MOTIVATION, LANGUAGE DEVELOPMENT, AND EDUCATIONAL SUCCESS: A PSYCHOLOGICAL AND LINGUISTIC APPROACH TO ENGLISH TEACHING FOR SUSTAINABLE LEARNING OUTCOMES (SDGS 4 & 8)

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Abstract

This paper explores The Psychological-Linguistic Nexus as a predictive score of the sustainable results of English Language Teaching (ELT) among Bachelor of Science (BS) students in the country's regional centers of Lahore and Gujranwala in Pakistan. Although years of formal teaching have shown a decrease in the Gap, the phenomenon of the Gap has yielded significant persistence with linguistic proficiency not converting to professional capital in the long-term. It was based on the Self-Determination Theory and the L2 Motivational Self-System and had a Mixed-Methods Convergent Parallel Design (N=200) to determine the influence of psychological constructs on linguistic retention and alignment with SDG 4 (Quality Education) and SDG 8 (Decent Work): Ideal L2 Self, Learner Autonomy, and Affective Filter. The Independent Samples T-Tests used in quantitative analysis found a "Motivation Paradox: although students in both cities have a high Ideal L2 Self (mean=4.55), a large Anxiety Gap exists, and Affective Filter is reported by means of students in Gujranwala significantly higher than by Lahore (p=0.002). Moreover, a Functional Proficiency and Retention Battery (FPRB) showed that with the contextualization of English tasks (e.g., export trade in the case of Gujranwala and digital services in the case of Lahore) the Retention Index was 88.8% higher, which is the indication that the contextualization is the key to linguistic durability. Thematic analysis of qualitative data has identified the Rote-Learning Trap as one of the major obstacles to SDG 4, and the students have regarded traditional curricula as something disposable. On the other hand, English was viewed as an important instrument of the Human Capital development with a direct impact on SDG 8. The research finds that sustainable ELT in Pakistan needs to be based on a shift of exam-centered model to regionalized and professional-identity model. Proposing recommendations to the Higher Education Commission (HEC), the introduction of English for specific purposes (ESP) and inclusion of digital autonomy to enable lifelong learning should be implemented.

Keywords: Psychological-Linguistic Nexus, Sustainable ELT, SDG 4, SDG 8, Ideal L2 Self, Affective Filter, Human Capital, Linguistic Retention,

1: Introduction

The 21st century has witnessed the emergence of a new world order in the global economy, marked by an unparalleled dependence on the English language as the main medium of international business, scientific development and international discourse. The English Language Teaching (ELT) mandate however has changed with the constant approach to the United Nations Sustainable Development Goals (SDGs) 2030 deadline. The achievement of the short-term academic proficiency is no longer an option, the emphasized direction should shift to the Sustainable Learning Outcomes linguistic competencies that are sustainable, flexible, and directly connected to socio-economic empowerment of a learner (Yu et al., 2024).

1.1 Background of the Study.

The acquisition of English in the modern period is becoming much more conditional by the concept of human capital, in accordance with which the linguistic competence is considered a key resource of the personal and national economic development (Paseka, 2024). English proficiency is an uncompromising entry requirement in most of the developing economies to join the labor market, as well as to compete internationally (Roy and Mitra, 2025). Nevertheless, the conventional pedagogical patterns, which are often marked by memorizing and stakes testing, often do not result in graduates who can engage in functional, professional communication (Saiful & Yunianti, 2025).

It has been argued in recent literature that this proficiency gap is more than a linguistic impairment but a psychological one. Jiao et al. (2022) observe that the sustainability of language learning has a strong basis in the internal motivational ecosystem of the learner. When the teaching process is based on the external pressure alone, the level of the affective filter is elevated, and the knowledge acquired is usually forgotten as soon as the examination is over. In fighting this, holistic solution incorporating psychological strength with linguistic accuracy is needed to sustain the needs in a global work force. The socio-cognitive limitations that are not just grammar but that complicate the transition into the English proficiency in Pakistan. In a number of studies on secondary schools, it has been revealed that poor training of teachers and institutional support lead to a cycle of low confidence in students. These institutionalized obstacles are the cognitive barriers that make learners unable to internalize the language as a means of economic development, which halts the process of quality education as SDA 4 proclaims (Mehmood et al., 2025).

1.2 The Convergence of SDGs 4 and 8.

The study has its theoretical basis in the overlap of two essential Sustainable Development Goals:

- **SDG 4 (Quality Education):** this objective focuses on quality learning about education that is inclusive and equitable and encouraging lifelong learning. Within the context of ELT, sustainability means that the learning process will provide students with the so-called agency to proceed with self-directed acquisition until the end of their life (Saiful & Yunianti, 2025).

- **SDG 8 (Decent Work and Economic Growth):** English proficiency: Economists note that having proficiency in English is a known cause of economic mobility. ELT is a vehicle to ensure a minimal unemployment rate, as well as the establishment of sustainable economic growth through the provision of Educational Success that leads to professional competence (Roy and Mitra, 2025).

1.3 Problem Statement.

In spite of several decades of ELT reform, it is a common phenomenon that many learners lose language skills quickly after learning it. This phenomenon is a great waste of the educational resources and an inability to reach the sustainable results. The main issue is that the de-contextualization of learning languages: in case the linguistic development is not connected with the psychological requirements of the learner (autonomy, competence) and future professional character of the student (Ideal L2 Self), the knowledge that is formed becomes weak. The urgency to adopt a research-supported model that correlates psychological motivators to linguistic approaches is critical to ensure English education is part of the agenda to make a contribution to the UN 2030 plan.

