

Mandarin Language Learning for Education for Sustainability to Promote Global Citizenship and Cultural Understanding

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Abstract

This conceptual paper examines the integration of Mandarin language learning into Education for Sustainability (EfS), proposing a framework that aligns language education with sustainability goals. As global challenges such as climate change, social equity, and economic sustainability intensify, the ability to communicate across cultures, particularly in Mandarin, is becoming increasingly crucial. The paper highlights how Mandarin can be used to foster global citizenship, enhance cultural understanding, and promote sustainable development. It proposes strategies for integrating sustainability themes into Mandarin curricula, including interdisciplinary teaching methods, project-based learning, and the use of real-world sustainability case studies. Key recommendations include the development of EfS-aligned teaching resources, the inclusion of sustainability principles in teacher education, and the creation of international collaborations with Mandarin-speaking regions. The paper also advocates for community engagement and the use of technology to enhance learning experiences. By integrating sustainability into Mandarin language education, the paper argues that students can acquire both linguistic skills and the global competencies necessary to address pressing environmental and societal challenges. It offers a transformative approach to language learning that not only enriches students' academic and cultural experiences but also prepares them to contribute meaningfully to a sustainable future.

Keywords: Mandarin Language, Education for Sustainability, Global Citizenship, Cultural Understanding

Introduction

Mandarin has emerged as a pivotal global language, fuelled by its vast number of native speakers and China's growing prominence in economics, politics, technology, and culture. With over a billion native speakers, Mandarin stands as the most spoken language worldwide, underscoring its central role in global communication and cultural exchange (Plumb, 2016; Zou, Shi & Li, 2023). China's economic ascendance has further heightened the demand for

Mandarin proficiency, with individuals and businesses increasingly acknowledging its value in navigating the Chinese market and engaging with Chinese culture (Jafri & Abd Manaf, 2020). This shift aligns closely with the principles of Education for Sustainability (EfS), which emphasizes equipping individuals with the global competencies necessary to address interconnected challenges and thrive in a dynamic world. EfS advocates for cultural awareness, linguistic proficiency, and cross-disciplinary skills as foundational for fostering sustainable development and global citizenship (Gorski et al., 2023). Learning Mandarin, as part of this framework, becomes a strategic tool for nurturing intercultural understanding and effective communication.

Beyond economics, China's influence spans cultural and political realms. The establishment of Confucius Institutes globally reflects a deliberate effort to promote Mandarin as a foreign language, advance cultural diplomacy, and foster understanding of Chinese culture among non-Chinese speakers (Zhao & Huang, 2010). This initiative resonates with the EfS goal of promoting inclusivity and collaboration across diverse communities, highlighting the value of Mandarin as a lingua franca in regions with substantial Chinese diaspora populations (Ong & Troyer, 2022). Consequently, Mandarin is increasingly viewed as a critical skill for international business, diplomacy, and sustainable partnerships, reinforcing its global importance (Choi, 2024).

Moreover, learning Mandarin carries profound cultural implications, extending beyond language acquisition to fostering deeper awareness of Chinese values and social norms. This cultural competence is essential for navigating globalized contexts, where understanding diverse perspectives is key to sustainable coexistence (Nikitina & Furuoka, 2013). In multicultural societies such as Singapore, where Mandarin serves as a bridge language among diverse ethnic groups, it plays a vital role in promoting societal cohesion (Lin & Khoo, 2018). Building on the above, Mandarin's global significance emerges as multifaceted. It holds the status of the most widely spoken language, facilitates economic and cultural exchanges, and plays an increasing role in international relations. Within the framework of EfS, the acquisition of Mandarin embodies the development of global competencies, making it an essential skill for navigating the complexities of an interconnected world. As China continues to expand its global presence, Mandarin's importance is poised to grow, establishing it as a cornerstone for sustainable global engagement and future generations' success.

Education for Sustainability

Principally, Education for Sustainability (EfS) is essential in preparing learners to tackle critical global challenges such as climate change, resource depletion, and social inequality. By embedding sustainability principles into educational frameworks, EfS empowers individuals to make informed decisions that uphold environmental integrity, economic viability, and social justice (Yanniris, 2021). This approach cultivates critical thinking and problem-solving skills, which are indispensable for addressing the complexities of modern environmental issues.

