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Promoting Sustainable Development Goals through English Language Teaching Practices in Educational Institutions in Islamabad

by

Zaid Ahmad

A thesis submitted in partial fulfillment for the degree of Master of Science

in the

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Department of English

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(Zaid Ahmad)

Abstract

This research study looks at the contribution and role of English language teaching in promoting and spreading awareness about sustainable development at school level of Islamabad. The purpose of this research is to dwell into the way classrooms facilitate the students to gain knowledge about the importance sustainable development goals.

The research adopted mix method research to get a comprehensive understanding of the research topic. Data was collected in three different ways for this research, in the first step an English document was carefully analyzed, in the second step, a survey of 72 teachers was conducted. In the last step, semi structure interviews were held with 10 school administrators. All the numerical findings in the quantitative data were analyzed through descriptive statistics. And thematic analysis was done for the purpose of qualitative analysis.

After the analysis, the results showcased that SDGs related themes are present in the English text book, but its inclusion is uneven and imbalanced. Similarly, most of the teachers understand the value of delivering SDGs oriented lectures in the classrooms. However, there were some setbacks faced these teachers like having no proper SDGs oriented training for teachers. The study also stressed that the role of school administrators is highly important in this matter to promote SDGs.

The study comes to the point that ELT is the best platform to raise awareness about the SDGs across the globe. According the results, there are three main actions which are highly important in this matter. The first step is to provide professional trainings for the ELT teachers to make them to build their understanding about SDGs, and also how incorporate theme related to SDGs in age related classroom activities. Second step is about the enrichment of curriculum. And the last step is about the help and support needed from the side of school administration for ELT teachers.

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Chapter 1

Introduction

Sustainable development goals known as global goals are the set of goals which were adopted by all the states of UN in 2015. The aim of these goals is to protect the world from wide spread issues like climate issues, poverty, gender discrimination etc and to bring prosperity by 2030. These goals contain 17 inter connected goals with 169 targets design just to address global issues. These SDGs replace replaces MDGs (which ran from 2000 to 2015). It also consists of 17 inclusive goals basically focusing on eradicating extreme poverty in developing countries. In contrast, the MDGs were having some limitations, a narrow scope and lack of inclusivity. Furthermore, the agenda of 2030 for SDGs was design with global consultations of the states which includes governments, and civil societies etc. "The SDGs in contrast to the MDGs have a universal approach, with a focus on inclusivity and equity etc just to achieve SDGs like climate change, through making unified policies. Because all the countries depend on each other for the progress" (Yilmazkuday, 2026). Most primarily the emerging countries should be more supported to enhance their strategies, modify and create SDGs plans. More specifically, this agenda of 2030 and its goals provide an insight to the needs and issues of the 21^st century people particularly,

GOAL 1: No Poverty

GOAL 2: Zero Hunger

GOAL 3: Good Health and Well-being

GOAL 4: Quality Education

GOAL 5: Gender Equality

GOAL 6: Clean Water and Sanitation

GOAL 7: Affordable and Clean Energy

GOAL 8: Decent Work and Economic Growth

GOAL 9: Industry, Innovation and Infrastructure

GOAL 10: Reduced Inequality

GOAL 11: Sustainable Cities and Communities

GOAL 12: Responsible Consumption and Production

GOAL 13: Climate Action

GOAL 14: Life Below Water

GOAL 15: Life on Land

GOAL 16: Peace and Justice Strong Institutions

GOAL 17: Partnerships to Achieve the Goal.

These sustainable development goals deal with the idea to "cover global challenges that are crucial for the survival of humanity" (Rieckmann, 2018). In the context of ELT, English always plays important role to raise awareness among the people. Because English is a lingua franca and remains the medium of instruction in institution, policy makers and international conferences. That's why this language can fill this gap. Similarly, English language is not only the facilitator for the people to communicate with each other but also it opens the gats for many opportunities like global knowledge and issues. The incorporation of SDGs with ELT content and teaching approaches not only foster global citizenship but also inspires students to contribute in dealing with the worldwide challenges (Kasirajan and Mohalla, 2024). Therefore, the availability of an educator to educate the students regarding these goals is very important. Teachers are essential in this process, as they do not just provide a traditional type of teaching but create a sustainable learning environment that will produce tomorrow's reliable citizens (Baroudi, 2023). The main aim of this research is to promote SDGs and examine the current approaches of teachers towards SDGs teachings specifically in the

private urban institution of Islamabad. By exploring the current state of SDGs, the study highlight the barriers and hurdles in bridging the gaps between ELT curriculum and the approaches of teachings. It is believed that after this survey the teachers who lack information and knowledge about SDGs will modify their teaching approaches. Similarly, it will also have a good impact on student learning. Therefore, survey in a city like Islamabad, this survey will become ideal for other regions of Pakistan to cope with the challenges faced while adapting such models. This study is important due to some factors. It helps to link the educational institutions policies with the worldwide sustainability goals. Specifically, Pakistan is emerging country, where most of the educational institutions neglect the SDGs. Similarly, language education can have a powerful impact on addressing the increasing speed of global problems. This shows that teaching English as a foreign language is not only about teaching language, but also raising awareness among the students who will be the future leaders of this country. Indeed, this study promotes the responsibility and accountability of government educational system in Islamabad to ensure that all the students are taking part in promoting SDGs without their caste and cultural backgrounds. The aim of this study is to foster SDGs at private urban school level in Islamabad, to educate the students about the world pressing issues and problems. Also, the teachers should mold their teaching approaches according to the needs of the present time and current issues like global warming, zero hunger, no poverty and gender equality. As Shakir et al. (2024) argues that the teachers should be trained to adapt their teaching methods according to the education for sustainable development and also include ESD in ELT curricula to enhance students sustainable and critical thinking. So that the students would have rich information regarding how to act with such type of pressing issues in the world.

1.1 Statement of the Problem

This research study will link a gap in the existing literature by investigating the part of English Language Teaching (ELT) within the Pakistani education system in

encouraging and promoting the Sustainable Development Goals (SDGs). Although there is ongoing struggle and contributions to promote the SDGs, there remains a gap in understanding how ELT private urban institutions in Islamabad pay attention and put their efforts to this global action plan. ELT institutions play a significant role in preparing future teachers, administrators, and responsible global citizens; however, inadequate research has been conducted on how these institutions include the SDGs into their curricula and teaching methodologies.

1.2 Research Questions

i. What is the level of SDGs integration into the English textbooks at secondary level?

ii. How do the ELT teachers integrate the SDGs related themes into their teaching practices?

iii. How do the school principals promote SDGs through their school policies and practices?

1.3 Research Objectives

i. To examine the extent of SDGs incorporation in the English textbooks of secondary level educational institutions?

ii. To explore how far the ELT teachers are incorporating SDGs into their teaching practices.

iii. To what extent are educational administrators endorsing SDGs themes in their institutions.

1.4 Research Methodology

This research has adopted mix method research to look how the ELT teachers and school administrators are promoting SDGs at school level in Islamabad. The reason of selecting this research methodology is to gather both numerical and descriptive data to dwell into deeper, rich and complete understanding of the research problem.

This research study is particularly design to investigate and take a careful look at how ELT is promoting all the 17 goals of the SDGs within the domain educational settings. These goals almost cover all of the global and worldwide issues, that's why this research believes that ELT is not just a source of learning English language and grammar but also it is the best source of promoting all the 17 goals of SDGs.

To achieve this objective, this research will collect the data by using three different research tools. The first tool of data is the thorough and close analysis of English textbook of the secondary level. During this phase the English textbook which is used currently at the educational institutions of Islamabad will be closely reviewed. The main motive of this analysis is to check if the themes of SDGs are present in the textbook, and if available then up-to what extent.

The next research tool involves a survey with ELT teachers. As it is evident ELT teachers are the most important link between school curriculum and students learning. In this case their perspective and opinion matter a lot to this research.

That's why some careful research questionnaires will be asked about the knowledge they have and the challenges they are facing in doing so. So, their response will provide more insights and support to this research and will identity what help and assistance they need to effectively contribute in this matter.

The last research tool is interviews with school principals. As it is also crystal clear that school principals and administrators' makes the environment and culture of

the educational institutions. For this research they will be provided some open-ended interview questions to share their precious and valuable perspective about how much SDGs are important also how much their institutions are contributing in this matter. Therefore, their opinion will provide a deeper and strategic view of the problem.

1.5 Delimitation of the Study

This research is exclusively focusing on how English language teaching practices (ELT) promote SDGs in the education institutions of Islamabad Pakistan. This research will only focus on the inclusion of SDGs in ELT practices and also would not try to examine any other subject area. Therefore, this study is narrow down to

i. Secondary school institutions in Islamabad and did not include any other institute.

ii. The study considered the promotion of SDGs through English textbooks, teacher practices, and administrative support.

iii. The participants are limited to particularly, English language teachers and educational administrators.

1.6 Significance of the Study

The significance of the research is justified as it seeks to explore the level through which the SDGs are supported and promoted with the help of ELT in the educational institutions in Islamabad. It also tries to examine the challenges and opportunities related to the inclusion of SDG themes in the classrooms. That's why the study will try to contribute effectively of how SDGs should be in lined with educational institutions. And it is also strongly expected that the results

and findings of this research will precious insights for the ELT teachers, principals of the schools and the designers of curriculum to make sure and strengthen the avail-ability of SDGs into teaching practices of the teachers and also ensure meaningful learning for all the students.

Chapter 2

Literature Review

2.1 The Sustainable Development Goals: Background and Significance

Sustainable Development Goals are created by the United Nations organization. These goals are set to bring maintenance and development in the world. It is basically a universal call to take action against such issues and urging all countries to achieve these targets. This agenda was adopted in 2015 as a mission of bringing prosperity on earth by addressing the challenges and issues like climate change and gender equality, etc. Similarly, education has a significant role in raising awareness to promote these SDGs. It will assist the students in eliminating the poverty, and gender inequality etc. It is a journey towards a bright and better future. It consists of 17 goals and 169 targets for making progress all over the globe. This agenda of united nation for sustainable development provides a proper planning towards a balanced and harmonious civilization through controlling all the global issues like poverty, hunger and global warming etc. (Giangrande et al., 2019). According to UNESCO, ESD is the revolutionary approach to education. The students make planning and take actions to maintain a good environment and economy. ESD is a comprehensive journey of learning which includes sustainable policies, the curricula, teacher training and assessments. However, this literature

review uncovers how ELT promote the SDGs in the private and urban institution of Islamabad. That's why this study merges both local and international researches to shed light on teaching practices, theoretical framework and the challenges faced by ELT institution while promoting SDGs. English as a lingua Franca, remains an important and critical enabler to promote and achieve all SDGs. Similarly, the social and human sciences programs of UNESCO should also include gender equality, global solidarity, antidiscrimination and accountability (UNESCO, 2017).

Furthermore, education is regarded as a main source of training for the learners to address challenges related to sustainability (Leicht et al., 2018). Pakistan is a developing and under privilege country, where the infrastructure of educational institutions and teaching approaches face significant challenges, therefore incorporating SDGs into the ELT approaches and curricula will bring progress. These goals are playing an important role to address global issues like poverty, quality education, gender inequality and climate change by 2030 and to create a sustainable future for all by 2030.

Within this context, education for sustainable development (ESD) endorse environmental awareness, responsible citizenship and critical thinking. These all values can be integrated to ELT classrooms. According to UNESCO, ESD is educating and equipping individuals with such skills which are necessary to make the environment, economy, and society more sustainable. Among these 17 goals SDG 4 which is about inclusive and quality education for all. It Strengthen and focuses on making learning more innovative and meaningful. ELT classrooms provide a platform to incorporate discussions related to environmental issues, peace and human rights and these all are key elements of SDG 4 (UNESCO, 2020).

In the same way, national education policy (2017) in Pakistan is also fostering environmental literacy and critical thinking. However, this policy is not applicable because of the teacher's resistance, lack of proper training and outdated curricula (Ali and Rizvi, 2020). According to a report the implementation of the SDG related themes is insufficient and in this case the educational institutions should takes some serious actions to educate students and improve the performance of ELT teachers in this case (Saqib et al., 2020).

Therefore, such negligence and gap between policy and practice highlight the need for updated curriculum and innovative teachers training to align SDGs with ELT. However, SDG which aims to promote gender equality and women empowerment. In the context of ELT education, it involves equal access to education and opportunities also eradicating cultural norms and patterns that fosters gender stereotyping through teaching practices. Therefore, ELT classrooms are the best platforms to showcase themes of sustainability.

Meanwhile, the history of SDGs goes back to the MDGs. The UN introduced 8 MDGs that focus on eradicating extreme poverty, achieving universal primary education, promoting gender inequality and the empowerment of women, reducing the mortality rate of children, improving maternal health combating HIV/ AIDS, malaria and some other diseases, ensuring environmental sustainability and developing a mutual support for the development. These 8 goals were adopted by UN in 2000 to be achieved by 2015. The concept of sustainable development was officially recognized in 1992 at the earth summit in Rio de Janeiro. It was a comprehensive action plan for sustainable development and countries across the globe showed their interest and take participation to contribute in achieving these goals. These goals become a worldwide global commitment and pledge to address the core issues like poverty, human deprivations and improve development through a collective vision, plan and action. The time MDGs first introduced (2000-2015) were warmly appreciated and welcomed by the people. It gives people the hope of addressing the core issues and challenges (Jamil et al., 2019).

The MDGs were described as soft and caring words, positive intentions and optimistic. But the issue is that some do not believe that MDGs would really work, because they consider it not unrealistic and not practical. Although they are giving good vibes and hope to the people, but it would not solve problems (Saith, 2006a).

Different scholars and policy makers have different views about the rote, effectiveness and impact of MDGs. A lot of scholars have admired it and considered the role of MDGs as a significant and important step towards development. However, some scholars have criticized MDGs scope and its implementation, because they

considered MDGs focus as too narrow and it just include few targets. It ignores a wide range of globe issue that human being faces.

Similarly, the aim of the MDGs was to transform the lives of people. It provides a proper roadmap and solution for challenges which humans are facing from previous decades. Similarly, it also educates the people with such development skill and knowledge which are necessary for a professional person (Sachs, 2005). MDGs were the source of encouraging the government of the state to design a proper framework for the progress and development of the country. Although the MDGs do not have a proper roadmap, still it motivates the people and government to show full support the change and reforms in particular areas (Fukuda-Parr, 2008).

While some of the experts believe that MDGs were not bad at all. They carry some flaws. These goals show concern for the development of the developing and poor countries. They were meaningful and well intentioned to promote human well-being. However, they neglect good planning and better policies. These goals do not focus on making strong political institutions, promote health care and other long-term goals. But instead, they try to bring the countries attention toward few numbers of targets for its achievement (like increasing the enrollments in schools and to reduce the mortality rate of children) (Clemens et al., 2007; Easterly, 2006).

Some other most prominent thinkers showed an important stance. They mentioned that MDGs do not show some problems of the world and they are trying to hide it instead. These goals particularly have some basic weaknesses (like the lack of string accountability) although they are sounded good and look great on papers. They only promote and focus on health good well-being, improving education and reducing the rate of poverty in the country. Such goals are not addressing the global issue and are too narrow. In a nutshell, MDGs only focus to promote non-controversial and safe goals like providing primary education, clean and filtered water etc. However, the same goals were not focusing on pressing issues like ending patriarchy and women education (Antrobus, 2003; Eyben, 2006; Saith, 2006b). In short, MDGs grew out of the different ideas discussed in the 1990s during some of the conferences in the UN. The long-term issues and challenges discussed during those conferences were about education, development and health etc. The OECD

(Economic Cooperation and Development) brings further improvements in these ideas and also set some objects for the development across the globe. These goals were late supported by all the 189 countries in the year 2000 at the UN Millennium Summit in New York to fight against the poverty and hunger etc.

2.2 Global Context

2.2.1 English Language Teaching and Progress of SDGs

Education for sustainable development evolved from environmental education. It is playing a prominent role in bringing awareness regarding issues related to nature and environment of society. This concept also includes issues like social, economic, environmental problems after 1992 Rio summit, and by 2005-2014 it became more important and were promoted through the active role of UN.

It includes issues related to gender equality and quality education etc. ESD teaches students how to be creative, and how to contribute in problem solving and teamwork. It also teaches students to be a responsible global citizen and face global challenges (Abera, 2023).

ESD is an essential key driver in addressing the current global issues. It equips the individuals of the society with such skills which are needed in solving different interconnected social, and financial issues. It aware the individual to equip themselves according to modern knowledge to become active global citizen and reshape the educational system for tackling modern issues. As the world is suffering from various issues like gender equality and quality education, ESD has always struggled to empower communities to create effective solutions. This educational approach encourages and promotes critical thinking, individual responsibility and active participation in global efforts. Therefore, this transformative and futuristic approach of ESD brings competence and creativity that prepare learners for positive change in the future. Due to such highly operational and sustainable approach of ESD, international scholars and organizations have also endorsed it. According

to a report by the UN secretary general's 2024 on the aftermath 2015 development agenda highlight the way ESD creates "agents and drivers in global innovation" by training teachers and combining lifelong learning with quality education. Globally the importance of education for sustainable development is accepted and shown through the opinion of people around the globe. According to My World 2015 survey, over 7.6 million people from 194 countries ranked "good education" as the number one priority for sustainable development (Didham and Ofei-Manu, 2015).

Therefore, such positive and strong reaction from the people highlights education as a powerful tool for bringing innovation and progress. Furthermore, academic research has endorsed these perspectives. According to study research founded that ESD equip people with real world skills to make solutions for the global issues and problems. Due to such approach people become united which strengthen their sense of responsibility to address challenges and hurdles of sustainability.

Such work showed ESD empowers the students to build stronger social understanding and skills related to problem solving compared to students who are receiving conventional education. ESD remains a powerful and key contributor to achieve several SDGs at the same time. Through quality education the ratio of employability increases which directly decreases poverty. Education also improves (SDG 3) the literacy of health and easy access to medicines. Therefore, all mothers can have healthier children with lower death ratio and such education helps to break the cycle of intergenerational poverty.

Similarly, ESD endorses gender equality (SDG 5) by educating women to be the future leaders, delay early marriages and breakdown the harmful societal norms. Finally, it encourages economic growth (SDG 8) in many ways. It prepares students for the better future by teaching them such skills that is the need of the current time. So, when workers are talented the company will hire locally instead of looking for the talented people somewhere else. Therefore, societies having such skillful and talented people will attract the higher quality companies like tech companies, and other research centers. Most importantly ESD motivate the students to be innovative and seek entrepreneurial skills to stand out in the society, to be

allrounder, be independent and stand own businesses and apparently new jobs and opportunities will be created in the communities.

2.2.2 ELT Institutions and the Implementation of SDGs

The 17 goals created by the UN are ethe main concern and challenges for the people to be addressed for the better future. And these goals are a shared vision for a bright and peaceful future. ESD empower the communities to achieve the SDGs. Among these goals, SDG (4), quality education plays a crucial role to improve people lives, drive innovations, promote learning and harmony. But for the promotion of SDGs, ESD must reflect the objectives and values of SDGs. The way teachers are teaching SDGs in schools is conventional, they should adopt modern techniques and skills also they should the approaches according to the need of time. Because teaching SDGs is not just about adding new topic but also about changing and improving what the students are going to learn and how they are learning it. For example, the teachers should engage the students in real life projects (like reducing gender inequality) strengthen their creativity instead of memorizing facts. Therefore, by learning through this strategy, these students do not just prepare for the assessments but also prepare for the prosperous bright and green future (Abera, 2023). Teachers like language teachers are contributing a lot in this matter particularly Chinese and English language teachers have a pivotal role in advancing SGDs. Through different activities like cultural exchange events and discussions they can connect students with diverse issues of the world. This study showcases how English and Chinese teachers in Shandong province, China include SDG related themes into their teaching approach. Similarly, this research also highlights the competencies and knowledge necessary for the educators to effectively integrate global sustainability concerns into their teaching approaches. Through comparative analysis of teaching practices in English and Chinese, this research is expected to provide insights and key strategies that can enhance SDGs education in language learning setting. These two subjects Chinese and English are the fundamental subject from primary to high school. The Chinese language teachers do their best to strengthen and foster national and cultural identity of

the students and English language enabling students to go for the global language knowledge, communicate research and career advancement. Education has a key role in promoting SDGs among people. It promotes SDGs through formal, informal and non-formal education. Formal education consists of schools and informal education consist of daily life activities like using social media apps, and non-formal activities mean workshops. Similarly, education for sustainable development goal is a long-term strategic approach which encompasses learning from content and environment etc. It highly helps people to learn and make plannings to contribute in promoting SDGs (Yuan et al., 2022).

2.2.3 Global Development Goals: Dominated by Government Institutions and Neglectful of Local Participation

Global goals often ignore local people and sometimes do not provide needs or priorities. In such goals SDGs are also doing the same. They are measured at national and international level that's why they do not reflect the needs of local communities; for example, when local agenda was launched in 1992, it only involved government department and some other experts with not enough real involvement from communities. In Malaysia, when local agenda 21 was implementing the process of invitation was not transparent because local people were not informed or how to join and participate. It was only controlled by government department and experts which limits the engagement of local people. Therefore, instead of making plans from the top to down, a bottom-up approach is needed. It means including groups like indigenous communities will track progress and stay committed to the need and priority of the people more easily (Moallemi et al., 2020). This means to train the people according the need of the time and priorities to make decisions, strategies for the development and maintenance of the society. When the people have direct access in dealing with the progress and balance of the society such programs are believed to be meet with the actual needs and tradition of the society. For example; to promote SDGs 4 quality education,

the leaders of the local community should be guide about the future implication and key importance of such kind curricula promoting SDG. They should be also informed that the curricula respect the local heritage and cultural norms while following the standards and rules of the global learning. Similarly, including local people in the global development and progress has a significant impact. Because they possess solutions and understanding to their own challenges and difficulties that another external people and policy makers may lack and up to now such idea is not being used practically.

By integrating the perspectives and ideas of local people into development efforts such strategy becomes more effective. Such steps will highly benefit the global sustainability and development because local people know the cultural and environmental norms that can break the such kind of project. To divide the role of the people according to age, sex and social class is not applicable to benefit for the progress. To avoid such idea the communities should take an active role to promote these goals in a meaningful way. Such goals should be achieved by including local knowledge of the indigenous people to create targets that include reflects the need of the local people. Similarly, another local agenda was implemented in Australia in four councils. It was founded that its successful implantation was dependent on several key factors like including local governments, state involvement, a complete strategy, and the level of partnership of the communities. The study founded that councils with having strong local and international engagement, proper planning and committed leaderships achieved a great success of integrating SDGs in the plans of progress and development (Bajracharya and Khan, 2004).

