately, which is essential for effective communication. Students improve their language abilities by incorporating environmental themes and developing a deeper understanding of global ecological challenges. Nur and Pulu (2022) stated that Green English Language Teaching (GELT) is an approach that integrates environmental topics into language instruction to enhance both linguistic skills and environmental awareness. It emphasizes sustainability, conservation, and ecological issues, encouraging students to engage deeply with the content.

By integrating GELT, educators cultivate informed, environmentally conscious individuals with descriptive, solid writing abilities, preparing them for global citizenship and sustainability advocacy (Yavuz, 2021). This approach (GELT) goes beyond traditional language instruction by infusing environmental topics into the curriculum, offering students meaningful opportunities to engage with sustainability issues. This approach enhances language skills and cultivates a deeper understanding of environmental

challenges and solutions. By discussing environmental topics, analyzing texts on ecological themes, and engaging in discussions about environmental policies and practices, students develop critical thinking skills and become informed advocates for environmental stewardship.

Literature Review and Related Previous Studies

The Theories Underpinning GELT

1. Environmental Education (EE): aims to develop awareness, knowledge, attitudes, skills, and participation related to environmental issues. It integrates environmental themes across subjects to nurture environmentally conscious citizens (Kahn, 2010).

2. Education for Sustainable Development (ESD): focuses on providing students with the information, skills, values, and attitudes necessary for sustainable development. It promotes holistic and interdisciplinary learning, emphasizing critical thinking, problem-solving, and active involvement (Coyle et al., 2010).

3. Transformative Learning Theory: Introduced by Jack Mezirow, transformative learning theory highlights the process of changing one's frame of reference. Green ELT involves shifting students' perspectives on environmental issues and encouraging sustainable behaviors through critical reflection and experiential learning.

4. Constructivist Learning Theory suggests learners build knowledge through experiences and interactions. Green ELT involves engaging students with real-world environmental issues, allowing them to develop understanding and apply language skills in meaningful contexts.

5. Action Competence Approach: Emphasizes developing students' abilities to act on environmental issues, focusing on critical thinking, decision-making, and participatory skills, enabling informed and effective action for sustainability (Jensen & Schnack, 1997).

6. Ecological Literacy involves understanding natural world principles and ecological interconnections. Green ELT aims to develop ecological literacy by integrating these principles into

language learning, helping students understand and discuss environmental concepts and issues (Boehnert, 2015).

Descriptive writing

Fletcher (2017) defined descriptive writing as using language to vividly depict a person, place, object, or experience, appealing to the reader's senses through detailed descriptions and imagery. Graham (2019) defined descriptive writing as painting a picture with words, creating a sensory experience by meticulously crafting language to convey vivid images and evoke emotions. Descriptive writing vividly portrays scenes, characters, feelings, or experiences through detailed observation and evocative language.

Here are vital skills and techniques of descriptive writing:

1. Sensory Detail: Effective descriptive writing appeals to the reader's senses — vision, sound, touch, sense of taste, and smell — to generate a rich sensory experience (Fletcher, 2017).

2. Vivid Language: Choosing precise adjectives, strong verbs, and specific nouns enhances the clarity and impact of descriptions, making them more vivid and engaging (Graham, 2019).

3. Imagery and Figurative Language: Using similes, metaphors, personification, and other figurative language enriches descriptions by adding depth and layers of meaning (Lipson & Wixson, 2020).

4. Organizational Structure: Structuring descriptions from general impressions to specific details helps to build a coherent and compelling narrative (Harris, 2017).

5. Emotional Impact: Descriptive writing aims to evoke feelings and create an everlasting impression on readers by capturing the mood, atmosphere, and emotional essence of the subject (Saddler, 2018).

6. Revision and Editing: Revising and editing are crucial to refining descriptive writing and ensuring clarity, coherence, and effective language use (Graham, 2019).

Environmental Awareness

Environmental awareness encompasses knowledge and understanding of environmental issues, including their impact on ecosystems and human societies, and efforts to promote sustainability and conservation (Pruneau et al, 2023). It refers to individuals' consciousness and concern for environmental problems, emphasizing informed decision-

making and actions contributing to environmental protection and sustainable development (Fien & Tibury, 2021).

Environmental Awareness skills

Environmental awareness refers to an individual's understanding of environmental issues, their interconnectedness with human activities, and the importance of sustainable practices. Skills related to ecological awareness encompass:

1. Knowledge Acquisition:

It is the ability to gather and comprehend information about environmental challenges, such as global warming, Egypt's grand challenges, deforestation, and pollution (Pruneau et al., 2023).

2. Critical Thinking:

It focuses on analyzing environmental issues from multiple perspectives, evaluating evidence, and understanding the implications of human actions on ecosystems and global sustainability (Fien & Tilbury, 2021).

3. Behavioral Practices:

It is adopting behaviors that promote environmental conservation and sustainability, such as plummeting waste, safeguarding energy, and supporting eco-friendly enterprises (UNEP, 2021).

Green English Language Teaching Approach (GELT):

Green English Language Teaching (GELT) is an innovative approach to integrating environmental themes into language education. It aims to enhance linguistic proficiency and ecological consciousness among EFL students. This literature review examines studies exploring GELT's benefits and outcomes in fostering descriptive writing skills and environmental awareness.

Implementing (GELT) approach to teach descriptive writing skills and environmental awareness involves systematically integrating language learning with ecological themes. Rose (2017) had a structured plan to implement the GELT approach effectively:

1. Curriculum Design

- Identify Learning Objectives:

The instructor defines specific language objectives (e.g., vocabulary acquisition, descriptive writing skills) and environmental awareness goals.

- Select Relevant Topics:
-

Choose environmental themes that are age-appropriate and culturally relevant to your students. Topics could include climate change, biodiversity conservation, pollution, sustainable living practices, etc.

2. Lesson Planning and Activities:

- Introduction to Environmental Concepts:

Begin with introductory lessons on vital environmental concepts and vocabulary. Use multimedia resources, case studies, or guest speakers to engage students and build foundational knowledge.

- Descriptive Writing Prompts:

Provide writing prompts encouraging students to observe and describe environmental scenes, phenomena, or experiences.

- Authentic Materials:

Use authentic texts, videos, documentaries, and visual aids depicting environmental issues. These materials should inspire descriptive writing and deepen students' understanding of environmental challenges.

3. Integration of Language Skills:

- Vocabulary Building:

Introduce and reinforce vocabulary related to environmental science and sustainability throughout the lessons.

- Grammar and Style:

Teach grammatical structures and stylistic devices (e.g., sensory details, figurative language, descriptive adjectives) that enhance descriptive writing.

4. Writing Process:

- Pre-writing Activities: brainstorming sessions and mind-mapping exercises to explore students' thoughts and feelings about environmental topics.

- Drafting and Revision: Guide students through the writing process, emphasizing the importance of sensory details, vivid imagery, and emotional connections in their descriptive writing. Encourage peer feedback and provide opportunities for revision based on feedback.

5. Critical Thinking and Reflection:

- Discussion and Debate: Facilitate discussions on environmental ethics, sustainability challenges, and personal responsibilities.

