

The Structure of the Language of Sustainable Development Goals (SDGs)

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Abstract

The structural characteristics of SDGs themes are examined in this study. Previous studies appear to have condemned the use of the only six official languages of the UN (Arabic, Chinese, English, French, Russian, and Spanish) to communicate the themes of the SDGs without studying the languages, particularly the use of English to confirm if it is rich enough and can be understood by non-English speakers. This essay examines the SGDS' language to reveal its structural features. The research is qualitative in nature; the data were methodically analysed and interpreted within their social and natural contexts to comprehend structures, meanings, and patterns in the SDGS' language. In the analysis of data, Systemic Functional Linguistics was applied. The data for the study were gathered from sustainable.development.un.org. As a

result, this research makes use of secondary data. The texts were

chosen using maximum variation sampling, a non-random selection technique. All the SDGs' themes were studied. Findings show that the Sustainable Development Goals (SDGs) contain a broad range of linguistic patterns which are nominal phrases, including single-modified themes, two-headword themes, two-phrased theme, two-word-modified themes, headword-alone themes, headword-alone/modified phrase, and qualified themes. Findings also reveal that imperative mood is used. The language of the SDGs emphasises interrelated ideas and goals, expressing urgency, inclusivity, and a long-term vision for world advancement. The study recommends that future studies should concentrate on how successfully the SDGs themes have been translated into other

languages, and how well these structural features are replicated in those languages.

Keywords: SDGs, Linguistic patterns, Theme, Phrase Headword, Modified

1.1. Introduction

The structural features of the language employed in the Sustainable Development Goals (SDGs) themes are thoroughly examined in this paper. The Sustainable Development Goals (SDGs) are an international project that seeks to solve important concerns like poverty, inequality, climate change, and sustainable development. However, the clarity, accessibility, and inclusion of the language used to frame them have a significant impact on how well they communicate. The exclusive use of the six official United Nations languages—Arabic, Chinese, English, French, Russian, and Spanish—to spread SDG topics has drawn criticism from earlier studies, despite the SDGs' global significance. According to academics, this restriction might exclude speakers of other languages and impede wider understanding and application. The structural analysis of these languages, especially English, to see whether it successfully communicates the ideas of the SDGs in a way that non-native speakers can understand, has received little attention, nevertheless. In order to close this gap, the current work examines the linguistic patterns contained in the SDGs language in order to identify its structural characteristics and evaluate its communicative potential.

The study uses a qualitative methodology to accomplish this, emphasising the in-depth

examination and interpretation of textual material in social and natural settings. This research provides insights into how linguistic features impact the SDGs' overarching messaging and enables a deeper understanding of the structures, meanings, and patterns buried in the language. Systemic Functional Linguistics (SFL) is the analytical framework employed in this study because it offers an organised method of analysing how language is used to express meaning in particular contexts.

The official UN website for SDG-related information, sustainabledevelopment.un.org, is the source of the secondary data used in this study. Maximum variation sampling, a non-random technique intended to guarantee a wide representation of linguistic structures across all SDG themes, is used in the methodical data selection process. This study aims to identify the prevalent linguistic patterns and their consequences for the efficacy of SDG communication globally by examining a wide variety of textual examples.

2. Literature Review

2.1. On the Sustainable Development Goals (SDGs)

Recent globalization has had a favorable impact on many facets of life and opened new chances for international cooperation, but it has also given rise to numerous social, economic, political, and environmental concerns on a global scale. World leaders have advanced a number of developmental trajectories to address the dynamism of the developmental needs of individual nations, including the Education for All Goals (EFA), the

Sustainable Development Goals (SDGs), and the Millennium Developmental Goals (MDGs) for the twenty-first century. More recently, the SDGs have been announced as the future of anticipated global transformation by the year 2030 (Gertrude and Obiageli, 2020).

The UN adopted the new Sustainable Development Goals (SDGs) for 2015–30 in 2015, building on the successes of their predecessors, the Millennium Development Goals (MDGs) (Harding-Esch, 2017).