In the past, most educational researchers focused on teachers' behaviors, and what they do in the class rather than what they were teaching. A well-known educationist and expert Lee Shulman pointed out that mostly studies are looking at how teachers are managing their classrooms, doing student assessments, give them assignment and planning lessons for them. But they often ignored to study how the teachers are teaching the content and how they are explaining topics. Such type of older research was called process-product studies. And this was the most common research between 1950s till mid 1980s especially in teachers

training. In the same way the Shandong province in China is known for its rich socio, economic and cultural background. This province has formulated some plans and strategies, including the modernization of education 2035 "to build a strong province of education 2035" and cultivate individuals who are having holistic growth and diverse skills. Such educational policies and planning shows Shandong strong support with SDGs and such type of efforts will bring changes and improvements in the Education system (Wang and Syed-Abdullah, 2024).

2.2.4 Global Participation in Promoting SDGs: A Shared Responsibility of All Nations

As it is evident that SDGs are the goals in which all of the countries must have to contribute. For this purpose, all the international sustainable agencies and governments should outline an operation for an action through which the present unsustainable world should be shifted towards sustainable world for the purpose of renewing all those factors on which the growth and development of this earth depend. And the areas of this action include safeguarding atmosphere, fighting against deforestation, gender inequality and promoting quality education etc. In case one country is affecting from such factors the neighboring country will also face consequences. That's why all the countries around the globe must have to play a significant role to adopt and promote sustainability goals. To do so universities are the best source of including sustainability goals in their teaching approaches, (Sonetti et al., 2020), North America and some of the European countries are running campaign and conducting programs to introduce and promote the 17 goals of UN in their universities. For example, Arizona state university in the US, are offering a full degree programs focused on SDGs also this university is conducting researches and works on community projects to promote sustainability goals (Holdsworth and Sandri, 2021). Accordingly, in Sweden, the Universities of Gavle plays a holistic approach. This university is awarding students by teaching sustainability goals across all subjects. This will help students by enabling and equipping them with a deep understanding of the practical applications of SDGs in

their future professions. Another research done at university level which mentions how the SDGs influences the universities include sustainability goals and drives institutional change and contribute in the efforts of SDGs.

The study explores the extent up to which the universities have integrated SDGs related theme. By using Sterling's model, the study distinguishes between the four level SDGs related change to categorize the response into four levels: no change, superficial integration, fundamental reforms, and systemic transformations. No change refers to zero real influence, no impact and also no adjustment in curriculum and policies, accommodative change means to incorporate SDGs related themes into existing content without broader institutional transformation, reformative change means changing existing framework and revising campus policies for effective integration of SDGs themes, while transformative change means fundamental shift in institutional decision making processes, societal progress and priorities to work and be the active agent of global transformation and progress.

There are four ways in which SDGs influence universities are Discursive effects, Institutional effects, Relational effects, and Resource effects. Discursive effects mean the narrative of the universities and how they are talking about universities. This can be just to add in report and be the part of institutional identity. Relational effects mean to build new partnerships means to have a short term or long-term strong collaboration with other partners. And resource effects focus on examining the financial commitment, universities allocate budgets to support SDGs aligned initiatives and planning from short term funding to long term investment. These frameworks help researchers to understand the way universities change in response to the SDGs also to check that change is effective or just surface level (Khalil et al., 2023).

In the mean time, gender discrimination is an issue around the globe. This issue has affected women and divided genders in numerous ways, due to which most of the girls are deprived of schooling and education. While violations like female genital mutation, rape and force to early education remains continue due to which gender inequality remains on peak. The UN organization created 17 goals in 2015, that aims to sustain the world, bring quality education and gender equality. To

support gender equality group like Women's Equality party and Global online advocacy platforms are struggling to promote genderless society. Therefore, to address this issue, ELT teachers should provide activities for the students that support gender equality in the classrooms, also the students should be taught such themes that promotes gender equality (Maley and Peachey, 2017).

In order to promote these goals universities are always considered as a catalyst for change and a main source to unlock 'transformative potential' of sustainability. Several institutions are incorporating them into their teaching and research for the sake of positive change and bright future for the upcoming generation. Similarly, researchers are also working on SGDs implementation in various domains like societal, environmental and political etc. Therefore time is passing by quickly and the progress of these SDGs is very little. The educational institutions and universities have to work more to meet the SDGs by 2030. Through collaboration, bringing innovative ideas and embracing creative approaches universities can bring an enormous change in SDGs progress (Leal Filho et al., 2021).

As earlier researchers have highlighted gender inequality, difficulty of achieving SDGs, therefore understanding this issue is important for improving ELT in Pakistan. This study looks at gender discrimination and its root cause considering both personal and family related issues in the society. A survey between 2005 and 2016 demonstrates social, environmental, and family income influence the educational system. As it is evident that education is the basic tool of strengthening countries capital income and distributing national resources fairly. In the current time especially in rural areas females are majorly deprived from schools. Even though Pakistan is trying to work in favor of MDGs and SDGs still there are more issues arising related quality education and gender discrimination etc. contrary to these boys are always prioritize in societies.

Compared with girls, boys are considered as the source of income and the only long-time earners of the family. Due to which parents are investing more money in the education of boys. Contrary to this, because of the stereotypes, cultural norms and early marriage etc. deprive the girls from education. Also, facilities related to education are also limited for girls. In villages number of schools are limited

and sometimes the places are not safe for girls to enhance basic learning skills. The expenditure of government is also very much low. In most of the educational institution there is a gender gap which has a negative effect on economic growth. In rural areas like Baluchistan majority of the girls are not going to schools. But in Islamabad in very rare cases girls are not going to schools (Pasha, 2024).

2.3 Pakistani Context

2.3.1 Sustainable Development Goals in Pakistan: A Locally Grounded Perspective

The 17 goals of UN are working on the world pressing issues related to society, economy and environment. To address such issues and challenges, ELT which is a central platform for educating and enabling people to be aware of skills, values and knowledge necessary for fostering sustainable future (21, 2020). Being an essential part ELT provides a crucial platform within a global agenda; English is taught as a second language in Pakistan and offers spaces for the people to enhance their critical skills and sustainability literacy etc. This study investigates how Sustainable Development Goals (SDGs) and Education for Sustainable Development (ESD) can be embedded into English Language Teaching (ELT) in Pakistani government institutions, particularly in Islamabad. Also to look at how government educational institutions can incorporate these vital concepts into their curriculum. For this purpose, it should integrate 4 areas of literature; (1) promoting the teaching and learning of SDGs, (2) practice of language education, literacy skills, lessons related to critical thinking (3) modifications in English language teaching in Pakistan. (4) and the need of support and implementation of teachers training and resources. Education is the main tool of promoting SDGs. Through classroom and teachers approach student narratives are shaped and are modified according to the need of time. According to research, still in Pakistan the integration of the SDGs related themes has not been yet embedded. The administrators of the schools and the ELT instructors are not serious in such issues. Accordingly, the teachers

are not trained to deliver the key important goals of sustainability. They lack the right knowledge and authentic information to instruct their students (Shariq et al., 2025).

2.3.2 An Overview of the Pakistani Government's Commitment to SDGs

The government of Pakistan is doing its best to address all of the key issues and achieve the SDGs till 2030. It's really challenging and time to taken to resolve issues like poverty, hunger, quality of education and gender equality. It is because of Pakistan is suffering from many challenges like growing population, high level of corruption and floods. However, from the past few years Pakistan has made a significant progress in declining the poverty rate. Through some programs the government is helping the poorest families by providing financial help to provide them the basic needs like food, shelter and cloth. It's also under consideration to provide job for the jobless people. They also focus on polishing the skills of the people by teaching them new skills. It gives them values to be independent and start their own business by providing the loans. The small-scale jobs like sewing and plumbing are very effective and helpful to find out better jobs. There are many efforts created by the government of Pakistan to support people and to meet their desires. Among those efforts one of the biggest efforts is "Benazir Income Support Programmed" (BISP), initiated in 2008.

Moreover, this program is in the form of financial support for the poor people particularly women by giving them cash. During 2019 government launched another huge program to help poor people. It's called Ehsaas program. This program helps millions of people through phone messages during the pandemic 2019. Similarly, Pakistan is also trying its best to handle issues related to education, healthcare and efforts to reduce the poverty. Al these government initiatives are trying to promote human live and make sustainable progress. Moreover, other than these government, there are some private charities and non-government organizations (NGOs) are helping the working-class people by providing them small loans and

some other philanthropic activities. The Benazir Income Support Programmed. Consistently struggles to provide basic services for the poor people to complete their desires.

It's also educated their kids under program like Waseela-e-Taleem. With the help of this program the literacy rate of Pakistan is increasing, because parents are sending their children to schools and they are getting a quality of education. Subsequently, it is stated that approximately 2.2 million children from the lower-class people have been enrolled in schools.

Other than this the government has also provided jobs for the jobless people by making infrastructure and roads. The program like Panahgah is also facilitating the poor people by providing them shelter. The CPEC program under the government in Pakistan and China is aiming to make the live of the people more sustainable. This program has launched several projects to strengthen the level of economic growth, agriculture, and reduce the level of poverty (Rizwan et al., 2023).

Furthermore, grouping SDGs in three main areas economic, environmental and social development will be easy to understand it and these areas comes from a report "Our Common Future" published in 1987 which reflect the theme of sustainable development. Such areas were later supported through Education for Sustainable Development (ESD) agenda. These areas were seen as completely different pillars. The 2030 agenda regarded these areas as interconnected which highly affect each other. It also looks towards the countries need and challenges. Therefore, to achieve these goals each and every country should be the part taker of this mission. People should be informed through education. Because education play a significant role in promoting these goals. Furthermore, SDG4 is focusing on quality education and to ensure everyone has access to inclusive and lifelong learning education, which means gaining knowledge, values, and skills in life for the purpose of grooming, cultural understanding and overall, well-being etc. and people can achieve this learning through formal setting like school, as well as informal and nonformal setting like social media, workshops and community (Osman et al., 2017).

2.3.3 Research Insights from the University of Punjab

A comprehensive study done at the university of Punjab. The aim of this was to assess the content that up to which extent the SDGs related goals are embedded particularly SDG 4 (Quality education). This assessment analyzed 15 course books using a rubric based on SDGs 4. The result shows that the curriculum was aligned with some of the SDGs objectives e.g., fostering critical thinking, reading and writing skills. Furthermore, skills which are promoted by SDGs such as inclusive education, lifelong learning, vocational and business-related skills were not included.

Similarly, skills of the 21st century such as collaborative and leadership were also not addressed. Therefore, there is a significant gap between the designing of curriculum and the vision of SDG 4. That's why it can be mentioned that there is a need of systemic incorporation of SDGs based learning (Khalil et al., 2023).

2.4 Government Educational Policies of Pakistan

2.4.1 Government Educational Policies and Reforms in Pakistan

After Pakistan independence, it was very difficult for the policy makers to make strong educational institutions. After many reformations and designing of educational policies, results in weak implementations. Right after the independence in 1947, the literacy rate was very low, because of the weak educational system and untrained teachers. To address this issue, an educational conference under the supervision of Quaid-e-Azam Ali Jinnah "First Educational Conference" was conducted in Karachi. During this conference, he delivered a message that education keeps an important role in the development of a country.

However, Pakistan was a newly born state, so education was extremely important to be addressed and make updated policies. He also mentioned that the progress of Pakistan is highly dependent on the children. It is the duty of the state to educate the kids in a right way for the future progress of the country. He insisted that now Pakistan has to work hard to compete with the modern world, which is highly advance in education (Bengali, 1999).

During next years, different government introduced different educational policies. During Ayub Khan rule, the National educational policy was of 1959 was regarded as one of the most detail and comprehensive policy. It highly promotes trainings like technical and vocational and also improving the overall standard of universities in Pakistan. It struggled to provide free and compulsory education, also to improve its quality to make the classes more learning oriented. But due to low budgets, financial crisis and the weaknesses of administration reduce it impact.

After this the new prime minister of Pakistan, Zulfiqar Ali Bhutto introduced the educational policy of 1972 to strengthen the educational system of Pakistan. Through this policy some universities like Quaid-e-Azam University and Allama Iqbal University in Islamabad were founded.

Also, Gomal University in DI Khan, some universities in Multan, Bahawalpur and Khairpur were also introduced. His government make compulsory subjects like Islamic studies and Pakistan studies. During this period of government Zulfiqar Ali Bhutto promote education and gender equality. In order to make education more accessible to everyone Zulfiqar Ali Bhutto introduced policy of nationalization for the education.

Due to which almost all of the educational institutions (like schools, colleges, Madrassas and Universities) were brought under state control. The aims are to eliminate the two-tier education concept in the country. Because most of the time poor people are always exploited and deprived from the facility of education and the rich people are always facilitated with many sources for the success in life (Hussain and Haroon, 2014).

2.4.2 The National Education Policy of Zia ul Haq and Its Influence on Pakistani Schools

To promote Islamic values and education General Zia ul Haq introduced National education policy. The curriculum of the educational institution was solely based on Islamic values, content, history and culture in the textbooks at all levels. Urdu language was become mandatory across all the schools as a medium of instruction. In sort teaching such content and promoting Islamic values build the narratives and identity of the students according to Islam.

During the late 1990s and early 2000s the government was not serious about the development of educational institutions. It was not passing that much enough budget nor it was funding public services to sustain quality of education. Therefore, as a result of this private organization and companies emerged to fill this gap of serving the local people with the facilities of access and quality education. During late 2002 HEC (higher education commission) was established to regulate the higher education in Pakistan. This organization is an independent organization mainly responsible for funding and promoting quality of education across Pakistan. Its basic aim is to promote high literacy, research and innovation to strengthen the leaning of students, and ensure no one is left outside of school and has a good access to education. therefore, the main mission of this organization is fund and facilitate the higher institutions of learning to strengthen learning and education, which is a key source of economic growth of Pakistan.

2.4.3 Pakistani Education System and the Impact of the 18^{th} Amendment

On April 8, 2010 18th Constitutional Amendment, was passed. It was accepted by the President of Pakistan Asif Ali Zardari on April 19, 2010. This amendment devolves many subjects from center to province. And among those subjects the powers of education from center to province was also one of that. Such amendment was introduced as it can address and facilitate the needs of local people in an

effective way and also make the province independent and autonomous. During 2010 many National education Policies were created particularly between 2009 and 2017. These policies were created to addressed the core issues related to education, gender equality, the training of teachers and the reforms of curriculum (Bibi et al., 2022). The focus was on strengthening literacy rates and empowering the kids who will be the future of the nation in the upcoming time. It also struggles to eradicate illiteracy from the country, make the classes more learning and students centered by promoting SDG 5 quality education in the class.

From 2020 onward there are two major developments in the developments of educational institutions. The first one COVID 19 pandemic which highly affect the learning of students. For the first time in the history of Pakistan, it happens that the schools closed for a long period of time. And this happens just to stop spreading virus due to which millions of people get affected in schools, colleges and even in universities. So, the learning platform of the students changed from physical to online virtual classes. It makes it difficult for the students belongs to poor and middle-class family to manage such gadgets. During these pandemic girls learning was badly affected especially in rural areas girls are not allowed to use any devices because of the stereotype and social norms where the people believe that girls are not allowed to use phones. Therefore, dues to these factors the overall level of literacy in the country was drastically declined, a lot of students were dropped out of schools (Khuraijam, 2022). These issues need a serious solution and the government of the country should make proper policies to stop the spreading of the problems across the globe.

The second major development was Single National Curriculum introduced in 2021. It aims to promote single and unified curriculum across all the educational institutions, madrassas, provinces, public and private sectors. This curriculum struggled to promote modern skills of the 21st century like critical and creative thinking, also to raise awareness among the students about the environment and climate change and the importance of quality education and gender equity. In Pakistan still there is a huge scarcity of the resources in the educational institutions also there is no proper training of the teachers. While some of the researchers have

noted some lessons from the development of Pakistan educational institutions. These lessons are important to be observe by the policy makers and researchers etc.

The term educational policy is a road map that includes decisions, rules, laws and guidelines by the government that frames and determines the importance of education for both male and female without gender bias. These policies are designed to provide educational services for all the people of Pakistan particularly to facilitate the poor people who are unable to get proper education. It also designs the curriculum, that answer the question what a children will learn in schools? These policies also have the concern to develop some outdated policies to make classrooms technology oriented and more students centered to provide quality of education. These steps will benefit communities and societies having low financial budget to educate their kids. Similarly, the adults who are illiterate are facilitated with NFA (Non-formal education) that includes skills and some courses through which they can earn money and participate in making Pakistan progress. Therefore, all the policies of Pakistan general aim to address 4 big problems like to make sure everyone has access to quality education. This happens in rural areas, where parents are not sending their children to schools because of multiple factors. There should be one curriculum in every school. Means to ensure every individual has equal opportunity to education and to train them participate in society. The education system of Pakistan is not uniform. It runs on multiple and variety of school systems like, Madrassa's, government schools and private schools. Every institute has its own merits and demerits and way of training the students. But most of the parents chooses private institutions because of the advance curriculum. And people having average income are always educating their children in government institutions. In 2021, the government of Pakistan introduced single national curriculum (SNC) to bring fairness and equality in education. Therefore, every child curriculum from grade 1 to 5 will study the same subjects like English, Math, Science and Urdu from the same content and book, so that every child will get the same quality of education regardless of their socioeconomic background. Such policy strengthens national unity.

2.4.4 The Role of Government in Eradicating Illiteracy Across Pakistan

Article 25 A of the constitution of Pakistan promotes free and compulsory education for all the children between 5 to 16 years of age. It states that, "It is the duty of the state to facilitate the children of the age of 5 to 16 years free and compulsory education." The purpose of this article is to eradicate illiteracy, promotes equal educational opportunities, and to make sure that every child is getting primary education without any fee, poverty and social barriers. It makes education a basic and fundamental right just like a right to life, and protection. By implementing 2b A article, the literacy rate of Pakistan can be increased also gender equality could be strengthen, with directly a huge and positive towards SDGs (Sustainable development goals).

In fact, education is always considered as a basic fundamental human right that is important for the promotion of SDGs. The universal declaration of human right has also recognized it in 1948 and is also supported by other resolutions and declaration. Similarly, all the nations around the globe have accepted this policy of provision of quality education. Pakistan being a strong member of that resolution has also launched many projects to eradicate illiteracy and promote education in the country. For this purpose, Pakistan has to take enough and efficient initiatives to curb illiteracy and promote education. According to human development report 2018 by UNDP, Pakistan's position in education promotion is 150 out of 189 countries around the globe with HDI 0.561 out of 1 which directly mentions that Pakistan has to do a lot of work in in the context of education because education and skills are essential drivers of nationwide competitiveness and long-term economic development (World Economic Forum, 2018).

Non formal education is another part of education beside the formal schooling and traditional degrees system. The object of NFE is to educate a diverse population including adults, out of school youth and group of people who are excluded or disadvantaged due to several factors like socioeconomic factor, geographic location, disability and gender. Therefore, NFE policy is design to deliver practical life

skills and such sort of knowledge that is applicable in daily life for the sustainable development, and personal grooming and career advancement. So, in short words, non-formal education is that type of education which is delivered and conducted outside of school also called third place of learning with cleared and organized goals.

2.4.5 Non-Formal Education as an Important Source of Spreading Knowledge and Skills Among all People

Non-formal education is a hub of learning, help people of all ages in learning and gaining information about practical and useful skills for personal growth. Such type of education does not provide certificates and diplomas though it can. Some of the features and characteristics of the non-formal education are also mention. It's solely focusing on the learning of the participants and their needs and wants to strengthen their creativity and learning, that's why it is learner-centered. It also involved group projects and discussions where participants share ideas and learn from each other. It's time/ location/ teaching of approach/ curriculum is also flexible and adaptable. In last, when the participants gain or learn knowledge, they apply it practically.

Therefore, (NFE) Non-formal education is important for all people because it fill the gaps of learning those adults who are inner dot be reskilled or compelled to learn new skills to make their self-innovation, and the youth are unable to go to school and those people who are living in areas which are considered as unprivileged, specifically remote areas. NFE plays a constructive role in providing facilities like education and skill to fill the gaps among the groups. It helps them to take advantage from such opportunities and go with the modern world otherwise they would miss it.

The high level of illiteracy and low level of literacy makes issues and challenge for the educators, government policy makers and Pakistan's political leaders. The large number of out of school children and outdated policies is a major concern and a daunting task for the policy makers which need to be address in a vigilant

and careful manners. And such issues pose a major obstacle that limits Pakistan's economic potential and sustainable human development.

The literary rate of people in Pakistan aged between 10 and above is approximately 60.6% which showcase an imminent gap between men and women. The literary rate of women is 52% compare to 68% of men. The same situation is a bit normal than the situation of Baluchistan. The literary rate of Baluchistan drops to 26,59% in 67.6 million people can't read and write out of 171.7 million. This issue should be immediately resolved by making strategic plans and policy to educate the people who are out of school to enable them learn basic skills and contribute to the world sustainable development.

2.4.6 Educational Exclusion on Pakistan: The Problem of out of School Kids

The main issues Pakistan facing are children not going to school, while many children are dropout or they leave school early and the failure of reading and writing. This issue is increasing every year in rural areas. These are strong issues which badly impact the level of standing of country among global standing in the world. The evidence provided by Human Development Report showcases that decline international of Pakistan rank from 151st in 2021 (ranks 168th out of 193countries) a tiny drop from 151st just a few years ago. It means the overall well-being and progress in development of every average person of Pakistan is deteriorating compared to global peers.

Although Pakistan education system is suffering from multiple issues and challenges, Pakistan has a solid base and proper planning that can improve the progress of educational institutions.

Pakistan has a good data collection system to collect information about the progress of education. There are two main data agencies. Pakistan Institute of Education (PIE) and Pakistan Bureau of Statistics (PBS). When data is reliable, consistent and accurate, it helps the policy makers to make informal decisions

about education. They can also create good policies and plans to improve the overall standard of education. So, when there is accurate data there will be better decisions and better decisions results to better policies. There also some examples of existing success stories within Pakistan that showcases a hope of improvement in educational institutions. Islamabad Capital Territory (ICT) is playing a crucial role in improving education, that's why ICT has introduced several programs which are regarded as the best practices that others can follow as well to learn from and adapt them their own needs to achieve similar success. The most effective and functional program among these programs is Zero DDSC (Departmental Development Sub-Committee) Campaign. It makes sure that every child is attending school, which is considered as a dedicated effort. The second program integrated digital monitoring systems. It means using computers and technology to track the overall service of school (it includes enrollments, attendance and the progress of students) in an organized and coordinated way. The third plan is NFE. It is a plan and strategy to implement the Non-Formal Education (NFE) in the region. It provides a solution for out of school children and provide them extra support. Therefore, the success stories from Islamabad can be studied to understand, copied to replicate in other provinces. They provide a way forward and a guide to tackle the problems of out of school kids, address the illiteracy.