- Reflection Journals: Assign reflection journals where students can document their insights, connections between language learning and environmental awareness, and ideas for taking action.

6. Culminating Projects and Activities:

- Presentations or Exhibitions:

Conclude the unit with presentations, exhibitions, or digital storytelling projects where students showcase their descriptive writing on environmental themes.

- Community Engagement:

Students share their work with the school community or local organizations. To apply their learning in real-world contexts, consider organizing a public awareness campaign or participating in environmental initiatives (Nur & Pilu, 2022).

7. Assessment and Feedback:

- Formative and Summative Assessment:

Use various assessment methods, including rubrics for descriptive writing, peer evaluation, and reflections on learning experiences. Provide constructive feedback to help students refine their writing skills and deepen their understanding of

Ali (2022) mentioned that (GELT) integrates environmental themes and sustainability principles into language education to raise awareness of ecological issues and promote environmentally responsible behaviors among students. According to Yavuz (2021), GELT involves incorporating environmental content, such as climate change, conservation, and sustainable development, into language lessons to enhance linguistic proficiency and foster a sense of global citizenship and environmental stewardship.

Hauschild et al. (2012) suggested that reducing waste may not initially appear to promote language practice. However, classroom discussions on the importance of eco-friendly practices can facilitate genuine communication. They believe the concepts, exercises, and resources provided allow teachers to adapt content and activities to suit their students and specific teaching contexts. This approach to teaching

English aimed to cultivate students' courage, commitment, and motivation to participate in social causes related to environmental issues and to become active citizens

Sergeant and Erling (2011) studied the role of English language teaching in international development, scrutinizing the assumptions and challenges linked to promoting English in developing countries. The authors questioned the belief that English inherently drives economic and social progress, emphasizing the complexities and potential negative consequences. They call for a more nuanced understanding of the interplay between language, education, and development, including considerations for ecological sustainability. The study acknowledged a gap between policy assumptions and practical realities in promoting English for development. It highlights the need for a more critical and context-sensitive approach, considering both the benefits and limitations of English language teaching in development efforts.

Cates (2000) investigated how global education principles can be integrated into English language teaching (ELT). The study emphasized the significance of educating students about global encounters, including environmental sustainability, and highlighted the crucial role of language teachers in raising global awareness. It proposes practical activities and curriculum alterations to blend global education into ELT classrooms effectively. The study initiated the idea that including global issues in ELT can supplement student's learning experiences and foster a more holistic educational approach. Factual recommendations are provided to help teachers integrate global education themes into their language teaching practices.

Jacobs and Goatly (2000) examined how eco-friendly topics were presented in English language teaching coursebooks. They observed that while some coursebooks covered environmental themes, the coverage was often artificial. The authors advocated for a deeper, more critical approach to environmental education in ELT materials, stressing the need for content that endorsed critical thinking and active engagement with ecological issues. The analysis revealed that ecological issues were inadequately addressed in ELT coursebooks. The authors suggested enhancing ecological content's depth and critical nature to engage students better and foster a more meaningful understanding of environmental issues.

Enhancement of Descriptive Writing Skills

Dogan (2023) discussed how integrating sustainability themes into language education can enhance student motivation and engagement. Green English language teaching GELT activities, such as project-based learning and collaborative tasks focusing on environmental topics, make language learning more relevant and meaningful. This approach improves language acquisition and instills a sense of purpose and global citizenship among students.

Research by Martínez and Valenzuela (2021) suggested that incorporating environmental topics in writing prompts can significantly improve students' descriptive writing abilities. Engaging students in descriptive writing about natural landscapes, ecological phenomena, and environmental challenges encourages them to use vivid language and detailed imagery. This practice not only develops their writing skills but also fosters critical thinking and reflection on the impact of human activities on the environment.

Ali (2022) stated that GELT is crucial in promoting environmental literacy through language teaching. By integrating topics such as climate change, biodiversity conservation, and sustainability into language curricula, educators can create meaningful contexts for language learning. This approach enhances students' vocabulary and language fluency and deepens their understanding of global environmental issues.

Yavuz (2021) emphasized that GELT enhanced environmental awareness among EFL learners by prompting them to explore and analyze environmental issues from linguistic and scientific perspectives. In language classes, students developed a sense of responsibility toward ecological stewardship by discussing pollution, resource depletion, and sustainable development. This engagement fostered empathy towards ecological challenges and motivated students to advocate for sustainable community practices.

The literature reviewed highlights the positive impact of Green English Language Teaching on enhancing descriptive writing skills and environmental awareness among EFL students. By integrating ecological themes into language education, educators can generate enriching learning experiences that empower students to become knowledgeable and proactive universal citizens capable of addressing complex environmental challenges.

GELT Can Enhance Descriptive Writing and Environmental Awareness

1. Contextual Learning: GELT provides meaningful contexts for descriptive writing by incorporating real-world environmental topics. Students practice using vivid language to describe natural phenomena, fostering creativity and precision.

2. Critical Thinking: Discussing environmental issues promotes critical analysis and reflection. Students learn to articulate their thoughts on complex topics, enhancing their descriptive writing skills.

3. Empathy and Awareness: GELT encourages empathy towards nature, helping students develop a sense of environmental responsibility. Writing about ecological challenges increases awareness and advocacy.

4. Motivation and Engagement: Using relevant, real-world topics enhances student engagement and increases motivation, making learning more impactful and enjoyable (Mambu, 2023).

The studies related to green teaching, descriptive writing, and environmental awareness:

Liu and Zhang (2023) investigated how incorporating green teaching practices descriptively affected students' writing ability. They explored methods such as integrating environmental themes into writing prompts and analyzed how these practices enhance students' descriptive writing skills. The research suggested that connecting environmental concepts with writing tasks improved students' descriptive abilities and raised environmental awareness.

In their study, Smith and Brown (2022) examined integrating environmental awareness into descriptive writing lessons in middle school classrooms. It explored specific strategies and activities teachers use to incorporate environmental themes into writing assignments. The study found that such integrations enhanced students' descriptive writing skills and fostered a deeper understanding of environmental issues and sustainability among young learners.

Farrell (2019) explored integrating sustainability principles into language education, focusing on how environmental themes can be effectively incorporated into language learning activities. Findings revealed that integrating environmental topics into language teaching enhanced language skills and increased students' awareness and engagement with environmental issues. Teachers reported positive impacts on students' motivation and critical thinking skills when environmental themes were integrated into the curriculum.

Jambor and Zander (2016) examined the implementation and effectiveness of sustainability initiatives in the English language classroom. They found that incorporating sustainability themes into language teaching can foster students' environmental awareness and sense of global citizenship. Teachers reported that such initiatives enhanced student engagement and motivation. However, challenges such as curriculum integration and resource availability were identified as barriers to widespread implementation.

Fisher and McAdams (2015) investigated the impact of sustainability-related coursework on the values and behaviors of educators in higher education. Their study identified significant gaps in sustainability education and emphasized the need for more comprehensive and integrated sustainability curricula. The findings suggested that while coursework could positively influence educators' values, there often needs to be more connection between these values and actual behaviors, highlighting the need for experiential learning opportunities that foster the practical application of sustainability principles.

