



R.T.

UFUK UNIVERSITY

GRADUATE SCHOOL OF SOCIAL SCIENCES

DEPARTMENT OF FOREIGN LANGUAGE TEACHING

ENGLISH LANGUAGE TEACHING PROGRAMME

**INSTRUCTORS' PERCEPTIONS ON THE USE OF SUSTAINABLE
DEVELOPMENT GOALS AS TOPICS IN ELT**

MASTER'S THESIS

NURAN GORMAN

SUPERVISOR

LECT. DR. CEYHUN KARABIYIK

ANKARA

2023

R.T.
UFUK UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCES
DEPARTMENT OF FOREIGN LANGUAGE TEACHING
ENGLISH LANGUAGE TEACHING PROGRAMME

**INSTRUCTORS' PERCEPTIONS ON THE USE OF SUSTAINABLE
DEVELOPMENT GOALS AS TOPICS IN ELT**

MASTER'S THESIS

NURAN GORMAN

SUPERVISOR
LECT. DR. CEYHUN KARABIYIK

ANKARA
2023

BİLDİRİM

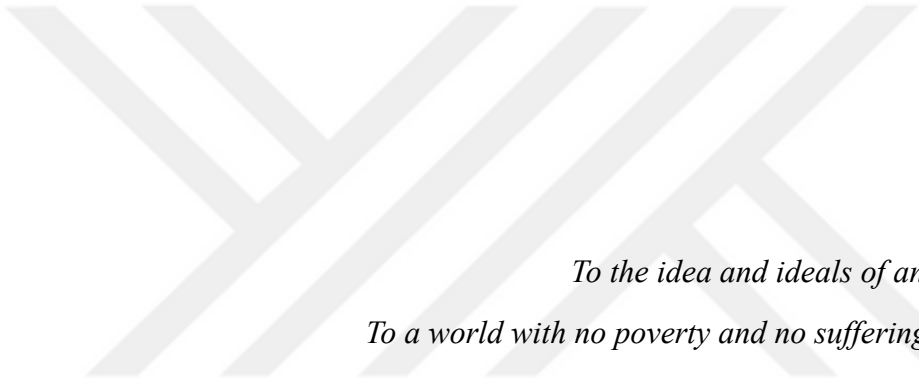
Hazırladığım tezin tamamen kendi çalışmam olduğunu ve her alıntıya kaynak gösterdiğimi taahhüt eder, tezimin kâğıt ve elektronik kopyalarının Ufuk Üniversitesi Sosyal Bilimler Enstitüsü arşivlerinde aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım:

Tezimin tamamı her yerden erişime açılabilir.

09/05/2023

Nuran Gorman

DEDICATION



*To the idea and ideals of an equal world,
To a world with no poverty and no suffering for children,
To a more hopeful future,
And to hope, because
“It’s hope, and hope only, that keeps us afloat.” - Margaret Atwood.*

ACKNOWLEDGEMENTS

First of all, I would like to thank my supervisor, Lect. Dr. Ceyhun Karabıyık for his continuous support and supervision throughout this research process. He did not hesitate to help me whenever I reached out to him for advice. I also would like to express my gratitude to my thesis committee, Prof. Dr. Abdulvahit akır and Assoc. Prof. Dr. M zeyyen Nazlı G ng r for their insightful feedback and comments.

I am grateful to the study participants who agreed to be part of this research. They generously and very patiently put their time into the data collection process. They shared their views and responses candidly with me, thereby making this study possible with their valuable contributions.

In addition, I want to share my appreciation for my dear friends, G zde  y k  Emiro lu,  layda Tekk peli Yıkılmaz,  pek H y kl , Feyza Halime S t  , Burcu Y ksel, Halime Kural, and Fatma G l Yıldıırım for being there both for the good times and not so good times. I am thankful for them for lending me an ear when I needed one. I also want to thank Murat Arslan for the encouragements he gave me to complete my thesis. All my friends, with their sincere support and love, contributed to my life in one way or another; so, once again I would like to express my appreciation for them.

I would like to express my thanks to my family as well, for their constant support and believing in me with every single decision I have made thus far and with everything I have wanted to do. I want to thank especially S heyla Pekedis, Abdurrahman Pekedis and Elif Pekedis for their abiding faith in me. They have always been there for me, and I am wholeheartedly grateful for that.

And last but not least, I would like to express my gratitude for the most special person in my life, who is my biggest supporter, my partner and my dear husband, Matthew Lloyd Gorman. He relentlessly cheered me on and provided unswerving support during this entire time; thus, gave me the motivation to keep going. I truly cannot thank him enough for his love, understanding and encouragement, through which he gave me the strength to see this process through successfully.

ÖZ

GORMAN, Nuran. İngilizce dil öğretimi alanında Sürdürülebilir Kalkınma Amaçları'nın konu olarak kullanılmasına ilişkin öğretim görevlilerinin görüşleri, Yüksek Lisans Tezi, Ankara, 2023.

Sürdürülebilir Kalkınma Amaçlarının (SKA) önemi İngilizce dil öğretimiyle ilgili organizasyonlar dahil, dünya çapında tanınmıştır. SKA'nın eğitim ve İngilizce öğretimi alanında kullanılmasına ilişkin bir ihtiyaç olduğunu belirten bazı çalışmalar olmasına rağmen, Türkiye'de hala SKA ve İngilizce öğretimi üzerine yapılan çalışma sayısı kısıtlıdır. Bu çalışma özellikle İngilizce öğretim görevlilerinin SKA konularının üniversite düzeyindeki İngilizce derslerinde kullanılması hakkındaki görüşlerini araştırmayı amaçlamaktadır. Çalışma için nitel bir araştırma yöntemi kullanılmıştır. Bir vakıf ve bir devlet üniversitesinde çalışan yedi İngilizce öğretim görevlisine bir senaryo sunulup ve onu müteakip sorular sorularak yarı yapılandırılmış görüşme gerçekleştirilmiştir. Görüşmelerden toplanan veri tematik analiz yoluyla incelenmiştir. Araştırma sonuçları göstermiştir ki, belirtilen SKA'ya göre farklı cevaplar olsa da, katılımcıların çoğu SKA konularının üniversite düzeyindeki İngilizce ders ve materyallerinde kullanımı konusunda istekliliklerini belirtmişlerdir. Katılımcıların SKA konularını kullanmaya dair istekliliklerine karar verirken altı esas faktörü göz önünde bulundurduğu da araştırma sonucunda ortaya çıkmıştır. Sonuçlar dil yeterlilik düzeyinin SKA konularına uygunluğuna dair de genel bir eğilim göstermiştir. Bazı farklı fikirlere rağmen, katılımcıların çoğu SKA konularının düşük yeterlilik seviyelerine kıyasla, yüksek yeterlilik seviyeleri için daha uygun olduğu kanaatinde olduğu görülmüştür. Katılımcıların SKA konularının yeterlilik düzeyine uygunluğuna dair verdiği gerekçelerle ilgili veri göstermiştir ki katılımcıların düzey uygunluğuna dair görüşlerini etkileyen iki ana faktör bulunmaktadır. Genel olarak, bu çalışma bulguları ile SKA konularının İngilizce derslerinde kullanımına dair yapılan önceki çalışmalar arasında bazı paralellikler vardır. Bu araştırma sonuçlarına göre, SKA konularının üniversite düzeyinde İngilizce derslerinde kullanılabileceği ve SKA konularının İngiliz dili öğretimi alanına nasıl entegre edilebileceği üzerine daha çok araştırma yapılabileceği sonucuna varılmıştır.

Anahtar Sözcükler: Sürdürülebilir Kalkınma Amaçları, SKA, İngilizce öğretim görevlileri, İngilizce öğretimi, öğretmen görüşleri, yabancı dil olarak İngilizce.

ABSTRACT

GORMAN, Nuran. Instructors' perceptions on the use of Sustainable Development Goals as topics in ELT, Master's Thesis, Ankara, 2023.

The significance of Sustainable Development Goals has been recognized by many organizations worldwide, including the ones in the field of ELT. Although there are some studies suggesting the need for including SDGs in the field of education and English language teaching, the number of studies focusing on SDG in ELT is still limited in Turkey. This study particularly aims to investigate the perceptions of English language instructors towards the use SDG topics in university level English classes. A qualitative research design was employed in this study. A semi-structure interview was carried out by presenting a vignette with follow-up questions to the seven English language instructors working at a foundation and a state university. The data collected from the interviews was analyzed through thematic analysis. The study results suggest that despite the responses varying depending on the suggested SDG topics, most of the study participants expressed willingness to use SDG topics in university level English classes and materials. The results also revealed that there were primarily six main factors that were taken into consideration by participants while deciding on whether they would be willing to use SDG topics. The results also indicated a general perception about the proficiency level appropriacy of SDG topics. Although there were some varied opinions, it was found that most participants thought that most SDG topics would be more suitable for higher proficiency levels as opposed to the lower levels. The data about the justifications the participants gave for level appropriacy of SDG topics also showed that there were two key common factors influencing the participants views and perceptions while deciding on the level appropriacy. Overall, the study findings have some parallelism with previous studies about the inclusion of SDG topics in English classes. In the light of this study findings, it is concluded that SDGs can be used English language classes and more research should be conducted about the ways in which SDG topics could be integrated into the field of ELT.

Keywords: Sustainable Development Goals, SDG, ELT, English language instructors, teachers' perceptions; EFL.

TABLE OF CONTENTS

	Page Number:
BİLDİRİM	i
DEDICATION	ii
ACKNOWLEDGEMENTS	iii
ÖZ.....	iv
ABSTRACT	v
TABLE OF CONTENTS	vi
LIST OF ABBREVIATIONS	ix
LIST OF TABLES.....	x
INTRODUCTION.....	1
CHAPTER 1	14
LITERATURE REVIEW	14
1.1. Introduction	14
1.1.1. Studies from Turkey	15
1.1.2. Studies from abroad (outside of Turkey).....	20
CHAPTER 2	24
METHODOLOGY.....	24
2.1. Design of the Study	24
2.2. Setting.....	24
2.3. Participants	25
2.3.1. Overview of Participants' Backgrounds.....	26
2.4. Data Collection Instruments	27
2.4.1. Vignette	27
2.4.2. Semi-Structured Interviews.....	28
2.5. Data Collection Procedure.....	29
2.6. Data Analysis.....	29

2.7. Trustworthiness	32
CHAPTER 3	34
FINDINGS	34
3.1. Overview of the Findings	34
3.2. Focus of Research Questions.....	34
3.2.1. Willingness towards the Use of SDG Topics	34
3.2.1.1. Reasons for the Willingness towards the Use of SDG Topics	37
3.2.1.1.1 Authenticity	40
3.2.1.1.2 Academic Skills	42
3.2.1.1.3 Personalization.....	44
3.2.1.1.4. Teacher and Student Motivation	47
3.2.1.1.5. Practicality	51
3.2.2. Suitability of the Use of SDG Topics for Proficiency Levels	55
3.2.2.1 Reasons for the Suitability of SDG Topics for Proficiency Levels.....	57
3.2.2.1.1. Content Complexity.....	59
3.2.2.1.2. Language Complexity.....	61
CHAPTER 4.....	64
DISCUSSIONS AND CONCLUSION	64
4.1. Overview of the Discussions	64
4.1.1. Willingness to Use SDG Topics	64
4.1.2. Suitability of SDG Topics for Proficiency Levels.....	72
4.2. Limitations of the Study	75
4.3. Recommendations for Future	76
4.4. Conclusion.....	77
REFERENCES.....	80
APPENDICES	89
APPENDIX-A. Demographic Information Questions	89
APPENDIX-B. Vignette.....	90

APPENDIX-C. Interview Protocol and Questions.....	91
APPENDIX-D. Ethics Committe Approval	94
CURRICULUM VITAE	95



LIST OF ABBREVIATIONS

ELT	English Language Teaching
ELL	English Language Learning
EFL	English as a Foreign Language
EAP	English for Academic Purposes
SLA	Second Language Acquisition
SD	Sustainable Development
SDG	Sustainable Development Goals
ESD	Education for Sustainable Development
RQ	Research Question
CBI	Content-Based Instruction
HE	Higher Education

LIST OF TABLES

Page Number:

Table 1. Participants' Demographic Information	26
Table 2. Participant Responses Towards the Use of SDG Topics	36
Table 3. Reasons for Participants' Willingness to Use SDG Topics.....	38
Table 4. References Made to the Themes of Willingness.....	39
Table 5. Participant Preferences of SDG Topics for Proficiency Levels.....	56
Table 6. Reasons for Preferences of the Level Suitability of SDG Topics.....	58

INTRODUCTION

This section provides the background of the study, statement of the problem, the purpose and research questions of the study, the study's significance and the key concepts and terms employed in the study.

Background of the Study

There have been dramatic changes in the world over the last century due to industrialization, urbanization, and the population growth at an unprecedented rate (Sağdıç, 2013) and many people maintain an unsustainable lifestyle and injustice is common in the world (Szesztay, 2017). The lifestyle people lead, and the human activities have resulted in destructive impact on earth such as global warming, ozone layer depletion increasing deforestation and so on (Calder & Clugston, 2005). The changes in the world are not solely related to environment since there are social and economic implications of these as well; and it has become clear that there is a direct link between the environmental degradation and the issues related to increasing inequality, hunger, peace, justice (Calder & Clugston, 2005). These issues affect every individual and will determine their future and continuity of humanity and the planet. Therefore, it is imperative that everyone is involved in the process of any attempts at not only acknowledging these problems but also solving and dealing with them. These are global issues having drastic effects on everyone's life. That is why these issues cannot be solved solely independently and individually but they require a more holistic approach and conscious efforts globally.

The severity of these issues requires urgent action to be taken and a strategy ensuring natural balance and prosperity for all needs to be employed and applied (United Nations Conference on Environment and Development, 1992). To address the issues and set a plan to tackle them, United Nations (UN) declared 17 Sustainable Development Goals (SDGs) as "a call to action" worldwide to achieve these goals and fulfill the needs for a sustainable world and life for all. That also explains why these goals are also referred to as "Global Goals". The 17 SDGs were set by the UN in 2015 under the title of *Transforming our world: the 2030 Agenda for Sustainable Development*. Sustainable Development (SD) & SDGs refer to the 17 goals that were set by the world leaders in 2015 in order to make the world a better place by addressing urgent global issues. There are 17 Sustainable Development Goals (SDGs).

Sustainable Development Goals (SDGs):

GOAL 1: No Poverty

Poverty is one of the gravest challenges that is yet to be overcome by humanity. Millions of people still suffer from poverty and struggle with meeting their basic human needs. While some regions in the world have made improvements in dealing with poverty, some regions remain in poverty. Also, certain groups, regions and women suffer from poverty more than the others. The stated Goal 1 is a commitment to eradicate poverty in all forms and everywhere in the world (UNDP, n.d.).

GOAL 2: Zero Hunger

Malnutrition and hunger usually result from environmental degradation, biodiversity loss and drought. Unfortunately, malnutrition and extreme hunger remains to be a huge issue in several parts of the world. This goal aims to end these issues in all forms and for everyone, children in particular, and ensure that they have sufficient nutrition throughout the year. This requires international effort and cooperation with investments in sustainable agriculture, technology, and infrastructure (UNDP, n.d.).

GOAL 3: Good Health and Well-being

The world has made great progress against many diseases and fatality. While the life expectancy has increased, the infant and maternal mortality rates have decreased. However, there is a considerable gap between the countries and groups of people in terms of the improvements made in the field of health and wellbeing. This is a complex issue concerning economic gaps and social inequalities. The stated goal expresses achieving good health and wellbeing for all through a multisectoral and rights-based approach (UNDP, n.d.).

GOAL 4: Quality Education

Despite the progress that is made in increasing the access to universal primary education, in literacy and of girls' enrollment rates in schools, there are large disparities in rural and poorer parts of the world compared to the others due to poverty and armed conflicts and so on. Inclusive and good education is not only a goal itself but also a powerful to achieve sustainable development. This goal aims for access to primary and

secondary education for boys and girls equally, as well as access to affordable vocational training and quality higher education universally (UNDP, n.d.).

GOAL 5: Gender Equality

There are huge inequalities in the world in terms of women receiving the same work rights as men. Unpaid domestic and care work, sexual violence, exploitation, pay gap are still what women struggle mostly due to gender discrimination. It is essential that women and girls are empowered by giving them equal rights to property, sexual health, and technology for a sustainable future for it is proven that while denying women equal rights affects the economic growth adversely and giving them their rights is of vital importance to economic growth (UNDP, n.d.).

GOAL 6: Clean Water and Sanitation

One in four people are projected to struggle with water shortages by 2050. Water sanitation and dwindling water supplies as well as affordable and drinkable water are problems that are expected to get even worse in every continent due to environmental problems and climate change. Water is critical to life on the planet for every living being. That is why this goal aims to overcome the issues revolving around water everywhere in the world (UNDP, n.d.).

GOAL 7: Affordable and Clean Energy

As the population in the world increases so does the demand for cheap energy. These increases are also a burden on the climate and environment. Investing in technology, infrastructure, solar, wind and thermal power will contribute to the environment and economic growth. The Goal 7 aims to ensure the actions for affordable and clean energy are taken by 2030 (UNDP, n.d.).

GOAL 8: Decent Work and Economic Growth

Forced labor, child labor, slavery, human trafficking, exploitation in workplaces, insufficient jobs for the current workforce are the issues that are planned to be eradicated in this goal if we are to achieve sustained economic growth, technological innovation, and higher productivity. Decent work for men and women is key to achieve these goals (UNDP, n.d.).

GOAL 9: Industry, Innovation, and Infrastructure

More than 4 billion people still have no access to the internet and more than half of the population in the world lives in cities thereby creating issues in terms of infrastructure, energy supply and economic growth. Bridging the gaps in this digital divide and investing in technology and industries are ultimate solutions to overcome economic and environmental issues (UNDP, n.d.).

GOAL 10: Reduced Inequality

Income inequality has risen everywhere in the world in different speeds and amounts, therefore; it requires global solutions which include regulation of financial markets, prioritizing investments in regions needed the most, and enabling safe migration (UNDP, n.d.).

GOAL 11: Sustainable Cities and Communities

Two thirds of humanity will be living in urban areas by 2050, which means there is a need for comprehensive transformation in those areas. Making cities sustainable refers to cities that can provide good public transportation, sufficient green spaces, career opportunities, affordable housing, and urban planning in inclusive ways (UNDP, n.d.).

GOAL 12: Responsible Consumption and Production

A huge portion of the population consumes far too little considering their basic needs while the rest need to take urgent action to decrease their ecological footprint. This can be achieved by managing the natural resources efficiently, disposing of the toxic waste cautiously, promoting recycling and reducing waste and encouraging especially developing countries to act towards a more sustainable future by 2030 (UNDP, n.d.).

GOAL 13: Climate Action

Severe and negative effects of global warming and climate change are experienced globally with no exception. This issue does not merely involve environmental matters but the global economy and human security. Goal 13 requires a strong political will to invest in technologies in order to limit the increase in global mean temperatures to pre-industrial levels, which depends on earnest collective action (UNDP, n.d.).

GOAL 14: Life Below Water

The oceans are what makes the earth habitable for humankind and with the dramatic impact of global warming, oceans are also vital to counterbalance it. Marine life pollution, acidification and exploitation are at alarming levels. Managing the ocean-based resources sustainably through international laws are important in dealing with these issues (UNDP, n.d.).

GOAL 15: Life on Land

Human life is dependent on earth as much as the oceans to provide for agriculture, natural resources, biodiversity and so on. Therefore, urgent action must be taken to fight against desertification, loss of biodiversity, natural habitats, clean air and water resources, and food security, all of which all lead to corruption and conflicts worldwide (UNDP, n.d.).

GOAL 16: Peace and Justice Strong Institutions

The division in terms of peace and justice among countries is evident just like that of in other areas. Lack of peace, justice, stability, rule of law and human right result in violence, crime, and exploitation in many forms, and hinders countries' development in all aspects. This particular goal aims to work with governments and communities to promote human rights and reduce all forms of violence and insecurity (UNDP, n.d.).

GOAL 17: Partnerships to Achieve the Goals

The unprecedented interconnectedness of the world now requires global cooperation and participation so as to realize the SDGs. Many countries in the least developed and developing world need aid for a sustainable future. Cooperating worldwide and helping developing countries, encouraging open and fair trade, improving access to technology and knowledge are keys in realizing SDGs and a sustainable future for the next generations (UNDP, n.d.).

SDGs primarily aim to end poverty, fight inequality and deal with climate change. These goals "...seek to realize the human rights of all and to achieve gender equality and the empowerment of all women and girls. As it can be seen, the SDGs are integrated and indivisible. There are primarily three dimensions of sustainable development: economic, social, and environmental. The Goals and targets will stimulate action over

the next 15 years in areas of critical importance for humanity and the planet (United Nations, 2015). The goals are aimed to be achieved by 2030 and they would require all governments, businesses, individuals, general public; in short, everyone to participate in attempts to realize these goals.

Education for Sustainable Development (ESD)

There have been increasing calls for education to shift their focus towards global citizenship, social justice, and sustainability rather than on economic outcomes predominantly (Robert et al., 2016). Sustainable Development (SD) aspires to educate the new generation to take action and make changes both at an individual level and worldwide about global issues, and this education requires a continual process of learning (Bekteshi & Xhaferi, 2020).

The aim of Education for Sustainable Development (ESD) is to develop competencies fostering and encouraging individuals to evaluate their own actions by considering their current and future social, cultural, economic, and environmental effects from both a local and a global point of view (Rieckmann, 2018, p. 39). ESD promotes the 17 SD goals and the framework provided by the SDGs can be applied and accustomed to all educational topics (Bedir, 2021).