All global stakeholders are working toward achieving sustainable development (SD), which has emerged as a turning point for the twenty-first century. The 17 Sustainable Development Goals (SDGs) of the 2030 Agenda for Sustainable Development, which were adopted by the United Nations in September 2015, provide a better understanding of the issues facing the world today (Bekteshi & Khaferi, 2020).

The 169 targets of the Sustainable Development Goals, which were endorsed by the United Nations member states in September 2015, are divided into seventeen universal transformative goals. The 2030 Agenda for Sustainable Development, also known as the global agenda, aims to address the most pressing issues facing both industrialized and developing nations. The Millennium Development Goals (MDGs) are being expanded upon and consolidated with these sustainable goals (Gertrude and Obiageli, 2020).

The Sustainable Development Goals (SDGs), which were agreed upon by all UN members in 2015, serve as the global framework for sustainable

development. The SDGs serve as a road map for building a better, more sustainable future for everybody. They deal with issues such as poverty, inequality, climate change, environmental degradation, and issues of peace and justice, among other global issues. The world must complete all seventeen Goals by 2030 since they are interrelated and are necessary to ensure that no one is left behind (Harding-Esch, 2017).

The 17 SDGs are (1) No poverty (2) Zero hunger (3) Good health and well-being (4) Quality education (5) Gender equality (6) Clean water and sanitation (7) Affordable and clean energy (8) Decent work and economic growth (9) Industry, innovation and infrastructure (10) Reducing inequality (11) Sustainable cities and communities (12) Responsible consumption and production (13) Climate action (14) Life below water (15) Life on land (16) Peace, justice and strong institutions (17) Partnerships for the goals (United Nations, 2015).

The goals are (1) End poverty in all its forms everywhere (2) End hunger, achieve food security and improved nutrition and promote sustainable agriculture (3) Ensure healthy lives and promote well-being for all at all ages (4) Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (5) Achieve gender equality and empower all women and girls (6) Ensure availability and sustainable management of water and sanitation for all (7) Ensure access to affordable, reliable, sustainable and modern energy for all (8) Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all (9) Build

resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation (10) Reduce inequality within and among countries (11) Make cities and human settlements inclusive, safe, resilient and sustainable (12) Ensure sustainable consumption and production patterns (13) Take urgent action to combat climate change and its impacts (14) Conserve and sustainably use the oceans, seas and marine resources for sustainable development

They are represented thus:



(Morton, Pencheon, and Squires, 2017: pg. 86)

2.2. The Link between English and SDGs

Humans have an important trait called language use. Language is a critical component of almost everything humans do. It promotes and supports critical thinking, the ability to make well-informed judgments, knowledge expansion, the sharing or transfer of that information with and to others, as well as the design and execution of various projects aimed at improving life. The development of regulations and guiding principles for daily life makes it easier to live in harmony, which also requires language. Through the power of the written or spoken words, which are manifestations of language, many more things are made possible. In order to empower all people to contribute meaningfully to the SDGs' achievement and create a

world that is safe for both the present and future generations while also conserving the other living and non-living creatures that are all part of creation, language is necessary. Full human potential realization and efficient utilization of the nation's resources are essential components of development (Bamgbose, 2011).

If development is about people, then something that allows people to function must be of utmost importance. British Council (2017) emphasized why the languages of initiative, education, trade, creative expression, justice, and peace-building are so important for sustainable development because development is about exchanging experiences and ideas to create better ways of working together as human beings (Ugwu and Ogunremi, 2019).

English may be used to question this century's worldviews since it is the language of the 21st century and because there are many linkages between English and Education for Sustainability. The English language is fundamentally multipurpose and essential to human life. The growth of the society, which is built on many skill perceptions, critical thinking, creativity, and expression, is impacted by its significant function. The SDGs' Quality Education target is a means of attaining all the other goals while keeping sustainability as the ultimate goal. Since it would increase the effect of ELT on sustainability, it is important to encourage efforts to promote language education. English learning through SD subjects is crucial, provided that SD topics cover significant global challenges. Additionally, ELT teachers and learners need to interact with the larger society in

investigating, developing, and embodying sustainability ideals, enabling them to act as agents of change in order to have an impact on sustainability through ELT (Bekteshi & Xhaferi, 2020).