Mogensen and Schnack (2010) discussed the Action Capability Approach within the Education for Sustainable Development (ESD) context. This approach emphasized the development of students' ability to analyze and take critical action on sustainability issues. The study critiqued traditional educational models and advocated for a transformative pedagogy that equipped students with the skills and motivation to engage in sustainable practices. The authors argued that quality education for sustainability should prioritize competence development over mere knowledge acquisition.

Sterling (2010) explored the concept of transformative learning in the context of sustainability education. The study outlined how transformative learning, which involves a fundamental shift in perspective, can be applied to foster a deep and enduring commitment to sustainable practices. Sterling argued that more than traditional educational approaches are needed to address the complexities of sustainability and calls for educational frameworks that promote critical thinking, reflexivity, and systemic understanding. The study highlighted the potential of transformative learning to empower students to become proactive agents of change in addressing environmental challenges.

Shephard et al. (2009) conducted a benchmarking study to assess students' environmental values and attitudes in New Zealand's post-

compulsory education sector. The research revealed variations in students' environmental awareness and behaviors, influenced by factors such as discipline of study and personal background. The study stressed integrating ecological education across disciplines to foster a more environmentally conscious student body. It also highlighted the role of institutional policies in shaping students' ecological values.

Beringer (2006) explored the Campus Sustainability Assessment Framework (CSAF) development and application in Atlantic Canada. The study detailed how this framework was used to conduct comprehensive audits of campus sustainability practices, assessing energy use, waste management, and curriculum integration. The research highlighted the importance of institutional commitment to sustainability and provided insights into the practical challenges and successes encountered during the assessment process.

The current study differentiates itself by merging English language instruction with environmental education. It aims to improve students' descriptive writing skills while also increasing their environmental awareness, a combination not typically found in traditional language teaching studies. Focusing on English majors in the Faculty of Education, the research caters to the specific needs and motivations of future teachers. By adopting a green teaching approach that includes sustainability and eco-friendly practices, the study sets itself apart from conventional methods that overlook environmental issues. Furthermore, the research offers practical teaching strategies and theoretical insights, potentially shaping future curriculum designs. It supports holistic development by enhancing both academic skills and environmental responsibility, preparing pre-service teachers to instill these values in their future classrooms. Conducted within the Faculty of Education, this study is particularly pertinent for equipping future educators with innovative teaching methods and a deeper understanding of ecological issues.

Commentary

The introduction sets a compelling foundation by highlighting the significance of (GELT) in contemporary educational contexts. It effectively frames the discussion by emphasizing the benefits of integrating environmental awareness with language learning. By introducing the importance of GELT in enhancing both descriptive writing skills and ecological consciousness among EFL students, the introduction sets clear objectives for the study. Furthermore, it establishes the relevance of

addressing environmental issues through language education, thereby nurturing informed global citizens capable of contributing to sustainable development.

Previous studies, such as Ali (2022) and Yavuz (2021), underscored the positive impacts of GELT on EFL students' descriptive writing skills and environmental awareness. These studies provided empirical evidence of how integrating environmental content into language lessons improved students' ability to express themselves descriptively and cultivated a sense of environmental stewardship. By examining the methodologies, findings, and implications of these studies, the commentary highlights their contributions to understanding the efficacy of GELT in educational settings. Furthermore, it emphasizes the need for continued research to explore GELT's long-term effects and refine instructional practices that optimize language acquisition and environmental education outcomes. There are some similarities between studies in points such as the promotion of environmental awareness, as seen in Liu and Zhang (2023), Smith and Brown (2022), and Farrel (2019), and the impact on motivation and engagement as shown in the works of Jambor and Zander (2016).

These studies collectively highlighted the intersections and common findings related to integrating environmental education into various educational contexts, emphasizing benefits such as skill enhancement, increased environmental awareness, and the importance of institutional support and innovative teaching approaches. By integrating ecological themes into language education, educators share a more comprehensive understanding of universal issues and empower students to actively participate in environmental conservation efforts (Martínez & Valenzuela, 2021). The present study aimed to explore the effectiveness of GELT in evolving ecological awareness and action among learners, providing insights into how curriculum development and innovative teaching methods can drive positive change toward a sustainable future.

Context of the problem

Based on the literature review and the personal experience as a faculty member teaching writing courses and assessing student writing levels, the researcher identified the focal issue for this study. It was found that first-year primary education students (majoring in English) at Minia Faculty of Education demonstrated limited proficiency in descriptive writing and needed more environmental awareness.

While teaching the writing course at Minia Faculty of Education, the researcher observed a significant issue with students' writing routines after reviewing their assignments. Specifically, first-year primary education English majors demonstrated challenges in descriptive writing skills and needed environmental awareness. To investigate further, the researcher conducted a performance test focusing on descriptive writing, revealing unsatisfactory scores among students. One contributing factor to this poor performance could be ineffective teaching strategies. Additionally, a literature review emphasized the benefits of adopting the GELT approach as an intervention. These findings underscored the identified problem and advocated adopting a GELT approach to enhance Primary Education English majors' descriptive writing skills and environmental awareness.

Statement of the Problem

Despite the increasing global awareness of environmental issues, there is still a significant gap in integrating environmental themes effectively into English language education for EFL students. Current educational practices often overlook the potential of (GELT) to enhance students' descriptive writing skills while fostering environmental awareness and responsibility. This gap raises critical questions about designing and implementing GELT initiatives that meet educational standards and contribute to sustainable development goals.

Based on the pilot study's findings and a review of literature indicating a lack of research on the impact of GELT on improving descriptive writing skills and environmental awareness among primary English majors in the Faculty of Education, the researcher identified the study's central issue. This study addressed the low proficiency levels in descriptive writing and environmental awareness among first-year primary Education English majors. Therefore, the current research explored how implementing the GELT approach could enhance descriptive writing skills and environmental awareness among prospective teachers in faculties of education.

Aims

The current study aimed to use GELT to:

1. use the GELT approach to enhancing the Faculty of Education primary English majors' descriptive writing.
2. use the GELT approach to enhance the Faculty of Education primary English majors' environmental awareness.

Research Hypotheses

The following hypotheses were tested.

1. There would be a statistically significant difference in the mean scores of the study group on the descriptive writing pre-posttest (favoring the post-test).
2. There would be a statistically significant difference in the mean values of the study group on the environmental awareness scale (favoring the post-performance).

Significance of the study

The significance of the existing study emerged from the following:

1. Educational Innovation: GELT introduces innovative approaches to language education by integrating environmental themes into the curriculum. This enhances students' language proficiency and cultivates their critical thinking skills and global awareness.

2. Environmental Awareness: The research promotes environmental literacy among students by incorporating environmental content into language lessons. It encourages them to understand and engage with global challenges and problematic issues such as climate change, deforestation, and sustainable development.

3. Holistic Learning Outcomes: The research aims to demonstrate how GELT can contribute to holistic learning outcomes, including improved descriptive writing skills, enhanced cultural understanding, and a sense of accountability for the environment's sake.

