

## Green learning: Teaching Young Learners through Nature for a Sustainable Education

Dr. Shaivya Singh ([s.shaivya@gmail.com](mailto:s.shaivya@gmail.com))

Assistant Professor, IIMT Group of Colleges, Greater Noida, India



Copyright: © 2023 by the authors. Licensee [JRSP-ELT \(2456-8104\)](http://JRSP-ELT(2456-8104)). This article is an open access article distributed under the terms and conditions of the **Creative Commons Attribution Non-Commercial 4.0 International License**. (<https://creativecommons.org/licenses/by-nc/4.0/>). Crossref/DOI: <https://doi.org/10.54850/jrspelt.7.36.001>

**Abstract:** *The paper seeks to look at how teaching of environment and language can be interlinked at primary level education. Kids' direct social and character experiences with nature in early to middle formative years for the duration of the "developmental window of possibility" between the long-time of three and twelve years help form their environmental identification and guide their environmental moves. To apprehend the relationships among studies in nature and environmental identification a sequence of guidelines may be created to provide a better childhood. Environmental recognition can be created through language classes specifically designed and evolved to focus on environmental issues and associated vocabulary. In preference to definitely specializing in era within the classroom, bringing the scholars in touch with the environment will enable them broaden their critical thinking strategies that may be useful in environmental sustainability. The English language teaching is not just about teaching language, it can additionally be leveraged to promote environmental friendly behaviour in students as well.*

**Keywords:** Content Based Instruction, EFL, Environment Education, ESL, Green Learning

### 1. Language Learning

Language learning is an artwork and learning a brand new language isn't the same as gaining knowledge of a new subject. There are many steps required that needs to be followed to master the technique of a language. Everyone has followed those steps knowingly and unknowingly, even acquiring knowledge of our mother tongue. Nature offers a large variety to English language teaching and mastering. It may additionally offer children with reviews in naturalistic landscapes that may affect their ethical values and behaviour. Many youngsters are more acquainted with malls or eating places than they may be with open fields and woods that may lie only some miles away. Studying language through nature enables young learners to build their linguistic energy, strengthen conversation skill, acquire fluency, and grow in the art of public speaking with self-belief.

### 2. Content Based Instruction

Teaching and studying language through something is known as content primarily based instruction (CBI). CBI technique to language mastering isn't new; there was an increased interest in it because it has validated to be very effective in English as a second language (ESL) and English as foreign language (EFL) programs round the arena.

CBI is "an approach to second language teaching wherein learning and teaching is organized around the content or the data that students will acquire, rather than around a linguistic or other type of syllabus" (Richards & Rodgers, 2001, p.204). "In CBI, the language is applied because the medium for teaching subject content" (Mohan, 1986). The language gaining knowledge of targets is completed through content learning. The syllabi in maximum CBI guides are derived from content material regions, and vary extensively in element and layout. In simple words, CBI is a way of teaching language and content material in tandem.

Content-based instruction totally differs from traditional language lessons due to the fact language comes second to the content. In different words, the instructor runs a course on modern-day affairs, or history, or fiction writing, through which students also learn English. It's miles vital to observe that English finally

ends up as subordinate to the material, despite the fact that the teacher need to recognize and be prepared to help students with language skills.

Learning and teaching via CBI has many benefits that helps accomplish the goals of mastering and teaching. For instance:

- lends itself to integrated skills instruction;
- gives possibilities for extended enter, meaningful output, and feedback;
- nurtures essential wondering capabilities and critical thinking skills;
- permits learners to increase know-how on thrilling topics;
- facilitates the mastering of thematically organized materials; and
- Developing collaborative capabilities, especially when using group work, which could have exceptional social value.

Moreover, it supports project-primarily based learning, throughout which students gain control over their mastering and develop autonomy and motivation (Bigelow, Ranney, and Hebble 2005; Stoller 2002, 2006; Tessema 2005).

