

Aligning Sustainable Development Goals into English for Journalism: A Case Study of Practical Application in ELT

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Abstract

Background:

This study explores the integration of Sustainable Development Goals (SDGs) into an English for Journalism course as a means to enrich language learning with socially meaningful content.

Methodology:

This research addresses that gap through a qualitative case study involving 18 undergraduate students at UIN Antasari Banjarmasin. Data were collected from teaching resources, student outputs, and reflective journals, and analyzed thematically. The research examined the design and implementation of SDG-based mind-mapping, writing broadcast news scripts on local issues, and recording news readings, aiming to connect journalistic tasks with global concerns.

Findings:

The findings revealed that these tasks not only improved students' language proficiency and media literacy but also deepened their critical thinking and awareness of sustainability issues such as gender equality, clean water, and public health. Students were able to contextualize global goals through local narratives and developed confidence in using English for real-world communication.

Conclusion:

This study offers a replicable model for embedding socially meaningful content into English for Specific Purposes (ESP) courses, particularly in English for Journalism context, and proposes pedagogical strategies that educators can adapt in diverse contexts.

Originality:

While previous research has explored the theoretical potential of SDGs in fostering critical thinking and global awareness, there is limited evidence of how these goals can be applied in teaching activities. By documenting and reflecting on the teaching process and student responses, this study can enhance both language learning outcomes and student awareness of global issues.

Keywords : Educational Sustainable Development (ESD); ELT; English for Journalism; Sustainable Development Goals (SDGs)

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1. INTRODUCTION

Integrating the SDGs into English Language Teaching (ELT) has strong potential to enrich language learning with meaningful content. The 17 SDGs outlined by the United Nations highlight urgent issues such as climate change, gender equality, responsible consumption, and quality education ([Mambrasar, 2024](#)). In Indonesia, these goals are embedded in national policies and programs, reflecting a commitment to connect local development with global sustainability targets. Meanwhile, ELT is seen as a vehicle for linguistic competence ([Mambu, 2023](#); [Nicholas & Starks, 2014](#)), it can also serve as a powerful platform for fostering global awareness, critical thinking, and intercultural communication ([Kwee, 2021](#); [Yu et al., 2024](#)).

Furthermore, aligning SDGs in foreign language classrooms supports students' environmental awareness and builds on their prior knowledge through meaningful content about major global issues ([Misiaszek, 2022](#)). It also enhances language learning by incorporating cultural topics, critical thinking, and complex vocabulary use ([Mambu, 2023](#)), indeed for helping learners reach higher proficiency levels ([Buck et al., 2024](#)). Through meaningful interaction in specific contexts, students gain deeper knowledge and real learning experiences, which are essential for building 21st-century skills like competence, perseverance, and curiosity ([Tarman & Dev, 2018](#)). Therefore, integrating the SDGs into ELT can enrich learning materials while instilling sustainability values in students.

English for Specific Purposes (ESP) offers a unique opportunity to integrate language learning with real-world issues. Key features of ESP include authentic materials, a purpose-related orientation, and self-direction ([Salmani-Nodoushan, 2020](#)). In line with previous statement, [Rahman, \(2015\)](#) noted the ESP crucial point is that English is not taught as a subject separated from the learners' real world, instead, it is integrated into a subject matter area which is important to the learners. By involving technology into ESP for journalism, the students become well-prepare for modern digital media and reporting. Through authentic journalistic tasks, such as reporting, interviewing, and news writing, students can engage meaningfully with SDGs themes while developing media literacy and professional communication skills ([F.B, 2024](#); [Cordova, 2024](#)). The use of authentic materials and real-life situations can support language development and spark thoughtful dialogue about global problems and solutions ([Buck et al., 2024](#); [Cordova, 2024](#)). Thus, putting SDG subjects into English for Journalism helps students not only enhance their language skills but also become more aware and responsible global citizens.

While prior studies suggest that sustainability topics can enhance motivation and critical engagement ([Mambu, 2023](#); [Kwee, 2021](#)) there is little empirical work documenting how SDGs can be operationalized in journalism-focused ESP courses, especially in non-Western higher education contexts. For instance, [Mambu, \(2023\)](#) used a case study of a pre-service teacher to show how SDG-related topics can nurture critical thinking and even spiritual reflection in future educators. [Kwee, \(2021\)](#) also looked into how teachers' beliefs, their teaching goals, and the support they get from schools can affect their motivation to include SDGs in their lessons. These studies offer important insights, especially from the perspective of teachers and pedagogy. However, there is still a noticeable gap when it comes to translating these big ideas into classroom practice. What is often missing is a pedagogical and theoretical model that explains how SDGs can be systematically operationalized in ESP courses and how such integration reshapes the goals of language education itself.

This study responds to that gap by bringing ESD into the conversation about ESP. it shows how integrating SDG-based activities in an English for Journalism course can reshape what ESP is meant to achieve. The activities such as mind-mapping, writing broadcast scripts, and recording news reports that placed global concerns into students' immediate learning context encouraged them to work with real issues while improving their language skills, media literacy, and critical awareness.

The objectives are to develop classroom activities aligned with journalistic tasks and with relevant SDG themes, to examine how these activities influence students' language proficiency, critical thinking, and understanding of sustainability issues, and to propose a practical model for embedding SDGs into ESP courses. By documenting and reflecting on the teaching process and student responses, this study can enhance both language learning outcomes and student awareness of global issues.

