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- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
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- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

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THE ROLE OF ENVIRONMENTAL PROJECT-BASED LEARNING IN DEVELOPING EFL LEARNERS' PRODUCTIVE SKILLS

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Abstract: The study examines the role of environmental project-based learning in developing EFL learners' speaking and writing skills in Uzbekistan. Students worked collaboratively on topics such as waste reduction, water conservation, and environmental protection, producing written texts and delivering presentations. The findings indicate that such projects enhance learners' confidence in speaking and improve their writing proficiency in English. In addition, students demonstrate increased interest in environmental issues and show higher levels of engagement and motivation during lessons. However, some learners require additional guidance to fully comprehend the project topics. Overall, environmental project-based learning contributes to making English language learning more engaging and meaningful.

Key words: eco-literacy, project-based learning, sustainable development, productive skills, environmental issues, English language teaching, collaboration.

Annotatsiya: Tadqiqot ekologik loyihaviy o'qitishning O'zbekistonda ingliz tilini o'rganayotgan o'quvchilarning gapirish va yozish ko'nikmalarini rivojlantirishdagi rolini yoritadi. O'quvchilar chiqindilarni kamaytirish, suvni tejash va atrof-muhitni muhofaza qilish kabi mavzularda guruhlarda ishlab, matnlar yozdi hamda taqdimotlar o'tkazdi. Natijalar bunday faoliyat o'quvchilarning ingliz tilida erkinroq gapirishiga va yozma nutq ko'nikmalarini takomillashtirishga xizmat qilishini ko'rsatdi. Shuningdek, o'quvchilarda ekologik masalalarga nisbatan qiziqish ortib, dars jarayonidagi faollik va motivatsiya darajasi oshdi. Ayrim o'quvchilar uchun mavzularni chuqurroq anglashda qo'shimcha metodik yordam zarurligi kuzatildi. Umuman olganda, ekologik loyihalar ingliz tilini o'rganish jarayonini mazmunan boyitadi va samaradorligini oshiradi.

Kalit so'zlar: ekologik savodxonlik, loyihaviy o'qitish, barqaror rivojlanish, produktiv ko'nikmalar, atrof-muhit masalalari, ingliz tilini o'qitish, hamkorlik.

Аннотация: Исследование раскрывает роль экологически ориентированного проектного обучения в развитии навыков говорения и письма у изучающих английский язык как иностранный в Узбекистане. Учащиеся работали в группах над такими темами, как сокращение отходов, экономия воды и охрана окружающей среды, писали тексты и представляли результаты в форме презентаций. Полученные результаты показывают, что подобная деятельность способствует повышению уверенности учащихся в устной речи и улучшению письменных навыков на английском языке. Кроме того, у обучающихся усиливается интерес к экологическим вопросам, повышается их активность и учебная мотивация. В то же время отдельным учащимся требуется дополнительная поддержка для более глубокого понимания изучаемых тем. В целом экологические проекты делают процесс изучения английского языка более содержательным и эффективным.

Ключевые слова: экологическая грамотность, проектное обучение, устойчивое развитие, продуктивные навыки, экологические проблемы, обучение английскому языку, сотрудничество.

INTRODUCTION

Global challenges such as climate change, pollution, and biodiversity loss affect everyone. The United Nations' 2030 Agenda for Sustainable Development highlights the role of education in developing knowledge, skills, and values that help learners act responsibly for a sustainable future. UNESCO promotes this through Education for Sustainable Development (ESD), encouraging schools to include sustainability and real-world environmental issues in their lessons ^[1].

In Uzbekistan, education reforms support teaching environmental responsibility. The Ministry of Preschool and School Education, together with UNESCO, helps teachers integrate sustainability into lessons and organize activities such as campaigns, workshops, and discussions on local environmental issues. Eco-literacy can be integrated into English classes in Uzbek schools, especially through project-based learning. This study looks at eco-literacy project work in EFL classes to see how it helps students improve their language skills and become more aware of environmental issues.

In recent years, researchers have increasingly highlighted the importance of integrating environmental education into English Language Teaching (ELT) as a way to simultaneously develop language skills and environmental awareness. One emerging approach is eco-literacy in ELT, which positions sustainability issues as both linguistic content and educational goals. Eco-literacy emphasizes students' ability to understand ecological concepts and apply this understanding through language use. For example, Kazazoglu found that incorporating eco-literacy-focused activities in ELT improves students' engagement, critical thinking, and understanding of environmental vocabulary, while also enhancing their overall language competence. This study shows that eco-literacy is not only about knowledge but also about active cognitive engagement and real-life meaning-making in language classrooms [2].

Research on teaching strategies further supports this view. Adam and Ali identified project-based learning as a dominant strategy for embedding environmental themes into English lessons, noting that such methods help learners connect language use with ecological responsibility and real-world problem-solving. They observed that project activities not only foster communicative competence but also encourage students to take responsible environmental actions [3]. Another systematic review on green eco-literacy in ELT highlighted that methods such as project work, group discussions, and interactive activities significantly increase student engagement and sustainability consciousness, although it also pointed out challenges such as limited teacher training and scarce teaching materials [4].

