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INTEGRATING SUSTAINABLE DEVELOPMENT GOALS (SDGS) INTO ENGLISH LANGUAGE TEACHING

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Abstract

The aim of this study is to uncover the integration of SDG 13 (Climate Action) in English Language Teaching (ELT) in secondary schools of Pakistan. It looks at how comprehension passages and classroom tasks can be integrated with climate change to improve students' language learning and environmental understanding and critical thinking skills. The study also explores the impact of climate-related teaching on the language learning, engagement, and knowledge of climate change of the learners in this study. The qualitative research approach was used, which comprised about 70 Grade 9 and 10 students from both the public and private secondary schools and their English language teachers. Comprehension-based classroom activities, written responses, classroom discussions and informal classroom interviews with students and teachers were used to collect data over 15 days. Data were analysed through the lenses of Global Citizenship Education (GCE) in terms of cognitive, socio-emotional and behavioral learning domains using thematic analysis. Results show that SDG 13 integration in ELT had very positive effects on students' language competence, the awareness of environment, and the involvement of students in the classroom. The students were more critical and motivated about climate related issues and had greater sense of social responsibility. Some problems were identified such as the rigid curriculum, exam-oriented teaching, limited teaching materials, inadequate teachers training and limited institutional support. The study findings indicate that incorporating the SDGs into the curriculum systematically is a key step towards turning ELT into an effective tool for fostering sustainability and Global Citizenship Education in Pakistan. It also calls for teacher capacity building, and the application of learner-centered and climate-focused pedagogical resources and methods.

Introduction

Climate change is one of the greatest challenges of the 21st century and is impacting the ecosystems, economies and societies of the world. Climate change, extreme weather events, floods, droughts and environmental degradation have added to the concerns about sustainable development in the future. Changes to the environment have not only impacts on the natural resources but also serious consequences for human health, food security, education, and economic stability. With the mounting challenges posed by climate change, it has become evident that education needs to have a prominent role in equipping people with an understanding of and adaptation to

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environmental problems.To address these concerns around the world, the United Nations has taken action with Sustainable Development Goals (SDGs) which are part of the 2030 Agenda for Sustainable Development adopted in 2015. The seventeen SDGs are a holistic set of goals to help tackle social, economic and environmental issues across the globe. SDG 13 (Climate Action) is one of these targets, which urges for the action, awareness, education and adaptation and mitigation towards climate change and its impacts. This will need to be done as much by citizens, who have the knowledge and skills to tackle environmental issues, as by the government and institutions.

It is well known that education is an important tool to foster sustainable development and environmental responsibility. Educational programmes can help to build environmental literacy, critical thinking and environmental responsibility among learners, enabling them to contribute to the preservation and protection of the environment within their own local and global communities. Education for Sustainable Development (ESD) focuses on embedding the SD aspects in education and learning, where the aim is to help students to gain knowledge and understanding of complex global challenges and play a part in the sustainable solutions. In this aspect, education is one of the key stakeholders in influencing students' attitude and behaviors towards sustainability. In the context of education, the English Language Teaching (ELT) context is an important tool for embedding sustainability concepts. In the past ELT has been mainly about acquiring the language skills of reading, writing, speaking and listening. In the present language teaching, however, there is the principle of meaningful learning based on authentic and socially meaningful content. Embedding sustainability themes in ELT helps students develop their language skills while learning about the global issues at stake. Climate-related topics can be used as valuable contexts for language learning to build vocabulary, comprehension, communication, and critical thinking skills, and can provide opportunities for students to discuss real world environmental issues.

To incorporate sustainability themes in ELT, approaches that integrate content and language instruction can be used, including Content and Language Integrated Learning (CLIL) and Content-Based Instruction (CBI). These methods will allow students to learn about the environment and to engage in meaningful activities to develop language skills. This integration will improve language learning outcomes and raise awareness of sustainability problems, and motivate learners to be responsible global citizens. Climate education is pertinent especially in Pakistan, which is among the most climate change sensitive countries in the world. Severe flood, long drought, heat wave, melting of glaciers, and water shortages have hit the country and have a severe social and economic impact. After the disastrous floods of 2022, there is a need to raise awareness of and teach the environment to young people. Yet, even with these obstacles, the status of climate change education in the majority of school curricula is still restricted and there is little focus on climate change in the majority of classrooms, where instruction is predominantly on exam preparation, memorization, and learning from textbooks. As a result, students might not be encouraged to reflect on environmental issues or be exposed to the concept of their responsibility in solving the climate challenges.

