International Conference: language education for sustainable development

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English Department

Buch der Abstracts

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Somewhere between problems and solutions. Developing language skills for climate and energy discourses as education for sustainable development

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Biographical Note:

Yvonne Elger is a research fellow at the Institute of German Studies at the University of Münster. She is working on the BMBF-funded project ARCHĒ, which aims to develop an architecture for language development using the example of climate and energy discourse. In addition, she is working on her dissertation on the topic "developing language skills through structured contextual reflection".

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Sippl, C., Brandhofer, G. & Rauscher, E. (Hrsg.). (2023). Futures Literacy. Zukunft lernen und lehren. Innsbruck, Wien: Studien Verlag. DOI:10.53349/oa.2022.a2.170

Abstract (500 words):

Abstract (300 words):

Climate and energy crises can result in a lack of orientation, a breakdown of order and a blocked view of solutions (Grimm & Wanning 2021). Approaches to solutions must be developed and negotiated in discourse (Hoiß 2019). In order to be able to follow and participate in controver-sial discussions, both cognitive skills and the ability to formulate correctly are required (Sippl et al. 2023). This topic therefore offers both a starting point and a target point.
The BMBF-funded ARCHĒ project works with the relevant topic of hydrogen, the use of which is con-sidered a climate-friendly alternative in areas such as energy, industry and mobility. Accord-ing to the orientation framework for the learning area " Globale Entwicklung " (KMK & BMZ, 2006), which aims to develop skills in the areas of recognizing, evaluating and acting, learners should be enabled to classify and reflect on information in a broader context. This is why we alternately confront them with problem - solution - problem sequences, which the learners should understand ("recognize"), classify ("evaluate") and continue ("act") within the frame-work of planning discourses.
The aim of the project is the interlinking of educational language tools and a learner-sensitive material pool to promote the comprehension and linguistic processing of content. Therefore, in our Sek I-specific sub-project we are developing an adaptive architecture for language development, which supports the improvement of receptive, productive and re-flective language skills in the area of connecting informa-tion. In addition, a material pool, which includes multi-modal presentations of different aspects of the topic "hydrogen", is being developed, providing a basis for learners to write explanatory products and implement their own planning discourses, while presenting and categorizing connections, contradic-tions and limitations in a linguistically appropriate manner.
The material is being developed within a design research study and iteratively tested, evalu-ated and revised.

5

Enhancing English Language Proficiency for Social Studies Education in Thailand: Strategies, Challenges, and Impact

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Keywords:

English Language, Social Studies Education, University Student

Biographical Note:

I am Lecturer on Social Studies Education in Srinakharinwirot University, Thailand. My research interest focuses on geography of children, geography education and social studies education, especially in Thailand and the southeast asian countries.

References:

Abstract (500 words):

Abstract (300 words):

This research aims to investigate the strategies, challenges, and impact of enhancing English language proficiency for social studies education in Thailand. The study seeks to understand the current practices and methods used by educators to teach English language skills within the social studies curriculum, as well as the perceptions and challenges faced by teachers in integrating English language teaching. Additionally, the research explores the impact of English language proficiency on students' understanding of social studies content and their ability to engage with global issues. The study also examines the role of technology in enhancing English language teaching and learning in social studies education, along with the professional development needs of social studies teachers in Thailand. Using a mixed-methods approach, including surveys, interviews, and performance analysis, the research aims to provide insights into effective strategies for teaching English language skills in social studies education, recommendations for professional development programs, and guidelines for integrating technology to improve students' language skills. The findings of this research are expected to contribute to the advancement of English language teaching in social studies education and promote cross-cultural understanding and global citizenship among students in Thailand.

6

Critical thinking in sustainability education. Students'argumentations in open forms of teaching

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Keywords:

Critical Thinking; Phenomenbased Learning; open lessons; UN SDGs; Reasoning

Biographical Note:

David Rott, Dr., University of Muenster, Educational Research. Main Interests: Teacher education, Human Rights Education, Criticial Thinking, Diversity in School and lessons.
Marcus Kohnen, Dr., University of Muenster, Educational Research. Main Interests: Teacher education, Criticial Thinking, AI.

References:

Abrami, P. C., Bernard, R. M., Borokhovski, E., Waddington, D. I., Wade, C. A. & Persson, T. (2015). Strategies for Teaching Students to Think Critically. Review of Educational Research, 85(2), 275–314. https://doi.org/10.3102/0034654314551063

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Kohnen, M. & Rott, D. (2023). Kritisches Denken lehren und lernen. Schulische Partizipation und Teilhabe aller Schüler*innen in der Bildung für nachhaltige Entwicklung. Gemeinsam Leben, 31 (2), 118-125. DOI: 10.3262/GL2302118

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Abstract (500 words):

Abstract (300 words):

Critical thinking (Ennis, 1987) is an important educational goal in schools, and the question must be asked as to how students can be educated to become critical thinkers (Abrami et al., 2015; Abrami et al., 2008). To date, only a few teaching arrangements have been described that aim to develop critical thinking. In addition, there are few findings on how critical thinking can be traced in pupils' statements.

This presentation shows how students (class 7-9) formulate arguments for their decision-making as a main task of critical thinking in open and interdisciplinary teaching arrangements in which they deal with their own questions within the UN SDGs in a project-oriented manner over a half-year (Kohnen & Rott, 2023). Different subjects, such as foreign languages, provide lesson quotas for this format. The aim is therefore to include aspects of language learning, but above all intercultural learning.

Group interviews (25 interviews, 92 students) are analysed in which the pupils are asked about their projects and plans. The data is analysed using qualitative content analysis, whereby dense passages are examined more closely using objective hermeneutics (Wernet, 2006).

The available data can be used to show how students justify their choices for topics and projects. It can also show how the projects have developed over time and which developments the students recognise in themselves. Aspects of critical thinking can be worked out in more detail, which are also closely linked to questions of transformative learning. These include aspects of collaboration, empathy and tolerance of ambiguity.

Transfer ideas for foreign language teaching and ways in which foreign language teaching can introduce broader perspectives for critical thinking will be considered.

7

Digi-CLIL: Virtual exchange for intercultural and sustainable learning

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Co-Autoren: Anne Barron [1]; Onur Çiçek [1]; Torben Schmidt [1]

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Keywords:

virtual exchange; English as lingua franca; project-based learning; pragmatics; global education

Biographical Note:

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References:

Barili, A. & Byram, M. (2021). Teaching intercultural citizenship through intercultural service learning in world language education. Foreign Language Annals, 54(3), 776–799. https://doi.org/10.1111/flan.12526
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Sipos, Y., Battisti, B., & Grimm, K. (2008). Achieving transformative sustainability learning: Engaging head, hands and heart. International Journal of Sustainability in Higher Education, 9(1), 68–86. https://doi.org/10.1108/14676370810842193

Abstract (500 words):

Background: International & Intercultural collaboration for a sustainable and just future as outlined in the SDGs 4 and 17 requires certain knowledge, skills, attitudes, and values. More recent conceptualizations of sustainability have added culture as a fourth pillar (Dessein et al., 2015), making explicit the inextricable relationship to sustainability. This project takes lessons on best practice from language education and education for sustainable development (ESD) to investigate how to support students in developing collaborative and communicative competencies in an English as lingua franca (ELF) context. Methodology: We developed a course on the intersection of culture and sustainability centering virtual exchange with international partner universities. The pedagogical design uses experiential and transformative practices. The students used the SDGs as a framework to find examples of sustainability solution implementation in their local contexts. In small, mixed groups the students then chose a specific sustainability intervention to investigate as it is embedded in their local cultural, social, economic, and environmental contexts. Their findings were then synthesized into blog articles. They were supported by activities and materials that focused on reflection, critical engagement with concepts of culture, varying values frameworks, collaborative skills, and communication. Especially the communication activities were scaffolded with attention to language-use awareness and a pragmatic intervention focusing on feedback and politeness theory, which the learners subsequently use to provide peer feedback on the blog articles.
We used thematic analysis to investigate the students'reflections and self-evaluations. Analysis began with open coding to identify recurring themes which were used as a lens to understand changes in the students'perceptions, expressed values, and self-identified learnings.
Main results: The virtual exchange and group work elements of the course were both motivators for participation and drivers of skills and behaviors associated with intercultural communicative competence. Students especially remarked on expanding collaborative skills and enhanced awareness of their own communication strategies. Expansion of sustainability-related understanding was mixed, depending on the students'prior sustainability knowledge.The course attracted students who already possessed values associated with global citizenship, making progress in this area challenging to assess.
Conclusions: Virtual exchange increases student motivation and enables deeper exploration of concepts of culture when combined with meaningful tasks requiring students to reflect on their own identities and assumptions. The combination of transformational pedagogies and international collaboration shows a positive synergy that lends deeper meaning to both.

Abstract (300 words):

8

Critical Consciousness through Global Education –Addressing Fem-

inism in the Spanish Language Classroom

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Keywords:

critical consciousness, global education, feminism, Spanish language classes, CLIL

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Svenja Dehler (M.Ed. / M.A.) is a doctoral candidate and lecturer in the Department of Didactics of Spanish at the Georg-August-University Göttingen, Germany. Her doctoral thesis investigates global education and critical consciousness within CLIL classrooms (German-Spanish) in schools in Germany.

References:

Braun V. & Clarke V. (2006). Using thematic analysis in psychology. Qualitative Research in Psychology, 3(2), 77–101. https://doi.org/10.1191/1478088706qp063oa.
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Watts, Roderick J. / Diemer, Matthew A. / Voight, Adam M. (2011). Critical consciousness: Current status and future directions. In Youth Civic Development: Work at the Cutting Edge, 134, pp. 43–57.

Abstract (500 words):

Abstract (300 words):

Global education (Cates, 2000) and critical consciousness (CC) (Watts et al., 2011) are essential for understanding social processes and power dynamics, yet they are rarely integrated into language classes or school curricula (KMK, 2024). This gap is particularly noticeable in discussions on gender and feminism, despite their highlighted importance under Sustainable Development Goal 5 on Gender Equality (United Nations, 2024). This research addresses this gap by examining how CC can be fostered in Spanish language classrooms.

The study was conducted in a German high school's Spanish language classroom, where a CLIL teaching unit on 'Feminism, violence against women, and femicides in Spanish-speaking countries' aimed to engage students critically with cultural and linguistic content through the production of a podcast.

Thematic analysis (Braun & Clarke, 2006, 2022) of the students' podcast productions revealed that producing a podcast on a globally and locally relevant topic promotes critical consciousness and emotional engagement among students. Students' reflections and statements indicated heightened awareness and understanding of feminist issues and power dynamics. Some students demonstrated a deepened ability to critically engage with cultural content, showcasing the potential of integrating CC into language education.

This study implies that integrating controversial and critical topics, using authentic content, and promoting active self-participation in (Spanish) language education effectively fosters students' critical engagement and consciousness. Through the podcast production, students are encouraged to reflect on power structures and injustices, empowering them to form independent opinions and draw personal conclusions. By engaging with relevant content and employing appropriate teaching methods, students can apply their knowledge to their actions, enhancing their critical stance and readiness to contribute meaningfully to societal discourse.

9

Car Cultures in the EFL Classroom: Conceptual Reflections on Practical Experience

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Keywords:

cultural learning –conceptual research –experiences on a methodological level

Biographical Note:

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References:

Alter, Grit & Jürgen Wehrmann (2022). „Auf dem Weg zu einer Kulturdidaktik des Globalen Lernens: Konzeptionelle Überlegungen zu fachexternen Impulsen und fremdsprachdidaktischen Entwicklungen.“unterricht_kultur_theorie: Kulturelles Lernen im Fremdsprachenunterricht gemeinsam anders denken. Ed. Lotta König, Birgit Schädlich & Carola Surkamp. Berlin: Metzler, S. 91-111.
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Römhild, Ricardo, Anika Marxl, Frauke Matz & Philipp Siepmann (ed.) (2023). Rethinking Cultural Learning. Trier: WVT.
Surkamp, Carola (ed.) (2022). Bildung für nachhaltige Entwicklung im Englischunterricht: Grundlagen und Unterrichtsbeispiele. Hannover: Kallmeyer.
Volti, Rudi (2006). Cars and Culture: The Life Story of a Technology. Baltimore: John Hopkins University Press.

Abstract (500 words):

Abstract (300 words):

• Background: Automobility is an issue particularly suited for an integration of linguistic, ecological, cultural and political learning. Undoubtedly, mass automobility contributes to the ecological crisis in many ways. At the same time, it is a major factor in contemporary cultural assemblages: "More than any other artifact of modern technology, the automobile has shaped our physical environment, social relations, economy, and culture"(Volti 2006: ix).
• Methodology: The paper reflects on various teaching units for 16- to 19-year-old students at a German grammar school conducted by the author over the course of ten years. It is based on conceptual didactic research as well as on a cultural and textual analysis of various documents of car cultures (e.g. songs, social media, newspaper articles, films, videos and literary texts).
• Main results or findings: Exploring connections between cars and various cultural ideas, practices, identities (e.g. national, gender, class) and material structures can enable students to question the role of cars in their own lives, create an awareness of the complexities of socio-ecological transformation as well as imagine and discuss alternatives.
• Conclusions and relevance: Teaching units on car cultures demonstrate that established methods of linguistic, cultural and literary learning (e.g. close and wide reading, action-oriented tasks, perspective change, (auto-)ethnography) can be used, adapted and developed further in language education for sustainable development. At the same time, car cultures pose challenges to purely semiotic concepts of culture.

10

Sustainable Empathy Awareness in Teacher Education and Classroom Practices

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Keywords:

Sustainable empathy, citizenship, awareness, teacher education, resources

Biographical Note:

Marie-Claire Lemarchand-Chauvin is a lecturer in teacher education at Université de Lorraine, and member of ATILF (UL/CNRS), UMR 7118. Her research deals with novice teachers'training, emotions and plurilingualism.
Joséphine Rémon is a lecturer in teacher education at Université Lumière Lyon2, and member of the ICAR research lab (UMR5193). Her research focuses on best moments in the classroom in relation with what triggers students' interest. She is also interested in the visualisation of research results, and digital open science.

