

Teachers' Needs and Perceptions in the Global Village

Education for Sustainable Development as Part of the English Language Teacher Curriculum

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Abstract

Education for Sustainable Development (ESD) is a learner-centred pedagogy that has been embedded in many educational domains in the pursuit of globally developing sustainably literate societies. Experts suggest the field of English Language Teaching (ELT) has largely been surpassed by these developments and there is untapped potential to be activated. Previous research attributes this to a global lack of understanding of the term sustainability, as well as a lack of understanding the connections between language and sustainability. An important voice in the context of these discussions has had little representation in previous research: English teachers globally. This research explores the connections between ESD and ELT and, by means of interviews and a survey, aims to determine the needs and perceptions of English teachers in different cultural contexts, providing recommendations and considerations for ESD training developers. The main findings were that teachers had low to intermediate understanding of sustainability but believed in the importance of including sustainability in ELT. It was also found that a global ESD approach requires a methodology that is implementable in various national and institutional contexts

1. Introduction

Education holds the power to transform individuals and societies. Learner-centred (LC) approaches hold the promise of creating activating learning experiences, truly engaging and inspiring students. Education for Sustainable Development (ESD) is a contemporary example of such a learning methodology and is claimed to be compatible with all educational contexts. It is aimed at creating sustainability literate individuals and societies by means of learner-centred teaching methods and informed perspectives on critical global issues (Barth, 2014; UNESCO, 2019). Over the past three decades, ESD has been integrated into many educational domains as part of the strategy to reach the 2030 United Nations Sustainable Development Goals (UNSDGs). However, in the domain of English Language Teaching (ELT), ESD has only been marginally integrated and experts underline the presence of untapped potential between these domains (Canning, 2005; Footitt, Crack and Tesseur, 2018, p.7; Balčiūnaitienė and Voronova, 2015, p.109).

Two factors in particular underline the relevance of developing and strengthening the connections between ESD and ELT. The first is the current status of the English language. English has become the global lingua franca, the language of opportunity and information and the most widely spoken language in human history (Melitz, 2018, p.1750-1751; Bowden, 2010, p.18). There is great incentive to learn English, especially for those interested in international or academic careers. It is estimated that 1.5 billion people (Bentley, 2014) are currently learning English and the demand for English language teachers (ELTrs) and teaching certifications is at an all-time high. These figures underline the sizable segment of the world population that the

field of ELT is relevant to and that could be positively impacted through the integration of ESD into ELT.

The second factor is the urgency for sustainable development (SD) in the globalised world. Increasingly there is an awareness that mankind's current practices, as well as "the assumptions that inform them" (Bowden, 2010, p.16) cannot be supported in the future. In the current geological epoch, referred to as 'the anthropocene', humanity has been identified as the driving force for change in the Earth's ecosystem (Lewis, 2009; Maley and Peachey, 2017, p.7; Barth, 2014, p.9). Scientific predictions urge the world population to amend its unsustainable practices to prevent irreversibly altering the Earth's ecosphere, which is predicted to result in the collapse of the global system midway through the 21st century (Barth, 2014, p.10; Lewis, 2009; Turner, 2008, p.1). The urgency and relevance of this topic has been elevated in light of recent events holding true to scientific predictions of radical change to human life. This includes "record-breaking 'apocalyptic'—hurricanes, droughts, wildfires, floods, and extreme heatwaves around the world" (Goulah, 2020) and, most notably, the Covid-19 outbreak in 2020. The movement away from current practices and towards methods that can be upheld is referred to as sustainability or SD.

Researchers suggest that the aforementioned potential between ESD and ELT has remained untapped due to a lack of familiarity with and clarity on the concepts of sustainability, SD, ESD, as well as their associated methods. This is especially relevant outside of Western contexts, as these concepts do not exist in many other cultures. Further, the relevance, impact, and connection of ESD to the field of ELT seem to be unclear, both from the perspective of curriculum developers, teachers, and students (Footitt et al., 2018, p.4). It is therefore argued that the development of teacher capacities is key to achieving a successful integration of ESD into ELT (Bowden, 2010, p. 21). Only if ELTrs are fully enabled to understand and implement ESD, its purpose, its vision, and its methods, will they be able to embrace their central role as ESD educators.

Overall research in the field of ESD and ELT is still in infancy and even though the role of the teacher has been identified as pivotal, little is known about ELTrs' ESD knowledge, perceptions and training needs for the integration of ESD into ELT, especially in non-Western contexts (Hubscher-Davids and Panichelli-Batalla, 2016, p.406). There is equally little research on best practices and implementation insights of ESD into ELT, which may point to a lack of research on the translatability of ESD methods into real-world ELT. This relates to another scarcely represented aspect in present publications: a truly global perspective. ESD and SD are Western concepts and the majority of research published on ESD, ELT and the adjoining fields is also of Western origin. As ESD is aimed at the global population, motivated by the global relevance of SD, the implementability beyond Western contexts is of utmost relevance. Many Western concepts and ideals do not culturally coincide with those of other regions of the world. The aspect of cultural diversity may greatly challenge measures of embedding ESD in ELT, e.g. Western concepts may not be understood by local culture, be untranslatable into local language, or ESD methodologies may not be deemed appropriate in local contexts.

Therefore, the one-size-fits-all vision outlined by some ESD literature points to a lack of a truly global perspective, particularly of teacher accounts from different cultures and educational systems. Implementing ESD in ELT globally calls for a diversified perspective to develop appropriate solutions, solutions as diverse as the cultures and contexts they are meant to

be implemented in. The immediate conclusion to be drawn here is not that ESD is unsuitable in these contexts, but rather that integrating ESD globally, if possible, may require flexible solutions, tailored to each unique learning context. While ESD may allow for such forms of implementation, it requires capacity development of teachers and their familiarisation with the ESD toolbox, in order to assess appropriate methods according to context, culture and content.

This thesis aims to reflect the teachers' narrative by assessing teachers' understanding, perceptions, and requirements in the context of integrating ESD into ELT. It especially aims to capture a global and diversified perspective, both by selecting literary standpoints from different cultures, as well as by selecting ELTrs from various countries and cultures as interview and survey participants. It also aims to explore the advantages and challenges of English as a lingua franca and ESD as a global methodology, as well as explore the connections between these two fields. From the insights gathered, this research aims to provide recommendations and considerations for designing ESD-based curricula for ELT to ensure relevance, applicability and implementability in ELT contexts globally.

The theory and background section will consider the role of English as lingua franca, the benefits thereof, as well as the criticism it receives. It will then discuss SD, exploring definition challenges, as well as its urgency and relevance. This is followed by the exploration of ESD, its history, vision, as well as the connections between the ESD methodology and ELT, with particular focus on the teacher role. The methodology section will elaborate on the interviews and the survey carried out as part of this thesis, the results will be presented and discussed, including recommendations for ELT training and limitations of this research, followed by the conclusion.

2. Theory and Background

2.1. The Role of English as Lingua Franca

In the history of the world there has never been a language more widely spoken than English, currently estimated at a number of speakers exceeding 1.2 billion (Melitz, 2018, p.1750-1751; Bowden, 2010, p.18). This figure combines native speakers (estimated at 335 million), and non-native speakers. The latter include speakers in countries that were previously under administrative control of English-speaking countries, as well as those in which it is widely spoken without such historical ties, such as the Netherlands (Melitz, 2018, p.1752). It is argued that the inclusion of current students of English would further increase these figures (Melitz, 2018, p.1752). This unique phenomenon of English being more widely spoken by non-native speakers has placed it into the role of the international lingua franca in many domains of the globalised world and, as argued by Drancourt, English has become essential to “securing a hearing at international level” (2009, p.21). While this role of English as lingua franca provides many advantages, it is also subject to criticism and disadvantages.

The primary benefit of a lingua franca is to enable global discourse across cultures and societies, allowing for all members of the global discourse community to engage and participate in the international community, resulting in what Réaume refers to as a “genuine democracy” (Réaume, 2015, p. 153). Speakers become members of the global culture, emitting a spirit of

unification and oneness (Obiegbu, 2015, 84-85; Anyanwu, 2017, p.84). It raises awareness and “acceptance of international responsibility” (Master, 1998, p.721), while maintaining membership to local culture and society. English as lingua franca, a result of internationalisation and globalisation, is used to address international concerns relevant to the population at large, such as international politics and governance, global news, the global economy, and SD. Even in some national contexts, English as the lingua franca has become the language of national unity. In the example of Nigeria, with up to 400 indigenous languages spoken, Obiegbu states it is “the only language that still emits the spirit of oneness” (2015, p. 84-85) and enables communication between these many language groups.

On a global scale, English is the language of information and development and enables universal access to knowledge. It is currently the most widely used language in the world wide web (Melitz, 2018, p. 1756), as well as in science and academia. It is the “dominant language of (academic) publication” (Starfield, 2013, p. 474) and academics interested in building an international reputation are required to publish in English, as in many fields of research primary journals are now exclusively publishing in English (Melitz, 2018, p.1794). English is also the language of international development, allowing for “greater access to rights, opportunities and choices” (Starfield, 2013, p. 474) as well as for accessing ideas (Bowden, 2010, p.18.) This includes having access to research, training, education, business, technology, and networking groups. As stated by Dewan “(ELT) today is not just teaching the English language but opening a window to the world through which learners can see and learn many things which are not found in their ‘world’” (Dewan, 2017, p.155).

There are also global economic advantages to a lingua franca, as well as benefits for safety and security. “Airspeak” and “seaspeak” have been adopted in English, to improve safety through the speed of communication for ship and air traffic (Melitz, 2018, p.1752). Similarly, English as the lingua franca in international news is motivated by the speed at which information can be transmitted (Melitz, 2018, p.1753). In large international organisations it is common practice to select English as the dominant language of communication, often motivated by the saving of costs for interpretation and translation of information and documents (Melitz, 2018, p.1753; Réaume, 2015, p.153). It also stimulates exchange and contribution in international meetings, as participation through an interpreter significantly slows down the response rate to ongoing communication (Footitt et al., 2018, p. 20). In international business, English is commonly the dominant language which extends into business education as well, as even at “universities in countries in which English is not even the natural first language, MBA courses are offered totally or mainly in English” (Drancourt, 2005, p.20-21).

Disadvantages and Criticism

While the importance of English as lingua franca in today’s world is underlined by its benefits, critical perspectives emphasise many aspects relevant to the field of ELT and the integration of ESD. Phillipson makes a strong case for the illusion of “English (as) ‘the world’s lingua franca,’ since maximally one-third of humanity have any competence in the language at all” (2008, p.4) Furthermore, there is inequality embedded in English as lingua franca (Starfield, 2013, p. 474) as non-speakers face the disadvantages of not having access to the opportunities or information

provided in English, even though they are members of the global society (Master, 1998, p. 717). This is especially relevant for non-speakers residing in contexts where English was never an administrative or official language (Réaume, 2015, p.150). They are disadvantaged by the mere fact that they do not have proficiency in the international language of ‘equality and democracy’ (Réaume, 2015, p.152), or access to such education. Whilst attempts to better the global lingua franca education are underway, also aiming to even out the “quality of lingua franca learning, if even possible” (Réaume, 2015, p.156), many people would not be able to contribute, participate or access opportunities until such a state can be reached.

Another point of criticism is that anglophones often do not have competencies in other languages (Réaume, 2015, p.152) and “are not asked to take an interest in other languages” (Drancourt, 2009, p. 19). Réaume suggests this stems from a culture that has taught social and political entitlement and results in others having to adjust to the anglophone situation, as opposed to the anglophones extending themselves into other cultures. By comparison, speakers of other European languages are often multilingual and encouraged to learn languages (Réaume, 2015, p.152). This further highlights the disadvantages faced by non-native speakers, as they are not only left to match English second language competence, but that of monolingual native speakers (Réaume, 2015, p.158), who have spent a lifetime focused on the linguistic practice of just one language.

Native speakers, on the other hand, experience less effort expressing themselves and will persevere even in contexts that require more sophisticated language skills (Réaume, 2015, p.157), thereby leaving non-native speakers at a disadvantage. Natives are thus rendered “a competitive advantage” (Drancourt, 2009, p.21), including aspects such as being able to “dominate conversation” (Réaume, 2015, p.157) which places them into in a position where they could even “influence governments and liaise with other organisations” (Réaume, 2015, p.157). As Réaume (2015, p.152) argues there are certain contexts in which a high level of language competence may affect a situation significantly, such as in a court of law. Such contexts disadvantage non-native speakers indefinitely, as they are unlikely to match their English competence to that of their mother tongue in the course of their lifetime. In the context of international cooperation, for example, local companies regularly face disadvantages in sourcing funding for their projects, as the applications often need to be filed in English (Footitt et al., 2018, p. 22). Non-native staff also considers their lack of English to limit the opportunities to advance their career (Footitt et al., 2018, p. 6), which accentuates the imbalance between natives and non-natives with regard to economic opportunities. Footitt, Crack and Tesseur’s (2018) research revealed that many local NGO workers “express a desire to learn English, as this would help them to access information, knowledge and funding, and would allow them to share their own learning with others internationally” (p. 20). These opportunities can effortlessly be harnessed by English-speakers while non-speakers and non-native speakers are easily left on the side-lines. Furthermore, in the context of education, particularly academia, this “linguistic inequality” (Starfield, 2013, p. 475) is equally prominent for non-native speakers, as they are competing with native speakers for opportunities and publication. Here, Starfield argues for academic publishing as a political issue and an issue of power, as these factors determine who will be able to get published in an international context (Starfield , 2013, p.472) which also affects the cultural origins of the information published, hindering non-Western perspectives from becoming part of the global body of information. Exploring the history of the spread of English can provide a deeper perspective here.

When critically studying the history of how English emerged as the lingua franca, it becomes evident that it originates in the “economic, political and cultural power of, first, the British Empire, and more lately the American Empire” (Réaume 2015, p.151). This accentuates the spread of English as an instrument of political and economic agenda (Phillipson, 2008, p.2). Whilst the idea of a lingua franca today may stem from arguments of economic advantage, efficiency, democracy and equality (Réaume, 2015, p.153), the development of English as that lingua franca stems from a history of cultural dominance reinforced by political and military power (Réaume, 2015, p.151). Phillipson (2008) emphasises that “‘global’ English [is] a key dimension of the U.S. empire” and a “fundamental principle of the U.S. foreign policy (...) that can be traced back over two centuries” (p. 1). He states that it holds the aim of dominion over the other territories to ultimately secure the central role in world rulership, to which the expansion of the English language is an instrumental aspect (Phillipson, 2008, p.5-6). This underlines the use and spread of English as a tool that is not necessarily aimed at a lingua franca for the sake of global equality, but as the spread of power of the anglophone empire. Phillipson underlines the “tendencies towards linguicism and linguistic imperialism” (cited in Starfield, 2013, p.461) which refers to the “ideologies and structures where language is the means of effecting or maintaining an unequal allocation of power and resources” (Starfield, 2013, p.461). This view considers the spread of English as a conscious tool of inequality, in favour of the anglophone world. Linking back to an advantage of English as lingua franca, namely the economic benefits of saving costs and effort, can therefore also be laid out to primarily provide advantages to those already in a position of power (Réaume, 2015, p.160).

Further, Phillipson argues that the spread of English targets goals beyond the provision of advantages for anglophones, namely at “imposing new mental structures globally through English” (cited in Master, 1998, p. 718), thereby threatening linguistic and cultural diversity. Master (1998) suggests that it is aimed at “inculcating uniformity and Western cultural values in the guise of language education rather than empowerment of the individual” (p. 718). Morton critically underlines this aim of developing a world population that “think(s) the same thoughts” (cited in Phillipson, 2008, p.3), referencing linguistic determinism, i.e. that the language of a speaker also determines how he perceives the world (p.113). This aim of “linguistic uniformity” is said to result in the threat of cultural values (Master, 1998, p. 718) and a “single track of thought” (Drancourt, 2009, p.19). Hence there is concern that the spread of English results in the death and demise of other languages and the cultures embedded in them. Here, English educators may be unintentionally contributing to “diminishing the status and power of other languages” (Starfield, 2014, p.474). This has already become apparent in contexts such as academia (Starfield, 2014, p.472), where, as referred to by Swales (1997), English has evolved into a tyrannosaurus rex, eradicating all other languages that lie in its path. It is notable that, at present, no academic education is provided in an indigenous African language (Drancourt, 2009, p. 20). The Netherlands, with its high fluency in English and other languages, offers an interesting example, where the previous Minister of Education had suggested that all Dutch universities operate exclusively in English, to ensure a “hearing at an international level” (Drancourt, 2009, p.2). The parliament opposed this suggestion heavily, arguing that this would occur at the expense of sacrificing Dutch culture and identity (Drancourt, 2009, p.21). Overall, the cultural domain overall has become heavily encroached by English as the dominant language for music and motion-pictures (Melitz, 2018, p.1794). Starfield (2014) underlines that English not only poses “a threat to the use of other languages in the domains not only of science, technology, and culture but in some cases to their very existence as languages” (p.461).

Finally, the central idea of a lingua franca that provides equal opportunity is still faced with the challenge of elitism, in which economically advantaged families will be able to invest in higher quality language education, while the less advantaged will not be able to compete and thereby lose opportunities (Réaume, 2015, p.156). It is argued that the use of English in science and academia “may be instrumental in creating a kind of social and psychological barrier within non-Anglophone countries between educated English-speaking people – often members of the managerial class – and the ‘locals’” (Drancourt, 2009, p.21). This suggests a sense of elitism even in contexts where English is not the national language, where the fluency and acquisition of English can lead to a divide within the local community. Master (1998) elaborates on a Kenyan example, where “English upholds the domination of a small elite and the foreign interests with which they are allied” (p.717). In the context of English education, Starfield (2014) points out that “both the structure and location of these courses are symptomatic of the commodification of higher education in that students pay high fees to enrol, English for Academic Purposes (EAP) is itself packaged and marketed as a costly commodity” (p.466). This certainly argues for the less advantaged members, especially in non-anglophone societies, to be at far reach from having a voice in the international discourse community by means of proficiency in the lingua franca.

Current Developments

As pointed out, there is a tension between the advantages of a lingua franca - the exchange in the global community of collective knowledge, information and opportunities, - and the disadvantages of ‘English, the Tyrannosaurus Rex’ (Swales 1997) bringing with it the demise of other cultures and languages. As Drancourt (2009) argues, the “balance between what is ‘local’ and ‘global’ will be difficult to establish and maintain but the intellectual independence of countries depends on it” (p.21). Whilst establishing equality in this context will certainly presents a challenge, some authors have offered ideas for steps to be taken to enable an equilibrium between national and global language and culture. In the context of academia, Drancourt (2009) argues for such an equilibrium in the following:

The conclusion to be drawn is not that higher education should be transformed into a Tower of Babel in which mutual understanding is no longer possible, but that no time should be lost in urging all non-Anglophone teachers to become competent in everyday English and native English educators to develop proficiency in other languages. (Drancourt, 2009, p.19-20).

This solution suggests a double-sided path of learning, communication, education and understanding, encouraging monolingual English speakers to embark on avenues towards other cultures, while these continue their journey towards lingua franca proficiency, resulting ultimately in a heightened multilingualism and intercultural competence.

As raised by Master (1998), as currently disadvantaged cultures and communities become literate in English, it will “gradually give way to reciprocity and fairness with, as Kaplan emphasised, “a balance between cultivation of indigenous culture-rich language and the need for a world language” (p. 724-725). Hence, as fluency develops globally, more individuals will be able to participate, integrating their own cultures into global discourse, with the potential of

eventually resulting in a truly global culture as opposed to global Westernisation. As pointed out by Bowden (2005, p.18.), in this community “Englishes (would be) used in a multitude of contexts to express a diversity of views and narratives in global discourse, and are the medium for emerging ideas (...), (they are) a medium for creativity, international dialogue and debate.” Bowden considers the many varieties of English currently spoken across the globe and the acceptance thereof to be an expression of the idea of democracy, celebrating diversity across cultural and spatial boundaries. While Bowden (2010, p.18.) argues that “rather than replacing local languages, English exists within multilingual societies as a tool for accessing ideas and opportunities, for participating in specific contexts and with specific communities”, this is not currently the case. However, it can be a vision for the future and language education has a key role to play here.

Education can constructively contribute to alleviating some of the disadvantages mentioned in the previous section, in the pursuit of greater global justice. This accentuates the role and importance of English language education in the globalised world. English as a *lingua franca* is the language of exchange in the global community and for non-anglophones, English education is the ticket to participate. Therefore, one aspect of improving this situation is to ensure access to English classes to the global population at large. There is a great need to educate non-speakers, so that they are able to “attain their rightful places in the world through access to information” (Master, 1988, p. 724). Language teachers have a key role to play in ensuring all voices are heard, including their own (Master, 1998, p. 724).

Additionally, there is a movement towards openly embedding the aforementioned critical topics in the curriculum of English education. Critical English for Academic Purposes (CEAP) is such an example, where the aim is to “to raise students’ awareness of how academic content ‘manages’ them, (...) shaping their desires, world views, and life chances beyond the school” (Morgan and Ramanathan, 2005, p.156). This is a great way to engage students with topics affecting them directly and communicating openly about the development of the spread of English and disadvantages. Naturally, there should also be focus on the advantages of a *lingua franca*, allowing for a holistic perspective to encourage students and their communities to become active in global discourse and embed their culture in it.

In summary, exploring the development and use of English in today’s globalised world sheds light on the complexity and the challenges around the topic of English as a *lingua franca*, as well as the key role English language educators play. It highlights the economic opportunities they can bring within reach of English learners and the potential that resides in a shared language for the purpose of international exchange, equality, and democracy. As these educators are preparing students to be members of the international discourse community, certain topics of this community could well be integrated into the curriculum, such as international politics or business. One such topic affecting the global population is the need for sustainable development, as it is linked to the future economic, social, and environmental well-being of the human population. The following sections will discuss sustainable development, ESD and its implications for English language education.

2.2. Sustainable Development: Urgency, Definition, and Challenges

Urgency for Sustainable Development

In his book *Collapse*, Jared Diamond studies previous societies and the factors that lead to their survival or extinction. He identifies the adaptation to environmental challenges and changes as a key factor of surviving societies, who studied and observed their environment, applied their insights, and adapted their practices to their observations and predictions (Barth, 2010, p. 2). His work offers guidance to improve the chances of survival of present-day societies and is particularly relevant to current global challenges. A great advantage in the context of present-day challenges with regard to studying the environment stems from the field of science and technology. Modern science and technology allow for observations and predictions of planetary developments stemming from the impact of human life on the global system in ways that have previously not been possible (Barth, 2014, p.10). These can act as guidance for necessary societal changes in response to global challenges.

According to Rockström “climate change, loss of biodiversity, population growth and surprise” (cited in Barth, 2014, p.10) are the four main pressures that lie at the root of the changes in the ecosystem. Surprise refers to the notion that through these pressures, our ecosystem may behave unpredictably and uncontrollably. These primary pressures are expected to impact, alter, and threaten human life socially, economically, culturally, and ecologically (Barth, 2014, p. 10). It is expected that they lead to a negative impact on global health and life expectancies (Barth, 2014, p.12), to result in climate change refugees (Barth, 2014, p.11) and to cause conflict over resources, as availability becomes limited (Maley and Peachy, 2017, p.7; Barth, 2014, p.11). In the past decade, 22 million people have already been affected by displacement due to climate catastrophes or wars as a consequence thereof (Goulah, 2020).

With regard to the origin of these global challenges, two central themes arise: economic growth and societal and individual disconnection. Bowden argues that they are rooted in and are motivated by the “belief in the power of market and belief in omnipotence of science and technology to liberate humanity from constraints of nature and society” (Bowden, 2010, p.16). There is a focus on economic growth at all cost, without regard for the long-term impact on the environment and the linked implications for societies. Particularly the industrial and technological expansion and the commodification of food and labour have heavily impacted and stressed the environment (Bowden, 2010, p.16). Furthermore, Robert highlights that the modern, globalised world has resulted in “whole populations (having) become disconnected from themselves, each other, and their surroundings with disastrous consequences for the global system” (cited in Bowden, 2010, p. 16). People have lost their understanding of the interconnectedness of the ecosystem, of the impact each of the components in the system have on each other and of the many aspects of modern-day society that are now unknown to its members, unless explicitly explored. An example are the environmentally damaging practices at the root of the production of many consumer goods and, by purchasing these goods, consumers unintentionally and unknowingly support such practices.

In the 1980s, the movement away from these practices towards methods that can be maintained in the long run emerged. It is referred to as sustainability or sustainable development

(Anyanwu, 2017, p. 80) and aims to foster practices that do not compromise the global system in ways that will drastically impact societies. Research suggests that three aspects of the vision of sustainable development are of particular importance to invoke societal change. Firstly, improving upon current societal practices requires a paradigm shift. In this context, Bowden states that “this capacity of socio-ecological systems, often referred to as resilience, needs a shift in mindset that goes beyond ‘doing things better’ or ‘doing things differently’ towards learning to change the way we look at things completely” (Bowden, 2010, p.19). The end goal in mind is to re-establish balance between nature and society. Secondly, it is necessary to acknowledge that “we are dealing with a process” (Barth, 2014, p.13). The current challenges and predicted changes are characterized by their unpredictability, resulting in sudden, unforeseen events in the ecosystem with catastrophic impacts. Therefore, any solution or response to such challenges will be a constant learning and revaluation process (Bowden, 2010, p.19). And lastly, overcoming these global challenges requires “collaborative global action” (Barth, 2010, p.3). The earth’s ecosystem is deeply interconnected and therefore only global collective approaches can effectively re-establish the balance between nature and society.

An important initiative and example in pursuit of this mission are the United Nations Sustainable Development Goals (UNSDGs), aimed to be reached by 2030. They are a “universal call to action to end poverty, protect the planet and ensure that all people enjoy peace and prosperity by 2030” (United Nations, 2020). The broad scope covered by these goals underlines the great impact and interconnectedness of the vision of SD and includes the elimination of poverty and hunger, clean and green water and energy consumption, sustainable work and economic growth, good health and well-being, gender equality, quality education, environmental protection and many others. Table 1 lists all UNSDGs and their descriptions.

