Universität Münster

INTERNATIONAL CONFERENCE

language education for sustainable development

24th - 26th March, 2025

more information

confirmed keynote speakers: Kip Cates, Maria Hantzopoulos, Antonio López, Christiane Lütge, Greg Misiaszek, Jeff Share

organised by Ricardo Römhild & Frauke Matz

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DGFF Forschen. Fördern. Vernetzen. Deutsche Gesellschaft für Fremdsprachenforschung

International Office

Faculty 09 Philology

English Language Education

Program Overview

Monday, 24th March 2025

From 2pm	Registration (ES131)
4.00 pm – 4.30 pm	Welcome Address (JO1)
4.30 pm – 6.00 pm	Keynote Presentation by Greg Misiaszek (JO1)
from 7.00 pm	Conference Warming (optional): *Mimigernaford*

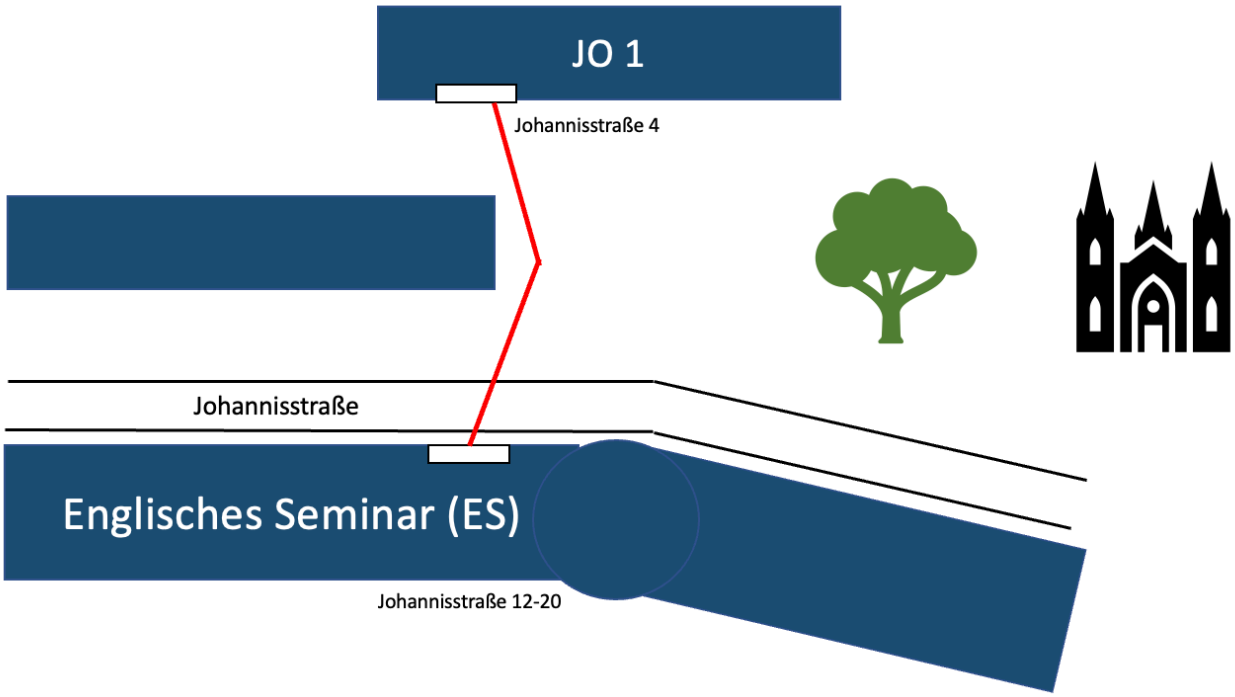
Tuesday, 25th March 2025

9.00 am – 10.30 am	Keynote Presentation by Maria Hantzopoulos (JO1)
10.30 am – 11.00 am	Coffee Break (ES131)
11.00 am – 12.30 pm	Parallel Sections I
12.30 pm – 2.00 pm	Lunch Break
2.00 pm – 3.30 pm	Keynote Presentation by Antonio López & Jeff Share (JO1)
3.30 – 4.00 pm	Coffee Break (ES131)
4.00 pm – 6.00 pm	Keynote Café (ES202/203)
from 7.00 pm	Conference Dinner (optional): *Vinothek am Theater*

Wednesday, 26th March 2025

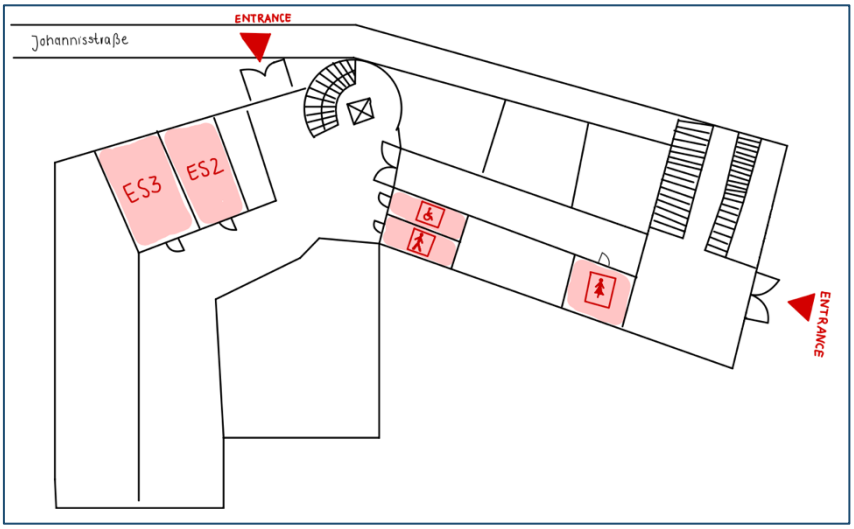
9.00 am – 10.30 am	Parallel Sections II
10.30 am – 11.00 am	Coffee Break (ES131)
11.00 am – 12.30 am	Keynote Presentation by Christiane Lütge & Kip Cates (JO1)
12.30 pm – 2.00 pm	Lunch Break
2.00 pm – 3.30 pm	Parallel Sections III
3.30 pm – 4.00 pm	Coffee Break (ES131)
4.00 pm – 5.30 pm	Parallel Sections IV
5.30 pm – 6.00 pm	Conference Closing (JO1)