In the context of lifelong learning, EfS aims to foster attitudes and behaviors that support sustainable development while promoting lifelong learning and adaptability. Integrating sustainability into educational frameworks is essential for cultivating a generation that is not only aware of environmental issues but also equipped to address them through informed

decision-making and innovative solutions. Educational approaches such as Problem-Based Learning (PBL) have been shown to be effective in fostering these attitudes. Muerza (2024) emphasizes that PBL enhances student engagement and promotes a culture of lifelong learning by encouraging active participation and collaborative problem-solving, which are critical for achieving the Sustainable Development Goals (SDGs).

Encouraging lifelong learning and adaptability is especially crucial in the context of rapidly changing global challenges. The United Nations underscores the importance of lifelong learning in achieving SDG 4, which aims to ensure inclusive and equitable quality education for all (Ghamrawi, 2023). Community-based non-formal learning has been shown to enhance psychological qualities such as self-efficacy and resilience, essential for adapting to change (Narushima et al., 2016). Donkoh et al. (2022) further argue that integrating sustainable development into school curricula is key to fostering lifelong learning and environmental awareness.

On the other hand, EfS addresses resource depletion by promoting sustainable practices that reduce consumption and waste. Research shows that incorporating sustainability into curricula raises awareness of resource conservation and the value of renewable energy sources (Aneja, 2023). By educating learners about the finite nature of resources and the repercussions of overconsumption, EfS encourages practices such as recycling, energy efficiency, and sustainable agriculture (Litskas et al., 2020). These practices not only nurture individual accountability but also foster a collective commitment to sustainable development. In addition, EfS plays a vital role in addressing social inequality by advocating for equitable access to resources and opportunities. It highlights the importance of social justice in environmental decision-making, ensuring that marginalized communities are part of the conversations about resource management and environmental policies. By helping learners recognize and address systemic inequalities, EfS encourages a more inclusive approach to sustainability, focusing on the needs and rights of everyone, especially those most affected by environmental harm (Bissett, 2012).

EfS also focuses on empowerment by developing skills for critical thinking and active participation, enabling individuals to engage meaningfully in sustainability efforts and decision-making processes. This empowerment extends beyond economic aspects to include social and political dimensions. Biswal et al. (2023) highlight that women's empowerment is integral to reducing poverty and advancing sustainable development. The principle of future orientation, another core aspect of EfS, involves considering the long-term impacts of actions and encouraging individuals to reflect on the consequences of their decisions for future generations. Trechsel et al. (2023) assert that transformative learning experiences in higher education can cultivate a mindset oriented toward sustainability.

The interconnected principles of EfS are essential for fostering a sustainable future. By integrating resource management, social justice, lifelong learning, empowerment, and future orientation into educational frameworks, EfS enhances individual and community capacities to address contemporary global challenges. These holistic approaches ensure that sustainability efforts are both comprehensive and forward-thinking, preparing learners to become advocates for change in their communities and beyond.

Research Objective and Research Questions

Despite its rising importance, a significant gap exists in integrating Mandarin language curricula within EfS frameworks. Current language programs often focus narrowly on linguistic skills, without adequately addressing broader goals such as fostering global citizenship, promoting intercultural dialogue, and enhancing students' ability to navigate diverse cultural contexts (Majjala et al., 2023). This lack of alignment between Mandarin education and EfS objectives limits the potential for students to develop a holistic understanding of sustainability and their role in creating a more inclusive and interconnected world.

There is a pressing need to explore how Mandarin language curricula can be designed to align with EfS principles. Incorporating sustainability themes, such as environmental responsibility, social equity, and cultural diversity, into language instruction can create transformative learning experiences. Furthermore, the integration of Mandarin within EfS frameworks provides an opportunity to promote global citizenship among students. By engaging with Chinese culture, values, and perspectives through language learning, students can develop empathy, respect for diversity, and a sense of shared responsibility for global challenges. This approach not only prepares students for a future where Mandarin is increasingly significant but also empowers them to act as culturally aware and socially responsible global citizens.

Addressing the existing gap between language education and sustainability goals can unlock the full potential of Mandarin as a catalyst for building a more inclusive and sustainable future. Therefore, this paper aims to explore the integration of Mandarin language curriculum within Education for Sustainability frameworks to promote global citizenship and deepen cultural understanding among students. Specifically, the research seeks to propose two key questions: how Mandarin language curricula can support EfS principles; and how learning Mandarin enhances students' cultural awareness and equips them with the skills to navigate and address complex global challenges. By examining these aspects, the study aspires to highlight the potential of multilingual education in advancing broader educational and societal goals.

