



Review Article

Integrating Environmental Literacy in to Primary Language Education.

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Today, environmental problems are seen in many places. Air pollution, too much waste, dirty water, and cutting trees are common issues now. Because of this, schools should teach children how to care about nature. I think it is better to start from primary school, because children learn habits quickly at this age. One useful idea is to include environmental literacy in language lessons. In these classes, students learn reading, writing, speaking, and listening. If environmental topics are added, students can improve language skills and also understand how to protect the environment. This article gives some ideas about this topic and explains its importance.

Keywords: Environment, Literacy, Primary School, Language Learning, Children

INTRODUCTION

Education is important in every society. It helps children become educated people in the future. But school should not only teach grammar, mathematics, or tests. It should also teach life values and responsibility. Nowadays, environmental problems are becoming more serious. In some areas, air is polluted. In some places, water is wasted. Also, many streets and parks are not clean. Because of such problems, children need environmental knowledge from an early age. Environmental literacy means knowing about nature and understanding simple ways to protect it. For example, students should know why trees are useful, why water must be saved, and why littering is bad. Language education is one of the most important subjects in primary school. In language lessons, children read texts, write sentences, answer questions, and speak with others. In my opinion, this lesson is a good subject for environmental topics because students can learn language and useful ideas together.

Main Part

Importance of Environmental Literacy
Children are usually interested in animals, birds, flowers, rain, and seasons. They ask many

questions about the world. Teachers can use this interest during lessons. If children learn good habits early, they may continue them later. For example, they can throw rubbish in bins, save paper, turn off lights, or keep their desk clean. These are simple actions, but they are helpful. I personally think teaching these habits in childhood is more effective than teaching them later. Why Language Lessons Are Good for This Language lessons give many opportunities for teachers. They can use stories, poems, short texts, and discussions. So, environmental themes can be added easily. For example, students may read a story about a little tree. After reading, they can answer questions and tell their opinion. They may also learn words like clean, recycle, forest, water, pollution, and protect. Students often enjoy lessons more when topics are related to daily life.

Teachers use this teaching methods:

- Teachers can use easy and simple activities:
- Reading short texts about nature
- Learning environmental vocabulary
- Writing a few sentences about saving water
- Speaking about clean classrooms

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- Making posters about trees
- Telling stories about animals or forests

These activities do not need much money or special materials.

Benefits

There are several benefits. First, students improve reading, writing, listening, and speaking skills. Second, they become more careful about nature. Third, lessons can be more interesting. Another point is that children sometimes tell these ideas at home. Then parents may also think more about environmental care.

Challenges

Some schools may not have enough books or materials. Some teachers may have limited time. Sometimes students may not understand difficult topics. However, I think teachers can start with small steps. Even one short text or one classroom discussion can be useful. In this study, some participants struggled to relate abstract sustainability issues to their everyday experiences, suggesting that more experiential learning activities—such as field observations, project-based tasks, or multimedia resources—could enhance their understanding and engagement. Additionally, the findings suggest that eco-literacy, as an interdisciplinary field, presents challenges in incorporating and using academic language when writing descriptive essays. Similarly, Setyowati found that students' problems in environmental writing were related to research or information gathering before writing. Sustainability 2025, 17, The results from the pre-and post-surveys align closely with the qualitative data, providing a comprehensive view of students' perceptions and experiences regarding eco-literacy in ELT. Both sets of data reveal that students recognize the value of

integrating eco-literacy into language education, with notable changes in their environmental awareness and engagement in the post-survey. The qualitative findings further support these results, as students reported a deeper understanding of ecological issues and a stronger connection between language learning and real-world challenge.

CONCLUSION

In my conclusion, integrating environmental literacy into primary language education is a practical and helpful idea. It supports language learning and teaches children responsibility at the same time. In my view, this kind of education is important because children need useful knowledge for real life, not only for exams. In my opinion If schools pay more attention to this topic, future generations may become more responsible and caring toward nature. The findings highlight the need to integrate sustainability themes into ELT curricula through structured writing tasks that promote both linguistic and ecological awareness. Descriptive essay assignments should be enriched with discussions, visual aids, and real-world examples to help students better understand and engage with environmental issues. Additionally, teachers play a crucial role in scaffolding the writing process by providing targeted feedback, encouraging peer review, and incorporating vocabulary-building activities related to sustainability. To enhance student engagement, writing tasks can be combined with interactive learning experiences such as debates, storytelling, and digital storytelling, allowing learners to explore environmental topics in a more dynamic and meaningful way. By embedding sustainability into ELT, educators can foster critical thinking, global citizenship, and a sense of responsibility among students while improving their writing skill.

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