Map

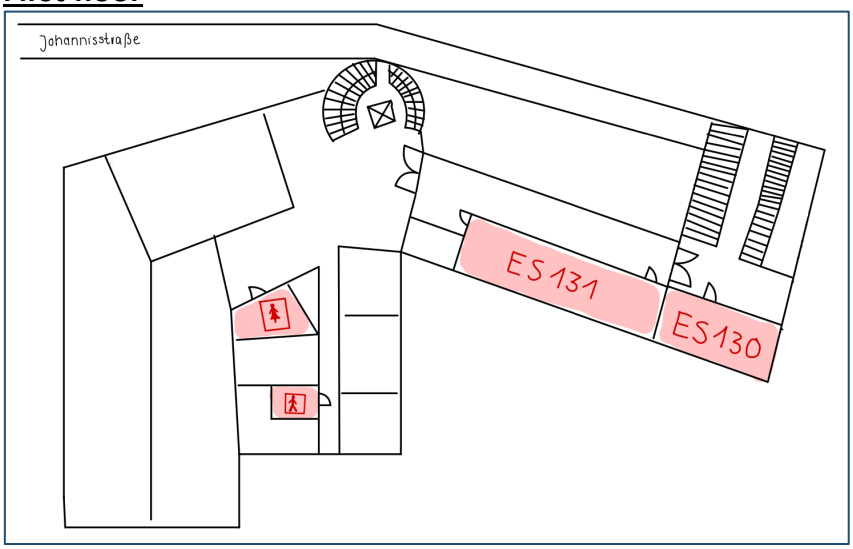

JO 1
Johannisstraße 4
Johannisstraße
Englisches Seminar (ES)
Johannisstraße 12-20

Map of the English Seminar (ES)

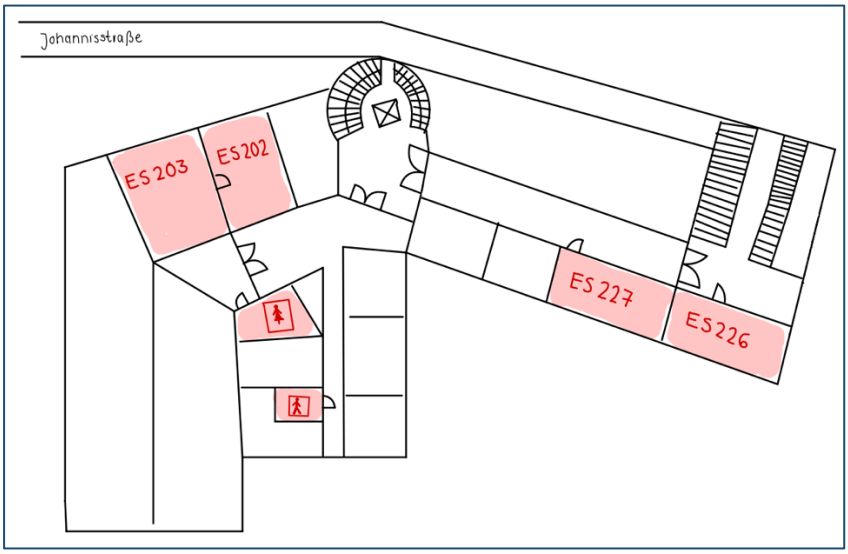
Ground floor



First floor



Second floor



ENGLISH LANGUAGE EDUCATION

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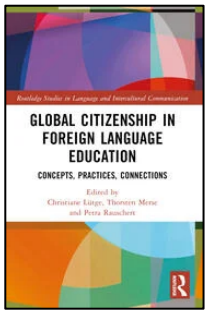

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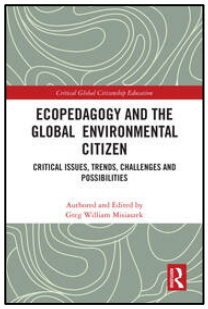

Critical Global Citizenship Education: Globalization and the Politics of Equity and Inclusion

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ENGLISH LANGUAGE EDUCATION

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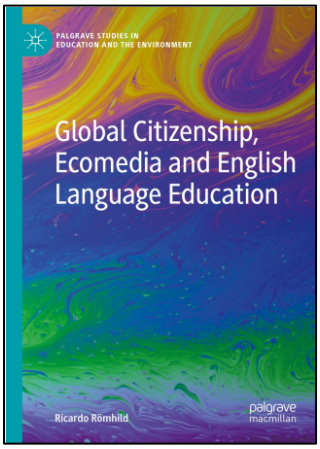

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English Language Education

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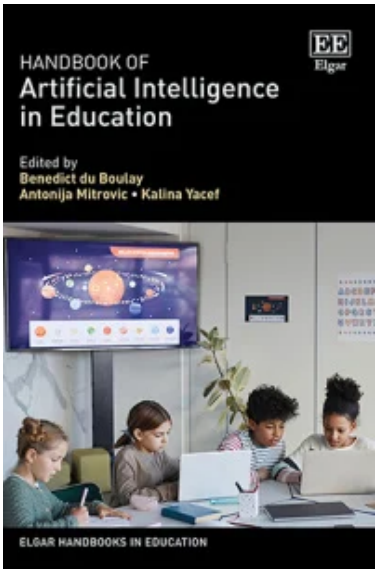