References:

Glomeron, F., Bois, E., Hugon, M. & Maguin, F. (2017). Citoyenneté et développement durable : pratiques familiales et scolaires chez les adolescents. Revue internationale de l'éducation familiale, 41, 69-94. https://doi.org/10.3917/rief.041.0069
Lemarchand-Chauvin, M.-C. (2023). "EFL novice teachers'emotions and professional development". Language Learning Journal 51(5):621-635. DOI: 10.1080/09571736.2023.2249908
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Römhild, R. (2023). Learning languages of hope and advocacy –human rights perspectives in language education for sustainable development. Human Rights Education Review 6(1), 9-29. http://doi.org/10.7577/hrer.5192

Abstract (500 words):

Abstract (300 words):

Citizenship and climate awareness are part of the French curriculum for secondary and high schools, and for some scholars there is a pedagogical urgency to tackle the fundamental principles that allow us to live together on our planet. If we have some insight into practices of adolescents at home and at school in France (Glomeron, 2017), and how teachers are drawn to global issues worldwide (Lütge 2015), we lack insight about how EFL pre and in-service teachers in France understand sustainable development, and which resources, if any, they use. Building upon previous surveys among high school pupils showing the stereotypical nature of items coined in relation to the English-speaking world, Rémon and Privas (2023) explored what topics pre-service teachers put forward on their professional "coat of arms", showing the absence of activism or advocacy, when it is crucial in education in general and for the language class (Römhild, 2023).
Thus we analyse how teachers understand sustainable development issues, how they declare integrating them in their practices, what their understanding of their own emotions is (Lemarchand-Chauvin, 2023) regarding these issues, and any traces of drawing on empathy with the pupils to engage them in their learning.
Our data comprises a teacher questionnaire exploring sustainability implementation, in relation to emotions and empathy ; national teacher exam topics, textbooks, and the curriculum. We argue, through thematic and discourse analysis, that if there is an awareness of sustainable development, the teachers do not appeal to an actual environmental relatedness, i.e. an empathetic consideration of the social, economic and environmental dimensions of the needs of present and future generations.
Our study is thus linked to the conference subthemes of the perception and representation of a culture of sustainability and global citizenship in the curriculum and teaching.

11

(Future) Spanish Teachers' Perceptions on Critical Education for Sustainable Development

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Keywords:

Spanish Language Teacher Education, Education for Sustainable Development, Social Justice Education, Critical Literacy

Biographical Note:

Dr. Prof. Marta García García holds the position of Professor of Didactics of Romance Languages and Literatures, with a specialization in Spanish, at the Georg-August-Universität Göttingen. Beyond her professorship, she serves as the coordinator of the CRITERION project. She advocates for language education as a catalyst for social inclusivity and equity.

Andrea Blanco is a linguist with a BA and MA in Spanish and French didactics who serves as a research assistant for the CRITERION project at the Georg-August-Universität Göttingen. In her teaching, both at secondary and tertiary educational, she champions CESD as a means to foster global citizenship among students.

References:

Braun, V., & Clarke, V. (2022). Thematic Analysis: a practical guide. SAGE.

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Mercer, S., Correia Ibrahim, N., Bilsborough, K., Jones, Ceri, & Potzinger, C. (2023). Teacher perspectives on addressing environmental issues in ELT. ELT Journal, 77(4), 393–403.

Goodspeed, L., Paesani, K., Menke, M., & Ruf, H. (2023) Postsecondary French, German, and Spanish teachers' conceptualizations of social justice: A case study. Foreign Language Annals, 56(4), 867–887.

Abstract (500 words):

Abstract (300 words):

At the present time, there is a small but growing body of research concerning how language teachers understand and implement critical pedagogies and environmental topics in their classrooms (Goodspeed et al., 2023; Louloudi, 2023; Mercer et al., 2023). Although these studies focus on experienced teachers, very little is known about prospective or novice teachers' concerns, especially for languages others than English.

In order to address this gap, and as part of the Erasmus+ project CRITERION (Critical Spanish Language Teacher Education), we conducted and evaluated a series of teacher training activities for Spanish teachers in both school and university settings. Through the thematic analysis (Braun & Clarke, 2022) of semi-structured interviews, observation protocols and feedback questionnaires, we examined the participants' understandings, attitudes, and beliefs regarding the potential implementation of Sustainable Development Education (SDE) from a critical perspective in their teaching.

On a conceptual level, our findings revealed that participants tend to equate 'critical' with critical thinking and with (digital) media literacy. In addition, issues of social justice are frequently linked with the 'intercultural' domain. On a more practical level, teachers confront the predicament of recognizing the essential social relevance of both a critical perspective and SDE, while facing the particular challenges of teaching Spanish, especially at lower-level courses. In this vein, whereas some teachers find these

challenges discouraging, others view them as opportunities to advocate for more robust teacher training to support their efforts, given that they feel somewhat 'left to their own devices' by the educational authorities.

Critical teacher education programs on SDE, whether through one-day workshops or university courses, should not only actively address these conceptual and practical challenges but also empower language educators to effect meaningful change.

12

Exploring Arguing for Global Citizenship with Pre-Service Upper-Secondary Foreign Language Teachers

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Keywords:

Arguing, Global Citizenship, Deeper Learning, Language Learning, Teacher Training

Biographical Note:

Christina Pylonitis is a PhD candidate at the Department of Teaching English as a Foreign Language at the Johannes Gutenberg University of Mainz, Germany. As part of her PhD project, she is investigating the role of 'arguing' in the development of global citizenship.

References:

Council of Europe. (2016). Competences for Democratic Culture: Living Together as Equals in Culturally Diverse Democratic Societies. Council of Europe Publishing. https://rm.coe.int/16806ccc07

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Kramsch, C. (2022). Re-Imagining Foreign Language Education in a Post-COVID-19 World. In C. Lütge, T. Merse, & P. Rauschert (Eds.), Global Citizenship in Foreign Language Education: Concepts, Practices, Connections (1st ed., pp. 15–40). Routledge. https://doi.org/10.4324/9781003183839-3

Meyer, O., & Coyle, D. (2023). Recalibrating the Language Classroom for Deeper Learning: Nurturing Creative, Responsible Global Citizenship Through Pluriliteracies. Nordic Journal of Language Teaching and Learning, 11(3), 233–254. https://doi.org/10.46364/njltl.v11i3.1179

Pylonitis, C., & Meyer, O. (2024). Arguing for Global Citizenship: Mapping Deeper Learning in the Language-as-Discipline Classroom. In L. Cinganotto & S. Greco (Eds.), Innovation in Education for Deeper Learning (pp. 55–78). INDIRE-IUL Press.

Abstract (500 words):

Abstract (300 words):

Background:
Meyer & Coyle (2023) and Kramsch (2022) highlight that in a post-truth/-pandemic environment, foreign language (FL) education must extend beyond language proficiency to include learners' development of global citizenship skills. Arguing is crucial for fostering global citizenship and deeper learning, yet current FL education contexts often fail to develop the necessary skills for multi-perspective arguments, empathic understanding, problem-solving, and compromising. This shortfall hinders the preparation

of young individuals to argue successfully and become sustainably acting global citizens. To address this, Pylonitis & Meyer (2024) propose redefining the role of arguing in FL education by fostering deep connections through shared values, attitudes, empathy, and compassion in deeper learning (ibid.). This study explores the affordances and challenges following the implementation of this new approach to arguing in pre-service teacher training.

Methodology:
The pilot study will be conducted in two Master of Education TEFL seminars (N = 60) at the University of Mainz during the winter semester 2024/2025 to investigate the impact of this new approach to arguing in practice. Using a mixed-methods pre-while-post study design involving questionnaires and interviews, the study will measure its effects on pre-service upper-secondary teachers'attitudes, beliefs, and the development of their teaching materials both quantitatively and qualitatively.

Findings:
The findings from this pilot study will be available before the conference in March 2025.

Outlook:
Following the pilot study, further research will be conducted during the summer term of 2025 by refining the measuring instruments and lesson plans based on the findings from the pilot study. By examining participants'attitudes, beliefs, developments, and teaching materials, the goal is to further refine Pylonitis & Meyer's (2024) approach. The aim is to draw meaningful implications for incorporating arguing for sustainable global citizenship into educational settings, thereby enhancing the overall impact of FL education in and beyond the classroom.

14

"Open House": Promoting Sustainable Development in Dual Language Content Area Teaching

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Keywords:

language policy, sustainable education, sociocultural pedagogical practices, content area teaching, teacher-researcher collaboration

Biographical Note:

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Eugenia Maria Barba-Robert is a full-time teacher at Instituto Thomas Jefferson-Valle Real, Guadalajara, Mexico. She has been teaching in the fields of English as a Second Language, Science, and Geography for 6 years. Also, she worked for the federal government in Mexico implementing sustainable practices for landowners and local communities.

References:

Spolsky, B. (2004). Language policy. Cambridge University Press.

Teemant, A., Leland, C., & Berghoff, B. (2014). Development and validation of a measure of Critical Stance for instructional coaching. Teaching and Teacher Education, 39, 136-147.

Abstract (500 words):

Abstract (300 words):

Teacher-researcher collaboration promotes innovative practices and encourages the development of effective and culturally responsive pedagogy. Drawing from language policy (Spolsky, 2009) and socio-cultural pedagogical (Teemant et al., 2014) perspectives anchored on project-based learning (PBL), this teacher-researcher collaboration describes our professional learning experience in a "mentor-mentee" relationship through a summer study abroad program in 2024. The professional development study abroad program was a partnership between a large-public Hispanic-serving university located in the US and an international school in Mexico. Through a three-week immersive graduate level course, the first author (researcher and mentee) worked with the second author (teacher and mentor) in a Geography class. Data includes our collaborative reflections and conversations around the planning and preparation, implementation, and reflection of teaching including teacher and student artifacts. In her dual language classroom, the mentor shared her teaching practices through a two-day culminating activity named "Open House". In this simulation activity, middle school students were challenged to present their sustainable house designs and sell the houses to the investors (including the mentee). Findings reveal that there is an intentional integration of sociocultural pedagogical practices such as challenging activities, instructional conversation, language and literacy development, and joint productive activity throughout the planning and implementation of the lesson on sustainable housing. Drawing from our findings, this presentation highlights research-based sociocultural pedagogical practices, classroom strategies, and language policy practices for teachers to promote both content and language learning in line with sustainable development lessons in bilingual-multilingual classrooms.

15

Building a community of practice of critical cosmopolitan citizens with digital storytelling

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[2] *University of North Carolina*

[3] *Universität Stuttgart*

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Keywords:

digital storytelling, critical cosmopolitan citizenship, environmental justice, global village

Biographical Note:

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Medina, Adriana (Prof.): Professor at The University of North Carolina at Charlotte, USA
Roters, Bianca (Prof.): Professorin für Sprachwissenschaft und Sprachdidaktik, Institut für Englisch, PH Ludwigsburg
Schabio, Saskia (Dr.): Wissenschaftliche Mitarbeiterin, Amerik. Literatur und Kultur, Universität Stuttgart

References:

Ricardo Römhild, Anika Marxl, Frauke Matz & Philipp Siepmann (Eds.). Rethinking Cultural Learning: Cosmopolitan Perspectives on Language Education. WVT Wissenschaftlicher Verlag Trier, 2023.

Abstract (500 words):

"Critical cosmopolitan citizenship allows us to conceive of citizenship as a status, a feeling and a practice at all levels, from the local to the global"(Römhild et al., 2023). The polycrisis, e.g. climate change, leads to a myriad of different emotions throughout all age groups, starting with children's reactions towards picture books or teenagers facing climate anxiety. In this symposium, we aim to present different teaching options that shed light on the discourse, bearing the perspective of critical cosmopolitan citizenship (CCC) in mind. We are going to discuss possible cognitive and emotional implications for students in

listening to stories and creating their own stories in digital products, thereby comprehending, engaging and interacting with the texts on an emotional level. In sum, we address the need for a more sustained engagement with the emotional and cognitive implications of critical cosmopolitan citizenship in EFL classrooms.

This symposium aims to bring together students, teachers, and researchers in a community of practice that addresses questions of critical cosmopolitan citizenship with a focus on environmental justice. Concerning digital storytelling, participants will be asked to narrate their perspectives on the teaching ideas presented and construct possible venues of digital outlets. Participants actively co-construct their teaching planning perspectives and negotiate their ideas on critical cosmopolitan citizenship provided in the exemplary teaching units from different angles and standpoints.

Key questions are:
• How are other concepts of environmental citizenship related to CCC? What are the different agendas and how do they play out in the classroom, both in school as well as in teacher education? How can we make this debate relevant for (future) teachers?
• How can digital storytelling promote or advance our understanding of CCC?
• How can sound and images serve as a scaffold in picture books, graphic novels, or plays? How do such findings translate how we read and create digital stories in the classroom?
• How can CCC be integrated into teaching units and reflected from a curricular perspective?

Structure of the symposium:
In this proposed session, the presenters will provide the audience with an overview of conceptual frameworks related to global learning. Next, the participants will be asked to engage in a discussion on how they perceive these frameworks and see their practical application in the classroom. Afterwards, the presenters will offer a project illustrating the educational potential of two of the frameworks and their use in the classroom through picture books. After another opportunity for discussion, the audience will leave with ideas for ways to incorporate global learning in their classroom.

1. Introduction to different concepts and possible teaching perspectives

2. A Globally Networked Learning Project on Storytelling and the Sustainable Development Goals

Concerning digital storytelling, participants will be asked to narrate their perspectives on the teaching ideas presented and construct possible venues of digital outlets. Participants actively co-construct their teaching planning perspectives and negotiate their ideas on critical cosmopolitan citizenship provided in the exemplary teaching units from different angles and standpoints.

Abstract (300 words):

16

Strengthening Early Childhood Education Practice through Sustainable Innovation in Esanland, Nigeria: The Compu-Video Media Option

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Keywords:

Compu-video media, Early childhood education, Esanland, ESD, Preschool teachers.

Biographical Note:

Osakue Stevenson Omoera, PhD, is Chair in the Department of Theatre and Film Studies, Faculty of Humanities, Federal University Otuoke, Bayelsa State, Nigeria. He teaches and conducts research in the Sociology of the Media, Nollywood Studies, Development Communication, African Theatre Performance and Cultural Communication.

References:

Abstract (500 words):

Abstract (300 words):

Globally, the premium is placed on the concept of 'play' in early childhood education. This is because play is critical to a child's growth and development. In Nigeria, it is enshrined in the National Policy on Education (NPE) that government authorities are to ensure that the main method of teaching at the pre-primary level is the play-away method. The situation on the ground in many parts of the country appears to be a far cry from this because it is not sustainably innovative enough. It is within this context that this study uses historical-analytic, key person interview (KPI) and direct observation methods to examine sustainability innovation in the framework of education for sustainable development (ESD) in early childhood education in Esanland in Nigeria. It argues that although teachers at the preschool level in Esanland strive to adopt the play methods, they tend to overtax the learning capacities of preschoolers, thereby overgrowing them, with likely negative effects, which affect them in successively higher levels of learning. The study observes that the situation may have arisen from a combination of factors, including inadequacy of trained pre-primary schoolteachers, inadequate facilities, poor teaching and learning environment, weak supervisory and regulatory practices, etc., in the locality. The study suggests a revisiting of the play phenomenon in preschool education in Esanland, using the ESD paradigm of the United Nations' sustainable development goals (SDGs) to emphasize sustainable innovation of compu-video media to create a heartier learning and teaching environment for preschoolers and their teachers, as part of efforts aimed at strengthening early childhood education practice in the area. Deliberate efforts should be geared towards sustainable innovative curricular overhaul, training and retraining of preschool teachers, with massive deployment of video media in teaching and learning activities among preschoolers because children find the audio-visual aesthetics of video media irresistible.

