

## LANGUAGE EDUCATION FOR SUSTAINABILITY: IMPLIED LITERACY AND THE SUSTAINABLE DEVELOPMENT GOALS (SDGS) IN ENGLISH CLASSES

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In 2015, the United Nations General Assembly adopted the 2030 Agenda for Sustainable Development, a comprehensive and impactful framework designed to guide humanity toward a more equitable future. Defined as 'a shared blueprint for peace and prosperity for people and the planet, now and into the future' (UN, 2015), this agenda is grounded in a collective commitment to transformative action. At its core are the 17 Sustainable Development Goals (SDGs), which call for urgent and coordinated efforts from both developed and developing countries through global partnerships. Considering that “sustainability can be integrated as a powerful object of knowledge in the foreign language classroom, generating new ways of teaching beyond grammar and vocabulary acquisition” (VOERKEL, 2024), a pedagogical project was carried out with students of Business Management at FATEC-Itapira. This initiative culminated, at the end of the semester, in English-language pitches addressing different Sustainable Development Goals (SDGs) as applied to the students' own realities. This teaching-learning process required awareness of the fact that “[...] our relationship with the Earth has been, for centuries, one of exploitation and spoliation, which indicates that, as living creatures, we have been acting completely different from all the others. Our common space is inhabited by several species, yet our species is the only one that destroys” (SILVA, 2021, p.607). This awareness was co-constructed through the students' individual selection of real-world problems experienced in their city, workplaces, or family contexts. Using the active methodology think-pair-share, these issues were mapped onto the most relevant SDGs. Subsequently, students engaged in a systematization task in which each participant wrote about their chosen problem and its corresponding SDG, following a Problem-Based Learning (PBL) approach. This process resulted in a written text that addressed the problem, its causes, and possible solutions. At this stage, it was essential to foster what Silva (2021, p.618) defines as an “implicated literacy”: one that includes and embraces environmental concerns; that grounds pedagogical proposals in the understanding that life on Earth gives rise to life; that perceives the Earth as a vast living organism—a natural discursive space composed of entities that are not merely human resources; and that closely links environmental issues to social ones. Sustainability discourse is often not truly integrated or meaningful. In contrast, the final pitches presented by these future managers, as part of the English VI course project, included relevant and localized topics such as hunger in the Istor Luppi neighborhood and the distribution of “green baskets” by local small farmers through municipal programs; a case of racism involving a player from Esportiva Itapirense during a match; the recurring city floods and the urgent need to preserve the Rio do Peixe river ecosystem; and pet abandonment in the city and the work of the local animal welfare organization UIPA (União Internacional Protetora dos Animais – Itapira branch).

**Palavras-chave:** Sustainability, Language Education, English