

An Eco linguistic Investigation on UN's 17 SDGs: Measuring the Attitude, General Awareness and Opinions of EFL Teachers

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ABSTRACT

The research under the umbrella of Eco linguistics aims to measure the attitude, opinion and general Eco linguistic awareness of EFL teachers for achieving UN's 17 sustainable development goals through English language teaching in the different cities of Punjab province of Pakistan. For this purpose, survey questionnaire was circulated among the sample population selected in the combination of convenient and snowball sampling methods. The results show that the EFL teachers' community strongly align linguistically with sustainable and justice-oriented actions. The data reveals mostly eco-beneficial opinion among EFL teachers regarding SDG integration while scientific Eco linguistic terms are dangerously under-recognized and reveal potential Eco-destructive discourse silences in teaching and learning. Eco-beneficial environmental dimension needs to be highlighted in the minds of English teachers through enhancing general Eco linguistic awareness, adding ecolinguistic vocabulary, renewing the stories in the text books taught at grade 9th and 10th in the schools of Punjab. Concluding, these efforts will enhance the frequency of actions to improve the attitude of EFL teachers and their students towards sustainable habit formation and eco consciousness. English teachers are the exponents of latest trends adopters and change makers; they can contribute a lot for achieving the 2030 agenda they should be trained and facilities should be provided them by bringing Eco linguistically updated books, flexible class schedule and teaching methods.

Keywords: Eco linguistics; EFL teaching; Sustainability

INTRODUCTION

The current study seeks the gaps on the part of EFL teachers for the integration of UN's 17 sustainable development goals by 2030. This investigation finds where EFL teachers lack in attitude, opinions or awareness to enhance their participation. The intersection of eco linguistics and ELT has become a focal point of scholarly inquiry in recent years (Béni & Poole, 2024; Zahoor & Janjua, 2020), with research exploring textbook content, teacher training, and student outcomes (Zahoor & Janjua, 2020; Kalsum et al., 2023; Mambu, 2022). For this purpose, a survey questionnaire has been generated consisting main three parts, first part measures the EFL teachers' attitude that how much in their everyday life they are used to take actions for the sustainability. For measuring the attitude of the EFL teachers' attitude a list of taking actions against each SDG was generated and through Likert scale (never, rarely, sometimes, always). Maghfiroh et al. (2024), who report that ecological themes embedded across language skills not only raise awareness but promote sustainable behavior, like waste reduction and tree planting. Second part of the Survey investigates the opinions of EFL teachers for integrating 17 Sustainable Development Goals (SDGs) as themes/sub themes for English textbooks at grade IX and X level. Their opinions were collected through the scale of choosing one option about SDGs in the syllabus from (not taught in school, designated hours,

personal culture, Integral part). Third part of the survey is about measuring the general awareness of EFL teachers about Eco linguistic terminology for this purpose three dimensions(3Ds) of 17SDGs (Social, economic and environmental) has been utilized and five terms from each dimension of 17 SDGs has been enlisted. To measure the general awareness of EFL teachers Likert scale (Aware, less aware, Not Aware) was operationalized. All the data collected through survey was analysed through the model presented by Wei He (2022) with the categories of eco beneficial, eco destructive and eco ambivalent properties. The integration of sustainability in the Eco linguistics is an emerging necessity. As English language teaching (ELT) has increasingly become a platform for embedding Sustainable Development Goals (SDGs) and environmental education (Mambu, 2022; Jamal & Omari, 2014; El Gourari & Ed-Dali, 2024) SDG 4.7 explicitly mandates "education for sustainable development and global citizenship" in curricula and teacher training (United Nations, 2017; Özçelik, 2024). Ekoç Özçelik (2024) demonstrates that integrating SDGs into language classrooms can enhance critical thinking, social responsibility, and global citizenship—even through simple speaking and writing tasks. Studies have identified a deficit of eco-discourses in mainstream materials used in Pakistan, Jordan, Morocco, and Indonesia, calling for more eco-sensitive content (Z.hoor & Janjua, 2020; Al-Jamal & Al-Omari, 2014; El Gourari & Ed-Dali, 2024). Furthermore, ELT pedagogy is evolving toward project-based and critical eco-pedagogy formats (Jodoin, 2022; Nur et al., 2022; Saiful, 2023), with teachers acting as eco-activists who not only "talk the talk but walk the walk" (Maley, 2022). Kalsum and colleagues (2023) apply ADDIE model design to develop Eco-ELT materials, resulting in improved language outcomes and environmental awareness among Indonesian students.

Eco linguistics—a field that emerged in the 1990s—investigates how language shapes and reflects human relationships with the environment and argues that discourse can either reinforce or challenge ecological paradigms (Halliday, 1990; Béni & Poole, 2024). While systemic-functional and critical discourse approaches explore metaphors and framing (Halliday, 1990; Béni & Poole, 2024), more recent studies seek "beneficial new stories to live by" that foster sustainability (Béni & Poole, 2024).

