

Sustainability Education in English Language Classes: Pre-Service Teachers' Readiness

Ida Bagus Gde Phalaguna*

English Language Education, Dharma Acarya, Universitas Hindu Negeri (UHN) I Gusti Bagus Sugriwa Denpasar, Denpasar, INDONESIA

Abstract

This study investigates how prepared pre-service English teachers are to integrate sustainability education into language instruction in accordance with the Sustainable Development Goals (SDGs) of the UN. The study, conducted at the State Hindu University of I Gusti Bagus Sugriwa Denpasar, used a convergent mixed-approach design, combining surveys, interviews, and lesson plan analysis to evaluate participants' sustainability-related knowledge, attitudes, and teaching methods. While most responders have a rudimentary awareness of sustainability, mostly in terms of the environment, few are able to incorporate these ideas into their lesson plans in a meaningful way, according to the findings. Despite this discrepancy, interview data revealed that participants were very motivated to learn and apply sustainability concepts, suggesting a solid basis for more training. The restricted availability of sustainability information was corroborated by lesson plan analysis, indicating a gap between awareness and pedagogical implementation. According to the report, English teacher education programs urgently need to explicitly incorporate Education for Sustainable Development (ESD). Language schools can develop linguistic and global citizenship skills by giving aspiring teachers the means and assurance to incorporate sustainability into language instruction. The results add to the expanding body of research on eco-pedagogy in ELT and provide useful suggestions for curriculum improvement in programs that prepare future teachers.

Keywords: *Education for Sustainable Development (ESD), English Language Teaching (ELT), Pre-Service Teachers, Sustainability Education, Teacher Readiness*

Article History

Received: August 6, 2025
Accepted: March 14, 2026
Published: March 14, 2026

DOI

<https://doi.org/10.35897/eltj.v6i1.2130>

*Correspondence

ibphalaguna@gmail.com

Citation in APA style: Phalaguna, I. B. G. (2026). Sustainability education in English language classes: Pre-service teachers' readiness. *English Language Teaching Journal*, 6(1), 31-41. <https://doi.org/10.35897/eltj.v6i1.2130>

INTRODUCTION

The United Nations Sustainable Development Goals (SDGs) underline that sustainability is now the primary concern for the whole world. These objectives, which were established in 2015, are a plan for the whole world to deal with big problems like climate change, poverty, and inequality. They want countries to make environmental sustainability an essential component of how they make decisions (Sebire and Flores, 2023). Education, especially Education for Sustainable Development (ESD) serves as a vital one way to reach these goals. Goal of ESD is to give the next generation the understanding and abilities that they need to live in an environmentally friendly manner (Anyolo et al., 2018).

In this situation, the English language plays a very important role. English is the most widely spoken language in the world, and it is a powerful instrument to support the SDGs and ESD because it lets people from different cultures and countries share ideas and work together on problems related to sustainability (Guslyakova et al., 2021). Teachers can help students learn more about sustainability

issues and improve their language skills through integrating the SDGs in English classrooms (Arslan and Curle, 2021). This method not only helps students improve their English, but it promotes critical thinking and do things that promote sustainable practices (Saiful and Yunianti, 2024; Bulan et al., 2024).

Recent research shows how important it is to include ideas about sustainability in language classes. This lets students work on their language skills while also dealing with important social, economic, and environmental problems. Yan and Qi (2021), for example, say that universities should teach language teachers not only about linguistics but also about how to teach for sustainable development. By bringing together different subjects and encouraging students to think critically, this integrated approach helps them understand sustainability better.

In addition, new ways of teaching, like combining language and content learning, have been shown to help students understand topics related to sustainability. Gunina et al. (2021) say that adding sustainability topics to English classes makes the lessons more relevant and helps students learn how to live in a way that is good for the environment. This gets students ready to be informed global citizens who can deal with problems in the real world. These kinds of teaching methods are very important for preparing a generation to deal with global sustainability issues.

Going a step further, adding lessons on sustainability to English classes is a new and unique way to help students become more aware of the environment and their role as global citizens. As future teachers, pre-service teachers are very important to this process because their willingness to include sustainability themes in language teaching can have a big impact on how students feel and act about sustainable practices (Saiful and Yunianti, 2024).

This study explores how well pre-service English teachers at the State Hindu University of I Gusti Bagus Sugriwa Denpasar are ready to use the United Nations Sustainable Development Goals (SDGs) to teach about sustainability. It explores what they know, how they feel, and what problems they face to find holes in teacher education programs. This study is new because it investigates sustainability education within English language teaching from the point of view of pre-service teachers, which is not something that has been studied much in the past. Many studies look at sustainability in general education, but not many look at how future English teachers understand and use these ideas. This study presents new information and ideas for how to make language teacher education better to support Education for Sustainable Development (ESD). It emphasizes how teaching English can help people become responsible and aware of the world.

LITERATURE REVIEW

Sustainability Education: Concepts and Importance

Teaching responsible global citizenship and equipping people with the skills necessary to address today's global issues, such as social inequality, resource scarcity, and climate change, are two important goals of sustainability education. It entails incorporating environmental, social, and economic aspects into the educational process. Multidisciplinary learning, critical thinking, and active involvement are all important parts of sustainability education. These approaches motivate students to take action for a sustainable future by assisting them in understanding the connections between various facets of society (Olsson et al., 2022; Akçay et al., 2024).