17

Multilingual ESD at the example of two secondary school student conferences

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Keywords:

multilingual education, GCE, Transdisciplinary Learning, Translanguaging, CLIL

Biographical Note:

Dr. Subin Nijhawan is Research Associate at Goethe University, Institute of English and American Studies, Teaching Degree English

References:

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Diehr, B. (2022). Mit bilingualem Unterricht Synergien für die Bildung für nachhaltige Entwicklung nutzen. In C. Surkamp (Ed.), Bildung für nachhaltige Entwicklung im Englischunterricht: Grundlagen und Unterrichtsbeispiele (pp. 99-115). Klett/Kallmeyer.
Elsner, D. (2021). Mehrsprachig und interdisziplinär: Bildung für nachhaltige Entwicklung im bilingualen Unterricht Politik und Wirtschaft. In E. Burwitz-Melzer, C. Riemer, & L. Schmelter (Eds.), Entwicklung von Nachhaltigkeit beim Lehren und Lernen von Fremd-und Zweitsprachen: Arbeitspapiere der 41. Frühjahrskonferenz zur Erforschung des Fremdsprachenunterrichts (pp. 43-54). Narr.
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Abstract (500 words):

Abstract (300 words):

The philosopher Wittgenstein (1963) once postulated: "The limits of my languages define the borders of my world."This statement highlights the significance of language learning and the increasing necessity for global citizenship education (GCE) in the era of postmodern globalization (Osterhammel, 2019).

Given the urgent need to address 21st century challenges through quality education in line with Sustainable Development Goal (SDG) 4, this paper advocates a multilingual, global, and transdisciplinary approach to education for sustainable development (ESD) (Nijhawan, 2024). It posits that creating multilingual classroom glocalities is vital for fostering GCE as an integral part of ESD (Nijhawan et al., 2021a; Elsner, 2021). Emphasizing the transformative potential of pedagogical translanguaging (García & Li, 2014), Nijhawan (2022a, b) proposed a comprehensive teaching model for multilingual content and language integrated learning (CLIL). This CLIL-based strategy supports ESD due to their transdisciplinary and methodological parity (Diehr, 2022).

Empirical data from two multilingual secondary school student conferences demonstrates this pedagogical approach:

1. **climonomics (2019): Approximately 200 students participated in a European Union parliamentary debate simulation on "climate action,"widely featured in audiovisual and print media.**

   savetheblueplanet (2022): Around 360 students participated online in a debate on ocean protection, assuming the roles of personalities and everyday characters.

Following the presentation of the multilingual and differentiated concepts and methods (Nijhawan et al., 2021b; Brink et al., 2024), evaluation data shows that multilingual teaching promotes ESD. The CLIL-model leverages pre-existing linguistic resources, elevating the role of first languages beyond regional and global lingua franca English while simultaneously supporting second and foreign language learning. It fosters inclusivity and empowerment, advancing ESD and agency within a super-diverse society (Vertovec, 2007). Therefore, with a refined multilingual pedagogy and the integration of natural and social sciences as well as the humanities, ESD can evidently herald GCE and the SDGs.

18

The new German federal conceptual framework ("Orientierungsrahmen") for global learning and ESD: "the big hit"or "old wine in

new bottles"?

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Keywords:

Orientierungsrahmen, Global Citizenship Education (GCE), Multilingual Education, Curriculum Integration, Transdisciplinary Learning

Biographical Note:

Dr. Subin Nijhawan (organizer) is Research Associate at the Institute of English and American Studies, Teaching Degree English

Dr. Almut Küppers is Lecturer at the Institute of English and American Studies, Teaching Degree English

Prof. Dr. Carola Surkamp is Professor for Foreign Language Teaching with a focus on English

References:

KMK (2007). Orientierungsrahmen für den Lernbereich Globale Entwicklung im Rahmen einer Bildung für nachhaltige Entwicklung. KMK.

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Küppers, A. (2022). Sprachenlernen in der postmigrantischen Gesellschaft. Oder: Braucht eine offene Gesellschaft ein offenes Fremdsprachencurriculum. Perspektiven der Schulfremdsprachen in Zeiten von Global English und Digitalisierung: Welche Zielsetzungen sind für Französisch, Spanisch, Russisch & Co.(noch) zeitgemäß?, 103-131.

Nijhawan, S. (2024). How to decolonialize social science education on the basis of a progressive reading of ESD? Journal of Social Science Education, 23(4), forthcoming in December 2024.

Surkamp, C. (Ed.). (2022). Bildung für nachhaltige Entwicklung im Englischunterricht: Grundlagen und Unterrichtsbeispiele. Klett/Kallmeyer.

Abstract (500 words):

This proposed symposium addresses the new German federal conceptual framework for global learning and Education for Sustainable Development (ESD) ("Orientierungsrahmen"). The Orientierungsrahmen has emerged as a response to SDG 4.7, emphasizing ESD, global citizenship education (GCE) and cultural diversity.

Background and Motivation:
In 2021, the Standing Conference of the Ministers of Education and Cultural Affairs of the Länder in Germany (KMK) initiated a participatory process for developing the third edition of the Orientierungsrahmen, this time focusing on upper secondary schools (earlier versions: KMK 2017, 2016). The symposium will present the work of two subject expert groups (Facharbeitskreise - FAK), exploring how these disciplines contribute to the SDGs.

Organization:
The symposium will gravitate around the question: to what extent does a culture of sustainability and global citizenship exist within teacher education institutions, and how these concepts have been integrated into the curriculum by both FAKs. Three spotlight presentations will be featured, followed by critical discussions led by two teachers (also part of the FAKs) and an open floor discussion.

Presenters and Topics:

1. Subin Nijhawan: As the chair of the ``FAK Social Sciences'' and organizer of the symposi
2. Carola Surkamp: Speaking as a member of the ``FAK New Languages'', Surkamp will highlight
3. Almut Küppers: As the chair of the ``FAK New Languages'', Küppers will provide future pers

Discussants (invited):

• Julia Schäfer: A teacher who will critically evaluate the FAK New Languages'work, focusing on practical opportunities and challenges within the institutional settings.
• Daniel Winkler: Another teacher who will extend the discussion to the social sciences, providing insights into transdisciplinary synergies and the broader educational context.

Discussion:
The symposium will conclude with an open discussion: is the work the big hit"or "old wine in new bottles"? Participants will be invited to provide feedback, share their perspectives, and engage in a constructive dialogue about the Orientierungsrahmen and its role in promoting ESD through language and transdisciplinary education. Comparative perspectives from outside Germany are particularly welcome.

This symposium aims to foster a comprehensive understanding of how language education contributes to sustainable development and global citizenship, addressing key questions from the call for contributions and offering practical insights for educators and policymakers.

Abstract (300 words):

19

Language textbooks [and|are|prepare for] the future? An interview study with textbook authors.

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Keywords:

Futures Literacy, materials development, foreign language education

Biographical Note:

Jasmin Peskoller, PhD, is a postdoctoral researcher, and Sira Weber is a university assistant at the faculty of teacher education at the University of Innsbruck. Jasmin has also worked as a secondary school teacher (EFL, Mathematics). Their research interests include critical
(inter-)cultural education and diversity-sensitive approaches to (language) teaching/learning.

References:

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Sippl, C., Brandhofer, G., & Rauscher, E. (Eds.) (2023). Futures Literacy. Zukunft lernen und lehren. Studienverlag. https://doi.org/10.53349/oa.2022.a2.170
Tomlinson, Brian (2012). Materials development for language learning and teaching.
Language Teaching 45/2, pp. 143–179.

Abstract (500 words):

Abstract (300 words):

The rather novel construct of Futures Literacy proposed by the UNESCO refers to the many competences that learners ought to acquire through formal education at a global day and age. It encompasses aspects such as the ability to envision and prepare for future scenarios, apply collaborative problem-solving, promote critical thinking, and to actively and engagingly participate in a diverse, future society (UNESCO, n.d.; Sippl, Brandhofer & Rauscher, 2023). Despite the attributed prevalence of language textbooks and their known influence on classroom practice, there is limited knowledge about their conception and

development (Tomlinson, 2012, p. 144). This qualitative research project attempts to address this gap by exploring the concept of Futures Literacy and investigating its implementation in teaching materials. For this purpose, semi-guided interviews are currently being conducted with textbook authors from various publishing houses with a focus on foreign language teaching at upper secondary level in Austria (BMBWF, 2024). This study aims to elucidate the extent to which recent educational policy documents and didactic considerations on the construct of Futures Literacy are taken into account in the creation and/or revision of teaching materials for the foreign language classroom. These insights can be valuable for both educational policy and material development and have implications for (language) teacher education and professional development. In this presentation, we will provide preliminary insights into the interview study and discuss selected aspects from the data.

20

Only Participation Can Improve The Situation

Autoren Anita Lie[1]; Meng Huat Chau[2]

Co-Autor: George Jacobs [3]

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[2] *Universiti Malaya*

[3] *Kampung Senang Charity and Education Foundation*

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Keywords:

Participation, Indonesia, Free Online, Real Life

Biographical Note:

Anita Lie is a professor at Widya Mandala Catholic University in Surabaya, Indonesia. She is an environmental education advocate and a leader in Education reform in Indonesia. Meng Huat Chau is a professor at Universiti Malaya in Kuala Lumpur, Malaya. His areas of interest include ecolinguistics and Global Englishes. Dr George M Jacobs is co-vice president at Kampung Senang Charity and Education Foundation in Singapore. He has published widely in student-centered education, engaged education, humane education, and ecolinguistics.

References:

Jacobs, G. M. (2017). Ecolinguistics and education. In A. F. Fill, & H. Penz (Eds.), The Routledge handbook of ecolinguistics (pp. 378-392). Routledge.

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UNESCO–UNEP. 1976. ʽThe Belgrade Charter: A global framework for environmental education ʼ. Connect 1/1: 1–9.

Abstract (500 words):

Abstract (300 words):

Title: Only Participation Can Improve The Situation

The book: English Via Environmental Education (EEE): Lesson for Learning English While Participating in Action for Sustainability (2nd ed.) 2024. Peachey Publications. Available free online. Editors: Meng Huat Chau, Anita Lie, Susan Amy, George M Jacobs, and Ingrid Gavilan Tatin.

This in-progress book (we already have agreement with the publisher) will be the fourth free online book that various combinations of the editors have done with Peachey Publications. The book provides examples for curriculum developers, in particular via: (1) an emphasis on students actually taking action for sustainability, whereas so many EE-themed .language learning materials stop at awareness and

understanding (Jacobs, 2017; Jacobs & Goatly, 2000; UNESCO/UNEP, 1976); (2) a deep connection to students'live, with real-life examples from Indonesia.

21

Integrating the UNESCO Creative Cities Network into English Language Teacher Education

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Biographical Note:

Stefan Rathert, PhD, is assistant professor in the field of English language teaching at the Faculty of Education, Kahramanmaraş Sütçü İmam University, Turkey. His research interests include language teaching materials development, teaching methods, translingual practices in language teaching and professional development for teachers.

References:

Kotb, K. S. (2021). The features and roles of universities in creative cities. In A. A. R. Galaby & A. A. Adrabo (Eds.), Handbook of research on creative cities and advanced models for knowledge-based urban development (pp. 285-304). IGI Global.

Newton, L. D., Newton, D. P. (2014). Creativity in 21st-century education. Prospects 44, 575–589. https://doi.org/10.1007/s11125-014-9322-1

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UNESCO and World Bank. (2021). Cities, culture, creativity. Leveraging culture and creativity for sustainable urban development and inclusive growth. https://unesdoc.unesco.org/ark:/48223/pf0000383744

Abstract (500 words):

Abstract (300 words):

The UNESCO Creative Cities Network (UCCN) aims to develop strategies and good practices to utilise culture as an engine to arrive at sustainable, resilient and inclusive cities, and to promote intercultural exchange. English language teaching offers opportunities to contribute to the UCCN's mission as the network's aims and practices can be integrated as content into instructional practice, thereby disseminating the rationale and work of the UCCN and facilitating language learning. For these reasons, sustainable development needs to be covered in teacher education so that teachers can gain an understanding of sustainable development and develop ways of implementing it into their current or future teaching. Against this backdrop, this study will report on an undergraduate course entitled "Creative Cities and Education"offered, for the first time between September 2024 and January 2025, to English language pre-service teachers at a Turkish university. The university's city is a UCCN candidate city in the field of literature. The course lecturer and author of this study is a member of the city's UCCN application team. Besides introducing the pre-service teachers to the UCCN, a central component of the course will be the design of instructional materials including lesson objectives and procedures to be used in English lessons. Based on data collected through journals, interviews, field notes and the lesson materials produced by the pre-service teachers, this study seeks to examine the pre-service teachers' understandings of sustainable development and knowledge of the UCCN at course beginning, and to what extent the undergraduate course helps them raise awareness of the significance sustainable development and cultural diversity. Additionally, the reports on experiences gained throughout the course

are considered to be informative for teacher education curriculum designers. Finally, the lesson plans to be designed by the pre-service teachers are likely to serve as inspirational sources for classroom practitioners.

22

Playing Devil's Advocate: Controversy as a Teaching Tool in Education for Sustainability

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Keywords:

pedagogy of discomfort, actor-network theory, teacher training

Biographical Note:

I teach German and English at a grammar school in Hamburg. In addition, I've been active in teacher training since 2022. I've also hosted presentations on a wide range of A-level topics geared towards sixth-form teachers in Hamburg and Bremen for more than ten years.

References:

Boler, Megan. Feeling Power. Emotions and Education. New York: Routledge, 1999.

Latour, Bruno. Reassembling the Social. An Introduction to Actor-Network Theory. New York: Oxford UP, 2005.

Gnädig, Susanne, Daniela Niemann. „Voices to be heard! In einem Interview-Podcast über die UN-Nachhaltigkeitsziele sprechen."Der fremdsprachliche Unterricht Englisch 176 (2022). 39-45.

Steininger, Ivo. „We care a lot! Sustainability und Bildung für nachhaltige Entwicklung im Englischunterricht."Praxis Englisch 3 (2024). 4-7.

Wrase, Michael. „Wie politisch dürfen Lehrkräfte sein? Rechtliche Rahmenbedingungen und Perspektiven."Politik und Zeitgeschichte 70, 14-15 (2020). S. 10-15.

