

## **Teaching Sustainability through Content and Language Integrated Learning in English Language Classroom: A Survey on Primary Level Students in Bangladesh**

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### ***Abstract***

*The paper aims to emphasize greening the classroom by integrating environmental and sustainability issues into English as a Foreign Language (EFL) lessons, which fundamentally means to be environmentally-aware and eco-conscious. Teaching EFL can provide the seamless opportunities to incorporate the growing consciousness of the green movement. Thus, teaching sustainability refers to teach students about the environment, climate change and conservation, and make them active players in the sustainability movement. However, while teaching English the pedagogy needs to focus not only on teaching the language but also the content. This can be executed through the Content and Language Integrated Learning (CLIL) lessons. The present paper aims to analyze the extent of teaching sustainability in EFL classrooms at the primary level in Bangladesh and find out how effective the CLIL lessons for EFL competency based on sustainability issues. The study is a mixed method research which is descriptive in type. Content analysis, survey, interview and classroom observation have been performed to collect the data. Samples (141 students and 5 teachers) have been taken from 4 primary schools (urban, semi-urban and rural areas) in Bangladesh to find the real scenario of teaching sustainability and students' awareness of sustainability along with their language learning. Findings of the study show students enjoy CLIL lessons based on sustainability issues. Moreover, they are being exposed to the language and learn the language related to the lesson. It's also a nice change for the TEFL teachers to be able to teach content rather than language. However, the study shows that though CLIL lessons based on sustainability issues is enjoyable to the students and convenient for the teachers, it has several challenges faced by two main stakeholders - students and teachers. The challenges are appropriate content, shortage of trained teachers, classical (GTM and DM) pedagogical method, non-interactive classes etc. Based on the data and insights found from the study,*

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*the research recommends for extensive training of EFL teachers about the effective application of CLIL; the class duration should be increased; flexibility in the syllabus according to students' need and interest; effective study materials etc.*

**Keywords:** Sustainable Development, Content and Language Integrated Learning, Foreign Language Teaching, Primary Education

## **Introduction**

Teaching sustainability is amalgamating environmental and sustainable issues in the classroom. Further it means preparing the students for future by developing creative, critical and problem-solving skills in them. In order to gain sustainability, education or knowledge about it is needed first. English being the Lingua Franca is compulsorily taught in all levels of education in Bangladesh. Learning English Language would be intriguing to students if the focus is shifted from language learning to contents. Incorporating sustainable contents in the English language classroom thus would be a win-win situation for both language learning and sustainable teaching. As our government is committed to teach students sustainability for reaching sustainable goals, it is to be seen how many contents of English textbook are sustainable and teaching sustainability is ensured in the primary level or not as the early exposure will lead to better learning.

## ***Background of the Study***

For the urgency of the deadening situation, United Nations declared 17 Sustainable Development Goals (SDGs) to be achieved by 2030. As a member of the United Nations and signatories of SDGs, Bangladesh is obligated to achieve these goals. The fourth of the seventeen goals centres on education with the mandate to ensure inclusive and quality education and promote lifelong learning opportunities for all (United Nations [UN], 2015). Bangladesh has made primary education compulsory with the view to provide education to all. Education plays a vital role in shaping attitude and behavior of the people. Thus, teaching sustainability can repeal the humanity from drowning in the sea of destructive climate change and inhabitable environment and bring changes in people to save the world for us and the future generations. Teachings of early age or teachings before the puberty period sustains longer for Critical Period Hypothesis (CPH). Thus, teaching sustainability, though a bit advanced concept, if can be taught in primary level, will be better for all. Teaching sustainability or teaching about sustainable contents can be done by different ways, as to mention, as a separate subject or by integrating sustainable contents in multiple disciplines. As Bangladesh is committed to SDGs, as a means of application, sustainable contents are incorporated in different subjects' textbooks.

The reason for attempting to ensure teaching sustainability in English language classrooms is that English is a name of trauma to most of the

students. If enough sustainable contents can be found in the English textbooks, and they can be taught through Content and Language Integrative Learning (CLIL) where the focus will be shifted to the content instead of language learning, then language learning will occur in a better way. Additionally, contents will be learnt which will increase awareness among the students to bring transformative changes in the society.

### **Statement of the Problem**

Teaching EFL can provide unified opportunities to integrate the growing consciousness of the green movement. Hence Teaching sustainability means teaching students the subjects related to environment, climate change and conservation, and make them aware about their role in the sustainability movement. However, while teaching English the pedagogy needs to focus not only on teaching the language but also the content. This can be executed through the Content and Language Integrated Learning (CLIL) lessons. The present research aims to analyze the extent of teaching sustainability in EFL classrooms at the primary level in Bangladesh and find out how effective the CLIL lessons for EFL competency based on sustainability issues.

### **Research Objectives**

#### ***General Objective***

The present research has conducted with the following general objective:

- To analyze the extent of teaching sustainability in the EFL classrooms at the primary level in Bangladesh and find out whether the CLIL can be applied for EFL competency based on sustainability issues.

The study has attempted to accomplish goals, by achieving the following specific objectives:

- To evaluate the contents of the *English for Today*, Book-V, if they align with EfS or not.
- To find the pedagogy of teaching sustainability in the English as a foreign language classroom at the primary level in Bangladesh.
- To explore whether Content and Language Integrated Learning (CLIL) can be applied in teaching sustainability in the EFL classroom.

This study has taken forward by setting the following research questions:

- How much the contents of *English for Today* align with Education for Sustainable Development (ESD)?
- How is English as foreign language being taught at the primary level in Bangladesh?
- How can CLIL be applied in teaching sustainability in the EFL classroom?

Though the term sustainable development has its root in the 17<sup>th</sup> and 18<sup>th</sup> century, it became a prime concern in the late 20<sup>th</sup> century. The concept got a concrete base after the United Nations' set SDGs as people started realizing that everything is fleeting, and the future is becoming challenging to survive. For the signatory nations of the United Nations' SDG, sustainability is a buzzword. Education for sustainable development has been introduced as education can play a vital role in achieving sustainable development. Integration of sustainability issues can stimulate awareness of people greatly. Hence, teaching sustainability is a good move in this process.