2. LITERATURE REVIEW

2.1 Educational Sustainable Development (ESD)

Education for Sustainable Development (ESD) is a holistic approach to teaching and learning that prepares people to respond to the environmental, social, and economic challenges of today's interconnected world ([Glavič, 2020](#); [Shulla et al., 2020](#); [UNESCO, 2012](#)). The idea and principles of ESD are diffused throughout all 17 Sustainable Development Goals ([Shulla et al., 2020](#)). Grounded in the principles of sustainable development, ESD addresses

interconnected environmental, social, and economic challenges, while fostering critical thinking, participatory learning, and global citizenship ([UNESCO, 2012](#)).

The core of ESD is the implication in all levels of formal, non-formal and informal education as a fundamental part of lifelong learning ([Shulla et al., 2020](#)). [Glavič, \(2020\)](#) identifies twelve key issues essential for an ESD curriculum, categorized into four main dimensions: approach, content, teaching, and organization. These include defining the scope of ESD, establishing coherent policies, fostering stakeholder cooperation, and addressing the environmental, social, and economic pillars of sustainability. The environmental component focuses on biodiversity, climate change, and pollution prevention; the social dimension emphasizes human rights, equity, and cultural diversity; while the economic aspect promotes circular economy and sustainable consumption. Such comprehensive structuring facilitates the integration of ESD across different educational levels and contexts.

In second language learning, and particularly in English as a Foreign Language (EFL) contexts, the implementation of ESD principles remains limited and uneven. [Asif et al., \(2020\)](#) and [Koludrović & Mrsić, \(2022\)](#) note challenges such as the need for culturally relevant materials, teacher capacity, and institutional support, yet these studies stop short of exploring how these barriers play out in ESP courses. Moreover, there is slight discussion of whether existing ESD pedagogical models which is often developed in general education or content-subject settings can be effectively adapted to language classrooms where linguistic and communicative goals must be met alongside sustainability education ([Ribeiro et al., 2021](#); [Wang et al., 2022](#); [Čučković, 2022](#)).

The [UNESCO sourcebook, \(2012\)](#) recommends strategies such as simulations, storytelling, and issue analysis to promote systems thinking and activity. While promising, their applicability in EFL or ESP contexts remains underexplored. For example, in journalism-focused language learning, simulations might involve newsroom scenarios or live reporting exercises, but empirical evidence on how these activities impact both language proficiency and sustainability awareness are scarce. This lack of verified, context-specific approaches underscore the need for research that moves beyond policy adoption to pedagogical integration.

Although ESD and English for Journalism may seem to come from different starting points, they stand to equip learners with the skills and awareness needed to engage critically with the world around them. ESD offers a thematic and values-based framework, encouraging learners to question, investigate, and propose solutions to global challenges. English for

Journalism, as a branch of ESP, provides authentic, real-world communicative tasks, such as news writing, interviewing, and reporting which naturally require these similar skills.

This makes it an ideal space for bringing ESD principles to life in the language classroom. For instance, a unit on environmental reporting can address SDG 13 (Climate Action) while developing the linguistic tools needed to write concise leads or conduct interviews. Similarly, reporting on social justice initiatives connects directly with SDG 5 (Gender Equality) or SDG 10 (Reduced Inequalities) while strengthening vocabulary, critical reading, and persuasive speaking. By embedding SDGs themes into journalism tasks, students are not only learning English, they are practicing how to communicate responsibly universal issues.

2.2 ESP and Journalism as a Learning Context

ESP provides a useful theoretical foundation for addressing this challenge. [Hutchinson and Waters \(1987\)](#) established that ESP is not a separate discipline but an approach to language learning which is defined by learners' needs and the contexts in which language is used. [Dudley-Evans and St. John \(1998\)](#) later emphasized three defining features of ESP: authenticity, a purpose-related orientation, and learner-centeredness. These principles align naturally with the aims of ESD.

As a branch of ESP, English for Journalism represents a very rich field for this integration. It already demands engagement with authentic materials, multimodal communication, and socially significant content ([Abdujabborova, 2025](#); [Salmani-Nodoushan, 2020](#)). This course, then, learned by the students of English Language Education Study Program in UIN Antasari Banjarmasin which aims at equip students, as prospective journalists, with journalistic knowledge, including analyzing various types of journalistic writing, the rules of writing, and publication in both print and digital media ([Wismanto et al., 2022](#)). Learning activities include observing authentic texts, identifying the register of language used, interview practice, editing practice, news report writing, and publishing texts on a digital web ([Salniwati et al., 2022](#); [M.S., 2023](#)). The end of this study, students are expected to collaborate in teams to produce digital journalistic content relevant to local and global issues.

In many countries, the approach to teaching English to journalism students is well-developed and focused on practical application ([Abdujabborova, 2025](#)). For instance, in the US and UK, communicative and interactive methods are used to build students' speaking, writing, and media analysis skills. In Europe, particularly Germany and France, multimodal learning is common, where students work with videos, audio, and texts to enhance their ability to interpret

diverse media formats. To improve learning outcomes, modern innovations such as online platforms, virtual reality, and mobile apps are also being integrated. These tools offer students experiences, opportunities to engage with global journalism communities, and the skills needed to operate in real-world media environments ([Dewi et al., 2024](#)).

Thus, English for Journalism offers a strong context for integration because it already requires authentic materials, multimodal communication, and socially meaningful tasks. Globally, this course is also developing through interactive methods and technological innovations, from virtual reality to online platforms, which help students connect with international media practices while developing both language proficiency and professional competence.

