



## Finnish and Namibian pre-service language teachers' future visions and sustainable pedagogical practices

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Future visions of sustainability are often shaped by the immediate surroundings, worldviews and historical aspects that affect also how sustainability is understood (Bonnett, 2002). Pedagogical practices used for educating about sustainability can vary depending on the schooling system, status of teachers, and conventions of environmental education in different countries. Namibian schooling system and teacher education differ from the Finnish system in multiple ways, and the status of teachers is markedly lower (Junias et al., 2022).

This study examined the question of how pre-service language teachers with different backgrounds envision the role of sustainable development in future language education, and what pedagogical practices they consider sustainable. The participants were pre-service language teachers from one Namibian (n = 32) and one Finnish (n = 39) university. Data were gathered using a questionnaire with open-ended guiding questions about sustainability in language teaching. The analysis was conducted with a comparative and summative content analysis approach (Hsieh & Shannon, 2005).

According to the preliminary results, Finnish pre-service teachers highlighted theme days and cross-curricular activities, whereas Namibian pre-service teachers underscored the importance of learning outside the classroom and real-life connections to sustainability in their future visions. Finnish students further perceived digital materials to be sustainable and become pivotal in future language teaching. In both contexts, the most important aspect for sustainability was considered to be the role of teachers as educators and facilitators for a more sustainable future. The comparative analysis of sustainable pedagogical practices is expected to reveal interesting differences in the viewpoints of Finnish and Namibian pre-service language teachers.

**Keywords:** Sustainability, Language teaching, Pre-service teachers

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