### **3. Green Learning**

Green learning means gaining knowledge and bringing an environmental ecological cognizance among the learners. Green learning implies a deep understanding of the natural world. The classes for Green learning specially specializes in the green classroom, for example, Park, Gardens, Countryside, riverside, and many others.

This encourages students to consider ways in which they could learn the language but additionally make them feel connected to their surroundings. Young learners are constructed to take in information unconsciously. In addition to picking up learning cues unconsciously, the environments wherein children learn are greater conducive to facts absorption as well. As kids, we are advocated and praised for the very concept of learning regardless of no longer selecting up right grammar cues or strategies. Children are met with smiles, accolades and aid whilst they are capable of communicate the fundamentals of a new idea or language due to the fact they're no longer expected to study the details all at once. This lets in them to grow by way of choosing up specifics a bit at a time without fear of failure or sounding unintelligent if they don't get something one 100% correct.

For English language speakers, the word “green” has an extensive set of meanings. As an instance:

- You've given a greenhorn the light to speak green language.
- A green eyed monster is disappointed over not having a green thumb.
- The grass is always greener on the other side.
- Even if the other side is a green belt that's green about the gills.
- Companies are going green so they can keep making green.
- It's no longer easy being green.

Language grows and evolves based totally on its environment. Green began as a reference to the coloration, quickly gaining the meaning of “nature” because of all the vegetation. This meaning branched out, turning into life and springtime, which might then continue to turn out to be wisdom, calmness, and tolerance, or wish, adolescents, and inexperience.

With the aid of teaching primary kids more approximately nature and environment, the teacher can help them to develop the vocabulary they need to take part in crucial dialogues around sustainability in the future and help them remember that they can do their bit to make their world greener.

#### 4. Need for Green Learning

Green Language learning is a process that allows the young learners to discover different environmental issues. Through this technique young learners are encouraged to analyse and check out around and locate how and why things manifest; shape their own opinion on the issues rather than just being advised the information. This not only promotes critical thinking but creative and innovative thinking as well. It also motivates the young learners to become more engaged with their community and their surroundings.

Green learning gives freedom to the young learners. They discover, shout, snigger and run; they climb up the trees, invent games, they hop over puddles and that they faux play in their fictional world. Such activities with nature let them question, discover matters, experiment with the things around and take risks. Their self-expression is invaluable to their linguistic development.

#### 5. Green Learning Lesson Plans

“Green” approaches have prompted the English language curriculum in many areas. English language can without difficulty and fruitfully relate to education for sustainable development. Discussed below are a few activities the instructors can adapt taking into consideration the linguistic ability, age, and the background expertise of the learner to integrate language and “green learning”.

##### 5.1. Lesson 1: Green Classroom

This lesson is a photo based activity to enhance the vocabulary of the young learners. The teacher or trainer first introduces the subjects and gives instruction concerning the activity and green classroom. The learners get engaged in ‘find the distinction’ activity where they examine two illustrations of classrooms, one of which has numerous green elements. Learners complete this activity with guided discussion approximately about every element of the green classroom. The lesson comes to an end with a poster activity. They work in small groups, and share ideas for how to make a green classroom, and also talk about the Dos and Don’ts of a green classroom.

##### 5.2. Lesson 2: Rhymes and Song about the Environment

Rhymes and Songs about the nature consider nature as a subject matter and inspiration. Distinct from nature songs and rhymes, environmental songs and rhymes explores the complicated relation between nature and people. It is often written by people who are concerned nature and the climate change advocating preservation and conservation. It’s an amusing way of learning about the surroundings. The young beginners experience their surroundings via singing rhymes and songs associated with the environment. It additionally increase students’ interest in environmental topics through music

##### 5.3. Lesson 3: Scavenger Hunt

Scavenger hunt is an activity, where the members seek to gather different objects from a predetermined list and perform special activities and demanding situations related to that. The participants work in a small group. In this activity the learners are given exclusive discs or cards which has a photo of different matters related to nature which includes leaf, twig, branch, flowers, snail, soil, butterfly, ants, bees, and many more. This activity teaches the young learners the significance and importance of reducing, recycling and reusing to care for our planet. It not only offers the scholars a successful scanning exercise however also introduces them to a variety of subjects in a short time frame.

