

ARTICLE

Sustainable Development in English Language Teaching: Prevailing Trends, Challenges, and Outcomes.

Nurul Latifatul Azizah,* Ali Mustofa, and Pratiwi Retnaningdyah

Universitas Negeri Surabaya, Indonesia

*Corresponding author: nurul.23002@mh.s.unesa.ac.id

(Received: 04 December 2024; Accepted: 28 May 2025; Published: 17 July 2025)

Abstract

The current trends, challenges, and outcomes of integrating the Sustainable Development Goals into English Language Teaching (ELT) are examined in this review. This study employed the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) technique and systematically reviewed 25 research articles identified through a targeted search with keywords such as "SDGs," and "ELT." The data set includes 25 articles sourced from Taylor Francis, ScienceDirect, and Google Scholar, covering publications between 2020 to 2024. Findings reveal that integrating SDGs in ELT content fosters critical thinking, empathy, and engagement among students, enhancing both their language skills and global citizenship values. Despite the benefits, there are challenges, including limited awareness of SDGs, inadequate resources, and alignment issues with language curriculum goals. The review highlights positive outcomes in student engagement and language acquisition when SDGs content is incorporated, as well as increased motivation among teachers to pursue sustainability-oriented pedagogies. Future recommendations stress the need for continuous teacher training, the development of interdisciplinary approaches, and institutional support to facilitate meaningful SDGs integration in ELT.

Keywords: SDGs, ELT, Benefit, Challenge, Output

1. Introduction

The United Nations introduced the Sustainable Development Goals (SDGs) in (2015) [1], offer a comprehensive framework for addressing global issues such as inequality, poverty, and environmental sustainability. Education serves as vital for developing the knowledge and abilities needed to accomplish these goals. The Sustainable Development Goals (SDGs) integration into educational frameworks has become increasingly critical in today's world as nations strive to address pressing global challenges. Education serves as a key instrument for fostering awareness, knowledge, and skills necessary for achieving sustainable development, making it essential to embed these goals

into various educational curricula.

English, as a global language, holds potential in achieving the SDGs. In this light, integrating SDGs into ELT has garnered increasing attention in recent years. One of the latest efforts in educational movements that emphasize the interdependence of humans and the environment is Education for Sustainable Development (ESD) ([2]). Teachers play a critical role in Education for Sustainable Development (ESD) for two main reasons. First, they need to move beyond traditional teaching methods toward a holistic and interdisciplinary approach. Second, when adapting the curriculum to ESD principles, it's essential to adopt a comprehensive framework and interdisciplinary strategies that integrate sustainability themes, aligning these with students' learning objectives and subject content. The contents of the SDGs in language teaching are very urgent ([3]).

In particular, the role of English Language Teaching (ELT) has gained prominence because of the unique opportunities it provides for engaging students in discussions about global issues. By combining language learning with meaningful content related to sustainability, ELT can help students develop a broader understanding of their responsibilities as global citizens while improving their communication skills. According to [4] Since language is a fundamental component of culture, vital to interpersonal connections, and has the potential to be an incredible tool for addressing global issues, English language classrooms offer the perfect environment for including instruction on sustainable development ([5]). The rationale for embedding SDGs in ELT lies in the potential to transform language lessons into platforms for exploring significant global challenges, such as environmental conservation, gender equality, and social justice. Content that promotes students' comprehension and involvement with global issues can be incorporated into ELT. The language learning process is enhanced by this integration, which increases its relevance and effectiveness for students. There is still more research to be done on the actual application of Education for Sustainable Development (ESD) in language instruction ([6]). Due to the flexibility in teaching materials and the use of modern teaching methods that foster action competence and critical thinking, language teaching presents excellent opportunities for advancing Education for Sustainable Development (ESD). Sustainability topics can be integrated into second/foreign language teaching and embraced as a key component of language learning in the classroom ([7]).

Despite the growing interest in sustainability in education, the integration of SDGs within English Language Teaching remains an underexplored area. There is a need for a systematic review and meta-analysis to understand how ELT in line with the principles of SDGs. This study contributes to the field of language education by providing educators and policymakers with evidence-based insights on how ELT can contribute to achieving global sustainability goals. The findings will help in designing curricula that align with the SDGs and foster global citizenship.

The primary aim of this systematic review is to comprehensively examine the integration of Sustainable Development Goals (SDGs) within the field of English Language Teaching (ELT), focusing on identifying prevailing trends, challenges, and outcomes. The review seeks to fill existing research gaps by analyzing diverse studies that have implemented SDGs in ELT settings across different cultural and educational contexts. By conducting a detailed meta-analysis, the study will highlight effective strategies for incorporating SDGs into language teaching and evaluate the impact on both student engagement and language learning outcomes. This systematic approach will offer valuable insights into best practices and potential obstacles, ultimately providing a robust foundation for future research and practical applications in ELT. The research seeks to address the following question: What are the prevailing trends, challenges, and outcomes of incorporating Sustainable Development Goals into English Language Teaching (ELT)?

2. Methods

The study utilizes the use of the four-stage Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) framework: inclusion, eligibility, screening, and identification. According to [8], PRISMA Statement is a roadmap to best help the authors to explain what was done, what was the finding, and the case review protocol, and what they plan to do.