Abstract (500 words):

Abstract (300 words):

In Hamburg, education for sustainable development has been an obligatory part of second-language learning ever since new state-wide curricula have been introduced in 2022. For teachers as well as for those involved in teacher training, the main challenge that arises from this shift in focus is how to translate the general concept(s) into theory-based yet also actionable strategies to be used in lesson planning.

Utilizing the conceptual framework of actor-network theory (ANT), my presentation will explore how to foreground the controversial undercurrents beneath sustainability-related topics such as climate change to generate chances for socio-political education as well as opportunities for language learning.

This serves to defamiliarize cherished notions that pupils might cling to in order to critically re-assess their own values and beliefs (pedagogy of discomfort) –crucially, this entails being willing and able to also step back from seemingly "safe", socially sanctioned ideas and stress-test these while playing devil's advocate, using authentic materials from ideologically diverse sources ("thick descriptions", in Bruno Latour's terms). Such a dialectic, deconstructive and debate-driven approach also generates chances for language learning/acquisition along the way.

Thus, arriving at a pedagogy of hope might require training pupils in the art of ideological criticism, which in turn might be translated into classroom activities involving digital media, since the digital sphere is where pupils will primarily be exposed to often highly polarized debates surrounding the issues at stake here. This also presents the opportunity to strengthen their media literacy.

Because the pupils are expected to entertain ideas from diverse backgrounds as thoroughly as possible, it is of the highest importance for (prospective) teachers to plan lesson activities in a way that allows them to refrain from taking direct influence on the "expected" outcomes too early while at the same time providing ethical guidance and emotional support.

23

Deep (Sustainable) Learning: A Comparative Analysis of L2 Methods for Communication Using AI

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Keywords:

L2 Acquisition, Artificial Intelligence, Global Awareness, Task-based Education, Communication.

Biographical Note:

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References:

Al-Jarf, R. (2022). Developing Students'Global Awareness in EFL Reading and Speaking. South Asian Res J Art Lang Lit, 4(1): 31-38.
De la Fuente, M. J. (2022). Education for sustainable development in foreign language learning: Content-based instruction in college-level curricula. Taylor & Francis.
Holmes, W., Porayska-Pomsta, K. (2023). The ethics of artificial intelligence in education. Routledge Taylor. Intelligence in Education Improvement. CRC Press.
Pedro, F., Subosa, M., Rivas, A., Valverde, P. (2019). Artificial intelligence in education: Challenges and opportunities for sustainable development.

Abstract (500 words):

Abstract (300 words):

Considering the existing initiatives and technologies, different studies in sustainability attempt to increase the knowledge of Global Awareness in communication and more importantly in the education of young people who will be the future citizens of this world. Artificial Intelligence as one of the most innovative tools of all time can help Education for Sustainable Development (EU 2030 Agenda) in its path. In this study, we focus on Foreign/Second Language (L2) acquisition and how to promote L2 learners'communication task-based activities through the personalization that AI provides as one of the fundamental elements in the debate on adopting updated tools in the training system. We propose to explore the effectiveness of some AI systems used in language learning while using difference mobile applications in self-study a new language to contribute with their critical reflections over a wide range of discussion topics and cultural realities. This research employs a semiotic analysis through a comparative survey with the task-oriented learning model proposed by the exemplary case of the English school - operating throughout Italy - My English School (MyES). The aim is to analyze the different tasks proposed by these systems to understand how AI considers the cognitive needs of students to generate personalized learning environment according to students'need. The expected results aim to identify

the characteristics of student-centered learning platforms, which responds to individual needs by promoting an equitable and inclusive education for sustainability understanding that follows a re-designed framework for communication and interpretation acts in teaching Global Awareness in L2 education that is task-oriented and supports AI as a companion in communication and content creation for social, economic, environmental, and cultural dimensions topics in education project for sustainability with a particular focus on how these technologies can be used to ensure inclusive and rights-based education for all students.

24

Teaching across (temporal) boarders: "Geschichtsbewusstsein" and English language education for sustainable development

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Keywords:

Geschichtsbewusstsein, critical thinking, eurocentrism, history, English

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Iris van der Horst, BEd MEd, is a Pre-Doc researcher in didactics at the University of Klagenfurt. Her main research interests include global citizenship education and foreign language textbooks. Her PhD focusses on the depiction of global issues in ELT textbooks widely used in Austrian schools.

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Abstract (500 words):

Abstract (300 words):

The relevance of education for sustainable development (ESD) and global citizenship education (GCE) has gained recognition in English Language Education (ELE) discourses, as well as in history didactics discourses. As the historical dimension should play a significant role in any cultural-learning program, it is of great interest to investigate how history-related pedagogical concepts could be integrated in language education for sustainable development, which is a research area that has remained unexplored so far. Aiming to address this research gap, our paper suggests ways in which the concept of "Geschichtsbewusstsein" can be conceptually incorporated in ELE to inspire content, material and task design that reflects on past, present and future to "empower individuals to reflect critically on the legacies and processes of their cultures, to imagine different futures and to take responsibility for decisions and actions"

(Andreotti 2014: 29). More specifically, by drawing on theories from the realm of ESD and GCE (Andreotti et al. 2019) and ELE (Kramsch 2009; Marxl and Römhild 2023) and combining them with the theoretical framework of history didactics (Rüsen 1997), our paper will focus on the contribution and guidance that history didactics can provide when discussing eurocentrism and manipulation through language in the ELE classroom. Our initial research shows that the core philosophy of history-related pedagogical concepts overlaps significantly with ESD and GCE and promotes competences such as critical analysis of sources and of one's own position that would provide teachers with meaningful guidance in going beyond mere "Informationsaustausch"(Kramsch 2009) in the ELE classroom.

25

Fostering Sustainability via Linguistically and Culturally Responsive ELT in the Udele Project

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Biographical Note:

Elizabeth J. Erling, PhD is the PI of the Udele project, Elise-Richter Senior Postdoctoral Fellow at the University of Vienna and Professor of ELT at the University of Education Upper Austria. Her research investigates the potential contribution of (English) language education to social justice and seeks solutions that improve students'experience of learning languages.

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Abstract (500 words):

Abstract (300 words):

In Austria, a disparity in English learning exists among students in linguistically diverse urban middle schools, often situated in socially disadvantaged areas. This student population has been underserved by both educational research and teacher education, hindering our understanding of how to address these challenges. This paper presents the Udele project, which aims to bridge this gap by gaining insights into students'languages and cultures and implementing linguistically and culturally responsive pedagogies (LCRP) (Gay, 2018; Lucas & Villegas, 2011). LCRP empowers students by validating their linguistic and cultural identities, fostering a sense of belonging and self-worth, which is crucial for developing their voice and agency in sustainability education.

The Udele project employs transformative, ethnography-informed design-based research to explore students' multilingual identities and practices (Erling & Weidl, forthcoming). This approach allows us to develop materials that validate and utilize students'linguistic and cultural identities as resources for further (English) language learning.

The presentation showcases examples of students' multilingualism achieved through our methods, using multilingual interviews to collect personal narratives about their backgrounds, educational journeys,

and linguistic and cultural identities. It will then introduce a classroom activity developed to enhance ELT: The Multilingual Food Pyramid. This activity allows students to reflect on and present their dietary habits and favorite foods in English and their other languages. Additionally, students discuss seasonal foods in different geographic contexts and the environmental impact of various food choices.

The presentation closes by exploring how LCRP can enhance sustainability education by creating an inclusive, critical, and globally-minded learning environment. This approach connects students' languages and contexts with global issues, preparing them for academic success and meaningful engagement with the world around them. Integrating these approaches fosters a comprehensive educational experience that values and sustains linguistic and cultural diversity and promotes environmental responsibility.

26

Crossing Boundaries in ESD: Critical Perspectives on Virtual Reality Apps

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immersive virtual reality, critical literacy, education for sustainable development

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Claudia Schnellbögl is a research assistant in English Language Education and Psychology in School and Teaching at the University of Bamberg. Her research focuses on teacher education, teaching and learning with digital media, and immersive virtual reality. She is part of the evaluation team in the lernen:digital project DiSo-SGW.
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Abstract (500 words):

Abstract (300 words):

Virtual reality (VR) apps offer immersive experiences that allow users to explore underwater worlds, adopt pro-environmental lifestyles, and communicate about sustainability issues with avatars. These features present valuable opportunities for language education and for engaging with the social, cultural, political, economic, and ecological dimensions of sustainability. This presentation explores the integration of VR apps for language education for sustainable development (Römhild et al., 2023), suggesting that language educators should cross boundaries in two ways: 1) by using VR headsets to enter virtual worlds that offer immersive learning opportunities (Parmaxi, 2023), and 2) by critically examining the content of VR apps. Drawing on the Education for Sustainable Development (ESD) framework (KMK, 2017), which includes the three dimensions of discovering, evaluating, and acting, we highlight the importance of critical literacy. This also plays a central role in our research project (DiSo-SGW), part of the competence network lernen:digital (BMBF), which aims to foster teachers'digital sovereignty (Zirkel & Summer, 2024). For this project, we developed VR-based tasks for teacher training modules in the context of ESD and evaluated them through workshops with adolescent learners of English (N=41). Semi-structured qualitative observations (Cohen et al., 2018) were used to investigate four aspects: language use, content focus, learner attitudes, and the use of technology. Our findings show that while initial language use focused on technological challenges (e.g., "How can I move on?"), many learners found VR devices highly motivating, especially in the context of ESD, which became evident in their verbal reactions. Moreover, some learners engaged critically with the app content, both through the provided tasks and independently. The findings thus underscore the potential of VR to enhance motivation and enrich language education for sustainable development while facilitating critical engagement. The presentation concludes with insights into the development and evaluation of the VR teacher training modules.

27

The effects of pragmatic intervention on directive speech acts in a virtual exchange CLIL context at university level

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Keywords:

Virtual Exchange, English as Lingua Franca (ELF), Pragmatic competence, Pragmatic instruction, CLIL

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Prof. Dr. Anne Barron is a professor of English Linguistic at Leuphana University Lüneburg and specialises in (Variational) Pragmatics, Corpus Pragmatics and the pragmatics of Irish English.

Prof. Dr. Torben Schmidt is a professor of English Didactics at the Institute of English Studies at Leuphana University Lüneburg. His fields of interest are foreign language learning and the digital media, self-directed learning and project work in the EFL classroom, teaching EFL in elementary schools, drama in education, and the teaching of listening and speaking.

Jodie Birdman, M.A. is a researcher at Leuphana University Lüneburg and specialises in sustainability education, didactics of elementary social studies and science.

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Abstract (500 words):

Background: Intercultural and international collaboration is essential for achieving a sustainable future. and pragmatic competence plays a critical role in effective intercultural interactions. In line with this perspective, Sustainable Development Goal (SDG) 4 promotes education that fosters a culture of peace, non-violence, appreciation of cultural diversity, and global citizenship (United Nations 2015). Thus, it is crucial to educate learners in pragmatic skills that are fundamental for successful intercultural interactions. Previous research in interlanguage pragmatics underscores the effectiveness of consciousness-raising activities and explicit instruction in fostering pragmatic competence (Alcón-Soler 2015; Glaser 2014; Safont-Jordà and Alcón-Soler 2012). Peer feedback, a crucial component of collaboration, can also be a potential source of misunderstandings, however, instructional studies on peer feedback have shown promising results (Del Bono and Nuzzo 2021; Nguyen et al. 2013). In this respect, this study examines the effects of a pragmatic intervention embedded in an English as a Lingua Franca (ELF) university setting with a sustainability focus and virtual exchange component.

Methodology: Pragmatic intervention was developed to be included in a 14-week elective course on culture, communication, and sustainability where ESD (Education for Sustainable development) informed both the pedagogical design and delivery and the content. The class was open to all bachelor students and had an ELF virtual exchange setting. The participants included 22 bachelor students from different disciplines. The intervention lasted five weeks and covered the introduction of major speech acts in feedback, concept of politeness and politeness in feedback. The learners were required to provide peer feedback both before and after the intervention, which was then analysed to evaluate its effectiveness. The objective of the intervention was to prepare learners for a subsequent virtual exchange activity where they were required to provide written feedback to the blog articles written by their peers. A longitudinal design, with pre- and post-tests, was adopted to measure outcomes.

Main findings: The findings indicate that, following the intervention, the learners predominantly used conventionally indirect strategies (e.g. positive assessment of future action) to minimize the imposition level of their directives/messages. In doing so, they exhibited greater consideration for the hearer's feelings and emotions, demonstrating a more hearer-oriented communication approach.

Conclusion: The study concludes that pragmatic instruction is vital for developing the knowledge and skills necessary for effective intercultural collaboration and is both relevant and beneficial for Education for Sustainable Development (ESD) in terms of content and outcomes.

Abstract (300 words):

29

Strengthening Linguistic Participation in Nursing Education (STePs) as a Contribution towards Sustainable Development

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Keywords:

linguistic participation, nursing education, integrated content and language learning, sustainable development

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References:

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Abstract (500 words):

Strengthening the linguistic participation of –increasingly international –trainees plays a key role in nursing education in the migration society. Trainees –especially with recent migration experiences – are confronted with communicative challenges in nursing school and practice. Additive approaches to language support are detrimental to participation as they have an exclusionary effect. Instead, it is necessary to develop linguistic participation in an integrative contextually embedded way with the involvement of all stakeholders. The interdisciplinary research and development project Strengthening Linguistic Participation in Nursing Education (STePs) –Nursing School and Practice as a Learning Opportunity (10/2022–09/2025) pursues this aim by creating a linguistically supportive environment at both learning sites (school and workplace) based on the principle of scaffolding (Gibbons 2015).
Methodologically, a combination of document analyses, observations, audiographies and group discussions (reconstructive-qualitative paradigm) is used to gain insights into the linguistic needs and to reconstruct social practices (Reckwitz 2003) that hinder and support linguistic participation.
Although first results show that learning sites (school and workplace) in nursing education offer opportunities for linguistically supportive teaching and practical guidance, these are not yet being taken into account. This is seen as one reason for trainee dropouts and prevents or at least severely restricts the young people's participation in society (Daase/Fleiner 2024: 1). On the one hand, these first results illustrate the need for training programs for teachers and practice guides. On the other hand, they show that linguistically supportive teaching can be integrated into existing didactic concepts in nursing education.
To ensure the mutual transfer of findings, the next step is to develop concepts for strengthening linguistic participation with the aim of implementing such concepts in further training measures for nursing teachers and practice guides. In this way, the STePs Project contributes to the transformation of nursing education and thus to sustainable development.