Globally, exists growing trend of integrating sustainability into educational systems, particularly in higher education institutions (HEIs). By incorporating sustainability principles into their curricula and fostering a collaborative culture to address sustainability issues, these organizations are beginning to recognize their role as key contributors for the advancement of the Sustainable Development Goals (Griebeler et al., 2021; Wright et al., 2022).

Furthermore, the practice of information and communication technology (ICT) is altering the way that educators teach sustainability by facilitating access to learning materials and establishing dynamic learning environments that engage students with practical sustainability issues (González-Zamar et al., 2020; Estellés and Fischman, 2020). The curriculum will become more relevant as a result of this intended integration of sustainability into education, preparing students to face and resolve challenging environmental and social issues in the future (Mirgorodskaya et al., 2023; Veidemane, 2022).

English Language Teaching and Interdisciplinary Approaches

Students can learn about global concerns including social justice, climate change, and cultural

sensitivity in English. According to Micalay-Hurtado and Poole, (2022), it provides a platform for language learning and facilitates communication between individuals from diverse backgrounds. Beyond merely facilitating communication, English fosters critical thinking about complex global issues, preparing students to be knowledgeable global citizens. In recent years, there has been a noticeable change in English language instruction toward multidisciplinary approaches. This indicates that the curriculum incorporates topics from other areas, such as environmental studies, technology, and culture. By placing language instruction in situations that are applicable to their daily lives, this kind of instruction engages pupils and makes learning more engaging (Xu, 2024).

Prior studies have demonstrated the effectiveness of such integrative techniques. For instance, incorporating subjects from other disciplines aids students in developing their language proficiency and cross-cultural understanding (Xu, 2022). For instance, students learn about the world more thoroughly and develop their language abilities when English classes discuss subjects like culture and technology (Salnaia et al., 2021). Incorporating current instructional strategies like Content and Language Integrated Learning (CLIL) in English language instruction enhances student engagement and retention (Salnaia et al., 2021; Maqsood et al., 2024). This shift in teaching strategies demonstrates how critical it is to equip English language learners with the abilities they need to function in an increasingly interconnected society. This will contribute to fostering a global consciousness and sustainable culture in the classroom (Özışık, 2023).

Pre-Service Teacher Training

Traditional teaching approaches and subject area expertise are now frequently emphasized in the training of English instructors. The necessity of including eco-linguistics and sustainability education into teacher preparation programs is becoming more widely recognized, nevertheless. One crucial component of comprehensive teacher preparation programs that equips educators possessing the competencies required to deal with current global issues is sustainability education. In 2022, Saiful and Setyorini and Ogonyemi et al. Adding lessons that emphasize ecocriticism and sustainability themes to the curriculum can assist pre-service teachers learn more about how to teach about sustainability, according to a large study (Saiful and Setyorini, 2022).

In order to better teach sustainability subjects in their English lessons, these classes assist teachers develop their awareness and critical thinking skills. Despite these advancements, there are still gaps in the training that focuses on sustainability and eco-linguistics. The connection between language and environmental challenges is still poorly taught in many pre-service training courses, leaving future educators unprepared. According to studies, pre-service teachers may understand the fundamentals of sustainability, but they frequently struggle to implement these principles in the classroom (Ganji et al., 2020; Saari et al., 2024)

Insufficient funding for these projects, an absence of physical resources and insufficient professional development opportunities are other issues that hinder teachers' abilities to continue learning about sustainability (Saari et al., 2024). Therefore, a paradigm shift in teacher education frameworks that completely include sustainability is desperately needed. This will equip English language instructors with the resources and information they need to promote environmental awareness and action in their classrooms, ultimately bringing about a generation that is more cognizant of the pressing ecological concerns of our time (Palomino et al., 2021).

METHODS

A convergent mixed-methods research design was applied in this study, integrating quantitative and qualitative methods to get a full picture of how ready pre-service English teachers are to include sustainability ideas in their language lessons. The quantitative part used a structured survey to find out what participants knew, how they felt, and what skills they had when it came to sustainability, and how it could be used in English lessons. The qualitative part included in-depth interviews and focus group discussions to learn more about the participants' personal experiences, problems, and points of view. In addition, the lesson plans that the participants made were also looked at to see how well they included themes of sustainability in their lesson plans. This triangulated method made for a more in-depth and nuanced analysis, providing both measurable data and rich contextual insights that make the findings more valid and useful.

Participants

The participants of this study were 20 pre-service English teachers in their final year of study in the English Education Department at the State Hindu University of I Gusti Bagus Sugriwa Denpasar during the 2024/2025 academic year. Final-year students were selected because they had completed most of their pedagogical coursework and had begun applying their knowledge through teaching practice, making them appropriate participants for examining readiness to integrate sustainability into English language teaching.

The institution was purposefully selected because it has increasingly incorporated local wisdom, environmental awareness, and character education into its academic programs, which align with the principles of Education for Sustainable Development (ESD). As a university with a strong cultural and spiritual foundation, it provides a relevant context for exploring how global sustainability concepts can be contextualized within local educational settings.

