



Transitivity Analysis of the Sustainable Development Goals (SDGs) of United Nations (UN)

Rakhshanda Furnaz^{1*}

Abstract

This study develops on the concept of Ecolinguistics addressing the issues of environment and human beings and their interactional impact through language. The Systemic Functional Linguistics (Halliday, 1994) approach has been applied to inquire about the transitivity aspects in the language used in documenting the history of the Sustainable Development Goals of the United Nations. Any phenomenon investigated from the standpoint of what it means – everything is considered as a piece of information. The view is that language is actively creating reality by shaping involvement and transforming our perceptions into significances. With the help of transitivity involving six processes, participants, and circumstances. The analysis of the United Nations' Sustainable Development Goals (SDGs), documented in the Column called "History", shall be conducted to examine the ecological perspective as employed in their goals' target achievement, considering the intricate relationship between language, environment, and those who utilize them (*That Distant Land*, n.d.)

Keywords: Ecolinguistics, Systemic Functional Linguistics, appraisal, language, ecology.

Introduction

Living in a world that is frequently changing needs an awareness of environmental change and the adverse effects of human activity on it. Environmental issues result from the mistreatment of nature. However, significant action must be taken using the resources and solutions to tackle these crises. One such avenue for bridging language and the environment is Ecolinguistics, which may pave the way for a more environmentally sound future. The development and promotion of language and ecology can help ensure human life on Earth (Ali, 2019) as it is the most critical issue to protect and nourish the environment (Adedun, n.d.).

¹ Lecturer in English, English Language Centre, UCP, Lahore

*Corresponding author's E-mail: rakhshanda.fawad@ucp.edu.pk

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Ecolinguistics is the inter-discipline of linguistics and ecology. It has consequently become the subject of study, as stated by Yina Wu, who claims that ecology has developed into “the core issue of the 21st century.” (Wu, 2018). According to Dash, who supports this viewpoint, “the world is facing an alarming crisis that threatens the survival of the human species on Earth,” Ecolinguistics is extremely important in the twenty-first century (2019.1). He continues, "Connecting nature and people is the only answer to these global challenges" (Adedun, n.d.).

Dash (2019) also tries to establish Eco linguistics as the science of the twenty-first century. The first to stress the importance of linguistic and ecological studies of language was Einar Haugen in 1972. His viewpoints on ecology helped to establish the field of Ecolinguistics in the 1990. In 1972, he was the first to define language ecology as investigating interactions between a specific language and its surroundings. He provides a window into the relationship between a linguistic and its surroundings in “The Ecology of Language.” He asserted that language is a part of a wider ecosystem that includes individuals, societies, social forces, and the natural environment. These elements act together and shape one another at various levels (LeVasseur, 2015). He asserts that linguistic only lives in the minds of those who use it and that it simply serves to connect the people who use it to nature and one another (Wu, 2018).

The study of a connection between organic things, such as mankind and their natural environment, is known as ecology. Ecology aims to comprehend the crucial relationship between plants and animals and their surroundings (Halliday, 1994). Eco linguistics examines the harmony among the language, people, culture, and environment. It examines literature about environmental or ecological issues and explores language ecology.

One of the most important founders and influencers of eco linguistics is Arran Stibbe. He is the forum's organizer for language and ecology. According to (LeVasseur, 2015), ecolinguistics is the study of “language interaction and diversity, studies of signposts, analysis of writings that happen to be about the environment.” Therefore, ensuring environmental sustainability and taking an ecological perspective is part of the area of eco linguistics (Dash, 2019). In this sense, ecolinguistics has two objectives. First, it seeks to create linguistic theories that view people as components of society and broader ecosystems upon which existence depends. Second, linguistics can be important for addressing environmental challenges such as environmental justice, biodiversity, and climate change (Dash, 2019). It

examines any connection between ecology and language and nurtures their growth.

Language is critical in how humans connect with other living things and the environment, according to Arran Stibbe. Language may affect how people perceive the world, or more specifically, it can motivate people to preserve or destroy the ecology on which their survival depends (Stibbe, 2015).

According to Stibbe (2015), ecolinguistics “questions the tales that undermine linguistic diversity and lead to ecological catastrophe”. He continues that they offer positive alternate stories that we live by. Because it emphasizes the ecological perspective, sustainable advancement for a greener world, language ecology, and peaceful cohabitation of all organisms, it varies from other areas of linguistics. It examines language texts or communications concerning ecological viewpoints, resources, and sources, such as advertisements, environmental concerns, climate change, (un)sustainable development, ecological discourse, and ecosystems. Its a form of significant discourse analysis that is interdisciplinary. It is twenty-first-century linguistics. It offers a framework, resources, and methods that no other branch of linguistics has ever provided.

Generally, linguistics offers procedures, methods, and tools to examine texts, occasions, situations, or events from a particular angle or view. It indicates that ecolinguistics aims to give resources and methods for researching ecolinguistic subjects. “Investigates the role of language in the development and possible solutions of ecological and environmental problems,” according to Alwin Fill, is a comparatively new discipline of linguistics (Ong’onda, 2016). It indicates that ecolinguistic analysis examines environmental discourses critically. Fill examines the vocabulary used, how ideas are communicated, and how those communications affect the environment. Additionally, language can cause the extinction of species, the afforestation of deserts, and the desertification of forests. According to Fill, ecolinguistics investigates how language contributes to the emergence and potential resolution of ecological and environmental issues (Ali, 2019). According to ecolinguistics, people’s perspectives on culture, language, and the environment are shaped by the tales they experience. Language plays a key role in telling and retelling these tales.

Ecolinguistics promotes the concept of sustainability. It opposes actions that contribute to language endangerment, climate change, extinction of cultures and species, loss of biodiversity, global warming, loss of language,

environmental deterioration, and growth. It investigates the impact of language on long-term interactions between people and other living things, including the environment (Zuo, 2019). It blends ecology and language in this manner.

Stibbe claims that because ecolinguistics considers the entire world, it adds dimensions to research on language and globalization. He contends that developments in ecology of human, where associations across every kind of systems (including economic, religious, cultural, language, social systems, and ecosystems) are emphasized and examined, are the cause of the urgency of ecolinguistics at this stage in history (Stibbe, 2015).

The term “ecolinguistics” is defined precisely by British ecolinguists Alexander and Stibbe as “the study of the influence of the language on the life support relationship between humans, species, and the physical environment.” Ecolinguistics studies how linguistic shapes, preserves, affects or damages the interaction among people, other living things, and the environment (Zuo, 2019).

Stibbe (2015) categorizes analysis of ecological discourse into the following groups of three: Beneficial discourse, like the poems of the natural world, Destructive discourse, and Ambivalent discourse. The evaluation is based on ecolinguistics. In other words, ecolinguistics is more than ecology of language or the interpretation of certain texts that happen to deal with environmental issues or ecological problems. In the view of Yina Wu, it should contain an ecological study of all discourses and be an ecological evaluation of all of the discourses (Wu, 2018).