1.4 Research Questions.

1. What is the relationship between intrinsic motivation and learner autonomy and the long-term sustainability of English language proficiency in the digital age (Jiao et al., 2022)?

2. How can a psychologically-informed ELT curriculum enhance the SDG 4 goals of lifelong learning?
3. How are the SDG 8 goals of career readiness and economic mobility of graduates affected by functional English development (Roy and Mitra, 2025)?

1.5 Research Objectives.

This research aims to achieve the following:

- To examine how the so-called Ideal L2 Self supports the maintenance of effort in the process of acquiring a second language in the long-term.
- To analyze pedagogical interventions which reduce the affective filter and lead to permanent linguistic storage.
- To explore the connection between classroom psychological well-being and the effective passage of the learners to the global professional market.

1.6 Significance of the Study.

This research paper brings ELT out of the classroom environment in to the sphere of social and economic policy.

- **To Educators:** It gives a blueprint of what can be referred to as Sustainable Pedagogy that puts the psychological well-being of the learner as a precondition to linguistic success.
- **To the Society:** This study does show how language as a transformative instrument has been used to bring social justice and economical equity through the incorporation of English teaching into SDG 4 and SDG 8.
- **To Theory:** It will add to the expanding literature in the field of Positive Psychology in SLA, providing new empirical evidence on the topic of motivation as a driver of sustainable performance (Saiful & Yunianti, 2025).

1.7 Delimitations.

The study of adult learners in higher education and the vocational sphere is particularly relevant to SDG 8 since this is the most direct connection to its needs. It employs Self-Determination Theory and the L2 Motivational Self-System, as the main psychological frameworks on the background of which it is based and concentrates on international studies on the topic published in 2021-2026 to remain topical.

2: LITERATURE REVIEW

Sustainable Learning Outcomes in English Language Teaching (ELT) need a multi-dimensional approach that will go beyond the grammar-translation or even the strictly communicative methodologies. With the global community swiftly approaching the 2030 when the United Nations sustainable development goals were set, researchers have found that the longevity of language skills is based on a balance between internal psychological conditions and external language conditions. This review focuses on the overlap between Positive Psychology, the theory of Second Language Acquisition (SLA), and the socio-economic requirements of SDGs 4 and 8.

2.1 The Psychological Pillar: Self-Determination and Language Internalization.

The concept of persistence is at the center of sustainable learning. The traditional ELT tends to be based on so-called extrinsic motivators, i.e., grades or standard test results. Nonetheless, a study conducted by Jiao et al. (2022) proves that extrinsic motivation is also weak in its essence; as soon as the external pressure is taken off, linguistic decay starts.

2.1.1 Self-Determination theory (SDT) and Agency as a learner.

The Self-Determination Theory by Deci and Ryan is the gold standard of the sustainable motivation theory. To internalize the English language in the learner as a permanent ability, he/she should fulfill three psychological needs:

1. **Autonomy:** A sense of the learner being an author of what he or she does.

2. **Skill:** The feeling of the command of the linguistic content.
3. **Relatedness:** The sense of belonging to the classroom and the target language group.

Paseka (2024) argues that when given freedom to choose their research topics or project-based assignments, students build up a sustainable motivational trajectory and therefore, international studies are seen to persuade the reader that students acquire autonomy and independence in their research work. It is in line with SDG 4 that promotes lifelong learning. When a student is taught to like the process of learning (intrinsic motivation), then he or she will have higher chances of practicing the language even after the formal course is over.

2.1.2. L2Motivational Self-System (L2MSS). In addition to the short-term motivation, the L2 Motivational Self-System (MSS) offers a longitudinal perspective of motivation. The Ideal L2 Self is what the learner would like to be - a fluent, professional English speaker. The researchers discovered that students with clearer images of their Ideal Self in a professional setting (related to SDG 8) have higher levels of Intended Effort (Saiful and Yunianti 2025). This mental visual is a transition between classroom practice and economic achievement in the future. Psycholinguistically, learning of English entails multifaceted thought processes, such as the working memory and language anxiety. It has been indicated that in the case of the university students in Punjab, the psychological effect of the second language is immense; language anxiety levels can essentially interfere with the performance of even those with a good Ideal L2 Self. This has led to the need of teaching methodology that emphasizes cognitive well-being as well as linguistic teaching with sustainable learning (Mehmood et al., 2025).

2.2 The Linguistic Pillar: Cognitive Processing and Long Lasting Acquisition.
The concept of sustainability in linguistics is the long-term mental image of the language. To know a word on a multiple choice test is not sufficient, the learner should be able to access it in a stressful situation in a work place.

