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# Diplomamunka

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# DIPLOMAMUNKA

*Global Content in the EFL Classroom: Coursebooks  
and Beyond*

*Globális témák az angolórán: A tankönyveken és túl*

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## **Eredetiségi nyilatkozat**

Alulírott Mráz Borbála (KU84SL) ezennel kijelentem és aláírással megerősítem, hogy az ELTE BTK angol nyelv és kultúra tanára - német nyelv és kultúra tanára osztatlan tanári mesterszakján írt jelen diplomamunkám saját szellemi termékem, amelyet korábban más szakon még nem nyújtottam be szakdolgozatként, és amelybe mások munkáját (könyv, tanulmány, kézirat, internetes forrás, személyes közlés stb.) idézőjel és pontos hivatkozások nélkül nem építettem be.

Budapest, 2025., Április 22.

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## **Abstract**

This thesis explores how the 17 Sustainable Development Goals (SDGs) are represented in the content of B2-level global language coursebooks and how EFL teachers adapt and supplement these. Sustainability issues provide a valuable thematic framework for fostering both communicative language skills and 21st-century competencies. This qualitative small-scale case study aims to address the research gap between theory and praxis related to GCE pedagogy and map possible opportunities for addressing global issues in Hungary's coursebook-driven educational context. To gather data, thematic analysis of two global language coursebooks and semi-structured interviews were conducted. Findings from the research indicate that about one-third of the coursebook texts relate to sustainability, mainly focusing on social and environmental issues. Teachers tend to exploit sustainability-related coursebook content and are open to new practices, though additional training is needed to integrate sustainability into the English language classes.

**Key words:** English Language Teaching (ELT), Global Citizenship Education (GCE), Global Issues (GIs), Content Based Instruction (CBI), Thematic content analysis of coursebooks

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### **Abbreviations and terms**

CBI	Content-Based Instruction
Core Strategy	Keretstratégia
GCE	Global Citizenship Education
GI	Global Issues
IGOs	Intergovernmental Organisations
EFL	English as a Foreign Language
ESD	Education for Sustainable Development
SDG	Sustainable Development Goals
NGOs	Nongovernmental Organisations
NCSD	National Council for Sustainable Development
NFFT	Nemzeti Fenntartható Fejlődés Tanácsa

### **Global Content in the EFL Classroom: Coursebooks and beyond**

It is a widely held belief that education should prepare young generations for the challenges of the 21st century, which is a responsibility that also falls on foreign language teachers. Apart from teaching about the language and practising target language structures, time and attention should be devoted to meaningful content and the development of life skills. The GCED (Global Citizenship Education) movement emerged roughly a decade ago to cater to educational needs, aiming to develop open-minded, critically thinking, curious, locally and globally well-informed, socially and environmentally respectful and responsible individuals (UNESCO, 2015). Education and, therefore, language teaching should contribute to developing these qualities. Although in theory, there is a relatively wide range of guidelines and materials for classroom implementation, there remains a need to bridge the gap between theory and everyday teaching practice. Therefore, it is a primary concern to investigate how the GCED pedagogy has already been transferred into the coursebook content and the teaching practice and to examine its status within the Hungarian educational context. This chapter will introduce the study by first discussing the background and the content, followed by the research problem, the research aims, objectives, and questions, and the significance of this research.

Teaching about global content in the EFL classroom cannot be regarded as a completely new phenomenon; it has been discussed in English Language Teaching (ELT) with varied intensity since the 1980s. Throughout the last two decades, global issues, along with the development of global skills, have received considerable attention and have become part of different pedagogical frameworks, lately the GCED movement. Recently, considerable research has been conducted worldwide to explore the thematic background and the possible pedagogic implementations of sustainability education. Astawa and her co-authors (2024) provided an overview of the emerging trend of research into global issues and education for sustainability in the EFL classroom. According to their systematic literature analysis, 25 studies have been carried out in the course of five years between 2018 and 2022; mainly, these came forth in the Asian context at the tertiary level of education. In recent years, some studies on teaching global content and sustainability education have also appeared in the Hungarian context. These are mainly concerned with the theoretical background of teaching sustainability issues either in general (Mónus, 2020; Varga, 2009) or in the foreign language classroom (Orbán, 2007). Some recent studies delve into global language coursebooks' sustainability and environmental content (Rácz, 2019; Rácz, 2020; Rácz, 2022). Perhaps the

most comprehensive picture of the Hungarian stand on global citizenship education is provided by a recent doctoral thesis (Divéki, 2024), which examines teachers' beliefs, approaches and classroom practices on large samples across the secondary and tertiary educational levels. Research has been carried out on global issues and practices related to the GCED movement. Several studies have also focused on the thematic content of coursebooks related to environmental and sustainability issues (Akbana & Yavuz, 2022; Lasekan et. al., 2023; Rácz, 2019; Rácz, 2020; Rácz, 2022; Suwaed, 2023; Veszelinov, in press). However, little is known about how teachers engage with the content they use daily. In the Hungarian context, no research has been conducted with such an agenda. An investigation which combines these two aspects, notably content analysis and teachers' views, is of valuable importance, as these two factors strongly influence what is learned and how it is taught in the classroom.

Therefore, the overall objective of this thesis is to give an account of the most emergent topics, the relevant learning materials, and the ways of adaptation related to the teaching of sustainability issues. The thematic aspect is vitally important, as any type of learning occurs in context. Therefore, the development of the above-mentioned skills and qualities should also be embedded into the thematic background. Consequently, this thesis will revolve around meaningful content through which global issues can be thematised in the EFL classroom and how the sustainability content in these language coursebooks impacts Hungarian EFL teachers' classroom practice.

In order to address this issue, this thesis paper sets an objective to measure the prominence of sustainability issues in coursebooks and examine across which skills and text types these topics are thematised. Teachers' perceptions about sustainability and their approach to these sources will be investigated as another objective. In alignment with the above-presented research objectives, this paper aims to address the following research questions:

1. Which of the seventeen Sustainable Development Goals (SDGs) occur as topics in the reading and listening texts of the fourth edition of the English File and Gateway to the World coursebooks at the upper-intermediate (B2) level?
2. How do SDGs appear as topics in the above-mentioned coursebooks?
3. How do Hungarian EFL teachers address global issues in their everyday teaching practice?

By seeking answers to the above-mentioned questions, this study hopes to contribute to the body of knowledge in the field of ELT, especially to the pedagogy of GCED, by offering some insights into the types of content and the way they are addressed in some of the Hungarian secondary schools during the English classes. Not only does this paper aim to benefit academia, but it also provides real-world value to secondary school teachers by providing valuable resources based on the literature and the findings and drawing their attention towards gaps in coursebook content as an opportunity for supplementation.

This thesis paper is composed of six main thematic sections. In this first introductory part, the context of the study has been introduced. The research objectives and questions have been identified, and the value of such research has been argued. The paper continues with a review of the relevant literature, where key terms related to sustainability pedagogy will be introduced. It will then go on with the presentation of the theoretical framework of the research by the justification of the research approach, the discussion of the research design, and the description of the research. The fourth section is concerned with the elaboration of the research findings along with the research objectives. The penultimate section draws upon the discussion of the findings. Lastly, some limitations and pedagogical implications will be discussed, and further research areas will be identified in the conclusion section.

## **Review of the Literature**

### **Globalisation and Education**

This section provides brief theoretical insights into the basic concepts related to the global educational movement. To this end, it is necessary to discuss the definition of globalisation and describe some of its characteristic features, as it has immensely influenced how school subjects are taught and learnt. In the second part of this section, more light will be shed on its relation to education.

Scholars approached globalisation as an immensely complex phenomenon by using different metaphors. Consequently, four possible perceptions will be touched upon. Holm & Sorensen (1995) describe the modern global reality as a “world of variation and differentiation” (p. 1), which refers to the permanent change brought about by technical development. Scholars frequently refer to this feature as the dynamic nature of globalisation (Snarr, 2021; Steger, 2003). Molina and Lattimer’s (2013) metaphor about “the world (...) becoming increasingly flat” (p. 414) depicts a different view on the effects of globalisation, which illustrates not only increased mobility but also a notion of uniformity. Additionally, Snarr uses the image

of a “shrinking world” (p. 3), which refers to the sense of proximity owing to interconnectedness and rapidly surmounted physical distances between goods, services, and people. The image of reduced distances resonates with the concept of the “global village” (Cates, 2002, p. 42), which refers to a closely connected community that shares both its benefits and challenges. These perspectives alone capture the most essential aspects of the globalised world, such as its dynamic nature, complexity, interlinked connections, and mobility.

Originally, globalisation as a technical term is credited to Theodore Levitt, who initially used it in the economic discourse. According to Steger (2003), the term *globalisation* was established in the 1960s and became a widespread and fashionable expression that circulated and generated debates across different contexts. As he describes, the word gained multiple explanations through different discourses so that it can be understood in a versatile manner, such as “a process, a condition, a system, a force, and an age” (p.7). Holm and Sorensen provided a universal and concise definition of the term. According to them (1995), globalisation is “the intensification of economic, political, social, and cultural relations across borders”, which has been mainly promoted by technical advancement (Holm & Sorensen, 1995, p. 4). This conceptualisation implies that the growing interactions between different nations and countries are not an entirely new phenomenon; simply, their impacts are magnified in all walks of life. Pike and Selby (1988) claim that global interdependence is not only a characteristic of our modern world, as the interdependencies of the natural world outdate human existence. They bring multiple examples of how different people, nations, and continents became interlinked throughout exploration and colonisation. The nature of these early manifestations of global connections changed drastically due to the advancement of technology, as it has increased “its degree of frequency, its depth and its scope” (Pike & Shelby, 1988, p. 3). Steger (2003) argues that even though technology is an important driving force for the process of globalisation, its impacts go beyond the dimension of ecological development; it has gained widespread presence through different dimensions. Scholars generally identify four key dimensions of globalisation: the economic, the political, the cultural, and the environmental. These areas cannot be treated in isolation; they are deeply intertwined. In summary, globalisation is a constantly evolving, multifaceted phenomenon driven by technological advancement that reaches beyond the economic dimension by encompassing political, cultural, and environmental impacts.

The subsequent paragraph gives an insight into how education responded to global interconnectedness, highlighting paradigm shifts in educational practices.

The first and most important transformation describes the shift from nation-state-dominated education towards one that is internationally connected and influenced by global standards. Molina and Lattimer (2013) note the importance of the “internationalizing education”, an initiative that appeared in higher education after the Second World War, owing to the expansion of commerce and demographic movements (p. 414). In contrast, lower-level education was still influenced by national standards at that time. Bourn (2014) dates the appearance of the global outlook in education back to roughly a century ago, although these early practices were related to missionary activities and colonial intentions. These ulterior motives, the scholar claims, became less prevalent only after the Second World War, when the nationalist colonialist perspectives were gradually abandoned in favour of international viewpoints (p. 9). The foundations of the global educational movement have been significantly shaped by *International Organisations* (IOs), which act as “legitimate, impartial, expert-like entities” and “central players in the global discourse” (Niemann, 2022, p. 128), and they yield formative power at different levels of education. They also contributed to the publication of official reports and documents promoting global education, such as the Brundtland WCED report from 1987, the United Nations Millennium Declaration from 2002, and the 2030 Agenda for Sustainable Development published in 2015.

Not only did globalisation impact school curricula and educational policy, but also the different platforms for learning foreign languages. Owing to technology, native and non-native speakers, teachers, and students from distant corners of the world can easily connect to acquire or exchange knowledge through online platforms, virtual classrooms, and online language courses. The increasing availability of online materials and opportunities has brought about a shift towards informal and non-institutional learning environments, which leads to broadened opportunities for acquiring a foreign language and, therefore, contributes to lifelong learning.

It is also noticeable that there is a changed attitude towards the notion of information. As early as the beginning of the 1980s, Masuda (1980) noted the following thought related to *information society*: “the production of information values and not the material values will be the driving force” (p. 29). The author draws a parallel between the industrial and the information society. This trend has evolved with the presence of the Internet and the

emergence of generative Artificial Intelligence, which has yielded the accessibility of information. Consequently, there is an urgent need for skills to use and manipulate the acquired information. Projecting this onto education, the development of practical life skills is required rather than only the transmission of declarative knowledge. Various terms are used to address these skills, such as *21st-century skills*, *transversal skills*, *generic skills*, or *transferable skills*, which incorporate critical and innovative thinking, inter- and intrapersonal skills, global citizenship, and media literacy skills (UNESCO IBE, 2013).

Among others, these educational paradigm shifts can provide a viable response to the global educational movement, which aims to empower future generations with appropriate skills and knowledge to respond to the issues caused by worldwide interconnectedness.

### **Global Education Movement**

This section aims to provide a brief overview of the stepping stones of its evolution and the main trends of the global educational movement, both in its worldwide and Hungarian context.

The global education movement dates back over 50 years, when the importance of multilateral cooperation in environmental protection reaching beyond professionals was highlighted at the 1972 UN Conference in Stockholm. Around this time, the first policies were followed by the Development Educational Movement in the UK and North America, parallel to the decolonisation process, and these were later expanded to other Western European countries (Bourn, 2015). This programme focused on global content and promoted aid for countries in need. The next significant milestone is the publication of the Brundtland Commission Report *Our Common Future* (1987), which laid the basic principles for sustainable development by defining it as a development which “meets the needs of the present without compromising the ability of future generations to meet their own needs” (Brundtland, 1987, 3.27).

At the turn of the century, a new framework, the *Millennium Development Goals* (MDGs), was established, which can be viewed as a further step towards taking action; it included only eight targets and mainly aimed towards eliminating poverty in developing countries. Parallely, there appeared to be different branches of “emergent” or “adjectival education” (Bonal & Fontdevila, 2017), such as Anti-Racist Education, Civics Education, Human Rights Education, Media Education, Multicultural Education, Life Skills Education, Peace Education and the list goes on (UNESCO, 2012). Such educational initiatives aimed to

respond to globalisation and its processes (Bonal & Fontdevila, 2017). A few years later, the MDGs were revised and extended into a new goals framework, which was prepared at the Rio UN Conference on Environment and Development in 2012.

### ***Sustainable Development Goals (SDGs)***

The new interdisciplinary goals framework is part of the *Agenda 2030* initiative, which is “a charter for people and planet in the twenty-first century” (UN General Assembly, 2015, p. 12) and offers a collective global plan for positive environmental, social, and developmental change. Additionally, it also provides a future perspective for the global pedagogical movement. The framework sets out 17 Sustainable Development Goals (SDGs) to reduce poverty, reinforce global peace, and promote sustainable lifestyles and practices in the world by the year 2030. See the comprehensive list of the goals in Appendix A.