Theoretical Orientation of the Study

This section establishes the theoretical foundation for the study by connecting linguistic and sustainability theories. Education for Sustainability (EfS) is rooted in key principles such as a holistic approach, empowerment, and future orientation, all of which are essential for driving sustainable development through education. The holistic approach in EfS emphasizes the need to integrate environmental, social, and economic dimensions, offering a comprehensive understanding of sustainability challenges and enabling the development of effective solutions.

Lambrechts et al. (2017), highlights the importance of placing sustainability initiatives within broader contexts of change, which involves continuous attention to resource demands and fostering autonomy within educational settings. Similarly, Saqib et al. (2020) argue that innovative educational practices can empower individuals and communities, laying the groundwork for a more sustainable future. These perspectives underscore the need for comprehensive strategies to address the complexities of sustainability, which cannot be

resolved through isolated efforts alone. Therefore, the following discussion explores the role of language in sustainability and the integration of Mandarin language learning into EfS.

Role of Language in Sustainability

Language plays a vital role in cultural exchange and knowledge sharing, particularly in the context of sustainability. It allows individuals from diverse backgrounds to understand and share experiences, fostering a collaborative approach to sustainable practices. Liu et al. (2022) highlight the importance of cultural representations in language education, emphasizing that language learning enhances cultural awareness and supports sustainability by enabling the exchange of diverse cultural practices and perspectives. Similarly, Jafari (2023) underscores the significance of bilingualism and biliteracy in preserving indigenous cultures, noting that these skills allow communities to engage in sustainable practices that align with their unique cultural identities. This intersection of language and culture illustrates how linguistic diversity contributes to sustainability by facilitating the sharing of meaningful insights and practices.

Multilingualism further broadens access to sustainability-related resources and literature, enriching the global discourse on sustainability. Pölönen et al. (2021) emphasize the value of research published in national languages, which often offers unique insights into local sustainability practices that may be overlooked in English-centric academic publications. Additionally, Muqarshi (2023) highlights the benefits of translating sustainability knowledge into Arabic within higher education, noting how this approach fosters local capacity building and improves the transfer of knowledge. By expanding access to diverse resources and methodologies, multilingualism democratizes knowledge and ensures that local perspectives are incorporated into the global sustainability narrative.

Beyond improving knowledge access, multilingualism also contributes significantly to global awareness, cognitive development, and intercultural empathy—skills essential for sustainability collaboration. Studies show that bilingual children exhibit enhanced adaptability in communication, which fosters empathy and understanding across cultural contexts (Gampe et al., 2018). Yow & Li (2023) further assert that bilingual experiences help children develop context-sensitive trust strategies, which are vital for navigating diverse cultural settings. Moreover, effective communication across cultures is essential for addressing global challenges. Kalra & Szymanski (2023) emphasize the role of language diversity in fostering interpersonal relationships within multinational teams, which is crucial for collaborative sustainability efforts. In brief, language not only facilitates understanding and knowledge sharing but also enhances the cognitive and social abilities necessary for sustainable development in an interconnected world.

Integration of Mandarin Language Learning into EfS

Mandarin has gained significant global importance due to China's growing economic influence, cultural contributions, and the increasing demand for cross-cultural communication skills in international careers. As China continues to dominate global trade and infrastructure through initiatives like the Belt and Road Initiative (BRI), understanding Mandarin offers deeper insights into Chinese values, traditions, and social norms, which are essential for effective communication in both business and diplomacy (Dumor et al., 2022; Yan et al., 2023). This makes Mandarin a crucial tool in global citizenship, as it fosters the awareness needed to navigate interconnected global systems and engage in international

relations effectively. As global markets become more integrated, the demand for Mandarin language skills will continue to grow, aligning with the principles of Education for Sustainability (EfS) by preparing individuals to understand and act within a globally connected world.

Global citizenship, which is central to EfS, emphasizes the need for individuals to recognize the impacts of local actions on global systems, including social justice, human rights, and environmental stewardship. As Al'Abri et al. (2022) note, education systems have a responsibility to equip students with the knowledge to address global challenges like environmental sustainability and peace. The integration of Mandarin into EfS supports these goals by promoting a broader understanding of China's role in global sustainability and development. By learning Mandarin, students not only gain linguistic proficiency but also develop a deeper appreciation for cultural perspectives on issues such as social justice and environmental sustainability (Chen & Tang, 2021). This empowers learners to engage with global issues, fostering a sense of responsibility and preparing them to contribute to a sustainable and just world, while enhancing their ability to communicate and collaborate in the global context.

