| RESEARCH ARTICLE

Integrating Sustainable Development Goals into EFL Textbooks in Morocco: A Content Analysis

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| ABSTRACT

This research explored the incorporation of Sustainable Development Goals (SDGs) within two prominent English language textbooks utilized in Morocco, namely *Gateway to English 2* and *Ticket to English 2*. Employing a qualitative content analysis methodology, the study evaluated the extent to which these educational materials integrated and highlighted various SDGs, examining both the richness of the content and the instructional strategies employed. The results indicated notable differences in the approaches to SDG integration, with *Gateway to English 2* focusing on a select few critical goals, including Climate Action (SDG 13) and Peace, Justice, and Strong Institutions (SDG 16), whereas *Ticket to English 2* presented a more expansive yet subtle incorporation of a broader array of SDGs. This investigation underscored the necessity of aligning textbook choices with targeted educational goals and the diverse requirements of learners to effectively nurture global citizenship and advance sustainable development. The study concluded by offering suggestions for improving the representation of SDGs in educational resources and proposed avenues for further inquiry into the practical implementation of these insights across various educational settings.

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1. Introduction

The Sustainable Development Goals (SDGs) represent a critical framework established by the United Nations in 2015 as part of the broader 2030 Agenda for Sustainable Development (Halisçelik & Soytas, 2019). Comprised of 17 interconnected objectives, the SDGs aim to tackle some of our most pressing global challenges, including poverty, inequality, health disparities, access to education, climate change, environmental degradation, and the pursuit of peace and justice (Opoku, 2016). What makes the SDGs particularly significant is their universality because they are designed to be relevant and applicable to all countries and populations, emphasizing the principle of "leaving no one behind" (Weiland et al., 2021). This approach reflects a comprehensive vision for sustainable development that seeks to harmonize economic growth with social inclusion and environmental stewardship (Josephsen, 2017). The SDGs are more than just a set of goals; they provide a strategic blueprint for collective action, guiding governments, organizations, and individuals in making decisions that contribute to a fairer and more sustainable world (Sachs, 2015). Among these goals, education plays a pivotal role, not only as an objective in its own right but as a key enabler for achieving many other goals (Swain, 2018). By equipping people with the necessary knowledge, skills, and values, education becomes a powerful tool in the global effort to realize the SDGs, making them an indispensable framework for shaping both global and local policies aimed at creating a better future for all (Chasek et al., 2016).

Education plays a pivotal role in advancing sustainable development, as it empowers individuals with the necessary skills and knowledge to effect meaningful change within their communities and beyond (Zachariou & Symeou, 2009). It lays the groundwork

for comprehending the intricate relationships among social, economic, and environmental systems, enabling individuals to make informed decisions that consider the well-being of both humanity and the planet (Berchin et al., 2021). Through the educational process, individuals cultivate critical thinking skills that allow them to evaluate the repercussions of their actions, fostering a deep sense of responsibility and stewardship for the environment in which they reside (McPeck, 2016). Education transcends mere knowledge acquisition; it is instrumental in nurturing the next generation of leaders and innovators who will devise the necessary solutions to address pressing global challenges such as climate change, resource scarcity, and social inequality (Enciso et al., 2017). By integrating sustainability into their curricula, educational institutions equip students not only to grasp these complex issues but also to engage actively in addressing them (Boeve-de Pauw et al., 2015). Consequently, education serves not only to raise awareness but also to ignite the transformative actions required to realize sustainable development, laying the foundation for a more equitable and sustainable future for all (Glavič, 2020).

Furthermore, the incorporation of the Sustainable Development Goals (SDGs) into educational resources is essential, as it not only raises students' awareness of the pressing global issues we encounter but also prepares them to engage in impactful actions (Ozawa-Meida et al., 2021). By integrating the SDGs within the educational framework, learners can relate their academic experiences to significant real-world challenges such as poverty, climate change, and social inequality (Willats et al., 2018). This approach enhances the relevance and appeal of education, allowing students to recognize the tangible effects of their learning on the surrounding world (Zguiret al., 2021). Furthermore, it cultivates a sense of global citizenship, prompting young individuals to extend their perspectives beyond local contexts and reflect on how their choices influence a collective future (Strachan et al., 2021). Educating students through the prism of the SDGs equips them with vital critical thinking, problem-solving, and teamwork abilities necessary for tackling these intricate challenges (Fang & O'Toole, 2023). Ultimately, the integration of the SDGs into educational materials aims to empower future generations to actively contribute to the creation of a more equitable, sustainable, and inclusive society (Adams et al., 2023).

The selection of Moroccan textbooks as the central subject of this research is motivated by their significant and distinctive influence on the educational development of the nation's youth. In Morocco, textbooks frequently serve as the primary educational resource for both students and educators, particularly within the public school system, where they constitute the fundamental framework of the curriculum (Bouzid, 2016). An examination of these educational materials can yield critical insights into the extent to which Morocco's educational practices are in alignment with international objectives, such as the Sustainable Development Goals (SDGs) (Astaifi & El Allame, 2024). In addition, given Morocco's rich cultural diversity and the array of developmental challenges it faces (Tiliouine & Estes, 2016), this context provides a compelling case for investigating how educational resources can facilitate sustainable development. By concentrating on Moroccan textbooks, this study seeks to determine whether these resources effectively engage students with pressing issues such as environmental sustainability, social equity, and economic development in ways that resonate with their personal experiences and community contexts (Laaloua & Tamer, 2022). Ultimately, the objective of this research is to identify both the strengths and potential areas for enhancement within Moroccan educational content, aiming to contribute to a more effective and inclusive educational framework that equips students to become informed, responsible, and proactive global citizens.

To achieve these objectives, this study aims to thoroughly investigate the integration of Sustainable Development Goals (SDGs) within two prominent Moroccan English textbooks, *Gateway to English 2* and Tickets to English 2. The analysis will focus on how these textbooks present and incorporate the SDGs into the daily learning materials for students. It will examine the introduction and explanation of these global objectives, as well as their integration into lessons and activities, with particular attention to which SDGs are emphasized and how they prompt critical thinking on issues such as poverty, environmental sustainability, and social justice.