This paper is closely connected to SDG4, Quality Education, which is seen as the leading force affecting significant societal changes. Education’s transforming power is also included in target seven, visible below, which is of particular relevance to this research.

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development (UN General Assembly, 2015, SDG4, target 7, p. 17).

The SDGs provide a transparent framework for making changes in everyday practices and offer learning opportunities, as they can be translated into topic areas in the EFL classroom. These targets are manifested in two pedagogical movements, namely, the *Education for Sustainable Development* (ESD) and *Global Citizenship Education* (GCE). The two concepts count as a “global movement, legitimised by the United Nations” (Starkey, 2023, p. 62) and can also be understood as two consecutive developmental stages of the same educational movement. Consequently, references will be made to the GCE in this paper. The approach combines global education and citizenship education; therefore, it unifies different alternative pedagogical approaches such as peace education, human rights education, multicultural education, and education for sustainable development. Starkey (2023)



describes GCE as a normative humanist project that is founded on cosmopolitan and fundamental human rights values. He also adds that it is a transformative approach, challenging stereotypes and superior discourses and aiming for positive societal change. Furthermore, GCE provides a holistic, interdisciplinary approach to education, and as a participatory approach, it supports learner-centred education (UNESCO, 2015).

The GCE approach is transferrable to foreign language instruction, as it is “...part of a humanistic education that encourages intercultural communication based on equality” (Starkey, 2023, p. 72). Jackson (2023) highlights foreign language learning as a key strategy, in addition to others, for strengthening individuals' sense of belonging as global citizens. This is in alignment with Starkey's (2023) statement that language learning pedagogy has a vast potential to develop citizenship skills, as communicative language teaching is based on democratic values. On the one hand, it has the advantage of having a somewhat flexible content space compared to other school subjects (Cates, 2002). On the other hand, students can encounter intercultural issues and cultural differences through learning a foreign language, which brings a deeper understanding of the foreign and the familiar (Jackson, 2023). Furthermore, language can serve as a tool for self-expression, respect, interaction, and acts (UNESCO MGIEP, 2017). Among foreign languages, English as a global language has a special role. Due to the processes of colonisation and globalisation, it has become the basic means of political, economic, and cultural interaction between individuals, multinational groups, and organisations (Crystal, 2003). In EFL language pedagogy, as he notes, this led to the critical approach towards *native speakerism* and the support of World Englishes Education, promoting diverse voices of the Anglophone community.

### ***The Hungarian Context***

Before the turn of the millennium, there were only a few initiatives towards environmental protection and education. The massive extension of general environmental laws in the 1970s slowly brought about educational policies with an environmental focus in the 1990s (Mónus, 2020). The focus gradually shifted from environmental protection to sustainability during the noughties. The following quote from Mónus' study (2020) captures this shift between two concepts well: “the focus has shifted from environmental protection to the protection of nature and societies together” (p. 26). A significant stepping stone was the establishment of the Nemzeti Fenntarthatósági és Fejlődési Tanács (National Council for Sustainable Development) as the first sustainability-related body in Hungary. This organisation set and

reflected localised targets of the global aims in the Keretstratégia (Core Strategy) and reacted to the *Agenda 2030* initiative with a document with an educational focus, namely with the *KONCEPCIÓ*. It evidences the country's willingness to support education for global responsibility; furthermore, it acknowledges that learners need to be equipped with the required skills to contribute to a sustainable world and fight against injustice and poverty (HAND Association, 2016). Even though this document marks a convergence towards sustainability practices, it also draws attention to the fact that ESD is still not infused throughout the entire educational system, and good practices need to be circulated to gain more attention. A similar trend was stated in Varga's (2020) report, highlighting that even though sustainability education has gained momentum in both pedagogy and policymaking for more than two decades, it has less impetus in implementation. A recent report of the NFFT still carries a similar message: "Our country (...) continues to face a sustainability crisis (...). Poor sustainability performance today means poorer socio-economic well-being tomorrow..." (Fenntartható Fejlődés Bizottsága, 2022, p. 8).

Challenges at both the societal and educational levels are to be surmounted to bring about transformative change towards sustainability in Hungarian society. Hungarian research highlights the following deficiencies related to the local incorporation of GCE. Firstly, there are some shortcomings at the system level owing to the conservative and centralised educational system (Varga, 2009) along with the Matura requirements, which overwhelmingly focus on lexical knowledge (Mónus, 2022). Another issue is the imbalance of sustainability focus at the different levels of education, which shows a decrease from kindergarten to secondary school (Mónus, 2019). Moreover, there is an emergent need for developing a body of pedagogical research on the implementation and sustainability-related professional training of in-service teachers (Mónus, 2022; Varga, 2009).

Despite the above-mentioned challenges, there is an increasing number of initiatives related to sustainability in both formal and informal contexts (Varga, 2009), such as a growing network of Eco-schools (Ökoiskola hálózat), or the recent introduction of an optional standard-level Matura exam in Sustainability as a school subject, or the launch of the compulsory School Community Service programme (Közösségi szolgálat) at the secondary level to promote students' involvement in community experience and social responsibility and contribute to the European volunteering culture (Magyar Közlöny, 2012). Outside institutional boundaries, students can participate in thematic weeks with projects and talks

such as the Global Education Week organised by Project Everyone, or the *Világ legnagyobb tanórája* (World's largest lesson), which is the local event of the European Sustainable Development Week (*Fenntarthatósági Témahét*) taking place annually every spring. Even though these opportunities are not strictly related to language learning, they can impact students' knowledge, skills, attitudes, and broaden their perspectives towards a sustainable life, both at the local and global levels.

### **Global Content in Foreign Language Instruction**

The present section outlines different forms of content related to global issues, which presupposes a thematic approach to language teaching in alignment with language skills development and 21st-century learning outcomes. First, the possible thematic areas will be elaborated on, followed by the various sources of content.

#### ***Global Topics***

Topics in general have a pivotal role in communicative language teaching as they offer a thematic focus along with classroom practice. Language structures should not be taught and learned for their own sake, but rather for constructing meaning, which can contribute to students' communicative skills and ability to use the language proficiently (McIntire, 1996). Not only can meaning serve as a frame to cater for lexis and grammar, but it can also appear as a motivating factor for students. Harmer (2007) also mentions its organising function, as they establish connections between activities or sequences of lessons. Therefore, he notes that they function as “thematic threads” (p. 376).

In the following section, *global topics* are put under scrutiny. In the last two decades of the 20<sup>th</sup> century, numerous research articles emerged around global issues. They were defined as “problems in the world” (Mark, 1993) or “issues of global significance” (Anderson, 1996). Pike and Selby (1988) provide a more detailed term, which is “a contemporary phenomenon affecting the lives of people and/or the health of the planet in a harmful or potentially harmful way” (p. 22). While this definition highlights natural and human dimensions, the description appearing on the website of the United Nations calls attention to cooperation beyond national borders. Accordingly, these are “issues that transcend national boundaries and cannot be resolved by any one country acting alone.” (United Nations, n.d.).

Similarly, the research study of Akbana and Yavuz's (2020) into teachers' understanding of the term highlights the interconnectedness of such issues, as they mutually affect the environment, society, economy, peace, and gender.

Global issues can be easily incorporated into the sustainable educational framework, as their relation can be made transparent by interpreting the seventeen goals as key topics. These themes belong mainly to the knowledge learning dimension of the framework, and their detailed description appears under the learning objectives for ESD (UNESCO, 2017). Rieckmann (2018) proposes four key global issues based on their worldwide and long-term relevance: climate change, biodiversity, sustainable production and consumption, and poverty reduction. These global topics are prioritised and touched upon differently in the EFL classroom. Research shows that out of these four thematic fields, environmental issues are included the most (Akbana & Yavuz, 2022; Divéki, 2022; Orbán, 2007; Suwaed, 2023). Other themes appearing frequently in textbooks include cultural issues, global connectedness and citizenship (Rácz, 2022), public health (Suwaed, 2023), climate change (Divéki, 2024), and health and wellbeing (Arslan & Curle, 2021; Divéki, 2024). Research data shows that human rights, peace, and social issues are less prevalent (Suwaed, 2023), and there is also an almost complete negligence of context-sensitive issues, which are contemporary local politics, sexual orientations, and sex education (Divéki, 2024). In both cases, the reason for avoidance is sensitivity or even the taboo nature of these issues. Teachers tend towards global topics with neutral interest (Suwaed, 2023), though the critical discussion of controversial issues can contribute to the development of thinking skills, such as information processing, reasoning, enquiry, creative thinking, and evaluation (Oxfam, 2018).

A few words should also be made on the rationale behind incorporating global issues into EFL classes. Firstly, the incorporation is beneficial both at a personal and societal level (McIntire, 1996). Pike and Selby (1988) claim that these issues provide a “a journey inwards and a journey outward” (p. 4), which implies that while students expand their horizons and experience the wider world, they can also learn about their place at a local level. Therefore, working with global and local topics contributes to intercultural learning. Secondly, more scholars highlight the motivational impact of global or controversial issues when they are implemented into the mainstream syllabus (Banegas, 2010; McIntyre, 1996). In addition, these contribute to students' communicative abilities and help them toward an informed decision-making process (McIntyre, 1996) and responsible actions.

The question might arise: What should be the basis for opting for particular global issues when teaching a foreign language? Yakovchuk's (2004) research showed that the reason for the topic selection can be manifold. Based on her interviews with 21 EFL educators, participants mentioned the importance of local relevance (6), available resources (4), educators' background knowledge (3), the practicality of the topic (3), and cross-subject connections (1). Above all, one category was mentioned unanimously as the major criterion influencing their decision: learners' characteristics, including age, language competencies, needs, background, and relevance to their life (Yakovchuk, 2004). This result supports teachers' learner-centred approach (UNESCO, 2015), which also plays an important role in SDG pedagogy. Divéki's (2024) comprehensive research pointed out other important features of selection, such as preparation time on the teacher's behalf, rapport with students, working dynamics with the particular group, and students' sensitivity to certain topics.

### *Approach to Topics*

This section provides some information on a pedagogical approach and some principles for approaching global issues in the classroom. A pedagogical approach that revolves around teaching the language through topics is called Content-Based Instruction (CBI), which was established in the 1980s. It promotes practice-oriented language learning, and it can be defined as "learning through the study of subject matter" (Leaver & Stryker, 1997, p. 5). Therefore, foreign language learning encompasses more than learning about the structure of a language and its vocabulary; it aims towards holistic learning, claim the scholars. Ur (2012) gives the following definition for content-based materials: "texts which contain content, which is useful to learn in itself, rather than just a medium to display language" (p. 220). Although many classroom realisations of CBI exist, two of those seem applicable to the context of this research. Firstly, students should approach these topics through sheltered content, which promotes students' content learning by making the language of the materials more accessible (Davies, 2003). Another possible realisation, which is mentioned by the same author, is theme-based instruction aiming at both content and language goals, including coursebook implementation. Along with the CBI instruction, there follow some practical guidelines on how to embed global content into classroom practice effectively. Firstly, issues should be dealt with by highlighting links of interdependence (Rieckemann, 2018) and aiming for "stereotype-breaking" (Gray, 2010, p.172). Such presentation of topics can be fostered by the text-based approach, which also implies discourse-level tasks (McIntyre, 1996). Connected to this, content should generate communication gaps which foster learners'

engagement to exchange opinions or have meaningful interactions or discussions in a safe and democratic classroom environment (Rieckemann, 2018). Open-ended questions are a possible invaluable tool for cultivating such conversational opportunities (Starkey, 2022). Ideally, an “open content space” is initiated in the classroom, which enables students to contribute to decision-making about content and participate in the selection process (UNESCO MGIEP, 2017, p. 158). All these principles can contribute to shared thinking and opportunities for meaningful interactions in the classroom.

### ***Global Content of Coursebooks***

*Global content* is an overarching term that includes materials addressing global issues with the purpose of developing global learning skills and attitudes. As will be demonstrated in this section, the concept may extend beyond the confines of the coursebook-oriented approach and occur in various forms. The literature review follows along the following two categories: the coursebook-dependent and independent method, which emerged in Akbana, & Yavuz’s (2020) research study on coursebook implementation.

*Language coursebooks* as such are viewed as fundamental documents for transmitting global content in this study. Undoubtedly, ELT is “coursebook-driven” (Jordan & Gray, 2019, p. 445). Yakovchuk (2004) states that ELT can be described as a textbook-dependent teaching culture, as the decisions rely on the publishers of textbooks. Here follows some roles of coursebooks. They are more than the source of language input and tasks for skill development. They are realisations of educational policies and curricula; consequently, they are educational political constructs. They select knowledge and competences, which should be developed and passed on. Therefore, they reflect the educational canon and conserve mainstream trends (UNESCO MGIEP, 2017). As “instruments of control”, they represent accountability and contribute to measurable progress (McGrath, 2016, p. 14). They are also “cultural artefacts”, carriers of cultural content, though this represented culture is a specific outcome of the authors’ and publishers’ careful construction and selection process (Gray, 2000, p. 274). Some scholars question the cultural authenticity and multicultural representations of coursebooks, as they mainly show only a dominant picture of the target culture and can be characterised by *native speakerism* (Gray, 2010; Mishan, 2021). Gray (2010) also describes ELT global coursebook as a “promotional commodity”, which is created along commercial principles and to a lesser extent along ethical or educational purposes (p. 175).

Coursebooks, as nationally, internationally, or globally distributed products, can also address different communities and target groups. The research literature distinguishes localised, national, international, and *global coursebooks* (López-Barrios & de Debat, 2014). At this point, it is important to highlight that this global nature of coursebooks refers to the intended target group and should not be confused with global content. They are also referred to as “mainstem coursebooks” (Banegas, 2010) or “General English Courses” (Jordan & Gray, 2019). According to Tomlinson, it is a “coursebook which is not written for learners from a particular culture or country, but which is intended for use by any class of learners in the specified level and age group anywhere in the world” (Tomlinson, 2011, p. xii). In the following section, the most important features and the rationale for using global coursebooks will be discussed.

One notable feature is that they are “easily recognized, tangible product(s)” (Jordan & Gray, 2019), with a high level of face validity; therefore, they are valued as “proper” learning materials embodying the aimed “knowledge” (Mishan, 2021). These beliefs have a basis because they follow CEFR guidelines, provide learning objectives (Mishan, 2021), and, owing to the well-structured syllabus and units, they provide a sense of direction and continuity (Jordan & Gray, 2019; Mishan, 2021). As Mishan (2021) highlights, they can reduce teachers’ workloads as they mainly come in packages with different components, bringing along methodological ideas on classroom implementation. As the author puts it, they might build “the main (pedagogical) links to an English-speaking world” (p. 491). All in all, their immense practical benefits are their availability, reliability, structuredness, time and cost efficiency, and convenience.