Svanström et al. (2008), found that the commonalities of learning outcomes (LOs) includes sustainability directly or indirectly which improve quality of higher education. The researchers also mentioned the ways to achieve these LOs, in short.

Bowden (2010) called for consciousness regarding sustainability in order to change the widely held practices which are leading to the commodification of food, labour and the environment. In order to formulate a new perception, Bowden (2010) felt the need for a holistic understanding of sustainability by exploring the ideas connected to it. Thus, he explored the connections between learning and sustainability and the emerging discourse of Education for Sustainability (EfS), all of which challenge traditional teaching of following behavioural norms of society, for adapting to sustainable systems. EfS and English language teaching (ELT) can be associated easily as the former demands learning from all sectors of society, whereas the latter also often surpasses the boundaries of language instruction. He suggested various ways of strengthening the impact of ELT on sustainability, like- encouraging teachers to explore sustainable issues, selecting and developing context- related contents, reformulating ecology reflecting curriculum, emphasising more on EfS competencies, etc. Hence, by opening the vision, image and design of sustainable education, he suggested the empowerment of both ELT teachers and learners to be agents for change.

Students' perception towards sustainable development concepts is studied by Khalil, Ramzy and Mostafa (2013). The study has found that sustainable contents are necessary for their lives and future.

Fauzia's (2016) study was based on the adaptation of the Hutchinson and Waters (1987) procedure, was mainly carried out to outline the sustainability studies program by maintaining good quality in the English area, which, in turn, will be reflected as good skills among the language learners. Unlike teaching sustainability in the English language classroom, Fauzia in her paper provided an insight into the necessity of an English area for sustainability of education.

In their research, Asta and Margarita (2018) explored the role of foreign language teaching in promoting the sustainable development competence

(SDC) in higher education. The research showed a strong correlation between English proficiency level and the knowledge about sustainable development. It also showed stronger correlations between EFL learning and SDC, especially communicative, transformative and cross-cultural sub-competence.

In order to respond to the call of environmental issues, Jodoin and Singer (2019) attempted a framework for integrating Education for Sustainable Development (ESD) in the English as a Foreign Language (EFL) classrooms. The researchers emphasized the importance of SDG in this age of global change and stressed to incorporate those for the demand of the time in order to face future challenges that we are going to have in no time. The research showed that sustainable topics are tough for the children to comprehend, thus the implementation will work best from at least secondary level.

Kwee (2021) found various reasons that uplift self-efficacy and give motivation for combining SDGs into English teaching. The study, believing in the positive changes that teachers can bring, explored the reasons behind teachers' motivation for teaching sustainability.

Xiao and Pan (2022) explored the intrinsic and extrinsic enablers of sustainable development knowledge in the daily routine of students who are second or foreign language learners of English.

Moghadham, Narafshan and Anjmshea (2022) studied the impact of sustainable education on reading comprehension and the empathy of English language learners. The study found that the children exposed to sustainable education outperformed the other children and they were also found to have better empathy.

### ***Research Gap***

Despite being a comparatively newer topic, a lot of studies have been done from different perspectives relating to different factors of sustainability development because of the high demand of time. While some researchers (Bowden, 2010; Khalil, Ramzy&Mostafa, 2013), showed their concern about sustainability of teaching, intrinsic and extrinsic factors (Xiao&Pan, 2022) working for learning sustainability, challenges faced by non-native English learners in learning sustainability (Asta&Margarita, 2018; Jodoin &Singer, 2019; the impact of learning outcomes of sustainable development in higher education (Svanström et al., 2008), etc. others also showed their concern about relation of EfS and ELT, teaching sustainability in higher education, motivation working behind teaching sustainability, teaching sustainability in special academic courses, teaching sustainability in English language classrooms to engineering students, etc. But previous researchers had yet shed their light upon teaching sustainability in English language classrooms to primary level students. This study is special for its

Bangladeshi context and the level of education chosen as the earlier exposure can be provided to students, the better and easier it will be for students to acquire sustainable knowledge along with the development of English language skills.

### **Research Methodology**

This research has used mixed method combining both qualitative and quantitative approaches. In this study, numerical data of survey questionnaire have contributed to the quantitative part whereas, non-numerical data from open-ended interview, observation checklist and content analysis have contributed to the qualitative part of the research.

In this research, the researcher took stratified purposive sampling made by social and geographical position: urban, semi-urban and rural. Two urban schools from Dhaka and Mymensingh, one semi-urban school of Mymensingh and one rural school of Sirajganj has been taken. 27 students and 1 teacher from a school of urban area (Dhaka), 41 students and 1 teacher from an urban school (outside Dhaka), 35 students and 1 teacher from semi-urban school and 38 students and 2 teachers of rural area are the participants. Hence, the sample size is 141 students and 5 teachers.

### **Data Analysis and Discussion**

#### ***Content Analysis of Textbook***

ESD as the director or guide suggests topics related to all SDGs like: climate change, disaster risk reduction, biodiversity, ecosystem, poverty reduction, sustainable consumption, staying fit, equity, games and sports, practical skills, reflective and critical competencies, etc. But, ESD has been modified accordingly for this study and the topics related to environment, in some way or other, is the concern of ESD in this research. Hence, natural disasters, disaster risk reduction, biodiversity, environmental beauty, environment pollution, sustainable consumption, etc. topics of ESD are at the basis of this study. In the textbook of *English of Today*, Class-V, there are presence of these themes in various lessons. “Eat Healthy” discusses about food pyramid and healthiness. “Be Healthy” also talks about healthy food, needed for staying fit. Both of these lessons are related to sustainable consumption. “How Far is Saint Martin’s?” highlights some tourist places of our country and shows the biodiversity, like turtles, sea fishes and other sea creatures. It also draws attention to the clean and blue water, which is beautiful when unpolluted. “City and Country” lesson consists of a poem showing a contrasting picture of city and village, where village is close to nature and city is more polluted. “I Meant to Do My Work” is a poem stressing to focus on the ignored beautiful creatures of nature and beautiful natural environment. “It Was a Great Day!” is a lesson about cub camporee. But it picturizes Sreemangal, a tourist place of Bangladesh, having tea gardens, forests with different animals, small hills, etc. “Stay safe!” mainly

discusses about the precautionary measures of earthquake but it also draws attention to other natural disasters. “Cyclone Aila” as the name suggests talks about a cyclone, the damage it did to people’s life and environment and the post-disaster management of it. “Story: The Hare and The Tortoise” and “Story: Why Does the Frog Croak” are moral and fictional animals. But they have the pictures and picturization of forests and animals which can drive students’ attention to the environment and conservation of biodiversity and eco-system. The mentioned lessons align with ESD, some of which are incorporated in the survey and interview to bring out the facts and meet the objectives. As these lessons align with ESD, these contents can be used to apply CLIL for teaching sustainability and bring transformative changes along with the language development.