Table 1: United Nations Sustainable Development Goals (United Nations, 2020)

Goal	Objective	Description
1	No Poverty	Economic growth must be inclusive to provide sustainable jobs and promote equality.
2	Zero Hunger	The food and agriculture sector offers key solutions for development, and is central for hunger and poverty eradication.
3	Good Health and Well-being	Ensuring healthy lives and promoting the well-being for all at all ages is essential to sustainable development.
4	Quality Education	Obtaining a quality education is the

		foundation to improving people’s lives and sustainable development.
5	Gender Equality	Gender equality is not only a fundamental human right, but a necessary foundation for a peaceful, prosperous and sustainable world.
6	Clean Water and Sanitation	Clean, accessible water for all is an essential part of the world we want to live in.
7	Affordable and Clean Energy	Energy is central to nearly every major challenge and opportunity.
8	Decent Work and Economic Growth	Sustainable economic growth will require societies to create the conditions that allow people to have quality jobs.
9	Industry, Innovation and Infrastructure	Investments in infrastructure are crucial to achieving sustainable development.
10	Reduced Inequality	To reduce inequalities, policies should be universal in principle, paying attention to the needs of disadvantaged and marginalized populations.
11	Sustainable Cities and Communities	There needs to be a future in which cities provide opportunities for all, with access to basic services, energy, housing, transportation and more.
12	Responsible Consumption and Production	Responsible Production and Consumption
13	Climate Action	Climate change is a global challenge that affects everyone, everywhere.
14	Life Below Water	Careful management of this essential global resource is a key feature of a

		sustainable future.
15	Life on Land	Sustainably manage forests, combat desertification, halt and reverse land degradation, halt biodiversity loss
16	Peace and Justice Strong Institutions	Access to justice for all, and building effective, accountable institutions at all levels.
17	Partnerships to achieve the Goal	Revitalize the global partnership for sustainable development.

Defining Sustainability: Research and Challenges

Research addressing the understanding of the concepts of SD in the field of ELT and language studies shows that there seems to be “uncertainty about what sustainable development is” (Canning, 2005, Bowden, 2010, p.17). The aim of this section is to establish a clearer understanding of the challenges and problems with the definition, its complexity, as well as the scope of previous research as to how familiar the term is in the context of ELT. Since the emergence of the concept in the 1980s little research has been conducted on ELT and language professionals, therefore some research stemming from closely related fields will be included in this section to allow for a better overview and understanding of the topic. For example, even though this research aims at investigating the ELTrs perspective, research on ELT students, on language students and on teachers from other disciplines was included. The absence of available research and data accentuated the need for further research, particularly from the perspective of teachers. Furthermore, it was aimed to consult relevant research from different global contexts, which resulted in the inclusion of studies from the United Kingdom, Oman, the United Arab Emirates, Turkey, Sweden, and Lithuania. The studies investigated the perspectives of students and teachers on the meaning of SD and sustainability.

Studies that laid focus on students’ understanding of SD and sustainability revealed that language students had “a lack of a real understanding of sustainability issues” (Hubscher-Davidson and Panichelli-Batalla, 2016, p.412). In the research at universities in the United Kingdom, Hubscher- Davidson and Panichelli-Batalla (2016) found that the understanding of final year language students was largely limited to a superficial level (p.411), even though a report by the Quality Assurance Agency and Higher Education Academy had suggested that students in the United Kingdom have a “high level of awareness of SD issues” (Hubscher-Davidson and Panichelli-Batalla, 2016, p.410). Sixteen percent of the students in Hubscher-Davidson and Panichelli-Batalla’s study (2016) had never heard of the concept of SD (p.408)

and 52 % did not consider SD relevant to their field of study (Hubscher- Davidson and Panichelli-Batalla, 2016, p.404). Balčiūnaitienė and Voronova (2018) conducted a study on English language students at a Lithuanian university and found that 45% agreed on the importance of acquiring sustainable competence and ecological awareness and 25% noted that they require a higher proficiency in English for SD (p.109). A study conducted by Al-Naqbi and Alshannag (2018) in the United Arab Emirates across all faculties showed that “students showed a high level of understanding, very strong positive attitudes and moderate positive behaviour toward ESD and the environment” (p. 566). Unfortunately, this study gives no indication of differences between faculties and it is possible that language students did not sign up for the study, because they were unfamiliar with the topic. Kilinc and Aydin’s (2013) study with pre-service science teachers in Turkey showed that students had a good grasp of the terms, particularly the female students. However, this knowledge was not reflected in any of the students’ practices and gives no indication of the knowledge of language teachers. As teachers are the key component to educating learners on SD, some studies focused on them, but again, few studies in the domain of language education - particularly English education. Whilst recruiting teachers from the language faculties in the United Kingdom for dialogue on embedding SD in language contexts, Canning (2005) notes that it became evident that there was a lack of understanding on SD and sustainability. Andersson (2016) investigated pre-service teachers in Sweden on how they “conceptualise and approach SD issues in their teaching” and found there was great variation (p. 446). Overall participants seemed to grasp the concepts. A study by Summers, Coney and Childs (2004) on the other hand, also executed in the United Kingdom, revealed that all participating geography and science teachers “had a clear understanding of (SD)” (cited in Ambusaidi and Al Washahi, 2016, p.6). These were science and geography teachers and the geography teachers showed superior knowledge on SD (Ambusaidi and Al Washahi, 2016, p.6). Science teachers in Oman, on the other hand, showed little knowledge of the concepts of SD however this research showed that female teachers had a higher level of knowledge than male teachers (Al- Sadee cited in Ambusaidi and Al Washahi, 2016, p.7). Teachers in a study in Greek primary schools were found to have misconceptions of the concept of SD as many were unable to provide a correct definition or identify the difference between renewable and non-renewable energy sources (Spiropoulou, Antonakaki, Kontaxaki and Bouras, 2007, p. 446).

Further criticism pertains to sustainability often being used as a catchphrase due to its positive associations. It is said to hold no specific meaning in such contexts (Barth, 2014, p.12), which contributes to the lack of true understanding of the term. Additionally, sustainability is often wrongfully expressed “as a problem of limited resources which can only be remedied through ever greater technology and centralisation of power” (Bowden, 2010, p.17), resulting in what Bowden (2010) refers to as the “mindless pursuit of economic growth or ‘development’, in the name of sustainability” (p.17). Moreover, sustainability is often considered to be limited to “greenwashing”, i.e. adapting greener practices. While this certainly is a component, it does not express the totality of the intended meaning. This occurs even in Western contexts, where these ideas and concepts originate (Canning, 2005, Bowden, 2010, p.17).

In non-Western contexts, the lack of understanding of the terms sustainability and SD are also becoming apparent. This is attributed to the difficulties in translating the idea of sustainability into other languages, as demonstrated by a study on language in the context of international cooperation and sustainability (Footitt et al., 2018, p.5). The study also showed that

the same problem persists with other concepts used in the anglophone development context that are not directly translatable into other languages. Examples include words such as “‘gender’, ‘accountability’ and ‘resilience’” (Footitt et al., 2018, p.5). As the topic of sustainability is relevant to the global population, it is equally relevant to find terms to address them in non-anglophone settings. A possible reason for these difficulties is that these Western concepts simply do not exist in many other cultures and in the fields where they could be conveyed, such as developmental cooperation, there is a lack of focus on the importance of language.

The most well-known definition for sustainability and SD stems from the Brundtland Report. It states that “sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs” (Imperatives, 1987, p. 43; Barth, 2014, p.12). At the 2005 United Nations World Summit, the idea was raised that sustainability consists of three overlapping and interconnected pillars: economic, social, and environmental (Hubscher- Davidson and Panichelli-Batalla, 2016, p.404). Central to this idea are “the integrative examination of the threat to natural resources and the promotion of an economic development that is both environmentally friendly and socially just” (Barth, 2014, p.12). The United Nations Secretary General’s High-level panel on global sustainability stated that:

sustainable development is not a destination, but a dynamic process of adaptation, learning and action. It is about recognizing, understanding and acting on interconnections- above all between the economy, society and the natural environment (and) has got to do with improving the well-being of the majority of the population, ensuring people’s freedom and increasing their economic security. (cited in Uzoma, 2016, p.8).

As underlined in the above, beyond the official definition, there are various concepts that deserve mention that are linked to SD and sustainability. Sustainability is not a clear target that can be defined, “but rather seen as an ongoing process of change – as it were a ‘moving target’” (Barth, 2014, p.13). It is a process that requires continuous assessing and balancing of the three main components: society, economy, and nature. As none of these three are static, this balancing act requires continuous revision and continuous learning. This also results in the concept continuously being developed, revised, extended, and refined (Anyanwu, 2017, p. 81), thereby making it challenging to define clearly. Sustainability is a global concern that requires global action. It requires “all of us who share this planet to rethink our relationships to the material bases of our lives, our relationships to others, and the ways in which we constitute a good life” (Goulah, 2020). SD can only be attained by means of collective collaboration and exchange, for which the UNSDGs are a prominent international initiative and example. At the root of the concept of sustainability there is also the idea of paradigm change to an ecological world view, through which everything is considered as a component and as connected parts of a global system (Bowden, 2010, p. 16). The component systems are “(...) themselves systems and are not sustainable separate from the larger systems in which they exist” (Bowden, 2010, p.16). Bowden argues that, beyond green washing or adjusting behaviour on a small scale, sustainability is fundamentally a shift in our world view with regard to how we “see ourselves in connection to others and the world around us” (Bowden, 2010, p.16). The aim is to inspire a new mindset that shifts from a separated world view to an interconnected one.

2.3. Education for Sustainable Development

As part of achieving global sustainability, education has been identified as a key component to creating sustainably literate societies (Barth, 2014, p.24; Ambusaidi and Washahi, 2016, p.4). As stated by UNESCO (1997):

Education is also the means (...) for the continuing and fundamental changes that will be required if humanity is to alter its course, leaving the familiar path that is leading towards growing difficulties, and starting the uphill climb towards sustainability. Education, in short, is humanity's best hope and most effective means to the quest to achieve sustainable development. (cited in Ambusaidi and Al Washahi, 2016, p.4).

Particularly learner-centred approaches have been deemed promising in the pursuit of attaining sustainably literate societies. Learner-centred education (LCE) can be defined as:

A pedagogical approach which gives learners, and demands from them, a relatively high level of active control over the content and process of learning. What is learnt, and how, are therefore shaped by learners' needs, capacities and interests. (Schweisfurth, 2013).

LCE is closely linked to other contemporary methodologies, such as activity-based, inquiry-based and problem-based learning, all of which originate in the work of Jacques Rousseau (Tabulawa 2003, p.9; Schweisfurth, 2019, p.1) and aim at developing learner autonomy. These methodologies have a reputation of often being considered “best practices’ pedagogy” (Schweisfurth, 2019, p.1) and, according to Bassey (1999), are the “foundation of a true democratic society” (cited in Tabulawa 2013, p. 9). The central ideas embedded in LCE methodologies are often considered opposite to rote learning and are listed in the following:

- a) Learning is more effective when based around topics relevant and of interest to the learners (Schweisfurth, 2019, p.2)
- b) Problem-solving results in better retention than rote learning (Schweisfurth, 2019, p.2; Tabulawa, 2003, p.9)
- c) Engaging, activity-oriented approaches result in more meaningful learning (Schweisfurth, 2019, p.2; Tabulawa, 2003, p.9)
- d) Skills required in modern-day society, such as critical thinking, can be taught by “encouraging independence and collaboration” (Schweisfurth, 2019, p.3), thereby turning learners into active participants in their learning process, rather than relying solely on the teacher (Tabulawa, 2003, p.9; Schweisfurth, 2019, p.3)

As part of the movement of SD, ESD, a learner-centred pedagogy, emerged as a tool for developing sustainably literate societies.

The History

The concept of ESD emerged as part of the international exchange on sustainability, recognizing that education is a key element in developing sustainably literate societies (Barth, 2014, p.24; Ambusaidi and Washahi, 2016, p.4). It was first formally recognized at the 1992 Earth Summit in Rio de Janeiro and included in Agenda 21. The importance for education as a key ingredient to achieving sustainability was further underlined and reaffirmed in follow-up conferences, such as the UN conference Rio+5 in New York in 1997 (Barth, 2014, p. 27). The core aims identified were ‘lifelong learning, interdisciplinary education, partnerships, multicultural education and empowerment’ (United Nations General Assembly 1997, art. 105). The 1997 UNESCO report ‘Education for a Sustainable Future: A Transdisciplinary Vision for Concerted Action’ marks the beginning of the implementation and includes best practices examples and a clearer vision (Barth, 2014, p.27). Shortly after the 2002 World Summit on SD, the United Nations Decade of Education for Sustainable Development (UNDESD) was proposed and accepted, and implementation in formal and informal education commenced soon after (Barth, 2014, p. 28).

The UNDESD lasted from 2005 to 2014 and was an intentional strategy aimed at enhancing the profile of the central role of education in achieving a more sustainable society (Ambusaidi and Al Washahi, 2016, p.5). The main goals were:

- (1) to give an enhanced profile to the central role of education and learning in the common pursuit of sustainable development
- (2) to facilitate exchange and interaction among stakeholders
- (3) to provide a space and opportunity for refining and promoting the vision of and transition to sustainable development
- (4) to foster increased quality of teaching and learning
- (5) to develop strategies at every level to enhance capacity

(UNESCO, 2005)

Through the UNDESD, various insights were gained into the nature of EFS and it has since become a “well-established field of educational policy and practice” (Barth, 2014, p.1) that aims to implement ESD in all educational sectors. The results of the UNDESD can be seen in many educational facilities today, e.g. in university programmes targeting sustainability. The decade had a broad impact, reaching the sciences, medicine, energy, environmental studies. However, the domain of language and language education was not reached with the same magnitude. Efforts have been continuing since the end of the decade and, as part of the UNSDGs, creating sustainably literate societies by means of education remains an integral part of achieving these goals. The main aim is to create sustainability literate learners, and eventually

graduates, that are prepared to make decisions in the uncertain future that the sciences have predicted for the planet.

The Vision

ESD can be understood as a “vision of education that seeks to balance human and economic well-being with cultural traditions and respect for the Earth’s natural resources” (Barth, 2014, p. 25). It is motivated by a society trying to ensure a sustainable future for itself “with the goal to produce change agents actively involved in developing more sustainable societies” (Bowden, 2010, p.18.). Central to the idea of sustainability is the notion of bringing a paradigm shift of an ecological world view to education and whereby EFS envisions to prepare current and future generations to function as key agents of change (Barth, 2014). Balčiūnaitienė and Voronova (2015) emphasise that ESD means:

the creation of space for transformative social learning. Such space includes: space for alternative paths of development, space for new ways of thinking, valuing and doing, space for participation, space for pluralism, diversity and consensus, but also for respectful disagreements, and for contextual differences. (Balčiūnaitienė and Voronova, 2015, p.108).

The main aims of ESD are to raise the local and global level of awareness of SD, to enable the understanding of the problems that gave rise to SD and to invoke global collaborative and interdisciplinary action to address these problems (Zygmunt, 2016 p.119; Balčiūnaitienė and Voronova, 2015, p.108). It aims to inspire and motivate learners (Jacobs and Cates, 2012, p. 7), to view the world holistically, to feel responsible, to take action and to “connect, confront and reconcile multiple ways of looking at the world” (Wals, cited in Balčiūnaitienė and Voronova, 2015, p.108). ESD is a concept developed to be “applicable to a wide variety of contexts and domains” (Balčiūnaitienė and Voronova, 2015, p.108), aiming for integration into all forms of education. Furthermore, it aims to educate a future generation that is creative and proactive in finding solutions, as sustainability, beyond responding to predicted environmental changes, equally requires responding to unforeseen and unpredicted changes.

2.4. ESD and ELT: Methods, Potential and Critical Perspectives

As underlined by Footitt et al. (2018), educators, organisations and institutions are missing opportunities by failing to seize the potential between languages and SD (Footitt et al., 2018, p.7), particularly ESD and ELT. Canning (2005) attributes this to the general consensus that sustainability is primarily targeted at the natural and social sciences. However, the ESD methodology is intended to be applied in various manners across the curriculum, as well as in the culture of the educational facility (Hubscher- Davidson and Panichelli-Batalla, 2016, p.406; Bowden, 2010, p.18). It was found that, once language students were familiarised with the connection between SD and their field, their understanding and their interest increased exponentially and they wanted to learn more (Hubscher-Davidson and Panichelli-Batalla, 2016, p.405). Further, after the understanding had been established, 59% were in favour of integrating sustainability into their curriculum (Hubscher-Davidson and Panichelli-Batalla, 2016, p.412).

Before the intervention, only 27% were of this opinion (Hubscher-Davidson and Panichelli-Batalla, 2016, p.411).

While ESD has received much support over the last decades, there also has been criticism, pointing out controversial aspects of the methodology, as well as challenges to implementing ESD in a global context. The criticism stems largely from non-Western contexts, underlying concerns for appropriateness in these contexts. However, Schweisfurth (2019) points out that “even in relatively luxurious school settings with well-educated and prepared teachers, questions have been raised about it” (p.1). Interestingly, some of the criticism present in ESD has similar perspectives as criticism on English as lingua franca, that has been addressed in section 2.1. As ESD is an LC pedagogy, critical ESD perspectives were included in this section, as they are equally applicable.

Perhaps the most direct connection between ELT and ESD is that SD requires discourse on a global scale, and this is accomplished through language (Phibbs, 2005; Zygmunt, 2016, p. 113; Balčiūnaitienė and Voronova, 2014, p.108). Many researchers therefore agree that to achieve sustainability as a society, language is a key component (Uzoma, 2018, p.8) and as highlighted by Zygmunt (2016) “entering a global network of human contacts and functioning on the macro scale is impossible without a mutually shared means of communication” (p.117). Many authors agree that even in non-Western contexts, English as lingua franca can function as a catalyst and an essential tool in achieving SD, as it supports economic empowerment (Uzoma, 2016, p.12; Obiegbu, 2005, 82; Anyanwu, 2017, p. 84-85). Zygmunt (2016) suggests that when achieving fluency in a language, this often equates to fluency in that culture (p.115) and Goulah (2020) supports this perspective in stating that worldviews are deeply embedded in language in that “language is never a neutral conduit of ideas but carries with it sets of root metaphors that shape how we see our world”. In that same way, it is argued that languages have both the power to advance and interfere with SD, and even threaten it. ESD, much like English, may pose a threat to “indigenous and nondominant languages and the sustainable practices and cultural beliefs encoded in them” (Goulah, 2020). Moreover, SD requires creative language use and a high proficiency, as this “becomes a decisive factor in negotiations and communication” (Zygmunt, 2016, 117) “which require the language user to be tactful and tolerant” (Zygmunt, 2016, p.113).

Strengthening students’ abilities to discuss SD can be achieved by integrating topics relating to SD in the lessons. ELTrs in particular are often said to be at liberty of designing their classes flexibly (Tabulawa, 1998, p.259), provided that syllabus goals are met. Rivers points out that as “language teachers we are the most fortunate of teachers—all subjects are ours. Whatever (the students) want to communicate about, whatever they want to read about, is our subject matter” (cited in Jacobs and Cates, 2012, p.5). Goulah (2020) strengthens this perspective by stating the view that including SD as a topic is “‘Business as usual’ for English teachers (...) (this) is how we have accommodated many pressing issues, such as race, gender, homophobia, and poverty, in our teaching in the past” (Goulah, 2020). Maley and Peachey (2017) point out that “(a) growing number of ELT professionals have come to agree that language teachers are more than just teachers of language” (p.7). In this context, Goulah (2020) also raises the perspective that “questions of sustainability in the field of TESOL are closely linked to issues of race- and class-based social injustice”. A further example here may be the inclusion of the spread of English as lingua franca and the inequalities this entails as a topic for discussion in the English

classroom. Overall, Zygmunt (2016) suggests that it would be favourable for ESD to represent environmental, economic, and socio-cultural topics equally in the curriculum (p. 118). If teachers are indeed bestowed with such freedom, ESD can be implemented by means of a bottom-up approach through carrier content, i.e. content that can function as a vehicle for the real content. Here, authentic dialogue and open questions are a useful tool to stimulate learner creativity and critical thinking (Schweisfurth, 2019, p.5). Topics can include climate change, current political issues, and the elimination of inequality and poverty (Balčiūnaitienė and Voronova, 2015, p.110). However, it can be argued that even such freedom is not available in all cultures, whether at a national or institutional level (Bhandari and Abe, 2003, p.156). Currently there is no data available that provides a clearer indication of the global landscape.

A key idea in SD is that of achieving a paradigm shift to an interconnected, ecological world view, as “sustainability issues cannot be sufficiently understood or addressed without a primary recognition of interrelationship, and therefore also an assumption of the need for interdisciplinary approaches” (Jones, Selby, Sterling, 2010, p.20). In the domain of education, this can manifest in the form of interdisciplinarity and internationality (Barth, 2010, p. 48). In terms of higher education, this results in “rising mobility of students and researchers, a stronger emphasis on collaborative research across disciplines and national borders, and curricula and forms of teaching and learning that take international aspects more seriously into consideration” (Barth, 2010, p. 37). Implementations of this on a university level can be observed in many international contexts, for example the promotion and recommendation for students to participate in exchange programmes. It can also be seen in the zeitgeist of academic research, e.g. the majority of winners of the Alexander-von-Humboldt Research Award lay focus on interdisciplinary research. One aspect of enabling this international exchange is that of communication, which can be realised through “the dominance of English as the lingua franca of the global scientific community” (Barth, 2010, p. 38). Other aspects that tie into this are collaborative working, intercultural awareness, as well as the connections of local, national and global communities (Bowden, 2010, p.17). This also entails supporting students in understanding “the implications their choices may have on others” (Canning, 2005).

Language students are especially qualified to merge intercultural competence with education and communication on these issues, as “(language) learning and the study of other cultures places students into a social and geographical space where they engage with these others” (Canning, 2005; Phipps, 2005; Zygmunt, 2016, p.113). They can thereby be considered connecting agents between global and local culture and communities and are able to ascertain a key role in communicating between these parties to foster mutual understanding. An example for this may be gaining an understanding of the interpretation and significance of modern scientific predictions for non-Western communities. As Canning (2005) underlines, “(culture) plays an important role in informing our understanding of why scientists may be believed, ignored or dismissed” (Canning, 2005). Language students are therefore able to work at the points of intersection of these different worlds and are “well placed to observe human responses to environmental concerns” (Canning, 2005). The intercultural competence of language students can also be of great importance in bridging the “disciplinary gap between the humanities and the sciences” (Canning 2005). In this context they are able to research whether concepts of SD have been properly understood, i.e. “how scientific observations about climate change (for example) are translated linguistically and culturally into human response” (Canning, 2005). One aspect of such intercultural competence is translatability of the concepts of sustainability and SD outside

of English, which, as has been raised in section 2.2., has proven to be challenging. Ensuring the translatability of such concepts may be of particular interest to students in the humanities, as they represent communication between cultures and can address the issue of non-translatability (Canning, 2005). Another cultural concern relevant to ELT is the inequality and oppression of culture and pedagogies that were addressed in both the criticism on English as the lingua franca and that on ESD. Contrary to the dominant voices in Western culture, “often white and male” (Goulah, 2020), ELT practitioners can enable alternative voices and perspectives by enabling language competency, allowing for these to be integrated and represented in the global conversation. In the context of ELT, teaching an ecological would encourage the use of methods such as collaborative task-based learning (Bowden, 2010, p.20) in addition to integrating intercultural topics.

One aspect of LC pedagogies is that lessons ought to be an engaging and motivating experience for students, as there is “considerable evidence that engagement enhances learning” (Schweisfurth, 2019, p.4; Jacobs and Cates, 2012). However, the meaning of engagement may vary. In the ELT classroom this can be translated into the inclusion of activities and content that are relevant and appropriate to the students personally and culturally (Bowden, 2010, p.20). This can be achieved by including materials relevant to local topics, and “connecting it to wider debates” (Bowden, 2010, p.20). As this allows students to draw from their own experiences and culture, as well as showing them their role and importance in the global society, such learning experiences have been deemed to result in ‘meaningful’ learning for the students. Including local concerns may even be translated into connecting students and lessons to the local community, i.e. by means of inviting guest speakers, or developing tasks around surveying and interviewing members of society outside of the classroom (Bowden, 2010 p.20). Here, Hubscher-Davidson and Panichelli-Batalla’s study (2016) offers an interesting example how many ESD can be included in an ELT class:

As this specific module dealt with Latin American culture, and the lesson plan from previous years included a 2-h lecture on architecture, it was decided that while tackling the planned topic, that is, the work of Brazilian architect Oscar Niemeyer, students would be asked to decide whether his architectural creations could be considered sustainable. The emphasis in class was to discuss the issue and not to lobby students with a particular viewpoint. (Hubscher-Davidson and Panichelli-Batalla, 2016, p.408).

The global challenges of sustainability include the unpredictability of our ecosystem, which requires a pedagogical approach to teach uncertainty. When educating students on SD it is important to ensure they are not left feeling fearful and helpless (Hubscher-Davidson and Panichelli-Batalla, 2016, p.405). It has been found that embedding sustainability and SD into the curriculum and allowing students to actively develop ideas and projects has bestowed in them a sense of empowerment, which combatted such feelings of helplessness (Hubscher-Davidson and Panichelli-Batalla, 2016, p.405). Goulah (2020) points to an example of a teacher here, who felt uncertain whether sustainability and SD and the predicted consequences were suitable for her classroom, unsure if they could handle it. She then learned one of her students had recently arrived and was brought to her city as a result of Hurricanes Irma and María destroying her home in Puerto Rico and displacing her and her family, making them climate refugees. This underlines the already present effect of the challenges faced by the global

community and the relevance it has, even to the individual lives of students. It also highlights that climate change refugees are already a part of the current global reality and no longer merely a future prediction.