This study examines previous research on the integration of SDGs into English Language Teaching (ELT). The data set includes 25 articles sourced from Taylor & Francis, Science Direct, and Google Scholar, covering publications between 2020 to 2024. The selection of 25 articles to cover a wide scope without avoiding the depth of analysis to find prevailing trends, challenges, and outcomes. Article selection is based on inclusion criteria such as topic relevance, publication year and resources (reputable journals). By limiting the number of articles to 25, researchers can focus more on the most relevant research, without being influenced by low-quality or less significant data. This number is sufficient to obtain representative insights related to the integration of SDGs in ELT. A review of relevant literature reveals that certain challenges remain in incorporating formative assessment as empirical assessment and methodological gaps ([9]). The four stages of the systematic review's strategies are included, eligibility, screening, and identification. The flowchart that follows provides illustrations of those four phases:

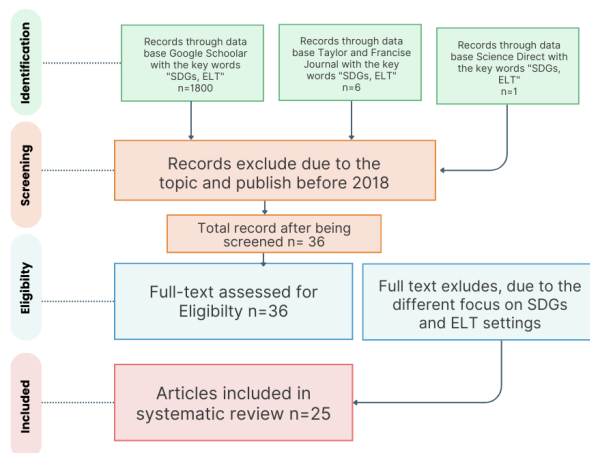


Figure 1. PRISMA flow chart for systematic reviews (adapted from Liberati et al., 2014) [10]

Identification

The initial step of searching strategy is identification. Some studies are considered to be appropriate for the scope of the research at this point. The analysis employs keywords, such as "SDGs" and "ELT," to locate the publications. Data from Scopus, Taylor & Francis, Science Direct, and Google Scholar were then searched using these keywords. The researcher discovered 1800 numbers from Google Scholar at the start of the phase, including 7 from the Scopus database (Taylor & Francis; Science Direct).

Screening

In the screening stage, the study is sorted by looking at two points. Those are publication year and the alignment with the topic. The screening process was done manually using the sorting method. Publication year only took between 2020-2024, and the topic only SDGs.

Eligibility

Eligibility for the next step. The overall number of articles that passed the screening process was 36. Every component of each article, including the authors, title, goal, methodology, and results, was recorded in this stage and compared to the data's intended use. Since the study's setting is not ELT settings, 11 articles were eliminated in this step. the ultimate number of articles that have been reviewed and advanced to the following phase.

Included

This stage is final step. The articles that included in this study are the articles that fulfill the criteria. Those are the articles published between 2020-2024. The study that discusses related SDGs in ELT settings. The final selected articles can be seen in result and discussion (please see table 1).

3. Results and Discussion

In this result and discussion, it will investigate the prevailing trends, challenges, and outcomes of incorporating Sustainable Development Goals into English Language Teaching (ELT).

Table 1. Overview of the selected articles.

Authors	Title	Aim of the Study	Method	Finding
Edita Bekteshi & Brikena Xhaferi, (2020) [11]	Learning about Sustainable Development Goals through English Language Teaching	To present the concept of Sustainable Development (SD) and its objectives to students at the Education Faculty, who are being future educators.	The study involved conducting an online questionnaire distributed to students in the 2nd, 3rd, and 4th years at the Education Faculty, University of Mitrovica in Kosovo. The questionnaire, which was bilingual in English and Albanian, comprised 12 questions regarding SD, SDGs and ELT. The data collection took place from mid-October 2019 to the end of February 2020, with 89 female students responding. Statistical methods using SPSS were used to analyze results.	(1) 60 percent of future teachers are familiar with the concept of SD. However, the results suggest that they do not fully address all three aspects of the "3 Ps." (2) The areas that are interested for learning about SDGs are focused on poverty, gender equality, education, good health and well-being, and economic growth
Win Kyi Kyi Naing & Aye Aye Mar (2023) [12]	English Language Teachers' Knowledge of SDGs and their Attitudes towards Incorporating SDGs in ELT in Myanmar	To examine English Language Teachers' (ELTs) knowledge of the SDGs and their attitudes toward incorporating SDGs into ELT in Myanmar.	A survey was conducted with 19 English Language Teachers (ELTs) from various universities, colleges, and language centers in Myanmar.	The findings showed that most participants are lack of SDGs knowledge, but they acknowledged the importance of integrating SDGs into English Language Teaching (ELT).