Non-Formal Education provides some essential solutions to the crises of education of Pakistan. NFE is cost-effective and provide officially recognized certificates. It has two main focuses. 1)NFW for out of school children. 2) NFE for illiterate youth and adults. For the out of school children, NFE has created a special program the children which is called Alternative and Accelerated Learning Programs. These programs cover the curriculum of primary and middle schools in a shorter period of time. Alongside with basic education, it also includes practical skills and bringing learning to the doorstep of the children who need it. While NFE for illiterate youth and adults provides basic foundational literacy skills (like reading, writing, math). It also focuses on teaching life skills such as hygiene and health as well as skills related to income generation like art and trading. The main objective of this program is to train people to be active member of the society, to improve

their life-long learning and jobs skills.

2.4.7 Pakistan's Education Policies and their Alignment with the Sustainable Development Goals

There were no direct SDGs related themes in the national education policies before 2009. Because these policies were introduced earlier than the SDGs emergence. But after 2015, Pakistan began to link the educational policies with SDGs particularly SDG 4 which is about quality education (Government of Pakistan, 2018). And in this case Pakistan officially adopted sustainable development goals as the agenda of national development and integrated it into national planning through the Pakistan vision of 2025 43 (Planning Commission, 2018).

In this agenda the Framework of National education Policy 2018 was created after the country adopted SDGs. This framework is directly link with SDG 4. It explains that Pakistan has an international obligation to work on all the indicators of SDG 4 and monitor progress and development. It emphasizes and includes inclusive and equitable quality education, to improve all the outcomes of learning, ensure teachers progress and training, better governance and learning for lifetime. These all policies are design to achieve the SDG 4 and also provide a strong source of integrating all the global goals into the classroom learning, teachings and English language teachings (Planning Commission, 2018).

2.5 Conclusion

Education for sustainable development goals plays a significant role in promoting sustainability all around the world. Through the successful integration of SDGs related themes into education, will promotes awareness among people so they will perform and contribute effectively in this mission. ESD is an influential method of achieving all of the 17 SDGs. This agenda of 2030 highlight education as the main tool of personal growth and societal change, but still there are hurdles

and challenges in this way like, outdated curriculum, lack of teacher training, and unequal attention to different SDGs. Specifically, environmental goals are often overlooked, societal and economic goals are more focused. The research also mentions deeper issues like teachers are not in the position to change their traditional way of teaching, a weak support of institutions and limited resources. Therefore, there is a major gap in the literature is the absence of a strategic planning to assist Universities and schools to include ESD into daily practices and decision making (Ferrer-Estévez and Chalmeta, 2021).

2.6 Research Gap

Although there is a great number of research done on the importance of SDGs across the globe, but still there is very limited research been done on how SDGs can promote be promoted in the educational institutions. Despite its importance is growing day by day in the educational institutions, the researchers are only focusing on some limited numbers of SDGs rather than focusing on all 17 goals. It is quite evident that ELT is the best tool of promoting SDGs, yet there is limited research which mentions that how SDGs should be integrated to the ELT curricula. There is also a scarcity of studies about the professional SDG based training of ELT teachers, that can guide students how to promote awareness about SDGs among the students particularly the educational of Islamabad a city which is full of educational resources. For this reason, this study will address this gap by addressing the role and contribution of ELT in promoting all the 17 goals of sustainable development goals in the educational institutions in Islamabad.

Chapter 3

Research Methodology

This chapter provides the framework that will be used to study how sustainable development goals are promoted through English language teaching practices in the educational institutions of Islamabad. Mixed method research has been adopted to study and develop a rich understanding of the research problems. This method is strongly regarded as a highly useful and the best research strategy as it opens the door of collecting diverse data for the research to understand the research topic from different perspectives. The quantitative part of the research study includes data in the form of numbers that can be measured and analyzed statistically. On the other hand, the qualitative section of the research provides and uncover the rich and meaningful information of the participant experiences, personal opinions, and observed practices in real life.

The qualitative part consisted of analysis of the English document and semi structured interviews. During analysis of the textbook the researcher looked for the availability of SDGs related themes. Additionally, interviews were taken from 10 school principals to explore their views and perspectives about the support and promotion of SDGs with the help of educational institutions. By uniting the results of survey, interviews and content analysis the findings aim to establish a complete picture and thorough understanding of how ELT contributes to the promotion of sustainable development goals. Therefore, the adoption of mixed

method research enhances the validity and overall quality of the research study by providing statistical information and a deep qualitative understanding into the research settings.

3.1 Theoretical Framework

3.1.1 Constructivism

Constructivism is a learning theory which proposes that students learn better through social connection and experience.

When the students listen to teachers, think critically and analyze or reflect own learning process. It helps the students to deepen their own understanding, search for the strengths and weaknesses and learning gaps, make clear their new knowledge and information and also enhance the skill of critical thinking.

Therefore, by doing so, such learning framework or schema will help the students to make a strong connection between new and existing knowledge, foster the ability of understanding of their own thoughts, personal growth, decision making skills and a strong and meaningful relationships to the global world.

As stated by the theory of constructivism that students learn more effectively when they actively use their mind through reflection and experience (Dewey, 1938).

To make sense of learning the students should compare or connect it with old information already learned, also use personal beliefs, and cultural background. The main purpose of this theory is social construct of knowledge. This theory is relevant because in SDGs because in SDGs the same theme (which mentions that learning take place through different social activities) is revised. That's why this theory is relevant, compared to other theories in ELT context.

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3.1.2 Conceptual Framework

This research study is rooted on the learning theory of constructivism. It emphasizes that students receive and build knowledge, understanding and concepts through social interaction experience and reflective thinking. It means that students receive knowledge through experience rather than receiving it passively. Furthermore, it also mentions that English classrooms are the suitable platform where students are not only working on language skills but also learn how learn how to contribute effectively in achieving worldwide sustainable progress, global issues and social values.

In the context of English, teacher is a facilitator of the students, rather than a source of teaching students to memorize grammar and vocabulary of English. The teacher also makes the classroom active and guide the students to learn practically. It also prioritizes the learning by doing method of learning for the students.

For example; to work on a project, to have a conversation and also recap whatever they have learn to highlight the gaps and identify strengths and weaknesses. It makes language as a tool for understanding new concept, rather than just memorizing it. It also makes the learning more students centered, strengthen their understanding, improve the learner autonomy and also boost the skills of communication.

These global goals aim to create the world inclusive, more peaceful, and environmentally responsible. But it requires those individuals who are more responsible, creative, can solve problems, and can work in collaboration with others. And these all abilities and competencies are also the central idea of constructivism.

3.1.3 Research Design

This study has used a mix method research approach with interviews to explore complex phenomena in real life world contexts. Both quantitative and qualitative

research approaches help the researchers to gather numerical data and perspective of the participants.

Furthermore, the quantitative data was collected through survey from participants to identify the level of understanding and awareness. While qualitative data (interview) approach was used to gather data from the school principals to dwell into the experiences and perspectives of the school admins to effectively study how they are promoting SDGs through schools. In conclusion, this study will determine that how ELT institutions in Islamabad incorporate SDGs into their teaching practices and curricula. Therefore, this approach is suitable for this research as it focuses on specific area Islamabad and private, rural institution.

3.2 Research Tools

This section of the research mentions about the research instruments which are used by the researcher for the purpose of data collection. As it already mentioned that this study has adopted a mixmethod research which includes document analysis, survey and interview questionnaires.

Both these tools are highly helpful in the context of collecting research data (both numerical data, and the opinions of the ELT teachers) about the SDGs integrations into the ELT practices.

3.2.1 Document Analysis

This analysis is the first research tool in this study. It is basically a research method through which an existing document is carefully analyzed for the sake of collecting relevant information and data to answer the research questions.

That's why for this research study the English book which is taught at the secondary school level in Islamabad will be analyze to check the level of 17 SDG references and integration in the textbook.

3.2.2 Survey

The questionnaires included close ended questions such as Likert scale statements to collect data from the ELT teachers.

The purpose was to measure the level of understanding of the ELT teachers about SDGs importance.

All the participants how take part in the research study responded according the level of agreement like Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree.

3.2.3 Interviews

There will be semi structured interviews with English language administrators. Because such questions will explore their level of understanding and perspective about SDGs promotion in the education institutions of Islamabad. These interview questions consist of open-ended questions which are design in correspondence with the research objectives.

All these questions have a strong focus on awareness of the school principals about the sustainable development goals, also it includes the initiatives and policies taken by the institute for the promotion of SDGs and incorporate SDG oriented themes into school activities etc.

3.2.4 Validity and Reliability

To check the validity and reliability of the content, all the questionnaires were reviewed by the research supervisor. So, all the necessary changes and modifications were made the final process of data collection.

So, all the necessary changes and modifications were made the final process of data collection.

3.3 Research Sample

3.3.1 Purposive Sampling

It is a type of non-probability sampling technique, which is also called selective sampling. The researcher selects the individuals from the targeted group based on some qualities and knowledge for the research studies. This type of sampling is more helpful for the researcher in collecting data and it also saves time. That's why an English textbook of federal board which is taught at the secondary level institutions in Islamabad is analyzed to collect the SDGs based information. The data for this research is collected from at least 72 Emlish Language teachers, and 10 school administrators, who actively support and promote SDGs in the field of ELT educational institutions.

Chapter 4

Data Interpretation and Analysis

This chapter presents a detail analysis of the data collected throughout this research. The basic and primary aim of this chapter is to interpret the gathered data in order and step by step to address the research questions and achieve the objectives of this research study.

During this research thematic analysis has been used to analyze the data in structure and sequential manners. The analysis of this research contains three phases. The first phases include analysis of the textbook of National Book foundation. It involves careful examination of the themes, content and relevant components in the textbook for the sake of its linkage with the research objectives.

The second phase of analysis contain the analysis of the responses collected from ELT teachers through survey questionnaire. This survey was basically conducted to gather data from professional and experienced teachers their perspective and opinion about SDGs. All the responses are carefully interpreted for a meaningful conclusion. In the last phase, interviews were conducted with school principal, and their responses were analyzed. This interview was only conducted to gather data from the perspectives of school admins about SDGs. All the responses provide a valuable understanding about SDGs from administrator perspective.

Therefore, all the data in the three phases provides a deeper insight into the research problem. And how schools and ELT teachers are contributing into this matter.

4.1 Analysis of the Textbook

This part mentions the results and data collected during the analysis of the English textbook of National Book Foundation which is taught at the secondary level institutions in Islamabad. The aim of this analysis is to investigate that up-to which extent the indicators of SDGs are incorporated in all the 12 chapters of the textbook.

Therefore, for this purpose every passage was carefully analysed in order to see the implicit and explicit references of the 17 worldwide goals. A checklist of the UN 17 goals of the SDGs was used during the analysis of the content to investigate if there is any overlapping theme in the book. These all goals of the UN covers worldwide and diverse issues that has a direct influence on the lives of every individual around the globe.

After the completion of thorough and detail review of the textbook all the data and key findings were presented in a clear, organize and simple format using detail tables. Each and every table focus on specific lesson of the book and show the four main details of the document.

At first the table mentions the unit or chapter which is analyzed so that can be easily located in the book while reading it in the textbook.

After that the table clarifies the goals which are connected to the content of specific unit. Third the table shows the direct and indirect supporting evidences from the content of the book which are overlapping with the references of the SDGs. And fourth the table gives a concise explanation that how the content relates with the selected SDGs. Through this way it becomes very easy for the readers to understand extent of the SDG integration into the textbook.

Table 4.1: Analysis of the textbook

SDG	SDG themes	L-1	L-2	L-3	L-4	L-5	L-6	L-7	L-8	L-9	L-10	L-11	L-12
SDG1	Eradicate extreme poverty	x	x	x	x	x	x	x	x	x	x	x	✓
	Reduce poverty in all its forms	x	x	✓	✓	✓	x	x	x	x	x	x	✓
	Implement social protection systems	x	x	x	x	x	x	x	x	x	x	x	✓
	Equal access to economic resources	x	x	✓	✓	✓	x	x	x	x	x	x	✓
	Build resilience of the poor and vulnerable	x	x	✓	✓	✓	x	x	x	x	x	x	✓
	Mobilization of resources to end poverty	x	x	x	✓	x	x	x	x	x	x	x	✓
	Pro-poor policies and frameworks	x	x	x	x	x	x	x	x	x	x	x	✓
SDG2	End hunger and ensure access to safe, nutritious food	x	x	x	x	x	x	✓	x	x	x	✓	x
	End all forms of malnutrition	x	x	x	x	x	x	x	x	x	x	x	x
	Double agricultural productivity and incomes of small-scale food producers	x	x	x	x	x	x	✓	x	x	x	x	x
	Ensure sustainable food production systems	x	x	x	x	x	x	✓	x	x	x	x	x
	Maintain the genetic diversity of seeds, plants, and animals	x	x	x	x	x	x	✓	x	x	x	x	x
	Increase investment in rural infrastructure, agricultural research, and extension services	x	x	x	x	x	x	x	x	x	x	x	x
	Correct and prevent agricultural trade restrictions and distortions	x	x	x	x	x	x	x	x	x	x	x	x
	Adopt measures to ensure proper functioning of food commodity markets	x	x	x	x	x	x	x	x	x	x	x	x
SDG3	SDG themes	**L-1**	**L-2**	**L-3**	**L-4**	**L-5**	**L-6**	**L-7**	**L-8**	**L-9**	**L-10**	**L-11**	**L-12**
	Ensure healthy lives and promote well-being for all at all ages	✓	x	x	x	x	x	x	x	x	x	x	✓

Table 4.1 continued from previous page

SDG	SDG themes	L-1	L-2	L-3	L-4	L-5	L-6	L-7	L-8	L-9	L-10	L-11	L-12
	Reduce maternal mortality	x	x	x	x	x	x	x	x	x	x	x	x
	End preventable deaths of newborns and children under 5	✓	x	x	x	x	x	x	x	x	x	x	x
	End communicable diseases	x	x	x	x	x	x	x	x	x	x	x	x
	Promote mental health and well-being	✓	x	x	x	x	x	x	x	x	x	x	✓
	Prevention and treatment of substance abuse	x	x	x	x	x	x		x	x	x	x	✓
	Reduce road traffic accidents	x	x	x	x	x	x	x	x	x	x	x	x
	Access to sexual and reproductive health services	x	x	x	x	x	x	x	x	x	x	x	x
	Universal health coverage												
	Universal health coverage	✓	x	x	x	x	x	x	x	x	x	x	✓
	Reduce deaths and illnesses from hazardous chemicals and pollution	x	x	x	x	x	x	x	x	x	x	x	x
	Strengthen implementation of global health frameworks	x	x	x	x	x	x	x	x	x	x	x	x
	Support research and development for medicines and vaccines	x	x	x	x	x	x	x	x	x	x	x	x
	Increase health workforce and health financing	x	x	x	x	x	x	x	x	x	x	x	✓
SDG4	SDG themes	**L-1**	**L-2**	**L-3**	**L-4**	**L-5**	**L-6**	**L-7**	**L-8**	**L-9**	**L-10**	**L-11**	**L-12**
		x	x	x	x	x	x	x	x	x	x	x	x
SDG5	SDG themes	**L-1**	**L-2**	**L-3**	**L-4**	**L-5**	**L-6**	**L-7**	**L-8**	**L-9**	**L-10**	**L-11**	**L-12**
	Achieve gender equality and empower all women and girls	x	✓	x	x	x	x	x	x	x	x	x	x
	End all forms of discrimination against women and girls	x	✓	x	x	x	x	x	x	x	x	x	x
	Eliminate all forms of violence against women	x	x	x	x	x	x	x	x	x	x	x	x
	Eliminate harmful practices (child marriage, forced marriage, etc.)	x	x	x	x	x	x	x	x	x	x	x	x

Table 4.1 continued from previous page

SDG	SDG themes	L-1	L-2	L-3	L-4	L-5	L-6	L-7	L-8	L-9	L-10	L-11	L-12
	Recognize and value unpaid care and domestic work	x	✓	x	x	x	x	x	x	x	x	x	x
	Ensure women's full participation and equal opportunities for leadership	x	✓	x	x	x	x	x	x	x	x	x	x
	Ensure universal access to reproductive health and rights	x	x	x	x	x	x	x	x	x	x	x	x
	Equal rights to economic resources, ownership, and financial services	x	✓	x	x	x	x	x	x	x	x	x	x
	Enhance the use of enabling technology to empower women.	x	x	x	x	x	x	x	x	x	x	x	x
	Adopt policies and legislation for gender equality.	x	x	x	x	x	x	x	x	x	x	x	x
SDG6	SDG themes	**L-1**	**L-2**	**L-3**	**L-4**	**L-5**	**L-6**	**L-7**	**L-8**	**L-9**	**L-10**	**L-11**	**L-12**
	Ensure availability and sustainable management of water and sanitation for all	x	x	x	x	x	x	x	✓	x	x	x	x
	Safe and affordable drinking water	x	x	x	x	x	x	x	x	x	x	x	x
	Access to sanitation and hygiene	x	x	x	x	x	x	x	x	x	x	x	x
	Improve water quality and reduce pollution	x	x	x	x	x	x	x	x	x	x	x	x
	Increase water-use efficiency and ensure sustainable withdrawals	x	x	x	x	x	x	x	x	x	x	x	x
	Implement integrated water resources management	x	x	x	x	x	x	x	x	x	x	x	x
	Protect and restore water-related ecosystems.	x	x	x	x	x	x	x	✓	x	x	x	x
	Expand international cooperation and capacity-building in water and sanitation	x	x	x	x	x	x	x	x	x	x	x	x
	Support participation of local communities in water management	x	x	x	x	x	x	x	x	x	x	x	x
SDG 7	SDG themes	**L-1**	**L-2**	**L-3**	**L-4**	**L-5**	**L-6**	**L-7**	**L-8**	**L-9**	**L-10**	**L-11**	**L-12**

Table 4.1 continued from previous page

SDG	SDG themes	L-1	L-2	L-3	L-4	L-5	L-6	L-7	L-8	L-9	L-10	L-11	L-12
	Ensure access to affordable, reliable, sustainable and modern energy for all	x	x	✓	x	x	x	x	x	x	x	x	x
	Universal access to affordable, reliable and modern energy services	x	x	✓	x	x	x	x	x	x	x	x	x
	Increase the share of renewable energy in the global energy mix	x	x	x	x	x	x	x	x	x	x	x	x
	Double the global rate of improvement in energy efficiency.	x	x	✓	x	x	x	x	x	x	x	x	x
	Enhance international cooperation to facilitate access to clean energy research and technology	x	x	✓	x	x	x	x	x	x	x	x	x
	Expand infrastructure and upgrade technology for supplying modern energy services	x	x	✓	x	x	x	x	x	x	x	x	x
SDG 8	SDG themes	**L-1**	**L-2**	**L-3**	**L-4**	**L-5**	**L-6**	**L-7**	**L-8**	**L-9**	**L-10**	**L-11**	**L-12**
	Sustainable Economic Growth	x	✓	x	x	✓	x	x	x	✓	x	x	x
	Economic productivity through innovation and entrepreneurship	x	✓	x	x	✓	x	x	x	✓	x	x	x
	Promote development-oriented policies and support entrepreneurship	x	✓	x	x	✓	✓	x	x	✓	x	x	x
	Improve resource efficiency and sustainable production	x	✓	x	x	✓	x	x	✓	✓	x	x	x
	Full and productive employment and equal pay	x	✓	x	x	✓	✓	x	x	✓	x	x	x
	Reduce the proportion of youth not in employment or education	x	✓	x	x	✓	✓	x	x	x	x	x	x
	End forced labor, modern slavery and child labor	x	x	x	x	x	x	x	x	x	x	x	x
	Protect labour rights and safe working environments	x	✓	x	x	x	x	x	x	x	x	x	x
	Sustainable tourism that promotes culture and local products	x	✓	x	x	x	x	x	x	✓	x	x	x
	Strengthen financial institutions and access to financial services	x	✓	x	x	✓	x	x	x	x	x	x	x

Table 4.1 continued from previous page

SDG	SDG themes	L-1	L-2	L-3	L-4	L-5	L-6	L-7	L-8	L-9	L-10	L-11	L-12
	Increase aid for trade support	x	x	x	x	x	x	x	x	✓	x	x	x
	Develop strategies for youth employment	x	✓	x	x	✓	✓	x	x	x	x	x	
SDG 9	SDG themes	**L-1**	**L-2**	**L-3**	**L-4**	**L-5**	**L-6**	**L-7**	**L-8**	**L-9**	**L-10**	**L-11**	**L-12**
	Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation	x	x	✓	✓	✓	x	x	x	x	x	x	x
	Develop quality, reliable, sustainable and resilient infrastructure	x	x	✓	✓	✓	x	x	x	x	x	x	x
	Promote inclusive and sustainable industrialization	x	x	✓	✓	✓	x	x	x	x	x	x	x
	Increase the access of small-scale industrial and other enterprises to financial services	x	x	✓	x	✓	x	x	x	x	x	x	x
	Upgrade infrastructure and retrofit industries to make them sustainable	x	x	✓	✓	✓	x	x	x	x	x	x	x
	Enhance scientific research, upgrade technological capabilities of industrial sectors	x	x	✓	✓	✓	x	x	x	x	x	x	x
	Facilitate sustainable and resilient infrastructure development in developing countries	x	x	✓	x	x	x	x	x	x	x	x	x
	Support domestic technology development, research and innovation in developing countries	x	x	✓	x	✓	x	x	x	x	x	x	x
	Increase access to information and communications technology and strive to provide universal and affordable access	x	x	✓	x	✓	x	x	x	x	x	x	x
SDG 10	SDG themes	**L-1**	**L-2**	**L-3**	**L-4**	**L-5**	**L-6**	**L-7**	**L-8**	**L-9**	**L-10**	**L-11**	**L-12**
	"Overall Goal Reduce inequality within and among countries".	✓	x	x	x	x	x	x	x	x	✓	x	x