One notable question that has been raised is whether it is “the job of education to make people behave in a particular way” (Jickling, 1992, p.7). As the goal of ESD is to create a sustainably literate society, it holds a clear intention to encourage certain behaviours and the methodology is constructed precisely around resulting in these new behaviours and mindsets. As argued by Tabulawa (2003), “the pedagogy is an ideological outlook, a worldview intended to develop a preferred kind of society and people” (p.7). This concern has also been raised outside of the scope of ESD, e.g. in the Netherlands, where the conservative, right-wing populist party Forum voor Democratie (FvD) accused left-wing teachers of influencing students. The FvD responded by installing a platform where students and parents were able to report such left-wing propaganda, which was met with great criticism across the Netherlands (de Goede, 2019).

Critical voices address the underlying political and ideological nature of LC pedagogies such as ESD (Tabulawa, 2003, p. 10; Phibbs, 2005). It is considered a “western import and a form of neocolonialism” by some researchers (Schweisfurth, 2019, p. 3), deeply embedded with democratic tendencies and aimed at breaking authoritarian structures embedded in education (Tabulawa, 2003, p. 22). Further, critics argue that “it should be seen as representing a process of Westernisation disguised as quality and effective teaching” (Tabulawa, 20013, p. 7). From this perspective, ESD is by no means the ‘value neutral’ and ‘universally-suited’ pedagogy it is often represented as. Through its presentation as a neutral pedagogy, the true intention of the pedagogy is concealed, as well as its ideals of “how society should be organised” (Tabulawa, 2003, p. 10).

In connection to this, critics argue for an integration of indigenous pedagogies with Western ones. Particularly in the context of ESD and ELT, Nakagawa raises the question whether English and ELT are “fundamentally incapable of relating to indigenous worldviews and languages with which English shares the world” (cited in Goulah, 2020). As much as the English language has been encroaching on other languages and cultures, so is the ESD pedagogy encroaching on local culture and pedagogy. Tabulawa (2003) promotes the idea that there must be a way in which local and global culture can complement each other, as well as Western and indigenous pedagogies (p. 23). There is a lack of research on indigenous pedagogies, but it is suggested that it is crucial for these to be studied in order to assess the potential they have (Tabulawa, 1998, p. 249). Equally necessary is the research into understanding which aspects of Western pedagogies aimed to be implemented “override (local) cultural specifics” (Tabulawa, 2003, p. 23). This is extremely important, as pedagogy affects the culture at large. Tabulawa argues that there is a pressing need to develop these indigenous pedagogies, but this requires a recognition of “indigenous knowledge systems as legitimate knowledge systems that have potential for enriching students’ educational experiences” (Tabulawa, 2003, p. 23).

This touches on another concern with ESD and LCE, namely the ‘one-size-fits-all’ approach (De La Luz Reyes, 1992) that seems to be presented by some authors. This alludes to a challenge with regard to the cultural and economic diversity presented across the globe, as establishing similar conditions in such different contexts is often not possible. As pointed out by Bowden (2010), there are no ‘one-size-fits-all’ answers to ESD and what may be possible for the prestigious private school in the Netherlands will certainly not be possible for the community-organised school in rural Namibia, where there are neither chairs nor whiteboards. In the

literature, there is a focus on perspectives from Sub-Saharan Africa and Asia, which argue that “few successful implementations” of LCE (Schweisfurth, 2019, p. 3) have been observed outside of the West. The lack of unfavourable outcomes is largely attributed to two factors: (1) factors of a technicist nature, and (2) factors linked to the teacher (Tabulawa 1998, p.249).

Factors of technicist nature pose various challenges to implementing ESD and include aspects such as class sizes and overcrowdedness (Schweisfurth, 2019, p. 1; Bowden, 2020, p. 19), as well as limited classroom resources and shortage of teaching materials (Schweisfurth, 2019, p. 1; Tabulawa, 1998, p. 249). In many contexts, challenges such as irregular classes (Bhandari and Abe, 2003, p.119), limited access to electricity or technology, lack of transportation to classes and unaffordable education for lower income classes limit the possibility of education overall, let alone by means of a specific pedagogy (Bhandari and Abe, 2003, p. 134). For lower income classes, there are similar concerns of inequality and elitism as in the lingua franca education and children from lower income classes and lower educational backgrounds are feared to be disadvantaged when they have to take their learning into their own hands (Schweisfurth, 2019, p. 4). The teacher role will be discussed in detail in the following section.

The Teacher Role

The teacher has been identified “as the most significant factor in the learning context” (Hattie, 2008, in Maley and Peachey, 2017, p.7; UNESCO, 2005; Ambusaidi and Al Washahi, 2016, p.4) and is central to ensuring the success of any teaching. In the context of what the teacher is teaching, it is argued that one of “the greatest of all pedagogical fallacies is the notion that a person learns only what he (or she) is studying at the time” (Maley and Peachy, 2017, p.7). This connects to the concept of the ‘hidden curriculum’, i.e. collateral lessons, values and perspectives acquired by a student beyond the lesson on the subject. It is suggested that the hidden curriculum has a long-term impact on students’ attitudes and characters, whereas the official curriculum may not have such lasting effects (Svinicki, 2019, p.11). Thus, teachers, even in absence of such intentions, are always teaching beyond the subject matter. In this context it is pointed out by Bartlett (2004) that “the acquisition and development of literacy is not, and cannot be, a neutral process” (p.81) and, as Bowden (2010) suggests, “belief and values are always implicit in communication processes” (p.20). Therefore, beyond the content, teachers convey to their students their attitudes and practices and will thereby affect and influence the “future attitudes and personalities of their students” (Maley and Peachy, 2017, p. 7). These perspectives underline the central role of teachers and the great impact and influence they have on the lives and minds of their students, even beyond the curriculum content. It also points out that a teacher's personal beliefs may have an impact on students, even when the teacher is unaware of this. Kennet (2009) further underlines that the role of the classroom dynamic overall has a larger influence on the lives of the students. The classroom is considered to function as “a microcosm of community”, (cited in Bowden, 2010) and thus knowledge and practices acquired here are believed to be directly transferable into the community.

In the context of ESD, the teacher role shifts from an ‘all-knowing’ authoritarian, sometimes paternalistic role that Jacobs and Cates (2012) refer to as “Sages on Stages” (p. 6) to

the role of a facilitator, accompanying the learners' journeys. Jacobs and Cates (2012) refer to teachers in this role as "Guides on the side" (p. 6), shifting from a teacher-centred to a learner-centred practice (Schweisfurth, 2019, p. 4). The aim of this shift is to enable learners to become independent, steering their own learning experiences where possible, as future unprecedented global challenges may require innovative solutions for which neither their teachers, nor curriculum developers can prepare them. As Armstrong underlines, this is aimed at "preparing the student for a lifetime of achievement and successful adaptation to change" (cited in Barth, 2014, p. 40). In the same way ESD also stimulates lifelong teacher learning, as teachers are encouraged to openly share with students when they do not hold an answer. This can be turned into a learning experience for the learners and the teacher to collaboratively explore the problem and find a solution (Jacobs and Cates, 2012, p. 6). In the same way Bowden's (2010) suggestion that teachers should be encouraged to explore the connections between ESD and ELT (p. 20) could be a task for within the classroom.

With regard to the pedagogical methods of LCE and ESD, it is argued that these are often "polarised against teacher-centred methods or rote learning" (Schweisfurth, 2019, p. 3) and that these methods are unable to coexist. Schweisfurth (2019) argues that the practice of a good teacher entails fluency in various methods and selecting methods applicable and possible with respect to resources, culture, content and aim of the education (p. 3). Tabulawa (1998) particularly underlines the importance of the educational aim of the class and how it is relevant to the pedagogical approach chosen (p. 249). For example, if the intention is to prepare students to pass a high-stakes assessment, rote learning has often proven to be beneficial. Here the curriculum may be designed in a way that teaches the test content in order to pass it. In this context, Schweisfurth (2019) notes that the types of tests greatly affect the choice for teaching practices, therefore, on a policy level, she encourages a shift away from exams that require pure rote learning, asking whether graduates trained in such a manner are what the community truly needs (p. 5).

In non-Western contexts, LCE is criticized for being incongruent with teachers' beliefs regarding the purpose of schooling (Tabulawa, 1998, p. 265), as well as with traditional social beliefs (Bhandari and Abe, 2003, p. 134; Zygmunt, 2016, p. 118). In this way, LCE and ESD do not match principles embedded in local culture, such as the cultural perceptions of the roles of teachers and students (Schweisfurth, 2019, p.1; Bowden, 2010, p.19). For example, in communistic or paternalistic cultures, teachers have an interest in maintaining their role, as these roles reflect cultural and societal power relations (Tabulawa, 1998, p. 226). Here, ESD and LCE are considered to be too democratic. In these contexts, the teachers' perceptions of students, whom they often consider as "culturally deficient" (Tabulawa, 1998, p. 249) and in need to be educated, are often overlooked. LCE requires a change towards seeing "the student as a capable partner in the learning process" (Tabulawa, 1998, p. 266). However, in many African contexts for example, the elders and ancestors are considered to be infallible figures of authority and guidance who are met with the utmost respect - a value deeply embedded in the culture. ESD and LCE would require these structures to change, as it requires thinking critically and independently and questioning everything, including such relationships and authority (Schweisfurth, 2019, p. 3). Such a "paradigm shift" is not suitable in many African contexts (Schweisfurth, 2019, p. 3), as it would not only affect local pedagogy, but also "modify (...) cultural beliefs and practices" (Schweisfurth, 2019, p. 3). However, it may be possible, even in some cultures where the teacher-student dynamic is characterized by a high power distance, to create a collective learning

among teacher and students. Perhaps a frame under which this could be presented, even in such cultures, is that of contemporary knowledge, as even in high power distance cultures, there may be novelties, such as the use of technology, that the old can learn from the young.

In many global contexts, there is a lack of qualified teachers, particularly in rural areas and in public schools (Bhandari and Abe, 2003, p. 106; Tabulawa, 1998, p. 249). In the case of ELT, there are cases of teachers themselves lacking fluency in English, therefore preferring “text-based or scripted lessons” (Schweisfurth, 2019, p. 3) These teachers would be unable to implement a pedagogy such as ESD due to their own lack of proficiency. This low teacher capacity takes shape in various aspects, such as a lack of pedagogical or subject knowledge, as well as that of motivation (Schweisfurth, 2019, p. 3). ELT and LCE are often introduced in short interventions or workshops, which do not suffice to adjust longstanding practices (Schweisfurth, 2019, p. 3) and the opportunity to familiarise teachers with the pedagogy by means of applying it in these workshops is not being seized. Here Schweisfurth (2019) notes that teachers who never experienced LCE are usually unable to effectively apply it (p. 3), especially if the only interventions have been a short training or workshops. In fact, in many examples Schweisfurth (2019) studied, such teachers’ implementation attempts “made things worse by undermining teacher’s established practices” (p. 2). Overall, teachers were often found to be unfamiliar with the pedagogy and were therefore unable to implement it (Schweisfurth, 2019, p.1; Bowden, 2010, p.19). In some cases, this lack of understanding of the pedagogy led to LCE being attempted in a way that “left too many decisions to unprepared learners” (Schweisfurth, 2019, p. 3) which resulted in an unproductive classroom.

The final and perhaps most significant aspect of criticism and challenges in the context of ESD is the relationship between policy makers and teachers. Teachers' perspectives seem to be equally absent in previous research, as in the context of policy making. Policy makers often have “unrealistic expectations for change” (Schweisfurth, 2019, p. 3) and the development of curricula, including their pedagogies, often occur without the involvement of teachers (Tabulawa, 1998, p. 251), thereby resulting in “teaching strategies ‘developed’ by the bureaucrats” (Tabulawa, 1998, p. 251). This passive role of teachers could be an indication as to why previous LCE attempts may not have been successful in non-Western contexts. Invoking true change in teachers’ pedagogies surely requires involvement of those teachers to “avoid disappointing results” (Tabulawa, 1998, p. 249). This underlines the striking importance of assessing these teacher perspectives globally, particularly before implementing measures, as the teachers are the implementers of the policy maker vision. It is essential to include “the teachers’ assumptions about the nature of knowledge and the ways it ought to be transmitted”, to understand the “beliefs that guide teachers’ practices” (Tabulawa, 1998, p. 252), as well as their motivations and current practices (Schweisfurth, 2019, p.2)

To effectively realise policy in order to create learning experiences that include ESD methods, the development of teacher capacity is essential (Bowden, 2010, p. 19; Ambusaidi and Al Washahi, 2016, p. 5). According to Bowden (2010) most teacher training programmes presently do not include sustainability or the relationship between ELT and ESD as a topic. It is argued that integrating ESD into ELT curricula would lead to enabling and encouraging teachers and students to become involved in these real world issues and this, in turn, holds the potential to be a highly motivating experience for them (Bowden, 2010, p. 20). Many of the suggestions on how ESD can be integrated into ELT stem from policy makers and researchers, while the teacher

perspective is currently underrepresented (Goulah, 2020; Tabulawa, 1998, p. 253; Ambusaidi and Al Washahi, 2016, p. 11). Gathering this information is essential to developing appropriate integration within curricula for teachers and to “orient the concepts in a way that enables teachers to implement the (sustainable) goals” (Ambusaidi and Al Washahi, 2016, p. 5). In order to develop such training, it is essential to first assess the training requirements of ELTrs. This includes inquiring on their current state of knowledge on ESD (Ambusaidi and Al Washahi, 2016, p. 5) and their perceptions of SD and ESD. Only a thorough needs analysis can lead to an understanding of their training requirements. Furthermore, to find a solution whereby a global and a local culture can coexist, it is essential to gain as diverse a global perspective as possible. These two aspects point to the main aim of this research: assessing the needs and perceptions of ELTrs in the global village.

The main inquiries of this thesis into the perceptions and needs of ELTrs can be grouped into four categories. These categories and the respective primary aim of inquiry into each category are:

1. *Defining Sustainability*
This category contains questions aiming to assess the teachers’ present understanding of sustainability.
2. *Culture*
This category aims to assess the impact of culture on teaching methodologies and classroom practice.
3. *Personal Beliefs*
This category aims to assess teachers’ personal beliefs, as these play an important role in their teaching practices.
4. *Teaching Methods*
This category assesses familiarity with, as well as interests in teaching methods related to ESD.

3. Methodology

Design & Materials

This thesis aimed to gather insights on the perceptions and needs of ELTrs in a global context, drawing on methods recommended by needs analysis research from the domain of English for Specific Purposes (Serafini, Lake and Long, 2015). Not all recommendations were applicable, as this research was not intended as a thorough needs analysis to develop a specific training. Rather it is intended to serve as a first assessment of the present situation, exploring whether ELTrs perspectives match the perspectives presented by policy makers, researchers, students, and teachers in previous research. Further, this thesis, by combining insights from previous research and insights from the assessment of ELTrs, aims to provide recommendations and considerations for ESD training developers in the context of ELT. And lastly, it aims to gather insights from

different cultural perspectives. In order to assess teacher perspectives, understandings and beliefs, ethnographic methods were employed by means of a qualitative mixed-methods approach. First, interviews were held with ELTrs. The main insights were then developed into survey questions with the aim of collecting more data. The types of questions chosen closely related to questions from previous research (Balčiūnaitienė and Voronova, 2015; Ambusaidi and Al Washahi, 2016; Hubscher-Davidson and Panichelli-Batalla, 2016) and were based on the main points raised in section 1 and 2.

Interviews

For the qualitative data collection, semi-structured interviews were held, allowing for deviation from the questions, thereby facilitating open-ended exchange. A question catalogue consisting of the main points of inquiry of this thesis was compiled as a guideline for these interviews. The interviews aimed to approach participants with objectivity, neither promoting nor discouraging ESD, SD or the knowledge thereof. This was taken into consideration especially in the way questions were formulated. First, more general topics were discussed, such the entry into the profession of teaching and the interviewees' biographies. The intention of this was to create a positive and comfortable atmosphere. This was followed by the key questions. The question catalogue consisted of the following questions:

- (1) How did you become a teacher?
- (2) Teachers teach more than their subject - what do you think about this perspective?
- (3) Do you / did you have freedom with regard to the materials you bring to class?
- (4) What does sustainability mean to you?
- (5) Are you integrating it into your classes in any way?
- (6) If yes, how have your students responded?

One interview was held in person, the other four were held over Skype and lasted between 30 and 60 minutes. Interviews were recorded and transcribed and can be found in Appendix 1.

Survey

As a further qualitative method, a survey was developed based on the interview question catalogue, as well as on the responses given in the first interviews. For the latter, statements from the interview partners were presented and combined with a Likert scale with a five-point rating, ranging from "1 - I fully agree" to "5 - I fully disagree". Overall, the questionnaire consisted of multiple-choice items, closed-questions and a one open question. Many of the closed questions provided space for comments and further elaboration, to allow for clarification where possible. Some questions, particularly those defining sustainability, were included in two versions: As an open question, as well as a multiple-choice question. The motivation for this was that an open

question held the risk of participants avoiding going into great detail. The multiple-choice question allowed for multiple responses by participants and all aspects from the definition from section 2.3. were included as items here. The survey was created in Qualtrics survey software. The survey questions were grouped into the categories of the main research questions, adding a general category for general participant information:

(1) *General Questions*

This included gender, age, country of origin, highest level of education, professional development, teaching experience in years, age groups taught, and teaching experience gained in other countries.

(2) *Defining Sustainability*

This included questions on the definition of sustainability, inquired into the familiarity with the term SD, as well as with the UNSDGs. These questions also addressed existing integration of sustainability into the curriculum, as well as previous training on the connections between ESD and ELT.

(3) *Culture*

These questions assessed whether teaching is dependent on culture, as well as the liberties in terms of material selection for classes in different cultural contexts the participants had experienced.

(4) *Personal Beliefs*

These questions included the teachers' individual approaches to living sustainably, whether ELT should include topics of social relevance, whether they believe that teachers teach more than language and whether real change was in the hands of policy makers. It also included a multiple-choice question on what constitutes a good teacher.

(5) *Teaching Methods*

This included teachers' interests in learning more about SD in the context of language, whether it should be included, even if it were not part of the official curriculum, whether global topics should be included in the curriculum overall and whether they favoured student-centred methods. It also assessed existing teaching practices that link to ESD.

A report of the full survey can be found in Appendix 2.

Participants

For the interviews, five English teachers were recruited. Three belonged to the professional network of the researcher, whereas the other two were recruited by means of sharing a public post on Facebook. Six teachers had responded to this post and two were selected based on the cultures they had worked in and their availability. Survey participants were recruited by means of sharing the survey in international teacher groups on LinkedIn and Facebook. Furthermore, teachers that had responded to the first post looking for interview partners received the survey as well. There was no incentive for the teachers to participate other than their own interest, both for the survey and the interview. Survey participation was anonymous, and 42 responses were collected. In order to avoid self-selecting bias resulting in participants engaging with the research

who showed a previous interest in it, it was promoted as a general survey interested in opinions and perspectives of English teachers without any mention of sustainability or ESD.

4. Results

Interviews

Of the five interview participants, four were female and one was male. Their countries of origin were: Brazil, Denmark, Namibia, the United States, and the United Kingdom. The main insights from each interview will be listed below, organised into the main categories of inquiry.

Interview Participant One

General

Participant One was female, between 30 and 35 years old, from Namibia and currently teaching in Vietnam. She acquired teaching certification through completing a 220hour TEFL certification and holds a bachelor's degree in criminal psychology. She has been teaching for two years and has taught primary school, secondary school, and English for Specific Purposes classes for adults. Teaching, for her, is a good way to earn a living in Vietnam. However, she aspires to a change in career.

Defining Sustainability

She was able to define sustainability, including environmental, social, and economic aspects, as well as the aspect of a shift in mindset.

Culture

She expressed the point of view that Vietnamese culture does not raise its children to think about sustainability and this results in a society and economy equally unfamiliar with the topic and particularly uninterested in topics of pollution. In her opinion, the Vietnamese culture is very social media focussed which, on a small scale, can be utilized to encourage environmentally friendly movements. An example is the #Trashchallenge, where people take a before and after photo of a polluted area that they cleaned up. She pointed out that Vietnamese culture is influenced by Western trends and therefore looks at Western movements with curiosity. Due to this, she believes that initiatives by Westerners in Vietnam are making an impact in a small way, particularly if Vietnamese see Westerners in the streets, cleaning up. In Vietnam, she has experienced a high level of freedom regarding the materials used for classes, and she has been able to integrate content from outside of the curriculum. Whilst she has integrated materials into her class and started some initiatives, she underlines that it is a communist country where 'you can't just do what you want'.

Personal Beliefs

To her, sustainability is of great importance and she believes that teachers could make changes in their own lives and inspire their students to implement the same changes. However, she believes that in Vietnam real change on a national level could only be invoked by the government.

Personally, she aims at leading an environmentally friendly and sustainable life and keeps working on this.

Teaching Methods

She is actively embedding the topic of sustainability into her classes, particularly with a focus on the environment. She started a 'Green Teacher Association' in Vietnam, a teacher group sharing materials relating to environmental consciousness. She and other foreign teachers have started regular trash collection runs with primary school classes, as trash is a major concern for Westerners in Vietnam. The teachers have also started promoting the use of reusable bags and handing them out.

Interview Participant Two

General

Participant Two was male, from Denmark and had gained teaching experience in Denmark and Japan. He taught for five years and is currently completing his PhD, after which he would like to continue teaching. He holds a master's degree in English and is between 30 and 35 years old.

Defining Sustainability

He was unable to define sustainability fully and defined it in terms of green energy. He inquired about the connection to languages and showed a high level of interest.

Culture

He emphasised that teaching style is extremely dependent on culture. Even in the West, between neighbouring countries such as Germany and Denmark, there are many cultural differences, such as the level of formality used in professional and teaching contexts. In Denmark, teaching critical thinking is deeply embedded in education and he had the liberty to include material into the class as he saw fit. He shared the experience that, at the beginning of a lesson, the students required him to explain why the content of the upcoming lesson was relevant to them. In his experience, Denmark, Finland, Norway, Sweden, and Iceland promote a great degree of learner autonomy, which, in his experience, is not the case for Asia. In Japan, the teaching material was dictated by the company he worked for. The teaching experience in Japan also heightened his understanding of the need to become more aware of students' needs and personalities, especially when they are younger. He experienced some students, as well as some cultures to be more sensitive. He learned that it is important for the teacher to be able to respond to this through his teaching style.

Personal Beliefs

He referred to SD as a political topic that can be included, if the teacher deems it suitable. To him, sustainability is a complicated topic, which is not suitable for beginner language learners. He underlined that a political push would be required to really invoke change and for SD to become a greater part of the cultural consciousness of any given country. He disagreed with the notion that English is a global language, as a large part of the world does not speak it and he argued for the difficulties implementing sustainability in non-Western contexts, particularly for the less-advantaged groups of society. He emphasised that the degree to which teaching can be taught is very limited and that teaching, as a profession, is very personal. In his eyes, the best

teachers are those whose personality is compatible with teaching and a good teacher is characterised by his caring and passion.

Teaching Methods

While teaching in Denmark, he taught by means of including wider topics such as the American Dream. He did not actively integrate sustainability, however, while teaching in Denmark critical thinking was deeply embedded in the educational culture.

Interview Participant Three

General

The third participant was female, from the United States and has gained teaching experience in Florida, Cyprus and is currently working at a private school in the Netherlands. She is between 30 and 40 years old and held a master's degree in teaching.

Defining Sustainability

She was able to define sustainability and had a thorough understanding of environmental, social, and economic aspects. She also grasped the interdisciplinary, interconnected nature thereof, as is reflected in her teaching and the culture of the school she works for.

Culture

In the Netherlands, she has a lot of freedom around creating her lessons. There is a fixed syllabus, but how these goals are achieved is up to the teacher. She explained that in the United States it is illegal to push personal views as a teacher. If she had included sustainability, a parent in a public-school system could complain that she was pushing climate change, even though they personally did not believe in it. However, she remarked that she still included such topics, but she had to do this discreetly. In Cyprus she was teaching refugees. Cyprus has a huge problem with trash. She remarked that her students had other priorities, 'they were just trying to feed their children'. She highlighted the contrasts between this and working for a private school in the Netherlands for 'the elite' and underlined that lower income classes do not have the privilege to make choices for sustainability but are just fighting for survival.

Personal Beliefs

From her teaching experience, she is a strong believer that even young learners can easily grasp sustainability. She believes in the importance of integrating SD into English classes and classes overall.

Teaching Methods

The school she is currently working at makes use of learner-centred methodologies, particularly focusing on inquiry-based learning. The syllabus is divided into modules that are worked on interdisciplinarily, e.g. one module is called 'Sharing the Planet', which addresses sustainability and environmental education. The module includes mathematics units, language units, geography units and others. Any new module or topic begins by asking the students to write down their questions about the topic. The teacher uses the students' questions as a basis to

develop lessons. Past lessons have also included picking certain products, finding out raw ingredients and tracing their origins in the world. They have a map in their classroom, where they locate all raw materials in the world and where they are sourced. Children use google for everything; therefore, she includes teaching them how to do research with google, explaining what makes certain resources and information good and reliable, and who qualifies as an expert, etc. She also makes use of pedagogy to teach uncertainty, as sometimes children get frustrated by the fact that, as a global culture, human practices are highly unsustainable. This is openly discussed and through involvement, e.g. picking up trash and writing letters to their principal and the school board about where the school could be improved, they get active and involved. She said that this invokes a feeling of pride in her students' and they feel like they are making a difference. She also highlighted that she finds it important to teach them about the power of their voice and how they are able to invoke change.

Interview Participant Four

General

The fourth participant was female, between 30 and 45 years of age, from Brazil and had worked as a teacher in Brazil for many years. She did not want to become a teacher, but her family was unable to fund her education. She was offered a scholarship to become a teacher, which was a great opportunity for her to get an education and therefore she took it.

Defining Sustainability

She expressed that she does not know much about sustainability but is interested in learning more. She did raise the environmental impact and the interconnectedness of the planetary system, and the importance of thinking about 'the people who come after you'.

Culture

She said that in Brazil, teachers are required to adhere to textbooks and materials provided by the school. The syllabus is quite demanding, leaving little additional time to include things like sustainability. She worked at a Catholic school where it became apparent to her that it was actively aimed to embed Christian values in the hidden curriculum. She experienced Europe, especially the Netherlands to be more advanced in topics of sustainability than Brazil. In the Netherlands she noted that even the language textbooks include lessons on sustainable energy and wind power. She stated that, in Brazil, people generally do not think about sustainability, except for those with a high education or money to travel. Such individuals may be more aware and active in this regard.