By helping learners gain competencies like critical thinking, systemic thinking, making decisions collaboratively, ESD can help the new generation gain confidence in themselves to be able to make informed decisions and take responsibility. (Leicht et al., 2018, p. 7). Sustainability studies can be connected to students' daily lives, yet demand that they engage in higher- order thinking, consider cultural differences, and make connections to other disciplines (Kautz, 2016, as cited by Turpin, 2022).

ESD related pedagogies promote asking questions, analyzing, thinking critically, and making informed decisions. Also, they make a shift from teacher-centred to student-centred lessons and from rote memorization to participatory learning (UNESCO, 2012a cited in Robert et al., 2016). ESD is reported to give more meaning to school curriculum that is well adapted to local themes and priorities (Robert et al., 2016). In this regard, it can be said that it creates opportunities for students to relate these concepts to their own experiences. Also, ESD is said to the skills and abilities that students can use for their education and research when integrated into curricula (Jodoin & Singer, 2020).

Another positive quality of sustainability is that it can be adapted to different methodologies, such as content-based, project-based, problem-based instruction. It is said that it can naturally be used in Content-based instruction (CBI) and can be integrated at various levels (Turpin, 2022). ESD content can be used to add an interdisciplinary approach to language teaching and learning (Petkutė, 2012).

ESD can have a positive impact on students' academic skills and performance. Robert et al. (2016) mentions that researchers from Australia, Belgium, Canada, China, England, Estonia, Finland, Germany, Japan, Mongolia, Peru, Scotland, Sweden, and the Netherlands reported that students of ESD schools develop stronger critical thinking skills, deeper understanding of the topics under study and better research skills and no report mentioned a negative link between ESD and student performance. Having meaningful and relevant learning opportunities increases students' engagement, and this often leads to an increase in students' attendance and academic success (Robert et al., 2016).

Statement of the Problem

The 21st century has led to a change in the role teachers play and having knowledge interdisciplinary subjects together with the core subjects is one of the added and expected roles by which teachers can prepare the learners for the unanticipated issues that may come up in the future (Bedir, 2021; Gonglewski & Helm, 2022). Sustainability will be part of all disciplines in the near future (Gonglewski & Helm, 2022). Educators say that their job is more than merely teaching a subject matter; it goes beyond that. They regard helping learners to become critical thinkers, problem-solvers, and global citizens in a world of constantly changing conditions (Tennant, 2017) as part of their duty as teachers. An increasing number of ELT professionals have started to think that language teachers are more than just teachers of language, they have a lasting impact on the attitudes and personalities of their students in the long run (Jodoin, 2022).

“As John Dewey put it: Perhaps the greatest of all pedagogical fallacies is the notion that a person learns only what he (or she) is studying at the time. Collateral learning in the way of the formation of enduring attitudes may be more important than the lesson in geography or history (Ed: or language!) for these attitudes are fundamentally what count for the future.” (Maley & Peachey, 2017, p. 7).

Additionally, integrating SDGs in English classes can have plenty advantages and present several opportunities for English language learning (ELL) and teaching the learners from all walks of life and ages (Maley & Peachey, 2017). First of all, Balčiūnaitienė and Teresevičienė (2018) states “embedding sustainable development content and innovative methods of teaching into foreign language (English) classes, teachers are encouraged to update their teaching strategies with innovative approach to SD” (p. 54). Enabling prospective teachers to acquire knowledge, skills and perspectives about new pedagogical approaches is necessary to be prepared for not only present but also the future to contribute to sustainable development (Bedir, 2021). Taking this into account, it can be said that SD will equip the teachers with relevant information and the delivery of it, which will contribute to employment of modern teaching approaches. Therefore, it can be concluded that ESD is an opportunity and a tool to help motivate ELT teachers to professionally develop themselves and their teaching skills and expand on their repertoire as well.

There are many opportunities presented with the use of SDGs in classes for learning, too. UNESCO (2017) suggests that “ESD is holistic and transformational education that addresses learning content and outcomes, pedagogy, and the learning. Thus, ESD does not only integrate contents such as climate change, poverty, and sustainable consumption into the curriculum; it also creates interactive, learner-centred teaching and learning settings” (p. 7). SDG integration into classes helps combination of English with meaningful and relatable content (Jodoin, 2022) which is key to learning to use language rather than simply learning ‘about’ the language (Tennant, 2017). Since SDG topics has content linked multiple disciplines (Bolster & Levrai, 2017), it can help with the choice and presentation of varied topics that are relatable to students’ lives and personal experiences regardless of where they live and where they are from. They can use their top-down skills since the learners can use their background information and personal knowledge and experiences to understand and build on what they already know. Learners can synthesize the new information through SDG content while engaging with and relating what they already know to SDGs and SDG related subjects in their English classes.

Integration of SDG topics to ELT can also help students develop critical thinking (Cattell & Kleinhans, 2022) and problem-solving skills by encouraging an enquiry-based education and creativity. For example, dealing with the sustainability issues and trying to

come up with solutions to these problems through debates and discussions will require a complex communication, thereby producing complex L2, which in SLA research is known to be a must to reach a higher level of proficiency (Brown & Brown, 2014, as cited by De La Fuente, 2022).

Students are empowered with presentation and exposure to the relevant issues and necessary language so that they are encouraged to think creatively and come up with and express their own voices, opinions, and solutions with the SDG integration (Jodoin, 2022). The themes and topics of SDGs are very suitable for both pair and group work activities. Thus, SDG content enables freer language production and communication which contributes to a students' creativity, student autonomy and their communicative competence, since engagement in creative activities increases intrinsic motivation and language acquisition (Burton, 2010; Cheon, 2012; Cook, 2001; Tin, 2013). The integration of SDG related matters into lessons makes the topics engaging (Reisinger et al., 2021) to a range of learners with different personalities and backgrounds since they foster co-operation and collaboration as well as students' language learning skills.

Integration of SDGs can help the students become global citizens and 21st century learners since they will be engaging in global issues of the world (Jodoin, 2023) as well as their own individual and local issues. These topics are meaningful since they are from the real world and from students' lives. Therefore, they enable the use of authentic materials, texts, and language use, which is also helpful since recent studies have shown that the use of authentic materials has a positive effect on second language acquisition (Gilmore, 2007; Tomlinson, 2003). Another advantage is that the integration of these goals and topics is not restricted to a certain level of student proficiency but can be used for different age groups and proficiency levels (Turpin, 2022).

In brief, as De La Fuente puts it clearly (2022):

“In the post-COVID context, we face some harsh realities: Growing inequality, unemployment hitting our college graduates hard, and our curricula that do not fit the changing job markets... If there ever was a time to reevaluate what we do, it is now. A student-centered curriculum cannot ignore the post-COVID world. College foreign language curricula that educate for sustainable development can (a) make students multicompetent language users who can engage in intercultural dialogue, (b) give them relevant interdisciplinary knowledge, and

(c) provide them with transversal, high-level cognitive skills (problem-solving, critical thinking) and transferable, life-long skills (communication, teamwork, conflict resolution).” (p. 233).

English language as lingua franca enables a unique and common system of communication. It is a prevalent means of communication worldwide (Jeon, 2009) and is taught as a first language, second, or foreign language (Bekteshi, 2017). Taking the universal and “lingua franca” aspect of English language into account, it is unavoidable to see the vital role of English in accomplishing the SDGs (Jodoin, 2022), which has brought about attention of the researchers to understanding the relationship between SDGs and English. There are clear benefits of integration of SDG topics in ELT as mentioned above. However, there is still more room to discover and investigate the topics of SDGs and its place in ELT because there is lack of necessary interest and research about it in certain parts of the world, including Turkey.

Aim of the Study

The aim of the study is to investigate English language instructors’ views on the use of SDG themes and topics in university level English as a foreign language (EFL) classes and in-class materials. The particular purpose of the study is to see whether English language instructors regard the SDG themes and topics as suitable topic choices in English classes and to look into the decisions they make in terms of proficiency levels regarding the use of SDG themes and topics. Another purpose of the study is to search for reasons behind instructors’ views on their opinions towards the integration of SDG themes and topics in English classes proficiency level-wise.

Significance of the Study

The importance of SDG issues is acknowledged by major teacher associations, such as IATEFL’s Global Issues SIG, TESOL’s Social Responsibility Interest Section and JALT’s Global Issues SIG (Maley & Peachey, 2017). Foreign language classrooms should include and deal with SDG topics since learning a language should involve the development of knowledge and skills as well as understanding values, and attitudes required from an intercultural understanding in order to lead to equality at all levels of society (Vasseur & Sepulveda, 2022). Teaching about the United Nations’ (UN) 17 Sustainable Development Goals (SDGs) has been shown to improve students’ academic

skills, foster their mental and moral development, boost their motivation, and enhance their future employment prospects (British Council, 2015; Think Global and British Council, 2011).

Considering the urgency and relevancy of SDGs, hence the need for everyone to be involved in the process of realizing these goals, universities, and higher education (HE) institutions cannot exclude themselves (de la Fuente, 2022). They also need to be a part of this process because universities “can be a microcosm, containing most aspects of society” (Kaldis, 2009). For the integration of Sustainable Development in universities, a collaboration among the higher education institutions, governments and companies might be critical (Fleig et al., 2021) and the higher education institutions should approach SD in an interdisciplinary, multidisciplinary (Bolster & Levrai, 2017), and transdisciplinary manner because of the nature of the concept (Fleig et al., 2021). Another potential positive impact of SDGs is its potential intersection with internationalization of the higher education and there is a much stronger need for intercultural competencies as a one of the means of students’ adaptability to the workforce than ever before in a globalized world (Edwards & Ashida, 2021).

In addition, ESD’s validity and its trait of serving the needs of an emerging generation as global citizens of the world requires making changes in the old education systems, curricula, adopting modern teaching, learning methodologies and materials (Bedir, 2021). Additionally, there are parallelisms between the principles of sustainability and the preferences of Generation Z (Cattell & Kleinhans, 2022), all of which indicate the relevance, importance, and the necessity of the implementation of SDG at all levels of education, including the higher education institutions.

Considering the complexity and the need to introduce SDG at all levels of education, and helping learners gain competencies regarding SDGs, it is important to conduct studies at particularly higher-level educational institutions. The relevance and the impact of SDG in education, the importance of ESD and its close link and positive effects on English language learning (ELL) are also reiterated by different researchers (e.g., Aslan & Curle, 2021; Jodoin, 2023; Kwee 2021; Petkutė, 2012). However, there is still a limited number of studies carried out on the topic of SDG in the field of ELT. To the best of my knowledge and from what I could gather during my literature review process, there are very few studies that have been conducted that focus on the topic of SDG and ELT in Turkey so far, which indicated a clear gap in the literature.

Taking all these points into consideration and the limited number of studies carried out in this field, this study will contribute to the gap in literature and to English language teaching by investigating instructors' views on the use of SDGs in university level English classes.

Research Questions

A qualitative study was conducted with 7 participants, 4 of whom work at a state and 3 at a foundation university in Turkey in order to gather the data for the research, accomplish the purpose of the study.

To carry out the research and accomplish the purpose of the study, the research questions chosen and asked are as follows:

- *What do English language instructors think about the use of SDG themes and topics in university level English classes?*
- *What do English language instructors think about the suitability of SDG topics for varying proficiency levels?*

For the purpose of answering the study's research questions, a semi-structured interview was conducted by presenting a vignette and posing with follow-up questions to seven English language instructors from a state and a foundation university in Turkey. The data collected from the interviews were analyzed by using Thematic Analysis to investigate how English language instructors view the use of SDG themes and topics in university level English classes.

Definition of Key Terms and Concepts

This section presents a summary and explanation of the key terms and concepts that are used repeatedly and are significant for this study. The following definitions are presented below with the intent of helping with the comprehension of the terminology.

Sustainability: Sustainability is a complex term with many sides to it. Yet, Al Amin and Greenwood simply defines it as “the capacity for continuation” (2018). Sustainability deals with the questions about whether it is possible to maintain the current practices in future. It encompasses the matters revolving around the future of humankind as well as the other species on earth and what must be done to secure the wellbeing of the planet in all aspects in the future (Al Amin & Greenwood, 2018).

Sustainable Development (SD): SD recognizes the fact that a world in poverty will be destined to live with constant catastrophes not only ecologically but also economically. Therefore, it is a concept aspiring to meet basic needs and providing equal opportunities for a better world and future for all. It is not a set state, but rather a process of progress in which the resources, investments, technological developments, are channeled and allocated in accordance with future needs as well as present ones (UN, 1987).

Sustainable Development Goals (SDGs): The world leaders collectively came to an agreement on one of the most important sets of universal goals in 2015 at the UN. These are known as Sustainable Development Goals and referred to as Global Goals as well. These goals indicate the priorities and pressing matters that need to be tackled and eradicated globally. The 17 SDGs are: 1) *No poverty*. 2) *Zero hunger*. 3) *Good health and wellbeing*. 4) *Quality Education*. 5) *Gender equality*. 6) *Clean water and sanitation*. 7) *Affordable and clean energy*. 8) *Decent work and economic growth*. 9) *Industry, innovation, and infrastructure*. 10) *Reduced inequality*. 11) *Sustainable cities and communities*. 12) *Responsible consumption and production*. 13) *Climate action*. 14) *Life below water*. 15) *Life on land*. 16) *Peace and Justice Strong Institutions*. 17) *Partnership to achieve the goals* (SDSN, Australia/Pacific, 2017).

Education for Sustainable Development: “ESD is holistic and transformational education that addresses learning content and outcomes, pedagogy and the learning environment” (UNESCO, 2017, p. 7). It is an approach that keeps promotion of SD competencies, integration of sustainability issues into curriculum, action-orientation, learner-centeredness, participation, and collaboration at its core (UNESCO, 2017, p. 7).

CHAPTER 1

LITERATURE REVIEW

1.1. Introduction

The critical role and urgency of achieving 17 Sustainable Development Goals determined by United Nations by the year 2030 have been acknowledged by many countries, and all levels of society from government officials to businesses from private sector and educational institutions. Education is essential for grasping and reaching an understanding of the concept of sustainable development (Akkaş, 2019). Since one way and tool of achieving these goals is education and one of the 17 goals is quality education, it can be said that education is a key element for SDGs and in other words, for the future of the world and next generations. Therefore, schools from all levels and educators from different contexts have started paying attention to these goals and ways of implementing them into their educational and teaching context and setting. There are several countries and school types as well as different levels of educational institutions integrating or trying to think of how to integrate these goals into their everyday teaching, school curriculum, materials, textbooks, etc. As a result, the topic of SDGs and its place and implementation in the field of education and ESD have become an interest as a research topic since its formation by the UN.

This section of the paper presents the research that has been carried out on SDG in ELT studies with their results. The key words that have been identified and used in order to scan the literature, to review and access the academic research results are “Sustainable Development Goals”, “SDG”, “English, English Language Teaching”, “ELT”, “English as a second language”, “ESL”, “Learning English as a second language”, “English language learning” and “ELL”.

The databases that have been utilized for the literature of this paper are all MA and PHD dissertations that were published on YÖKTEZ (The Higher Education Council of Turkey) database, all studies found on Web of Science, Ulakbilim database, Eric database, and Ebscohost database. The research results reviewed and shared in this paper are taken both from Turkey and international studies conducted about SDG in ELT.

The studies I reviewed and included in this paper were written in Turkish and English and I had to exclude the ones written in other languages since I do not speak those languages. In the case of a study written in a language I do not speak; I reviewed their abstracts to see if they had an English version included. If they did, those studies and the relevant information shared in their abstracts were also included as part of the literature review process. For some studies I contacted the researchers to ask if they could share their research with me thus, I added those studies in my literature review.

I looked at the studies on topic within the field of ELT, EFL, ESL and foreign language teaching and education in general as well to get a broader review and understanding of literature. Another reason for looking at studies from foreign language education and education in general was that there were a limited number of studies carried out on the topic of SDG and their inclusion and implementation in the field of ELT in Turkey in particular. Therefore, the studies conducted in the fields mentioned in prior were made use of to see their applicability and possible need in and effect on ELT field.

1.1.1. Studies from Turkey

SDGs and their place in certain domains, their implementation in the curricula, teachers', prospective teachers' and students' attitude, knowledge about SDG have been investigated in many branches of education although there are very few studies carried out on SDGs and in the field of ELT and foreign language education in Turkey. The branches from which the studies have been found and the studies themselves are as presented below:

- **Social Sciences / Social Studies:** In social science branch, SDGs has been used a topic of research by Özsoy (2019) who investigated middle school science teachers' views related to SD found that the participants suggested an interdisciplinary approach to SDG and inclusion of teachers from other departments. Another study by Türer (2010) looked into prospective teachers' awareness and found the awareness level towards the economic aspect of SD to be the lowest and the social aspect of SD to be the highest among the general three aspects of SD. Aydoğan's (2010) study investigated the tools and methods primary school teachers use for SD learning and teaching and found that teachers mostly depend on textbooks and question-answer discussion techniques. Acar (2021) did a study with 59 pre-service social

science teachers and his study suggests that teachers from all branches should be trained about SDG and there is a need for studies to be done investigating the academicians at universities about their awareness and knowledge on SDG.

- **Geography:** In the branch of geography, Engin (2010) looked into gaining sustainable development and environmental education issues on the process of geography education by using a survey with participants from different high school students and teachers. Most teachers suggested that SDGs be approached in an interdisciplinary manner, and they expressed a need for better textbooks and materials that include SDGs.
- **Science, Biology, Chemistry:** Çolak (2012) carried out a study on science and biology primary and high school teachers' and students' opinions about sustainable development and biological diversity. The study found that teachers' knowledge on SDG is insufficient as they tend to mostly highlight one dimension of SDG whereas there are three main dimensions of SDG, so there is a need for teacher training on the issue.

Aytar (2016) conducted a study with 7th grade students and found that the participant students could properly identify SD concepts and dimensions and recommended that other branches like Maths, English, Art can be included in SD education for an interdisciplinary approach. Kararaslan (2016) defined 12 systems thinking skills in ESD context for pre-service science teachers to become an ESD educator and suggests these skills could be integrated into the fields of other disciplines in teacher education to develop ESD competencies. Soysal (2017) investigated pre-service chemistry teachers' competencies on education for sustainable development and found that the participants lacked the competencies regarding ESD.

Yılmaz-Yendi (2019) concluded in his study that there is a need for training in-service science teachers about the topic of SD and having specified SD related goals in the curriculum. Koçulu (2018) did a study on pre-service science teachers' views, attitudes and behaviors towards SD and suggests more studies be conducted on SDG and ESD since there is not enough research. Atmaca (2018) did a study with pre-service science teachers and the results showed that there was a dramatic effect of the education level of the participants on their SD awareness and most participants gained their

knowledge about SD via their social environment and civil organizations. Çelik (2019) also did a mixed method study with prospective teachers and found that there was a difference in the awareness level of the participants and suggested more studies need to be conducted to see why most participants focused on the environmental aspect of SD and not the other aspects. Similarly, Dal (2020) who investigated in-service teachers' SD awareness and called for research on how to increase pre-service teachers' awareness on social and economic aspect of SD. Türkmen (2018) who analyzed the middle school chemistry curriculum in Turkey reported that the initiations towards ESD, by policy change, should include all levels and actors of the education system. Şeker (2018) doing a study on 7th and the 8th graders attitudes and behaviors towards SD, recommended students to be educated starting from the first stages to all levels of education about how to act towards environmental issues since they don't have the awareness. Also, more research was said to be needed in other parts of the country and at all levels of education about the same topic.

Aktaş (2019) suggested that SD content to be extended to compulsory classes other than Science, Social and Life Sciences classes. It was said that SD concepts could be integrated into class content for meaningful learning and the content of the textbooks and teacher opinions about it to be investigated so that teachers' awareness level about the SD can be found out. Aydın (2019) stated for a need for more studies on the ways to increase teachers' awareness level about SDG and developing more materials and teaching methods to educate the students about SDG. Kanmaz (2019) stated that more studies should be conducted including students, in-service teachers, and administrators and since most studies in Turkey focus on the environmental aspect of SDG, so more studies can be done including social and economic aspects of SDG. Erkol (2019) stated that ESD should employ different teaching methods and all three aspects of SDG should be focused on, rather than one aspect only.

Akgül (2020) who did a study with 8th grade students stated that including topics from social sciences in the class content enhances students' skills such as forming opinions about the issues regarding their country and the world, critical thinking, taking responsibility, the ability to respect different opinions and generating ideas. Tatlılıoğlu (2019) looked into middle school curriculum and textbooks in terms of SDG and found out that the environmental dimension of SDG was stressed more in SDG related objectives in the curriculum. Sarı (2020) concluded that it is observed that the perceptions

of university students who participated about Green Chemistry and Sustainable Development are inadequate, they do not have sufficient knowledge and experience throughout their education. Therefore, education on the topic at all levels is needed. Burkaz-Ekinci (2021) stated that the teaching of SD should be planned carefully because of the complexity of the topic.