### *Analysis and Discussion of Students’ Questionnaire*

The data collected from the survey questionnaire is discussed in this part of the chapter. 25 MCQs were with proper adaptation for primary level students, and most of the 4-point Likert scale options are coded as “A= Not at all”, “B= Little”, “C= Fairly” and “D= Very Much” in the text and graphical analysis where A and B will be considered as “negative responses” and C and D as “positive responses”. The analysis of data and the obtained result from them are discussed below:

#### *Lessons Taught in the Textbook*

This question was asked to know how much ESD related lessons are taught in the classrooms. 16 different topics related to lessons of textbook were given to know which of those are taught in the classroom.

SL.	Lessons taught in the textbook	Number of Students(in Percentage)	Number of Teachers (in Percentage)
1.	Speaking with Others in English	82%	100%
2.	Healthy Food	87%	100%
3.	How to Stay Healthy	85%	100%
4.	Your Home District	83%	100%
5.	Tourist Spots of Bangladesh	76%	100%
6.	Writing Letter in English	87%	100%
7.	Learning Clock Time	83%	80%
8.	Tale of Hare and Tortoise	92%	100%
9.	Learning Handicrafts (Bird Made of Ribbon)	76%	80%
10.	Different Games and Sports	87%	100%
11.	Martyr Monument (Shaheed Minar)	74%	100%

12.	Village and City	73%	80%
13.	Liberation War of Bangladesh	87%	80%
14.	Cub Camporee	91%	100%
15.	How to Stay Safe	84%	100%
16.	Cyclone Aila	95%	100%

**Table 1:** Lessons taught from the textbook

More than 90% students are aware of the fact that, lessons related to “Tale of Hare and Tortoise”, “Cub Camporee” and “Cyclone Aila” are there in their textbook. More than 80% students know about the presence of lessons about “Speaking with others in English”, “Healthy Food”, “How to Stay Healthy”, “Your Home District”, “Writing Letter in English”, “Learning Clock Time”, “Different Games and Sports”, “Liberation War of Bangladesh”, and “How to Stay Safe”. This shows that, the mentioned lessons are taught in most schools or classes and more emphasized for which students know about them more. 70%-80% students know about the lessons of “Tourists Spots of Bangladesh”, “Learning Handicrafts (Bird Made of Ribbon)”, “Martyr Monument (Shaheed Minar)” and “Village and City”. Considering the broader perspective, it is a positive picture indicating that all the lessons of the textbook are taught in the classroom more or less. This phenomenon is supported by the teachers’ view as almost all teachers (80%-100%) confirmed that they teach the above-mentioned lessons.

#### *Lessons Preferred by the Students in the Class*

The former question asked about the lessons taught in the textbook. After investigating the lessons taught and students awareness about that, this questioned inquired about the lessons liked by them.

SL.	Lessons Preferred in the Class	Number of Students(in Percentage)
1.	Speaking with Others in English	65%
2.	Healthy Food	65%
3.	How to Stay Healthy	68%
4.	Your Home District	69%
5.	Tourist Spots of Bangladesh	45%
6.	Writing Letter in English	70%
7.	Learning Clock Time	60%
8.	Tale of Hare and Tortoise	79%
9.	Learning Handicrafts (Bird Made of Ribbon)	61%
10.	Different Games and Sports	74%
11.	Martyr Monument (Shaheed Minar)	38%



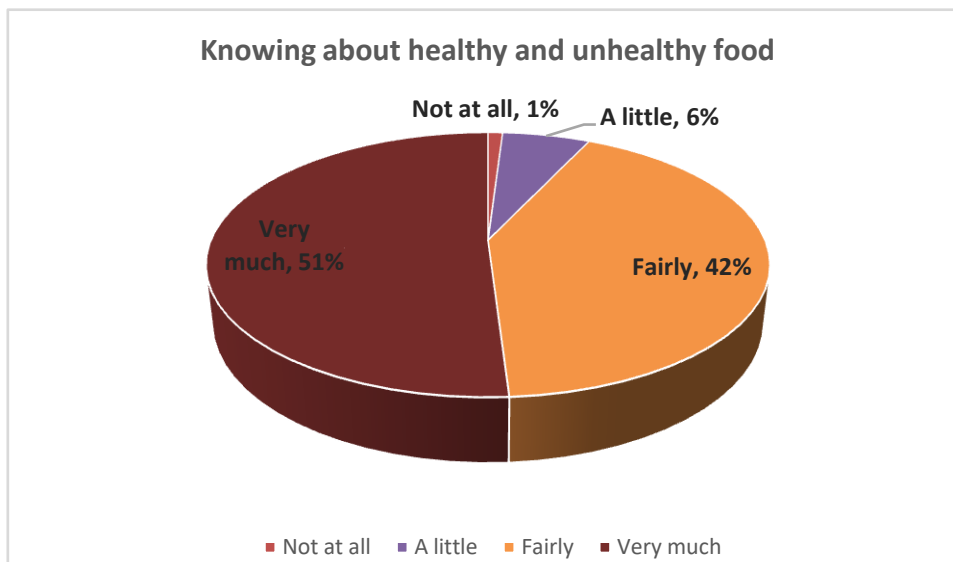
12.	Village and City	59%
13.	Liberation War of Bangladesh	62%
14.	Cub Camporee	77%
15.	How to Stay Safe	63%
16.	Cyclone Aila	73%