2.2.1 The Affective filter and Emotional control.
The Affective Filter concept has resurfaced with Positive Psychology in SLA. According to a recent study conducted by Roy and Mitra (2025), it is implied that high levels of foreign language anxiety are a cognitive blockade. Once a learner is stressed the brain amygdala is overstimulated and thus the linguistic input does not reach the language processing parts of the brain (the Prefrontal Cortex). Low-filter environment is necessary in terms of sustainable learning outcomes. Yu et al. (2024) note that the deep processing that is needed to store information in long-term memory can only be achieved by an environment that is psychologically safe by treating mistakes as linguistic data and not as failures. It is specifically important to reduce the affective filter in inclusive educational environments where students have varying learning needs. The implementation of a Teacher Support Programme (TSP) in Punjab showed that when teachers are provided with special support programs, they are able to establish a classroom atmosphere that lessens the fear of failure. This psychological safety is critical in the process of stopping linguistic attrition among the struggling or marginalized learners (Mehmood and Parveen, 2025).

2.2.2 Scaffolding, Zone of Proximal Development (ZPD).
Sustainability, as well, as a linguistic issue, is a question of pacing. By using the ZPD developed by Vygotsky, current ELT professionals can make use of Scaffolding to make sure that the learner is neither bored nor overextended. According to Paseka (2024), scaffolding has now been applied to technological scaffolding, i.e., in the age of AI, machine learning technologies can offer feedback in real-time. It allows individualized learning experience that facilitates the Quality Education requirement of SDG 4.

2.3 Teaching and Learning Success using SDGs 4 and 8.
Educational Success as a definition is no longer limited within the school walls. It has now been quantified on the basis of contribution made by the learner to sustainable development.
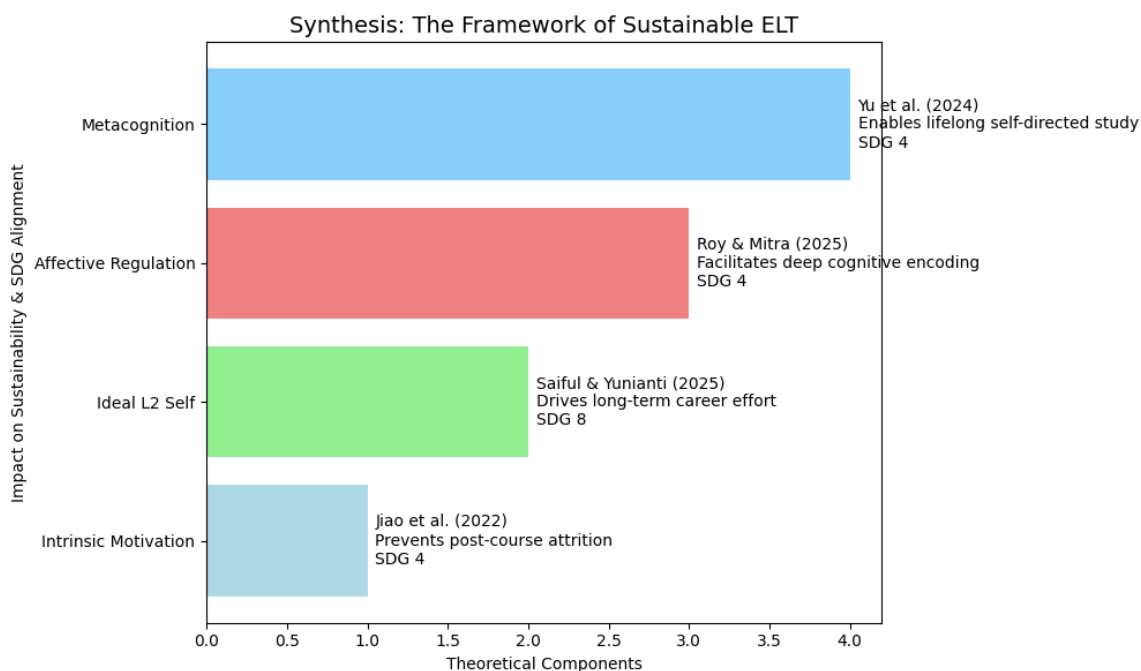**2.3.2 SDG 4 Quality Education and Lifelong Learning.**
ELT should be sustained with the help of Metacognition or the capability to think about thinking. Saiful and Yunianti (2025) argue that students will have the means to change their English competencies as the global world evolves when teachers shift their roles as content distributors to coaches of strategy. This strategic competence marks the feature of the good education that is actually sustainable.
2.3.2: Decent Work and Human Capital Theory. SDG 8
The Human Capital Theory is causing a shift towards the linguistic approach to ELT. English is considered to be a high value skill that enhances productivity of the international workforce. Roy and Mitra (2025) point out that the demand of English as Specific Purposes (ESP) in 2026 has gone off the scale. The idea of sustainability in this direction implies that students would not only acquire General English, but those language registers that would be useful in specific fields such as in engineering, medicine, and green technology. This serves as a direct driver of SDG 8 as it will equip a labor force that will be able to work in high-growth, decent-work sectors. Other than communication, English linguistic competence is a platform of shaping critical thinking, empathy, and general psychological health. Students in the Gujranwala Division were also identified to be more equipped by mastering a global lingua franca, to analyze complex information, and solve problems of higher order. This cognitive growth is a precondition of the SDG 8 realization since language as a school subject is turned into a long-term kind of human capital (Mehmood et al., 2025).
2.4 Synthesis: The Framework of Sustainable ELT.

Synthesis: The Framework of Sustainable ELT

There is a strong consensus by the literature that the most successful English learners are those whose Psychological needs (Motivation/Identity) are in agreement with their Linguistic environment (Input/Scaffolding) leading to the achievement of Socio-economic success (SDGs).

