> By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.
>
> ~ ⊘**Sustainable Development Goal 4.7; United Nations**

As part of the United Nations' Agenda 2030, Sustainable Development Goal 4.7 defines what constitutes quality education in the 21st century. It is directive for educational efforts towards sustainable development and marks a cross-cutting task for all subjects taught at schools (primary, secondary, tertiary). Thus, it also poses questions for language education and its contribution to the project of sustainability.

This conference aims at providing a forum for scholars and practitioners working in the field of language education to explore what language education may contribute to education efforts comprised under the umbrella term *education for sustainable development*, including beyond the year 2030.

This aim is reflected in the conference's main theme, *language education for sustainable development*, highlighting that sustainability is not only a worthwhile topic for the language classroom but also serves as an underlying orientation of language education altogether.

Sustainability, then, is understood in all its dimensions, including the social, cultural, political, economic, and ecological dimensions. Sustainability is also understood as part of a family of what Carlos Torres calls 'twin sisters' in an ⊘**essay on the relationship between global citizenship and sustainability**. The argument is that the notions of sustainability and global citizenship – as well as their respective education – enter a relationship of reciprocal influence, mutual selection and reinforcement. If we are to achieve either of them, the other one needs to be achieved as well. Based on SDG 4.7, there are several other twin sisters: sustainability, global citizenship, social / socio-environmental justice, human and children's rights, peace, gender equality. To achieve one of them, we need to achieve all; and that necessitates and includes language, communication across boundaries, dialogue, argumentation, listening.

The conference provides spaces to explore and discuss what language education for sustainable development might entail. This includes (but is not limited to) questions such as:

- o What contribution can (foreign/second/additional/additional) language education make to the education of the twin sisters as specified by SDG 4.7?
  - in the classroom (focus on the learners; focus on praxis)
  - in teacher education (focus on the educators)
  - in research (focus on conceptions)
  - in school and curriculum development (focus on structures and systems; focus on policy)

- o Which existing or assumed lines or boundaries needs to be crossed, (re-)drawn or broken in (foreign/second/additional) language education for sustainability? For instance, with regards to
  - content, material, and task design (e.g., literary/cultural learning; functional, communicative learning)
  - structures and curriculum (e.g., inter-/transdisciplinary learning; bilingual, content and language integrated learning (CLIL); whole school approaches)
  - learning objectives (e.g., discourse literacies; communicative agency; world-mindedness; global citizenship; digital citizenship)
  - compatibility of existing concepts, themes, topics, approaches with this (re-) orientation of language education
  - compatibility and synergy effects with other disciplines/ subjects (e.g., STEM, humanities, arts, media)

- o What are perceptions, aspirations, expectations and values of students, teachers, and teacher educators regarding issues of sustainability and global citizenship in (foreign/second/additional) language education?

- o To what extent does a culture of sustainability and global citizenship exist within the work of teacher education institutions, and if so, how is it represented within curriculum, teaching, and learning in (foreign/second/additional) language education?

- o What are challenges and controversies in (foreign/second/additional) language education for sustainable development?

- o Which teaching and learning models and what pedagogies are there, have proven successful or show potential in/for (foreign/second/additional) language education for sustainable development? This might include, for instance, in the areas of
  - ecocriticism, ecomedia studies
  - critical pedagogies
  - pedagogies of discomfort / hope
  - cultural learning, cosmopolitanism, decolonialism
  - translanguaging, multi-/plurilingual education
  - digital / virtual, exchange-based learning

We welcome abstracts and contributions related to theoretical, conceptual, methodological, and empirical themes and topics within the scope of sustainability education and (foreign/second/additional) language pedagogy.

We also invite practitioners to share experiences and practices on methodological (classroom experience), (school) curricular, and institutional (departmental or school) levels. This conference is also explicitly open to early-career researchers and practitioners to share their perspectives. There will be special programme items for early-career researchers and practitioners.

Presentation Formats

Research paper presentation

The presentation is based on completed or ongoing research related to the main theme and sub-themes of the conference. The abstract should include the following sections:

- Title: The title should make it clear what your research is about (maximum number of words: 12).
- List 3-5 keywords.
- Background: This section answers the "why" of your research. Explain in one or two sentences what is known in relation to your topic. Point out the gap that your research addresses and what research question(s) you intend to answer.
- Methodology: In this section describe the "how" of your research. Outline your tools, study design, sample characteristics, as appropriate.
- Main results or findings: This section is the "what" section that introduces your main findings. The results or findings should be the longest section of the abstract. State the main findings of your work in accordance with what you wrote in the background section. The preliminary findings of your ongoing research can be discussed in your presentation.
- Conclusions and relevance: Clearly state the main conclusion(s) that arise from your research and highlight the significance of your findings. Link the implications of your findings to the conference theme and sub-themes.
- List 3-5 key references of your research. These references are not included in the final word count.

