

# Enhancing students' environmental competence through green language instruction in higher education

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**Abstract:** *This study examines the impact of green language education as an interdisciplinary pedagogical approach on enhancing environmental competence and foreign language skills among university students. In the context of escalating global environmental challenges, higher education institutions are increasingly expected to develop not only professional competences but also ecological literacy and sustainable attitudes. The paper explores how the integration of sustainability-related content into English language instruction contributes simultaneously to environmental awareness, critical thinking, and linguistic development. A mixed-methods research design was employed, combining quantitative surveys and qualitative classroom observations involving 33 undergraduate students and 15 language instructors. Quantitative data were analysed using descriptive statistics and correlational analysis, while qualitative data were thematically coded. Findings indicate that project-based learning, collaborative discussions, and eco-focused assignments contribute to the development of students' environmental competence while also enhancing reading comprehension, vocabulary acquisition, writing skills, and oral fluency. Despite positive outcomes, challenges related to teacher readiness, curriculum constraints, and limited instructional resources persist. The study concludes with recommendations for curriculum redesign, professional development, and future longitudinal research.*

**Keywords:** Green language education, Environmental competence, Higher education, Sustainability, Interdisciplinary pedagogy, Eco-literacy.

## 1. Introduction

People cannot inherently be separated from their surroundings. Occasionally, variations in climate and environmental conditions arise from both natural and human influences. Clearly, the environmental elements are nearly out of human regulation. However, the human factors are largely within human control. Therefore, this study attempted to identify human elements that lead to climate and environmental changes that have detrimental impacts on human existence on the planet. These human factors consist of air, water, and land contamination, release of greenhouse gases, tree removal, land degradation, discharge of carbon dioxide, carbon monoxide, and additional harmful gases.

Natural factors encompass volcanic eruptions, ocean fluctuations, solar changes, tectonics, thermohaline circulations, etc. (Laşcu, 2023). Surprisingly, the

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study found that there is an absolute disregard for climate and environmental education within the education systems of numerous nations, including Moldova.

This has been demonstrated due to the lack of provisions for climate and environmental education in the National policy of education until the more recent period of 2023. This forms the basis for the paper's argument supporting the incorporation of climate and environmental education within Moldova's educational framework.

Proposed policy statements were put forward that will improve climate and environmental education, which will inform individuals about the risks of causing damage to the environment. Once this is accomplished, there will be a significant decrease in the adverse impacts of climate and modifications to the environment, it is anticipated. Currently, we face a significant lack of integration of this important issue into the curriculum at the university level.

Consequently, this area constitutes our primary current interest and the main goal of the project we have been working on since September 2025. The research project Integrating and Promoting Green Education in the Initial Training of English Language Teachers (strategic priorities: societal challenges; strategic direction: Innovative Educational Technologies and Products; project code: 25.80012.0807.56SE), which looks at integrated approaches to green education within English language learning contexts, includes this conceptual study. The project investigates cutting-edge teaching strategies that simultaneously help students become more digitally literate, environmentally conscious, and proficient in English.

Conventional university education employs distinctly different teaching methods than those utilised in modern environmental education; thus, integrating environmental education into the university curriculum offers both cognitive and operational challenges for educators. This research investigates the efforts of three university associate professors from Chisinau, Moldova, as they participate in a research initiative aimed at integrating environmental education into university curriculum classes. Throughout three months, we have been evaluating and conversing about our perspectives and career growth associated with the project. The consequences are especially significant for universities from Moldova, where the integration of environmental education into science curricula has been required.

The ability to comprehend, evaluate, and respond to ecological concerns is known as environmental competence, and it has emerged as a key objective of higher education (UNESCO, 2019). Because language education integrates communication abilities with understanding of cultures, critical thinking, and global perspectives, it offers a special platform for integrating sustainability themes.

In order to foster students' ecological literacy while upholding high standards of linguistic proficiency, green language education incorporates environmental issues into language instruction. This integration is especially important in multicultural classrooms because students from different backgrounds can share different perspectives on sustainability, which promotes intercultural communication and cooperative problem-solving (Ellis, 2020).