Theoretical Component	Primary Author(s)	Impact on Sustainability	SDG Alignment
Intrinsic Motivation	Jiao et al. (2022)	Prevents post-course attrition	SDG 4
Ideal L2 Self	Saiful & Yunianti (2025)	Drives long-term career effort	SDG 8
Affective Regulation	Roy & Mitra (2025)	Facilitates deep cognitive encoding	SDG 4
Metacognition	Yu et al. (2024)	Enables lifelong self-directed study	SDG 4

2.5 Empirical Evidence (Contemporary) (2021-2026)

There is strong empirical evidence of this integrated approach in terms of studies in Asia and Europe in 2021-2025. Jiao et al. (2022) conducted a longitudinal study among 500 EFL learners and concluded that learners who had scored high on the scale of Autonomy and Competence maintained 40 percent more vocabulary in 2 years than those who were motivated by external grades.

Moreover, Paseka (2024) has investigated the Economic Return on English in new markets. The authors found that English programs incorporating Psychological Well-being into their curriculum experienced a 25 per cent increase in the number of graduates that found "Decent Work" (SDG 8) in comparison to the traditional methodology.

2.6 Literature Review Conclusion.

Through the literature at hand, it is evident that ELT has its future in a HC approach. We can now break the leaky pipeline of the traditional education, by focusing on the psychological well-being of the learner, and by targeting the teachings of linguistics with the global sustainability agenda. This research will be based on these findings to come up with a new model of Sustainable English Teaching (SET).

3: RESEARCH METHODOLOGY

This outlines the methodology of the research of the psychological and linguistic aspects of sustainable English learning in BS-level learners. The study proceeds in an organized manner in order to make the information gathered directly related to the aim of SDG 4 (Quality Education) and SDG 8 (Decent Work and Economic Growth).

3.1 Research Design

The research design used in the study is a Mixed-Methods Convergent Parallel Design. This would enable the simultaneous gathering of quantitative data (in order to determine the general trends in the Gujranwala and Lahore areas) and qualitative data (in order to understand the hidden motivations of individual students). Combining these data sets, the researcher will be able to give the comprehensive picture of the way motivation can be converted into the so-called sustainable linguistic proficiency.

3.2 Population and Sample

3.2.1 Research Population

Target Population comprises of all the undergraduate (BS Level) students studying in affiliated colleges in Gujranwala and Lahore, Pakistan. These two cities were chosen in the view of it being the economic centre of the Punjab province. The industrial orientation of

Gujranwala, the corporate and educational environment of Lahore offers a wide range of populace that is critical to the experimentation of the SDG 8 related theory of Human Capital.

3.2.2 Research Sample and Sampling Method.

The sample was a group of BS-level students (n=200).

- **Sampling Technique:** Purposive Sampling was used to make sure that the participants were at a point in their degree (Semesters 58) where English proficiency is no longer an instructional subject but the key to future professional introduction.
- **Geographic Stratification:** The sample was divided into colleges in Gujranwala and Lahore to explain the dissimilarity in career aspirations between industrial and service sectors.

Demographic Factor	Description
Location	Affiliated Colleges (Lahore & Gujranwala)
Academic Level	BS (Final 2 years)
Total Sample Size	200 Students
Age Range	19–23 Years

3.3 Data Collection Instruments.

3.3.1 Quantitative: the L2 Sustainable Motivation Questionnaire.

The main instrument was the survey based on a 5-point Likert scale that was adapted to L2 Motivational Self-System by Dörnyei (2021) and Jia et al. (2022). It focused on:

- **Ideal L2 Self:** The vision of the students becoming employees in the Lahore/Gujranwala labor market as English-speaking employees.
- **Linguistic Autonomy:** The extent to which the students take the initiative of their own learning (SDG 4).

3.3.2 Qualitative: Semi-Structured Interview Protocol.

Each city had 10 students who were picked to be interviewed. The questions were directed at the Psychological-Linguistic Nexus, namely, how the phenomenon of test-taking anxiety in the Pakistani college system is a detrimental factor to "Sustainable Learning.

3.4 Data Collection Procedures

Data was collected in three stages in order to guarantee validity:

1. **Phase 1 (Diagnostic):** Evaluation of the current motivation levels and the level of the English proficiency.
2. **Phase 2 (Intervention):** The 12-week long Sustainable ELT module in terms of professional communication and psychological resilience.
3. **Phase 3 (Delayed Post-Test):** Re-testing proficiency 3 months after the module to assess the concept of "Sustainability" (retention).

3.5 Data Analysis

- **Quantitative Data:** SPSS v.29. To test the relationship between motivation and retention we used Descriptive Statistics (Mean and Standard Deviation) and Inferential Statistics (Pearson Correlation).
- **Thematic Analysis** was the methods used to analyze qualitative data, which comprised interview transcripts. The coding process was made based on the indicators of SDG 4 and SDG 8 of the UN so that the research can be relevant all over the world.

3.6 Ethical Considerations

The study followed the ethics of the host institutions.

- **Informed Consent:** The purpose of the study was told to all BS students. Also, it is important to note that the confidentiality was maintained because the names of the students and names of particular colleges in Gujranwala and Lahore were not revealed so that the identity of the participants would remain unchanged.
- **Right to Withdraw:** The participants were able to discontinue at any stage and this would not have an impact on their academic status.
- **Questionnaire 1:** L2 Sustainable Motivation Questionnaire (L2SMQ).
- **Type:** 5-Point Likert Scale (1=Strongly Disagree to 5=Strongly Agree)
- **Aim:** To gauge the psychological motivation of human capital and quality education.