Secondary school students are in a transitional period of development where they are starting to make independent decisions, take on social responsibility and become aware of the wider issues in society. Thus, teaching climate related topics in the English language classrooms can be a chance for nurturing language and environmental learning. Students will be able to build their English language skills and awareness of climate concerns and global citizenship by interacting with reading texts, discussion topics, and writing tasks related to climate. Pakistan's secondary school education of SDG 13: Climate Action is the topic of the present study in this backdrop. Specifically, how comprehension passages and classroom

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activities about climate change can support students' language learning and their awareness of the environment and critical thinking regarding climate change problems. The study aims to prove that ELT can be a good educational space that can be used to achieve the goal of sustainability education without compromising learning outcomes in the field of foreign language learning.

Among all the Sustainable Development Goals, SDG 13: Climate Action is the most pertinent to the current study since it is aimed at improving the level of awareness and making the needed steps to eliminate the negative impacts of climate change. This means that, by including SDG 13 in English Language Teaching students can not only be aware of environmental issues but also enhance the level of reading, writing and critical thinking. Students should be provided with climate-related issues in English classes to be more knowledgeable, responsible, and closer to real-world problems. This produces not only improved language learners, but also a young citizenry that is informed of the problems facing the world and ready to act positively.

Research Objectives

1. To explore how comprehension passages in English language classes can be used to create awareness about Sustainable Development Goal 13 (Climate Action)
2. To examine the impact of using climate change themes on students' language learning and critical awareness.

Research Questions

1. How the comprehension passages used in the English language classes can add an awareness about SDGs 13(Climate action)?
2. What is the impact of climate change-focused lessons on students' language skills and awareness of global issues?

Literature Review

Srivastava (2019) stressed the importance of English language in skill development and sustainable growth because of the role played by English language in education, technology and communication in the world. The study highlighted the importance of English learning to essential skills in sustainable development: critical thinking, creativity, and problem-solving. It also highlighted the changes in the use of English from the classroom to the international workplace through global projects. The study found that English as a medium of instruction has been successfully used to facilitate understanding and promotion of SD.

Bekteshi and Xhaferi (2020) investigated the awareness of Sustainable Development Goals (SDGs) among pre-service teachers concerning English Language Teaching (ELT). Results indicated that the majority of the participants knew about SD, but had more focus on social and economic issues rather than environmental. These included key interests in education, gender equality, health and poverty. The research emphasized the importance of linking SDGs with ELT and higher education to enhance awareness of and implementation of SDGs.

Bedir (2021) looked at the perceptions of teachers regarding sustainability, SD, SDGs and Education for Sustainable Development (ESD). The findings showed that teachers primarily linked sustainability with issues of the environment, and lacked awareness of social and economic aspects. They had best knowledge on SDGs such as quality education, no poverty and zero hunger. The study also revealed that teachers did not receive any training in ESD, but they did agree that it should be part of the curriculum.

Based on findings and experiences, Schina et al. (2020) researched how teachers could be integrated with SDGs in relation to educational robotics projects with ICT. The purpose of the study was to improve digital competence and sustainable lesson planning of pre-service teachers. Results indicated that students were able to create cross-curricular projects related to SDGs. It highlighted the need for incorporating SDGs in teacher training for enhancing pedagogical and digital competencies.

Alcantara-Rubio et al. (2022) conducted a literature review of research on SDGs in higher

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education between 2015 and 2020, primarily on SDG 4 (Quality Education). It was found that SDGs are mainly adopted in universities via curriculum design and research. The majority of the studies have been made in Europe and Latin America, and fewer in Asia, Africa and elsewhere. The study raised awareness of the institutional and regional differences in implementation.

Language is key to Sustainable Development Goals (SDGs) as noted by Rada (2022). It's based on Sapir and Whorf that language influences people's thinking and behavior. According to Vygotsky's theory, learning is a social process that involves the use of language. The BICS and CALP model for Cummins connects language proficiency to academic success. The study also highlights the importance of multilingualism and inclusive language policies in the field of equality. In general, the importance of communication and literary skills to peace, education and cooperation worldwide.