169 goals are assigned to the 17 SDGs. Country-by-country monitoring of 231 distinct indicators allows for the tracking of progress toward these aims. None of them, though, make any mention of language. There was a great deal of disappointment and 'dismay' when the SDGs were released. Experts in the fields of language and development have since worked to integrate a language monitoring component under SDG 4. To some extent, the case for language and development is succeeding in the sphere of education (SDG 4). In fact, UNESCO has promoted mother tongue-based education since 1951 and it is progressively being used throughout the world, at least in the early primary grades. All other SDGs are still devoid of any mention of language. Even yet, UNESCO and others have identified areas in which multilingualism and language have a role to play in all of the SDGs, such as the Asia Multilingual Education Working Group, 2017 or UNESCO, 2012 on the MDGs (Harding-Esch, 2017).

Gertrude and Udaba (2020) states that the United Nations has defined seventeen (17) sustainable development goals that, if attained, will contribute to global transformation but the societal organs and media that will help society achieve these goals, such as language, have received little attention. Therefore, their qualitative study, based on the Sapir-Whorfian theory of language and Leech's five

characteristics of language: informational, expressive, directive, aesthetic, and phatic, considers that the world is home to countries speaking a variety of languages and evaluates the significance of language in the achievement of the Sustainable development goals by the year 2030. Language is shown to be crucial for almost all human endeavors.

The seventeen sustainable development goals are well-articulated issues that include commonly acknowledged obstacles to the comprehensive framework for national development. Language is a key tool for stating, implementing, and evaluating developmental goals in relation to the persistent issues of political exclusion, economic marginalization, and social discrimination that plague the majority of the world's nations. Ezeh, Gertrude Nnenna, and Regina Udaba Obiageli, (2020).

By demonstrating the instantly transforming impact of adult education, Cheffy (2017) makes a case for sustainable development to broaden its narrow focus on children's education. His case studies of three people from Kenya, Ethiopia, and Cameroon show real changes in their social standing and personal growth, greater pay and more economic agency, and advantages for their local communities. This research makes the case that adult literacy in local languages is essential to achieving the SDGs.

Djité (2017) examines the Ebola epidemic in West Africa in particular to demonstrate how crises affect economic development and the crucial role that language and communication play in it. He

contends that one of the primary impediments to inclusive growth is the economic exclusion of the vast majority of Africans, which is supported by a lack of a voice due to the exclusion of their languages. He urges linguists to collaborate with researchers from other fields to engage policymakers.

Mufwene (2017) makes a case for a change in how Africa views its educational system and economy, arguing that economies need to be diversified and be based on the inclusion of the majority, which requires recalibrating economies to be based on local languages, terms, and values rather than international languages and values. The populations with which development organizations interact must be heard. This entails having meaningful conversations with them in their own tongues. Most people are marginalized by universities' widespread use of English or other important international languages as the medium of instruction.

In light of this, this study examines the SDGs' linguistic constructions to demonstrate how it has aided in their successful dissemination all over the globe.

2.3. Theoretical Framework

Systemic Functional Linguistics, henceforth SFL, views language as a system that developed as a result of the functions it must perform; the various functions it must perform have an impact on its overall structure and organization (Rotimi, 2006). SFL considers language as a social phenomenon and concentrates on analyzing syntactic structures and the function(s) they serve (Osisanwo, 2008).

The following are the claims made by functional linguistics: Language, a semiotic process, carries out tasks (communicates meanings), which are influenced by the social environment.

Although SFL focuses on the structural organization of English clauses, phrases, and sentences, Halliday's Functional Linguistics is equally interested in the meanings of these structures; the socio-semantics of texts (Eggins, 1994; Yusuff, 2023).