Table 4.1 continued from previous page

SDG	SDG themes	L-1	L-2	L-3	L-4	L-5	L-6	L-7	L-8	L-9	L-10	L-11	L-12
	Income growth of the bottom 40% of the population	x	x	x	x	x	x	x	x	x	x	x	x
	Promote social, economic, and political inclusion of all	✓	x	x	x	x	x	x	x	x	✓	x	x
	Ensure equal opportunity and reduce discrimination	✓	x	x	x	x	x	x	x	x	✓	x	x
	Adopt policies for greater equality	✓	x	x	x	x	x	x	x	x	x	x	x
	Improve regulation of financial markets	x	x	x	x	x	x	x	x	x	x	x	x
	Ensure representation of developing countries in global decision-making	x	x	x	x	x	x	x	x	x	x	x	x
	Facilitate orderly and safe migration	✓	x	x	x	x	x	x	x	x	x	x	x
	Special and differential treatment for developing countries	x	x	x	x	x	x	x	x	x	x	x	x
	Encourage development assistance and financial flows	x	x	x	x	x	x	x	x	x	x	x	x
SDG 11	SDG themes	**L-1**	**L-2**	**L-3**	**L-4**	**L-5**	**L-6**	**L-7**	**L-8**	**L-9**	**L-10**	**L-11**	**L-12**
	Access to safe and affordable housing	x	x	x	x	x	x	x	x	x	x	x	x
	Safe and affordable transport systems	x	x	x	✓	x	x	x	x	x	x	x	x
	Inclusive and sustainable urbanization	✓	x	x	✓	x	x	x	x	x	x	x	x
	Protect cultural and natural heritage	x	x	x	✓	x	x	x	x	x	x	x	x
	Reduce impact of disasters	x	x	x	x	x	x	x	x	x	x	x	x
	Reduce environmental impact of cities	✓	x	x	x	x	x	x	x	x	x	x	x
	Provide safe and inclusive public spaces	✓	x	x	✓	x	x	x	x	x	x	x	x
	Strong links between urban, peri-urban, and rural areas	x	x	x	x	x	x	x	x	x	x	x	x
	Policies for inclusion, resource efficiency, and disaster resilience	x	x	x	x	x	x	x	x	x	x	x	x
	Support for sustainable buildings in least developed countries	x	x	x	x	x	x	x	x	x	x	x	x

Table 4.1 continued from previous page

SDG	SDG themes	L-1	L-2	L-3	L-4	L-5	L-6	L-7	L-8	L-9	L-10	L-11	L-12
SDG 12	SDG themes	**L-1**	**L-2**	**L-3**	**L-4**	**L-5**	**L-6**	**L-7**	**L-8**	**L-9**	**L-10**	**L-11**	**L-12**
	Implement sustainable consumption and production frameworks	x	x	x	x	x	x	x	x	x	x	x	x
	Sustainable management and efficient use of natural resources	x	x	x	x	x	x	✓	x	x	x	x	x
	Reduce food waste	x	x	x	x	x	x	x	x	x	x	x	x
	Environmentally sound management of chemicals and waste	x	x	x	x	x	x	x	x	x	x	x	x
	Reduce waste generation	x	x	x	x	x	x	x	x	x	x	x	x
	Encourage sustainable practices by companies	x	x	x	x	x	x	x	x	x	x	x	x
	Promote sustainable public procurement	x	x	x	x	x	x	x	x	x	x	x	x
	Awareness for sustainable lifestyles	x	x	x	x	x	x	✓	x	x	x	x	✓
	Support developing countries in sustainable practices	x	x	x	x	x	x	x	x	x	x	x	x
	Sustainable tourism	x	x	x	x	x	x	x	x	x	x	x	x
	Remove inefficient fossil fuel subsidies	x	x	x	x	x	x	x	x	x	x	x	x
SDG 13	SDG themes	**L-1**	**L-2**	**L-3**	**L-4**	**L-5**	**L-6**	**L-7**	**L-8**	**L-9**	**L-10**	**L-11**	**L-12**
	Strengthen resilience to climate-related hazards	x	x	x	x	x	x	x	x	x	x	x	x
	Integrate climate measures into policies	x	x	x	x	x	x	x	x	x	x	x	x
	Improve awareness and education about climate change	x	x	x	x	x	x	✓	✓	x	x	x	x
	Mobilize financial resources for climate action	x	x	x	x	x	x	x	x	x	x	x	x
	Support capacity building in vulnerable regions	x	x	x	x	x	x	x	x	x	x	x	x
SDG 14	SDG themes	**L-1**	**L-2**	**L-3**	**L-4**	**L-5**	**L-6**	**L-7**	**L-8**	**L-9**	**L-10**	**L-11**	**L-12**
		x	x	x	x	x	x	x	x	x	x	x	x
SDG 15	SDG themes	**L-1**	**L-2**	**L-3**	**L-4**	**L-5**	**L-6**	**L-7**	**L-8**	**L-9**	**L-10**	**L-11**	**L-12**

Table 4.1 continued from previous page

SDG	SDG themes	L-1	L-2	L-3	L-4	L-5	L-6	L-7	L-8	L-9	L-10	L-11	L-12
	Conserve terrestrial ecosystems (forests, land, biodiversity)	x	x	x	x	x	x	✓	✓	x	x	x	x
	Sustainable management of forests	x	x	x	x	x	x	x	x	x	x	x	x
	Combat desertification and restore degraded land	x	x	x	x	x	x	x	x	x	x	x	x
	Protect mountain ecosystems	x	x	x	x	x	x	✓	✓	x	x	x	x
	Protect biodiversity and prevent species loss	x	x	x	x	x	x	x	x	x	x	x	x
	Fair sharing of genetic resources	x	x	x	x	x	x	x	x	x	x	x	x
	End poaching and trafficking of wildlife	x	x	x	x	x	x	x	x	x	x	x	x
	Prevent invasive alien species	x	x	x	x	x	x	x	x	x	x	x	x
	Integrate ecosystem values into planning	x	x	x	x	x	x	x	x	x	x	x	x
	Mobilize financial resources for biodiversity	x	x	x	x	x	x	x	x	x	x	x	x
	Fund sustainable forest management	x	x	x	x	x	x	x	x	x	x	x	x
	Combat poaching with global support	x	x	x	x	x	x	x	x	x	x	x	x
SDG 16	SDG themes	**L-1**	**L-2**	**L-3**	**L-4**	**L-5**	**L-6**	**L-7**	**L-8**	**L-9**	**L-10**	**L-11**	**L-12**
	Reduce violence everywhere	✓	x	x	x	x	x	x	x	x	x	x	x
	End abuse, exploitation, and violence	✓	x	x	x	x	x	x	x	x	x	x	x
	Promote rule of law and equal justice	✓	x	x	x	x	x	x	x	x	x	x	x
	Reduce illicit activities and crime	x	x	x	x	x	x	x	x	x	x	x	x
	Reduce corruption and bribery	x	x	x	x	x	x	x	x	x	x	x	x
	Develop effective and accountable institutions	x	x	x	x	x	x	x	x	x	x	x	x
	Inclusive and participatory decision making	✓	x	x	x	x	x	x	x	x	x	x	x
	Participation in global governance	x	x	x	x	x	x	x	x	x	x	x	x

Table 4.1 continued from previous page

SDG	SDG themes	L-1	L-2	L-3	L-4	L-5	L-6	L-7	L-8	L-9	L-10	L-11	L-12
	Provide legal identity for all	x	x	x	x	x	x	x	x	x	x	x	x
	Ensure access to information and protect freedoms	✓	x	x	x	x	x	x	x	x	x	x	x
	Strengthen institutions to prevent violence and crime	x	x	x	x	x	x	x	x	x	x	x	x
	Promote non-discriminatory laws and policies	✓	x	x	x	x	x	x	x	x	x	x	x
SDG 17	SDG themes	**L-1**	**L-2**	**L-3**	**L-4**	**L-5**	**L-6**	**L-7**	**L-8**	**L-9**	**L-10**	**L-11**	**L-12**
	Strengthen domestic resource mobilization	x	x	x	x	x	x	x	x	x	x	x	x
	Developed countries support developing countries	x	x	x	x	x	x	x	x	x	x	x	x
	Mobilize financial resources for development	x	x	x	x	x	x	x	x	x	x	x	x
	Debt sustainability	x	x	x	x	x	x	x	x	x	x	x	x
	Investment promotion for least developed countries	x	x	x	x	x	x	x	x	x	x	x	x
	Knowledge sharing and cooperation (science & technology)	x	x	✓	✓	x	x	x	x	x	x	x	x
	Promote sustainable technologies	x	x	✓	✓	x	x	x	x	x	x	x	x
	Access to technology and internet	x	x	✓	x	x	x	x	x	x	x	x	x
	Capacity building in developing countries	x	x	✓	x	x	x	x	x	x	x	x	x

4.2 Discussion

After the process of data analysis, it was founded that some of the SDGs related themes were very closely presented, while other were incorporated indirectly. That's why it can be said that English textbook is the best tool of promoting SDGs, as it does not only focus on language learning but also promoting values related to our daily lives among learners (Bekteshi and Xhaferi, 2020).

Some of SDGs oriented themes were directly mentioned through specific topics, lessons and discussions etc. for example a reader can easily see and read themes related to Quality Education (SDG 4), Gender Equality (SDG 5), and Peace, Justice, and Strong Institutions (SDG 16) etc. These some of the themes were comparatively more visible because there were some discussions mentioned about it. But there were also some themes which were directly mentioned like Climate Action (SDG 13), Life on Land (SDG 15), and Reduced Inequalities (SDG 10) etc.

However, it was also founded some of the SDGs oriented themes which were having very limited or having zero presentation in the textbook. Like the themes related to No Poverty (SDG 1), Zero Hunger (SDG 2), Affordable and Clean Energy (SDG 7) (Kwee, 2021), Industry and Innovation (SDG 9), Life Below Water (SDG 14), and Partnerships for the Goals (SDG 17) were either very rarely mentioned or they were completely absent and not included in the textbook.

4.3 Constructivism and SDGs

4.3.1 Active and Meaningful Learning

Piaget mentions in his theory of constructivism that kids build new knowledge by exploring actively and experiencing things, not only by sitting and listening. SDGs also bring stress on effective learning like strong literacy and numeracy skills not just by physically sitting in the class.

Both highlight the importance of active learning that's hands on, experiential, thoughtful, and results in real outcomes.

4.3.2 Cognitive Development and Learner Readiness

In constructivism, learning is tied to a child's developmental stage and it cannot be rush or push. In this way SDGs emphasize quality early childhood programs to make the kids ready for primary school. Education should be aligned to kids' growth stages and build skills progressively and effectively.

4.3.3 Learner-Centered Education

Constructivism places the learner at the center of learning. It means that children build their own understanding through their own experiences. All the goals of sustainability stresses education that is effective and relevant for the student learning.

It's about moving from teacher centered classes to students centered and learning class.

4.3.4 Skill Development for Real-Life Application

Piaget argued that knowledge always grows from solving real problems and working practically. Similarly, SDGs mentions about practical skills like vocational training and adaptable abilities for jobs. Learning should be connected to everyday life, careers, and real challenges.

4.3.5 Problem-Solving and Critical Thinking

Constructivism is all about questioning, debate, and mental challenges to create new ideas. SDGs call for critical thinking to overcome global issues.

Different texts build and promote higher level skills like analysis and reasoning.

4.3.6 Social Interaction and Collaborative Learning

Piaget saw learning as a social process where children build ideas and understanding through interaction and working with others. SDG targets encourage inclusive and citizenship-based education. A student learn more effectively, through collaboration and team work.

4.3.7 Inclusivity through Pedagogy

While not the main focus, constructivism's learner-centered style which supports different needs. SDG also prioritizes the equal access and inclusion for all the people. Teaching that encourages diversity and different ways of learning.

4.3.8 Preparation for Lifelong Learning

The theory of Constructivism creates mental tools for ongoing learning. All SDGs focus on learning that will exist for lifetime. It fosters curious, self-driven learners ready for anything.

4.3.8.1 Key Themes Used for Analyzing the Textbook

Themes Applied for Textbook Evaluation.

The textbook was reviewed using eight key themes based on the overlap between Piaget's constructivist theory and the indicators of SDGs.

i. Active and meaningful learning

ii. Cognitive development and learner readiness

iii. Learner-centered education

iv. Skill development for real-life application

v. Problem-solving and critical thinking

vi. Social interaction and collaborative learning

vii. Inclusivity through pedagogy

viii. Preparation for lifelong learning.

4.3.9 SDGs Not Represented in the English Textbook

After the analysis of the textbook, it was discovered that although some of the SDGs were present in the textbook, but still several SDGs are either not completely included or received attention but upto a very limited extent. Some of the global goals like No Poverty (SDG 1), Zero Hunger (SDG 2), Affordable and Clean Energy (SDG 7), Industry, Innovation and Infrastructure (SDG 9), and Life Below Water (SDG 14) were founded not available in the textbook. In the same way SDG number 12 (Responsible Consumption and Production) was not properly addressed, its themes were presented indirectly which leads to the lack of deep explanation. The absence and lack of these goals highlights that students are not facilitated with such important dimensions which creates gap in learning about the importance of all the 17 goals of sustainable development goal

4.4 Survey-Based Responses of School Teachers: A Detailed Analysis

This section presents the data collected during the time of survey. It shows the perception and awareness of the teachers about the importance and promotion of the 17 goals United nation. For the purpose some close ended and open-ended statements were shared online with English language teachers to know about their commitment and contribution in this case. To analyze the responses three categories (Agree, Neutral, and Disagree) were used. In order to provide a clear

overview of the teacher's perception about SDGs promotion and integration into the educational practices, the data is mentioned in clear and organize graphs.

4.4.1 Awareness and Understanding of SDGs

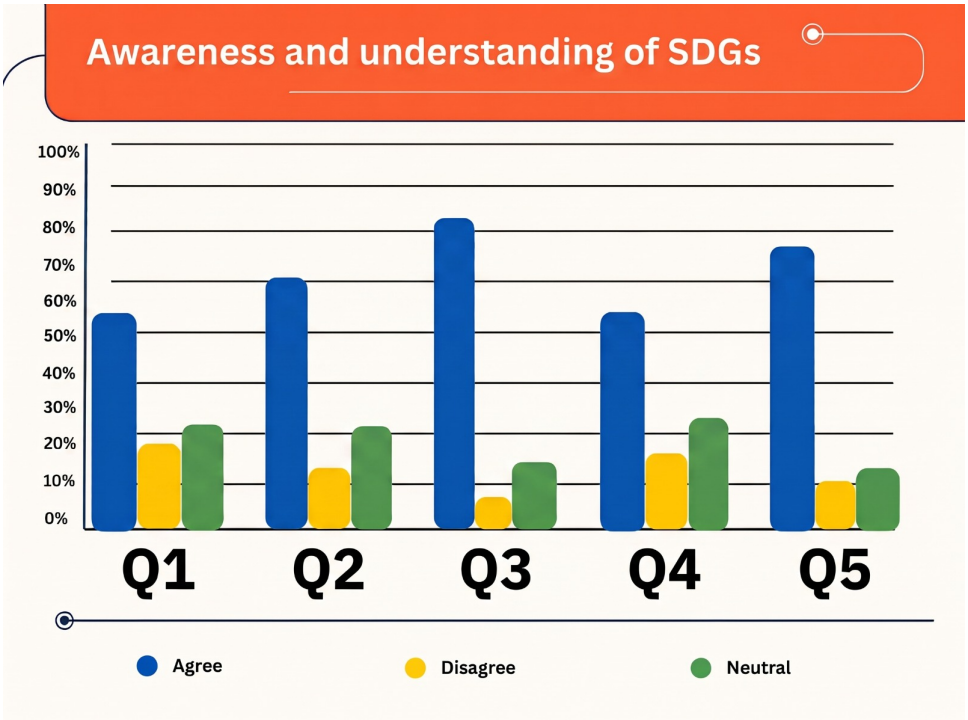


FIGURE 4.1: Percentages are based on teachers responses

4.4.1.1 Interpretations

This figure showcases the responses of the teachers about the level of understanding and awareness they have. The results of the survey shows that most of the teachers selected agree, it means they have a positive attitude about SDGs. It is mentioned in the graph that 81% of teachers agree that educational institutions can also promote SDGs after this 78% statements mention that SDGs should be the part of school's pedagogy. However, 3% teachers disagreed and 16% teachers remained neutral in this case. Therefore, it can be mention that such highest level of agreements agree that teachers understand the significance of the ELT institutions in promoting SDGs. Furthermore, the graph also display that 58% teachers agreed that schools are main source of equipping teachers with the awareness of

SDGs, 29% teachers remained neutral and 13% disagreed in this case. Although its comparatively low agreement but still its mention about teachers training and awareness programs.

4.4.2 Textbook and Content Alignment with SDGs

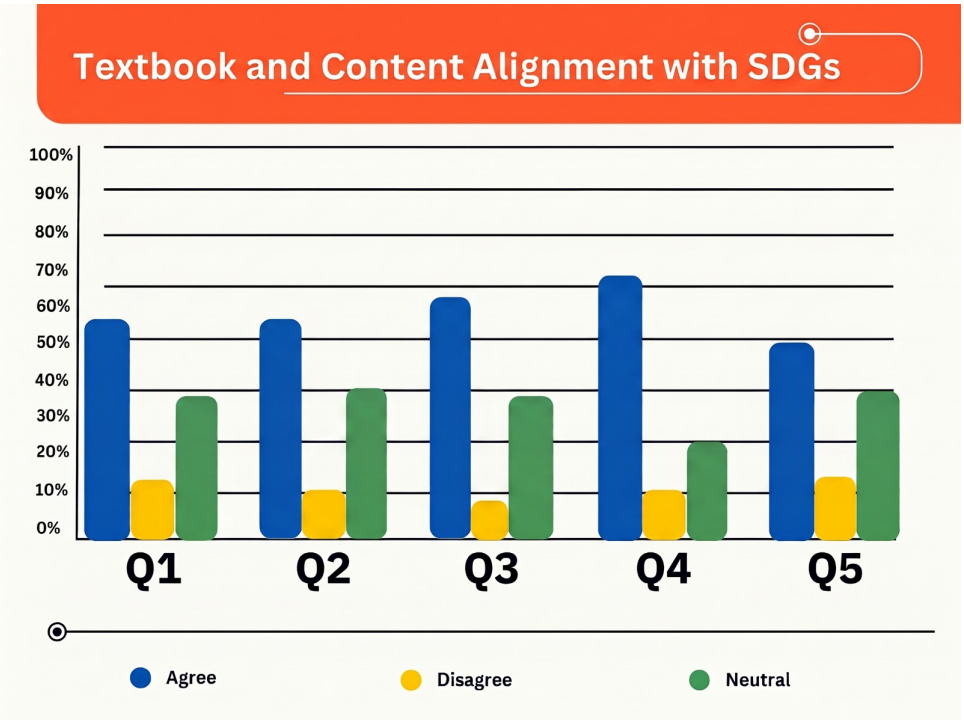


FIGURE 4.2: Teachers responses on textbook and content alignment

4.4.2.1 Interpretations

The above mentioned graph showcases the perception of teachers about the integration of English textbook and the content of the curriculum with sustainable development goals. The results show that teachers agreed that English textbooks portray SDGs oriented themes both explicitly and implicitly. It can be seen in the graph that 60% teachers agreed that SDGs inclusion in curriculum makes it more advance. And 62% teachers mention that SDGs oriented references are indirectly mentioned. 54% teachers agreed with the statement that ELT curriculum include SDGs oriented themes. But there were only 50% teachers who agreed that their school prioritize evaluating the English book in the lens of SDGs and

39% remained neutral in this case. Therefore, these findings mentions that ELT teachers value the importance of SDGs in English books, but more focus is needed to evaluate the textbooks in the lens of SDGs indicators.

4.4.3 Teachers Experience and use of Textbooks

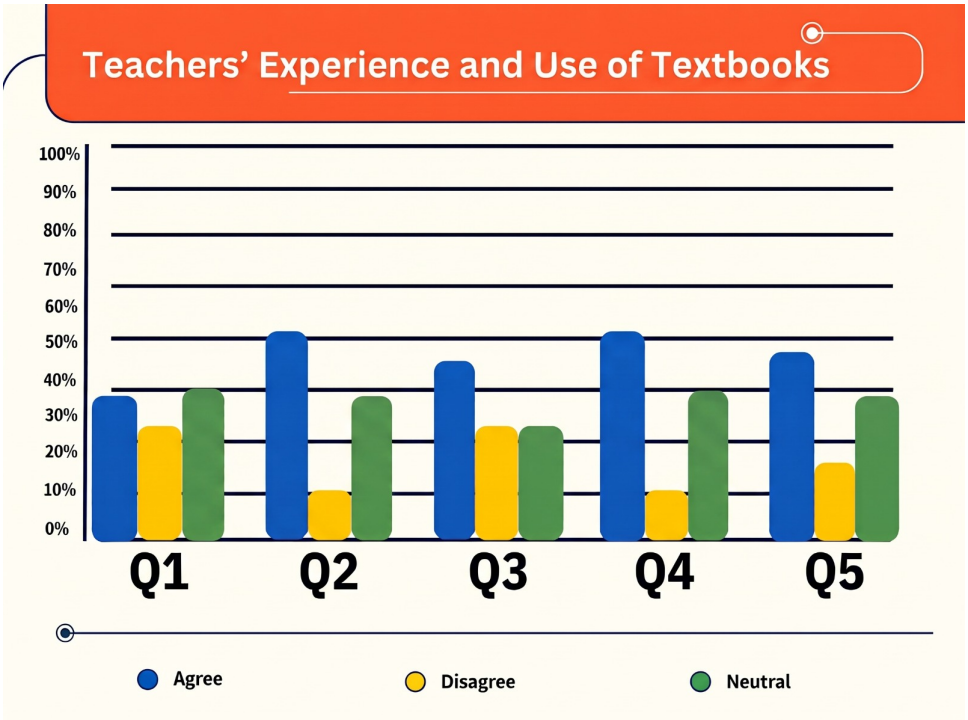


FIGURE 4.3: Teachers responses on textbook use and teaching practices

4.4.3.1 Interpretations

The image mentioned present the experience of the ELT teachers and role of English textbooks in promoting SDGs. The findings from the survey highlights that 52% teachers agreed that their schools prefer to include SDGs oriented activities in the English lessons. Similarly, it can be noted that 45% teachers agreed that teachers certainly work together to include for SDGs oriented classroom lessons. But only 33% of teachers agreed with the statement that they regularly receive SDGs oriented training through professional development and seminars, and 39% remain neutral. Moreover, there were mix responses about English text as source of discussing SDGs themes, with which 44% agree and 28% each select neutral

and disagree. Overall, the data collected mentions that although schools support teachers in promoting SDGs, but still professional training, development and teaching recourse are needed.