Conceptual Strategies for the Integration

Integrating Mandarin language learning into Education for Sustainability (EfS) can be effectively achieved through strategies such as thematic instruction, interdisciplinary projects, and cultural immersion activities. These methods not only enhance language acquisition but also deepen students' understanding of sustainability concepts, preparing them to engage with global challenges. Two primary themes in this integration – global citizenship and cultural understanding – are further explored in the following discussion.

Global Citizenship Development

The integration of Mandarin language learning with global issues and sustainability education plays a crucial role in fostering global citizenship among students. Engaging students in debates on topics such as climate change and human rights offers a dual benefit: enhancing their language proficiency while encouraging critical thinking about pressing global challenges. Classroom debates provide a versatile teaching method that enables students to articulate their ideas and engage with diverse viewpoints, improving their communication, collaboration, and critical thinking skills (Zare & Othman, 2015; Fernández & Lasa-Alvarez, 2020; Nah, 2023). Debating complex issues in Mandarin not only strengthens language skills but also promotes deeper understanding and active engagement with the global challenges they address (C. Cooper & Stewart-Lord, 2020; Meldia, 2022). Furthermore, role-playing simulations, like mock United Nations meetings, immerse students in real-world scenarios, where they represent various stakeholders and negotiate policies in Mandarin. This experience enhances language proficiency, fosters an appreciation for international diplomacy, and emphasizes the cultural contexts influencing global policymaking (Iman, 2017; Lumbangaol & Mazali, 2020; Harahap et al., 2021). By combining debates, simulations, and analytical projects, Mandarin education nurtures students who are not only proficient in the language but also equipped to contribute meaningfully to global discussions.

Virtual exchanges with schools in Mandarin-speaking regions further support the development of global citizenship by providing dynamic platforms for student engagement

and cross-cultural understanding. Pen pal programs, where students communicate through letters, emails, or video messages on sustainability topics, promote global citizenship while enhancing language skills (Williams & Bihan, 2012; Tinkler et al., 2018). These exchanges encourage students to explore global environmental issues and foster civic responsibility. Collaborative projects, such as environmental awareness campaigns or shared sustainability research, provide an opportunity for students to work across borders, share diverse perspectives, and enhance their teamwork and problem-solving skills (Coetzee & Rautenbach, 2016; Ross, 2021). Service-learning projects, which often involve such collaborations, significantly improve interpersonal skills and cultivate a strong sense of civic engagement (Dodd, 2017; Marcus et al., 2020). These initiatives not only enhance academic learning but also foster a commitment to addressing global and community challenges (Hébert & Hauf, 2015; Liu, 2015).

Cultural exchange and participation in international sustainability initiatives add valuable layers to global citizenship development. Virtual meetings, where students discuss cultural practices related to sustainability, deepen their appreciation for cultural diversity and broaden their global perspectives (Harrison et al., 2012; Kirkland, 2014). Programs like "Eco-Schools" and Model United Nations conferences allow students to apply their Mandarin language skills in real-world contexts while tackling global issues (Hunt et al., 2011; Meyer et al., 2019). Service-learning projects in Mandarin-speaking regions connect students to community-specific challenges, fostering empathy and social responsibility (Leung et al., 2021; Pinfold, 2021). Integrating service-learning into education not only enhances motivation and academic outcomes but also strengthens students' commitment to global community involvement (Smuts et al., 2021; Timmerman & Goldweber, 2022). These experiences prepare students to contribute meaningfully to both their local and global communities, developing their roles as active global citizens.

The use of technology in education, especially through platforms like WeChat and Tencent Meeting, has revolutionized language learning, offering new avenues for collaborative and interactive engagement. WeChat, in particular, facilitates real-time communication, resource sharing, and interactive learning, enriching the educational experience (Luan et al., 2020; Guo & Luan, 2020; Han & Zeng, 2023). Online forums and discussion boards provide opportunities for asynchronous communication on sustainability topics, encouraging critical thinking and collaboration among students (Xu & Zhang, 2022). Moreover, immersive technologies such as virtual reality (VR) enable students to explore ecosystems or sustainability projects in Mandarin-speaking regions, enhancing their understanding of environmental issues through experiential learning (Xu & Zhang, 2022). Incorporating Mandarin-language resources such as documentaries, podcasts, and news articles from platforms like CCTV not only improves language skills but also fosters awareness of sustainability challenges (Luan et al., 2020; Xu & Zhang, 2022). These technological tools create a dynamic and engaging learning environment, equipping students with the knowledge and skills needed to address global challenges critically.