A purposive sampling technique was employed to select participants who met specific criteria, namely final-year students who had experience in lesson planning and teaching practice. The sample of 20 participants was considered adequate for this mixed-methods study, which combined survey data, interviews, and lesson plan analysis to examine pre-service teachers' knowledge, attitudes, and readiness to integrate sustainability themes into English language teaching.

Survey Questionnaire

The survey questionnaire is meant to get numerical information from teachers in training. It tests their knowledge by asking them about important terms and ideas related to sustainability. It tests their skills by investigating how well they can plan English lessons that include themes of sustainability. It also employs tools like Likert-scale items to find out how willing and motivated they are to teach sustainability. Expert review and pilot testing were used to validate the questionnaire. The content was assessed for relevance and clarity by two specialists in sustainability and English language instruction. A number of elements were changed in response to their input. Five pre-service teachers that were not included in the main study participated in a pilot exam to make sure the questions were understandable and in line with the goals of the investigation.

Focus Groups and Interviews

Interviews or focus groups are a qualitative way to learn more about what participants think. The goal of these sessions is to learn how the pre-service teachers feel about sustainability education and the problems they have when trying to include sustainability in their English classes. To make sure the questions were pertinent and clear, two specialists in qualitative research and sustainability education examined the interview guide. In order to enhance depth and flow, minor changes were done. The questions were improved for efficient data collection by a pre-test with three participants.

Analyzing the Lesson Plan

This section focuses on gathering and analyzing participant-developed lesson plans thematically. The objective is to investigate how their teaching methods and instructional materials incorporate sustainability themes. A thematic approach was used to look for recurrent themes in the lesson plans that were associated with the Sustainable Development Goals (SDGs), as in global citizenship, societal responsibility, plus environmental awareness. This analysis demonstrates the participants' comprehension of sustainability as well as their capacity to apply that comprehension to instructional strategies. Pre-service teachers' readiness to successfully incorporate sustainability education into English language instruction is revealed by the themes that were found.

Analyzing Data

Quantitative and qualitative methods are used together in data analysis. Descriptive statistics, like percentages and mean scores, were used to summarize the results of surveys. In addition, thematic analysis was also employed to investigate common patterns, problems, and new ideas in interview answers and lesson plans.

Data Validation and Trustworthiness

To ensure the validity and credibility of the data, several validation strategies were applied in this study. First, instrument validation was conducted through expert review. The survey questionnaire and interview guide were evaluated by two experts in English language teaching and sustainability

education to ensure the relevance, clarity, and alignment of the items with the research objectives. Their feedback was used to revise several items before the instruments were administered. Second, pilot testing was conducted with a small group of pre-service teachers who were not included in the main study to ensure the clarity and reliability of the questionnaire items.

In addition, data triangulation was applied by combining multiple data sources, including survey responses, interviews, and lesson plan analysis. This approach allowed the researchers to compare and cross-check findings from different sources, increasing the credibility of the results. For the qualitative data, thematic analysis was conducted systematically to identify recurring patterns and themes related to participants' knowledge, attitudes, and readiness to integrate sustainability into English language teaching. These validation strategies helped enhance the reliability and trustworthiness of the study findings.

RESULTS

The Result of The Survey Questionnaire

To prepare pre-service teachers to include sustainability education into their future classrooms, it is essential that they have a solid understanding of the idea.

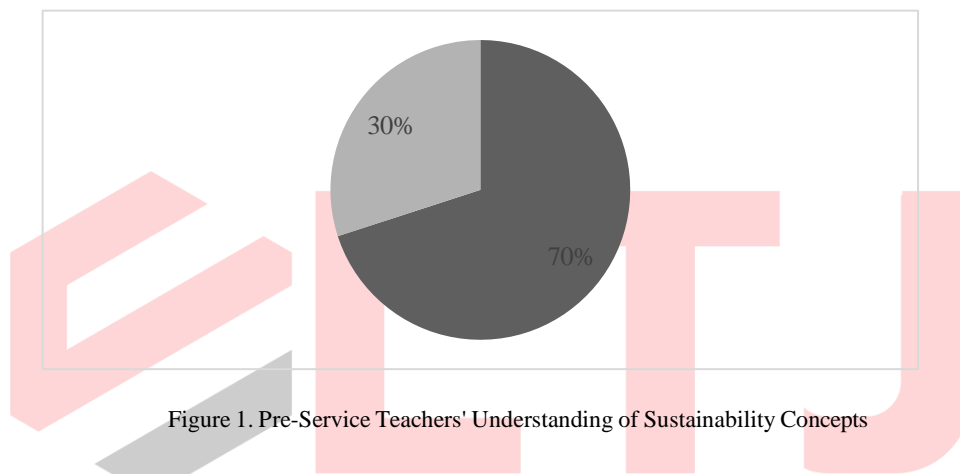
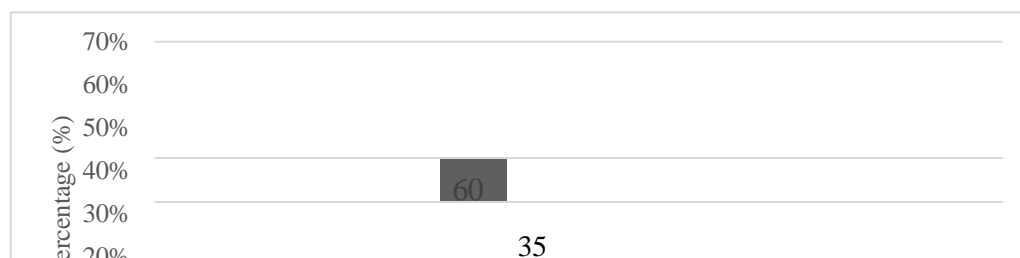


