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Forum “Main objectives of the strategy of sustainable development: Challenges and prospects”, 26 September 2024.

Platform “Sustainable development and quality education”.

How sustainable is teaching through English in non-Anglosphere contexts?

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The integration of English Medium Instruction (EMI) in higher education is often viewed as a driver of global competitiveness. Can it also be a component of sustainable development when the advantages of EMI are not evenly distributed. This paper explores the affective dimensions of teaching and learning through EMI in higher education, with a focus on its impact on educational quality and equity.

My research reveals that EMI tends to privilege students from higher socio-economic backgrounds. These students enjoy high levels of English competence and are better equipped to handle the demands of their study programmes. Those from disadvantaged backgrounds face significant challenges due to their lower language proficiency. The additional cognitive load imposed by EMI diminishes the overall quality of their education, hindering both their academic performance and emotional well-being.

Similarly, educators who lack advanced English language skills experience higher levels of emotional labour when teaching through English. This increased emotional strain can affect the quality of instruction and student outcomes. Following Macaro at al. (2016) and O’Dowd (2018), I believe these challenges could be addressed through a collaboration between EMI content teachers and English for Academic Purposes (EAP) colleagues. Such developmental training measures would enable EMI teachers to better guide students to develop not only academic strategies but also affective strategies to manage their emotions. The outcome would be an enhancement of both their learning experiences and emotional resilience. This approach aligns with the broader goals of sustainable development by promoting equitable, high-quality education for all.

Timing: 11:50-12:20 + 15 mins Q&A (Austrian time)

**DECOLONISING TEACHING OF ENGLISH IN UKRAINIAN SECONDARY SCHOOLS:
UNDERSTANDING TEACHERS’ PERCEPTIONS OF ENGLISH AND PROMOTING TEACHER
PROFESSIONAL DEVELOPMENT AND WELLBEING**

Professor Ursula Lanvers

Poltava talk 26 Sep 2024

In this brief talk I will present the British Council supported Project that we are carrying out at the moment with secondary schools in the region of Poltava. We are a group of five linguists interested in teaching English in a more democratic and egalitarian way. In the project, we focus on developing pedagogical skills and professional wellbeing of female English language teachers in Ukraine via raising their awareness of the decolonised conceptualisation of English and decolonised pedagogy.

We have chosen the context of Ukraine for two reasons:

1. In Ukraine, the teaching profession is extremely gendered, and especially so for language education. Furthermore, female teachers report benefiting from professional development to a lesser extent than male counterparts.

2. Decolonising language teaching in Ukraine is especially pertinent given the current Russian invasion and past history of devaluing the Ukrainian language. As Ukraine moves towards westernisation and Englishisation, the danger arises that one form of linguistic colonisation replaces another if traditional pedagogy of teaching English as a monolithic language is adopted uncritically.

We are hoping that our workshops with teachers in secondary schools will provide support to Ukrainian English teachers and help them understand the diversity of Englishes developing today.

This is a 2-phase project. Phase 1 is a fact finding phase which will provide insights into how Ukrainian female teachers conceptualise English (monolithic/plurilithic), view relationships between Ukrainian and English, and estimate their self-efficacy and professional wellbeing. Phase 2 is a teacher-facing intervention, with pre-post tests and control groups. We will develop an intervention based on phase 1 results, with content aimed at broadening conceptualisations of English that will contribute to improving teacher self-efficacy and their professional wellbeing.

We hope to involve at least 6 secondary schools at least 25 teachers of English. participation from any female English teacher in the area is most welcome, and will be rewarded with good to facilitate teaching given to each participating school.

SUSTAINABLE LIFESTYLE: How Can Young People Across the Globe Promote Sustainable Living Amidst Technology and Becoming One World Group

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Biographical Note:

Lesly Comiso-Magalso a social work professor at the University of Southern Philippines Foundation. She personally believes in Education for Sustainable Development as a gateway to a better world. For 16 years she has been the coordinator of Saint Theresa's College of Cebu - Community Involvement Program and mainstreamed various advocacy for the environment and empowerment of vulnerable sectors.

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