



Review / Derleme

Empowering language learners as global citizens via the sustainable development goals

Sürdürülebilir kalkınma hedefleri aracılığıyla dil öğrenenlerin küresel vatandaşlar olarak güçlendirilmesi

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ABSTRACT

In order to promote active global citizenship and critical thinking, this paper offers practical suggestions for language teachers to include the Sustainable Development Goals (SDGs) into their lessons. Language teachers can motivate students to act and develop social responsibility by addressing global issues and organizing lessons around the SDGs. The SDGs can be included into language instruction to help students develop skills like critical thinking, problem-solving, and effective communication while exploring underrepresented issues in the classroom. This paper offers language teachers useful tasks and activities that advance students' comprehension of the SDGs and encourage inclusive and creative solutions. Through the tasks that focus on how to create a fairer, healthier, and more sustainable world, students can also improve their speaking, writing and presentation skills. As agents of societal change, language teachers are crucial in developing these abilities and encouraging positive attitudes like tolerance and respect for different viewpoints. Including the SDGs ultimately helps language teachers create a more sustainable world by enabling students to have a positive impact on the world via their language and social abilities.

ÖZ

Bu çalışma, küresel vatandaşlığı ve eleştirel düşünmeyi teşvik etmek amacıyla dil öğretmenlerine Sürdürülebilir Kalkınma Hedefleri'ni (SKH) derslerine dahil etmeleri için uygulanabilir öneriler sunmaktadır. Dil öğretmenleri, küresel sorunları ele alarak ve SKH'ler etrafında dersler düzenleyerek öğrencileri harekete geçmeye ve sosyal sorumluluk geliştirmeye motive edebilir. SKH, öğrencilerin derslerde yeterince yer almayan küresel konuları keşfederken eleştirel düşünme, problem çözme ve etkili iletişim gibi becerileri geliştirmelerine yardımcı olmak için dil öğretimine dahil edilebilir. Bu çalışma, dil öğretmenlerine, öğrencilerin SKH'ni anlamalarını geliştiren ve kapsayıcı, yaratıcı çözümleri teşvik eden yararlı görevler ve etkinlikler sunmaktadır. Daha adil, daha sağlıklı ve daha sürdürülebilir bir dünyanın nasıl yaratılabileceğine

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odaklanan görevler sayesinde öğrenciler konuşma, yazma ve sunum becerilerini de geliştirebilir. Toplumsal değişimin temsilcileri olarak dil öğretmenleri, bu yetenekleri geliştirmede, hoşgörü ve farklı bakış açılarına saygı gibi olumlu tutumları teşvik etmede çok önemlidir. SKH'ni dahil etmek, sonuçta, öğrencilerin dil ve sosyal yetenekleri aracılığıyla dünya üzerinde olumlu bir etki yaratmalarını sağlayarak dil öğretmenlerinin de daha sürdürülebilir bir dünya yaratılmasına katkı sağlamasına yardımcı olur.

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INTRODUCTION

The harm that humans are causing to the environment has long been known. As global citizens, we have been aware that we need to take some actions to undo this harm. Although the problems of the world cannot be immediately remedied, taking proactive actions to address them, from personal to professional endeavors, may pave the way for possible solutions. As a result of the attempts, the term “sustainability” has become a buzzword. The 2030 Agenda for Sustainable Development, introduced by the United Nations in 2015, encompasses 17 Sustainable Development Goals (SDGs) that strive to achieve a harmonious balance between people, the planet, and prosperity (<https://sdgs.un.org/goals>). Serving as central markers of humanity’s progress, these SDGs (such as good health and well-being, quality education, reduced inequalities, sustainable cities and communities, etc.) hold a crucial role in directing worldwide endeavors towards sustainable development (Kwee, 2021).