**Table 2:** Lessons preferred by the students

Maximum students (77%-79%) liked the lessons “Tale of Hare and Tortoise” and “Cub Camporee”. This proves that elementary students always like stories and interesting lessons rising their inquisitiveness. The next preferred (74%) lesson is “Different Games and Sports” as children like in practical life. Lessons that contain practical implementation or lessons that are about the incidents of our life are also preferred by them for which “Writing Letter in English” and “Cyclone Aila” is preferred by 70% and 73% students respectively. Other sustainable topics such as “Healthy Foods”, “How to Stay Healthy” and “How to Stay Safe” are liked by more than 65% students. The reason behind liking “Cyclone Aila” more than “How to Stay Safe” might be because students could relate the former more with their life as few days before the data collection “Cyclone Sitrang” happened whereas the later lesson is quite theoretically presented. Similarly, “Village and City” topic is given in poetry form which might be difficult to some as a result of which it is liked by 59% students. “Tourist Spots of Bangladesh” though interesting is tough for many students for which it is preferred by 45% students, reflecting the importance of vocabulary improvement. However, in general, different stories and lessons related to sustainable topics are liked by students as we can see from the above table, which makes the path of implementing CLIL open for teaching sustainability.

#### *Students’ Knowledge About Healthy and Unhealthy Food*

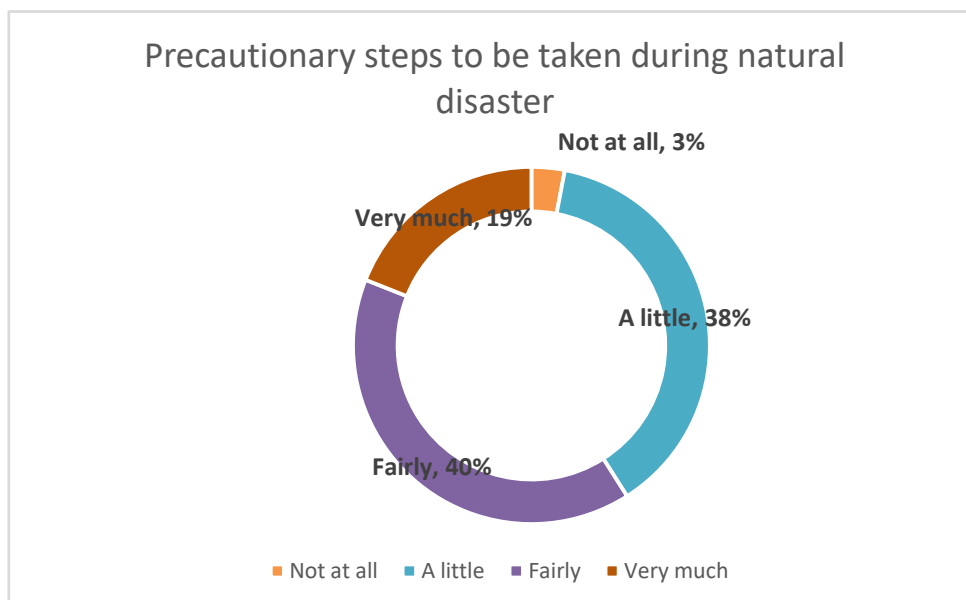
Most of the students (93%) informed that they have the awareness about healthy foods. But still 7% of them do not have proper consciousness about it. Sustainable consumption and eating healthy foods include in teaching sustainability, hence, it was asked to understand students’ awareness about a basic sustainable topic provided in their book which aligns with ESD.



**Figure1:** Knowing about healthy and unhealthy food

*Students’ Knowledge about the Precautionary Steps Taken During Natural Disaster*

A question was asked to know whether participants can say in English what precautionary steps to be taken during natural disaster. This was posed to find the speaking skill

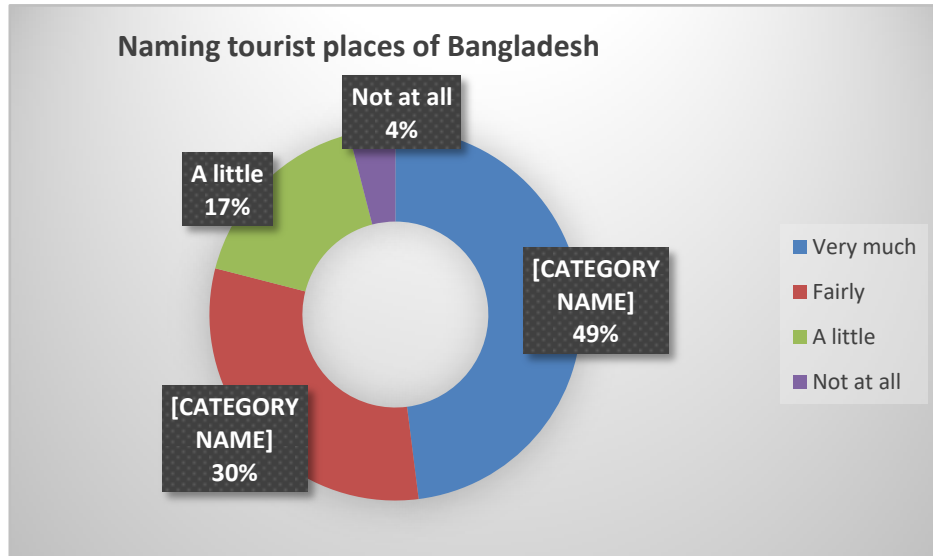


**Figure 2:** Precautionary steps to be taken during natural disaster

of students indicating the effectiveness of current pedagogy and specially to find sustainable awareness among students. Majority students (59%) claimed that they can say about the precautionary steps of natural disaster. While almost half 41% of them responded negatively and are not confident about their English-speaking skill in sustainable topics. Though 73% students preferred the natural disaster related topic, but almost half of the students are not aware of the precautionary steps of natural disasters and thus they think they cannot speak well in disaster related subjects.