4. Curriculum Development: The research findings can inform curriculum developers and educators about effective strategies for integrating GELT into language teaching practices. This can lead to the development of more comprehensive and inclusive educational frameworks that address both linguistic and environmental goals.

5. Global Citizenship: By fostering environmental awareness and promoting sustainable practices, the research contributes to preparing students as responsible global citizens. It inspires them to contribute passionately to their environments and make informed decisions regarding environmental issues.

6. Policy and Practice Implications: Insights from the research can influence educational policies and practices, advocating for the inclusion of sustainability education across diverse learning contexts. This can lead to

broader systemic changes in educational institutions towards more environmentally conscious and socially responsible learning environments.

7. Research Contribution: The research adds to the body of knowledge on GELT and its impacts, providing empirical evidence and theoretical insights that contribute to ongoing discussions in language education, environmental studies, and sustainability education.

Overall, the significance of the current research extends beyond academic inquiry to practical implications for education, sustainability, and global citizenship, aiming to create positive impacts in both educational settings and broader societal contexts.

Delimitations

1. The following descriptive writing skills were included in the program:

- Sensory Details: Use of language that appeals to the five senses.
- Vivid Language: Rich and precise active verbs, vocabulary, strong adjectives, and adverbs that bring the description to life.
- Imagery and Figurative Language: Use metaphors, similes, and imagery to enhance the writing.
- Organizational Structure: Logical arrangement and coherence of ideas.
- Emotional Impact: Ability to convey emotions and engage the reader.
- Revision and Editing: Evidence of revising and editing for clarity and precision.

2. The following domains were included in the scale:

- Environmental knowledge
- Environmental attitudes
- Environmental behavior

3. One hundred and twenty first-year primary Education English majors from Minia University's Faculty of Education participated in the study. They are supposed to enhance their

descriptive writing skills and promote sustainability and global citizenship.

4. The study occurred during the second semester of the 2023-2024 academic year, spanning ten weeks, with two hours of face-to-face sessions as part of the Writing (1) course.

Definitions

Green English Language Teaching (GELT):

Green English Language Teaching (GELT) is an innovative approach to integrating environmental themes into language education. It aims to enhance linguistic proficiency and ecological consciousness among EFL students. (GELT) integrates environmental themes and sustainability principles into language education to raise awareness of ecological issues and promote environmentally responsible behaviors among students. (Ali, 2022)

According to Yavuz (2021), GELT involves incorporating environmental content, such as climate change, conservation, and sustainable development, into language lessons to enhance linguistic proficiency and foster a sense of global citizenship and environmental stewardship."

The Operational Definition:

Green English Language Teaching (GELT) is an educational approach in which environmental topics, sustainability principles, and ecological literacy are integrated into language instruction to enhance first-year primary Education English majors with the knowledge and skills to engage critically with environmental issues and promote sustainable practices in their communities.

Descriptive Writing

Fletcher (2017) defined descriptive writing as using language to vividly portray a person, place, item, or experience, appealing to the reader's senses through detailed descriptions and imagery.

Graham (2019) defined descriptive writing as painting a picture with words, creating a sensory experience by meticulously crafting language to convey vivid images and evoke emotions.

The Operational Definition:

Descriptive writing is first-year primary Education English majors' use of sensory details, precise language, and vivid imagery to vividly

describe scenes, characters, or experiences, aiming to impress the reader in the depicted world and evoke a sensory and emotional response.

Environmental Awareness

Environmental awareness encompasses knowledge and understanding of environmental issues, including their impact on ecosystems and human societies, and efforts to promote sustainability and conservation. (Pruneau et al., 2023)

Environmental awareness refers to individuals' consciousness and concern for environmental problems. It emphasizes informed decision-making and actions that contribute to protecting the environment and sustainable development. (Fien & Tibury, 2021)

The Operational Definition:

Environmental awareness is first-year primary Education English majors' holistic understanding, attitudes, and behaviors regarding environmental issues, demonstrating knowledge of ecological principles, support for sustainable practices, and active engagement in environmental conservation efforts.

Method

Research design

A quasi-experimental pre-posttest one-study group design was employed. The (GELT) program was used to enhance descriptive writing skills and environmental awareness in the study group, which consisted of (120) EFL students, each enrolled in the 1st year (primary Education) in the 2023-2024 academic year 2nd term. The material was derived from the writing (1) course topics this term. Participants were examined on how to write descriptive essays and fill in an environmental awareness scale

Participants

The sample comprised 120 English Majors enrolled in first-year primary Education during the second term of the 2023/2024 academic year at the Faculty of Education, Minia University.

Variables of the Study

Independent Variable:

Green English Language Teaching (GELT) approach.

Dependent Variables:

- Enhancing students' descriptive writing
- Enhancing students' environmental awareness

Instruments of the Study

1. A diagnostic test (Appendix 1)
2. A descriptive writing skills test (Appendix 2)
3. A writing rubric (Appendix 3)
4. An environmental awareness scale (Appendix 4)

1. The Diagnostic Test (Appendix 1)

This test evaluated students' writing abilities to determine their need for training and prevent issues in descriptive writing. See Appendix (1) for details.

2. The Descriptive Writing Test (Appendix 2)

a. Aim of the test:

This test evaluated participants' descriptive writing skills before and after applying the (GELT) approach. The test served as a pre-test to gauge participants' initial proficiency in EFL descriptive writing skills before the intervention and a post-test to measure the impact of the GELT approach on enhancing writing skills among first-year primary Education.

b. Construction:

This test has two parts. They are productive questions with 15 marks each. There was a strong correlation of 0.78 between the questions.

c. Duration The time each student took to finish the test was recorded and divided by the total number of students. Answering the test items lasted 90 minutes.

d. Scoring:

Two raters with similar qualifications scored the paragraphs based on a writing rubric. The total score on this test is 30. The correlation between the two raters is high (0.71). See Table (1).

Using Green English Language Teaching Approach to Enhance Faculty of Education English Majors' Descriptive Writing and Environmental Awareness

Table (1)
Correlation coefficient of the scores of the two raters in the descriptive writing test

First Rater		Second Rater		r-value	P Value
Mean	SD	Mean	SD	0.71**	0.000
.75	.76	4.93	.70		

**Correlation is significant at 0.01 level

e. Validity: The EFL descriptive writing test underwent validation by a panel of seven TEFL experts. They assessed the test questions for face validity, ensuring they were appropriate for the student's proficiency level and clear instructions. The panel also evaluated whether the test effectively measured the intended participants' required EFL descriptive writing skills. They confirmed that the test aligned well with its objectives and that the questions aligned with its intended goals. Recommendations from the jury members were carefully considered when finalizing the test.

f. The Reliability of the test:

The researcher used:

- **Alpha Cronbach formula:** The test demonstrated a reliability coefficient of 0.81, indicating its acceptably high reliability. This coefficient falls within the acceptable range, affirming the test's consistency in measuring descriptive writing skills effectively for its intended purpose.
- **Inter-rater reliability:** pertains to the extent to which multiple raters consistently evaluate the same test. Two raters assessed the two questions of the test: the study's primary researcher and another equally qualified researcher from Minia Faculty of Education. Their evaluations yielded a correlation coefficient of 0.71,

significant at the 0.01 level of Pearson's correlation coefficient. This indicates a strong positive correlation between their assessments, ensuring reliability and objectivity in scoring.