Abstract (300 words):

30

Developing Education for Sustainable Development (ESD)-Infused Pedagogy in a Literature Classroom Module on ESL Teacher Trainees' Teaching Adaptability

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Keywords:

Education for Sustainable Development, ESD-infused pedagogy, TESL service teacher, Teaching adaptability, Sustainable awareness

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References:

Abstract (500 words):

Abstract (300 words):

Education for Sustainable Development (ESD) is essential for equipping future educators with the knowledge and skills to foster environmental awareness and sustainable practices. This research aimed to develop an ESD-infused pedagogy within a Literature module to enhance the teaching flexibility of ESL (English as a Second Language) pre-service teachers. A mixed-methods approach was employed, involving surveys, intervention implementation, rubric assessments, Likert scale evaluations, and semi-structured interviews. The study involved 100 TESL (Teaching English as a Second Language) teacher educators and 40 TESL pre-service teachers.

Initially, a questionnaire was distributed to teacher educators to gauge their perceptions of ESD practices in Malaysian secondary schools and the necessity for training and guidelines for effective ESD integration. Subsequently, during an 8-week intervention phase, pre-service teachers were introduced to an ESD-infused module covering Sustainable Development Goals (SDGs) and the significance of embedding ESD into their teaching. Specific rubrics were used to evaluate lesson plans, micro-teaching sessions, reflection journals, and service-learning projects, providing valuable feedback on the intervention's effectiveness.

Post-intervention perceptions of pre-service teachers were collected using a five-point Likert scale survey, complemented by semi-structured interviews, to gain deeper insights into their experiences. The study sought to bridge the gap between theory and practice, successfully empowering educators to incorporate ESD concepts into their teaching methodologies. The findings contribute to formulating comprehensive strategies and guidelines for promoting ESD-infused education and cultivating sustainable practices in ESL classrooms.

32

Teachers and Students perception of language education curriculum opportunities towards sustainable development in North-northeast Nigeria

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Keywords:

Key words: Language education, curriculum, sustainable development, teachers/students

Biographical Note:

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Abstract (500 words):

Abstract (300 words):

guage education curriculum is a tool through which the SDG 4 can be achieved. A hoard of researches have laid much emphasis on education generally as it patterns to language education with little on curriculum of language education which should engender the content, achievable objectives and strategies for SDG 4 attainment. This study seeks to harness the perception of teachers/students in tertiary institutions in the language discipline to unravel opportunities towards sustainable development in north-eastern Nigeria. Do teachers/students in teachers training institution perceive language education curriculum as a mechanism through which sustainable development can be realise? and what is the assessment of teachers/students on the realization of language education curriculum toward sustainable development? The study employs quantitative descriptive survey design. A self-constructed questionnaire was used to elicit data from 200 teachers/students from language departments of colleges of education in Gombe state northeast Nigeria. The study found that, teachers/students hardly believe the language education curriculum is capable of enhancing sustainable development in north eastern Nigeria. Participants perceive language education curriculum as a tool for education but feel language education curriculum only stands as far as the English language is understood and appreciated. It was also found that student believe language education should be reviewed to accommodate indigenous languages which will achieve the goal more effectively. The study recommends a holistic appraisal of language education curriculum in Nigeria and a shift from the English language to indigenous language for better pursuance of sustainable development in Nigeria.The study concludes that language education curriculum need to be revisited while effort is being made to involve language specialists in a bid to create language education that centres on what the people appreciate and are capable of using to foster sustainable development. This will enhance the drive to achieve education for sustainable development.

33

Challenging monoglossic ideology for sustainability in an international teacher education project

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Keywords:

Language ideology, Teacher Education, ESD, multilingualism

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Abstract (500 words):

Abstract (300 words):

Monoglossic ideology, or the idea that languages exist as single, separate entities of vocabulary, grammar and orthography, has been robustly challenged by neuro-linguistic and socio-linguistic research in recent decades (Blommaert, 2010). Despite this, monoglossic ideology continues to dominate in schools, where it undermines the participation and achievement of marginalised and multilingual learners and the ambition of Sustainable Development Goal four (SDG4), which calls for high quality and inclusive education for all learners (Milligan et al., 2020). Moreover, dialogue between plural knowledges is key to sustainability, but is undermined in contexts where only a single dominating language is recognised (Barret et al.,2016).

This paper reports on an investigation of how educators may be engaged with and in alternative, transglossic understandings and practices of language in education (García, 2009), and the extent to which this can foster their participation and learning for sustainable futures. The study is situated within the Erasmus + Teacher Development Project 'Teaching Sustainability'(TAP-TS), which aims to develop the sustainability competences of student teachers, teachers and teacher educators through the co-design of learning and teaching resources during online, hybrid and face to face events as part of an international community of practice. A key limitation of European teacher education projects is the assumption that English is the sole medium for communication and participation, as this reproduces monoglossic ideology and undermines teacher participation. We report on how we have explicitly addressed and challenged this assumption during teacher education courses and through the materials produced which focus on themes of identity, discrimination, decoloniality and multilingualism in relation to sustainability. We draw on data and analysis from the projects'developmental evaluation (Quin-Patton, 2008), to consider the relationship between engaging educators to critically consider and reconstruct language practices and their learning for sustainability education.

34

Developing an Ecological Language Teaching Model in English to Promote Sustainability Literacy

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Keywords:

Ecological model, language learning, sustainability literacy, ESL.

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Abstract (500 words):

Abstract (300 words):

The need for addressing sustainability issues is growing hastily in an era of rapid changes and devel-opments as the interconnectedness between human society and the environment has become more apparent than ever. The need to create an 'ecological re-imagining of education'is at an urging situation as it has been over fifty years since the United Nation's Conference on the Environment in Stockholm (1972) in which they recognized that education has a critical role in 'achieving environmental and ethical awareness'(Sterling, 2021). Sustainability needs to be applied to all disciplines and therefore, it should be embedded throughout curricula (Barkway & Mai, 2022). English, being a universal language, is more obliged towards the action – and wherever it is used as a Second Language (ESL), this responsibility becomes even more intense. While most of the existing language teaching models provide adequate importance to language and linguistic competence, there exists an exigency of interconnectedness with sustainability literacy. This enticed the researcher's attention in developing an ecological model in En-glish language education to enhance sustainability literacy. The present paper discusses the design and development of the ecological model in English Language. The Model is developed with a strong support of Bronfenbrenner's theory. The researcher aims to highlight the importance of integrating sustainability literacy with language learning and the importance of an ecological language learning model in English in enhancing sustainability literacy.

35

Hackathons in (Critical) Language Teacher Education for Sustain-able Development and Global Education

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Keywords:

Hackathons, (Critical) English Language Teacher Education, Education for Sustainable Development, Global Education, Critical Global Diversity Competence

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English Language Education
Research interests (selection):
Global Education: global citizenship, critical global diversity competence,
Education for Sustainable Development: curricula development, material and task design, hackathons
in ESD, GE and (Critical) Language Teacher Education,
Plurilingual education, Language Awareness

References:

Gerlach, David & Kroschewski, Annette (2023). Bildung für Nachhaltige Entwicklung im Fach Englisch. Hackathons und Professionalisierung. In: Journal für LehrerInnenbildung 23(3), pp. 102-109. DOI: 10.25656/01:27979; 10.35468/jlb-03-2023-10
Kroschewski, Annette (2015). From British Diversity to Global Diversity: Perspectives for the EFL Classroom. In: Christiane Lütge (Ed.), Global Education: Perspectives for English Language Teaching (pp. 93-126). Wien: LitVerlag.
Kroschewski, Annette (2022a). Bildung für nachhaltige Entwicklung in curricularer Perspektive. In: Carola Surkamp (Ed.), Bildung für nachhaltige Entwicklung im Englischunterricht. Grundlagen und Unterrichtsbeispiele (pp. 147-163). Hannover: Klett/Kallmeyer.
Kroschewski, Annette (2022b). How can we make cities and communities more sustainable? Ein Hackathon im Englischunterricht ab Klasse 9/10. In: Carola Surkamp (Ed.), Bildung für nachhaltige Entwicklung im Englischunterricht. Grundlagen und Unterrichtsbeispiele (pp. 210-229). Hannover: Klett/Kallmeyer.
Kroschewski, Annette & Steffen, Ursula (2024). Interdisziplinäre und institutsübergreifende BNE-Kooperationen in der Lehrkräftebildung in NRW im Hochschulnetzwerk BNE: Zur Rolle von Kooperation, Kreativität und Hackathons im Kontext von BNE. In: Gemeinsamer Studienausschuss (Ed.), Newsletter Lehrer*innenbildung an der Bergischen Universität Wuppertal. Nachhaltigkeit in der Lehrer*innenbildung 02/2024, pp. 20-21.

Abstract (500 words):

Abstract (300 words):

Various aspects of Education for Sustainable Development (ESD) and Global Education (GE) have been discussed in depth, also in the context of language education (cf. Cates 2004, Lütge 2015, Römhild 2023, Surkamp 2022, Matz & Römhild 2024, to mention just a few who have made highly valuable contributions to the field).
Our research addresses not only several of these aspects but also and in particular the relevance of GE and ESD in (critical) language teacher education (CLTE) with a specific focus on using hackathons. There is still a noticeable gap as far as hackathons in research and English language education is concerned. That is why the focus of our research is on the potential of using hackathons as research and learning opportunities in these contexts.

In this qualitative longitudinal study hackathons are used as a tool in the context of ESD, GE and CLTE. English language students, teachers and teacher educators act as participants and co-researchers. This is ongoing research with several parts that have been completed and parts that are still work and research in progress.

The major findings of the data collected and analysed so far show that hackathons are particularly revealing and suitable in the context of ESD, GE and CLTE. The remarkable value for students, teachers and teacher educators becomes visible. Creativity, communication, collaboration and solution-orientation which are characteristic of hackathons can be analysed in greater depth. Specific aspects of 'twin sisters' (Torres 2024) like ESD and critical diversity competence (Kroschewski 2015) or specific SDGs can be analysed in combination with different types of texts used.
Hackathons have proven to be successful and can make a significant contribution to CLTE, curricula, material and task design. This can fill the research gap as far as hackathons in the context of language education for sustainable development are concerned.

36

„Not really worried"–Students'interactional management of controversial topics on climate challenges

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Keywords:

CA-SLA, Virtual Exchange, Education for Sustainable Development, Critical Thinking

Biographical Note:

Naiara Kohlmann is a PhD candidate in Spanish Didactics at the Georg August University Göttingen. Her research focus is on Conversation Analysis for Second Language Acquisition, Virtual Exchange and digitalisation. She acquired her master's degree in Spanish as a Foreign Language from the University of Barcelona in 2018.

References:

Krengel, F. (2022). Globales Lernen durch virtuellen Austausch? Ein Lehrkonzept zur Förderung telekollaborativer Kompetenzen bei angehenden Englischlehrkräften. In: Schütte, Ulrike et al. (Eds.) (2022): Digitalisierungsbezogene Kompetenzen fördern: Herausforderungen, Ansätze und Entwicklungsfelder im Kontext von Schule und Hochschule, 160–167.

Ludwig, C., and Summer, T. (2023). Taboos and Controversial Issues in Foreign Language Education. London: Routledge.

O'Dowd, R. (2021). What do students learn in virtual exchange? A qualitative content analysis of learning outcomes across multiple exchanges. In: International Journal of Educational Research, 1.9, 1–13. https://doi.org/10.1016/j.ijer.2021.101804

Abstract (500 words):

Abstract (300 words):

In recent years, the number of Virtual Exchange (VE) and other technology-mediated initiatives has seen a stunning increase. Even though some studies have shown the potential impact VE can have on the development of intercultural skills (O'Dowd 2021) or on global learning (Krengel 2022), very few have analysed how conversations on issues and challenges related to climate change are interactionally managed and how identities (like being a climate activist) are negotiated.
This study has the intention to address this gap. Drawing from a VE project within the ENLIGHT network (enlight-eu.org) with Spanish as lingua franca, we recorded students from seven different universities talking about current and controversial (Ludwig and Summer 2023) topics. The conversations took place between October and November 2021 and the topics were related to digitalisation, health and equity. The methods used for the analysis of the data are Multimodal Conversation Analysis and Membership Categorisation Analysis.
The main results show how young people negotiate their social and also national identities while speaking about the different challenges facing European societies and how they define themselves and describe others. The data shows also how the groups manage the interaction when they talk about controversial topics that might be less accepted and which resources, they use to distance themselves from opinions they do not share. The analysis of the conversations shows also how they speak about topics that concern them (or not) and how the interaction develops when they try to find a common or individual solution to the challenges.
The results show that if the goal is to raise students'awareness of climate challenges, maybe it is not enough to make them "talk"about the problems, but they need to be involved in hands-on solutions.

37

Promoting Global Citizenship in China: University English Language Teachers'Dilemma and Voices

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Keywords:

Global citizenship; English language education; University teachers

Biographical Note:

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References:

Abstract (500 words):

Abstract (300 words):

The promotion of Global Citizenship (GC) has become a goal of higher education in many countries. It has been recognised that the important contribution that language education can make in particular to the promotion of GC. English language education also receives much attention on its promotion of GC. However, there is a particular lack of empirical research on English language teachers promoting GC, especially in the Global South. Furthermore, the significant role of English language teachers is underestimated. Listening to university English language teachers'voices and researching their experiences are valuable to explore the phenomena. Thus, this research explores the topic of promoting GC within universities in China, and it focuses on current university English language teachers'dilemma and voices. Through interviews with 25 teachers from universities in China, the study discusses English language teachers'understanding, interpretation and experiences of promoting GC. The findings demonstrate that university English language teachers'perceptions of GC in China are driven by nationalism discourse, Confucian thoughts and globalisation understanding. Meanwhile, university English language teachers confront some barriers when promoting GC: Firstly, English language curricular ideological and political education has been strengthened in Chinese universities. The second concern is teacher's limited and unequal access to training resources and sessions. There are disparities in the exchange learning and training resources available to teachers because of the type of university. Even within the same university, those who fully implement university or institute policies are given privileged access to more teacher education and training opportunities. Third, teachers are under pressure about employment accountability from both students and universities. Student expectations of English language teaching regarding National English Language Test and accountability from universities and faculty for students' employment upon graduation further impact English language teachers'performance in the courses.

