SUSTAINABLE ENGLISH LANGUAGE INSTRUCTION

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ABSTRACT

This paper continues by comparing: English for sustainability (ESD) to English language teaching (ELT), arguing that these connections give us an exciting role to play in this newly developing paradigm of education and larger societal changes—the reason we teach. I end by offering recommendations for enhancing this relationship. The objective of this ESD with ELT is to bring empathy among both teachers and learners.

Key words: English for sustainability (ESD) English language teaching (ELT)

INTRODUCTION

The sustainability debate began when people realised how many of our commonly used behaviours and the underlying presumptions were not sustainable. These problems are interrelated, according to an ecological point of view, and are a part of a larger system "whose stability depends on the balance of its components" (Sachs, 1997 p. 27). According to this worldview, sustainability is the process through which these interdependent systems care for one another and themselves. The definition of sustainability in this worldview entails the process of these intertwined systems sustaining themselves and each other. This approach demands that we look at connections and the whole of a system rather than individuals and elements, for in a system, components are deeply integrated into the whole, which contains "properties that none of them possess" (CEL, 2009). The way we think about ourselves and the world around us is fundamental to achieving greater sustainability. We must examine and

reformulate some of our most deeply rooted assumptions across the board, not just change behavior or 'greenwash'.

Intriguing Concept:

Sustainable Development (SD) adopted by the United Nations is now the benchmark of the 21st century, in which all major stakeholders strive to meet the needs of society. Many people see sustainability as a problem of limited resources that is resolved only by increasing technology and centralizing power.

Students/future teachers must learn about the world, be active participants in the world they live in, build empathy and compassion, and be inspired to take action (Bakalar, 2018; Weeks, 2018). Students need a higher level of knowledge, which can be achieved by the interaction about a specific context (Richards & Rodgers, 1986). A higher level of competence benefits the 21st century scholar by fostering their skills, tenacity, and curiosity. Themes that have an impact on individuals of all ages and from many backgrounds may be found in SD. There are five Ps: People, Planet, Prosperity, Peace, and Partnership. **SD wants to develop the next generation's ability to make a difference both in themselves and in the lives of others.** Since SD demands continuous education and training of people, it is in fact a continuous process.

Developing these new ways of seeing, which will in turn transform our language, will require a critical exploration of the ideas connected to sustainability, and where we fit into the emergent paradigm. The world is shaped by the way we see it, and we are in turn shaped by the way we see it (Sterling, 2001, p. 50).
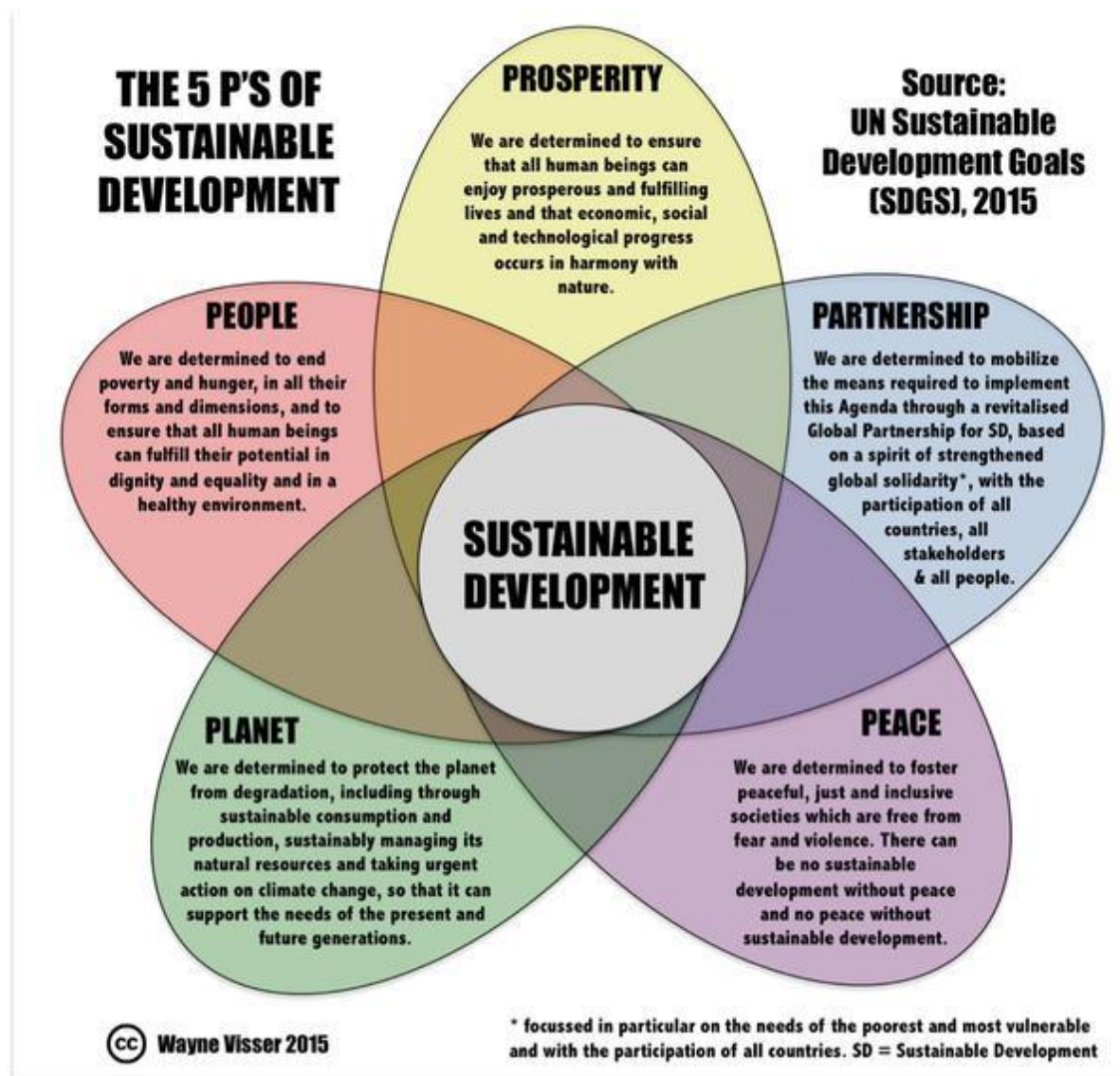
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Figure 1.1 sustainable development   source: https://www.researchgate.net/figure/The-17-UN-Sustainable-Development-Goals_fig1_318004207/download