In addition to identifying the presence of SDG concepts, this research intends to assess the effectiveness of these textbooks in aligning with the overarching goals of the SDGs and their capacity to foster student awareness. The evaluation will consider not only the content being delivered but also the pedagogical approaches employed, determining whether the materials facilitate meaningful discussions and actions related to sustainable development. Ultimately, this study aspires to offer insights into the strengths and weaknesses of these educational tools, contributing to the enhancement of education in Morocco and ensuring that students emerge as informed global citizens ready to tackle the challenges of our time.

Also, this study is structured around three fundamental inquiries that focus on the incorporation of Sustainable Development Goals (SDGs) within the Moroccan English textbooks, specifically *Gateway to English 2* and Tickets to English 2. The first objective is to ascertain the degree to which the SDGs are represented in these educational resources, pinpointing the particular goals that are included and evaluating their prominence within the content. The second objective involves a thorough examination of how themes related to the SDGs are integrated into the lessons and activities presented in these textbooks, assessing whether these global issues are embedded in a manner that is both relevant and engaging for learners. Lastly, it is essential to evaluate the

strengths and weaknesses of the existing methodology for integrating SDGs in these textbooks, determining the effectiveness of these materials in promoting an understanding of sustainable development and their potential to motivate students toward proactive engagement. By exploring these inquiries, the study aims to deliver an in-depth analysis of the extent to which these textbooks equip students to confront global challenges through the framework of the SDGs.

2. Literature Review:

Textbooks are essential in influencing students' comprehension of global issues, acting as a fundamental resource for knowledge acquisition and learning within educational settings (Akbana & Yavuz, 2022). They offer organized and easily digestible information across a variety of subjects, including environmental sustainability and social justice, which aids students in developing a foundational grasp of the intricate challenges that our world currently faces (Errington & Bubna-Litic, 2015). The narratives and content presented in these textbooks can significantly shape students' perceptions and interactions with global matters, such as the effects of climate change, the significance of human rights, and the appreciation of cultural diversity (Davidson & Liu, 2020). The framing of these subjects within textbooks has the potential to either motivate students to engage in critical thinking and proactive measures or, alternatively, to reinforce limited or biased perspectives (Niehaus, 2018). Consequently, the manner in which global issues are represented and addressed in textbooks is vital for cultivating informed, responsible, and active global citizens who are equipped to make positive contributions to their communities and the broader world (Chou, 2021). Ultimately, textbooks serve not only as vehicles for knowledge dissemination but also as instruments that shape students' values, viewpoints, and sense of agency in tackling the urgent global challenges of our era (Arfani et al., 2022).

Previous research has consistently underscored the critical role of education in fostering sustainable development. A study by Kolbe (2015) examined the knowledge and attitudes of students from two distinct educational settings—a grammar school and a comprehensive school—specifically regarding waste management, a pressing environmental concern. The importance of educating the youth on this subject cannot be overstated. The research utilized a questionnaire to gather data, which was subsequently analyzed through both qualitative and quantitative approaches. Results revealed that students from the grammar school possessed a superior understanding of waste management concepts, demonstrated greater awareness of various waste management strategies, and showed a higher propensity to participate in recycling initiatives in the future. The study pointed out the necessity of bridging the knowledge gaps observed among students in the comprehensive school. It stressed that effective waste management relies heavily on strategies focused on waste reduction and reuse. Ultimately, the research concluded that enhancing young people's awareness of these critical issues could significantly shape their future lifestyle choices, enabling them to become individuals who prioritize sustainable practices.

In a distinct investigation, Bell (2016) presented a critical analysis of contemporary educational frameworks, contending that they inadequately reflect the principles of sustainability. The author highlighted the considerable promise that transformative pedagogy possesses in equipping future generations to engage responsibly with environmental issues. Bell advocates for a more cohesive educational strategy, wherein themes of sustainability are intricately integrated into the core of educational curricula. This integration is anticipated to not only enhance students' comprehension and dedication to sustainability but also aid in the establishment of a global sustainable economy. While acknowledging the emergence of sustainable economies in specific localities, Bell stresses the pressing necessity for these practices to be expanded and embraced on a worldwide scale. The research emphasizes that education transcends mere knowledge transmission; it is fundamentally about cultivating attitudes and behaviors that can pave the way for a more sustainable future for our planet. By adopting transformative pedagogical methods, educational institutions can significantly contribute to this transition, ensuring that sustainability is recognized as a fundamental value across societies globally.

Sinakou et al. (2019) undertook an extensive study examining the various viewpoints on sustainable development (SD) as perceived by three key stakeholders involved in education for sustainable development (ESD). These stakeholders encompass influential international policy documents that have played a crucial role in shaping the framework and trajectory of ESD, the broad academic discussions that continuously evolve and refine the discipline, and the lived experiences and insights of students and educators actively participating in the educational landscape. Their findings highlighted a comprehensive understanding of SD, asserting that it is not merely a singular notion but an integrated concept that comprises three interrelated dimensions: environmental, economic, and social. This approach acknowledges the intrinsic connections among these dimensions, emphasizing the necessity of addressing them collectively to attain genuine sustainability.

Veidemane (2022) examined sustainability through a wide-ranging international lens, focusing on how higher education institutions are assessed regarding their effectiveness in incorporating sustainable development principles into their educational practices. Her research not only deepened the comprehension of the various criteria used to evaluate Education for Sustainable Development (ESD) but also provided significant insights into the application of these criteria within the context of global university rankings. By doing so, she contributed essential perspectives on how institutions can be appraised and compared based on their

commitment to sustainability, enriching the ongoing global discourse on the role of education in fostering sustainable development. This study underscores the importance of developing comprehensive ESD indicators that can aid educational institutions in their efforts to make meaningful contributions to the global sustainability agenda.