*Naming Tourist Places of Bangladesh*

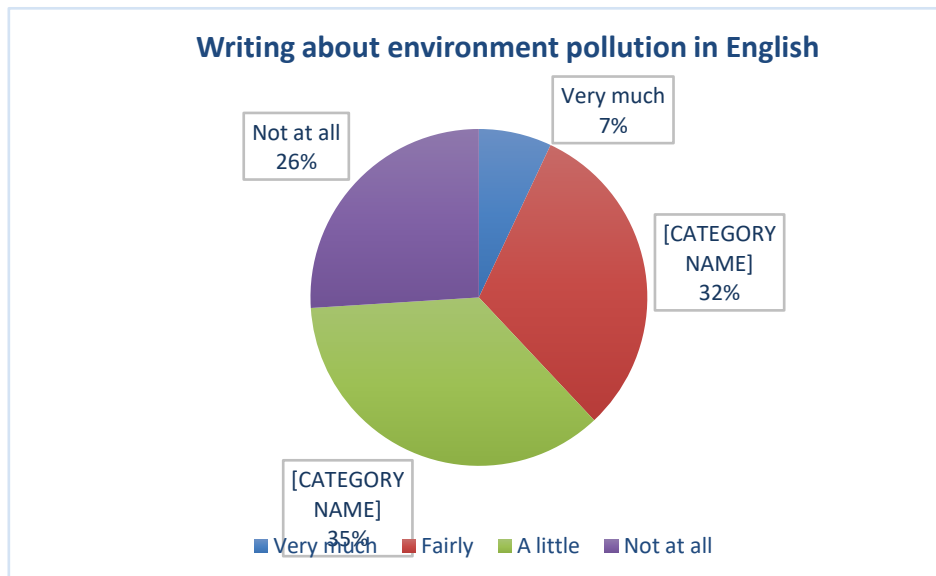
Knowing about the tourist places of a country includes knowing about the biodiversity and environmental beauties of that country, making it a part of ESD. Thus, this question was also placed with the objective of knowing students’ awareness of sustainable topics at a very basic level.



**Figure 3:** Naming tourist places of Bangladesh

In reply to the indirect question of whether they can name the tourist places of Bangladesh, 79% gave positive response while 21% gave negative response.

*Writing about Environment Pollution in English*



**Figure 4:** Writing about environment pollution in English

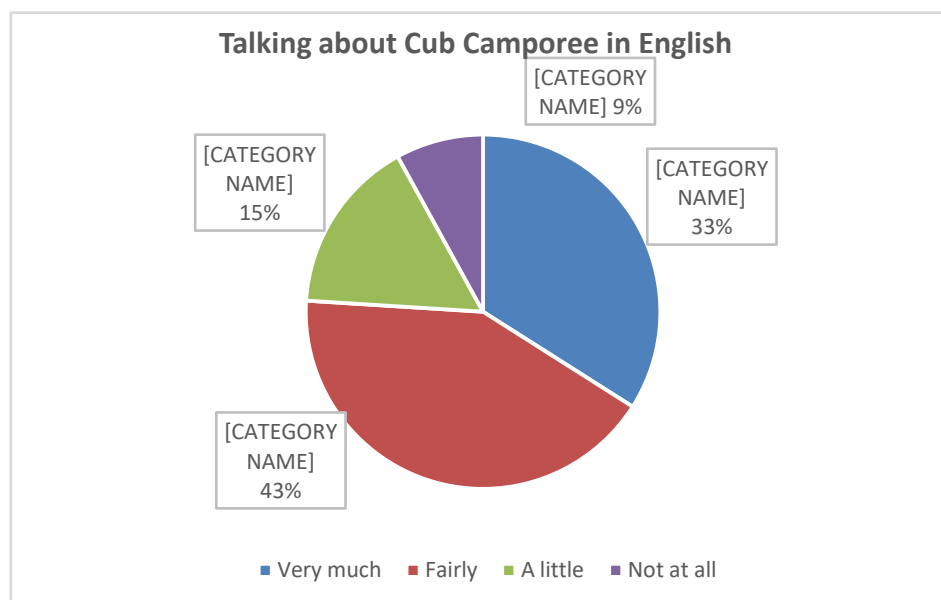
Environmental pollution is one of the most vital topics of ESD and everyone should have the awareness of environment pollution so that they can maintain ecological balance and can ensure environmental justice by

minimizing pollution. Whether students can write about environment pollution in English was asked to find writing skill and environmental awareness among students.

Here, it is found that the positive responses is only 39% and most (61%) of the student scannot or barely write about environmental pollution. This supports the answer to the previous question where the students were asked whether they can say the precautionary steps of natural disasters in English. But while asking the preference of lesson as “How to Stay Safe”, 65% students gave positive response.

### *Talking about Cub Camporee in English*

Cub Camporee chapter in one hand teaches about hard work, physical fitness, leadership and problem-solving abilities of an individual, on the other hand, discusses about a tourist place of Bangladesh showing biodiversity and environmental beauties, raising awareness. It is an adaptation of the topics directed in the ESD. Thus, whether participants can say about Cub Camporee in English was asked to find their speaking skill along with sustainable knowledge.



**Figure 5:** Talking about Cub Camporee in English

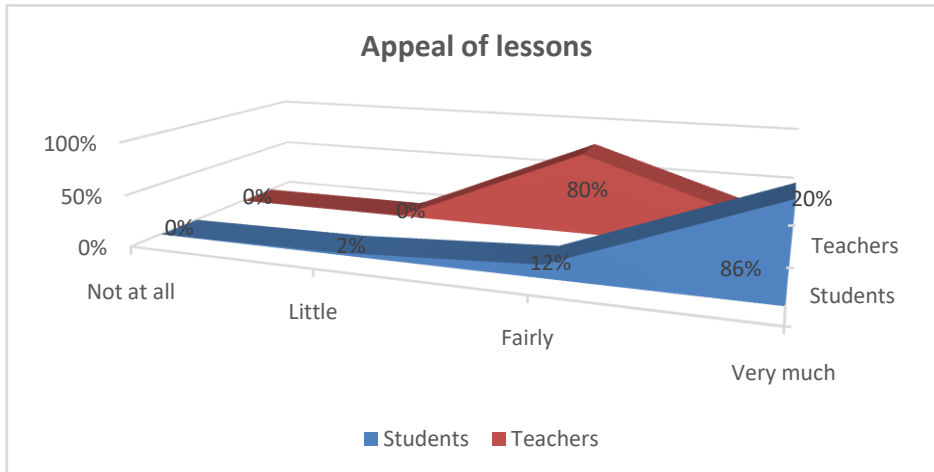
Most (76%) of the students claimed that they can say about Cub Camporee. On the other hand, 15% opined for “A little” and 9% informed they cannot tell at all. It makes the negative response 24% which should be taken care of by teaching these topics more effectively.