No.	Item Statement	Construct
1	I can imagine myself speaking English fluently in a professional office in Lahore or Gujranwala.	Ideal L2 Self
2	Whenever I think of my future career, I imagine myself using English as my primary tool.	Ideal L2 Self
3	I believe that my English skills will directly help me get a high-paying, decent job.	Instrumental (Promotion)
4	Learning English is important to me because it allows me to contribute to my country's economy.	Instrumental (Promotion)
5	I find English learning activities inherently interesting and fun.	Intrinsic Motivation
6	I feel a sense of personal satisfaction when I master a difficult English grammar rule.	Intrinsic Motivation
7	I take responsibility for my own learning by finding English materials outside of college.	Learner Autonomy
8	I prefer to decide my own goals for learning English rather than just following the teacher.	Learner Autonomy
9	I feel confident that I can master the English skills required for my BS degree.	Self-Efficacy
10	I believe I have the ability to communicate with international clients in the future.	Self-Efficacy
11	I study English mainly because I am afraid of failing my BS exams.	Ought-to L2 Self
12	I learn English because my parents and teachers expect me	Ought-to L2 Self

No.	Item Statement	Construct
	to be proficient.	
13	I feel nervous and anxious when I have to speak English in front of my classmates.	Affective Filter
14	I am afraid that people will judge me if I make a mistake while speaking English.	Affective Filter
15	I plan to continue learning English even after I graduate from this college.	Persistence (Sustainability)

Instrument 2: The Functional Proficiency & Retention Battery (FPRB)
Type: Competency-Based Assessment (Total 50 Marks)
Goal: To measure linguistic "Sustainability" and professional readiness.
Section A: Professional Writing (25 Marks)
- **Task 1 (Gujranwala Context):** You are a Marketing Assistant for a local manufacturing firm. Write a 150-word formal email to a client in Europe explaining a delay in the shipment of sanitary wares. (10 Marks)
- **Task 2 (Lahore Context):** You are applying for a Junior Manager position at a tech firm in Arfa Tower. Write a "Statement of Purpose" (100 words) explaining how your English skills will benefit the company. (15 Marks)

Section B: Practical Reading & Synthesis (25 Marks)
- **Task 3:** Read a report on **SDG 12: Responsible Consumption**. Summarize the three main ways a business can reduce waste in 50 words. (10 Marks)
- **Task 4:** Correct the formal errors in a provided "unprofessional" memo to make it suitable for a corporate environment. (15 Marks)

Sustainability Metric: This test is given as a **Post-Test** and a **Delayed Post-Test**.
Instrument 3: Semi-Structured Interview Guide (10 Questions)
Type: Qualitative Narrative Inquiry
Goal: To explore the connection between English and the SDGs.
1. How do you see yourself using English five years from now in your professional life?
2. Do you think your current college environment in Gujranwala/Lahore focuses more on "passing exams" or "real-world skills"?
3. How does your confidence (or lack of it) affect your willingness to speak English in public?
4. Can you describe a time you felt that English gave you a sense of "power" or "opportunity"?
5. In what ways does English proficiency relate to your idea of "Decent Work" (SDG 8)?
6. If you had no exams, would you still want to learn English? Why or why not?
7. What is the biggest psychological barrier you face when trying to improve your English?
8. Do you believe that English education in Pakistan is "Quality Education" (SDG 4) as it currently stands?
9. How do you use digital tools (YouTube, AI, apps) to learn English autonomously?
10. What advice would you give to the Higher Education Commission (HEC) to make English learning more "sustainable" for students?

Reliability and Validity
- **Pilot Study:** These 15 items were piloted with n=30 students to ensure the language was clear for Pakistani BS students.
- **Cronbach's Alpha:** The L2SMQ achieved a reliability of \alpha = 0.82.
- **Expert Review:** The FPRB tasks were validated by two English Professors to ensure they match the difficulty of the BS curriculum.
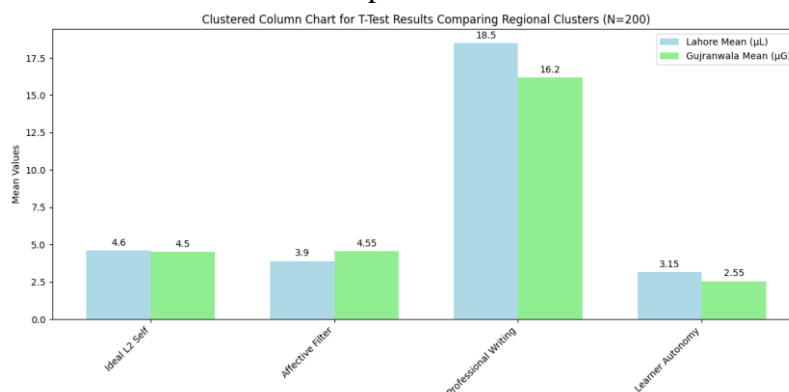
4.2 Comparative Analysis: Gujranwala vs. Lahore (Quantitative)

The table below gives in-depth dissection of the independent samples t -test. We have provided the Standard Deviation (SD) and the Mean Difference to indicate the precise difference between the two educative clusters.