From the reviewed literature, as Brook (2013) argued, in the early stages of environmental concern, it became obvious that education had a role to play and that this duty could not be fully satisfied by only conducting environmental research and disseminating environmental knowledge. In tandem with this, rather than continuing to ignore the problems and difficulties, in the field of education, the concept of Education for Sustainable Development (ESD) has emerged as a crucial objective, aiming to arm students with the essential skills and knowledge needed to address serious environmental, economic, and societal challenges (UNESCO, 2017). In this sense, teachers are one of the groups whose interests are involved in the process of moving towards sustainability. They have a significant part to play in assisting in the transformation of negative mindsets and in raising awareness of the problems and concerns (Maley & Peachey, 2017; Ferguson et al., 2021). ESD can be done in many forms, and as Hays and Reinders (2020) pinpoint, formal and informal education, as well as professional development, are all parts of education for sustainable development, which constantly renews itself, incorporating sustainability into its planning and delivery, and educating in ways that support sustainable learning, and compared to

traditional education, it is less fixed and operates more naturally and flexibly. The primary aim of ESD lies in fostering self-directed learning, critical thinking, problem-solving, and future-oriented skills among students. These competencies empower students to make well-informed decisions, shoulder responsibility, and develop solutions that advance environmental integrity, economic viability, and social justice (Kwee, 2021).

Thanks to ESD, educational institutions have responded to the call for sustainability from the UN by incorporating the SDGs into their internal operations and forming partnerships across sectors with governments and communities. Different levels of education from kindergarten to higher education have started to give more and more attention to education for sustainable development in various school subjects. Moreover, globally, the popularity of thematic schools like green schools and eco-schools such as Schumacher College is growing (Özdemir, 2021). These initiatives, prompted by international and national conventions and triggered by genuine global environmental and socioeconomic concerns, reflect a societal commitment to sustainability (Korhonen-Kurki et al., 2020).

Despite the popularity of sustainability, ESD’s origins as a topic of instruction reveal its development via top-down educational strategies by academics and policymakers (Gough, 2013). This approach inadvertently excluded teacher involvement in shaping its objectives and concepts, rendering it somewhat abstract and not immediately relevant to pedagogical practice (Gough, 2013). Therefore, teachers had difficulty in implementing education for sustainable development. As Borg et al. (2012) underline, for teachers, there are some possible barriers that can be seen in the implementation of ESD: (a) a lack of motivating examples of how to incorporate SD issues into their teaching; (b) a lack of necessary expertise on SD; (c) a lack of time to implement necessary course changes; and (d) a lack of sufficient support from the school administration and e) some educators may feel that SD was not applicable to their subject. Nevertheless, teachers are still expected to operationalize ESD in classrooms, even though they may initially find it challenging to grasp and implement due to the ongoing evolution of its discourse (Plant, 1995), aligning with the evolutionary concept of sustainable development.

Language Teaching and ESD

In an increasingly globalized world, language teachers and language teacher educators are also compelled to embrace the trend of sustainable development to a certain extent. In fact, one may view the foreign language classrooms in schools as the ideal setting for exploring the processes for assigning meaning to the world and issues if we accept that language is discourse and that discourse generates our meanings. As Maijala et al. (2023) posit, language is an effective tool that allows us to express our opinions on socially significant matters, alter attitudes, and ultimately promote beneficial social change. In this sense, learning another language exposes us to various interpretive techniques and worldviews (Jordão & Fogaça, 2008). Given ESD's adaptable nature and language teachers' interpretive tools, language teachers can actively engage with sustainability and seamlessly integrate it with various innovative teaching activities (Bekteshi & Xhaferi, 2020). In this context, the connections between the SDGs, ESD and language teaching show a path to a balanced future, where educators play a crucial role in preparing the next generation to handle challenges and work towards sustainability.

Effectively implementing ESD in language classes depends on the crucial role of teachers. They are tasked with adopting a comprehensive, interdisciplinary approach to instruction (Ingram, 2007). This transformation is essential due to the globalization of societies, which has introduced intricate challenges to education systems worldwide. In response to the globalization, the concept of global citizenship education (GCE) has also emerged (<https://en.unesco.org/themes/gced>). GCE involves pedagogical principles that empower students as critical thinkers, helping them understand global issues' significance in their lives and their responsibilities at both local and global levels. This approach fosters diverse perspectives, challenges stereotypes, and nurtures empathy and respect. GCE also addresses the increasing need for sustainable development by highlighting the interconnections between human societies and the natural world.

Considering these points, integrating SDGs into language classes emerges as a valuable strategy for promoting GCE and ESD. Language classes offer a potential platform for exploring global issues, nurturing communication skills, cultural understanding, and critical thinking. Incorporating SDGs into language learning helps students deepen their grasp of global challenges and cultivate skills necessary for contributing to a sustainable and fair world (Kwee, 2021).