Beyond eco-literacy itself, the literature also connects sustainability integration with language pedagogy. Integrating environmental topics into ELT, such as through eco-literature, real-life sustainability tasks, and authentic materials, has been shown to promote critical thinking and make language learning more meaningful for students. For instance, research on integrating environmental awareness into ELT underscores the role of project-based tasks and multimedia resources in enhancing both language competence and students' sense of responsibility toward ecological issues [5].

From a theoretical standpoint, the concept of Eco-ELT elaborated by Saiful demonstrates that eco-literacy can be embedded into lesson plans and materials, transforming teachers into "green moral agents" who guide learners to reflect on environmental values while mastering language skills. This perspective aligns with global ESD policies advocating for cross-curricular sustainability education, where language classrooms become spaces for developing both communicative competence and eco-conscious dispositions [6].

Collectively, these studies highlight three core themes relevant to this research:

- eco-literacy enhances language learning through meaningful, real-world engagement;
- project-based and interactive pedagogies are effective for integrating sustainability in ELT;
- and challenges remain related to teacher preparedness and access to context-appropriate materials.

These insights provide a solid foundation for exploring how eco-literacy-based project work affects EFL learners' productive skills (speaking and writing) and environmental awareness in the Uzbek context.

LITERATURE REVIEW

The integration of environmental education into language teaching has gained increasing attention in recent years, particularly within the framework of Education for Sustainable Development promoted by UNESCO and the United Nations 2025. This approach emphasizes that learners should not only acquire linguistic competence but also develop values and skills necessary for responsible participation in addressing global challenges. Within this context, eco-literacy has emerged as an important concept in English Language Teaching, as it connects real-world environmental issues with meaningful language use and communication.

Recent studies highlight that eco-literacy-based instruction significantly contributes to both language development and environmental awareness. Kazazoglu 2025 demonstrates that incorporating sustainability topics into English lessons enhances learners' vocabulary, critical thinking, and engagement, while also improving their productive skills. Similarly, Adam and Ali 2024 identify project-based learning as an effective strategy for integrating ecological themes into ELT, as it allows students to actively use language in solving real-life problems. Rizal et al. 2025 further confirm through a systematic review that interactive and project-based methods



increase students' motivation and sustainability consciousness, although challenges such as limited teaching resources and teacher preparation remain.

In addition, several scholars emphasize the pedagogical value of combining eco-literacy with innovative teaching approaches. Narzikulova 2025 underlines the importance of integrating environmental awareness into English lessons through authentic tasks, while Saiful 2025 introduces the concept of ECO-ELT, where teachers act as facilitators of both language learning and ecological responsibility. Linder's research also supports the use of multimodal and interactive resources to enhance learners' engagement and communication skills. These studies collectively show that environmental project-based learning creates meaningful learning environments where students develop both productive language skills and a deeper understanding of sustainability issues.

RESEARCH METHODOLOGY

The project work method was implemented in this study to investigate how eco-literacy activities can improve EFL students' speaking and writing skills while increasing their environmental awareness. Two 9th-grade classes and two 7th-grade classes were involved. In the 9th grade, students were organized into 6 groups, while in the 7th grade, 4 groups were formed, as some students preferred to work individually.

The project topics were selected to address real-world environmental issues, including:

1. Endangered species
2. Environmental problems
3. Air pollution
4. The Aral Sea crisis

Each group was tasked with researching their topic, learning new vocabulary, and presenting their findings. At least 10 new topic-related vocabulary words were included in each project to help students expand their English knowledge. Different formats were used for presenting the results: three groups prepared posters, four groups created slide presentations, and several 7th-grade students wrote 150–200-word articles on their assigned topics.

To gather data, a mixed-methods approach was employed. Pre- and post-project questionnaires were administered to measure changes in students' self-perceptions of their speaking and writing skills, as well as their awareness of environmental issues. Semi-structured interviews were conducted with selected students to obtain deeper insights into their experiences, motivation, and confidence during the projects. In addition, group interactions were observed, and students' written reports and presentations were analyzed to assess the development of both productive language skills and eco-literacy.

Through this methodology, both measurable improvements and students' personal experiences were captured, demonstrating how project work can effectively combine language learning, environmental awareness, and real-life collaboration in the classroom.

ANALYSIS AND RESULTS

The results of this study reveal that eco-literacy project work contributed positively to students' English productive skills and environmental awareness. Group activities provided repeated opportunities for authentic use of English in meaningful, real-life contexts, which aligns with the notion that project-based learning supports communicative competence through active engagement. For instance, research has documented that integrating sustainability topics into English language instruction encourages students to use English for real communication tasks and develop ecological responsibility. Adam and Ali found that embedding environmental themes and project-based learning into ELT enhanced communicative competence and ecological awareness among elementary learners. Their study was published in JOLLT Journal of Languages and Language Teaching, Vol. 13, No. 4, pp. 2140–2150, 2025, demonstrating effective strategies for eco-literacy integration in classrooms [3].