38

ECO-LITERACY THROUGH MOBILE LEARNING: AN EXPLORATORY STUDY ON INTEGRATING ECOCRITICISM AND SUSTAINABILITY IN A LITERARY MOBILE APPLICATION

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Keywords:

Eco-criticism, Sustainability, Mobile Learning, Flipping the teacher, Literary Appreciation, English Language Learners

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3.Prof.(Dr.) Geetha Janet Vitus
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University of Kerala, India

References:

Abstract (500 words):

Abstract (300 words):

This experimental study explores how well a mobile learning application teaches literary terms and raises graduate-level English language and Literature students' awareness of the concepts of sustainability and eco-criticism. Through the use of the application's "teach back" or "flipping the teacher" feature, students are urged to impart knowledge to their peers, leading to a deeper comprehension of the subject matter. The app's content promotes critical thinking and literary appreciation through video instruction, reading materials, quizzes, and interactive tasks. A multi-stage cluster sampling technique was employed to select the study's sample. The ADDIE model and design thinking ideas were combined to create the functionality of the app and the instructional design of the learning package. The application's effects on students' knowledge acquisition, attitude changes, and comprehension of eco-critical ideas are evaluated by the study. Initial findings suggest that there has been a beneficial influence on students' comprehension and appreciation of literary concepts, eco-criticism, and sustainability. This mobile application meets the needs of English language learners for English for Specific Purposes (ESP) by teaching eco-criticism and sustainability using literature. This objective is met by equipping the students with subject-specific language, knowledge, and critical thinking abilities. By providing knowledge and awareness of eco-critical topics, the application helps students interact with environmentally conscious literature and gain a deeper comprehension of the subject.

39

Outdoor EFL contributes to global education and attitudes about sustainability

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Keywords:

outdoor, environmental, university, EFL, Japan

Biographical Note:

Katherine (Kate) de Veas is a researcher & curriculum coordinator at Kwansei Gakuin University's School of Policy Studies in Hyogo, Japan. Her focus is on the intersection of global / sustainable education, student wellbeing, and language learning.

References:

Cates, K.A. (2002). Teaching for a Better World: Global Issues and Language Education. Human Rights Education in Asian Schools, 5, 41-52.
Cheng, C. & Cheng, T. (2012). Reflections of the Role of Motivation on Learning English for Successful College EFL Learners in Taiwan. World Journal of Education, 5, 8-14. https://doi.org/10.5430/wje.v2n5p8
Donaldson, G. W., & Donaldson, L. E. (1958). Outdoor Education a Definition. Journal of Health, Physical Education, Recreation, 29(5), 17–63. https://doi.org/10.1080/00221473.1958.10630353

Abstract (500 words):

Abstract (300 words):

The study of outdoor education, defined by Donaldson & Donaldson in 1958 as "education in, about, and for the outdoors," has long held great relevance in the fields of child education and environmental education; this is especially true in Japan, where the UN's Education for Sustainable Development principles are widely accepted. This research investigates the impact of hands-on outside lessons in a university setting, and in an English as a Foreign Language (EFL) learning context, specifically questioning "Does outdoor environmental study in EFL have an impact on learning, or on attitudes about sustainability?" This research was conducted at two different Japanese universities between 2022-24, among 3 different populations (n1=7, n2=47, n3=32), using several qualitative survey tools and written reflections. In each case, the research groups were students enrolled in environmental science content-focused (CLIL) English lessons at the upper-intermediate to advanced level. Qualitative data and simple descriptive analysis show that learners found outside classwork deepened their understanding of environmental studies, alongside slightly increased positive perceptions of the SDG campaign overall. Written responses indicate that hands-on, "fun" explorations of outdoor settings gave students new opportunities to use target language items such as "species" in more memorable, genuine ways. Students had a positive reaction to the outdoor lessons, which has implications for motivation and learning (Cheng & Cheng, 2015). Evidence also suggests that student attitudes toward the global SDG initiatives increased over the weeks of study, which is a component of global education principles (Cates, 2002). The primary contribution of this research is in support of educators who wish to adopt language education for sustainable development (LESD) principles by taking their classes outside. Curriculum design and methodology for global education and LESD will be discussed.

40

Environmental Literacy and the Teaching of English

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Keywords:

foreign language education – environmental literacy – environmental humanities – education for sustainable development – related disciplines

Biographical Note:

Dr. Uwe Küchler has been a University Professor for Teaching English as a Foreign Language (TEFL) at Eberhard Karls Universität Tübingen, Germany, since 2016. Before his current appointments, he has researched and taught at the universities in Bonn, Halle-Wittenberg, and Dortmund. Küchler studied at Berlin's Humboldt-Universität (Germany), the University of London's Goldsmiths'College (Great Britain), and Georgetown University in Washington DC (USA). Currently, Uwe Küchler is finalizing the student handbook *Environmental Literacy and the Teaching of English* to be published with Narr Publishers in 2025.

References:

Küchler, Uwe. 2025. *Environmental Literacy and the Teaching of English.* (Narr Studienbücher). Tübingen: Narr Verlag.

Abstract (500 words):

Abstract (300 words):

I propose spotlighting an academic textbook that aims to expand environmental perspectives on foreign language education. The book thoroughly explores the role of environmental issues in the context of foreign language pedagogy. It provides practical insights and strategies for incorporating matters related to nature, environment, and sustainability into foreign language education. This comprehensive humanities approach to environmental literacy nurtures more hopeful paths and emphasizes the

valuable possibilities and unique opportunities that the study of languages, literatures, and cultures can bring to the environmental discussion and the exploration of additional or foreign languages.

The academic textbook fulfills this promise by scrutinizing language pedagogy and the teaching of English—its goals, principles, and tasks—as an academic discipline and a school subject. Unlike German *Fremdsprachendidaktik*, most related disciplines have developed a pertinent research field focusing on the relationship between humans and their non-human environment, considering the role that such discipline can play in environmental constellations. Chapters will be dedicated to ecolinguistics, ecocriticism, environmental education, and education for sustainable development, ecomedia, and environmental humanities, scrutinizing the insights of each new research field, the perspectives, and intriguing content available for research and classroom teaching.

After examining the specific areas of environmental knowledge and detailing the questions, perspectives, and findings of the academic discourse within them, the focus on teaching English leads to an important section that explores various discussions on literacy and presents a framework for *environmental literacy*, particularly in the context of teaching foreign languages. This framework emphasizes the significance of teaching languages, literature, and cultures rather than solely using language for communicating scientific and social concepts. With this model and the example of environmental issues in foreign language teaching, the book reconfirms the significance of a strong focus on language, literature, and culture in the context of environmental humanities.

41

Blended Learning for SDG Teacher Development: Lessons from an Erasmus+ BIP Program

Autor Thomas Raith[1]

Co-Autoren: Charo Lopez Contreras [2]; Katarzyna Radke [3]

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Keywords:

blended learning, SDG teacher competences, international virtual exchange

Biographical Note:

Prof. Dr. Thomas Raith is a professor at the department of English, University of Education (Pädagogische Hochschule), Freiburg, Germany. Research Areas: digital media use and teacher education, task-based language teaching, cultural studies and diversity in foreign language teaching, teacher education and teacher development

Katarzyna Radke is a senior lecturer of English and an internationalization coordinator at the Foreign Language Teaching Center of Adam Mickiewicz University, Poznań, Poland. Her interests lie in Internationalization at home and the use of English as a lingua franca for intercultural collaboration through Virtual Exchange.

Charo Lopez Contreras - Florida Universitària (València - Spain) has been teaching English as a foreign language for about 20 in secondary and upper-secondary schools. She currently teaches English for TEFL in the degree of Primary Education at Florida Universitària (València - Spain) and is writing her PhD thesis in the field of Telecollaboration and Virtual Exchanges.

References:

Abrahamse, Augusta u. a. (2015). A Virtual Educational Exchange: A North–South Virtually Shared Class on Sustainable Development. In: Journal of Studies in International Education, SAGE Publications Inc1 (2015), 2, S. 140–159.

Lenkaitis, Chesla Ann (2022). Integrating the United Nations'Sustainable Development Goals into a teacher preparation program: Developing content for virtual exchanges. In: Hilliker, Shannon M. (Hrsg.). Second Language Teaching and Learning through Virtual Exchange. De Gruyter, S. 209–224.
O'Dowd, Robert ; Werner, Sina (2024). The First Steps of Blended Mobility in European Higher Education: A Survey of Blended Intensive Programmes. In: Journal of Studies in International Education, SAGE Publications Inc (2024).

Abstract (500 words):

Abstract (300 words):

In our contribution, we will present research on an ERASMUS+ Blended Intensive Programme (BIP), conducted in spring 2024, involving students from Germany, Lithuania, Poland, and Spain with the goal to support SDG Target 4.7 teacher competences. Although there has been research on the effectiveness of BIP projects in European Higher Education (O'Dowd ; Werner 2024) and in the field of SDG and language education with virtual exchange projects (Lenkaitis 2022; Abrahamse et al. 2015), the concept of blended learning projects for SDG teacher education is quite new to the field. Over five weeks of virtual collaboration, students worked in international teams to explore how UN SDG Target 4.7 is addressed in their countries and finally met for one week in Poznań, Poland, to present their final products to an academic audience and to teach SDG 4.7 content in schools.

We used a mixed-methods approach, including pre- and post-project surveys and qualitative analyses of participants' online collaborations, final project products, and reflective portfolios. The research question was whether we can find indicators for SDG competence development of the participants, initiated by the collaboration in the BIP project.

Initial findings indicated diverse levels of prior knowledge and teaching competence among participants due to different national contexts and study programs. Despite this, motivation to develop SDG competences was high. Post-project surveys revealed that students rated their development as global citizens highly. However, assessments of their SDG teaching skills were varied. The in-person phase in Poland was deemed crucial for learning success. A more detailed analysis of learning products and reflective portfolios will be highlighted in our presentation to triangulate them with the questionnaire results.

In conclusion, despite the complexity of the blended learning program and the diverse backgrounds of participants, the results indicate positive development in SDG competences, particularly in personal SDG awareness.

42

Revisiting local aphorisms in English: Renewing Perspectives towards Environment

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Keywords:

Ecopedagogy, Critical Global Citizenship Education

Biographical Note:

Syed Nitas, PhD, serves as the Director of Education Programs at Bard's Beijing Office for the Asia Pacific region. His career spans across various aspects of education policy development, teaching and research specifically ecopedagogies.
As an 'aspiring' education changemaker, he is driven by a mission to create a positive and lasting impact on both humanity and the natural world. For that he continues to pursue and promote 'out of the box' education solutions that are innovative and impactful learning solutions that resonate and serve the youth of today globally - especially in China.

References:

References will be added as the research paper and abstract is refined.
Will include references from Paulo Friere, G W Misiaszek, and other scholars of critical pedagogies especially with reference to ESL

Abstract (500 words):

Abstract (300 words):

Critical practice of education mandates re-questioning and, at times, unlearning the 'word'. Environmental teachings at schools in China with regards to phrases such as 'Tian Ren Heyi' (communion of man-nature) or 'Shentai Wenming' (ecological civilisation) have been around for decades; every student knows it, but every student lacks the understanding of it - even in Chinese. To renew, refresh and reinvigorate these concepts - the twin sisters of sustainability & GC (Torres, 2023) - English as a second language proves to be a helpful window into exploring concepts that fall on deaf years especially in a native language which has been used over and over again.⊠⊠This research presentation gives insights and examples into a 'practice' of Ecopedagogy (Misiaszek, 2021) that allows the usage of English as a second language to revisit and relearn concepts of the environment critically. I provide five examples of ESL activities and the results of these activities from the field in China as my own 'critical reflections'. There is a need for instructors and academics, such as myself, to engage in a reflective qualitative approach in research (Neumann & Waight, 2020). The self-reflective data (Cooper & Lilyea, 2022) doesn't seek to identify 'best practices' or 'next practices' (Selwyn et al., 2019), but aims to show promising contribution, with a focus on the learners' enagement, second language education or ESL 'ecopedagogies' make to the education of the 'twin sisters' as specified by SDG 4.7. ⊠⊠I approach this autoethnography case-study research whereby I explain activities using ESL, such as a research project (by high school students during summer) that includes evidence of GC in local communities in China, Embodiment of Nature, and Voice for Nature, among others that help revisit and relearn the traditional ecological concepts or that relate to GC models.

43

Ecopedagogy or a Second Language: What attracts the learner?

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Keywords:

Ecopedagogy, GCE

Biographical Note:

Syed Nitas, PhD, serves as the Director of Education Programs at Bard's Beijing Office for the Asia Pacific region. His career spans across various aspects of education policy development, teaching and research. As an 'aspiring' education changemaker, he is driven by a mission to create a positive and lasting impact on both humanity and the natural world. For that he continues to pursue and promote 'out of the box' education solutions that are innovative and impactful learning solutions that resonate and serve the youth of today globally - especially in China.

References:

Abstract (500 words):

Abstract (300 words):

As the need for global citizens capable of addressing complex environmental challenges becomes increasingly apparent, a program curated and implemented in China for high school students exemplifies a transformative approach to education that marries ecological learning with global citizenship education in English.
Such a program moves beyond traditional educational paradigms by employing an integrative pedagogical model that emphasises global responsibility.

Central to the program's methodology is its unique integration ecopedagogy with hands-on environmental projects in English, creating a dynamic learning environment that encourages students to connect deeply and critically with both their cultural heritage and the global ecological community as well as gain tangible benefits in terms of ESL learning. The curriculum engages students academically and emotionally, fostering a sense of global citizenship and responsibility. By participating in local ecological restoration projects, students experience firsthand the impact of their actions on the environment, gaining practical skills and a global perspective on ecological issues.

Carefully curated outcomes related to the program help to elevate the perceived importance of ecological education and motivate enrollment, addressing the challenge of making such programs appealing to a diverse student body.

We demonstrate through the design and implementation of education programs grounded in ecopedagogy, we can move towards ecological civilisation, in which an overarching Chinese principle of "Unity of Man and Nature"(天人合一) that everyone is taught but seldom knows how it can be achieved. Through this approach, we seek to counter the anthropocentric dominance in the current education system, which often deadens the intrinsic creativity of young people and mould them into effective producers and consumers of the global economic machine (Lent, 2022), thereby also pushing learners away from the true meanings of ecological civilisation and global citizenship.

45

'Weed' or 'Wildflower'? Seeking opportunities to address sustainable development in the language classroom

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Keywords:

SDGs, langauge teaching and learning, agency

Biographical Note:

Dr. Angela Leahy is a lecturer in the German section of the School of Applied Language and Intercultural Studies at Dublin City University.

References:

https://sdgs.un.org/goals

Brereton, P. (2019) Environmental Literacy and New Digital Audiences. 1st edn. Routledge

Abstract (500 words):

Abstract (300 words):

This practice-oriented paper explores ways in which the language educator can develop teaching and learning materials, tasks and assessments that incorporate aspects of Education for Sustainable Development. It focuses on three of the UN Sustainable Development Goals (SDGs), namely:
Sustainable Cities and Communities (SDG 11),
Responsible Consumption (SDG 12) and
Life on Land (SDG 15)
and presents examples of both pre-planned and incidental language teaching and learning activities that can be used to raise awareness of issues relating to these SDGs, and to encourage the taking of positive actions (while maintaining the necessary focus on language). The concepts of learner curiosity, hopefulness and personal agency frame the focus of the paper. Reference is made to teaching and learning at both Beginner and (more) Advanced levels and it is argued that meaningful steps can be

taken at all levels to support the development of both language skills and an increased awareness of sustainability-related goals and potential actions. The paper focuses mainly on the context of German as a Foreign Language (Deutsch als Fremdsprache); reference is also made to Irish (Gaeilge) as a minority language.

https://sdgs.un.org/goals

Brereton, P. (2019) Environmental Literacy and New Digital Audiences. 1st edn. Routledge

47

Taking Action: Bringing Social Justice into Language Education

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Keywords:

Social Justice; Equity;

Biographical Note:

Albert Biel is a research assistant at the University of Duisburg-Essen in the graduate school for inclusive teacher education (GkQL: Graduiertenkolleg für inclusive Lehrkräftebildung). His research interests revolve around social justice in language education in general and more specifically queer-informed language education practices.