2.3 Bridging ESD and ESP through Journalism

One of the main issues in teaching English to journalism students today is that many traditional methods no longer match the demands of the modern media world. Lessons often rely on outdated, standardized approaches that do not fully prepare students to engage with international media. There is also a lack of a clear and consistent system for language instruction. However, by learning from successful teaching practices in other countries, there is a real opportunity to improve. Adapting global methods, like using multimedia tools, interactive lessons, and real-world projects, can help students gain practical experience and strengthen both their language and professional skills ([Abdujabborova, 2025](#)).

In particular, the SDGs with their focus on pressing challenges like climate action, gender equality, and responsible consumption, are often absent as core content. This gap means missing a valuable chance to connect professional communication training with the deeper mission of ESD: fostering critical thinking, ethical awareness, and a sense of global citizenship. Bringing SDG themes into English for Journalism in ELT would not only make language learning more authentic and socially relevant, but would also give students meaningful opportunities to practice the reporting, analysis, and storytelling skills of their profession while engaging with the issues shaping our world today.

3. METHODOLOGY

This research employed a qualitative case study methodology to investigate the many ways in which the SDGs may be practically implemented in English for Journalism course. This approach is appropriate for investigating the phenomena where contextual factors are essential for comprehending the issue being studied ([Yin, 2018](#)). The research was conducted

on a single class of English for Journalism that was taught in fourth semester. The class was attended by 18 undergraduate students who were enrolled in the English Language Education Study Program of UIN Antasari Banjarmasin. All students in the course were invited to participate in the research component of the class. They received an information sheet outlining the study's objectives, procedures, potential benefits, and risks. Written informed consent was obtained from all students, who were assured whether their participation or decision not to participate would not affect their grades. Students were also informed that they could withdraw at any stage without consequence.

3.1 Data Collection

Qualitative case studies enable the gathering data collection such as interviews, observations, and document analysis, thereby providing an integrated knowledge of participants' experiences, attitudes, and interactions ([Creswell & Poth, 2016](#)). In this case, the data were collected through teaching materials (lesson plans, SDG resource sheets, assessment rubrics), students' works (mind maps, written news scripts, audio/video recording), reflective teaching materials, and students' feedback. The intervention took place over a semester which consist of 16 weeks, comprising 100-minute session per week. The sequence of activities was as follows:

Table 1 Context and Duration of Intervention

Time	Activity
Weeks 1–2	Introduction to SDGs and their relevance to journalism; exploration of local and global news topics.
Weeks 3–5	Mind-mapping activities based on SDG-related news articles; group presentations and discussion.
Weeks 6–9	Writing broadcast news scripts linked to local SDG-related issues.
Weeks 10–12	Peer review and revision of scripts.
Weeks 13–14	Recording of audio or video news broadcasts.
Weeks 15–16	Reflection sessions

3.2 Data Analysis

The data were analyzed using [Braun & Clarke, \(2020\)](#) six-phase thematic analysis framework for identifying, analyzing, and reporting patterns within qualitative data. This process allowed for both inductive insights which emerged directly from the data, and

deductive connections guided by the study's research objectives. The analysis of data as follows:

a. Familiarization with the Data

All teaching materials, students' works (mind maps, news scripts, audio/video recording), reflective teaching journals, and feedback notes were compiled and organized. The researcher engaged in repeated reading and, in the case of recordings, multiple listening or viewings to gain a deep, holistic understanding of the content. During this stage, initial notes were written to capture early impressions and potential points of interest.

b. Generating Initial Codes

Open coding was applied to meaningful units of text and media transcripts using an inductive approach. Coding captured both descriptive elements (e.g., references to specific SDG topics) and interpretive elements (e.g., expressions of increased confidence, instances of critical questioning). Codes were managed using a spreadsheet for transparency, allowing the researcher to track where each code appeared in data collection.

c. Searching for Themes

During the analysis, related codes were categorized into broader themes that cut across the various data sources. For instance, codes relating to *students recognizing SDG relevance in local news*, *analyzing social impact*, and *identifying solutions* naturally converged into the theme "Critical Engagement with SDG Content." Likewise, codes on *improved vocabulary use*, *structured writing*, and *clarity in oral delivery* formed the theme "Development of Journalistic Language Skills." These propose themes aligned closely with the pedagogical aims of integrating ESD into ELT.

d. Reviewing and Refining Themes

Proposed themes were reviewed at two levels: first, within each coded extract to ensure internal coherence, and second, against the entire data to check thematic uniqueness. This iterative process involved merging overlapping themes, discarding those with insufficient supporting evidence, and reassigning data segments as needed.

e. Defining and Naming Themes

Each theme was clearly defined to capture its essence and scope. Concise, descriptive names were assigned, accompanied by representative extracts from students' works,

reflections, or teaching journals. These extracts served to illustrate the lived experience of participants while grounding the themes in empirical evidence.

f. Producing the Final Analysis

The final thematic map was created, showing the relationship between themes and sub-themes. Interpretations were linked explicitly to the research questions, with attention to how SDG integration influenced language development, media literacy, and student engagement.

To enhance credibility and trustworthiness, the researcher conducted triangulation across data sources (student work, reflections, teaching journals) and member checking by sharing preliminary themes with participants for feedback and verification. The researcher also served as the course instructor, a dual role that provided privileged insight into classroom dynamics but carried a risk of bias in data interpretation. To mitigate this, the researcher maintained a reflexive journal to record assumptions, decisions, and emotional responses throughout the study.