- **Item Analysis:** The question difficulty indices ranged from 0.81 to 0.87. These indices signify that the questions' difficulty levels are deemed acceptable.

3. The Writing Rubric (Appendix 3)

It is the criteria to assess students' descriptive writing skills, specifically focusing on sensory details, vivid language, imagery, organizational structure, emotional impact, and revision.

The Environmental Awareness Scale (Developed by the researcher)

(Appendix 4)

a. Aim of the scale:

The researcher developed an environmental awareness scale to assess the study group's level of environmental awareness before and after implementing the GELT program.

b. Construction:

The scale included thirty statements categorized into three dimensions: environmental knowledge, environmental attitudes, and environmental behavior, with ten statements in each category.

c. Duration:

Participants spent forty minutes responding to the scale.

d. Content Validity:

Seven TEFL staff members validated the scale's content, affirming its suitability for the study group. They endorsed the dimensions and confirmed their appropriateness for assessing students' environmental awareness. Their feedback was incorporated into the scale. The total score on the scale is 150, with responses rated from 5 to 1 (Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree).

e. Internal Consistency:

The correlation between each item's score and the scale's total score ranged from 0.72 to 0.89, indicating high validity. See Table (2) below.

Using Green English Language Teaching Approach to Enhance Faculty of Education English Majors' Descriptive Writing and Environmental Awareness

Table (2)
Internal coherence of the Environmental Awareness Scale: Correlation between each domain and the overall score (Validity)

Dimension	Correlation	No. of items
1. Environmental knowledge	0.89 *	10
2. Environmental attitudes	0.69 *	10
3. Environmental behavior	0.72 *	10

* Significant at 0.05

total score = 150

The scale shows high reliability, with coefficients of 0.89 for environmental knowledge, 0.69 for environmental attitudes, and 0.72 for environmental behavior. A pilot study was conducted with twenty-six first-year primary Education students (English majors) to evaluate the scale's validity and reliability. This pilot phase clarified unclear items and confirmed its appropriateness for use. Content validity was ensured through input from seven TEFL staff members.

Timing: The time taken by each student to complete the scale was measured, and the average time per student was computed.

Experimental Procedures

Pre-testing

Before starting the GELT program, students underwent a pre-test to assess their performance on the descriptive writing test and the environmental awareness scale. This aimed to gauge their initial proficiency and determine improvements over the course. The researcher outlined the program's objectives, and students participated in face-to-face sessions.

Experimentation

One hundred twenty first-year primary Education English majors participated in the study during the second term of the 2023/2024 academic year. They formed one study group. An orientation session clarified the experiment's purpose and clarified the objectives.

The study group participated in ten sessions, two hours per week, focused on descriptive writing skills using the GELT approach. Students were assigned homework to prepare for classroom activities and discussions.

Steps in Constructing the GELT Program:

- 1.Reviewing the literature on descriptive writing and environmental awareness.
- 2.Compiling a list of descriptive writing skills.
- 3.Evaluating the list by a panel of seven TEFL experts.
- 4.Defining the GELT approach's main objectives and assessing them.
- 5.The same panel reviewed the entire program to evaluate the clarity of the items, verify content, and ensure the activities were suitable for the study group.

The GELT Program

The GELT program aimed to achieve the study's objectives. It comprised ten sessions, each with specific behavioral objectives and various activities, concluding with evaluation questions to assess students' performance in descriptive writing skills.

Content of the sessions

The training material based on Green English Language Teaching consists of the following sessions:

Session 1: Introduction to GELT and Descriptive Writing

Session 2: Sensory Details and Nature

Session 3: Vivid Language and Vocabulary Building

Session 4: Imagery and Figurative Language

Session 5: Organizational Structure in Writing

Session 6: Emotional Impact and Reflection

Session 7: Revision and Peer Feedback

Session 8: Environmental Projects and Presentations

Session 9: Writing and Presenting Descriptive Essays

Session 10: Reflection and Assessment

Procedures for Implementing the GELT Approach

The study group received instruction through the "Writing (1) course" guided by the GELT program. Implementing the GELT approach to enhance descriptive writing skills and environmental awareness involves integrating environmental themes into language lessons. Here's how it was implemented:

- 1.Selecting key themes that focus on environmental topics like climate change, pollution, conservation, and biodiversity.
-

2. Setting the learning objectives by defining the goals that merge language skills (descriptive writing) with environmental awareness, such as describing natural settings and explaining environmental issues.

3. Choosing the appropriate texts through using the reading materials centered on environmental themes, including articles, stories, and reports.

4. Incorporating visuals that utilize photos, videos, and infographics to illustrate environmental scenes and issues, prompting descriptive writing.

5. Integration of Language Skills:

- Vocabulary Building:

Introducing and reinforcing vocabulary related to environmental science and sustainability throughout the lessons.

- Grammar and Style:

Teaching grammatical structures and stylistic devices (e.g., sensory details, figurative language, descriptive adjectives) that enhance descriptive writing.

6. Writing Process:

- Pre-writing Activities: brainstorming sessions and mind-mapping exercises to explore students' thoughts and feelings about environmental topics.

- Drafting and Revision: Guiding students through the writing process, emphasizing the importance of sensory details, vivid imagery, and emotional connections in their descriptive writing. Encourage peer feedback and provide opportunities for revision based on feedback.

7. Writing descriptive tasks such as:

- Nature Descriptions: Assign essays or journal entries where students describe local landscapes, parks, or favorite outdoor places using sensory details.

- Impact Essays: Have students write about the effects of human activities on the environment, encouraging detailed descriptions.

8. Conducting debates and discussions about:

- Environmental Topics: Facilitating debates on current environmental issues to improve speaking as well as writing skills and deepen understanding.
- Reflective Sharing: After writing assignments, students hold discussions to share their work and reflect on the described issues.

9. Role-Playing:

- Conducting role-plays where students act as different stakeholders (e.g., activists, policymakers) discussing environmental solutions, enhancing descriptive language and critical thinking.

10. Engaging students in local environmental projects and having them document their experiences and observations in writing.

11. Creating stories or presentations on environmental topics, incorporating photos and videos to enhance descriptions.

12. Utilizing educational websites and virtual tours of natural sites for additional descriptive writing material.

13. Assessing students through projects that combine descriptive writing with environmental research, like writing detailed reports on local issues.

14. Implementing peer review sessions for students to give and receive feedback on their writing, focusing on vividness and accuracy.

15. Introducing sustainable practices in the classroom, such as recycling and reducing paper use, and having students write about their importance.

16. Have students develop and write about personal or community action plans for improving environmental sustainability.

17. Example Activities

Eco-Journals: Students keep journals to regularly describe nature observations and reflect on environmental topics.