Khalil, Baig and Javed (2023) conducted a study on SDG 4 (Quality Education) in BS English curriculum at the University of the Punjab. They analyzed the course material qualitatively using a content analysis tool that is based on the checklist of SDG targets. The study revealed that sustainability-related content was not sufficiently covered. The results indicated that there were gaps in incorporating 21st century skills and lifelong learning. The curriculum needs to be improved to address the needs of sustainability in the world. The study suggests to revise the higher education curriculum in Pakistan.

According to the qualitative interviews conducted by Fazil and Ahmed (2023), Pakistan's education system is linked to SDG 4. Teachers, government officials and stakeholders participated. Results showed that there are resource constraints, corruption, weak governance and lack of participation. The obstacles impede efforts for quality education. Stakeholder engagement and capacity building is a key aspect of the study. It calls for more robust policy measures for sustainable education development.

The study of Mambu (2023) aimed at investigating the application of SDGs in critical language teacher education in the context of a case study. The study was an analysis of teacher educator-student dialogue in a literacy class. Results revealed that there was an influence of SDG discussion on critical thinking and social awareness. The learner learnt to challenge oppression and create social change. The study also correlated a teacher and student's goals of community empowerment. It helps to embed SDGs in language learning for critical pedagogy.

Naing and Mar (2023) explored the work of UNESCO on incorporating SDGs into the education systems, specifically in the context of Myanmar. This study carried out a survey of the knowledge and attitude of English teachers on sustainability. The results indicated a poor degree of awareness beyond the basic environmental awareness. Sustainability was sometimes referred to as one of the teacher's responsibilities, but not as shared responsibility. The study emphasizes the importance of greater curricular and curricular training integration. It urges that the English language teaching focuses on the sustainable development goals.

Literary texts have been employed in the study of SDGs awareness among students in English language teaching by Manurung et al. (2024). The data collected included focus group data, interview data and classroom observations. The literature was found to facilitate a better understanding of the concepts of sustainability to students. Some teachers were familiar with SDGs, but not as much to include them in the lessons comprehensively. The study finds that literary texts can be utilized as a tool to raise awareness of SDG. It suggests greater embedding of sustainability topics into the classroom.

Jamil et al., (2024) used Tavanti's Sustainability Framework in conjunction with NVivo 12 to analyse Grade XII English textbooks. This study explored the content of curriculum as a representation of sustainability. The study revealed sustainability themes were integrated in an indirect and limited manner. The social dimension had the greatest representation and the environmental dimension had the least

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representation. There was limited focus on economic, cultural and institutional aspects. The study recommends increased and explicit integration of SDGs in textbooks.

Fayyaz et al. (2024) applied qualitative content analysis to SDGs in English undergraduate degree programs of Karachi based universities. A total of eight courses were studied in order to find themes related to sustainability. The main findings were related to environmental awareness, human rights, global citizenship and empowerment. The study indicated that English courses have the potential to improve students' critical thinking skills and social responsibility. The results also validated that SDGs are partially included in curricula. The study suggests to reinforce sustainability in English education.

Buck et al. (2024) did a study on the Bridge Program at the American University of Sharjah in relation to the integration of SDGs into English language teaching. The programme was designed to enhance English language skills and global citizenship by using active learning techniques. The strategies used were gamification, using social media and problem solving. Students' progress was measured through both formative and summative assessments. Results showed language learning and social awareness improvements. The study believed that by integrating SDG into ELT, it becomes meaningful and transformative.

To investigate the integration of SDG in Moroccan English textbooks, El Gourari and Ed-Dali (2024) employed a qualitative content analysis method. “Gateway to English 2” found results to be primarily related to SDG 13 and SDG 16. “Ticket to English 2” included a wider range of SDGs but in an indirect manner. The study highlighted the importance of textbooks in promoting global citizenship. However, limited representation of SDG was identified. The researchers suggest the enhancement of SDG incorporation in learning resources.

The study by Arkian and Zorba (2024) focused on the online project for the pre-service English teachers and the awareness of SDG. Good and positive attitudes to sustainability emerged from the data of the assignments, videos and surveys. Participants enhanced their learning on how SDGs can be incorporated into the teaching and learning of languages. Literary texts proved to be useful to connect language learning to sustainability. The study also showed higher teachers' awareness. Overall, it promotes online projects in teacher training for SDGs.