4. FINDINGS

This study explored how SDGs can be meaningfully integrated into an English for Journalism course through a series of practical, student-centered activities. The findings are drawn from three main sources: (1) students' mind-maps developed during SDG discussions, (2) their written broadcast news scripts, and (3) audio/video recordings of the final broadcast performances. These data sources collectively highlight the development of language skills, critical thinking, and awareness of global issues.

4.1 Engagement with SDG Themes through Mind-Mapping

The topic of SDGs was not familiar to English for Journalism students. It rarely discussed specifically by other lecturers beyond this course. Thus, recognizing the subject of SDGs by finding the examples from the newsletter, then, grouping the students for discussing several issues, such as gender equality; clean water and sanitation; good health and well-being; responsible production; industry, innovation, and infrastructure. In this activity, the lecturer used local, national, and international newspaper and online media in order to raise students' insight on global issues. After that, the students made mind-mapping using Canva as the analysis of key points of the content of the news and presented the result. Mind-mapping activity served as an initial exploratory task, allowing students to brainstorm and visually organize their understanding of specific SDG themes. The result of the activity as follow:

- a. Jakarta offers women free public transit on Kartini Day (The Jakarta Post, April 20, 2025, <https://www.thejakartapost.com/indonesia/2025/04/20/jakarta-offers-women-free-public-transit-on-kartini-day.html>)

The content of the news aligned with Gender Equality (SDG 5), Sustainable Cities and Communities (SDG 11), and Climate Action (SDG 13). The students presented this topic as the example of the case on SDGs to address practical aspects of gender inequality by improving access, safety, and visibility of women in public systems, which calls for ending all forms of discrimination against women, including in access to mobility and public infrastructure. When women can travel freely and confidently, they are better able to engage in economic and social activities. Besides, the use of special entry gates and female-only service lanes reflects an effort to improve safety and dignity in public transport for women. By linking the initiative to Kartini Day, which honors a pioneer of women's empowerment in Indonesia, the program serves as a symbolic reminder of the importance of gender equality. It aligns with efforts to challenge cultural and systemic barriers faced by women in everyday life. Figure 1 described the mind-mapping created by the students.

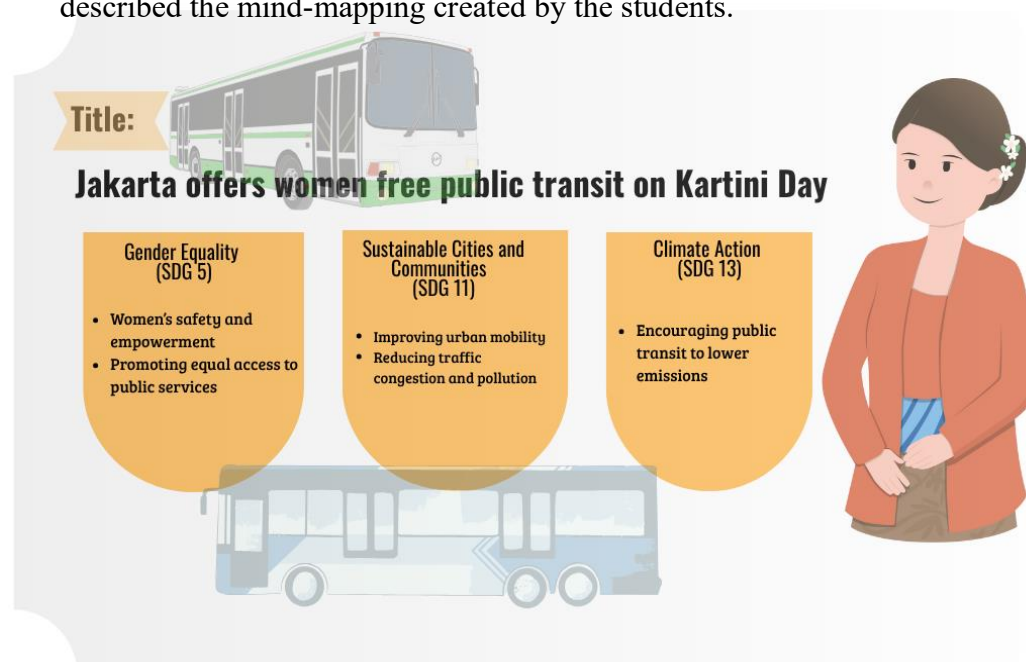


Figure 1 Mind-Mapping: Jakarta offers women free public transit on Kartini Day

- b. Microplastics are choking our waters. Could a sponge made of Squid bones help remove them? (CNN, December 17, 2024, <https://edition.cnn.com/2024/12/17/science/microplastics-sponge-wuhan-china-scn-intl-hnk/index.html>)

In this article, students found that there were five important points incorporated with SDGs: Good Health and Well-Being (SDG 3), Clean Water and Sanitation (SDG 6), Industry, Innovation and Infrastructure (SDG 9), Responsible Consumption and Production (SDG 12), and Life Below Water (SDG 14). Through students' mind-mapping (see picture 2), they explained that the sponge technology contributes to health protection by minimizing exposure to microplastics in water used for drinking, cooking, and cleaning. The sponge directly addresses the target by significantly reducing microplastic contamination, which is a major threat to both surface and drinking water quality. This innovation provides a practical solution to reduce plastic runoff before it enters rivers and oceans, directly contributing to marine ecosystem protection. Besides, the potential of sponge used in household appliances (e.g., dishwashers, washing machines) indicated its relevance to green industrial design and innovation at the consumer level.



