

Integrating Environmental Sustainability into English Language Education in Post-Typhoon Recovery Contexts

Keywords

Sustainability, English Language Education, Natural Disasters, Curriculum, Environmental Awareness

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Abstract (500 words)

Abstract (300 words)

This ongoing research explores the integration of environmental sustainability and disaster preparedness into English language education (ELE) in disaster-prone areas of Northern Vietnam. Vietnam has increasingly faced natural disasters such as typhoons, landslides, and flooding, particularly in the North, highlighting the urgent need for environmental education in post-disaster recovery contexts. However, the intersection of ELE with sustainability and disaster awareness remains underexplored. This study aims to address the question: How can English language pedagogy contribute to environmental sustainability in the context of natural disaster recovery?

Utilizing a mixed-methods approach, the study involved surveys and interviews with 30 English teachers and

150 students from schools in disaster-prone regions. A pilot curriculum was developed that integrates sustainability themes and disaster preparedness into English lessons. Data collection methods include surveys, interviews, and classroom observations to assess the curriculum's impact on students' environmental awareness and language engagement.

Preliminary findings suggest that incorporating sustainability and disaster-related content into English lessons significantly enhances students' environmental awareness and engagement. Over 80% of students reported increased motivation and found the content relevant to their lives, particularly in disaster-affected regions. Teachers observed improved critical thinking and heightened social responsibility among students. However, challenges related to resource availability and teacher preparedness have emerged, indicating the need for further support and development.

These initial results highlight the potential of ELE to play a critical role in post-disaster recovery, equipping students with both linguistic and environmental competencies. While the findings are preliminary, they underscore the importance of aligning educational practices with real-world environmental challenges, contributing to the broader conference theme of sustainable education. Further research and refinement of the curriculum are ongoing.

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