Monique Cordova (2024) [13]	Integrating sustainable development goals in English language and literature teaching	This study examined the integration of the Sustainable Development Goals into the teaching of English language and literature at a state university laboratory school in the Philippines.	The study employed a phenomenological research design, utilizing interviews and focus group discussions. Following data collection, thematic analysis was conducted to provide an overview of the patterns and themes associated with the phenomenon.	SDGs Integration in English classroom has benefits for both students and pre-service teachers. Students were offered learning tools to expand their learning process and develop the capacity to proactively address the challenges
Robert Sheridan & Kathryn M. Tanaka (2024) [14]	Global Issues in Local Contexts: Japanese University EFL Learners' Reactions to the Development of Relevant and Engaging SDGS Materials	To explore Japanese university students' reactions to materials on social justice and the SDGs. It aimed to understand how students engage with these topics, particularly focusing on the impact of culturally familiar contexts and types of activities (news vs. popular culture) on student interest and selection of assignments related to social justice issues	The study was a mixed-methods approach involving seventy-eight lower-intermediate students from one private and one national university in western Japan. The participants were from four intact classes, with two classes from the Faculty of Agriculture and two from the Faculty of Liberal Arts. The study materials were taught as additional units within an EFL course and a CLIL course. Students were asked to read articles and finish post-reading assignments, which included identifying unknown vocabulary, writing summaries, discussion questions, and opinions, as well as completing a research extension activity. The study also involved a survey with a Likert-scale questionnaire to measure student interest	The study found that Japanese university students showed a high level of interest in learning about social justice issues, particularly when these issues were connected to Japan and the SDGs
Arda Arikan & Mehmet Galip Zorba (2024) [15]	Raising pre-service English language teachers' awareness of sustainable development goals through literary texts	This study examines an online project designed to educate pre-service teachers in English language about the SDGs.	A qualitative research approach was employed to gain insights into the participants' overall knowledge. Thirty pre-service teachers were chosen from a larger group, after looking at the university affiliations, GPA, gender and geographical backgrounds to ensure a balanced distribution and diversity. Qualitative data were gathered through written assignments, video recordings, and a post-project survey.	It is found that pre-service teachers enhanced their understanding of the SDGs and developed a positive attitude towards them. It is also increased their pedagogical awareness and knowledge related to teaching English in the context of the SDGs. They also viewed literary texts as a valuable resource for teaching these goals.

Joseph Ernest Mambu (2023) [16]	Embracing Sustainable Development Goals Critically To Explore Life Purposes in English Language Teacher Education	The purpose of this case study is to demonstrate how students engage in time-to-time critical thinking.	The approach taken in this investigation is a component of a larger case study. As a language teacher educator, the author co-designed a critical English Language Teaching (ELT) curriculum with CP & L students and English language learners (ELLs) in a variety of settings. At the English Language Education study program, Faculty of Language and Arts, Universitas Kristen Satya Wacana (UKSW), the first phase of the study was conducted in the CP & L elective course.	The study indicates that criticality in English language teacher education can be nurtured over time through dialogue and engagement with real-world issues. The case study of Pamela, a former student from Papua, exemplifies how criticality aligns with the life purposes of educators and students. Pamela's journey demonstrates her growing criticality as she designs and implements lesson plans addressing inequality (SDG 10) for English language learners.
Sezen Arslan & Samantha Curle (2021) [17]	The Sustainable Development Goals in the English language high school curriculum in Turkey	The study explores the representation of the SDGs in Turkish senior high school English textbooks and the English language curriculum. The learning objectives regarding the SDGs were also assessed.	The syllabus and textbooks, which included Count Me In, Teenwise, High School English 10, and Silver Lining, were examined. To understand more about how the SDGs and related learning objectives are incorporated into the English language high school curriculum, this study employed semi-structured interviews. The subject are eleven high school English teachers.	Making sustainability a top priority in textbooks can help guarantee that students will live in a more sustainable future.
Marisela Restrepo Ruiz et al., (2024) [18]	Perspectives for the Implementation of the SDGs As an Innovative Strategy for Teaching English in Professional Practice Scenarios	To assess how well SDGs are integrated into English as a Foreign Language instruction in Colombian educational institutions.	This study looks at how SDGs are included into English language instruction in Colombian schools using a qualitative research methodology. It employs techniques including observations, interviews, content analysis, and longitudinal perspectives to concentrate on specific institutions using a case study design. All aspects of the research process are carefully examined from an ethical perspective.	The findings indicate positive results, policy implications, and emphasize how crucial it is to continuously improve language education programs with a sustainability focus.