Despite their popularity, coursebooks are the subject of scholars’ critical voices. It is suggested that they reluctantly follow explicit teaching, the PPP (Presentation, Practice, Production) approach, and a synthetic syllabus (Mishan, 2021), rather than following the latest research findings on second language acquisition (Saraceni, 2013). Their focus should rather be on implicit learning, the so-called learning through doing, and interaction based on scaffolded meaningful content aligned with students’ interests and motivations (Jordan & Gray, 2019). Mishan (2021) also emphasises that they carry an “essentialist view on culture” (p. 5), therefore; the selection of topics is based on “*PARSNIPS*” guidelines which means the exclusion of any unfitting topics such as politics, religion, alcohol, sex, narcotics, -isms, and pork (Gray, 2002, p. 159), even controversial issues with sustainability focus. Instead, they provide trivial topics, such as food and drink, transport, or shopping (Saraceni, 2013). The

purpose of this selection is to evade any disturbance, offence or disadvantage to any learner group (Tomlinson, 2013). Nevertheless, there are some National Geographic Learning publications, for instance *Life*, *Keynote*, or *21st-century Reading*, which follow an appealing direction towards implementing global content, though these have limited availability, high price, and are not included on the list of recommended coursebooks in Hungary, as noted by Divéki (2024). Another critical aspect concerns the content, which is thought to be limited to the sentence level (Mishan, 2021). Instead of extensive exposure and tasks with higher-order cognitive and affective purposes, they represent small bits of text aligned with gap-filling and matching exercises (Tomlinson, 2023). After all, the main problem lies in the fact that they are “trying to cater for everybody (and) they end up engaging nobody” (Tomlinson, 2013, p. 171). Even though the quality of the product is intended to be remarkable, it does not fit perfectly for the diverse individual contexts, which Mishan's (2001) *Cinderella's slipper* metaphor expresses aptly. It can be argued that the use of textbooks in formal education is inevitable, despite their shortcomings and critiques. However, their potential can be enhanced by the right approach and supplementation with relevant online content.

### ***The Realm of Supplementary Materials***

This section showcases some of the existing supplementary materials relating to global issues and global competencies. The section is divided into two major subsections, which are teaching materials explicitly written for global citizenship education purposes and authentic materials.

In the following, material collections are presented that are designed for ESD or GCE purposes for the EFL learning context. Firstly, Harry Waters' *Renewable English* (2021) is a Spanish initiative providing supplementary materials for a “greener coursebook” with an environmental focus to raise awareness of climate change. The second series surpasses conventional coursebook themes and includes materials for the 17 SDGs in video format. Another valuable resource is Maley & Peachey's (2017) activity booklet of lesson plans, which is a result of a collaboration of several EFL teachers and has been published by the British Council. In another publication (Lim et al., 2023), strong emphasis is placed on cooperative learning techniques combined with global skills development to empower students to work together towards a better future.

Here follows two online collections of resources that extend the SDGs and build on the GCED framework. The Macmillan Education's *ESDC Programme* caters for global



competencies development through a huge collection of task sheets and teachers' notes on the *One Stop English* webpage. These materials transform GCE into an active educational experience and target more than knowledge transmission by including the emotional and behavioural dimensions. The teaching resources are aimed at four age groups, from young pupils, through primary and secondary students, to adult learners (Hadley, n.d.), and include even lower CEFR levels. The other resource is a position paper and toolkit published by Oxford University Press focusing on global skills development. Apart from a theoretical rationale the toolkit offers a variety of activities and techniques to develop global skills, such as the six thinking hats for critical thinking and decision making, the gratitude diary which aims for learner wellbeing and self-reflection or the RADAR method for the evaluation of online sources and digital literacy (Mercer, et al, 2019).

At the end of this section, two additional sources are introduced, which are initially designed for broader educational purposes, though they might serve teachers well when looking for global content. The *World's Largest Lesson* website offers diverse materials, like videos, talks, comics, and books. These suit primary, up to lower-secondary learners at elementary or pre-intermediate level, as they are written in simpler language and include a limited range of vocabulary. Selecting content should be carried out with care, as some of it may not fully reflect students' realities or might appear idealised. The other initiative in this category is a two-volume sustainability coursebook for secondary school students learning in bilingual classes, namely the *Green Planet (Zöld Föld)*. The two volumes gradually gain in thematic complexity: while the first book deals with sustainability in everyday life and awareness shaping, the second one focuses on scientific topics and their interconnected nature (Papp, 2024). Zsolnai (2023) suggests that parts of the material could be utilised for EFL purposes from the pre-intermediate level on. The book provides a wide range of topics which also incorporate local specialities (Papp, 2024), though language developmental activities targeting lexis or grammar are not part of the volume. As Zsolnai outlines, the material serves educational purposes, as the content would be suitable for developing competencies, such as planning, cooperation, observation, creative thinking, research, and communication skills (Zsolnai, 2023).

Resource books and sources specially designed for EFL purposes can be enriched with *authentic materials* on global issues. The concept encompasses “materials [which are] not designed for language learning but overlaid with a pedagogical framework” (Mishan, 2021, p. 3) and “taken directly from the culture being studied” (Leaver & Stryker, 1997, p. 8).

These are mainly products of pop culture, such as songs, films, videos, images, or the media of the target language (Divéki, 2024). Therefore, these can build a real-world connection between the language learners' community, the coursebook material and the outer world. Although Tomlinson (2013) highlights the benefits of deliberately created content for explicit learning, such as the focus on target structures, he also argues that texts rich in authentic features prepare learners for language use outside of the classroom. Therefore, he defined authentic materials as content “produced in order to communicate rather than to teach” (Tomlinson, 2012, p. 162). However, Saraceni (2013) argues that the language classroom needs both authentic and contrived input and output and suggests that the best-case scenario is when texts rich in content are combined with non-authentic tasks to progress language awareness. Here follows some recommendations on possible types of authentic materials: literary texts, biographies, videos, and news articles.

*Literary texts* can contribute to global skills as they are believed to bring intercultural understanding and develop openness towards diversity in linguistic and cultural spheres. Furthermore, it helps by interpreting the world around them (Bermúdez-Martínez & Iñesta-Mena, 2023). Here are some suggestions for literary texts with global content and positive examples of implementation. In one of the resource documents, the African folk tale “Fire, Water, Truth and Falsehood” is recommended to discuss responsibilities, human values and ethics related to sustainability (UNESCO, 2012). Another empirical pilot study approaches the development of global competencies through poems, namely the *Encyclopedia of Alternative Facts* by Brian Bilston (Divéki & Pereszlényi, 2021). The activities of the lesson sequence thematised around fake news, conspiracies and misconceptions and aimed to develop critical thinking, creative writing, debating, and reflective skills.

*Biographies* of change makers, both in written, spoken or video format, could contribute to global learning, as according to English (2017), these inspire and provide positive examples for students on taking action. The *My Hero Project*, as an online media library, is a notable source for inspiring biographies. The initiative gives voice to agents of change around the world. A similar initiative is the *Stories for a Sustainable Future (2019)* booklet, which brings together individual experiences from Europe about sustainable life and aspirations related to each goal. Each story is also accompanied by facts and reflection questions for deeper understanding and thinking about local practices.

The Internet and social media platforms are abundant with *video materials* and recorded talks. However, the approach to these materials makes a difference. At this point, only two initiatives will be mentioned, which can be linked to sustainability and developing global competencies. Firstly, English (2017) mentions TED-ED as an applicable learning platform linking many speakers and educators worldwide with life-changing messages. Not only do they aim to change attitudes by spreading ideas and sparking curiosity, but they also support learners to gain presentation literacy skills. The success of the 2012-launched project is evidenced by the fact that several textbooks of the National Geographic Learning publishing house, such as *Keynote* (2016), *Perspectives* (2018), and *World English* (2020), have incorporated these videos into their course material. Divéki (2024) also incorporates two TED videos about quality relationships and ethical consumption into her classroom study. Another video-related project is Jamie Keddy's *Lesson Stream*, which approaches videos through storytelling activities. The videos serve as the basis for critical interpretations and creative storytelling. Some video lessons thematise issues such as animal welfare, homelessness, physical and mental health, citizenship, bullying, and so on.

Following the *news* at the global and local levels is a habit that is closely connected to GCED and can be built into the classroom practice (Divéki, 2020). As she notes, being educated about the events in the world can impact societal awareness and decision-making processes in everyday life. Therefore, it should be developed into a lifelong learning habit. Online news broadcasting web pages provide a plethora of relevant articles written about current global events. Some websites even cater for a distinct section, such as [Time's 2030](#) section or *The Guardian's* [Climate Crisis](#) or [Global development](#) subject areas, which makes it easier to find appropriate articles. As these news articles are aimed at native speakers, English (2017) recommends web pages such as [Breaking News English](#) or the [Voice of America Learning English](#), which are linguistically and lexically accessible articles based on authentic texts. Moreover, Divéki's (2024) *Happy Broadcast* provides worksheets and approaches global issues through a positive lens, which can contribute to a safe and positive learning environment.

Apparently, there are many types of materials for incorporating global issues; however, perhaps the most effective lessons on such issues depend on external factors, such as the characteristics of the learning group or the teacher's attitude and decisions.

## **Beyond the Content: Role of the Teacher**

As concluded in the previous section, the impact of teaching materials and content mainly depends on teachers' practice of implementation. There is a growing body of research concerning teachers' attitudes towards global content across several learning contexts. (Arslan & Curle, 2024; Attou et al., 2024; Divéki 2018; Divéki, 2024; Kwee, 2021; Suwaed, 2023). The following section describes the most important teacher roles regarding the global dimension of education. A global teacher should not only be a role model but also a global skills trainer, a facilitator, an adaptor, a material developer, and a collaborator.

Teachers “inspire students through their daily lives by becoming active ‘world citizen’ role models” (Cates, 2002, p. 48). This means that global content and skills development will be successful when teachers are deeply involved in the principles they aim to pass on and cater for sustainability at different walks of life, not exclusively in the classroom. Kwee's (2021) research shows the importance of personal experiences, values and beliefs, which can lead to positive commitment towards incorporating SDGs. Additionally, to teachers' commitment, it is crucial to provide an example to showcase global skills for students. In the late eighties, Pike and Selby (1988) had already produced a fairly detailed list of the qualities of the global teacher. In alignment, Divéki (2024) found that the required teachers' competencies are in alignment with the global competencies. In her study, Cordova (2024) highlights that the most important ones for teachers are problem-solving skills, critical thinking, and integrative-multidimensional thinking. Basically, “global teachers are global learners” (Pike & Selby, 1988); therefore, they should pose an example for their students as a source of knowledge and as open and curious lifelong learners. Table 1 shows characteristics of global teachers.

**Table 1**

*Profile of a global skills teacher (Mercer et al, 2019, p. 16)*

Attitudes	Knowledge	Skills
Believes that the purpose of education across subjects is to prepare learners for life more broadly	Understands the global skills descriptors in the learner profiles	Can form dual learning objectives for lessons, integrating both linguistic and global skills
Is open to the idea of broadening the objectives of the English language classroom beyond linguistic competencies	Knows how to conceptualize the global skills as achievable targets for specific learners	Can find and utilize appropriate resources to promote global skills in ELT classes at diverse proficiency levels
Identifies with the notion of being a global skills educator	Is aware of diverse methodological approaches for teaching global skills and is open to putting new ideas into practice	Can identify creative opportunities within curricula to integrate global skills without compromising on other curricular commitments
Has the confidence to explore new approaches to teaching English alongside global skills	Has competence in global skills and can model them in action	Can give effective feedback to learners in order to move learning forward
Is willing to engage in lifelong continuous professional development as a global skills educator		

Teachers might take up the role of a mediator, though the process of mediation can be understood in multiple ways. Firstly, they should mediate between the different needs of learners or even the multiple perspectives during a classroom debate. Secondly, teachers act as “culture guides” (Spelleri, 2002, p. 17). Accordingly, they navigate between the different subcultures related to English and the cultural perspectives between the target language and the students’ local context. Teachers can guide students on their cultural learning paths, by addressing these issues. Moreover, they should be mediators between the coursebook and the learning context; this will be discussed in the following paragraph in detail.

Another important teacher activity related to materials is adaptation. Allwright (1981) argues that though textbooks carry previously made pedagogical decisions, they themselves cannot carry out actions; the content is mainly influenced by management, therefore through the teacher’s decisions and actions, and the students’ intake. As Tomlinson (2013) expresses it, “it is the language teacher who must validate or refute the materials which are developed for the language classroom” (p. 5). Therefore, adaptation is an inevitable everyday process in the classroom, as “materials purposely designed to be adapted later by their users” (Saraceni, 2013, p. 56). It can be understood as an “amelioration” process, which results from savvy and inventive decisions that maximise the potential of the textbook for the benefit of students (Jordan & Gray, 2019, p. 443). Another type of adaptation is the humanistic approach to coursebooks, which caters to considering learners’ interests through personalised materials and including local contexts (Tomlinson, 2013). Teachers as adaptors can also take up the “filter” role (Spelleri, 2002, p. 17), adding the notion of a sheltered environment with comprehensible input, with a certain learning objective in mind. Moreover, teachers can take the role of material writers (Tomlinson, 2013). However, it is rarely the case that the whole curriculum is altered in the interests of sustainability and global education. As Mercer and

her co-researchers (2019) suggest, embedding global content should be realised as a “start small” practice.

Research suggests the role of coordinator and facilitator, which can also break the traditional teacher role as the source of knowledge and therefore foster autonomous learning and a learner-centred environment by becoming the organiser of knowledge (Oxfam, 2015). The role of an “enabler” contributes to the constructive learning process, during which learners, as active participants, co-construct the content of the lesson (Oxfam, 2015, p. 11).

Last but not least, teachers should act as collaborators both with their students, colleagues and school administration within the global educational framework. The embedding of global educational principles was more successful in the case of institutions following a whole-school approach, including formal and informal networks for collaboration and consistent training opportunities, than in traditional public schools, where teachers only work as independent agents (Molina & Lattimer, 2013). Another research highlights the importance of transparent school policy for global education, which is a means of official support, security, and cross-disciplinary collaboration (Kwee, 2021). Divéki (2024) highlights a couple of organisations and platforms that unite like-minded educators and enable sharing practical knowledge on embedding global issues; for instance, *ELT Sustainable*, *ELT Footprint*, or *IATFL GSIG*.