Figure 2 Mind-Mapping: Microplastics are choking our waters. Could a sponge made of Squid bones help remove them?

- c. Prabowo rebrands 'free lunch' program (The Jakarta Post, May 24, 2024, <https://www.thejakartapost.com/indonesia/2024/05/24/prabowo-rebrands-free-lunch-program.html>)

The issue on this article was President Indonesia, Prabowo Subianto has rebranded his campaign's "free lunch" initiative into the Free Nutritious Meal Program. Initially launched during his election campaign, the program now includes pilot implementations aimed at combating child malnutrition. Several themes of SDGs identified by the students, such as: No Poverty (SDG 1), Zero Hunger (SDG 2), Good

Health and Well-Being (SDG 3), and Quality Education (SDG 4). The students explored that supports maternal and child health through better nutrition, helping to reduce stunting and associated health issues. This program is expected to reduce financial burden on low-income families by covering meal costs at school, lifting households out of poverty. Moreover, improved nutrition supports better school attendance, concentration, and learning outcomes, especially for younger children. The mind-mapping designed by the students can be seen in figure 3.

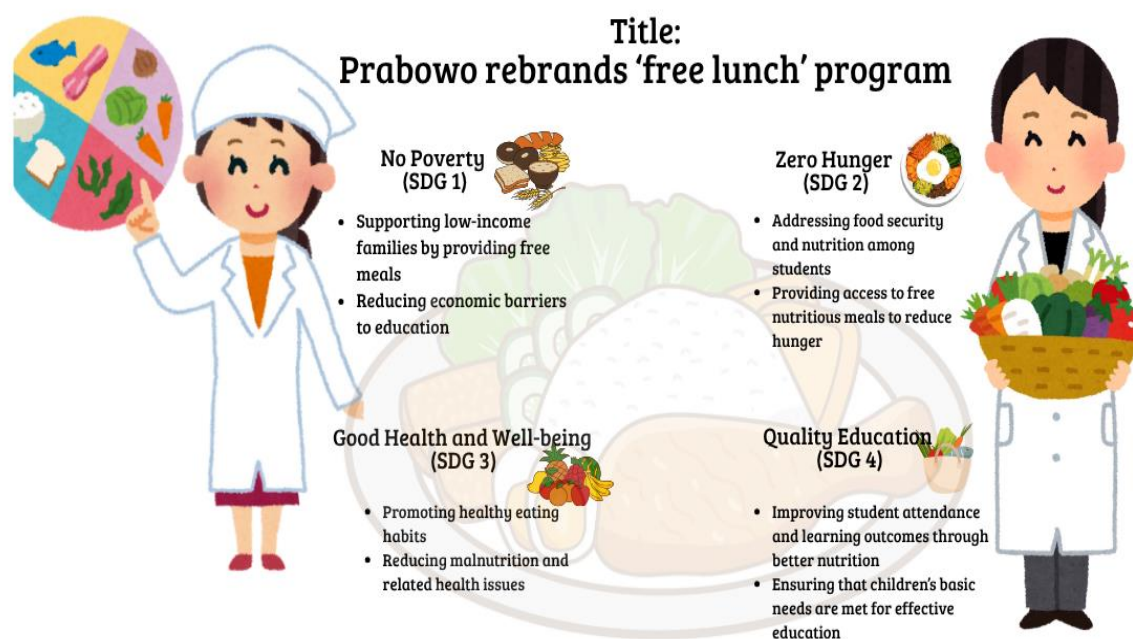


Figure 3 Mind-Mapping: Prabowo rebrands 'free lunch' program

The integration of SDGs into an English for Journalism course through the use of mind-mapping has demonstrated clear pedagogical and linguistic value. The activity provided a platform for students to engage critically with global issues such as gender equality, environmental protection, public health, and access to education. Through the analysis of authentic news sources and the visual representation of key concepts, students developed a deeper understanding of selected SDG themes and their real-world implications.

The activity also facilitated the development of core English skills. Students demonstrated marked improvement in reading comprehension and lexical development as they navigated complex texts related to current global events. The process of synthesizing information into mind maps and presenting their findings fostered growth in written and spoken discourse, particularly in terms of clarity, coherence, and audience awareness which categorized as essential skills for journalistic communication.

Furthermore, the incorporation of SDG themes provided meaningful content that enhanced learner motivation and contextualized language use in socially relevant and intellectually engaging ways. It encourages active learning, enhances language skills, and cultivates an awareness of global challenges in preparing students to function as informed communicators in both local and international media landscapes. As a result, the mind-mapping strategy not only supported language proficiency but also promoted critical thinking and global citizenship, aligning well with the broader goals of education for sustainable development.

4.2 Writing Broadcast News Script

After the students could comprehend the concept of SDGs, the lecturer asked the students to practice writing broadcast news script. The previous meeting, the lecturer has explained the structure of news script which consisted of lead, body, and closing. The students could use the references from many kinds of newspaper both online or printed edition to help them generating the idea of the topic chose. In this study, the lecturer required the students to write the news script based on local issues dealing with SDGs. The following is the result from the students work.

News Script: Martapura River's Silent Struggle: A Crisis for Life Below Water

LEAD:

"Good evening, Banjarmasin, the city of a thousand rivers, is battling a silent crisis beneath its waters. The iconic Martapura River, once a vibrant lifeline, now faces severe pollution, endangering its delicate aquatic ecosystem and the livelihoods of countless local fishermen. Our report tonight delves into the dire reality of 'Life Below Water' in our own backyard."

