

THE DEGREE TO WHICH ENGLISH LANGUAGE TEXTBOOKS OF THE SECONDARY STAGE IN LIBYA CONTRIBUTE IN ACHIEVING SUSTAINABLE DEVELOPMENT GOALS FROM ENGLISH LANGUAGE TEACHERS' PERSPECTIVE

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Abstract

This particular study aimed at identifying the degree to which sustainable development goals were considered in English Language Textbooks of the secondary stage in Libya from teachers' perspective. The English Language curriculum consists of three main textbooks one for each stage. English for Libya Secondary 1 course and work book. English for Libya Secondary 2 course and work book. English for Libya Secondary 3 course and work book. English for Libya Secondary 3 course and work book. The study adopted the descriptive approach and the questionnaire was used as an instrument for data collection. The study included (13) secondary schools in the area of Eign Zara in the city of Tripoli / Libya. The questionnaire was answered by about 71 secondary school teachers who teaches English Language curricula at the secondary schools. The results of the study revealed that the contribution of English Language Textbooks of the secondary stage in achieving sustainable development from teachers' perspective in most of the three dimension items was of little degree in terms of dominant response and all means of items except two items less than the adopted mean of the study. The results of the study also showed no statistical significance among teachers grades on sustainable development in the three dimension; the economic, environmental or social and the total grade according to the year of teaching variable (the level the teacher is teaching now) in which the (F) value in the economic dimension was (0. 507) and the environmental dimension was (0. 299) and the social dimension was (0. 377) and the total degree was (0. 620) and all the values are statistically different from secondary school teachers prospective. The study also showed no statistical significance among teachers grades on sustainable development in the three dimension; the economic, environmental or social and the total grade according to years of experience variable in which the (F) value in the economic dimension was (0. 612) and the environmental dimension was (0. 378) and the social dimension was (0. 542) and the total degree was (0. 669) and all the values are not statistically significant which means that there is no differences in terms of experience years variable. Based on the results, the study came out with several recommendations, including: Calling on educational institutions to focus on the English Language curricula to highlight the role of sustainable development goals to make students aware of the importance of sustainable development goals and targets

Keywords: : English Language Textbooks, secondary phase, Development, Sustainable

1.0 INTRODUCTION

No doubt, that living in a fast – paced world and digital age requires parallel effort to maintain sustainable development. In order to keep up with the rapid progress in this phenomenal development, always need to be engaged in developing our societies in all aspects of life, as well as our surrounded environment. Since the 1990s of the twentieth century, governments of many countries have been trying to meet their people's basic needs depending on the

balance between country resources and needs of people. On the international level, Report", in 1987 is. Sustainable development became the axis of attention of many governments and used as a medium for justice for distributing wealth between generation in many countries. Sustainable development was also used as a mean for the treatment of growing problems of individuals in the society such as poverty, recession, unemployment,

and environmental pollution etc [1][2]. Because of the varieties of the concept of the definition of sustainable development from one country into another, it isn't easy to find one single definition for sustainable development, the definition stated by the World Commission on Environment and Development in 1987 (WCED). The commission was convened by the United Nations in 1983. The commission in its report, "Our Common Future", proposed the concept of sustainable development as an ideal for the global economy and corporations. Sustainable Development was defined as "development that meets the needs of the present generation without compromising the ability of future generations to meet their needs". Sustainable Development Goals (SDGs) are a set of global ambitions agreed on by all United Nations (UN) Member States in 2015 as part of the UN's 2030 Agenda. The Sustainable Development Goals include 17 goals and 169 targets. With all its dimensions, economic, environmental, and social, the Sustainable Development aims to guide national efforts to end poverty, reduce inequality, provide healthcare and education to all, tackle climate change. The Sustainable Development Goals are as follow

1. End poverty in all its forms everywhere.
2. End hunger, achieve food security and improved nutrition and promote sustainable agriculture.
3. Ensure healthy lives and promote well-being for all at all ages.
4. Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
5. Achieve gender equality and empower all women and girls.
6. Ensure availability and sustainable management of water and sanitation for all.
8. Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.
9. Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.
10. Reduce inequality within and among countries.
11. Make cities and human settlements inclusive, safe, resilient and sustainable.
12. Ensure sustainable consumption and production patterns.
13. Take urgent action to combat climate change and its impacts.
14. Conserve and sustainably use the oceans, seas and marine resources for sustainable development.
15. Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss.
16. Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.
17. Revitalize the global partnership for sustainable development. (UN,2015)

2.0 Problem Statement:

In terms of sustainable development, it consists of 3 indivisible dimensions. These dimensions are complementary and integrated. They react with one another to achieve the sustainable development goals and targets. The 2030 Agenda commits the global community to "achieving sustainable development in its three dimensions; economic, social and environmental in a balanced and integrated manner". Integration of the economic, social and environmental dimensions is key to achieving sustainable development. (ESCAP, 2015). In light of what was mentioned above, this study comes out as an attempt to focus on the degree to which English Language Textbooks of the Secondary stage in Libya contribute in Achieving Sustainable Development Goals from English language teachers' perspective by providing statistical data to guaranty achieving a set of recommendations and suggestions as a step on the road to reform.