4.4.4 Challenges and Opportunities

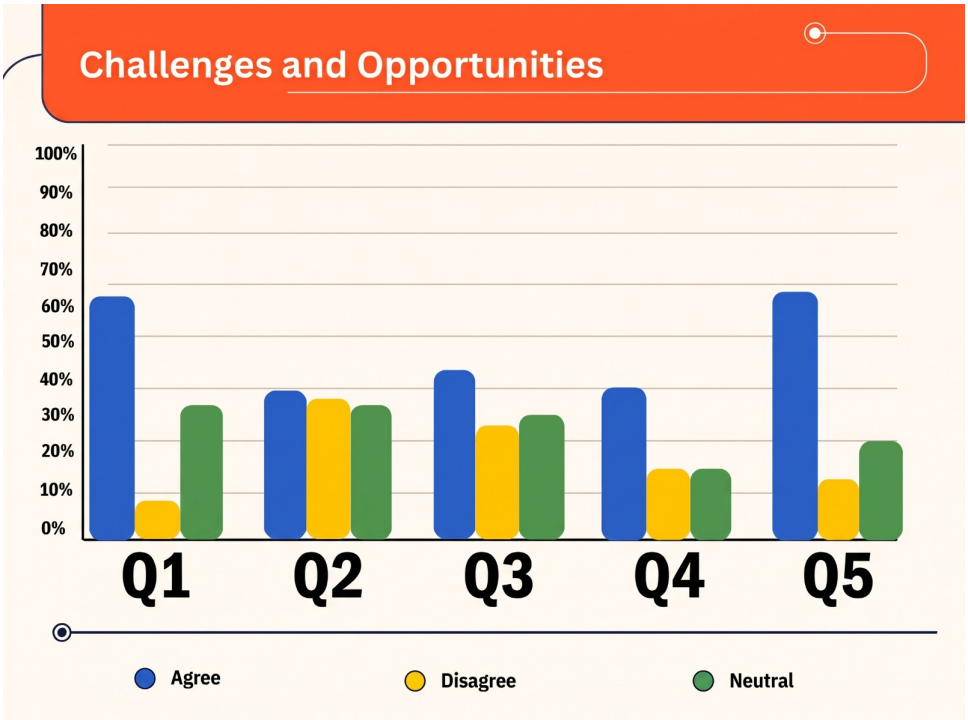


FIGURE 4.4: Teachers views on challenges and opportunities

4.4.4.1 Interpretations

This graph shows that 63% teachers believe that SDG integration as a big opportunity of learning for students. And 61% teachers also agree that it is difficult to deliver SDGs oriented lectures in classes. In addition to this, 41% teachers agree that English textbooks are not in correspondence with SDGs.

In this way, 35% teachers reported that the school does not provide them any support in this case. However, there were a mixture of responses, about the promotion of SDGs, like 38% agree that teachers do not have interest while 31% teacher each remained neutral and disagree. In conclusion, the findings from the

survey collectively mentions that teachers have a positive attitude towards SDGs education but they due to many difficulties it's become challenging to contribute in such phenomena.

4.5 Qualitative Analysis of Teachers' Responses to Open-Ended Questions

Beside the close ended statements, the survey also included 3 open ended questions in order to go deep into this phenomenon, and understand the teachers understanding and experiences about the integration of the 17 goals of the UN. The reason of sharing these open-ended questions with the ELT teachers is to give them an opportunity to share their suggestions, opinions and experiences. All the data collected through survey was analyzed through thematic analysis and all the overlapping ideas and themes were group together in a common theme. The findings of the analysis are mentioned in an organize and an easy to understand the teacher's perspective about the promotion of SDGs through ELT.

4.5.1 Common Themes Identified Across the Three Open-Ended Questions

i. Positive Impact of ESD on Learning

ii. Development of Critical Thinking & Problem-Solving

iii. Real-Life Connection & Meaningful Learning

iv. Student Engagement, Interest & Motivation

v. Activity-Based & Project-Based Learning as Key Strategy

vi. Awareness Gap / Lack of Knowledge about ESD & SDGs

vii. Improvement in Student Understanding after SDG Activities

viii. Need for Teacher Training & Institutional Support

4.5.2 Theme 1: Positive Impact of ESD on Learning

4.5.2.1 Evidence from Data

a. P5: "Yes, of course"

b. P12: "It has a great impact"

c. P17: "It will promote better learning"

d. Few negative responses: "P26: No", "P42: Not good", "P51: Can't influence"

4.5.2.2 Interpretation

Most of the participants have a strong consensus and believe that ESD-based teaching positively influences student learning. The high frequency of "Yes" responses shows a strong acceptance of ESD in classrooms. However, a small proportion of negative or uncertain responses shows that not all teachers are entirely persuaded, which may be a lack of experience or understanding.

This clearly shows that while ESD is broadly endorsed, its effectiveness may rely on proper implementation and level of awareness.

4.5.3 Theme 2: Development of Critical Thinking and Problem-Solving

4.5.3.1 Evidence

a. "P09: Helps students think critically"

b. "P67 and 58,72: Find solutions to real-world problems"

c. "P09 and 67: Enhances problem-solving skills"

4.5.3.2 Interpretation

A notable pattern in the responses of participants shows that ESD helps students move beyond memorization and develop advance and higher-order thinking skills. Teachers perceived ESD as an approach to help and enable students for real-life challenges.

This indicates that ESD corresponds well with modern educational aims where students are expected to be thoughtful, analytical, reflective, and solution-oriented, not just exam-focused.

4.5.4 Theme 3: Real-Life Connection and Meaningful Learning

4.5.4.1 Evidence

a. P39, 50, 67 and 59: "Lessons connect to real life"

b. P05, 61: "Practical learning"

c. P72: "Not only book study"

4.5.4.2 Interpretation

Many respondents repeatedly point out that ESD makes learning more effective by bridging it to world-wide challenges like environment, equality, and society.

This demonstrates that conventional teaching (textbook-based) is considered as less effective, while ESD offers contextualized learning, assisting students to understand why they are learning something.

4.5.5 Theme 4: Student Engagement, Interest and Motivation

4.5.5.1 Evidence

a. P72: "Learning becomes interesting"

b. P18, 58: "More engaging"

c. P72: "Students enjoy learning"

d. P33: "Makes learning fun"

4.5.5.2 Interpretation

Numerous responses marked increased student involvement, attention and interest level. When students are actively participating through group discussions and hands on projects etc., they participate more and retain knowledge better.

This finding suggests that ESD encourages student-centered approach, which improves classroom interactions and students' motivation.

4.5.6 Theme 5: Activity-Based and Project-Based Learning as Key Strategy

4.5.6.1 Evidence

a. P10, 19, 24, 58, 59: "Project-based learning (PBL)"

b. P72: "Group work"

c. P21: "Role play"

d. P38: "Activity-based learning"

e. P11: "Hands on project"

4.5.6.2 Interpretation

Participants firmly recommend active learning strategies for promoting SDGs. Project-based and activity-based learning are viewed as the most effective approaches.

This implies that ESD is not just about the content of teaching but also how to teach and what method and approach to use. This demands a move from lecture-based teaching to interactive and engaging methods.

4.5.7 Theme 6: Awareness Gap or Lack of Knowledge about ESD and SDGs

4.5.7.1 Evidence

a. P02, 47: "What is ESD?"

b. P29 and 63: "Don't know"

c. P24: "Not sure"

d. P29: "No idea"

Interpretation: A considerable number of respondents lack the awareness of ESD and SDGs concepts. This is a critical finding.

It implies that although teachers have positive attitudes, still there is insufficient knowledge among teachers, which may limit effective implementation. Without a solid and adequate understanding, ESD may be misapplied in classrooms.

4.5.8 Theme 7: Improvement in Student Understanding after SDG Activities

4.5.8.1 Evidence

a. P19 and 21: "Yes, improvement noticed"

b. P39: "Better understanding"

c. P18: "More engagement"

d. Some: P04: "Not too much", P08: "No", "Sometimes"

4.5.8.2 Interpretation

The majority of teachers noted enhancement in student understanding after SDG-based activities. Students were more engaged, confident, and able to link ideas with real life.

However, a some mixed feedbacks suggest that improvement may vary depending on:

a. Teaching method

b. Teacher expertise

c. Student academic level.

This suggests that quality of implementation is an important factor and cannot be overlooked.

4.5.9 Theme 8: Need for Teacher Training and Institutional Support

4.5.9.1 Evidence

a. P50: "Teacher training is important"

b. P42: "Strong administration needed"

c. P24: "Curriculum extension"

d. P57: "Gender responsive pedagogy"

4.5.9.2 Interpretation

According to certain responses, the importance of training, gender responsive pedagogy, and institutional support leads to the success of ESD. However, teachers argues that without proper training opportunities and guidance it is impossible to enable such policies.

This demonstrates that ESD implementation is not just a classroom issue but a system-level requirement.

4.6 Interview-Based Responses of School Principals: A Detailed Analysis

Per Theme Analysis of School Responses on SDGs

This section mentions the data gathered from the school principals through semi structured interviews. The main aim of conducting these interviews is to collect data and understand the perspective of school administrators about the importance of promoting the 17 global goals through educational institutions across the globe. All the principals participated honestly and shared their opinions and

perspective about SDGs importance, the implementation of SDGs oriented curriculum, the support of the ELT teachers and the challenges faced during the SDGs into educational institutes across Islamabad. To analyze the data collected, thematic analysis was used to understand the most recurring patterns.

4.6.1 Theme 1: Importance of SDGs in School Education

This data is collected from 10 school administrators. During the process of data collection, I found it very difficult to collect data as several school principals directly denied to answer the questions and few administrators respond in a very embarrassing way. And 2 school principals procrastinate in this case to answer the questionnaires. One of the issues I faced during data collection is that most of the administrators were not having proper knowledge about SDGs. They were asking about help from to understand SDGs but taking time studying it on internet they respond the questions.

However, the purpose of collecting this data is to dwell into the understanding level of SDGs of school administrators. This data presents that how much the schools principals supports and promotes SDGs, and what are the core challenges they are facing during this journey. Almost all of the schools' principals agreed that Sustainable Development Goals (SDGs) plays an important role in education. Teachers believed that SDGs help students comprehend practical life issues such as poverty, climate change, inequality, health, and environmental issues. According to numerous schools, education should not only concentrate on marks and exams but also prepare students to become accountable citizens.

School 1 explained that SDGs assist students to enhance critical thinking and social awareness. School 6 also shared that SDGs link classroom learning with the real world and teach students to care about people and the environment. Some schools highlighted that SDGs help students build character and responsibility. School 7 mentioned that education is not only about academics but also about developing responsible behavior. Accordingly, School 5 stated that sustainability knowledge is as important as subjects like science and mathematics. However, few

schools also pointed out that students need knowledge and awareness of current global problems so they can contribute positively to society in the future. However, School 10 mentioned that SDGs are not clearly included in textbooks, which highlight a gap in the curriculum.

4.6.2 Theme 2: Most Relevant SDGs in Education and ELT

The schools mentioned several SDGs that they considered most important in education and English Language Teaching (ELT). The most commonly mentioned goals were:

a. SDG 4: Quality Education

b. SDG 5: Gender Equality

c. SDG 10: Reduced Inequalities

d. SDG 13: Climate Action

e. SDG 16: Peace, Justice and Strong Institutions

Most schools considered Quality Education as the main goal because it promotes and encourages all other areas of development. Gender Equality is also discussed because schools believed that boys and girls should be provided with equal opportunities in education.

Many schools also focused on environmental goals such as Climate Action, Clean Water and Sanitation, and Energy Conservation. These goals were considered the most important because environmental problems are increasing worldwide day by day with the passage of time.

In ELT classes, teachers believed that English language teaching can help students discuss worldwide problems and issues, improve communication, and comprehend

different cultures. **School 6** explained that learning English helps reduce barriers and gives students confidence to communicate across the globe.

Some schools also mentioned other SDGs like Good Health and Well-being, Zero Hunger, and Life on Land depending on their own school priorities and experiences.

4.6.3 Theme 3: Promotion and Integration of SDGs in Schools

Most of the schools mentioned that they are trying to promote SDGs in different dimensions, although the level of implementation is different in each school.

Common activities mentioned by schools included:

a. Classroom discussions

b. Debates and essay writing

c. Projects and presentations

d. Environmental campaigns

e. Tree plantation activities

f. Awareness programs

g. Community service activities

School 1 reported that teachers include SDG oriented topics in subjects like English, Science, and Social Studies. **School 7** mentioned activities such as Earth Day celebrations and tree plantation drive to spread awareness among students.

Some schools stated that they are slowly improving SDG integration. School 4 described the process as "slow but steady." On the other hand, School 5 accepted that students are still not fully equipped and aware about the knowledge of SDGs and schools need to focus more on promotion.

School 9 mentioned organizing a conference on SDGs, which shows that some schools are taking practical steps to increase awareness.

The responses show that schools are making efforts, but SDG integration is still developing.

4.6.4 Theme 4: Challenges in Promoting SDGs

Almost every school mentioned some setbacks and challenges in promoting SDGs effectively.

The most common challenges were:

4.6.4.1 Lack of Teacher Training

Many schools mentioned that teachers do not have proper training about SDGs. Because of this, teachers often find it difficult to explain these topics clearly in class.

4.6.4.2 Limited Resources

Several schools talked about financial problems and lack of teaching facilities. Some schools do not have enough materials or support to organize SDG oriented activities.

4.6.4.3 Shortage of Time

School teachers already have a heavy workloads and strict syllabus to follow. Due to limited and shortage of time, it becomes difficult to integrate extra activities related to SDGs.

4.6.4.4 Curriculum Problems

Some schools explained that SDGs are not properly included in textbooks or official curriculum plans. School 10 specifically mentioned that SDGs are missing from textbooks.

4.6.4.5 Traditional Teaching Methods

A few schools also mentioned that some teachers still follow traditional teaching styles, so it becomes difficult to introduce new ideas related to SDGs.

Schools mentioned interest in promoting SDGs, but practical challenges make implementation difficult.

4.6.5 Theme 5: Impact of Including or Ignoring SDGs

Most schools believed that including SDGs in education has a positive impact on both teachers and students.

4.6.5.1 Positive Effects

a. Increase awareness about global issues.

b. Improve critical thinking.

c. Make learning more interesting.

d. Encourage responsible behavior.

e. Connect lessons with real life.

School 6 mentioned that students become more engaged when they understand the purpose of what they are learning. School 3 also mentioned that SDGs encourage teachers to use and adopt modern teaching approaches.

4.6.5.2 Negative Effects of Ignoring SDGs

a. Students may only focus on marks and exams.

b. Learning may feel disconnected from real life.

c. Students may lack awareness about social and environmental problems.

d. Opportunities for personality development may decrease.

School 4 explained that students may become unaware of real-world problems if SDGs are not included in education.

Schools agreed that SDGs help create better awareness, responsibility, and real life understanding among students.

4.7 Integrated Discussion of Content Analysis, Survey Responses from Teachers and Interview Responses of the School Admins

The purpose of this study was to explore how Sustainable Development Goals (SDGs) are reflected in English Language Teaching (ELT) materials and how teachers perceive their integration through Education for Sustainable Development (ESD). The discussion integrates findings from the content analysis of the selected document and the responses obtained through surveys and interviews.

The content analysis revealed that the textbook incorporates themes related to environmental awareness, social responsibility, and ethical values, which align with key SDGs goals. However, some of the themes are mostly presented indirectly rather than through structured or direct SDG-focused activities. This suggests that while the material has the capability to promote ESD, its impact depends largely on how teachers interpret and teach the content in the classrooms to students.

These findings are strongly supported by the survey and interview responses, where teachers emphasized that ESD-related topics make learning more meaningful and relevant to real-life situations. Participants underlined that discussing issues such as environmental protection, equality, and community development enhances students' critical thinking and engagement. This reflects the argument by UNESCO that ESD enables learners to develop the knowledge, skills, and values needed to address global challenges (UNESCO, 2017).

A clear connection can be observed between the indirect presence of SDGs in the textbook and the active role of teachers in making them explicit in their teaching approaches. While the document lacks the themes related to SDG 14, whereas it also does not include the some of the important themes and sufficient awareness for the sake of students' knowledge, that's why teachers try their best to link this gap to real-world issues. This supports the view that teachers play an important role in transforming curriculum content into a meaningful learning experience (Dewey, 1938).

Furthermore, both the content analysis and thematic findings highlight that the book promotes a wide range of SDGs. The analysis reveals that many SDGs are directly addressed through explicit themes such as environmental awareness, social responsibility, health, and community development etc., while others are indirectly included within the content of the textbook through implicit idea and messages. However, it was also observed that some sub-themes related to specific SDGs are not sufficiently included or remain absent, indicating A lack of equal representation across the goals. Notably, SDG 14 (Life Below Water) is completely missing from the textbook, so it is clearly showcasing a crucial and important gap in coverage. This unequal inclusion suggests that while ELT materials have the capability to promote a holistic understanding of sustainable development, their current structure does not ensure balanced representation of all SDGs. Therefore, a more systematic and comprehensive integration of all SDGs is needed to fully align ELT materials with the broader goals of sustainable development (Tilbury, 2011).

The challenges shown in the survey responses are quite different from the positive possibilities seen in the document analysis. Teachers said they do not have enough training, resources, or support from their institutions to use ESD properly in their teaching. This shows that there is a gap between what policies say and what actually happens in classrooms. Similar findings have also been reported in earlier studies (Sadiq et al., 2025). Although SDGs are promoted all over the world, they are not always applied effectively in classrooms, especially in developing countries.

Another important point of comparison is that the textbook focuses more on awareness, whereas teachers expressed the need for practical and action-oriented learning activities. According to United Nations, achieving SDGs requires not only awareness but also active participation and problem-solving skills (Ravallion, 2020). That's why, the current approach in ELT materials may not fully support the transformative goals of ESD.

In conclusion, the findings demonstrate a partial alignment between ELT materials and ESD principles. While the content provides a foundation for addressing SDGs, the effectiveness of this integration depends heavily on teachers' practices and institutional support. The study suggests that a more structured inclusion of SDGs in textbooks, along with teacher training and curriculum reforms, is essential for maximizing the role of education in sustainable development.

The responses from all schools highlighted that teachers and administrators comprehend the importance of SDGs in education. Schools believed that SDGs help students become responsible, aware, and active members of society. Quality Education, Gender Equality, Climate Action, and Peace and Justice were the most commonly discussed goals.

Chapter 5

Findings, Conclusion and Recommendations

5.1 Findings of the Study

The findings of this research highlight that ELT (English language teaching) can play a significant role in supporting and promoting the 17 goals of the UN across all the schools in Islamabad. There was a total of three data sources: analysis of the English textbook which is used at secondary level of federal board in Islamabad, survey conducted online among ELT teachers, and semi structured interviews with school principals. After using all these three research tools provide a detail background knowledge about the promotion of SDGs with the help of English language teachings. After the analysis of the English book, it was noted that English textbook also promotes the themes of global development and sustainability. Some of the themes such as quality education, gender equality, good health and well-being, environmental protection, peace, justice, and responsible citizenship were included both explicitly and implicitly. And such lessons gives the students an opportunity to be creative, think critically, communicate effectively and work in collaboration to work for global development and progress. All these

findings and learning outcomes are closely linked to the principals of Constructivism and broader targets of sustainable development. But on the opposite side, it was also noted that there is no proper coverage of the SDGs themes. Some of the SDGs references mentioned throughout the textbook while some of the themes were represented rarely. That's why it can be drawn form these findings that there is dire need of SDGs refences throughout the English textbooks.

The data collected through survey from teachers shows that ELT teachers value the importance of SDGs. They understand and agree that educational institutions and ELT classrooms can also promote SDGs. Although they were having SDG based knowledge up-to some extent but still they emphasized and mentioned about a proper SDGs based training, modern teaching facilities, and a strong support of the school administration for the effective integration of SDGs. Furthermore, the interviews conducted with the school principals also showcased the role of school administration in promoting SDGs. During the time of interviews principals mentioned that schools should be more serious in this case to make the students more responsible and how to deal with different worldwide issues. They mentioned about the importance of SDGs oriented school policies, teachers training and other co curriculum activities, while highlighting the challenges like limited school resources, and no help from the concerned organizations.

In conclusion, all the findings suggests that the integration of the 17 goals of UN is uneven and limited. The teachers and school principals showed a very positive attitude in this case, but still there is improvement needed in school curriculum, timely teachers training, modern resource, and the support form schools side. It can be concluded that ELT has the potential to promote SDGs and equip the students with the modern knowledge.

5.2 Conclusion

This present work explored how the Sustainable Development Goals (SDGs) are being incorporated in English Language Teaching (ELT) practices in private and

rural educational institutions in Islamabad. The study mainly emphasized on three important areas: the incorporation of SDGs in textbooks, the role played by educational administrators in promoting SDGs, and the teaching practices used by teachers to integrate SDG themes in classrooms.

The insights derived from the study show that SDGs are available in the document up to some extent, but their integration is not always direct, balanced, or well-organized. Some themes such as quality education, gender equality, health, peace, environment, and social responsibility were found in reading passages of the textbook. However, many SDGs are either mentioned briefly or completely ignored. Usually, the textbooks focus more on language learning and concentrate less on practical learning of sustainable development issues.

The research also investigated that educational administrators are trying their best to support and encourage SDG-related values in institutions through seminars, co-curricular activities, awareness programs, cleanliness campaigns, and motivational speeches. But these efforts are not appropriately organized or linked with a strong SDG policy. Many administrators care the idea of sustainable education, but limited resources, lack of arrangement, and lacking of training diminish the worth of implementation.

Similarly, teachers are integrating SDGs in their teaching practices to a certain level. Many teachers use discussions, examples, group activities, and real-life topics to create consciousness among students about social, environmental, and ethical issues. Some teachers boost critical thinking, teamwork, equality, and responsible behavior in classrooms.

However, the study also exposed that various teachers have inadequate knowledge about SDGs and do not have proper specialized training on how to include them successfully into ELT lessons.

In sort, the study concludes that the incorporation of SDGs in ELT institutions is still at a growth stage. Even though positive efforts are visible, there is still a gap between educational policies and teaching strategies. Textbooks and administrators etc. all play an important role in promoting SDGs, but better planning, up

to dated resources, and professional training are needed to make SDG integration more meaningful in educational institutions.