Descriptive Essays: Assign essays where students describe specific environmental issues using vivid language.

18. Students reflect on the training and submit them.

Duration

The training began in the second week of February 2024 and ended in the third week of May of the same term. The program's total sessions were ten, two hours a week.

Role of the Instructor

1. Curriculum Design and Integration: Selecting appropriate materials, designing activities, and aligning lesson plans with language learning objectives and environmental content.

2. Facilitation of Learning: Creating engaging and interactive classroom environments where students could explore and discuss environmental issues through language activities. This included guiding discussions, providing feedback on writing assignments, and promoting critical thinking about sustainability.

3. Promotion of Critical Thinking: Encouraging students to analyze environmental topics and their implications critically. This involved fostering a deeper understanding of environmental challenges and promoting evidence-based reasoning.

4. Cultural and Global Perspectives: The instructor helped students appreciate cultural diversity and global perspectives on environmental issues through GELT.

5. Role Modeling Environmental Stewardship: The instructor was a role model by demonstrating environmental stewardship in classroom practices and encouraging eco-friendly behaviors among students. This included implementing sustainable practices within the classroom, such as reducing paper use or promoting recycling initiatives.

6. Assessment and Feedback: The instructor assessed students' language skills and environmental awareness progress and provided constructive feedback to support their development. This included evaluating descriptive writing assignments, assessing comprehension of environmental content, and guiding students toward improvement.

Overall, the instructor's role in GELT went beyond traditional teaching practices, including fostering environmental literacy, promoting sustainable behaviors, and preparing students to become informed global

citizens capable of addressing ecological challenges through language education.

Role of the Students

1. Engaged Learners: Students actively engaged with environmental themes integrated into language instruction. They participated in discussions, activities, and assignments that explored and understood environmental issues, such as climate change, biodiversity, and sustainability.

2. Critical Thinkers: Students critically analyzed and evaluated information related to environmental topics. They developed skills in assessing evidence, understanding multiple perspectives on environmental issues, and forming reasoned opinions based on factual knowledge.

3. Descriptive Writers: Students enhanced their descriptive writing skills by practicing writing tasks that involved describing environmental phenomena, events, or issues. They learned to use language effectively to vividly depict scenes, characters, and concepts related to the environment.

4. Environmental Stewards: Through GELT, students became aware of their role as environmental stewards. They learnt about the effect of human activities on the environment and explored ways to reinforce sustainability in their daily lives and communities.

5. Global Citizens: GELT fostered students' awareness of global interconnectedness and their responsibilities as global citizens. They developed empathy for environmental challenges faced globally and recognized the importance of collaboration and collective action in addressing these issues.

6. Researcher and Problem Solvers: Students engaged in research activities related to environmental topics, conducting investigations, gathering data, and proposing solutions to environmental problems. They developed research skills and contributed to understanding and addressing real-world environmental issues.

7. Self-directed Learners: Students took initiative in their learning by exploring additional resources, participating in extracurricular activities related to environmental education, and setting personal goals for enhancing their language proficiency and environmental knowledge.

8. Reflective Learners: Students reflected on their learning experiences in GELT, considering how their language skills and environmental awareness have developed over time. They assessed their

Using Green English Language Teaching Approach to Enhance Faculty of Education English Majors' Descriptive Writing and Environmental Awareness

strengths, areas for improvement, and personal growth in understanding and addressing environmental challenges.

Overall, students in GELT programs actively participated in their educational journey, integrating language learning with environmental education to develop skills, knowledge, and attitudes that empowered them as responsible and informed global citizens.

Pre-experimentation

Before the treatment, the EFL descriptive writing skills test and the environmental awareness scale were administered to the study group to ensure homogeneity in overall EFL descriptive writing skills. This pre-testing aimed to assess participants' initial levels before the intervention.

Post-Testing

At the end of the experiment, the group was again assessed on descriptive writing and environmental awareness. The data were analyzed statistically, and the results are presented below.

Results

First Hypothesis

To verify the validity of the first hypothesis, "There would be a statistically significant difference in the mean scores of the study group on the descriptive writing pre-posttest (favoring the post-test)," analysis of data using a t-test was utilized, as shown in Table (3)

Table (3)
t-test value of the pre-posttest of the descriptive writing skills.

	n	Mean	SD	t-value	Sig. level
Pre-test	20	.22	.80	11.54	0.05
Post-test	20	0.50	.94		

Examining Table (3) reveals that the difference between pre-and post-testing is statistically significant at 0.05 as t-value is 11.54. This shows significant differences between the pre-test and the post-test results in the descriptive writing test, favoring the post-test. The obvious improvement in the study group's post-test scores on the overall descriptive writing test may be attributed to the GELT approach used in their training. Thus, this hypothesis was accepted.

Second Hypothesis

To verify the validity of the second hypothesis, "There would be a statistically significant difference in the mean values of the study group on the environmental awareness scale (favoring the post-administration)," analysis of data using a t-test was utilized as shown in table (4)

Table (4)
t-test value of the pre-post administration of the environmental awareness scale

	Test	No.	Mean	SD	t-value	Sig. level
Environmental knowledge	Pre	120	10.69	1.02	4.12	0.05
	Post	120	14.20	1.08		
Environmental attitudes	Pre	120	12.19	0.98	3.68	0.05
	Post	120	15.47	0.95		
Environmental behavior	Pre	120	11.65	1.05	4.09	0.05
	Post	120	14.65	1.10		
Environmental awareness	Pre	120	43.22	1.05	7.33	0.05
	Post	120	47.18	1.13		

Examining Table (4) reveals that the difference between the pre-and post-testing is statistically significant at 0.05. This shows significant differences between the pre-and post-test results in the environmental awareness scale, favoring the post-performance. The t-value (7.33) shows the improvement of student levels in the study group's post-performance on the overall environmental awareness scale. Also, the t-values of the sub-dimensions indicate the degree of improvement. Students achieved higher in the environmental knowledge domain compared to the other domains as the t-value is (4.12). This may be attributed to the GELT approach used in their training. Thus, this hypothesis was accepted.

Discussion

The present study investigated the effect of using a green English language teaching approach to enhance the descriptive writing and environmental awareness of first-year primary Education English majors in the Faculty of Education.

Based on the results, it is evident that the GELT approach significantly enhanced students' descriptive writing abilities. Clear improvements were observed in their skills, attributed to the effectiveness of the GELT approach, which included activities like brainstorming, discussions, self-assessment checklists, peer revisions, and group work. This enabled students to write descriptive essays and participate in a

Using Green English Language Teaching Approach to Enhance Faculty of Education English Majors' Descriptive Writing and Environmental Awareness

supportive environment. At the start of the training, the researcher charted the goals of the GELT approach and the targeted descriptive writing skills. Students were guided on engaging in peer and group discussions and reflecting on classroom activities. The substantial gains in post-test measures can be linked to applying the GELT approach in their descriptive writing.