2.3.1. Halliday's Theoretical Categories of Unit, Rank, Structure, and Class

A framework for comprehending the hierarchical structure of language and the connections between linguistic units is offered by the five fundamental lexicogrammar guiding principles. According to the first principle, every language, including English, has a hierarchical grammar with various levels, including the clause, phrase or group, word, and morpheme. This hierarchy offers a methodical approach to structuring meaning by arranging linguistic components from the largest unit (the phrase) to the smallest (the morpheme). The second principle emphasises that there are sub-ranks at every level of the hierarchy, which means that linguistic units are further divided into more manageable, functional components at each rank. This layered structure demonstrates that within a single linguistic framework, meaning can be generated at several levels (Halliday & Matthiessen, 2014; Yusuff, 2023; Yusuff, 2024).

Complexes, which are combinations of units at any given rank, such as clause complexes, phrase complexes, or word complexes, can be produced at any rank in the hierarchy, according to the third principle. Because language is recursive, it is possible to construct more intricate structures from simpler ones while preserving the integrity of each individual unit. The fourth principle presents the idea of **downranking**, which is the reduction of a higher-ranked unit, like a clause, to serve a lower-ranked unit, like a phrase or group. Because linguistic units can assume diverse roles based on their context, this flexibility helps language adapt to a variety of communication needs and contextual requirements. Lastly, the fifth principle talks about embedding, which is the process of splitting a linguistic unit into two separate parts by inserting it into another. This increases the flexibility and depth of language and makes it possible for more intricate arrangements (Halliday & Matthiessen, 2014; Yusuff, 2023; Yusuff, 2024).

Since they represent the intricate and flexible character of language, the principles are related to one another. Language's flexibility and potential for nuanced expression are derived from its ability to construct complexes (third principle), downrank (fourth principle), and embedded (fifth principle), while the hierarchical structure (first principle) and the concept of sub-ranks (second principle) serve as a basis. The functional idea of systemic functional linguistics, which emphasises language's function to communicate meaning in certain circumstances, is likewise consistent with these ideas. By providing a

visual way to translate these abstract ideas into real language structures, the symbols used to represent these principles—such as [[]] for rankshifted clauses and & for coordinating conjunctions—make the framework more useful and applicable for analysis. This framework enables language to fulfil its fundamental purpose, which is to convey meaning precisely, adaptably, and successfully in a variety of circumstances (Halliday & Matthiessen, 2014; Yusuff, 2023; Yusuff, 2024).

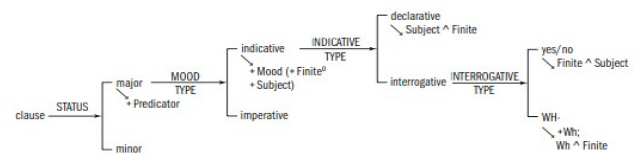
Unit, Structure, Class, and System are grammatical categories. The hierarchical nature of sentence structures is revealed by the unit; morpheme is at the bottom, followed by word, group, and clause. Structure describes the order of the elements in a phrase; the subject is placed first, then the predicator, complement, and adjectival element (SPCA) (Yusuff, 2014). Verbal structure is the action the subject (S) takes in response to the predicator's (P) expression of that action. The recipient of the action carried out by the subject, the complement, completes the predicate of a sentence or clause. The last is the Adjunct, which modifies the verb and is disposable (Osisanwo, 2008).

Class is the process of organizing components of a unit according to the task they carry out in a sentence. For instance, a group is a nominal group if it serves as the sentence's subject or complement. These divisions are into three groups: adverbial, verbal, and nominal. As a predicator, the verbal group is used. The structure modifier (m), head (h), and qualifier are all part of the nominal group, which also contains the subject and complement (q).

Head is represented by "h." The adjunct is included in the adverbial group, which is further divided into the adverbial-headed and prepositional-headed adverbial groups. The structure of the adverbial-headed adverbial group is temporal (t), apex (a), and limiter (l), A is the head. The prepend (p) and completive forms of the prepositional-headed adverbial group (c). 'p' is the head. The verbal group is composed of the auxiliary (a) and the main verb (l); lexical. 'l' is the head (Osisanwo, 2008; Yusuff, 2024).