Hasan Bedir (2021) [19]	English language teachers' beliefs and perceptions on sustainability	This study uses both quantitative and qualitative methods to offer the views and opinions of English language teachers on sustainability ideas, including ESD, SD, and the SDGs.	A questionnaire and semi-structured interviews put together by the researcher were used to collect the data. Teachers who were chosen at random were given the questionnaire, and they answered the questions online. In a similar vein, technologies that facilitate online communication were used to conduct the interviews with volunteer teachers.	(1) The results demonstrated that while most instructors had specific opinions about environmental issues, they did not view societal and economic issues as belonging to SD. (2) The results also showed that the participating teachers thought that ESD should be taught in schools and that SD and ESD were significant subjects. Additionally, they believed that learning more about ESD would improve their capacity to incorporate it into their teaching methods.
Afia Kanwal (2024) [20]	An Ecolinguistic Study of Language Teachers as Activists in Promoting Dialogue on SDGs	This study investigates the impact of EFL teachers taking on the role of advocates in fostering discussions about the SDGs with university students. The research aims to quantitatively evaluate how teachers who embrace an activist stance affect the awareness, engagement, and comprehension of global sustainability issues among a specific group of first-year university students.	The students, aged 19 to 22, were native Arabic speakers from Saudi Arabia. Using a quasi-experimental design, this study compares the outcomes between an experimental group, which follows an instructional program incorporating SDG-focused activism, and a control group receiving traditional EFL instruction. Data collection is based on pretest and posttest assessments.	(1) It has the potential to significantly influence the field of ecolinguistics and instructional methods aimed at fostering a deeper understanding and commitment to sustainability goals. (2) It highlights the ability to leverage language education to raise awareness of sustainability among young learners while also providing a framework for future studies exploring the education role in overcoming the global environmental and social challenges.
Ching Ting Tany Kwee (2021) [21]	I Want to Teach Sustainable Development in My English Classroom: A Case Study of Incorporating Sustainable Development Goals in English Teaching	To examine self-efficacy of English teachers in implementing SDGs in their teaching.	This qualitative case study, which is based on Social Cognitive Career Theory, aims to pinpoint the main elements influencing English instructors' desire to include the SDGs into their lesson plans. Semi-structured interviews and observations in the classroom were among the sources of the data.	It is found that teachers' self-efficacy and motivation to incorporate the SDGs into their English instruction are positively impacted by their personal beliefs, goals they have achieved, and supportive school administration.

Sezen Arslan & Samanth Curle (2024) [22]	Institutionalising English as a foreign language teachers for global sustainability: Perceptions of education for sustainable development in Turkey	The purpose of the study is to explore the perspectives of English as a EFL teachers on ESD and its integration into EFL teaching	Data from 28 in-service Turkish EFL teachers was gathered using in-depth interviews (IDI). By using open, axial, and selective coding in qualitative content analysis (QCA), it was discovered that Turkish EFL teachers' views on ESD are nuanced and impacted by the interdisciplinary nature of EFL instruction, which is enhanced by Content and Language Integrated Learning (CLIL).	The findings indicated that EFL teachers: (1) ESD as it relates to learning for sustainable practices that address social, economic, and environmental issues, and connected to a lifetime learning process that ought to be incorporated into all educational levels and bolstered by the ability to think critically and solve problems; (2) English classes serve as ideal platforms to cover various topics, including sustainability, and considered it a crucial responsibility to instill this understanding in their students; and (3) Due to issues such a lack of parental understanding about ESD, inadequate attention on ESD, and limited English contact hours, ESD has not been sufficiently integrated into the EFL curriculum.
Wyssal El Gourari1 & Rachid Ed-dali (2024) [23]	Integrating Sustainable Development Goals into EFL Textbooks in Morocco: A Content Analysis	This review examined the integration SDGs in two widely used English language textbooks in Morocco: Gateway to English 2 and Ticket to English 2.	Using a qualitative content analysis methodology, the study assessed how well these educational materials integrated and emphasized various SDGs, focusing on both the depth of the content and the instructional strategies used.	(1)The results revealed significant differences in the methods of integrating SDGs, with Gateway to English 2 concentrating on a limited number of key goals, such as Climate Action and Peace, Justice, and Strong Institutions. In contrast, Ticket to English 2 offered a broader yet more nuanced incorporation of various SDGs. This study emphasized the importance of aligning textbook selections with specific educational objectives and the diverse needs of learners to effectively promote global citizenship and further sustainable development.
Md Al Amin & Janinka Greenwood (2018) [24]	The UN Sustainable Development Goals and Teacher Development for Effective English Teaching in Bangladesh: A Gap that Needs Bridging	The objective of this research is to investigate, within the framework of the SDGs, the obstacles and solutions for Bangladesh's secondary English teachers' recruitment, training, and professional growth.	A survey of 216 teachers, interviews with teachers, teacher educators, students, and parents, as well as the compilation of numerous official and government publications, were all employed in this mixed-methods study. The poll looked at teachers' perceptions of curriculum expectations, their real-world practices, and the variables that affect them. A qualitative component was created after the poll, which included open-ended interviews, practice observations, and content analysis of government documents, statistical data, and media reports.	There are gaps in teacher competency and understanding of communicative language teaching. Many teachers lack formal training and rely on inadequate in-service programs. Short-term training courses often fail to translate into effective classroom practice due to issues like rote learning and high-stakes exams. The study emphasizes the need for sustainable, quality teacher training systems that focus on both pre-service and ongoing professional development, and highlights the importance of building local training capacities to reduce dependency on external support