- **Pre-Schools & Early Childhood Education:** Cengizoğlu (2013) investigating potential of education for sustainable development program on preschool children's perceptions about human-environment interrelationship, found that there was a change in the points of views of children who participated in the study. Another significance of the study was these children gained the critical thinking ability and expressed their own solutions toward a sustainable future. Kahriman (2016) conducted a study with early childhood educators and found that participants agreed that ESD should be a key part of early childhood education. Also, the lack of proper training as well as teaching materials make it hard to implement ESD programs and activities. In Korkmaz's (2014) study, the results showed that the participants working at private institutions had higher awareness level towards ESD and in general and the participants stressed the ecological aspect of ESD more than the other aspects. Köklü's (2018) study was carried out with pre-service early childhood educators and found that pre-service teachers had a moderate sense of attitudes towards SD and autobiographical factors did not have an effect on the study findings.
- **Art Education:** Erikan (2020) did action research in the context of visual culture theory in art education and ESD. It was concluded that ESD should employ different teaching methods and there is a need for interdisciplinary studies on the topic of SDG.
- **Pre-Service teachers from different departments:** Gökmen (2014) did a study on the attitudes of pre-service teachers including candidate teachers from the departments of various foreign languages towards education for sustainable development and found out that the participants generally focused on the environmental aspect rather than the social and economic aspects. Also, they did not have sufficient knowledge about the topic. There was a significant difference in the score of pre-service teachers studying in the

department of foreign language education compared to the pre-service teachers from other fields. Özsoy (2021) looked into the awareness level of candidates from the department of science, social science, classroom, and preschool teaching and it was suggested that the same study be conducted with teachers from other departments.

- **Turkish:** Sağdıç (2013) investigated Turkish elementary teachers' opinions on teaching of SD and found that they have a positive approach towards it and yet, they lack sufficient knowledge about the topic.
- **Classroom teachers:** Soysal (2016) and investigated the pre-service classroom teachers' perceived competencies on ESD and study findings indicated that the pre-service teacher reflected positive attitudes. It was also found that in classroom teaching curriculum, there were not clear goals, objectives and the content of the courses examined to develop SD competencies. The study concluded that there is a need for more studies on the topic and the study to be replicated in other education departments.
- **Document Analysis:** Akkaş (2019) analyzed the postgraduate theses on education and training on Sustainable Development in the field of education in Turkey until the year 2019. The results showed that the research done in Turkey on Sustainable Development in the field of education in general is very limited (Akkaş, 2019). Most studies investigated teacher candidates' attitudes towards SDG. Most of the studies carried out on SDG in education in Turkey come from researchers working on other fields such as social sciences, geography, science lessons like biology and chemistry, which points out a need for more research on about the integration of SDG in ELT.
- **English:** Aslan and Curle (2021) looked into the Turkish high school syllabus and the textbooks including Teenwise, High School English 10, Silver Lining and Count Me In and investigated the views of high school English teachers on the integration of SDG topics and content into ELT. The findings of the textbook analysis showed that there was a considerable absence of SDG content in the 9th, 10th, and the 11th grade textbooks. It was suggested in the study that there is a need for textbook developers to consider a more balanced inclusion of the SDG topics. The participant teachers in the study expressed their support to incorporate SDG into their teaching. This is significant and

shows that high school English language teachers favored the use of SDG topics so materials and textbooks should act on using them.

Bedir (2021) did a study on English language teachers' perceptions, on SD, SDGs and ESD and found out that most teachers only considered environmental dimensions to be part of SD and not the societal and the economic dimensions, which indicates teachers' lack of knowledge of current matters that are critical both at a local and global scale. Almost all the participant teachers reported to have received no training on ESD and so they could not address the SDGs in their teaching practice. However, they expressed favorable opinions on the fact that ESD and SD were important matters that should be included in the curricula. This study is noteworthy particularly because it indicates a need for training the English language teachers about the SDGs and this is an area the departments of education in Turkey need to work towards more.

1.1.2. Studies from abroad (outside of Turkey)

Petkütè (2012) carried out a project where the concept of Sustainable Development was integrated into English language curriculum of environmental engineering courses at a university. In the article, it is concluded that the use of SD content in language classes is an interdisciplinary and innovative approach to language learning and teaching, which makes sure there are elements of relevance of context provided in language classes. Petkütè states that SD content in English classes uses a communicative approach and communicative approach is known to be the core element of English language learning and teaching. Besides, SD content in English classes enables students to share their knowledge and values and use their social skills such as negotiating and encourages the students to be sociable citizens. This model of teaching promotes social inclusion and collaboration as well as helping the students establish links among other disciplines. This study is valuable and is in support of the consensus in literature that SD content is interdisciplinary and requires modern teaching techniques. It also indicates two important characteristics for ELT classes, which are promoting communication and collaboration.

Jodoin and Singer (2018) carried out a study investigating the part environmental topics play in the textbooks that were common in Japanese higher education. It was stated that although such topics were helpful in raising awareness about critical issues, they fail to engage students. Therefore, they are referred to as "missed opportunities" because of a

lack of exposure to environmental content. A framework to support the use of ecological topics in EFL lessons is proposed in the study. This study contributes to the literature and indicates a gap about SD content being used effectively in ELT.

Jodoin (2019) carried out research to look into the ways to integrate content related to environment and sustainability in higher education (HE) in Japan. In his study, it is stated that the number of studies focusing on integrating ESD into HE EFL classes is limited. One finding is that EFL textbooks covering sustainability content offer knowledge and yet, they do it poorly when it comes to applying ESD approaches. Another finding was that using critical thinking and problem-solving tasks as well as student-centered teaching methods help to promote ESD. The researcher suggests LESD Framework so as to help English teachers with integration of ESD into language classes. This framework values the content that is “timely, engaging, prioritizing real world issues and solutions” and suggests that 17 SDG have these sort of qualities as well as enabling effective language teaching. This study is very important since it states that critical thinking and problem-solving tasks are essential in SD content and therefore, they have a valid use in HE curricula. The study offers a framework to guide the ELT practitioners about the use of SD education. It is also in line with previous research suggesting that SDG offers engaging, real-world content, which is related to one aim of this study that investigates reasoning of instructors about the use SDG in ELT.

Jodoin and Singer’s (2020) study results suggest that the image-text interplay found in the corpus often not to be effective for ESD and there seems to be not much of thematic interconnectedness between topics, images, and texts. The results also suggest that little attention is paid to include the aims of integrating SDG or SD related competencies by the textbook authors. It is also reported that the amount of research carried out to investigate the effect environmental content use in EFL materials and its effect on university students globally is very few. Besides, it is recommended that it would be of great contribution to the field of ELT to explore ways to use the SDGs as a wide variety of sources for content. This study is notable as it points out gaps in the ELT field about the inclusion of SDG content and a need for investigating ways to use SDG.

Editia’s (2020) study aims to link the SDG and ELL and ELT within 3Ps of SDG which are people, planet, and profit. The findings revealed that about 60% of participants - the prospective Kosovar teachers - are aware of the SD concept and not all “3Ps” were thought of equally. The participants thought of the “people” aspect of the SDG the most,

and the “planet” aspect of it the least. It is stated that learning about SDGs during their higher education is linked to, ELT teachers’ application of SD topics to their teaching. It is a very important duty of teachers to keep up with the current social and global issues. By doing so, they can improve their teaching methods and materials to meet the modern needs of the fields and their students. This study is meaningful as it shows that teachers aren’t properly informed about SDG, and this results in not being able to apply SDG into teaching practice and to develop themselves professionally.

Kwee’s (2021) study showed that language teachers can be aware of the positive influence of incorporating SDGs into language learning. The participant teachers of the study agreed that the generic skills and language skills can be better gained by the implementing of SDGs in English curriculum. The study also indicated that teachers could accomplish the goal of teaching critical thinking skills with a supportive learning environment where students could discuss vital global issues. The participants also reported that including SDG topics in their English language teaching helped students expand their vocabulary knowledge, which increased teacher motivation to incorporate the inclusion of SDG while teaching. This study states important contributions of incorporating SDG into ELT which are at the core of language learning, all of which show almost a compulsion to use SDG in ELT.

Ruiz-Cecilia et al. (2021) analyzed heteronormativity and gender roles in EFL textbooks and found a need for the revision of textbooks in order to make the right to quality education for all come true and to raise awareness of students about SDGs. This study points out that more effort about the SDG use in textbooks is required.

The study Meleshko et al. (2021) carried out a study proving the hypothesis about the close link between ELT and ESD and indicated that Sustainability education must be included in the university curricula. With the need for SD education, there are new roles emerging for students and teachers, which leads to the use of novel teaching methods and techniques. This study is relevant for the aim of this study since the focus is about the SDG content in ELT in HE.

In the chapter by Jodoin (2022), the critical role the field of ELT can play in the matters about climate crisis is stressed. LESD (Language Education for Sustainable Development) is offered as a framework to aid to reshape the objectives in ELT to better serve the needs and terms of the future world. It is stated that the current aims of ELT fail

to integrate the global problems as “meaningful content” to ready students to deal with these urgent matters. It is suggested that implementing LESD could pave the way to transforming the goals and objectives in language education to meet the future needs. This study is crucial as it offers a guide to the ELT field about transforming their objectives while integrating SD for language learning.

Jodoin (2023) stated the importance of addressing climate crisis in every field including in the field of EAP (English for Academic Purposes) and proposed LESD (Language Education for Sustainable Development) to bring the language education and Sustainable Development Goals together. In the study, it is stated that a way to improve EAP practices currently is through the implementation of LESD framework, which offers language development through meaningful content about the current global issues. It is also stated that SCOPE Framework is fundamental to LESD and SCOPE Framework is put forward as the key to realize a LESD course in best way possible. This is an important study as it offers ways to update the content used in EAP while making it more meaning and relevant globally. EAP is an important aspect of English language teaching in HE, so it is related to the aims and the focus of this study because this study investigates the English language instructors’ views about the use of SDG in university level English classes.

CHAPTER 2

METHODOLOGY

2.1. Design of the Study

This study employed a qualitative design to inquiry. Thematic analysis (Braun & Clarke, 2006) was utilized in order to investigate the perceptions and views of the English language instructors on the integrations of SD Goals into the university level English language classes. One of the reasons for using a qualitative research design is to be able to get a more detailed understanding of the participants' responses since this approach to research attempts to gain insight into and interpret the perceptions and the views that the study participants share with the researcher (Denzin & Lincoln, 2011, p. 3). According to Creswell and Poth, the only way to get "a complex and detailed" understanding is through talking with the participants themselves and letting them tell their stories themselves and hear their voices on the issues (2018, p. 108).

For the analysis of the collected data, Thematic Analysis was chosen since it was the most suitable method for the purpose of this study and the type of the data gathered. Thematic analysis is a method used not only to investigate and look into the patterns and themes occurring within the data while organizing it, but also used to explain and make sense of it in a great deal of detail (Braun & Clarke, 2006). The data analysis process in this study attempted to find out the common features and patterns about the perceptions of English language instructors on the integration of SDGs into English language classes through the interviews conducted with the study participants.

2.2. Setting

For the setting of the study, two competitive universities were chosen in Turkey; one is a state university while the other one is a private foundation university. This was a deliberate choice since having two types of universities as the setting would increase the chance of getting a more varied participant perception and experience. The medium of instruction is English in both universities and therefore, the students who fail in the English language proficiency exam conducted at the beginning of the academic year after university admissions are required to attend the preparatory programs. This makes it convenient for the study since English language learning and teaching is highly important

and is an essential part of these universities. Thus, the instructors have ample experience due to the English proficiency requirements and contact hours required by their institutions.

Besides, both universities have diverse student populations from different backgrounds and proficiency levels of English, which creates a more enriched teaching experience for the English language instructors in terms the levels of English classes they teach and the types of student profiles they encounter. This is important since instructors are more likely to evaluate the suitability of the SDG topics for their classes from a wide range of aspects if they have diverse teaching experience and if have worked with diverse learner profiles. The instructors have from 15 to 25 class hours weekly, which gives them a multitude of opportunities to increase their professional experience and understanding the needs of students and the proficiency level expectations they teach. Thus, teachers can probably evaluate the suitability of the topics for English language classes in many ways and have an idea of why or why not these topics can be integrated into university level English language courses.

2.3. Participants

The participants of this study are English language instructors from a state and a private foundation university in Turkey. Purposeful sampling strategy was used for this study since the researcher decided on the setting and the participants who had a higher chance of understanding what the research problem and question was about (Creswell & Poth, 2019, p. 540).

It was necessary that the instructors who participated in this study has had sufficient experience in teaching English language to different proficiency levels, diverse students, and has had an understanding of how to choose and make use of a topic in English language classes. Thus, they could rely on their experience to evaluate the list of SDGs as possible topics for English language classes. Taking this into consideration, it was aimed that only the instructors with minimum 5+ years of professional experience would be preferred for this study since they would be more likely to have had the needed experience for answering the research questions with their exposure to different sources and teaching materials as well as to students with various levels of language proficiency.

It is recommended that participant number start from 5 for qualitative research (Dworkin, 2012). For this study, it was intended that the study would be conducted with 8 people to make sure to gather ample data. However, since there were similar answers that were repeated, after the 7th participant the researcher stopped the data collection process. The saturation can be reached when there are no new concepts and insights brought up that create new data (Sargean, 2012; Vasileiou et al., 2018) and when participants come up with the same or similar categories and themes as the previous participants (Charmaz, 2016 as cited in Creswell & Creswell, 2018, p. 301). After encountering similar “codes” and points, the researcher came to the conclusion that the data collection process reached the saturation point (Vasileiou et al., 2018) and therefore, stopped the data collection process.

Each research participant was assigned a random number by the researcher in order to ensure the participants’ confidentiality. The numbers assigned are between 1-7 and the participants are referred to as P1, P2, etc. See Table 1 below that presents the research participants’ demographic information.

Table 1.
Participants’ Demographic Information

Participants	Age	Educational Background	Professional Experience
P1	29	MA	7,5 years
P2	42	MA	18 years
P3	31	MA	7 years
P4	32	MA	10 years
P5	36	MA	8 years
P6	40	MA	17 years
P7	37	MA	15 years

2.3.1. Overview of Participants’ Backgrounds

The study conducted focused on the views of English language instructors about the use of SDG themes and topics in university level English as a foreign language classes. The research participants are from two different universities in Turkey and there are 7 English language instructors that participated in this study. 4 of the instructors work at a foundation and 3 of them work at a state university. All of the participants hold at

least one MA degree and they all have more than 7 years of professional experience, none of the instructors hold a PHD degree. All participants have taught A1, A2, B1, B1+ CEFR levels of English classes with varying amounts of experiences in each of these levels. The participants have more teaching experience with some proficiency levels compared to the others for instance.

2.4. Data Collection Instruments

The focus of the study is to investigate the views of English language instructors regarding the integration of SDGs into university level English language classes and therefore, a qualitative research design was employed for the data collection process. The study uses a semi-structured interview that consists of two sections. In the first part of the interview, the participants were asked questions about their demographic background and in the second part, the participants were presented with a vignette and follow-up questions about it.

2.4.1. Vignette

Vignettes are broadly used in a multitude of ways in social sciences during the research data collection processes. They are defined as “a written description of a (frequently fictitious) event which relates to the central topic of study (Sampson & Johannessen, 2019). The vignettes make it possible for the participants to gain a sense of being an “insider” of a group and thus give honest, thorough, and elaborated answers while creating the credibility, trust and rapport between the participant and researcher promptly (Sampson & Johannessen, 2019).

One reason for choosing a vignette as a data collection tool for this study was getting detailed and rich answers from the participants as much as possible regarding the integration of SDG topics in university level English classes. Another reason was that the way the vignette was written would make it necessary and meaningful for teachers to take their time and share their answers about each one of the 17 topics in detail individually. Considering the results and the limited number previous studies on the integration of SDG in ELT, it would be very likely that the English teachers would not be familiar with SDGs. Therefore, the vignette could make it a real-life like and turn it into a familiar situation (Törrönen, 2002), thereby eliciting genuine answers with less pressure.

To write the vignette, first the focus of the study and the research questions were determined since that is an essential step in writing a vignette. The vignette written was asked to be analyzed by two experts from the field of English language teaching. Some modifications were made after receiving feedback on the existing vignette. For example, one change was made about the role participants have within the context presented in the vignette. It was thought that it would be better to make the role relevant and personable for most English language teachers. Therefore, the position given in the vignette was changed from a school director to an English teacher (See Appendix B for the vignette).

2.4.2. Semi-Structured Interviews

Semi-structured interviews are a common method of collecting data in qualitative studies which enables the participants to share their views and feelings in an open-ended and flexible manner where the researcher can further investigate the participants' responses with follow-up inquiries (DeJonckheere & Vaughn, 2019). Considering focus of the study, it was decided that semi-structured interview would be helpful in prompting the participants elaborate on their answers as much as they would like and explain their opinions as to "why and how" aspects of integrating SDG topics in university level English classes. Besides, the fact that there is a limited number of studies conducted with a similar focus in Turkey, it was thought that this method would allow a more comprehensive and detailed data to be analyzed and contribute to the literature gap.

Since there were not many prior studies with the same focus as this study, the interview questions were written by the researcher with feedback and input of the advisor until they reached the final version. The questions were also reviewed and slightly edited after carrying out a pilot interview and the guidance of the advisor. The interview questions consist of three parts where the first part is designed to collect demographic information of the participants and establish a rapport between the interviewer and the interviewee. The second part is designed to investigate and explore the participants' perceptions on the integration of SDG in university level English classes and their reasonings. The final part presents solely one question to give participants another opportunity to add their final comments as closing remarks.

2.5. Data Collection Procedure

Having received the approval from Ufuk University Social Sciences and Humanities Research and Publication Ethics Committee (See Appendix D), the data collection procedure could begin with participant recruitment for the study. The researcher contacted one acquaintance from each university and asked for suggestions for participants that fit the criterion of having minimum 5+ years of teaching experience. The researcher made a list of 12 candidate participants and 8 of them accepted to participate in the study. Yet, after the 7th interview, the data saturation was reached and therefore, the final interview was cancelled, and the candidate participant was informed. The interviews were scheduled according to the times the interviewees found convenient for themselves.

All participants were informed about that fact the interviews would be conducted online via Zoom platform and the interviews would be both audio and video recorded. They were kindly reminded that their identities would be kept confidential, and they could withdraw from the study at any point during or after the interview. After agreeing to the interview terms by giving their consent, the participants were asked to decide on a time they were available to conduct the interviews and the interviews were conducted on the scheduled times. The interviews were carried out individually via Zoom where the participants answered demographic questions, responded to a vignette and follow-up questions respectively. The interviews took about one hour on average. All the interviews for data collection took place between 29th of December 2022 and 11th of February 2023.

2.6. Data Analysis

During the data analysis process, Braun & Clarke' (2006) thematic analysis which involves a six-step framework was used. Thematic analysis is a method of examining data in qualitative research aiming to finding out and interpreting the patterns or reoccurring themes in a set of data in order to understand what they mean for the research question (Braun & Clarke, 2006, p. 79; Braun & Clarke, 2012, p. 60; Maguire & Delahunt, 2017).

The six-phase framework starts with getting familiar with the data, which is a process where the researcher makes the necessary preparations before they can immerse themselves in the data to be able to study it. It usually involves transcription, reading and re-reading the data, and writing down the initial thoughts (Braun & Clarke, 2006, p. 87).

Therefore, the researcher started the first phase by listening to the video recordings and transcribing the interviewee's responses word-for-word, including the interjections to be able to grasp the actual meaning such utterances might carry. Having transcribed the interviews, the researcher double-checked the accuracy of the transcriptions with the recordings by listening to the interviews and reading the transcriptions simultaneously and fixed any errors that were spotted in the transcribed text. Afterwards, the researcher read the text and underlined the excerpts that could be of importance for the research focus and made some notes of initial ideas and thoughts that came up. Following the first reading, the researcher went over the existing notes and the underlined parts of the text to see if there was more that could be added or edited on the initial notes.

The second step of the six-phase framework suggests producing the initial codes of the data, thereby allowing the researchers to organize the data methodically and meaningfully by reformulating big amounts of data in small chunks of codes (Maguire & Delahunt, 2017). For this study, a theoretical thematic analysis was preferred. In theoretical thematic analysis, not every single utterance or line of text is coded since there is a purposeful effort for developing codes for sections that are thought to be relevant to the research question (Braun & Clarke, 2012, p. 61). Before this step, the transcriptions of the interviews together with the initial notes of the researcher that were written during the familiarization step were printed out. The coding process was done manually with pens and highlighters on hardcopies. Open coding was employed, and codes were generated and brought about according to the focus of and link to the research question. During this phase, the researcher collaborated with another researcher to protect the credibility of the coding process. First, the initial codes were generated by the researcher and then the second researcher came up with their own code words. After completing their own coding, the researchers compared their codes to see if there were any discrepancies. Finally, following the discussions, adjustments and modifications were made to the initial codes.

The third step of the framework is described "searching for themes" where the codes that have been created are actively reviewed to be able to figure out whether the created codes extend to one another and represent similar meanings. This is the process of developing unifying features of codes so that the data can be presented in a more consistent and comprehensible manner (Braun & Clarke, 2012, p. 63). During this stage, the codes created in the second phase were listed on separate sheets, then the similar ones

were grouped together. After this classification, broad themes that could work as the umbrella term for the codes were assigned to the grouped codes. For credibility, the code groups and the assigned themes were shared with another researcher to increase credibility of this process and necessary adjustments were made following the discussions.

The fourth step is done for reviewing potential themes. As Braun & Clarke (2006) explains, this stage first helps to refine the created themes by looking into the themes to see whether they are supported with enough data, or whether the themes need to be changed (p. 91). After it is decided that the themes capture a whole picture of the data, then there is a potential theme map that could be used to crosscheck with every single set of data, i.e., every interview. After the third stage, the researcher re-read the possible themes that were assigned together with the codes they represented. The researcher tried to see if the themes matched the codes they were associated with and if there were inconsistencies or not. Data extracts were reread to see if they made sense with the possible themes chosen. Some themes assigned were discussed with the collaborator researcher to figure out a more fitting wording during this process so that the themes could be more consistent with the data they represented. After making sure the themes could function as a broad representation of the codes and were consistent, the researcher proceeded to see if the determined themes could serve for the entire collected data. To make sure of this, the researcher studied all the interviews individually to see whether the themes were suitable for the entire data.