5.2.1 Limitations of the Study

This addition is essential for not only strengthening this study but also to make a way for future research.

5.3 Answers to the Research Questions

5.3.1 To What Extent are the SDGs Included in the Textbooks?

The study found that SDGs are encompassed in textbooks to an intermediate and moderate extent. A range SDG-related themes such as education, equality, health, peace, environmental protection, and social values are present in lessons and activities. But this inclusion is mostly indirect and lacks strong description of the SDGs. Many goals receive minimal consideration, while several themes are completely omitted. Therefore, there is a very rare presence of SDGs in the textbook., but they still need improvement for perfect SDG integration.

5.3.2 How Much are Educational Administrators Promoting SDG Themes in Their Institutions?

Administrators are promoting and fostering SDG themes up to an extent by means of awareness programs, extracurricular activities, school campaigns, seminars, and motivational sessions. They support and promote values like discipline, cleanliness, equality, and community participation. But all these activities are not properly linked with SDG framework. Limited resources, lack of institutional policies, and proper SDG oriented teachers training reduce the efficiency of SDG promotion in institutions.

5.3.3 How Far are Teachers Incorporating SDGs Through Their Teaching Practices?

Teachers are integrating SDGs in their teaching practices up to a moderate level. Some teachers include discussions about societal problems, environmental awareness, equality, and moral values during lessons. While many teachers use hands on activities and real-life examples to develop students' critical thinking skills and awareness about negative effect of social problems. However, it was founded during the time of data collection that most of the teachers are not familiar with SDGs. And it was also observed that they face a huge difficulty of professional trainings.

5.4 Recommendations

Integration of SDGs in ELT institutions.

5.4.1 Improvement of Textbooks

English Textbooks of the National Book Foundation should be updated and reevaluated to include all SDGs in a practical way. Lessons should contain:

i. real-life examples related to sustainability,

ii. issues related society and environment,

iii. promotion of critical thinking through activities,

iv. project-based tasks,

v. topics linked with local and global challenges.

Reading passages, writing tasks, and classroom activities should encourage students to understand their responsibilities toward society and the environment.

5.4.2 Teacher Training Programs

Proper teacher training programs should be planned to help teachers understand about SDGs and ways to learn how to integrate them into ELT classrooms. Training workshops should focus on:

i. awareness of SDG,

ii. student-centered teaching methods,

iii. activities of critical thinking,

iv. project-based learning,

v. and practical classroom strategies for sustainability education.

5.4.3 Administrative Support and Policy Development

Educational administrators should develop strong institutional policies for SDG promotion. Also, schools and colleges should organize:

i. awareness campaigns,

ii. environmental activities,

iii. debates and speech competitions,

iv. community service programs,

v. and sustainability projects.

Administrators should also monitor and support teachers in implementing SDGs effectively within classrooms.

5.4.4 Incorporation of SDGs into ELT Curriculum

The ELT curriculum should officially include SDG-related learning outcomes. English language learning should not only focus on grammar and vocabulary learning but also on developing responsible, and socially aware people.

5.4.5 Collaboration and Community Participation

Institutions should include parents, local people, and educational organizations in promoting SDGs. Collaborative activities can help students connect classroom learning with real-life social responsibilities.

5.4.6 Recommendation for Educational stakeholders

There are some recommendations which are based on the findings of this research study for school stakeholders. In order to integrate SDGs into English language teachings a collective effort and contribution of school teachers, admins and curriculum designers is required. Through such efforts and contributions SDGs oriented content could be design. The below mention mentioned recommendations are for all the educational stakeholders to contribute in this matter.

5.4.6.1 English Language Teacher

i. ELT teachers should actively participate in this matter.

ii. They should link the topics with real life issues.

iii. They should be trained accordingly to deliver SDG based lectures in class.

5.4.6.2 School Principal

i. All school principals should organize SDG based trainings and workshops.

ii. All the teaching resources should be provided.

iii. Also support teachers in this case.

5.4.6.3 Curriculum Developers

i. It is recommended that curriculum designers should integrate SDGs oriented themes.

ii. To make sure that English content reflects SDGs.

iii. Timely review the English book of National Book Foundation for SDGs representation.

5.5 Definition of the Difficult Terms and Concepts etc.

i. English language teaching (ELT): when nonnative speakers learn English language.

ii. Sustainable Development Goals (SDGs): A set of 17 goals created form for the purpose of sustainable future.

iii. Integration of SDGs in ELT: Integration of SDG's themes like climate change and gender equality etc.

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Appendix - A

Textual analysis

SDG 1: No Poverty

SDG 1 and its targets (Theme)	Chapters	Present and comment	Examples from the text.
Eradicate extreme poverty.	03 "Modern World and Age of Digital Globalization"	**Present:** Not directly present.	No such theme founded.
Reduce poverty in all its forms		**Present:** Indirectly present **Brief Comment:** This goal is indirectly addressed through income creation, financial stability, and self-independence, addressing an approach to reduce poverty without explicitly using poverty-related terminology.	"financial independence and self-sustenance" "sustainable income from another source" "uplifting yourself and your family financially"
Implement social protection systems		**Present:** Not present	The passage emphasizes self-reliance and personal economic agency, rather than institutional support structures or state-led social protection systems.

Equal access to economic resources	**Present:** Directly present **Brief Comment:** The passage highlight the importance financial inclusion, women's economic right, and equal access to economic resources.	"Muslim women… starting their own businesses" "business ownership, financial independence" "turn that into a business"
Build resilience of the poor and vulnerable	**Present:** Indirectly present **Brief Comment:** The theme of resilience is promoted by highlighting the importance of persistence, adaptability, learning from errors, and recovery, reflecting economic resilience and the capacity to overcome financial obstacles and difficulties.	"Even if your business starts small or experiences failure" "overcoming business challenges"
Mobilization of resources to end poverty	**Present:** Not present	The passage is community- and individual-focused, rather than centered on structural financing mechanisms or development resource frameworks.

Pro-poor policies and frameworks		**Present:** Not present	The content is motivational and social in nature, not policy-driven, and does not engage with pro-poor governance structures or institutional development planning.

Textual analysis

SDG 1: No Poverty

SDG 1 and its targets (Theme)	Chapters	Present and comment	Examples from the text.
Eradicate Extreme Poverty	04 “Nothing is impossible”.	**Present:** Not Present	No references to hunger, survival income, deprivation, homelessness, or basic survival needs

Reduce Poverty in All Dimensions	**Present**: Indirectly Present. **Brief Comment:** This passage highlight the importance of economic participation, education, skill development, and employment, which minimize the poverty (like economic, social and educational) present in its multiple dimensions.	"hired their crew and began to build their dream bridge" "provided the critical written link between her husband and engineers" "studied higher mathematics, calculations, strengths of materials" "assisting in the supervision of the bridge construction"
Social Protection Systems **Present:** Not Present	**Present:** Not Present	
Equal Access to Resources & Economic Opportunities **Present:** Indirectly Present	**Present:** Indirectly Present **Brief Comment:** The project support jobs, professional engagement, technical skills, and economic inclusion, enabling access to economic resources.	"hired their crew" "engineers on-site" "assisting in supervision" "bridge construction" "critical written link between engineers"

Resilience of Vulnerable People	**Present**: Strongly Indirectly Present **Brief Comment:** This passage strongly highlight and emphasize resilience, coping capacity, and human strength, which help in protecting vulnerable people from falling into poverty.	"never discouraged" "burning desire to complete the bridge" "determination not to be defeated by circumstances" "adverse situations" "paralyzing injury" "still had a burning desire"
Resource Mobilization for Poverty Reduction **Present:** Indirectly Present	**Present:** Indirectly Present. **Brief Comment:** The mobilization and development of human, technical, and material resources reflects development and a process that support poverty reduction.	"hired their crew" "engineers on-site" "bridge construction" "project was under way again" "assisting in supervision"
Pro-poor Policy Frameworks **Present:** Not Present	**Present:** Not Present	The story is human-centered, not policy-centered.

Textual analysis

SDG 1: No Poverty

SDG 1 and its targets (Theme)	Chapters	Present and comment	Examples from the text.
Eradicate extreme poverty	05 “5 of Jeff Bezos' best lessons for success from his 27 years as Amazon CEO”.	**Present:** Not present	
Reduce poverty in all its forms		**Present:** Indirectly present **Brief Comments:** The theme of Poverty reduction is indirectly reflected through income creation, economic mobility, entrepreneurship, and financial independence, showcasing poverty reduction in all its forms without direct poverty	“start Amazon out of a garage” “build a bookstore online” “finding a way to make a career out of your passion” “richest person in the world” “economic success”

	language.	
Implement nationally appropriate social protection systems	**Present:** Not present	The passage promotes **individual economic agency and self-reliance**, not **social protection systems**, making **Target 1.3** absent.
Ensure equal rights to economic resources	**Present:** Indirectly present **Brief Comments:** The text supports access to economic resources, entrepreneurship, financial inclusion, and economic opportunity.	"build a bookstore online" "start Amazon out of a garage" "make a career out of your passion" "entrepreneurship"
Build resilience of the poor and those in vulnerable situations	**Present:** Indirectly present **Brief Comments:** This passage highlights determination, adaptability, recovery from economic setbacks, and persistence, reflecting economic resilience and the capacity to overcome setbacks, indirectly aligning with this target of the SDG.	"trying and failing" "took the less safe path" "overcoming failure" "iteration: invent, launch, reinvent, relaunch" "the path to success is anything but straight"

Mobilize resources to end poverty	**Present: Not present**	
Create pro-poor and gender-sensitive policy frameworks	**Present:** Not present	The passage is motivational and individual-centered, not policy-driven, and does not address pro-poor, gender-sensitive, or development-oriented policy frameworks.

Textual analysis

SDG 1: No Poverty

SDG 1 and its targets (Theme)	Chapters	Present and comment	Examples from the text.
Eradicate Extreme Poverty	12 "Good health and well-being".	**Indirect** **Brief Comments:** The text mentions some needs of human such as "food" and "shelter" directly align to poverty eradication. Although extreme poverty is not directly described, the focus on fulfilling basic needs aligns with this	"Objective well-being has its foundations in basic human needs, including food, education, health, safety, and shelter."

		target.	
Reduce Poverty in All Its Dimensions		Present: Indirect **Brief Comments:** This idea reflects multidimensional poverty, where it emphasizes that social and political conditions influence well-being by determining it. Poverty is understood as beyond income, which includes social and structural factors.	"Objective well-being rises and drops with social, cultural, and political events."
Implement Social Protection Systems		Present: Indirect **Brief Comments:** The book has mentioned theme like protection from violence and discrimination. It means there should be peace and social protection. But it has not mention anything about formal welfare government system etc.	"When people's basic needs including shelter, food, and freedom from discrimination and violence are met…"

Equal Rights to Economic Resources and Basic Services	Present: Indirect **Brief Comments:** this passage highlights the importance “education” and “health” which reflects access to essential services. The passage promotes the need of equal access indirectly by emphasizing and meeting these all needs for human well-being.	“Basic human needs, including food, education, health, safety, and shelter.”
Build Resilience to Economic, Social and Environmental Shocks	Present: Direct **Brief Comments:** The text mentions word like “resilient” which strongly links with this target. The passage links resilience to mental and physical well-being.	“When people feel mentally fit and balanced, they're more resilient… better equipped to cope with life's difficulties and bounce back from difficult events.”
Mobilize Resources to End Poverty.	Present: Indirect **Brief Comments:** This means organizing and gathering aid and resources at a community level. Without any government and state sponsored assistance it makes sure	Donate some money to a local food bank or shelter.”

		to support vulnerable groups by fulfilling their basic needs.	
Create Pro-Poor and Gender-Sensitive Policies		Present: Indirect **Brief Comments:** This passage brings emphasis on non-discrimination and fairness which links with inclusive and pro-poor approaches. However, there is no specific policy framework is mentioned.	"Freedom from discrimination and violence."

Textual analysis

SDG 2: Zero Hunger

SDG and its targets (Theme)	Chapters	Present and comment	Examples from the text.
End hunger and ensure access to safe, nutritious food	**Unit 7 Mowing by Robert Frost**	**Present or not present:** Not directly present **Brief comments**: The poem highlights the value and need of agricultural work but does not directly explore the shortage of food.	Themes of agricultural labor and hay-making

End all forms of malnutrition	**Present or not present:** **Not present**	No such theme founded.
Double agricultural productivity and incomes of small-scale food producers	**Present or not present:** Indirectly present **Brief comments:** this passage shows the importance of labors and their small-scale production, connecting it to productivity and sustainable work in farming.	“The fact is the sweetest dream that labor knows”, “My long scythe whispered and left the hay to make”
Ensure sustainable food production systems	**Present or not present:** Indirectly present **Brief comments:** The poem describes in clear words growth of the plants and rows of hay reflects sustainable farming practices.	“laid the swale in rows” “Not without feeble-pointed spikes of flowers”
Maintain the genetic diversity of seeds, plants, and animals	**Present or not present:** Indirectly present **Brief comments:** the text highlights variety of plants and animals	“Pale orchises, and scared a bright green snake”

		suggests biodiversity within agricultural land.	
Increase investment in rural infrastructure, agricultural research, and extension services		**Present or not present:** Not present	
Correct and prevent agricultural trade restrictions and distortions		Present or not present: Not present	
Adopt measures to ensure proper functioning of food commodity markets		**Present or not present:** Not present	No reference to food markets or pricing mechanisms.

Textual analysis

SDG 2: Zero Hunger

SDG 1 and its targets (Theme)	Chapters	Present and comment	Examples from the text.
End hunger and ensure access to safe, nutritious food for all	***11*** **Metamorphosis**	**Present (Indirect)** **Comments:** although this passage never clearly discuss food insecurity, Gregor's worries with meals reveals the link between	"Gregor frequently worries about his meals and hunger. At one point, he notes he "felt much hungrier than usual," and his thoughts repeatedly return to

		food and well-being, suggests the importance of reliable access to nutrition.	breakfast and eating routines".
End all forms of malnutrition		**Not Present**	
Double the agricultural productivity and incomes of small-scale food producers		**Not Present**	
Ensure sustainable food production systems		**Not Present**	
Increase investment in rural infrastructure, agricultural research, and technology		**Not Present**	
Correct and prevent trade restrictions and distortions in world agricultural markets.		**Not Present**	

Ensure proper functioning of food commodity markets and timely access to market information		**Not Present**	

Textual analysis

SDG 03: Ensure healthy lives and promote well-being for all at all ages

SDG 1 and its targets (Theme)	Chapters	Present and comment	Examples from the text.
Ensure healthy lives and promote well-being for all at all ages	01: Hazrat Muhammad (PBUH): A mercy for all creations.	**Present:** Direct **Brief Comments:** The passage encourages and calls for values like compassion, kindness, peace, and well-being for all living being and creature. These values together support a healthy and harmonious lives for individuals and socities.	"His teachings and preaching are a beacon of light for humanity." "The legacy, he left behind belongs to the world and is an example of the importance of educating people, working toward peace and well-being." "He lived not for himself but for others; he is an epitome of mercy for all the worlds."

Reduce maternal mortality	**Present:** Not present	
End preventable deaths of newborns and children under 5	**Present:** Indirect **Brief Comments:** The passage brings emphasis and focus on care, compassion, and safety of children indirectly supports the well-being and stable healthy life of the children.	"Allah's Messenger was particularly compassionate towards children." "When he saw a child crying, he sat beside him or her and shared his or her feelings."
End communicable diseases	**Present:** Not present	
Promote mental health and well-being	**Present:** Direct **Brief Comments:** The passage strongly encourages compassion, emotional care, and support, which contribute to mental well-being and a healthy social atmosphere.	"He epitomized justice and compassion." "Allah is Kind and He loves kindness." "The one with no pity for others is not pitied."

Prevention and treatment of substance abuse	**Present:** Not present	
Reduce road traffic accidents	**Present:** Not present	
Access to sexual and reproductive health services	**Present:** Not present	
Universal health coverage	**Present:** Indirect **Brief Comments:** By highlighting the importance of dignity, equality, and rights of women, this text indirectly encourages inclusive well-being and equitable access to social and health services for everybody in the community.	"Hazrat Muhammad Rasulullah was also very kind and affectionate towards women." "Hazrat Muhammad Rasulullah gave them honor and dignity at par with men in the community."

Reduce deaths and illnesses from hazardous chemicals and pollution		**Present:** Not present	
Strengthen implementation of global health frameworks		**Present:** Not present	
Support research and development for medicines and vaccines		**Present:** Not present	
Increase health workforce and health financing		**Present:** Not present	

Textual analysis

SDG 03: Good Health and Well-Being

SDG 1 and its targets (Theme)	Chapters	Present and comment	Examples from the text.
Ensure healthy lives and promote well-being for all at all ages	12: Good health and Well-being.	**Present: directly present.** **Brief Comments:** This text encourages physical and mental health and	"Health and well-being are connected, but they are two different things." "To conclude, health and well-being are more than

		both are foundational for overall well-being at all ages. Focusing on daily selfcare, mindfulness, and social interactions supports health for everyone, aligning directly with the SDG 3 goal.	just 'nice to have' they're essential to our functionality, happiness, and fulfillment as people, partners, employees, and parents."
Reduce maternal mortality		**Not present**	
End preventable deaths of newborns and children under 5		**Not present**	
Communicable diseases		**Not present**	
Reduce mortality from non-communicable diseases and promote mental health		**Present (directly)** **Comments:** The text shows that mental health as essential and connect it to the prevention of chronic diseases and preserving physical	"Mental health, meanwhile, means having a mind that is strong, capable, and free of disease." "Poor mental and physical well-being impacts our ability to

	health.	fight off chronic diseases and make healthy choices."
Strengthen prevention and treatment of substance abuse	**Indirectly present** **Comments:** Although the text does not focus on drugs specifically, but it addresses stress and mental health issues, which links indirectly to preventive measures for mental health conditions and substance misuse.	"Stress is a factor that impacts well-being. When people experience excessive stress, it increases the risk that they will also develop depression."
Reduce deaths and injuries from road traffic accidents	**Not present**	
Access to sexual and reproductive health services	**Not present**	
Universal health coverage	**Indirectly present** **Comments:** the passage encourages access to preventive health practices and lifestyle changes supports general	"Healthy lifestyles defined as those that include a balanced diet, ample water and exercise, and adequate sleep can prevent the development of mental

	well-being, indirectly promoting universal health coverage goals.	health conditions, including depression and anxiety."
Reduce deaths from hazardous chemicals and pollution	**Not present**	
Strengthen implementation of WHO Frameworks	**Not present**	
Support research and development for medicines and vaccines	**Not present**	
Increase health financing and workforce in developing countries	**Indirectly present** **Comments:** “While this text does not clearly mentions about financing, but it highlights workplace stress and other well-being programs indicates investment in employee health initiatives, indirectly relating to workforce	"For a real-world example of how stress can impact the health and well-being of employees, look no further than some of the tech companies that have come under fire in recent years for employee treatment."

		development.”	

Textual analysis

SDG 05: Gender Equality

SDG 1 and its targets (Theme)	Chapters	Present and comment	Examples from the text.
Achieve gender equality and empower all women and girls	**02: The art of Muslim women’s Entrepreneurship.**	Present (directly) **Brief Comments:** This text strongly encourages women’s empowerment through business ownership, highlighting women’s skills, competences, and contributions to business and society.	"Today, Muslim women all around the world are starting their own businesses." "I encourage every Muslim woman to think about how their passions and their talents align and how they can turn that into a business."
End all forms of discrimination against women and girls		**Present (indirectly)** **Brief Comments:** This text recognizes historical barriers and challenges faced by women and showcases	"Although there were many obstacles for women business owners during that time, Hazrat Khadija shows us that achieving financial independence

	examples of overcoming discrimination through excel in business.	and self-sustenance is a real possibility."
Eliminate all forms of violence against women	**Not present**	
Eliminate harmful practices (child marriage, forced marriage, etc.)	**Not present**	
Recognize and value unpaid care and domestic work	**Indirectly present** **Brief Comments:** Some activities are traditionally linked to domestic roles (such as cooking) are presented as business opportunities and ideas, giving value to women's skills.	"I love cooking for others and building community over a warm meal, and I want to do that through this business."

Ensure women’s full participation and equal opportunities for leadership	**Present (directly)** **Brief Comments:** This passage showcases women as strong leaders in business and encourages greater participation in the field of entrepreneurship.	"When I think about women in business, I always go back to the Muslim leader Hazrat Khadija." "As female entrepreneurship grows, it's important to appreciate the achievements of our own community in business ownership." **Brief Comments:** The text highlights women’s leadership in business and encourages greater participation in entrepreneurship.
Ensure universal access to reproductive health and rights	**Not present**	
Equal rights to economic resources, ownership, and financial services	**Present (directly)** **Brief Comments:** The text brings strong emphasis on women economic empowerment and also	"We see women entrepreneurs develop a sustainable income from another source where they can help their family and their community."

		encourages access to income-generating opportunities	"We see it at the Karmel Mall, where many of these women are not considered 'legitimate' business owners, but they bring their own business acumen, ambitions, and successes."
Enhance the use of enabling technology to empower women.		**Not present**	
Adopt policies and legislation for gender equality.		**Not present**	

Textual analysis

SDG 06: Clean Water and Sanitation

SDG 1 and its targets (Theme)	Chapters	Present and comment	Examples from the text.
Ensure availability and sustainable management of water and sanitation for all	08: The Eagle.	**Present (indirectly)** **Brief Comments:** This poem mentions the	"**The wrinkled sea beneath him crawls**."

		sea as huge body of water. It showcases the presence of water as an important element of the natural environment. Although terms like sanitation or water management are not discussed, the imagery acknowledges the need and significance of water within the ecosystem.	
Safe and affordable drinking water		**Not present**	
Access to sanitation and hygiene		**Not present**	
Improve water quality and reduce pollution		**Not present**	

Increase water-use efficiency and ensure sustainable withdrawals	**Not present**	
Implement integrated water resources management	**Not present**	
Protect and restore water-related ecosystems.	**Present (indirectly)** **Brief Comments:** The image of the sea suggests a natural water-based ecosystem. While this poem does not clearly talk about conservation, the imagery still recognizes the presence of a water ecosystem that forms it as a part of the natural environment.	"**The wrinkled sea beneath him crawls**."
Expand international cooperation and capacity-building in water and sanitation	**Not present**	

Support participation of local communities in water management		**Not present**	

Textual analysis

SDG 07: Ensure access to affordable, reliable, sustainable and modern energy for all

Chapter 03: Modern world and age of digital globalization.