The high gains of the current study can be attributed to the instructor's role. The instructor's role was multifaceted, involving the integration of materials that aligned language learning objectives with environmental content. The instructor nurtured an engaging and interactive classroom atmosphere where students could explore and discuss environmental issues through language activities, guiding discussions, providing feedback on writing assignments, and encouraging critical thinking about sustainability. The instructor promoted a deeper understanding of environmental challenges by encouraging students to critically analyze these topics and their implications. She also helped students appreciate cultural diversity and global standpoints on environmental issues through GELT. By modeling environmental stewardship, the instructor demonstrated eco-friendly behaviors and implemented sustainable classroom practices, such as reducing paper use and promoting recycling inventiveness. Furthermore, she assessed students' language skills and progress in environmental awareness, offering constructive feedback to support their development. This included evaluating descriptive writing assignments, assessing comprehension of environmental content, and guiding students toward improvement. Overall, the instructor's role in GELT went beyond traditional teaching methods, fostering environmental literacy, promoting sustainable behaviors, and preparing students to become informed global citizens capable of addressing ecological challenges through language education.

The activities designed under the GELT approach were instrumental in engaging students and enhancing their descriptive writing performance. These activities, tailored to various difficulty levels, allowed students to succeed and encouraged them to express themselves freely. Class assessments helped students revise and improve their writing by providing continuous feedback, leading to a reduction in errors over time. The students actively engaged in discussions, activities, and assignments that incorporated environmental themes such as climate change, biodiversity, and sustainability into their language studies. As critical thinkers, they

evaluated and analyzed environmental information, learning to assess evidence, understand various viewpoints, and develop well-reasoned opinions. Their descriptive writing skills advanced as they worked on tasks that required detailed portrayals of environmental phenomena, events, or issues. Students also embraced the role of environmental stewards, gaining insight into the effects of human activities on the environment and exploring methods to foster sustainability in their personal lives and communities.

GELT enhanced students' sense of global citizenship, helping them understand the interconnectedness of global issues and their responsibilities in tackling environmental challenges while fostering empathy and collaboration. As researchers and problem solvers, they engaged in investigations, collected data, and proposed solutions to environmental problems, thereby refining their research skills. They became proactive learners, seeking additional resources, participating in environmental education activities, and setting personal objectives to improve both their language skills and environmental awareness. Lastly, as reflective learners, they continually assessed their development in language proficiency and environmental knowledge, identifying strengths, areas needing improvement, and personal growth in addressing ecological issues.

Moreover, the GELT approach heightened students' awareness of vital writing skills such as utilizing proper vocabulary, correct grammar, and understanding of texts' social and cultural contexts. By applying this approach to teaching descriptive writing, students had opportunities to explore ideas and meanings, enhancing their linguistic competencies. The effectiveness of the GELT approach was evident in improving students' structural skills, argumentation, thesis development, and overall language proficiency, aligning with findings from similar studies by Liu and Zhang (2023), Smith and Brown (2022), Fisher and McAdams (2015).

Throughout this study, the researcher actively observed and simplified the writing tasks in diverse contexts, providing assessments to support students' descriptive writing skills and environmental awareness. The student's active engrossment was pivotal, fostering confidence and benefiting college-level English education. The effectiveness of the GELT approach in teaching essays demonstrated significant improvements in students' organization, argumentation, thesis development, and language use. Students showed enhanced writing achievement and creativity. These

findings align with similar studies by Nation (2022), Hyland (2021), and Harmer (2020).

By using real-world environmental issues as the context for language learning, GELT provided authentic and meaningful learning experiences. This relevance increased student engagement and motivation, as they saw the direct application of their language skills in addressing global challenges. GELT emphasizes active learning through project-based and task-based activities. Students participated in hands-on projects, such as conducting ecological research and promoting deeper learning and retention of language and content knowledge.

In line with Hamed (2021), the study highlighted the positive impressions of incorporating an environmental context into EFL course books and English language teaching. This approach bridges the gap between content knowledge and language learning and integrates ethical considerations concerning human and nonhuman things in the environment beyond mere language acquisition. These findings support Hussain (2018), who explored the potential of green pedagogy in EFL classrooms to enhance atmospheric awareness. Both studies suggest that integrating green teaching can simultaneously improve English language skills and boost environmental awareness.

According to the findings of this study, there was a significant improvement in the environmental awareness of students following the implementation of the GELT approach. Data analysis indicated that students showed enhanced ecological awareness. These results underscore the effectiveness of employing GELT in this study. The observed improvement in environmental awareness can be attributed to well-organized, implicit instruction and effective GELT training methods. The structured approach provided students with the framework to gain confidence and independence, helping them overcome initial fears and anxieties about writing. The GELT program improved students' learning responsibility and fostered their ability to learn autonomously, increasing their environmental awareness. These findings are consistent with the research of Dogan (2023), Ali (2022), Martínez and Valenzuela (2021), and Yavuz (2021).

Incorporating (GELT) strategies into curriculum design enriches students' language skills while cultivating a heightened sensitivity to environmental issues through descriptive writing. By encouraging students to articulate their observations and emotions about the environment, GELT

enhances language proficiency and nurtures a deeper ecological awareness essential for responsible global citizenship.

Students' Reflections

- *This course taught me the skills needed to write descriptive essays.*
- *The course was valuable as it covered the essentials of descriptive writing.*
- *The instructor was cooperative, supportive, and engaged.*
- *The activities provided valuable practice in descriptive writing.*
- *The course heightened our awareness of environmental issues.*

Pedagogical implications

Implementing (GELT) involves a multifaceted approach that benefits educators, teachers, and students alike. The GELT approach helps students connect different fields of knowledge, enhancing their overall learning experience and encouraging critical thinking. It encourages students to analyze and discuss complex environmental problems, fostering critical thinking skills. This pedagogical approach helps students evaluate information, consider multiple perspectives, and develop informed opinions on sustainability issues.

GELT empowered students by involving them in sustainability initiatives. This pedagogical approach helped students develop a sense of responsibility, encouraging them to take action on environmental issues and become proactive global citizens. It fosters an understanding of cultural and environmental interconnections, helping students appreciate the international nature of ecological problems. This awareness encouraged students to consider the impact of their actions on the environment and promoted a more sustainable worldview.

Educators can engage in professional development to integrate environmental themes into language teaching methodologies. They can also create curriculum frameworks incorporating sustainability topics and promoting eco-conscious behaviors. This Fosters a supportive learning environment, encouraging students to explore environmental issues through language learning.

Teachers should design lessons that incorporate descriptive writing about environmental topics, encouraging students to develop

language skills while reflecting on ecological challenges .They should also utilize multimedia resources and real-world examples to illustrate environmental concepts effectively. They implement assessment strategies that evaluate both language proficiency and understanding of environmental issues.

Students should develop language proficiency through writing descriptive essays or creating presentations on environmental topics . They will gain a deeper understanding of ecological sustainability and its global significance. They should also participate in community projects or initiatives that promote environmental stewardship, applying language skills in real-world contexts.

By embracing GELT principles, educators, teachers, and students can collaboratively contribute to fostering a generation of environmentally literate individuals equipped with the language skills necessary for effective communication and advocacy.