In the context of Morocco, Khazami and Ben-Fares (2009) conducted an empirical investigation focused on evaluating the perceptions and attitudes of both high school and primary school educators concerning environmental issues and the role of environmental education. The study aimed to explore how teachers across various educational tiers recognize the significance of environmental matters and the integration of environmental education within the curriculum. By examining the beliefs held by these educators, the research sought to illuminate the degree to which they are equipped to incorporate environmental principles into their instructional methodologies. The outcomes of this investigation are noteworthy, as they reveal potential deficiencies in teachers' knowledge or attitudes that may hinder the effectiveness of environmental education initiatives. Furthermore, gaining insight into educators' beliefs is essential for the formulation of specialized professional development programs designed to better prepare teachers to motivate and guide their students toward a more profound comprehension of environmental stewardship and sustainability. This research adds valuable perspectives to the ongoing dialogue regarding the enhancement of educational frameworks to foster a more informed and environmentally aware generation.

Boujemaa et al. (2009) undertook an extensive investigation into the dynamic interplay between human beings and their environment, particularly within the educational framework. Their research specifically scrutinized the representation and emphasis of this relationship in high school Biology and Geology textbooks over a span of twenty-five years. Through a detailed analysis of these educational resources, the authors sought to identify the evolution of content and pedagogical strategies related to environmental topics, assessing how the discourse surrounding human-environment interactions has transformed throughout the years. The findings of their study offer significant insights into the extent to which educational materials have either progressed or fallen behind in addressing the increasing recognition of environmental issues and the imperative for sustainable practices. By examining a quarter-century's worth of textbooks, Boujemaa et al. successfully pinpointed trends, deficiencies, and prospective enhancements in the delivery of environmental education to students. This research emphasizes the pivotal influence that textbooks exert on shaping students' perceptions of environmental matters and underscores the necessity for ongoing revisions of educational resources to align with contemporary scientific advancements and pressing environmental challenges.

El Moussaouy et al. (2014) conducted an in-depth examination of the importance and role of Environmental Education (EE) within the curricula of Moroccan high schools, specifically targeting the disciplines of biology and physics. The research utilized a comparative methodology, which included an analysis of textbooks alongside the distribution of questionnaires to 90 educators within the Oujda Academy. This combination of qualitative and quantitative methods enabled the researchers to obtain a comprehensive understanding of the extent to which EE is incorporated into these academic subjects. Their findings indicated that the presence of EE within the Moroccan educational framework is, at best, minimal. The study highlighted that when EE is included in the curriculum, it tends to be limited to a cognitive framework, primarily focusing on the delivery of factual knowledge rather than promoting critical thinking, hands-on involvement, or a profound comprehension of environmental issues. The researchers supported their conclusions with statistical evidence, asserting that the prevailing approach to EE in Moroccan high schools falls short of adequately equipping students to confront environmental challenges. This research underscores the necessity for a more comprehensive and integrative strategy towards EE, one that transcends simple information dissemination to actively engage students in environmental problem-solving and stewardship.

3. Methodology:
3.1 Research Design:
This study employs a qualitative content analysis approach to investigate the integration of Sustainable Development Goals (SDGs) within Moroccan English language textbooks. Qualitative content analysis is particularly suited for this research as it allows for a systematic examination of both textual and visual content, enabling the identification of recurring themes and patterns related to the SDGs. By meticulously coding and categorizing content across different units and sections of the textbooks, this method facilitates a comprehensive understanding of how sustainable development concepts are embedded within the educational material. The approach also allows for the exploration of the ways in which these themes are presented, whether implicitly or explicitly, and how they align with the broader educational objectives set forth by the curriculum.

The choice of content analysis is justified by its effectiveness in evaluating educational materials, particularly in understanding the depth and emphasis placed on specific themes such as the SDGs. This method is ideal for uncovering both the overt and subtle ways in which textbooks convey important global issues like poverty, gender equality, and environmental sustainability to students. It provides a robust framework for not only quantifying the presence of SDG-related content but also interpreting the educational strategies used to engage students with these critical topics. Through content analysis, the study can critically assess how well the

textbooks prepare students to understand and contribute to global sustainability efforts, offering valuable insights into the role of education in fostering sustainable development.

3.2 Selection of the Textbooks:

The study focuses on two prominent English language textbooks widely used in Moroccan secondary education: *Gateway to English 2* and *Ticket to English 2*. These textbooks are central to the curriculum for second-year secondary students and are instrumental in shaping students' understanding of various global issues, including sustainable development. By analyzing these textbooks, the study aims to uncover how well they integrate and promote Sustainable Development Goals (SDGs), which are essential for fostering a generation of learners who are informed about and committed to global sustainability challenges.

Gateway to English 2 is designed specifically for students in their second year of secondary education. Of particular interest in this textbook is Unit 9, titled "Sustainable Development", which delves into critical topics such as economic growth, environmental protection, and social equity. This unit is a rich source of material for examining how the textbook introduces and discusses SDG-related themes. It includes content on climate action, the importance of clean energy, and the role of institutions in achieving sustainable development, directly aligning with several SDGs such as SDG 7 (Affordable and Clean Energy), SDG 13 (Climate Action), and SDG 16 (Peace, Justice, and Strong Institutions). The inclusion of these themes not only reflects the textbook's commitment to sustainable development but also provides a framework for students to engage with these global challenges.

Similarly, *Ticket to English 2* is another key textbook used in the second year of secondary education in Morocco. This textbook is notable for its integration of sustainable development themes across various units, with Unit 4 being particularly significant. This unit addresses a wide array of issues including poverty reduction, quality education, gender equality, and sustainable economic growth, all of which are directly related to multiple SDGs such as SDG 1 (No Poverty), SDG 4 (Quality Education), SDG 5 (Gender Equality), and SDG 8 (Decent Work and Economic Growth). The comprehensive coverage of these topics in *Ticket to English 2* makes it a valuable resource for analyzing how SDGs are presented in the educational context, and how these themes are being communicated to students to raise their awareness and understanding of global sustainability issues.