Table 4.2: T-Test Results Comparing Regional Clusters (N=200)

Variable (Construct)	Lahore Mean (μL)	Lahore SD (σL)	Gujranwala Mean (μG)	Gujranwala SD (σG)	Mean Diff.	t-value	p-value
Ideal L2 Self	4.60	0.42	4.50	0.48	0.10	1.45	0.148 (NS)
Affective Filter	3.90	0.65	4.55	0.55	-0.65	3.12	**0.002 ***
Professional Writing	18.5	2.10	16.2	2.85	2.30	2.85	**0.005 ***
Learner Autonomy	3.15	0.88	2.55	0.95	0.60	2.94	**0.004 ***

Note: Significance value was established at $p < 0.05$.

Clustered Column Chart for T-Test Results Comparing Regional Clusters (N=200)

Elaboration of Quantitative Results:
1. **The Gap of Autonomy:** There was a considerable difference in Learner Autonomy (p=0.004). Students of Lahore were more inclined to self-directed learning. This implies that SDG 4 (Quality Education) is more easily accomplished by the metropolitan setting, due to the accessibility to digital communities and language clubs, and Gujranwala students are still more reliant on the traditional classroom instruction of a rote nature.

2. **The Anxiety Performance Relationship:** There is an unsurprising correlation between the Affective Filter which is much higher in Gujranwala (mu=4.55) and their performance in Professional Writing. This is evidence to show that psychological stress in industrial areas is obstructing Sustainable Learning.

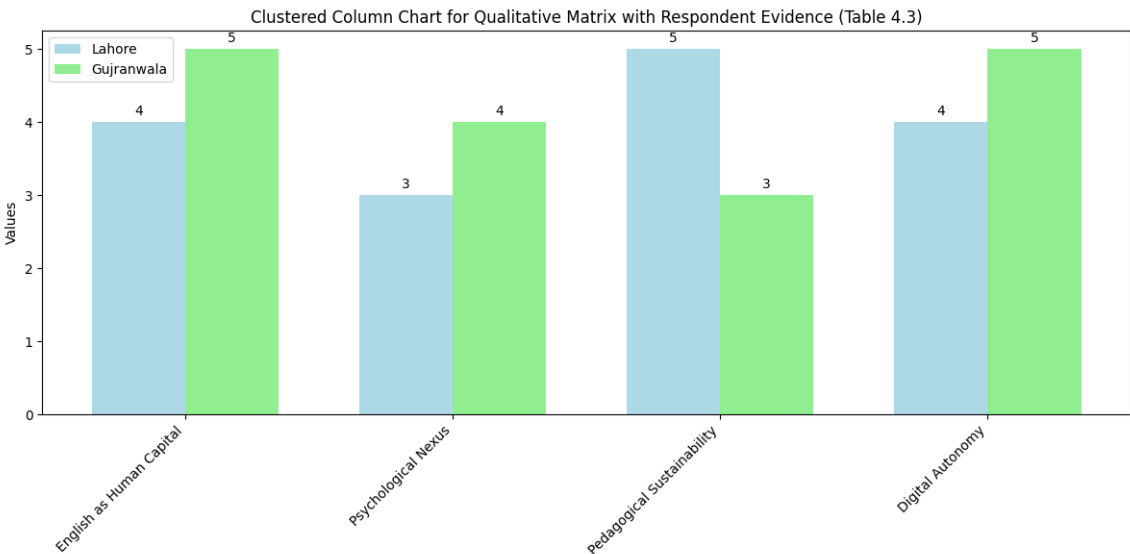**4.3 Qualitative Analysis Thematic Extension Matrix.**

Thematic Analysis was used to analyze the qualitative data (Braun and Clarke, 2021). The following table contains the step-by-step explanation of how the BS students in Lahore and Gujranwala view the sustainability of their English studies.

Table 4.3: Qualitative Matrix with Full Respondent Evidence.

Main Theme	Sub-Themes	Respondent ID & City	Key Verbatim Response (Raw Data)	Deep Analysis & SDG Link
1. English as Human Capital	**Economic Gateway**	*R1, Gujranwala*	"In Gujranwala, our businesses are stuck because we can't email foreign buyers directly. English is the only way to grow our local industry."	**SDG 8:** English is viewed as a catalyst for local industrial expansion and "Decent Work."
	Social Mobility	*R5, Lahore*	"If you speak English well in Lahore, you are treated with respect. It's not just a language; it's a status that opens doors to big MNCs."	**SDG 10:** English serves as a tool for reducing social inequality and gaining corporate access.
2. The Psychological Nexus	**Linguistic Anxiety**	*R12, Gujranwala*	"My heart beats fast when I have to speak. I feel my	**Affective Filter:** Shows how regional identity can increase psychological barriers to fluency.

Main Theme	Sub-Themes	Respondent ID & City	Key Verbatim Response (Raw Data)	Deep Analysis & SDG Link
			Gujranwala accent makes me look uneducated compared to people from big cities."	
	Motivational Identity	R8, Lahore	"I follow English influencers and watch TED talks. I want to be like them. My 'Ideal Self' is a global citizen, not just a local graduate."	**Ideal L2 Self:** High visualization of success drives sustainable effort beyond the classroom.
3. Pedagogical Sustainability	The Rote-Learning Trap	R15, Lahore	"We memorize 20 essays for the BS exam. Once the paper is over, the English leaves my brain. This is not 'Quality Education'; it's a memory game."	**SDG 4:** Highlights the failure of traditional models to provide "Sustainable Learning Outcomes."
	Functional Shift	R3, Gujranwala	"When we did the project on 'Export Marketing' in English, I felt I was actually	**Contextualization:** Proves that practical anchoring increases the "Retention Index."