##### 5.4. Lesson 4: Glossary of Common Environmental Terms

Teaching learners mainly the terms associated with our environment and green learning provides students with possibilities to speak about environmental topics. Teaching them phrases like pollute- to make air, water, or land grimy; shield/protect—to keep from damage or loss; reduce—to use less of something; recycle—to use all or a part of something in another manner; conserve—to use wisely; energy—source of power (e.g., fossil fuel, electricity, the sun) etc. An instructor can make them aware about the things in our environment and additionally a way to use those terms.

### 5.5. Lesson 5: Paragraph Writing

Paragraph writing activity gives the learner a possibility to express about the things that they learnt earlier. It additionally provides students with practice in writing coherent paragraphs. It enhances critical questioning while the learner attempts to broaden their thoughts into writing.

## 6. Language Skill Instruction

### 6.1. Discrete Skill Instruction

Environmental subjects can always be used to educate discrete language abilities. Discrete language competencies allows student to master a single language skill. It's far a tangible skill with a clear beginning and end which can be taught in a single lesson. Such skills can be applied and reused by the learner in numerous context and situation.

For example, to practice grammar, Brown (1991) indicates integrating simple information about the environment into sporting activities that target:

- Imperatives - Don't waste water.
- Verb tenses - Polluted Rivers are making people sick.
- Wh- questions - What happens to our trash?

### 6.2. Integrated Skill Instruction

In Language teaching, integrated skill instruction means teaching of all four language skills, Listening, Speaking, Reading and Writing in conjunction with each other (Richards, Platt, and Weber, 1985). A lesson that includes activities that relate listening and speaking to reading and writing will assist the learners to master the language efficiently. Environmental subjects come to life through variety of reading and writing projects. Such projects involve researching topics of interest and writing about it. Creating posters, bulletin board presentations; writing testimonies or opinion pieces for the school newspaper, and many others, will enhance their linguistic capability.

## 7. Conclusion

The exceptional school room available to anybody in the world is nature. It charges nothing, and is open all year round. Carried out nicely, the great outdoors offers perspective, attitude and lifestyles classes. Green learning heightens college students' attention about the environmental problems and issues plaguing the planet even as nevertheless remaining dedicated to improving students' English skills. With significant language training and subject-based practise, the teachers inspire students to think critically. This also offers them with real world information, increases motivation, interest, and focus and also promotes learner autonomy.

---

## References

1. Bigelow, M., S. Ranney, and A. M. Hebble. (2005). *Choosing depth over breadth in a content-based ESOL program. In Content-based instruction in primary and secondary school settings*, ed. D. Kaufman and J. Crandall, 179–93. Alexandria, VA: TESOL.
2. Brown, H. D. (1991). *50 simple things you can do to teach environmental awareness and action in your English language classroom. The Language Teacher* 15 (8): 4–5.
3. Mohan, B. (1986). Language as a medium of learning. In *Language and content* (pp.1-22). Reading, MA: Addison Wesley.
4. Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching* (2nd Ed.). New York: Cambridge University Press.
5. Richards, J., Platt, J., & Platt, H. (1985). *Longman Dictionary of Language Teaching and Applied Linguistics*. Essex: Longman.
6. Stoller, F. L., and W. Grabe. (1997). A six-T's approach to content-based instruction. In *The content-based classroom: Perspectives on integrating language and content*, ed. M. A. Snow and D. M. Brinton, 78–94. White Plains, NY: Longman
7. Tessema, K. A. (2005). Stimulating writing through project-based tasks. *English Teaching Forum* 43 (4): 22–28.