Personal Beliefs

She stated that she believes a teacher always, whether consciously or unconsciously, brings his personal beliefs to the class. She believes it is not possible to teach without expressing personal opinions about the world. However, she is uncertain whether sustainability should actively be included. She does believe that part of teaching is that the teacher brings current global topics to class and remarked that sustainability definitely qualifies as such. However, to her, these ideas are very new. She considers sustainability to be a value that is connected to being a good person and she underlined that she was uncertain whether this falls into the category of things an

English teacher should teach, i.e. morals and values. For her, this is a topic relating to ‘being human’, not to ‘being a student of English’. However, she did consider the topic important and expressed an openness to integrating it into her classes in the future.

Teaching Methods

No teaching methods were discussed in this interview.

Interview Participant Five:

General

Participant five was female, in her late forties, she was from the United Kingdom and currently lives and teaches in the Netherlands.

Defining Sustainability

She had a high understanding of sustainability. In connection to teaching, however, she laid focus on the economic aspects of the teaching profession, i.e. how to make teaching sustainable for the teacher in order to be maintained long term. To her, this included aspects such as keeping students engaged by means of interesting and engaging material, while not exhausting and overwhelming the teacher by means of continued material development and preparation. In the context of developing materials, she underlined that a big part of sustainability is being willing to share and support one another. She pointed out that she believes people do not know what sustainability really means. It has become a buzzword and people and businesses claim they are sustainable. However, in many contexts it is ‘just a nice word’.

Culture

The aspect of culture was not addressed by this interviewee.

Personal Beliefs

She expressed the opinion that there is no right way to teach, there is only opinion. She also pointed out that there is difficulty in choosing authentic materials, as today, newspapers are filled with many decisive opinion pieces, which makes it more challenging for teachers to exclude their personal opinions. She said, her students are aware of her political points of view and remarked that it is important and valuable to include current topics and critical topics, but that it is not the role of teachers to lecture students.

Teaching Methods

She underlined the necessity of making teacher material sustainable, as it is outdated very quickly and this is a waste of resources, both economically and environmentally. To her, including sustainability as a topic was also relevant, as much as including gender equality, LGBTQ+ rights, and movements countering sexual harassment and abuse, such as #MeToo. When looking for specific exercises, she connects to a community of teachers and raises her question here. She emphasised that in education it is challenging to find a definition for sustainability as there is a big gap between the people who are actually teaching and the policy makers who are looking at it as a business.

Survey

General

The survey was submitted by 42 participants. However, 6 participants only completed part of the general section. They were excluded from the results. Additionally, five participants stopped completing the survey at the open questions asking for their definition of sustainability. Beyond the general section, they only completed one question belonging to the culture section, as well as their own geographic origin. Their responses were included for the results in the general section and the one question on culture. They will be addressed separately from the main group. Therefore, the survey had 36 participants for the general section and the first question on culture, and 31 participants for the full survey. Of the 31 participants, 81% were female and 19% were male. With regard to age, 65% were between 20 and 40, whereas 35% were between 40 and 60 years of age. None of the participants held a PhD, 42% held master's degrees, 45% held bachelor's degrees, 3% were high school graduates and 10% specified 'other'. These latter listed 'college diploma', 'university papers' and 'honours' as their highest level of education. In the context of their teacher training, 16% completed a master's degree, 26% completed a bachelor's degree, 35% completed a Teaching English as a Foreign Language (TEFL) certification, such as the Certificate in English Language Teaching to Adults (CELTA), 16% were given an opportunity to teach without a certification, and 7% listed other certifications. Sixteen percent of the participants had been teaching for more than 20 years, 19% between 10-20 years, 13% between 5 and 10 years, 45% between 1 and 5, and 6% for less than 1 year.

The five additional participants were all female and stemmed from all age groups. Their highest level of education ranged from bachelor's degrees to high school and primary school. Their teaching certifications were bachelor's degrees, master's degrees and other TEFL certifications. This group did not specify their duration of teaching.

Culture

The teachers came from 18 different countries and worked in 26 different countries altogether. With regard to freedom in the choice of materials, four teachers expressed that they had no liberties to deviate from the curriculum in China and in South Korea. For China, two other participants responded that they had some freedom, while another two responded that they had a lot of freedom. For Angola, Russia, New Zealand, Mexico, Fiji, China, Germany and Namibia, teachers expressed that they had some freedom. For many of these countries, there was only one respondent, while for Namibia, Germany, China, and the United States there were multiple respondents. Some stated they had a lot of freedom, while others stated that they had some freedom. A full overview can be found in Table 2 below. The cultural questions answered by both groups of participants inquired whether the way teachers teach is dependent on the culture in which they are teaching, to which 33% fully agreed, 53% agreed somewhat, while 11% were neutral, and 3% disagreed somewhat. No participant fully disagreed.

Table 2. Participant Cultures and Experiences Teaching in Other Cultures

	Country of Origin	Currently teaching in	Experience in other countries	'a lot of freedom'	'some freedom'	'no freedom'
South Africa	6	1	6	3		
Namibia	4	2	2	2	1	
United Kingdom	5	1	4	3		
Germany	4	4	1	3	1	
India	2	2		2		
Japan	1					
Fiji	1		1		1	
Greece	1	1		1		
Poland	1					
Uzbekistan	1	1				
New Zealand	1		1		1	
Australia	1					
Mexico	1	1			1	
Romania	1	1				
United States	1	1	1	2	1	
China		7	4	2	2	3
Sweden			1			
Poland		2		1		
Philippines		1				
Malta		1		1		
Japan		1	1			
Russia			1		1	

South Korea			1			1
Angola			1		1	
Vietnam			1	1		
Indonesia			1			
No response		4	9			

Defining Sustainability

The open question defining sustainability received 30 responses, of which 37% alluded to environmental aspects, 33% gave a dictionary definition of sustainability, i.e. that it meant maintaining something over a long time, and 33% percent were unable to give a clear definition. Regarding their familiarity with the term SD, 52% responded that they were familiar with it, while 29% were not and 19% were unsure. The multiple-choice question on the definition of sustainability allowed for multiple responses. The items most selected were ‘Understanding cause and effect’, ‘Protecting the environment’, ‘Finding ways to reuse’, ‘Understanding that everything is connected’, and ‘Changing your mindset’. Table 3 lists all responses in order of most responses. The official Brundtland definition had been broken up into two parts for the survey, so as to ascertain whether participants had a holistic understanding and in order to maintain a similar length for all responses. The first half ‘meeting the needs of the present without compromising the ability of future generations to meet their needs’ was selected by 17 participants, whereas the response including environmental, social and economic factors was selected by 9.

Table 3. Responses to Defining Sustainability

	Response	Number of Reponses
1	Understanding cause and effect	24
2	Protecting the environment	23
3	Finding ways to reuse	22
4	Understanding that everything is connected	22

5	changing your mindset	20
6	a value / moral attitude	19
7	meeting the needs of the present without compromising the ability of future generations to meet their needs.	17
8	changing your lifestyle	14
9	about how to be able to continue over a long time	14
10	the willingness to share knowledge	11
11	changing the cultural consciousness of a country	11
12	keeping a teacher happy in his/her job by providing him/her with training, allowing him/her to grow and providing opportunity	11
13	about profits, planet, and people, i.e. economic, environmental, and social	9
14	giving back more than you take	9
15	creating learning material that stays relevant for a long time	9
16	keeping your class interesting without spending hours and hours of preparation work	8

17	defined differently depending on who you ask and what is important to them	7
18	for those with the privilege to have a choice	6
19	cool and trendy	5
20	how to get the most out of your hours teaching	4
21	difficult for teachers, because through new media opinions change so fast material needs to be renewed more frequently	3

The question pertaining to teacher familiarity with the UNSDGs showed that 10% were familiar with the goals, while 77% were not, 3% were unsure and 10% specified that they were somewhat familiar. Teachers were asked whether their own education and training included sustainability, to which 63% responded with ‘No’, 27% responded with ‘Yes’ and 10% were not sure. The majority of teachers (72%) expressed an interest in learning more about sustainability in the context of language teaching and 28% were unsure. Regarding whether sustainability should be integrated into the English curriculum, 77% were in favour, 10% disagreed and 4% withheld their response.

Personal Beliefs

When inquiring into teachers' levels of commitment to implementing environmental sustainability in their private lives, 10% responded that they put a lot of effort into it, 55% said they do a few things, while 29% said they could do more. The remainder (7%) selected ‘Other’. Here, one participant from India specified ‘I have never given it much thought’ and one participant from Namibia stated ‘I put as much effort in as possible given the fact that the country is not as prepared as I would like it to be’. Teachers were asked whether they believed real change could only come from government and policy makers, to which 47% fully agreed, 40% agreed somewhat, 3% were neutral, 7% disagreed somewhat and 3% fully disagreed.

Teaching Methods

Teachers were asked whether they already include topics relating to sustainability in their classes, to which 33% responded with ‘No’, 23% were not sure and 43% responded with ‘Yes’. Here, participants were asked to specify what they did and the responses included: ‘I teach environmental and civil engineers, so it's kind of central’; ‘Renewable energies, sustainable housing, etc.’; ‘Ocean and land resources’; ‘I chose online materials’; ‘reaching awareness for sustainable lifestyle and conscious consumption’; ‘Use of paper’; ‘Recycling. Pollution.

Sustainable methods of living.’; ‘Group projects (PBL) designing things to help sustain our environment’, ‘Re-using and recycling’. The responses came from participants from Germany, Namibia, England, Australia, Japan, South Africa, Fiji and Poland. For the questions inquiring whether teachers believed LC methods were important, 97% agreed and 3% were not sure. The majority of teachers (77%) agreed that it was important to include global topics in English classes, 17% agreed somewhat and the remainder (7%) did not specify their opinion. Regarding the notion of the hidden curriculum, 87% of the teachers agreed that English teachers always teach more than language, while 10% agreed somewhat and 3% disagreed somewhat. On the question whether English teachers have a duty to educate students on issues of sustainability, even when these issues are not part of the curriculum, 83% of teachers agreed, 10% disagreed and 3% were not sure and 3% did not specify their opinion.

5. Discussion

The results from the interviews and surveys conducted with ELTrs on their perceptions of sustainability and the inclusion thereof in the ELT classroom largely strengthened the perspectives from previous research and literature. This research aimed to gather perspectives from a variety of cultural contexts, which was achieved, as the participants from the interviews (5), from the full survey (31) and from the first section of the survey (5) came from 20 different countries and gathered working experience in 31 different countries from all continents. With regard to their teaching qualifications, the responses were quite diverse, underlining the many different paths into becoming an English language teacher. Therefore, when aiming to train teachers by integrating ESD in ELT, interventions would need to be present in all forms of teacher training. This includes master’s programmes, bachelor’s programmes, various TEFL certifications, as well as other paths. It would also need to be included as part of workshops and interventions to teachers who received opportunities to teach without any certification. This is often the case in countries where no qualified teachers can be recruited, enabling people of intermediate to high proficiency to get opportunities in such roles.

Defining Sustainability

One of the challenges faced by ESD is that the concept of sustainability does not seem to have been well understood. In the context of the interviews, it was shown that three of the five participants had a thorough understanding of sustainability, including environmental, societal, and economic aspects thereof. Two of them were of the opinion that a shift in mindset is required to achieve sustainability and a third underlined the notion of collaboration. Of the two remaining participants, one stated that she was unfamiliar with it. However, she was aware of sustainability relating to future generations. The other participant linked it only to the use of green energy and inquired about the connection to languages. In the surveys, 31 participants responded to these questions. However, only 37% could provide an answer that at least partly matched criteria of the definition of sustainability provided in chapter 2.3. Of these responses, 30% included resources or the environment in their response and only one response included economic aspects. None of the responses included social aspects, a shift in mindset, collaborative or interdisciplinary approaches or interconnectedness. Two responses seemed to connect sustainability to teaching, although these responses were unclear. Finally, 33% provided a dictionary definition of the word sustainability. This can be interpreted either as the question not

having been clear enough or as the participants being unfamiliar with the ‘political’ meaning of sustainability.

In the second survey question on sustainability, participants were able to select multiple responses. The highest ranked responses included aspects of interconnectedness, environmental awareness, as well as the belief that sustainability is a value or a moral attitude. As the official Brundtland definition was broken up into two parts for the survey, it is interesting to note that the first half including the relationship of needs of current and future generations was selected by 17 of the 31 participants, whereas the response including environmental, social and economic factors was only selected by nine. This is in line with what researchers suggested, namely that there is a lack of a full understanding of sustainability and it is often seen as an environmental problem only. Another observation is that the ‘change in mindset’ ranked quite high, whereas ‘changing the cultural consciousness of a country’ only received seven responses. This is particularly interesting as a change in mindset of the individual, as argued by critical perspectives, is resultant in a change in culture, which is precisely where ESD is criticized as an attempt to westernize other countries. Here, it would be particularly interesting to explore these answers more deeply by means of interviews.

To the question inquiring about the familiarity with the term sustainable development, half of the participants (52%) responded that they were familiar with it. A follow up question addressed whether participants were familiar with the UNSDGs. Here, surprisingly, the majority of the participants (77%) responded that they were not familiar with these goals. The participants that were familiar with the goals came from Germany, Namibia, the United Kingdom, Fiji and Poland and all held either bachelor’s or master’s degrees. However, as participants who were unfamiliar also held such degrees, this is not an indication that higher education overall was connected to these results. As the UNSDGs are intended to be international pursuits, it is quite surprising that this information has not reached teachers, even in Western countries. This points to a need to improve communication strategies towards ELTrs, and perhaps schools in general with such information, e.g. by hosting information events at the schools. Overall, this may refer back to the general concern that ELTRs have not been reached by information pertaining to SD, as the connections between SD and ELT are often unclear.

Another question on sustainability was whether teachers were interested in learning more about sustainability in the context of English education, to which a vast majority (77%) agreed, pointing both to a current lack in knowledge, as well as to a clear interest in bridging this knowledge gap, which can be interpreted as an interest in workshops and training. The interview responses support this, as teachers who had not encountered the connections between ESD and ELT were interested in understanding these connections. Overall, these results support previous research on perceptions of sustainability in the context of language education, particularly the notion that this term has not been clearly understood, which points to a need for interventions to ensure understanding thereof.

Culture

With regard to teachers’ perceptions and experiences on teaching in different cultures, the majority, both in the interviews and in the surveys, agreed with the notion that different cultural contexts require different teaching approaches. Many of the participating teachers gained

experience in different countries and therefore their responses, beyond opinion, can be based on experience. This underlines the necessity for diverse approaches to integrating ESD. Regarding the questions on freedom in selecting teaching materials in the survey, China and South Korea were listed as the only two countries in which some teachers experienced no freedom to deviate from the curriculum. Some of the interview partners expressed the same experience for Japan and Brazil. Both for Japan and China there was more than one response overall, and others expressed different experiences with regard to the level of freedom to include additional material in the lessons. These responses underline international differences between cultures, as well as national differences within the culture of educational facilities, and strengthen the perspective that the component of culture makes for a diverse variety of classrooms. Interventions to successfully integrate SD into these diverse classrooms would therefore need to be considerate of national and international cultural nuances.

While survey respondents expressed high levels of freedom in the context of the United States, the interviewee from the United States stressed that here it was forbidden to ‘push personal views in class’ as a teacher. In her context, she considered sustainability as a personal view. Therefore, while there was freedom in the curriculum, deviation into this particular direction could result in complaints by parents and the school, as some people in the United States do not believe in global warming. This underlines that the notion of freedom in the classroom may carry different meaning in different contexts. The freedom to bring a song or a movie to a class cannot be considered equivalent to the freedom of teaching about certain political, or perhaps religious ideals. The interviews further revealed that, beyond sustainability, other schools of thought can be embedded in the hidden curriculum, such as in the example of a catholic school in Brazil, where Catholicism and its values are embedded across the curriculum. The interview responses further strengthened the cultural component as one participant pointed out the seemingly small, but significant cultural ‘rules’, even between neighbouring countries, such as the level of power distance embedded in greetings. As greetings are the first point of interaction within a culture, such subtleties point to differences embedded in the culture at large.

Personal Beliefs

As suggested by previous research, the personal beliefs of the teacher play a role in the teaching of sustainability, as well as in whether they would make use of the methods recommended by ESD. When asked about their own sustainability practices, 10% of the responses entailed that teachers make a big effort, while 55% ‘do a few things’. This points to the presence of an environmental awareness for the majority of the participants, which implies that those aspects of ESD would be in line with their own beliefs. One participant from India pointed out that they had never thought about it. Here, it would be interesting to compare this response with other English teachers from India. One participant from Namibia stated that they did as much as they could, but their country was ill-prepared and therefore it was challenging. In this context pedagogy to teach uncertainty could be a relevant addition to teacher interventions on ESD, to support teachers, even in countries where sustainability is not practiced at a national level. This might help them feel less overwhelmed due to unsustainable practices in their countries. The questionnaire also showed that the majority of teachers agreed that, in order to invoke change on a national level beyond the classroom, government and policy would need to take action. Finally, as some teachers in the interview argued that it was not the teacher’s job to teach values, morals,

and lecture students, this was included as a question in the survey as well. However, these were points that neither received great agreement, nor great opposition. Therefore, it seems to be a perspective subject to the personal preference of each teacher.

Teaching Methods

With regard to teaching methods, the majority of teachers agreed that learner-centred approaches should be integrated into classroom practice and 43% stated they already included sustainability in their lessons. Teachers were asked how they include sustainability and the responses included using less paper and more digital resources, making use of the methodology problem-based-learning (PBL), teaching about renewable energies, sustainable housing, ocean and land resources and other environmental topics. This underlines that some teachers already include sustainability as carrier content in their classes, while at least one of the survey participants implements sustainability by means of methodology. The PBL response stemmed from a teacher from the United Kingdom, while the other responses came from teachers from Germany, Namibia, England, Australia, Japan, South Africa, Fiji and Poland. Teachers also largely agreed with the notion that English teachers teach more than language, alluding to awareness of the hidden curriculum, and therefore also the opportunity to make use of it. A vast majority agreed that sustainability should be included in the curriculum, even if it is not officially part of the syllabus, and finally, the majority of teachers would include sustainability in the syllabus, if they were designing it. In the context of teaching methods, interview participant three was of particular interest. She was working at a private school in the Netherlands, where the entire curriculum reflects ESD concepts. This is a great and promising example of such education, as she reports high achievements and interest on the side of the students. However, there is a large amount of work required on the teachers' side to develop content for the classes, as they are guided by the learners' questions.

Recommendations

This thesis set out to explore the concepts of sustainability and ESD in connection to ELT, by gathering the teacher perspective on these topics to complement the perspective of existing literature. The final aim of this research lies in combining these perspectives into recommendations and considerations for developing ESD training for ELT professionals. The key components of ESD in ELT are the use of carrier content and SD-related content in lessons, applying learner-centred approaches, such as inquiry-based learning, making use of collaborative methods and including the teacher in the learning. Furthermore, it includes pedagogical approaches to teach uncertainty, and making lesson content relevant to students by means of including local content and content relevant to their personal lives, as well as developing critical-thinking abilities.

Both ESD and ELT are topics of the global village. Therefore, the consideration of culture is essential in developing ESD training for ELT professionals. In this context, culture has three dimensions: global, local, and institutional. In order to develop successful ESD training that is applicable to a global context, all of these aspects need to be considered. In terms of methodology, this translates to varying degrees of appropriateness of ESD tools, depending on these contexts. Here, teachers should not only be educated on such tools and methods but also on

a sensitivity to select appropriate tools for their contexts. This includes the notion of the purpose and goal of the languages. In some cases, rote-learning may be appropriate, e.g. when preparing for a particular exam, in other cases, LCE, such a PBL may be a better fit. Furthermore, the nature of ELT certification is equally diverse across the globe, ranging from teachers who enter the field without any formal education, to master's degree ELT students who completed a TEFL certificate additionally. When considering the integration of ESD into ELT it is therefore necessary to conceptualize training in a way that it can be integrated into the various forms of ELT training. One aspect of ESD is 'life-long learning', which could be implemented in this case by hosting regular training for ELTrs. Another important aspect is raising the awareness both of teachers, and by extension of language students of their role in connection to sustainability, as they can function as the connecting agents between local and global communities. Thereby they can ensure that local voices are represented in international dialogue and foster a better global understanding. Furthermore, they can teach the importance of English-literacy to access opportunities and information for non-anglophones.

As both ESD and ELT have been criticized for westernizing other cultures, ESD in ELT should address the topic of integrating SD in non-Western contexts without changing culture. This can be done on a level of research, a level of policy, and in the classroom. It includes investing resources into indigenous pedagogies and local solutions and assessing how they can be integrated into ESD. In the same way, it includes embedding local topics in the classroom and encouraging ELTrs, especially monolingual ones, to acquire other languages and learn about other cultures. It can also be implemented by means of openly including topics addressing such criticism, both on English and ESD into the classroom. As ESD aims to develop critical thinking, it is important to shed light on all perspectives, allowing students to establish their own beliefs. It also allows for developing the ability to relate to and understand other perspectives. Here, the teacher should function as a facilitator, without pushing personal opinions on students.

While the possibility to implement bottom-up approaches by making use of the inherent freedom embedded in many ELT curriculums, a globally successful approach to ESD should stem from policy and government. ESD was developed as a tool to support establishing sustainability literate societies and it was not meant to be an education that teachers include at will if the curriculum allows and it is in line with their beliefs. Here, it is important for policy and government to collaborate with teachers and educational institutions in order to develop programmes that can be implemented successfully, as well as to strengthen the connection between ESD and language studies.

As has been shown by previous research and supported by the surveys and interviews, teachers require an improved understanding of sustainability, of the connections to ELT, as well as of the methods of ESD. However, a mere understanding does not suffice to teach about sustainability. Teachers need to have an understanding how to turn this into "practical activities" (Ambusaidi and Al Washahi, 2016, p.17). Here, it is suggested that the interventions imbuing teachers with such knowledge are implemented by means of ESD. This is motivated by the notion that teachers, who have not experienced such LC-methodologies, will not be able to implement them if they are only taught theoretically (Schweisfurth, 2019, p.4). And finally, in order to truly raise global sustainable literacy, other global inequalities need addressing as well, such as the overall lack of trained teachers in many global contexts, poorly equipped schools and other challenges that stand in the way of learning of the future generations.

Limitations and Future Research

This research was not without its limitations, which became particularly apparent in the evaluation of the survey. Many survey answers gave rise to follow up questions, explanations, or clarifications, particularly those to open questions. In comparison, much greater clarity was gained from interviews. As this topic requires attention to nuances between cultures and contexts, large scale interviews hold promise of providing clearer insights into the individual perspectives and experiences. The interviews provided qualitative insights and presented many diverse experiences, viewpoints and other aspects that are valuable to this research. Therefore, it would be recommended to focus on a larger interview samples for future research. Furthermore, this research, by its nature, had a very wide scope, which resulted in many individual perspectives without additional perspectives from the same contexts to compare them to. There are many variables such as local culture, culture of the educational facility and personal beliefs of the teachers, as well as differences between higher, lower, university or professional education. For future studies, multiple participants from the same contexts would be favourable, in order to allow for comparison between their answers. This would enable a more global and holistic perspective, reflecting the diversity apparent in it. Future research would therefore ideally be international and large-scale, in order to gather a full assessment of the present situation. However, as this would be an ambitious endeavour, it would require support from international organisations such as the UN.

Another limitation was that, as most participants showed a lack of understanding of sustainability, their answers to questions such as whether it should be included in the curriculum require clarification. Participants may not be able to make such judgements without understanding to the full extent of what ESD entails. Furthermore, the majority of participants in this study held bachelor's and master's degrees, resulting in an underrepresentation of people with less education who are working as English teachers. As two participants' (one from the main group and one from the group that did not complete the full survey) highest education was high school, this makes way for acknowledging that such routes into ELT exist and their voices, too, should be included.

With regard to design and materials, this research did not make use of triangulation by means of including various sources. Therefore, maximal validity and reliability could not be established. Only insider sources were consulted, as this was the lacking perspective to be focused on. However, for the development of training on a national and international level, such research should include the needs of other stakeholders, such as students, members of educational facilities, educational board members and policy makers. To further improve on validity and reliability, other means of data collection beyond interviews and surveys should be considered, such as observations on classroom interactions.

Furthermore, due to time constraints, no testing of the survey was undertaken for this research, nor were other researchers consulted. This could have improved on the question catalogue, as there were questions that may have been too long, too complex, or leading in their nature. As some participants did not complete the entire survey, it may have been helpful to design a shorter survey overall or provide additional incentive to complete it, such as gift vouchers. This may also have led to more responses overall. Furthermore, to avoid interviewer bias, it would have been advisable for multiple researchers to hold interviews and to cross check

whether there were links between interviewers and outcomes of the interviews. Another limitation of the survey may be the that of social desirability bias as surveys rely on self-reporting. As the associations with the word sustainability have been positively marketed, expressing interest and activity in incorporating SD might be linked to social desirability. Furthermore, this research was limited by the cultural programming and perspective of the researcher, as this perspective, too, stems from a viewpoint that has undergone Western training and education. This relates to the recruitment of participants as well, insofar as the background of the researcher affects the social media algorithms that define the audience to whom the content is targeted. This can be seen by the larger number of Namibian and South African participants, as the researcher has ties to these countries.

Future research should also assess perceptions of teachers before and after ESD interventions, as well as their effectiveness and impact for the students in the long run. As few successful implementations of LCE have been documented in non-Western contexts (Schweisfurth, 2019), there is also a lack of research on effective implementation which could function as guiding examples and provide best practices. Therefore, ESD interventions that are based on recommendations and considerations of previous research should be well-documented. As most participants in this research were female, it would also be interesting to assess whether there are differences between male and female perspectives, as well as between different age groups.

