Developing Modern CLIL Materials for Sustainability

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Abstract

In recent years, the intersection of sustainability and education has gained increasing importance, particularly as global challenges outlined in the United Nations Sustainable Development Goals (SDGs) demand innovative, interdisciplinary approaches. This study explores how Content and Language Integrated Learning (CLIL) environments can foster sustainability literacy while simultaneously enhancing language acquisition. By examining learning materials that integrate systems thinking with multilingual pedagogy, this research evaluates the role of educational design in creating transformative learning experiences. A core focus is placed on the use of digital tools and emerging technologies in CLIL classrooms to facilitate multimodal learning, promote critical thinking, and empower students to address real-world sustainability issues. The study leverages case studies and classroom interventions from my doctoral research to analyze the effectiveness of these materials in fostering both linguistic and sustainability competencies. Special emphasis is given to the integration of new technologies, such as digital storytelling platforms and interactive simulations, to immerse students in authentic problem-solving scenarios related to environmental, economic, and societal challenges. These technologies not only support language development through contextualized and engaging content but also enable students to interact with complex systems in ways that traditional methods cannot.

By bridging the gap between sustainability education and innovative language teaching practices, this research contributes to the development of scalable, technology-driven pedagogical models that prepare students to navigate an interconnected, multilingual world. Ultimately, it offers educators actionable insights into designing learning environments that cultivate global citizenship, critical systems thinking, and multilingual proficiency in tandem.

Keywords: CALL learning; CLIL/CBI; holistic learning; multilingual education; multiliteracies; sustainability education