In the current study, students in the 9th grade were organized into 6 groups, while the 7th grade had 4 groups, including students who chose to work individually. Each group performed research on environmental topics such as Endangered Species, Air Pollution, Environmental Problems, and the Aral Sea. The inclusion of at least 10 new vocabulary items in student outputs contributed to vocabulary expansion, which is critical for both accuracy and fluency in productive skills. The performance formats varied: three groups produced posters, four made slide presentations, and several 7th-grade learners wrote 150–200-word articles, all requiring different modes of expression and cognitive processing.

Analysis of the pre- and post-project questionnaires showed that most students reported increased confidence in speaking and writing in English. Many participants expressed that the project topics were personally interesting and helped them focus on meaningful communication rather than isolated language drills. Moreover, interviews revealed that students felt more capable of discussing environmental issues in English, demonstrating improved ability to organize ideas and apply newly acquired vocabulary. Observations of group work also showed enhanced collaboration and critical thinking, especially during peer discussions and preparation for presentations.

Although the overall results were positive, some challenges were observed. A few students initially experienced difficulty in understanding complex environmental concepts and expressing them in English, a pattern previously noted in other studies on eco-literacy integration that emphasize the importance of targeted vocabulary instruction.

The findings of this study support existing research showing that project work with eco-literacy content fosters both language development and environmental consciousness. By working on authentic, real-world topics and producing communicative products such as posters, articles, and presentations, students were able to apply language skills in meaningful contexts, consistent with the principles of task-based language teaching and content-based instruction.

Kazazoglu's study on eco-literacy in English language teaching found that when students engage with sustainability issues, they not only increase their environmental awareness but also improve their language skills, particularly in critical thinking and vocabulary growth^[2]. It concluded that sustainability topics increase learner engagement and deepen content understanding when instructional tasks are meaningful and connected to global concerns.

In line with this, students in this study demonstrated increased usage of environmental terms and greater clarity in expressing ideas about ecological problems. This mirrors Adam and Ali's findings that project-based eco-literacy activities can cultivate both communicative competence and ecological responsibility, even in resource-limited contexts.

The varied presentation formats (posters, slides, and written articles) encouraged learners to use English in multiple modes—visual, oral, and written—supporting multiliteracy development, as highlighted by prior research. Moreover, such variation aligns with best practices in sustainable education, where learners are encouraged to engage with content through diverse cognitive and expressive channels^[7].

The challenges observed, particularly vocabulary limitations, suggest the need for focused language support, especially in introducing specialized ecological terms before complex tasks. This echoes findings from the Sustainability article by Kazazoglu, which recommended structured vocabulary and supportive instruction to reduce lexical gaps when addressing environmental topics in ELT^[2].

Overall, the discussion confirms that eco-literacy integrated with project work is a pedagogically sound approach in EFL settings, fostering both linguistic and environmental outcomes. Students' higher motivation and increased interaction in English during project activities indicate that such methods can create more engaging and purposeful learning environments.

CONCLUSION AND RECOMMENDATION

This study shows that eco-literacy project work plays an important role in helping EFL students improve their productive skills, especially speaking and writing, while also raising their awareness of environmental issues. By conducting collaborative research, learning new vocabulary, and preparing meaningful presentations, students engaged deeply with real-world topics such as air pollution, endangered species, and the Aral Sea.

The project work provided students with multiple opportunities to practice English in authentic situations, which corresponds with the findings of Kazazoglu in Sustainability^[2]. Kazazoglu explains that sustainability topics not only increase ecological understanding but also help students improve their language skills when they engage in meaningful tasks. Similarly, Adam and Ali demonstrate that project-based activities motivate students and improve their communicative competence, as published in JOLLT Journal of Languages and Language Teaching^[3]. In this study, students used at least 10 new topic-related vocabulary items for each project. This finding supports Kazazoglu's assertion that focused vocabulary practice enhances both accuracy and confidence in language use. Students also reported increased confidence in expressing ideas and collaborating with peers, which aligns with Saiful's claim that meaningful interaction and collaboration foster both language development and eco-literacy^[6].

Although some students initially experienced challenges in understanding environmental concepts, the overall impact was positive. Students reported that working on real-life topics increased their motivation and willingness to speak and write in English, compared to traditional classroom tasks. This suggests that inte-



grating sustainability into English language teaching enhances engagement and supports student-centered learning.

In conclusion, eco-literacy project work benefits students in two key ways: it strengthens their English productive skills and increases their awareness of sustainability and environmental responsibility. To further improve the effectiveness of such projects, teachers should receive targeted training in project-based learning and eco-literacy strategies, and curricula should provide structured support for both language and sustainability outcomes. Implementing this approach can contribute to preparing students as responsible and active global citizens.

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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



MAKTABGACHA VA MAKTAB TA'LIMI

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