In the fifth step of this framework, the main aim is to define and name themes. It is necessary for the themes to work and to capture the essence of the meaning of the data in brief while not being repetitive, and to have direct link to the research question (Braun & Clarke, 2012, p. 66). In this stage the researcher decided what each theme entailed and tried to convey (Braun & Clarke, 2006, p. 93). To fulfill the requirements and suggestions of this stage, the researcher came up with clear-cut and brief definitions for the themes assigned and how they served as overarching terms for the data they embodied. The researcher tried to make sure that the themes would not overlap with one another and were directly linked to the research questions.

The sixth step of the framework is producing the report for the findings. In other words, the final action to take is presenting the story of the data analysis in a coherent fashion (Braun & Clarke, 2006, p. 93). After completing the all the previous five steps in

order they were presented and suggested, the researcher moved on the final step of writing-up the data analysis.

2.7. Trustworthiness

Qualitative studies engage in with the data that is mainly related to human experience and therefore, the way the stories about the human experience are portrayed and presented matters since it is imperative that the element of trust is maintained throughout this whole process of telling “the story” (Stahl & King, 2020). Lincoln and Guba (1985) suggested that there are four main criteria that are required to ensure trustworthiness in qualitative inquiries, which are credibility, dependability, transferability, and confirmability. (As cited in Connelly, 2016, p. 435).

Credibility is about the coherence and harmony between the participants’ responses and the way they are presented by the researcher (Nowell et al., 2017). Prolonged engagement is one of the techniques used to increase credibility (Connelly, 2016). The researcher tried to use this technique by getting as much information as possible about the institutions the participants work at and about the participants’ backgrounds by posing them questions during the first part of the interview. The participants were also asked follow-up questions so that they could elaborate on their responses and give more details to clarify what they meant. The researcher also paraphrased some of the participant responses to see if what they had said matched with what was understood. This was a way to clarify and make sure there had been no misunderstanding between the interviewer and the interviewees. Investigator triangulation was another technique that was resorted to during the study to increase credibility. The collected data was analyzed by another researcher and then was compared through discussions to see if there were differences with their interpretations.

Another factor that affects the trustworthiness of a study is transferability. It refers to the question whether the same study can be applied in different contexts and settings (Nowell et al., 2017; Stahl & King, 2020). To make sure of the transferability of the study, a detailed explanation and description of the sample size, methods and tools used, participants and the findings were presented in this research. Thus, it was intended to help other researchers who might want to replicate the study in a different context understand the study better (Stahl & King, 2020).

The two other criteria that are required to maintain trustworthiness are dependability and confirmability. Dependability can be achieved by providing clear documentation of the research process for the readers. One way of doing this is using an audit trail where the decisions that are made throughout the study is provided (Nowell et al., 2017). Confirmability on the other hand, refers to the neutrality of the findings in a study or the extent of consistency of the findings (Connelly, 2016). In order to ensure both of these criteria, the justifications for both analytical and methodological decisions were presented as suggested. (Nowell et al., 2017).



CHAPTER 3

FINDINGS

3.1. Overview of the Findings

In this chapter, the key findings of the study are presented. The findings are the results of a semi-structured interviews carried out with 7 English language instructors from two universities, a foundation, and a state university, in Turkey. The study mainly aims to investigate the views of the English language instructors towards the use and integration of SGD topics in university level English classes. The chapter starts off by presenting the research questions and the themes that are drawn from the analysis of the collected data. Thematic analysis framework by Braun and Clarke (2006) was utilized during the analysis process. The themes that emerged during data analysis are presented with some data extracts in the following sections.

3.2. Focus of Research Questions

The research questions in this study were designed to explore the views of the instructors by two main questions. While the first research question aims to investigate English language instructors' views about the use of SDG themes and topics in university level English classes, the second research question looks into English language instructors' views about proficiency level suitability of the use of SDG themes and topics in university level English classes.

The first question is presented to find out whether the participants would be willing to integrate SDG topics into university level English classes and why they would and they would not. The second one tries to investigate for which proficiency level(s) the SDG topics could potentially be suitable for and why. Therefore, the findings of the data analysis for the two research questions are presented in two sections.

3.2.1. Willingness towards the Use of SDG Topics

This section presents the findings of the data about the willingness or unwillingness of instructors about integrating the SDG topics into university level English classes. The results of this part of data analysis shows that most of the instructors were

willing to use and integrate most of the SDG topics into university level English classes and materials.

When looked at the frequency of the responses of “willingness”, it was found that the willing responses were overwhelmingly higher than the unwilling responses. While there were 99 times of willing responses, the negative responses were merely 19. In other words, all participants opted for choosing to integrate most of the SDG topics. The participant responses for each 17 SDGs are indicated individually in the table below.



Table 2.
Participant Responses Towards the Use of SDG Topics

	Willingness to use SDG topics			
	The participants <i>willing</i> to use the SDG topic	Number of the willing participants	The participants <i>unwilling</i> to use the SDG topic	Number of the unwilling participants
SDG 1: No Poverty	P1, P2, P3, P4, P5, P7	6	P6	1
SDG 2: Zero Hunger	P1, P2, P4, P5, P6, P7	6	P3	1
SDG 3: Good Health and Well-being	P1, P2, P3, P5, P6, P7	6	P4	1
SDG 4: Quality Education	P1, P2, P5, P6, P7	5	P3, P4	2
SDG 5: Gender Equality	P1, P3, P4, P5, P6, P7	6	P2	1
SDG 6: Clean Water and Sanitation	P1, P2, P3, P5, P6, P7	6	P4	1
SDG 7: Affordable and Clean Energy	P1, P2, P3, P4, P5, P6, P7	7	-	-
SDG 8: Decent Work and Economic Growth	P1, P2, P3, P6	4	P4, P5, P7	3
SDG 9: Industry, Innovation and Infrastructure	P1, P2, P3, P7	4	P4, P5, P6	3
SDG 10: Reduced Inequality	P1, P2, P3, P4, P5, P6, P7	7	-	-
SDG 11: Sustainable Cities and Communities	P1, P2, P3, P5, P6, P7	7	-	-
SDG 12: Responsible Consumption and Production	P1, P2, P3, P4, P5, P6, P7	7	-	-
SDG 13: Climate Action	P1, P3, P4, P5, P6, P7	6	P2	1
SDG 14: Life Below Water	P1, P2, P3, P4, P5, P6	6	P7	1
SDG 15: Life on Land	P1, P2, P3, P4, P5, P6, P7	7	-	-
SDG 16: Peace and Justice Strong Institutions	P1, P2, P4, P5, P7	5	P3, P6	2
SDG 17: Partnerships to achieve the Goal	P1, P2, P3, P5, P6	5	P4, P7	2
<i>Total Responses</i>		99		19

The SDG topics that the instructors expressed their unwillingness to use the most are *SDG 8: Decent Work and Economic Growth* and *SDG 9: Industry, Innovation, and Infrastructure* with 3 unwilling participants. The SDG topics there were unanimously shown favor for and willingness to be used by all participants are *SDG 7: Affordable and Clean Energy*; *SDG 10: Reduced Inequality*; *SDG 11: Sustainable Cities and Communities*; *SDG 12: Responsible Consumption and Production*; *SDG 15: Life on Land*. Among these, SDG 7, 11, 12 and 15 are mostly environment-oriented and put emphasis on “planet” aspect of the 17 SDGs.

3.2.1.1. Reasons for the Willingness towards the Use of SDG Topics

The data analysis findings showed that there are common themes that affect instructors’ willingness to include the SDG topics. It was also found that there were some overlaps between the reasons for the instructors’ willingness and reluctance to use the SDG topics. In other words, it was observed that the participants’ responses -whether negative or positive- mostly derive from the same factors.

For instance, for some topics, the instructors expressed their eagerness to use because students would find it interesting, and this would motivate the students in class (P1), or it would just have the complete opposite effect (P4). Some participants said that they would not want to use an SDG topic because students would probably not like that topic, and this would make them unmotivated to learn and engage with topics that are about the particular SDG. Therefore, it was decided that both the willingness and unwillingness of the instructors can be explained and summarized with the same themes.

There are six main themes that emerged during the data analysis that explain the willingness of the participants. These themes are *authenticity*, *personalization*, *practicality*, *academic skills*, *teacher and student motivation*. There are four themes that emerged to explain the participants’ reluctance towards the integration of some SDG topics, which are *personalization*, *practicality*, *teacher and student motivation*. The themes that are used to explain instructors’ willingness are *authenticity*, *personalization*, *practicality*, *academic skills*, *teacher*, and *student motivation*. The themes that emerged from the participant responses in order to justify both their willingness and unwillingness towards the use of SDG topics are summarized in the table below.

Table 3.
Reasons for Participants' Willingness to Use SDG Topics

Themes that emerged about instructors' willingness to use SDG topics		
Themes with both positive and negative reception		Themes with only positive reception
- Personalization - Teacher Motivation - Student Motivation - Practicality		- Authenticity - Academic Skills

In some responses, participants gave multiple justifications to explain their willingness or unwillingness towards the same SDG topic, which showed that there could be more than one reason that affected the instructors' views and opinions towards the use of SDG topics. Therefore, in one response there were instances where a few of themes were referred to about an SDG (P5). It could be said that an SDG topic could be favored for all the themes mentioned, or for one reason. Yet, in most cases, an SDG was preferred for more than a single reason. Table 4 below shows a brief overview of the themes that were brought up and in what connotation -willingness or unwillingness to use the SDG topics- the themes were conveyed by the research participants.

Table 4.
References Made to the Themes of Willingness

	Themes about willingness					
	<i>Authenticity</i>	<i>Personalization</i>	<i>Practicality</i>	<i>Student motivation</i>	<i>Teacher motivation</i>	<i>Academic skills</i>
SDG 1	P2, P3, P5, P7	P5	P1, P2, P3, P6	P4, P6	P1, P4	P3, P5, P7
SDG 2	P1, P2, P4, P5, P7	P1, P5	P3 , P6, P7	P1, P6	P2, P4	P1, P6, P7
SDG 3	P1, P5, P6	P1, P2, P6, P7	P1, P2, P3, P5, P7	P4 , P6		P1, P5, P6
SDG 4	P5, P7	P2, P5, P6	P2, P3, P6, P7	P4 , P5, P6		P1, P6, P7
SDG 5	P1, P3, P5	P3, P4, P5	P2 , P3, P6, P7	P6	P4, P5, P7	P7
SDG 6	P2, P6, P7	P2, P6, P7	P1, P4 , P5 , P6	P5	P3, P5	
SDG 7	P1, P2, P5, P6, P7	P1, P2, P5, P7	P3, P4, P5	P6	P4, P5	P1, P5
SDG 8	P1, P2	P1, P2, P3, P6, P7	P4	P4 , P5 , P6, P7	P2, P3, P5	
SDG 9	P1, P2	P1, P2, P6	P3, P4 , P6 , P7	P4 , P6 , P7	P3, P5	
SDG 10	P1, P3, P4, P5, P7	P1, P2, P3, P5	P1, P5, P6, P7		P4, P5	P6
SDG 11	P1, P3, P4, P5, P7	P1, P4		P2, P5, P6	P1, P4, P5	P2, P5
SDG 12	P1, P2, P3, P5, P6, P7	P2, P3	P1, P6, P7	P1, P4, P6	P2, P4, P5, P6	P1, P6
SDG 13	P1, P5, P6		P1, P2 , P3, P5, P6, P7	P6	P4, P5, P6	P7
SDG 14	P2, P5, P6	P1, P5	P1, P5, P6, P7	P1, P4, P7	P3, P4	P6
SDG 15	P1, P2, P7	P1	P3, P7	P5, P6	P4	
SDG 16	P1, P2, P4, P7	P1, P2, P4	P5, P6 , P7	P1	P3 , P4	P2, P7
SDG 17	P1, P2, P5	P1, P2, P5	P3, P4 , P7	P4 , P6, P7	P2	P6
Total references	61	45	57	35	34	25

**The participants marked in bold made the reference to the theme to explain their unwillingness to use the suggested SDG topic.*

The themes that were mentioned the most to explain participants' willingness are authenticity and practicality with the frequency of 61 and 56 times respectively. The aspect of practicality was also highlighted in participant responses with the 3rd highest

frequency of 45 times. Student and teacher motivation have almost the same amount of frequency with 35 and 34 times and the theme of academic skills was brought up the least compared to the others with the frequency of 25 times.

3.2.1.1.1 Authenticity

During the interview, the theme “authenticity” is used to refer to topics and issues that already exist in the real world, global and social issues and topics that are not artificial. It is a theme that emerged consistently and several times by multiple interviewees when they were asked why they would be eager to integrate SDG topics into university level English classes. It was always preferred as a positive trait of the SDG topic it was used for. There were instances where participants made direct reference to the theme as “*authentic (P1)*” and in other cases, they made indirect references. For instance, the participants used expressions like “*a common problem (P2, P6), a social issue (P4), a contemporary topic or issue (P1, P3, P5), not artificial (P1), about the world (P4), a global issue (P7)*” etc. while talking about their reasons for being willing to use the stated SDG topic. There are some explanations of the references made to the SDG topics individually with extracts from the participant responses.

For example, one of the participants that brought up the theme of authenticity was P7. While responding to the SDG 6, P7’s response was:

P7: All right. Okay, yes. I would be willing to choose. I would be willing to choose all of these topics here. They are great and clean water and sanitation again...Due to global warming, uh, these are the reality of today, so I wouldn’t be willing to exclude this topic from my textbook because it is the reality now. We don’t have enough water for the summer here in Ankara for example. So, it is a big problem.

While talking about SDG 7, P7 also said:

P7: ...Yes, it is a nice topic, and I would choose it... Another global issue is energy. Clean and affordable energy. We are in a crisis in the world now so we are, all the governments are trying to find some sustainable forms of energy and they have future plans to, to generate more affordable, cleaner energy. All the governments have some projects for this. So, it is a very real problem so it must be in EFL classes to create and authentic leaning environment that is meaningful.

P2 also mentioned the authenticity while responding to research question about the use of SDG 6 related themes and topics:

P2: I would include it...Because it is again, it's the...it is about like a basic human right. You know, everybody should access clean water. It doesn't...it's not related to ethnicity, or it's not related to gender. That's why it's an...it's an, it's really basic human right, because you cannot survive without water and sanitation...like this doing a text can help students maybe some ways of "It's not only English here" but they can...you know help address again a world issue too. It can raise their awareness.

In response to the SDG 13 themes and topics, P6 said:

P6: Yes, to me that's a great topic because it's very, very up to date. So according to research, people have a tendency to consume more and more. It's open to discuss reasons why and the reasons why it's like that. Also, what's the situation? Why is it like that?

P1's answer why to use SDG 2 themes and topic was:

P1: These [SDG 2 topics] are kind of reality and I am not trying to create an artificial environment for my students. I want my language to be like real authentic enough and I also would want my materials to be authentic as well. So, I would, I would talk about it. I mean, sometimes I find talking about such kind of issues more beneficial, more critical, more...more important than when talking about, for instance, what? I don't know... a holiday in a country my students don't know. For instance, like this, this [SDG 2] is something real... This is what I believe.

When asked about using SDG 1 themes and topics, P5 expressed her willingness firmly and referred to theme of authenticity by saying:

P5: ... So, it is quite relevant to our current world...I would give examples from the world, some parts of the world. So yeah, it is such a big topic that can be expanded. I will definitely choose. Fun I think it is. We don't touch upon this topic very much on textbooks. I've never seen this before actually.

While talking about the use of SDG 3 themes and topics, P5 also said:

P5: Ah, I would choose it, I guess. I think so, because in real life they [students] might, they might need this.

In all these extracts above that are taken from the responses of the participants, there is almost always a direct expression of “reality or real world” while explaining their willingness to incorporate the suggested SDG themes and topics. P5 mentions a real life need for students for example, while P1, P2, P6 and P7 refer to some issues that currently exist in our world. The examples of realities they picked differ from one another but in essence, the participants talked about these topics as being parts of real life and the real world and presented them as reasons to justify their answers. This was why “authenticity” theme was considered as a commonality in the responses of the participants.

3.2.1.1.2 Academic Skills

Another key theme that came up during the data analysis while the participants explained their eagerness to use an SDG topic was “academic skills”. In this study, the theme refers to usually what is known as 21st century skills such as critical thinking, problem-solving, creativity and the ability to be involved in collaborative work. It is a theme that was consistently used to give an affirmative answer to the question whether the instructors would be willing to use the suggested SDG topic within the context of the vignette they were presented with. Instructors conclusively talked about the benefits of including some SDG topics and what kinds of academic skills of university students these SDG topics would contribute to. Some of the academic skills that were uttered and referred to in the responses are “*critical thinking (P1, P7), finding solutions (P3, P4, P7), fostering creativity (P5), brainstorming (P6), group work (P2, P3)*” etc. Interviewees generally made explicit references while discussing the possible benefits SDG topics to the above-mentioned academic skills of the students.

For example, one of the justifications given by P6 about why to use SDG 4 themes and topics was:

P6: ...they [students] can produce, generate lots of ideas about this topic and they can also make some suggestions. That's very suitable for brainstorming activities and that's a highly productive topic in my opinion.

Also, while talking about why to include SDG 2, P6 responded:

P6: This, I would. How can I say? Encourage my students to find solutions in groups. This topic is more suitable for group work activities to me if they focus on the solutions, not the problem itself... This is also suitable for brainstorming, producing, generating different ideas.

In response to the use of SDG 1 themes and topics, P3 expressed her willingness:

P3: ...Even project works can be led with them, with such kind of issues so I would definitely be a volunteer working on this theme.

When asked for clarification about what was meant by “project work”, P3 gave the following explanation:

P3: I mean, they [students] can do some social. How can I say? Voluntary work even outside the class and they can share what they have done; I mean, outside the class or they can come up with ideas about how to help poor people. So, that's why I thought it as a nice project work theme as well.

Another study participant who brought up the theme of academic skills was P1. while talking whether to include SDG 4 linked themes and topics, P1 said:

P1: Yes, I would. Again, for critical thinking purposes. I really want my students to have that ability to evaluate and assess whatever is given to them. Like, “Okay, the teacher said it, accept it. The university said it, accept it. The management said it, accept it.” No, I don't want them to. The quality education, it is not about language learning, it is not about learning chemistry also... Actually, I make my students watch a TED talk from Ken Robinson titled “Do Schools Kill Creativity?” or something like that. I want them to see every possible viewpoint about such kind of important points. At least in classrooms. So, I... I would add it [SDG 4].

There was a reference to the theme of academic skills in P5's response to the use of SDG 11 related topics in university level English classes. An extract from the answer is as follows:

P5: ...and this can even be a project. You can, they [students] can come up with some maybe creative ideas. How I mean on how to, you know, achieve such cities. So, I think I would choose this [SDG 11] like the previous one.

P7 also mentioned the academic skills in their response to the use of themes and topics that are related to SDG 13:

P7: Yeah, I would choose this theme, global warming, climate change... This theme is quiet academic. It is used a lot so very frequent. Uh, that is one reason. The other reason is the, the importance of this theme in world and the critical thinking skills... We are talking about climate action, so it is problem-solution relationship there.

In all the data extracts above, the interviewees talk about academic skills as one way to justify their willingness to include the SDG linked themes and topics in their classes. The participants usually directly mentioned the specific academic skill(s) they thought the SDG topic(s) would be useful for. They expressed their eagerness to incorporate the topics as the stated SDG topics would foster critical thinking (P1, P7), creativity (P5), generating ideas and brainstorming (P6), suggesting solutions (P3, P5, P6, P7). The samples given above are a piece of evidence showing that academic skills were a factor influencing participants' views and decisions on the use of SDG themes and topics in university level English classes.

3.2.1.1.3 Personalization

One of the key themes that constantly occurred during the data analysis was personalization. In this study, it refers to the things people experience firsthand, secondhand or something they witness in their lives and as a result, they are familiar with it and can relate to it. Participants hinted at the theme of personalization for justifying both affirmative and unfavorable answers for the use of stated SDG topics. However, the theme was mostly used with favorable terms.

One common way the study participants shared their enthusiasm about using the mentioned SDG topics and referred to relatability of some SDG topics to the students' lives was by discussing the fact the certain SDG topics are part of students' lives already and student have familiarity and experience with them. They also suggested that SDG topics were concerned about the students' current lives (P1, P2, P3, P7) and their future (P1, P4, P7) and the future of the world (P4).

For example, while talking about their justification to include SDG 10, P1 responded as follows:

P1: Yeah, I would. Again like I would start with inequality types like way or in, in which sense we have inequalities in our country and then I would relate it [SDG 10] to the whole world inequalities between cultures, countries, races, genders, other things like social backgrounds, social economic background... I think this [SDG 10] is very valid to talk in classroom. Students can find something from themselves, from each other while talking about those, while listening to it, I mean.

While talking about SDG 16, P1 also said:

P1: ...The starting point is the same, that they [SDG 16 topics] are real and applicable for their [students'] future. So, why not to talk?

While responding to SDG 3, P2 explained their positive answer as:

P2: ...I would cover this topic too and it's, you know, almost everybody wants to have a good health and they want to have the well-being of a person. I mean, it's good because it affects other things. So, I think doing this topic would also serve, they can. I mean, students can help, students can learn and get some things out of this topic for their own lives. So, it's, they can personalize this topic and it adds to their lives.

P4 also brought up the theme of personalization in a favorable sense and mentioned the “future” of students and the world in a way. While talking about why to include SDG 16 topics in university level English classes, P4 said:

P4: I would love to teach this. Peace, justice, and strong institutions... I mean, we experience this injustice every day and I don't think we can achieve peace. ...Because of the politicians, because of how people perceive the world and so on... Like again, it starts from the class again, we are teaching future politicians also. So, I would love to teach this.

