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The Seniors Attitudes towards the Social Justice and Creative Development across the Curricula of the Humanity Sciences at Salahaddin University- Erbil

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Keywords: -Social -Justice - Creative development and Curricula	Abstract The study is about "The Seniors' Attitudes towards the Social Justice and Creative Development across the Curricula of the Humanity Sciences" at Salahaddin University-Erbil (SU-E) in Kurdistan Region (KR), Iraqi Federal (IF). Curricula is an umbrella term that involves the contents of the total subjects, methodology of teaching and learning, evaluation, and administration; in other words, it is the process of the teachers' teaching, students' gaining knowledge, emotions, motivations and actions through the logbooks, courses, instructions and interactions that directly affect students' extent of creative development. The humanity science students are supposed to be developed via the implemented curricula and match the national and international marketing and businesses. The problem is that the humanity sciences students are large in number and they have less chance to work and employment in the public and private sectors
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Accepted: 22-9-2020	weather national and international. For this reason, many university administrators and scholars prefer closing some departments of the humanity sciences. The study is aimed at the senior students' attitudes towards their experienced university curricula, in order to prove the social justice that ensures creative development, so as to know the strengths and weaknesses of the curricula and its effects on the required development regarding the contents, academic and professional proficiencies, teaching and learning and evaluation. The study is a practical exploratory to confirmatory. The participants are the senior students of the humanity science departments, in which a questionnaire is conducted to collect both Likert scale quantitative data and a range of qualitative data via the students' attitudes and comments. It has been found that the social justice is adopted in both de jure and de facto norms i.e. deductive and inductive policies across the curricula implementation, the contents are somewhat standardized. While, there are urgent problems of language production, the combination between theoretical and practical knowledge, evaluation approach including both assessment and measurement, teaching and learning techniques, and the translated content subjects of the resources of the studied modules.
Available online	

مواقف طلاب المرحلة الرابعة تجاه العدالة الاجتماعية والتنمية الإبداعية عبر مناهج العلوم الإنسانية في جامعة صلاح الدين - أربيل

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الخلاصة	الكلمات الدالة: -
تتناول هذه الدراسة مواقف طلاب المرحلة الرابعة تجاه العدالة الاجتماعية والتنمية الإبداعية عبر مناهج العلوم الإنسانية في جامعة صلاح الدين - أربيل (SU-E) في إقليم كردستان (KR)، العراقي الفيدرالي (IF). تتضمن المناهج محتويات مجموع المواد، ومنهجية التدريس والتعلم، والتقييم، والإدارة؛ بمعنى آخر، إنها عملية تعليم المدرسين واكتساب الطلاب للمعرفة والعواطف والدوافع والإجراءات من خلال الكتب المقررة، والدورات التدريسية والتعليمات والتفاعلات التي تؤثر بشكل مباشر على مدى تطور الطلاب الإبداعي. من المفترض أن يتم تطوير طلاب العلوم الإنسانية من خلال المناهج المطبقة ومواءمة التسويق والشركات الوطنية والدولية. تكمن المشكلة	-العدالة - الاجتماعية - التطوير الإبداعي والمناهج
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<p>في أن طلاب العلوم الإنسانية عددهم كبير ولديهم فرص أقل للعمل والتوظيف في القطاعين العام والخاص سواء على المستوى الوطني أو الدولي. لهذا السبب ، يفضل العديد من إداريي الجامعات والاداريين تم إغلاق بعض أقسام العلوم الإنسانية. تهدف الدراسة إلى التعرف على اتجاهات الطلبة الخريجين نحو مناهجهم الجامعية ذات الخبرة ، وذلك لإثبات العدالة الاجتماعية التي تضمن التطور الإبداعي ، ولمعرفة نقاط القوة والضعف في المناهج وأثرها على التطوير المطلوب من محتوياتها ، الكفاءات الأكاديمية والمهنية والتدريس والتعلم والتقييم. إن هذه الدراسة هي عملية استكشافية عملية . المشاركون هم الطلاب المرحلة الأخيرة في أقسام العلوم الإنسانية ، حيث تم إجراء استبيان لجمع كل من البيانات الكمية ذات المقياس المتشابه ومجموعة من البيانات النوعية من خلال مواقف الطلاب وتعليقاتهم.</p> <p>لقد وجدت الدراسة أن العدالة الاجتماعية يتم تبنيها في كل من القواعد القانونية والواقعية ، أي السياسات الاستنتاجية والاستقرائية عبر تنفيذ المناهج ، والمحتويات المتطورة إلى حد ما. بينما ، هناك مشاكل ملحة في إنتاج اللغة و القدرة الأكاديمية، والجمع بين المعرفة النظرية والعملية، ومنهج التقويم بما في ذلك كل من التقييم والقياس ، وتقنيات التدريس والتعلم ، ومحتوى الموضوعات المترجمة بين اللغات الثلاثة (الكردية و العربية و الإنجليزية).</p>	<p>التوفر على النت</p>
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1. Literature Review