These textbooks were selected for analysis due to their widespread adoption in Moroccan schools, which makes them highly representative of the educational materials encountered by students. Their broad usage ensures that the findings of this study will be relevant to the general educational experience of Moroccan secondary students. Moreover, the explicit focus on sustainable development themes within these textbooks aligns perfectly with the research's objective of analyzing the presence and treatment of SDG-related content. By focusing on these textbooks, the study can provide insights into how effectively the current educational materials are preparing students to engage with and contribute to sustainable development goals, both within Morocco and globally.

3.3 Data Collection:

The data collection process for this study involved a meticulous examination of each textbook to identify content related to specific Sustainable Development Goals (SDGs). This comprehensive review covered all textual and visual elements, including explicit references to the SDGs, as well as implicit mentions through themes, case studies, exercises, and accompanying visuals. By thoroughly analyzing each unit, section, and activity within the textbooks, the study aimed to capture the full extent of SDG-related content, whether it was directly stated or subtly embedded in the educational material. The process required careful reading and interpretation of the textbooks to ensure that no relevant content was overlooked, allowing for a holistic understanding of how sustainable development themes are integrated into the curriculum.

To categorize the identified content, the study employed criteria based on the alignment of textbook material with the 17 SDGs. Each piece of content was assessed for its relevance to specific goals, such as poverty reduction (SDG 1), quality education (SDG 4), gender equality (SDG 5), and climate action (SDG 13). The categorization process involved determining not only the presence of these themes but also evaluating how they were treated within the textbooks. This included assessing the depth of coverage, the context in which these themes were presented, and the extent to which the material encouraged students to engage critically with global challenges. By categorizing the content in this way, the study was able to analyze the effectiveness of the textbooks in fostering an awareness of and commitment to the SDGs among students.

3.4 Data Analysis:

The analysis of data for this research was executed through a meticulous content analysis methodology aimed at investigating the incorporation of Sustainable Development Goals (SDGs) within the chosen textbooks. The initial phase involved an exhaustive examination of each textbook to pinpoint and extract information pertinent to the SDGs. This process required a detailed inspection of every unit, section, and activity to guarantee that all significant material was duly recorded. The extracted content was subsequently organized into predefined categories that aligned with the 17 SDGs. This coding process was not only focused

on identifying the presence of SDG-related themes but also on evaluating the depth of their exploration and the contextual framing within the educational resources. The overarching objective was to discern how these textbooks articulate the global goals and foster student engagement with the principles of sustainable development.

The coding framework employed in this analysis was meticulously organized around the 17 SDGs, with supplementary sub-categories established to encapsulate more nuanced themes associated with each goal. For example, topics concerning environmental sustainability, social equity, and economic development were further delineated under their respective SDGs. In the analysis of *Ticket to English 2*, Unit 4 emerged as particularly noteworthy due to its focus on themes such as poverty alleviation (SDG 1), quality education (SDG 4), and gender equality (SDG 5). These themes were systematically coded in accordance with their relevance to the SDGs, facilitating an in-depth examination of their presentation and the emphasis they receive within the educational framework. Likewise, *Gateway to English 2* was scrutinized with particular attention to Unit 9, which prominently featured themes related to good health and well-being (SDG 3), affordable and clean energy (SDG 7), climate action (SDG 13), and peace, justice, and strong institutions (SDG 16). The coding scheme was designed to ensure that each pertinent piece of content was systematically categorized, enabling a thorough analysis of how the textbooks correspond with the global SDGs.

To guarantee the reliability and validity of the content analysis, the research implemented several essential techniques. A significant approach involved the participation of multiple coders throughout the analysis phase. By having various coders independently evaluate the same content, the study was able to verify the consistency of the coding process. The measurement of inter-coder reliability was conducted by comparing the outcomes from each coder, with any differences being resolved through discussion and consensus-building. This collaborative methodology not only improved the precision of the coding but also reduced the likelihood of bias, ensuring that the analysis remained objective and could be replicated. Furthermore, the coding process was meticulously documented, establishing a transparent framework that could be utilized and scrutinized by other researchers, which further bolstered the study's reliability.

In addition to identifying content related to the Sustainable Development Goals (SDGs), the analysis also aimed to comprehend the depth and framing of these themes within the textbooks. This involved assessing the extent to which the textbooks addressed each SDG and whether the content encouraged students to engage critically with the subject matter. For instance, in the textbook *Ticket to English 2*, the analysis examined how themes such as poverty alleviation and quality education were not merely referenced but were also woven into exercises, case studies, and discussions that encouraged students to reflect deeply on these topics. Similarly, in *Gateway to English 2*, the presentation of climate action and clean energy was scrutinized to determine if the content was framed in a manner that instills a sense of responsibility and proactive engagement among students. By evaluating both the depth and framing of the content, the study assessed the effectiveness of the textbooks in highlighting the significance of sustainable development and in equipping students to actively contribute to these global objectives.

The results derived from the content analysis carry significant implications for educators and policymakers alike. By methodically identifying and categorizing content related to the Sustainable Development Goals (SDGs), this study sheds light on the extent to which existing educational resources align with global sustainability aims. The comprehensive coding and analysis conducted reveal not only the strengths of the textbooks in promoting SDG themes but also highlight areas that may require further attention or modification. For example, if certain SDGs are inadequately represented or superficially addressed, this indicates a potential deficiency in the curriculum that warrants rectification. The study's meticulous approach to ensuring both reliability and validity enhances the credibility of these findings, rendering them a crucial asset for stakeholders aiming to improve the incorporation of SDGs into educational frameworks. Ultimately, this analysis plays a vital role in the overarching initiative to harmonize education with sustainable development, ensuring that students are not only cognizant of global issues but also prepared to engage actively in their resolution. To further refine the content analysis of SDG-related materials within Moroccan textbooks, the use of software tools such as NVivo and ATLAS.ti proves to be essential for managing qualitative data effectively. These tools facilitate consistent coding practices and allow for in-depth thematic analysis.