P3's response to as to why to include SDG 5 topics in classes included the following extract:

P3: ...Again, I mean, as I said, they [students] are very aware of what's going on around the world and I am sure they are exposed to news, violating or violence related

news as well. Maybe they have experienced something in their family, or they see something around. It's possible to find lots of examples again for them on social media, in their families and anybody they are familiar with.

In the extracts above, it can be seen that the participants expressed their justifications as to why they would want to incorporate SDG topics in their classes, and they referred to the theme of personalization directly or in less direct terms. The participants mentioned the students' familiarity and experience with certain SDG related topics (P1, P3) and they also mentioned the possibility of being able to personalize the topic and be related to their current or future lives (P1, P2, P4).

Besides the positive association of the "personalization" theme, there were responses given with adverse connotations of the same theme. Some of the participants shared their unwillingness towards the use of some SDG topics by talking about students' lack of familiarity with some SDG topics. They justified their unwillingness by stating that students would have no personal experience and were unfamiliar with certain SDG topics (P7, P6). Therefore, students would not be able to make personal connections to the topic content. They also said that students would barely have any knowledge about some of the SDG topics so they would not have much to say or share. When students won't be able to personalize SDG, it could make the topics irrelevant for them (P6).

For example, while responding the first research question about the use of SDG 9, P7 responded as:

P7: I wouldn't choose this topic, I think. Because it's, I would not choose it for prep classes... So I wouldn't choose this one because they [students] cannot personalize it yet, right? It's not very familiar. The work, work conditions and employment and decent work.

While explaining why they would not use the SDG 9 related themes and topics, P6 responded as:

P6: ...This topic, it seems very technical to me. Some students who are, for example, civil engineering students or who are architecture students, they could be interested in it. They may find different things to say about this topic. But other than this, I think there is, they will not feel very confident in sharing their ideas. That's why. ...My

students generally when they don't know enough about something, they don't have many things to say.

3.2.1.1.4. Teacher and Student Motivation

In this study, teacher and student motivation are themes that are used to convey the meaning of existing or potential personal interest, investment in learning and as well as enjoying learning about a topic both from instructors' and students' perspectives. Both themes were brought up by the participants repeatedly. The themes referred to both positive and negative responses for willingness towards the use of SDG topics.

Teacher Motivation:

In some instances, the interviewees referred to the theme of teacher motivation and explained their favorable responses by stating that they like the suggested SDG topic(s) and they are personally interested in them already. In other responses they said they like these topics and want to explore more about them (P3, P4, P5).

For example, while responding to whether to use SDG 6, P3 said:

P3: Yeah, I would be willing again, but actually this time my reason would be to learn myself as well, because this is an area I don't know much about. For example, sanitation and of course clean water, we have read a lot. We have done different materials in our classes so far or I mean, we have been exposed to it a lot, but sanitation is more technical, and in order to learn myself, search for it as well while preparing, developing materials. So, I would definitely be willing to do it.

P3 also responded to SDG 14 as following:

P3: ...I would be willing to choose this topic to work on. Again, it's really nice. I would also learn a lot while developing materials related to that.

In another response the theme of teacher motivation was brought by P5. While talking about SDG 5, P5 said:

P5: Yeah, I love, I love this topic. I have background in gender studies. Actually, I wrote papers. I read, maybe I have read so many books on this topic. I feel, I feel quiet qualified to you know, explore this topic. Therefore, yeah. This is probably, this will be my top top topic. Yeah, without a doubt, I would choose this one, gender equality. Actually,

I would create a whole, you know, course on this. So, I'm all, I'm quiet interested in this topic.

In response to why to use of SDG 1, P4 said:

P4: ...But I think I would enjoy teaching this theme as it will give students a chance to think of people who are not the same economic status as them and so on. So, I would enjoy teaching this theme, but uhm...It may also, it may also create some controversy among poor students. I mean, they may not feel comfortable maybe discussing this topic. So, I don't know, but I would love to teach this theme like ending poverty because I love talking about social issues and so on. And this is one I wish I could also end but it's not in our hands so raising awareness about this topic would be very nice. I would love to teach this theme, actually.

While responding to the question about SDG 7, P4 also said:

P4: Okay, I would love this too, but this is like my personal interest. Like I'm very interested in conserving the environment and so on. So, I would like to, if I had a chance to create alternative energy, sustainable energy sources and raise the awareness of the students about this actually. So, I would like to teach this.

There were also participants who brought up the teacher motivation theme in their negative answers to include some SDG topics. The participants attributed their stance and unwillingness to not being interested in and not liking the content of the topic (P3, P5).

For instance, while commenting on SDG 16, P3' response said:

P3: Security concerns and economic concerns, I think these are related too and heavy relation somehow to include, including, you know people from different societies. So, these are really nice themes if you are working in a, I mean developed country. And if we were preparing materials for the students living there, I would definitely be happy with it. But I mean, in our conditions, knowing what's going on outside just because of the inclusiveness issue, I don't think I would be happy working on this topic.

P5 also expressed having no interest in SDG 8 related topics by simply saying:

P5: This topic does not interest me... and I can't even like even myself have anything to say about this topic, clean water.

Briefly, the data analysis and the samples given above indicate that teacher motivation, interest, likes, and dislikes had an impact on participants views about the SDG topics and their willingness to include them in university level English classes.

Student Motivation:

In some positive responses, the participants referred to student motivation factor when it came to choosing and SDG topic and talked about students' already or potentially being interested in and motivated to engage in some of SDG related topics (P1, P2, P4, P6, P7).

To exemplify, while explain why to include the themes and topics linked to SDG 12, P6's response was:

P6: ...this [SDG 12] will definitely attract the attention of all students regardless of their gender first of all and their departments. So, everybody would be interested in this.

Besides, P6's response to the use of SDG 3 includes:

P6: ...Also, this will arouse interests. This will attract their [students'] attention... Even one and two students can easily talk about this or deal with content related to this topic easily.

When asked about SDG 2 linked themes and topics, P1 responded as:

P1: Improving nutrition and sustainable agriculture, we are actually like especially these two, like improved nutrition and promoting sustainable agriculture. I think we do already talk about them in the classroom. There is some context in our books as much as I know and and students like talking about it, and I like talking about it, I mean.

P4 responded to the question about the use of SDG 12 as follows:

P4: Like even now, like we have very similar themes. We're teaching very similar themes so I ask students like, "How can we be more sustainable? Consumers like, how can you consume more sustainably?" And the students come up with very nice ideas like brands I haven't heard of, like environmentally friendly brands and so on. What can they do? Like secondhand shopping and so on. Like they come up with very nice ideas for this topic and I think they would really like to discuss these topics in class.

While talking about SDG 9, P7 said:

P7: ...For example, innovation can be a nice topic to use in the classroom to, to attract students' attention...

P2 gave a similar answer while talking about SDG 2:

P2: ...It would also attract student attention definitely, considering how relatable this topic is, how contemporary this topic is.

As for the negative responses, some participants made unfavorable comments about some SDG topics, and they said these topics would not be motivating for students. They explained their responses by saying the students would find some topics boring and they have no motivation to learn or talk about them in classes (P4). In some cases, the instructors said that there was not much to be learnt and explored about some SDG topics since these topics had been being used for a long time and had become almost cliché English class topics, which would not attract students' interest and student would not have any motivation as a result (P4, P5).

To exemplify, P5 referred to the theme of student motivation. While responding to themes and topics related to the SDG 8, P6 stated:

P5: Right, the topic doesn't interest me so I don't think it will interest students as well. So, economic growth, yeah, the country has been going through some, you know problems or still. If I were to, you know, if I were to create a book, my own material for the prep school, I, you know, I need to be a little bit more selective. You know, knowing the students' motivation and the class and their interest, I don't think this one. I don't think they would be interested in this one that much.

Like the previous comment, in response to the use of SDG 6 linked themes and topics, P5 said:

P5: So, I don't think it's an interesting topic for the students.

In response to the use of SDG 3, P4 said:

P4: I'm not so enthusiastic about this one, actually, because we have taught this a lot and we're still teaching it. Good health and well-being like this could be better, like I'm not willing to teach us. Of course, we always teach it but like compared to first two topics [SDG 1 and 2], like focusing on more social issues... Because it's ordinary, I think like everyday life... I mean they already know. I mean it's an ordinary topic, that's why.

Similarly, while talking about whether to incorporate the themes and topics related to SDG 4, P4 said:

P4: Again, I'm not so willing to teach this like. I want to focus on different topics in my classes and again, the students are bored of these topics...

To sum up, the interview samples above show some examples of student motivation in negative responses. Depending on the whole data analysis and the data extracts above, it can be concluded that student motivation -whether used negatively or positively- was a factor mentioned by the study participants while explaining their reluctance to include suggested SDG themes and topics.

3.2.1.1.5. Practicality

The other main theme that emerged during the data analysis process was the issue of practicality. It is used to talk about whether the participants were of the opinion that a certain topic is easy or hard to use in class activities and materials. The interviewees had different reasons as for what made a topic easier or harder and therefore, the theme of “practicality” emerged as a general term. This theme was discussed in both favorable and unfavorable associations when it came to instructors’ willingness to use the SDG topics. The participants mostly debated this theme by making references indirectly rather than directly uttering the term “practicality”.

As for the interviewees who favored the SDG topics due to their practicality, attributed their answers to different factors. For example, they said some SDG topics were

easy to use for English classes because of their inclusion of academic English content, their alignment with the academic wordlist they utilize, naturally leading to the exposure and use of grammar points and lexical content in their syllabus and being appropriate for practicing the language skills (P6, P7). Some responses included the fact there are huge amounts of sources available for the instructors to access to some SDG topics and how helpful this would be for instructors while using them for their classes (P4). There were instances where participants referred to some topics' as being easy to use as they were not "sensitive" topics with potentially negative associations which can lead to controversy (P6). Those participants expressed their preference to avoid any possible tension and controversy in class since they did not want to deal with them (P2), while some participants viewed controversial aspect of some topics as being a good trait since it would enable natural conversations and class discussions (P2, P5, P6).

To exemplify some responses with reference to the theme of "practicality", P7 responded to the use of SDG 5 as:

P7: ...I would choose this theme, this topic because you can, you can always have discussions and debates about this topic. Also, it lends itself to, to be exploited in terms of grammar, in terms of vocabulary. So, you can teach lots of grammar and lots of vocabulary under this theme. Collocations for example, even gender, even just the collocations with equality, discrimination are nice to have in classroom because they are all academic, they are all from academic wordlists. Especially in social sciences, students will be using these words in their academic life. So, it is a nice topic.

In response to SDG 2 themes and topics, P6 mentioned the practicality aspect by talking about the lexical content of the SDG and said:

P6: ...Also, using different kinds of vocabulary like "achieving food security, putting an end to hunger, promote, sustainable", many other academic vocabulary can be elicited while talking about and dealing with the content related to zero hunger.

P6 mentioned controversial nature of the SDG topics as a practical trait. While commenting on SDG 5 themes and topics, P6 responded as:

P6: Gender equality. That's a controversial topic because some students they are, they are quite assertive in some areas like they say, "Men are better in this, they are more clever". So, this, this might create some disagreement in class. However, this is good

to me. This [SDG 5] is not highly controversial. It's not like death penalty for example. That's why I would include this topic, as well... Some nice vocabulary can be elicited as well.

P5 mentioned the same aspect of SDG topics while commenting on SDG 16. P5's response was:

P5: Peace. I love your topics... I haven't seen them in textbooks. They haven't been covered so far in textbooks. Maybe it's because it may raise some issues in the classrooms. They may be able to you know, controversial in, in the classrooms and just because it's controversial, I would choose it. Love it, because why not we can't just create some controversy in our classrooms? I mean why we should restrict English classrooms, the only environment to help such topics. I love this topic a lot actually. As I told you I choose this topic because it's controversial.

While commenting on SDG 7, at some point, P4 mentioned having access to several sources about the topic. P4 said:

P4: ...And we can find immense amount of materials for this one, like we have lots of articles and so on for environmental issues and students should think about environmental issues. I think that's why I would like to teach this. There's a concern, we focus on the environment so many times so it may become repetitive for students but depending on the material design of course, we can try to make it more appealing to the students, like focusing on different aspects of it.

One of the participants who talked about the practical aspect of SDG topics by mentioning the non-controversial nature of the SDG content was P2. P2 shared their view towards the use of SDG 1 as:

P2: Yeah, I would choose this topic. First of all, how can I say? It's not discriminatory... It's, it's, it can help students to open up their minds to problems related to poverty to no poverty so it can really address bigger issues in the world without touching really tricky, you know, issues like politics. Of course, it may come down to politics but it's, I feel like it can be handled because it's you know, it's a common issue in the world.

On the other hand, some participants argued that some SDG topics would be difficult to use for the reasons related to the issue of practicality. For instance, the responses include justifications about some SDG topics' requiring too much specific and technical knowledge as well as their specialized lexical content which would make it hard for instructors to design teaching materials for using in classes (P7). In some responses, the instructors talked about the issue of practicality by stating the lack of sources available for some of the topics (P4). Some participants were also concerned about some SDG topics' being too controversial and possibly causing discomfort for students (P2, P6).

A negative response which mentioned the practicality theme stemmed from the controversial aspect of SDG topics was about SDG 5. P2 explained as:

P2: ...I would have doubts about it [SDG 5]. The thing is whenever we do such ideas in the classroom, such topics, it's, I feel like it, it goes around. It revolves around the same policy arguments, the same perspectives... It can disturb stereotypes... It may look easy, men, women, empowering women. But it can just you know easily go into one direction as to empowering women...You know how open the students would be and how open the teachers would be to the extreme opinions that may be raised, that's why...

P6 also referred to the theme of practicality while commenting on themes and topics related to SDG 16. P6 said:

P6: To me, this is a very nice topic. It's open to discussion and harsh discussion. Some different political ideas could be put forward while handling this topic, which is good. But for teachers, it could be difficult and it should be dealt with very carefully in class in order not to create harsh disputes, maybe disagreements and if the students are mature, if they are mature enough to discuss and to show respect towards each other's ideas, this is good. But peace, especially the term "justice", they will have a tendency to say, "There is not justice in this and that..." So, I think I would avoid this topic.

P4 mentioned the practicality aspect of SDG 9 related topics and said:

P4: ...I wouldn't be willing to prepare materials for this theme actually because it's too technical, again too specific.

Similar to the previous sample, P4 mentioned the practicality issue while commenting on SDG 6 and said:

P4: It's nice I think but I wouldn't feel so enthusiastic about teaching this one because this time I think the topic is a little limited...this may limit the students when it comes to linguistic production part. I may not be able to find as many materials. Like if we were asked to produce the material, I would feel a little limited.

P7 also mentioned practicality issue due to the technicality and specialized content of the SDG 14 topics and responded as following:

P7: I think I wouldn't choose this topic because it requires a lot of field knowledge, marine resources, oceans, seas and conserving the ecosystem and in general, it would not be appealing to the students. You need to teach the whole lexical things about oceans, marine life, aquatic life so it would be too specific.

Considering the data samples given above, it can be said that the theme of practicality was a factor when it came to explain participants' reluctance towards the inclusion of SDG topics in university level English classes and instructors took it into consideration while deciding on the possibility of using them.

3.2.2. Suitability of the Use of SDG Topics for Proficiency Levels

As for the second research question, the participants were asked for which stated proficiency level(s) (A1, A2, B1 and B1+ levels) they thought the SDG topics could be suitable to be used for and why. This question aims to identify the common factors while deciding on the appropriacy of SDG topics, in other words, explaining the participants' reasonings for level choices.

The second question was posed to all participants regardless of what their stance was towards the first research question; whether they expressed eagerness or reluctance to use the SDG topics. Table 5 below indicates the participants' proficiency level preferences on the use of SDG topics and the frequency of the proficiency level choices made for SDG topics. In some responses, there are some SDG topics that were found to be appropriate for one level only, whereas there are some SDG topics that were found to be appropriate for multiple proficiency levels.

Table 5.
Participant Preferences of SDG Topics for Proficiency Levels

	The CEFR Levels suggested in the research question			
	A1	A2	B1	B1+ Levels
SDG 1	P1, P2	P1, P2	P1, P2, P3, P4, P5, P6	P1, P2, P3, P4, P5, P6 , P7
SDG 2	P1, P2	P1, P2	P1, P2, P3 , P4, P5, P6	P1, P2, P3 , P4, P5, P6, P7
SDG 3	P1, P2, P4 , P6, P7	P1, P2, P3, P4 , P5, P6, P7	P1, P2, P3, P5, P6, P7	P1, P2, P3, P6, P7
SDG 4	P1, P2, P6	P1, P2, P4 , P6	P1, P2, P3, P4 , P5, P6	P1, P2, P3, P5, P6, P7
SDG 5	P1	P1	P1, P2 , P3, P4, P7	P1, P2 , P3, P4, P5, P6, P7
SDG 6	P1, P2	P1, P2	P1, P2, P3	P1, P2, P3, P4 , P5 , P6, P7
SDG 7	P2	P2, P4, P5, P6	P1, P2, P3, P4, P5, P6, P7	P1, P2, P3, P4, P5, P6, P7
SDG 8	P2	P2	P1, P2, P3, P6	P1, P2, P3, P4 , P5 , P6, P7
SDG 9	P1	P1, P7	P1, P2, P3, P4 , P7	P1, P2, P3, P4 , P5 , P6 , P7
SDG 10	P1, P2	P1, P2	P1, P2, P3, P4, P6	P1, P2, P3, P4, P5, P6, P7
SDG 11	P1	P1, P7	P1, P2, P3, P4, P5, P6, P7	P1, P2, P3, P4, P5, P6, P7
SDG 12	P2, P6	P2, P4, P6	P1, P2, P3, P4, P5, P6, P7	P1, P2, P3, P4, P5, P6, P7
SDG 13	P1, P2	P1, P2 , P4	P1, P2 , P3, P4, P5, P6, P7	P1, P2 , P3, P4, P5, P6, P7
SDG 14	P1, P2	P1, P2	P1, P2, P3, P4, P6	P1, P2, P3, P4, P5, P6, P7
SDG 15	P1, P2	P1, P2	P1, P2, P3, P5, P6, P7	P1, P2, P3, P4, P5, P6, P7
SDG 16	P1	P1	P1, P2, P3 , P4	P1, P2, P3 , P4, P5, P6 , P7
SDG 17	P2	P2	P1, P2, P3, P6	P1, P2, P3, P4 , P5, P6, P7
Total number of choices	31	41	93	116

* The responses marked in bold refer to the participants who are unwilling to use the suggested SDG topics in university level English classes.

The table above shows that most of the participants are of the opinion that the SDG topics can be used in higher proficiency levels of English classes (B1 and B1+

levels). B1+ level classes were found to be most suitable for the use of SDG topics with the highest frequency of 116, followed by B1 level classes (93 times).

Very few participants shared that SDGs can be used in lower levels - A1 and A2 levels- with the frequency of 31 and 41 times respectively. Among all the suggested topics, SDG 3 was the one that was believed to be appropriate for lower levels (A1 and A2) the most by all participants, except for P5. The themes that were also thought to be suitable for lower levels are SDG 4, 7 12, 13 compared to the other SDG topics.

P1 and P2 thought almost all SDG themes and topics can be used at all proficiency levels suggested in the study. P1 thought all SDG topics, except for two SDG topics (SDG 12 and 17) can be incorporated into all proficiency levels mentioned in the research question, whereas P2 thought fourteen SDG topics (except for SDG 5, 9, 11 and 16), can be used across all proficient level classes stated in the table above.

3.2.2.1 Reasons for the Suitability of SDG Topics for Proficiency Levels

When the data about the reasons for considering an SDG topic suitable for a particular level was examined, the results revealed that there were commonalities among the participant responses. In other words, participants' reasonings for deciding on the suitability of SDG topics had similarities and the themes were formed as a result of these findings. The data analysis indicated that there are two key themes that consistently occurred in participant responses. The participants focused primarily on complexity of "*content*" and "*language*" and based their decision-making on the appropriacy of SDG topics for the stated levels and they relied on these two criteria in general.

Table 6.
Reasons for Preferences of the Level Suitability of SDG Topics

	Themes about suitability of Proficiency levels	
	The references to “ <i>content complexity</i> ”	The references to “ <i>language complexity</i> ”
SDG 1	P7	P1, P2, P3, P4, P5, P6, P7
SDG 2	P7	P1, P2, P3, P4, P5, P6, P7
SDG 3	P4, P5, P6, P7	P1, P2, P3, P4, P5, P6, P7
SDG 4	P3, P5, P6, P7	P1, P2, P4, P5, P6, P7
SDG 5	P3, P4, P5, P6, P7	P1, P2, P3, P4, P6, P7
SDG 6	P6	P1, P2, P3, P4, P5, P6, P7
SDG 7	P1, P3, P6, P7	P1, P2, P3, P4, P5, P6, P7
SDG 8	P1, P3, P4, P5	P2, P3, P4, P6, P7
SDG 9	P4, P5, P6, P7	P1, P2, P3, P5, P6
SDG 10	P1, P3, P4, P6,	P1, P2, P3, P4, P6, P7
SDG 11	P5, P7	P1, P2, P3, P4, P5, P6, P7
SDG 12	P2, P4, P5, P6, P7	P1, P3, P4, P5, P6, P7
SDG 13	P2, P6, P7	P1, P3, P4, P5, P6,
SDG 14	P2, P4,	P2, P3, P5, P6, P7
SDG 15	P1, P4, P5, P6, P7	P2, P3, P5, P6, P7
SDG 16	P1, P3, P4, P6,	P1, P2, P3, P4, P5, P6, P7
SDG 17	P1, P2, P3, P4, P5, P7	P2, P3, P5, P6, P7
Total reference:	59	103

The two themes were brought up with varying examples relating to the reasons linked to the content and or language traits. There were participant responses with reference to two both themes together in one response or focusing exclusively on either language or content theme. The frequency for the theme of language complexity was 103, while 59 for the theme of content complexity. The following two sections present the data findings regarding the identified themes for the second research question.