ELT research is also enriched by bibliometric investigations identifying growing trends and geographic focus—studies from China, Morocco, Turkey, Indonesia, and others demonstrate that SDG-aligned ELT approaches are becoming global (Poole, 2024; JLR, 2024). Systematic reviews confirm the effectiveness of interdisciplinary curricula, innovative classroom tasks, teacher training, and assessment methods in embedding sustainability (Wang et al., 2024; Sustainability, 2024). Yet, challenges persist: textbooks and curricula often lack equitably distributed eco-conscious content (Zahoor & Janjua, 2020; Al-Jamal & Al-Omari, 2014); teachers report limited training (Yılmaz Fındık et al., 2021); and resource constraints and alignment issues impede meaningful integration (Sustainability, 2024; Nur et al., 2022). So in the context of the Punjab it is needed to know the attitude, opinion and awareness of EFL teachers who are the real agents to bring the change and transfer the knowledge. This survey will also serve as tool for raising the consciousness and circulating the knowledge.

LITERATURE REVIEW

Eco linguistics began with Halliday (1990), who emphasized how everyday discourses e.g “growth is good”, “more is better than less”, “new is better”, reflect destructive worldviews (Halliday, 1990; Béni & Poole, 2024). The International Ecolinguistics Association defines it as “exploring language in the service of ecosystem sustainability”. Recent work by Béni & Poole (2024) asserts that ecolinguistics has broadened to analyze environmental challenges across multiple discourse sites including education and policy (Poole, 2024).

Eco linguists stress the link between language diversity and biodiversity, noting that language loss often erodes ecological knowledge (Halliday, 1990; Béni & Poole, 2024). Nettle & Romaine (2000) further pinpoint this connection, with UNESCO urging urgent action to maintain linguistic and ecological diversity.

Analyses of ELT textbooks have consistently shown limited engagement with ecological discourse and SDG-related content. El Gourari and Ed-Dali (2024) found that Moroccan EFL textbooks featured SDG topics in only 12% of units, often treated superficially. Similarly, Mack and Downs (2024) report a disconnect: “students valued the SDG-focused curriculum more than teachers, citing relevance to future work” while teachers found it “too challenging for intermediate proficiency” (p. 5). These gaps highlight the need for materials that balance language difficulty with SDG depth. Zaimoğlu’s (2024) bibliometric review across 1,523 studies confirms the predominance of theoretical work and lack of empirical classroom-based discourse analysis. These findings reflect earlier critiques of mainstream ELT content by Zahoor & Janjua (2020) and Al-Jamal & Al-Omari (2014). Eco-critical discourse analysis (Eco-CDA) has been applied to both authentic texts and ELT materials. Triyono et al. (2023) used multimodal Eco-CDA on Indonesian ELT texts, revealing frequent metaphors framing nature as a commodity, and identifying few narratives that challenged such framing. Stibbe’s (2021, 2024) “stories we live by” framework has underpinned many analyses, showing how government and media discourses reinforce extractive metaphors while marginalizing relational ecological narratives (Stibbe, 2024). These critiques are critical in revealing ideological underpinnings that perpetuate unsustainable views.

Kazazoglu (2025) used writing assignments focused on eco-literacy in Turkey, showing significant gains in students’ environmental vocabulary and critical thinking. These studies align with Maghfiroh et al. (2024), who report that ecological themes embedded across language skills not only raise awareness but promote sustainable behavior, like waste reduction and tree planting. Özçelik (2024) demonstrated in a Turkish pre-service teacher cohort that explicit SDG integration enhances pedagogical action and global citizenship skills. Arikan and Zorba (2024) went further: working with pre-service teachers on literary texts increased their ability to connect SDGs with pedagogical design. Uddin’s study (2024) in Indonesia implemented Eco-Critical Language Awareness training, resulting in teachers who can critically evaluate and design eco-pedagogical activities with emerging ecological themes. Naing & Mar (2023) and Haling (2023) found that EFL teachers in Myanmar had high knowledge of global issues like climate change but limited integration of SDGs into classroom practices. Institutional constraints—limited classroom hours and lack of parental/community support—were major impediments (Naing & Mar, 2023; Hlaing, 2023). In Turkey, Büyüktaş (2024) identified that while teachers conceptually embraced Education for Sustainable Development (ESD), inadequate curriculum flexibility and limited material access restricted implementation. The International Journal of Educational Research published a study of Turkish EFL teachers noting that CLIL-oriented ESD lessons promoted critical thinking, problem-solving, and lifelong learning by combining language skills with sustainability content. Eco-ELT projects based on CLIL encourage interdisciplinary learning and authentic engagement. Kazazoglu’s (2025) “Eco-Literacy Through Writing” aligns with pedagogical design theories grounded in ADDIE, similar to Kalsum et al. (2023) in Indonesia. Meanwhile, the Turkish “STAR framework” (Situation, Task, Action, Result) for CEFR-aligned courses demonstrated alignment between SDGs, language levels, and actionable learning outcomes. Maley (2022) and Yılmaz Fındık et al. (2021) argue for structured in-service training programs embedding both ecological discourse awareness and practical SDG-oriented lesson planning. Sustainability (2024) recommends a combination of hands-on workshops, PLNs, and OERs as viable solutions to resource limitations. Maghfiroh et al. (2024) document that students engaged in eco-themed ELT tasks exhibit greater reflective behavior and proactive environmental actions. In China/Hong Kong, Sustainability (2024) reports improved intercultural communication and SDG-related conversation skills. Arikan & Zorba (2024) found that projects using literary texts supported deeper understanding of sustainability and higher pedagogical awareness in pre-service teachers. Zaimoğlu (2024) maps out global publication trends, showing rapid growth since 2021, yet highlighting a gap in classroom-based sustainability interventions. Similarly, institutional analyses in Myanmar and Turkey illustrate teacher awareness but highlight infrastructural and curricular challenges. Challenges include curriculum rigidities, limited materials access, language-proficiency mismatches, and weak institutional support (El Gourari & Ed-Dali, 2024; Sustainability, 2024; Mack & Downs, 2024). Teachers in Myanmar reported lack of institutional