## **Methods**

### **Restatement of Research Questions**

Based on the literature review and the existing body of research, it can be stated that further research is needed on the sustainability content of global coursebooks and their ways of adaptation. This study could contribute to the existing body of research by providing an analysis of recent coursebooks and Hungarian secondary teachers’ perceptions on the adaptation of global issues. To achieve this aim, the following three research questions will be addressed:

1. Which of the seventeen Sustainable Development Goals (SDGs) occur as topics in the reading and listening texts of the fourth edition of the English File and Gateway to the World coursebooks at the upper-intermediate (B2) level?
2. How do SDGs appear as topics in the above-mentioned coursebooks?
3. How do Hungarian EFL teachers address global issues in their everyday teaching

practice?

## Technical Aspects of the Study

### *Approach*

What the nature of research concerns, qualitative (Akbana & Yavuz, 2020), quantitative (Veszelinov, in press), and mixed methods (Suwaed, 2023) investigations exist into this topic. This thesis paper aims at a qualitative approach to data, even though the data itself is both textual and numerical. As a qualitative study, it seeks an in-depth exploration beyond surface-level appearances and amplifies voices from the field. Furthermore, it adopts a perspective that makes it possible to see “through the eyes of the people being studied” (Bryman & Bell, 2019, p. 206). In alignment with these principles, this research aims to show an in-depth analysis of the GCE potential of coursebook content and Hungarian English teachers’ experience with coursebook adaptation in relation to global content. Consequently, the research instruments have been adjusted to a qualitative enquiry. Owing to the limited timeframe, small sample, and population size, this research can be regarded as small-scale research that presents a single case from the field, namely, teachers’ practical approach to the content of global coursebooks.

### *Settings*

#### **Materials**

The first part of the research was based on EFL coursebooks targeting teenagers and young adult learners. During the selection process, three main aspects were considered. The first and most decisive criterion for selection was textbooks, which preferably had not yet been analysed. A considerable body of literature looks into coursebooks’ environmental or global aspects. Most of the research has been conducted on the different editions of the Headway series (Lasekan et al., 2023; Melliti, 2013; Rácz, 2019; Rácz, 2020) and the *New English File* third edition textbooks (Rácz, 2019; Rácz, 2020; Veszelinov, in press). Moreover, there are some analyses on the content of the *Pioneer* (Akbana, 2022; Akbana & Yavuz, 2022; Rácz, 2019), the *Enterprise* (Rácz, 2019), *Travellers* (Rácz, 2019; Rácz, 2020), and *Solutions* (Rácz, 2020) coursebooks. There are some content analyses on local coursebooks from distant corners of the world (Arslan & Curle, 2021; Mliless & Larouz, 2018; Mohammadnia & Moghadam, 2019), though these were excluded from the selection due to their lack of relevance to the Hungarian context. This list also demonstrates that a relatively large number

of global textbooks have been researched on environmental or global citizenship issues; therefore, the selection options were quite limited. The second selection criterion was the coursebook's inclusion in the official public education textbook catalogue, the so-called Hivatalos Tankönyvjegyzék. This is of great importance in the public education domain, as these books are government-approved, widely available, and provided at an affordable price. There is a total of six relevant coursebooks listed for the secondary level. One of these, *Let's do it*, is a local publication, though it was crossed out as it targets high school students learning in special education institutions. There were two coursebooks that had not previously been the subject of content analysis, namely the coursebooks *Gateway to the World* (Macmillan Education) and *Close-up* (National Geographic Learning). However, the latter was excluded, as it is an exam-preparatory course. As a result of the selection process, in addition to the *Gateway to the World* coursebook series, a second coursebook family was selected, namely the fourth edition of the *English File* published by Oxford University Press. The reasons for choosing this publication are threefold. Firstly, research has only been conducted on the previous editions. Secondly, the series is present on the list of recommended coursebooks; furthermore, it is a frequently used material in the researcher's immediate teaching context. Another benefit of this selection is that the analysis provides insight into the approach toward GCED by the two publishing houses.

### **Context and Participants**

The second part of this empirical study included the participation of six EFL teachers (two male and four female) working at six different secondary grammar schools in the capital city of Hungary or its northern agglomeration. Based on their experience level, the participants were divided into two groups. The first group comprised teacher trainees close to graduation (G1). The second group of partakers included in-practice teachers with at least 5 years of professional experience (G2). This division aimed to investigate whether there is any difference in the attitudes and practices of the early-career and in-practice teachers. The selection process of participants followed convenient sampling, though some of the participants were directly targeted to ensure data collection from different contexts. For further information about the participants' background, see the overview in Appendix B.

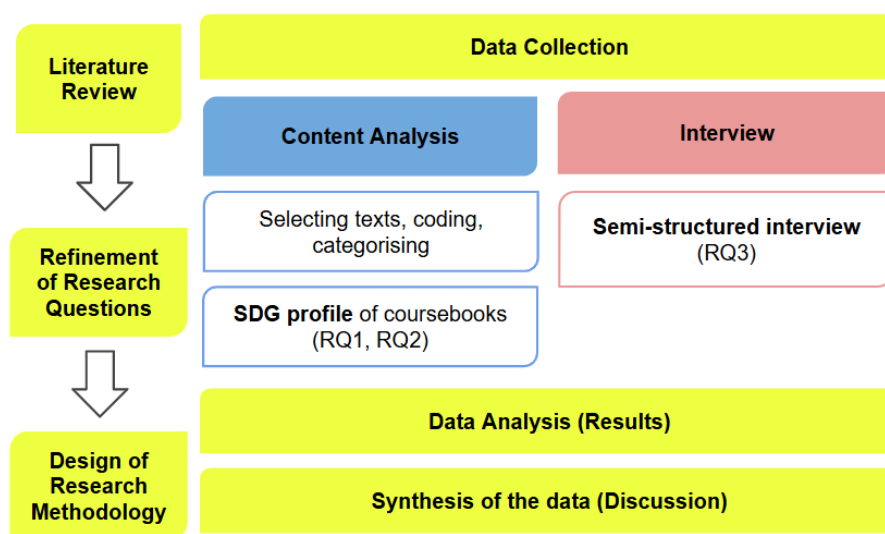
### **Procedures**

This section describes the research methods and instruments for data collection and the data analysis procedure in detail. The following flowchart provides a structured and chronological overview of the research process.



**Table 2**

*Overview of the research methodology.*



### ***Methods of Data Collection and Analysis***

The data collection for this research comprises two major parts. The first part concerns the analysis of the promoted coursebook content on global issues, while the second part investigates its practical implementation, including teachers' perspectives through interviews. This model of enquiry was influenced by Arslan and Curle's (2021) research. The data collection and analysis process followed the constant comparative method, which ensures conclusions drawn from the emergent data through creating connections and categories (Stewart, nd).

During the first part, pre-existing data were collected from coursebooks to examine the salience of SDG-related content in global coursebooks. In general, content as a broad term can include various types of information, though this research focussed on the textual aspect, therefore; contents were interpreted as "topics that texts are about, or that tasks relate to, as distinct from the target language itself" (Ur, 2012, p. 216). In accordance with that, only reading texts and the transcription of listening texts of the coursebooks were selected, as they are the most important carriers of content.

Accordingly, qualitative content analysis was selected, which is a "non-reactive, unobtrusive" process that ensures high validity and replicability (Bryman & Bell, 2019, p. 273). During the thematic content analysis process, the whole textual content of the two coursebooks was examined and coded separately by registering relevant sentences

associated with the 17 goals. As a set of a priori codes, the goals served the purpose of a checklist, ensuring a deductive coding process. A distinction can be established between the isolated sentence-level and the embedded text-level occurrences (Rácz, 2019); here, these were labelled as weak and strong appearances. A weak match was identified when the text had at least one sentence-level reference to the sustainability goals. When most of the sentences referred to one of the topics, this indicated a strong occurrence. In some cases, multiple topics occurred in the texts; therefore, only the most prominent topics were coded to ensure transparency. Following previous research practice, data were organised into coursebook profiles and category profiles (Rácz, 2022). As a result of the coding process, two coursebook profiles were established, containing the findings related to each coursebook. Then, the most important findings were synthesised into a category profile, which resulted in a table portraying the salience of the sustainability goals. The whole-textbook-level analysis aimed to create a general picture of the salience of these topics.

The second part of the research aimed to explore teachers' attitudes and classroom adaptation practices concerning the SDGs. For this purpose, 45-minute semi-structured interviews were conducted both online, via Microsoft Teams, and face-to-face. An interview guide (Appendix E, Appendix F) was designed containing all the questions related to important topic areas, providing a structured yet flexible framework (McDonough & McDonough, 2006) to ensure a consistent course of the interview process. As suggested, the conversations were carried out in the respondents' mother tongue and were recorded with the participants' consent. The recording process promoted full attention to the interviewee and ensured the detailed data analysis (McDonough & McDonough, 2006), furthermore, allowed for the reproduction of original wording (Bryman & Bell, 2019). The interview consisted of three major subsections. After collecting some biographical data on the participants, general questions were asked about the implementation of sustainability topics. In the third part, questions about the main sources of implementation followed. Following the interviews, all recordings were transcribed, and the texts were deciphered either by an AI-based transcription website (Cockatoo) or the service of the Microsoft Office Teams accompanying video calls. The transcriptions, unfortunately, were not included in the appendix section due to their volume, though they can be requested from the researcher if needed. The gathered data were analysed inductively based on the proposed research questions, without pre-set targets. The transcriptions were first skimmed for general concepts, then read line-by-line

with relevant thoughts labelled and coded. After establishing a set of codes, they underwent a categorisation process, and relationships among them were identified.

### *Quality*

This research is qualitative in nature, which also assumes that the reliability and validity may be lower than those in quantitative research (Bryman & Bell, 2019). Nevertheless, the researcher endeavoured to implement techniques to ensure the highest possible quality under the given circumstances during the data collection and analysis. Transparency was sought through the clear description and presentation of data via tables, coursebook profiles, an interview guide, and participants' quotes. The application of different data collection methods aimed at triangulation. Creating an audit trail for the documents of data collection and analysis was also intended to increase the validity of the research (Dörnyei, 2007). In the following, the two approaches of the research are evaluated. The method of coursebook analysis can be characterised by a higher reliability, as coursebooks are a static data source. The analysis was conducted using a deductive coding approach (Frankfort-Nachmias et. al., 2015), which took place at the sentence level. Therefore, this part also offers higher replicability. Regarding the second part, interviews as one-time events, largely influenced by human factors. For instance, participants might provide different answers at different times, or the evaluation of the dataset might be influenced by the researcher's values. However, the researcher sought to enhance the trustworthiness of the process by recording the conversations and verifying the transcriptions for errors. To avoid personal bias, all viewpoints were considered and presented using thick descriptions to enhance the reliability of the data, as suggested by Dörnyei (2007, p. 60). During the analysis of the interviews, inductive coding was used to analyse responses (Frankfort-Nachmias et. al., 2015). In the case of ambiguous responses, the technique of member checking was used, during which some participants were re-contacted following the interview to obtain a clearer and deeper insight into their views (Dörnyei, 2007). Regarding generalisability, this research falls short of this feature, as it can be characterised by a small group of participants and context-specific results. Like in the case of any qualitative research, generalizability is not the primary objective; rather, it aims to present a specific context as detailed as possible (Bryman & Bell, 2019), therefore it should be appraised for its particularity.

## Results

This section aims to provide an objective overview of the findings; accordingly, the order of the research questions is followed.

### Results: Salience of the 17 SDGs in the Selected Coursebook Content

The first research question aimed at an investigation into the salience of the 17 SDGs as topics in the listening and reading content of two EFL coursebooks, namely the *English File* (Latham-Koenig et al., 2022) and the *Gateway to the World* (Spencer, 2021) at the upper-intermediate level. The elaborate results of the coursebook analysis are shown in the coursebook profiles (Appendix C, Appendix D). The most significant results are summarised in Table 2.

**Table 2**

*Representations of SDGs in the two Selected English Coursebooks.*

	GW	EF
Number of units	10	10
Number of texts	97	88
Number of texts clearly related to SDG	48	36
Number of texts clearly related to SDGs at the text level	29	24
Total SDGs mentioned	14	12
Most prominent SDGs	SDG4 (11) SDG9 (2) SDG3 (5)	SDG12 (8) SDG16 (5) SDG4 (5)
Omitted SDGs	SDG1 SDG2 SDG14	SDG2 SDG6 SDG7 SDG9 SDG15

*Note.* GW= Gateway to the world; EF= English File. Numbers in parentheses indicate the number of texts linked to the SDGs.

Altogether 185 coursebook texts were analysed, and about forty-five per cent of these contained at least some sentences or paragraphs thematising sustainability-related issues.

*Gateway to the World* (GW) included more texts overall, and consequently, it entailed more content with SDG-relation; almost half of the texts contained some reference to global issues. In the case of the *English File* (EF) coursebook, the number of occurrences was slightly lower, about forty per cent of the texts carried messages related to sustainability. It can also be noted that the sentence or paragraph level occurrences of the issues are significantly higher in both coursebooks than at the text level. The number of texts addressing sustainability issues as their main topic is relatively lower, only 29 texts in the GW coursebook and 24 in the EF. The length of the texts and the medium of the content, though, differ. The content of these texts was brought into relation to several sustainability goals throughout the course material: out of the 17 goals, 12 occurred in the English File and 14 in the Gateway coursebook. Therefore, it can be stated that various topics are included in the coursebook material at various levels of the texts. There is a difference regarding the top three prominent goals in the two publications. SDG4 (Quality education) appears as the only target playing a prominent role in both coursebooks. It appears not only as content topics but also as crucial skills. Related to this goal, both coursebooks bring up the topic of fake news and make students employ their critical thinking skills. Additionally, GW includes two reading materials about financial literacy, mainly raising students' awareness of how to open bank accounts and avoid debt. As already implied, both coursebooks deal with 21st-century skills, though differently. On the other hand, EF focuses on developing skills for successful communication, therefore, argumentation techniques and advice on public speaking take the centre stage. On the other hand, GW presents a variety of activities related to transversal skills to students at the end of each unit. There are three texts thematising decision making, the importance of transferable skills, and teamwork. Here follows some data on the other prominent goals in both coursebooks. In the EF coursebook, the gathered data points towards SDG12 (Responsible consumption and production) as the most significant goal, which appears along the coursebook in eight reading texts, and out of these, five on the text level. The goal appears mainly in texts about advertising (4) and waste production (1), though the subtopics of slow fashion and throwaway culture also emerged. The second most important goal in this publication turned out to be SDG16 (Peace, Justice, and strong institutions), which mainly materialised in texts about criminal activities. In the GW coursebook, following SDG4, the second most salient topic proved to be SDG9 (Industry, Innovation and Infrastructure), which appeared throughout six coursebook texts addressing versatile subtopics, such as alternative transportation methods, alternative currencies, resilient infrastructures for disaster relief, and graphene as a basis compound for future innovations.