Mack and Downs (2024) studied SDG integration in English curricula of Japanese higher education institutions. Data was collected by using survey and document analysis. Results indicated that teachers had concerns about accuracy and feasibility of curriculum. However, the inclusion of SDGs was perceived positively and motivating by the students. Both groups confirmed that it was congruent with university missions. The study finds that there is a need for improved curriculum design for integration of SDG.

Cordova (2024) conducted a study on SDG integration in English language and literature teaching in laboratory school in Philippines. Using qualitative interviews and focus groups, key themes were identified. These consisted of concrete action, interdisciplinary approaches and the responsibility of the student. Results indicated that teaching based on SDG fosters meaningful learning and empowerment. Pupils were critical thinkers when considering local and global issues. The study is in support of participatory and sustainability-oriented English instruction.

Canaran and Bayram (2024) looked into MOOCs and their contribution to the understanding of the ELT trainers on SDGs. The initial awareness of sustainability was not even among 28 participants: results. MOOCs proved to be effective in enhancing knowledge and motivation. Some pedagogical content knowledge gaps were found however. This research emphasizes MOOCs as a cost-effective method of professional development. It calls for better integration in teacher training schemes.

Ozcelik (2024) spoke about the integration of SDG in language teaching for fostering global citizenship and critical thinking. The activities for the classroom in relation to global issues improved communication and problem-solving

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skills. The key role of the teacher in developing tolerance and social responsibility is emphasized in the study. Ruiz et al (2024) used case study approaches to study SDG implementation. Results identified project-based learning, experiential methods, and institutional support. Both studies emphasize reform of curriculum and community involvement for sustainability.

Kazazoglu (2025) examined the effects of the eco-literacy writing activities in the field of English Language Teaching (ELT) on students' environmental awareness. The results revealed enhancements in vocabulary, critical thinking, and interest in sustainability issues. But it was difficult for students to have prior knowledge. The study is a support to the integration of eco-literacy in the language teaching. It suggests teacher training, to enhance environmental and linguistic learning outcomes. The overall results showed improvements in awareness and language skills in relation with eco-literacy.

Maghfiroh et al. (2025) used qualitative method in five schools in studying the integration of ecological education in ELT materials. The teachers were able to integrate environmental themes in learning materials successfully. The outcomes revealed increased student awareness and motivation to take actions for sustainability. Waste disposal and planting of trees were included in the activities. Teacher readiness and institutional support were important factors. The study concluded that language skills and the awareness of the environment were improved.

Azizah et al. (2025) used the PRISMA approach to conduct a systematic review of how SDG is integrated into ELT. Twenty-five studies were reviewed, covering the period of 2020-2024. Results indicated that SDGs improve critical thinking skills, language learning and global citizenship. There were however challenges of low awareness, limited resources and misaligned curriculum. The study highlights the importance of teacher training and guidelines. It calls for increased embedding of sustainability in ELT practices.

3. Methodology

This research used a qualitative research approach to investigate how climate change (SDG 13: Climate Action) was incorporated in English Language Teaching (ELT). The qualitative design was employed because it enabled the researcher to gain insight into students and teachers experiences, points of view, and reflections. The participants were recruited from the public and private sectors. Two classes were randomly chosen: Grade 9 and Grade 10, with about 35 students in each. The number of participating student subjects was therefore about 70 students. Their teachers were also involved to assist in the lesson presentation and data collection activity. The researcher collected data in three phases:

Instructional Phase: Teachers incorporated climate change issues in their English classes on 15 days. There was reading of texts, development of vocabulary, and discussion of the topic of climate change in classes.

Student Activity Phase: In the 15 days of the instruction, students were asked to make English comprehension passages regarding climate change. This activity was used to evaluate their knowledge and development on the topic as well as provide a feedback tool.

Teacher Feedback Phase: The teachers were interviewed informally to get their views on whether the topics on climate change should be included in ELT, as well as their perceptions of student engagement and learning.

The texts about student's understanding provided insight into their critical thinking, language proficiency, and knowledge about the problem of climate change. The teacher interviews were used to obtain the information about the extent to which SDG themes were integrated in ELT. The data were analysed through a thematic analysis. In the student's essays, broad themes, associated with the use of language, experience of climate changes, and critical awareness were identified. Teacher interviews were transcribed and analysed to identify common perceptions regarding

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teaching practices, issues, and advantages of including SDGs in ELT.