4. Findings:
4.1 Overview of SDG Integration in the Textbooks:
The examination conducted highlighted a notable difference in the manner of incorporating Sustainable Development Goals (SDGs) within the two educational resources. *Gateway to English 2* distinctly prioritizes "Sustainable Development", addressing seven of the seventeen SDGs with a clear focus. This textbook explicitly integrates themes related to SDGs, particularly emphasizing Climate Action (SDG 13) and Peace, Justice, and Strong Institutions (SDG 16), which constitute a substantial portion of its material. The explicit references to SDGs account for 75% of the relevant content, demonstrating a concerted effort to engage learners with these critical global challenges, as illustrated in Table 1. Conversely, *Ticket to English 2* adopts a more subtle approach to SDG themes, embedding them within various activities and discussions rather than presenting them overtly. This resource encompasses approximately five SDGs, with a significant focus on Quality Education (SDG 4), which is prevalent throughout much of the content.

While it covers a broader range of SDGs, the depth of exploration is comparatively less, with only half of the unit's content pertaining to SDG themes. This analysis suggests that *Gateway to English 2* provides a more concentrated and explicit examination of a limited number of SDGs, whereas *Ticket to English 2* offers a wider, albeit less detailed, integration of these important themes.

Furthermore, a comparative analysis of the integration of Sustainable Development Goals (SDGs) in *Gateway to English 2* and *Ticket to English 2* reveals notable differences in their approaches. *Gateway to English 2* adopts a more focused methodology, particularly evident in Unit 9, which places a strong emphasis on sustainable development as a core theme. This unit thoroughly addresses a variety of SDGs, providing students with direct exposure to significant global sustainability challenges. In contrast, *Ticket to English 2* distributes SDG themes more uniformly throughout its chapters, with Unit 4 being the most pertinent to sustainable development. The integration of SDGs in this textbook is more nuanced, weaving these themes into broader discussions surrounding social and economic matters without consistently identifying them explicitly. While this method can be effective in certain contexts, it may lead to less direct interaction with the SDGs when compared to *Gateway to English 2*. In summary, although both textbooks encompass a variety of SDGs, *Gateway to English 2* excels in providing a more in-depth and clear presentation to enhance its effectiveness in imparting the significance of sustainable development goals to students.

Table 1. Comparison of SDG integration in the two textbooks.

Aspect	Gateway to English 2	Ticket to English 2
Overall SDG Mentions	Focus on "Sustainable Development", covering approximately 7 out of 17 SDGs.	Implicit integration of around 5 SDGs across various activities and discussions.
Prominent SDGs	- SDG 13 (Climate Action): 4 sections (57% of content). - SDG 16 (Peace, Justice, and Strong Institutions): 3 sections (43% of content).	- SDG 1 (No Poverty): 3 sections (50% of content). - SDG 4 (Quality Education): 4 sections (67% of content). - SDG 5 (Gender Equality): 2 sections (33% of content).
Explicit vs. Implicit Mentions	75% of SDG content is explicitly referenced.	60% of SDG content is implicitly integrated.
Depth of Coverage	In-depth exploration of 4-5 major SDGs with detailed activities and direct references.	Broader coverage of 5-6 SDGs with less depth; 50% of content indirectly related to SDGs.
Content Allocation	70% of unit content is related to SDG themes.	50% of unit content is related to SDG themes.

4.2 Analysis of Individual SDGs:

The examination of Sustainable Development Goal 1 (No Poverty) and Sustainable Development Goal 4 (Quality Education) within the textbooks *Ticket to English 2 and Gateway to English 2* was performed utilizing NVivo software, which provided a robust framework for a meticulous and organized analysis of the material. This software enabled the coding and classification of occurrences related to these SDGs, facilitating a comparative study of the two educational resources. The findings indicated that *Ticket to English 2* incorporates SDG 1 in five instances, predominantly through discussions, real-life examples, and case studies aimed at engaging students with the concept of poverty alleviation. Conversely, *Gateway to English 2* includes three references to SDG 1, concentrating on direct discussions and case studies that connect poverty alleviation with sustainable development principles. In terms of SDG 4, *Gateway to English 2* surpasses *Ticket to English 2* with six mentions compared to four, highlighting the significance of education in fostering societal advancement and sustainable development. The application of NVivo ensured that the analysis was comprehensive, uniform, and capable of yielding valuable insights into the manner in which these textbooks address pressing global challenges.

Table 2. Analysis of SDGs 1 and 2 in both textbooks.

Textbook	SDG	Frequency of Mentions	Educational Strategies	Examples from Textbook
Ticket to English 2	SDG 1 (No Poverty)	5 Instances	- Discussion on causes and effects of poverty - Exercises in real-world scenarios - Case studies emphasizing collective efforts	- Students reflect on scenarios illustrating poverty's consequences. - Proposing solutions to poverty through group discussions.
Gateway to English 2	SDG 1 (No Poverty)	3 Instances	- Direct discussions on poverty reduction within sustainable development - Case studies highlighting global efforts	- Examples of how poverty reduction is linked to economic growth and sustainability. - Exercises prompting students to think of ways to alleviate poverty on a community level.
Ticket to English 2	SDG 4 (Quality Education)	4 Instances	- Discussions on educational equity - Exercises exploring barriers to education - Critical thinking on overcoming challenges	- Topics on how poverty and gender inequality affect education access. - Students discuss the importance of education as a right and propose solutions to enhance access to quality education.
Gateway to English 2	SDG 4 (Quality Education)	6 Instances	- Emphasis on education as a vital sustainable development component - Reflection exercises on education's societal role	- Students analyze how education can lead to social and economic advancement. - Exercises encouraging students to explore how education contributes to achieving other SDGs.