6. Conclusion

This thesis set out to assess needs and perspectives of ELTrs on ESD and thereby complement previous research and policy perspectives with those of teachers. It also explored the topics of English as a lingua franca, sustainability and ESD in order to address the connections and untapped potential between these fields. Finally, it connected the perspectives from these fields and structured the main findings into considerations and recommendations for developing global ESD trainings for ELTrs. By means of interviews and a survey, the perspective of previous research was supported insofar as English teachers lack a thorough understanding of sustainability and of the connections and relevance to ELT. Further, the research underlined sensitivity to cultural differences in the implementation of ESD, globally, locally, and institutionally.

While it has been raised that sustainability is a political topic, what it is pointing to is not of a political nature, but universal concern for human survival and prosperity at a global level. This pursuit requires communication, collaboration, and continuous global learning, in which language, and, by extension, language students and professionals, are able to play a key role. Education, on the other hand, can be central in bestowing knowledge and SD education on teachers, who can pass it on to their students. When devising educational methodologies that aim to educate in the context of global culture, it is important to bear in mind that global culture is, in its ideal form, the sum of many cultures. Therefore, methodologies such as ESD should be inclusive of all cultures and it should be assessed which methodologies teachers are already using that qualify under ESD. As Barth (2014) suggests, “education is always for something, whether this is made explicit or not” (p.36), which underlines that the hidden curriculum is implicitly teaching students in any form of education. The understanding thereof allows for consciously making use of the hidden curriculum and becoming aware of underlying lessons embedded in it. Finally, the need for developing teacher capacities is essential in order to raise sustainable literacy, aid in the understanding of ESD and develop the potential that lies between ESD and ELT. In order to implement such education on a large scale, policy, government and educational facilities would need to cooperate, collaborate and communicate with one another, if they aim to truly establish sustainable literacy on a global scale.

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Appendix 1: Interview Transcripts

Interview Participant One

Question 1: How did you become a teacher?

Answer 1: I met a girl in a hostel in Bangkok. She said: You'll find a job in one week. So I did a TEFL course, I think it was 180 or 220 hours. And I got a job in one week. I started in a small city. Many centres here just want a white face. They even take teachers with bad English and no real qualifications. Getting an official visa is more difficult, so we work on tourist visas. Nowadays they start asking for bachelor's degrees and TEFL. But it is still not difficult to find work. I teach kids and adults. And sometimes teachers. Teenager, IELTS, but I'm a bit bored teaching. Trying to change my path. And I work 20-30 hours a week max. With public and international schools, you get a one-year contract. The education system is very demanding, they have thirteen school subjects, then music, swimming, and very pushy parents. Kids just learn, all the time. Many people work in English centres, giving extra classes after school, in the evening or on weekends.

Question 2: What is sustainability for you?

Answer 2: It's a big field, pollution, architecture, lifestyle at home, everything. Protecting the environment, another way to live. In lessons I focus on personal lifestyle and connecting this to students. I try to convey that we need to protect the environment and need to change the way we live to protect the environment. That's the core of how we address sustainability. In one of my classes I teach doctors. We can change things at home, but ultimately the change needs to come from the government, they are the ones who can create real change. We can do a lot, but if Vietnam accepts the trash from other rich countries, then we as citizens can't do much about that. We can say no to plastic, use public transport, there are many small things you can do to live in a different, better way. I can pass on all that much to the kids, that's kind of the full extent of what I can do. They have a weird mind-set to be honest. People here are not bothered by trash. They grew up like this. And they are not educated on the consequences in the next 10, 20 years or even now. That's the problem. And even though you can educate the people, the government needs to make big changes, the waste management system is really bad, people don't pay tax, the money gets invested in odd places, there is lots of corruption, at least this is the Vietnam perspective. But I think it may be similar in other Asian countries. Singapore is really clean, so there are also big differences. The government here isn't great. There aren't any fines for littering. They could make money off that. People don't see how it has negative consequences, the big companies, everything gets wrapped in plastic a million times, you get five bags at the grocery store for buying products, that kind of thing. Buy one big water bottle, not 30 small ones, it's not necessary. You need to change the lifestyle, but it's inconvenient for most people.

Question 3: So you are integrating it – what are you doing?

Answer 3: I started a 'green teacher association' because we have loads of teachers, they have no formal education, maybe TEFL and you can get that online, most people are not qualified. People come here because you can make good money teaching, they probably failed in their own

country to be honest. Life here is good, you earn 23U\$ per hour, work 20 hours per week and live like a king. I love this country and I'm not like one of those gross backpackers that just comes to exploit it and then moves on. I want to give something back. The trash problem bugs me and many European here. We have a lot of freedom to integrate other things into our lessons and then I thought: Why not form a platform where we can share content, a Facebook page, to integrate it in lessons. No one is interested in this. But things like the #Trashtag can reach some of them. People here are really social media focused. People throwing away trash looking cool – so they benefit cause they want to be on photos and clean up. So, I posted it, I tagged people, no one responded. In March, the official #Trashtag went viral and everyone started cleaning up. In Hanoi there is also an event to pick up trash, two groups have been doing this for years, but didn't get much attention. So, we started clean-up in Hanoi and got 1700 likes on FB for before and after pics. Everything here happens via Facebook. Social media is great for that stuff here. Then I included schools, the young students need to be taught this, the old ones are stuck in their mindsets. We did it with one of my schools and then the television joined and then my old work, a fashion company, wanted to do an event too. We got reusable bags and shared them in the city to encourage people to use them instead of plastic bags. It was a big event. We have new events planned, and want to install more rubbish bins, there's a lack of bins so people throw their stuff everywhere. In classes I try to include it. Show something, ask students what they could do to help the environment day by day, then we go through these ideas.

Question 4: Does it fall on fertile ground? What is the feedback from your students?

Answer 4: Yes – many know about it, but it's difficult to break habits. We can educate, but the government needs to do something. And we need to be careful. It's a communist country, you can't just do what you want. Government and local councils need to do something with fines. But it will take years.

Question 5: And are students interested? How do you involve them?

Answer 5: We go and collect rubbish with the students. Then they see it. We take the kids along, they put on gloves and we collect trash. Then they see: gross, why is this lying around here. I'm not sure how much they absorb from what we do, to be honest. The older ones know a lot, but I don't know what they change in their own lives. I always eat out. Produce almost no trash at home. I'm not sure what they do at home, but I'm sure something stays with them, even if it's not much. And if TV is involved or the post on Facebook it's cool for them and they're proud. And if it's implemented, I've never had someone say: 'Boring, I don't want to do this'. They do take part in it. Especially when Europeans do it when they see the Europeans clean up their country. And I want them to feel that. Westerners start this kind of stuff here. And they do look to what the west does.

Interview Participant Two

Question 1: How did you start working as an English teacher?

Answer 1: It was an accident. I studied English because I was interested in literature. Late in my bachelor's and early in my master's I started with teaching jobs, working as a tutor and other university things. Then I continued teaching after graduation.

Question 2: In your message you said you gained experience in Japan and in Denmark?

Answer 2: Yes, I was in Japan in 2016, two years after my masters, because I was bored working in Denmark and hadn't seen Asia. I wanted to travel. Japan fit my temperament quite well. It was a spontaneous decision and my master's degree made it easier. Usually it's easier, if you are from an English-speaking country. But it's doable with the right degree.

Question 3: Would you say that an English teacher teaches more than language?

Answer 3: Teaching a language consists of grammar, linguistics, and mechanical parts. No one ever just teaches those parts; you need to apply it and that is a big part of what happens in Danish high schools. In Denmark, you do one or two grammatical concepts a week, more than that and they get overloaded and bored. You give them different topics to focus on, like the American dream. Some weeks you watch a movie with them, discuss a text, learn critical thinking. All that is part of teaching English. And the mechanical side is complemented by a lot of things.

Question 4: How would you define sustainability?

Answer 4: Green energy. Energy sources. I haven't thought about it in the context of language, I'm curious what you mean.

Question 5: (Researcher elaborates on sustainability, UNSDGs and basics of ESD).

Answer 5: To me, that is a political topic. Teaching is extremely dependent on the culture in which you work. Japan was very different. In Denmark, every time I enter the classroom, I had to introduce the material, explain why we were working on what I had brought for the day and explain the usefulness. I really had to, otherwise they would ask: 'why should we do this?'. It's a cultural thing, to ask 'why?'. That would never happen in Japan. Students don't ask why, and they would blindly accept anything I talked about, because the distance between students and teachers is much greater. There's such a big difference between countries, even between Denmark and Germany as I am learning now. Germany is really respectful regarding titles; Denmark is first name basis. Sustainability – like American dream or any topic, a teacher can include it, if he or she wants. Not sure to what degree they are aware of it. I didn't really have the option in Japan, because teaching material was dictated by the company I worked for and the level was generally much lower, and sustainability is a very complicated topic.

Question 6: Do you believe teachers should include sustainability into the lessons?

Answer 6: That depends on the teacher. In northern Europe teachers have a great degree of autonomy, especially in Finland, Denmark, Sweden, Norway and Iceland. In Denmark I taught High School with a master's degree. I didn't do any additional teacher training. They just assume because you can do the university course work you can also teach the material. Later during employment then you do some more pedagogical work, but it's not particularly pronounced. So if a teacher on a personal level wants to include those things, it's very easily doable because there is no crazy fixed curriculum that you would find in many jobs in Asia. Most people have a

lower level and it's organised by private companies and the culture is different. However, it is an unbelievably political question and that's a big problem. I am fairly interested, I am young, I think most young people are fairly interested in the environment because there has been thankfully a bigger political push for preserving our poor planet and that's why sometimes I chuckle to myself when people care to a ridiculous degree about not using straws. Sure, don't use your straw while the politicians and big corporations don't care. Until there is a big political push, then it doesn't matter whether you or the other person uses a straw. So the scale is so tiny to where the problem really originated so I think the problem in the teacher context is the same. So once there is more political focus and the big players show initiative, it will be easier to integrate into the teaching as well as it becomes a greater part of the cultural consciousness of any given country. And it's too strong a statement to call English a global language. It is by far not the only big language.

Question 7: But take the field of academia for example, where English gives access to knowledge. In the same way, in development corporations, English is required to apply for funding and in that way English is also becoming a gateway into employment in international organizations. And often, in non-western contexts, the meaning of sustainability seems to be unclear.

Answer 7: if you're poor and worry about feeding your fam, you won't care about the planet. You will do whatever it takes. English does give people options you wouldn't have otherwise, ironic that you need to be well educated to apply for NGO support. It's funny in a depressing way.

Question 8: Should English teachers make an effort to inspire their students with environmental topics?

Answer 8: I'm sure the good teachers try to inspire students. On a human level, the advantage is that there is a fairly tangible output of your work. If you do a good job and you're an enthusiastic engaged teacher, you're going to have happy students and it's really satisfying on a professional and on a personal level to have a good class. It's so much fun and you have these great experiences where somebody doesn't know something, and you can teach them this thing they don't know and suddenly they have this new appreciation for whatever you're talking about. By comparison, in my tech job I would ask myself: How did I contribute to life today, what did I do? I understand why people are attracted to teaching. It's a hard job, it was much more difficult to be a high school teacher than a tech writer in an office, but it is more satisfying because you have this human connection. I'm doing my PhD at the moment and it's likely that I'll return to teaching after, maybe in a university context, I really enjoy teaching, it's fun. You get to nerd out on things you're interested in and when that rubs off on someone else, that's really satisfying.

Question 9: How could teacher education include these ideas?

Answer 9: I have a somewhat controversial opinion on teacher training. The degree to which you can teach *teaching* is very limited. Teaching as a profession is very personal. I'm sure you can get people some of the way and teach them some of the tricks and shortcuts and you do need some training if you want to be a teacher. But at the end of the day I found as a teacher and as a

student the best teachers were those with a personality compatible with the teaching profession. With anyone who spends a lot of time reading up on teaching theories and methodologies, there is absolutely zero guarantee that they will be a good teacher. It's really personal.

Question 10: What makes a good teacher?

Answer 10: Someone who cares. It's easy to become disillusioned with teaching, because most people don't care and then they don't learn, and the educational system is suffering generally. So, if you have a teacher who cares, who is passionate, that is the most important ingredient. Whereas in plenty of other professions you probably don't have to care as much or be as passionate and still do a good job. I didn't enjoy teaching younger kids, I like the high-level stuff. It was tough for me to teach children. I came from interesting academic work and suddenly I was teaching children how to count and say 'blue', 'green', 'red'. In the beginning it was depressing in a weird way, even though I knew what I was in for. So that was a challenge.

Question 11: Did you try anything that was out of the box or unusual while you were teaching? Something that was not part of the curriculum?

Answer 11: In Japan we were given the book, we learnt some techniques and then we were left to our own devices. It was a language or conversation school, because in Japan they learn a lot of grammar, but they don't learn how to talk. After regular school some of them get sent to the language schools. Students are really busy, there is so much after school stuff, many of them are really tired, especially some of the boys who do a lot of sports, they are really, really tired. So, sitting in my boring class in the afternoon after they have had hours and hours of schooling and sport, sometimes they would struggle to stay awake. And so I would incorporate walking around and throwing a ball and just made their classes a lot more physically active to prevent them from falling asleep. I had to come up with it on the spot. Students were suffering, I felt bad for them and like this they wouldn't learn anything anyway if they're half asleep. I also learned I had to be more aware of the student's personality the younger they were. I had some girls in my classes who were very sensitive, the approach to them was very different than to some old women who were very proud and stiff, so I had to put on my serious face with them. So, it really depended on the students and the culture.

Interview Participant Three

Question 1: What is your teaching background and where do you teach today?

Answer 1: I teach in a primary school at an international school in the Netherlands. I always wanted to be a teacher. I made bad schooling experiences in Florida and thought: I can do this better. I spent my whole life plotting my revenge, being a better teacher than the ones I had. I'm passionate about everything and my mother is a teacher. I teach all subjects all day. And I've been teaching here for two years. I studied in Florida, then I worked in Cyprus for a year. It was difficult finding work as a teacher, so I volunteered teaching English to refugees, adults, single parents, trying to help them to get jobs. I also taught in Florida for 6 months. What I love about

teaching is that it allows you to travel. Every country in the world always needs teachers.

Question 2: Do you believe sustainability should be embedded in education?

Answer 2: At my school, the syllabus is divided into units, we have six each year. One of the units is called: Sharing the planet. In year 6 they learn how choices we make affect sustainability of the earth. That unit was every kid's favourite, they got to understand what sustainability is. We do everything through inquiry. There's a checklist of what they need to succeed at in the end, but it's guided by student questions. They learn to understand the uses of resources. How does each step of the process affect the earth? We dive deep. All the ways we affect water and water affects us. And all the things in the water. We learn about cause and effect. They had to pick a product that they can purchase and trace it back to its raw products. Everything we use comes from earth sooner or later. I really loved this. The final language product of the unit was to create a magazine with cause and effect of each resource. We talked about building an eco-home, we picked locations on earth with the least impact on the environment. One of my students, Natalie, wants to become an environmentalist. She couldn't read or write English or Dutch when she came. But this lesson had the most impact on her, she made the most sense of it all. By the end, she wrote a letter to the principal. We recycle paper at the school, but we have so much trash from plastic. It's been 7 months and because of Natalie's letter, the school is talking about changing things.

Question 3: Isn't sustainability too complicated for young learners?

Answer 3: No, beginners really get sustainability.

Question 4: So, for the language part you did a magazine. How else do you link it to language?

Answer 4: Non-fiction is one of the genres of the module, we read informational texts, identify non-fictional text. They get to know graphs, pictures, heading, subheadings, glossaries, indexes. The context is all about sustainability. Students got it. Even the slow ones. Kids are really proud of their work. I research the material myself, we have syllabus, but no fixed material we need to teach from. There is no textbook lined up with units. The level of research required for our school system is insane. Kids also do research every week. They go to google to do research, so teaching them how to use google is priority. What is a good website, who are experts, how do I recognize it? Where can I find answers on my level? All kids perform at a really high level. When learning about temperatures, the lesson starts with them writing down all their questions about temperatures and we stick them in a vase. Then we find out what is true and practice creative problem solving.

Question 5: How would you define sustainability?

Answer 5: It's sustaining yourself, reusing, give more than you take. It has to be an infinite loop of give and take. In Europe, you should almost be ashamed if you don't care. Sustainability is definitely integrated into the classroom, especially for the younger generation. Understanding earth is so much more important than many of the things I learnt in school. I spent years learning about my suburb, when I could have been learning about the impacts of plastic. My education

did not include sustainability, including my teacher education. It's a hot topic and being eco-friendly, minimalist, vegan is trendy. It's cooler to be part of those things in my eyes. It's a huge change in outlook that this generation will benefit from greatly. People are rewarded for speaking up and speaking their mind, standing up. Like Greta. My kids are obsessed with her. It pays off to stress to kids the power of their voice, how to question, to be respected enough to be allowed to question.

Question 6: And in Cyprus? Was sustainability integrated?

Answer 6: Cyprus is a trash pit. They produce so much trash, so they have to ship it. Students I had were just trying to feed their children. Women from Cameroon, victims of trafficking. They were dealing with other trauma. Culturally Cyprus is not sustainable. My students, they had to steal from to-go places, they're not going to focus on sustainability. It's for those with the privilege to have a choice.

Question 7: If sustainability were not part of the curriculum, would you still try to integrate it?

Answer 7: Yes, but if I was in the US, I would need to do it discreetly, because in the States it is illegal to push personal views. So, a parent could in a public-school system could complain that I am pushing climate change even though they personally do not believe in it. Despite how obnoxious that is outside of school. That's just ridiculous, but there is nothing I can do. That's one of the reasons why I left. I didn't want to be a young teacher still learning how to teach in a system like that.

Question 8: But isn't it depressing for kids to learn about all of this? How do you deal with that?

Answer 8: I had one kid who said the only way to be ecologically sustainable is to be a caveman and live in a cave, have nothing, eat nothing, do nothing. I can't pee cause then I hurt the grass. I had some kids who took it extreme and didn't find middle ground until learning that it's all about, it's not about not taking, it's about giving back more than you take. So we learnt about things like recycled wood and recycled steel, all these materials that exist but are rarely used because of the cost, for a lot of them they were like: Oh, these things have been answered, but people just aren't doing it! And at that point a lot of them were like: But why? And that was when Natalie started writing her letter. A bunch of them wrote letters to Trump that are sitting in my desk and all of this stuff, they got really fired up by it. I had to scale them back. So now when we walk to gym, we don't have a gym, we have to walk like 5 minutes down the road. So, every day we go, there's a person in charge of collecting plastic, a person in charge of collecting paper. So, every Tuesday and Friday we are picking up trash on that 5 minute walk and the kids love it. It takes forever to get there, but the kids have done it every week since that unit, because it helps them feel like they have done something with their learning. Silly things like that. We leave it with the people at the gym – I am not sure if they have recycling, but they take it every day. As much as that sucks and our school doesn't have the system yet, we are working on it and the kids are learning better practices.

Interview Participant Four

Question 1: How did you become a teacher?

Answer 1: It was an accident; I didn't want to become a teacher. I got offered a scholarship at a great private school in my city. At the best school. A scholarship for teacher education combined with high school. For primary school and pre-school. After that I wanted to study publicity, but that was only in Rio. We couldn't afford it, so I chose the 2nd option in my hometown, which was a BA on English language and culture. I wanted to work as a translator. I was offered a teaching job, I taught for almost 10 years. Pre-school, where I taught everything, then English in primary school. Then later adults.

Question 2: What is sustainability?

Answer 2: A way to live life in a way that harms the environment as least as possible.

Question 3: Was there any point in your teaching when sustainability was included?

Answer 3: No, not really. Not that I remember. With kids you always bring up about values and respect and environment. But overall, not that much. Especially because as English in Brazil you get textbooks that you have to go by and a teacher's plan. You go by the rules and according to the textbook. And that was not included. To my idea this is newer now, it's a trend now. 2012 I stopped teaching, 8 years ago.

Question 4: There wasn't freedom to bring in your own material to the classes?

Answer 4: A song or movie, that was no problem. It would be a problem if you don't teach what you're supposed to teach – i.e. what's on the plan. If you bring extra things you could struggle keeping up with what needs to be taught. I studied and worked at a catholic school. The hidden agenda is always talking about Jesus and all the Christian stuff. It's sort of always there. People might say it's not there but I think there's always a hidden agenda and I think a teacher always consciously or unconsciously brings about this bias. It's not possible to teach without ever speaking out your opinion on something.

Question 5: Do you think it's in any way important to include sustainability in English classes?

Answer 5: I think it is, because the topic is everywhere now. I'm not proud, but I don't have much understanding of it and have been trying to do better and be more conscious and learn more about it in the past year maybe. I'm not sure to what extent I could do it but it's something everyone is talking about, on the news, it's everywhere and part of teaching is that you bring to class what is going on in the world and this is definitely something that's going on. I do think it's important to discuss it and to talk about the importance and to reflect on the importance of it.

Question 6: Is there the same kind of attention on this topic in Brazil today as there is in Europe?

Answer 6: People are much less conscious there than they are here. For example, I learned Dutch at the language institution here and in the textbook, they had chapters on windmills and

sustainable energy, they have those chapters in the book here. They is much more education on this stuff here. In Brazil not that much. If I have to think of my parents and of my friends, they still don't recycle at home. They don't even think about it. maybe people with higher education, with more money who can travel more and do more about it but the majority won't be so informed about it yet. They are dealing with other matters more pressing to them.

Question 7: Do you think teacher education should prepare teachers to teach about topics like this?

Answer 7: I'm not sure. I'm not sure. To say I don't think that's the case sounds radical - but to think it's a must? I don't know. I'm neutral. It's one of those things, at least to my understanding, the way I think about it, it's good practice to think that everything you do has an impact, think about the environment and the people who come after you in the world. I think to me it's a lot more about - it's a value. It's connected to being a good person. Should you teach teachers to teach that? It's about being human, so I think that's something that is definitely important to reflect on and that we talk more about in classes, but I think it should be a natural thing. People should do it because they want to do it because they want to be better people. It's like teaching people you should not steal and not hurt each other. For me it's like that.

Interview Participant Five

Question 1: How did you become a teacher?

Answer 1: I studied Business first, then started working in advertising in London and I hated it. Then I worked in shops. I have a bit of a checkered employment history. When I came to the Netherlands, I started taking Dutch classes. Because I was a native speaker, I was offered to teach classes, so I got a CELTA certification. I became a teacher by accident. But I believe being a good teacher does not reflect on your education, but you can apply it.

Question 2: What is sustainability to you?

Answer 2: Sustainability in terms of language is two folds: One is material production and test production because they tie into one another. The other is in terms of what sort of authentic material do you use to pull your opinion? And in this day and age of very decisive opinion pieces in the newspaper and so on, that is becoming harder and harder and as a teacher, you cannot help but give your point of view. So, my students know I am an anti-trump, pro-democrat liberal who thinks they need to get their act together, open borders, immigration equal rights etc., because these are the articles I pull from. I do play devil's advocate, all good teachers do, you try to play devil's advocate and say: but what about this? So, I show them videos about why people may vote for Trump for example. But that is where sustainability gets very difficult, because we may see, going back to the textbook, you could do something this year and by next year politics are going to change. Or how we're allowed to talk about things. And that is very hard for teachers. When we talk about sustainability in terms of language one of the biggest things that costs a lot of time is producing material. It's boring, they hire people lower down the food chain to do it, but they need a good level of English. You always need to push students to the next level. As

they get higher up that gets harder because you can survive in a country with B1, B2 language. Where is the drive to go C1, C2? Often the only way to do this is to confront students with authentic material. That's where teachers often go into medicine or business or contrary ideas because that pushes the student to produce that harder language that they are not as comfortable using. So, it takes them out of their comfort zone. That is difficult. It's even harder when testing. When you speak to educators in language, they will often tell you that a problem is that there is no right way to teach. There is only opinion. When you look at research for art subjects, it's all very much about choosing your audience to interview and there is always going to be a bias. Sustainability in language is very tricky. From practicalities of sustainability in terms of textbooks, teachers use textbooks less and less. The more my experience grows, the less I need it. Unless I'm teaching straight-forward grammar. And in that case most teachers tend to formulate their own explanation. And then use exercises to back that up. And that's really hard for the language companies, because they make the money out of producing the books. In this day and age you can find a Pdf of loads of these books free of charge online. That makes it very hard for the language companies because their material is becoming quicker and quicker out of date because the internet and general knowledge, meaning the examples they choose, are quicker out of date. The language books are also trying to produce authentic material, so they're likely to tie in with The Economist or The Financial Times to produce these authentic bits of text, but if it's an opinion piece, opinion can change. They are playing catch up where they have to bring out new editions almost every three years now and they're not necessarily getting the money back to support that. So, what a lot of them are doing now is going to extra resources, which are online. So, you buy the book and the reason you buy the book is you get a code and then you get this stuff, now that stuff has a finite time. That's how they are helping with their sustainability. A lot of the time the online stuff is not much different to what's in the book, but it gives that extra value.

Question 3: When talking about sustainability, people often point to environmental impacts?

Answer 3: Sustainability is making the actual context of teaching sustainable. We can teach them about sustainability, and we do that as well, that's part of our authentic material we talk about, plastics etc., but we're not there to lecture. And I have my own views as well there on this sort of almost moral stick that we are beating people with about being sustainable and I don't think it's my place to bring that into the classroom, because I question it. Like everything else it's a very clever marketing scheme. I hate paper straws. Just don't give me a straw at all. But there are companies now making millions out of paper straws. Being sustainable. They can't be recycled either, they have wax on them. For a lot of teachers, they do get caught thinking this is something we have to include the same way we used to talk about rights and so on, but from my point of view of being a product manager. In terms when it comes to material, that's always a problem for us. I think when you talk about sustainability you need to think about: am I talking about it in terms of a business. How do we make this business sustainable; how do we make it possible to keep producing interesting, thought provoking, challenging classes without driving teachers into the ground, producing new materials? And the other side, how much do you bring the politics of a new world where sustainability is the hot topic, how much do you bring that in. and that is more to do with the content of your materials. And in that case, I would say sustainability does not stand alone, you also have LGBTQ+ rights, gender equality, the rise of the #MeToo movement and their impact.

Question 4: For many people, when talking about including sustainability, they think about including materials like the UNSDGs, such things would usually be their focus with regard to content.