The primary objective of the study is to deal with SFL, as a critical approach to ecolinguistics with a focus on transitivity, which is a fundamental part of SFL. The researcher attempts to demonstrate its use. The researcher tries to make other researchers aware of the need of incorporating environmental awareness at the social and individual levels.

This paper specifically undertakes a transitivity analysis of the "History" document of Sustainability Development Goals (SDGs). It helps in examining the linguistics patterns and choices employed in documenting the subsequent developmental information and performance and shaping the narrative of global sustainable development. Transitivity analysis is a linguistic tool (Halliday, 1980) that focuses on processes and participants analysis in the text. The finding will assist in deeper understanding of the narrative building of the SDGs, shedding light on the key stakeholders, power dynamics, and the overall framing of sustainable development in the document.

Research Questions

The current study addresses the following research questions:

1. What are the transitivity patterns used in the History document of SDGs?
2. How do the processes of the transitivity system express the concern of environment in the “History” text of SDGs?
3. How can an ecolinguistic analysis of the SDGs text contribute to improving the effectiveness and communication of sustainable development policies and initiatives?

Literature Review

Several approaches and areas of study have been referred to as ecolinguistics. It includes the studies of diversity of language and communication, research on endangered languages or dialects, studies of outdoor signpost discourse, and analyses of writings about the environment or environment related topics, such as eco-tourism, natural resources, energy, animals, or climate change.

Stibbe explains this variety of viewpoints by linking each of these viewpoints to various interpretations of the word and notion of "ecology." According to him, the definition of *linguistics* of ecolinguistics is “the application of techniques of linguistic analysis to uncover the tales we live by, opening them to scrutiny and challenge from an ecological viewpoint” (Wu, 2018, p.2).

Muhlhausler is credited with helping to create what Steffensen and Fill refer to as the eco-critical approach in the ecolinguistics. This method combines a critique of linguistic activities that harm the environment with an examination of the ecology of language (Steffensen & Fill, 2014). To solve the pressing issues of the twenty-first century, we require linguistics, a field that can investigate the part language plays in “exposing unsustainability and encouraging sustainable discourses.”

An article by renowned linguist Halliday (1990) titled as “New Ways of Meaning”, Ecolinguistics took a crucial turn with the Challenge to applied linguistics publication. First, by addressing the question, “Do language patterns affect the survival and well-being of the human species as well as other species on Earth?” he helped the field of ecolinguistics to develop. Then, in another work he delivered at the World Conference of Applied

Linguistics, Halliday established the initial link between biological, ecological, economic, and environmental concerns and language. His second article was then included in two significant ecolinguistics books: Fill and Muhlhauser's (2001), *The Ecolinguistics Reader: Language, Ecology and Environment*, and *Thirty Years of Linguistic Evolution: Studies in Honour of Rene Driven*, edited by Dutz (1992). Halliday takes into account not only the mental environment but also the physical, natural, and social environments. In his opinion, "language is simultaneously a component of reality, a shaper of reality, and a metaphor for reality" (cited in Adedun, p. 4). He observes that the earth's assets are not limited. He continues that humans might certainly deplete them. Halliday explores ideas from his systemic functional language in this section of his ecology of language that is most linguistically focused (SFL). He asserts that the prevailing method of creation in society has an unavoidable impact on the lexicogrammatically choice from his dialectical perspective of society and language.

The United Nations Conference on Human Environment, held in June 1972 in Stockholm, said in its 19th principle that nations and states should incorporate environmental topics into the curriculum to establish the framework for future generations for protecting and improving the environment. In 1975, a global symposium in Belgrade looked into the complicated and continuously shifting relationships between individuals and the natural world, with the hope that (EE) Environmental Education would address challenges of the environment and provide new approaches to evade their emergence. The multinational Conference of Tbilisi in 1977 decided that EE is crucial for finding comprehensive and long-lasting solutions to problems of the environment (Mileš & Larouz, 2018). Among other things, these symposiums and conferences highlight the significance of ecolinguistics and EE.

The work done by 'Hallidayan tradition,' the researchers who created Halliday's views, seeks to "create an understanding of linguistic anthropocentrism" (Le Vasseur, 2014, p. 3) that denotes human connection with other beings and that it lets humans to consider themselves as the Centre of the universe. Consequently, they can lead the fortune of other beings.

According to Zuo (2019), Halliday portrays linguistic as a crucial component of both societies and the living system. The importance of linguistic in both preserving the environment and causing it to deteriorate is stressed by Halliday. Furthering his point, he adds that language is how people interpret their experiences and recognize the environment Humans'

actions and words are influenced by their interactions with one another, other species in the environment, and nature in general (Haugen, 1966; Zuo, 2019)

According to Halliday, the ideational, textual, and interpersonal metafunctions of language are the three main ones. The ideational function of language is the way of expressing the ideas and the sharing of knowledge. Transitivity and ergativity are the two systems involved in this function. Finally, language takes on a discourse or text-like quality in the textual function, and this discourse or text is then awaited to have relationships with other texts—those that came before and after it—and with the situational context. Thematic structure (rheme and theme) and information structure are two categories of textual function (given and new). Eventually, social relationships are created and maintained through interpersonal functions. This process incorporates the modality of residue and mood (Bustam & Rayhan, 2012).

Three Meta- functions of language Halliday &Matthiessen's (2014)

Table 1: Three Meta- functions of language Halliday &Matthiessen's (2014)

Meta-function	Definition	Corresponding Status in a clause
Experiential	Introducing human experience	Clause as representation
Interpersonal	Enactment of personal and social relationship	Clause as exchange
Textual	Arranging the discursive flow	Clause as message

Systemic Functional Linguistics (SFL) is a linguistic method of studying a linguistic that Halliday and his followers primarily created in the 1960s. It was based on the writings of various well-known linguists, including Malinowski and Firth (2001). It is a frequently utilized strategy, particularly in discourse analysis and language teaching (Abdulrahman Almurashi, 2016). It emphasizes language's function since, as a methodology, it focuses primarily on language use. SFG, or systemic functional grammar, focuses on meaning (or function), whereas TGG, or transformational generative grammar, is more concerned with form. Language is a tool for communicating and sharing thoughts and experiences between individuals. According to Halliday (Halliday, 1994), a language is understood as a classification of meanings accompanied by a form through which meanings can be recognized. This statement explains how these meanings are understood (Ong'onda, 2016). These

linguists are interested in connecting the diverse linguistic patterns and structures to the purpose's language provides and the social contexts in which it is employed (Zuo, 2019) SFL contends that language use results from choice and that decision is motivated by meaning. The speaker or writer's choice determines the meaning associated with a given text.

