



**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

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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.

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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.

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11:00 Fayyaz Malik (Riyadh, Saudi Arabia, Al Yamamah University)

## Sustainability Awareness through Iterative Reading-Writing Cycles

Audience focus: Adults

This case study examines an eight-week university course for B1 Arab learners, utilising New York Times articles to bridge global sustainability themes with local contexts. Employing an Iterative Reading-Writing Cycle within a Project-Based Learning (PBL) framework, the curriculum moved from guided analysis of global

affairs to student-led research and “Compare - Contrast” essay production. By treating reading as a series of evolving tasks, the approach successfully expanded students' mental scope and linguistic agency. The session shares student artefacts and conclusions, demonstrating how authentic materials and cyclical pedagogy foster global awareness and rhetorical proficiency.

**Fayyaz** is an award-winning instructor at Al Yamamah University with 20+ years of experience in EFL and ESP. Vice President of KSAALT-TESOL Riyadh and an MA holder, he researches human-centric pedagogy and authentic materials. A frequent international speaker, he focuses on humanising the ELT classroom and advancing creative, online communication.

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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.

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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.

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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.

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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.

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16:00 Closing comments and thanks