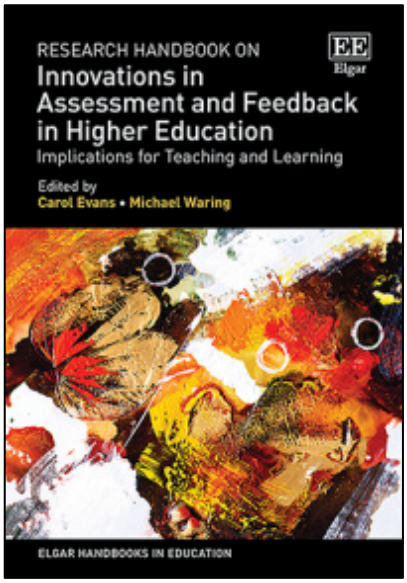

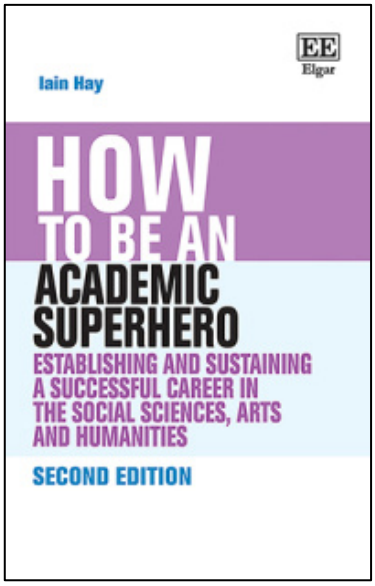

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ENGLISH LANGUAGE EDUCATION

~ Call for Chapter Proposals ~

language education for sustainable development

edited by Ricardo Römhild & Frauke Matz

In: **Bloomsbury Advances in Education for Sustainable Development and Global Citizenship**

Series Editors: Massimiliano Tarozzi, Clare Bentall, Nicole Blum

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> By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.
>
> ~ **Sustainable Development Goal 4.7; United Nations**

As part of the United Nations' Agenda 2030, Sustainable Development Goal 4.7 defines what constitutes quality education in the 21st century. It is directive for educational efforts towards sustainable development and marks a cross-cutting task for all subjects taught at schools (primary, secondary, tertiary). Thus, it also poses questions for language education and its contribution to the project of sustainability.

This volume aims at providing a platform to explore what language education may contribute to education efforts comprised under the umbrella term *education for sustainable development*, including beyond the year 2030. This aim is reflected in the volumes title, *language education for sustainable development*, highlighting that sustainability is not only a worthwhile topic for the language classroom but also serves as an underlying orientation of language education altogether.

Sustainability, then, is understood in all its dimensions, including the social, cultural, political, economic, and ecological dimensions. Sustainability is also understood as part of a family of what Carlos Torres calls 'twin sisters' in an **essay on the relationship between global citizenship and sustainability**. The argument is that the notions of sustainability and global citizenship – as well as their respective education – enter a relationship of reciprocal influence, mutual selection and reinforcement. If we are to achieve either of them, the other one needs to be achieved as well. Based on SDG 4.7, there are several other twin sisters: sustainability, global citizenship, social / socio-environmental justice, human and children's rights, peace, gender equality. To achieve one of them, we need to achieve all; and that necessitates and includes language, communication across boundaries, dialogue, argumentation, listening.

For this volume, we welcome abstracts and contributions related to theoretical, conceptual, methodological, and empirical themes and topics researching the intersection of sustainability education and (foreign/second/additional) language pedagogy. This volume offers an outlet for diverse forms of expertise, from scholars to practitioners to policymakers to non-governmental workers, to activists. Contributors from all the locales and corners of the planet are invited to engage, experienced voices from the field as well as from those just beginning their exploration, with collaboration across contexts and levels of career and expertise highly encouraged. We also invite practitioners to share

experiences and practices on methodological (classroom experience), (school) curricular, and institutional (departmental or school) levels.

We welcome chapter proposals for these three sections:

I – Concepts, Issues, and Emerging Perspectives
This section opens the discussion with chapters revolving around the contribution of (foreign/second/additional/additional) language education to the education of the twin sisters as specified by SDG 4.7. We imagine contributions to focus on concepts, issues, and emerging perspectives in a variety of contexts, including in the classroom (focus on learners and teaching praxis), in teacher education (focus on the educators), in research (focus on theories, conceptions, studies), and in school and curriculum development (focus on structures and systems). This may include perceptions, aspirations, expectations and values of students, teachers, and teacher educators regarding issues of sustainability and global citizenship in (foreign/second/additional) language education. This section will help to provide a broad theoretical basis for the works that follow along with the field of language education for sustainable development and global citizenship. It will also signal a clear intention of the volume to open up fresh perspectives on an emerging field.

II – Challenges, Opportunities and Controversies
This section invites contributions that ask for challenges and controversies in (foreign/second/additional) language education for sustainable development and existing or assumed lines or boundaries that need to be crossed, (re-)drawn or broken in (foreign/second/additional) language education for sustainability. We imagine authors to engage with such aspects as content, material, and task design (e.g., literary/cultural learning; functional, communicative learning), structures and curriculum (e.g., inter-/transdisciplinary learning; bilingual, content and language integrated learning (CLIL); whole school approaches), learning objectives (e.g., discourse literacies; communicative agency; world-mindedness; global citizenship; digital citizenship), compatibility of existing concepts, themes, topics, approaches with this (re-) orientation of language education, and compatibility and synergy effects with other disciplines/ subjects (e.g., STEM, humanities, arts, media).

III – Voices from Praxis
This section draws on perspectives from praxis in a variety of educational settings, from formal to informal, classroom-based to alternative pedagogical models. Chapters in this section will focus on teaching and learning models and pedagogies that have proven successful or shown potential in/for (foreign/second/additional) language education for sustainable development, for instance in the areas of ecocriticism, ecomedia studies, critical pedagogies, pedagogies of discomfort / hope, cultural learning, cosmopolitanism, decolonialism, translanguaging, multi-/plurilingual education, and digital / virtual, exchange-based learning.