responsibility, needing a “forward-looking agenda” for ESD-Shaped agendas (Naing & Mar, 2023; Hlaing, 2023). Develop classroom-ready, SDG-aligned resources tailored to language levels (Kazazoglu, 2025; Mack & Downs, 2024; Triyono et al., 2023). Embed professional development and eco-CDA into teacher education (Özçelik, 2024; Uddin, 2024). Foster interdisciplinary partnerships between language and science departments. Conduct longitudinal evaluations of learner behavior change and eco-literacy skills. The growing importance of ecolinguistics within ELT as a vehicle for sustainable living education. While textbooks and curricula lag, innovative pedagogical models—including eco-literacy writing, eco-CDA, CLIL, and STAR methods—show promise in enhancing critical thinking, language proficiency, and environmental action. However, to achieve lasting impact, systemic support through curricular reform, teacher training, and policy integration is essential. This review frames ecolinguistic ELT as a strategic alignment with SDG 4.7 and broader sustainability goals, advocating for research and implementation focused on real-world outcomes.

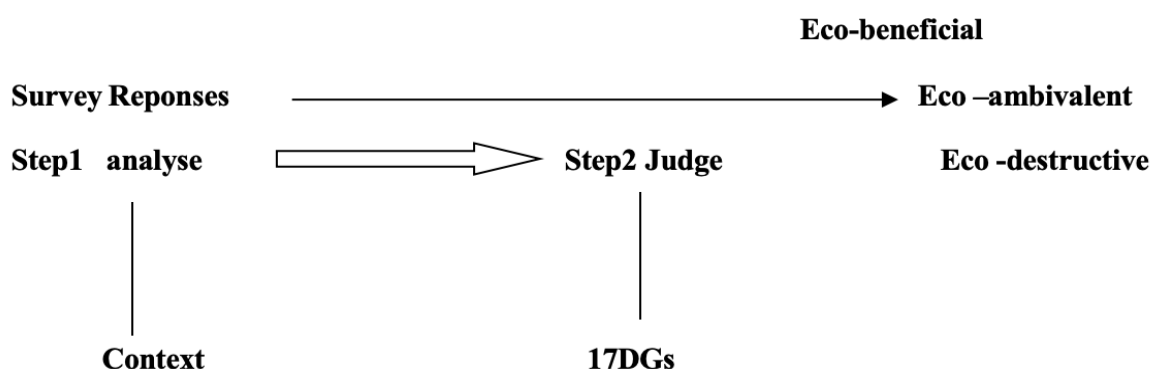
Embed eco-SDG themes throughout ELT curricula: Textbooks and supplementary resources should systematically integrate SDG issues—not as add-ons but as woven-through narratives—balanced with appropriate language level. El Gourari and Ed-Dali (2024) advocate for depth over superficial treatment of SDGs, recommending that units purposefully scaffold core environmental issues. Kalsum et al. (2024) demonstrate how the ADDIE approach enables syllabi to integrate sustainability in every skill, enhancing learner disciplinary awareness and engagement. The application of Eco-Critical Discourse Analysis (Eco-CDA) to materials: Regular auditing of curriculum text—incorporating Eco-CDA frameworks—helps expose and challenge hidden commodifying metaphors. Triyono et al. (2023) and Maghfiroh et al. (2024) found that Eco-CDA prompts critical reflection and transforms student-text interaction, encouraging learners to question dominant ecological narratives. Implement Eco-ELT projects and student-led inquiry: Initiatives such as tree-planting, community audits, or locally relevant campaigns foster sustainable behavior and language practice simultaneously. Maghfiroh et al. (2024) show these approaches stimulate critical thinking and real-world impact. Operationalize Eco-Critical Language Awareness (Eco-CLA): Embedding Eco-CLA activities enables students to reflect on environmental values in texts and identify missing ecological perspectives. Misbah (2024) reported increased environmental agency from pre-service teachers following reflection-based classroom tasks. Use multimodal and CLIL-infused instruction: Integrating disciplines (e.g., science, civics) through multimodal materials—such as bilingual climate-change picture books—enhances comprehension and promotes interdisciplinary thinking in young learners. Pre-service and in-service Eco-ELT training programs: Teacher education must include Eco-CDA, curriculum adaptation methods, and community-based project leadership. Özçelik (2024) confirms that SDG-driven training empowers teachers to design more engaging, impactful lessons. Establish Professional Learning Networks (PLNs) for sustainability: Structured collaboration platforms—virtual or local—enable teachers to share materials, reflect on challenges, and co-develop eco-focused lesson plans. Sustainability (2024) endorses PLNs as vital to overcoming institutional inertia. Embed ESD and ecolinguistics in national curricula: Ministries and education boards should mandate the integration of ecolinguistic and SDG perspectives into English programs, allocating adequate instructional time to actionable eco-themed tasks and establishing clear ESD benchmarks in curriculum guidelines. Enhance institutional support and parental engagement: Beyond curriculum content, schools should provide resources—such as green spaces for outdoor learning—and engage parents through events or home-based activities. Naing and Mar (2023) and Hlaing (2023) highlight the need for systemic support to sustain teacher initiatives. Conduct longitudinal studies on behavioral outcomes: While short-term changes in awareness are well documented, future research must explore sustained behavior shifts using Eco-CDA-informed assessment and longitudinal design. Utilize mixed-method evaluation frameworks: Studies should integrate quantitative tools—such as environmental attitude scales—with qualitative reflections and discourse analysis, replicating models like Elhussien Mohamed (2025), which effectively linked ecolinguistic exposure with environmental agency. Expand research across diverse global contexts: Bibliometric reviews confirm a research concentration in Turkey, Indonesia, Morocco, and Myanmar. Eco linguistic ELT research must diversify geographically to

