

FORMATION OF STUDENTS' SUSTAINABLE DEVELOPMENT COMPETENCE THROUGH ENGLISH LEARNING

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Education for Sustainable Development (ESD) creates new challenges for universities as teachers and management staff are expected to prepare students to meet complexity in society and take responsibility for sustainability which researchers and educators are urgently calling for today. Teaching and learning practices of ESD necessitate the development of sustainability competence as one of core competences at university. However, integration of practices of the formation of sustainability development competence as a key competence at university is difficult to reach, because not only students, teachers, but also management staff's support is essential in this endeavour. In order to facilitate the promotion of ESD, research has been made to analyse how students, who study English at major universities in Lithuania perceive ESD, and if it is possible to form and foster sustainable development competence through English learning. A questionnaire, based on the model which illustrates the components of sustainable development competence has been designed, and the analysis of the received data has been made. A study with the collected data by the survey explores how students understand ESD ideas, and what learning/teaching practices enable them to form and/or promote their own sustainable development competence. The results, related to economical, environmental, social and institutional dimensions, demonstrate a considerable variation within students' responses. Continuous efforts of students, teachers and management staff contribute to the movement towards the formation of sustainable development competence through English learning.

Key words: Education for Sustainable Development (ESD), sustainable development competence, formation, English as a foreign language, English learning