2.3.2. Clause's system (Mood System)

Clause reflects mood - the fundamental interpersonal structure of the phrase is mood. There is a common idea supporting the mood in the clause. The indicative is the framework that naturally facilitates the exchange of information. Statement is the declarative form of the indicative, whereas question is the interrogative form. There are two types of interrogatives: yes-no interrogative (polar questions) and WH-interrogative (content questions). Subject and definite realization are indicative. The order of Subject and Finite exists within the indicative. Declarative is marked with a subject before a finite while an interrogative yes-or-no is marked with a finite before a subject. In a WH-interrogative, if the WH-element is the Subject, the order is Subject before Finite (Halliday & Matthiessen, 2014). A summary of mood is shown in the table below:



Halliday & Matthiessen (2014:24)

3. Methodology

This study employs a qualitative methodology, focusing on the in-depth examination of linguistic structures and the Sustainable Development Goals' (SDGs). Rather than quantifying language use, qualitative research aims to comprehend and interpret language's structure, meaning, and function. The study uses secondary data, which is information that already exists and comes from a reliable source, such as sustainabledevelopment.un.org, which offers the official SDG texts. These texts are used to determine and examine the ways in which language is used to convey global objectives. Maximum variation sampling, a non-random method intended to capture a wide range of examples within a dataset, is used to pick the texts in order to guarantee diverse linguistic representation. In this instance, every SDG theme is covered to give a thorough summary of their linguistic patterns.

The first level of analysis is based on the themes' structural features. This entails dissecting each theme into its constituent grammatical pieces, including qualifiers, headwords, modifiers, and conjunctions, and then using tree diagrams to graphically arrange these components. These diagrams aid in demonstrating the connections between linguistic components, such as how conjunctions join phrases or how modifiers detail

headwords. After the structural analysis, a mood analysis is performed on the clause complexes, which are the sentences that further explain each topic. In linguistics, mood analysis looks at the grammatical mood (declarative, imperative, interrogative) and the tone or attitude that goes along with it. This stage demonstrates how the wording for the SDGs is designed to encourage action, advance inclusivity, and communicate urgency.

4. Presentation of Data and Analysis

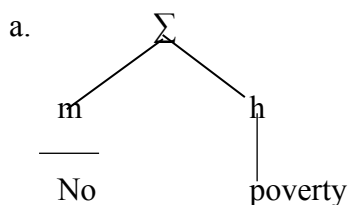
4.1. Section A: Structural Analysis of the Themes

4.1.1. Phrasal Themes

I. One-word-modified Themes

One-word-modified themes are thematic frameworks in which a single modifying word either comes before or after the headword, which stands for the main idea or focus, e.g.,

- A. No poverty
- B. Zero hunger
- C. Quality education
- D. Gender equality
- E. Climate action
- F. Reducing inequality



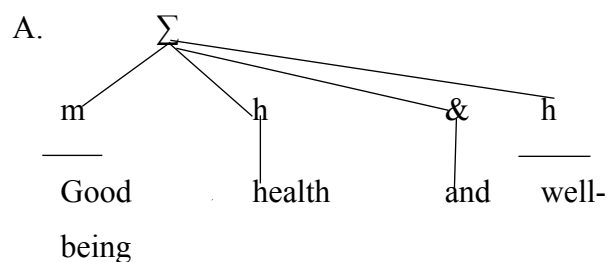
I a is a phrase that includes a modifier and implies "Not any." B also has a modifier that implies "no". These merely imply that all forms of "poor" and

"hunger" are no longer desired in the globe. "Quality" is added to C to emphasize that while education does exist, it lacks an important quality. In D, the word "gender" refers to the idea that one gender appears to be more equal than the other and demands the same equality. "Climate" in E indicates that there has been little or no effort (activity) to change the weather. The word "reduction" is used in F to imply that the high rate of poverty needs to be reduced.