Answer 4: I never heard the word ‘sustainable’ in my classes until three years ago. Now it’s the first word my students trot out. Look at teachers, material producers, course organisers, course developers. Teachers just follow a syllabus, product managers in terms of education, produce content, define courses, develop curriculums. They have a different idea, their perspective is: how do I not make this cost a fortune each year. A teacher says, ‘I need 12 extra hours to develop that material.’ That’s it, the profit margin is gone. Then the next level is sustainability on the administrative level. And this is where publishers are starting to try and fix their marketing. Then you have this idea of the paperless classroom. Do we want to live in a world without art because we don’t like the chemicals that produce it? Using things like Brightspace, less print outs, less hours, less staff needs to be paid. That’s where a lot of the educational producers are trying to get a foothold – we have everything online. And it’s sustainable because if you need to change something, it doesn’t mean writing off 20 or 30 books, it just means changing 1 or 2 pages on a computer programme. But there is no research supporting that technology is better than people- research actually shows the opposite. Sustainability uses green credentials to mask the fact a bit that actually this doesn’t work. Money should rather be spent on raising the teacher to pupil ratio.

Question 5: Would you consider sustainability a change in world view?

Answer 5: An aspect of this are OERs – open educational resources. They are shared by people who might not even be in teaching but say: I made this, and I want everybody to have advantage of it. That’s a big problem with sustainability as well, if I need an exercise for the present perfect, I don’t need to go to a textbook anymore. I can go and look on my community of teachers and say: has anyone got a good way of teaching this? That’s also subverting the whole business education model as well. That is also coming under financial umbrellas because somebody needs to make money, these companies who are successful doing this are bought by investors and installing paywalls. Sustainability that we’re losing. With teaching, people come in and out of it. Another aspect of sustainability is the bank of knowledge a teacher has. Teachers learning from each other- the idea of mentors have gone. There is so much pressure on fighting for your position that they don’t want to share. The result is: nobody grows. A big part of sustainability: you have to be willing to share. I think the university is busy waking up to that fact and thinking about allowing their research material to be shared between universities. Researchers themselves have asked for it. That is also part of sustainability. If we are investing in teachers, what do we get back from them? And the usual consensus has been: Oh, we don’t invest in teachers because they’re freelancers, just here part-time and therefore they have no incentive to give anything back, because they’re all out there on their own. Why should they? Somebody has to make the first move, and I think it has to be the companies. They have to be the first to say: Ok, we’ll invest in you. Maybe cherry pick the ones who are worth investing in. They are the flag bearers and the other ones follow. Until that happens, I think we’re going to lose a lot of good experience. Another problem is there is a shortage of teachers. The teaching profession itself is not sustainable. If we keep going at the rate we are, there aren’t going to be any teachers. Or the teachers we get are the ones who actually can’t do anything else and aren’t

good teachers either. And that is an issue, because you have to let people grow. That's why I left. Had they said: Here are five teachers, teach them to train this course! Great, I would have stayed. Or let me develop this course because I don't want to teach the same course for five years running, I've done it for four, I've made all the changes I can, it's a perfect course now, it's not going to need changing for three to four. I don't want to teach it.

Question 6: Previous research suggests people don't really understand what sustainability is - what do you think about this?

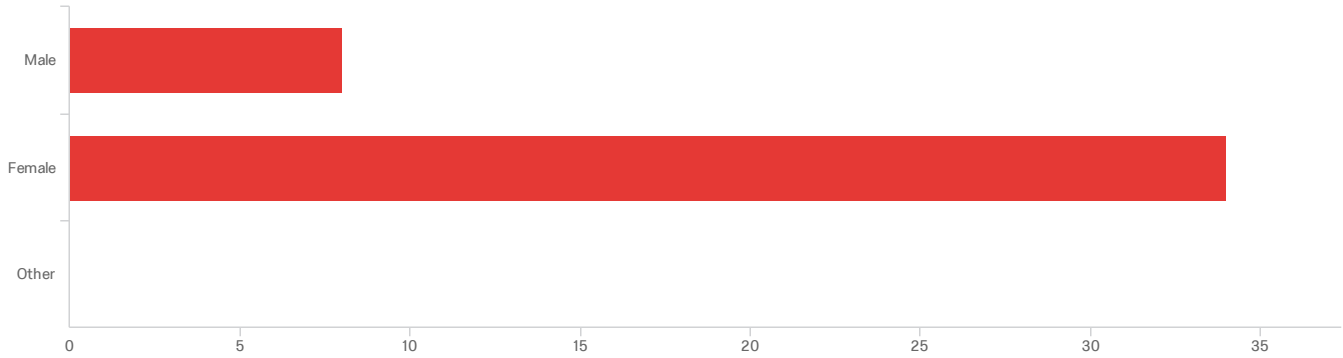
Answer 6: It's become such a big buzzword and people always like to say 'we're sustainable'. My students do it in their papers: 'We want to have a sustainable forward-thinking company'. I said: How? Because we won't cut down virgin forests to grow palm oil? Can what you are producing be recycled 100 times? That's the problem, it's joined what is considered the bank of business bullshit, this word. These words that get trotted out at corporate events and retreats and sales conferences and marketing events, because it sounds great. But unless people are working to a very specific definition or working out a very clear idea of what it is, it means nothing. It's just a nice word. I don't think people don't know what sustainability is, I think they have their own definition, depending on what's important. In education you won't find a clear definition because there is often too big of a gulf between the people who are actually in the class fronted teaching and the people at the back who are defining policy and the roadmap to move forward as a business. And teaching is often a freelance business, especially in adult education, they have their own idea of sustainability. A freelancer's idea of sustainability is: How do I get the most hours teaching, because I only get paid for teaching, with the minimal prep. Because we don't get paid for prep. So, if I design a really good exercise, how many different classes I am contracted to teach that can I use this for? And how often do I need to change it? That's their idea of sustainability. I think it's also important to look after the teacher, looking after the teacher as a person, looking after yourself. Valuing your time. Not being willing to give it to them, the company, or the students. And teacher professional development is about sustainability. It's about keeping the teachers you have ok, mentally, physically and maintaining enthusiasm. It's about allowing your teachers to grow, it's about getting the most out of your teachers, because you benefit from them growing.

Default Report

English and Sustainability

September 5, 2019 12:52 AM MDT

Q1 - Please select your gender:



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Please select your gender:	1.00	2.00	1.81	0.39	0.15	42

#	Field	Choice Count
1	Male	19.05% 8
2	Female	80.95% 34
3	Other	0.00% 0
		42

Showing rows 1 - 4 of 4

Q2 - Which country are you from?

Which country are you from?

India

UK

germany

UK

India

South Africa

Fiji

Greece

Poland

U.K.

Germany

china

Namibia

Sweden

Namibia

argentina

india

Hong Kong

South Africa

Namibia

Germany

South Africa

Which country are you from?

England

South Africa

England

japan

Australia

Mexico

Romania

South Africa

USA

Namibia

South Africa

Germany

New Zealand

Uzbekistan

Namibia

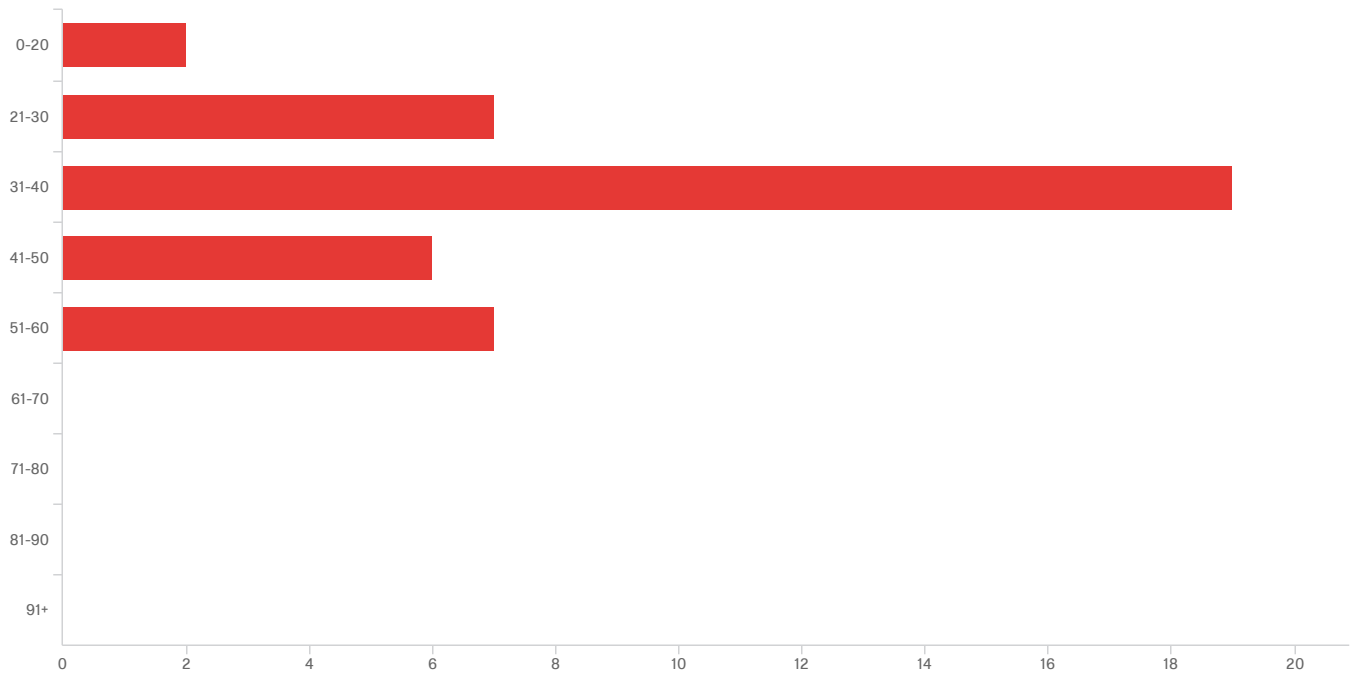
South Africa

Namibia

Germany

e

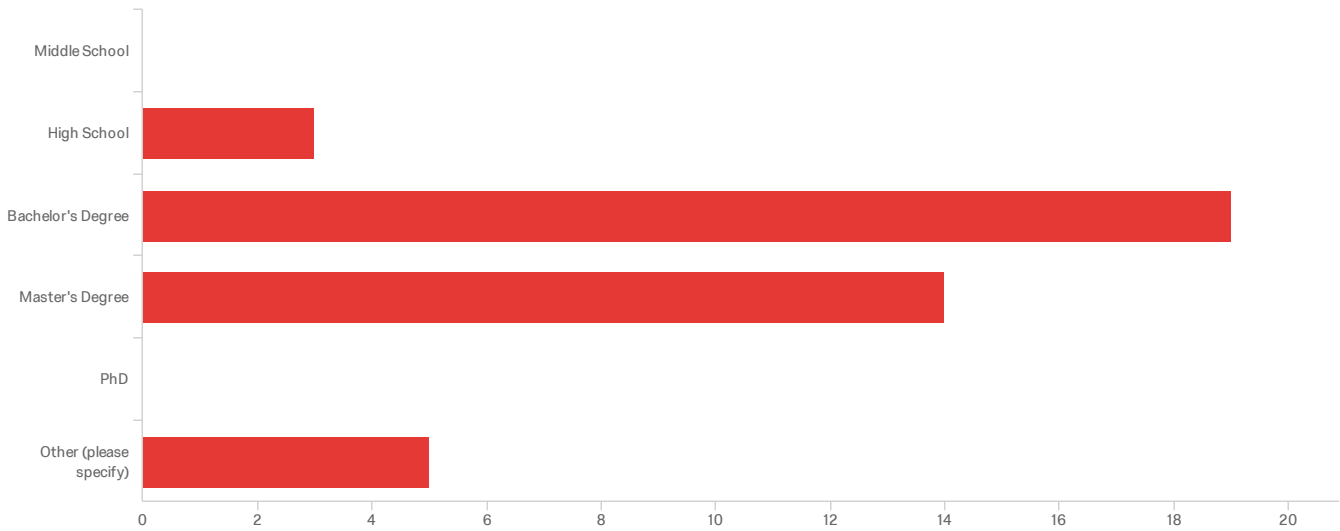
Q3 - Please select your age group:



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Please select your age group:	1.00	5.00	3.22	1.07	1.15	41

#	Field	Choice Count
1	0-20	4.88% 2
2	21-30	17.07% 7
3	31-40	46.34% 19
4	41-50	14.63% 6
5	51-60	17.07% 7
6	61-70	0.00% 0
7	71-80	0.00% 0
8	81-90	0.00% 0
9	91+	0.00% 0
		41

Q4 - Please select your highest level of education:



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Please select your highest level of education: - Selected Choice	2.00	6.00	3.63	1.05	1.11	41

#	Field	Choice Count
1	Middle School	0.00% 0
2	High School	7.32% 3
3	Bachelor's Degree	46.34% 19
4	Master's Degree	34.15% 14
5	PhD	0.00% 0
6	Other (please specify)	12.20% 5

41

Showing rows 1 - 7 of 7

Q4_6_TEXT - Other (please specify)

Other (please specify)

College diploma

Other (please specify)

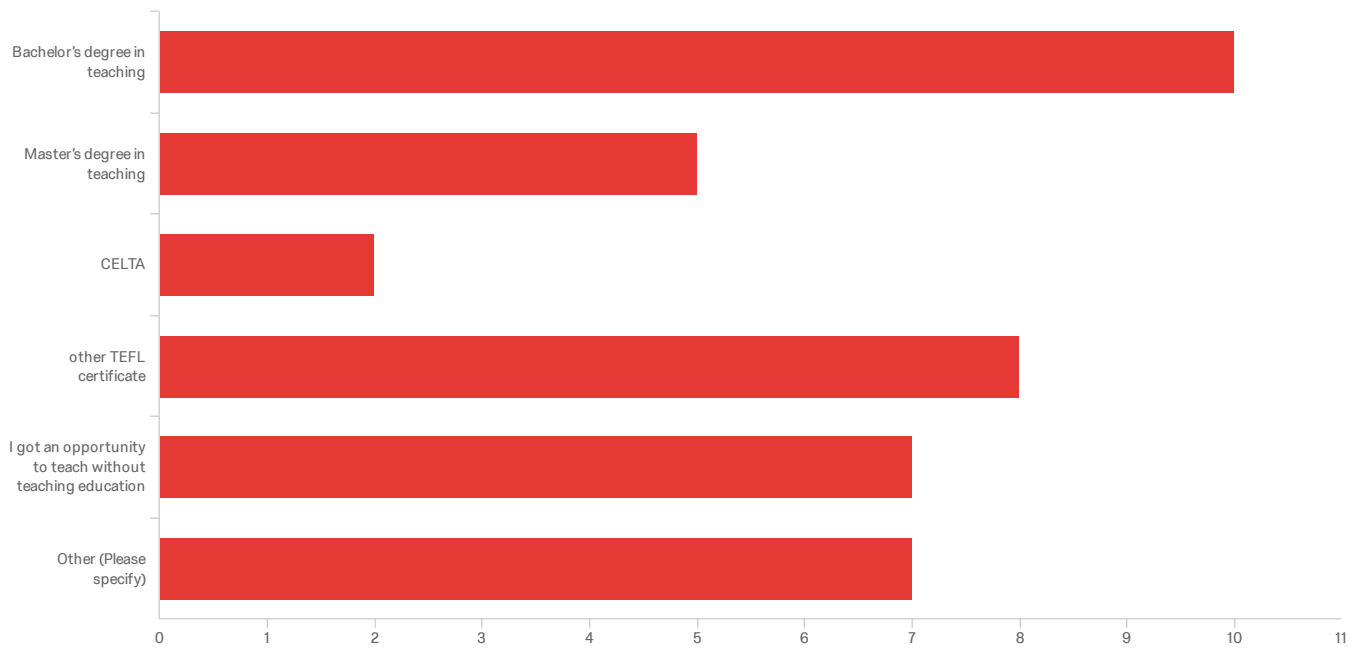
Undergraduate

Primary School

Honours

University papers

Q5 - How did you become an English teacher?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	How did you become an English teacher? - Selected Choice	1.00	6.00	3.46	1.87	3.48	39

#	Field	Choice Count
1	Bachelor's degree in teaching	25.64% 10
2	Master's degree in teaching	12.82% 5
3	CELTA	5.13% 2
4	other TEFL certificate	20.51% 8
5	I got an opportunity to teach without teaching education	17.95% 7
6	Other (Please specify)	17.95% 7

39

Showing rows 1 - 7 of 7

Q5_6_TEXT - Other (Please specify)

Other (Please specify)

Other (Please specify)

tertiary level :teacher of english

CertTESOL, Trinity College London

158 hour Level 5 TEFL Certificate

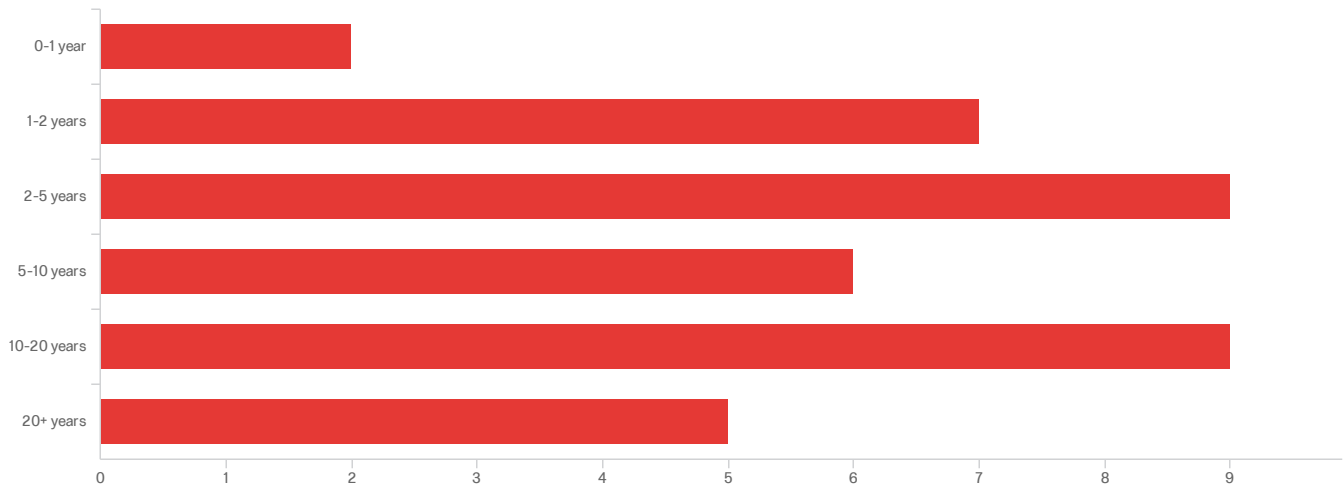
Staatsexamen 1/2

TEFL on top of a BA, then PGCE

Level 6 diploma

After receiving the master's degree you have to do an apprenticeship in order to become a fully qualified teacher in Germany

Q6 - For how long have you been teaching / did you teach in total?



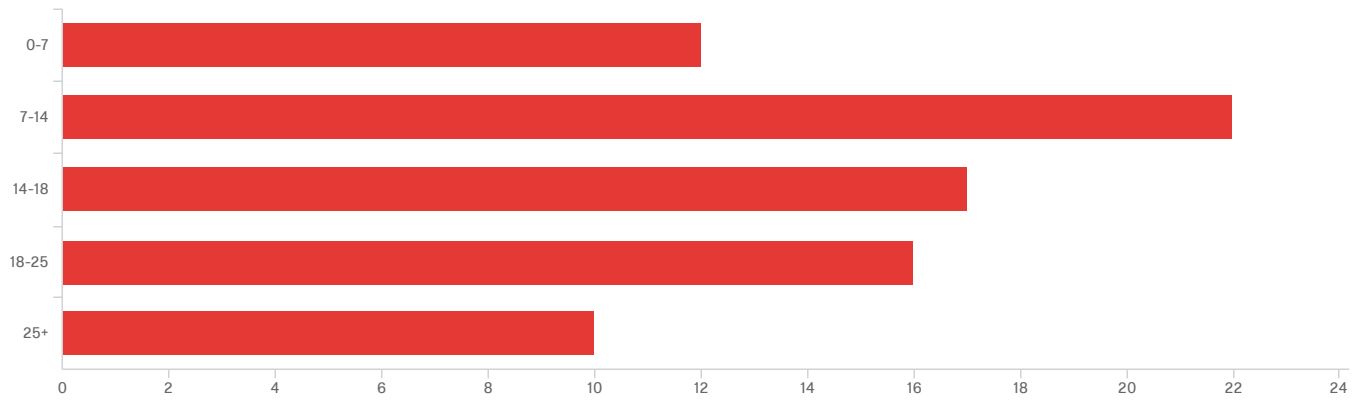
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	For how long have you been teaching / did you teach in total?	1.00	6.00	3.74	1.46	2.14	38

#	Field	Choice Count
1	0-1 year	5.26% 2
2	1-2 years	18.42% 7
3	2-5 years	23.68% 9
4	5-10 years	15.79% 6
5	10-20 years	23.68% 9
6	20+ years	13.16% 5

38

Showing rows 1 - 7 of 7

Q7 - Which age groups did you teach or are you teaching? Multiple responses possible.



#	Field	Choice Count
1	0-7	15.58% 12
2	7-14	28.57% 22
3	14-18	22.08% 17
4	18-25	20.78% 16
5	25+	12.99% 10
		77

Showing rows 1 - 6 of 6

Q8 - In which country are you teaching at the moment? If you have stopped teaching, please write 'n'.

In which country are you teaching at the moment? If you have stopped teachi...

India

Uk

Germany

India

China

Greece

Poland

China

n

Sweden

Namibia

Argentina

India

China

Namibia

Germany

Philippines

N

China

Malta

japan

In which country are you teaching at the moment? If you have stopped teachi...

N

Mexico

Romania

South Africa

USA

China

Hong Kong

Germany

Poland

Uzbekistan

Hong Kong

Hong Kong

Namibia

Germany

e

Q29 - Please list any other countries you have taught in:

Please list any other countries you have taught in:

None

None

Russia

None

Fiji

England

-

China

Germany

n

Germany, Switzerland

none

None other than India

United kingdom, Japan, South Korea

South Africa

N

Namibia, China, Angola

South African UK

South Africa

Vietnam and UK

no

China, Indonesia

Please list any other countries you have taught in:

0

N

None

None

South Africa

N

Sweden

New Zealand

None

Namibia, South africa

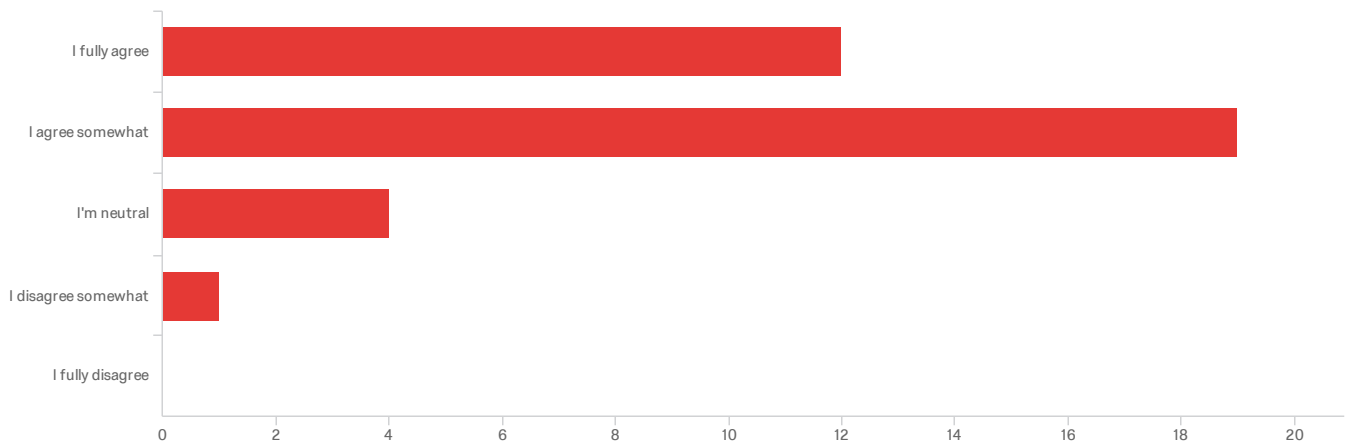
Hong Kong

South Africa

USA

e

Q9 - The way you teach is dependent on the culture in which you are teaching.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	The way you teach is dependent on the culture in which you are teaching.	1.00	4.00	1.83	0.73	0.53	36

#	Field	Choice Count
1	I fully agree	33.33% 12
2	I agree somewhat	52.78% 19
3	I'm neutral	11.11% 4
4	I disagree somewhat	2.78% 1
5	I fully disagree	0.00% 0
		36

Showing rows 1 - 6 of 6

Q10 - How would you define sustainability?

How would you define sustainability?

Through awareness and consistency

Using resources in a way such that they don't run out.

Ability to carry on the same thing for a long time

Responsible planning and execution of resources or projects using ethical business and environmental approaches

I honestly don't know

process of development

Stable working

not taking more than you need and thinking of the world around you while consuming

The manner in which you consistently keep interests in the subject at levels appropriate for learning to occur among students so that they imbibe what's being taught and are able to synthesize it into their own self-learning theses.

The ability to replace materials needed to live

Don't know

to maintain something for better

To use resources in such a way that they don't run out

The ability to continue living in a specific way without having a detrimental effect on the planet. Making use of sustainable energy systems and recycling as far as possible. Eating less meat.

Doing something in a way that allows it to be done over a long period of time without running out of energy

I define it we will live in the earth forever.

There are so many variables within ESL teaching from individuals, companies or schools to towns and even countries

The ability to be maintained at a certain level.

Continuing for a long time at a same level

Being consistent

Sustainability is the ability to keep existing levels of resources at current levels or find ways to reuse existing resources

How would you define sustainability?