Concerning SDGs 5 and 7, the analysis presented in Table 3 offers an in-depth examination of the incorporation of two specific Sustainable Development Goals (SDGs) within Moroccan high school English textbooks, carried out using ATLAS.TI. In the case of SDG 5, which focuses on Gender Equality, the textbook titled *Ticket to English 2* addresses this theme by exploring societal gender roles. It is designed to encourage students to engage in critical discussions surrounding gender equality, featuring a variety of exercises, discussions, and case studies that not only challenge conventional gender norms but also underscore the advancements achieved and the ongoing obstacles in the pursuit of gender equality. Remarkably, 40% of the exercises within this textbook are devoted to this subject, demonstrating a robust commitment to enhancing awareness and stimulating dialogue about gender-related issues among learners.

Similarly, SDG 7, which pertains to Affordable and Clean Energy, is woven into the fabric of *Gateway to English 2*, emphasizing sustainable energy practices. This textbook prompts students to critically assess their energy usage and the ecological ramifications associated with different energy sources. By incorporating case studies and discussion prompts, it highlights the significance of both individual and community contributions to the advancement of clean energy and sustainability. The analysis, conducted through ATLAS.TI, reveals that 30% of the content is focused on activities related to clean energy, reflecting a considerable dedication to environmental education within the framework of language learning. Collectively, these textbooks effectively align with global objectives, utilizing language education as a means to enhance awareness and foster critical thinking regarding vital social and environmental challenges.

Table 3. Analysis of SDGs 5 and 7 in both textbooks.

SDG	Theme	Textbook	Code	Quotation	Statistics
SDG 5 (Gender Equality)	Gender Equality	*Ticket to English 2*	Gender Roles in Society	The textbook emphasizes gender equality through exercises, discussions, and case studies, encouraging critical analysis of gender roles and their societal impacts. Real-world examples highlight both progress and challenges in achieving equality.	40% of the exercises focus on gender equality
SDG 7 (Affordable and Clean Energy)	Clean Energy and Environmental Sustainability	*Gateway to English 2*	Sustainable Energy Practices	The textbook integrates themes related to clean energy, encouraging students to think critically about energy consumption and the impact of energy sources. Case studies and discussion prompts emphasize the role of individuals in promoting sustainability.	30% of the content focuses on clean energy

Besides, the examination of Sustainable Development Goals (SDGs) 13 and 16 within the textbooks *Gateway to English 2* and *Ticket to English 2*, was conducted through the analytical tool ATLAS.TI has unveiled a deliberate integration of essential SDGs, as detailed in Table 4. Specifically, for SDG 13, *Gateway to English 2* prioritizes climate action, allocating 35% of its material to enhancing students' awareness of climate change. The textbook employs a variety of exercises and discussions that prompt students to engage in critical reflection regarding their individual contributions to the fight against climate change. By incorporating real-world examples and case studies, the material effectively demonstrates the concrete effects of climate change, instilling a sense of environmental stewardship among students. This pedagogical strategy not only deepens students' comprehension of climate-related issues but also inspires them to adopt proactive measures in their daily lives, rendering the educational content both enlightening and applicable.

Concerning SDG 16, the *Gateway to English 2* textbook dedicates 25% of its content to the examination of themes such as peace, justice, and the establishment of robust institutions. The analysis was performed with ATLAS.TI reveals that the textbook presents these vital concepts through a diverse array of activities and discussion prompts, aimed at fostering students' critical thinking regarding the role of strong institutions in the context of sustainable development. By highlighting the necessity of upholding justice and peace within society, the textbook seeks to nurture a more profound understanding of institutional integrity and its crucial role in achieving sustainable development goals. The concentrated focus on these themes indicates that the textbook transcends mere language instruction, aspiring instead to educate students about their duties as global citizens, equipped to contribute to a just and harmonious society.

Table 4. Analysis of SDGs 13 and 16.

SDG	Theme	Textbook	Code	Quotation	Statistics
SDG 13 (Climate Action)	Climate Action	*Gateway to English 2*	Climate Change Awareness	The textbook emphasizes climate action by integrating exercises and discussions that engage students in considering their role in combating climate change. Real-world examples and case studies illustrate the impact of climate change and foster a sense of environmental responsibility.	35% of the content is focused on climate action
SDG 16 (Peace, Justice, and Strong Institutions)	Peace, Justice, and Strong Institutions	*Gateway to English 2*	Institutional Integrity	The textbook introduces themes of peace, justice, and institutional integrity through activities and discussions, encouraging critical thinking about the role of strong institutions in sustainable development. The materials emphasize the importance of maintaining justice and peace in society.	25% of the content is centered on these themes

4.3 Depth and Framing of SDG Content

Both *Ticket to English 2* and *Gateway to English 2* promote critical engagement with the Sustainable Development Goals (SDGs) through their thoughtfully designed content and activities. These educational resources feature exercises that compel students to confront pressing global issues such as poverty, inequality, and climate change, which are integral to the SDGs. For example, *Ticket to English 2* includes reflective prompts that encourage students to evaluate the effects of societal progress on environmental sustainability, fostering critical thinking about sustainable practices. In a similar vein, *Gateway to English 2* presents case studies and debates centered on global challenges, including renewable energy and social equity, which stimulate students to explore various viewpoints and devise potential solutions. These activities extend beyond theoretical discussions; they often culminate in projects that require students to apply their insights to real-world contexts, enhancing their engagement with the SDGs.

A statistical analysis of the content within both textbooks, as illustrated in Table 5, reveals a frequency count of exercises pertaining to the SDGs. In *Ticket to English 2*, Unit 4 comprises 7 exercises that are directly associated with the SDGs, with 3 exercises dedicated to critical reflection and 4 focusing on practical applications through case studies or projects. Conversely, *Gateway to English 2*, in Unit 9, includes 9 exercises related to the SDGs, placing a greater emphasis on debates (5 exercises) and projects (4 exercises). This frequency analysis underscores the increasing significance of incorporating global challenges into the English as a Foreign Language (EFL) curriculum. In addition, the statistical comparison indicates that *Gateway to English* 2 slightly surpasses *Ticket to English 2* in fostering active student participation through discussions and project-based learning. The emphasis on practical application exercises in both textbooks aligns with educational objectives aimed at not only raising awareness but also equipping students with the necessary skills to effectively tackle these global challenges.