Interdisciplinary collaboration, which integrates Mandarin language learning with sustainability themes, forms a strong foundation for global citizenship development. Reflective journals allow students to articulate their learning experiences in Mandarin while fostering engagement and self-awareness, particularly around complex issues like

sustainability (Mudau, 2022; Li & Singh, 2023). Presentation reports in Mandarin encourage students to synthesize and communicate their research, deepening their understanding of sustainability concepts (Nurhayani et al., 2023). Portfolios serve as comprehensive assessments, showcasing students' progress in both language proficiency and global citizenship competencies (Lokollo & Arman, 2021; Woo & Lee, 2022). Cultural sensitivity training plays a critical role in developing respectful interactions and effective collaborations among students from diverse backgrounds. Understanding Mandarin-speaking cultural norms and ethical considerations helps students navigate global issues with empathy, promoting inclusivity and fostering a supportive learning environment (Didachou & Zafiri, 2020; Shea & Parayitam, 2019).

Despite its many benefits, implementing cross-curricular projects that foster global citizenship presents challenges, such as varying language proficiency levels and unequal access to technology. Adapting activities to accommodate diverse proficiency levels and providing scaffolding ensures meaningful participation for all students (Alam & Aktar, 2019; Greviana et al., 2020). Addressing technology access disparities and using asynchronous communication methods can help mitigate these challenges (Elshami et al., 2018; Er et al., 2019). Engaging students in meaningful contexts, through cultural exchanges and collaborative projects, enhances their language proficiency while fostering global awareness and empathy (Todorova-Ruskova, 2023; Ulfa, 2023). Direct interactions with peers from different cultures not only promote mutual understanding but also challenge stereotypes and build a sense of community (Farrell & Seery, 2018; Karami et al., 2019). Ultimately, these interdisciplinary approaches empower students to address sustainability issues proactively, developing their capacity as global citizens who are equipped to navigate interconnected global challenges (Yekta & Kana'ni, 2020; Omarakly & Tamer, 2022).

Cultural Understanding through Mandarin Language Learning

Learning Mandarin provides more than just linguistic skills; it opens a gateway to understanding the rich cultural philosophies that shape sustainable practices in China. Taoism, for instance, emphasizes harmony with the *Tao* (the natural order), promoting principles like simplicity, humility, and reverence for nature—values that align closely with sustainable living (Ong & Troyer, 2022). The concept of *wú wèi* (effortless action) encourages environmentally conscious lifestyles by advocating actions in harmony with natural flows (Owaki et al., 2019). Similarly, Confucianism, with its emphasis on harmony, responsibility (*zé rén*), and moderation (*zhōng yōng*), resonates with ethical resource use and environmental stewardship (Owaki et al., 2019; Ong & Troyer, 2022). By incorporating these philosophies into Mandarin instruction—through activities like analyzing Taoist texts or reflecting on Confucian values in essays—students gain a deeper cultural and ethical understanding of sustainability (Qiao et al., 2023). These philosophical principles are also evident in modern China, where practices such as eco-villages rooted in Taoist harmony with nature and Confucian-inspired policies on clean energy and afforestation showcase the relevance of these ideas (Owaki et al., 2019; Ali et al., 2023). Integrating these cultural frameworks into Mandarin education connects language learning to sustainability, offering a holistic perspective on the relationship between culture, ethics, and environmental responsibility.

Historically, China is the world's oldest continuous civilization, with a rich tapestry of cultural traditions that have evolved over millennia. Among these traditions, Chinese festivals hold a

central place, offering profound insights into the values and practices that have shaped Chinese society. Apart from Chinese classical literature (Jafri, Abd Manaf & Muhamad, 2020), Chinese festivals are integral to the cultural fabric of the nation, reflecting themes of harmony, respect for nature, and familial bonds. Festivals like the *Qīngmíng* Festival (Tomb-Sweeping Day) and the *Zhōngqiū* Festival (Mid-Autumn Festival) offer unique opportunities to weave sustainability themes into Mandarin education. The *Qīngmíng* Festival, celebrated in early April, involves practices like sweeping ancestors' tombs and planting trees, symbolizing respect for both familial heritage and the environment. The tree-planting aspect not only contributes to reforestation but also reinforces cultural values tied to nature. Teachers can incorporate the festival into the classroom by teaching relevant vocabulary—such as *sāomù* (sweeping tombs), *tàqīng* (spring outings), and *zhīshù* (tree planting)—while engaging students in role-playing activities where they describe the festival in Mandarin, thus enhancing both linguistic and cultural understanding. Similarly, the *Zhōngqiū* Festival, which celebrates harvest and nature's cycles, fosters appreciation for seasonal changes and sustainable agriculture.