Preliminary timeline

- **Abstract submission by 1st May 2025**
- Feedback & invitations to inclusion in proposal by 2nd June 2025

Please note that this call will result in a book proposal. Once we submitted the book proposal and have heard back from the publishers, we will notify you about the projected timeline for the book project. We aim to submit the full final manuscript to the publishers in mid-2026, which would result in a projected publishing date in early 2027.

Guidelines for Abstract Submission

We welcome abstract submissions of no longer than 500 words, excluding title, references, and up to 5 keywords. We will seek contributions of 5000 to 8000 words in a classical style.
Abstracts should be written in English.
Please clearly indicate for which of the three sections (specified above) you are submitting.
Please include a short biographical note (50 words maximum) per author, including full name(s), title(s), and affiliation(s).
Please submit your abstracts to Ricardo Römhild (ricardo.roemhild@uni-muenster.de) and Frauke Matz (frauke.matz@uni-muenster.de).
Abstract submission will close on Thursday, **May 1st, 2025**.

We look forward to receiving your submissions,
Ricardo Römhild & Frauke Matz

Keynote Presentations

Monday, 4.30–6.00

Greg W. Misiaszek (Beijing Normal University)

Problem-posing "Sustainability," "Development," and Citizenships in Ecopedagogy: Toward Globally All-Inclusive Socio-Environmental Justice and Planetary Sustainability

This keynote will pose a series of questions that could be (re)problematized and reinvented throughout the conference. Questions posed revolve around how educational goals of development and citizenship, including the (eco)linguistics used, intersect with progress towards globally all-inclusive socio-environmental justice and planetary sustainability. This is the goal of ecopedagogy - environmental teaching and research grounded in, and reinvented through, the popular education work of Paulo Freire. Whose "development" is being taught towards, politically influenced by globalizations (processes from above and below), what are the (dis)connections with "sustainability" as a contested term itself, and whose "development" is others' de-development? Teaching for ecopedagogical literacy (post)critically unpacks the politics of (environmental) teaching of, for example, "development" through continuing socio-historical oppressions (e.g., (neo)coloniality, patriarchy, racism, xenophobia, heteronormativity) and anthropocentric dominance over Nature beyond-humans. For "sustainability," what is the baseline for "balance" that we are teaching towards achieving, and who is included when "sustainability" is touted? Is the "sustainability" being taught inclusive of all Earth/Nature holistically — planetarily — or does it solely prioritize our human world as separate to perversely justify devastative environmental violence? Even within critical theories-based (eco)pedagogies, do the roots of humanism further entrench anthropocentric "sustainability?" Lastly, how do the contested terrains of citizenships (pluralized to illustrate local-to-national-to-global-to-planetary) citizenship spheres), its accompanying language/linguistics, and coinciding education help or hinder progress towards ecopedagogy's goal? Educating students to be viable members of society(ies) -- citizenship education -- has empowering social justice possibilities. However, citizenship and its education can also be a tool for oppression, further strengthening othering of the "non-citizens" – the "them." Global citizenship and its education (GC/E) can counter such othering; however, GC/E framings form contested terrains that can be socio-environmentally transformable to neoliberally grounded, helping or hindering in achieving ecopedagogical praxis. All of these and similar contested terrains and conundrums will be ecopedagogically posed in the lecture, returning (in)directly to what are the roles and responsibilities of teaching for deepened and and widened reflexivity towards ecopedagogical praxis – globally all-inclusive socio-environmental justice and planetary sustainability.

Keynote Presentations

Tuesday, 9.00-10.30

Maria Hantzopoulos (Vassar College)

Building Vibrant Communities of Sustainability, Transformation, and Social Justice: Peace and Human Rights Education in Schools and Beyond

In this talk, Maria Hantzopoulos will discuss unifying concepts in peace and human rights education to consider how they contribute to building vibrant learning communities of sustainability, transformation, and social justice. She will give a brief overview of the fields of peace and human rights education, discuss their core concepts, and highlight how they intersect, overlap, and connect to broader forms or liberatory and critical education. In particular, she will illuminate how dignity, critical consciousness, and transformative agency serve as important grounding principles and approaches in education for social change and will discuss these principles in relationship to her research that foregrounds youth experiences at sites that create fertile ground for learning about social justice. She will not only show how these programs impacted and shaped the lives of these young people but also ask participants to reflect on how these concepts and themes might show up for themselves to consider how they incorporate them into their work and can be catalysts for social change in their own communities and classrooms.

Tuesday, 2.00-3.30

Antonio López (John Cabot University Rome) & Jeff Share (UCLA)

Transforming Knowledge Systems Through Ecowriting and Ecomedia Literacy

In a time of climate crisis, transforming worldviews can create the most leverage for systemic change. In this keynote, we explore how the integration of ecomedia literacy and ecowriting in language education can advance the United Nations Sustainable Development Goals (SDGs) and shift our anthropocentric orientation to a deeper understanding of our ecological interdependence. Ecomedia literacy encompasses the convergence of critical media literacy, environmental justice, and language education, providing a powerful framework for cultivating ecological consciousness, critical thinking, and sustainable practices. Ecowriting encourages students to engage deeply with environmental issues through creative and reflective writing practices. This interdisciplinary approach aims to transform knowledge systems and empower learners to address complex environmental challenges and contribute to a more sustainable future.

