

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

## Keywords

SDGs, language teaching and learning, agency

## Biographical Note

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## 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.

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