SDG 1 and its targets (Theme)	**Chapters**	**Present and comment**	**Examples from the text.**
Ensure access to affordable, reliable, sustainable and modern energy for all	03: Modern world and age of digital globalization.	**Present:** Indirect **Brief Comments:** The text emphasizes the progress of technology and worldwide connectivity, even though energy is not clearly discussed, the entire structure of modern technological that enables globalization depends on reliable and advance energy systems.	"Advances in technology have enabled and accelerated this flow and thus are resulting in increased international interactions and dependencies."

Universal access to affordable, reliable and modern energy services	**Present:** Indirect **Brief Comments:** Advanced communication networks depened on modern energy infrastructure. The mention to digital technologies indirectly reflects the value and need of reliable energy for technological services.	“The introduction of 4G and 5G technologies has dramatically increased the speed and responsiveness of mobile and wireless networks.”
Increase the share of renewable energy in the global energy mix	**Present:** Not present	
Double the global rate of improvement in energy efficiency.	**Present:** Indirect **Brief Comments:** Technological innovation often boosts efficiency in communication and transports systems, which indirectly relate to better overall energy efficiency.	“Advances in technology have enabled and accelerated this flow.”

Enhance international cooperation to facilitate access to clean energy research and technology		**Present:** Indirect **Brief Comments:** This passage emphasizes international collaboration and technological sharing, which indirectly encourages teamwork in the filed of energy development and innovations	"Globalization is driven by the convergence of cultural and economic systems."
Expand infrastructure and upgrade technology for supplying modern energy services		**Present:** Indirect **Brief Comments:** the growth and development of technological infrastructure indicates improvements in systems that require up to date energy systems.	"These technological advances are especially visible in transportation and telecommunications."

SDG 08: Decent Work and Economic Growth

SDG 1 and its targets (Theme)	Chapters	Present and comment	Examples from the text.
Sustainable Economic Growth	02: The art of Muslim Women's entrepreneurship.	**Present:** Indirectly present	*"achieving financial independence and self-sustenance is a*

		Brief comment: The passage encouarges women led business activity through entrepreneurship. Women starting businesses and generating sustainable and steady income contributes to local economic growth.	*real possibility*"; "*women entrepreneurs develop a sustainable income*."
Economic productivity through innovation and entrepreneurship		**Present:** Direct **Brief comment:** The passage emphasizes new ideas and productivity through women-led businesses who create businesses and products nobody has seen before, showing how entrepreneurship and new products increases economic productivity.	"*Muslim women all around the world are starting their own businesses*"; "*creativity and their business outcomes*."

Promote development-oriented policies and support entrepreneurship	**Present:** Direct **Brief comment:** events like workshop and mentorship really helps in promoting entrepreneurship. These steps encourages small businesses and enable women to engage in economic activities.	"*Economic Empowerment events for Muslim women*"; "*How to Start a Business*"; "*the event speakers offered so much experience, advice, and wisdom*."
Improve resource efficiency and sustainable production	**Present:** Indirect **Brief comment:** Businesses focusing on natural goods and wellness often follow more sustainable and ethical ways of production practices.	"*create natural wellness products*"; "*skincare products aimed at caring for melanated skin*."
Full and productive employment and equal pay	**Present:** Indirect **Brief comment:** The passage make sure equal chances for women to earn income and engage in productive work, fostering the goal of	"*achieving financial independence*"; "*uplifting yourself and your family financially*."

	inclusive jobs opportunities.	
Reduce the proportion of youth not in employment or education	**Present** Indirect **Brief comment:** supporting young women to start entrepreneurial ambitions encourages active economic activity and reduce the rate of joblessness among youth.	"*Since I was very young I dreamed of owning my own business*"; "*consider starting my own*."
End forced labour, modern slavery and child labour	**Present:** Not present	
Protect labour rights and safe working environments	**Present:** Indirect **Brief comment:** opposing harmful industries and upholding dignity indirectly supports and build respectful working environments.	"*fighting the skin lightening industry*"; "*inspiring Black and Brown women to appreciate their natural beauty*."

Sustainable tourism that promotes culture and local products		**Present:** Indirect **Brief comment:** The concept of selling and sharing cultural food through a business fosters cultural understanding and supports local cultural products.	"*cook Yemeni food in Minnesota and introduce my Yemeni culture*."
Strengthen financial institutions and access to financial services		**Present:** Indirect **Brief comment:** learning directly from experienced business owners and gaining guidance shows efforts to understand financial processes and business strategies.	"*talk to owners of restaurants or food trucks so I can learn more about their journeys*"; "*the steps that I need to take to start my business*."
Increase aid for trade support		**Present:** Not present	
Develop strategies for youth employment		**Present:** Indirect **Brief comment:** motivating the young people of the future to launch own businesses boosts youth employment and	"*We need to follow the lead of these women and start our own businesses*"; "*becoming the next example of an entrepreneur for the next generation*."

		business growth opportunities.	

Textual analysis

SDG 08: lesson for success.

SDG 1 and its targets (Theme)	Chapters	Present and comment	Examples from the text.
Sustain per capita economic growth	**05: lesson for success.**	**Present:** Direct **Brief Comments:** The passage showcases how Jeff Bezos turned Amazon from a small online bookstore into a worldwide company. This illustrates the role of innovation and entrepreneurship in resulting into large-scale economic growth.	*Entrepreneurship and economic expansion through innovation* – "Amazon is an ecommerce behemoth worth $1.8 trillion."
Achieve higher levels of economic productivity through innovation and technology		**Present:** Direct **Brief Comments:** The text highlight the value of innovation, creativity, and experimentation. Such qualities boosts productivity and technological development.	"*Innovation, experimentation and invention* Bezos emphasizes creating "a large company that's also an invention machine."

Promote development-oriented policies that support productive activities, entrepreneurship and innovation	**Present:** Direct **Brief Comments:** This example showcases the importance of entrepreneurial mindset and productive business practices. It demonstrate the importance and need of supporting innovators and entrepreneurs who generate new economic opportunities.	*"Entrepreneurship and risk-taking* – Bezos left a secure Wall Street job to start Amazon in a garage."
Improve global resource efficiency in consumption and production.	**Present:** Indirect **Brief Comments:** Although the passage only emphasizes the theme of innovation, it also talks about efficiency in business practices. Showing how Efficient systems and thoughtful experimentation can contribute to sustainable production and resource management.	*"Balancing efficiency with exploration embracing the inefficiency of wandering"*

Achieve full and productive employment and decent work for all	**Present:** Indirect **Brief Comments:** The passage support meaningful work and career growth. It also shows that pursuing work which is aligned with a person personal interest result job satisfaction.	*"Encouragement to follow one's calling and passion in work"* "You can have a job, or you can have a career, or you can have a calling."
Substantially reduce the proportion of youth not in employment, education or training	**Present:** Indirect **Brief Comments:** This passage indirectly promotes youth engagement in productive work and skill growth by chasing their goals and exploring their own interest.	*"Guidance to younger employees and children about finding passion and purpose in work".*
Eradicate forced labour, modern slavery and child labour	**Present:** Not Present	
Protect labour rights and promote safe working environments	**Present:** Not Present	

Promote sustainable tourism		**Present:** Not Present	
Strengthen financial institutions and access to banking		**Present:** Indirect	*"Economic development and large-scale corporate success"* "Amazon growing into a trillion-dollar company."
Increase Aid for Trade support for developing countries		**Present:** Not Present	
Develop and operationalize a global strategy for youth employment		**Present:** Indirect **Brief comment:** Jeff Bezos encourages the young generation to follow passion driven and productive work to reduce joblessness and promote literacy.	**"***Encouraging young people to discover their passion and build meaningful careers".* "You can have a job, or you can have a career, or you can have a calling."

SDG 08: Decent Work and Economic Growth

SDG 1 and its targets (Theme)	Chapters	Present and comment	Examples from the text.

Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all	**06**: **Say no to drug.**	**Present (indirectly)** **Brief Comments:** This passage shows a connection between national prosperity and safeguarding the youth from addiction. It suggests the role of addiction free population in strengthening the economic growth of a nation.	"Protecting youth from this menace is inevitable for prosperous future of Pakistan."
Sustain per capita economic growth		**Not present**	
Achieve higher levels of economic productivity through diversification, innovation and technology		**Not present**	
Promote development-oriented policies that support productive activities, entrepreneurship and job creation		**Indirectly present** **Brief Comments:** Government and institutional cooperation are a reflection of policy initiatives that promote both social and human	"Nationwide anti-drug awareness campaigns are launched in collaboration with public and private educational institutions."

	growth and development which indirectly contribute into boosting economic engagement.	
Improve resource efficiency in consumption and production	**Not present**	
Achieve full and productive employment and decent work for all	**Indirectly present** **Brief Comments:** This passage recognize youth as a national asset indirectly means they are the essential part of their workplace. Therefore, addiction prevention contributes to young people's continued capacity and productivity in their workplace.	"The youth is Pakistan's greatest asset, which constitutes 66pc of the population."
Reduce the proportion of youth not in employment, education or training	**Present (indirectly)** **Brief Comments:** The passage emphasizes on youth engagement in education and studies. It also mentions to raise awareness about the	"Nationwide anti-drug awareness campaigns are launched in collaboration with public and private educational institutions to keep the younger generation safe."

	harmful effects of drugs in educational institutions.	
Eradicate forced labor, modern slavery and child labor	**Not present**	
Protect labor rights and promote safe working environments.	**Not present**	
Promote sustainable tourism	**Not present**	
Strengthen the capacity of domestic financial institutions	**Not present**	
Increase Aid for Trade support for developing countries	**Not present**	

Develop and operationalize a global strategy for youth employment		**Indirectly present** **Brief Comments:** The passage showcases some initiatives that aimed to safeguard young generation and youth through awareness, productive paths and education. By protecting young people from the addiction of harmful drug, these steps indirectly support the skill development of youth and their future economic participation.	"Nationwide anti-drug awareness campaigns are launched in collaboration with public and private educational institutions to keep the younger generation safe and away from the curse."

Textual analysis

SDG 08: Decent Work and Economic Growth

SDG 1 and its targets (Theme)	Chapters	Present and comment	Examples from the text.
Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all	09: Travel and Tourism.	**Present (indirectly)** **Brief Comments:** The word bazaar symbolizes economic activities through trade, showcasing economic	"And the rich goods from near and far / Hang for sale in the bazaar"

		activity and income-generating opportunities.	
Sustain per capita economic growth		**Present (indirectly)** **Brief Comments:** The passage describes the scene of busy and crowded cities reflects strong and vibrant economic activities.	"Cities on the other hum"
Achieve higher levels of economic productivity through diversification and innovation		**Present (indirectly)** **Brief Comments:** the process of building a boat reflects skilled labor and craftsmanship, showcasing economic productivity.	"Lonely Crusoes building boats"
Promote development-oriented policies that support productive activities, entrepreneurship and small businesses		**Present (indirectly)** **Brief Comments:** The word bazaar suggests small-scale trade and business.	"And the rich goods from near and far / Hang for sale in the bazaar"

Improve resource efficiency and sustainable consumption	**Not present**	
Achieve full and productive employment and decent work for all	**Indirectly present** **Brief Comments:** The mention of the phrase people engaged in work reflects productive employment.	"Lonely Crusoes building boats"
Reduce the proportion of youth not in employment, education, or training	**Not present**	
Eradicate forced labour, modern slavery and human trafficking	**Not present**	
Protect labour rights and promote safe working environments	**Not present**	

Promote sustainable tourism that creates jobs and promotes local culture		**Present (indirectly)** **Brief Comments:** The poem depicts travel, markets, and cultural places that can promote tourism and also appeal the visitors.	"Where in sunshine reaching out / Eastern cities, miles about" "And the rich goods from near and far hang for sale in the bazaar"
Strengthen domestic financial institutions and access to financial services		**Not present**	
Increase Aid for Trade support for developing countries		**Indirectly present** **Brief Comments:** The exchange of products across different areas reflects international trade and economic cooperation between places.	"And the rich goods from near and far hang for sale in the bazaar"
Develop and operationalize a global strategy for youth employment		**Not present**	

Textual analysis

SDG 09: **Industry, Innovation, and Infrastructure**

SDG and its targets (Theme)	Chapters	Present and comment	Examples from the text.
Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation		**Present (directly)** **Brief Comments:** This passage showcases the progress of technology and the role of innovation in connecting people across the globe and modernization.	"Advances in technology have enabled and accelerated this flow and thus are resulting in Increased international interactions and dependencies." "The recent technological changes have played a vital role in globalization."
Develop quality, reliable, sustainable and resilient infrastructure		**Present (directly)** **Brief Comments:** the text mentions about the development of modern digital infrastructure that promote connectivity and communication across the globe.	"The introduction of 4G and 5G technologies has dramatically increased the speed and responsiveness of mobile and wireless networks."

Promote inclusive and sustainable industrializatio	**Indirectly present** **Brief Comments:** The passage mentions how globalization leads to industrial growth.	"In business, the term is used in an economic context. It describes integrated economies marked by free trade, free flow of capital amongst countries and easy access to foreign resources, Including labour markets."
Increase the access of small-scale industrial and other enterprises to financial services	**Indirectly present** **Brief Comments:** It provides more trade opportunities and enhances market access for small scale business.	"Money, products, materials, information, and people are flowing swiftly across national boundaries today more than ever."
Upgrade infrastructure and retrofit industries to make them sustainable	**Indirectly present** **Brief Comments:** the text suggest that innovation in technology improve efficiency and sustainability in industries and transportation system.	"Advances in technology have enabled and accelerated this flow and thus are resulting in Increased international interactions and dependencies."

Enhance scientific research, upgrade technological capabilities of industrial sectors	**Present(directly)** **Brief Comments:** the text showcases historical innovation and the way it enhance the capabilities of industries and technology across the globe.	"IBM's introduction of the personal computer in 1981 and the subsequent evolution of the modern Internet are two examples of technology that helped drive international communication, commerce, and globalization."
Facilitate sustainable and resilient infrastructure development in developing countries	**Indirectly present** **Brief Comments:** Technological advancement and connectivity facilitate the developing nations to overcome gaps and challenges in infrastructure and adopt the modern system of technology.	● "It has contributed to closing the digital divide between developed and developing countries."
Support domestic technology development, research and innovation in developing countries	**Indirectly present** **Brief Comments:** it supports the transfer of innovation and knowledge, for the sake of facilitating developing nations.	"The internet has increased the sharing and flow of information and knowledge, access to ideas and exchange of cultures among different Nations."

Increase access to information and communications technology and strive to provide universal and affordable access		**Present (directly)** **Brief Comments:** the role of ICT in connecting individuals across the globe and driving innovation, education, and economic activity.	"People especially students are heavily active on social networks like Facebook and Linkedin. In fact, these social networks sometimes bring integrity and help people stay connected." "Be it at school work or home everybody has access to the internet these days."

Textual analysis

SDG 09: Industry, Innovation, and Infrastructure

SDG and its targets (Theme)	Chapters	Present and comment	Examples from the text.
Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation	04: Nothing is impossible- the construction of spectacular Brooklyn Bridge	**Present (directly)** **Brief Comments:** The passage directly mentions about the creation of innovative infrastructure using advance engineering and use of steel-wire in suspension systems.	"The Brooklyn Bridge is one of the oldest suspension bridges in the United States." "It was the longest suspension bridge in the world from its opening until 1903, and the first ever steel-wire

			suspension bridge."
Develop quality, reliable, sustainable, and resilient infrastructure		**Present (directly)** **Brief Comments:** The bridge is a suitable example strong and durable infrastructure capable of lasting for hundred years, showing quality engineering and long-term careful planning.	"Today the spectacular Brooklyn Bridge stands in all its glory as a tribute to the triumph of one man's indomitable spirit and his determination not to be defeated by circumstances."
Promote inclusive and sustainable industrialization		**Indirectly present** **Brief Comments:** The teamwork promotes knowledge learning and the theme of inclusivity in engineering, highlighting participation and knowledge-sharing in big projects.	"By moving his finger, Washington started exchanging with his wife and slowly developed a code of communication with his wife." "Emily had studied higher mathematics, the calculations of catenary curves, the strengths of materials, bridge specifications, and the intricacies of cable construction."

Increase the access of small-scale industries and enterprise to financial services, technology, and integration into value chains	**Not present**	
Upgrade infrastructure and retrofit industries to make them sustainable	**Indirectly present** **Brief Comments:** Using steel-wire suspension reflects innovative and advanced technology of the era, which set new standards for long-lasting infrastructure.	"It was the first ever steel-wire suspension bridge."
Enhance scientific research, upgrade technological capabilities, and encourage innovation	**Present (directly)** **Brief Comments:** The Roebling's creativity and innovated skills showcases the use of technology in practical life.	"Working together for the first time, this homely team of father and son developed concepts of how it could be accomplished and how the obstacles could be overcome." "Emily had studied higher mathematics, the calculations of catenary curves, the strengths of materials, bridge specifications, and the intricacies of cable

			construction."
Facilitate sustainable and resilient infrastructure development in developing countries		**Not present**	
Support domestic technology development, research, and innovation in developing countries		**Not present**	
Significantly increase the access of small-scale industrial and other enterprises to financial services		**Not present**	

Textual analysis

SDG 09: Industry, Innovation, and Infrastructure

SDG and its targets (Theme)	Chapters	Present and comment	Examples from the text.

Build resilient infrastructure, promote inclusive and sustainable industrialization, and foster innovation	05: 5 of Jeff Benz's best lessons for success from his 27 years as amazon CEO.	**Present (directly)** **Brief Comments:** The passage mentions innovation as an important source for the growth of Amazon. Bezos' method of promoting experimentation, and creative problem-solving skills directly supports fostering innovation and sustainable industrial development.	"Bezos included a section titled, 'Intuition, curiosity, and the power of wandering.'" "Wandering is an essential counter-balance to efficiency." "Success can come through iteration: invent, launch, reinvent, relaunch, start over, rinse, repeat, again and again."
Develop quality, reliable, sustainable infrastructure		**Present (indirectly)** **Brief Comments:** This passage mentions that Bezos spend money to improve the system of delivery and logistics. Such steps make business more reliable and efficient.	"Amazon's business may depend on efficiency, with customers ordering almost any product and expecting it delivered to their door within a few days or less."
Promote inclusive and sustainable industrialization		**Present (indirectly)** **Brief Comments:** Amazon's growth strategy demonstrates industrial expansion and inclusivity by providing platforms for small businesses and innovation-driven	"Over roughly 27 years as CEO, Bezos has regularly shared advice and lessons learned in interviews and his annual letters to Amazon shareholders." "Bezos believes that the key to maintaining an

	services globally.	innovative business is to make 'high-quality, high-velocity decisions.'"
Increase the access of small-scale industrial and other enterprises to financial services, technology, and integration into value chains	**Present (indirectly)** **Brief Comments:** While this passage does not clearly mention any theme about small scale businesses, but Amazon's infrastructure and platform always struggle to support and empower small sellers worldwide.	"Amazon is an ecommerce behemoth worth $1.8 trillion, and that company has made him the richest person in the world with a fortune worth over $200 billion."
Upgrade infrastructure and retrofit industries for sustainability	**Present (indirectly)** **Brief Comments:** The text highlights the continuous struggle of improvement, optimization and flexibility keeps the industries stronger and more competitive.	"Bezos wrote about the importance of speed and 'nimbleness' in making Amazon 'a large company that's also an invention machine.'"
Enhance scientific research, upgrade technological capabilities of industrial sectors	**Present (directly)** **Brief Comments:** the text shows that research and experimentation are the key drivers and sources for the growth and innovation of	"In his 2018 letter to Amazon shareholders, Bezos included a section titled, 'Intuition, curiosity, and the power of wandering.'" / "Bezos' high school

		industries.	graduation speech even mentioned his plans to build space colonies one day."
Facilitate sustainable and resilient infrastructure development in developing countries		**Not present**	
Support domestic technology development, research, and innovation.		**Present (directly)** **Brief Comments:** this passage shows that Bezos' emphasize innovation, curiosity, and experimentation because it directly improves and develop domestic technology and creative solutions in industry.	"Bezos believes that a healthy dose of inefficiency is necessary to succeed." "Success can come through iteration: invent, launch, reinvent, relaunch." "Bezos transitioned to focus on projects like Blue Origin."
Significantly increase access to information and communications technology		**Present (indirectly)** **Brief Comments:** By developing Amazon, Bezos expanded access to ICT worldwide, which indirectly promote access to technology.	"Amazon is an ecommerce behemoth worth $1.8 trillion..." "He saw promise in the future of the internet economy and got the idea to build a bookstore

			online."