BODY PARAGRAPH 1:

For years, the Martapura River has been Banjarmasin's heart, supporting diverse marine life and traditional communities. However, unchecked industrial waste, domestic sewage, and plastic debris have turned parts of this vital waterway into an ecological hazard. Recent studies by local environmental groups show alarming levels of heavy metals and microplastics, directly impacting fish populations and water quality. This directly undermines Sustainable Development Goal 14, advocating for the conservation of our marine resources.

BODY PARAGRAPH 2:

The river's deteriorating condition has had a devastating economic effect on local fishermen. Mr. Budi, a third-generation fisherman, shared, 'Our catches have drastically decreased. We used to bring in baskets full of fish; now it's barely enough to feed our families. The fish are smaller, sicker, and sometimes inedible.' This highlights the urgent need for action to protect both the environment and public health.

BODY PARAGRAPH 3:

Despite immense challenges, there is hope. Local government and NGOs are launching waste management initiatives and public awareness campaigns. Clean-up drives for river banks and efforts to encourage proper waste disposal are underway. However, experts emphasize that a more comprehensive and collaborative approach, involving all stakeholders from industries to local communities, is crucial for long-term recovery.

CLOSING:

The plight of the Martapura River serves as a sobering reminder of our collective responsibility towards 'Life Below Water.' Preserving this invaluable natural asset is not just an environmental imperative but also a social and economic necessity for Banjarmasin. We must act now to ensure future generations can enjoy the beauty and bounty of our rivers. That's our report for tonight. Thank you for watching.

Integrating SDGs in a news script was written by students AF. In her news script, she brought the concept of Clean Water and Sanitation (SDG 6), Life Below Water (SDG 14), good Health and Well-being (SDG 3). The script points out how unchecked waste disposal and lack of proper waste management have led to dangerous pollution levels, calling attention to this water quality issue. Pollution of the river, including heavy metals and toxic waste, poses direct health risks to the local population through contaminated water and food sources (e.g., sick or inedible fish). Meanwhile, the pollution from industrial waste, sewage, and plastic, directly threatening the Martapura River's aquatic ecosystem.

Through several issues mentioned, each SDG has multiple targets to be achieved to fulfill that goal. As mentioned in paragraph 3, local government and NGOs invited the society to prevent the environment by cleaning the river banks together. Furthermore, this activity aims at improving water quality by reducing pollution, eliminating dumping, and minimizing the release of hazardous chemicals and materials.

In line with student AF, the news script was written by student NH discussed the values of SDGs in her content below.

News script: Beware of Serious Threats to Children: Violence, Children in Conflict with the Law and Early Marriage

LEAD:

Good morning, three serious issues are highlighted by the Deputy Mayor of Banjarmasin, Hj. Ananda. Namely violence, children in conflict with the law, and early marriage. This was conveyed when opening the socialization of the Banjarmasin City DPPP, Wednesday (6/4/2025).

BODY PARAGRAPH 1:

Ananda is concerned, sexual violence against children is increasing and the perpetrators are often people close to her. She firmly called this an organized crime that threatens the future of the nation, "There is no room for violence, exploitation, and abuse of children, both in the real world and digitally."

BODY PARAGRAPH 2:

In addition, Ananda also highlighted the high number of child marriages in Banjarmasin, which is triggered by poverty, culture, and lack of education. She emphasized that early marriage is not a solution, but rather a source of new problems such as dropping out of school and domestic violence.

BODY PARAGRAPH 3:

Head of Complaints Section of UPTD PPA South Kalimantan, Naimah Fitriyanuarty, described child sexual violence as an iceberg phenomenon: what is visible on the surface is only a little, but what is not visible is much more. The number of cases of violence in South Kalimantan in 2024 reached 585 cases. The number is based on data on the Simfoni Ministry of PPA page. Naimah also emphasized the importance of the active role of the community in preventing violence against women and children.

CLOSING:

Protecting children is not just responsibility of government, it begins with all of us. A safer future today, with every voice raised and every action taken to stand against violence and injustice.

Student NH tried to aligned Gender Equality (SDG 5), Peace, Justice, and Strong Institution (SDG 16), and Quality Education (SDG 3). The script highlights sexual violence against children, particularly girls, as a growing issue in Banjarmasin. The issue of early marriage is explicitly addressed, with emphasis on its root causes (poverty, culture, lack of education) and consequences (dropping out of school, domestic violence). This was confirmed by a statement from the Deputy Mayor of Banjarmasin, *"There is no room for violence, exploitation, or abuse of children..."*

Besides, the news script frames child abuse and violence as a societal crisis that requires multi-stakeholder intervention. The data shared by the UPTD PPA (585 reported cases) and the description of abuse as an "iceberg phenomenon" stress the need for stronger legal and institutional responses. The mention of children in conflict with the law highlights systemic challenges that impact children's rights and access to justice. Hence, Community involvement and prevention are presented as ways to ensure better legal protection for children.

In term of Quality Education (SDG 3), The script links early marriage to school dropout rates, showing how harmful social practices interrupt children's access to education. Consequently, the socialization event itself, where these issues are discussed, functions as a form of public education promoting rights-based awareness and gender-sensitive learning. The target then promoting education for sustainable development, including human rights and gender equality.