Figure 1. Pre-Service Teachers' Understanding of Sustainability Concepts

The survey's findings show that although most pre-service teachers have a fundamental understanding of sustainability, there are still some significant misunderstandings. According to 14 out of 20 respondents (70%) sustainability is "meeting today's needs without compromising the ability of future generations to meet theirs." This implies that the majority of participants are aware of the fundamental definition of Education for Sustainable Development (ESD) that's supported by the UN. However, 30% of respondents chose concepts that were ambiguous or imprecise, such as "using resources without concern for the future," suggesting that they were unsure about the long-term, intergenerational aspect of sustainability.

These results demonstrate how inadequately sustainability topics are currently taught in teacher school. The existence of misunderstandings implies that sustainability might be brought up in class without being fully comprehended or placed in context. Future teachers must have precise and unambiguous conceptual underpinnings if they want to encourage critical thinking and environmental responsibility in their students. This emphasizes how important it is to incorporate sustainability into the English language teacher education curriculum as a cohesive, clearly stated element rather than merely as a theme.

Although the majority of pre-service teachers were able to choose the right definition, indicating a theoretical awareness of sustainability, their practical comprehension of the topic is still somewhat limited. In order to investigate this further, participants were asked to name practical sustainability-related problems, which exposed a disconnect between conceptual understanding and practical implementation.



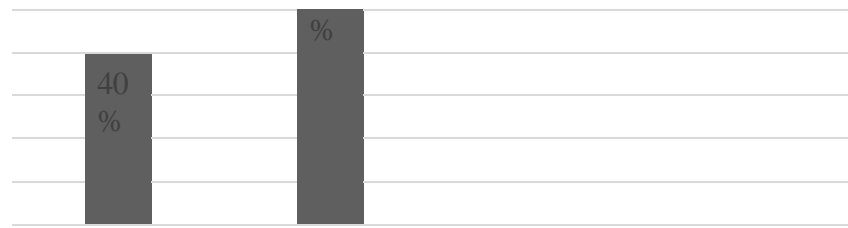


Figure 2 Pre-Service Teachers' Awareness of Sustainability Concepts

As shown in figure 2, just 40% of pre-service teachers could name problems like water scarcity, deforestation, and climate change that are actually connected to sustainability. However, a greater percentage (60%) chose themes that have nothing to do with sustainability, such as social issues that have no bearing on sustainability or personal stress. This implies that even while a large number of individuals might be familiar with the term sustainability, they may find it difficult to relate it to the particular global issues that the Sustainable Development Goals (SDGs) aim to solve. These results support the previous conclusion that a sizable portion of pre-service instructors have vague or inaccurate ideas about sustainability. Their inability to identify pertinent topics suggests a lack of application and contextual knowledge in addition to a definitional gap. Future English instructors must be able to connect language instruction with significant sustainability themes if they are to promote sustainability education in the classroom. This demonstrates how urgently teacher education programs must incorporate tangible, multidisciplinary curriculum that fosters conceptual clarity and a critical understanding of global challenges.

A distinct set of difficulties arises when pre-service teachers confidently implement sustainability and its importance in education, despite the fact that many of them demonstrate a general understanding of these topics. In order to better understand the gap between knowledge and execution, the study investigated the particular challenges and confidence levels that participants have when trying to create and present English classes with a sustainability theme.