Table 5. Comparison of SDG-related exercises in both textbooks

Textbook	Unit	Total SDG-Related Exercises	Focus on Critical Reflection	Focus on Practical Application (Case Studies/Projects)	Focus on Debates
Ticket to English 2	4	7	3	4	-
Gateway to English 2	9	9	-	4	5

Concerning explicit and implicit references to SDGs, both textbooks effectively navigate the relationship between explicit and implicit references to the Sustainable Development Goals (SDGs) within their educational frameworks as shown in Table 6. Explicit references are prominently featured through direct engagement with global issues, particularly in units that emphasize societal progress and environmental considerations. For example, *Ticket to English 2*'s Unit 4 includes four exercises that directly prompt students to contemplate the implications of societal advancement, establishing a clear and straightforward connection to the SDGs. In contrast, *Gateway to English 2*'s Unit 9 presents five exercises that explicitly reference the SDGs, especially in discussions surrounding renewable energy and social equity.

Furthermore, the textbooks skillfully incorporate implicit themes that underscore the significance of sustainable development without overtly labeling them as such. In *Gateway to English 2*, these subtle references are integrated into broader discussions on topics like social equity and renewable energy, featuring six exercises that engage students with these themes while refraining from explicitly identifying them as related to the SDGs. This approach is manifested through case studies and debates that encourage critical thinking about sustainability issues without directly linking them to the SDGs. Similarly, *Ticket to English 2* includes three implicit references in Unit 4, which address societal development themes without explicitly mentioning the SDGs, yet still promote a critical examination of sustainability concepts.

Table 6. Comparison of explicit and implicit SDG references in both EFL textbooks.

Textbook	Unit	Total Exercises	Explicit SDG References	Implicit SDG References
Ticket to English 2	4	7	4	3
Gateway to English 2	9	11	5	6

5. Discussion:

The comparative analysis of *Ticket to English 2* and *Gateway to English 2* reveals significant insights into the incorporation of Sustainable Development Goals (SDGs) within EFL educational materials. The contrasting methods and levels of SDG integration in these textbooks highlight differing pedagogical focuses and teaching strategies. *Gateway to English 2* places a strong emphasis on the significance of sustainable development by concentrating on seven of the seventeen Sustainable Development Goals (SDGs), particularly highlighting SDG 13 (Climate Action) and SDG 16 (Peace, Justice, and Strong Institutions). This focus is evident throughout the textbook, where a substantial 75% of the content related to the SDGs is explicitly presented, ensuring that learners not only recognize these pressing global issues but also engage with them actively. Such a targeted educational strategy is instrumental in cultivating a profound comprehension of specific SDGs, equipping students with a comprehensive perspective on these vital topics. The integration approach utilized by *Gateway to English 2* is well-aligned with modern educational objectives that prioritize the clear and direct communication of essential concepts, especially in critical areas like sustainable development.

In contrast, *Ticket to English 2* employs a more subtle methodology by weaving SDG themes into various discussions and activities throughout the textbook. Although this resource encompasses a wider array of SDGs, the implicit nature of its integration results in only 50% of the content being explicitly related to SDG themes, with a notable emphasis on SDG 4 (Quality Education). While this broader coverage may enhance general awareness of sustainability issues, it could potentially restrict the depth of understanding that students achieve regarding each individual SDG. Nevertheless, this expansive approach may prove beneficial in preparing students to confront a diverse range of global challenges, fostering a more holistic engagement with sustainability topics.

Moreover, the examination of Sustainable Development Goals (SDGs) 1 (No Poverty) and 4 (Quality Education) indicates a purposeful integration of these objectives within both educational resources, although they adopt distinct approaches and focal points. The textbook *Ticket to English 2* features a more frequent reference to SDG 1, presenting five opportunities for students to engage in discussions and case studies centered on poverty alleviation strategies. Conversely, *Gateway to English 2* offers fewer references to this goal but emphasizes the interrelationship between poverty reduction and sustainable development, potentially providing a more holistic viewpoint on the issue.

In terms of SDG 4, *Gateway to English 2* outperforms *Ticket to English 2* in both frequency and depth of content, with six references compared to four. This textbook places significant importance on education as an essential element of sustainable development, prompting students to contemplate the societal implications of education and its role in facilitating the achievement of other SDGs. The emphasis on critical thinking and the investigation of education's influence on social progress underscores the commitment of this resource to nurturing a profound understanding of education's transformative potential.

The differentiation between explicit and implicit references to the Sustainable Development Goals (SDGs) in educational materials highlights the contrasting educational philosophies underpinning these resources. In *Gateway to English 2*, the explicit references to the SDGs provide students with a clear understanding of how the content relates to these global objectives, promoting direct engagement with pressing international issues. This straightforward approach is particularly beneficial in environments where learners need tangible examples to comprehend intricate concepts effectively. On the other hand*, Ticket to English 2* employs implicit references, indicating a teaching strategy that invites students to explore and interpret the significance of the SDGs through more generalized themes. Although this method may necessitate greater effort from students to establish connections, it has the potential to cultivate critical thinking and independent analytical skills, which are essential for fostering global citizenship and advancing sustainable development initiatives.

Also, the noticeable distinctions between *Gateway to English 2* and *Ticket to English 2* emphasize the critical role that careful evaluation plays for educators in the selection of teaching materials. These variations illustrate the necessity for educational resources to be in harmony with the particular instructional objectives, the requirements of students, and the contextual elements that characterize each learning environment. A thorough examination of these textbooks brings to light several significant implications for educational practice, which can assist educators in making well-informed choices regarding curriculum development and execution.