The Aim of this Study

ESD and GCE have emerged as instrumental educational approaches, equipping students with the requisite skills, knowledge, and attitudes to address worldwide challenges and advance sustainability. ESD, as a visionary approach, empowers individuals to comprehend the complex, interde-

pendent problems threatening the future and to face it with hope and confidence (Allen & Bacha, 2007). Needless to say, English has assumed a prominent role as the primary global communication language, facilitating access to research, technology, education, trade, and industry. Harnessing the power of the English language as a global language provides speakers with a distinct advantage, enabling them to contribute significantly to those global sustainability efforts since sustainability is not a local issue, which requires an internationally shared means of communication like language (Zygmunt, 2016). Consequently, schools can actively support sustainable foreign language teaching and learning. This approach aims to align English as a foreign language instruction with the expectations of sustainability, recognizing that English, as a global language, stands as a vital tool for international communication (Gayatri et al., 2023).

By integrating SDGs in language classes, language teachers can raise awareness of social concerns and global issues among students and teach them that their voices matter and have a positive impact on their communities and the broader world. The issue is how SDGs can be used by language teachers in their lessons. With this question in mind, this paper aims to offer some practical suggestions for language teachers to integrate SDGs in their language classes.

The Focus of this Study

This paper focuses on practical suggestions and emphasizes the value of hands-on strategies and their potential to enhance both SDG awareness and language proficiency. This decision stems from the recognition that practical suggestions for educators hold the potential to effectively integrate SDGs into language classes while fostering language development. As Howell (2021) notes, traditional lecture-based instruction (alone) is insufficient for ESD; lectures are ineffective learning strategies for values and skills and cannot accurately communicate a sustainable point of view since they are not cooperative. In the light of this thought, this paper includes a diverse array of activities, including debates, role-playing scenarios, and reflective writing assignments. Each activity aims to engage students actively in both the goals and language acquisition. The chosen activities were meticulously curated to ensure a balanced and holistic integration of SDGs within language learning curricula.

Ways of Integrating Sustainable Development Goals

Embedding ESD within language instruction yields numerous benefits that create a comprehensive and enriching learning experience. To begin, it equips students with the essential knowledge, skills, and attitudes needed to become responsible global citizens, fostering politeness, tolerance, and empathy (Maley & Peachey, 2017). This integration seamlessly turns real-world scenarios into language practice, heightening language acquisition through relevant contexts. Additionally, students are empowered with the

linguistic tools to confidently articulate complex issues by engaging in discussions that foster critical thinking and problem-solving skills, cultivating an environment of inquiry-based learning. This collaborative approach nurtures social skills, including attentive listening, cooperative teamwork, and the exchange of ideas, fostering tolerance and respect for diverse perspectives. Emphasizing collective responsibility for achieving the SDGs encourages students to believe in the effectiveness of unified efforts. Moreover, the incorporation of creativity encourages students to transcend traditional boundaries, resulting in innovative solutions. Integrating SDGs not only enhances linguistic proficiency but also promotes reflective decision-making and principled behavior, creating a holistic educational journey for students. Furthermore, this practice stimulates critical thinking by urging students to assess sustainability challenges and solutions, promoting environmental consciousness and motivating environmental actions. Lastly, the intertwining of language studies with subjects like science and social studies fosters interdisciplinary learning, deepening students' comprehension and engagement (Read, 2017).

When it comes to integrating SDGs into language classes to promote global citizenship, there exist several effective methods.

a) Content-based instruction: One can choose reading materials, discussions, and projects that revolve around topics related to the SDGs. For example, students can analyze news articles, literature, or documentaries that highlight issues such as poverty, climate change, gender equality, and responsible consumption. This approach allows students to explore the complexities of global challenges, while improving their language proficiency.

b) Project-based learning: Language teachers can engage students in hands-on projects that address specific SDGs. For instance, students can collaborate on projects such as organizing a community clean-up campaign, promoting awareness of sustainable consumption, or creating educational materials for environmental conservation. This approach allows students to apply their language skills in real-world contexts, while actively contributing to sustainable development.

c) Debates and discussions: Language teachers can encourage students to engage in debates and discussions on global issues related to the SDGs. Teachers can provide them with opportunities to express their opinions, analyze different perspectives, and develop persuasive arguments. These activities will enhance language skills, critical thinking, and intercultural understanding, enabling students to become informed citizens.