3.2.2.1.1. Content Complexity

The theme of “content complexity” was one of the two key aspects stressed in the collected data. In this study, the theme used to refer to the complexity and simplicity of SDG topic content. There were different examples and specific reasons given by interviewees that were considered to make the content complex, simple, easy, or difficult. Some participants gave further explanations as to why they thought an SDG topic is difficult or not. Among these explanations the participants offered were topic complexity, abstractness, and concreteness (P1, P7), types of texts (P6, P7), requiring background or special field knowledge (P4, P7), requiring higher thinking skills (P2, P7). To exemplify how the theme of “content complexity” was brought up in different ways, some data extracts from participant responses are presented below.

The theme of content complexity occurred in terms of requiring specialized knowledge in P4’s comment on the SDG 17 related topics. P4 said:

P4: Just the B1+ levels. Too specific as a topic and too specific for background knowledge. Also, like the students need to have special interest in globalization, partnership, economy and so on so that’s why I think it’s a little too specific.

Similarly, in response to the SDG 15, P4 also said:

P4: Just B1+ if I were to teach it because it’s too technical and they [students] need a lot of background knowledge, especially on sustainability.

While explaining the level suitability of SDG 2, P7 mentioned the content complexity factor while decision-making as following:

P7: Same B1+. Even the words in this topic, in this theme in the examples are B1+. Words such as sustainable agriculture, even explaining what sustainable agriculture requires a lot of higher-level vocabulary and grammar so it is more suitable for B1+ levels. Nutrition security, these are very, how should I say? Abstract topics, abstract concepts so they are more suitable for higher levels.

P4’s response towards the level suitability of SDG 15 had the content theme in terms of complexity. P4 said:

P4: For example, reversing land degradation. I mean, what can they [students] say about it or combating desertification? It may be too complex for them topic wise.

While commenting on SDG 7 related topics, P1 simply said:

P1: ...Because these are not easy topics. The students need to have some data, and then process this data.

For SDG 8 linked topics, P1 used a similar expression to the answer above. P1 referred to the content complexity by stating:

P1: These are a little bit like the other topics you show me. These are abstract concepts like they cannot be easily shown in pictures sometimes.

In another response, the issue of content was brought up in the sense of text types by P7. P7's comment on the SDG 11 was:

P7: It can be used in A2, B1, B1+, again depending on the nature of the texts. There might be some very informative texts at A2, B1, B1+ levels even so I think it is for all of them depending on the texts, the the readability. A very easy text can be used to talk about a city, a country that is inclusive, safe, resilient, and sustainable using simple vocabulary and simple language. Or a text at A2 level can be used about human settlement that is inclusive, safe and resilient. These can be very informative texts, whereas in B1, B1+ levels, you might have more discursive, more opinionated texts at higher levels.

Similar to the previous answer, P6 also mentioned the theme of content in terms of text types required of the SDG 13 topic. P6's response was:

P6: ...Impact, also they [students from B1 and B1+ levels] will talk about, think about the impact, the effects and what the situation is now? Why is it like this? Again, there are different dimensions related to this.

P6 explained their level preferences for SDG 12, by justifying its content related factors. P6 mentioned adjusting the content by simplifying it depending on the students' proficiency levels. P6 responded as:

P6: ...B1, B1+ levels, it's definitely suitable for them. I'm thinking about A1, A2. In simple terms, even they [A1 and A2 level students] can discuss this, for example, "buy

something”, “spend money”, “want to buy something” with different product names. Even can in a way be exposed to the content related to this if it is simplified and they can share their ideas in a way, especially A2 students.

In all the data extracts above, the participants make reference to the theme of “content complexity” to explain and justify their decision-making process on their proficiency level preferences. Sometimes they gave their justification in a more simplistic manner, and in other cases, they gave further details so as to elaborate on their way of thinking. Considering the data samples provided above and data analysis process, it can be said that content complexity was a theme that emerged consistently, and it was a factor for participants to base their decisions on.

3.2.2.1.2. Language Complexity

The theme of language complexity occurred repeatedly throughout the data analysis, and it is one of the two main themes that affected participants’ views in regard to proficiency levels. Participants considered “language” to be essential for understanding the SDG topics and producing outputs related to them. While in some instances, the participants just mentioned the theme of language as simply and explicitly referring to it, in other cases, study participants stated the lexical and grammatical aspect separately and sometimes they highlighted of the two in their justifications.

While responding to the second research question and commenting on the SDG 6, P6 stated:

P6: ...This topic lends itself to different vocabulary and to teach some new vocabulary. It can be included in higher levels. It will be difficult because of their [students’] lexical and grammatical knowledge... Only B1+.

P5’s response to SDG 1 in terms of the proficiency level suitability stressed the language factor while justifying the choice made. P5 responded as:

P5: B1, B1+ levels. For the lower levels, it will be hard to, you know discuss or you know as questions on this topic. It will be hard for lower levels. I think B1, B1+ levels can handle this topic.

When asked for clarification about what was meant by “handle this topic”, P5 continued:

P5: Because they [students from B1, B1+ levels] have enough grammar and vocabulary on the topic especially too because they know all related collocations. Therefore, it will be easier from them to you know, express their thoughts more creatively and more accurately.

P5 commented on the language factor in very straightforward fashion while talking about SDG 2 and simply said:

P5: It requires advanced grammar and vocabulary.

While talking about level appropriacy of SDG13, P4 mentioned the complexity of the language. P4 said:

P4: We can start from A2 I think, A2 level. I wouldn't include it in A1 because their language wouldn't be enough. I mean their language wouldn't be enough to discuss these issues.

P3 gave almost the same answer and mentioned the complexity of the language that is required for the majority of the SDG topics. For instance, for SDG 1 related topics, P3 responded as:

P3: Okay, I think it could be B1, B1+ levels. I mean considering the theme and the topic itself in terms of the language they [students] need to understand related texts and make productions about the theme. So, these levels, higher levels will be more appropriate.

In other response, while commenting on the SDG 8, P3 again attributed the decision of level appropriacy to the language factor and said:

P3: ...I mean economy, economic growth. How to achieve it? I think you know; I mean in class there will be opportunities to learn together. They [students] will definitely need to search for it and while searching for it, they should, I mean have the language you know, to understand.

P4 also brought up the theme of language in the sense of adjusting and simplifying it based on the proficiency level for the majority of the SDG topics. While commenting on the SDG 11 for example, P4 said:

P4: This can start from A2 but of course, the grading of the language is very important here so we [instructors] have to prepare much simpler materials for A2 students. But for B1, B1+ levels I think they would be able to manage it.

While commenting on the level appropriacy of SDG 1, P2 also brought up a similar point of adjusting the language and said:

P2: Okay, it looks like a higher level, like cognitively higher-level topic. However, it can be adapted to lower levels. I mean it depends on how you cover the theme...I believe there are ways to, there are ways we can find to cover it for A1 level students you know, even for A1 ... I think so because these students are not. They are, they are cognitively ready I think for the topic. They are not ready for the language so it will be adapted to their level.

P2 referred to the theme of language, especially the lexical aspect in response to level suitability of SDG 10 linked topics and said:

P2: I think it can be adapted to lower levels again. The vocabulary choice does not have to have higher level words, I guess. They don't necessarily, we wouldn't probably expect them [students] to, to, to talk about you know economic terms, to talk about technological, you know, those details.

P7 brought up a similar issue and highlighted the issue of language, particularly lexical aspect. In response to SDG 14 related topics, P7 said:

P7: You need to teach the whole lexical terms about oceans, marine life, aquatic life so it would be too specific.

The data analysis and the data samples above indicated that language complexity was considered as a major factor in determining the proficiency level appropriacy by the study participants. Complexity and the challenge level of the language items -vocabulary and grammar- were taken into account by participants while evaluating and choosing the suitable proficiency levels for the SDG topics.

CHAPTER 4

DISCUSSIONS AND CONCLUSION

In this chapter, firstly, the discussion of the study results together with their implications is presented in the order of the RQs. Secondly, limitations and recommendations are offered, and finally a conclusion is provided.

4.1. Overview of the Discussions

This study mainly aimed at investigating the instructors' views towards to use of SDG topics in university level English classes. The study was designed as a qualitative study with a vignette and a semi-structured interview questions in order to get a detailed understanding of the participants' views. There were 7 English language instructors as study participants and 3 of them work at a state and four of them at a foundation university in Turkey. After the transcription of the interviews and analysis of the data, six themes came up for the first research question and two themes for the second research question.

4.1.1. Willingness to Use SDG Topics

The first research question was “*What do English language instructors think about the use of SDG themes and topics in university level English classes?*” and a vignette and follow-up questions were prepared to find out the answers for the research question.

The participants were asked whether they would be willing to use SDG topics within the scenario (see Appendix B) they were offered. It was found that the majority of the responses indicated willingness with 99 times and unwillingness 19 times (see Table 2), which means participants mostly favored the use of SDG topics in university level English classes and they had positive perceptions of the SDG topic suggestions. Overall, considering this section of the data analysis, it can be said that the instructors were in favor of integrating SDG topics into university level English classes.

The results about instructors' willingness to integrate SDG topics are in line with the previous studies that suggest the integration of SDGs in ELL and higher education especially due to the beneficial effects (Petkutė, 2012; Resigner et al., 2021; Robert et al., 2016; Tenant, 2017; Turpin, 2022). This result has implications for curriculum designers,

textbook developers, and university administrators to pay attention to teachers' views about the use of SDG topics in the classes, and in-class materials. Teachers' positive perceptions about integrating SDG topics are significant because teachers are the ones using the content to plan and deliver classes to achieve the curriculum objectives and they consider it worthwhile to use SDG topics in English classes. However, in order for teacher to be able use and integrate SDG related themes and topics in English language classes, they need to be equipped with the knowledge of SDGs and they need to be familiar with student-centered and modern teaching models since SDG topics are naturally inclined to promote such approaches as previous studies in literature suggested. Therefore, if teachers and instructors are unaware of SDG and are not encouraged to use them in English language classes, they will be less likely to apply SDGs in classes and reap the benefits of utilizing SDG themes and topics.

Reasons Considered for Willingness:

As a follow-up to the first research question whether they would be willing to use the SDG topics, the instructors were posed the question of why they would be willing or unwilling to use SDG topics. Once the collected data were analyzed, six themes were formed as result of the commonalities found in study participants' justifications of their eagerness or reluctance, which are: *authenticity, personalization, practicality, academic skills, teacher, and student motivation*. It was found that the participants both negative and favorable responses about the use of SDG topics stemmed from the same factors. This result, in a way, shows consistency in instructors' criteria and approach to evaluate of SDG topic suggestions. One implication of this particular finding could be the application of the six themes as criteria or a checklist as to practically and easily evaluate and choose textbooks in general or in terms of their content for English language teaching in higher education.

Besides, most of the themes that emerged during data analysis and the justifications given for these themes by participants were consistent with the previous studies that mention positive contributions of SDGs in terms of higher order thinking skills such as problem-solving (Jodoin, 2019; Turpin, 2022), critical thinking (Cattell & Kleinhans, 2022; Jodoin, 2019) and collaboration (Burton, 2010; Cheon, 2012; Leicht et al., 2018), personalization (Robert et al., 2016; Tenant, 2017), authenticity (Gilmore, 2007; Jodoin, 2019; Tomlinson, 2003), engaging (Jodoin, 2019; Reisinger et al., 2021).

Authenticity:

The “authenticity” theme had the highest frequency out of all six themes that emerged, and participants brought it up to justify exclusively their willingness to use the suggested SDG topic(s). This theme was not mentioned to explain “unwillingness”. This finding is significant, and it does not come as a surprise since SDGs are formed as a way to tackle urgent global problems. The fact that SDG topics are from the real-world matters, and they naturally stand as contemporary issues provides authentic context, which is known to be important for language learning (Gilmore, 2007; Jodoin, 2019; Tomlinson, 2003). Therefore, it is reasonable and understandable that the study participants who are all English language instructors paid attention to “authenticity” characteristics of SDG topics and took this aspect into consideration while making a decision about the use of SDG topics in English language classes.

The SDG topics that were considered authentic the most are *SDG 12: Responsible Consumption and Production* (by 6 participants); *SDG 5: Zero Hunger*, *SDG 7: Affordable and Clean Energy*, *SDG 10: Reduced Inequality*, *SDG 11: Sustainable Cities and Communities* (by 5 participants). This implies that themes and topics linked to SDG 5, 7, 10, 11, and 12 should be integrated in English language classes and materials since they could be of great use due their authentic content and establishing meaningful context for language classes. Besides these five SDG topics, all SDG topics had been referred to under the theme of “authenticity” with varying degrees of frequency. This means all SDG topics, with differing extent depending on the stated SDG topic, were seen as authentic by all participants, and should be investigated further about their integration so that they can effectively be utilized in EFL and ESL classes.

As for the implications for these results, it can be concluded that SDG themes and topics naturally enable authentic and meaningful context and a viable environment needed for language teaching and learning. Therefore, it is worth putting time and effort to figure out how to better make use of these topics in EFL classes in higher education. Also, the SDG topics that were found to be authentic by the majority of the participants could be prioritized when it comes to course design and textbook development.

Practicality:

The theme that occurred with the second highest frequency is “practicality”. This theme refers to the issues of practicality in terms of possibility of access to sufficient number of sources regarding SDG topics, being controversial, naturally including academic English language and requiring specialized field knowledge, etc. All these example issues were what made the use of SDG topics “easy” or “difficult”, thereby playing a role in shaping instructors’ views and willingness towards the integration of SDG topics into their classes. This specific finding implies that practicality matters for instructors’ decisions and choices in regard to course content and material, and therefore, it should be taken into consideration by the decision and policy makers of the language programs in higher education.

Among the 17 SDG topics, there were five SDG topics that all participants collectively expressed willingness for using, and these are: *SDG 7: Clean and Affordable Energy*, *SDG 10: Reduced Inequality*, *SDG 11: Sustainable Cities and Communities*, *SDG 12: Responsible Consumption and Production*, *SDG 15: Life on Land*. Another finding about these topics is that none of the participants expressed unwillingness towards these SDG 7, 10, 11, 12, and 15 topics for practicality reasons. Four out of these five SDG topics have an environmental focus (SDG 7, 11, 12, and 15). This limited data can state that SDGs concerning environmental matters were mostly found to be more preferable by the participants in this study. One reason for this could be related to the factors related to “practicality” theme since the data findings showed that if the participants thought that a topic had strong political overtones or was somewhat controversial or sensitive, they could opt for avoiding the topic rather than dealing with potential tension and disputes in classrooms. This would have implications for the material and textbook design since it would necessitate careful planning while using the content regarding SDG topics. Also, teachers and instructors might need to be trained and readied about the potential issues stemming from the use of SDG topics, by making contingency plans for potential disharmony in classrooms if need be.

The SDG topics for which the practicality aspect was brought up for willingness by the majority of the participants were *SDG 13: Climate Action* (by 6 participants) and *SDG 3: Good Health and Well-being* (by 5 participants). None of the participants mentioned or hinted at these topics being controversial in any way. It can be argued that these topics were viewed that way because they could be less likely to be seen as

controversial and sensitive topics. They are less likely to lead to disagreements and tension amongst the students and therefore, are “easier” to be dealt with in classes. This could mean that SDG 3 and 13 could be preferred in English language classes and materials for the practicality reasons.

In conclusion, it is interesting that the participants stated both willingness and unwillingness to use the SDG topics because of “practical” reasons. It is also significant to note that despite the critical importance of all SDG topics, some participants expressed unwillingness since they were worried about the “sensitivity” of the topics and the potential disputes they could cause in classroom. It was found that the aspect of “practicality” is a concern and part of the criteria for the instructors when it comes to decide if they would want to use SDG topics in English classes. Therefore, an implication of this would be that while practicality is another reason for English language instructors to include SDG topics in English classes; it is also viewed as a reason not to use them. This finding would concern particularly policy and decision makers. They need to realize that despite the vital importance of SDG topics for the future of the world and potential benefits for English language learning, ELT instructors can ignore and avoid SDG topics due to the possible political ramifications in English language classes. Therefore, decision making parties should investigate ways to equip ELT teachers and instructors with the skills and knowledge to use SDG topics and deal with potential disputes, and thus ease their worry over the inclusion of SDG topics.

Personalization:

In this study, the theme of personalization refers to students’ being able to personalize the topics, relate to them, having personal or secondhand experiences about them, etc. The theme emerged with the third highest frequency and was mostly used with positive reception. This result is consistent with other studies that state personalization aspect of SDGs (Tenant, 2017). The ability to personalize with the content is a favorable characteristic in ELT classrooms since it fosters language learning and enables activating learners’ schemata more effortlessly and naturally. Therefore, it is one of the reasons why SDG topics should be incorporated into English language classes.

The SDG topics that were favored by only three participants are *SDG 8: Decent Work and Economic Growth* and *SDG 9: Industry, Innovations, and Infrastructure*, which are mostly categorized as SDGs that are related to issues of economy. One of the reasons

that could explain this response is the theme of “personalization”. Some instructors mentioned that students may not be able relate to these issues since they are less likely to have personal experience regarding or familiarity with these topics because of the general age profile of the students and potentially their lack of professional life experience. However, there were responses that expressed willingness to use *SDG 8: Decent Work and Economic Growth* since it would be relevant for the students because of their future lives. Therefore, there are no conclusive results stating whether these SDG topics can be personalized in this study. It can be said there are instances of varying views about some SDG topics about their likelihood of being personalized or not by students.

In brief, considering all these findings, it can be said that personalization aspect of SDG topics was thought to be an important matter for the participants and affected their views about the inclusion of SDG topics in English classes. Therefore, an implication is that SDG topics should be used in English language classes for their benefits regarding personalization. Since there were varied responses on some SDG topics and whether students could personalize with them or not, while integrating them, special attention could be paid as to how to help student personalize with the SDG topics. Another implication and suggestion could be specifically preferring and focusing solely on certain aspects of SDG topics that students could relate to more easily while planning and designing courses, materials, and lessons.

Student Motivation:

This theme refers to participants’ views about students’ potential interest in and enthusiasm to learn about the suggested SDG topics in English classes. This theme occurred to justify both instructors’ willingness and unwillingness to integrate SDG topics into English classes. Out of 35 frequency of occurrence, 12 times this theme was brought up to refer to not being motivating and 23 times to being motivating for students.

The SDG with the highest reference to student motivation was *SDG 8: Decent Work and Economic Growth* by 1 willing and 3 unwilling participants and 3 other participants did not mention student motivation while commenting on SDG 8. None of the SDG topics had more than 3 willing participants with reference to student motivation. In addition, there was only one SDG topic with no reference to student motivation at all, which is *SDG 10: Reduced Inequality*. Therefore, overall, in this study there is no popular view about the any SDG topics being particularly good for student motivation and it is

not conclusive in this study if SDG 10 has an effect on student motivation negatively or positively. However, despite all these study findings, it is important to note the study participants still considered the impact of student motivation when asked to decide whether to include an SDG topic in English classes or not.

An implication of this finding is SDG topics were found to have more positive impact than negative on student motivation if used in university level English classes. There was higher frequency of SDG topics' being motivating (with 23 times) for students, so it still offers a major benefit for ELT classrooms. Therefore, it can be said that it is still worth using SDG topics in classes as they can contribute to English classes, and it is an important factor for instructors' decision-making process over the coursebooks and materials and lesson planning. This means that because of potentially contributing to student motivation, SDG topics should be considered by curriculum designers and textbook developers as well.

Teacher Motivation:

This theme refers to participants' views about instructors' interest in SDG topics, their enthusiasm to explore about the suggested SDG topics themselves, and their motivation to use them in university level English language classes. This theme occurred to justify both instructors' willingness and unwillingness to integrate SDG topics into English classes. Out of 34 frequencies of occurrence, only four times this theme was brought up to refer to not being motivating and 30 times used to refer to being motivating for instructors.

The SDG with highest reference to teacher motivation is *SDG 12: Responsible Consumption and Production*. It was a theme all four study participants favored for reasons regarding personal interest and motivation to make use of the topic in their classes. An implication of this finding would be using the content regarding SDG 12 in particular, as part of university level English classes and materials. There were two SDG topics which had no reference to teacher motivation at all either positive or negative, which are *SDG 3: Good Health and Well-being* and *SDG 4: Quality Education*. Therefore, it is not possible to conclude with this study data if SDG 3 and 4 have a negative or positive influence on teacher motivation.

One interesting finding regarding the occurrence of this theme is that teacher motivation was referred with almost the same frequency as the student motivation. This could show that teacher motivation is a factor which is as important as student motivation for English language instructors when it comes to evaluating SDG topics and deciding on whether to use them or not. Additionally, the consistent appearance of this theme indicated that teacher motivation is a factor shaping instructors' views and willingness towards the integration of SDG topics in English language classes. Therefore, this should be taken into account by policy makers, textbook developers and for the field of ELT in general.

The fact that SDG topics mostly contribute to teacher motivation can offer another reason for inclusion. It is important to note that some studies suggest that the use of SDGs promotes professional development and encourages the employment of modern teaching approaches (Balčiūnaitienė and Teresevičienė, 2018). Therefore, it can be said that in line with the study findings and previous study suggestions, the use of SDG topics can be motivating and beneficial for not only language learners, but also for language teachers. SDGs can encourage language instructors to diversify and update their teaching methods for the needs of coming generations.