The maximum number of words for the abstract proposal is 300 (excluding title and references).

Accepted papers will be divided into conference sections. Within each section, presenters will be provided with 30-minute timeslots (20 min to present, 5 min to take questions, 5 min to accommodate room changes).

Early-career spotlight

The spotlight is based on completed or ongoing research related to the main theme and sub-themes of the conference conducted by early-career researchers (up to 6 years after completion of PhD). Early-career spotlights provide an excellent opportunity to tackle roadblocks with the combined expertise present at an international conference.

The abstract should include the following sections:

- Title: The title should make it clear what your research is about (maximum number of words: 12).
- List 3-5 keywords.
- Background: This section answers the "why" of your research. Explain in one or two sentences what is known in relation to your topic. Point out the gap that your research addresses and what research question(s) you intend to answer.
- Methodology: In this section describe the "how" of your research. Outline your tools, study design, sample characteristics, as appropriate.
- Main results or findings: This section is the "what" section that introduces your main findings. The results or findings should be the longest section of the abstract. State the main findings of your work in accordance with what you wrote in the background section. The preliminary findings of your ongoing research can be discussed in your presentation, if applicable.
- Outlook and discussion: Clearly state possible future steps, discussion questions, if you have any, and link implication(s) that may arise from your research to the conference theme and sub-themes.
- List 3-5 key references of your research. These references are not included in the final word count.

The maximum number of words for the abstract proposal is 300 (excluding title and references).

Accepted papers will be divided into conference sections. Within each section, presenters will be provided with 30-minute timeslots (20 min to present, 5 min to take questions, 5 min to accommodate room changes).

Symposium

A symposium is a 90-minute session entirely organized by the session proposer(s). The conference organisers will allocate the time slot and room for the session. A symposium is dedicated to a specific sub-topic or theme relating to the conference's main theme. The purpose of the symposium is to explore the proposed topic from different perspectives and <u>to provide as much space for discussion as possible</u>. The symposium proposer is responsible for inviting up to 3 presenters who each deliver short spotlight

presentations (though the symposium format is generally open and other formats are welcome). The proposer is also responsible for organising the smooth running of the symposium, such as naming the chair of the symposium. The proposer may also invite an opponent / discussant to provide critical remarks on the presentations. The abstract should include the following sections:

- Title: The title should describe the topic of the symposium. (maximum number of words: 12).
- List 3-5 keywords.
- Background and motivation / Introduction: This section answers "why" this symposium is needed. Explain in one or two sentences what is known in relation to your topic and point out the gap or question that the symposium intends to address.
- Describe how you plan to organise the symposium.
- Name the presenters and provide preliminary titles of their spotlights.

The maximum number of words for the abstract proposal is 500 (excluding title and references).

Out Now! spotlight

Out now! spotlights provide an opportunity to feature the latest publications in the field of language education for sustainable development and related areas (up to 1 year old starting in March 2024).

The abstract should include the following sections:

- Bibliographical data of your book, including title, publisher, and page number
- Description of the book: Include a short informative paragraph about your book, its main themes / questions / innovations, and how it is linked to the conference's main theme and sub-themes.
- List 3-5 keywords.

The maximum number of words for the proposal is 300 (excluding title).

Accepted *Out now!* spotlights will be grouped into conference sections. Within each section, presenters will be provided with 15-minute timeslots (10 min to present, 5 min to take questions). In line with the conference's general effort to provide as much space for discussion, there will also be time to explore intersections and synergies between the books featured in a book spotlight session after the individual spotlights.

Guidelines for Abstract Submission

Abstracts should be written in English.

Each individual may submit a <u>maximum of two proposals</u> in total (e.g., 1 research paper + 1 symposium). Please use a new submission form for each submission (see below).

Please include a short biographical note (50 words maximum) of all authors, including full name(s), title(s), and affiliation(s).

Please clearly indicated whether you are submitting for a research paper presentation, symposium, early-career spotlight, or new book spotlight.

Please submit your abstracts via this website: **Abstract Submission**

Abstract submission will close on **Thursday, August 1st, 2024 (11:59 pm CET).**

Notifications of acceptance will be sent to all authors by **Tuesday, October 1st, 2024.**

For more details, please **visit the conference website**.

We are looking forward to receiving your submission!

Contact: lesd.25@uni-muenster.de

Dr. Ricardo Römhild & Prof. Dr. Frauke Matz

ENGLISH LANGUAGE
EDUCATION