The current study is trying to find an answer to the following questions:

1. What is the degree to which English Language Textbooks of the Secondary phase in Libya contribute in achieving Sustainable Development goals?

This question also branches into the following questions:

1.a. What is the degree to which English Language Textbooks of the Secondary stage in Libya contribute in achieving the economic dimension of Sustainable Development?

1.b. What is the degree to which English Language Textbooks of the Secondary stage in Libya contribute in achieving the environmental dimension of Sustainable Development?

1.c. What is the degree to which English Language Textbooks of the Secondary stage in Libya contribute in achieving the social dimension of Sustainable Development?

2. Are there any differences with statistical significance in sustainable development dimensions with regard year of studying? (first year, second year, third year of secondary stage).

3. Are there any differences with statistical significance in sustainable development dimensions with regard to years of experience.

Significance of the Study

The significance of this study can be summarized in the following points

1. The study gained its significance from the importance of sustainable development goals with its economic, environmental, and social dimensions as a recent subject which need further research.

2. It explores the extent to which sustainable development goals were considered in the English Language Textbooks of the Secondary stage.

3. The outcomes of this particular study can be benefited from by curriculums makers to avoid any shortage in English Language textbooks content and

include sustainable development issues in the English Language Textbooks of the Secondary stage.

3.0 Study Objectives:

The study objectives can be summed as follow:

1. Identifying the degree to which English Language Textbooks of the Secondary stage in Libya contribute in achieving the economic dimension of Sustainable Development.

2. Identifying the degree to which English Language Textbooks of the Secondary stage in Libya contribute in achieving the environmental dimension of Sustainable Development.

3. Identifying the degree to which English Language Textbooks of the Secondary stage in Libya contribute in achieving the social dimension of Sustainable Development.

4. Identifying the differences in sustainable development dimension with regard studying year

5. Identifying the differences in sustainable development dimension with regard to years of experience.

4.0 Limitations of study

a. Spatial limit

The study limited to (13) Secondary schools in the area of Eign Zara Tripoli / Libya.

b. Human limit

The study limited to (71) English Language teachers of Secondary phase in the area of Eign Zara Tripoli / Libya.

c. Time limit

The study conducted during the academic year 2019 / 2020.

5.0 Literature Review

Studies related to sustainable development issues with all its dimension the economic, environmental and social are various but studies on the consideration and the inclusion of sustainable development issues on local level (Libya) are not rich, and the importance of the achieving sustainable development goals hasn't gained the required attention. Among the studies conducted on sustainable development issues is the study.

The study aimed to present The role of secondary stage Arabic in developing the concept of sustainable development from the point view of Arabic language teachers in of Jerash Governorate in Jordan. The study also aimed at linking this concept with variables of gender, Qualification and experience. The study sample included 127 Arabic teachers. A questionnaire was used to assess the role of textbooks. The study revealed that the role of Arabic textbook in developing the concept of sustainable development was high and statically between 4.27-4.35, the social section came first with an average of 4.35. The environmental section came

second with an average 4.30, and the economic section came with an average of 4.27. The overall average was 4.31. The findings showed no statistically significance at the level of $\alpha = 0.05$ between the average of the study sample responses depending on the gender and qualification.

Another similar study about sustainable development, is the one conducted by Mohammed Ali Azab and Aahid Mahmood Mortaja in " High School Role in Developing awareness among students with the requirements of sustainable development". The study aimed at evaluating the reality of high school role in developing Gaza strip. The study depended on the analytical descriptive approach. To achieve the study goals, the researchers prepared a survey that was distributed among 1600 students in the academic year 2013 / 2014. The study showed that the degree of engagement of both teachers and school administration in developing secondary school student's awareness of the requirements of sustainable development was medium with average of 72.63- 74. The study recommended that secondary school should play a fundamental and vital role in developing students awareness of sustainable development requirements

A similar study conducted by Khalid Abd- aljaleel dwekat in Al- Quds Open University in the Al- Quds governorate in 2009 on " the role of Al- Quds Open University in promoting sustainable development in Palestine by means of using the content analysis methodology". This paper aimed at discussing the role of Al- Quds Open University in promoting sustainable development in Palestine by means of using the content. To achieve this goal, the researcher, analyzed the content of published material on the academic portal of Al- Quds Open University between 2009-2012 under the following sections: the latest news and activities, announcements, pioneering stories and reports, and the latest achievements and outcomes. Then, the researcher sought to discuss relationship between these activities and contributions on side and the university activities on the other side in order to investigate their expected relationship with the basics of sustainable development. To achieve this objective, the researcher started this paper by defining and discussing some related terms and concepts including the definition of open education university, human development, and sustainable development. Furthermore, the researcher talked about the historical background of Al- Quds Open University and its early emergence as a living model of the open education and a good representative of the Palestinian higher education and its educational philosophy.