Fabian Esleben is currently a teacher trainee at Nordmarkt Primary School Dortmund. Fabian´s research interests focus on the role of language in teaching contexts with a focus on English as a Lingua Franca and Social Justice, especially in primary school settings. He previously held a research position at TU Dortmund University (2017-2023). Furthermore, he is a trained language secretary.

References:

Abstract (500 words):

Abstract (300 words):

Biel, A. & Esleben, F. (eds.) (2025). Taking Action: Bringing Social Justice into Language Education. Multilingual Matters.

This book is collection of fifteen chapters with a strong focus on different aspects of how social justice can be implemented into language education. The edited volume starts by discussing social justice in language education from a more theoretical and conceptual perspective, before moving on to elaborating on how our understanding of language(s) can help us work towards more equitable practices in language education. In the third part of the book, the discussion focusses on specific topics that a socially-just language classroom could include such as queerness, sustainability or anti_fatness. The last part closes with more practical examples of social justice in language classrooms and teacher education. The strengths of the book lie in the fact that in comparison to other works on social justice it does not solely focus on the US/UK context, but also comprises chapters from different contexts mostly central Europe, but also Colombia. Another feature that sets this work apart from other academic publications is the fact that it does feature a mix of authors such as university professors and early career researchers, as well as students and teachers.
The main themes of this publication are in line with the main idea of the conference as the edited volume also deals with different ways of bringing cultural, political, social and ecological dimensions of our world into language (teacher) education. This is at the heart of our understanding of language education and in fact one of the key tasks of language educators today.

More information will follow once the book is closer to its publication.

51

Education for Sustainable Development and English Language Teaching in out-of-school places

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Keywords:

Cross-curricular teaching, Out-of-school places of teaching

Biographical Note:

Katrin Günther taught English, Russian, Ethics and Philosophy at a Secondary School in Dresden and is currently working as teacher educator at Centre of Teacher Education and Education Research TU Dresden focussing on the relevance of out-of-school teaching places for language teaching and preparing teacher students for school internships (didactic seminar, cross-curricular teaching seminar)

References:

Evans., N., Stevenson, R., Lasen, M.Ferreira, J., and Davis, J. (2017) Approaches to embedding sustainability in teacher education: A synthesis of the literature. Teaching and Teacher Education, 63 pp.405-417 https://www.leibniz-bildung.de/veranstaltung/bpf-2023-ausserschulische-und-informelle-lernorte/

Abstract (500 words):

Abstract (300 words):

'Non-formal and informal learning venues offer outstanding potential for the scientific, political-historical and aesthetic education of children and young people, particularly through experience-based forms of learning, the consistent use of digital opportunities and by addressing current, controversial topics in public debate.'(Leibniz, 2023)
Education for Sustainable Development (ESD) calls for the networking of content and subjects in such a way that the focus of learning is not on learning individual facts, but on problem-solving current challenges, and experiencing these challenges in a real, original context. Thus, out of school learning places are ideal sites of ESD.
There is a strong convergence between ESD, ELT and learning in out-of-school places. Museums, cultural institutions and other extracurricular places of learning, provide educational content and materials in English and local languages. However, while English language teaching has long been concerned with topics of global importance, it has received little attention as a site of ESD compared to subjects in the natural sciences and humanities (Evans et al., 2017).
Learning in out-of-school places additionally benefits educational quality, inclusion and lifelong learning (cornerstones of Sustainable Development Goal 4). For example, the teacher is better able to support and differentiate students'learning when they are not providing input. Moreover, moving through a physical space caters for more diverse learning styles than classic classroom formats. Finally, students who enjoy learning in museums are likely to continue to the practice as adults.
This presentation shares reflections and practice around integrating ESD and ELT in out-of-school places in Dresden, as part of a student seminar in university teacher education. Drawing on personal experience and student feedback, the synergies between ESD, ELT and learning in out of school places are highlighted, and the implementational challenges in teacher education and in school are discussed.

54

English Language Education for All: Equipping Self-reflective Teachers for Superdiverse Classrooms

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Keywords:

Superdiversity, Post-Migrant Societies, Self-Reflexivity, Reflection Tools, Teacher Education

Biographical Note:

Silke Braselmann, Dr. phil., is a postdoctoral researcher and lecturer for Teaching English as a Foreign Language at Friedrich-Schiller-Universität Jena. Her current research focuses on anti-racist ELT and teacher education, Young Adult Literature, critical media literacy/multiliteracies, as well as cultural learning in digital spaces.

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Braselmann, Silke (2024). "Teaching About Black Lives Matter, Teaching Against Racism: Opportunities for Participation in Antiracist English Language Education". In: Philipp Löffler et al. (eds). Participation in American Culture and Society. Heidelberg: Winter. 137-162.

Karakayalı, Juliane and Paul Mecheril (2021). "Contested crises. Migration regimes as an analytical perspective on today's societies". In: Anna Meera Gaonkar et al (eds.). Postmigration. Art, Culture, and Politics in Contemporary Europe. Bielefeld: Transcript. Pp. 75-85.

Vertovec, Steven (2007). Superdiversity. Migration and Social Complexity. New York: Routledge.

Abstract (500 words):

Abstract (300 words):

UNESCO's Sustainable Development Goals emphasize the necessity to promote "appreciation of cultural diversity"(SDG 4.7) as well as "the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, religion or economic or other status"(SDG 10.2), thereby inextricably intertwining sustainability and diversity. However, these goals are being challenged not only by a political backlash, but also by the lived realities of an increasing complexity of diversity. Our society is what Vertovec (2007) has called "superdiverse": Diversity in post-migrant societies is shaped not only by migration (Karakayalı/Mecheril 2021) but by an ongoing diversification of diversity that needs to take into account different dimensions, such as languages, legal immigration status, gender, age, social background.

In this respect, English language education –with its curricular focus on cultural learning and discursive competencies –has the potential to become a space for exploring different participatory opportunities within superdiverse classroom settings (Braselmann 2024). However, the English language teaching profession in Germany is far from being as diverse as the classrooms –instead, a rather homogeneous, white, middle-class teaching force is being asked to include different perspectives, to address social injustices, and to deal with the demands and issues arising from superdiversity. This field of tension, this paper argues, requires careful analysis, critical evaluation, and an increased focus on self-reflexivity and positionality in the early stages of teacher education.

Building on recent scholarship in the field of superdiversity, this theoretical-conceptual research paper first outlines the key challenges of participatory opportunities and civic engagement and explores the potential of interdisciplinary analysis. More practically, it suggests the potential of working with self-reflection tools in teacher education. By discussing examples of the design of self-reflection tools, this paper shows how teacher education can equip English language teachers to realize the full potential of their classrooms.

55

"Innovative Approaches to Promoting EFL Students'Learning Behaviors: Predictive Impacts of Self-Regulated Learning and Motivation on Academic Achievement "

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Keywords:

Keywords: self-regulated learning, motivation, academic achievement, elaboration, self-efficacy, and extrinsic goal orientation

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References:

Zimmerman, B. J., & Labuhn, A. S. (2012). Self-regulation of learning: Process approaches to personal development. In American Psychological Association eBooks (pp. 399–425). https://doi.org/10.1037/13273-014

Zimmerman, B. J., & Schunk, D. H. (Eds.). (2011). Handbook of self-regulation of learning and performance. New York, NY: Routledge.

Schunk, D. H, & Zimmerman, B. J. (1994). Self-regulation of learning and performance: Issues and educational applications. Hillsdale, NJ: Lawrence Erlbaum Associates.

Abstract (500 words):

Abstract (300 words):

This study investigates the relationship between self-regulated learning, motivational constructs, and academic achievement among Moroccan university students enrolled in English Studies. A mixed-methods approach was employed, using the Motivational Strategies for Learning Questionnaire (MSLQ), the Academic Motivation Scale (AMS), along with semi-structured interviews to assess the level of corroboration between quantitative and qualitative. Quantitative results revealed a positive relationship between self-regulated learning, motivation and academic achievement, with elaboration, self-efficacy, and extrinsic goal orientation identified as the strongest predictors of academic achievement. The study found no significant gender differences in motivation, although females exhibited greater use of self-regulated learning strategies. Qualitative data corroborated the quantitative findings and provided a rich understanding of the students' motivational orientations and learning strategies. The implications of this study are aligned with the goals of language education for sustainable development, which emphasised on the importance of promoting self-regulation learning and motivation to enhance academic achievement and lifelong learning.

58

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

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Keywords:

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

Biographical Note:

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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.

60

An Evaluation of English Textbooks in Vietnam in the Context of Sustainable Development Education

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Education for Sustainable Development (ESD), Vietnam, innovation, curriculum, textbooks

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Contact: huonglt@hup.edu.vn

References:

1. Hoang, V.V. (2018). English 10. Global Success. Vietnamese Education Publishing House.

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8. Vo, Đ.P. (2018). English 10. Bright. Hue University Publishing House.

Abstract (500 words):

Abstract (300 words):

Vietnam's general education curriculum has undergone innovation, changing the way textbooks are used across all subject areas (Ministry of Education and Training, 2018). Academic specialists design textbooks in accordance with the curriculum framework that the authority has provided, leading to the scenario where there are several textbooks to be utilized for the same curriculum. In addition, sustainable development education integrated into curricula and textbooks has not been extensively studied in Vietnam. Therefore, this research paper examines how issues related to sustainable developed are represented in four representative new English textbooks for grade 10 used in Vietnamese classrooms. The current research adopted the content analysis framework by Mohammadnia & Moghadam (2019) which was developed based on the UNESCO Roadmap for Implementing the Global Action Program on ESD (2014) and the Earth Charter (2000). The results revealed that in the 14 areas of sustainable education discussed, four textbooks demonstrate the greatest focus across various domains. "English 10: Global Success" primarily addresses pollution. "English 10: C21" emphasizes collaborative problem solving and peaceful living. "English 10: Explore New World" centers on biodiversity, while "English 10: Bright" focuses on technology. All four textbooks show the least emphasis on three themes: natural disasters, poverty, and renewable energy resources. The research findings assist educators in selecting more relevant teaching materials that enhance students' awareness of sustainable development issues.

61

Fostering Intercultural Citizenship in Pre-service English Teachers Through a Picture Book Read-aloud Project

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Keywords:

Picture book read-aloud, mediation, intercultural citizenship

Biographical Note:

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References:

Council of Europe. (2018). Reference framework of competences for democratic culture. Council of Europe.
Ellis, G., & Mourão, S. (2021). Demystifying the read-aloud. The Modern English Teacher, 136, 22-25. https://pepelt21.com/wp-content/uploads/2022/09/ellis-mourao-2021-etp.pdf.
Nakayama, N., & Tsuchiya, K. (2021). The effect of English storytelling activities to children on the attitudes of student teacher. JAAL in JACET Proceedings, 3, 78-84.

Abstract (500 words):

Abstract (300 words):

As globalization progresses, it is increasingly important for language learners to develop appropriate knowledge, attitudes and skills required for world citizens. To develop qualities, such as empathy or "linguistic, communicative and plurilingual skills" mentioned in the Reference Framework of Competences for Democratic Culture (Council of Europe, 2018), a project was planned in which university students taking English teacher training course, or pre-service teachers, read English picture books online to elementary school students. Picture book was used because it offers potential for children to gain an experiential understanding of the world. My Sweet Stories, an English picture book adopted in the project was created with the intention of fostering intercultural citizenship. The main character is a sweet-loving cat who introduces his friends from different cultures together with their memories attached to their favorite sweets. It introduces the diversity of each character's cultures as well as the commonality in that each has their own special "sweet memories". The participants were fourth graders (aged 9-10) in their second year of English learning, who listened to stories about unfamiliar cultures in a language they had just started to learn. Thus, the pre-service teachers needed to provide appropriate linguistic and cultural scaffolds, or "picture book mediation (Ellis & Mouran, 2021) while reading the picture book. Through planning and implementing the read-aloud, pre-service teachers explored the language and culture in the picture book, and mediated the content to make the children experience the story. The author analyzed techniques pre-service teachers used to support children's understanding and their perceptions toward the project. The results revealed that they made conscious efforts to make children empathize with and relate to the characters and episodes. In contrast, children's comment sheets revealed their increased interest in English language, picture books, other cultures, and eagerness to engage with the pre-service teachers.

62

Socially meaningful communication through the Atomic Bomb Painting Project

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Keywords:

socially meaningful communication, awareness of peace culture, willingness of communication

Biographical Note:

Yoichi Kiyota is Professor of Education at Meisei University in Japan, where he has been involved in the management of English language education. His current research interest is English education in cooperation with museums. He has been involved in service-learning as a coordinator of teacher training and international educational projects.

References:

Council of Europe (2018) Reference Framework of Competencies for Democratic Culture. https://www.coe.int/en/web/reference-framework-of-competences-for-democratic-culture

Abstract (500 words):

Abstract (300 words):

The advanced development of automatic translation systems is forcing us to rethink our conventional learning methods in English education, such as exhaustive memorization of English vocabulary and grammar. Not only information technology, but the drastic changes in the world also forced us to face intense global issues, such as environmental problems, wars, and conflicts.

In such a situation, individual learners must develop an attitude that allows them to autonomously examine appropriate English language learning methods, rather than relying on learning methods and materials presented by teachers. In particular, in the case of English education, communication is an important element, so the changes in the world are expected to affect learners' attitudes.

This study focused on the Atomic Bomb Painting Project, in which high school students in Hiroshima worked collaboratively with hibakusha, atomic bomb survivors, to create a picture of the atomic bomb. This project originally included a gallery talk that explained the background of the picture in English and Japanese. The author studied one high school student who has engaged in the project evaluated whether the project can be a socially meaningful one for the student and examined its pedagogical significance in English language learning.

Three evaluators attended a gallery talk in English, which was set by the author for the research, and examined the educational significance of the project. They used descriptors of the Reference Framework of Competence for Democratic Culture (English Council, 2018) for the evaluation of the significance of the project and the student's performance. The results showed the significance of the project was highly estimated. Moreover, the most important discovery was that the student deepened the awareness of peace culture through the project and this awareness promoted the willingness to communicate in English.