d) Language exchange programs: Language teachers can facilitate language exchange programs with students from different countries or regions. Students from different countries can meet on virtual platforms, which have gained momentum after the Covid-19 pandemic. This fos-

ters cross-cultural understanding and provides opportunities for students to learn about diverse challenges and approaches to sustainable development worldwide. Through these interactions, students can broaden their perspectives and develop empathy towards global issues.

e) Multimedia and technology: Language teachers can utilize multimedia resources, such as videos, podcasts, and online platforms, to expose students to diverse voices and experiences related to SDGs. This includes interviews with activists, case studies of successful sustainability initiatives, and virtual tours in different regions. Such resources help students develop a global mind-set and enhance their language skills through authentic and engaging content.

Through practical experiences, ESD enables students to take ownership of their learning journey and act morally and effectively to protect the environment. Reflection and the growth of critical consciousness and care for the environment are made possible by such hands-on experiences (Anyolo et al., 2018).

Sample Classroom Activities

In this part, some practical ideas to integrate SDGs into one's own language teaching practices will be given so that language teachers can foster an enriching and impactful learning experience for their students. The provided practical activities are tailored for students with a minimum English language proficiency level of A2. Some of these activities may also prove suitable for students who are being introduced to the concept of the SDGs for the first time. Here are some sample classroom activities which language teachers can adapt to their own classes:

Activity 1: Sustainable Storytelling

Aim: To promote awareness and understanding of sustainable development goals through storytelling

Level: A2, B1, B2 levels

Procedure:

1. Divide the class into small groups of 3-4 students.
2. Provide each group with a set of sustainable development goals (SDGs) cards. These cards should have the name and a brief description of each SDG. Please check 17 SDGs that aim economic, social and environmental development in detail before the cards are prepared.
3. Ask the groups to select one SDG that they find most interesting or important.
4. Instruct each group to create a fictional story that incorporates their chosen SDG. The story should highlight the importance of the goal and how it can be achieved.
5. Give the groups time to discuss and plan their stories. Encourage them to use vocabulary and language structures relevant to the chosen SDG.
6. Once the groups have prepared their stories, they should take turns presenting them to the rest of the class.
7. After each presentation, encourage class discussions by asking questions about the SDG and the story. Encourage other students to share their thoughts and ideas re-

lated to sustainable development.

- Students can choose the best story and a small reward can be given to the group members.

Activity 2: Sustainable Solutions Debate

Aim: To foster critical thinking and persuasive language skills while discussing sustainable solutions

Level: A2, B1, B2 levels

Procedure:

- Divide the class into two groups and assign each group a specific sustainable development goal.
- Explain to the groups that they will be participating in a debate where they need to discuss and defend the importance of their assigned SDG.
- Provide each group with some time to research and gather information about their assigned goal. They should find examples of sustainable solutions and their benefits.
- Once the research is done, conduct a debate session where each group presents their case, providing arguments and evidence to support their SDG.
- Encourage students to use persuasive language and debate techniques such as counterarguments and rebuttals.
- After the debate, facilitate a class discussion where students can reflect on the different perspectives presented and express their own opinions about sustainable development.

Activity 3: Sustainable Vocabulary Bingo

Aim: To reinforce vocabulary related to sustainable development goals in a fun and engaging manner.

Level: from A2 to B2 with adjustments made to the complexity of the vocabulary

Procedure:

- Create bingo cards with words or phrases related to sustainable development goals. Include a variety of terms such as “renewable energy”, “climate change”, “poverty eradication”, “responsible consumption”, etc.
- Distribute the bingo cards to each student and provide them with markers or tokens.
- Explain the rules of the game: students must listen carefully as you call out definitions or give examples related to the words on the bingo cards. If they have a matching word, they should mark it.
- Begin the game by calling out the definitions or examples randomly. You can use flashcards or write them on the board.
- Students should mark the corresponding words on their bingo cards as they hear the definitions or examples.
- The first student to complete a line (vertical, horizontal, or diagonal) should call out “Bingo!” and explain the connections between the called definitions/examples and their marked words.
- To make it more challenging, you can continue the game until someone completes the entire bingo card.
- After the game, have a brief discussion to reinforce the

vocabulary and encourage students to use the terms in sentences related to sustainable development.

Activity 4: Sustainable Advertisements

Aim: To develop persuasive language skills and creativity while promoting sustainable products or practices.