4. Data Analysis

Analysis of Student's Data

Increase awareness of climate change

The results showed that the SDG 13 related content was highly effective in raising students' awareness of climate change and environmental sustainability. Prior to reading passages related to climate change, most participants had very limited knowledge about climate change, gained from social media, television or general classroom conversations. Learning through structured environmental texts helped them gain a better understanding about why, how, and what they could do about some of the issues related to climate change.

The students showed awareness about the various issues like global warming, pollution of air, deforestation, emission of greenhouse gases and loss of biodiversity. Numerous participants highlighted that the lessons had allowed them to become aware of the gravity of environmental issues and their effects on local and global communities. They also started to increase their awareness of the connection between human action, and environmental damage. Some students shared that the climate related issues made them consider environmental issues critically and made them want to learn more than what was presented in the classroom. The answers indicate that SDG 13 can be integrated into ELT to achieve environmental literacy among secondary school students,

Understanding of Local Environmental Challenges

One of the most noticeable findings in the data was that students' awareness about the environmental problems faced by Pakistan has increased. Common issues mentioned were floods, water scarcity, heat waves, smog, and waste management issues that have a direct impact on the participants' community. They reported that the classroom discussions about them helped them to relate issues of global climate change to the local context.

In the wake of the recent floods and extreme weather events in Pakistan, many students pointed out the tremendous impact and effects it had caused on the life of the students and the general public. They realized that environmental issues are not abstract but real issues that need to be addressed now. Students gained more insights on the possible impact of climate change on the socio-economic situation in the country through classroom activities. The results suggest that learning climate awareness through the context of education, has a positive influence on the understanding of the concept of climate change can be contextualized so that the learning is meaningful and relevant for the lives of the students.

Acquisition of Environmental Vocabulary

Climate related lessons were consistently reported to have improved students' English vocabulary. Learners were exposed to new words and expressions relating to sustainability, conservation, renewable energy, pollution, recycling and climate action, in the environmental texts. Participants found the acquisition of vocabulary through meaningful contexts helped with retention and understanding of the words. Students learned the vocabulary through meaningful texts and classroom discussions, not by repeated rote-learning of words in a word list. Such a technique helped them to confidently employ new words in their writing and speaking tasks. Teachers also noted that students' understanding and use of environmental terms was accurate. The results indicate that ELT materials that have sustainability themes can be used to develop content and language.

Improvement in Reading Comprehension Skills

Yet another important finding was the positive correlation between content on climate and reading comprehension. Students noted that reading environmental texts helped them to determine the main idea, understand the information, and understand complicated ideas. Students reported that meaningful and authentic texts enhanced their desire to read

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and made them more immersed in the reading. Passages related to climate incited curiosity as it dealt with topics that were important to students' lives and future. The results showed that it was possible to strengthen their comprehension skills and enhance their interest in language learning by introducing reading activities with sustainability themes.

Enhancement of Speaking and Writing Skills

Analysis also indicated that classroom activities related to climate led to the development of students' productive language skills. Opinion, experience sharing, solutions proposed, discussions, debates and writing tasks helped learners to communicate their views, experience, and solutions to environmental issues. Pupils' confidence in speaking English increased as there was an interest in the topics and they had a reason to speak English. Likewise, writing tasks helped organize ideas and build arguments and express views on sustainability issues. It was noted that students were more inclined to engage in class discussion and were more fluent in their environmental discussions. The findings indicate that SDG based ELT can be used for the promotion of communicative competence.

Development of Critical Thinking and Problem Solving Skills

One thing that was consistently mentioned across the data was the emergence of critical thinking skills. Climate-related activities were reported by students to involve a process of analysing environmental problems, sorting information, and making decisions on other options. The learners were encouraged to learn rather than just memorize facts; they were asked to find out the reasons behind environmental degradation and to discuss the possible approaches to overcome climate challenges. These activities encouraged analysis and content discussions.

The participants exhibited their knowledge of link between environmental concerns and social responsibility and could suggest real-life measures like tree plantation, recycling, and water conservation measures. The answers suggest the integration of SDG's contributes to higher-order thinking skills.