The following research questions are addressed in the current study: In what ways does teaching green languages help students become more environmentally competent? Which instructional techniques work best for incorporating sustainability into language learning? What obstacles must educators overcome to adopt green education in higher education?

## 2. Literature review

The examination of current higher education curriculum resources emphasizes how environmental themes are included to help students become more environmentally competent. The materials, which include workbooks, theme modules, and skills-based courses, are intended to foster both ecological consciousness and academic English ability. Students are encouraged to critically engage with environmental concerns while enhancing the fundamental academic abilities required for success in English-medium higher education by integrating sustainability-related information into language activities.

Green education, also known as education for sustainable development (ESD), focuses on the knowledge, attitudes, and skills required to promote sustainability (Tilbury, 2018). In language teaching, green education encourages students to engage critically with environmental issues through reading, writing, discussion, and project-based activities.

A recent study emphasises interdisciplinary approaches, which combine ecological problems with cultural studies, languages, and digital media (Sterling, 2019). Such integration not only improves language skills but also raises environmental consciousness, ethical reasoning, and political engagement. However, problems include insufficient teacher preparation, a lack of curricular flexibility, and restricted access to educational materials (Wals, 2020).

## 3. Methodology and research design

A mixed-methods approach combining quantitative surveys and qualitative classroom observations was used to investigate the impact of green language education on students' environmental competence.

### 3.1 Participants

The study involved 33 undergraduate students enrolled in language programs at the Faculty of Foreign Languages and Literatures, State Pedagogical University "Ion Creangă" in Chişinău. Initially, the research aimed to interview university students; however, the first step involved administering a survey to English language instructors. Fifteen teachers participated in the survey, which consisted of ten questions concerning the integration of green education activities in their courses. Among these participants, ten were university-level instructors, four taught at the high school level, and one at a college in Moldova. Given that the majority of respondents were university-level teachers, it was subsequently decided

to incorporate a second step in the research, targeting university students. Consequently, a questionnaire was administered to the 33 undergraduate students, who were asked to respond to statements organised across six thematic rubrics.

### 3.2 Ethical considerations

Participation was voluntary, with informed consent obtained. All data were anonymised to ensure confidentiality.

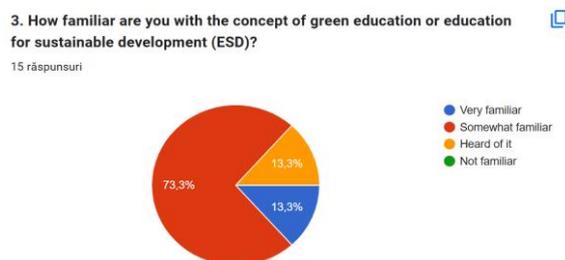
### 3.3 Instruments and data analysis

Data were collected through two online questionnaires and classroom observations. The teacher survey, entitled Green Education in Language Teaching, consisted of ten items examining awareness, attitudes, instructional practices, and perceived challenges related to education for sustainable development.

Fifteen English-language teachers were interviewed, ten of whom taught at the university level. Consequently, the study focused on university-level teaching. Taking into account the perspectives of university instructors, the research was based on a quantitative methodology using the survey “Green Education in Language Teaching” (<https://forms.gle/fCvgGfL3ZS1Z9oMRA>). The survey aimed to investigate language teachers’ awareness, attitudes, and instructional practices concerning green education (education for sustainable development). All responses were treated confidentially and intended to inform strategies for better supporting environmentally friendly and sustainability-focused teaching approaches. The survey included the following questions:

1. What subject(s) and level(s) do you currently teach?
2. How many years of teaching experience do you have?
3. How familiar are you with the concept of green education or education for sustainable development (ESD)?
4. How important do you think it is to integrate environmental topics into language education?
5. In your opinion, what role can language teachers play in promoting environmental awareness among students?
6. Have you ever included environmental or sustainability-related topics in your language lessons?
7. If yes, please give an example of an activity, text, or discussion topic you have used.
8. What challenges do you face in integrating green education themes into your language teaching?
9. What types of materials or support would help you integrate green education more effectively?
10. Would you be interested in professional training or workshops on integrating sustainability and environmental awareness into language teaching?