The medium of instruction of the social sciences studies is mainly Kurdish with Arabic and English either as single modules or resources or translated resources for the knowledge construction. The senior students are supposed to be qualified and prepared for the local, national and international marketing and business relationships.

Any higher education institution needs to conduct self-evolution of its goals and objectives to which the curricula is practiced for that purpose; modify and improve and develop the curricula (Hook,1975, p. xiii), so that, the curricula help the students develop creatively and have the abilities, capabilities and skills to construct required knowledge throughout their academic and professional life.

1.1 Social justice

Considering social justice throughout the adaptation and adaption of the social science curricula including methodology, evaluation and administration affects the students' creative developments. When the members or individuals and groups in a community or country feel equality and opportunities equally provided, it is said that there is a high degree of social justice. As individuals are unique and norms or things are different in different cultures, social justice especially across curricula as an institutional program and practice apprehends the equality in social reality. Kridel (2010) says that:

Social justice is about a fairer, more just distribution of social wealth and power; it is as well about full human recognition and the disruption of the structures of nonrecognition or disrespect or marginalization. Its goals are equity and democracy, awareness, social literacy, agency, engagement, and activism. Teaching for social justice might be thought of as a kind of popular education—of, by, and for the people—something that lies at the heart of education in a democracy, education toward a more vital, more muscular democratic society. (p.791).

In this regard, social justice is a philosophy and an action approach that the foci are on the fairness, equality in participation and equal opportunity in any curricula of institutional setting for the purpose of creative development. Individuals in a democratic society are supposed to enjoy social justice; individual students have either more intrapersonal or interpersonal intelligences and carry background knowledge that can help them to reach higher levels of cognitive and creative development.

Individual learner differences deals with the variations of how, how fast, and how successful students learn an additional language regarding cognitive (aptitudes and intelligences), affective (attitudes and motivation), psychomotor (praxis) and socialization (interactional relationships) in both institutional settings and real life situations (Huszti, 2013).

Kumashiro (2005, p. 51) says that social justice correctness is turned around social sciences studies, it mainly focuses on teaching and learning and the aspects related to oppression i.e. social aspects of life, regarding how we interact, identify and experience the life of past to the present time. So, humanity sciences studies curricula are the pragmatic or realistic ground or tool for this purpose. Thus, specifically, Social justice is respecting and accepting teachers' and students' internal and external diversities.

The central issue here is creativity by the young university students in higher education is harnessed to social justice implementation in the school or college -based curriculum, in which it fosters the creative development (Craft, 2006, p. 28).

In their research about Conversations, Problems, and Action about Social Justice Pedagogy Across the Curriculum, Chapman and Hobbel (2010,pp.3-5) argue and explain that social justice education is imbedded in multicultural education and diversity in general, also in curriculum, it is the forms of equal opportunities of praxis in education and political duty to defy status quo, the combination of production focused with process and goal of transformation, also, theory with practice is an influential pedagogical strategy in this regard.

Regarding racism issues Kridel (2010, pp. 39-40) quotes that

Curriculum can play a considerable role in analyzing the relations of power and critically analyzing how racism works and how it is manifested materially to maintain inequities and injustice. Curriculum can continue to interrogate and oppose social relations that produce racism in invisible and explicit ways every day across the world.

It can be said that the ideology of social justice and the objective of creative development are interrelated while implementing curricula at the higher education settings. Curricula need to be more explained in order to clarify its design, construction, implementation, evaluation and continuous development so that it really and exactly ensure the human resource creative development.

