

‘English for Sustainability’: Environmental Learning and the Role of English Language Teaching

Roman Bartosch (Köln) & Christian Ludwig (Bielefeld)

UNESCO, KMK and an ever-growing number of research initiatives have understood that questions of sustainable development will become key factors of successful education for decades to come. And yet, this challenge is mostly framed as an issue that the natural and engineering sciences need to tackle; little is being said about the normative, discursive, and largely cultural aspects of sustainability education. With ecocriticism, environmental justice, and concomitant developments in the environmental humanities and cultural ecology, English Language Teaching can however draw on rich resources for framing the challenge of sustainability education as an opportunity for literature and culture pedagogy. Recent approaches in global citizenship education, transcultural competence, and transformative learning illustrate numerous such potentials. The panel invites scholars to join this discussion, present new developments in ‘environmental learning,’ and help sketch ideas on what ‘English for Sustainability’ entails.

Potential papers may be inspired by, but are not limited to, the following topics and questions:

- Education for Sustainability and environmental justice
- Environmental learning and digitization
- Task design and sustainability
- Inclusive and sustainable education
- Inter-and transcultural learning in ESD contexts
- Literacy and competences in global-ecological perspective
- Sustainability Education and English Studies (Ecocriticism, Human-Animal Studies etc.)
- Posthumanism and Education for Sustainability
- Education and/in the Anthropocene
- Postcolonial and ecocritical perspectives on English Language Teaching
- Curriculum Design and empirical research in the field of ecodidactics and environmental learning