A further similar study by Mutasim Mohamed Ismael in 2015 on " The role of investment in sustainable development in Syria". The study aimed to determine the role of investment in sustainable development with all its economic, environmental and social dimensions and its importance. The study also aimed at analyzing

the development in the Syrian investment through developmental plans in order to recognize to the size and distribution of investment and the difficulties they encounter and the possibility to overcome. To achieve research objectives, the researcher used the descriptive and analytical approach. The study concluded with number of results and presented a group of recommendations and suggestions.

A final study concerned with sustainable development that can be referred to, is the study by Hussein Al Safadi and Ali Bini Hamad in Jordan on " Social education for the upper stage of basic education curriculum in Jordan over taken into account the sustainable development goals". This study aimed at introducing a social education for the upper stage of basic education curriculum in Jordan over taken into account the sustainable development goals. To achieve the goal of study, the researchers prepared a questionnaire consists of 54 items distributed on three dimensions: the economic, environmental and social that was checked for validity and reliability. The study sample consisted of 201 teachers randomly selected from a population of 460 teachers. Results of the study have shown that taking into account the social education curriculum for the upper stage of basic education was very good and high degree of sustainable development goals. On the other hand, in terms of deportation has a social dimension came in the first place, the result also showed that there were no statistically significant differences attributable to the specialization and years of experience while statistically significant differences due to the variables qualification for the Masters showed in light of these findings, the researchers recommended to encourage teachers to enroll in graduate programs.

Comment on previous studies

Through the revision process of the above mentioned previous studies, which was conducted on this current study that concerned with achieving sustainable development goals through the contribution of English language textbooks in secondary phase in Libya, the researcher benefited a lot from those studies and researches in conducting this study and in preparing of its instrument and the theoretical part of it and in the preparation of research questions and research objectives [3][4].

6.0 METHODOLOGY

Due to the fact that using any statistical approach depends on the nature of the subject of research that differ from a certain research to another and because of the nature of this research which can be considered as a descriptive which depends on data collecting about research variables from the study sample directly then studying its type and the different between them and make sure of its reliability through data analysis, the descriptive approach was selected as it suits nature and purposes and serve targeted research requirements.

7. Sample of study

The study sample consisted of 71 male and female English language teachers, (9 male teachers and female teachers) teaching in secondary stage with its three levels as follow: 18 teacher teaching first year students with a rate of 25.4 and 23 teachers teaching second year students with a rate of 32.4 and 30 teachers teaching third year students with a rate of 42.3, Those teachers were chosen using random simple sample from (13) secondary schools who is teaching English language in the area Eign Zara in the city of Tripoli. Libya.

8. Study Instruments

Since there is no ideal specific method for the collection of data, with social scientists using a wide varieties of techniques to do so. Some of these research methods include observation of a behavior, interviews, and administered questionnaires. Due to the fact that this study uses the descriptive and analytical method and according to [2] defined a questionnaire as " a list of questions which informants answer themselves – a self-completion instrument". Thus, the researcher determined the questionnaire as tool to be used which consisted of two sections, the first section included the personal information of the informants such (the gender, qualification, the level you teach, experience). Whereas, the second section included the questionnaire items that covers three main sustainable development dimensions and thirty items to investigate the degree to which English Language Textbooks of the Secondary stage in Libya contribute in Achieving Sustainable Development Goals.

9. Analysis and discussion of study results

Discussion of the first question:

" What is the degree to which English Language Textbooks of the Secondary phase in Libya contribute in achieving Sustainable Development goals?

To be sure of this question the researcher adopted weight mean (3) by adding measurement scores both high as well low and dividing it on 2.

$M = (5+1)/2=3$, and percentage weight was calculated by dividing weight on the highest measurement scores multiply by 100. (p. weight = $3/5 = 0.60$).

question: Are there any differences with statistical significance in sustainable development dimensions with regard year of studying? (first year, second year, third year of secondary stage).