Academic Skills:

In this study, academic skills refer to skills that are also known as higher order thinking skills, such as problem-solving, critical thinking, collaboration, etc. Academic skills were another theme that consistently appeared in data analysis. It was the theme with the least number of frequencies compared to the other themes that emerged. Yet, it was only used with favorable responses. In other words, it was used solely to justify participants' willingness to integrate the SDG topics.

There were only four SDG topics with the no mention of academic skills, which are *SDG 6: Clean Water and Sanitation*, *SDG 8: Decent Work and Economic Growth*, *SDG 9: Industry, Innovation, and Infrastructure*, *SDG 15: Life on Land*. Therefore, for these SDG topics, there is no conclusive result showing if these SDG topics might contribute to students' academic skills. The other 13 SDG topics, on the other hand, were thought to be somewhat useful for reasons related to academic skills by some participants.

Overall, these findings are in line with other studies in literature which indicated SDG topics' potential benefit for students' academic skills such as creative thinking,

discussion, generating ideas, and suggesting solutions (Cattell & Kleinhans, 2022; Jodoin, 2019; Leicht et al., 2018; Turpin, 2022). The SDG related issues can naturally lead to the use of higher order thinking skills which necessitate language use, peer interaction, peer learning, negotiating, paraphrasing, etc. All these skills are considered to be essential for good language classes as they foster the language learning and use. This would imply that SDG topics could be very good for improving higher order thinking skills, and therefore, ought to be used in university level English classes. It is necessary to investigate the ways to use and integrate SDG themes and topics in language classes effectively. Another implication would be for coursebook and material design. How to use SDG topics with a focus on academic skills can be looked into by the language programs in higher education and textbook developers.

4.1.2. Suitability of SDG Topics for Proficiency Levels

The second research question was “*What do English language instructors think about the suitability of SDG topics for varying proficiency levels?*” In order to investigate this research question, the study participants were asked for what level they thought SDG topics could be suitable for and why. The second question was asked to all study participants no matter what their response was to the first research question. One reason for doing this because it was believed that instructors’ willingness or unwillingness to use the SDG topics in English classes would not hinder them expressing their views about the SDG topics’ suitability to the stated proficiency levels. Additionally, by doing so, it was intended to collect maximum amount of data for the second research question and there would be more conclusive results that could contribute to the literature.

Level Appropriacy

The findings showed that all participants had a tendency to think that SDG topics were more suitable for B1 and B1+ levels. There were only two participants who mostly expressed that it would be possible to use SDG topics for almost all 4 stated levels with a few exceptions. While there are studies suggesting the use of SDGs in various levels (Turpin, 2022), there are other studies that suggest that SDGs require higher level proficiencies and complex L2 (Brown & Brown, 2014, as cited by De La Fuente, 2022). Therefore, this study’s results have some parallelisms with the ones in literature.

Among the study participants' responses, the consensus was that it would hard to use that SDG topics in lower levels (A1 and A2) since the topics require higher level language knowledge and competencies such as generating ideas, finding solutions, discussing cause-effect relationships, etc. However, it is also important to note that despite the general tendency towards the idea of SDG topics' being appropriate for B1 and B1+ levels, there were two SDG topics that were regarded as suitable for A1 and A2 levels by most of the participants. These were *SDG 3: Good Health and Well-being* and *SDG 4: Quality Education*. These two topics were said to be simpler topics compared to the other SDG topics in terms of both content and language, so could be appropriate to be used in lower levels as well as higher ones.

There are implications of these findings in terms of textbook developers and course designers. Depending on this study findings, it can be said that all the SDG themes and topics are suitable for and should be used in all B1 and B1+ level English classes and materials. SDG 3 and 4 themes and topics on the other hand, are suitable to be used for lower levels as well as the higher levels (A1, A2, B1, and B1+ levels) of English classes and class materials in universities. Therefore, the topics regarding SDG 3 and 4 could be used for materials and textbooks for all proficiency levels in university level English classes. How to do implement these topics for the stated levels to achieve the desired objectives and outcomes ought to be further investigated since the content coverage and the language use for the SDG topics would be adjusted according to level requirements.

Reasons Considered for Level Suitability

The second part of the second research question focused on investigating the factors affecting participants' justification for proficiency level preferences. To do that, after participants were asked for which stated proficiency level(s), the SDG topics would be suitable for, they were also asked "why". In this way, the participants were encouraged to give justifications for their views on proficiency level appropriacy and more detailed data was aimed to be collected to find out the reasons affecting instructors' views on SDG's suitability for the levels.

The findings about level suitability revealed two main themes, which are content and language complexity. In other words, complexity of the content and complexity of language of SDG topics were the two main criteria and factors which participants took into account while determining the level suitability for SDG topics. The study participants

sometimes referred to both of these factors together in one response or they referred to one of them only.

The results indicated that most SDG topics were found to be covering more complex topics than the simple ones, and therefore, they were thought to be suitable for higher levels. For instance, if an SDG topic was thought to cover more “abstract” concepts such as partnership in SDG 17, as opposed to more concrete concepts, there was a tendency to think that B1 and B1+ levels would be more appropriate for those SDG topics. One implication of this finding is that SDGs are suitable and can easily be exploited in higher levels of English language classes and they are not very suitable for A1 and A2 levels of English language classes except for SDG 3 and 4.

Another finding was that there were few participants who thought that it would be possible to include most of the SDG topics in all stated proficiency levels if proper adjustments were made to the content and language. This would mean that it is necessary to look into the ways in which adjustments should be made to SDG topics in order to make them appropriate for the varied proficiency levels. Teachers, textbook and curriculum developers would need to think of ways to achieve their level objectives in differing levels through the SDG topics.

Once frequency of the two themes was analyzed, it was seen that the participants mentioned the theme of “language” considerably more than the theme of “content” with the frequency of 103 and 59 times respectively. The study results showed that language items, both lexical and grammatical, were considered while evaluating the language complexity aspect. In some instances, participants highlighted both the grammatical and lexical complexity together, while in some responses, they mentioned only one of them.

Consequently, depending on this piece of data, it was concluded that language complexity was a factor instructors took into account and relied on more heavily while deciding on proficiency level suitability for SDG topics. Additionally, simplifying and grading the grammatical and lexical points especially for the lower proficiency levels (A1, A2 and B1) is regarded almost as prerequisite for the use of SDG topics. The implications of these are that adjusting the language of the SDG topics is given more importance if teachers are to use these subjects and it could affect instructors’ decision towards the use of SDG topics negatively. The issues revolving around the language complexity that SDG topics involve can result in instructors deciding on avoiding the

SDG topics altogether because it is not a simple task to adjust language of SDG content. Making adjustments to the SDG content could require guidance and training is teachers were to make these topics appropriate for various levels. These would have implications on teacher training specifically for the use SDG content in ELT. Another way to address the issue of language complexity is via the use textbooks which has SDG content for a range of proficiency levels. Therefore, it is suggested that textbook developers consider how to make SDG content accessible for varied levels so that teachers do not need to be burdened with extra workload of adjusting the language or making the materials appropriate for the level they teach.

4.2. Limitations of the Study

Although the study contributes to literature, because there is only a limited number of studies, there are still limitations to it. First of all, there are limitations regarding the study participants. The sample size of this study is limited to seven participants, and therefore, the study results cannot be used to assume to represent general English language instructor population in Turkey. Another limitation is about the educational background of study participants. All study participants reported that they hold at least one MA degree; and therefore, the results cannot be assumed to reflect views of other English language instructors with a range of educational degrees.

Besides the study participants, there are limitations about the study setting. The study participants are from two universities in Turkey and therefore, the findings cannot be generalized for all universities in the country. Also, the medium of education is English in both universities where the participant work which is another limitation. The study participant responded to the questions in accordance with their own context of the delivery of English language classes and therefore, instructors working at universities whose medium of education is not English are not necessarily represented in this study. It is also important to mention that since the study focuses merely on university level English language classes, the findings cannot be thought to be conclusive for other levels of English language education.

There are also limitations about the participant responses and knowledge about SDGs in general. Most participants were not informed about and familiar with what SDGs are. They were unaware of the studies suggesting the use of SDGs in ELL because some participants expressed that they had never encountered with these topics before in English

classes and materials, or they had never thought about using these topics in their classes. Among the seven study participants, there was only one who was familiar with SDGs and used the term “SDG” (P2). Thus, the findings are limited to participants’ understanding of the topic suggestions and examples given in the vignette. It is possible that had the majority of the study participants been knowledgeable about SDGs, the results could have been different.

4.3. Recommendations for Future

There are some recommendations offered for future studies considering the study findings and limitations. Since the focus of this study was university level education, similar studies can be conducted with English language teachers from other levels of education in Turkey to contribute to the literature.

It could be useful to replicate the study by increasing the sample sizes including instructors from multiple universities across Turkey so that the results and findings can reflect a more extensive English language instructor profile. A similar comparative study could also be carried out with the criterion of familiarity with SDGs. For a future study, instructors who are knowledgeable and unfamiliar about SDGs can be resorted to for data collection and the results of the findings could be compared to see if there is a noticeable difference in participant views depending on their familiarity with SDGs.

There is a need for investigating the ways to use SDG themes and topics for lower proficiency levels. Studies based on possible materials for varied levels can be carried out and their trials in actual classrooms can be done and observations can be made. The data results could shed light to some of the questions regarding the level suitability and how to adjust the SDG topics for different proficiency levels. Also, Turkish university students’ feedback regarding these materials can be asked and suggestions can be made based on the data from the students’ reviews. A comparative study where teachers and student’s evaluations of the prepared materials in ELT classes are asked can be conducted as well.

Additionally, the views of Turkish university students towards the use of SDG content can be investigated to see if they match other study results suggesting the positive effect of SDG topics on student motivation in the literature. The data regarding the students’ reasoning for likes and dislikes over the SDG topics can be looked into as well.

This could help the instructors, textbook publishers and other policy makers to make more informed decisions and guide them about the use of SDG topics or which SDG topics to choose and prioritize for university level English language classes.

There could be studies examining the current textbooks used in higher education in Turkey. This can be beneficial to see how much SDG content is covered in textbooks. Other studies can be conducted with the curriculum and course designers, textbook developers to find out their perceptions towards the use of SDG topics in ELT classes and materials. Also, a comparative study can be carried out to see if textbook developers and instructors share the same views in terms of willingness to make use of SDG topics and the level suitability of them.

Another suggestion would be about investigating how to include and integrate Sustainable Development Goals in higher education institutions' curriculum in the field of ELT in Turkish universities. The inclusion of SDG in particularly in values section of curriculum could be beneficial for the quality of education and student development.

Finally, it is recommended that the departments of English teacher education focus on training and educating the prospective ELT practitioners about SDG in terms of knowledge, skills, competencies, and values. It is of critical importance to equip the candidate English teachers with the necessary knowledge and skills about the use of SDG in ELT so that they can also play their part in realization of these global goals while making use of these in their day-to-day teaching. Without properly training and educating the English teachers and instructors about SDG, it would be merely unreasonable and unrealistic to expect them to integrate SDG in their classes.

4.4. Conclusion

This study contributed to literature on the use of SDGs in English language learning and teaching in higher education through a qualitative research design. In light of the collected data, it was concluded that SDG topics were mostly thought to be suitable and beneficial for university level English classes.

These findings have parallelisms with some previous study results in literature as reviewed in the discussion section. To summarize, the analysis of study results revealed that the participants mostly expressed their willingness to include the SDG topics in university level English classes and in-class materials. In addition, the study results

produced six themes that were brought up as the reasons which influenced the instructors' views towards the use of SDG topics in English language courses. The study participants mentioned the factors of "authenticity", "personalization", "practicality", "academic skills", "teacher motivation" and "student motivation" as part of their reasonings for their willingness or their reluctance to use SDG topics. While authenticity and academic skills were used to justify exclusively instructors' willingness to integrate SDG topics in university level English classes, the themes of practicality, personalization, teacher, and student motivation were brought up to explain both willingness and reluctance to use SDG topics.

The results also showed that SDG topics were generally found to be appropriate for higher level courses such as B1 and B1+ levels because of language and content related matters of SDG topics and not so appropriate for A1 and A2 levels. According to the data analysis, it was because the SDG topics were considered to require higher level of language, -lexical and grammatical knowledge- as well as higher level competencies, such as critical thinking, and problem-solving skills. Once the participants' reasons for the preferences for level suitability were analyzed, two themes were formed so as to explain the reasonings and criteria for level choice. These were "language complexity" and "content complexity". There were also participants who believed that SDG topics could be suitable for stated proficiency level classes on the condition that necessary adjustments were made to the content and language of SDGs.

Consequently, the data findings showed that the SDG topics could be used in university level English classes and might be useful not only for English language learning, but for fostering 21st century skills as well. The use of SDG topics can be a natural way to have authentic context for English language learning and enable learners to be able relate to the topics while increasing their motivation and engagement. Since these topics are from the real world, it would be a convenient way to establish context for language teaching and activating students' schemata.

All these aforementioned reasons suggest that integration of SDG topics have useful and practical implications for English language classes in higher education. The use of SDG topics can naturally bring together multiple qualities that are recommended for viable language classrooms just because of the issues they involve, and they aim to address. In addition to benefits for English language learning, the use of SDG content can have teaching functions too. The integration of SDG topics could create an opportunity

for professional development for instructors by helping them widen their repertoire of teaching techniques and methodologies.

To conclude, SDG topics concern not only the present but also the future of the everyone on the planet, including students, their present and future. The urgency of achieving these goals calls every single one of us, including the educators from the field of ELT to take immediate action towards the realization of these goals. Therefore, inclusion of SDG topics in ELT should be regarded beyond just a personal preference. It is imperative to start acting and working towards these goals urgently for the wellbeing of everyone in the world.



REFERENCES

- Acar, H. (2021). *A sustainable development education suggestion for social studies preservice teachers*. (Thesis No. 673549) [Master's Thesis, Akdeniz University]. Yüksek Öğretim Kurulu Başkanlığı Tez Merkezi.
- Akgül, F. A. (2020). *The effect of social scientific-based science teaching on the 8th grade students' awareness levels towards sustainable development*. (Thesis No. 634716) [Doctoral Dissertation, Gazi University]. Yüksek Öğretim Kurulu Başkanlığı Tez Merkezi.
- Akkaş Başgelen, L. (2019). *Document analysis for education research on sustainable development*. (Thesis No. 617152) [Master's Thesis, Kastamonu University]. Yüksek Öğretim Kurulu Başkanlığı Tez Merkezi.
- Aktaş, F. (2019). *An examination of primary education programs in the dimensions of environmental education and climate change in the terms of sustainable development goals*. (Thesis No. 583736) [Master's Thesis, Hacettepe University]. Yüksek Öğretim Kurulu Başkanlığı Tez Merkezi.
- Al Amin, M., & Greenwood, J. (2018). The UN Sustainable Development Goals and teacher development for effective English teaching in Bangladesh: A Gap that needs bridging. *Journal of Teacher Education for Sustainability*, 20(2) 118-138. <https://doi.org/10.2478/jtes-2018-0019>
- Arslan, S., & Curle, S. (2021). Sustainable Development Goals in the English language high school curriculum in Turkey. *European Journal of Education*, 56(4), 681–695. <https://doi.org/10.1111/ejed.12473>
- Aydın, Ö. (2019). *Improving awareness levels of students towards sustainable development vocational high schools*. (Thesis No. 601999) [Doctoral Dissertation, Trabzon University]. Yüksek Öğretim Kurulu Başkanlığı Tez Merkezi.
- Aydoğan, A. (2010). *Determining the ideas of social studies teachers on teaching about the improvements of sustainable development issues*. (Thesis No. 249091) [Master's Thesis, Niğde University]. Yüksek Öğretim Kurulu Başkanlığı Tez Merkezi.
- Aytar, A. (2016). *The effect of interdisciplinary science education on sustainable development of 7th grade students*. (Thesis No. 449494) [Doctoral Dissertation, Karadeniz Technical University]. Yüksek Öğretim Kurulu Başkanlığı Tez Merkezi.
- Balčiūnaitienė, A., & Teresevičienė, M. (2018). Challenges of foreign language teaching and sustainable development competence implementation in higher education. *Vocational Training: Paper and Realities*, 29(1). <https://doi.org/10.2478/vtrr-2018-0004>
- Bedir, H. (2021). English language teachers' beliefs and perceptions on sustainability. *International Journal of Curriculum and Instruction* 13(2) 1880–1895.

- Bekteshi, E. (2017). Innovations in teaching – A comparative paper of foreign language education. *South East European Journal of Sustainable Development*, 1(1), 41-51. Retrieved May 18, 2022, from <https://seejsd.unt.edu.mk/wp-content/uploads/2018/04/SEEJSD-Vol-1-2018-finale11309-1.pdf>
- Bekteshi, E., & Xhaferi, B. (2020). Learning about Sustainable Development Goals through English language teaching. *Research in Social Sciences and Technology*, 5(3), 78-94. <https://doi.org/10.46303/ressat.05.03.4>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101. <http://dx.doi.org/10.1191/1478088706qp063oa>
- Braun, V., & Clarke, V. (2012). Thematic analysis. In H. Cooper, P. M. Camic, D. L. Long, A. T. Panter, D. Rindskopf & K. J. Sher (Eds.), *APA handbook of research methods in psychology, Vol. 2. Research designs: Quantitative, qualitative, neuropsychological, and biological* (pp. 57–71). American Psychological Association. <https://doi.org/10.1037/13620-004>
- Braun, V., & Clarke, V. (2013). *Successful qualitative research: A Practical guide for beginners*. SAGE Publication, London.
- British Council (2015). *World class: How global thinking can improve your school*. London: British Council. Retrieved May 22, 2022, from https://scotland.britishcouncil.org/sites/default/files/world_class_global_thinking_english_verison.pdf
- Burkaz Ekinci, S. (2021). *Developing a module for sustainable development education for middle school students*. (Thesis No. 699992) [Doctoral Dissertation, Recep Tayyip Erdoğan University]. Yüksek Öğretim Kurulu Başkanlığı Tez Merkezi.
- Burton, P. (2010). Creativity in Hong Kong schools. *World Englishes*, 29(4), 493–507. <https://doi.org/10.1111/j.1467-971X.2010.01677.x>
- Calder, W., & Clugston, R. (2005). Education for a sustainable future. *Journal of Geography in Higher Education*, 29(17), 13-17. <https://doi.org/10.1080/03098260500030231>
- Cattell, A., & Kleinhans, B. (2022). Toward sustainability in German curricula. In M. J. De La Fuente (Ed.), *Education for sustainable development in foreign language learning: Content-based instruction in college-level curricula* (pp. 142-158). Routledge. <https://doi.org/10.4324/9781003080183>
- Cengizoğlu, S. (2013). *Investigating potential of education for sustainable development program on preschool children's perceptions about human-environment interrelationship*. (Thesis No. 347220) [Master's Thesis, Middle East Technical University]. Yüksek Öğretim Kurulu Başkanlığı Tez Merkezi.
- Cheon, L. B. (2013). Suggestions for language learners: Creativity development in EFL classroom. *Primary English Education*, 19(3), 87-109.

- Connelly, L. M. (2016). Trustworthiness in qualitative research. *Medsurg Nursing*, 25(6), 435-436. Retrieved from March 15, 2023, from <https://www.proquest.com/scholarly-journals/trustworthiness-qualitative-research/docview/1849700459/se-2>
- Cook, G. (2000). *Language play, language learning*. Oxford: Oxford University Press.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative and mixed methods approaches*. (5th Ed.). SAGE Publications, Inc., Thousand Oaks.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches*. (4th Ed.). SAGE Publications, Inc., Thousand Oaks.
- Çelik, M. (2019). *An analyzing study on the awareness of pre-service science teachers for sustainable development and their behavior for environmental problems*. (Thesis No. 600959) [Master's Thesis, Akdeniz University]. Yüksek Öğretim Kurulu Başkanlığı Tez Merkezi.
- Çolak, C. (2012). *The research of primary –high school teachers and students' opinions about sustainable development and biological diversity*. (Thesis No. 321905) [Master's Thesis, Karadeniz Technical University]. Yüksek Öğretim Kurulu Başkanlığı Tez Merkezi.
- Dal, Ş. (2020). *Determination of science teacher's sustainable development awareness and views*. (Thesis No. 642481) [Master's Thesis, Ağrı İbrahim Çeçen University]. Yüksek Öğretim Kurulu Başkanlığı Tez Merkezi.
- DeJonckheere, M., & Vaughn, L. M. (2019). Semistructured interviewing in primary care research: A balance of relationship and rigour. *Family Medicine and Community Health*, 7(2), 1-8. <https://doi.org/10.1136/fmch-2018-000057>
- De La Fuente, M. J. (2022). Conclusion. In M. J. De La Fuente (Ed.), *Education for sustainable development in foreign language learning: content-based instruction in college-level curricula* (pp. 233-234). Routledge. <https://doi.org/10.4324/9781003080183>
- Denzin, N. K., & Lincoln, Y. S. (2011). Introduction: The discipline and practice of qualitative research. In N. K. Denzin & Y. S. Lincoln (Eds.), *The SAGE handbook of qualitative research* (4th ed., pp. 1–19). Thousand Oaks, CA: Sage.
- Dworkin, S. L. (2012). Size policy for qualitative studies using in-depth interviews. *Arch Sex Behav*, 41, 1319-1320. <https://doi.org/10.1007/s10508-012-0016-6>
- Edwards, S., & Ashida, A. (2021), Higher education in Japan: Internationalization, the Sustainable Development Goals and survivability. *International Journal of Comparative Education and Development*, 23(2), 104-119. <https://doi.org/10.1108/IJCED-09-2020-0061>
- Engin, H. (2010). *Teaching sustainable development, education of sustainability and environmental education in geography education*. (Thesis No. 264124) [Master's Thesis, Marmara University]. Yüksek Öğretim Kurulu Başkanlığı Tez Merkezi.

