

In this paper, we present reflective and pedagogical practices developed with future English teachers within this extension program. One of the practices included, teacher supervision with classroom observation, peer observation, and self-observation, followed by feedback from supervisors. In addition, a group of seven pre-service English teachers and their supervisor participated in twice-monthly online meetings, organized in a workshop format, in which topics related to language teaching and learning, proposed by the participants themselves, were discussed. We argue that these meetings enabled the Language Center to foster critical thinking and support continuous professional development among future teachers. Teacher education in the current decade requires innovation and the expansion of teacher education programs in order to enhance pedagogical practices in transformative, engaging, and responsive ways, integrating new theories, technologies, and pedagogical strategies (Souza & Kochhann, 2023).

References

1. Kochhann, A. (2021). *Epistemologia da extensão universitária: Constructos iniciais*. Kelps.
2. Souza, A. S. de, & Kochhann, A. (2023). Extensionist training in the landscape of opportunities and challenges for reframing teacher education in K–12 settings: A systematic literature review. *Revista Foco*, 16(10), Article e3297.

UDC: 81'243:378.016:502.131.1

The potentials of using the Sustainable Development Goals (SDGs) as the focal point of the Content dimension of a CLIL English course for in higher education

Campoy, William

São Paulo State University (UNESP-FCLAr-Brazil)

willcampoy@gmail.com

The Content and Language Integrated Learning approach has emerged as one of the most fruitful methodological breakthroughs in language teaching and learning in the past three decades. Much more than “killing two birds with one stone”, CLIL calls for the establishment of a critical, highly adaptable, challenging student-centered pedagogy, having the CLIL Matrix as foundational. As Coyle, Hood, and Marsh (2010) advocate, the Content dimension in CLIL can be fulfilled in multiple ways, according to specific demands of teachers, institutions and students within its scope. This work, therefore, explores the experience and didactic potentials of using the United Nations’ (UN) Sustainable Development Goals (SDGs) as the content linchpin of conversational English courses focusing on scientific internationalization, taught to São Paulo State University (UNESP-Brazil) graduate students and professors in UNESP-FCLAr’s Language and Teaching Development Centre (2022-2025) and UNESP’s Foreign Languages Program (2024-present). The SDGs represent a vital intersection across numerous areas of expertise, thus encouraging, if not

compelling complex, critically cooperative, multidisciplinary communication and the development of a multicultural sense of global citizenship in the classroom, which is envisioned by the founding document of Agenda 2030 in SDG 4 (Quality Education), target 4.7 (Education for Sustainable Development and Global Citizenship) (UN, 2015). Open to all English proficiency levels and academic backgrounds, these courses have contemplated more than 300 researchers and professors over four years. Complementarily, providing these professionals with learning opportunities that transcend national and disciplinary frontiers using English as a Lingua Franca, enhancing academic oral communicative abilities such as question formation, sustained oral interactions in seminars, oral presentations and question answering, and data-related and institutional enunciations (Jordan, 1997). Anchored in Vygotsky's (1997) understanding of higher mental function learning, internalization through mediation and the creation of Zones of Proximal Development, we defend that using Agenda 2030 and its SDGs as teaching resources in a multilevel CLIL-oriented classroom can provide a vast range of language learning and academic cooperation opportunities for the aforementioned target audience. The Global Goals, their achievements and shortcomings, have been greatly underestimated not only as educational resources in language learning and elsewhere, but also as vectors of cultural, political and social interconnectedness, capable of propelling constructive, sustainable change in an increasingly abrasive International System.

Keywords: CLIL; SDGs; Internationalization

References

1. Coyle, D., Hood, P., & Marsh, D. (2010). *Content and language integrated learning*. Cambridge University Press.
2. Jordan, R. R. (1997). *Speaking for academic purposes*. In *English for academic purposes: A guide and resource book for teachers* (pp. 193–207). Cambridge University Press. <https://www.cambridge.org/core/books/abs/english-for-academic-purposes/speaking-for-academic-purposes/7DA540F99E044D4F2047E1B36147F11F>
3. United Nations. (2015). *Transforming our world: The 2030 Agenda for Sustainable Development* (A/RES/70/1). https://www.un.org/en/development/desa/population/migration/generalassembly/docs/globalcompact/A_RES_70_1_E.pdf
4. Vygotsky, L. S. (1997). *The collected works of L. S. Vygotsky*: Vol. 4. The history of the development of higher mental functions (R. W. Rieber & M. J. Hall, Eds.). Plenum Press. (Original work published 1931)