According to Van Dijk, systemic functional grammar (SFG) is a method for comprehending written texts. The words chose to describe the action, the speaker, or the subject and object being spoken about are employed to create meaning rather than solely relying on grammatical rules (Ong'onda, 2016). It is renowned for its use in various disciplines, including history, computational linguistics, literary texts, media discourse, and translation. Mathiessen (2012) claims that researchers are continually uncovering new fields of use. He also says that it can be used in a wide variety of sectors. According to Almurashi, "it is thought to be a significant force in the field of linguistics" and "it is a powerful tradition in linguistic studies" (Almurashi, 2016). It illustrates the direction of linguistics research. It offers a novel functionalism value and is a helpful mean for people who want to examine texts (Almurashi, 2016). According to Halliday and Mathiessen, SFL concentrates on creating meaning. It is both a concept and an analytical framework. According to Cordeiro (2018), SFL has evolved quickly as text analysis grammar between the 1990s and early 2000s, becoming "one that would make it possible to express meaningful and valuable things about text, spoken or written in modern English" (p.4). SFL explores how lexis and grammatical resources generate and trade meanings. Language is a collection of systems that gives people that use it, unlimited ways to create meaning. It is important to note that numerous linguists, including Robert Martin (Martin & White, 2005; 1950; Ruqaiya Hasan (Ali, 2019; 1977; Bloor and Bloor 2004, 2013; Fontaine (2014); Eggins (Clutterbuck, 2013); and Thompson, 2014), have made contributions to the development of SFL.

In another study, Janjua (2022) explored the role of literature in the area of Eco poetry addressing environmental issues and fostering awareness and consciousness about them. The poem "I am Afraid of Muslims" written by Waqas Khwaja, a Pakistani English poet, has been analyzed in detail by identifying the roles and processes in the first step and elaborating the central theme in expressing environmental values and giving voice to nature.

Recently Zahoor and Janjua (2020) pointed out the inclusion of content based on raising the environmental awareness as a global issue. The textbooks were analyzed using Halliday's transitivity analysis and Gaard's

eco-pedagogical framework. The research concluded that the content is more anthropocentric than eco-pedagogic and hence needs revision to focus on the later perspective as per the current environmental concerns.

According to Ali et. al. (2019), an ecolinguistic perspective has been used in advertorials related to Covid-19 hence the scarcity of research is a limitation. However, using meta-functions of Halliday's SFL were analyzed in ten selected websites on Covid-19 advertorials. The study revealed that the language used in these advertorials is a source of creating fear and xenophobia writing the ecosystem.

An important and most recent contribution (Cheng, 2022) is the “New Developments of Ecological Discourse Analysis” is an authentic mention to introduce Ecological Discourse Analysis (EDA). This has an underline concept of Hallidayan approach and incorporates the principles of ecosophy, particularly “Diversity and Harmony, Interaction and Co-existence”. The book discusses in detail the existing framework of Systemic Functional Linguistics by including the all four levels (experiential, interpersonal, textual, and logical metafunctions) with the lens of ecological perspective. The book also addresses mood system, transitivity system, and appraisal system diverse theoretical systems with reference to EDA and is named as ecological grammar. It is a very significant asset for analyzing and comprehending language use with reference to ecological concerns and demonstrate a practical application of EDA (Cheng, 2022). However, as a novice researcher, this paper is only identifying the Transitivity system and is making an effort to interpret the language use in SDGs with reference to ecological concern.

These are good references for this research study supporting the author's viewpoint to examine how language plays a crucial role in manipulating people's minds and manifesting inside thoughts and projects in the environment as real ghosts.

Methodology

In order to explore the relationship between environmental issues and language, a qualitative research method is utilized in this study. Focusing on the framework of Systemic Functional Linguistics (SFL), the analysis is centered around clauses, allowing for an in-depth examination of various linguistic elements, patterns, and perspectives in the selected text. This approach ensures that the intricate and subtle links between ecolinguistics and ecology are effectively studied and understood. The unit of analysis in the SFL framework is a clause instead of a sentence. A clause is a

grammatical form comprising a finite verb (verb that has a tense), as opposed to nonfinite verb structures like gerunds and infinitives.

Halliday develops an old theory of transitivity in his approach to systemic functional grammar (SFG), but it differs from it in one way: it does not matter if the verb takes (or does not take) a direct object (Bustam, 2011). Language describes the patterns of how people see the world in their ideational function and helps people create mental representations of reality to help them make sense of their experiences of what is happening both outside and inside of them. The term transitivity refers to this experientially reflective element of meaning (Hu & Jiang, 2000); mentioned in (Song, 2013). According to Halliday's theory, the clause's ideational function involves transitivity. The ideational function represents events, action, relations, processes of consciousness. He continues that the transitivity is a grammatical framework that manages several types of processes present in structures and language. It consolidates the worldly experience into a collection of processes that are manageable (Zuo, 2019).

Transitivity is made up of three parts: the process, the participants, and the conditions. It (transitivity) is concerned with the clause, and inside the clause, with the process. The verb that is in the clause is the process on its own, as it determines the process type's class and information about the event or action that the subject performs (Maulia et al.,2014). This means the process is the fundamental idea behind every clause. According to Bloor and Bloor (2004), the verb or verbal group that expresses process is the main verb in a clause, followed by the noun group or noun phrase that expresses participant, and the prepositional phrases, adverb, and adverbial group that express circumstance. The transitivity process, as defined by Halliday, has three components.

Table 2: Halliday & Matthiessen's (2014) Group and Phrases of Experiential Functions

Type of element	Typically realized by
Process	Referred by Verbal group
Participant	Referred by Nominal group
Circumstance	Adverbial group or prepositional phrase

First, the process on its own, which is the kind of state or event that is being discussed. Second, process participants are the individuals or objects that are involved in the process, such as the Identifier, Actor, Goal, sensor,

Sayer, Behavior, Value, and Token. Each procedure involves numerous partakers, whom pronouns and nominal groups identify. Thirdly, events pertain to the process and describe where, when, why and how it occurs (Ong'onda, 2016), among other details. Adverbial and prepositional phrases help describe the conditions. There are a total of six different categories of processes: relational, material, verbal, existential, and mental. The table shown below is of the procedures that Halliday (1994) presented.

Table 3: Verbal group and it's types

Process Type	Category Meaning	Participants
Material Action Event	Doing, happening, Kick, run, repair, send	Actor Goal
Behavioral	Behaving	Behaver
Mental Perception Affection Cognition	Sensing, seeing, feeling, Thinking, See, hear, know	Sensor, Phenomenon
Verbal	Saying, say, tell, Warn, argue, ask	Sayer Target
Relational	Being, attributing, identifying, Be , have ,become	Carrier, value, token, Identified, identifier, Attribute
Existential	Existing	Existence

The transitivity system can successfully examine sentences by assisting users in recognizing and encoding their world experiences. According to Halliday, the clause serves as a reflection of the processes. He further says that it is the most vital grammatical element because it allows language users to construct a “mental picture of reality” and “to make sense of their experience of what transpires around them and inside them” (Halliday, 1985, p.101).