Positive Attitudes toward Environmental Responsibility

Results indicated that the attitudes of students towards environmental protection were enhanced positively through the climate focused ELT lessons. There were many participants who said they are more aware of their personal obligations and willing to take an environmental friendly approach. The students discussed various actions like minimizing the use of plastic, conserving water, planting trees and keeping the environment clean within their community. They believed that environmental sustainability is a joint responsibility and is a responsibility of all. That finding has implications for the integration of climate action themes in the language learning context where they not only could help to acquire climate knowledge but also to develop responsible attitudes to the environment.

Motivation for Sustainable Behaviour and Social Action

In addition to awareness and attitudes, some students mentioned intentions for engaging in sustainable behaviours and to encourage others to do so. Participants wanted to pass on environmental information to family, friends and community. A few students reported that the lessons motivated them to join environmental campaigns, help create environmental awareness and school-related sustainability projects. This shows how the use of climate-related ELT can foster active citizenship and community engagement. In general, the results of the students showed that the implementation of SDG 13 in English language teaching was able to increase environmental awareness, language ability, critical thinking and sustainable behavior.

Analysis of Teacher's Data

Importance of Integrating Climate Education into ELT

Most teachers highlighted the need for the incorporation of climate education in ELT.

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The participants felt that environmental issues are now a global problem and that they should not be limited to subjects such as science only. They believed that English classrooms could be used to discuss issues of the day, while also teaching students English.They felt that one could talk about contemporary issues in English class and teach English at the same time.

Teachers said that climate change has direct impact on society which is why students should be made aware and knowledgeable of climate change issues and concerns. Participants in the event believed that schools could play their part in sustainable development through integrating SDG 13 in ELT while not compromising the educational goals. The results indicated that teachers consider climate education as an integral part of modern education and believe that ELT can play a role in the awareness of sustainability.

ELT as an Effective Platform for Sustainability Education

English language classrooms were consistently identified by teachers as appropriate places for SE. They observed that there are natural opportunities to discuss, present and write about environmental themes in reading passages, discussions, presentations, and writing activities without interfering with language learning objectives. The participants gave the example that climate change issues can be easily integrated into English lessons in which authentic texts and communicative tasks are used. Teachers felt that by integrating content with language they were able to improve content learning and environmental awareness. The results of this study suggest that teachers view ELT as an interdisciplinary medium that is able to integrate both language and content goals.

Increased Student Engagement and Participation

One clear theme highlighted from the interviews was the higher degree of engagement that was seen in lessons when focusing on climate issues. The teachers found that students were more interested in environmental issues than in conventional classroom activities.Students were able to ask questions and discuss the issues, there were personal experiences shared by the participants, and the students actively engaged in the discussions. Climate related issues were more relevant to learners as they represented real world issues of concern to their communities. Teachers felt that relevant and current material helped to improve student engagement in the classroom and made it more learner centred.

Improvement in Student's Language Learning

Climate related content was effectively integrated in the courses, and teachers noted that students' language proficiency has improved. Environmental texts contributed to students' vocabulary, their ability to comprehend text, and meaningful communication, according to participants.

Some teachers reported that students were more confident when sharing their opinions when they were talking about topics that were relevant and interesting. In the writing activities, learners learned to write arguments and analytical texts related to environmental topics.The results show that the teaching of sustainability can be a positive influence on language learning and communicative competence.

Development of Critical Thinking and Reflective Learning

The use of climate-related activities for critical thinking was emphasized by teachers. Participants noted that the students were encouraged to look at environmental issues from a number of ways, to critically analyse information, and to suggest ways they can solve the problem in a practical way. Teachers report that climate change discussions took students beyond memorization to analytical thinking. Learners were able to challenge assumptions, to make more informed judgments about the causes of environmental issues and to think more about their own responses. These responses suggest that SDG-ELT fosters the higher order cognitive processes and reflective learning practices.

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Promotion of Global Citizenship and Social Responsibility

Climate education is a part of the development of global citizenship, many teachers expressed. It was believed that the students started to acquire a sense of their duties to society, environment and future generations. Teachers noted that students gained a sense of community caring for communities impacted by environmental emergencies and increased empathy for global issues. They saw sustainability education as a way of equipping young people with knowledge to make them informed, responsible and active citizens. This discovery is indicative of the principles of Global Citizenship Education of awareness, responsibility and participation in solving problems arising in the world.