1.2 Curriculum

Etymologically the word curriculum is from Latin, it means "course, racing chariot, or to run", a course is specifically a regular course of study or training at a school or university (Oxford Advanced Learners Dictionary). By tradition, the word curriculum denotes to 'what should be' i.e. the curriculum design and development is top down and teacher-centred in which the teacher is the chief person in the classroom educational organization rather than 'what is' i.e. what is actually done by the stakeholders in the way of collaborative effort especially teachers and students as decision makers in which the students also enroll in curriculum design and development, so that, the mutual decision making process is adapted (Nunan, 1996, p.1&2). Simply, Curriculum is defined as "...a description of what, why, how and how well students should learn in a systematic and intentional way. The curriculum is not an end in itself but rather a means to fostering quality learning'" (NESCO-IBE. 2013)

Hence, there is not a fixed definition of curriculum, but, Oliva (1997, p. 4) cited in (Wilson, nd, p.1) provides many definitions according to the fields of focus, so that, curriculum is defined as: "That which is taught in schools", "A set of subjects", "Content", "A program of studies", "A set of materials", "A sequence of courses", "A set of performance objectives", "A course of study", "Is everything that goes on within the school, including extra-class activities, guidance, and interpersonal relationships", "Everything that is planned by school personnel", "A series of experiences undergone by learners in a school", "That which an individual learner experiences as a result of schooling". Also, Richards (2002) defines it as the acknowledged beliefs, norms, and values of learners in relation to contents and concepts being taught such as modes of presentation, grouping structures, and learning strategies to promote better understanding and learning, it is regarded as the culturally relevant curriculum practices at the institutional settings.

While according to the structure and sequence, curriculum is a general arranged and aligned (the match between goals, syllabus, teaching, and assessment) plan of a course that depends on a philosophy, it is offered by a school or a scientific department including: 1-purposes of the educational program in terms of aims or goals; 2-syllabus design as an instantiation and subpart of a curriculum in a specific school including the sequencing of the contents; 3-methodology containing teaching methods, techniques, principles and learning activities; 4-measurement and assessment of the learning via testing and portfolio tools, and; 5-evaluation, which finds out the amount and value of the curriculum or program and administrative achievements and developments. A curriculum ensues the question of what the purpose of education is, simply, the answer is to continue, to improve, to positively change and develop the culture of a society. The term is preferred over syllabus since it sees language content contained by broader contexts of educational objectives and aims. So, it has three main interrelated phases: goals, implementation and evaluation. (Richards, 2002: Keith & Helen, 1999; Murray and Christison, 2011, p. 2; Nunan, 1993, pp. 4-6).

Basically, curriculum is conducted in certain phases: First is curriculum plan which is directed to future i.e. objectives, it is syllabus design. Second is curriculum as a system or structure of the content plan, the resources and personnel. Third is curriculum as a prepared view, the stakeholders who practice the curriculum, it answers the questions: does it match partakers' requirements? How do they use the time and the facilities within the structure of the curriculum? What modifications might they want to make to the curriculum to conform more usefully to their requirements? So, it starts from objectives to content analysis and construction to methods i.e. the means to achieve the ends or objectives to feedback (monitoring) and evaluation the quality control of the

production system (White, 1988: 4-5). In addition, curriculum alignment and wash-back effects are two essential characteristics of curriculum development. Alignment is regarded as:

A process aimed at ensuring coherence and consistency between the intended outcomes as specified in the formal curriculum and teaching methods, assessment tasks, and learning activities in the classroom” (NESCO-IBE. 2013).

Whereas, Wash-back effect is "The way in which testing or examining influence teaching and learning and might shape the curriculum by undue concentration on the form, content and focus areas of the test or examination” (NESCO-IBE. 2013).

The term cross-curricular is an approach also called trans-curricular, it is using the whole range of knowledge in all the subjects of the curriculum set, e.g. studying mountains in geography, language, history, math and so forth. Language across-curriculum as an approach of using language in the syllabi and subjects while teaching and learning (Huszti, 2013).

So, the scientific departments at the universities could use the required range of language/s as a content-based. Moreover, The knowledge-based and rights-based curriculum is the main aim of social justice curriculum design, implementation, praxis and development.

Curriculum design at higher education generally depends on the context (what, when, to whom), supporting teacher and staff, and evaluation strategies, in which the elements are: curriculum or programs educational philosophy, curriculum model, program aims and outcomes, program organization and structure, program teaching, learning and assessment strategies, and module design (O’Neill (2015, p.6). The curriculum vertical articulation is the “organization of contents according to the sequence and continuity of learning within a given knowledge domain or subject over time” and the curriculum horizontal articulation is “the scope and integration of curricular contents from different knowledge domains within a particular grade level” (NESCO-IBE. 2013).