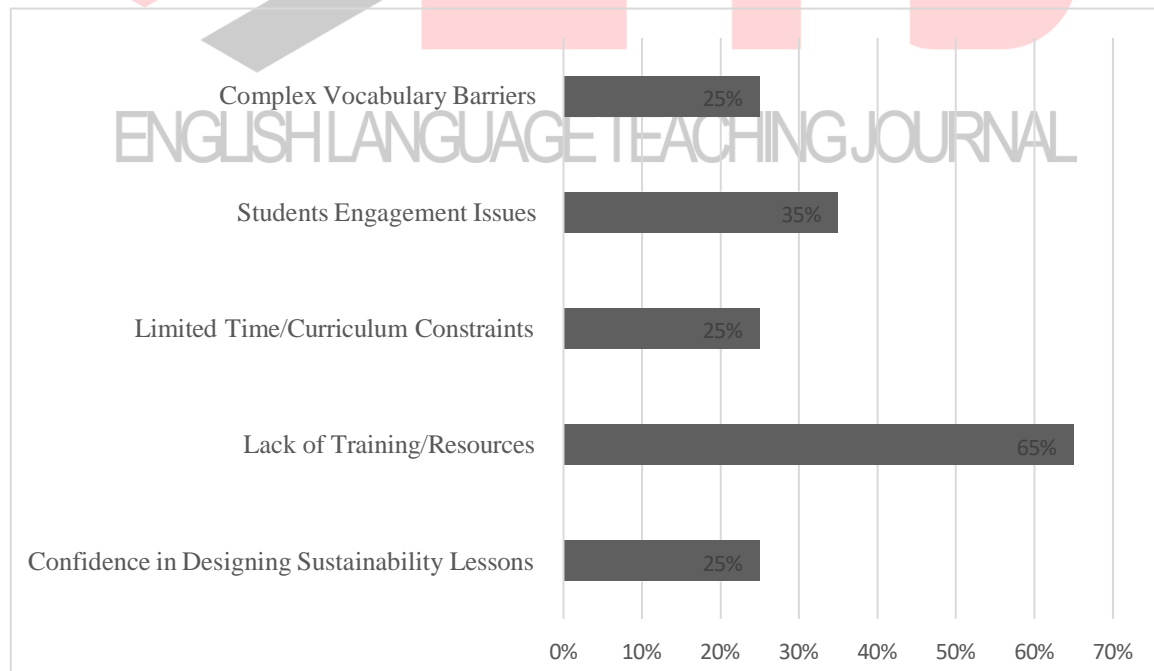


Figure 3. Pre-Service Teachers' Confidence and Challenges in Sustainability Education

Sixty-five percent of pre-service teachers cited a lack of resources and training as the biggest obstacle they had encountered. This implies that even if sustainability education is valued, teacher preparation programs could not currently offer enough assistance or teaching resources to enable aspiring teachers to implement these ideas during language lessons. This aligns with earlier research by Albion et al., (2025), who discovered that although teachers frequently indicate a desire to incorporate sustainability in EFL environments, they lack organized instructions to do so.

Student engagement was chosen by 35% of respondents as the second most prevalent issue. Making sustainability themes engaging and relevant for young learners might be difficult for some pre-service instructors, especially in EFL contexts. Furthermore, curriculum limitations and instructional time constraints were cited by 25% of participants, which further limits the opportunity to integrate sustainability. If sustainability education is to be effectively implemented, these findings highlight structural issues with school systems that must be fixed.

Complex vocabulary was mentioned by another 25% of respondents as a difficulty. This suggests a worry that sustainability-related subjects would call for sophisticated English language proficiency that their pupils might not yet have. Additionally, the same proportion said they were unconfident in their capacity to create courses focused on sustainability, indicating the need for pedagogical training that strikes a balance between language competence objectives and global awareness. These fears highlight the significance of developing curricula that give educators flexible, developmentally appropriate sustainability resources.

Overall, the evidence shows a glaring discrepancy between classroom preparation and conceptual awareness. Although a large number of pre-service teachers express enthusiasm in teaching about sustainability, the perceived difficulties underscore the significance of focused instruction. Pre-service teacher training programs could narrow this gap by incorporating hands-on modules on language scaffolding, student-centered activities, and sustainability-focused lesson planning. Similar research has demonstrated that integrating sustainability into the curriculum as a whole, rather than only as a stand-alone subject, can boost curricular effect and teacher confidence (e.g., Anyolo et al., 2018).

The Result of The Interviews

Twenty pre-service English teachers were interviewed, and the results indicated that while their understanding of the phrase varied greatly, the majority of them had a general notion of what sustainability meant. Many respondents associated sustainability with practices like recycling, conserving water, and reducing pollution. However, few were able to connect it to more significant global issues like social justice, biodiversity, and the Sustainable Development Goals (SDGs). While many understood the SDGs, few were able to identify or explain specific objectives. One of the participants explained, "*Honestly, I never thought sustainability had anything to do with teaching English*". This finding shows that the majority of pre-service teachers recognize the significance of sustainability, but they do not yet completely comprehend all of its complex facets.

Few respondents said that they have attempted to incorporate sustainability into their lesson plans or instruction when asked if they could incorporate it into their English language instruction. The majority of them claimed that they had never received instruction on proper technique or seen instances of proper technique. As one participant shared, "*I think sustainability is important, but I've never been taught how to include it in a grammar lesson*". Common issues were a lack of readily available resources, difficulties relating language objectives to sustainability subjects, and concerns about students' comprehension of abstract or technical terms. Many others, particularly during language classes, expressed uncertainty about how to relate what they were learning in class to sustainability. These difficulties are supported by the fact that many survey respondents stated they were not prepared to teach about sustainability.

Overall, the participants' mood was fairly positive despite these issues. Of the 20 respondents, nearly all expressed a strong desire to receive training, attend seminars, and gain more knowledge regarding sustainability education teaching resources and methods. Numerous helpful suggestions were made, including providing teachers with localized teaching resources, sample lesson plans, and opportunities to collaborate with other educators. Even though they are not yet ready, their enthusiasm shows that pre-service teachers are ready and prepared to improve. "*It's inspiring to talk about global issues in class, but I need more examples and practice before I can do it myself,*" another interviewee admitted. Their drive demonstrates that there is much space for improvement in this area in teacher education programs. The survey results are supported by qualitative evidence from interviews, which also indicates that pre-service teachers might be effective advocates for sustainability in English language classrooms if given the right support from their schools.