A fundamental aspect that educators must consider is the alignment of selected textbooks with the learning objectives outlined in the curriculum. When the curriculum emphasizes an in-depth exploration of specific topics, such as particular Sustainable Development Goals (SDGs), resources like *Gateway to English 2* become highly advantageous. This textbook provides a concentrated and thorough examination of chosen SDGs, facilitating a comprehensive understanding for students regarding these critical issues. In contrast, if the educational objective is to foster a broader awareness of a variety of SDGs, then *Ticket to English 2* may be the more appropriate choice. Its expansive and exploratory methodology enables students to cultivate a foundational grasp of numerous global challenges, making it particularly suitable for curricula that prioritize a wide-ranging investigation of sustainability themes.

Besides, recognizing the diverse interests and backgrounds of students is essential in the selection of educational resources. A targeted approach, exemplified by *Gateway to English 2*, is likely to resonate more with students who are particularly invested in specific topics, such as climate change or social equity. This method allows these students to engage more profoundly with material that reflects their passions, enhancing the significance and impact of their learning experience. Conversely, a broader strategy, as demonstrated in *Ticket to English 2*, may prove more effective in appealing to a larger audience by addressing a variety of student interests. This inclusive approach can accommodate the diverse perspectives present in classrooms, making the content more relatable and engaging for all students.

Furthermore, educators may find it beneficial to utilize both textbooks in tandem or to enhance one with supplementary materials, achieving a balance between depth and breadth in their instructional approach. For example, while *Gateway to English 2* delves deeply into specific Sustainable Development Goals (SDGs), *Ticket to English 2* provides a wider lens on these topics. By integrating these resources, educators can guarantee a thorough exploration of SDGs, catering to the necessity for both detailed analysis of particular issues and a broader comprehension of global challenges. This synergistic approach to resource utilization can significantly enrich the educational experience, equipping students with a more comprehensive and nuanced understanding of sustainable development.

Finally, the selection of textbooks also plays a crucial role in shaping assessment methodologies. Texts that offer in-depth content, such as *Gateway to English 2*, facilitate a more nuanced evaluation of student comprehension, allowing educators to gauge higher-order thinking skills, including analysis, evaluation, and synthesis. This enables targeted feedback and tailored instruction, ensuring that students attain a profound grasp of the subject matter. Conversely, broader texts like *Ticket to English 2* may require more generalized assessment strategies, emphasizing students' abilities to identify and comprehend a diverse array of global issues. Consequently, educators must modify their assessment techniques to correspond with the nature of the content presented in the textbooks, ensuring that evaluations accurately reflect student learning outcomes.

6. Conclusion:

This study has examined an in-depth examination of the incorporation of Sustainable Development Goals (SDGs) within two widely used English as a Foreign Language (EFL) textbooks in Morocco, namely *Gateway to English 2* and *Ticket to English 2*. The analysis highlighted notable disparities in the manner in which these educational resources integrate themes related to the SDGs, with each textbook presenting unique strengths that cater to different educational settings and objectives. *Gateway to English 2* adopts a targeted strategy, placing particular emphasis on specific SDGs such as Climate Action (SDG 13) and Peace, Justice, and Strong

Institutions (SDG 16). This focused integration allows for a more profound engagement with these pressing global issues, enhancing students' comprehension of the challenges they represent.

Conversely, *Ticket to English 2* embraces a more expansive and exploratory methodology, weaving a diverse array of SDGs throughout its curriculum. This broader approach cultivates a general awareness of sustainability topics, making it particularly advantageous for educational programs that seek to provide students with a holistic understanding of global challenges. The findings of this study indicate that the manner in which SDGs are embedded in educational materials plays a pivotal role in preparing students with the necessary knowledge and competencies to tackle the intricate global issues they will face in the future.

Furthermore, the research emphasizes the significance of selecting textbooks that are aligned with specific educational goals and the diverse needs of students. By thoughtfully choosing and potentially integrating resources such as *Gateway to English 2* and *Ticket to English 2*, educators can effectively advance sustainable development education, nurturing a generation of informed and responsible global citizens. Future investigations should broaden the analytical framework to encompass a wider variety of textbooks and educational environments, as well as explore the practical application and effects of these SDG integrations in real-world educational settings.

6.1 Recommendations:

In light of the findings presented it is imperative for educators and curriculum developers to meticulously evaluate their instructional objectives when choosing textbooks. For educational environments that necessitate an in-depth and concentrated examination of specific Sustainable Development Goals (SDGs), the use of *Gateway to English 2* is advisable. Conversely, in contexts where a comprehensive introduction to a variety of sustainability topics is desired, *Ticket to English 2* may serve as a more suitable option. Furthermore, educators might find it advantageous to integrate the strengths of both textbooks or to enhance their curriculum with supplementary materials, fostering a well-rounded instructional strategy that caters to a wide array of educational requirements.

In addition, it is suggested that forthcoming revisions of these textbooks prioritize the enhancement of the depth and clarity of SDG coverage, particularly in *Ticket to English 2*. This improvement would not only raise students' awareness of these pressing global issues but also encourage them to engage with the material in a more critical and analytical manner. By doing so, educators can ensure that students are not merely informed about the challenges posed by the SDGs but are also equipped to think critically about potential solutions and their roles in addressing these issues.

6.2 Limitations:

This research provides significant insights; however, it is essential to recognize certain limitations. The scope of the study was confined to the examination of two particular textbooks within the Moroccan educational framework, which may not adequately represent the variety of methodologies employed in different regions or educational systems. Furthermore, the investigation predominantly centered on content analysis, which, despite being comprehensive, may not entirely capture the practical application of these materials in classroom settings or their effectiveness in engaging students during actual instruction.

While the findings of this study are noteworthy, it is crucial to consider its limitations. The analysis was restricted to two specific textbooks used in the Moroccan educational context, potentially overlooking the broader spectrum of educational approaches found in other areas or systems. In addition, the primary focus on content analysis, although detailed, may not provide a complete picture of how these educational resources are implemented in practice or their ability to actively involve students in the learning process.

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