improve relevance and scalability. Adopt digital tools for eco-literacy and reflection: Platforms like mobile apps for environmental action reporting, digital storytelling, and virtual eco-tours enhance engagement, especially when integrated with pedagogical tasks focused on language skills. Use open educational resources (OERs) to democratize access: Sharing OERs for Eco-ELT ensures broader access across institutions. ECO-ELT materials—such as those described by Kalsum et al. (2024)—should be disseminated under permissive licenses and modularized for adaptation. These recommendations—rooted in empirical evidence and successful case studies—aim to guide policymakers, teacher educators, curriculum developers, and researchers in embedding ecolinguistic principles in ELT contexts worldwide. Such a multifaceted implementation strategy is critical for fostering sustained ecological awareness and meaningful action among learners, aligning closely with SDG 4.7 and the broader global sustainability agenda. Lastly it is important to know the EFL teachers’ perspective, awareness, opinions, attitude in particular context who are the exponents to bring the change through model behavior and the terminology they use.

THEORETICAL MODEL

Eco-linguistics examines how language shapes human attitudes and behaviors towards the environment and society. This survey reveals how teachers linguistically align (or not) with discourses that support sustainable living through their actions and language use. These alignments can be defined by utilizing this theoretical model in (figure 1) which helps to judge the Eco linguistic property in the data collected.

Figure 1 : Judgement of Eco-Linguistic Property in the Text (He et al. 2021; p. 59)



The model above (figure1) presented by Wei He (2021) is the guide to judge the Eco linguistic property according to the categories:

- a. **Eco-beneficial:** Language/actions/response that promote sustainability, justice, and care for the environment, society
- b. **Eco-destructive:** Language/actions/response that harm or neglect, ecological and social well-being sustainability goals.
- c. **Eco-ambivalent:** Inconsistent or hesitant language/actions/response that neither fully support nor reject sustainability goals.

SAMPLING AND DATA COLLECTION METHOD AND INSTRUMENT

The sample participants of this research were from the population of English teachers who are having the experience of teaching Book 9 and 10. The samples population was approached through the combination of two methods convenient experts and snowball sampling methods. This combinational sampling method was chosen to enhance the validity and reliability of the results. All the teachers were from the different cities of Punjab province in Pakistan. The researcher herself contacted the administration and requested them to get the Google survey form filled. The Google survey form link was shared via WhatsApp to get the quicker results. Total one hundred teachers filled up this survey form including the sampling participants from the areas of: Gujranwala, Gujrat, Mian Wali, Multan, Chiniot, Sheikhpura, Bahawalpur, Vihari, Pattoki etc. A close ended survey questionnaire form was prepared in these three sections (attitude, opinion, awareness) these sections contains respectively statements, and terminology revolving around 17 SDGs. The responses were collected by sharing this google form link via WhatsApp.

Survey Section 1 (Attitude)

This section presents the results for measuring the attitude of English language teachers for taking actions for sustainable living using Likert scale (Never, Rare, Sometimes, Always). The combine results for the options of “Always” and “Sometimes” were considered eco beneficial attitude while “Rare” showing the results of eco ambivalent property. The results of “never” were counted in eco- destructive attitude. Below the table 1 shows the results in detail.

Table 1: Attitude of English language teachers for taking actions for sustainable living using Likert scale

Actions for SDGs	Never%	Rare%	Sometimes%	Always%
Donate what you don't use (SDG1)	14	6	40	40
Waste less food and support local farmers(SDG2)	4	6	20	70
Vaccinate your family(SDG3)	0	10	8	82
Help to educate the children in your community(SDG4)	2	4	24	70
Empower women and girls to ensure their equal rights(SDG5)	0	5	20	75
Avoid wasting water(SDG6)	0	3	10	87
Use only energy efficient appliances and light bulbs(SDG7)	0	7	22	71
Support decent work and economic growth(SDG8)	0	0	23	77
Fund projects that provide basic infrastructure(SDG9)	13	23	40	24
Support marginalized and disadvantaged(SDG10)	20	37	10	33
Walk, or use cycle, bike public transport(SDG11)	4	10	44	42
Recycle, Paper, Plastic, Glass clothes and aluminum(SDG12)	4	18	34	44
Act to stop global warming (SDG13)	2	18	34	46
Avoid plastic bags to keep the clean ocean(SDG14)	12	10	30	48
Plant a tree and help to protect the environment(SDG15)	10	8	28	54
Stand for human rights(SDG16)	0	2	18	80
Lobby your government to boost development financing(SDG17)	10	22	34	34