Clara Vega Munar (2021) [25]	Teaching Sustainable Development Goals in the EFL Classroom: A Project-Based Learning Approach in Secondary Education	To examine how PBL might be used in EFL classes as a strategy to effectively achieve the SDGs.	The method used is Project-Based Learning (PBL). This approach is integrated into EFL education to engage students with SDGs while enhancing their language skills	Project-Based Learning (PBL) in the EFL classroom leads to several benefits. These include increased social and cooperative skills, improved group cohesiveness, enhanced cognitive abilities, and greater autonomy among students. Additionally, PBL has been shown to improve language acquisition, particularly in speaking skills, as students are more motivated and confident to use the language in a natural setting
Astaya, (2024) [26]	Sustainable Development Goals in EFL Students' Learning: A Systematic Review	This paper explores the research trends related to the inclusion of SDGs in the student learning process.	The Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) technique was used to perform this systematic literature review. A thorough search using the keywords Sustainability, SDGs, and EFL yielded a total of 25 studies.	The results indicate that the trend of linking SDGs with EFL settings has been most prevalent in Indonesia. In 2022, this area saw the highest number of studies, with a total of seven. Compared to K-12, junior high, secondary, high schools, and other educational levels, it has been found that the majority of research on integrating SDGs into EFL instruction was carried out in higher education institutions. The research also showed that this approach improves the learning outcomes, self-norms, beliefs, and self-worth of EFL students, as well as their environmental awareness and values of global citizenship.
Yu et al., (2024) [27]	Sustainability in English Language Teaching: Strategies for Empowering Students to Achieve the Sustainable Development Goals	This article offers a comprehensive analysis of research incorporating sustainability into ELT, emphasizing the critical role that education plays in helping people acquire languages and overcome environmental concerns worldwide..	This study used comprehensive literature review covering theoretical articles, empirical studies, and case studies from 2013 to 2023. It evaluates how sustainability is incorporated into ELT, including the difficulties teachers face, and offers workable answers.	The results demonstrate a number of successful strategies that raise students' awareness of language learning and enhance language proficiency, such as innovative classroom activities, interdisciplinary curriculum designs, focused teacher training, and innovative assessment techniques. Notwithstanding obstacles like scarce resources and the complexity of integrating sustainability themes with language-learning objectives, tactics like developing open educational resources and providing teacher development programs have assisted in resolving these problems. In order to create responsible global citizens, the study highlights how crucial it is to include sustainability into ELT.

Nahdi et al., (2024) [3]	Integration of SDGs in Language Teaching: Assessing the Response of Indonesian Researchers – A Systematic Literature Review Using the SPAR Methods	This research examines how Indonesian researchers respond to the incorporation of the SDGs in language education.	The data for the articles were gathered using the SPAR-SLR method and thematic analysis. A total of 1701 articles were examined, drawn from 42 language teaching journals categorized under SINTA levels 1 to 6. The selected articles came from journals that publish two issues annually.	The results of this study reveal that Indonesian researchers have not placed sufficient emphasis on integrating the SDGs into language teaching. This shortfall is largely attributed to a lack of awareness and capacity among educators to incorporate SDGs into their teaching practices. The limited integration of SDGs in language education aligns with the scarcity of research on this subject.
Lasekan et al., (2023) [28]	Exploring the Potential of a Popular EFL Textbook to Foster Both Sustainability Awareness and Competencies among ESD Learners: A Content Analysis Approach	To investigate how the fifth edition of the Headway English as a Foreign Language (EFL) textbook might improve students' proficiency and knowledge of sustainability in the context of ESD	The research uses a mixed-approaches approach that incorporates both qualitative and quantitative analysis. While qualitative analysis entails manually coding the textbook material for content analysis, quantitative analysis employs SPSSv29 to compute frequencies and distributions of coded SDG themes and grammatical terms across various levels of the textbook series.	The study finds that 15 out of 17 SDGs are represented in the fifth edition of the Headway EFL textbook. The textbook effectively integrates grammatical exercises that promote sustainability competencies, such as systems-thinking, strategic, anticipatory, normative, and interpersonal competencies.
Adams & Nakano, n.d. (2024) [29]	Connecting Student Interest and Motivation in English to the Sustainable Development Goals	This study explored the use of the SDGs as a topic, emphasizing their global stature and significance as well as English as crucial instruments for enhancing Japan's youth's global citizenship.	A survey was given to 266 first-year college students taking English classes for general education. To determine how the influence and significance of factors vary across different goals, a separate multiple regression analysis was conducted for the target variable, "Topic Interest," inside English classrooms for each SDGs.	The study found that at a Japanese university, female students showed more interest in learning about the SDGs in English classes, especially Goal 5, which focuses on Gender Equality. The "Inter-group Approach Tendency" aspect of International Posture (IP) positively influenced interest in most SDGs, while other aspects of IP did not have a significant effect. The study suggests that incorporating SDGs into English curricula could enhance student engagement and motivation, helping to improve English proficiency and foster a sense of global citizenship.