Other news scripts are written by student AFA which discussed the happening issue in Banjarmasin. The problem of garbage and its impact to the resident become a hot topic in Banjarmasin's local news and social media as reported in the following paragraph.

News script: Garbage Piles Up in Banjarmasin Following TPS Closure

LEAD:

Good morning. This is Aulia Fatimah, reporting Antasari news.

Today's top story focuses on a growing environmental concern in Banjarmasin: piles of garbage in public areas following the closure of several temporary disposal sites, or TPS.

BODY PARAGRAPH 1:

Since early February 2025, the city has closed a number of TPS due to environmental violations, especially at the Basirih final disposal site.

This action was taken to comply with national waste management regulations and to stop open dumping.

However, this sudden closure has created a new problem. Trash has been left uncollected across various neighborhoods, including sungai Andai and pasar Antasari. Some streets are partially blocked by garbage piles, and the air smells unpleasant.

BODY PARAGRAPH 2:

According to residents, waste collection has become irregular, with garbage trucks coming only once a week.

One local said, “There’s nowhere to put our trash now. It keeps piling up, and it’s dangerous for our children.”

The city now faces pressure to improve its waste management system. This issue is closely related to Sustainable Development Goals, specifically SDG 11, for building sustainable cities, and SDG 12, for responsible waste production and consumption.

BODY PARAGRAPH 3:

In response, the mayor has declared a waste emergency. Mobile collection units and community waste-sorting centers are being introduced, along with public education on the 3R concept: reduce, reuse, and recycle.

Yet, many environmental activists believe the current efforts are not enough. Urban waste is not just a government issue, it’s a shared responsibility.

CLOSING:

As Banjarmasin looks for sustainable solutions, collaboration between citizens and local authorities is more important than ever.

Reporting from Banjarmasin, I’m Aulia Fatimah for Antasari News. Back to the studio.

The news focuses on poor waste management in Banjarmasin following the closure of temporary disposal sites (TPS). The description of garbage piles, blocked streets, and foul smells clearly reflects the environmental impact of ineffective urban systems. This case connected to SDG 11 (Sustainable Cities and Communities). Meanwhile, the 3R concept (Reduce, Reuse, Recycle) mentioned and the introduction of waste-sorting centers directly supports this target. Public education on sustainable waste behavior also reflects the aim of reducing consumption-based waste (SDG 12). The closure of TPS to comply with national waste regulations shows a step toward safer, regulated waste disposal practices.

The effect of this problem includes the health risk (SDG 3), particularly for children, due to garbage piling up and deteriorating air quality. This ties directly into the public health risks caused by unmanaged waste and environmental pollution. To solve this problem, the Deputy Mayor of Banjarmasin invite all the elements of society to maintain environmental cleanliness, especially in waste management. The call for shared responsibility between the government and community in resolving the waste crisis supports multi-stakeholder cooperation.

Writing about SDG-related topics encouraged students to use English purposefully, expanding both their functional language skills and global literacy. The students can learn a new term such as *waste management*, *early marriage*, *microplastics*, *gender equality*, etc., expanded students' academic and journalistic vocabulary. In this activity, students demonstrated the ability to analyze real issues, highlight impacts, and suggest or report on solutions. This aligns with higher-order thinking in English for Specific Purposes (ESP), particularly journalism.

Furthermore, the students not only learned how to identify relevant SDG themes, but also how to communicate global goals through local stories. Their work showed a shift from theoretical understanding to practical application, promoting critical thinking, social responsibility, and media literacy. All of the components are essential for shaping globally aware and communicatively competent individuals in ESP contexts.

4.3 Recording Audio/Video

In this step, the lecturer offered to the student to record their news script into audio or video. This is based on the consideration that not all students have enough confidence to perform in front of the camera. Out of 18 students, only 2 students recorded their task by making a video, while the rest sent voice messages of their reading news from the news script they wrote.

Several components should be stressed in reading the news script to ensure a clear, engaging, and professional delivery. These components include: clarity and pronunciation, tone and intonation, pace and speed, pausing, expression and emotion, accuracy and confidence, consistency with script, body language (if on camera), and eye contact (if on camera). Emphasizing these components can make news reading more professional, credible, and engaging for the audience.

Students also should prepare several key elements to ensure a smooth and professional recording or video for broadcasting the news script, as follow:

a. Proper Equipment Setup

The lecturer asked the students to prepare the tools needed for recording the news script reading. The students can use the feature in their mobile phone, computer, or use appropriate application. If it is needed, the students can use mic clip-on to make the voice affordable. Besides, the lecturer suggested to the students to ensure the microphone, camera, and recording device are functioning well.

b. Practice Delivery

Before recording the news script, the lecturer asked the student to check the content, understand it, rehearse multiple times to improve pronunciation, intonation, flow, and practice controlling pace, pauses, and emotions.

c. Appearance and Presentation

If the students choose to perform in front of camera, they need to dress appropriately in order to reflect a professional or suitable appearance. They also need to maintain good posture and eye contact with the camera. Use natural gestures and facial expressions to enhance engagement if on camera.

d. Timing

The students need to pay attention to the allocated time which is given by the lecturer. In this study, the lecturer decided the video or audio length was 1-3 minutes.