The Result of The Analysis of The Lesson Plans

A thorough thematic analysis of the lesson plans created by the pre-service teachers was carried

out in order to supplement the results of the survey and interviews. This analysis sought to evaluate the practical application of their knowledge of Education for Sustainable Development (ESD) in English language teaching contexts and to determine how successfully sustainability themes were incorporated into their instructional designs. The outcome of the analysis is shown below:

1. Limited Integration of Sustainability Themes

The majority of pre-service teachers made very little attempt to clearly integrate sustainability topics into their English language instruction, according to the examination of the lesson plans that were turned in. Even though some of the lectures covered basic subjects like the environment or day- to-day living, they were frequently unrelated to more general sustainability concerns like social justice, climate change, or responsible consumption. This supports the preceding findings from the questionnaire and interviews by pointing to a disconnect between theoretical knowledge of sustainability and real-world classroom application.

2. Focus on Language Skills over Content Integration

The lesson plans' emphasis on improving students' foundational language abilities like grammar, vocabulary, reading, speaking, without incorporating relevant content about the Sustainable Development Goals (SDGs) was a recurrent topic. Lessons were frequently organized around general topics, including "describing routines" or "talking about hobbies," with little to no reference to material pertaining to sustainability. According to this, pre-service teachers may not have the courage or expertise to incorporate global, sustainability-focused subjects into their courses, even when they are adhering to pedagogical frameworks.

3. Missed Opportunities for ESD Engagement

Though they were not completely utilized, a number of lesson ideas had the potential to include sustainability topics. For example, a lesson on "shopping" could have examined sustainable consumer choices, and a unit on "natural disasters" may have been extended to cover topics like climate change and disaster preparedness. These lost chances reveal a lack of knowledge or instruction on how to relate the concepts of Education for Sustainable Development (ESD) to the content of regular lessons.

4. Need for Guided Support and Model Integration

The majority of pre-service teachers need more organized instructions and examples on how to include sustainability into their English instruction, according to the thematic analysis. There were no sustainability-related objectives, SDG references, or reflective elements urging pupils to consider global challenges in any of the lesson plans. This supports the results of the survey and interviews, which indicate that teacher education programs need to provide more focused instruction that demonstrates how sustainability may be effectively included into language lessons.

DISCUSSION

The study's findings indicate that Universitas Hindu Negeri I Gusti Bagus Sugriwa Denpasar pre-service English teachers have limited awareness of sustainability, as most of their understanding remains superficial and focused mainly on environmental issues. This supports the findings of Anyolo et al. (2018), who reported that teacher candidates could identify environmental concerns but had limited understanding of the social and economic dimensions of sustainability. In this study, only 70% of participants correctly defined sustainability, and few mentioned issues such as biodiversity, equality, or community engagement. This suggests that many pre-service teachers still view sustainability primarily as an environmental concept rather than a multidimensional issue involving social and economic responsibility. Such a narrow understanding may limit their ability to connect sustainability topics with broader educational goals and real-world contexts. This finding is consistent with Yan and Qi (2021), who argue that teacher education institutions should adopt broader and more multidisciplinary approaches when teaching sustainability. Their work highlights the need for sustainability to be integrated across disciplines so that future teachers can understand its complexity and relevance to fields such as language education.

The results of the questionnaire and lesson plan analysis further show that most pre-service teachers lack the pedagogical knowledge required to teach English through sustainability themes. Only a small proportion of participants (25%) attempted to integrate sustainability topics, and these attempts were generally superficial, relying on simple reading passages or vocabulary lists without clear connections to the Sustainable Development Goals (SDGs) or broader global challenges. This finding

reveals a gap between conceptual awareness and classroom implementation. Similar patterns were identified by Gunina et al. (2021), who noted that while sustainability topics can make language learning more meaningful, their effective integration requires structured pedagogical support and experience with content-based approaches such as Content and Language Integrated Learning (CLIL). In the present study, many language activities in the lesson plans were disconnected from sustainability concepts, suggesting that participants may not yet possess the pedagogical strategies needed to transform sustainability themes into meaningful communicative tasks. This also reflects previous findings that teachers often prioritize linguistic objectives over interdisciplinary content when they lack sufficient training in integrated teaching approaches.

Despite these challenges, the participants showed positive attitudes toward sustainability education and strong motivation to improve their knowledge and teaching practices. This finding supports the study by Tomas et al. (2017), which found that pre-service teachers are generally open to sustainability topics but often lack the training and confidence to apply them in classroom practice. In the present study, nearly all participants expressed interest in attending workshops or training sessions to learn how to incorporate sustainability themes into English lessons. This indicates that the main barrier is not motivation but limited professional preparation. Similar patterns have been observed in previous studies, where positive attitudes toward sustainability were not always accompanied by practical teaching competence. Therefore, teacher education programs have an important opportunity to introduce eco-pedagogical approaches that integrate sustainability with language learning. Approaches such as project-based learning, discussion of global issues, and contextualized language tasks can help students develop both communicative competence and environmental awareness, as also suggested by Saiful and Yuniarti (2024).