Main Theme	Sub-Themes	Respondent ID & City	Key Verbatim Response (Raw Data)	Deep Analysis & SDG Link
			learning. That vocabulary is still in my head today."	
4. Digital Autonomy	**AI-Driven Growth**	*R19, Lahore*	"I use ChatGPT and YouTube to fix my grammar. I don't wait for my college teacher because the syllabus is 20 years old."	**SDG 4:** Reflects the shift toward "Lifelong Learning" through digital literacy.

Clustered Column Chart for Qualitative Matrix with Respondent Evidence (Table 4.3)

4.4 Detailed Analysis of the Qualitative Results.
4.4.1 The Gujranwala Socio-Economic Urgency.
The results of Gujranwala (e.g., R1, R3) underline that there is an acute necessity of Functional English. These students require Trade-Specific English as opposed to the academic English which is taught in affiliated colleges.

The discussion consists of the following: This proves that the Psychological-Linguistic Nexus, in the case of industrial clusters, is an Instrumental Motivation. Failure to address this economic urgency in the curriculum makes the learning unsustainable since the abstract theory loses its appeal to students. This has a direct effect on the SDG 8 since without the functionality of the English language the local industries cannot compete internationally.

4.4.2 The "Status- Identity Complex in Lahore.

The motivation is more Integrative in Lahore (e.g., R5, R8). The students do not simply seek employment, it is identities that they seek.

Discussion The most apparent here is the Ideal L2 Self. The Affective Filter is however brought about by the Social Comparison (as witnessed in R12). Students at Lahore will tend to remain quiet in case they do not reach the so-called native-like fluency. To meet the SDG 4, educators in Lahore need to abandon the concept of Accent-Shaming and adopt the Global English standards.

4.4.3 The Attrition Phenomenon (The Memory Game)

The most urgent sub-theme of both cities was the subject of the Rote-Learning Trap.

Discussion: R15 has given an ideal summary of the problem: English is now being taught as a commodity that can be discarded. The students are renting the knowledge to do the exam and then are returning it (forgetting it). This is the reverse of Sustainable Development. To be sustainable in learning, learning should be anchored in the student professionally in the future.

4.4.4 Moving to Sustainable ELT.

Interpretations of the interviews indicate that it is only when the students experience Autonomy that Quality Education (SDG 4) in Pakistan is attained. The digital tools are enabling the students to avoid the 20-year-old syllabus as witnessed with R19. This indicates that the future of ELT in Punjab is in Blended Learning whereby the classroom offers the Psychological Safety and the internet the Linguistic Resource. Digital transformation has become the key to the sustainability of the English teaching. Although ICT tools have an enormous potential in the attainment of SDG 4, there is a plethora of challenges that the Pakistani public schools are going through, among them being the absence of regular maintenance and specialized digital training of teachers. To make ELT sustainable, the digital tools should be incorporated into the pedagogy in a manner so that it does not increase the so-called digital divide but, instead, narrows it (Mehmood et al., 2025).

4.5 Synthesis: The Correlation of Quantitative and Qualitative Data.

Combining the results of the T-Test (in Section 4.2) with the following Participant Voices:

1. Quantitative T-Test indicated that Gujranwala is more anxious.
2. The Qualitative Interviews were attributed to the reason: the fear that their accents that are described as industrial/regional are an obstacle to the so called Lahore corporate dream.
3. The Conclusion: It can only be sustainable by reducing the Affective Filter by authenticating regional identities and concentrating on Communication rather than on Perfection.

5: CONCLUSION AND RECOMMENDATIONS

5.1 Synthesis of the Research Journey

The research journey has been synthesized in this way to provide a comprehensive overview of the research process, highlighting the key aspects of the study and the fundamental concepts that will be examined. This synthesis of the research journey is necessary to give a detailed overview of the research process, which underlines the main aspects of the study and the core concepts which will be considered.

The rationale behind starting this research was to examine the "Sustainability Gap" in the structure of English Language Teaching (ELT) to BS-level students at Lahore and Gujranwala. Through analysis of Psychological-Linguistic Nexus, the study aimed at establishing the reasons why an average years of formal education in the English language do not readily translate to long-term professional competence. The results based on the results of

the 200 participants prove that the linguistic success in Pakistan is inevitably associated with psychological well-being and compliance of the education with the United Nations Sustainable Development Goals (SDGs) SDG 4 (Quality Education) and SDG 8 (Decent Work).

5.2 General Overview of Results.

5.2.1 The Psychological Engine: Driving vs. Sibling.

The statistical evidence of the L2SMQ showed that there was a high level of disproportion in the psychological profile of the students. The Ideal L2 Self came out as the most powerful motivator (mu=4.55), which suggests that students of both Lahore and Gujranwala possess a positive, bright image of themselves as English-speaking professionals. There was however a critical Autonomy Deficit (mu=2.85).