Level: A2, B1, B2 levels

Procedure:

- Divide the class into small groups and assign each group a specific sustainable product or practice (e.g., solar panels, recycling, organic farming).
- Explain to the groups that they will be creating advertisements to promote their assigned sustainable item or activity.
- Give the groups time to brainstorm ideas and develop their advertisements. They should consider the target audience, key messages, and persuasive techniques to use.
- Encourage the use of visual aids, such as posters or digital presentations, to enhance the effectiveness of their advertisements.
- Once the advertisements are ready, have each group present their advertisement to the class. They should explain the benefits and importance of their sustainable item or practice using persuasive language.
- After each presentation, allow time for questions and discussions. Encourage the class to provide feedback and share their thoughts on the advertisements.

Activity 5: Sustainable TED Talks

Aim: To enhance listening, speaking, and critical thinking skills while exploring sustainable development topics through TED Talks

Level: B1, B2 levels

Procedure:

- Choose several TED Talks related to sustainable development goals. Ensure that the talks cover a range of topics and perspectives.
- Assign one TED Talk to each student or small group, providing them with the necessary audio or video resources.
- Instruct students to watch or listen to the assigned TED Talk and take notes on the main ideas, supporting evidence, and any questions or reflections they have.
- After watching or listening to the TED Talk, facilitate a class discussion where students share their thoughts and insights. Encourage them to express their opinions, ask questions, and engage in critical thinking.
- Optionally, you can organize a mini-conference where students present summaries of their assigned TED Talks to the class, followed by a Q&A session.
- Encourage students to use the language and vocabulary related to sustainable development goals in their discussions and presentations.

Activity 6: SDG Collaborative Poetry

Aim: To create collaborative poems that highlight global issues, promote teamwork, and creative expression.

Level: B1, B2 levels

Procedure:

1. Introduce the SDGs and their role in addressing global challenges.
2. Assign each student or small group an SDG to research and instruct them to explore the goal's objectives, challenges, and potential impact.
3. Explain that students will collaboratively write poems related to their assigned SDGs.
4. Discuss various poetry forms (e.g., acrostic, haiku, free verse, rhyming) they can use.
5. In groups, have students collectively craft poems that emphasize the essence of their assigned SDGs.
6. Each group presents their collaborative poem to the class, reciting it with enthusiasm.
7. Compile all the collaborative poems into a class poetry anthology that reflects the diverse perspectives on the SDGs. You can display their poems on an online site.

Activity 7: Exploring Sustainable Communities (Related to SDG 11 - Sustainable Cities and Communities)

Aim: To engage students in language learning while deepening their understanding of Sustainable Development Goal 11 and its relevance to their lives

Level: B1, B2 levels

Procedure:

1. Begin by discussing the concept of sustainable communities and cities.
2. Introduce SDG 11, which focuses on creating sustainable cities and communities.
3. Present vocabulary related to urban sustainability, such as “renewable energy”, “public transportation”, “waste management”, “environmental architecture”, “green spaces” and “affordable housing”.
4. Divide the students into small groups.
5. Assign each group a specific aspect of SDG 11 (e.g., promoting clean energy, reducing pollution, improving transportation).
6. In their groups, students discuss the importance of their assigned aspect and brainstorm ideas for achieving sustainability in their city.
7. Have each group create a short presentation highlighting their assigned aspect.
8. Encourage them to use the new vocabulary in their presentations.

Activity 8: SDG Speakers' Corner: Quality Education Conversations (Related to SDG 4 Quality Education)

Aim: To foster spoken communication skills, critical thinking, and awareness of SDG 4 through group discussions and presentations.

Level: B1, B2 levels

Procedure:

1. Begin by briefly introducing SDG 4 and its importance in global development.
2. Prepare a list of discussion topics related to quality educa-

tion and SDG 4. Example topics could include “Inclusive Education”, “Digital Learning”, “Role of Teachers”, “Gender Equality in Education” and “Lifelong Learning”.

3. Allow each student or group to choose a topic that interests them.
4. Divide the class into small groups, each focusing on a different discussion topic.
5. Give students 15 minutes to discuss the topic within their group.
6. Encourage them to share personal insights, experiences, and ideas related to the chosen topic.
7. Instruct each group to appoint a spokesperson.
8. Give each group 10 minutes to prepare a brief presentation summarizing their discussion points and key takeaways.
9. Have each group present their discussion topic and key points to the entire class.
10. Limit each presentation to 2-3 minutes to ensure all groups have a chance to share.
11. After each presentation, open the floor for a brief Q&A session where other students can ask questions or share their thoughts.