Sample: The researcher selected SDGs to analyze how United Nations is putting efforts to create an ecosystem.

Why SDGs: Around the world, many countries are members of the UN sustainable agenda. Previous researchers analyzed advertorials, textbooks, literary pieces so this paper is focusing the agenda which is actually trying to address the issue of global nature and at global level. The reason to select it is so that ecology will be observed as how to deal with it in a better way

and evaluation will help to see the positive and negative impact of these agendas.

How? There are 20 total sentences in documenting the performance to register that the efforts are in action. This paper will evaluate and discuss the aspect of ecology in it.

Data Analysis

Sustainable Development Goals is the division operated by the United Nations. It aims to provide substantive support and capacity-building for the goals to address the related thematic issues including water, energy, climate, oceans, urbanization, transport, science, and technology.

In this paper, transitivity is applied as an analytical tool. The reason for applying transitivity as a tool is its significance in portraying the experiential domain of meaning. The analysis will help to answer the questions raise in this study in a logical and consequential manner. A very reliable tool developed by O'Donnell, named UAM Corpus Tool (O'Donnell, n.d.) setup is used to annotate the data correctly to avoid the objection of ambiguity in the identification of processes, participants and roles.

SDGs' Annotation/Text/Transitivity

```
<?xml version="1.0" encoding="UTF-8"?>
<document><header><textfile>Texts/Text-
1.txt</textfile><lang>english</lang></header>
<body><segment role="Root" features="ideational-unit"
id="1">History</segment>
```

1. <segment role="Root" features="ideational-unit;configuration;material;monotransitive" id="54"><segment role="Actor" features="ideational-unit;participant" id="41" parent="54">The 2030 Agenda for Sustainable Development</segment>, <segment role="Circumstance" features="ideational-unit;circumstance" id="45" parent="54"><segment role="Process" features="ideational-unit;process" id="9" parent="45">adopted</segment><segment role="Circumstance" features="ideational-unit;circumstance" id="43" parent="45">by all United Nations Member States</segment><segment role="Circumstance" features="ideational-unit;circumstance" id="44" parent="45">in 2015</segment></segment>, <segment role="Process" features="ideational-unit;process" id="19" parent="54">provides</segment><segment role="Goal" features="ideational-unit;participant" id="51" parent="54">a shared

blueprint for peace and prosperity for people and the planet</segment>, <segment role="Circumstance" features="ideational-unit;circumstance" id="33" parent="54">now</segment><segment role="Circumstance" features="ideational-unit;circumstance" id="53" parent="54">and into</segment> the future.</segment>

In this first sentence, it is obvious that action is shown as materialized by asserting that all the members are united to do work for the betterment of this earth.

2. <segment role="Root" features="ideational-unit" id="104">At <segment role="PrepComp" features="ideational-unit" id="103" parent="104">its heart <segment role="Subj" features="ideational-unit" id="102" parent="103"><segment role="Process" features="ideational-unit;process" id="59" parent="102">are</segment><segment role="Attribute" features="ideational-unit;participant" id="101" parent="102">the 17 Sustainable Development Goals (SDGs), <segment role="Qualif" features="ideational-unit;configuration;relational;attributive" id="100" parent="101"><segment role="Carrier" features="ideational-unit;participant" id="91" parent="100">which</segment><segment role="Process" features="ideational-unit;process" id="70" parent="100">are</segment><segment role="Attribute" features="ideational-unit;participant" id="93" parent="100">an urgent call for action</segment><segment role="Complem" features="ideational-unit" id="99" parent="100">by <segment role="PrepComp" features="ideational-unit" id="98" parent="99">all countries <segment role="Qualif" features="ideational-unit" id="97" parent="98"><segment role="Conj1" features="ideational-unit;configuration;material;monotransitive" id="94" parent="97">-<segment role="Process" features="ideational-unit;process" id="1069" parent="94">developed and developing</segment></segment>- <segment role="Circumstance" features="ideational-unit;circumstance" id="96" parent="97">in a global partnership</segment>

In this 2nd sentence, a relational process is indicating that the 17 important agendas are in dire need of our attention and it must be followed by all participants.

3. <segment role="Root" features="ideational-unit;configuration;mental;mental-active" id="175"><segment role="Senser" features="ideational-unit;participant" id="150" parent="175">They</segment><segment role="Process" features="ideational-unit;process" id="106" parent="175">recognize</segment><segment role="Phenomenon" features="ideational-unit;participant" id="174" parent="175"></segment>

role="1" features="ideational-unit;configuration;material;monotransitive" id="163"
 parent="174">that <segment role="Process" features="ideational-unit;process" id="108" parent="163">ending</segment><segment role="Goal" features="ideational-unit;participant" id="152" parent="163">poverty and other deprivations</segment><segment role="Obl:Npmod" features="ideational-unit" id="156" parent="163"><segment role="PreMod" features="ideational-unit;configuration;material;intransitive" id="153" parent="156">must <segment role="Process" features="ideational-unit;process" id="114" parent="153">go</segment></segment> hand-in-hand</segment><segment role="Circumstance" features="ideational-unit;circumstance" id="162" parent="163">with <segment role="PrepComp" features="ideational-unit" id="161" parent="162">strategies <segment role="Qualif" features="ideational-unit;configuration;material;ergative" id="160" parent="161"><segment role="Actor" features="ideational-unit;participant" id="157" parent="160">that</segment><segment role="Process" features="ideational-unit;process" id="123" parent="160">improve</segment><segment role="Goal" features="ideational-unit;participant" id="159" parent="160">health and education, reduce inequality</segment></segment></segment></segment></segment>, <segment role="2" features="ideational-unit;configuration;material;monotransitive" id="173" parent="174">and <segment role="Process" features="ideational-unit;process" id="132" parent="173">spur</segment><segment role="Goal" features="ideational-unit;participant" id="172" parent="173">economic growth - all <segment role="Circumstance" features="ideational-unit;circumstance" id="171" parent="172"><segment role="1" features="ideational-unit;configuration;material;monotransitive" id="166" parent="171">while <segment role="Process" features="ideational-unit;process" id="138" parent="166">tackling</segment><segment role="Goal" features="ideational-unit;participant" id="165" parent="166">climate change</segment></segment><segment role="2" features="ideational-unit;configuration;material;intransitive" id="170" parent="171">and <segment role="Process" features="ideational-unit;process" id="142" parent="170">working</segment><segment role="Circumstance" features="ideational-unit;circumstance" id="169" parent="170">to <segment role="Process" features="ideational-unit;process" id="144" parent="169">preserve</segment><segment role="Goal" features="ideational-unit;participant" id="168" parent="169">our oceans and forests</segment>

Starting with the mental process to grip the attention of the readers making them understand that their mutual cooperation is required in saving earth

by presenting 6 material actions in one sentence to expedite the earth's cure exhibiting their connection and dependence on one another.