Owing to the five coursebook texts, SDG3 (Good health and wellbeing) was ranked as the third most significant goal manifested in the subtopics of communicable diseases, dietary choices, and promoting physical activities.

Concerning the overall presence of the main domains (social, economic, environmental, and peace and partnership) of sustainability issues, it can be stated that all the domains are represented in both coursebooks to some extent. The significant difference between the sustainability content of the two courses lies in the distortion of the goals among dimensions, which becomes visible in Table 3.

**Table 3**

*Proportion of sustainability domains in the two selected coursebooks.*

	Social domain (SDG1, SDG2, SDG3, SDG4, SDG5)	Economic domain (SDG7, SDG8, SDG9, SD10, SDG11)	Environmental domain (SDG6, SDG13, SDG14, SDG15)	Peace and Partnership (SDG16, SDG17)
English File (2022)	12	2	18	6
Gateway to the World (2021)	20	13	10	5

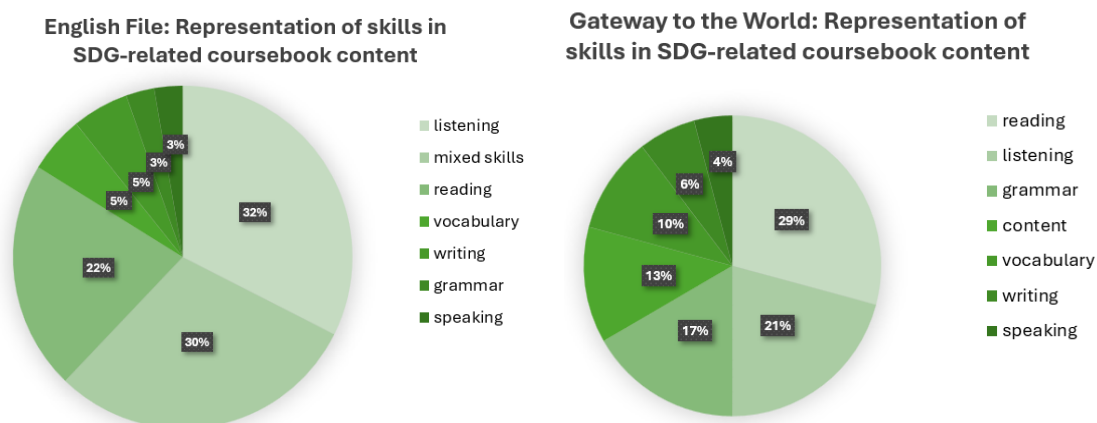
In the case of the GW, data yielded the dominance of texts belonging to the social domain, while the economic and environmental domains are fairly similarly represented. Turning to the EF course, the prominence of environmental issues is clearly visible, while social issues, as the second most frequent issues, are only lower by six coursebook texts. Compared to other domains, even across coursebooks, it becomes apparent that this coursebook family caters the least for issues related to the economy. Across the two coursebooks, peace issues are relatively well represented.

### **Results: Portrayal of Sustainability Content**

This section presents the key findings about the representation of SDG content concerning the language developmental skills and the main text types in the two selected publications in relation to the second research question. The distribution of language skills in the sustainability content of the books is shown in the following two diagrams (Table 4).

**Table 4**

*Representation of Language Skills in the SDG-related Content of the two Selected Coursebooks.*



It becomes apparent that in both cases, content is mainly provided through the development of listening and reading skills, therefore, the receptive skills. Surprisingly, standalone speaking activities about sustainability issues are relatively underrepresented. A main difference between the coursebooks is the additional categories along the four language skills. Most of the activities in EF aim at integrated language skills development, while in GW, most of the content-related skills development appears in isolation, while some texts deliver topic-based content knowledge.

Another perspective on the appearance of global content in coursebooks is the text type. Across the two coursebooks, various text types have emerged, such as articles, podcasts, videos, conversations, internet forums, questionnaires, radio programmes, or expert talks. Apparently, coursebook articles appeared to have a dominating role in both publications. These texts are deliberately written or adapted for language learning purposes based on real-life content. In case of EF texts, the original sources are usually displayed prominently on the coursebook page. This publication's articles are based on original texts from online newspapers, such as *The Guardian*, *The Independent*, or the *Sunday Times*, or websites, like the *Mirror* or the *Metropolitan Police*. Apart from text, video content also appears in both coursebooks, though with less frequency than text. In both cases, videos appear in each unit, though in GW there is the *Great Learners, Great Thinkers* section for video-based learning, which aims at the development of transversal skills linked to topics. Four out of ten videos could be clearly connected to sustainability issues. Another similarity between the coursebooks is the appearance of sustainability-related model texts for productive skills. EF

provides a model for writing an argumentative blog post about the legitimacy of community sentences and a report about urban life. Apart from writing tasks, GW caters for monologic speaking; students are expected to hold a presentation about an influential character in history, and the provided model example heralds the story of the African American civil rights activist, Rosa Parks. Regarding dialogic speaking, students are expected to discuss the fairness and the representation of different social groups when giving film awards. The coursebooks also offer model texts and activities for writing an essay either about the environmental impacts of urban transport or the imbalance of salaries between blue-collar jobs and sportspeople. As for the authentic materials, only EF offers such texts, and only two of them could be clearly linked to the SDGs: Guy de Maupassant's short story *The Necklace* thematising social issues, and an original excerpt from Tim Harford's *Fifty Things That Made the Modern Economy* addressing consumerism.

### **Results: Teachers' Attitudes and Classroom Practices**

The third research question was formulated to gain insight into secondary school teachers' beliefs and everyday practices related to the implementation of sustainability issues in the English language classroom in Hungary. Following the interviews, four subtopics have emerged that provide further detail about teachers' awareness of these issues, both at personal and professional levels, including their preferred or neglected themes and their classroom practices, mainly relating to the use of coursebook material or external sources.

#### ***Personal Attitude***

During the interviews, all the teachers could identify several activities in their everyday lives which can be connected to a sustainable lifestyle. The most salient activities were responsible waste management, (B, E, L, J), responsible consumption of products (E, N, L, B), responsible management of resources, such as energy, waste, water or paper (E, J, L), environmental-friendly transportation (Gy, J, N). The data shows that the environmental dimension dominates, and there were merely two activities mentioned relating to the social dimension, namely the donation of household objects (L) or volunteering for a non-governmental organisation (GY). Only in one case appeared a part-time job activity with an economic focus, which entailed enabling affordable housing opportunities (Gy). As the data shows and one participant highlighted, activities promoting the environment directly seem the most comprehensible in participants' everyday life, while contributing to economic



development as an individual is more difficult.

### ***Professional Attitude***

Interview responses point towards a minimal engagement with sustainability-related articles for professional developmental purposes, and most of the reading habits target broadening background knowledge on global issues. Two participants mentioned encountering sustainability-related issues when reading the news (L, B). One participant highlighted that related coursebook content gives her inspiration for researching some issues on the Internet (J). Only two younger participants admitted to having read a few articles on the pedagogy of GCE during their university studies. As for the sustainability-related pedagogical events and training, none of the teachers has participated in any such events. One interviewee emphasised the gap in training opportunities.

This section presents results on teachers' general attitude towards teaching sustainability issues, divided into the following subtopics: some general assumptions, subject-specific beliefs, benefits, and challenges.

Regarding the first category, most participants deemed teaching about sustainability issues very important (B, E, J, N). Janka highlighted that "this is the world we are living in", so raising students' consciousness is of great importance. Bertalan also added that environmental sustainability is included in the main teachers' competencies, as he put it: "It is somewhere our duty imposed by the Ministry of Education to promote this as teachers." However, two participants shared that these issues get more emphasis in scientific subjects (L, GY), though they acknowledged the importance of teaching about such issues. Luca shared that these issues in the EFL classes have rather "a function of reinforcement" for the previously learnt knowledge in subjects. Gyula voiced that during the English lessons, the development of debating and communicational skills gains more weight than teaching scientific content, given the nature of the subject.

What the subject-specific beliefs concerns, several merits were identified regarding the incorporation of global issues, such as the enhanced oral performance at language exams (B, E, J, L), the acquisition of subject-related vocabulary (L, N), the benefits of open-content-space which brings along a greater freedom in content choice (N) and opportunities for open discussion and voicing opinions (GY, E). Moreover, the double role of language was noted, allowing for both language development and cultural sensitisation (E). These results indicate

that learning about global issues can contribute to students' content knowledge, language skills, and personal development.

Participants raised their concerns related to teaching sustainability issues in the EFL classroom. The following challenges were voiced during the discussion: content-related vocabulary (E, GY, J, N); students' interests (B, E, GY) and their background knowledge (B, E), overrepresentation of these topics (E, J), and group dynamics (N). Firstly, four participants highlighted learners' difficulties with specific vocabulary: content-related technical terminology (E, J, N, GY) or functional language for argumentation (GY). Another point of concern was students lacking interest in these issues, which might be caused by the absence of personal connection or relevance (B, E, GY), omission from the coursebook (GY), and lack of assessment (GY). There were some thoughts on raising interest towards these issues, among these emerged the teachers' responsibility to respond to students' knowledge gap (E) and the consideration of students' learning goals and needs (B). As another factor leading to boredom, two participants highlighted the excessive presence of some issues (E, J), which might become platitudes when they are dealt with constantly (J). Finally, some tensions might arise in group dynamics when debating delicate issues. Connected to the clash of viewpoints, Bertalan raised the importance of an open and critical mindset, which implies that in the group, "We are not talking about sacred truths, but about alternatives". Tied to that, Noémi highlighted the importance of creating a safe space in her classroom, where different voices can be shared and discussed comfortably.

### ***Topics***

This section summarises language teachers' responses related to global issues. The following subtopics are addressed here: teachers' general associations with global issues, their familiarity with the 17 SDGs, the appearance of these issues in their classroom practice, and sensitive issues.

Participants' general associations for sustainability issues show that environmental issues dominate. Teachers mainly associate issues of waste production and collection (B, E, L, GY), pollution (B, L, GY, N), and everyday consumption habits (B, E, L, N). Some ideas emerged related to the social domain, for instance reducing poverty (N), factuality of news (J) and the development of communicational and debating skills (Gy), though significantly lower in number. Issues associated with the economic domain show similar prominence. Participants

mentioned renewable energy sources (B), life cycle of electric devices (B, GY), and impacts of technology and innovation (Gy) as possible topics with an economic focus.

Following these initial impressions, the interview required respondents to give information on their familiarity with the 17 Sustainable Development Goals. A divided response pattern emerged. Half of them have never heard of this framework, and those who answered with a yes, only knew these targets at the level of mention. Despite the varied familiarity with the sustainability goals, all respondents successfully linked these targets to their previously taught topics. Based on the data collected from the interviews, Table 5 demonstrates the salience of these topics in the participants' teaching practice, as visible below.

**Table 5**

*Prominence of SDGs in Participants' Teaching Practice*

<b>Prominence</b> (number of mentions)	<b>Name of the SDG Goal</b>
high (5)	SDG11 – Sustainable Cities and Communities SDG12 – Responsible Consumption and Production
medium (3)	SDG3 – Good Health and Well-being SDG5 – Gender Equality SDG13 – Climate Action
low (1 or 2)	SDG1 – No Poverty SDG2 – Zero Hunger SDG4 – Quality Education SDG8 – Decent Work and Economic Growth SDG10 – Reduced Inequalities SDG14 – Life below Water SDG16 - Peace, Justice and Strong Institutions
no (0)	SDG6 – Clean Water and Sanitation SDG7 – Affordable and Clean Energy SDG9 – Industry, Innovation and Infrastructure SDG15 – Life on Land SDG17 - Partnerships for the Goals

During the conversations, all the participants linked previous classroom practices to at least four of the issues and justified their topic choices by giving a detailed description of practices, activities, and projects. Even topics with low prominence were linked to valuable

classroom adaptations. Some of the relevant subtopics and topic-related comments are summarised. In relation to SDG11 and SDG13, two participants highlight that these frequently appear in the thematic content of language examinations and coursebooks. In case of the latter goal, respondents also highlighted the different thematic depths, both the importance of bringing this issue at the personal level (B) and international partnership, therefore its global connectedness (J) were highlighted. A broad thematic coverage of one SDG issue is shown by the mention of several sub-themes. For instance, under SDG12, the following four such sub-themes were collected: shopping and consumer society (L), overconsumption and climate change (E), the journey of plastic bottles (N), last but not least, the lifespan and life cycle of electric devices (Gy). In connection with SDG3, participants have proposed mental health and stress (L), healthy lifestyle, eating and sleeping habits and mental hygiene (Gy) as underlying thematic elements. As a third example, the issues of media literacy, fake news (B), and illiteracy (L) were related to SDG4.

### *Sensitive Issues*

All the participants shared that they could imagine all goals as topics in their classroom. Despite their openness, five of them would label some of the goal-related sub-themes as sensitive and handle only with reservations or even not at all in their classes. Some aspects of SDG5 were identified as highly sensitive issues, such as sexuality (E. Gy), homosexuality (E), and venereal diseases like AIDS (B). However, some gender-related issues were identified, which can be addressed openly, even by the coursebook. These include gender roles (L), women's movements and gender equality (E), hidden figures and female Nobel Prize-winning scientists (Gy), wage difference between women and men, and the relation of gender and sport, especially, fairness related to transgender surgeries (L). Issues with political implications emerged as another thematic area, which should be handled with reservations in the classroom. Responses highlighted issues such as fairness in society and non-discrimination under SDG10 (Gy), furthermore, present armed conflicts relating to SDG16 (J). Both participants would deal with these only tangentially due to their current political repercussions.

Bringing global issues into the classroom should be a result of careful consideration. Participants have highlighted some guiding principles for the selection of thematic content. Participants mentioned that issues should be universal, therefore everyone's concern (E), relatable both for the teacher and students, and integrable into daily life. In alignment, simple

everyday practices should be presented (J) so they have a mindset-shaping impact (B). Related to selecting topics, Gyula noted that sustainability issues can be approached from many angles, and emphasis can be shifted based on the purpose of the lesson. Another point he made is that teaching about sustainability is more than sharing content; it is passing on a mindset.

### ***Classroom Practices***

The following section aims to provide insight into materials and general classroom practices employed for addressing these topics. Concerning the teaching materials, two main sources can be distinguished: coursebooks as primary sources and external sources, mainly for supplementation.