### *Analysis and Discussion of Teachers’ Questionnaire*

Most data given by teachers were similar to that of students’ but the data that varied noticeably from the students’ one is discussed below, showing a comparative picture:

*Appeal of the Class Lessons*

If the lessons of the textbook are aligned with ESD and the lessons are appealing or attractive to the students, then CLIL can be applied for teaching sustainability. Thus, a question was asked to know whether the class lessons are appealing or not.

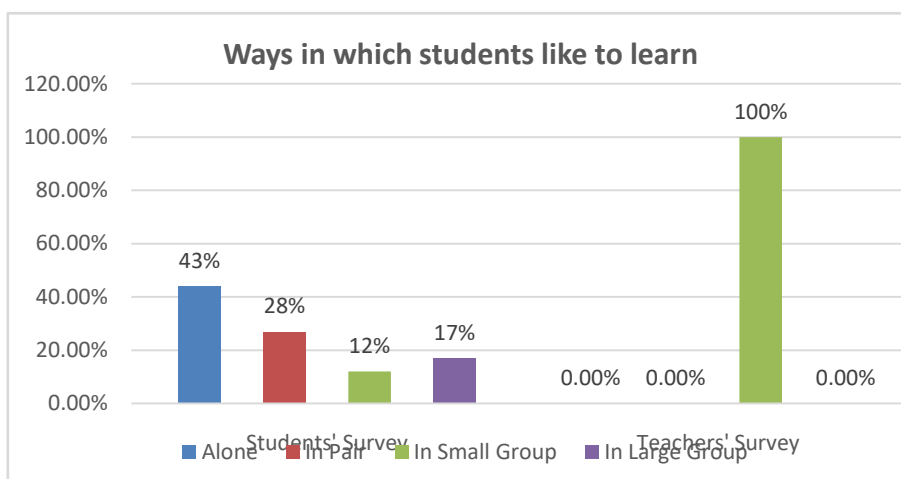


**Figure 6:** Appeal of the class lessons

In response to the query, interestingly 86% students informed that the class lessons are “very much” appealing whereas 80% teachers consider the class lessons are moderately appealing to them. Similarly, when only 12% students found the class lessons as “fairly” appealing, 20% teachers consider them “very much”. However, 2% students replied in the negative which is actually negligible.

*Preferred Way of Learning*

The survey results of how students like to learn is not a predictable one. In this age, when group works and interactive learning is much emphasized, 43% students viewed that they like to learn alone. 28% students like to learn in pair and 17% students like to learn in large groups. The least (12%) number of students preferred small group.

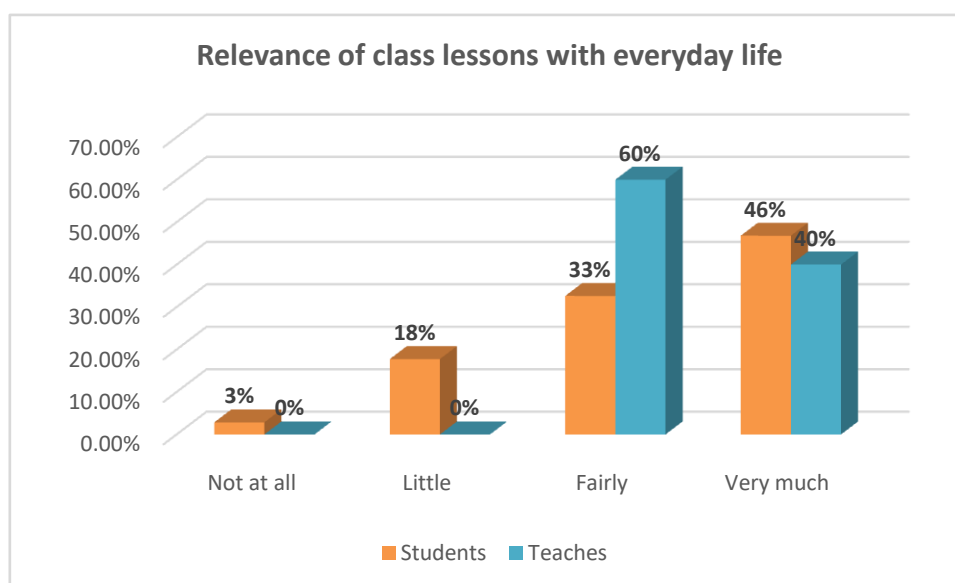


**Figure 7:** How the students like to learn

In the curriculum, when group works and interactive learning is much emphasized, teachers thought students prefer learning in small groups. Monitoring large group activities is also a tough one. All the teachers participating in the survey thought students prefer learning in small groups whereas the least number of students (12%) preferred small group. Moreover, maximum students (43%) viewed that they like to learn alone.

### *Relevancy of Class Lessons with Everyday Activities*

According to ESD, most of the lessons of the textbook should be relevant with everyday life. In order to understand the current pedagogy and how much textbook is followed in the class, a question was posed for the relevance of class lessons with everyday activities. The lessons of the class should also be relevant with everyday activities because most of the lessons of the textbook are designed in that way.



**Figure 8:** Relevance of class lessons with everyday life

While 100% teachers gave positive responses 79% students found the class lessons relevant with everyday life. The rest 21% students' view cannot be ignored. This demonstrates that either the present textbook is not followed properly, or the current pedagogy teaches lessons theoretically without relating with reality to a mentionable extent.