4. <segment role="Root" features="ideational-unit;configuration;material;ergative" id="212"><segment role="Actor" features="ideational-unit;participant" id="199" parent="212">The SDGs</segment><segment role="Process" features="ideational-unit;process" id="178" parent="212">build</segment><segment role="Circumstance" features="ideational-unit;circumstance" id="206" parent="212">on decades of work by countries and the UN</segment>, including the UN Department of Economic and Social Affairs •</segment>

In this, support system is shown with the help of material action.

5. <segment role="Root" features="ideational-unit" id="280">In <segment role="PrepComp" features="ideational-unit" id="279" parent="280">June 1992, at the Earth Summit in Rio de Janeiro, Brazil<segment role="Conj" features="ideational-unit" id="278" parent="279"><segment role="Conj1" features="ideational-unit" id="275" parent="278">, more than 178 countries <segment role="Qualif" features="ideational-unit" id="1071" parent="275"><segment role="1" features="ideational-unit;configuration;material;monotransitive" id="274" parent="1071"><segment role="Process" features="ideational-unit;process" id="232" parent="274">adopted</segment><segment role="Goal" features="ideational-unit;participant" id="273" parent="274">Agenda 21, <segment role="Appos" features="ideational-unit" id="272" parent="273">a comprehensive plan of action <segment role="Qualif" features="ideational-unit;configuration;material;ergative" id="271" parent="272">to <segment role="Process" features="ideational-unit;process" id="242" parent="271">build</segment><segment role="Goal" features="ideational-unit;participant" id="268" parent="271">a global partnership for sustainable development</segment><segment role="Circumstance" features="ideational-unit;circumstance" id="270" parent="271">to <segment role="Process" features="ideational-unit;process" id="250" parent="270">improve</segment><segment role="Goal" features="ideational-unit;participant" id="269" parent="270">human lives</segment></segment></segment></segment></segment></segment></segment></segment> and <segment role="2" features="ideational-unit;configuration;material;monotransitive" id="277" parent="1071"><segment role="Process" features="ideational-unit;process" id="254" parent="277">protect</segment><segment role="Goal" features="ideational-unit;participant" id="276" parent="277">the environment</segment>

Previous support system is further elaborated the comprehensive plan of action again with material action using the verbs like ‘build’, ‘improve’, ‘protect’ the environment.

6. <segment role="Root" features="ideational-unit;configuration;material;monotransitive" id="312"><segment role="Actor" features="ideational-unit;participant" id="302" parent="312">Member States</segment><segment role="Circumstance" features="ideational-unit;circumstance" id="283" parent="312">unanimously</segment><segment role="Process" features="ideational-unit;process" id="284" parent="312">adopted</segment><segment role="Goal" features="ideational-unit;participant" id="303" parent="312">the Millennium Declaration</segment><segment role="Circumstance" features="ideational-unit;circumstance" id="305" parent="312">at the Millennium Summit</segment><segment role="Circumstance" features="ideational-unit;circumstance" id="307" parent="312">in September 2000</segment><segment role="Circumstance" features="ideational-unit;circumstance" id="309" parent="312">at UN Headquarters</segment><segment role="Circumstance" features="ideational-unit;circumstance" id="311" parent="312">in New York</segment>.</segment>

It is obvious that majority of the verbs are material action processes to show the united behavior towards sustainable environment.

7. <segment role="Root" features="ideational-unit;configuration;material;intransitive" id="345"><segment role="Actor" features="ideational-unit;participant" id="335" parent="345">The Summit</segment><segment role="Process" features="ideational-unit;process" id="315" parent="345">led</segment><segment role="Circumstance" features="ideational-unit;circumstance" id="341" parent="345">to the elaboration of eight Millennium Development Goals (MDGs)</segment><segment role="Circumstance" features="ideational-unit;circumstance" id="344" parent="345">to <segment role="Process" features="ideational-unit;process" id="328" parent="344">reduce</segment><segment role="Goal" features="ideational-unit;participant" id="342" parent="344">extreme poverty</segment><segment role="Circumstance" features="ideational-unit;circumstance" id="343" parent="344">by 2015</segment></segment>.</segment>

Emphasis has been given on the eradication of poverty. This can be seen by the material action process ‘led’ that The Summit led this goal in its extreme supervision and made it its priority.

8. <segment role="Root" features="ideational-unit;configuration;verbal;verbal-active" id="432"><segment role="Sayer" features="ideational-unit;participant" id="416" parent="432">The Johannesburg Declaration on Sustainable Development and the Plan of Implementation, <segment role="Qualif" features="ideational-unit;configuration;material;monotransitive" id="412" parent="416"><segment role="Process" features="ideational-unit;process" id="358" parent="412">adopted</segment><segment role="Circumstance" features="ideational-unit;circumstance" id="411" parent="412">at the World Summit on Sustainable Development</segment></segment> in South Africa in 2002</segment>, <segment role="Process" features="ideational-unit;process" id="372" parent="432">reaffirmed</segment> the global community's commitments to poverty eradication and the environment<segment role="Conj" features="ideational-unit;configuration;material;ergative" id="431" parent="432">, and <segment role="Process" features="ideational-unit;process" id="386" parent="431">built</segment><segment role="Circumstance" features="ideational-unit;circumstance" id="426" parent="431">on Agenda 21 and the Millennium Declaration</segment><segment role="Circumstance" features="ideational-unit;circumstance" id="430" parent="431">by including more emphasis on multilateral partnerships</segment></segment>. •</segment> A verbal contract has been made by presenting a declaration that such measures will be taken to minimize the poverty.
9. <segment role="Root" features="ideational-unit;configuration;material;monotransitive" id="538"><segment role="Circumstance" features="ideational-unit;circumstance" id="513" parent="538">At the United Nations Conference on Sustainable Development (Rio+20) in Rio de Janeiro, Brazil,</segment><segment role="Circumstance" features="ideational-unit;circumstance" id="515" parent="538">in June 2012</segment>, <segment role="Actor" features="ideational-unit;participant" id="516" parent="538">Member States</segment><segment role="Process" features="ideational-unit;process" id="459" parent="538">adopted</segment><segment role="Goal" features="ideational-unit;participant" id="537" parent="538">the outcome document <segment role="Appos" features="ideational-unit" id="536" parent="537">"The Future We <segment role="Appos" features="ideational-unit" id="535" parent="536">Want" <segment role="Qualif" features="ideational-unit;configuration;mental;mental-active" id="534" parent="535"><segment role="Circumstance" features="ideational-unit;circumstance" id="517" parent="534">in