Activity**:** Writing in the voice of nature

Wednesday, 11.00-12.30

Kip Cates (Tottori University Japan) & Christiane Lütge (Ludwigs-Maximilian-Universität München)

Global Citizenship, ESD and Language Education: Looking Back, Moving Forward

We live in a complex, interconnected world that faces a variety of profound challenges. The fields of *Global Citizenship Education* (GCE) and *Education for Sustainable Development* (ESD) provide educational frameworks that empower students to navigate these challenges and address the global issues of our age.
This joint plenary focuses on the special role that language education can play in promoting a sustainable future, fostering democratic citizenship and contributing to the global community. It explores the synergies and intersections between these diverse fields and offers a reflective, forward-thinking analysis of their impact on education and society.
We begin by reviewing the historical commitment of language education to fostering tolerance, cultural understanding and social concern, then discuss its increasing emphasis on concepts such as social responsibility, critical thinking and environmental awareness. Building on this foundation, we assess the current state of language education, focusing on innovative practices and the role of digital and multilingual competencies in addressing sustainability and global citizenship goals. Looking to the future, we envision how language education can adapt to address emerging challenges, from digital equity and conflict mediation to climate change and the ethical implications of Artificial Intelligence (AI). Through this lens, we discuss the contributions that language education can make to promoting the UN's *Sustainable Development Goals* (SDGs) and propose strategies to empower language teachers and learners to act as agents of change, promoting equity, sustainability, and collaboration in a complex global landscape.

Overview of Speakers

	Parallel Sections I (Tuesday, 11.00-12.30)	Parallel Sections II (Wednesday, 9.00-10.30)	Parallel Sections III	Parallel Sections IV
Insights from Praxis Room: ES 2	J. Wehrmann: Car Cultures in the EFL Classroom: Conceptual Reflections on Practical Experience K. de Veas: Outdoor EFL contributes to global education and attitudes about sustainability S. N. Iftekhar: Revisiting local aphorisms in English: Renewing Perspectives towards Environment			
Symposium Room: ES 130 Room: ES 226	B. Roters et al.: Building a community of practice of critical cosmpopolitan citizens with digital storytelling S. Nijhawan et al.: The new German federal conceptual framework ("Orientierungsrahmen") for global learning and ESD: "the big hit" or "old wine in new bottles"?			
EMI, ESP & Vocational schools Room: ES 3	N. S. Behr: English Skill Development for the Elderly to Support Sustainable Local Tourism J. Lertpradit: Enhancing English Language Proficiency for Social Studies Education in Railand: Strategies, Challenges and Impact G. Raveendran: Eco-literacy through mobile learning: An exploratory study on integrating ecocriticism and sustainability in a literary mobile application	M. Fleiner: Strengthening Linguistic Participation in Nursing Education (STePs) as a Contribution towards Sustainable Development E. Guo: Playing Devil's Advocate: Controversy as a Teaching Tool in Education for Sustainability		
Multilingualism Room: ES 2		S. Nijhawan: Multilingual ESD at the example of two secondary school student conferences R. Bowden: Challenging monoglossic ideology for sustainabilty in an international teacher education Project G. Do Manh et al.: Transforming Second Language Learning for a Sustainability Mindset: A Case for a Global Challenge		

Overview of speakers

Topic	Parallel Sections I	Parallel Sections II (Wednesday, 9.00-10.30)	Parallel Sections III (Wednesday, 2.00-3.30)	Parallel Sections IV (Wednesday, 4.00-5.30)
Language Teacher Education Room: ES 130		J. Rémon & M.-C-Lemarchand-Chauvin: Sustainable Empathy Awareness in Teacher Education and Classroom Practices M. García Garciá & A. Blanco: (Future) Spanish Teachers' Perceptions on Critical Education for Sustainable Development C. Pylonitis: Exploring Arguing for Global Citizenship with Pre-Service Upper-Secondary Foreign Language Teachers	S. Rathert: Integrating the UNESCO Creative Cities Network into English Language Teacher Education S. Braselmann: English Language Education for All: Equipping Self-reflective Teachers for Superdiverse Classrooms	N. Nakayama: Fostering Intercultural Citizenship in Pre-service English Teachers Through a Picture Book Read-aloud Project J. Kurtz: Promoting Sustainability in Pre-Service EFL Teacher Education in Germany: Findings from a Multiple Case Study
Classroom Approaches & Material Room: ES 226		Y. S. Elger: Somewhere between problems and solutions. Developing language skills for climate and energy discourses as education for sustainable development H. Frese: Playing Devil's Advocate: Controversy as a Teaching Tool in Education for Sustainability D. Rott & M. Kohnen: Critical thinking in sustainability education. Students' argumentation in open forms of teaching		
Language Education for Global Citizenship & Social Justice Room: ES 3			S. Dehler: Critical Consciousness through Global Education – Addressing Feminism in the Spanish Language Classroom A. Leahy: 'Weed' or 'Wildflower'? Seeking opportunities to address sustainable development in the language classroom Y. Kiyota: Socially meaningful communication through the Atomic Bomb Painting Projects	

Overview of speakers

	Parallel Sections I	Parallel Sections II (Wedsnesday, 9.00-10.30)	Parallel Sections III (Wednesday, 2.00-3.30)	Parallel Sections IV (Wednesday, 4.00-5.30)
Virtual Exchange Room: ES 227		J. Birdman et al.: Digi-CLIL: Virtual exchange for intercultural and sustainable learning N. Kohlmann: "Not really worried" – Students 'interactional management of controversial topics on climate challenges T. Raith & K. Radke: Blended Learning for SDG Teacher Development: Lessons from an Erasmus+ BIP Program	O. Cicek et al.: The effects of pragmatic intervention on directive speech acts in a virtual exchange CLIL context at university level F. Krengel & S. Y. Ötztürk: Critical Virtual Exchange on Palestine, Israel, and Sustainability: Perceived Challenges and Outcomes.	
Curriculum & Policy Room: ES 2			S. N. Iftekhar: Ecopedagogy or a Second Language: What attracts the learner? H. E. Luther: Teachers and Students perception of language education curriculum opportunities towards sustainable development in North-northeast Nigeria H. Van Le et al.: Integrating Environmental Sustainability into English Language Education in Post-Typhoon Recovery Contexts	D. C. Senan et al.: Developing an Ecological Language Teaching Model in English to Promote Sustainability Literacy ! Room: ES 130 !
Textbooks Room: ES 226			J. Peskoller & S. Weber: Language textbooks [and|are|prepare for] the future? An interview study with textbook authors. Nguyen, L. T. H. et al.: An evaluation of English textbooks in Vietnam in the context of Sustainable Development Education	N. Hosokawa & Dr. S. Hoshi: Language Teaching in a Globalised World: Evolution of English Textbooks in Japan T. Udhayashankar: Representation of Gender in English Language Textbooks S. Rathert & Y. E. Akbana: Are Sustainable Development Goals Addressed in Foreign Language Coursebooks?