Eco-Beneficial Attitudes (Mostly +Sometimes)

All the results from the responses of “Mostly” and “Sometimes” together reflect that EFL teachers are strongly aligned linguistically with sustainable and justice-oriented actions. For SDG1(Eliminate Poverty) 80% EFL teachers donate things what they don’t use take promising actions to end the poverty and that is strongly eco-beneficial attitude of Eco-linguistic teachers. SDG 2 (End Hunger) the responses of English teachers are 90% for the accumulative results for the ‘mostly’ and ‘sometimes’ which is highly strong eco beneficial percentage. In the favor of SDG 3 (Good Health and wellbeing) 90% EFL teachers vaccinate their family and play their eco beneficial role for sustainable health conditions. To achieve the goals of SDG 4 (quality education) 94% EFL teachers are helping their community to get education. The higher percentage of responses is 95% for empowering the girls and women for ensuring their equal rights and promote UN’s SDG 5 (gender equality). The blessing of water is depleting on the earth planet and this question investigates the role of EFL teachers for the conservation of water and fortunately 97% EFL teachers are playing eco beneficial role for SDG 6 (water conservation) by avoiding the wastage of water. The survey reports that 93%EFL teachers opted “mostly” and “sometimes” energy efficient appliances and light bulbs in this way they are contributing to achieve SDG 7 (affordable clean energy) and this action is for sure eco-beneficial too. SDG 8 (Decent work & Economic growth) aims to promote inclusive and sustainable growth, employment for all and 100% EFL teachers support it for the sustainable living. The action which has been surveyed for SDG9 is about funding the projects that provide basic infrastructure and EFL teachers have responded 64% in its favor supporting decent work for all to promote sustainable industrialization and foster innovation. The EFL teachers 43% “mostly” and “sometimes” support marginalized and disadvantaged to ensure SDG 10 (Reduced inequalities) irrespective of age, gender, disability, ethnicity, religion. The participants of this survey 86% walk or use cycle, bike, public transportation this is great eco beneficial contribution by EFL teachers for SDG11 to make sustainable cities and communities. The survey results reveal that 78% EFL teachers have the inclination for recycling the things in addition to results of “mostly” and “sometimes” and this habit promotes and sets the example for eco beneficial attitudes for the people around them and to promote SDG12(responsible consumption and production). For SDG13: (Climate Action)80% teachers have responded that they mostly or sometimes act to support global warming. This is strong eco-beneficial climate action performed by EFL teachers. Although this research has been conducted in Punjab province where no ocean is available but it is a land of five rivers and numerous canals that is why SDG14 in the case of Punjab province is more for rivers the responses of EFL teachers show that 78% teachers avoid plastic bags as they become the cause of pollution for the life below water. For SDG15 (Life on Land) 82%EFL teachers plant a tree and help to protect the environment. This shows strong environmental stewardship. The responses of EFL teachers for SDG 16 (Peace justice and Strong institutions) shows that they 98% stand for the rights this is very strong human rights discourse almost fully eco beneficial. EFL teachers 68% in case of SDG17 (Partnership for Goals) lobby the government to boost development financing. This engagement signals the weightage of eco ambivalence which can become the barrier for the advocacy of this SDG 17. Linguistically the action words lead the cognition for action e.g. donate, help, empower, educate, recycle, conserve, support. That is true that individual actions create ethical frames for the wellbeing of the society. An EFL teacher can teach social justice, sustainably, environmental care through eco linguistics. The quantitative results indicate that EFL teachers are in support for social justice and sustainable living and they can contribute to make the society eco –beneficial for all.

Eco-Ambivalent Attitudes (“Rare” Responses)

The option of “rare” results showing ambivalence in commitment is observed in actions related to: SDG (1) only 6% EFL teachers have responded the ambivalence in the action of donating things what they don’t use. SDG2: waste less food and support local farmer shows that 6% ambivalence in taking actions. SDG3: Shows 10% ambivalence for vaccinating their family. The responses for SDG4: help to educate children

show ambivalence only 04% for the community children including all with equitable and lifelong learning from technical to vocational for all in vulnerable situations, with disabilities and indigenous people. There are few respondents 5% who are reluctant to support equal rights females and males. Only 3% EFL teachers admit that they are not consistent in avoiding the wastage of water SDG6. The use of energy efficient appliances for SDG7 is the action which is not consciously abided by 7% teachers. The ambivalent support for decent work and economic growth is for SDG 8 is 0%. The visible ambivalence according to the results has been observed in SDG9 is 23% EFL teachers were more confused about funding the projects that provide basic infrastructure. A prominent result in the category of ambivalence is observed 37% for supporting marginalized and disadvantaged. For the SDG11 an action has been added for the support of walk or use bicycle, bike or public transport. In the advocacy of SDG12 EFL teachers are ambivalent for taking actions for sustainable consumption and production pattern the responses for recycling of paper, plastic, glass and clothing. SDG 13 show the 18% “rare” responses that indicate hesitation to take responsibility of any action to stop global warming. To conserve the oceans and seas SDG 14 clean only 10 % EFL teachers were ambivalent for contributing their action. The action in the favor of SDG 15 is plant a tree and help to protect the environment, 8% EFL teachers have shown ambivalence to take action or responsibility. SDG16 stand for human rights show the results of “Rare” 2%. The action to lobby the government for SDG17 to boost development financing gives the results 22%rarely taking actions. This ambivalence mirrors hesitant or inconsistent eco-linguistic practices, possibly due to some causes like: lack of awareness, limited vocabulary, structural or contextual barriers, language here may include hedging, lack of confidence around advocacy and justice topics, partial commitment, vague expressions, signaling uncertainty or avoidance.