features="ideational-unit;circumstance" id="587" parent="588">for
 <segment role="Process" features="ideational-unit;process" id="549"
 parent="587">implementing</segment><segment role="Goal"
 features="ideational-unit;participant" id="586"
 parent="587">sustainable development, <segment role="Qualif"
 features="ideational-unit" id="585" parent="586">including <segment
 role="PrepComp" features="ideational-unit" id="584"
 parent="585">mandates <segment role="Qualif" features="ideational-
 unit" id="583" parent="584">for <segment role="PrepComp"
 features="ideational-unit" id="582" parent="583">future programmes
 <segment role="Qualif" features="ideational-unit" id="581"
 parent="582">of <segment role="PrepComp" features="ideational-unit"
 id="580" parent="581">work <segment role="Qualif"
 features="ideational-unit" id="579" parent="580">in <segment
 role="PrepComp" features="ideational-unit" id="578"
 parent="579">development financing, <segment role="Appos"
 features="ideational-unit" id="577" parent="578">small island <segment
 role="Qualif" features="ideational-
 unit;configuration;material;monotransitive" id="576"
 parent="577"><segment role="Process" features="ideational-
 unit;process" id="566" parent="576">developing</segment><segment
 role="Goal" features="ideational-unit;participant" id="575"
 parent="576">states and more</segment>

All the verbs are material showing that whatever the plans are made could be developed by following the plan laid out by the Summit.

11. <segment role="Root" features="ideational-
 unit;configuration;material;monotransitive" id="622"><segment
 role="Circumstance" features="ideational-unit;circumstance" id="613"
 parent="622">In 2013</segment>, <segment role="Actor"
 features="ideational-unit;participant" id="614" parent="622">the
 General Assembly</segment><segment role="Process"
 features="ideational-unit;process" id="595"
 parent="622">set</segment> up <segment role="Goal"
 features="ideational-unit;participant" id="621" parent="622">a 30-
 member Open <segment role="Qualif" features="ideational-
 unit;configuration;material;monotransitive" id="620"
 parent="621"><segment role="Process" features="ideational-
 unit;process" id="602" parent="620">Working</segment><segment
 role="Goal" features="ideational-unit;participant" id="603"
 parent="620">Group</segment><segment role="Circumstance"
 features="ideational-unit;circumstance" id="619" parent="620">to
 <segment role="Process" features="ideational-unit;process" id="605"
 parent="619">develop</segment><segment role="Goal"

features="ideational-unit;participant" id="618" parent="619">a proposal on the SDGs</segment>

The past plans which were developed SDG asserted with the materialized action verbs ‘set’, and ‘working’ that actor is playing it role to achieve its goal.

12. <segment role="Root" features="ideational-unit;configuration;material;ergative" id="646"><segment role="Circumstance" features="ideational-unit;circumstance" id="641" parent="646">In January 2015</segment>, <segment role="Actor" features="ideational-unit;participant" id="642" parent="646">the General Assembly</segment><segment role="Process" features="ideational-unit;process" id="630" parent="646">began</segment><segment role="Goal" features="ideational-unit;participant" id="643" parent="646">the negotiation process</segment><segment role="Circumstance" features="ideational-unit;circumstance" id="645" parent="646">on the post-2015 development agenda</segment>.</segment>

Even the plan which are not being achieved yet are shown materialized in the continuation process that the SDG is pursuing its goal.

13. <segment role="Root" features="ideational-unit" id="694">The process <segment role="Qualif" features="ideational-unit;configuration;material;ergative" id="685" parent="694"><segment role="Process" features="ideational-unit;process" id="649" parent="685">culminated</segment><segment role="Circumstance" features="ideational-unit;circumstance" id="684" parent="685">in the subsequent adoption of the 2030 Agenda for Sustainable Development</segment></segment>, with 17 SDGs at its core, at the UN Sustainable Development Summit in September 2015.</segment>

Here again the action is shown as material while the agenda is just revised keeping 17 goals as target.

14. <segment role="Root" features="ideational-unit;configuration;relational;attributive" id="724">• 2015 <segment role="Process" features="ideational-unit;process" id="697" parent="724">was</segment><segment role="Attribute" features="ideational-unit;participant" id="723" parent="724">a landmark year for multilateralism and international policy shaping, with the adoption of several major agreements</segment>:</segment>

Acknowledging the significance of year 2015 by using relational process that many agreements were made and plans are in action.

15. <segment role="Root" features="ideational-unit;configuration;material;monotransitive" id="805"><segment role="Goal" features="ideational-unit;participant" id="797" parent="805">o <segment role="PrepComp" features="ideational-unit" id="796" parent="797">Sendai Framework for Disaster Risk Reduction (March 2015) o Addis Ababa Action Agenda on Financing for Development (July 2015) <segment role="Qualif" features="ideational-unit;configuration;material;monotransitive" id="790" parent="796">o <segment role="Process" features="ideational-unit;process" id="750" parent="790">Transforming</segment><segment role="Goal" features="ideational-unit;participant" id="789" parent="790">our world</segment></segment>: the 2030 Agenda for Sustainable Development with its 17 SDGs</segment></segment> was <segment role="Process" features="ideational-unit;process" id="765" parent="805">adopted</segment><segment role="Circumstance" features="ideational-unit;circumstance" id="800" parent="805">at the UN Sustainable Development Summit</segment><segment role="Circumstance" features="ideational-unit;circumstance" id="802" parent="805">in New York</segment><segment role="Circumstance" features="ideational-unit;circumstance" id="804" parent="805">in September 2015</segment>.</segment><segment role="Root" features="ideational-unit" id="821">o Paris Agreement on Climate Change (December 2015) •</segment>

Repeatedly, UN Summit is revising and amending and developing plans to its members and all the population of earth that the environment could be protected and soon earth will be a peaceful place.

16. <segment role="Root" features="ideational-unit;configuration;material;intransitive" id="863"><segment role="Circumstance" features="ideational-unit;circumstance" id="822" parent="863">Now</segment>, <segment role="Actor" features="ideational-unit;participant" id="854" parent="863">the annual High-level Political Forum on Sustainable Development</segment><segment role="Process" features="ideational-unit;process" id="834" parent="863">serves</segment><segment role="Circumstance" features="ideational-unit;circumstance" id="862" parent="863">as the central UN platform for the follow-up and review of the SDGs</segment>.</segment>

Use of material action sometimes in the form of actor and at other place giving importance to the goal, UN is trying to keep the members in its loop to be united and motivated.