Another distinctive aspect of this study is its institutional and cultural context. Unlike many previous studies conducted in Western or global academic environments, this research was carried out in a Hindu-based university in Bali, where cultural and spiritual values are closely related to environmental responsibility. This context offers a unique opportunity to link sustainability education with local cultural knowledge. Interview findings revealed a strong need for locally relevant teaching materials, suggesting that sustainability topics may become more meaningful when connected to students' cultural backgrounds and lived experiences. This observation supports the argument by Arslan and Curle (2021) that sustainability education becomes more effective when it reflects learners' social and cultural contexts. In the Balinese setting, integrating local wisdom, traditional environmental practices, and cultural values into English language instruction may help make sustainability education more authentic and meaningful for students.

Overall, the findings reinforce previous research showing that pre-service English teachers often lack the pedagogical competence needed to integrate sustainability into language teaching. At the same time, the results highlight their strong motivation and willingness to learn. Although sustainability is not yet a central component of English language instruction, the participants' enthusiasm indicates that meaningful progress is possible with adequate institutional support. Teacher education programs should therefore integrate sustainability concepts more explicitly into their curricula, provide contextually relevant teaching materials, and offer continuous professional development opportunities that help future teachers apply sustainability themes in the classroom. Through these efforts, English language education can contribute not only to language proficiency but also to the development of socially and environmentally responsible global citizens.

CONCLUSION

These findings have important implications for English language teacher education programs. Although pre-service teachers demonstrate positive attitudes toward sustainability, their limited pedagogical knowledge indicates that sustainability education has not yet been systematically integrated into English language teacher training. Therefore, teacher education programs should incorporate Education for Sustainable Development (ESD) more explicitly into their curriculum, particularly within language teaching methodology courses. Providing practical examples of sustainability-based lesson plans, teaching materials, and classroom activities can help future teachers connect language learning with real-world sustainability issues. In addition, universities should offer workshops, training sessions, and collaborative projects that allow pre-service teachers to practice designing and implementing sustainability-oriented English lessons. Integrating local environmental issues and cultural values, such as those found in the Balinese context, may also help make sustainability topics more meaningful and relevant for students. Through these efforts, English

language education can play a significant role in developing students' language competence while fostering global awareness and responsible citizenship.

REFERENCES

- Akçay, K., Altınay, F., Altınay, Z., Dağlı, G., Shadiev, R., Altınay, M., Adedoyin, O. B., and Okur, Z. G. (2024). Global Citizenship for the Students of Higher Education in the Realization of Sustainable Development Goals. *Sustainability*, 16(4), 1604. <https://doi.org/10.3390/su16041604>
- Albion, P., Redmond, P., Gharineiat, Z., Feldman, J., Shelley, T., Helwig, A., and Burey, P. P. P. (2025). Teachers and sustainability education: exploring the views of Australian preservice and inservice teachers. *Australian Educational Researcher*. <https://doi.org/10.1007/s13384-025-00852-2>
- Anyolo, E. O., Kärkkäinen, S., and Keinonen, T. (2018). Implementing Education for Sustainable Development in Namibia: School Teachers' Perceptions and Teaching Practices. *Journal of Teacher Education for Sustainability*, 20(1), 64–81. <https://doi.org/10.2478/jtes-2018-0004>
- Arslan, S., and Curle, S. (2021). Sustainable Development Goals in the English Language High School Curriculum in Turkey. *European Journal of Education*, 56(4), 681–695. <https://doi.org/10.1111/ejed.12473>
- Bulan, A., Ramadhan, R. A., and Wahyuni, N. (2024). Need Analysis for Developing English Teaching Materials Using the Eco-Elt Approach to Enhance Environmental Literacy Among High School Students in Dompu Regency. *Jurnal Pendidikan Dan Pembelajaran Indonesia (Jppi)*, 4(1), 72–80. <https://doi.org/10.53299/jppi.v4i1.417>
- Estellés, M., and Fischman, G. E. (2020). Who Needs Global Citizenship Education? A Review of the Literature on Teacher Education. *Journal of Teacher Education*, 72(2), 223–236. <https://doi.org/10.1177/0022487120920254>
- Ganji, M., Arshadi, E. K., and Mahbubzadeh, S. (2020). Sustainable Development From the Viewpoint of Iranian English Teachers: Practicing What They Do Not Preach. *Journal of Teacher Education for Sustainability*, 22(1), 140–164. <https://doi.org/10.2478/jtes-2020-0011>
- González-Zamar, M.-D., Abad-Segura, E., Meneses, E. L., and Galán, J. G. (2020). Managing ICT for Sustainable Education: Research Analysis in the Context of Higher Education. *Sustainability*, 12(19), 8254. <https://doi.org/10.3390/su12198254>
- Griebeler, J. S., Brandli, L., Sálvia, A. L., Filho, W. L., and Reginatto, G. (2021). Sustainable Development Goals: A Framework for Deploying Indicators for Higher Education Institutions. *International Journal of Sustainability in Higher Education*, 23(4), 887–914. <https://doi.org/10.1108/ijsh-03-2021-0088>
- Gunina, N. A., Mordovina, T. V, and Shelenkova, I. (2021). Integrating Sustainability Issues Into English Language Courses at University. *E3s Web of Conferences*, 295, 05006. <https://doi.org/10.1051/e3sconf/202129505006>
- Guslyakova, A., Guslyakova, N., Валеева, H. Г., Beisembayev, A. R., and Zhuravleva, Y. A. (2021). Linguistic and Extralinguistic Implementation of Environmental Activism in the English Language Media Discourse of Russia, China and Southeast Asia. *Rudn Journal of Ecology and Life Safety*, 29(2), 192–203. <https://doi.org/10.22363/2313-2310-2021-29-2-192-203>
- Maqsood, M., Zahid, A., Asghar, T., Farooqi, S.-H., and Shahbaz, M. (2024). Issues in Teaching English in a Cultural Context. *Migration Letters*, 21(S4), 1020–1027. <https://doi.org/10.59670/ml.v21is4.7411>
- Micalay-Hurtado, M., and Poole, R. (2022). Eco-critical language awareness for English language teaching (ELT): Promoting justice, wellbeing, and sustainability in the classroom. *Journal of World Languages*, 8, 371 - 390. <https://doi.org/10.1515/jwl-2022-0023>.
- Mirgorodskaya, E., Sokolova, S., Kuzmina, T. I., and Shkuratova, M. V. (2023). Transformation of the Higher Education System: Current and Emerging Global Trends. *E3s Web of Conferences*, 431, 09013. <https://doi.org/10.1051/e3sconf/202343109013>
- Olsson, D., Gericke, N., and Pauw, J. B. (2022). The Effectiveness of Education for Sustainable Development Revisited – A Longitudinal Study on Secondary Students' Action Competence for Sustainability. *Environmental Education Research*, 28(3), 405–429. <https://doi.org/10.1080/13504622.2022.2033170>
- Özışık, B. Z. (2023). Three Approaches to Teach English Through Literature: Students' Perceptions