#### **Coursebook.**

All the partaking teachers use a global coursebook family on their classes, altogether the following five different publications were mentioned: the last two editions of the English File Series (B, E, J, L), Solutions 3rd ed. (Gy, L, N), Gateway to the world (J) and Pioneer (B). Partaking teachers' beliefs turned out to be quite diverse regarding the salience of sustainability topics in these publications. Half of the participants had the impression that the appearance of these topics in their coursebooks is relatively low. Noémi shared that even though targets are present at a minimal rate, they appear mainly at the level of mention in coursebook texts and in the accompanying communicative activities, whose primary purpose is to facilitate learners' communicative skills rather than the portrayal and awareness raising of global issues. She also shared that coursebooks fail to encourage students to live more consciously in their everyday life and make an impact. Bertalan also supported the standpoint about the minimal appearance of these issues; he added that half of a unit is generally dedicated to such issues. He gave a rather positive assessment of the situation; he commented that even the appearance of one or two sustainability topics can be considered a success. Additionally, he noted that "we cannot exclude other topics, which students need to know for the Matura exam." Agreeing with that, Luca commented on other important topics the coursebook offers. She also changed her mind during the interview, and she became aware of the relatively high representation of topics. In her view, such issues appear in advanced coursebooks even at the level of a unit, and in the case of lower-level coursebooks, global content is mainly conveyed at the text level. Eszter and Bertalan mentioned specific goals that coursebooks address; these basically coincided with the previously mentioned top

and medium-priority themes listed based on the framework of the goals. Janka made a positive remark on the sustainability content of coursebooks, and she also highlighted that these have contributed to developing her understanding of some of the recent issues. She noted that they appear mainly in the reading content and at the unit level. She has also recognised the aspiration of textbooks for including open-ended questions at the end of the readings, which encourage students to read between the lines. Furthermore, she also noted that coursebooks place focus on separating facts and opinions and using multiple sources, therefore, they promote critical thinking skills.

### **Adapting coursebook material.**

Based on the gathered data, the tendency can be stated that teachers mainly follow the suggestions of the coursebook and adapt these on a daily basis. Three participants have shared some experience of teaching sustainability issues by adhering to coursebooks. Two of the participants have not taught any global issues from the book: Gyula said that he uses his materials, and his co-teaching colleagues follow the coursebook syllabus with his groups; Noémi, though, follows the coursebook syllabus; during her long teaching practice, she has not encountered sustainability issues. Bertalan highlighted that he mainly worked on such issues only with his private students and followed coursebook guidelines because of time efficiency, a greater sense of security, and successful learning outcomes. By adapting the coursebook, some important practices have also become apparent. Emese sometimes alters coursebook questions to cater for more thought-provoking discussions. Laura gave examples for supplementation targeting productive skills related to classroom discussions. For instance, giving presentations about the ways of living in third world countries or in another class, she assigned a creative writing activity with the title “My day as a freegan”.

### **Supplementary materials.**

Apart from coursebooks, the following materials were uncovered as coursebook-supplementary, external sources during the interviews: the accompanying teachers’ book, other coursebooks, websites, news articles, journal articles, songs, films, and materials related to International Days. As it has become apparent from the interviews, these supplementary sources were mainly chosen because of students’ needs, monotonous coursebook material (Gy), or the teachers’ personal interest (J). There was even one mention of individually designed material for private lessons (E). Here follows some brief descriptions of the suggested resources.

According to some participants, the teachers' book is a valuable tool. Luca uses it for getting some idea about external sources, as in most cases, they provide references to websites or background information about authentic stories and personalities. She and Emese highlighted an important strategy of browsing real-life content, mainly videos and articles, mentioned in the coursebook on the Internet. Emese also shared her experience of using short video excerpts from social media to provide real-life examples for discussing healthy body-image-related disorders. Apart from using the teachers' book, Bertalan also gets supplementary content and activities from alternative coursebooks. As he expressed it, he employs a "flexible coursebook use", which means that alongside one primary coursebook, he also exploits other coursebook materials. As such, secondary coursebooks function, for instance, the publications of National Geographic Learning, like *Keynote* and *Perspectives*.

Taking a step further away from coursebook materials, participants also mentioned the pivotal role of the Internet for searching relevant videos and articles. Most of them admitted that they do not keep track of the visited websites; rather, they focus on finding the appropriate sources. Consequently, only a small data set could be retrieved from the particular websites used. Two of the participants could suggest some portals (B, E). Bertalan used some materials from the website Global Competence Development in ELT and the Economist's Topical Talk programme, which offers accessible teaching materials, mainly lesson plans developed from news stories. He also highlights that careful selection is needed on behalf of the teacher, as in the second case, materials had been created for native English-speaking students; therefore, language level might have to be adjusted, and their local relevance evaluated. Emese uses the different websites of Intergovernmental Organisations (IGOs). She shared that she has already implemented the World Health Organisation's (WHO) website to gather information about topics and get articles for her lessons. She also mentioned using the SDG goals framework during her lessons, which are available at the United Nations' (UN)online platform. Additionally, the same interviewee mentioned selecting texts from professional journals, such as *Science*.

Regarding the alternative sources, interviews yielded little data, though various types of sources appeared during the conversation, such as visuals, films, and songs. Luca utilised population pyramids to discuss the tendencies in population and demographic changes. Gyula added that he also uses cross-subject content, and he often gains inspiration from materials related to the PSHE (Personal, Social, Health and Economic well-being) subject,

which he gained experience in during his teaching practice in Britain. Judit applied excerpts from the film *Trashed* (2012) to provide an engaging basis for discussion about the journey of waste and marine pollution. Another example of film-based work appeared in Gyula's practice, who thematised the women's scientific contribution by bringing into the class the film *Hidden Figures* (2016). He also connected these lessons to International Women's Day. From the data, it becomes apparent that International Days prove to be an excellent starting point for inspiration for lessons. Noémi also mentioned her intention to use songs about global issues in class, though she does not have sufficient ideas for content-relevant tracks.

During the interviews, three practical classroom applications have also emerged based on the description of the experiences. At the end of the work on sustainability issues, teachers implemented some output activities, such as a group project, individual research work, or organised a classroom debate. The latter category proved to be the most prominent. Four of the participants have shared experience with these (N, Gy, L, E). Luca also added that students are eager to participate in controversial discussions, as they have the opportunity to share their views. Noémi shared that she would use an opinion line activity to organise a debate. Two participants have commented on the group project work. Gyula shared some experience with a collaborative project about the lifespan of electric devices and their environmental impact in different settings, which turned out to be a successful classroom practice, as students managed to work autonomously, created their own content, such as presentations and Quizlet word lists, and enjoyed cooperation. Noémi also commented that group projects can contribute to the development of research skills. In one case, individual research was assigned to deepen students' insight into the project of Cities for People. Janka's students designed posters and presented their findings, and as a result, they developed an in-depth understanding of environmental issues in cities around the world.

## **Discussion**

This study aimed to investigate the salience of the 17 SDGs in upper-intermediate coursebooks and their adaptation in the higher-level EFL classroom at the secondary level. The three initial research questions will be answered in the following, in light of the key findings, the existing body of research, and the researcher's interpretations. The structure of the discussion section builds on the following concepts: the appearance of topics, materials, teachers' insight, and classroom practices through which research questions are addressed.



## Global Issues

Concerning the first research question, the current study found, similarly to Lasekan et al.'s vertical coursebook analysis (2023), that almost all of the sustainability issues appear in the course material, though their levels of mention and distribution vary across units. Approximately one-third of the reading and listening texts can be strongly linked to sustainability issues, and about forty per cent of the texts have at least some paragraph or sentence-level mentions. Consequently, this can be interpreted as a relatively strong occurrence, while this finding also aligns with the statement that global issues still are not the focus of coursebook content (Akban & Yavuz, 2022). The most prominent thematic dimensions were twofold in this research: in one of the underlying coursebooks, the environmental, and in the other, the social issues proved to be more prevalent. The dominance of environmental issues was also reflected in the interview responses of this study. Similarly, prior studies have noted the dominance of the social (Lasekan et al., 2023), the environmental (Akban & Yavuz, 2022), or both dimensions (Rácz, 2022) in coursebooks. Interestingly, this coursebook analysis yielded SDG4 (Quality Education), an issue belonging to the social domain, as the most prominent goal across both coursebooks. In comparison, previous studies highlight the importance of climate change and health issues (Divéki, 2024; Suwaed, 2023) or other environmental issues such as global warming, endangered species, or marine pollution (Akban & Yavuz, 2022). Based on the interview responses of this study and previous studies, it becomes apparent that environmental issues are mainly connected to sustainability, though it is notable that social issues also appear in the coursebook content. Nonetheless, an interesting pattern can be observed concerning the social dimension. Poverty and hunger as topics were not addressed in the investigated coursebook contents. Similarly, along with SDG6, these issues were omitted in the 5th edition of the New Headway intermediate coursebook, as well (Lasekan et al., 2023). Another Hungarian comparative analysis of six textbooks also highlighted the avoidance of important subtopics, such as famine, child work, overconsumption, and equal distribution of resources (Rácz, 2022). Avoiding these issues is surprising, as it is one of the long-term challenges concerning everyone across the globe (Rieckman, 2018) and a root cause for many other challenges of the 21st century. Poverty and hunger might seem to be handled as controversial issues that are avoided in publications because of their complexity or sensitivity among some target users. In the case of this study's findings, the precarious selection of publishers seems irrelevant. The majority (4 out of 6) of the participants showed

eagerness towards discussing controversial issues in the EFL class. Divéki's study (2024) showed a similar rate among another group of Hungarian secondary teachers. Similarly, in both studies some topics emerged which should be handled with caution because of school policies or legal restrictions, which comprise issues related to sex, gender, and loaded political discussions. Among others, these issues were also identified by Keturi and Lehmonen (2012), appearing as strict taboos in the content of Finnish textbooks. Contrary to teaching sensitive issues, Suwaed (2023) found that Libyan teachers tend to promote neutral sustainability topics. Clearly, publishers of global coursebooks have a challenging quest to meet all the different educational needs around the world.

## Materials

The second research question was directed to determine what text types and language developmental skills appear across the selected texts of the two coursebooks. Based on the findings, it can be stated that coursebook texts dominate, and there is only a low appearance of authentic texts, as other scholars have previously suggested (Mishan, 2021; Saraceni, 2013). This proportion is also valid for texts addressing global issues. This underlines the importance of supplementary materials. Interview responses suggest that news articles and videos are mainly brought into the classroom, whether to illustrate coursebook content or address current events. As Choo (2020) suggests, these sources can contribute mainly to broadening students' world knowledge. Additionally, she highlights the importance of literary texts, which can promote a critical reading on culture, developing values, and questioning stereotypes, therefore promoting emotional learning outcomes. However, literary texts appear marginally either in coursebooks or as supplementary materials. The use of pop cultural sources, such as films or songs, as supplementary materials appeared moderately in the interviews. The last part of the interview was concerned with the material-related choice of teachers. Most interviewees would bring a video source rather than an article in general.

As far as the development of skills across these materials is concerned, this study mainly correlates with Akbana & Yavuz's (2022) study, notably in that global issues are mainly exploited in both coursebooks through listening and reading skills development, while in the case of speaking activities, this research found only limited occurrences. Activities focusing on grammatical skills development appeared quite noticeably in the case of the *Gateway to the World* (GW) coursebook. These tasks mainly embedded linguistic structures into texts

with sustainability content, which can be considered a positive step towards connecting language teaching with sustainability-related content-based instruction (Lasekan et al., 2023). Apart from language-related skills, the development of 21st-century skills is of vital importance. Even though no in-depth analysis took place in this matter, in the case of the GW coursebook, it becomes apparent that the development of transversal skills is visibly catered for by substantial sections at the end of each unit. The interview responses indirectly mentioned some of these transversal skills, such as communication and debating skills, critical thinking, and lifelong learning. However, these mainly appeared isolated and only at the level of mention. Therefore, it can be stated that more coursebooks could address these skills overtly, and teachers need more training to foster students' transversal skills, which would promote both language learning and sustainable choices in general.

### **Teachers' Insights**

The third research question explored teachers' understanding of how global issues are addressed in their classes. Results indicated that even though half of the participants were unfamiliar with the sustainability issues before the interview, they showed willingness and felt responsible for incorporating global issues into their everyday classroom practice. Only a minority of interviewees shared that teaching these issues has a lower priority in their field. This positive attitude towards incorporating such issues can be supported by the findings of other studies across different contexts (Suwaed, 2023; Yakovchuk, 2004). The participants' positive attitude can be supported by the subject-specific benefits that the participants mentioned. Similarly to Divéki's findings (2024), the adaptation topics in the EFL class can open up a space for sharing opinions freely, expand students' world knowledge, and support exam preparation and oral performance.

Additionally, this research has discovered that the participant teachers did not have extensive knowledge of the GCED framework; they showed openness towards the goals framework and could link several instances of teaching about global issues from their past practice. Even though most of them had not deliberately planned lessons or activities to teach about global issues previously, they engage incidentally with sustainability issues when offered by the coursebook or when discussing current news-related issues. Yakovchuk's (2004) observation can also be noted here: There is a strong presence of textbook-dependent teaching culture, which implies that even though the ultimate decisions on coursebook implementation are made on behalf of teachers, content is mainly determined by the textbook publishers.

Nevertheless, it is the teachers who determine how the content is processed. Teachers, however, admitted that they did not have any professional training on teaching sustainability issues in English. Therefore, as previous studies promote, further training on ESD would be needed for greater efficiency (Kwee, 2021; Suwaed, 2023).

### **Classroom Practices**

The last research question sought data regarding the adaptation and supplementation of coursebook texts. These two ultimate research questions yielded similar results and are therefore discussed jointly. Supplementary materials addressing global issues are only brought up occasionally. Respondents hinted that these are due to time shortage, other learning goals, and availability of materials, which correlate with the factors mentioned in previous research (Divéki, 2024). Despite these challenges, coursebook texts are often adapted, mainly with pre- and post-text activities requiring personal opinions and language output. These are mainly open-ended, which provide opportunities for exchanging and contrasting opinions by establishing an open-content space (Starkey, 2022), and furthermore, they foster students' higher-order thinking skills. Besides shorter activities and questions, larger projects emerged from the findings. In alignment with previous findings (Divéki, 2024), Hungarian teachers mainly include classroom discussions, presentations, and group projects related to coursebook material addressing sustainability issues. Such classroom practices can be well connected to the GCED pedagogy, as these activities not only support students' sustainability awareness and knowledge but also foster participatory learning and collaboration (UNESCO, 2015).