Textual analysis

SDG 10: Reduce inequality within and among countries

SDG and its targets (Theme)	Chapters	Present and comment	Examples from the text.
"Overall Goal Reduce inequality within and among countries".	01: Hazrat Muhammad (PBUH): A mercy for all creation.	**Present (directly)** **Brief Comments:** This text promotes some qualities and values of human being. It teaches humans to treat people with respect, care, and avoid discrimination.	"*Hazrat Muhammad Rasulullah (s) is a matchless role model for everyone because of his wisdom, kindness and generosity.*" "*He (PBUH) was also very kind and affectionate towards women.*"
Income growth of the bottom 40% of the population		**Not present**	

Promote social, economic, and political inclusion of all	**Present (directly)** **Brief Comments:** This text shows and promote the theme of social inclusion. It mentions about treating people even the opponents with kindness and respect to shape an inclusive community.	"*The Messenger of Allah () was even compassionate and kind towards the non-believers.*" / "*He () announced to them his decision: "You may go free! No reproach this day shall be on you; may Allah forgive you!"*
Ensure equal opportunity and reduce discrimination	**Present (directly)** **Brief Comments:** It emphasizes the theme of equality between people. Specifically, women should be facilitated and given rights like everyone else.	"*Hazrat Muhammad Rasulullah () gave them honor and dignity at par with men in the community.*"
Adopt policies for greater equality	**Indirectly present** **Brief Comments:** It bring focus on social equality and respecting people to shape an inclusive society.	"*Allah's Messenger (PBUH) established women's rights in the light of commandments of Allah, which improved their position and status.*"

Improve regulation of financial markets		**Not present**	
Ensure representation of developing countries in global decision-making		**Not present**	
Facilitate orderly and safe migration		**Indirectly present** **Brief Comments:** It mentions that the relocation of people leads to migration challenges and hardships.	"*The non-believers inflicted him with every kind of sufferings, eventually forcing him to migrate to Madinah.*"
Special and differential treatment for developing countries		**Not present**	
Encourage development assistance and financial flows		**Not present**	

SDG 10: Reduced Inequalities

SDG and its targets (Theme)	Chapters	Present and comment	Examples from the text.
Reduce inequality within and among countries	10: Two mothers remembered by Joann Snow Duncanson	**Present (indirectly)** **Brief Comments:** The poem highlight the importance of acceptance and equal love despite changes. This showcases emotional equality and the importance of respecting people irrespective of changes in their physical appearance.	"Two separate women, diverse by design, But I loved them both because they were mine."
Income growth of the bottom 40%		**Not present**	
Promote social, economic and political inclusion of all		**Present (indirectly)** **Brief Comments:** It reflects inclusion and support for weak people who are suffering from mental issues. It symbolizes emotional and social inclusion	"A stranger dressed in the clothes of my mother." "But now she was the child and I was her strength."

	despite vulnerability.	
Ensure equal opportunity and reduce inequalities of outcome	**Present (indirectly)** **Brief Comments:** The poem teaches dignity and equal respect for both versions of the mother, suggesting that individuals deserve equal dignity regardless of changes to promote equality and prosperity in communities.	"Love both of your mothers as both have loved you."
Adopt policies for equality	**Not present**	
Improve regulation of financial markets	**Not present**	
Representation and voice for developing countries in global institutions	**Not present**	

Responsible migration and mobility		**Not present**	
Special treatment for developing countries		**Not present**	
Encourage financial flows to developing states		**Not present**	
Reduce remittance costs		**Not present**	

Textual analysis

SDG 11: Make cities and human settlements inclusive, safe, resilient and sustainable

SDG and its targets (Theme)	Chapters	Present and comment	Examples from the text.
Access to safe and affordable housing	04: Nothing is impossible- The construction of Spectacular	**Present:** Not present	

	Brooklyn bridge.		
Safe, affordable, and accessible transport systems		**Present:** Directly present **Brief Comments:** The bridge facilitates and helps the people in transportation and accessibility, which is an important part of this target.	"The Brooklyn Bridge connects Manhattan and Brooklyn, making travel easier and safer across the East River."
Inclusive and sustainable urbanization		**Present:** *Indirectly present* **Brief Comments:** this passage illustrate how bringing people together leades to successful urban growth development.	"The project required teamwork, inclusion of engineers, and especially the important role of Emily Roebling in decision-making and communication."
Protect cultural and natural heritage		**Present:** ***Directly present*** **Brief Comments:** This passage emphasize value and need of protecting historical structures as part of cultural and history.	"The Brooklyn Bridge is described as an iconic landmark and was declared a National Historic Landmark in 1964."

Reduce the impact of disasters	**Present:** *Not present*	
Reduce environmental impact of cities	**Present:** ***Not present***	
Provide safe and inclusive public spaces	**Present:** ***Indirectly present*** **Brief Comments:** It is about shared public space and equal accessibility for everyone.	"The bridge serves as a public structure used by all people, connecting communities and becoming part of public life."
Strengthen links between urban and rural areas	**Present:** ***Not present***	
Policies for inclusion, sustainability, and resilience	**Present:** ***Not present***	

Support sustainable buildings in least developed countries	**Present:** ***Not present***	

Textual analysis

SDG 11: Make cities and human settlements inclusive, safe, resilient and sustainable

SDG and its targets (Theme)	Chapters	Present and comment	Examples from the text.
Access to safe and affordable housing	01 "Hazrat Muhammad (PBUH): A mercy for all creations".	**Present:** Not present	
Safe and affordable transport systems		**Present:** Not present	
Inclusive and sustainable urbanization		**Present:** Indirectly present **Brief Comments:** This passage supports building inclusive societies where no one is left behind and everyone feels valued, which is important for sustainable societies.	"The Prophet treated all people equally followers, non-followers, enemies, women, and children with fairness and kindness."

Protect cultural and natural heritage	**Present:** *Not present*	
Reduce impact of disasters	**Present:** *Not present*	
Reduce environmental impact of cities	**Present:** Indirectly present **Brief Comments:** when we are looking after animals and respecting them, so such environment supports a cleaner, healthier, and more lasting place to live.	"Strong emphasis on kindness to animals, not harming birds, feeding a thirsty dog, and protecting nature."
Provide safe and inclusive public spaces	**Present:** Indirectly present **Brief Comments:** This passage is about building creating a safe and inclusive environments where people can live without fear.	"The Prophet ﷺ created a peaceful and respectful society where even enemies felt safe (e.g., forgiveness after the conquest of Makkah)."

Strong links between urban, peri-urban, and rural areas		**Present:** *Not present*	
Policies for inclusion, resource efficiency, and disaster resilience		**Present:** *Not present*	
Support for sustainable buildings in least developed countries		**Present:** *Not present*	

Textual analysis

SDG 12: Ensure sustainable consumption and production patterns

SDG and its targets (Theme)	Chapters	Present and comment	Examples from the text.
Implement sustainable consumption and production frameworks	12: Metamorphosis.	**Present:** *Not present*	
Sustainable management and efficient use of natural resources		**Present:** *Not present*	

Reduce food waste	**Present:** *Not present*	
Environmentally sound management of chemicals and waste	**Present:** ***Not present***	
Reduce waste generation	**Present** *Not present*	
Encourage sustainable practices by companies	**Present:** ***Not present***	
Promote sustainable public procurement	**Present:** ***Not present***	
Awareness for sustainable lifestyles	**Present:** Indirectly present **Brief Comments:** This text indirectly challenges unhealthy and unbalanced	"Gregor reflects on his exhausting job, lack of rest, unhealthy routine, and stressful lifestyle ("travelling day in and day out," "bad and

		lifestyles and highlight the need for a more sustainable and humane way of living.	irregular food," "no real relationships")."
Support developing countries in sustainable practices		**Present:** Not present	
Sustainable tourism		**Present:** Not present	
Remove inefficient fossil fuel subsidies		**Present:** Not present	

Textual analysis

SDG 12: Ensure sustainable consumption and production patterns

SDG and its targets (Theme)	Chapters	Present and comment	Examples from the text.
Implement sustainable consumption and production frameworks	07: Mowing by Robert Frost	**Present:** Not present	
Sustainable management and efficient use of natural resources		**Present:** Indirectly present **Brief Comments:** The poem reflects a deep	"The speaker is carefully cutting grass (hay-making) using a scythe, showing a direct

	and respectful bond with nature, suggesting us to be mindful about the usage of resources.	and simple use of natural resources.”
Reduce food waste	Present: Not present	
Environmentally sound management of chemicals and waste	Present: Not present	
Reduce waste generation	Present: Not present	
Encourage sustainable practices by companies	**Present:** Not present	
Promote sustainable public procurement	**Present:** Not present	

Awareness for sustainable lifestyles		**Present**: Indirectly present **Brief Comments**: this passage supports a simple, responsible lifestyle connected to nature and working hard.	"The poem emphasizes honest labor, simplicity, and finding satisfaction in real work rather than "easy gold" or unrealistic dreams."
Support developing countries in sustainable practices		Present: *Not present*	
Sustainable tourism		Present *Not present*	
Remove inefficient fossil fuel subsidies		Present: *Not present*	

Textual analysis

SDG 13: Take urgent action to combat climate change and its impacts

SDG and its targets (Theme)	Chapters	Present and comment	Examples from the text.
Strengthen resilience to climate-related hazards	07: Mowing by Robert Frost.	**Present:** Not present	

Integrate climate measures into policies	**Present:** Not present	
Improve awareness and education about climate change	**Present** Indirectly present **Brief Comments:** This close and deep awareness of nature builds sensitivity toward the environment, and that is the foundation for climate awareness and understanding its issues.	"The speaker is closely observing nature the sun's heat, silence of the field, flowers, and even a snake while working."
Mobilize financial resources for climate action	**Present** ***Not present***	
Support capacity building in vulnerable regions	**Present:** *Not present*	

Textual analysis

SDG 13: Take urgent action to combat climate change and its impacts

SDG and its targets (Theme)	Chapters	Present and comment	Examples from the text.
Strengthen resilience to climate-related hazards	13: The Eagle.	**Present:** Not present	

Integrate climate measures into policies	**Present:** Not present	
Improve awareness and education about climate change	**Present:** Indirectly present **Brief Comments:** This deep focus on nature creates awareness and appreciation of the natural world, which is a crucial step for understanding environmental issues.	"The poem clearly describes natural elements like mountains, the sun, the sea, and the sky, showing the eagle living in harmony with its environment."
Mobilize financial resources for climate action	**Present:** ***Not present***	
Support capacity building in vulnerable regions	**Present:** *Not present*	

Textual analysis

SDG 15: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

SDG and its targets (Theme)	Chapters	Present and comment	Examples from the text.
Conserve terrestrial ecosystems (forests, land, biodiversity)	**07: Mowing by Robert Frost.**	**Present:** *Indirectly present* **Brief Comments:** this passage shows a strong relationship with land and nature, even though conservation is not directly discussed.	"The poem shows a natural setting with woods, grass fields, flowers, and wildlife. The speaker is working in harmony with nature."
Sustainable management of forests		**Present:** *Not present*	
Combat desertification and restore degraded land		**Present:** *Not present*	
Protect mountain ecosystems		**Present:** ***Not present***	
Protect biodiversity and prevent species loss		**Present** *Indirectly present* **Brief Comments:** The poem acknowledges the importance of biodiversity in nature, even though it does not	"The mention of flowers (orchises) and a "bright green snake" shows awareness of plant and animal life in the ecosystem."

	directly talk about protecting it.	
Fair sharing of genetic resources	**Present:** ***Not present***	
End poaching and trafficking of wildlife	**Present** ***Not present***	
Prevent invasive alien species	**Present:** ***Not present***	
Integrate ecosystem values into planning	**Present** ***Not present***	
Mobilize financial resources for biodiversity	**Present:** ***Not present***	
Fund sustainable forest management	**Present:** ***Not present***	

Combat poaching with global support		**Present:** ***Not present***	

Textual analysis

SDG 15: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

SDGs and its targets (Theme)	Chapters	Present and comment	Examples from the text.
Conserve terrestrial and freshwater ecosystems	**08:** The Eagle by Alfred Lord Tennyson.	**Present:** Indirectly present **Brief Comments:** The passage draws attention to the beauty and value of natural places, encouraging appreciation of ecosystems.	"The poem describes a natural setting mountains "crag", open sky, and the sea below."
Sustainable management of forests		**Present:** *Not present*	
Combat desertification and restore land		**Present** Not present	

Conserve mountain ecosystems	**Present:** Directly present **Brief Comments:** it directly highlights mountain habitats, showing their importance as homes for wildlife.	"The eagle is standing on a high rocky cliff ("crag") and watching from "mountain walls."
Protect biodiversity and natural habitats	**Present:** Indirectly present **Brief Comments:** The passage emphasize the need of protecting wildlife and preserving natural habitats.	"The eagle is shown in its natural habitat, living freely and powerfully."
Fair sharing of genetic resources	**Present:** ***Not present***	
End poaching and trafficking of wildlife	**Present** ***Not present***	
Prevent invasive species	**Present** ***Not present***	

Integrate ecosystem values into planning	**Present:** ***Not present***	
Mobilize resources for biodiversity conservation	**Present:** ***Not present***	
Finance sustainable forest management	**Present:** ***Not present***	
Combat global poaching and trafficking	**Present:** ***Not present***	

Textual analysis

SDG 16: Promote just, peaceful and inclusive societies

SDG and its targets (Theme)	Chapters	Present and comment	Examples from the text.
Reduce violence everywhere	**01** "Hazrat Muhammad (PBUH): A mercy for all creations".	**Present:** Directly present **Brief Comments:** the passage shows the decent actions and behaviors of Prophet (PBUH) that always	'The passage shows how Hazrat Muhammad Rasulullah responded to harsh behavior with patience (e.g., the nomad pulling his cloak) and forgave enemies during

		promotes peace and supports resolving conflicts and disagreements peacefully without violence.	the conquest of Makkah without revenge."
End abuse, exploitation, and violence		**Present:** *Directly present* **Brief Comments:** The passage directly negates cruelty and promotes protection of the vulnerable and those who are in need of care.	"Kind treatment of prisoners of war, protection of animals, and care for children and women."
Promote rule of law and equal justice		**Present:** Indirectly present **Brief Comments:** even though there is no mention of laws or court, the idea of justice for all is clearly mentioned.	"Justice, fairness, and equal treatment of both followers and non-followers are highlighted."
Reduce illicit activities and crime		Present: *Not present*	

Reduce corruption and bribery	Present: *Not present*	
Develop effective and accountable institutions	Present: *Not present*	
Inclusive and participatory decision making	Present: Indirectly present Brief Comments: it demonstrates that even in time of leadership decision making other people are also included and their perspective is respect and valued, which shows theme of inclusivity.	"Before forgiving the people of Makkah, he asked them: "How do you expect me to treat you?"
Participation in global governance	Present *Not present*	
Provide legal identity for all	**Present: *Not present***	

Ensure access to information and protect freedoms		Present *Indirectly present*	
Strengthen institutions to prevent violence and crime		Present: *Not present*	
Promote non-discriminatory laws and policies		**Present: *Directly present*** **Brief Comments:** the passage strongly emphasis on equality and non-discrimination for the sake creating an inclusive and non-discriminative environment.	"Equal treatment of women, children, non-believers, and even enemies; giving dignity and rights to women."

Textual analysis

SDG 17: Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development

SDG and its targets (Theme)	Chapters	Present and comment	Examples from the text.
Strengthen domestic resource mobilization	03: Modern World and the	Present*:* Not present	

	age of digital globalization.		
Developed countries support developing countries		Present*:* Not present	
Mobilize financial resources for development		**Present:** Not present	
Debt sustainability		**Present Not present**	
Investment promotion for least developed countries		**Present:** Not present	
Knowledge sharing and cooperation (science & technology)		**Present:** Directly present **Brief Comments:** This is one of the strongest part of the text. It emphasizes the exchange of knowledge across the globe	"The passage explains how the internet, 4G/5G, and technology help share information, ideas, and knowledge across countries."

Promote sustainable technologies	**Present**: Indirectly present **Brief Comments:** The text has presented as a source of progress and development, even though sustainability is not directly mentioned.	"Discussion of modern technologies like telecommunications, internet, and mobile networks improving global interaction."
Access to technology and internet	**Present: *Directly present*** **Brief Comments:** this text highlight the importance of digital connectivity of the people.	"The passage clearly states that the internet is widely accessible and helps people (especially students) stay connected and informed."
Capacity building in developing countries	**Present: *Indirectly present*** **Brief Comments:** the text point to development and improvement in skills and systems, particularly in underprivileged areas.	"Mention of closing the digital divide and improving access to knowledge and technology."
Promote fair global trading system	**Present: *Directly present*** **Brief Comments:** the passage strongly	"Clear discussion of free trade, global markets, and agreements like NAFTA and Trans-Pacific Partnership."

	focuses on trade as a central theme of the passage.	
Increase exports of developing countries	**Present:** ***Not present***	
Duty-free access for least developed countries	**Present:** ***Not present***	
Global economic stability	**Present**: *Indirectly present* **Brief Comments**: the passage demonstrates how economies are connected to each other, though stability is not directly discussed.	"Discussion of interconnected economies, financial exchange, and global markets."
Policy coherence for sustainable development	Present: *Not present*	
Respect national leadership and policies	**Present** Not present	

Global partnerships for sustainable development		**Present:** Directly present **Brief Comments:** It is a clear example of global cooperation and interdependence.	"The whole concept of globalization shows countries working together through trade, communication, and shared systems."
Public, private, and civil partnerships		**Present:** ***Indirectly present*** **Brief Comments:** this reflects teamwork between different sectors.	"Mention of multinational corporations, governments, universities, and media working together in global systems."
Data availability and monitoring		**Present:** Not present	
Monitoring progress and indicators		**Present:** Not present	

Textual analysis

SDG 17: Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development

SDG and its targets (Theme)	Chapters	Present and comment	Examples from the text.
Strengthen domestic resource mobilization	04: Nothing is impossible.	**Present** Not present	
Developed countries support developing countries		**Present:** Not present	
Mobilize financial resources for development		Present: Not present	
Debt sustainability		Present: Not present	
Investment promotion for least developed countries		**Present:** Not present	
Knowledge sharing and cooperation (science & technology)		**Present:** Directly present **Brief Comments:** The passage strongly shows how sharing knowledge and skills helps achieve big goals.	**Evidence:** “John Roebling and Washington Roebling worked together to develop engineering ideas. Emily Warren Roebling also learned technical knowledge and

		shared it with engineers.”
Promote sustainable technologies	**Present:** Indirectly present **Brief Comments:** It reflects innovation and use of improved technology.	“The bridge was the first steel-wire suspension bridge and an advanced engineering achievement of its time.”
Access to technology and information	**Present:** Not present	
Capacity building in developing countries	**Present:** Not present	
Promote fair trade systems	**Present** Not present	
Increase exports of developing countries	**Present:** Not present	

Duty-free access for least developed countries	**Present:** Not present	
Global economic stability	**Present:** Not present	
Policy coherence for sustainable development	**Present:** Not present	
Respect national leadership and policies	**Present:** Not present	
Global partnerships for sustainable development	**Present: Indirectly present** **Brief Comments:** Although not global, it clearly shows how partnerships help achieve major goals.	"Strong teamwork between engineers, workers, and especially the partnership between Washington and Emily."
Encourage public, private, and civil partnerships**.**	**Present: Directly present** **Brief Comments:** This is a strong example of teamwork and	"Collaboration between engineers, workers, and family members (especially Emily assisting Washington and

		partnership leading to success	communicating with the team).”
Data availability and monitoring		**Present:** Not present	
Monitoring progress and development indicators		**Present:** Not present	

Appendix - B

"Model Textbook of English Grade 9, published by the National Book Foundation".

Survey statements

Purpose of this survey:

Thank you for giving time and taking interest in this research. This is to inform you that this survey is an important part of this research which will be only taken from English language teachers. The objective of this research is to analyze the educational background of the private ELT teachers through SDG lens. Your prompt response and shared experience will highly help in answering the core questions of this research.

Confidentiality:

It is to make sure that all the data you provide will be kept secret. Nothing will be shared about your personal identity. After the final analysis all your data will be anonymized. Your honest answers are highly valuable to this research.

Survey questions for teachers:

Theme 1: Awareness and understanding of SDGs

1. I have enough knowledge about the goals of SDGs.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

2. I am committed towards the goals and importance of SDGs.

   - Strongly Agree
   - Agree
   - Neutral
   - Disagree
   - Strongly Disagree

3. I admit that schools can play a prominent role in promoting and achieving SDGs.

   - Strongly Agree
   - Agree
   - Neutral
   - Disagree
   - Strongly Disagree

4. I agree that my school is the main source of equipping teachers with SDGs awareness.

   - Strongly Agree
   - Agree
   - Neutral
   - Disagree
   - Strongly Disagree

5. The alignment between SDGs relevance and school pedagogy should be done by every school principal.

    - Strongly Agree
    - Agree
    - Neutral
    - Disagree
    - Strongly Disagree

Theme 2: Textbook and Content Alignment with SDGs

1. Most of the English book lessons include themes of SDGs.

    - Strongly Agree
    - Agree
    - Neutral
    - Disagree
    - Strongly Disagree

2. The reading of the textbooks frequently portrays SDGs themes.

    - Strongly Agree
    - Agree
    - Neutral
    - Disagree
    - Strongly Disagree

3. The SDGs related themes are indirectly depicted in the English lessons.

    - Strongly Agree
    - Agree
    - Neutral

- Disagree
- Strongly Disagree

4. SDGs play a key role in designing a modern and advanced curriculum.
    - Strongly Agree
    - Agree
    - Neutral
    - Disagree
    - Strongly Disagree
5. My school prioritize to evaluate the textbooks through the lens of SDGs
    - Strongly Agree
    - Agree
    - Neutral
    - Disagree
    - Strongly Disagree

Theme 3: Teachers' Experience and Use of Textbooks

1. I often get training from SGD based training programs and seminars.
    - Strongly Agree
    - Agree
    - Neutral
    - Disagree
    - Strongly Disagree
2. My school always encourages me when I am including SDGs related activities in to lessons of English.
    - Strongly Agree

- Agree
- Neutral
- Disagree
- Strongly Disagree

3. Textbooks are the only source of discussing SDGs related topics in class.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

4. The teaching staff in my school lack guidance for teaching the themes related to SDGs.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

5. My schools' teachers often collaborate to integrate SDGs activities in lessons.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

Theme 4: Challenges and Opportunities

1. I face many problems when teaching content related to SDGs
    - Strongly Agree
    - Agree
    - Neutral
    - Disagree
    - Strongly Disagree
2. My school does not assist me in this case
    - Strongly Agree
    - Agree
    - Neutral
    - Disagree
    - Strongly Disagree
3. The textbooks are not aligned with the SDGs themes
    - Strongly Agree
    - Agree
    - Neutral
    - Disagree
    - Strongly Disagree
4. Teachers are not interested to promote SDGs.
    - Strongly Agree
    - Agree
    - Neutral
    - Disagree

- Strongly Disagree

5. Incorporating SDGs themes provide enough opportunities of learning for the students.

   - Strongly Agree
   - Agree
   - Neutral
   - Disagree
   - Strongly Disagree

Theme 5: Impact and Recommendations

1. Do you think that ESD based teaching in the class can influence the students learning?

2. Have you ever noticed improvement in students understanding after participating in SDG oriented activities?

3. Is there any effective strategy that you think can work best for promoting SDGs?

Interview questions

Interview questions for Administrators:

Introductory Paragraph

Thank you very much for giving time and sharing your opinion. You participation in this research will be highly appreciable. This is the primary goals of this research to explore your understanding and perspective about the way SDGs related activities are promoted in your school through ELT approach and the content of English textbook. We are collecting this data to hear from you about SDG based

education and explore the strengths, challenges and improvement in enhancing SDG based education in private and government educational institutions.

(Provide a list of SDGs to the administrator/principal)

1. How important do you think SDGs are in school education?
2. Name the SDGs that you think are the most appropriate in the context of education and ELT.
3. To what extent and how you and your school staff embrace and promote the 17 goals of SDGs?
4. Do the school, especially the administration and teachers, faces challenges while ensuring the promotion of SDGs?
5. What is the influence of inclusion or lack of SDGs upon teachers and students?