In the final phase of the instructional sequence, students were required to record their broadcast news scripts in either audio or video format. This task was designed to simulate real-world journalistic production while accommodating varying levels of student confidence. The lecturer emphasized several key aspects of professional news delivery, including clarity of pronunciation, appropriate tone and intonation, controlled pacing, expressive delivery, and adherence to the written script. For students choosing video, additional components such as body language, eye contact, and professional appearance were addressed. To support effective performance, students were advised to rehearse their scripts thoroughly and ensure the functionality of technical equipment, including microphones and recording devices. The duration of each recording was restricted to one to three minutes. This activity not only reinforced students' spoken language proficiency and confidence but also integrated essential media literacy and performance skills aligned with the communicative demands of English for Journalism.

5. DISCUSSION

Bringing SDGs topic into the English for Journalism course did not just sharpen students' language skills, it also encouraged them to think more deeply about the issues shaping their communities and the wide world. Students addressed real-world concerns including gender equality, clean water, education, and environmental health, expressing their comprehension through translating these topics into journalistic outputs in English. In this way, the learning experience moved toward what [Misiaszek, \(2022\)](#) describes as education for action, where sustainability topics take on greater meaning when linked to real-life challenges.

It also reflects [Buck et al., \(2024\)](#) observation that interdisciplinary, context-based learning can rise students' motivation in powerful ways.

One reason which pointed that this approach worked so well was the authenticity of the tasks. Students were not just reading and writing, they were also creating mind maps, writing scripts, and producing recorded broadcasts. Switching between visual, textual, and spoken formats gave them multiple ways to explore SDG content, which likely deepened their understanding and helped them remember what they learned. This combination of relevance and realism gave students an honest reason to communicate, building both their confidence and their professional awareness. It supports previous research indicating that authentic tasks engage learners ([Buck et al., 2024](#); [Cordova, 2024](#)), while also demonstrating that combining authenticity with sustainability themes can enhance language acquisition and foster students' responsibility.

However, these encouraging results need to be seen in the context of another research that tells a different story. [Asif et al., \(2020\)](#) and [Koludrović & Mrsić, \(2022\)](#), for instance, found that simply adding sustainability topics to EFL lessons often led to only surface-level engagement when students did not have enough background knowledge. What seems different here is that this study started with local, for examples like Jakarta's free public transit for women, the students could instantly connect to. Having that familiar starting point may have made it easier for them to see the links to bigger global issues, showing how grounding abstract ideas in everyday experiences can make learning more meaningful.

Several factors may have shaped the results of this study. Through only 18 participants from a single institution, it is hard to say how well the findings would hold true in other contexts. Because there was no control or comparison group, we cannot be certain that the gains in skills came entirely from the SDG-integrated approach. The fact that the lecturer was also the researcher might have influenced how openly students shared their reflections, some may have wanted to present their work in a more positive light. While steps like member checking and triangulation were taken to keep the findings trustworthy ([Braun & Clarke, 2020](#)), these limitations are important to keep in mind when interpreting the results.

Even with these constraints, the study offers a concrete, workable example of how ESD principles can be woven into ESP courses, especially English for Journalism class. The findings point to the value of tasks that are authentic, contextualized, and multimodal helped the students build language skills, media literacy, and their social awareness all at once. This shows that bringing SDG themes into journalism lessons is not just possible, it can make language

learning more meaningful and better connected to both real-world issues and professional practice ([Shulla et al., 2020](#)).

This study proves that integrating Education for Sustainable Development (ESD) principles into English for Specific Purposes (ESP) courses particularly English for journalism can make learning both practically and socially meaningful. Authentic, contextualized, and multimodal tasks were found to simultaneously strengthen language skills, enhance media literacy, and foster social awareness ([Glavič, 2020](#)), suggesting that embedding SDG themes into journalism lessons is both feasible and impactful. Building on these findings, future research could explore the approach's effect on specific journalism competencies, test its adaptability to other ESP fields, compare SDG-integrated courses with traditional ones, and track graduates over time to see how they apply these skills in professional and civic contexts. Together, these directions align with the study's aim of showing how language education can address global challenges while supporting professional development.

6. CONCLUSION

This study provides a practical and applicable model for aligning SDGs into English for Journalism within an ELT framework. It has shown that the combination of authentic materials, multimodal outputs, and localization of global issues forms a replicable model for integrating ESD into ESP contexts. By linking mind maps, news scripts, and recorded broadcasts to stories students could relate to, like Jakarta's free public transit for women or Banjarmasin's waste crisis, the course moved beyond language drills to purposeful communication. Students not only strengthened their writing, speaking, and media analysis skills, but also learned how to frame complex social and environmental issues for a wider audience. In short, the SDG lens made journalism tasks more engaging, relevant, and socially meaningful.

The course successfully developed students' journalistic skills, such as analysis, synthesis, and expressive communication, while fostering values like gender equality and environmental responsibility. For educators who want to adapt this model, three principles emerged as particularly transferable: (1) Start local by bringing SDG topics in issues that students already know or experience; (2) Diversify modes by combining visual (mind maps), written (news scripts), and oral/performative (recordings) outputs; and (3) Ensure authenticity by using real news sources and proper journalistic formats.

This study proves that embedding Education for Sustainable Development (ESD) within English Language Teaching (ELT) is not only feasible but also transformative, offering a replicable model that enhances language proficiency, critical thinking, and global citizenship through contextually rich and socially meaningful learning. By doing so, ELT classrooms can become more than sites of linguistic instruction, they can become platforms for empowerment, reflection, and real-world impact. Thus, integrating SDGs into language instruction not only enriches the curriculum but also helps students develop a sense of action and responsibility toward global challenges. This approach fosters a holistic learning environment where language skills are cultivated alongside ethical awareness, critical thinking, and local engagement.

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