Traditional Chinese Medicine (TCM) also exemplifies sustainability through its reliance on natural resources for healing, reflecting principles of balance between humans and the environment. Ingredients such as *rénshēn* (ginseng), *jiāng* (ginger), and *gāncǎo* (licorice root) highlight the importance of biodiversity. Mandarin education can integrate TCM by teaching relevant vocabulary and engaging students in research projects on the sustainability of specific TCM practices. These discussions can explore ethical sourcing and sustainable farming to preserve resources for future generations while addressing challenges such as overharvesting. By linking cultural traditions like TCM and Chinese festivals to contemporary environmental issues, educators create an enriched learning experience that connects Mandarin language acquisition with ecological and cultural sustainability.

The use of multimedia resources, interactive activities, and cultural immersion can significantly enhance students' understanding of *Taoism*, *Confucianism*, and Chinese festivals. Incorporating videos and documentaries in Mandarin that explore these philosophies provides students with visually stimulating content, fostering a deeper connection to the material. For example, digital media can introduce traditional cultural elements through formats like videos and documentaries, which highlight Chinese festivals and customs (Wang, 2024). Additionally, incorporating texts, poems, and short stories that encapsulate these philosophies gives students a literary lens through which to explore these traditions, enhancing their comprehension and appreciation of the cultural context (Li, 2023). Interactive activities such as discussions or debates in Mandarin about the relevance of ancient philosophies in addressing modern environmental challenges stimulate critical thinking and active participation. Task-based language teaching (TBLT) has been shown to encourage active engagement, which contrasts with the passive learning often emphasized in traditional Confucian educational settings (Liu & Ren, 2021; Nguyen, 2024). By facilitating debates on contemporary issues, educators can help students connect historical philosophies with current global challenges, enriching their educational experience and fostering a dynamic classroom environment (Yu et al., 2022). Cultural immersion, such as virtual field trips to *Taoist* temples or herb farms, can further enhance students' understanding of these philosophies. Guided commentary in Mandarin during these virtual experiences deepens engagement with the material.

The integration of technology in education, particularly through virtual reality and online learning platforms, has been shown to promote intrinsic motivation and engagement (Lin, 2024). This approach aligns with the shift toward more interactive and participatory learning experiences, especially for students from Confucian heritage cultures, who may traditionally be less inclined to actively engage in discussions (Li, 2023). In summary, the combination of multimedia resources, interactive activities, and cultural immersion enriches the educational experience while aligning with contemporary pedagogical practices that emphasize active learning and critical thinking. By leveraging these strategies, educators can effectively teach complex cultural and philosophical concepts, fostering a more inclusive and participatory classroom environment.

Conclusion

The integration of Mandarin language learning with Education for Sustainability (EfS) presents an exciting opportunity to cultivate a generation of globally-minded, sustainability-conscious individuals. By combining language acquisition with sustainability education, this approach provides students not only with essential Mandarin skills but also with a deep understanding of cultural and environmental contexts. This dual focus equips learners to address global challenges thoughtfully and effectively, promoting critical thinking, empathy, and collaborative problem-solving. Activities such as thematic instruction, interdisciplinary projects, and cultural immersion enhance students' engagement with both Mandarin and sustainability, fostering a holistic understanding of the world around them. To maximize the impact of this integration, it is crucial to develop curricula that reflect real-world sustainability challenges while supporting teacher development and fostering international collaboration. By involving students in local sustainability initiatives and encouraging them to connect Mandarin learning to these efforts, educators can enhance both linguistic and global citizenship skills.

The integration of Mandarin into EfS not only enhances language acquisition but also contributes to achieving broader global sustainability goals. By incorporating Mandarin into EfS, students are better equipped to navigate the complex intercultural and ecological challenges of the modern world. Educators, curriculum developers, and policymakers must embrace innovative, inclusive educational strategies that link language education to real-world issues, allowing students to actively engage with pressing global concerns. These strategies should include culturally immersive activities, interactive learning methods, and technological tools to facilitate deeper engagement with Mandarin and sustainability concepts. Further research and dialogue are essential to explore the long-term impacts of this integration. By continuing to explore effective practices, educational stakeholders can help shape informed global citizens who are equipped to lead sustainable futures. This interdisciplinary collaboration will ensure that Mandarin education contributes meaningfully to the goal of fostering sustainability-conscious individuals who are ready to meet the challenges of a rapidly changing world.

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