Alcantud-Díaz & Lloret-Catalá, (2023) [30]	Bridging the gap between teacher training and society. Sustainable development goals (SDGs) in English as a foreign language (EFL)	The main goal was to provide an educational plan with an emphasis on the SDGs that uses inquiry-based learning as a teaching strategy to promote critical thinking. Examining how it affected participants' understanding of the SDGs and their capacity to advance these objectives in society as future teachers was the secondary objective.	The qualitative mixed-method intervention study, based on content analysis and comparative methodology, indicates that integrating SDGs into teacher education programs is crucial, as it has a substantial direct impact on society.	(1) The study found that using an inquiry-based methodology to include an SDG-based approach into EFL sessions for pre-service teachers is both possible and successful. (2) The application of this strategy increased participants' knowledge of global concerns and the SDGs, preparing them to incorporate such material into their future teaching positions.
Maijala et al., (2024) [7]	Conceptualising transformative language teaching for sustainability and why it is needed	The aim of the research is to explore and promote the integration of ESD into language education through the concept of transformative language teaching for sustainability (TLS)	The research employs a conceptual approach to develop a transformation-oriented ESD framework for language teaching.	The results of the study show that, in comparison to teachers of other courses, language instructors frequently thematize sustainability less in their instruction. This is explained by disparities in curriculum objectives, a lack of resources, and insufficient ESD experience
Rafiee Moghadam et al., (2022) [5]	Education for sustainable development: Effects of sustainability education on English language learners' empathy and reading comprehension	This study looked into how English language learners' reading comprehension and empathy were affected by sustainable education.	The program took place in an English reading comprehension class with 48 children, aged 10, at a private primary school in Kerman, Iran. To measure changes in reading skills, pre- and post-reading tests were conducted. Additionally, self-reported questionnaires were used at the start and end of the program to assess the students' empathy.	According to the findings, the group that received instruction using sustainable teaching practices outperformed the control group on the post-reading assessments. The following the implementation of sustainability-based instruction, pupils' empathy levels increased. In conclusion, incorporating sustainable education into English reading sessions benefits kids' academic and personal growth.

Mambu, (2023) [31]	Embedding Sustainable Development Goals into critical English language teaching and learning	This case study examines how an English language instructor used the SDGs as a tool to improve critical thinking in Indonesian students through English language teaching and learning (ELTL) by integrating them into a critically oriented undergraduate course.	The teacher-selected SDG texts, worksheet prompts and questions based on these texts, students' answers to the worksheets, and the teacher-prompted SDG-related comments from the students over several sessions during the semester were the sources of the data. The analysis made use of a number of theoretical stances on critical thinking, including philosophical, pedagogical, cognitive, and linguistic ones.	Engaging with SDGs serves as a starting point to enhance students' language skills, foster cognitive development of critical thinking, and heighten their awareness of global issues that relate to their local communities.
Mohalla, (2024) [32]	The Role of English Language Teaching (ELT) In Promoting Sustainable Development Goals (Sdgs)	The aim of the study is to examine how integrating themes related to specific SDG) such as, Quality Education, Climate Action, Gender Equality, and, into ELT classes can enhance both language acquisition and the promotion of global citizenship among students.	This study employs both qualitative and quantitative data from classroom settings to evaluate how learning English through content related to the SDGs enhances students' critical thinking skills, global awareness, and English proficiency. Statistical analysis of direct feedback from teachers across various educational contexts highlights the practical advantages of this integrated approach.	Incorporating SDGs or sustainability-related topics into English Language Teaching (ELT) enriches the learning experience beyond just language acquisition. This approach provides significant benefits, including the promotion of critical thinking, global awareness, and active citizenship.

After reviewing 25 articles, it was found the trends and integration strategies, the challenges in implementation of incorporating SDGs in English Language Teaching, the benefits and the recommendation that will be discuss above:

Trends and Integration Strategies

There is an increasing prevalence of SDGs themes in ELT across various educational contexts, especially in higher education and among pre-service teachers. It is inlined with the study conducted by [11] regarding incorporate SDGs through ELT at the Faculty of Education, Mitrovica University. Focus on students' understanding of the SDGs and ability to teach the SDGs in the future. Various approaches can be used to integrate SDGs in ELT, such as project-based learning to teach the SDGs in EFL classes, especially in secondary education, with a focus on applying project-based learning to connect students with global issues ([25]), inquiry-based methods in pre-service teacher education to raise awareness of the SDGs ([30], and the use of literary texts as a teaching resource to increase prospective teachers' understanding of the SDGs, as well as providing insight into how literary texts can be a powerful tool for sustainability education ([15]). Teachers and institutions are also beginning to incorporate SDG-focused content, but there are differences in methods and emphasis, such as content analysis of textbooks to highlight SDG themes. Related to the study conducted by [23], a content analysis of EFL textbooks in Morocco to evaluate the extent to which these textbooks integrate SDG themes. Significant differences were found in integration methods, such as the focus on

climate action (SDG 13) and peace, justice and strong institutions (SDG 16) in various textbooks.

Challenges in Implementation

Beside the trends of integrating SDGs in English Language Teaching, there are also barriers in implementing the integration of SDGs in ELT. First, limited knowledge and awareness of SDGs among both teachers and students, hindering effective integration. It is inline with the study conducted by [12] that found limited knowledge of the SDGs among ELT teachers in Myanmar, which hinders the integration of the SDGs in teaching. Although teachers are aware of the importance of the SDGs, a lack of in-depth understanding is a major challenge. Second, [3] stated that the resource constraints, lack of adequate training, and alignment issues between language curriculum goals and SDG-related content become the barriers in integrating SDGs in ELT.

Pedagogical Outcomes and Benefits

From the 25 articles mostly found the benefits and pedagogical outcomes about the integration SDGs in ELT. First, integrating SDG content fosters critical thinking, empathy, and engagement among students, enhancing both their language skills and global citizenship values. As finding on the article by [5] that demonstrates that sustainability-based teaching increases students' empathy and reading skills, which strengthens their personal and academic development. And also the finding of the study by [31] that stated describes how integration of the SDGs in critical ELT courses can improve students' critical thinking skills, global awareness, and engagement with local issues. Second, positive impacts on student motivation and interest, particularly when SDGs are made relevant through culturally familiar contexts and engaging materials. Such as the study conducted by [14] found that university students in Japan show high interest in social issues and SDGs when topics are adapted to the Japanese cultural context and relevant materials. Third, Development of pre-service teachers' pedagogical knowledge and positive attitudes towards sustainability in education. As stated by [30] that an inquiry-based approach in pre-service teacher training increases prospective teachers' awareness and readiness to integrate the SDGs in teaching.

