

Investigation of the English Language in the College of Sciences curricula, Iraq

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Abstract. Iraq is one of the countries that applies the Sustainable Development Goals (SDGs), which can be achieved by promoting the English language among college students. The academic curriculum aims to prepare Iraqi youth to achieve high standards and a rigorous core academic curriculum. Therefore, this study aimed to explore the curricula of the College of Sciences for Women, University of Babylon, Babylon, Iraq, in terms of whether they include the subject of English language or not. Biological Science for Bachelor stages from year 1 to 4 was chosen. In addition, the topics related to the SDGs were also searched by investigating the contents of the English language subject to see if they cover sustainable development. The results indicate that the first and third stages of the Bachelor's stages do not contain the subject of the English language. In addition, the topics related to the SDGs in the contents of the English language subject (years 2 and 4) do not cover sustainable development. The



developed curriculum should highlight the English language subject. It is best to study sustainable development through an education curriculum at various levels of education, including Biological Science in a Bachelor's degree. An appropriate curriculum will contribute to building students' more sustainable performance and a complete sympathetic of the sustainable development in their regions.

Keywords: Curricula, College of Sciences, English, language, SDGs.

المخلص. العراق من الدول التي تطبق أهداف التنمية المستدامة، والتي يمكن تحقيقها من خلال تعزيز اللغة الإنجليزية بين طلاب الجامعات. ويهدف تعليم المناهج الأكاديمية للشباب العراقي إلى إعدادهم بشكل جيد لتحقيق معايير عالية ومنهج أكاديمي أساسي صارم. لذلك، هدفت هذه الدراسة إلى استكشاف مناهج كلية العلوم للبنات، جامعة بابل، بابل، العراق، من حيث ما إذا كانت تتضمن مادة اللغة الإنجليزية أم لا. تم اختيار العلوم البيولوجية لمراحل البكالوريوس من السنة الأولى إلى الرابعة. بالإضافة إلى ذلك، تم البحث عن الموضوعات المتعلقة بأهداف التنمية المستدامة من خلال التحقيق في محتويات مادة اللغة الإنجليزية لمعرفة ما إذا كانت تغطي التنمية المستدامة. تشير النتائج إلى أن المرحلتين الأولى والثالثة من مراحل البكالوريوس لا تحتويان على مادة اللغة الإنجليزية. بالإضافة إلى ذلك، فإن الموضوعات المتعلقة بأهداف التنمية المستدامة في محتويات مادة اللغة الإنجليزية (السنوات الثانية والرابعة) لا تغطي التنمية المستدامة. يجب أن يسلط المنهج المتطور الضوء على مادة اللغة الإنجليزية. من الأفضل دراسة التنمية المستدامة من خلال منهج تعليمي في مختلف مستويات التعليم، بما في ذلك العلوم البيولوجية في درجة البكالوريوس. سيساهم المنهج المناسب في بناء أداء أكثر استدامة للطلاب وتعاظماً كاملاً مع التنمية المستدامة في مناطقهم.

الكلمات المفتاحية: المناهج، كلية العلوم، اللغة الإنجليزية، اللغة، أهداف التنمية المستدامة.

Introduction

The English language plays a pivotal role in achieving the Sustainable Development Goals (SDGs) by serving as a tool for global communication and knowledge exchange (Habiburrahim, 2019). It appears that the English



language contributes to achieve goal SDG 4 (Quality Education), however, developing goal SDG 4 means achieving other SDGs that based on insights, arrogances, and actions economic, social, and environmental dimensions rather than thinking it have the role in vocabulary and grammar (Bekteshi et al., 2020). As shown in the flow chart 1, the explanation of English Language into SDGs through SDG 3 by giving health education and awareness, SDG 10: reduced inequalities through accessible education and communication, SDG 13: climate action, SDG 8: decent work and economic growth, and other SDGs. Distinguishing the prominence of English language contributions in SDGs, the part of education of English language with focusing on subjects related to sustainability has increased accumulative reputation. The furthestmost essential approaches are to teach nations about English language and its impressions in SDGs by giving English language subjects for non-native English speaker countries in the education sector such as university curricula (Horn et al., 2001). Iraq is one of the countries that apply SDGs, which can be achieved by contributing English language among college students. The academic curriculum aims to prepare Iraqi youth to achieve high standards and a rigorous core academic curriculum. Therefore, this study aimed to explore the curricula for College of Sciences for Women, University of Babylon, Babylon, Iraq curricula in terms of whether they contain the subject of the English language or not. Biological Science for Bachelor stages from year 1 to 4 was chosen.