Overview of speakers

	Parallel Sections I	Parallel Sections II	Parallel Sections III (Wednesday, 2.00-3.30)	Parallel Sections IV (Wednesday, 4.00-5.30)
AI & Digital Condition VR Room: ES 227			O. Omoera: Strengthening Early Childhood Education Practice through Sustainable Innovation in Esanland, Nigeria: The Compu-Video Media Option	T. Summer et al.: Crossing Boundaries in ESD: Critical Perspectives on Virtual Reality Apps A. Kroschewski: Hackathons in (Critical) Language Teacher Education for Sustainable Development and Global Education S. M. Mirsonbol & I. Ingaro: Deep (Sustainable) Learning: A Comparative Analysis of L2 Methods for Communication Using AI
Out Now! Room: ES 3				A. Lie et al.: Only Participation can improve the situation A. Biel & F. M. Esleben: Social Justice in Language Education: Taking Action U. Küchler: Environmental Literacy and the Teaching of English

Parallel Sections I (Tuesday, 25th March, 11.00am–12.30am)

Section	**Room**	**Section Head**	**Speaker** (20min presentation + 10min Q&A each)		
			11.00-11.30	11.30-12.00	12.00-12.30
1. Insights from Praxis	ES 2	Dr. Ricardo Römhild	J. Wehrmann	K. de Veas	S. N. Ifthekar
2. EMI, ESP & Vocational schools	ES 3	Jens Folkerts	N. S. Behr	J. Lertpradit	G. Raveendran
3. Symposium	ES 130	Jun.-Prof. Dr. Julia Reckermann	B. Roters, H. Haudeck, M. Adriana & S. Schabio		
4. Symposium	ES 226	Marius Ritter	S. Nijhawan et al.		

Section 1: Insights from Praxis
Section head: Dr. Ricardo Römhild

11.00-11.30

Jürgen Wehrmann (Graf-Anton-Günther-Schule Oldenburg)

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

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.

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11.30-12.00

Kate de Veas (Kwansei Gakuin University Japan)

Outdoor EFL contributes to global education and attitudes about sustainability

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.

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12.00-12.30

Syed Nitas Iftekhar (Bard's Beijing Office)

Revisiting local aphorisms in English: Renewing Perspectives towards Environment

Critical practice of education mandates re-questioning and, at times, unlearning the 'word'. Environ- mental 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 stu- dent 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.

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

Section 2: EMI, ESP & Vocational schools
Section head: Prof. Dr. Frauke Matz

11.00-11.30

Narinthorn S. Behr (Srinakharinwirot University Thailand)

English Skill Development for the Elderly to Support Sustainable Local Tourism

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 com- munity, 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.

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11.30-12.00

Jinnawat Lertpradi (Srinakharinwirot University)

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

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. Addi- tionally, 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 ap- proach, including surveys, interviews, and performance analysis, the research aims to provide insights into effective strategies for teaching English language skills in social studies education, recommenda- tions 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.

References

12.00-12.30

Greeshma Raveendran (University of Kerala)

Eco-literacy through mobile learning: An exploratory study on integrating ecocriticism and sustainability in a literary mobile application

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.

References

Section 3: Symposium
Section head: Jun.-Prof. Dr. Julia Reckermann

11.00-11.30 | 11.30-12.00 | 12.00-12.30

Bianca Roters (PH Ludwigsburg), Helga Haudeck (PH Ludwigsburg), Medina Adriana (University of North Carolina) & Saskia Schabio (University of Stuttgart)

Participants: Benjamin Ade-Thurow & Rachelle Breuer

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

"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 frame- works 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.

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Section 4: Symposium
Section head: Marius Ritter

11.00-11.30 | 11.30-12.00 | 12.00-12.30

Subin Nijhawan (Goethe University Frankfurt), Almut Küppers (Goethe University Frankfurt) & Carola Surkamp (University of Regensburg)

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

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 symposium, Nijhawan's spotlight revolves around GCE, exemplified by the teaching example "global justice." His presentation will be supported by his forthcoming work (Nijhawan, 2024), delineating the motivations behind the objective to decolonize the Orientierungsrahmen.

2. Carola Surkamp: Speaking as a member of the "FAK New Languages", Surkamp will highlight the role of language education hereof and in ESD. Drawing on her seminal work (Surkamp, 2022), she will explore how language learning, cultural education, and literature contribute to ESD. Surkamp will detail how the curriculum framework attempts to implement ESD methodologically, showcasing how foreign language teaching general principles and methods contribute to ESD.

3. Almut Küppers: As the chair of the "FAK New Languages", Küppers will provide future perspectives on necessary curriculum changes to foster SDG4. In line with Küppers (2022), she will analyze the implications for heritage languages, multilingual didactics, informal learning and whole-school approaches (WSA), explicitly addressing the question: "Which existing or

assumed lines or boundaries need to be crossed, (re-)drawn or broken in (foreign/second/additional) language education for sustainability?"

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.

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.

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Parallel Sections II (Wednesday, 26th March, 9.00am–10.30am)

Section	Room	Section Head	Speaker (20min presentation + 10min Q&A each)		
			9.00-9.30	9.30-10.00	10.00-10.30
1. Multilingualism	ES 2	Alicia Battenfeld	S. Nijhawan	R. Bowden	G. Do Manh et al.
2. Language Teacher Education	ES 130	Dr. Ricardo Römhild	J. Rémon & M.-C. Lemarchand-Chauvin	M. García García & A. Blanco	C. Pylonitis
3. Classroom Approaches & Material	ES 226	Jens-Folkert Folkerts	Y. S. Elger	H. Frese	D. Rott & M. Kohnen
4. EMI, ESP & Vcational schools	ES 3	Julie Intveen	M. Fleiner	E. Guo	
5. Virtual exchange	ES 227	Fabian Krengel	J. Birdman et al.	N. Kohlmann	T. Raith & K. Radke

Section 1: Multilingualism
Section head: Clarissa Diekmann

9.00-9.30

Subin Nijhawan (Goethe University Frankfurt)

Multilingual ESD at the example of two secondary school student conferences

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.