### *Comparison of Lessons Preferred by the Students and Teachers*

Lessons Preferred in the Class	Number of Students (in Percentage)	Number of Teachers (in Percentage)
Speaking with Others in English	65%	80%
Healthy Food	65%	80%
<b>How to Stay Healthy</b>	68%	<b>100%</b>
<b>Your Home District</b>	69%	<b>100%</b>
Tourist Spots of Bangladesh	45%	60%

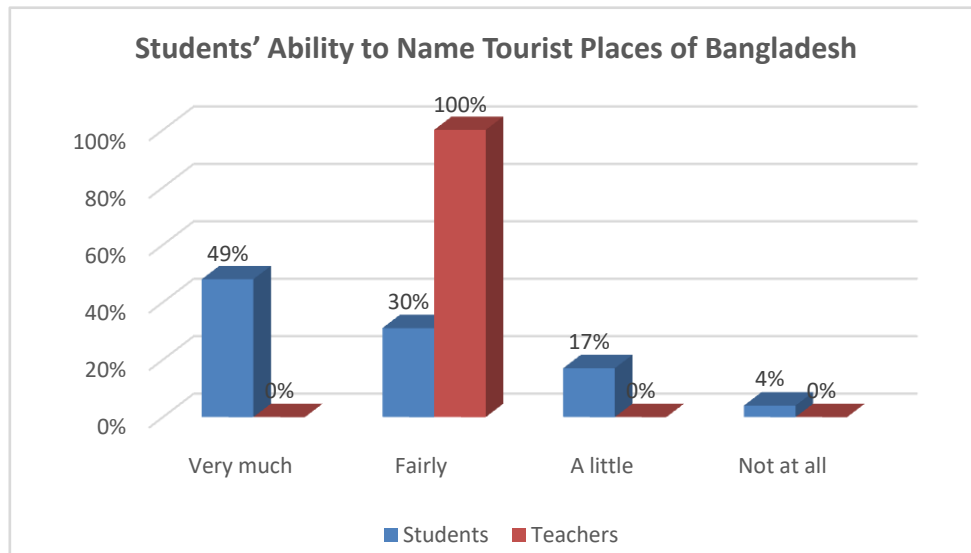
Writing Letter in English	70%	80%
Learning Clock Time	60%	40%
Tale of Hare and Tortoise	79%	100%
Learning Handicrafts (Bird Made of Ribbon)	61%	40%
Different Games and Sports	74%	100%
<b>Martyr Monument (Shaheed Minar)</b>	38%	<b>80%</b>
Village and City	59%	80%
Liberation War of Bangladesh	62%	80%
Cub Camporee	77%	80%
<b>How to Stay Safe</b>	63%	<b>80%</b>
<b>Cyclone Aila</b>	73%	<b>80%</b>

**Table 3:** Comparison of lessons preferred by the students and teachers

It has been found that there is a difference of opinion between the students and teachers view regarding the preferred lessons. For example, it was observed that while the lesson “Your Home District” was preferred by 100% teachers, only 69% of their students like it; again, most important sustainable lessons like “How to Stay Healthy” or “How to Stay Safe” were preferred by only 68% and 63% students respectively. Similarly, students were less interested to know of the historical/nationally important places, e.g. “Shaheed Minar” (38%). In short, the teachers think sustainable topics are preferred by their students. However, it has been found that the students less prefer the sustainable topics because they consider those as difficult or uninteresting.

*Teachers’ View on Students’ Ability to Name Tourist Places of Bangladesh*

If students could name many tourist places of Bangladesh which are in the textbooks, this would have indicated they learnt those lessons well and some consciousness about the environment and biodiversity presented in those lessons are also grown in them. Hence, teachers were asked if their students can name the tourist places of Bangladesh.

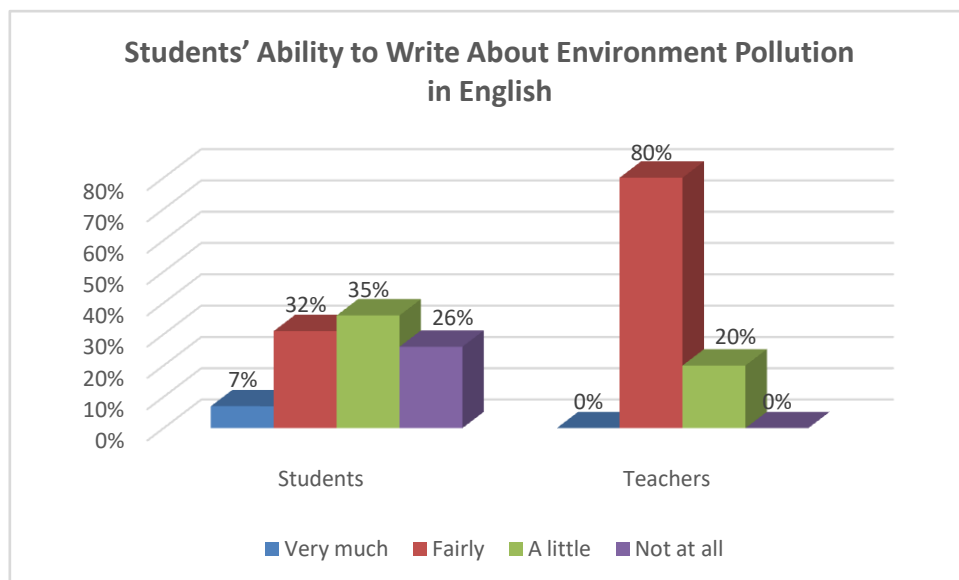


**Figure 9:** Students' ability to name tourist places of Bangladesh

100% teachers claimed that their students have moderate knowledge about the tourist places of Bangladesh while 21% students themselves thought it negatively. Students' lack of knowledge about the natural diversity of our country or lack of comprehensive ability is more than teachers think.