Data collected from the instructor survey were analysed using descriptive statistics. Frequency distributions and percentages were calculated to identify trends in teacher preparedness, resource availability, and attitudes toward Green Education. Open-ended responses regarding challenges and support needs were subjected to thematic content analysis to categorise the primary pedagogical barriers and determine the specific types of professional support required.



**Figure 1.** Teacher survey, question 3, results

Survey results indicate that the majority are university teachers, with a few coming from secondary schools and adult education. Teaching experience ranges from 0 to 21+ years, providing a mix of novice and experienced perspectives. The majority of respondents are "somewhat familiar" with Green Education / ESD, with a few being very familiar or having heard of it. This indicates that there is an opportunity to raise awareness and develop professional skills in ESD concepts. Almost all participants believe that integrating environmental topics into language education is very important or important. Only one respondent marked it as neutral, indicating widespread agreement on its worth.

Furthermore, based on the survey rubrics, we discovered that the key themes from open-ended responses are: Language teachers play an important role in raising environmental awareness. Teachers see their role as educators and advocates for sustainability, emphasizing the importance of raising awareness and motivating students to take action. Some emphasized the transdisciplinary nature of language education, linking it to worldview formation, empathy, and global citizenship. Integration of Environmental Topics: Debates, reading articles, descriptive essays, online discussions, lesson packs, practical eco-actions (such as recycling and planting green gardens), AI-related activities, and project-based learning are all examples. Activities frequently include interactive and discussion-based learning.

Both curriculum integration and extracurricular activities are mentioned, implying a comprehensive approach. Common challenges faced by teachers include a lack of training and a desire for more guidance on sustainability.

Integrating green topics may add to the workload due to time constraints. Some teachers may struggle to modify content due to curriculum constraints. There is often a lack of teaching materials and ready-made activities. Student engagement is sometimes cited as a limiting factor.

Teachers need support and resources such as guides, lesson plans, activities, and worksheets, professional development workshops and CPD opportunities, use practical materials such as videos, PPTs, flashcards, and activity spaces. Respondents also asked to provide examples of successful initiatives or model projects to replicate.

Most respondents are eager to improve their green education integration skills through training or workshops, indicating a strong interest in professional development.



**Figure 2.** Teacher survey, question 10, results

The survey clearly revealed existing gaps in education concerning green awareness, highlighting a noticeable lack of appropriate instructional materials to support teachers in their daily pedagogical practices. It also shed light on the challenges faced by language educators, as well as their expressed interest in and need for specialised training and professional support in this area.

It helped us trace our plan and methodology within our project and its study. It also contributed to outlining the plan and refining the methodology of our project and its associated study.

The table below shows a summary of the responses provided by the questioned teachers.

**Table 1.** Teacher survey responses (condensed)

Question	Summary of Responses
1. How many years of teaching experience?	21+ years: 7 teachers; 11–20 years: 5; 6–10 years: 1; 0–5 years: 2
2. Familiarity with green education/ESD	Somewhat familiar: 11; Very familiar: 2; Heard of it: 2
3. Importance of integrating environmental topics	Very important: 12; Important: 2; Neutral: 1
4. Examples of activities used in lessons	Eco-tourism, Green-cities, recycling discussion, SDGs projects, descriptive essays (eco-friendly house, country), climate change text analysis, sustainability in students' final projects, online materials discussion, debate on green education trend, AI prompt writing with eco-focus
5. Challenges faced	Limited resources, insufficient teacher preparation, curriculum constraints
6. Support needed	PPTs, worksheets, training, ready-made lesson packs, videos, flashcards, articles, games, short presentations, workshops on green education