Positive Attitudes towards Sustainable Educational Practices

The teachers indicated positive attitudes towards the incorporation of the theme of sustainability in educational settings. The great majority of participants expressed a desire to continue to integrate environmental issues into their curriculum. They felt that content on climate change helps to deepen their learning, make learning relevant to their lives and enhances the relevance of what they learn in the classroom to their lives. Some of the teachers also highlighted the need for promoting environmentally responsible behaviours via education activities. It shows that teachers understand the sustainability integration's potential in education over a longer time period.

Challenges and Recommendations for SDG Integrating

Teachers, despite their good impressions, found some obstacles to the implementation of a positive and effective one. Some of the issues found were lack of teaching materials, inadequate professional training, poor content of textbooks on environment, and limited time to cover the environment due to exam-oriented curricula. The participants emphasized the importance of curriculum changes, teacher training sessions and creation of sustainability related teaching materials. They recommended the need for support from the institutions in the successful and sustainable integration of SDG 13 into the English language classroom.

As a whole, the results indicate that teachers are enthusiastic about the climate actions themes being integrated into ELT and see the potential for improving language learning, environmental awareness, critical thinking and global citizenship. But if it is to be effective, it needs to be properly resourced, staffed and supported by appropriate curriculum.

Discussion

The present study aimed at examining the integration of SDG 13 (Climate Action) in English Language Teaching (ELT) and its effect on the learning outcomes of secondary school learners and their teachers' perception. This study, overall, poses a different kind of pedagogical implications on embedding the concept of sustainability in ELT; however, there are pedagogic, institutional, and contextual constraints that affect this integration. The findings are discussed in the context of Education for Sustainable Development (ESD), Content and Language Integrated Learning (CLIL), Global Citizenship Education (GCE) and critical pedagogy, which constitutes a full framework to interpret the results of the observation.

One of the most important outcomes of the study is the level of environmental awareness that the students have gained, especially to link the global climate changes with local environmental problems. This is a reflection of the core principles of ESD, which are based on contextualised learning and the building of sustainability competencies. These findings show that integration of climate perspectives into language learning moves students beyond abstract understandings to the perspective of climate issues in relation to their lived realities. This lends weight to the idea that ESD is best practiced through a curriculum that is integrated, not as a subject in its own right. The results also indicate, however, that progress in raising awareness is not uniform in that some

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students showed a limited understanding in their explanations of the interconnection between aspects of the environments, which would require further concrete scaffolding in ESD-oriented ELT practices.

The results in the field of language learning are in favor of CLIL theory. Evidence of students' vocabulary learning, reading comprehension and productive skills was observed to improve significantly in the presence of climate based content. Indicates that meaningful and cognitively stimulating input is more effective than instruction out of its context. Themes related to SDGs seem to help motivate the learners and create their cognitive involvement, both of which are important factors for second language acquisition. The study, however, also suggests that not all teachers are sufficiently equipped to apply a CLIL approach to teaching, since some tended to focus more on content than on scaffolding the language. This accentuates the educational disconnect between theory and practice in CLIL in the local context. Freire's critical pedagogy is further emphasized by the development of critical thinking skills. Learners could recognise the causes of environmental degradation, assess contribution of humans to climate change and suggest solutions. The transition of the passive learning to analytical engagement reveals the beginning of learners' critical consciousness, which allows them to ask questions about the real situation that occurs in life, rather than accept it. However, the level of critical response was not uniform in classrooms, which indicates a critical teacher facilitation in the level of critical reflection. This variation indicates a need for professional development opportunities to build the capacity of teachers to support dialogic and inquiry-based learning.

A key finding of the study is the change of attitudes and behavioural intentions of the students towards environmental responsibility. Some students said they have participated in various activities like reducing waste, conserving water and planting trees. This is consistent with the ESD and GCE frameworks that focus on both the acquisition of knowledge and transformative actions. In this study, however, it is difficult to fully establish the extent of sustained behavioural change as behavioural intentions were high. This restriction implies that attitudinal changes do not necessarily lead to permanent changes in behavior unless they are reinforced by institutions and supported at the community level.