Education and Sustainability:

Educational experiences aimed at facilitating this process of change towards more sustainable societies will constitute Education for Sustainability (EfS). Children, adults, teachers, and learners, as individuals, communities, and organizations, are all assumed to be on a continuous learning journey.

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The EFS model of education challenges the dominant and accepted model within formal education, which prepares children to follow behaviour norms of society and help the economy grow.

In its recent report on Eco-Literacy (2009), the Centre for Eco-Literacy describes seven critical and reflective competencies rather than imparting objective knowledge to passive students:

Systematically Thinking

Think critically, solve problems in a creative manner, and apply environmental ethics to new situations

- Assessing the long-term effects of human actions and technologies

- Empathy and the ability to appreciate multiple points of view

- Commitment to equity, justice, inclusiveness, and respect for all

- Ability to build, govern, and sustain communities

- A practical understanding of tools, objects, and procedures that are necessary for sustainable communities

- The ability to assess energy and resource usage and make adjustments accordingly

- The ability to transform convictions into action.

A lot of focus is placed on collaboration, intercultural awareness, and interpersonal skills, acknowledging that individuals are connected to communities at all levels, locally, nationally, and globally.

ESD is considered by many experts to be the most important tool for reshaping worldviews (Kioupi & Voulvoulis, 2019) as it goes beyond environmental education to address these challenges. In order to create a more sustainable society, ESD seeks to "inspire changes in knowledge, skills, values, attitudes, and behaviors" (Leicht, Heiss, & Byun, 2018, p. 6).

Establishing connection between ESD and ELT:

English language instructors must be ready to examine the implicit and explicit presumptions in the language they use and instruct. English is the vehicle for new ideas and is utilised in many situations to present a variety of viewpoints and storylines in international

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conversation. The development of literacy "is not, and cannot be, a neutral process," as teachers must understand.

It's crucial to recognise the parallels between ESD and ELT. Thus, according to Balinaitien and Teresevien (2018), "it is tough for pedagogues to assume that English as a Foreign Language (EFL) can increase students' SD competence." Naturally, studying about many SDG-related issues can also have an influence on SD, as the major role that English education plays at Higher education institutions. Additionally, themes that support sustainability suit the students' long-term requirements, and recognising the variety of the SDGs might assist appreciate the issues that will be covered in EL lessons.

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The current ELT practise, often known as the eclectic or communicative method, is essentially a synthesis of a number of different techniques, within a set of emerging concepts about the nature of teaching, learning, and language, teachers select from a number of ways to meet each learning environment (Hedge, 2000). One of these theories holds that learning is enhanced when the learner discovers or creates knowledge, as opposed to just repeating or recalling it. 3) Learning is facilitated by completing puzzles based on the material being studied. (Richards and Rodgers, 1986) The development of ELT has led to the adoption of a humanistic approach that puts the learner at the centre of their own learning and considers themes.

Using case studies from local contexts, task based and collaborative, based on problem solving through case studies. Organizing their work and assessing their progress are among the ways in which learners are supported to take control of their own learning. Language is viewed as a means of communicating specific ideas and concepts.

ELT could strengthen its sustainability focus in many ways, according to me. Consider the following suggestions:-

- Incorporating sustainability and social issues into education and classrooms.

- Providing teachers with flexibility and choice in selecting, developing, and adapting activities and content.

- Curriculum reformulation based on an ecological world view. Instead of reducing subjects to isolated facts, we should focus on developing critical thinking, creativity, change management, and conflict management skills.

- Language classrooms should emphasize collaborative tasks based on real-world challenges, and language production and use.

- Teaching materials that link personal, local and global concerns. By using learners' personal stories and opinions as the basis for discussion instead of set texts, or incorporating authentic texts and analysing them critically.

- More emphasis on EfS skills, like critical thinking from a systems view, meaning-making rather than instruction, and collaborative working (Sterling, 2001).

- More local connections, such as asking local people to present ideas, conducting surveys, or recording narratives.

- A clear policy statement detailing learning and societal change, and ongoing dialogue with educational institutions and other stakeholders.

- Curricula and organizational practices would then be in alignment with this vision and could help create more learning organisations.

CONCLUSION:

This article explores the concept of sustainability and the associated ecological worldview. It also looks at the connections between sustainability and the English language classroom and the parallels between them. As part of my suggestions, I also suggested building teachers' capacity to further this association. The vision, image, and design of sustainable education must be open to debate in order to strengthen the impact of ELT on sustainability. It is crucial to empower ELT teachers and learners to play active roles in exploring, developing, and developing sustainable values in society so that they can act as agents of change.

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