- in the English Language and Teaching Department.
<https://doi.org/10.33422/4th.globalet.2023.04.101>
- Palomino, M. C. P., García, A. B., and Valdivia, E. M. (2021). What Does Education for Sustainable Development Offer in Initial Teacher Training? A Systematic Review. *Journal of Teacher Education for Sustainability*, 23(1), 99–114. <https://doi.org/10.2478/jtes-2021-0008>
- Saari, M., Poulton-Busler, R., and Vladimirova, A. (2024). Does sustainability really start with teachers? Reflections on integrating environmental education in pre-service teacher education in Namibia and Finland. *The Journal of Environmental Education*, 55, 494 - 508. <https://doi.org/10.1080/00958964.2024.2375210>.
- Saiful, J. A., and Setyorini, A. (2022). Ecocriticism Course: Development of English Pre-Service Teachers' Pedagogical Content Knowledge of Sustainability. *Journal of Teacher Education for Sustainability*, 24(2), 5–18. <https://doi.org/10.2478/jtes-2022-0013>
- Saiful, J. A., & Yuniarti, S. (2024). Eco-ELT for writing descriptive texts about animals and plants: Fostering writing skill and nature empathy. *TESOL Journal*, 16(1). <https://doi.org/10.1002/tesj.909>
- Salnaia, L. K., Sidelnik, E., and Луценко, Н. С. (2021). Interdisciplinary Approach in Teaching Foreign Languages at a Non-Linguistic University. 1336–1343. <https://doi.org/10.15405/epsbs.2021.11.176>
- Sebire, R. H. E., and Flores, S. I. (2023). Sustainable Development in Higher Education Practices. *Revista Lengua Y Cultura*, 5(9), 89–96. <https://doi.org/10.29057/lc.v5i9.10971>
- Tomas, L., Girgenti, S., & Jackson, C. (2017). Pre-service teachers' responses to sustainability education: Content knowledge, attitudes, and pedagogical understanding. *Environmental Education Research*, 23(3), 324–347. <https://doi.org/10.1080/13504622.2015.1109065>
- United Nations. (2015). Transforming our world: The 2030 agenda for sustainable development. <https://sdgs.un.org/2030agenda>
- Veidemane, A. (2022). Education for Sustainable Development in Higher Education Rankings: Challenges and Opportunities for Developing Internationally Comparable Indicators. *Sustainability*, 14(9), 5102. <https://doi.org/10.3390/su14095102>
- Wright, C., Ritter, L. J., and Gonzales, C. W. (2022). Cultivating a Collaborative Culture for Ensuring Sustainable Development Goals in Higher Education: An Integrative Case Study. *Sustainability*, 14(3), 1273. <https://doi.org/10.3390/su14031273>
- Xu, B. (2024). Construction of a Project-Based Interdisciplinary Collaborative Education Model for English Teaching in Higher Vocational Colleges Under the Background of New Liberal Arts. *Journal of Research in Vocational Education*, 6(8), 26–35. [https://doi.org/10.53469/jrve.2024.06\(08\).06](https://doi.org/10.53469/jrve.2024.06(08).06)
- Xu, X. (2022). Theoretical Overview and Application Communicative Language Teaching, and Intercultural Language Learning/Teaching. *International Journal of Education and Humanities*, 3(2), 32–35. <https://doi.org/10.54097/ijeh.v3i2.612>
- Yan, L., and Qi, W. (2021). Construction of Language Teachers' Professional Competence in Education for Sustainable Development in Higher Education for Post-Pandemic Era. *Journal of Language Teaching and Research*, 12(2), 304. <https://doi.org/10.17507/jltr.1202.12>