4. Conclusion

The integration of Sustainable Development Goals (SDGs) in English Language Teaching (ELT) shows a positive trend with various strategies, such as Project-Based Learning, Inquiry-Based Learning, the use of literary texts, as well as local cultural context-based and interdisciplinary approaches. Textbooks have begun to incorporate SDG themes, albeit with varying degrees of emphasis. However, its implementation faces significant challenges, including a lack of awareness and knowledge of SDGs among teachers and students, limited training and resources, and institutional barriers such as excessive focus on exams and limited teaching time. Nevertheless, SDG integration has proven effective in improving students' critical thinking skills, empathy, and motivation, while strengthening pre-service teachers' pedagogical knowledge. This approach not only enriches language learning but also develops global awareness and citizenship values among students, creating learning that is more meaningful and relevant to today's world challenges.

To support the integration of Sustainable Development Goals (SDGs) in English Language Teaching (ELT), ongoing teacher training and development programs are needed with a specific focus on SDG integration. This includes cross-sector collaboration to create Open Educational Resources (OER) and innovative teaching strategies that address global challenges through language learning. In addition, an interdisciplinary approach must be prioritized, by creating a supportive environment to align SDG content with language teaching practices, so that SDG integration becomes more relevant, effective, and impactful for students and teachers.

References

- [1] U. Nations. *70/1. Transforming our world: the 2030 Agenda for Sustainable Development Transforming our world: the 2030 Agenda for Sustainable Development Preamble*. 2030.
- [2] A. E. J. Wals, J. Weakland, and P. B. Corcoran. "Preparing for the Ecocene: Envisioning futures for environmental and sustainability education (1)". In: *Japanese Journal of Environmental Education* 26.4 (2017).
- [3] K. Nahdi, H. Basri, Amrullah, and A. Susanto. "Integration of SDGs in Language Teaching: Assessing the Response of Indonesian Researchers – A Systematic Literature Review Using the SPAR Methods". In: *Language Teaching Research Quarterly* 42 (2024), pp. 55–68. DOI: 10.32038/ltrq.2024.42.04.
- [4] Y. Xiao and L. Pan. "Disseminating Sustainable Development Education in English language through individuals learning capabilities and institutional infrastructural initiatives". In: *Economic Research-Ekonomska Istrazivanja* 35.1 (2022), pp. 6667–6687. DOI: 10.1080/1331677X.2022.2052336.
- [5] N. Rafiee Moghadam, M. Haddad Narafshan, and L. Anjomshoa. "Education for sustainable development: Effects of sustainability education on English language learners' empathy and reading comprehension". In: *Journal of Environmental Education* 53.5 (2022), pp. 280–289. DOI: 10.1080/00958964.2022.2107605.
- [6] P. Sund, N. Gericke, and G. Bladh. "Educational Content in Cross-curricular ESE Teaching and A Model to Discern Teacher's Teaching Traditions". In: *Journal of Education for Sustainable Development* 14.1 (2020), pp. 78–97. DOI: 10.1177/0973408220930706.
- [7] M. Maijala, N. Gericke, S. R. Kuusalu, L. M. Heikkola, M. Mutta, K. Mäntylä, and J. Rose. "Conceptualising transformative language teaching for sustainability and why it is needed". In: *Environmental Education Research* 30.3 (2024), pp. 377–396. DOI: 10.1080/13504622.2023.2167941.
- [8] R. Sarkis-Onofre, F. Catalá-López, E. Aromataris, and C. Lockwood. "How to properly use the PRISMA Statement". In: *Systematic Reviews* 10.1 (2021). DOI: 10.1186/s13643-021-01671-z.
- [9] H. Zhang, S. Ge, and M. R. Bin Mohd Saad. "Formative assessment in K-12 English as a foreign language education: A systematic review". In: *Heliyon* 10.10 (2024). DOI: 10.1016/j.heliyon.2024.e31367.
- [10] A. Liberati, J. Clark, R. D'Amico, J. Grimshaw, L. Moja, M. Napoli, B. Pham, and D. Tovey. "Preferred reporting items for systematic reviews and meta-analyses: The PRISMA statement". In: *Revista Espanola de Nutricion Humana y Dietetica [Spanish Journal of Human Nutrition and Dietetics]* 18.3 (2014), pp. 172–181.
- [11] E. Bektashi and B. Khaferi. "Learning about Sustainable Development Goals through English Language Teaching". In: *Research in Social Sciences and Technology* 5.3 (2020), pp. 78–94. DOI: 10.46303/ressat.05.03.4.
- [12] W. K. K. Mar. "English language teachers' knowledge of SDGs and their attitudes towards incorporating SDGs in ELT in Myanmar". In: *Journal of English Language and Linguistics* 4.1 (n.d.), pp. 18–29. DOI: 10.14456/jel.2023.2.
- [13] M. Cordova. "Integrating sustainable development goals in English language and literature teaching". In: *Frontiers in Education* 9 (2024). DOI: 10.3389/feduc.2024.1330034.
- [14] R. Sheridan and K. M. Tanaka. "Global Issues in Local Contexts: Japanese University EFL Learners' Reactions to the Development of Relevant and Engaging SDGS Materials". In: *TESL-EJ* 28.1 (2024). DOI: 10.55593/ej.28109a4.
- [15] A. Arikan and M. G. Zorba. "Raising pre-service English language teachers' awareness of sustainable development goals through literary texts". In: *International Journal of Sustainability in Higher Education* (2024). DOI: 10.1108/IJSHE-06-2023-0256.