Low immediate impact on the environment, long lasting, maintenance free, no impact on the long run

Using resources in a responsible manner so that they are not depleted

Building a basis that can be used for learning

Ability to continuously maintain a level of acceptance frugally

The ability to adapt and continue living

The ability to which something can be kept and maintained over time

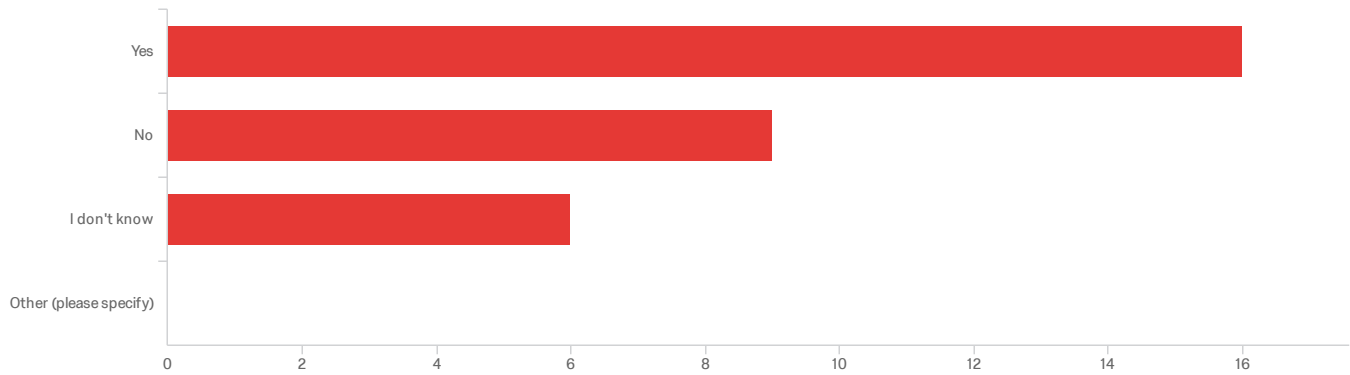
The ability to sustain something

Continuity. A plan to not use up all resources, but manage what we have.

Long-lasting

e

Q11 - Have you heard of the term 'sustainable development'?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Have you heard of the term 'sustainable development'? - Selected Choice	1.00	3.00	1.68	0.78	0.61	31

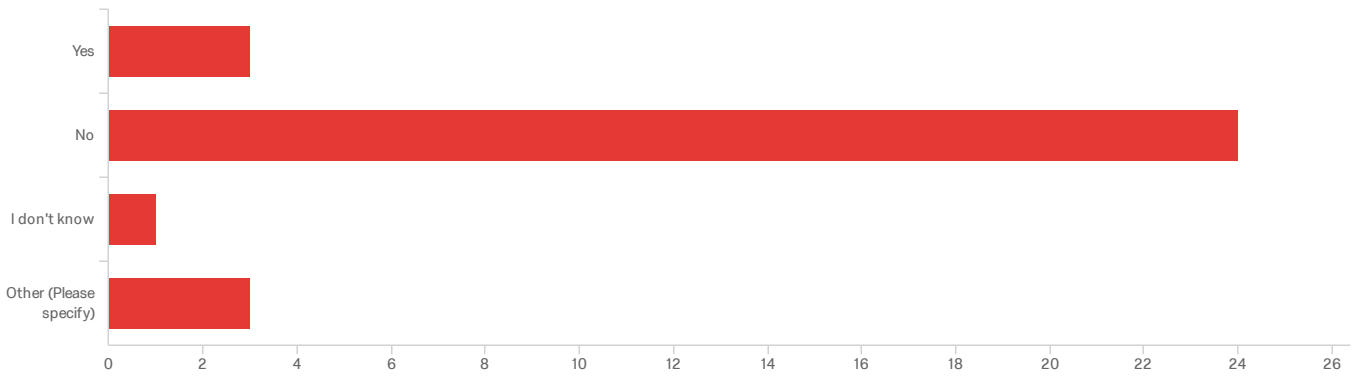
#	Field	Choice Count
1	Yes	51.61% 16
2	No	29.03% 9
3	I don't know	19.35% 6
4	Other (please specify)	0.00% 0
		31

Showing rows 1 - 5 of 5

Q11_4_TEXT - Other (please specify)

Other (please specify)

Q12 - Are you familiar with the United Nations Sustainable Development Goals?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Are you familiar with the United Nations Sustainable Development Goals? - Selected Choice	1.00	4.00	2.13	0.71	0.50	31

#	Field	Choice Count
1	Yes	9.68% 3
2	No	77.42% 24
3	I don't know	3.23% 1
4	Other (Please specify)	9.68% 3
		31

Showing rows 1 - 5 of 5

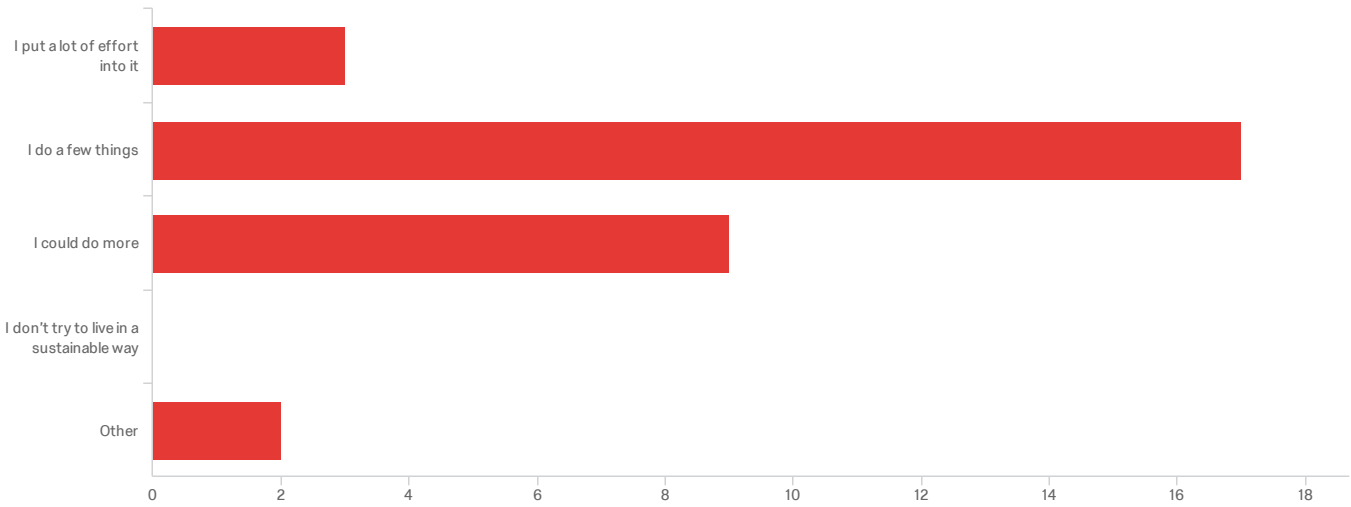
Q12_4_TEXT - Other (Please specify)

Other (Please specify)

Some

Somewhat

Q13 - Which of the following best describes your approach to living in an environmentally sustainable way?



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Which of the following best describes your approach to living in an environmentally sustainable way? - Selected Choice	1.00	5.00	2.39	0.90	0.82	31

#	Field	Choice Count
1	I put a lot of effort into it	9.68% 3
2	I do a few things	54.84% 17
3	I could do more	29.03% 9
4	I don't try to live in a sustainable way	0.00% 0
5	Other	6.45% 2
		31

Showing rows 1 - 6 of 6

Q13_5_TEXT - Other

Other

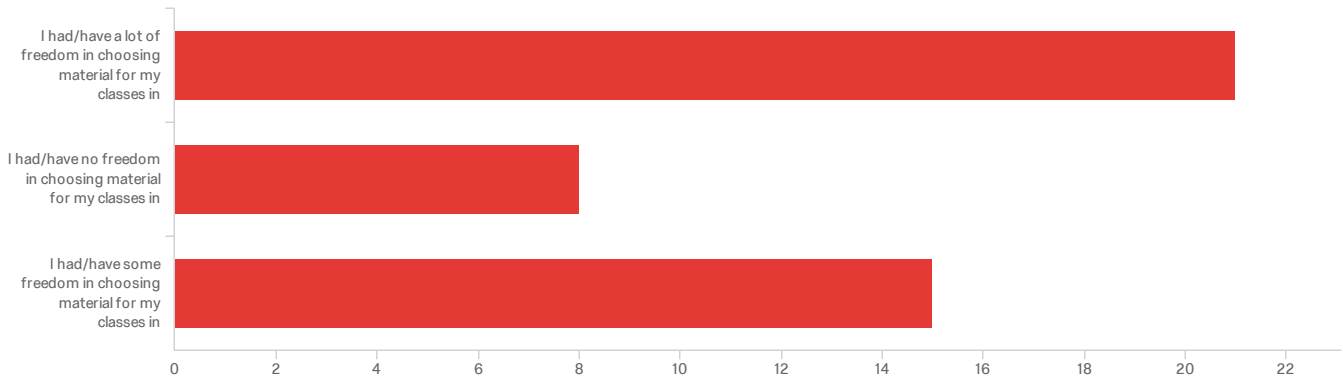
Well, I've never given it a thought!

Other

I put as much effort in as possible given the fact that the country is not as prepared as I would like it to be

Q35 - Please select the answers that apply and list the countries you made this

experience in in the text fields. Example: I had/have no freedom in choosing material for my classes in Spain and Russia



#	Field	Choice Count
1	I had/have a lot of freedom in choosing material for my classes in	47.73% 21
2	I had/have no freedom in choosing material for my classes in	18.18% 8
3	I had/have some freedom in choosing material for my classes in	34.09% 15
		44

Showing rows 1 - 4 of 4

Q35_1_TEXT - I had/have a lot of freedom in choosing material for my classes in

I had/have a lot of freedom in choosing material for my classes in

Germany

India

China

Greece and the UK

Poland

I had a lot of freedom in choosing material for my classes in Joan

India

I had/have a lot of freedom in choosing material for my classes in

Germany

Namibia

UK

South Africa

Vietnam, Malta and the UK

UNITED states

South Africa

Hong Kong

Germany

Poland

Hong Kong

Namibia and South Africa

Germany, US

e

Q35_2_TEXT - I had/have no freedom in choosing material for my classes in

I had/have no freedom in choosing material for my classes in

None

China

China

north korea

China

Not applicable

n.a.

I had/have no freedom in choosing material for my classes in

e

Q35_3_TEXT - I had/have some freedom in choosing material for my classes in

I had/have some freedom in choosing material for my classes in

Russia

Fiji

Germany

Namibia

Angola

China

Mexico

Not applicanle

U.S.A.

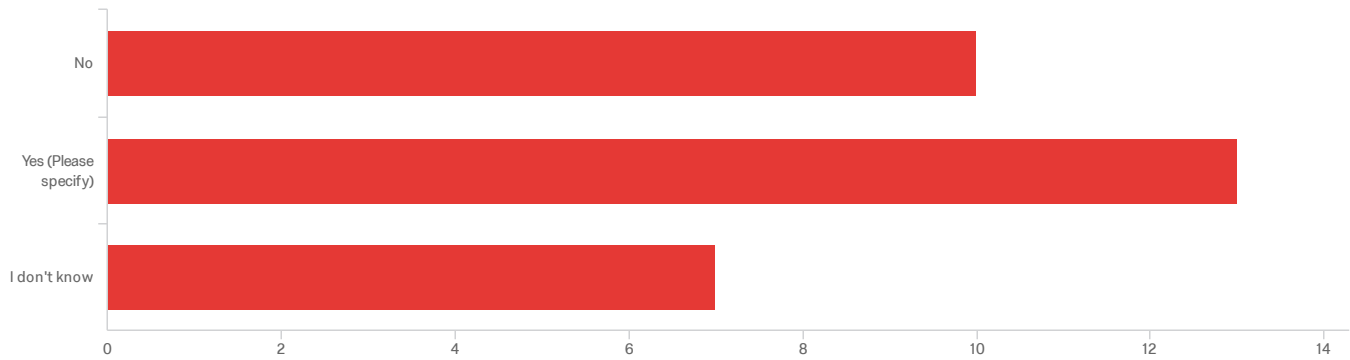
China

New Zealand

I have some freedom in choosing material for my classes in Hong Kong

n.a.

Q15 - I already include topics relating to sustainability in my classes.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I already include topics relating to sustainability in my classes. - Selected Choice	1.00	3.00	1.90	0.75	0.56	30

#	Field	Choice Count
1	No	33.33% 10
2	Yes (Please specify)	43.33% 13
3	I don't know	23.33% 7
		30

Showing rows 1 - 4 of 4

Q15_2_TEXT - Yes (Please specify)

Yes (Please specify)

I teach environmental and civil engineers, so it's kind of central. Renewable energies, sustainable housing, etc.

Ocean and land resources

I chose online materials

reaching awareness for sustainable lifestyle and conscious consumption

Geography lessons

Use of paper

Yes (Please specify)

Recycling. Pollution. Sustainable methods of living.

Group projects (PBL) designing things to help sustain our environment

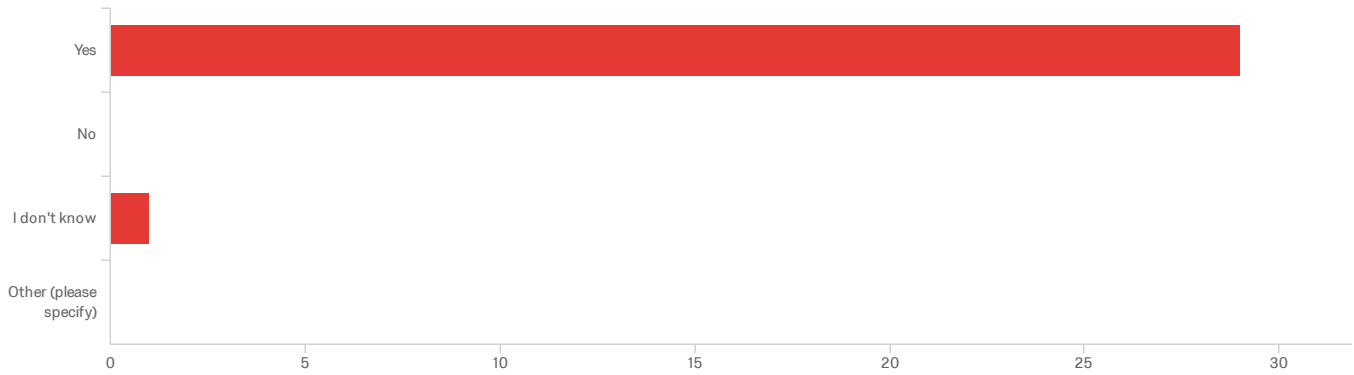
metan hydrate

C2 level students studied this in the syllabus

Re-using and recycling

Somewhat

Q16 - I think it's important to teach using student-centered methods (such as inquiry-based learning or experiential learning).



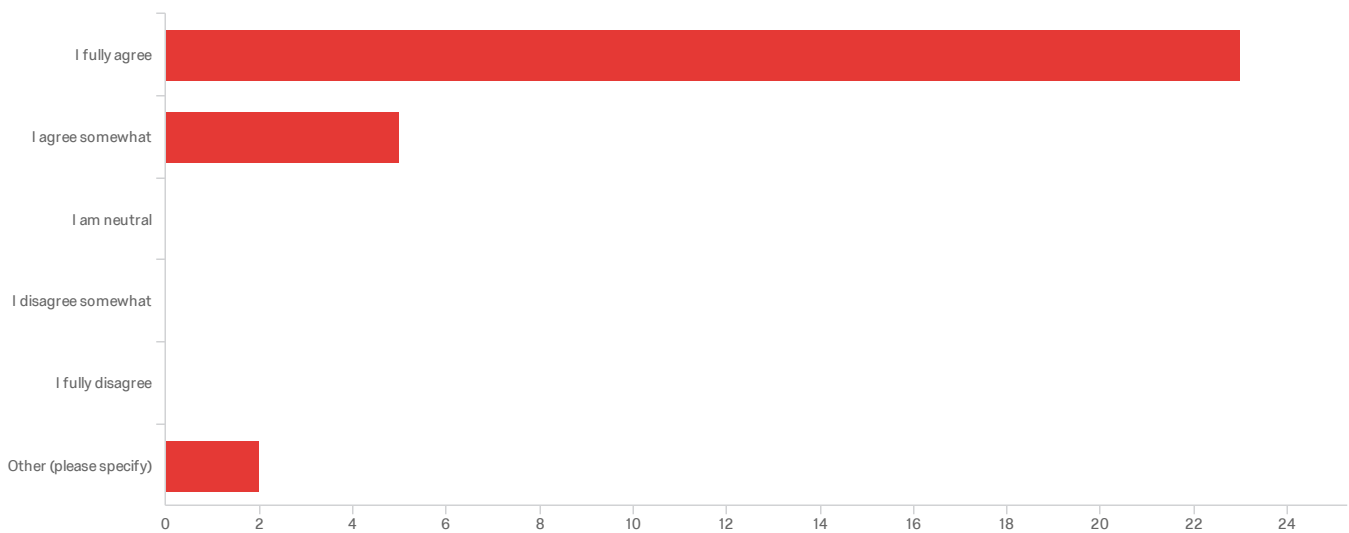
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I think it's important to teach using student-centered methods (such as inquiry-based learning or experiential learning). - Selected Choice	1.00	3.00	1.07	0.36	0.13	30

#	Field	Choice Count
1	Yes	96.67% 29
2	No	0.00% 0
3	I don't know	3.33% 1
4	Other (please specify)	0.00% 0

30

Showing rows 1 - 5 of 5

Q17 - As an English language teacher I help students become part of the global discourse community and help them gain access to information. It is therefore important that the English classes include content on global topics, such as protecting the environment, reducing poverty, gender equality, responsible production and consumption etc.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	As an English language teacher I help students become part of the global discourse community and help them gain access to information. It is therefore important that the English classes include content on global topics, such as protecting the environment, reducing poverty, gender equality, responsible production and consumption etc. - Selected Choice	1.00	6.00	1.50	1.26	1.58	30

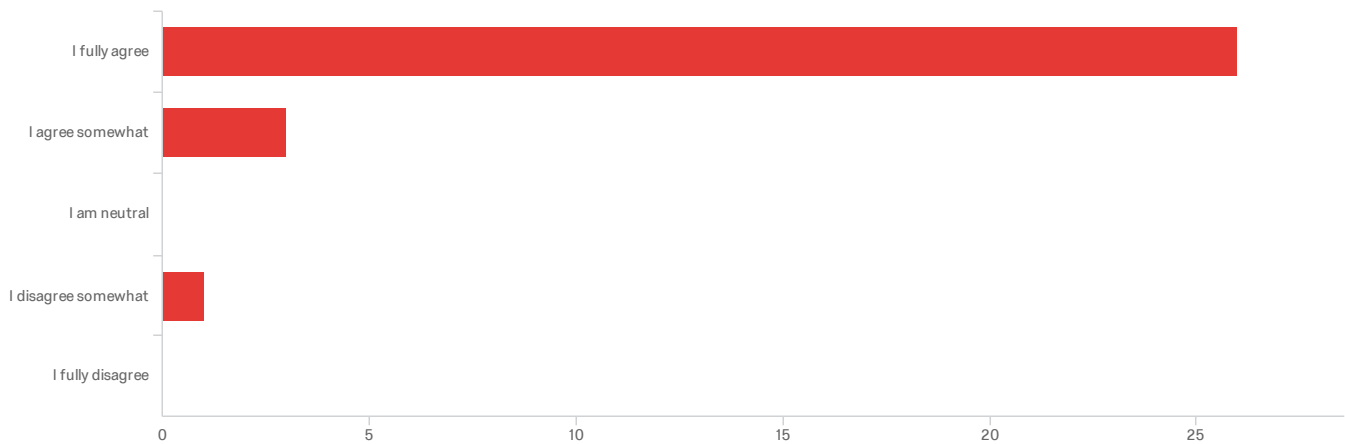
#	Field	Choice Count
1	I fully agree	76.67% 23
2	I agree somewhat	16.67% 5
3	I am neutral	0.00% 0
4	I disagree somewhat	0.00% 0

#	Field	Choice Count
5	I fully disagree	0.00% 0
6	Other (please specify)	6.67% 2

30

Showing rows 1 - 7 of 7

Q18 - An English teacher always teaches more than language.

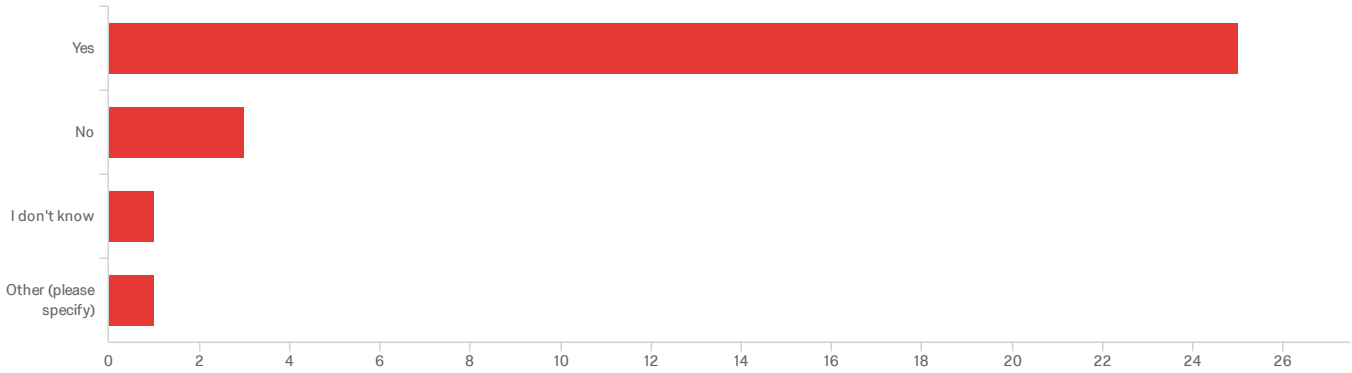


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	An English teacher always teaches more than language.	1.00	4.00	1.20	0.60	0.36	30

#	Field	Choice Count
1	I fully agree	86.67% 26
2	I agree somewhat	10.00% 3
3	I am neutral	0.00% 0
4	I disagree somewhat	3.33% 1
5	I fully disagree	0.00% 0
		30

Showing rows 1 - 6 of 6

Q19 - I think English teachers have a duty to educate students on issues of sustainable development, even if these are not an “official” part of your course?



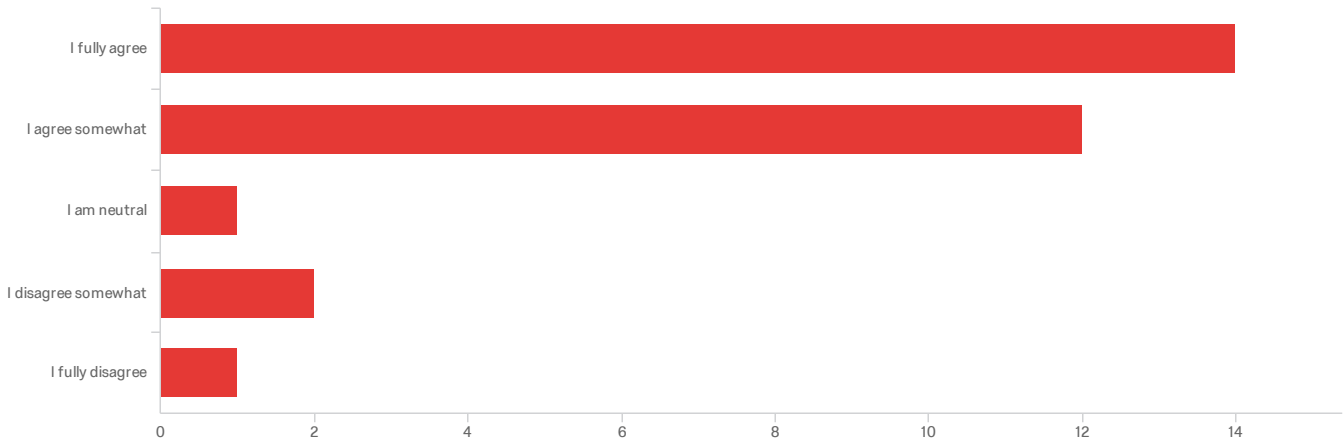
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I think English teachers have a duty to educate students on issues of sustainable development, even if these are not an “official” part of your course? - Selected Choice	1.00	4.00	1.27	0.68	0.46	30

#	Field	Choice Count
1	Yes	83.33% 25
2	No	10.00% 3
3	I don't know	3.33% 1
4	Other (please specify)	3.33% 1

30

Showing rows 1 - 5 of 5

Q20 - As teachers we can try to inspire and educate on global topics such as sustainability and try to invoke change, but real change can only come through government and policy makers.