II. Two-headworded Themes

When two major ideas or "headwords" are interconnected inside a single subject, it is called a two-headworded theme. Usually connected by a conjunction or other connecting word, each headword captures a significant element of the theme, e.g.,

- a. Good health and well-being
- b. Clean water and sanitation
- c. Sustainable cities and communities
- d. Responsible consumption and production



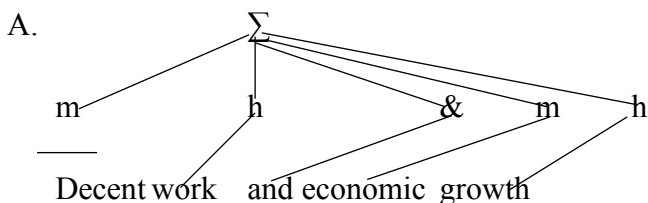
Each of Iia-d has two headwords. Consequently, they have two distinct meanings. In a, a modifier ("Good") and two headwords ("health" and "well-being") are used to indicate that, despite the existence of both, the "good" ones are both

necessary and lacking. B has two headwords: "water" and "sanitation," which are both modified by "clean." This expression implies that these things need to be cleaned up. C also has two headwords: "cities" and "communities," both modified by the word "sustainable." They are connected in a meaningful way. They may be used in conjunction for this reason. The modifier implies that it is necessary to clean up environmental damage. "Consumption" and "production" are the two headwords in D, both modified by the word "responsible." The meanings of the two headwords are related. They are employed to draw attention to the need to care for the two concurrently because if one is higher than the other, negative effects may result.

III. Two-Phrased Themes

Two separate phrases that are combined to express a single idea or notion make up a two-phrased theme. The two phrases are connected by a coordinating conjunction, like "and." Usually, each phrase has its own headword and modifier, e.g.

A. Decent work and economic growth



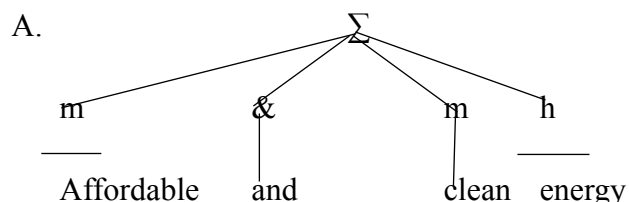
Two phrases are connected by the coordinating conjunction "and" in IIIA. The word "work," which appears as the head word in the first phrase "Decent

work," is anticipated to be "decent." The second phrase, which has the headword: "growth" and modifier: "economic," is used to draw attention to the fact that only "good employment" can ensure "economic growth." The first phrase is a prerequisite for the second one; if the first is not met, the second might not be possible.

IV. Two-word-modified Themes

A headword that has been modified by two different words or adjectives that collectively offer more meaning and make the intended idea clearer is called a two-word-modified theme. Typically, the two modifiers combine to qualify or characterise the headword in a way that emphasises particular qualities, e.g.,

A. Affordable and clean energy

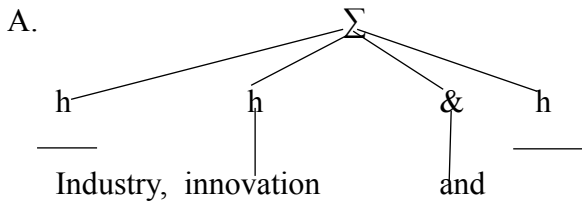


IVA combines the words "affordable" and "clean" into one modifier. They only serve to define the term "energy", the headword. It is a plea to the globe to supply energy that is not only pure but which everyone can afford. Here, two challenges are presented.

V. Headword-alone Themes

Thematic constructions made up of a single, unmodified word that serves as the main focal point or subject of conversation are called headword-alone themes, e.g.,

A. Industry, innovation and infrastructure



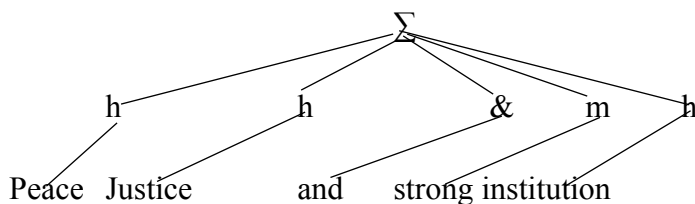
infrastructure

VA has only headwords. "And" connects the three headwords. The absence of modifiers in this construction can imply that there are no restrictions on how creatively different regions of the world can carry out these objectives.