63

Language Teaching in a Globalised World: Evolution of English Textbooks in Japan

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Keywords:

EFL, Japan, textbook, language education

Biographical Note:

Naoko Hosokawa is a project lecturer at the University of Tokyo, and she examines the relationship between language and identity from a sociolinguistic perspective. She holds a PhD in Oriental Studies from the University of Oxford. Her recent publications include "Loanwords and Japanese Identity: Inundating or Absorbed?"(Routledge 2023).

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4. Hinton, C. (2012). Cosmopolitan education: Building on a biological inclination for care in a globalized world. In Chiesa, B.D., Scott, J., & Hinton, C. (2012). Languages in a Global World: Learning for Better Cultural Understanding (pp.409-426). Paris, France: OECD Publishing.

5. Seargeant, P. (2009). The Idea of English in Japan: Ideology and the Evolution of a Global language. Bristol UK, Tonawanda, NY, and Ontario, Canada: Multilingual Matters.

Abstract (500 words):

Abstract (300 words):

This paper investigates how the focus of English language education in Japan has evolved in conjunction with shifts in Japanese national identity over the past seventy years. English is the first foreign language learned by the majority of the Japanese population. Despite this widespread engagement, the level of English proficiency has consistently fallen short of satisfactory standards. In response to this challenge, the Japanese government implemented a comprehensive reform of English education in 2020. This reform mandated that English classes be made compulsory in elementary schools and increased the total number of hours dedicated to English instruction throughout the nine years of compulsory education. However, the reform was not solely characterised by an increase in class hours. It also involved a significant revision of English textbooks to place greater emphasis on Japanese culture. What do these changes imply regarding the perception of globalisation within Japanese society? To explore this question, the study provides an overview of the historical development of English language education in Japan since the post-war period. Employing the methodology of qualitative discourse analysis, the paper scrutinises major English textbooks in Japan, focusing on the nationalities of the main characters and the geographical settings of the main stories. The analysis reveals a growing representation of Japanese characters and an increasing number of stories set in Japan within these textbooks. Based on this finding, the study argues that the emphasis of English language education has shifted from cultural input to cultural output. While this transition can be interpreted as a move toward knowledge ownership that empowers learners beyond passive consumption, educators must remain vigilant about the risk of limiting students' perspectives to a singular national culture, which could hinder their development of a more cosmopolitan worldview. This potential risk will be explored further in future research.

64

Transforming Second Language Learning for a Sustainability Mindset: A Case for a Global Challenge

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Keywords:

Sustainable language learning, transformative pedagogies, language policy, language assessment, educational practices

Biographical Note:

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References:

Coyle, D., Meyer, O. (2023). An Introduction to the Special Issue 'Towards Pluriliteracies Approach to Language Teaching and Learning: Theories and Principles for Transoformative Practices". English Teaching and Learning, 47, 267-270; Kassel, K., Rimanoczy, I. (Eds.) (2018). Developing a Sustainability Mindset in Management Education. London: Routledge; Scheidt, M., & Edeleva, J. (2023, März 1). Learning Matrix Railway Signalling. Zenodo. doi.org/10.5281/zenodo.7689889

Abstract (500 words):

Abstract (300 words):

Recent theoretical advances in language learning gave rise to mindset-sustaining considerations in language education (Coyle & Meyer, 2023). There is growing recognition that grammatical, lexical, and communication rules no longer constitute a major hurdle in language use. Rather than focusing on fragmented learning goals and outcomes, more holistic, critical pedagogies (e.g, pedagogy of pluriliteracies, Coyle & Meyer, 2023) strive to engender 'responsible activism'as a plurilingual and pluricultural endeavour that enables to engage in deeper reflection and embrace uncertainty for global citizenship. We present first results of the project DaFZ mit Nachhaltigkeit (TU Braunschweig) whose goal is to challenge pedagogical practices beyond the pure study of linguistic systems towards the complexity of meaning construction in a multilingual and multimodal world.

We draw on the results of a practical session with Civil Engineering students who had to negotiate the meaning of basic terms in group interactions during subject-specific problem-solving activities (Scheidt & Edeleva, 2023). Their interactions were audio-recorded and transcribed using speech-recognition algorithms. We inspected their group interactions for the incidence of basic terms and their co-occurrences in an ontological relation. We discuss how contextonym maps (i.e., basic terms and their immediate environment) representing emergent 'knowledge patterns'in student interactions can be used to transform material and task design for deeper learning involving key competences like critical thinking and problem-solving. Second, we present the results of a survey of pre-service L2 German teachers for their "values, knowledge, and competency"that constitute the sustainability mindset (Kassel et al., 2018). Teacher dispositions are an essential pre-requisite to transform their actual teaching practices enabling them to create plurilingual learning spaces across disciplines. Finally, we discuss how a conceptual shift in the view of language learning and teaching affects language assessment along the vector of the alignment between the needs, goals, and practices.

66

Representation of Gender in English Language Textbooks

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Keywords:

English language, Gender, Sri Lanka, Textbooks

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References:

Abstract (500 words):

Abstract (300 words):

Promoting gender equality in English language education has become a global priority. Achieving gender equality and empowering all women and girls and ensuring inclusive and equitable quality education

and promoting lifelong learning opportunities for all are the vital aspects of the United Nations'Sustainable Development Goals (SDGs) for 2030. Therefore, ensuring gender equality is crucial for creating a thriving environment because sustainable development cannot be attained without the equal participation of all genders. This mixed methods research aims to explore gender representation in Sri Lankan English language textbooks used at the secondary level. In Sri Lanka, textbooks used in secondary schools play a pivotal role in shaping students'knowledge, competencies, attitudes mindsets, and dominant values. Hence, examining the representation of gender in these textbooks is vital to comprehend their impact on fostering gender equality and sustainable development.

67

Are Sustainable Development Goals Addressed in Foreign Language Coursebooks?

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Foreign language coursebooks, sustainable development goals, UNESCO, United Nations

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UNESCO (2015). Global citizenship education: Topics and learning objectives. UNESCO. https://unesdoc.unesco.org/ark:/48223/pf0
United Nations (2022). The sustainable development goals report 2022 extended report: Goal 4 quality education. United Nations. https://unstats.un.org/sdgs/report/2022/extended-report/Extended-Report_Goal-4.pdf.

Abstract (500 words):

Abstract (300 words):

Given the need to reach Sustainable Development Goals (SDGs), the incorporation of related content in curricula, teacher education, instructional practices and teaching materials is imperative to raise learner awareness of sustainable development, human rights, gender equality, peace and non-violence, global citizenship and cultural diversity (United Nations, 2022). Foreign language teaching offers opportunities to integrate related topics as the language acquisition needs to be achieved over some kind of content. However, the extent to which SDGs are addressed in foreign language teaching materials is currently not extensively researched. Addressing this gap, the current study aims at an examination of three foreign language coursebooks for adults, Evolve (English), Menschen (German) and Yeni İstanbul (Turkish) to assess the extent to which SDGs have been considered worth integrating. Sumida (2024) proposed an analytical framework based on SDG 4 Indicator 4.7.1 (United Nations, 2022), a tool conducive to monitoring the incorporation of SDGs with reference to Global Citizenship Education (GCED) and Education

for Sustainable Development (ESD) (UNESCO, 2015). This framework is used in this study to analyse the three foreign language coursebooks. The analysis will reveal whether, and if so, which aspects of GCED and ESD are covered in the coursebooks. Besides displaying which language skills are addressed when SDGs are incorporated, the study aims at evaluating the consideration of demands of critical pedagogy inviting teachers to engage in responsive teaching and learners to reflect on cultural diversity and tolerance, human rights and gender equality, peace and non-violence, human survival and well-being, environmental sustainability, sustainable consumption and production, social, economic, and environmental education (the Three-pillar approach to ESD), and regional and global citizenship, as proposed by Sumida (2024). Based on the analysis, the study will inform coursebook writers with good practices in materials design and suggest ways of enriching existing materials to target SDGs.

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Contrasting language learners' use of gender in English, German and beyond

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Keywords:

Inclusive language education, gender-fair language

Biographical Note:

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Abstract (500 words):

Abstract (300 words):

The use of the masculine generics is increasingly questioned in German as a gendered language, leading to suggestions for more inclusive approaches to promote gender equality. The paper addresses how learners use gender in German and English and will also show how action research was linked with classroom practice as the results of the study of learners'use of gender were subsequently used to foster critical reflection about participantslinguistic behaviour in different languages.
Approximately 30 final-year degree German students (most at B2 to C1 level) at the University of Nottingham participated in free writing tasks using prompts in English and German. These tasks inspired by other studies around gender (cf. Heise, 2000; Jacobson and Insko, 1985) included completing job descriptions and writing creative stories. The students writings were subsequently analysed to assess their use of gender according to the language and prompt. The analysis focussed on whether students used rather masculine generics in German and whether they used gender-fair language in tasks around traditionally male or female-perceived professions in English as a natural gender language.
The studys findings were later discussed with the students in sessions focussing on the use of gender in German and beyond. These sessions explored the concept of gender-fair language, the categorisation of languages and the discourses surrounding neutralisation and feminisation. These discussions increased students awareness of gender-fair language and challenges associated with it, while fostering a multilingual approach to the topic. Students were also tasked with designing a model for gender-fair language in German.
Contrasting the use of gender in different languages among university students in the UK shows how students navigate differently between languages and how reflection and a call for action (i.e. contrasting and designing a model for gender-fair language) can lead to critical engagement with the topic.

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Critical Virtual Exchange on Palestine, Israel, and Sustainability: Perceived Challenges and Outcomes.

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Keywords:

Virtual Exchange, Palestine/Israel, Controversiality, English Language Teaching, Social Justice Education

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Abstract (500 words):

Virtual exchange (VE) can be a powerful framework for fostering critical literacy and discourse competences needed for tackling controversial sociopolitical topics of global significance, yet traditional approaches generally fail to fully leverage this potential (Hauck 2019, O'Dowd 2019, Krengel 2021, Öztürk 2022). The Israel-Hamas War is a contemporary example of a highly complex global issue surrounded by controversial discourse. Against this backdrop, this study explores the experiences of EFL student teachers participating in two sustainability-focused VE projects with a partial focus on the Israeli-Palestinian conflict, and partners located in Germany, Israel, and Türkiye.
The study investigates three research questions: (1) What are the challenges faced by participants when participating in a VE in the context of an ongoing conflict? (2) What strategies can be employed to overcome these challenges? (3) What are the reported learning outcomes?
To address these questions, the explorative study draws on semi-structured interviews with and written reflections by participants. Students of the first intervention (April –July 2024) are interviewed with a delay of several months, while students in the second intervention (October –December 2024) are interviewed near the end of their project. The reflections are in both cases written near the end. The data is treated with a thematic analysis (Braun & Clarke 2022).
Preliminary findings indicate that students are initially hesitant and wary. One reason is a self-reported lack of knowledge about the ongoing conflict and its history. In one case, a critical incident required a thorough intervention by the teacher trainers. However, participants generally consider the experience important for awareness-raising purposes and report increased motivation to seek out information and

to engage in political action and activism.
Critical VE is an emerging field with increasing momentum. More research and coordination between active practitioners are needed to identify good practices and to investigate learning outcomes.

Abstract (300 words):

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Promoting Sustainability in Pre-service EFL Teacher Education in Germany: Findings from a Multiple Case Study

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Keywords:

pre-service teacher education; case study; higher ed

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For further information, see my university homepage at: https://www.uni-giessen.de/en/faculties/f05/engl/tefl/teflstaff/pre
and my blog at http://juergenkurtz.wordpress.com.

References:

Abstract (500 words):

Abstract (300 words):

In the 21st century, the concept of sustainability has become central to global rethinking and reorientation. However, it has also been co-opted as a popular green marketing strategy that may have already contributed to narrowing or distorting sustainability thinking, primarily for the purpose of influencing consumer behavior and maximizing profits. The commercialization of sustainability, as seen in the widespread promotion of unsustainable products and services (greenwashing), poses significant challenges for the education sector, which has also embraced neoliberal market or business principles. Against this background, the presentation will discuss preliminary findings from an ongoing multiple case study within the pre-service English as a Foreign Language (EFL) teacher education program at Justus Liebig University Giessen. The study aims to explore the potentials and limitations of empowering EFL student teachers to promote Education for Sustainable Development (ESD) in secondary schools. Currently, it includes four cases, i.e., seminars based on a hybrid, exploratory, emancipatory, and transformative concept of study, with a total of 116 participants. Preliminary findings, derived from a systematic content analysis of participants' weekly online learning logs (n = 1256), contributions to forum discussions (n = 1195), and term papers (n = 86), highlight the complexities and challenges of cultivating the professional knowledge, attitudes, skills, and agency of future teachers necessary to promote ESD in schools, all within a neoliberal, modularized, incoherent, and exam-focused university teacher education framework.
For detailed information on our concept of hybrid learning in the TEFL section of the English Department at Justus Liebig University Giessen (TEFLhybrid@JLU), see: https://www.uni-giessen.de/en/faculties/f05/engl/tefl/te

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English Skill Development for the Elderly to Support Sustainable Local Tourism

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Abstract (500 words):

Abstract (300 words):

Thailand has been facing a demographic shift with over 12 out of 67 million people aged 60 and above in 2023. This growing elderly population will play a significant part in shaping society. It is essential to encourage the elderly to stay active, engaged, and valued community members. In provinces with high tourism potential like Nakhon Nayok, elderly residents with local knowledge often stay in the community, whereas younger adults migrate elsewhere for work. Yet, limited English skills restrict their ability to engage with international tourists and support local tourism. This ongoing study addresses the gap by investigating whether English training can help the elderly develop their language skills and play an active role in local tourism activities. Thirty elderly participants attended the workshop on tourism-related vocabulary and scenarios tailored to their needs. Topics covered traditional local foods, such as battered fried bananas, mango sticky rice, and fried sesame balls, enabling participants to actively communicate and share their knowledge. A mixed-method approach was implemented, incorporating pre- and post-assessments and semi-structured interviews to evaluate English proficiency and motivation. Preliminary analysis relatively exhibits an increase in average score from 65 in the pre-test to 93.33 in the post-test. The statistical study using ANOVA at $p < .05$ yields an F-value of 1.686 and a P-value of .083. Even though the result is not statistically significant, it indicates an upward trend in English proficiency. The initial finding aligns with SDG 4.7 by equipping the elderly with the necessary skills to promote lifelong learning, sustainable development and global citizenship. As the study progresses, further analysis will explore the long-term impact of language education on seniors' community involvement and economic contributions. The result can demonstrate the potential of language training to bridge sustainability and global citizenship.