Integrating the SDGs into language classes empowers language teachers to cultivate a range of vital global citizenship skills within students, such as critical thinking, intercultural understanding, empathy, and effective communication. Students also learn to listen to one another without making judgment. Language learning becomes a conduit through which students acquire the tools required to discuss global issues, engage in substantive dialogues, and actively contribute to a world that's both sustainable and inclusive. In addition, realizing the SDG agenda necessitates transformative pedagogies. These pedagogies advocate for self-directed learning, collaboration, participation, and problem-solving, emphasizing inter- and transdisciplinary approaches. They also emphasize the linkage between formal and informal learning, shaping the development of crucial sustainability competencies. To conclude, integrating SDGs into language classes stands as a promising avenue for nurturing GCE. As educational systems grapple with the demands of preparing students for an interconnected world, language classes provide an exceptional platform for honing communication abilities, cultural appreciation, and critical thinking acumen. In line with this thought, classroom becomes a venue where students learn to become global citizens. Through the integration of SDGs into language learning, students do not just enhance their linguistic proficiency, but also deepen their grasp of global challenges while cultivating the essential skills required to foster a more sustainable and just world.

Challenges of Incorporating Sustainable Development Goals

Integrating sustainability into language teaching can be challenging for teachers as they face various obstacles.

Firstly, a lack of knowledge and training in sustainability education and its integration into language teaching can hinder teachers' ability to effectively incorporate sustainability topics. Without the necessary understanding and skills, language teachers may struggle to navigate this intersection (Goller & Rieckmann, 2022). Time constraints also pose a significant challenge. Teachers often feel pressured to cover the language curriculum comprehensively, leaving limited room for integrating sustainability topics alongside language learning goals. The perceived lack of time can make it difficult for teachers to allocate sufficient attention to sustainability education. Finding appropriate materials and resources is another hurdle faced by teachers. The availability of suitable materials plays a crucial role in delivering engaging and effective sustainability-related lessons in the language classroom. However, teachers may struggle to locate resources that align with both language learning objectives and sustainability themes. Another difficulty may stem from the prevalent teacher-centered, non-critical thinking pedagogy used in classes today. It should be noted that traditional classroom instruction is insufficient for accomplishing the SDGs (Zhou et al., 2020). Resistance from students presents an additional challenge. Some students may perceive sustainability topics as boring or irrelevant to their language learning goals. Overcoming this resistance and fostering student engagement with sustainability content can be a demanding task for teachers. Moreover, the lack of institutional support and recognition can impede teachers' efforts to integrate sustainability into language teaching (Sinakou et al., 2022). Without adequate backing from educational institutions, teachers may face barriers in implementing sustainable education practices and may not receive the necessary resources and encouragement to do so.

Furthermore, balancing language learning goals with sustainability goals can be complex, particularly when students have different language proficiency levels. Striving to meet the needs of diverse learners while addressing sustainability concepts requires careful planning and adaptability from teachers. In summary, teachers encounter various challenges when integrating sustainability into language teaching. These obstacles include a lack of knowledge and training, time constraints, difficulty in finding appropriate materials, resistance from students, lack of institutional support, and the need to balance language and sustainability goals. Recognizing these challenges and finding strategies to overcome them are crucial steps toward successfully incorporating sustainability education in language classrooms. Despite these challenges, integrating sustainability into language teaching has a substantial potential for ESD. Language teachers can overcome these challenges by seeking training and support, finding appropriate materials, collaborating with their colleagues and engaging students in meaningful and relevant sustainability topics.