## **Conclusion**

### **Limitations**

Certain internal and external factors impact the above-discussed findings; therefore, they are subject to at least three limitations. Firstly, owing to the small sample size and convenience sampling methods, the generalisability of the research comes up against barriers. Notwithstanding the effort to select participants with as diverse educational settings as possible, they all have a relatively homogenous geographic background, working either in the capital city or its northern agglomeration. Consequently, the results should be transferred into broader contexts with caution, as teaching methods, resources, and activities can vary across educational contexts and in different parts of the country. Secondly, the results of the

data analysis may have been influenced by the researcher's interpretative judgments and her background knowledge about the pedagogy of sustainability. This could have affected the reliability of the coursebook analysis, which could have been enhanced by involving a co-researcher for a reliability check during the analysis process, as Dörnyei (2007) suggests. Thirdly, because of the qualitative nature of the study, the interview, as a data collection method, could also bring along some constraints. Although participants were reassured that there were no incorrect answers to the interview questions, their responses may have been influenced by human factors, such as social desirability bias (Dörnyei, 2007, p. 54). Participants might have intentionally or unintentionally omitted important experiences or shared their beliefs and intentions rather than their everyday practices. This issue could also be addressed with another data collection method, such as classroom observation, to ensure triangulation. Nevertheless, the interviews positively impacted the participating teachers, as they increased their awareness of the 17 Sustainable Development Goals and gained deeper insight by reflecting on their teaching practice throughout the conversation. Furthermore, the results of qualitative research findings can be impacted by the "quality of the researcher" (Dörnyei, 2007, p. 56). According to him, the researcher's abilities and competencies influence the outcome of qualitative studies. In the case of this study, although the researcher initially started off with limited experience in conducting research, her skills have undoubtedly improved throughout the research process, resulting in developed research skills and insight.

### **Pedagogical Implications**

Apart from the limitations of the research, a few words are dedicated to the practicality of the results in the educational context. Firstly, the in-depth presentation of the resources, practices, and activities in the literature review section and under the findings may inspire educators to experiment with them in their practice. Secondly, when selecting topics, various aspects should be kept in mind. The issues addressed should be relatable to the teacher and all students in the group and connected to everyday life. Besides, awareness-raising activities should target both affective learning and encourage learners to take action. To meet these aims, there is an urgent need for practical, hands-on professional developmental training opportunities in Hungary, which would promote pedagogical and methodological background knowledge in this field.

### **Directions for Future Investigations**

Throughout the research process, some possible directions for future investigation have emerged. Firstly, the adaptation of sustainability issues in coursebooks could be investigated along the emotional and behavioural learning dimensions rather than focusing solely on the development of the knowledge dimension. In alignment with that, coursebook content could be evaluated based on how it contributes to the development of 21st-century competencies and the attitudes of learners. Furthermore, examining how sustainability-related content in coursebooks evolves throughout different publications would also be interesting. Moreover, different educational settings could be analysed, such as primary education or private language teaching. It would also be interesting to explore how teachers from different regions in Hungary would relate and approach teaching sustainability-related issues. Undoubtedly, this research area still holds potential for future investigations.

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## Appendix A

### The 17 Sustainable Development Goals

# SUSTAINABLE DEVELOPMENT GOALS



SDG1	No Poverty
SDG2	Zero Hunger
SDG3	Good Health and Well-being
SDG4	Quality Education
SDG5	Gender Equality
SDG6	Clean Water and Sanitation
SDG7	Affordable and Clean Energy
SDG8	Decent Work and Economic Growth
SDG9	Industry, Innovation and Infrastructure
SDG10	Reduced Inequalities
SDG11	Sustainable Cities and Communities
SDG12	Responsible Consumption and Production
SDG13	Climate Action
SDG14	Life below Water
SDG15	Life on Land
SDG16	Peace, Justice, and Strong Institutions
SDG17	Partnerships for the Goals

Note. From *Sustainable Development Goals – Communication materials*, by United Nations, n.d. (<https://www.un.org/sustainabledevelopment/news/communications-material/>). United Nations.

## Appendix B

### Overview of the Participants of the Interview

Name		Other subject	Institute	language teaching experience	Language groups	Coursebooks
Group 1	Bertalan	Italian	a Catholic secondary grammar school in Buda	freshly graduated teacher private teaching, language school	one group at upper-intermediate level	Pioneer, New English File (3rd ed.)
	Emese	Spanish	a prestigious six-grade-secondary school in Buda	trainee teacher, substitutions	one group, 11th graders	New English File (3rd ed.)
	Noémi	German	a secondary school in Buda	trainee teacher private teaching	one language preparatory group at pre-intermediate level	Solutions (3rd ed.)
Group 2	Gyula	Civilisation (English), Information technology	a recently founded grammar school in the northern agglomeration of Budapest	three years of teaching experience in the British educational system, part-time language lector	three groups and one language preparatory group at pre-intermediate, intermediate level	Solutions (3rd ed.), own materials
	Janka	Hungarian (passive)	a vocational secondary school and grammar school in the northern agglomeration of Budapest	25 years of teaching experience in the same school, language courses	six groups at intermediate and upper-intermediate level	Gateway to the World English File (4th ed.)
	Luca	History (passive)	a prestigious six-grade-secondary school, practicing school in Budapest	25 years teaching experience, eighth-grade secondary school, primary school	four groups from elementary to advanced language level	English File (4th ed.) Solutions (3rd ed.)

## Appendix C

### Coursebook Profile – *Gateway to the World*

SDG Goals	Unit	Title	Text Type	Subtopic	Level	
<b>SDG 1 No Poverty</b>						x
<b>SDG 2 Zero Hunger</b>						x
<b>SDG 3 Good Health and Well-Being</b>	Unit 6, 70.	Flu	coursebook text (vocabulary)	Flu as a communicable disease and its prevention, the importance of personal hygiene	text	1.
	Unit 6, 74.	Is a detox diet actually good for you?	video (listening)	dietary choices (balanced or detox diet), how to maintain good health and well-being	-	2
	Unit 6, 75.	Top eating tips for teens	coursebook text (content)	direct and practical pieces of advice on a healthy diet	text	3
	Unit 6, 76.	no title	informal conversation (listening)	Strategies to promote physical activity	-	4
	Unit 6, 77.	Study versus sport	coursebook text (grammar)	Strategies to promote physical activity	-	5
<b>SDG 4 Quality Education</b>	Unit 1, 6.	Getting started: Studying in the UK	coursebook text (reading)	Student Unions, inclusive education	-	6
	Unit 1, 7.	Student Life	Internet Forum replies (reading)	opportunities for extracurricular, informal learning	-	7
	Unit 1, 11.	Making the right choice	coursebook text	Promoting 21st-century skills: decision-making	text	8
	Unit 2, 22.	Transferable skills	coursebook text (content)	Promoting 21st-century skills: transferable skills	text	9
	Unit 7, 85.	Free short story vending machines receive rave reviews	coursebook article	Free short story project as an informal learning opportunity and an opportunity for improving literacy and knowledge sharing	-	10
	Unit 2, 30.	Playing for the team	coursebook text (use of English)	21st-century skills: cooperation, working in teams	text	11
	Unit 4, 50.	Leonardo da Vinci	podcast (listening)	21st-century skills: openness, being an innovative thinker	-	12
	Unit 5, 58.	US teens and money	coursebook text (vocabulary)	financial literacy: spending habits of US teenagers	<b>text</b>	13
	Unit 5, 60.	Bank accounts for teenagers	coursebook text (grammar)	Financial literacy: a bank account for teenagers	text	14
	Unit 5, 63.	How students can avoid debt	coursebook text	Financial literacy: practical pieces of advice on avoiding debt	text	15
	Unit 10, 128.	no title	programme	Promoting 21st-century skills: critical thinking by critical approach to fake news	-	16
<b>SDG 5 Gender Equality</b>	Unit 2, 19.	Climbing, not cooking	coursebook article (reading)	questioning traditional gender roles	<b>text</b>	17
	Unit 2, 19.	Making games, not just playing them	coursebook article (reading)	questioning traditional gender roles, women's empowerment	<b>text</b>	18
	Unit 2, 22.	Working at sea	video (listening)	questioning traditional gender roles, gender and labour	<b>text</b>	19
	Unit 2, 24.	Human computers	podcast (listening)	questioning traditional gender roles	-	20
<b>SDG 6 Clean Water and Sanitation</b>	Unit 6, 71.	Health and medicine in a dystopian future	coursebook article (reading)	Importance of hygiene and quality water	-	21
	Unit 6, 82.	no title	reading article	water security, impacts of flood on the personal level	<b>text</b>	22
<b>SDG 7 Affordable and Clean Energy</b>	Unit 3, 34.	Greta's voyage to the US	coursebook text (grammar)	Low-carbon energy solution	text	23
<b>SDG 8 Decent Work and Economic Growth</b>	Unit 2, 21.	Terrible Jobs	coursebook text (grammar)	child labour, labour rights, decent work, working conditions	text	24
	Unit 5, 59.	Unusual tax facts	article (reading)	financial systems (taxation) and their influence on economic development, connection between tax and economy	text	25
	Unit 6, 79.	no title	essay (model for writing)	Inequalities in the labour market (different wages between sectors)	-	26

	Unit 8, 108.	Young Business Owner	coursebook article (reading)	Sustainable entrepreneurship: an eco-friendly fashion company (Maya's ideas)	text	27
SDG 9 Industry, Innovation and Infrastructure	Unit 3, 33.	Driving – The future	article	environmental impact of individual transport (cars), sustainable transport infrastructure (electric cars)	-	28
	Unit 3, 38.	Future transport	podcast (listening)	sustainable transport, innovations	-	29
	Unit 5, 59.	Without a penny in their pockets	article (reading)	Sweden as a cashless society and its financial infrastructure (mobile banking)	text	30
	Unit 5, 62.	Keeping it local	video (listening)	local economy project, Berkshires, as an alternative currency and as a means for promoting investment in local infrastructure	text	31
	Unit 8, 97.	Technology to the rescue!	coursebook article (reading)	resilient infrastructure, innovations for disaster relief such as drones, humanoid robots, or LuminAID	text	32
	Unit 9, 111.	Tech world	coursebook article (reading)	Graphene as an innovative material enabling sustainable technologies	-	33
SDG 10 Reduced Inequalities	Unit 4, 52.	Student presentation	model presentation (for speaking input)	Rosa Parks' peaceful resistance against racial discrimination by boycott	text	34
	Unit 7, 92.	Are film awards fair?	coursebook text (speaking input + model)	Representation of different social groups in the film industry	text	35
SDG 11 Sustainable Cities and Communities	Unit 8, 96.	no title (natural disasters)	coursebook text (vocabulary)	disaster management at a local level (evacuation, aiding the survivors)	text	36
	Unit 8, 100.	Controlling the weather	coursebook text (content)	culture of prevention of disasters, negative impacts of the intervention on the natural weather cycle	text	37
	Unit 8, 102	no title (natural disasters)	radio programme (listening)	a historical example (the Galveston hurricane of 1900) for resilience to weather problems and disaster prevention	-	38
SDG 12 Responsible Consumption and Production	Unit 2, 25.	Karina's imperfect job	coursebook text (grammar)	eco-friendly company, reducing food waste	text	39
SDG 13 Climate Action	Unit 3, 41.	Essay	essay (writing input)	personal impact on climate at the local level, related to transport	text	40
	Unit 8, 98.	Natural disasters in California	coursebook text (grammar)	Climate change-related hazards: wildfires and drought	-	41
	Unit 8, 105/2	no title (opinion essay)	opinion essay (input for writing)	human activities contributing to climate change (air pollution of cars, sparing with electricity consumption, recycling)	text	42
SDG 14 Life below Water						x
SDG 15 Life on Land	Unit 2, 20.	Dangerous work in South Africa	coursebook text (grammar)	wildlife protection, endangered species (rhino)	text	43
SDG 16 Peace, Justice and Strong Institutions	Unit 10, 130/1,3	The British press	coursebook text (speaking input)	media, ensuring public access to information	text	44
	Unit 10, 134/2	The best news sites	coursebook article (reading)	media, ensuring public access to information, and news reading habits	text	45
SDG 17 Partnerships for the Goals	Unit 8, 99/5	Some of the services of a Non-Governmental Organisation	coursebook text (grammar)	information about the work of NGOs (support groups)	-	46
	Unit 10, 126.	The happy newspaper	video (listening)	The Happy Newspaper as a medium of knowledge sharing and showing positive examples of citizens as agents of change	-	47
	Unit 10, 127/5	Reporting in safety	coursebook text (content)	freedom of speech, shared accountability, and conflicts between different actors, such as the government and the media.	-	48

## Appendix D

### Coursebook Profile – *English File*

SDG Goals	Unit	Title	text type	subtopic	level	
SDG 1 No Poverty	Unit 3, 32.	G. de Maupassant: The Necklace	short story (reading & listening)	poverty, social stratification, and inequality	-	1
SDG 2 Zero Hunger						x
SDG 3 Good Health and Well-Being	Unit 2, 16.	Medical myths or first-aid facts?	quiz (vocabulary)	Direct strategies to promote health and well-being	text	2
	Unit 2, 17. (2.8)	no title	personal stories (listening & speaking)	Example on giving first aid (cardiac massage)	-	3
	Unit 2, 19.	Confessions of a cyberchondriac	coursebook article (reading & speaking)	Misleading information about illnesses on online platforms	text	4
	Unit 6, 59. (6.9)	no title (sleeping habits)	podcast with an expert (listening)	sleeping habits, improving lifestyle by sleeping	-	5
	Unit 10, 105.	The voice of reason	coursebook article (reading)	severe noncommunicable diseases (ALS, amyotrophic lateral sclerosis)	-	6
SDG 4 Quality Education	Unit 7, 68 (7.7)	no title (tips on argument)	coursebook text (listening)	promoting 21st-century skills, communication, debating, and argumentation skills	text	7
	Unit 7 69.	How to win an online argument	coursebook article (reading & writing)	promoting 21st-century skills, communication, debating, and argumentation skills	text	8
	Unit 8, 83.	8 tips on how to spot fake news	coursebook article (reading)	promoting 21st-century skills, critical thinking	text	9
	Unit 10, 102 (10.16, 10.17)	no title (advice on public speaking)	radio programme (listening & speaking)	promoting 21st-century skills, communication	text	10
	Unit 10, 102.3	Giving presentations: a voice coach.	video (listening)	promoting 21st-century skills, communication, and public speaking	text	11
SDG 5 Gender Equality	Unit 2, 20.	The joy of the age- gap friendship	coursebook article (reading & speaking)	Women's empowerment (business networking group)	-	12
	Unit 4, 43. (4.14)	Sophie Rees about ski industry	interview (vocabulary)	gender stereotypes about extreme sports	-	13
SDG 6 Clean Water and Sanitation						x
SDG 7 Affordable and Clean Energy						x
SDG 8 Decent Work and Economic Growth	Unit 2, 23/7	Some very special jeans	video listening (listening)	local economies for sustainable development, a Welsh slow-fashion company	text	14
SDG 9 Industry, Innovation and Infrastructure						x
SDG 10 Reduced Inequalities	Unit 10, 101.	The best speeches of all time	coursebook article (reading)	democratic values such as equality, human rights, and fighting against racial discrimination	text	15
SDG 11 Sustainable Cities and Communities	Unit 9, 90. (9.11)	What makes a city attractive?	coursebook article (reading)	spatial planning of cities, promotion of local cultural heritage	-	16
	Unit 9, 92.	Is this the future	coursebook article (reading & speaking)	sustainable energy, waste generation and management, water cycle, online decision-making in the city community green areas		17
	Writing 121.	Living in Milton Keynes	report (input for writing)	spatial planning, urban transport green areas	-	18
SDG 12 Responsible Consumption and Production	Unit 2, 23/7	Some very special jeans	video (listening)	slow fashion, quality production, no-wash campaign, environmental impact of the use of the product	text	x