- Fleig, R., do Nascimento, I. B., & Michaliszyn, M. S. (2021). Sustainable development and higher education institutions: A challenge to fulfill [Abstract]. *Education Policy Analysis Archives*, 29(95). 1-22. <https://doi.org/10.14507/epaa.29.5640>
- Gilmore, A. (2007). Authentic materials and authenticity in foreign language learning. *Language Teaching*, 40(2), 97–118. <https://doi.org/10.1017/S0261444807004144>
- Gonglewski, M., & Helm, A. (2022). Cross-disciplinarity at the core: Teaching sustainability in a German business course. In M. J. De La Fuente (Ed.), *Education for sustainable development in foreign language learning: content-based instruction in college-level curricula* (pp. 161-178). Routledge. <https://doi.org/10.4324/9781003080183>
- Gökmen, A. (2014). *Education for sustainable development: The factors in relation to pre-service teachers' attitudes*. (Thesis No. 419108) [Doctoral Dissertation, Gazi University]. Yüksek Öğretim Kurulu Başkanlığı Tez Merkezi.
- Jeon, J. (2009). Reflecting critical pedagogy: Its application to EFL contexts and criticism. *English Language & Literature Teaching*, 15(3), 59-81. Retrieved May 15, 2022, from <https://www.koreascience.or.kr/article/JAKO200917357306455.pdf>
- Jodoin, J. J. (2019). *Using education for sustainable development (ESD) for language learners: Study of university approaches*. [Doctoral thesis, Kyoto University]. <https://doi.org/10.14989/doctor.k22102>
- Jodoin, J. J. (2022). Re-envisioning English language teaching in a post-COVID world: Using language education for sustainable development. In R. Khan, A. Bashir, B. L. Basu & M. E. Uddin (Eds.), *Local research and glocal perspectives in English language teaching: Teaching in changing times* (pp. 251-265). Springer. https://doi.org/10.1007/978-981-19-6458-9_16
- Jodoin, J. J. (2023). Opportunities for English for academic purposes in a post-pandemic world through language education for sustainable development. In H. Işıl Işık, E. Kantarcıoğlu, A. Üner & C. Thomas (Eds.), *Re-vision and re-form in English for academic purposes contexts after the pandemic* (pp. 33-44). Cambridge Scholars Publishing.
- Jodoin, J. J., & Singer, J. (2018). An analysis of environmental content found in English-language textbooks in Japanese higher education using a corpus. [Abstract]. *The International Journal of Social Sustainability in Economic, Social, and Cultural Context*, 14(4), 39-55. doi:10.18848/2325-1115/CGP/v14i04/39-55.
- Jodoin, J. J., & Singer, J. (2020). Mainstreaming education for sustainable development in English as a foreign language: An analysis of the image-text interplay found in EFL textbooks in Japanese higher education. In W. L. Filho, A. L. Salvia, R. W. Pretorius, L. L. Brandli, E. Manolas, F. Alves, U. Azeiteiro, J. Rogers, C. Shiel & A. Do Paco (Eds.), *Universities as living labs for sustainable development: Supporting the implementation of the Sustainable Development Goals* (pp. 545-565). Springer. https://doi.org/10.1007/978-3-030-15604-6_3

- Kahriman, D. (2016). *Comparison of early childhood education educators' education for sustainable development practices across eco versus ordinary preschools*. (Thesis No. 439230) [Doctoral thesis, Middle East Technical University]. Yüksek Öğretim Kurulu Başkanlığı Tez Merkezi.
- Kaldis, B. (2009). The university as microcosm. *Educational Philosophy and Theory*, 41(5), 553-574. <https://doi.org/10.1111/j.1469-5812.2008.00431.x>
- Kanmaz, D. (2019). *Attitudes of 7th and 8th graders towards sustainable development and the factors in relation to student's attitudes*. (Thesis No. 604644) [Master's thesis, Yıldız Technical University]. Yüksek Öğretim Kurulu Başkanlığı Tez Merkezi.
- Karaarslan, G. (2016). *Science teachers as ESD educators: An outdoor ESD model for developing systems thinking skills*. (Thesis No. 439199) [Doctoral thesis, Middle East Technical University]. Yüksek Öğretim Kurulu Başkanlığı Tez Merkezi.
- Koçulu, A. (2018). *An examination of the relationship between pre-service science teachers' awareness about sustainable development and attitudes and behaviours toward environmental issues*. (Thesis No. 511994) [Master's thesis, Akdeniz University]. Yüksek Öğretim Kurulu Başkanlığı Tez Merkezi.
- Korkmaz, A. (2014). *Evaluation of preschool educational institutions using eco-school program for education for sustainable development*. (Thesis No. 363222) [Master's thesis, Hacettepe University]. Yüksek Öğretim Kurulu Başkanlığı Tez Merkezi.
- Köklü, H. (2018). *Investigating pre-service early childhood teachers' self-efficacy beliefs regarding education for sustainable development teaching*. (Thesis No. 502002) [Master's thesis, Middle East Technical University]. Yüksek Öğretim Kurulu Başkanlığı Tez Merkezi.
- Kwee, C. T. T. (2021). I want to teach sustainable development in my English classroom: A case study of incorporating Sustainable Development Goals in English teaching. *Sustainability*, 13(8), 1-24. <https://doi.org/10.3390/su13084195>
- Leicht, A., Heiss, J., & Byun, W. J. (2018). Introduction. In A. Leicht, J. Heis & W. J. Byun (Eds.), *Issues and trends in education for sustainable development* (pp. 7-9). UNESCO. Retrieved May 10, 2022, from <http://unesdoc.unesco.org/images/0026/002614/261445e.pdf>
- Maguire, M., & Delahunt, B. (2017). Doing a thematic analysis: A Practical, step-by-step guide for learning and teaching scholars. *All Ireland Journal of Higher Education*, 8(3), 3351-3359. Retrieved March 14, 2023, from <https://ojs.aishe.org/index.php/aishe-j/article/view/335>
- Maley, A., & Peachey, N. (2017). Introduction. In A. Maley & N. Peachey (Eds.), *Integrating global issues in the creative English language classroom* (pp. 7-8). British Council. Retrieved May 22, 2022, from <https://www.teachingenglish.org.uk/article/integrating-global-issues-creative-english-language-classroom>

- Meleshko, I., Kutsenok, N., & Yamshynska, N. (2021). Teaching English language at university as an instrument for promotion of sustainable development through society. *SWorldJournal*, 4(07-04), 113–117. <https://doi.org/10.30888/2663-5712.2021-07-04-072>
- Nowell, L. S., Norris, J. M., White, D. E., & Moules, N. J. (2017). Thematic analysis: Striving to meet the trustworthiness criteria. *International Journal of Qualitative Methods*, 16(1), 1-13. <https://doi.org/10.1177/1609406917733847>
- Nutt Williams, E., & Morrow, S. L. (2009). Achieving trustworthiness in qualitative research: A pan-paradigmatic perspective. *Psychotherapy Research*, 19(4-5), 576-582. <https://doi.org/10.1080/10503300802702113>
- Özsoy, A. (2021). *Determination of science teacher's sustainable development awareness and views*. (Thesis No. 658178) [Master's thesis, Fırat University]. Yüksek Öğretim Kurulu Başkanlığı Tez Merkezi.
- Özsoy, R. (2019). *An investigation on the Turkish science teachers' views related to ESD*. (Thesis No. 587521) [Master's thesis, Middle East Technical University]. Yüksek Öğretim Kurulu Başkanlığı Tez Merkezi.
- Petkutë, R. (2012). Integrating the concept of sustainable development into English language curriculum of environmental engineering sciences. *Coactivity: Philology, Educology*, 20(1), 65-74. <http://dx.doi.org/10.3846/cpe.2012.07>
- Reisinger, D., Quammen, S. V., Liu, Y., & Virgüez, E. (2021). Sustainability across the curriculum: A Multilingual and intercultural approach in education for sustainable development in foreign language learning. In M. J. De La Fuente (Ed.), *Education for sustainable development in foreign language learning: content-based instruction in college-level curricula* (pp. 197-214). Routledge. <https://doi.org/10.4324/9781003080183>
- Rieckmann, M. (2018). Key themes in education for sustainable development. In A. Leicht, J. Heis & W. J. Byun (Eds.), *Issues and trends in education for sustainable development* (pp. 61-84). UNESCO. Retrieved May 10, 2022, from <http://unesdoc.unesco.org/images/0026/002614/261445e.pdf>
- Robert, L., Nonoyama-Tarumi, Y., Mckeown, R., & Hopkins, C. (2016). Contributions of education for sustainable development (ESD) to quality education: A Synthesis of research. *Journal of Education for Sustainable Development*. 10(2), 226–242. <http://dx.doi.org/10.1177/0973408216661442>
- Ruiz-Cecilia, R., Guijarro-Ojeda, J. R., & Marín-Macías, C. (2021). Analysis of heteronormativity and gender roles in EFL textbooks. *Sustainability*, 13(1), 1-17. <https://doi.org/10.3390/su13010220>
- Sağdıç, A. (2013). *A closer look into Turkish elementary teachers regarding ESD*. (Thesis No. 350152) [Master's thesis, Middle East Technical University]. Yüksek Öğretim Kurulu Başkanlığı Tez Merkezi.
- Sampson, H., & Johannessen, I. A. (2020). Turning on the tap: The benefits of using ‘real-life’ vignettes in qualitative research interviews. *Qualitative Research*, 20(1), 56–72. <https://doi.org/10.1177/1468794118816618>

- Sargeant, J. (2012). Qualitative research part II: Participants, analysis, and quality assurance. *Journal of Graduate Medical Education*, 4(1), 1–3. <https://doi.org/10.4300/JGME-D-11-00307.1>
- Sarı, F. (2020). *Determination of students' perceptions towards green chemistry and sustainable development*. (Thesis No. 641653) [Master's thesis, Atatürk University]. Yüksek Öğretim Kurulu Başkanlığı Tez Merkezi.
- SDSN Australia/Pacific. (2017). *Getting started with the SDGs in universities: A guide for universities, higher education institutions, and the academic sector*. Retrieved Oct 24, 2022, from https://ap-unsdsn.org/wp-content/uploads/University-SDG-Guide_web.pdf
- Soysal, C. (2017). *Examination of pre-service chemistry teachers' competency in the field of environmental education and SD*. (Thesis No. 474866) [Master's thesis, Middle East Technical University]. Yüksek Öğretim Kurulu Başkanlığı Tez Merkezi.
- Soysal, N. (2016). *Pre-service classroom teachers' perceived competencies on education for sustainable development*. (Thesis No. 429308) [Master's thesis, On Dokuz Mayıs University]. Yüksek Öğretim Kurulu Başkanlığı Tez Merkezi.
- Stahl, N. A., & King, J. R. (2020). Expanding approaches for research: Understanding and using trustworthiness in qualitative research. *Journal of Developmental Education*, 44(1), 26-28. Retrieved March 26, 2023, from <https://eric.ed.gov/?id=EJ1320570>
- Szesztay, M. (2017). Foreword. In A. Maley & N. Peachey (Eds.), *Integrating global issues in the creative English language classroom* (pp. 5). British Council. Retrieved May 17, 2022, from <https://www.teachingenglish.org.uk/article/integrating-global-issues-creative-english-language-classroom>
- Şeker, S. (2018). *Attitudes and behaviors of 7th and 8th graders towards sustainable development and climate changes*. (Thesis No. 528864) [Master's thesis, Necmettin Erbakan University]. Yüksek Öğretim Kurulu Başkanlığı Tez Merkezi.
- Tatlılıoğlu, E. (2019). *Analysis of science curriculum and textbooks in terms of sustainable development goals: A case study*. (Thesis No. 596396) [Master's thesis, Middle East Technical University]. Yüksek Öğretim Kurulu Başkanlığı Tez Merkezi.
- Tenant, A. (2017). Content and the Sustainable Development Goals: Going beyond language learning from the book. In A. Maley & N. Peachey (Eds.), *Integrating global issues in the creative English language classroom* (pp. 173-1179). British Council. Retrieved May 16, 2022, from <https://www.teachingenglish.org.uk/article/integrating-global-issues-creative-english-language-classroom>

- Think Global and British Council (December, 2011). *The global skills gap: Preparing young people for the new global economy*. London: Think Global and British Council. https://think-global.org.uk/wp-content/uploads/dea/documents/BusinessPoll_online_TG.pdf
- Tin, T. B. (2013). Towards creativity in ELT: The need to say something new. *ELT Journal* Volume, 67(4), 385-397. <https://doi.org/10.1093/elt/cct022>
- Tomlinson, B. (2003). Introduction: Are materials developing? In B. Tomlinson. (ed.). *Developing Materials for Language Teaching* (pp. 4-9). Continuum.
- Turpin, K. M. (2022). Multiliteracies pedagogy: Theory to practice for scaffolding sustainability literacies. In M. J. De La Fuente (Ed.), *Education for sustainable development in foreign language learning: content-based instruction in college-level curricula* (pp. 34-49) Routledge. <https://doi.org/10.4324/9781003080183>
- Türer, B. (2010). *The awareness levels of science and social science prospective teachers regarding sustainable environment*. (Thesis No. 300487) [Master's thesis, On Dokuz Mayıs University]. Yüksek Öğretim Kurulu Başkanlığı Tez Merkezi.
- Türkmen, C. (2018). *An analysis of secondary school chemistry curriculum in terms of education for sustainable development: A case from Turkey*. (Thesis No. 489467) [Master's thesis, Middle East Technical University]. Yüksek Öğretim Kurulu Başkanlığı Tez Merkezi.
- UNDP. (n.d.). *Sustainable Development Goals: United Nations Development Programme*. Retrieved October 24, 2022, from <https://www.undp.org/sustainable-development-goals>
- UNESCO. (2017). *Education for Sustainable Development Goals: Learning objectives*. France: UNESCO. Retrieved Oct, 2022, from <https://unesdoc.unesco.org/ark:/48223/pf0000247444>
- United Nations (UN). (1987). *Report of the world commission on environment and development: Our common future*. Retrieved Oct 24, 2022, from <https://digitallibrary.un.org/record/139811>
- United Nations (UN). (October, 2015). *Transforming our world: The 2030 agenda for sustainable development*. Retrieved May 14, 2022, from https://www.un.org/en/development/desa/population/migration/generalassembly/docs/globalcompact/A_RES_70_1_E.pdf
- United Nations Conference on Environment and Development (UNCED). (1992). *Agenda 21: Action plan for the next century*. Rio de Jenario. <https://sustainabledevelopment.un.org/content/documents/Agenda21.pdf>
- Vasseur, R., & Sepulveda, Y. (2022). Beyond the language requirement: Implementing sustainability-based FL education in the Spanish Foundations Program. In M. J. De La Fuente (Ed.), *Education for sustainable development in foreign language learning: content-based instruction in college-level curricula* (pp. 105-123). Routledge. <https://doi.org/10.4324/9781003080183>

Yılmaz Yendi, B. (2019). *Experienced science teachers' subject matter knowledge and pedagogical content knowledge regarding biogeochemical cycles in the context of education for sustainable development*. (Thesis No. 555178) [Doctoral thesis, Middle East Technical University]. Yüksek Öğretim Kurulu Başkanlığı Tez Merkezi.



APPENDICES

APPENDIX-A. Demographic Information Questions

- AGE:
- CURRENT WORKPLACE:
- YEARS OF TEACHING EXPERIENCE:
- LEVEL OF EDUCATION:
 - BA / MA / PHD
- DEPARTMENTS GRADUATED FROM:
 - BA:
 - MA:
 - PHD:
- CEFR LEVELS OF ENGLISH CLASSES YOU HAVE TAUGHT:
 - A1
 - A2
 - B1
 - B2
 - C1
 - C2

APPENDIX-B. Vignette

Vignette:

Imagine that the university you work at has decided not to pay for commercial textbooks but to use textbooks developed by the university staff instead, and you are part of the team of instructors developing textbooks for the school of foreign languages/preparatory program in your institution. The textbook development team is responsible for textbook development for all EFL preparatory program classes (A1, A2, B1 and B1+ levels).

And you want to start off the process by choosing the themes/topics that will be covered in these in-house textbooks.

- *Would you be willing to choose any of the following themes and topics?*
- *Why? / Why not?*

- *For which level (A1, A2, B1, and B1+ levels) do you think these themes and topics are suitable?*
- *Why?*

APPENDIX-C. Interview Protocol and Questions

PART 1: Demographic Information Questions

- See Appendix A for questions.

PART 2: Vignette & Interview Questions

- See Appendix B for the vignette and follow-up questions.
- After each of the following topics, two separate follow-up questions that are stated in Appendix B is posed to the interviewee.

- Theme / Topic 1: No Poverty

Examples: *Content about ending poverty in all its forms everywhere.*

- Theme / Topic 2: Zero Hunger

Examples: *Content about ending hunger, achieving food security and improved nutrition, and promoting sustainable agriculture.*

- Theme / Topic 3: Good Health and Well-being

Examples: *Content about ensuring healthy lives and promoting well-being for all at all ages.*

- Theme / Topic 4: Quality Education

Examples: *Content about ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all.*

- Theme / Topic 5: Gender Equality

Examples: *Content about achieving gender equality and empowering all women and girls.*

- Theme / Topic 6: Clean Water and Sanitation

Examples: *Content about ensuring availability and sustainable management of water and sanitation for all.*

- Theme / Topic 7: Affordable and Clean Energy

Examples: *Content about ensuring access to affordable, reliable, sustainable, and modern energy for all*

- Theme / Topic 8: Decent Work and Economic Growth

Examples: *Content about promoting inclusive and sustainable economic growth, full and productive employment, and decent work for all.*

- Theme / Topic 9: Industry, Innovation and Infrastructure

Examples: *Content about building resilient infrastructure, promoting inclusive and sustainable industrialization, and fostering innovation.*

- Theme / Topic 10: Reduced Inequality:

Examples: *Content about reducing inequality within and among countries.*

- Theme / Topic 11: Sustainable Cities and Communities

Examples: *Content about making cities and human settlements inclusive, safe, resilient, and sustainable.*

- Theme / Topic 12: Responsible Consumption and Production

Examples: *Content about ensuring sustainable consumption and production patterns.*

- Theme / Topic 13: Climate Action

Examples: *Content about taking urgent action to combat climate change and its impacts.*

- Theme / Topic 14: Life Below Water

Examples: *Content about conserving and sustainably use the oceans, seas, and marine resources for sustainable development.*

- Theme / Topic 15: Life on Land

Examples: *Content about protecting, and promoting sustainable use of terrestrial ecosystems, sustainably managing forests, combating desertification, reversing land degradation, and halting biodiversity loss.*

- Theme / Topic 16: Peace, Justice, and Strong Institutions

Examples: *Content about promoting peaceful and inclusive societies for sustainable development, providing access to justice for all and building effective, accountable, and inclusive institutions at all levels.*

- Theme / Topic 17: Partnerships to achieve Sustainable Development

Examples: *Content about strengthening the means of implementation and revitalizing the global partnership for sustainable development worldwide.*

PART 3: Closing

Do you have any other comments or is there anything else you would like to add?



APPENDIX-D. Ethics Committee Approval



T.C.
UFUK ÜNİVERSİTESİ
Sosyal ve Beşeri Bilimler Bilimsel Araştırma Etik Kurulu Başkanlığı



Sayı : E-81182178-605.99-31752
Konu : Nuran GORMAN (Etik Kurul Onayı)

26.12.2022

DAĞITIM YERLERİNE

İlgi : Sosyal Bilimler Enstitüsü Müdürlüğünün 11.11.2022 tarihli ve E-96064710-5014.10-30501 sayılı yazısı.

Üniversitemiz Sosyal Bilimler Enstitüsü İngiliz Dili Eğitimi Yüksek Lisans Programı öğrencisi **Nuran GORMAN**'ın, **Dr. Öğr. Üyesi Ceyhan KARABIYIK**'ın tez danışmanlığında devam ettirdiği "**Üniversite Düzeyinde İngilizce Derslerinde Sürdürülebilir Kalkınma Amaçları Konularının Kullanılmasına İlişkin Öğretmen Görüşleri (Teachers' perceptions on the use of Sustainability Development Goals topics in university level English classes)**" konu başlıklı tez çalışması, Sosyal ve Beşeri Bilimler Bilimsel Araştırma Etik Kurulumuzun 16.12.2022 tarih ve 2022/07 sayılı toplantısında Yükseköğretim Kurumları Bilimsel Araştırma ve Yayın Etiği Yönergesi ve Ufuk Üniversitesi Sosyal ve Beşeri Bilimler Bilimsel Araştırma Etik Kurulu Yönergesi çerçevesinde değerlendirilmiş olup, etik açıdan uygun olduğuna oy birliği ile karar verilmiştir.

Bilgilerinizi ve gereğini saygılarımla arz/rica ederim.

Prof. Dr. Mustafa KILIÇ
Kurul Başkanı

DAĞITIM:

Gereği:
Sosyal Bilimler Enstitüsü Müdürlüğüne

Bilgi:
Rektörlük Makamına

CURRICULUM VITAE

Personal Information

Name-Surname : Nuran Gorman

Education

2023 : Ufuk University, M.A in English Language Teaching

2012 : Istanbul University, B.A in English Language and Literature

Work Experience

2013 – 2021 : English Language Instructor, Bilkent University

Qualifications

Languages : English

Date : 09.05.2023