Eco-Destructive Attitude (Never)

Eco destructive attitude are those which are not ecofriendly and do not support the sustainability actions. In this survey questionnaire the option ‘never’ presents eco-destructive results. SDG1 results are 14 % EFL teachers do not donate things what they don’t use. It is eco destructive action actually by donating things one contributes in eliminating the poverty and support the environment from over production of man -made things. SDG2 is for zero hunger only 4% EFL teachers have admitted they try to waste less food and support local farmer this percentage is very low EFL teachers need to enhance here the tendency to waste less food and prefer local farmers in purchasing the food. SDG 3 good health and wellbeing shows the results of 0% for the option of “never” which indicates that here eco destructive attitude in not found. SDG4 (quality education) the percentage of EFL teachers’ action show that only 2% teachers never help to educate the children in the community. This may be dismissive attitude or neglect though minimal eco destructive attitude. 13% respondents never fund for basic infrastructure SDG9 and it shows high neglect mixed response of significant ambivalence or barriers are present there. SDG10 (Reduced inequalities) 20% the EFL teachers never supported marginalized and disadvantaged irrespective of age, gender, disability, ethnicity, religion. This is not in the favor of sustainability and falls into the category of eco destructive and exhibit high neglect and social justice gap where neglect or silence towards social equity exists. For SDG11(Sustainable cities and communities) only 4% EFL teachers never walk or use cycle, bicycle or public transport this ratio shows mild eco destruction inclination. The results of SDG12(Responsible consumption and production) 4% respondents never recycle paper, plastic, glass, clothes and aluminum shows good eco beneficial but with some eco destructive attitude. For SDG13 (climate action) only 2% respondents never act to stop global warming. This is also minimal eco destructive attitude. The results for the action of SDG14 (Life below water) is respondents 12%never avoid plastic bags to keep rivers clean it is eco destructive attitude. SDG 15 (Life on land) shows10% teachers who never planted a tree to protect the environment shows neglect in environmental stewardship. For SDG17 (Partnership for Goals) EFL teachers 10% never took step to lobby government to boost development financing. This shows slight inclination in eco destructive direction. SDG5, SDG6, SDG7, SDG8, SDG16 show 0% attitude were reported never. Eco-destructive language would include silence, neglect and dismissive attitude to

normalize social inequity. The majority of English language teachers establish **eco-beneficial attitudes** towards sustainable living, especially in areas of education, health, gender equality, water conservation, climate action, and human rights. The **eco-ambivalence** is **evident**, especially around collective fairness (marginalized groups), reutilizing, infrastructural support, government advocacy, ocean preservation, and reflecting unpredictable or limited eco-critical language use. Nominal explicit eco-destructive attitudes suggest a generally positive ethical standpoint, but inactive neglect in some areas highlights the need for increased critical eco-linguistic awareness. Encourage teachers and students to engage deeply with language around social justice, environmental ethics, and civic participation. It is important to move the eco ambivalent attitude to eco- beneficial attitude through daily use vocabulary. Such topics must be added to the curriculum that links the sustainable actions, making learners to become eco- citizens.

Survey Section 2 (Opinions)

This section presents the results in table 2 below for the opinions of English language teachers for integrating 17 Sustainable Development Goals (SDGs) as themes/sub themes for English textbooks.

- a. It should be taught in designated hours
- b. It could be taught in lessons of the subject I teach, as an integrated part
- c. It should not be taught in school
- d. It could be taught in lessons of the subject I teach, but for personal culture

Table 2: Opinions of English language teachers for integrating 17 Sustainable Development Goals (SDGs) as themes/sub themes for English textbooks.

SDGs	Not taught in school%	Designated hours%	Personal Culture%	Integral Part%
SDG1	14	14	16	56
SDG 2	6	40	16	38
SDG 3	5	18	16	61
SDG 4	4	12	18	66
SDG 5	8	16	22	54
SDG 6	1	18	20	61
SDG 7	8	22	16	54
SDG 8	0	23	30	47
SDG 9	5	29	16	50
SDG 10	8	27	29	36
SDG 11	10	30	24	36
SDG 12	8	34	26	32
SDG 13	2	22	18	58
SDG 14	4	36	20	40
SDG 15	1	32	16	51
SDG 16	0	22	12	66
SDG 17	22	10	14	54

Here is eco-linguistic interpretation of the data from the table 2 regarding English language teachers' opinions on integrating the 17 Sustainable Development Goals (SDGs) into English textbooks. The

responses of EFL teachers are analyzed through the lens of eco-beneficial, eco-ambivalent, and eco-destructive language attitudes. An Eco-linguist examines how language constructs, reflects, and influences relationships with the social and natural world around its speakers. In this part of the survey, eco-beneficial responses support the integration of SDGs into education; language and pedagogy to foster sustainability and justice. The uncertainty, neutrality or inconsistency in language, opinions of limited integration shows eco-ambivalence. When the results show scores for rejection of integration of unjust or unsustainable opinion it reflects eco-destructive tendencies.