17. <segment role="Root" features="ideational-unit" id="968"><segment role="Conj1" features="ideational-

unit;configuration;material;monotransitive id="948"
parent="968"><segment role="Actor" features="ideational-
unit;participant" id="946" parent="948">Today, the Division for
Sustainable Development Goals (DSDG) in the United Nations
Department of Economic and Social Affairs
(UNDESA)</segment><segment role="Process" features="ideational-
unit;process" id="888" parent="948">provides</segment><segment
role="Goal" features="ideational-**unit;participant**" id="1073"
parent="948">substantive support and capacity-building for the
SDGs</segment></segment> and their related thematic issues, including
water, energy, climate, oceans, urbanization, transport, science and
technology, the Global Sustainable Development Report (GSDR),
partnerships and Small Island Developing States.</segment>

Near the end of the report again materialize action is highlighted by
addressing all the issues pressing the need for support to develop at high
speed.

18. <segment role="Root" features="ideational-
unit;configuration;material;monotransitive" id="1010"><segment
role="Actor" features="ideational-**unit;participant**" id="996"
parent="1010">DSDG</segment><segment role="Process"
features="ideational-**unit;process**" id="970"
parent="1010">plays</segment><segment role="Goal"
features="ideational-**unit;participant**" id="1009" parent="1010">a key
role in the evaluation of UN systemwide implementation of the 2030
Agenda and on advocacy and outreach activities <segment role="Qualif"
features="ideational-**unit;configuration;material;monotransitive**"
id="1008" parent="1009"><segment role="Process" features="ideational-
unit;process" id="991" parent="1008">relating</segment><segment
role="Circumstance" features="ideational-**unit;circumstance**"
id="1007" parent="1008">to the SDGs</segment>

Once again SDG is in action (material process) in its new form DSDG and
is aspirant to monitor all activities closely.

19. <segment role="Root" features="ideational-
unit;configuration;material;intransitive" id="1054"><segment
role="Circumstance" features="ideational-**unit;circumstance**"
id="1044" parent="1054">In order to <segment role="Process"
features="ideational-**unit;process**" id="1014"
parent="1044">make</segment><segment role="Goal"
features="ideational-**unit;participant**" id="1042" parent="1044">the
2030 Agenda</segment> a reality</segment><segment role="Actor"
features="ideational-**unit;participant**" id="1047" parent="1054">, broad
ownership of the SDGs</segment> must <segment role="Process"
features="ideational-**unit;process**" id="1027"

parent="1054">translate</segment><segment role="Circumstance"
 features="ideational-unit;circumstance" id="1051" parent="1054">into a
 strong commitment by all stakeholders</segment><segment
role="Circumstance" features="ideational-unit;circumstance"
id="1053" parent="1054">to <segment role="Process"
features="ideational-unit;process" id="1036"
 parent="1053">implement</segment><segment role="Goal"
 features="ideational-unit;participant" id="1052" parent="1053">the
 global goals</segment>

Again the promise (material process= make, translate, implement) has been made to work collectively for the better environment

20. <segment role="Root" features="ideational-
unit;configuration;material;monotransitive" id="1067"><segment
 role="Actor" features="ideational-unit;participant" id="1063"
 parent="1067">DSDG</segment><segment role="Process"
 features="ideational-unit;process" id="1056"
 parent="1067">aims</segment><segment role="Goal"
features="ideational-unit;configuration;material;monotransitive"
id="1066" parent="1067">to <segment role="Process"
features="ideational-unit;process" id="1058"
 parent="1066">help</segment><segment role="Goal"
features="ideational-unit;configuration;material;monotransitive"
id="1065" parent="1066"><segment role="Process" features="ideational-
unit;process" id="1059" parent="1065">facilitate</segment><segment
 role="Goal" features="ideational-unit;participant" id="1064"
 parent="1065">this
 engagement</segment></segment></segment>.</segment></body>

‘Aims’, ‘help’, and ‘facilitate’ all material processes verbs are used to commit that SDG is in action to fulfill all the plans.

In the above code, there are eight actors as The 2030 Agenda for Sustainable Development, The Summit, DSDG, IT, The DSDGs, The General Assembly, The annual high-level Political Forum on Sustainable Development, The division for Sustainable Development Goals (DSDGs) in the United Nations Department of Economic and Social Affairs (UNDESA).

The material processes as identified are also 27 to initiate the discussion or presentation or accomplishment of the achieved targets as provides, led to plays, aims to help, build, set up, serves, provides.

However, it is obvious from the annotation that there are twenty-seven goals as a shared blueprint for peace and prosperity for people and the

planet, and 2015. In which we can see that the number of achieved target are very less.

Furthermore, look into the beneficiary as adopted by all nations members state by 2015, the elaboration of eight millennium development goals, a key role in the evaluation of UN, this engagement, by countries and the UN, a 30-members open working group, as the central UN platform are six beneficiaries.

We can find six scopes as mentioned in the history text. These are now and into the future, to reduce extreme poverty, system-wide implementation of the 2030 Agenda, on decades of work, to develop a proposal on SDGs, for the follow-up and review of the SDGs.

The mental processes have been shown. According to the text, there are two mental processes, as the history text is representing the active role of the DSDG in achieving sustainable environmental goals. In the mental process are involved sensors and the phenomenon. We can see sensor, mental processes and the phenomenon.

The sensors are at its heart are the 17 sustainable development goals (SDGs), which are two as “they”. There are two phenomena as for action by all countries, that ending poverty.

There one can see two mental processes as an urgent call, and recognize.

In transitivity, as we know that there are two relational processes as attributive and identifying. Below is the table showing data relevant to the attributive relational processes. It involves carrier, relational attributive processes, and attribute.

There are two carriers as they recognize that ending poverty and other deprivations, broad ownership of the SDGs. There are also two relational attributive processes as are, and was translate into. Here two attributes are hand-in-hand with strategies, and a strong commitment by all.

The second relational process is that of identifier or token. The data related to identifying relational processes. It has an identifier, identifying relational process and identified/value columns. After analyzing the data with the help of this transitivity tool, below is the table showing the information relevant to the identifying relational process. There are three identifiers as at its heart, which, and 2015. The identifying relational processes as are, are, and was. Then there are identified/value as the 17 sustainable development goals (SDGs), an urgent call for action by all countries, and a landmark year for multilateralism and international policy shaping, with the adoption of several major agreements.

Discussion

Climate change is a major concern of today's world as the natural environment is deteriorating and the artificial steps and measurements taken by the agencies are not meeting the targets consequently danger of extinction, annihilation, and destruction are calling sane minds to take emergent actions. This call has been answered by the United Nations in the form of 17 Sustainable Development Goals. It is a movement started by United Nations to preserve the environment for future generations, and reduce the current speed of destruction.