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9.30-10.00

Rachel Bowden (TU Dresden)

Challenging monoglossic ideology for sustainabilty in an international teacher education project

Monoglossic ideology, or the idea that languages exist as single, separate entities of vocabulary, gram- mar 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, trans-glossic 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.

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10.00-10.30

Gina Do Manh, Julia Edeleva, Martin Neef & Mirjam Daum (TU Braunschweig)

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

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.

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Section 2: Language Teacher Education
Section head: Dr. Ricardo Römhild

9.00-9.30

Joséphine Rémon (Université Lumière Lyon2) & Marie-Claire Lemarchand-Chauvin (Université de Lorraine)

Sustainable Empathy Awareness in Teacher Education and Classroom Practices

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 develop- ment, 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.

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9.30-10.00

Marta García García & Andrea Blanco (Georg-August-University Göttingen)

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

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.

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10.00-10.30

Christina Pylonitis (Johannes Gutenberg-University Mainz)

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

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, i.e., "the process [⋯] of taking what was learned in one situation and applying it to new situations"(NRC, 2012, p. 5), 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 of implementing this approach 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-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: Findings will be available by March 2025. Outlook:
Following the pilot study, further research will be conducted during the summer term of 2025 by refining instruments and lesson plans based on the findings. 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 class- room.

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Section 3: Classroom Approaches & Material
Section head: Jens-Folkert Folkerts

9.00-9.30

Yvonne Sarah Elger (University of Münster)

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

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 controversial 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 considered a climate-friendly alternative in areas such as energy, industry and mobility. According 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 framework 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 reflective language skills in the area of connecting information. 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, contradictions and limitations in a linguistically appropriate manner.
The material is being developed within a design research study and iteratively tested, evaluated and revised.

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9.30-10.00

Hans Frese (Gelehrtenschule des Johanneums)

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

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.

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10.00-10.30

David Rott & Marcus Kohnen (University of Münster)

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

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.

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Section 4: EMI, ESP & Vocational Schools
Section head: Prof. Dr. Frauke Matz

9.00-9.30

Micha Fleiner (University of Bremen)

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

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 re- construct 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.

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9.30-10.00

Enze Guo (University College London)

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

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.

References

Section 5: Virtual exchange
Section head: Fabian Krengel

9.00-9.30

Jodie Birdman, Anne Barron, Onur Cicek & Torben Schmidt (Leuphana University of Lüneburg)

Digi-CLIL: Virtual exchange for intercultural and sustainable learning

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.

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9.30-10.00

Naiara Kohlmann (Georg August University of Göttingen)

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

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 uni- versities 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 speak- ing about the different challenges facing European societies and how they define themselves and de- scribe others. The data shows also how the groups manage the interaction when they talk about con- troversial 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 indi- vidual 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.

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Parallel Sections II

10.00-10.30

Thomas Raith (PH Freiburg) & Katarzyna Radke (Adam Mickiegicz University, Poznan)

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

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.

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Parallel Sections III (Wednesday, 26th March, 2.00pm-3.30pm)

Section	Room	Section Head	Speaker (20min presentation + 10min Q&A each)		
			2.00-2.30	2.30-3.00	3.00-3.30
1. Curriculum Policy	ES 2	Julie Intveen	S. N. Iftekhar (online)	H. E. Luther	H. Van Le et al.
2. Language Teacher Education	ES 130	Dr. Rebecca Schlieckmann	S. Rathert	S. Braselmann	
3. Textbooks	ES 226	Clarissa Diekmann	J. Peskoller & S. Weber	Nguyen, L. T. H. et al.	
4. Language Education for global citizenship & social justice	ES 3	Dr. Ricardo Römhild	S. Dehler	A. Leahy	Y. Kiyota
5a. Virtual exchange	ES 227	Michelle Zirkel	O. Cicek et al.	F. Krengel & S. Y. Öztürk	
5b. AI & Digital Condition; VR	ES 227	Michelle Zirkel			O. Omoera

Section 1: Curriculum Policy
Section head: Prof. Dr. Frauke Matz

2.00-2.30

Syed Nitas Iftekhar (Bard's Beijing Office)

Ecopedagogy or a Second Language: What attracts the learner?

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.

References

2.30-3.00

Hilega Ezra Luther (College of Education Billiri Gombe state Nigeria)

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

Language 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 strate- gies 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 educa- tion 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 sus- tainable 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 educa- tion 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.

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3.00-3.30

Hong Van Le, Nguyen Thi Huong Lan (Hanoi National University of Education), Ngoc Gia Han Nguyen (Buon Ma Thuot Medical University) & Thinh Nguyen (Ha Long University)

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

This ongoing research explores the integration of environmental sustainability and disaster prepared- ness 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 sustain- ability 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 stu- dents 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, equip- ping students with both linguistic and environmental competencies. While the findings are preliminary, they underscore the importance of aligning educational practices with real-world environmental challenges, contributing to the broader conference theme of sustainable education. Further research and refinement of the curriculum are ongoing.

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Section 2: Language Teacher Education
Section head: Dr. Rebecca Schlieckmann

2.00-2.30

Stefan Rathert (Kahramanmaraş Süçü İmam University)

Integrating the UNESCO Creative Cities Network into English Language Teacher Education

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 under- standing 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.

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2.30-3.00

Silke Braselmann (University Jena)

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

UNESCO's Sustainable Development Goals emphasize the necessity to promote "appreciation of cul- tural 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.

