

Guiding Questions

DEEP framework: Transforming language learning with UN SDGs

Kong, K. (2025). DEEP framework: Transforming language learning with UN SDGs. *Foreign Language Annals*, 58, 941–965. <https://doi.org/10.1111/flan.70019>

SDGs - United Nations' Sustainable Development Goals

DEEP framework: Diversity, Exploration, Expression, and Partnership

Background: Purpose of Language Education

The article urges educators to “reconsider the purpose of language education... viewing language as an empowering tool to achieve shared goals for a better world” (Kong, 2025, p. 941).

In your teaching context, how do you define the purpose of language education? To what extent does your instruction connect language learning to real-world impact?

Literature Review: Connections between ESD and the ACTFL Five Cs, intercultural citizenship, and social justice

The author argues that “SDGs and language education are not conflicting but complement each other” and calls for “a structured, practical framework to bridge language instruction and sustainability goals” (Kong, 2025, p. 946).

What challenges or opportunities have you encountered when trying to integrate real-world issues into language teaching?

DEEP Framework: Expression

Language learning should involve “meaningful communication about relevant content,” allowing students to express “their values and perceptions of the world” (Kong, 2025, p. 948).

How do you create opportunities for students to express ideas and perspectives, not just demonstrate language accuracy?

DEEP Framework: Partnership

Collaboration supports learning through “meaningful collaboration” and interaction with others (Kong, 2025, p. 949).

What kinds of collaboration (peer, community, or global) have been most effective in your teaching, and how do they influence student engagement?

Examples:

Look through examples of activities in the article (p.952-956). Which one would you choose to try in your classroom and why?

Conclusion: Role of Language Education

World language education is described as “fertile ground for cultivating global citizens... and change-makers for a just world” (Kong, 2025, p. 960).

What does it mean, in practice, for your classroom to develop “global citizens”? How realistic or feasible is this goal within your institutional constraints?