In this paper, text based on the history (comprised of 608 words) presented by the United Nations on the website (<https://sdgs.un.org/goals>) has been taken to explore the ecolinguistics features with the help of the transitivity tool. This tool is effective to see the meaning with the help of grammatical analysis to see the various apparent and hidden perspectives in the discourse. By presenting the history, the material processes tell that the hidden agenda is to promote the division while apparently, they are trying to assert their active role in saving the environment. This can be obvious by seeing the goal column which only presents two goals. In response to eight actors, there are only two goals showing that many of the set targets are yet to achieve. However, attaching the beneficiary with the actor, a kind of manipulation is there to hide the critical situation in the form of delayed target achievement or very or no work initiated in the target domains.

The purpose of materializing the whole discourse in the representation of the history of the SDG is to show the action part and hide the outcome portion, which is very less or nil. Abstract items are difficult to understand so materialization is a good effort while composing this text to exhibit the active role of the actors and beneficiaries.

Next is the mental process showing sensor and phenomenon. However, the main purpose of the history is to demonstrate the performance so very less attention is paid on the mental processes. Here the fact is being ignored that if according to Guattari's mental ecology if the issue has been treated by addressing or highlighting mental process, the results can be more fruitful in term of sustainable environment and development. However, this aspect has been touched very little in just two clauses where stress has been given by using the words "urgent" and "recognize" showing the efficiency of the division of the sustainable development goals. Two relational processes have been shown as attributive and identified. Both are promising the fulfillment of the commitment to achieving these goals.

Conclusion

This paper demonstrates the value of transitivity analysis as a crucial tool for understanding and interpreting the intricacies of language, specifically focusing on the 17 Sustainable Development Goals (SDGs) that are started by United Nations. To contextualize these findings, it is essential to compare and contrast various approaches in ecolinguistics, namely the Haugenian tradition, the Halliday tradition, and biolinguistics. The Halliday tradition underlines the connection between language and environmental deterioration, highlighting how discourse can either mitigate or exacerbate ecological issues. On the other hand, biolinguistics focuses on the parallels between the loss of minority languages and biodiversity, emphasizing the importance of preserving linguistic diversity to maintain healthy ecosystems. Contrasting these two approaches, the Haugenian tradition delves into the broader ecology of language, encompassing society, nature, and human thought.

Systemic Functional Linguistics (SFL) serves as a unifying framework, linking these seemingly disparate schools of thought by treating language as a system of meaning profoundly influenced by context. This perspective acknowledges the interconnected nature of linguistic, social, and environmental phenomena, deeming it crucial to evaluate the connection between language use, promotion of environmental awareness, and preservation of linguistic diversity. Addressing the first research question, our study showcases how the transitivity system in the history of SDGs text conveys environmental concerns through various material processes such as providing, leading, and setting up, stressing the significance and urgency of addressing these issues.

Regarding the second research question, we highlight how participants within transitivity systems shed light on the SDGs' objectives, implementation, and evaluation, offering comprehensive insights into the UN's environmental commitments, actors' roles, and the progress made toward these goals. In response to the third research question, our analysis reveals the presence of multiple participant roles within the processes, underlining the importance of collaboration, shared efforts, and continuous evaluation for achieving sustainable development goals. Lastly, concerning the fourth research question, we observe the use of passive clauses to highlight achieved outcomes, implicitly emphasizing the collective efforts that contribute to realizing environmental objectives.

This study bridges interdisciplinary areas of social, economic, educational, and environmental aspects, underscoring the critical role that language plays in shaping our understanding of the world and our responsibilities

toward it. There are certain limitations while conducting this study. Mostly work is done in literature field and communication field is only media and newspapers. The discourse text selected in this study is very unique and relevant to the ecolinguistics perspective as the text is addressing all environmental and social issues to make the world a better place. This type of text is very challenging to analyze as mostly clause complex is used. However, the text is goal focused so is appropriate for this type of analysis. A recommendation after conducting this study is that there are total 17 goals so individual goals and their targets achievement and timeline should be analyzed to understand the narrative behind the language use in these types of text to weave new positive stories to live by.

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APPENDIX-I

Text: Sustainable Developmental Goals by United Nations

History

The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries - developed and developing - in a global partnership. They recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests.

The SDGs build on decades of work by countries and the UN, including the UN Department of Economic and Social Affairs

- In June 1992, at the Earth Summit in Rio de Janeiro, Brazil, more than 178 countries adopted Agenda 21, a comprehensive plan of action to build a global partnership for sustainable development to improve human lives and protect the environment.
- Member States unanimously adopted the Millennium Declaration at the Millennium Summit in September 2000 at UN Headquarters in New York. The Summit led to the elaboration of eight Millennium Development Goals (MDGs) to reduce extreme poverty by 2015.
- The Johannesburg Declaration on Sustainable Development and the Plan of Implementation, adopted at the World Summit on Sustainable Development in South Africa in 2002, reaffirmed the global community's commitments to poverty eradication and the environment, and built on Agenda 21 and the Millennium Declaration by including more emphasis on multilateral partnerships.
- At the United Nations Conference on Sustainable Development (Rio+20) in Rio de Janeiro, Brazil, in June 2012, Member States adopted the outcome document "The Future We Want" in which they decided, inter alia, to launch a process to develop a set of SDGs to build upon the MDGs and to establish the UN High-level Political Forum on Sustainable Development. The Rio +20 outcome also contained other measures for implementing sustainable development, including mandates for future

programmes of work in development financing, small island developing states and more.

- In 2013, the General Assembly set up a 30-member Open Working Group to develop a proposal on the SDGs.
- In January 2015, the General Assembly began the negotiation process on the post-2015 development agenda. The process culminated in the subsequent adoption of the 2030 Agenda for Sustainable Development, with 17 SDGs at its core, at the UN Sustainable Development Summit in September 2015.
- 2015 was a landmark year for multilateralism and international policy shaping, with the adoption of several major agreements:
 - Sendai Framework for Disaster Risk Reduction (March 2015)
 - Addis Ababa Action Agenda on Financing for Development (July 2015)
 - Transforming our world: the 2030 Agenda for Sustainable Development with its 17 SDGs was adopted at the UN Sustainable Development Summit in New York in September 2015.
 - Paris Agreement on Climate Change (December 2015)
- Now, the annual High-level Political Forum on Sustainable Development serves as the central UN platform for the follow-up and review of the SDGs.

Today, the Division for Sustainable Development Goals (DSDG) in the United Nations Department of Economic and Social Affairs (UNDESA) provides substantive support and capacity-building for the SDGs and their related thematic issues, including water, energy, climate, oceans, urbanization, transport, science and technology, the Global Sustainable Development Report (GSDR), partnerships and Small Island Developing States. DSDG plays a key role in the evaluation of UN systemwide implementation of the 2030 Agenda and on advocacy and outreach activities relating to the SDGs. In order to make the 2030 Agenda a reality, broad ownership of the SDGs must translate into a strong commitment by all stakeholders to implement the global goals. DSDG aims to help facilitate this engagement.