DISCUSSION

This paper presents an interpretation of the integration of SDGs within related activities. By aligning language learning objectives with the SDGs, students can be exposed to real-world issues, enhancing their understanding of global challenges such as poverty, climate change, and inequality by working in teams. As stated in Nguyen's (2019) study, students need to be able to collaborate with others, and it is useful for an individual's life as well as for collaborative exercises in the classroom. As Maijala et al. (2023) note, since language and its patterns develop through language usage, language learners are expected to participate actively in their own learning. This should be evident in today's language instruction, as well. Learners should be given the tools they need to actively interact in a constantly changing world while utilizing and studying a language that is always developing, rather than placing an excessive emphasis on vocabulary and grammar. This emphasizes the learner's active participation. The incorporation of SDGs can enhance learner engagement. This line of thought will not only contribute to linguistic proficiency but also encourage critical thinking and empathy, essential attributes for active global citizens. Similarly, as suggested by Howell (2021), teachers should schedule the majority of class time for active learning, such as reflective exercises that students enjoy and that engage them practically, emotionally, and cognitively, but also include a few in-class mini lectures that build upon, rather than simply repeat the content. In the same vein, in Boeve-de Pauw et al.'s (2015) study, it was underlined that students report engaging in more sustainable behaviors as teachers put more effort into teaching through pluralism, which allows for the discussion of various points of view, critical reflection on what is learned, and student participation in choosing which topics are covered in class.

Integrating real-world problems into language lessons will likely make the content more relevant and meaningful, motivating students to actively participate and invest in their learning journey. This belief aligns with established pedagogical theories highlighting the importance of contextualized and experiential learning. Furthermore, the paper demonstrates that integrating SDGs in language learning can lead to cross-disciplinary connections. Learners will have the opportunity to explore diverse topics ranging from geography to economy while improving their language skills, showcasing the interconnectedness of global challenges and the value of a holistic education approach. This dynamic synergy highlights the interconnected nature of global challenges and underscores the immense value of adopting a holistic educational approach. In line with the perspective offered by Jones et al. (2023), to make it more concrete, the incorporation of SDGs should transcend the clichéd notions of simply adopting reusable bags or cups. Instead, it should embrace a more imaginative and innovative scope.

It has been widely accepted that education plays a pivotal role in achieving the SDGs. By equipping language learners with the tools to comprehend, communicate, and contribute to the global discourse, we can foster a generation of individuals who are not only proficient language users but also proactive global citizens. Students will understand the value of ensuring a good standard of living for all people as they consider themselves as components of a larger whole (Moghadam et al., 2022). In this regard, integrating SDGs into language learning promotes the development of global citizens who are linguistically skilled, culturally sensitive, and socially responsible. By aligning language education with these broader objectives, language teachers can empower learners to navigate an increasingly interconnected world and actively participate in shaping a sustainable future.

CONCLUSION AND RECOMMENDATIONS

Throughout this paper, a multitude of strategies and concrete examples were given to illustrate the integration of SDGs into language classes. From content-based instruction to project-based learning, from engaging debates to interactive discussions, from language exchange programs to harnessing multimedia and technology, various approaches can be utilized. These methodologies collectively ignite critical thinking, prompt the exploration of diverse viewpoints, and cultivate empathy toward global concerns. Through this integration, language classes emerge as platforms that empower students to evolve into proactive global citizens, passionately advocating for social justice, inclusivity, and sustainability. As academics, educators, and dreamers of a better world, we are in a paradigm shift in which the old barriers that separate language classes from global issues are torn down to make way for an inclusive, compassionate and sustainable learning.

As we reflect on the classroom experience, it becomes evident that avenues for further research hold immense potential. This paper was limited to activity and task recommendations, and the integration of SDGs into language education has been attempted to be an example to language teachers. However, research on how activities affect students' awareness and language ability is lacking. The implications of SDG integration in language classes from the viewpoints of students can be tackled in future studies. Primarily, there is a need for deeper investigation into the impact of SDG integration on students' attitudes, values, and actions. As mentioned above, longitudinal studies could unravel the enduring effects of GCE and ESD on language learning, tracking how it shapes students' future choices and behaviors. Moreover, there is a demand for suitable assessment methods that effectively measure the development of global citizenship competencies within language classes.

In addition, we must also spotlight the integral role of language teachers and their readiness to bring SDGs into language teaching. Research gaps still exist in understand-

ing the challenges and prospects educators encounter while embedding ESD and GCE. Pinpointing strategies for their professional growth is equally imperative. Expanding the scope, cross-contextual and cross-cultural comparative research also stands as a valuable pursuit. Insights from diverse educational settings would enrich our understanding of the applicability and adaptability of SDG integration strategies across different environments. Last but not least, we should encourage bottom-up adoption in order to incorporate SDGs into language-learning curricula, so in-service teachers can share their own ways by writing blogs, social media posts and employing action research to do practice-based studies to discuss their experiences of incorporating SDGs into their language classrooms.

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