a. Eco-beneficial Opinion

Here are the results showing teachers' support for integrating 17 SDGs in the curriculum. The results for strong eco beneficial integration are found in SDG 4 (Education) and SDG 16 (Human Rights & Peace)– 66%. Whereas moderate support for eco beneficial integration is found in SDG 3 (Health), SDG 6 (Water), SDG 13 (Climate), SDG 1 (Poverty), SDG 5 (Gender) as 54-61%.

b. Eco-ambivalent Opinion

Here all the results from the category where teachers support teaching SDGs as part of personal culture or in designated hours are considered as eco beneficial responses not as integral to English curriculum. Eco ambivalence is found in moderation for SDG 2 (Zero Hunger) – 40% want designated hours; only 38% integrate. On the other side the low 51% -32% is found for SDG 8, 9, 10, 11, 12, 14, 17 in the favor of integration with curriculum. The scores of the results show that these teachers are needed to remove the reluctance for their ideas of integrating the SDGs with class room practices through trainings. By coping up the causes eco ambivalence can be turned into eco beneficial opinion.

Eco-destructive Opinion

Small group of teachers believe that some SDGs are not suitable for teaching at school level. The survey results show these "Not Taught in School" responses: SDG 17(Partnerships/Governance) – 22%, SDG 1 (Poverty) – 14%, SDG 11 (Urban sustainability) – 10%, SDG 10 (Inequality) – 8% Few teachers, SDG 5 (Gender Equality) – 8%. The linguistic patterns of such respondents may consider "Not our responsibility," Exclusion of justice and governance issues creates discursive silences and erases marginalized perspectives, a hallmark of eco-destructive discourse. The data reveals mostly eco-beneficial property among English language teachers regarding SDG integration, especially for education, health, climate, gender, and human rights. However, there is for silence around eco-ambivalence and eco-destructive inequality, infrastructure, and governance, suggesting the need for targeted support and curriculum strategies that align language education with a socially and ecologically sustainable future.

Survey Section 3 (Awareness)

This section presents results for general awareness for Eco linguistic terminology for the promotion of 17 SDGs in three dimensions as rated by EFL teachers: a) environmental dimension, b) economic dimension, c) social dimension. The data has been interpreted on eco linguistic frame work of how language shapes our relationships with the world around and the responses of EFL teachers has been classified into:

- a) eco-beneficial (high awareness, promotes sustainable thinking),
- b) eco-ambivalent (less awareness, inconsistent),
- c) eco-destructive (no awareness, risks perpetuating unsustainable narratives).

Economic Dimension Vocabulary

In this section vocabulary awareness related to economic dimension of 17SDGS has been evaluated through survey instrument from EFL teachers and numerical presentation is given in the table 3 below.

Table 3: Results for general awareness for Eco linguistic terminology for the promotion of 17 SDGs (Economic dimension)

	Eco Beneficial	Eco Ambivalent	Eco Destructive
Term	Aware%	Less aware%	Not Aware%
Reversing the depletion	60	10	30
De growth	78	8	14
Sustainable domestic industrialization	74	22	4
Green washing	57	3	40
Circular economy	63	7	30

The table 3 above shows that eco-beneficial vocabulary dominates the economic dimension. However, higher level of awareness is missing for all the terms. The percentage of frequency for all the terms is below 80%. The term “reversing depletion” shows the results for 60% aware and that is encouraging eco beneficial awareness. 10 % EFL teachers are less aware while 30% teachers show that they are unaware with this concept of reversing the depletion of natural resources that signals the risk it should be removed by spreading awareness. The term “de growth” is opposite to the over consumption. 78% EFL teachers are aware with this term and it opens the door for mindful purchasing and consumption. On the other side 8% EFL teachers show reluctance with this term for taking actions for the sake of sustainability and 14% respondents show that they are unaware with this term. 22% reluctance of EFL teachers show that they are reluctant to accept domestic industrialization and promote the local green economies this attitude has high tendency for rise in eco destructive attitude. As it can be noticed that the misleading environmental claims “green washing” are 40% in “not aware” category which shows the alarm for the ignorance which can enhance the eco destructive practices. The 30% EFL teachers have admitted that they are not aware for the term “circular economy” it reflects the need for deeper literacy which is crucial for avoiding superficial or false sustainability narratives.

Environmental Dimension

In this section vocabulary awareness related to environmental dimension of 17SDGS has been evaluated through survey instrument from EFL teachers and numerical presentation is given in the table 4 below.

Table 4: Results for general awareness for Eco linguistic terminology for the promotion of 17 SDGs (Environmental dimension)

	Eco Beneficial	Eco Ambivalent	Eco Destructive
Term	Awareness%	Less Aware	Not Aware
Biodegradable	76	17	7
Water conservation	94	6	0
Carbon foot prints	24	17	59
Ocean acidification	34	13	47
Reforestation	37	35	28

The results in table 4 are in polarized direction the terms biodegradable and water conservation are highly understood by EFL teachers. This is their encouraging eco-beneficial attitude. While other terms carbon foot prints, ocean acidification and reforestation are under recognized that is dangerously eco destructive tendency. EFL teachers' higher percentage for "not aware" reveals the eco destructive silence in learning and teaching.