The survey successfully blends qualitative (open-ended) and quantitative (such as teaching experience, familiarity, and importance) questions to provide both quantifiable data and in-depth teacher insights. It helped us identify the next steps in our study and formulate several recommendations to guide our future actions, such as:

- *Create professional training courses on ESD and green education that focus on awareness and useful teaching techniques.*
- *Produce pre-made materials specifically designed for teaching languages, such as lesson plans, PowerPoints, worksheets, discussion starters, role-playing, and project-based exercises.*
- *Promote the exchange of best practices among educators, such as through workshops, online forums, or group projects.*
- *When feasible, incorporate sustainability into curricula by matching activities to learning goals rather than treating them as "extra" material.*

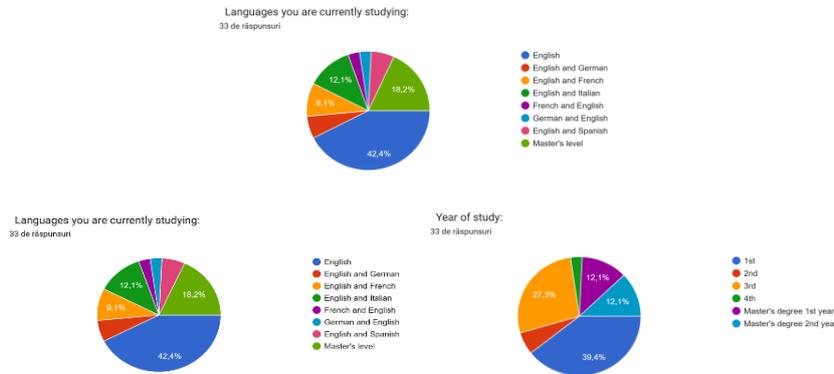
**Observation:** Attended classes and observed university lecturers teaching. Focused on the methods, student interactions, and the use of eco-focused materials - qualitative method.

The observation aimed to gain a direct understanding of how university lecturers incorporate environmental awareness and sustainability principles into their language teaching practices.

Classroom observation served as a qualitative method to supplement the survey's quantitative findings, providing a more in-depth and nuanced view of teacher-student interaction and instructional behaviour. To assess the use of eco-focused or sustainability-themed materials in the classroom, as well as their relevance and pedagogical effectiveness. The observation sought to document effective teaching practices as well as the challenges faced by lecturers in incorporating green education themes into language instruction. The insights gained from observing were intended to guide the design of professional development initiatives and teaching materials that address the identified gaps and assist educators in promoting environmental competence.

Additionally, we attended classes in order to observe students' proficiency levels and linguistic skills, as well as to examine how teachers integrate the process of teaching new vocabulary into their lessons. The purpose of these observations was to diagnose the existing situation and to obtain a clear picture of what could be improved and, more importantly, how this should be done. Based on the insights gained from classroom observations, we incorporated these findings into the methodological guide by developing modules focused on teaching environmental awareness while enhancing students' linguistic competence in this area. Thus, the primary aim of observing lessons was to identify concrete ways in which we could support teachers and determine what content and strategies should be included in the guide.

**Survey:** Given that the study focused on the university level, a survey was administered to undergraduate students to examine their environmental awareness, attitudes, and anticipated learning outcomes. This stage of the research employed a quantitative methodology using the survey "Green Language Education and Environmental Competence" (<https://forms.gle/Yn5WqVom48zdjzyx8>). The survey was designed to explore students' experiences and perceptions regarding the integration of environmental topics into their language courses.



**Figure 3.** Student survey: year of study and foreign language(s) studied

Here is a detailed analysis of the student survey data and some of our observations and conclusions. The majority of students rated themselves 4-5, indicating moderate to strong awareness of issues such as climate change, pollution, and sustainability. Some first-year students, particularly those aged 17-19, rated themselves lower (1-3), highlighting the need for introductory awareness-raising. Overall awareness is high, particularly among Master's students, indicating increased knowledge with age and study experience. Introductory sessions on global environmental issues could bridge gaps for first-year or less experienced students.

Most students have strong agreement (4-5) and are confident in their understanding of the concepts of sustainability and ecological responsibility. Lower ratings (1-3) may indicate a lack of understanding of sustainability or ecological responsibility among younger students or those in their early studies. The majority of students rated themselves 3-5, indicating moderate confidence in their ability to practice eco-friendly actions. Some respondents cited challenges understanding or applying sustainability practices. The majority of students agreed with the statements below, with responses ranging from 60% to 77% selecting “Strongly Agree” or “Agree.”

**Table 2.** Student survey responses (condensed)

Statement	% Strongly Agree/Agree
Discussing sustainability in a multicultural classroom helps me understand different cultural perspectives	60–77%
Projects and assignments on environmental topics improve critical thinking skills	60–77%
Green language activities improve reading comprehension on environmental topics	60–77%
Green language activities enhance writing skills on ecological subjects	60–77%
Green language activities increase vocabulary related	60–77%

Statement	% Strongly Agree/Agree
to sustainability	
Green language activities improve ability to discuss environmental issues orally	60–77%
I enjoy project-based learning activities focused on environmental topics	60–77%
Use of digital tools (videos, simulations, online collaboration) is helpful	60–77%
I feel that my instructors are adequately prepared to teach green language education	33%

While the majority of students agreed with most statements (60–77% selecting “Strongly Agree” or “Agree”), only 33% felt that their instructors were adequately prepared.

- *I feel that my instructors are adequately prepared to teach green language education.*

Responses are mixed; some students believe teachers are ready, while others point out the need for additional instruction and helpful advice.

Short workshops or modules could be used in the curriculum to explain sustainability and ecological responsibility in easy-to-understand terms. Real-life examples, such as local environmental initiatives, can improve understanding.

Practical exercises can help students reduce their environmental impact in everyday life. Recycling projects, energy-saving initiatives, or eco-friendly campus campaigns can help reinforce this skill.

Most students (ratings 4–5) found that incorporating environmental topics enhances their learning experience. Some students remain neutral, indicating that integration should be relevant and engaging to increase interest.

Many students rated environmental issues in class as 4–5, indicating high motivation; hands-on, collaborative, and real-world focused activities reinforce motivation. Most students (mostly 4–5) concur that multicultural conversations enhance their comprehension of various viewpoints.

Some first-year students received lower ratings, perhaps as a result of their lack of discussion experience. Overall, there is a high degree of agreement; students agree that environmental assignments encourage critical thinking (ratings 4–5).

**Table 3.** Language skills improvement via green activities

Skill	Observations	Comments
<b>Reading comprehension</b>	Many students reported improvement (4–5)	Short articles, reports, and texts on environmental issues enhance vocabulary and reading skills.
<b>Writing skills</b>	Improvement noted, though some report challenges with scientific terms	Writing essays, reflections, or project reports can be integrated with vocabulary scaffolding.
<b>Vocabulary</b>	Strong agreement; new	Glossaries and pre-teaching

Skill	Observations	Comments
	environmental terms learned	ecological terms help reduce comprehension gaps.
<b>Speaking/oral skills</b>	Ratings 4–5; lower for beginners	Discussions, debates, and role-plays improve fluency and confidence in eco-topics.

Beyond general improvement, the study highlights a direct correlation between sustainability topics and the development of advanced linguistic competence (CLIL). Engaging with authentic environmental texts requires students to master English for Specific Purposes (ESP) vocabulary (e.g., biodiversity, carbon footprint), pushing them from B1 to B2 proficiency. Furthermore, debating complex issues like climate justice necessitates the use of high-level cognitive and linguistic functions, such as hypothesising (conditionals), persuading (modals of obligation), and structuring complex arguments, which are essential for academic fluency.

Ultimately, we can state that multiple language skills are positively impacted by green language activities. To help with comprehension issues, support resources like glossaries, templates, and video prompts are advised.

Students also mentioned that videos, simulations, and online collaboration are examples of digital tools that are beneficial, especially for interactive learning and reading comprehension.

Students understand the importance of green language instruction, which promotes language learning, ecological consciousness, critical thinking, and cultural comprehension. Collaborative and project-based learning is very successful, especially for older and more advanced students. There are still issues with vocabulary, understanding technical concepts, and resource accessibility. The success of green language education is largely dependent on teacher readiness and instructional design. Multimedia, digital tools, and practical projects greatly improve learning and engagement. Practice suggestions include the use of interactive, project-based, multimedia-supported assignments with scaffolding for ecological terms and teacher professional development.

It is obvious from students' answers that practice, vocabulary building, and guided discussion activities lead to increased confidence. Using structured discussion tasks, role-plays, and debates can enhance language and ecological competence. Activities should be interactive and practical, such as debates, multimedia content, and real-world projects. Project-based learning appears to be highly motivating (Golubovschi & Mascaliuc, 2023).

Teachers should relate environmental topics to practical, everyday actions, encouraging personal initiatives, such as "no plastic day" and campus recycling, can boost intrinsic motivation.

While honing language skills, group projects, multicultural case studies, and cooperative discussions can improve cultural awareness. Comparing global perspectives on environmental issues improves intercultural and linguistic competency. Project-based and problem-solving exercises work well for

integrating cognitive abilities, ecological awareness, and language acquisition. Using real-world environmental issues, teachers can concentrate on tasks involving analysis, evaluation, and synthesis.

They can make use of multimedia to dynamically and visually represent environmental concepts. Online simulations, collaborative platforms, and video documentaries can enhance understanding and participation.

Based on the analysis of the two surveys and observations made during the lessons, we arrived at the following major conclusions:

- Workshops for professional development on incorporating sustainability into language instruction could be beneficial for teachers.
- Offering pre-made lesson plans, organized project guides, and eco-language exercises could improve the caliber of instruction.
- Teachers can use multimedia, create interesting, interactive tasks, simplify materials, and offer bilingual glossaries.

#### 4. Curriculum design

To strengthen the integration of green education within university curricula, a redesigned curriculum framework is proposed, incorporating linguistically scaled sustainability modules across different proficiency levels:

• B1 level: Topics such as eco-friendly daily habits, focusing on modal verbs, basic argumentative structures, and functional vocabulary; • B2 level: Climate change debates and sustainable development goals, emphasising persuasive speaking, extended reading, and structured writing tasks; • C1 level: Academic discussions on green innovation and environmental policy, developing critical analysis, academic writing, and formal oral presentations.

Such modular integration ensures that sustainability content is aligned with students' linguistic competence and learning outcomes.

The primary rationale for initiating a revision of the university curriculum is the integration of topics on green education, sustainability, and ecological awareness. The "University Curriculum, GREEN EDUCATION for Future English Language Teachers Field 011: Educational Sciences", targets the following courses:

##### Cycle I (Bachelor's Program)

- English Language and Communication I: English Lexis
- English Language and Communication II
- Information and Communication Technologies
- English: Lexis and Communication III
- English: Lexis and Communication II: English Lexis
- Integration of Information Technologies into Teaching Practice
- Situational Study of English I
- Situational Study of English II
- Simulation of Problem-Based Situations in English I

- Simulation of Problem-Based Situations in English II

### Cycle II (Master's Program)

- Study Program: English Language and Multicultural Education
- Contemporary English in Multicultural Contexts
- Interdisciplinary Approaches in English Language Studies
- Functional Grammar and Teaching Planning
- Methodology of Scientific Research
- Geoculture in the Anglophone World

To operationalise these findings, the research team has successfully designed and published the comprehensive university curriculum Green Education: For Pre-Service English Language Teachers (Laşcu et al., 2025a). This is accompanied by a practical resource, the Methodological Guide: Green Education (Laşcu et al., 2025b).

As we plan to pilot the integration of these modules across each course unit in March 2026, conclusions regarding results, outcomes, challenges, or successes will be formulated only after this implementation stage. The experimental phase will involve collaboration with five English language teachers, who will integrate the environmental modules into their teaching practices. They will use the guide and the tasks it contains with their students.

To ensure the curriculum is developmentally appropriate, as requested by the Scientific Committee, sustainability topics in these new resources are scaled according to the Common European Framework of Reference for Languages (CEFR). The following table illustrates how these modules are structured:

**Table 4.** Proposed linguistically scaled green modules (Pilot 2026)

Competence Level	Sustainability Topic	Linguistic Focus	Sample Activity (from Methodological Guide)
A2-B1 (Basic User)	Daily Habits & Recycling	Imperatives, Modal verbs (must/should)	Designing a "Green Rules" poster for the dormitory.
B2 (Independent User)	Eco-Tourism & Smart Cities	Future forms (prediction), Conditionals	Writing a review of an eco-friendly hotel.
C1 (Proficient User)	Global Policy & Ethics	Passive voice, Academic argumentation	Debating the economic impact of carbon taxes.

## 5. Elaboration of the „METHODODOLOGICAL GUIDE: Green Education”

In line with the objectives of the project, a key outcome was the development of a guide, entitled “METHODODOLOGICAL GUIDE: Green Education” (Laşcu et al., 2025b), which provides practical materials and tasks aimed at teaching sustainability to university-level students. The guide is designed

to be integrated across a range of syllabus courses, focusing specifically on the subjects and study units outlined in the discipline curriculum. This resource not only supports instructors in incorporating green education into their teaching practices but also promotes students' environmental awareness and competence in alignment with contemporary educational priorities.

Another outcome of the study was that, during the observation phase, the following teaching strategies emerged as particularly effective:

- Project-based learning on environmental issues.
- Collaborative debates in diverse groups to address sustainability issues.
- Use of online tools to simulate scenarios related to the environment and promote global collaboration.

The final stage of the project involves organising workshops and training sessions aimed at empowering language instructors with the knowledge and tools necessary to teach their students more effectively and successfully, thereby promoting environmentally conscious and sustainability-focused practices within higher education (planned for spring 2026).

Quantitative data were analysed using descriptive statistics and correlational evaluation, while qualitative data were thematically coded to identify successful instructional methods and implementation challenges.

Challenges with educator readiness and curriculum constraints highlight the importance of institutional assistance and programs for professional development. Including digital resources, such as online group discussions and interactive simulations, improves engagement among learners and interdisciplinary learning (Coyle et al., 2010).

The findings demonstrate that green language education is a successful strategy for increasing students' environmental competence while improving their language skills. Multidisciplinary methods and project-based tasks were especially effective at engaging students and encouraging critical thinking. Multicultural standpoints enriched classroom discussions, allowing students to examine ecological issues from various perspectives.

## **6. Limitations of the study**

The study is exploratory in nature and subject to several limitations. The relatively small sample size restricts the generalisability of findings beyond the institutional context. Data were collected over a limited time span and relied partly on self-reported perceptions. Future studies involving larger samples and extended observation periods would strengthen empirical validity. Future research should adopt a longitudinal perspective to examine the long-term impact of green language education on students' professional practices and environmentally responsible behaviour beyond the academic context.

## 7. Conclusion

Green language education greatly enhances students' environmental competence and general holistic development. Important suggestions for higher education institutions involve integrating sustainability topics into language curricula. Instructors will receive professional development in green pedagogies, encouraging interdisciplinary collaboration among faculty, and using digital tools to increase engagement and global awareness. To validate the efficacy of the newly designed curriculum (Lașcu et al., 2025a), a longitudinal study is proposed for the 2026–2027 period. This follow-up research will track graduates into their first years of teaching to analyse their actual professional behaviour - specifically, the extent to which they independently integrate the green methodologies piloted in 2026 into their own classrooms.

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