*Students' Ability to Write about Environment Pollution in English*

Teachers were asked whether their students can write about environment pollution in English. 80% teachers opined positively ("fairly") in response to the question and 20% opined negatively which was "A little". However, only 39% students themselves said they can write about environment pollution in English. 61% students responded negatively about their ability. This reflects the problem in the current pedagogy of primary level because students like reading these topics (informed in previous questions) but their outcome is not satisfactory.



**Figure 10:** Students' ability to write about environment pollution in English



To conclude, topics related to environment pollution should be discussed more in the class by making it interesting and easier to meet the SDG that government is committed to fulfil.

### ***Analysis and Discussion of Interview Questionnaire***

4 teachers participated in the structured interview. Teachers participating in the interview are coded as T1, T2, T3 and T4 respectively to keep their identity confidential. The data obtained from the interview are discussed below:

#### ***Environment Pollution, Natural Disaster and Health related Lessons Easier and Enjoyable***

These kinds of lessons are easier and enjoyable for students as they are related to our life. There should be more such lessons. “They are tough”, commented T4. Teachers thinking these lessons easier and enjoyable will tend to emphasize these lessons more for which teaching sustainability can be ensured but when teachers think these lessons to be difficult for students, they actually recommend revising such lessons, making teaching sustainability difficult.

#### ***Consciousness of Students about Environment Pollution and Natural Disasters***

Students now-a-days are quite consciousness about environment pollution and natural disasters as they are taught by using multimedia to them the lessons easier. They also play roles in raising awareness of their family members. T4 replied in the negative which was also reflected by the responses of her students in the survey questionnaire.

### ***Analysis and Discussion of Classroom Observation Data***

The data obtained from the first-hand experience of classroom observation by the researcher is given below:

- Some students do not enjoy the class. Teachers involved different techniques like singing, cracking jokes, etc. seemed unfamiliar to students. However, students have a positive attitude towards learning, and they understand the lessons of *English For Today* Book. They can also speak English for basic communication and can write in English too.
- Teachers tries to make the lessons easier and interesting while teaching. Teachers use picture, video, poster, etc. in their class as directed in the curriculum. But it is done occasionally.
- In most cases, teachers are found to just read the text and give the activities provided in the textbook. They do not relate them with everyday life with different examples to make them easier, interesting and relevant. So, active participation of students in the class is not seen. Teachers are found to teach following

Grammar Translation Method. They were teacher dominating classroom with less scopes of question answer for students. Teachers were continuously translating from native language to target language. However, Direct Method was found to be applied sometimes.

## **Findings**

The findings of the posed research questions are discussed below:

### ***Alignment of the Contents of English For Today With ESD***

Education for Sustainability (ESD) suggested some topics and stated that all topics and sub-topics related to all the Sustainable Development Goals (SDGs) are its range. Most of the lessons have the themes of ESD contents. And, as this research specified the topics related to environment as ESD contents, more than half of the lessons of *English for Today*, Book-V align with ESD which can be used for teaching sustainability to primary level students.

### ***Pedagogy of Teaching at Primary Level***

The Grammar Translation Method (GTM) and The Direct Method (DM) are used at the primary level as the pedagogy of teaching. Though all the characteristics of these methods are not followed or rigidly used rather teachers make some blending of methods while teaching. Though all four skills (listening, speaking, reading and writing) are practiced in the class more or less, they are not done effectively and are practiced occasionally for the sake of saying only. The pedagogy of teaching at primary level schools is not interactive and students' need and interest is not addressed. As a result, students do not enjoy the class and do not participate spontaneously in learning which impacts their learning process.

### ***Application of CLIL for Teaching Sustainability in EFL Classroom***

For teaching sustainability in EFL classroom, Content and Language Integrative Learning (CLIL) can be applied as students prefer contents that align with ESD. Therefore, if environment related contents are taught, they will feel interested, and the focus will shift from language learning to content learning. For the stress-free and participatory teaching environment, they can learn language better. Hence, language skills will be achieved by them along with the learning of contents. Besides, CLIL can be applied for teaching sustainability because students find some problems in their current lessons used in the class. So, if teachers simplify the lessons having sustainability topics and relate those with every-day life, they will enjoy it and CLIL also allows modifications of lessons according to the need of students. Provisions of the use of study materials if used properly, it would make the lessons even more interesting and the learning fruitful and that is how CLIL can be applied for teaching sustainability in English Language Classrooms.

## Recommendations

Based on the data and insights found from the study, some recommendations for teaching sustainability in the English Language Classrooms are given below:

- Teachers should be given extensive training about the effective application of CLIL.
- Teachers' perception towards teaching sustainability should be positively changed and they themselves should realize its significance first.
- A guideline or guidebook of the adapted lessons or simplified lessons should be provided to teachers so that they can make the contents easier for students.
- As teaching sustainability in English language classroom is a bit challenging for teachers, the class duration should be more than half an hour.
- Teachers should overcome the barrier of competence they think students have.
- There should be flexibility in the syllabus, or it should be roughly tuned as teachers will require to adapt lessons according to students' need and interest.
- Use of study materials on a regular basis for holding students' interest.
- Students should hold on to the positive attitude they have for learning new things.
- Students need to participate actively for better understanding.

## Conclusion

In a nutshell, teaching sustainability is demand of the time for facing challenges of this fast-pacing world. In order to meet the goal of SDG, there is no alternative to increase awareness through teaching sustainability which can be better done if exposed to such knowledge from early age.

More than half of the contents of *English for Today* align with ESD, opening the door for the application of CLIL. CLIL which needs contents from different discipline, can take the sustainability contents of the English textbook for teaching sustainability. As the current pedagogy of teaching used at the primary level is not very successful and students do not enjoy the classes, CLIL can be applied to make the classes enjoyable by shifting the focus to contents to ensure better language and sustainability learning. This will also ensure overcoming the fear students have for this subject, years after years.

Teaching sustainability through CLIL will increase students' eco-consciousness and thus make them prepared for facing challenges of the world.

Accordingly, for teaching sustainability effectively through the application of CLIL, teachers need to be trained. Supplementary books for the guideline of teaching can be provided to teachers along with the cooperation from students. Only then, teaching sustainability, the ultimate defense mechanism for the destructive global change can be achieved, in English language classrooms.

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