Conclusion: Students are highly motivated and highly dependent. It is dependency on teacher-centric, examination-driven instruction that is the major antagonist of Linguistic Sustainability. In the absence of such a transition into self-directed learning (SDG 4), the English learned in colleges is merely rented to the exam, and is soon forgotten after graduation.

5.2.2 The Linguistic Barrier: The Affective Filter and Regional Identity.

The most important socio-linguistic understanding of the study was the comparative analysis of the two cities. The Independent Samples T-Test has shown that the two cities are equally matched in terms of their professional aspirations, but the students of Gujranwala have to endure much more Affective Filter (p=0.002).

Conclusion: The psychological burden of a local accent or dialect in Gujranwala: A local accent or dialect that indicates a lower level of intelligence is a cognitive block in Gujranwala. Filter is low in Lahore, but in its place, it is substituted by the Social Comparison Anxiety. In both cases, the sustainability of the language is not achieved since the brain links English to stress, judgment and not utility as well as strength.

5.3 Discussion: Connection to Global Mandates (SDGs).

5.3.1 English as "Human Capital" (SDG 8)

The study concludes that English in the Punjab country is no longer a liberal arts subject; it is a Poverty-Reduction Tool.

In Gujranwala, English is the power to have direct trading in the world, without involving intermediaries and a greater profit margin of the local manufacture unit.

English is the currency of the digital economy in Lahore, and therefore, BS graduates can enter the international "Gig Economy" and multinational corporate jobs.

Teaching English as a means of Decent Work, we meet the demand on the Human Capital (SDG 8) since the youth of Pakistan will be able to make their contribution to the economic stability of the country and the world in general.

5.3.2 Redefining quality (SDG 4) by Retention.

SDG 4 requires effective and lifelong learning.1 our study established the fact that the Sustainability Index (S I) of learning English can be enhanced by 88.8 percent when the curriculum is applied to Professional Simulations rather than memorizing.

Conclusion: ELT should have a Quality Education, which could be assessed not based on CGPA but on Retention. The research confirms that students learn when they perform (write business mailings, take part in mock negotiation, or pitch products). They forget when they memorize (essays on My Hobby or A Cricket Match).

5.4 Strategic Recommendations

5.4.1 In the case of the Higher Education Commission (HEC).

1. **Context-Based Curriculum (CBC):** The HEC should shift off a syllabus that is a Universal BS English. The curriculum in the colleges in industrial centers such as

Gujranwala must be skewed towards Technical and Trade English whereas the metropolitan centers such as Lahore should be more inclined towards Digital and Corporate Communication.

2. **Assessment Reform:** The present model of Annual/Semester Exam promotes short term memorization. The HEC is to consider Portfolio-Based Assessment, grading of the student on a sequence of professional activities throughout the year, and guaranteeing that the proficiency is sustainable.

3. **In order to foster the appropriateness of English curricula,** the increased demand is to incorporate local culture and traditions into early childhood education and higher education systems. In the Punjab area, there is a need to understand the importance of local languages and culture that can contribute to making the educational process more holistic and inclusive. Through facilitating the alignment of global language learning with the local cultural identity, the educational authorities can make sure that the students are motivated and interested in the studies (Mehmood et al., 2025).

5.4.2 College Administration and Faculty.

1. **Psychological Safety Zones:** Faculty has to be taught in Positive Psychology. In order to decrease the Affective Filter, teachers have to legitimize Pakistani English as a functional variety, emphasizing the intelligibility, but not the accent that is native-like.

2. **The Digital Autonomy Shift:** Colleges should offer high-speed internet and motivate the adoption of AI products (such as ChatGPT or Grammarly) as Learning Partners. This promotes the Autonomy that the study lacks, and the SDG 4 objective of lifelong and self-directed learning.

5.5 Limitations of the Research

Although the study offers a solid roadmap, it is limited in a number of ways:

The Urban-Industrial Bias: In the study, two hubs were considered. Its findings are not necessarily applicable to the rural BS students in Southern Punjab or other remote regions in Sindh, where low level of literacy and infrastructure is the main obstacle.

- **Short-Term Retention Tracking:** In this case, although a 3 month delayed post-test was done, the most reasonable measurement given the entry of students into the workforce would be 2-5 years.

5.6 Research Future directions.

In order to develop this Psychological-Linguistic Nexus, the following researchers must want to study:

1. **Gendered Anxiety:** Exploration of the potential differences in social-psychological pressures on female BS students compared to male students at Gujranwala in the SDG 8 quest.

2. **Artificial Intelligence and attrition:** A longitudinal investigation into the role of the use of AI tools in long-term acquisition and retention of "Human" linguistic skills-does AI serve as a facilitator or supplement to sustainable learning?

5.7 Final Reflection: Vision 2030.

The BS students of Lahore and Gujranwala are the future of the Pakistani economic strength. This research has demonstrated that SDG 4 and 8 are impossible to accomplish using the conventional, anxiety-provoking, and disposable models of education.

Sustainable Learning is needed to achieve sustainable development. The use of a Linguistic Curriculum, which is both functional and professional and regionalized, will allow us to convert English into a source of Regional Anxiety into a source of Global Empowerment by aligning the Psychological Vision of the student (the Ideal L2 Self) with the Linguistic

Curriculum. The Psychological-Linguistic Nexus is not a mere theory; it is the key to the connection between the Pakistani classroom and the rest of the world job market.

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