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Section 3: Textbooks
Section head: Alicia Battenfeld

2.00-2.30

Jasmin Peskoller & Sira Weber (University Innsbruck)

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

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, pro- mote 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 conducted with textbook authors from some of the largest Austrian publishing houses (Helbling, Hölder-Pichler-Tempsky, Hueber, Veritas) focusing 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.

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Nguyen Thi Huong Lan (Hanoi National University of Education, Vietnam), Nguyen Thi Thu Ha (Hanoi University, Vietnam) & Nguyen Thi Kim Ngan (Hanoi National University of Education, Vietnam)

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

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.

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Section 4: Language Education for Global Citizenship & Social Justice
Section head: Dr. Ricardo Römhild

2.00-2.30

Svenja Dehler (Georg-August-University Göttingen)

Critical Consciousness through Global Education – Addressing Feminism in the Spanish Language Classroom

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.

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2.30-3.00

Angela Leahy (Dublin City University)

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

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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3.00-3.30

Yoichi Kiyota (Meisei University)

Socially meaningful communication through the Atomic Bomb Painting Projects

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 ex- amine 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.

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Section 5a: Virtual exchange
Section head: Michelle Zirkel

2.00-3.30

Onur Cicek, Anne Barron, Torben Schmidt & Jodie Birdman (Leuphana University Lüneburg)

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

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 inter- actions. 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.

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2.30-3.00

Fabian Krengel (University of Regensburg) & Samed Yasin Öztürk (Mus Alparslan University)

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

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.

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Section 5b: AI & Digital Condition; VR
Section head: Michelle Zirkel

3.00-3.30

Osakue Omoera (Federal University Otuoke, Bayelsa State, Nigeria)

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

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 re- visiting 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.

References

Parallel Sections IV (Wednesday, 26th March, 4.00pm–5.30pm)

Section	Room	Section Head	Speaker (20min presentation + 10min Q&A each)		
			4.00-4.30	4.30-5.00	5.00-5.30
1a. Language Teacher Education	ES 130	Dr. Philipp Siepmann	N. Nakayama	J. Kurtz	
1b. Curriculum Policy	ES 130	Dr. Philipp Siepmann			D. C. Senan et al.
2. Textbooks	ES 226	Jasmin Peskoller	N. Hosokawa & S. Hoshi	T. Udhayashankar	S. Rathert & Y. E. Akbana
3. Out now!	ES 3	Dr. Ricardo Römhild	A. Lie et al.	A. Biel & F. M. Esleben	U. Küchler
4. AI & Digital Condition; VR	ES 227	Marius Ritter	T. Summer et al.	A. Kroschewski	S. M. Mirsonbol & I. Ingaro

Section 1a: Language Teacher Education
Section head: Dr. Philipp Siepmann

4.00-4.30

Natsue Nakayama (Bunkyo University)

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

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 eager- ness to engage with the pre-service teachers.

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4.30-5.00

Jürgen Kurtz (Universität Gießen)

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

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 trans- formative 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/teflhy

References

Section 1b: Curriculum Policy
Section head: Dr. Philipp Siepmann

5.00-5.30

Divya C. Senan (University of Kerala), Jan Dewaters (Institute for stem education), Jijitha Gilton (University of Kerala) & Susan Powers (Clarkson University)

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

The need for addressing sustainability issues is growing hastily in an era of rapid changes and developments 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 English 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.

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Section 2: Textbooks
Section head: Jasmin Peskoller

4.00-4.30

Naoko Hosokawa (University of Tokyo) & Dr. Saori Hoshi (University of California, Santa Cruz)

Language Teaching in a Globalised World: Evolution of English Textbooks in Japan and Call for Global Classrooms

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 in- volved 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.

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4.30-5.00

Thulasivanthana Udhayashankar (Eastern University Sri Lanka)

Representation of Gender in English Language Textbooks

Promoting gender equality in English language education has become a global priority. Achieving gen- der 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.

References

5.00-5.30

Stefan Rathert & Yunus Emre Akbana (Kahramanmaraş Süçü İmam University)

Are Sustainable Development Goals Addressed in Foreign Language Coursebooks?

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 for- eign 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 moni- toring 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 peda- gogy 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 environ- mental 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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Section 3: Out now!
Section head: Dr. Ricardo Römhild

4.00-4.30

Anita Lie (Widya Mandala Catholic University), Meng Huat Chau (University Malaya) & George Jacobs (Kampung Senana Charity and Education Fondation)

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.

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4.30-5.00

Albert Biel (University of Duisburg-Essen) & Fabian Maria Esleben (Nordmarkt Primary School Dortmund)

Social Justice in Language Education: Taking Action

This book is a collection of sixteen 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 different theoretical and conceptual perspectives, before moving on to elaborating on how an understanding of language(s) can help us to 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 and anti fatness. The last part closes with more practical examples of social justice in language classrooms and teacher ed- ucation. The strength of the book lies in the fact that, in comparison to other works on social justice, it does not predominantly focus on the US/UK context, but also comprises chapters from different con- texts mostly central Europe, but also Colombia. Another feature that sets this work apart from other academic publications is the fact that it does feature authors from different professional backgrounds

References

5.00-5.30

Uwe Küchler (University of Tübingen)

Environmental Literacy and the Teaching of English

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.

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Section 4: AI & Digital Condition; VR
Section head: Marius Ritter

4.00-4.30

Theresa Summer, Michelle Zirkel, Claudia Schnellbögl University Bamberg)

Crossing Boundaries in ESD: Critical Perspectives on Virtual Reality Apps

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 pro- vided 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.

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4.30-5.00

Annette Kroschewski (Bergische Universität Wuppertal)

Hackathons in (Critical) Language Teacher Education for Sustainable Development and Global Education

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 are 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.

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5.00-5.30

Seyedeh Maede Mirsonbol & Ilaria Ingaro (University of Turin)

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

Considering the existing initiatives and technologies, different studies in sustainability attempt to in- crease 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.

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