Social Dimension

In this section vocabulary awareness related to social dimension of 17SDGS has been evaluated through survey instrument from EFL teachers and numerical presentation is given in the table 5 below.

Table 5: Results for general awareness for Eco linguistic terminology for the promotion of 17 SDGs (Social dimension)

	Eco Beneficial	Eco Ambivalent	Eco Destructive
Term	Aware%	Less aware%	Not aware%
Equitable access to resources	82	16	2
Inclusive education	84	11	5
Gender equality	90	10	0
Sanitation	90	08	2
Sustainable urbanization	76	13	11

This is the strongest eco- beneficial dimension for sustainability. The results in table 5 show the high awareness of EFL teachers for the terms related to gender equality, education, and sanitation. The 16% respondents are less aware and show eco ambivalent attitude towards the equitable access to resources and 13% show eco ambivalent attitude towards urbanization. EFL teachers 11% show that they are not aware about the sustainable urbanization.

RECOMMENDATIONS

EFL teachers display strong eco-linguistic proficiency in social and some economic areas. They are well aware with the concepts like *gender*, *equality*, *inclusive education*, *degrowth* and *sanitation*. The environmental term like reforestation, carbon foot prints show low awareness and expose the silence. Few terms from economic dimension (green washing, circular economy) need to focus on to avoid passive acceptance of unsustainable practices. Eco ambivalence awareness level can be shifted to eco beneficial level by integrating sustainability vocabulary into curriculum themes, reading passages, and speaking prompts, storytelling, critical discussions, and media analysis to understand the terms like greenwashing and carbon footprints. Enable the students to analyze the sustainability voices are heard, ignored or silenced.

FINAL CONCLUSION

Eco linguistic analysis of EFL teachers' attitudes, actions, and awareness regarding the integration of the 17 Sustainable Development Goals (SDGs) exposes a generally positive eco-linguistic alignment among English language teachers towards supporting the SDGs. Most educators validate eco-beneficial awareness, actions, and values in their attitude, awareness and opinion. However, some areas mirror eco-ambivalence, and a few disclose eco-destructive gaps, especially in the incorporation of certain SDGs and technical environmental vocabulary. High level integration of SDGs such as Health (SDG 3), Quality Education (SDG 4), Gender Equality (SDG 5), Water Conservation (SDG 6), Human Rights (SDG 16), and is apparent

in opinion attitude. EFL teachers show strongly eco beneficial attitude towards to sustainable practices such as avoiding waste, conserving water, supporting local farmers. Social dimension vocabulary (e.g., *gender equality*, *sanitation*, *inclusive education*) shows high awareness, reproducing a social just. Some SDGs—such as Industry, Infrastructure (SDG 9), Urban Development (SDG 11), and Climate Action (SDG 13)—are only moderately integrated. Concepts like *greenwashing*, *circular economy*, and *sustainable urbanization* show mixed awareness, indicating uncertainty or superficial understanding. Certain SDGs (e.g., SDG 10: Reduced Inequalities, SDG 14: Life Below Water, SDG 17: Partnerships) are either neglected or rejected. Alarming low awareness of key environmental terms like *carbon footprints*, *ocean acidification*, and *deforestation*, risk maintaining ecological ignorance. Teachers may involuntarily maintain discursive silences—avoiding or not including critical environmental topics from language teaching due to curriculum restraints, bound to teach text books only, perceived irrelevance, lack of confidence or shortage of time in the classroom. It is needed to train teachers in eco-linguistic analysis, sustainability education, and interdisciplinary pedagogy. Provide workshops on how to intertwine SDG themes into grammar, vocabulary, and writing activities and worksheets. Make sure textbooks comprise authentic texts, environmental news, case studies, and vocabulary related to sustainability e.g., stories on climate justice, debates on degrowth, identification of greenwashing in advertisements, articles on inclusive education. Make SDG themes an integral part of English syllabi, not just optional or extracurricular. Inspire reflection on how language can regularize or challenge unsustainable practices e.g. circular economy. Tasks should be assigned to critically analyze media, advertisements, and news using eco-linguistic tools. Teachers should help the students to connect SDGs to their local environmental and social issues through community-based projects, interviews, and practical outcome tasks. The activities to serve students' local environment e.g., clean-up drives, fair-trade promotion, tree planting should be marking based in the terminal tasks for the EFL students. Normalization of everyday eco vocabulary should be added by developing glossaries, flashcards, and contextual exercises for low-awareness terms like *carbon footprint*, *circular economy*, and *ocean acidification*. Implant these terms into reading and writing tasks, confirming everyday usage and theoretical simplicity. Empower teachers to promote sustainability with interdisciplinary literacy. Syllabus should be designed ready to use teaching resources to reduce ambivalence through vocabulary, critical thinking and arguments. Eco destructive silences should be addressed with professional support.

Final Statement

EFL teachers have always been the first to adopt the latest trends and they can play the role of change agents to integrate the concepts of sustainability and eco linguistics. In this way they will not only enhance language skill but also build responsible global citizens. To unravel this potential in EFL teachers, we must address eco-ambivalent, eco-destructive gaps and silences through training, curricular incorporation, and tutorial innovation.

Availability of data and Materials

The data was collected through sharing the link of google forms. This is an original data and the link can be provided at the time of publication.

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