- [16] J. E. Mambu. "Embracing Sustainable Development Goals Critically To Explore Life Purposes In English Language Teacher Education". In: *Teflin Journal* 34.2 (2023), pp. 264–282. doi: 10.15639/teflinjournal.v34i2/264-282.
- [17] S. Arslan and S. Curle. "Sustainable development goals in the English language high school curriculum in Turkey". In: *European Journal of Education* 56.4 (2021), pp. 681–695. doi: 10.1111/ejed.12473.
- [18] M. R. Ruiz, L. M. Bula, L. G. Meza, and A. G. Luna. "Perspectives For The Implementation Of The Sdgs As An Innovative Strategy For Teaching English In Professional Practice Scenarios". In: *Journal of Law and Sustainable Development* 12.2 (2024), e3402. doi: 10.55908/sdgs.v12i2.3402.
- [19] Hasan Bedir. "English language teachers' beliefs and perceptions on sustainability: English language teachers' beliefs and perceptions". In: *International Journal of Curriculum and Instruction* 13.2 (2021), pp. 1880–1895. URL: <https://ijci.net/index.php/IJCI/article/view/688>.
- [20] A. Kanwal. "An Ecolinguistic Study of Language Teachers as Activists in Promoting Dialogue on SDGs". In: *Journal of Language Teaching and Research* 15.5 (2024), pp. 1593–1602. doi: 10.17507/jltr.1505.20.
- [21] C. T. T. Kwee. "I want to teach sustainable development in my english classroom: A case study of incorporating sustainable development goals in english teaching". In: *Sustainability (Switzerland)* 13.8 (2021). doi: 10.3390/su13084195.
- [22] S. Arslan and S. Curle. "Institutionalising English as a foreign language teachers for global sustainability: Perceptions of education for sustainable development in Turkey". In: *International Journal of Educational Research* 125 (2024). doi: 10.1016/j.ijer.2024.102353.
- [23] W. El Gourari and R. E. -Dali. "Journal of English Language Teaching and Applied Linguistics Integrating Sustainable Development Goals into EFL Textbooks in Morocco: A Content Analysis". In: (2024). doi: 10.32996/jeltal.
- [24] M. Al Amin and J. Greenwood. "The un sustainable development goals and teacher development for effective english teaching in Bangladesh: A gap that needs bridging". In: *Journal of Teacher Education for Sustainability* 20.2 (2018), pp. 118–138. doi: 10.2478/jtes-2018-0019.
- [25] C. Vega Munar. "Master's Thesis Teaching Sustainable Development Goals In The Efl Classroom: A Project-Based Learning Approach In Secondary Education". MA thesis. Centre for Postgraduate Studies, n.d.
- [26] "Sustainable Development Goals in EFL Students' Learning: A Systematic Review". In: *Pegem Journal of Education and Instruction* 14.2 (2024). doi: 10.47750/pegegog.14.02.01.
- [27] B. Yu, W. Y. Guo, and H. Fu. "Sustainability in English Language Teaching: Strategies for Empowering Students to Achieve the Sustainable Development Goals". In: *Sustainability (Switzerland)* 16.8 (2024). doi: 10.3390/su16083325.
- [28] O. A. Lasekan, C. M. Méndez-Alarcón, B. S. Mathew, and E. S. Campos. "Exploring the Potential of a Popular EFL Textbook to Foster Both Sustainability Awareness and Competencies among ESD Learners: A Content Analysis Approach". In: *Sustainability (Switzerland)* 15.16 (2023). doi: 10.3390/su151612640.
- [29] K. Adams and S. Nakano. "Connecting Student Interest and Motivation in English to the Sustainable Development Goals". In: *IAFOR Journal of Education: Language Learning in Education* 12 (n.d.).
- [30] M. Alcántud-Díaz and C. Lloret-Catalá. "Bridging the gap between teacher training and society. Sustainable development goals (SDGs) in English as a foreign language (EFL)". In: *Globalisation, Societies and Education* (2023). doi: 10.1080/14767724.2023.2283510.
- [31] J. E. Mambu. "Embedding Sustainable Development Goals into critical English language teaching and learning". In: *Critical Inquiry in Language Studies* 20.1 (2023), pp. 46–76. doi: 10.1080/15427587.2022.2099863.

- [32] R. Mohalla. "The Role Of English Language Teaching (ELT) In Promoting Sustainable Development Goals (Sdgs) Bridging Global Citizenship and Language Learning". In: *www.ijert.org* 12.9 (2024).