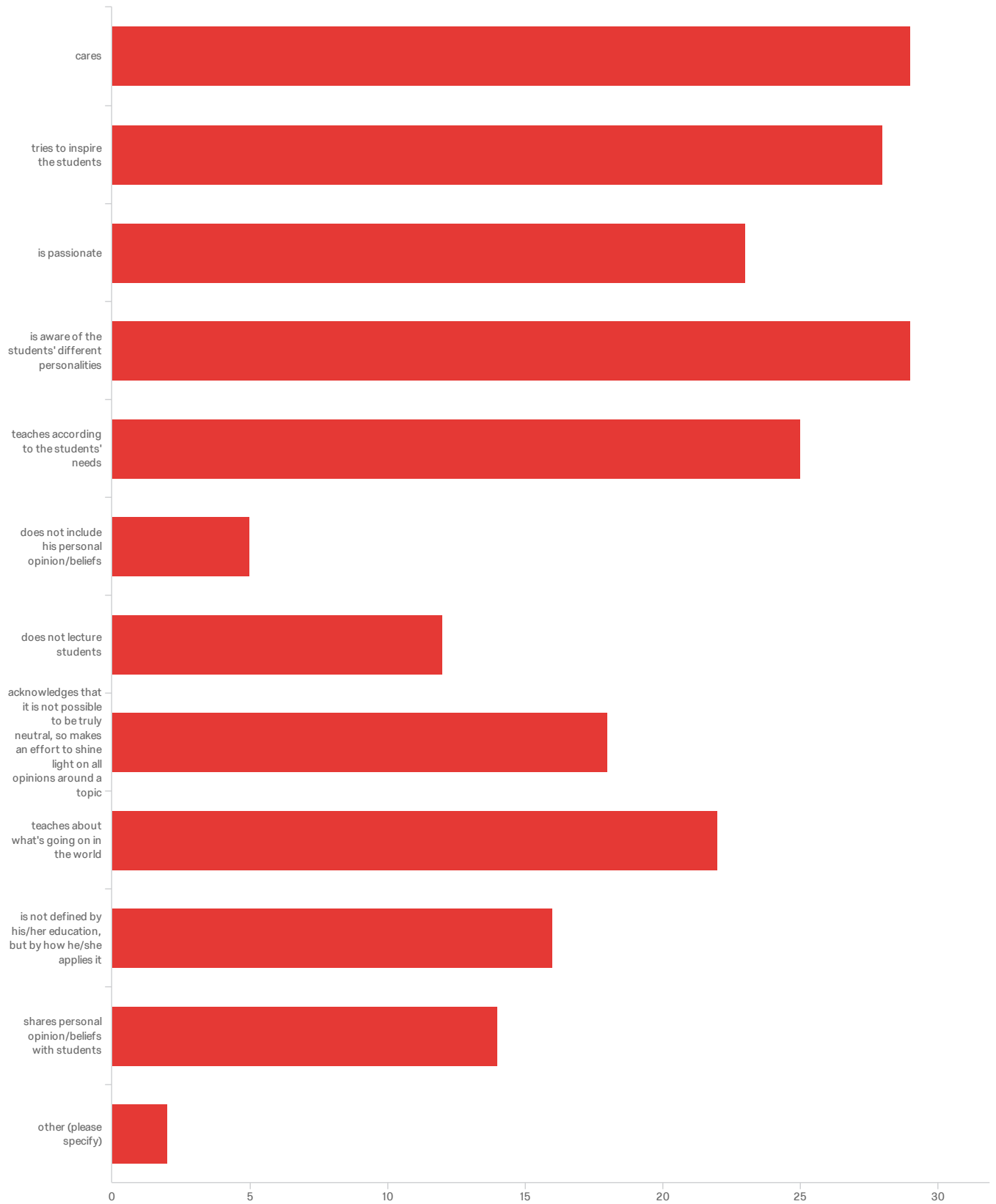


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	As teachers we can try to inspire and educate on global topics such as sustainability and try to invoke change, but real change can only come through government and policy makers.	1.00	5.00	1.80	1.01	1.03	30

#	Field	Choice Count
1	I fully agree	46.67% 14
2	I agree somewhat	40.00% 12
3	I am neutral	3.33% 1
4	I disagree somewhat	6.67% 2
5	I fully disagree	3.33% 1
		30

Showing rows 1 - 6 of 6

Q21 - A good teacher (please select all answers you find applicable)



#	Field	Choice Count
1	cares	13.00% 29
2	tries to inspire the students	12.56% 28
3	is passionate	10.31% 23
4	is aware of the students' different personalities	13.00% 29
5	teaches according to the students' needs	11.21% 25
6	does not include his personal opinion/beliefs	2.24% 5
7	does not lecture students	5.38% 12
8	acknowledges that it is not possible to be truly neutral, so makes an effort to shine light on all opinions around a topic	8.07% 18
9	teaches about what's going on in the world	9.87% 22
10	is not defined by his/her education, but by how he/she applies it	7.17% 16
11	shares personal opinion/beliefs with students	6.28% 14
12	other (please specify)	0.90% 2
		223

Showing rows 1 - 13 of 13

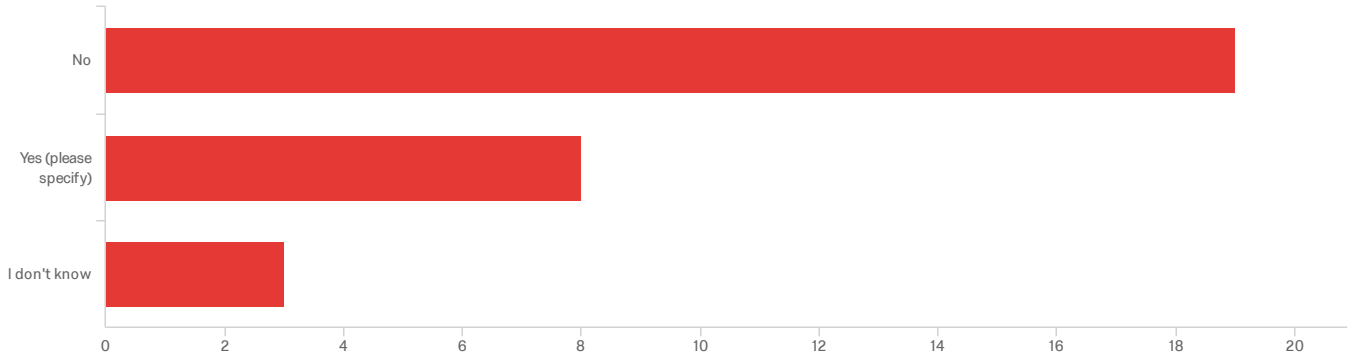
Q21_12_TEXT - other (please specify)

other (please specify)

Most of these are good things, but I don't think one has to tick all the boxes to be an effective teacher.

Teaches kids about boundaries

Q22 - Did your teacher education address sustainability in any way? Or have you undertaken training later in your career that addresses this?

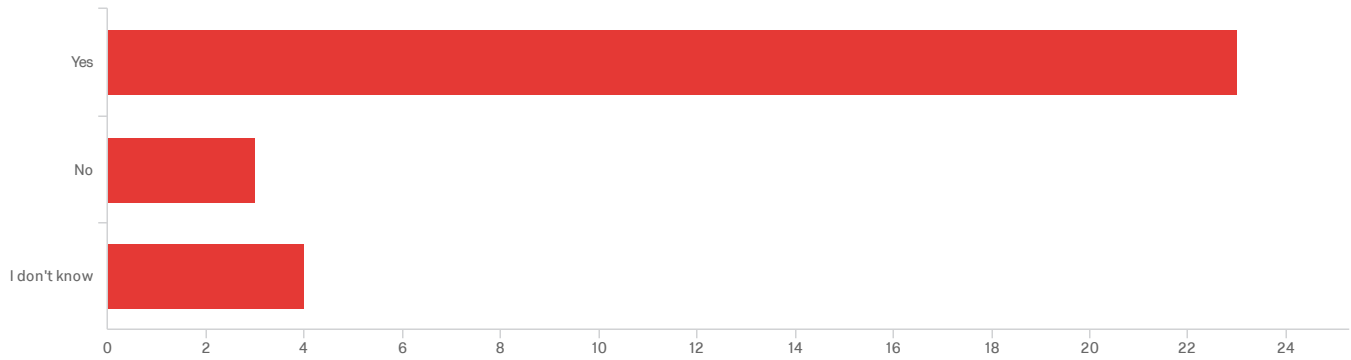


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	Did your teacher education address sustainability in any way? Or have you undertaken training later in your career that addresses this?	1.00	3.00	1.47	0.67	0.45	30

#	Field	Choice Count
1	No	63.33% 19
2	Yes (please specify)	26.67% 8
3	I don't know	10.00% 3
		30

Showing rows 1 - 4 of 4

Q23 - If I were the designer of an English curriculum, I would include concepts related to SD, such as diversity, equity and renewable energy.

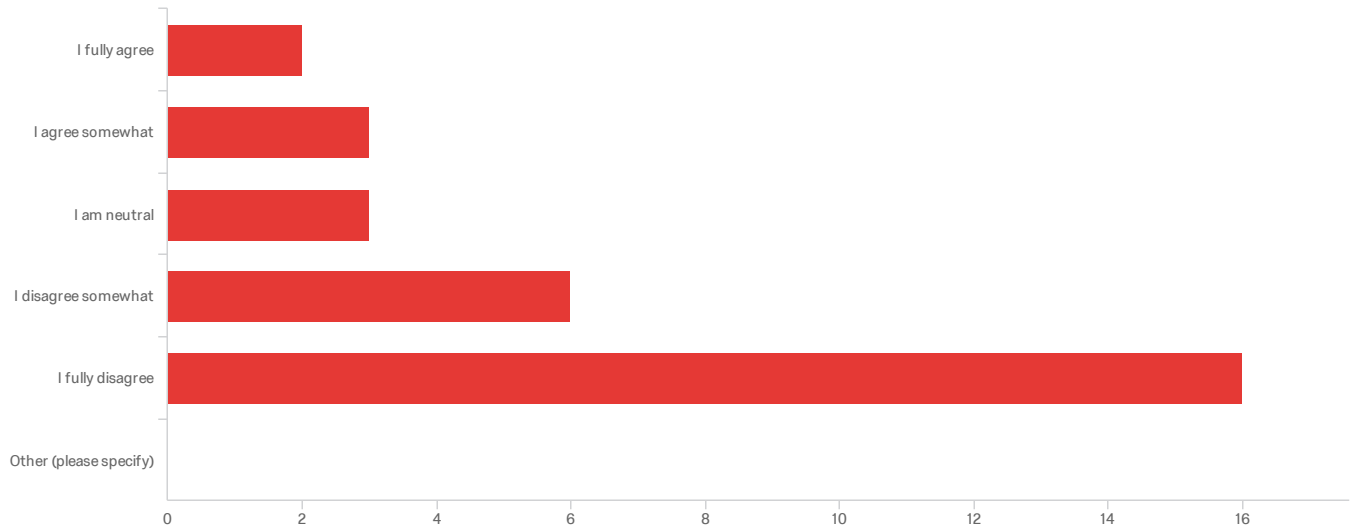


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	If I were the designer of an English curriculum, I would include concepts related to SD, such as diversity, equity and renewable energy.	1.00	3.00	1.37	0.71	0.50	30

#	Field	Choice Count
1	Yes	76.67% 23
2	No	10.00% 3
3	I don't know	13.33% 4
		30

Showing rows 1 - 4 of 4

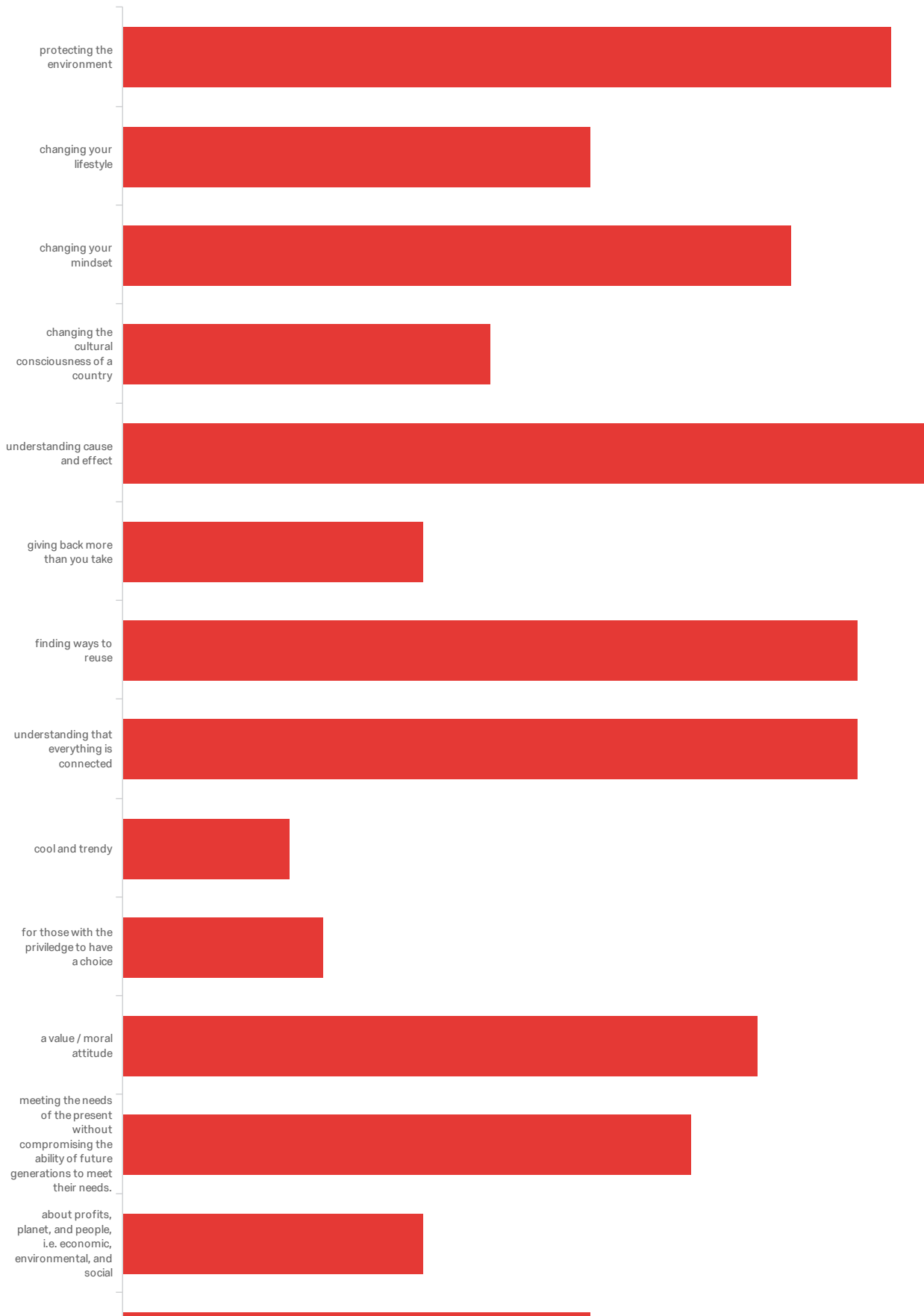
Q24 - For me, teaching is not a sustainable career on the long run. After a few years you have grown all you can grow if you keep teaching the same content. Then it becomes boring.

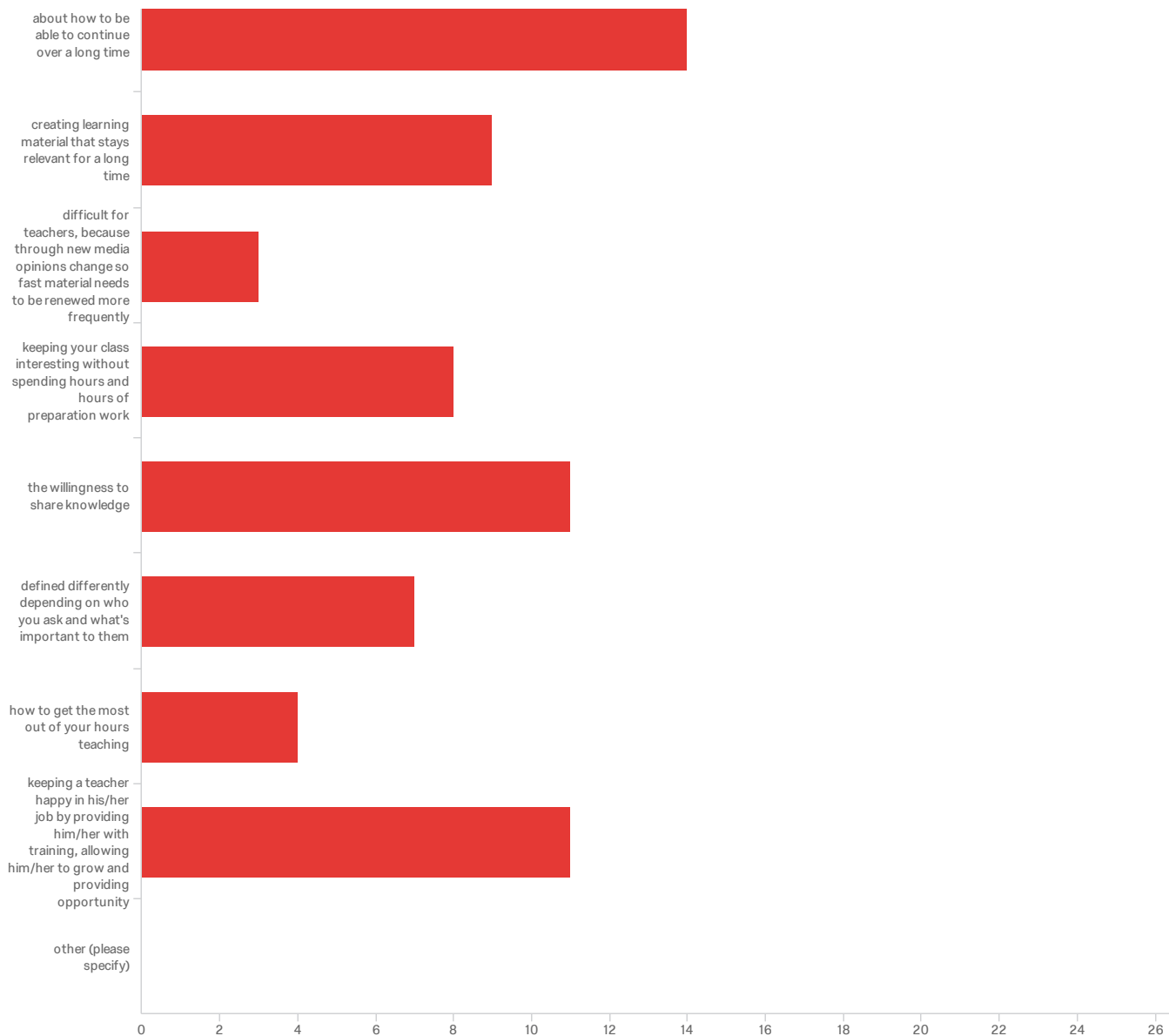


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	For me, teaching is not a sustainable career on the long run. After a few years you have grown all you can grow if you keep teaching the same content. Then it becomes boring. - Selected Choice	1.00	5.00	4.03	1.28	1.63	30

#	Field	Choice Count
1	I fully agree	6.67% 2
2	I agree somewhat	10.00% 3
3	I am neutral	10.00% 3
4	I disagree somewhat	20.00% 6
5	I fully disagree	53.33% 16
6	Other (please specify)	0.00% 0

Q25 - Sustainability is (please mark all answers you find applicable)





#	Field	Choice Count
1	protecting the environment	8.58% 23
2	changing your lifestyle	5.22% 14
3	changing your mindset	7.46% 20
4	changing the cultural consciousness of a country	4.10% 11
5	understanding cause and effect	8.96% 24
6	giving back more than you take	3.36% 9
7	finding ways to reuse	8.21% 22
8	understanding that everything is connected	8.21% 22
9	cool and trendy	1.87% 5

#	Field	Choice Count
10	for those with the priviledge to have a choice	2.24% 6
11	a value / moral attitude	7.09% 19
12	meeting the needs of the present without compromising the ability of future generations to meet their needs.	6.34% 17
13	about profits, planet, and people, i.e. economic, environmental, and social	3.36% 9
14	about how to be able to continue over a long time	5.22% 14
15	creating learning material that stays relevant for a long time	3.36% 9
16	difficult for teachers, because through new media opinions change so fast material needs to be renewed more frequently	1.12% 3
17	keeping your class interesting without spending hours and hours of preparation work	2.99% 8
18	the willingness to share knowledge	4.10% 11
19	defined differently depending on who you ask and what's important to them	2.61% 7
20	how to get the most out of your hours teaching	1.49% 4
21	keeping a teacher happy in his/her job by providing him/her with training, allowing him/her to grow and providing opportunity	4.10% 11
22	other (please specify)	0.00% 0

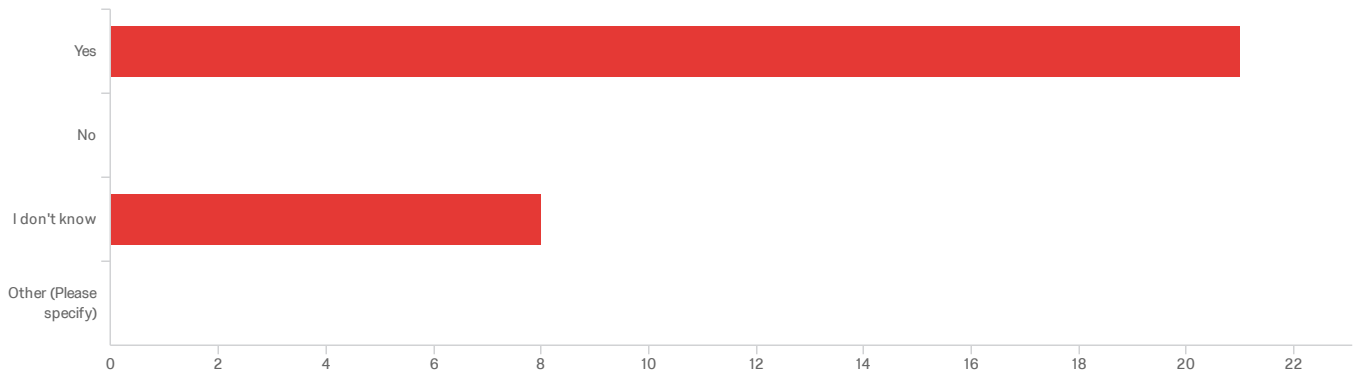
268

Showing rows 1 - 23 of 23

Q25_22_TEXT - other (please specify)

other (please specify)

Q26 - I would like to learn more about sustainability in the context of language teaching.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I would like to learn more about sustainability in the context of language teaching. - Selected Choice	1.00	3.00	1.55	0.89	0.80	29

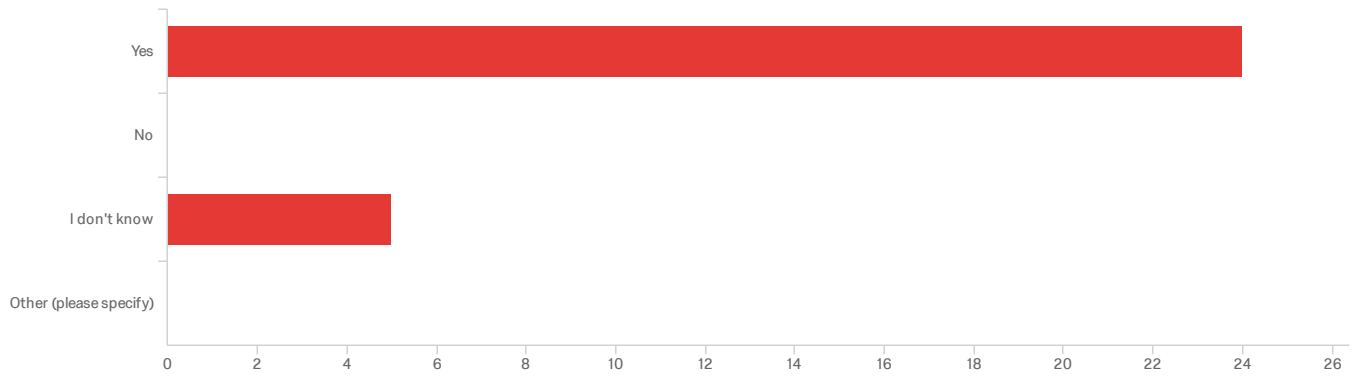
#	Field	Choice Count
1	Yes	72.41% 21
2	No	0.00% 0
3	I don't know	27.59% 8
4	Other (Please specify)	0.00% 0
		29

Showing rows 1 - 5 of 5

Q26_4_TEXT - Other (Please specify)

Other (Please specify)

Q27 - I would like to learn more about how to make teaching more sustainable for myself.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I would like to learn more about how to make teaching more sustainable for myself. - Selected Choice	1.00	3.00	1.34	0.76	0.57	29

#	Field	Choice Count
1	Yes	82.76% 24
2	No	0.00% 0
3	I don't know	17.24% 5
4	Other (please specify)	0.00% 0
		29

Showing rows 1 - 5 of 5

Q27_4_TEXT - Other (please specify)

Other (please specify)

Q28 - Would you like to add any other remarks?

Would you like to add any other remarks?

No

No

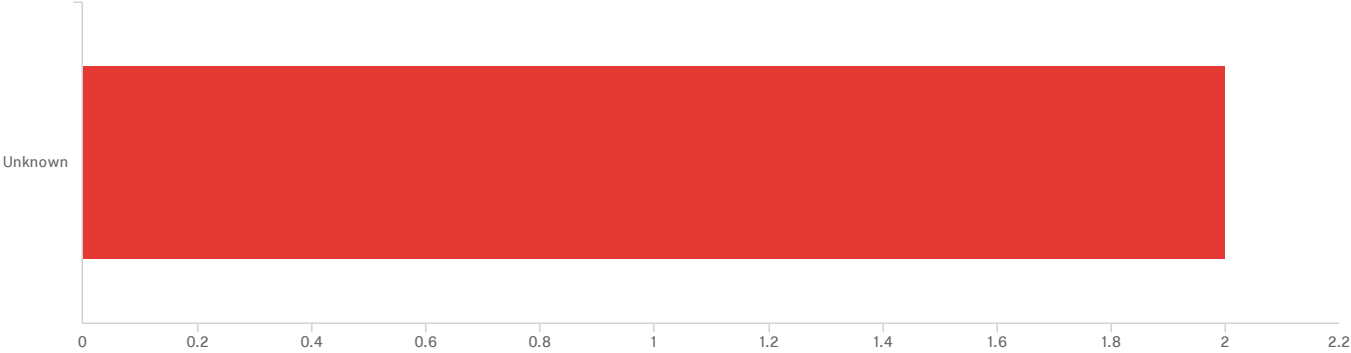
N

No

I found this interesting

No

Q12_4_TEXT - Topics



#	Field	Choice Count
1	Unknown	100.00% 2

Showing rows 1 - 1 of 1

End of Report

Declaration on plagiarism and fraud

The undersigned

[first name, surname and student number],

Tara Al-Jaf, s1022155

Master's student at the Radboud University Faculty of Arts,

declares that the assessed thesis is entirely original and was written exclusively by himself/herself. The undersigned indicated explicitly and in detail where all the information and ideas derived from other sources can be found. The research data presented in this thesis was collected by the undersigned himself/herself using the methods described in this thesis.

Place and date:

Chemnitz, 27 August 2020

Signature:

