



**Green
Action ELT**

for sustainable English language teaching

Pathways to Action: Embedding Sustainability into ELT

Online conference, Friday 8 May 2026

08:45 Open & welcome

09:00 Colm Downes & Jade Blue (Indonesia, EcoLens Education)

Introducing EcoLens Education: Visual Literacy for Climate Education

Audience focus: Young Learners, Adults, ELT organisations, Teachers, Teacher Trainers, ELT publishers, Materials Developers

Visuals shape how people understand the climate crisis, what they notice, how they feel, and what they believe is possible. Yet in classrooms and materials, images are often selected quickly, with limited attention to their emotional, cultural, or ethical impact. In this session, Colm Downes and Jade Blue introduce EcoLens Education, a practical framework for visual literacy in climate education. Using real examples, we explore how images can reinforce stereotypes, anxiety, or disconnection, and how more thoughtful choices can build agency and engagement. Participants will be introduced to the EcoLens Guidance Model and leave with practical ways to use visuals more deliberately in ELT and beyond.

Jade is an international educational consultant and researcher specialising in visual literacy and integrating life skills into classroom practice. She has collaborated with major ELT publishers, leading the visual literacy strand in National Geographic Learning's *Life Third Edition* and developing the Cambridge Sustainability Framework for ELT with Cambridge University Press. As Co-founder of EcoLens Education, she focuses on strengthening the role of visual literacy in climate education and supporting educators, publishers, and institutions to develop more ethical, inclusive, and effective approaches to climate communication.

Colm is an international educational consultant specialising in climate education, teacher professional development, and intercultural skills development. He previously led Climate Action in Language Education at the British Council, where he developed global initiatives integrating climate and sustainability into curriculum, materials, and teacher development. As Co-founder of EcoLens Education, he focuses on strengthening the role of visual literacy in climate education and supporting educators, publishers, and institutions to develop more ethical, inclusive, and effective approaches to climate communication.

10:00 Rihan Mustapha (Saudi Arabia)

Pathways to Action: Emotional Intelligence for Sustainability in ELT

Audience focus: Adults, ELT organisations

This session explores the role of emotional intelligence in English Language Teaching within a sustainability context. It shows how self-awareness, empathy, and reflection can be integrated into language tasks connected to real-world topics. Through examples and a short demonstration, the session highlights practical ways to support meaningful communication and learner engagement. The approach is simple, adaptable, and relevant to a range of teaching contexts.

Rihan is an ICF Master Certified Coach (MCC), leadership development strategist, and education consultant with over 20 years of experience in language education and professional development. She specialises in integrating coaching and emotional intelligence into learning design to create meaningful, human-centered educational experiences. Her work focuses on empowering educators, learners, and leaders to develop communication, self-awareness, and responsible leadership aligned with sustainability and future-focused education.

11:00 Hannah Tucker-Bloom

Collaboration and Celebration: working together to create a Sustainable Resources Bank

Young Learners, Adults, ELT organisations, Teachers, Teacher Trainers, ELT publishers, Materials Developers

In this session, on behalf of Green Action ELT, Hannah will share an overview of our (new) shared materials bank, with some suggestions for how the many ideas,

suggestions and tasks that promote sustainable teaching can be adapted for your contexts and students.

Hannah is an academic manager, course designer, curriculum developer and educator who is passionate about supporting learners to gain confidence, think critically and be the best they can be. She has taught and managed across all educational levels, from primary/YL to university and adults. Her particular areas of interest are embedding sustainable ideas and learning naturally within the curriculum, supporting EAP/ESP students, critical thinking and academic integrity.

12:00 Anila R. Scott-Monkhouse (Italy, University of Parma)

Debating Green topics in the English language classroom

Audience focus: Adults, Teenagers

Debates on environmental issues are an effective way to combine language practice with education for sustainability, helping students become more active, informed, and responsible global citizens. After briefly outlining the pedagogical rationale for using structured debates in language teaching, with particular attention to learner engagement and meaningful communication, the talk will consider why green issues are especially suitable for classroom debate, highlighting their relevance, intercultural and cross-curricular dimension, and potential to connect language learning with global citizenship education. Finally, it will present practical classroom tips and examples, ranging from level A2 to C2.

Anila teaches at Parma University (Italy). She holds a DELTA, CertPT and TKT CLIL qualification, and is a Cambridge English examiner. She is engaged in CPD and has trained teachers in Italy and abroad. She won an IATEFL ESP Scholarship in 2024 and has published papers on teaching ESP/EAP.

13:00 Daniel Barber (Spain, freelance)

Green Topics and Grey Areas in ELT Publishing

Audience focus: Young Learners, Adults, ELT organisations

In this talk we look at the possibilities and constraints of embedding sustainability content in published course materials. Drawing on practical examples from my work

with YL and adult published materials, we'll explore what publishers are looking for, what they avoid, and why. We'll discuss the tensions around market sensitivity and fears of alienating users. I want to illustrate how and where meaningful sustainability content can be integrated, and where we may need to compromise; then conclude by offering clear, workable principles for materials writers and the ramifications these have on teachers and learners aiming to engage learners with sustainability.

Daniel is a trainer and writer based in Spain. He's taught for 30 years, in Mexico, the UK and Spain. He writes for different publishers and is a tutor on Trinity TESOL courses. His interest in the living planet led him to focus on how we in ELT can help.

14:00 Josianne Block (Malta) & Armanda Stroia (Romania)

Building Inclusive and Socially Sustainable Classrooms through Stereotype Literacy

Audience focus: Young learners, Adults

This session explores stereotype literacy as a transformative tool for promoting sustainability and social inclusion in English education. While environmental concerns often dominate sustainability discourse, the social dimension is critical for building equitable communities. This workshop introduces a practical three-phase framework to identify prevailing stereotypes, critically analyse biases, and produce inclusive stories. Participants will explore practical activities designed to empower students to challenge inequalities. By embedding these habits, educators can guide learners to move beyond language acquisition and become active agents of social change.

Josianne is an educator, writer, and conference speaker who has been active in English Language Teaching since 2013. Her work bridges classroom practice with research and a commitment to educational justice, advocating for a socially just world where the voices of learners and educators are truly valued.

Armanda holds a Ph.D. in Philology and has over 15 years of teaching experience. She actively contributes to the field through classroom research, teacher training and materials development. Her current research interests span critical media literacy, collaborative multimodal composing, and task-based language teaching. Passionate about empowering voices through education, she founded the Academy of Creators who Teach to Inspire.

15:00 Taíla Gimenez (Rio de Janeiro, Brazil, BRAZ-TESOL)

EcoMakers: When ELT Students Become Sustainable Entrepreneurs

Audience focus: Young learners, ET organisations, Upper Primary and Senior

This presentation introduces the EcoMakers Project, a project-based initiative that integrates sustainability, entrepreneurship, and language learning in the ELT classroom. Senior students explore the UN Sustainable Development Goals by creating eco-friendly products and running their own mini sustainable companies. Through roles such as marketing, finance, and production, students collaborate, solve problems, and present their ideas to potential investors using English as the language of communication. The session will showcase the project stages, examples of student outcomes, and practical strategies for implementing sustainability-focused projects that promote meaningful language use and develop 21st-century skills.

Taíla is an accomplished educator with over 20 years of experience. Currently leading the BRAZ-TESOL Rio Chapter and being a Global School Advocate, she has dedicated her career to fostering inclusive and meaningful education. Starting as an English teacher, she has played a pivotal role in bilingual schools, where she developed impactful projects. Now at an international school, she continues to see teaching as a passionate and purposeful profession, believing that education can cultivate a more equitable and sustainable future.

16:00 Closing comments and thanks