Table (3) Shows ANOVA (F- Test) According to year of study

Dimensions	Variance	Sum of Squares	DF	Mean Square	F	Sig.
Economic dimension	Between Groups	315.996	2	157.998	2.507	.089
	Within Groups	4285.947	68	63.029		
	Total	4601.944	70			
Environmental dimension	Between Groups	51.559	2	25.779	.299	.743
	Within Groups	5863.934	68	86.234		
	Total	5915.493	70			
Social dimension	Between Groups	73.151	2	36.575	.377	.687
	Within Groups	6598.793	68	97.041		
	Total	6671.944	70			
Total	Between Groups	731.414	2	365.707	.620	.541
	Within Groups	40142.079	68	590.325		
	Total	40873.493	70			

Table (3) shows no statistical significance among teachers grades on sustainable development in the three dimension; the economic, environmental or social and the total grade according to the year of teaching variable (the level the teacher is teaching now) in which the (F) value in the economic dimension was (0. 507) and the environmental dimension was (0. 299) and the social dimension was (0. 377) and the total degree was (0. 620) and all the values are statistically different from secondary school teachers prospective which means that there are no differences concerned with the three textbooks which were decided to thought for each year or the (level) in secondary stage; English for Libya Secondary (1) course and work book. English for Libya Secondary (2) course and work book. English for Libya Secondary (3) course and work book), in terms of achieving sustainable development goals with all its different dimension. The researcher thinks this likely to happened since sustainable development goals and dimensions as research results indicated weren't included in English Language Textbooks of the Secondary stage in Libya with all its dimension from English language teachers prospective of this stage. The researcher thinks this is surprising and not acceptable at the same time as the secondary stage textbooks are recently published between the years 2014- 2019 and makes English language curriculum seems old and doesn't go and even contradicted with what is happening in our world today because since 2015, when UN Member States in the world agreed to join the effort of the international community to contribute in sustainable development programs as a part of the UN's 2030 Agenda to achieve Sustainable development goals. Development Goals (SDGs). With all its dimensions, economic, environmental, and social, the Sustainable Development aims to guide national efforts to end poverty, reduce inequality, provide healthcare and education to all, tackle climate change.

Presentation and discussion of the third question:
3. Are there any differences with statistical significance in sustainable development dimensions with regard to years of experience.

Table (4) Shows ANOVA (F- Test) According to teaching experience

Dimensions	Variance	Sum of Squares	DF	Mean Square	F	Sig.
Economic dimension	Between Groups	122.008	3	40.669	.608	.612
	Within Groups	4479.936	67	66.865		
	Total	4601.944	70			
Environmental dimension	Between Groups	264.768	3	88.256	1.046	.378
	Within Groups	5650.725	67	84.339		
	Total	5915.493	70			
Social dimension	Between Groups	255.314	3	85.105	.889	.452
	Within Groups	6416.629	67	95.771		
	Total	6671.944	70			
Total	Between Groups	932.922	3	310.974	.522	.669
	Within Groups	39940.571	67	596.128		
	Total	40873.493	70			

Table (4) shows no statistical significance among teachers grades on sustainable development in the three dimension; the economic, environmental or social and the total grade according to years of experience variable in which the (F) value in the economic dimension was (0. 612) and the environmental dimension was (0. 378) and the social dimension was (0. 542) and the total degree was (0. 669) and all the values are not statistically significant which means that there are no differences concerned with experience years' variable. The researcher thinks this likely to happened since sustainable development dimensions as research results indicated weren't included in English Language Textbooks of the Secondary stage in Libya from English language teachers prospective of this stage.

Although there is no study dealt with this aspect (the degree to which English Language Textbooks of the Secondary phase contribute in achieving sustainable Development goals) according to the researcher's knowledge, from what was discussed above, it becomes clear that the study sample members confirmed the degree to which English Language Textbooks of the Secondary phase in Libya contribute in achieving Sustainable Development goals to a little degree which was confirmed by the result in most of their response in Tables (1,2,) which differs with the results.

8. Conclusion and recommendations

It is clear from what was discussed above, the importance of sustainable development goals on the individual in the society as well as the community of this society. Achieving Sustainable Development Goals

became a social responsibility that improves not only the image of the society in country itself but also the society image among other countries and nations. To conclude, the researcher reached a number of recommendations that can be summed as follow:

1. Calling on Curricula and Educational Research Centre in the Ministry of Education to reconsider secondary school text-books in terms of including sustainable development goals and targets.

2. Calling on education institutions to focus on the English Language curricula to highlight the role of sustainable development goals.

3. Calling on teaching staff members at educational institutions to make much more effort on raising their student's awareness of the importance of sustainable development goals.

Research suggestions

The researcher suggests further studies in other educational stages especially the Elementary stage.

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