	Unit 5, 54.	Talking about waste	video interview (listening)	waste generation and management, zero waste	text	19
	Unit 5, 55.	The conversation	informal conversation (listening)	plastic-free lifestyle, everyday solutions for reducing waste production	text	20
	Unit 9, 86	Advertising scandals that cost some brands millions	coursebook article (vocabulary & speaking)	advertising, consumer rights	text	21
	Unit 9, 87. 9.1	no title (advertising techniques)	expert talking (listening)	advertising, responsible consumption (viewing advertisements critically)	text	22
	Unit 9, 88-89	Razors&blades	original chapter from a book (reading)	throw-away consumer culture, business model of two-part pricing, conscious consumerism	text	23
	Unit 9, 94-95	Colloquial English: Talking about advertising	video interview (listening)	advertisement techniques	-	24
	Unit 9, 95.	The Conversation: (influence of advertising campaigns)	informal conversation (listening)	awareness of the influence of advertising, conscious consumerism	-	25
SDG 13 Climate Action	Unit 4, 36.	Are you really as environmentally friendly as you think you are?	questionnaire (speaking)	Human activities at the local level	text	26
	Unit 4, 37.	How will we be living in 20 YEARS' TIME?	infographic (grammar)	future scenarios (energy, waste, transport)	text	27
	Unit 4, 38.	Climate Stories Project.	website (reading)	Climate change and its impact on different places in the world	text	28
	Unit 4, 39 (4.7)	no title (meteorologist's job)	interview (listening)	climate change, extreme weather conditions	-	29
SDG 14 Life below Water	Unit 4, 43.	Riding the waves	video (listening)	sea as a source of recreation and inspiration	-	30
	Unit 5, 54.	Talking about waste	video interview (listening)	marine pollution	-	x
	Unit 10, 96. (10.1)	Daddy why ...?	article (reading), an expert talking, (listening)	The hydrosphere (here: water on the surface and in the air)	-	31
SDG 15 Life on Land						x
SDG 16 Peace, Justice and Strong Institutions	Unit 8, 76. (8.1)	Stay safe	crime prevention website (vocabulary) Metropolitan Police podcast (listening)	crime prevention, street crime	text	32
	Unit 8, 78. (8.7)	no title (crime stories)	crime stories (grammar, listening)	criminal activities (theft, burglary, armed robbery)	text	33
	Unit 8, 79.	A case of identity theft	coursebook article (reading)	criminal activity (identity theft)	text	34
	Unit 8, 85.	Solving crimes from the bedroom	coursebook article (reading)	informal engagement against criminal activity, promote the rule of law	text	35
	Writing 120.	Do punishments usually fit the crime?	blog post (writing input)	community service, young offenders	text	36
SDG 17 Partnerships for the Goals	Unit 8, 83.	The speed of news	video (listening)	advance of news reporting, public access to information	text	37

## Appendix E

### Interview Guideline – Hungarian Version

Kedves Résztvevő!

Nagyon köszönöm, hogy vállaltad a részvételt a szakdolgozati kutatásomhoz tartozó interjúban. A kutatás célja, hogy feltárjam azt, hogy a középiskolai nyelvtanárok hogyan viszonyulnak a fenntarthatósági témákhoz, illetve milyen tapasztalataik vannak ezek tanításában, és hogyan építik be a fenntarthatósággal kapcsolatos tartalmakat az angolóráikba. Különösen arra vagyok kíváncsi, hogy a középiskolai nyelvtanárok milyen témákat, módszereket és tananyagokat használnak a fenntarthatóságra nevelés során.

Az interjú maximum 60 percet vesz igénybe és három fő részből áll.

Az első részben pár kérdés fog irányulni a szakmai háttérre. Ezt követi a második rész, mely során a fenntarthatósági témák nyelvoktatásban betöltött szerepéről kapcsolatban beszélünk át kérdéseket, itt beszélgetünk majd a fenntarthatóság tanításához kapcsolódó tanári attitűdről, a kedvelt, illetve kevésbé kedvelt témákról, személyes tapasztalatokról és a témák tanítása során használt forrásokról is. Az interjú harmadik részében pedig egy konkrét témával kapcsolatban, a felelősségteljes termelés és fogyasztásról beszélgetünk. Itt kitérünk az előre elküldött két forrásra is, a videóra és a tankönyvi szövegre.

A pontos adatfelvétel miatt a beszélgetés hangrögzítésre kerül, azonban minden adat csak a kutatás céljából kerül felhasználásra és kizárólag anonim módon kerül kezelésre. A kutatásban való részvétel önkéntes, így bármikor megszakítható, ha az interjúban részt vevő személy ezt bármilyen okból szeretné megtenni. A kutatás célja a különböző nézőpontok feltárása, ezért a kérdésekre nincsenek nem megfelelő vagy kevésbé helyes válaszok, minden vélemény egyaránt fontos a kutatás szempontjából, így kérlek, hogy a tanári gyakorlatodra leginkább jellemző választ adj.

Ha te is beleegyezel fent említettekkel, akkor elindítom a felvételt.

#### Kérdések a személyes háttérrel kapcsolatban

Melyik tárgyat tanítod a másik szakodként?

Hány éve tanítasz közoktatásban?

Milyen típusú intézményekben dolgoztál korábban nyelvtanárként beleértve formális és nem formális színtereket is?

Jelenleg hány angoltanítványod/csoportod van?

Milyen korosztályokkal dolgozol?

Milyen nyelvtankönyv(ek)ből tanítasz B2-es szinten?

#### Személyes tapasztalatok a tanításban

A beszélgetés előtt fontosnak tartom a fenntarthatóság fogalmának áttekintését:

*A fenntartható fejlődés a modern kor globális kihívásaira adott válasz egy élhető jövő megteremtése érdekében. Célja a gazdasági fejlődés és a társadalmi jólét biztosítása és a környezeti egyensúly megőrzése, oly módon, hogy a jelen generáció szükségleteit kielégítésre kerüljenek, azonban a jövő generációk hasonló lehetőségei nem kerülnek veszélybe. A folyamat egyaránt jelen van az egyén közvetlen környezetében lokális szinten és kihat a távolabbi színterekre is.*

*Tehát a fenntartható fejlődésnek három szorosan összefüggő dimenziója van: környezeti (környezetvédelem), társadalmi (demokratikus értékek védelme és pozitív változások a társadalomban) és gazdasági (felelős technológiai fejlődés)*

A hétköznapi életedben hogyan próbálsz fenntarthatóan élni?

Követed-e a fenntarthatóság oktatásával kapcsolatos tartalmakat és kutatásokat?

Hol tájékozódsz?

Vettél-e már korábban részt képzésen/kurzuson/előadáson a fenntarthatósággal és annak oktatásával kapcsolatban?

Milyen képzésen vettél részt?

Mit tudtál hasznosítani a képzésből?

Hogyan tudtad beépíteni a megszerzett ismereteket?

### **Fenntarthatósági témák**

Milyen témák tartoznak szerinted a fenntarthatósághoz?

Mennyire tartod fontosnak a fenntarthatósági témák beépítését az angolórákba? Miért?

Milyen előnye lehet annak, ha idegen nyelven tanítasz fenntarthatóságról?

Milyen nehézségei lehetnek annak, ha idegen nyelven tanítasz fenntarthatóságról?

Hallottál-e már a tizenhét fenntartható fejlődési célról? (ha esetleg nem, akkor a célokról egy ábrát megmutatni)

*17 fenntarthatósági cél: Az ENSZ 17 fenntarthatósági fejlődési célt határozott meg 2015-ben egy élhetőbb jövő érdekében, ezek az Agenda 2023 dokumentumban kerültek rögzítésre, amelyeket témakörökként is lehet értelmezni.*

Melyek azok a fenntarthatósági témák, amelyeket már bevittél a tanóráidra? (aktív gyakorlat)

Melyek azok a fenntarthatósági témák ezek közül, amelyeket szívesen bevinnél a tanóráidra? (szándék)

Van-e esetleg olyan ezek közül a témák közül, amit korábbi tapasztalataid alapján nem szívesen vagy kevésbé szívesen viszel be az osztályterembe? Miért?

Van-e esetleg olyan ezek közül a témák közül, amit a jövőben sem vinnél be az osztályterembe? Vajon miért nem?

### **Fenntarthatóság és tananyagok**

Szerinted ezek a témák a fentiek közül mennyire jelennek meg az általad használt tankönyvekben? (említés szintjén, szöveg szinten, fejezet szinten)

Dolgoztatok már fel tankönyv alapján fenntarthatósági témát?

Melyik téma volt ez?

Milyen lehetőségeket kínált fel a tankönyv a téma feldolgozására?

Mennyire követték a tankönyv feladatait?

Szükség volt-e egyéb anyagokkal kiegészíteni a tankönyv által felkínált tananyagot? Ha igen, milyen forrásokkal egészítetted ki a tankönyv szövegét és a feladatokat?



Vittél-e már be olyan fenntarthatósági témát diákjaidnak, amit a tankönyv nem említ?

Milyen témát vittél be?

Miért emellett a téma mellett döntöttél? Honnan szereztél inspirációt a témához?

Milyen anyagokat (szövegek, videók, tankönyv) használtál? Milyen forrásokból választottál tananyagot?

Hogyan valósítottad meg a tanórát vagy a tevékenységet?

Milyen módszerekkel vagy tevékenységekkel dolgoztátok fel a témát?

Milyen volt a diákok reakciója?

Milyen kihívásokkal/problémákkal szembesültél?

Általában milyen kiegészítő anyagokat használsz a fenntarthatóság témájának tanításához? Milyen forrásokból merítesz?

### **Zárás**

Itt az interjú adatgyűjtési szakasza lezárul. Leállítom a felvételt. Ha esetleg bármilyen kérdésed vagy észrevételed van a kutatással kapcsolatban, szívesen megválaszolom akár most szóban vagy később írásban.

Hálásan köszönöm még egyszer, hogy részvételeddel és tapasztalataid megosztásával hozzájárultál a kutatáshoz!

## Appendix F

### Interview Guideline – English Version

Dear Participant!

Thank you very much for agreeing to participate in the interview for my thesis research. The research aims to explore how secondary school language teachers approach and experience teaching sustainability issues and how they incorporate sustainability-related content into their English lessons. In particular, I am interested to know what topics, methods and curricula secondary school language teachers use when teaching sustainability.

The interview lasts up to 60 minutes and consists of three main parts.

The first part will focus on some questions about the professional background. This will be followed by the second part, in which we will discuss questions about the role of sustainability issues in language teaching, teacher attitudes towards teaching sustainability, favourite and less favourite topics, personal experiences, and resources used in teaching sustainability.

The conversation will be audio recorded to ensure accurate data recording, but all data will be used for research purposes only and will be treated anonymously. Participation in the research is voluntary and may be discontinued at any time if the interviewee wishes to do so for any reason. The research aims to explore different perspectives, therefore there are no wrong or right answers to the questions. All opinions are equally important to the research, so please give the most relevant answer to your teaching practice.

If you agree with the above, I will start the recording.

#### **Professional background**

Which subject do you teach as your second subject?

How many years have you been teaching in public education?

In what types of institutions have you worked as a language teacher before, including both formal and non-formal settings?

How many English students/groups do you currently have?

What age groups do you work with?

Which textbook(s) do you use to teach at B2 level?

#### **Personal experience in teaching**

Before the discussion, I think it is important to review the concept of sustainability:

*Sustainable development is the answer to the global challenges of the modern era, which is to create a liveable future. It aims to ensure economic development and social well-being and to preserve the environmental balance in a way that meets the needs of the present generation without compromising the opportunities of future generations. The process is present both in the individual's immediate environment at the local level and has implications for the wider world.*

*Therefore, sustainable development has three closely interlinked dimensions: environmental (protection of the environment), social (protection of democratic values and positive changes in society), and economic (responsible technological development).*

How do you try to live sustainably in your everyday life?

Do you follow any content or research related to teaching sustainability education?

Where do you inform yourself?

Have you ever attended any training, course, or lecture on sustainability and its education before?

What kind of training have you attended?

What did you utilise from the material or experiences you learned during your training?

How have you been able to incorporate the knowledge you have acquired?

## **Sustainability**

In general, what issues do you think are related to sustainability?

How important is it to include sustainability issues in your English language teaching? Why?

What are the benefits of teaching sustainability in a foreign language?

What are the difficulties of teaching about sustainability in a foreign language?

Have you ever heard of the 17 Sustainable Development Goals?

*Show a diagram of the goals.*

*The 17 Sustainable Development Goals (SDGs) were set by the United Nations in 2015 to achieve a more liveable future. The framework of goals was set out in Agenda 2030 to make change by 2030. These targets can be interpreted as themes for learning.*

Which of these sustainability topics have you already introduced in your lessons? (active practice)

Which of these sustainability topics would you like to bring into your lessons? (intention)

Are there any of these topics that, based on your previous experience, you are reluctant or less willing to bring into the classroom? Why?

Are there any of these topics that you would not bring into the classroom in the future? Why not?

## **Sustainability and learning**

How much of the above do you think these topics appear in the textbooks you use? (at the mention level, text level, chapter level)

Have you ever worked on a sustainability topic based on coursebook material?

Which topic was that?

What opportunities did the textbook offer to work on the topic?

How well did you follow the exercises in the textbook?

Was it necessary to supplement the material offered by the textbook with other materials? If so, what resources did you use to supplement the textbook text and the exercises?

Have you ever introduced a sustainability topic to your students that is not mentioned in the textbook?

What topic did you introduce?

Why did you choose this topic? Where did you get the inspiration for the theme?

What materials (texts, videos, textbooks) did you use? What sources did you choose for your teaching material?

How did you implement the lesson or activity?

What methods or activities have you used to work on the topic?

What was the reaction of the students?

What challenges or problems have you faced in the classroom?

**Closing the interview**

This concludes the data collection phase of the interview. I will stop the recording. If you have any questions or comments about the research, I will be happy to answer them now or later in writing.

Thank you once again for your participation and for sharing your experiences in the research.