Challenges

1. Students had difficulties planning, composing, revising, and evaluating their writing.

2. They struggled to create coherent and well-organized texts without errors, possibly because writing instruction often focuses on formal aspects rather than functional aspects.

3. Students found it challenging to generate and organize ideas effectively, including selecting appropriate vocabulary.

4. Some students were unable to participate in class.

To overcome these challenges, the researcher used the following solutions

1. Emphasizing the importance of the GELT approach.

2. Providing necessary support as needed.

3. Offering extensive practice in various contexts.

4. Engaging students in authentic situations to enhance their writing skills.

5. Conducting face-to-face discussions ensured students had adequate information before starting tasks.

Conclusions

1. This research underscored the possibility of integrating Green English Language Teaching (GELT) into EFL curricula. The

GELT approach enriched language learning and empowered students to become more conscious global citizens by enhancing descriptive writing skills and fostering environmental awareness.

2. The significant improvements observed in both areas highlight the effectiveness of this innovative approach. As educators, embracing such an approach could profoundly impact our students and the environment, paving the way for a more sustainable future.

3. This study was a compelling call to action for educators to incorporate environmental themes into language teaching, benefiting learners and the planet.

Recommendations:

According to the results of this study, the subsequent recommendations are provided.

1. Placing greater emphasis on methods and techniques that foster student engagement in the learning process.

2. Advocating adopting the GELT approach in courses beyond those explored in this study.

3. Encouraging EFL teacher preparation programs to incorporate the GELT approach.

4. Highlighting the importance of environmental awareness across all disciplines.

Suggestions for more research

1. Investigating the impact of the GELT approach on enhancing oral and written communication skills.

2. Exploring student and instructor attitudes toward the GELT approach.

3. Assessing how the GELT approach influences attitudes towards creative writing skills in EFL contexts.

4. Examining the effect of the GELT approach on developing critical writing skills in EFL settings.

References

- Ali, S. (2022). Green pedagogies in EFL: Promoting environmental literacy through language teaching. *Journal of Language and Ecology*, 4(1), 56-72.
- Beringer, A. (2006). Campus sustainability audit research in Atlantic Canada: Pioneering the campus sustainability assessment framework. *International Journal of Sustainability in Higher Education*, 7(4), 437-455.
- Boehnert, J. (2015). Ecological literacy in design education-A theoretical introduction. *FormAkademisk*, 8(1).
- Cates, K. (2000). Global education and English language teaching. *The Language Teacher*, 24(5), 19–21.
- Coyle, D., Hood, P., & Marsh, D. (2010). *CLIL: Content and language integrated learning*. Cambridge: Cambridge University Press.
- Dogan, S. (2023). Sustainability and language education: Enhancing motivation through environmental themes. *Language Learning Journal*, 51(2), 189-203.
- Fien, J., & Tilbury, D. (2021). Education for environmental sustainability in a global economy: Approaches and opportunities. *Environmental Education Research*, 27(5), 645-661.
- Fisher, P. B., & McAdams, E. (2015). Gaps in sustainability education: The effect of higher education coursework on the values and behaviors of sustainability educators. *Applied Environmental Education & Communication*, 14(4), 227-236.
- Fletcher, R. (2017). *Pyrotechnics on the Page: Playful Craft That Sparks Writing*. Heinemann.
- Graham, S. (2019). *Teaching descriptive writing*. Routledge.
- Hamed, M. (2021). Environmental Discourse in EFL Textbooks in Egypt: A Critical Ecolinguistics Case Study. *Occasional Paper*, 47 (1)
- Harmer, J. (2020). *The practice of English language teaching* (5th ed.). Pearson Education.
- Harris, K. R. (2017). *Teaching students with moderate and severe disabilities*. Guilford Publications.
- Hauschild, S., Poltavchenko, E., Stoller, F.L (2012). Going Green: Merging Environment Education and Language Instruction. *English Teaching Forum*, pp.2- 13
- Hyland, K. (2021). *Second language writing*. Cambridge University Press.
-

- Jacobs, G. M., & Goatly, A. (2000). The treatment of ecological issues in ELT coursebooks. *ELT Journal*, 54(3), 256-264.
- Jensen, B. B., & Schnack, K. (1997). The action competence approach in environmental education. *Environmental Education Research*, 3(2), 163-178.
- Lipson, M. Y., & Wixson, K. K. (2020). Reading and writing instruction for diverse learners. Guilford Press.
- Liu, Y., & Zhang, Q. (2023). Exploring the Effects of Green Teaching Practices on Students' Descriptive Writing Skills. *Journal of Environmental Education*, 51(3), 245-259. <https://doi.org/10.1080/00958964.2023.2091824>
- Mambu, J. E. (2023). Embedding Sustainable Development Goals into critical English language teaching and learning. *Critical Inquiry in Language Studies*, 20(1), 46-76.
- Martínez, L., & Valenzuela, J. (2021). EFL students' engagement through environmental topics in writing. *International Journal of Environmental Education*, 17(3), 134-150.
- Mogensen, F., & Schnack, K. (2010). The action competence approach and the 'new' education discourses for sustainable development, competence, and quality criteria. *Environmental Education Research*, 16(1), 59-74.
- Nation, I. S. P. (2022). Learning vocabulary in another language (2nd ed.). Cambridge University Press.
- Nur, S., Anas, I., & Pilu, R. (2022). The call for environmentally-based language teaching and green pedagogy: Climate actions in language education. *Elsya: Journal of English Language Studies*, 4(1), 77-85.
- Pruneau, D., Lévesque, M., & Bourque, A. C. (2023). Environmental awareness among youth: An exploratory study of knowledge, attitudes, and behaviors. *Environmental Education Research*, 29(1), 89-104.
- Rose, H. (2017). A global approach to English language teaching: Integrating an international perspective into a teaching methods course. *Preparing teachers to teach English as an International Language*, 169-180.
- Saddler, B. (2018). Teaching adolescent writers. Teachers College Press.
- Seargeant, P., & Erling, E. J. (2011). The discourse of 'English as a language for international development': Policy assumptions and practical challenges. In H. Coleman (Ed.), *Dreams and Realities*:
-

Using Green English Language Teaching Approach to Enhance Faculty of Education English Majors' Descriptive Writing and Environmental Awareness

- Developing Countries and the (English Language 255–274). British Council.
- Shephard, K., Mann, S., Smith, N., & Deaker, L. (2009). Benchmarking students' environmental values and attitudes in New Zealand's post-compulsory education. *Environmental Education Research, 15*(5), 571-587.
- Smith, J. A., & Brown, K. L. (2022). Integrating Environmental Awareness into Descriptive Writing: A Case Study of Middle School Classrooms. *Journal of Language and Literacy Education, 18*(1), 112–129.
- Sterling, S. (2010). Transformative learning and sustainability: Sketching the conceptual ground. *Learning and Teaching in Higher Education, 5*, 17-33.
- United Nations Environment Programme (UNEP). (2021). Global Environment Outlook: A report of the United Nations Environment Programme.
- Yavuz, A. (2021). The role of green language teaching in fostering environmental awareness among EFL learners. *Environmental Education Research, 27*(5), 642–655.