VI. Headword-alone/Modified Phrase

Two possible structures are combined in a headword-alone/modified phrase theme: a headword with no modifications or a headword with modifiers that add more information, e.g.,

- a. Peace, justice and strong institutions



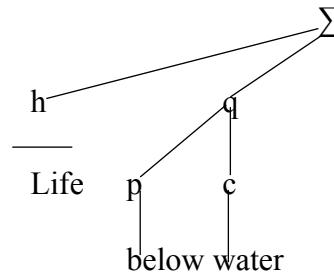
The first two words in VIA are headwords and are joined by 'and' with a phrase 'strong institution'. The two headwords serve as prerequisites for the phrase. The two headwords have not been modified, most likely because they don't require modification. They exist as they do.

VII. Qualified Themes

A qualified theme is made up of a qualifier that adds details about the theme's conditions, context, or

scope, and that modifies or specifies the headword, or major idea, e.g.,

- A. Life below water
- B. Life on land
- C. Partnerships for the goals.



The only themes that have qualifiers are VIIA-C. A has the headword "Life" and a qualifier with the prepend "below" and the completive "water." The qualifier assumes that life exists somewhere else. Therefore, it is important to have a definition of "life" in mind. A similar phrase with a qualifier that also contains a prepend ('on') and a completive ('land') is found in B. Additionally, C has a qualifier that consists of the headword "goals" and the prepend "for" as well as the completive "the". The qualifier also clarifies the meaning of the headword, "partnerships," which can come into existence for a variety of causes. This construction draws attention to the necessity of working together to achieve these objectives, which demand for teamwork.

4.2. Section B: Mood Analysis of the Goals

The goals are as follows:

- Goal 1. End poverty in all its forms everywhere

- Goal 2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture
- Goal 3. Ensure healthy lives and promote well-being for all at all ages
- Goal 4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
- Goal 5. Achieve gender equality and empower all women and girls
- Goal 6. Ensure availability and sustainable management of water and sanitation for all
- Goal 7. Ensure access to affordable, reliable, sustainable and modern energy for all
- Goal 8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
- Goal 9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation
- Goal 10. Reduce inequality within and among countries
- Goal 11. Make cities and human settlements inclusive, safe, resilient and sustainable
- Goal 12. Ensure sustainable consumption and production patterns
- Goal 13. Take urgent action to combat climate change and its impacts
- Goal 14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development

With verbs that explicitly demand action and change, these goals above have an imperative mood throughout. The mood, which reflects a feeling of urgency and a shared obligation to meet global development targets, is commanding but aspirational. With an emphasis on proactive and long-term solutions to challenging global problems, each goal offers a clear mandate. With an emphasis on transformative efforts aimed at a brighter future, the atmosphere is forward-looking.

5. Findings and Conclusion

The language of the themes reflects phrases which are: one-word-modified theme, two-headworded theme, two-phrased theme two-word-modified theme, headword-alone theme, headword-alone/modified phrase theme and qualified theme; the Sustainable Development Goals (SDGs) contain a broad range of linguistic patterns, including single-modified themes (e.g. "No poverty"), two-headword themes (e.g. "Good health and well-being"), two-phrased themes (such as "Decent work and economic growth"), two-word-modified themes (e.g. "Affordable and clean energy"), headword-alone themes (e.g. "Industry, innovation, and infrastructure"), headword-alone/modified phrase themes (e.g. "Peace, justice, and strong institutions"), and qualified themes (e.g. "Life below water"). An imperative and aspirational tone is shown by the mood analysis, which uses commanding verbs to call for global action.

Language is necessary to fulfill the SDGs. The mood of the language used to express the topics is crucial. The globe has given itself the mandate to carry out the objectives. Although many academics have argued that the SDGs should be written in indigenous languages, this paper reiterates that, in the absence of doing so, the language of the SDGs' themes is short but full of structural dynamism, capable of not only communicating the goals but also being memorable even to those who do not speak English if they can be repeated to them.

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