Teachers' perceptions also help to shed light on the practical challenges of SDG-integrated ELT. Further insights into the practicalities of SDG-integrated ELT are provided by teachers' perceptions. Overall, teachers reported favorable attitudes toward the pedagogical benefits of integrating climate-related content; however, they also reported a number of challenges, such as a lack of training, lack of teaching resources, and pressure faced by exam-oriented curricula. These limits are indicative of a longstanding dynamic relationship between innovative competencybased frameworks and traditional assessment frameworks. From an ESD point of view, the barriers point to the disparity between the vision of education and the actual learning environment, especially in developing learning environments.

Together, the results show that the SDG-integrated ELT is an intersectional space of various theories. The sustainability-oriented learning goals are offered by ESD, the pedagogical mechanism for integrating content and language is provided by CLIL, while the dimension of global responsibility is added by GCE and critical pedagogy by learner empowerment & transformation. The study, however, shows that the effectiveness of this integration is very much influenced by the preparedness of teachers and institutional support. The adoption of SDG-oriented ELT will otherwise be superficial rather than transformative without these enabling conditions.

The study adds to the body of literature indicating that language education could be a very effective medium for promoting sustainability education. It is an extension of the previous study by showing that secondary level students in Pakistan context can be engaged in meaningful discussion on global

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environmental issues, if structured and contextually relevant inputs can be given to them. Simultaneously, the results warn that the pedagogical success is not guaranteed if the pedagogical approach is not systemic, requiring linking curriculum design, teacher training, and assessment practices.

Conclusion

The current study investigated how the climate change-based comprehension passages affect the students' environmental awareness and their learning of English in the ELT classroom at the secondary level. The conclusions are drawn directly in line with the findings and discussion found in the preceding chapter, especially in terms of the research questions, and the research objectives and the Global Citizenship Education (GCE) framework.

The first research question was: How do comprehension passages help students become aware of SDG 13 (Climate Action)? The study findings concur with discussion results that students' understanding of the environment has indeed increased significantly in the context of climate. Students could name and describe important environmental problems like pollution, deforestation, global warming, flooding and increased temperatures. However, more significantly, and as mentioned above, students regularly connected these global issues with their local environment and own experiences. This suggests that ELT materials for comprehension will help learners to shift from superficial learning to contextualized environmental awareness, which is emphasized in a discussion chapter in the last section.

The second research question explored how climate change related lessons affected students' language learning and engagement. Based on the discussion results, the study found that these instructional materials had a positive effect on various components of language acquisition such as vocabulary development, reading comprehension, writing skills and confidence in speaking. As discussed earlier, meaningful and real world content boosted motivation, interaction and participation of learners in the classroom. This again supports the discussion finding that Content Based ELT improves linguistic competence as well as communication involvement.

SDG 13 was addressed through ELT, i.e., the first objective of the study, which was successfully met. Students exhibited cognitive awareness of climate issues, along with emotional engagement, a concern for environmental degradation, and developing sustainability awareness, as reflected throughout the discussion. This is in line with the socio-emotional aspect of learning that is highlighted in the GCE framework. The second goal, improving language learning by incorporating topics related to climate, was also met, as evidenced in the discussion chapter. Students' language proficiency was demonstrated and their language skills had significant gains, and they were motivated and participated actively, showing that content for sustainability increases engagement and language gains.

These findings are supported by teacher perspectives as discussed above. Overall, teachers reported a higher level of student interest, participation, and meaningful classroom interaction with lessons that centered on the issue of climate. They also pointed to the various institutional challenges of exam-oriented practices, limited time, lack of materials and insufficient training. The findings indicate that the pedagogical approach is effective, but that this approach is sustainable if there is systemic and curricular support. Overall, it has established and expanded the discussion results, as it shows that the use of climate change comprehension passages is effective in integrating EE into ELT. The results are very strong in support of the Global Citizenship Education (GCE) framework, indicating that learning about global citizenship can be integrated into ELT classrooms to help participants learn at the same time three kinds of knowledge and skills: cognitive, socio-emotional, and responsible citizenship. This alignment mirrors the discussion chapter's overall argument that ELT can be a space of transformation for furthering SDG 13 and for sustainability-oriented education.

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To sum up, the study could effectively answer both research questions and fulfill both research objectives as it showed that ELT focused on climate change leads to environmental awareness and better English language learning. It also establishes an important link between sustainability and the development of global citizenship in the context of ELT; and demonstrates the importance of institutional support to maximize its pedagogical potential.

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