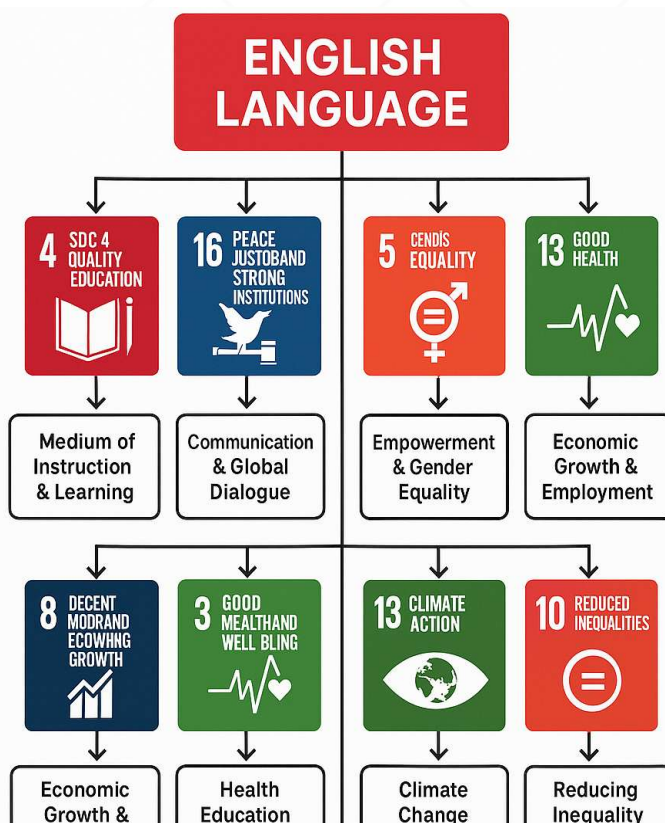


Figure 1. Distinguishing the prominence of English language contributions in SDGs

Methodology

The exploration of the subject of English language in curricula for College of Sciences for Women, University of Babylon, Iraq was done in Biological Science in Bachelor stages from year 1 to 4. In addition, the topics related to the SDGs were also searched by investigating the contents of the English language subject to see if they cover sustainable development.

Results and Discussion

English language subject in the curricula of Biological Science in Bachelor degree

As we notice from Table 1, the years 1 and 2 of Biological Science in Bachelor stages do not contain subjects of the English language. In addition,



the topics related to the SDGs in the contents of the English language subject (years 2 and 4) do not cover sustainable development.

Table 1. English language subject in the curricula of Biological Science in Bachelor stage

Year	English language subject	Topics related to the SDGs
1	Not included	
2	Included	None
3	Not included	
4	Included	None

Therefore, the inclusion of English as a subject in undergraduate biology curricula is a legal obligation, and it must be prepared to ensure the quality of student learning. However, it has been determined that the purpose of materials is not only to convey information but also to attract students' attention. Based on these sources, it has also been determined that the graphic dimension dominates the text in English textbooks (Granger, 2003). This indicates the presence of certain visual functions in textbooks, such as decorative, informative, motivational, reflective, and representative functions. Through a study of the literature, it is clear that the decorative and informative aspects of textbooks are more prevalent, and this aspect is prominent in the preparation of English textbooks. Therefore, undergraduate biological science curricula were examined within the framework of these criteria. Accordingly, decorative elements have a purely decorative purpose, not limited to providing information about problem solving. According to some studies (Clark & Lyons, 2010), which highlight the importance of using visual materials as a tool for achieving learning objectives, decorative visual materials are considered aesthetically pleasing and intended to increase motivation. However, the informational function of visualization is that it provides the information necessary for problem solving. According to studies that have addressed this topic (Elia & Philippou, 2004), the problem solving process depends on the necessary visual element.

Informational visuals convey information about a concept or topic by highlighting similarities between them. These types of visuals help students integrate new information with existing information. One of the most important aspects of informational visuals is conducting necessary assessments, taking into account the explanatory aspect of the text (Araz, 2010). Therefore, the



undergraduate biological sciences curricula in our study were subject to the criteria and standards identified here. Grades 1 and 3 do not include English, while grades 2 and 4 are limited to English only, which does not include topics on sustainable development.

Success in English can also contribute to developing students' understanding of sustainable development. Therefore, a good, high-quality conceptual teaching process should be followed, aligned with students' developmental levels. Appropriate teaching strategies, methods, and techniques should be used, and attention should be paid to the use of effective materials. Furthermore, students' cognitive developmental levels should be taken into account in teaching and learning processes (Balbin et al., 2024). Textbooks should be published in line with concepts related to sustainable development, and a strategy should be adopted that is consistent with students' developmental levels in terms of teachers' competencies.

The developed curriculum should focus on the English language. It is preferable to study sustainable development through an educational curriculum at various levels of study, including biological sciences at the undergraduate level. An appropriate curriculum contributes to building a more sustainability-conscious performance among students and a comprehensive understanding of sustainable development in their regions. An appropriate curriculum also plays a vital role in providing educational content for sustainable development that aligns with the needs of students to develop their thinking and behavior.

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