A curriculum adopts and adapts a language or languages. So, social justice as a norm of identity directly affect the elements of curriculum design and development as well, they affect teaching and learning at universities. Correspondingly, both language and content or material objectives need to be established in the curriculum design. The teachers' identities reflect the curriculum; the students' identities are affected by the curriculum; the social justice protection should be available in the curriculum processes in order to ensure the required combination between theoretical and practical knowledge process and productions.

1.3 Philosophies of Curriculum

Curricula as (Wilson, nd, p.1) rearranges, mentions different viewpoints according to three main categories, they are as follows:

1-According to Learning Theories including: Social, Information Processing, Personalist, and Behavioral.

2-According to Curricular Orientations by Longstreet and Shane including: learner-centered, society centered, knowledge-centered, or eclectic.

3-According to Philosophical Orientations including: Idealism, Realism, Perennialism, Essentialism, Experimentalism, Existentialism, Constructivism, Reconstructivism.

Mainly, there are five common curriculum ideologies or beliefs in language teaching, they are as follows:

1-Academic Rationalism: the view that the curriculum should stress the intrinsic value of the subject matter and its role in developing the learner's intellect, humanistic values and rationality. This justification is often used for justifying the teaching of classical languages.

2-Social and Economic Efficiency: the view that the curriculum should focus on the practical needs of learners and society and the role of an educational program in producing learners who are economically productive. This is the commonest aim associated with the teaching of English.

3-Learner-centredness: the view that the curriculum should address the individual needs of learners, the role of individual experience, and the need to develop awareness, self-reflection, critical thinking, learner strategies and other qualities and skills believed to be important for learners to develop.

4-Social-reconstructionism: the view that schools and teaching should play a role in addressing social injustices and inequality. Education is not seen as a neutral process, and schools should engage teachers and learners in an examination of important social issues and seek ways of resolving them. This is the ideology of critical pedagogy.

5-Cultural pluralism: the view that schools should prepare students to participate in several different cultures and not merely the culture of the dominant social and economic group (Richards, 2002).

The important features of all the ideologies are those that provide social justice as much as possible, and, that can directly and practically support the students to be more independent, communicative and cooperative in team works and leadership skills, so that, they can efficiently perform and develop their careers successfully.

1.4 Types of Curriculum

There are many types of curriculum according to different point of views. Wilson (1990) gathers eleven types of curriculum at the current schools or universities, they are as follows:

1-The Overt, Formal or Written: It is an open, manifest, and formal national to international curriculum.

2-Societal (or social curricula): It is the informal curriculum that is related to social relationships between the individuals and groups for knowledge gaining.

3-The Hidden or Covert: It is regarded as the learning that comes from the structure and nature of school or university, the behavior and attitudes of teachers and managers daily regulations and routine. So, it is unofficial information that is taught and learnt at schools or universities.

4-The Null: The elements that are said to be not important in education, the things or elements that are not taught i.e. neglected by the empowered teachers or school principles. E.g. teaching about war but not peace. This is regarded as a message to the students that certain contents are not valuable. Although, not all that is not taught are not important. The null curriculum is due to the disability to accomplish the aims of the overt curriculum.

5-Phantom: It is the curriculum that students experience the common meta-culture (changing culture) and the generational subculture.

6-Concomitant Curriculum: It is the experienced curriculum that comes from the family ethics, norms and conducts. An example of this kind of experience is that practices at mosques and churches that the students experience religious beliefs.

7-Rhetorical: It depends on the ideas, experiences, or decisions of the politicians, policymakers, administrators, publicized works of researchers, or university officials.

8-Curriculum-in-use: It is the actual curriculum adopted and adapted in the classroom. It is really delivered by the instructors rather than what is constructed.

9-Received or Attained: It is the knowledge, information, understanding, skills and attitudes that the students exactly receive, remember. It is the learners' gained learning from the taught curriculum. So, it is said that it is different from implemented or intended curriculum.

10-The Internal: It is the individual student's (uniqueness) learning and experience, the knowledge and information that s/he remembers, knows and can do or acts out, so it is the students' reproductions of the taught knowledge.

11-The Electronic: It is the knowledge that the students gain through internet such as researches, projects, articles, emails and chatting on the social media. It is regarded as either independent i.e. by the students themselves, or dependent i.e. by the support of the teachers as classroom assignments. But, the problems of validity, reliability of the resources arise here, also, the plagiarism problems, in this case these could be overcome by the university instructions and assignment regulations.

Also, (NESCO-IBE. 2013) provides seven more types of curriculum, they are as follows:

12-Competency-based: as a learner-centred, focuses on applications of the knowledge, attitudes, and skills outcomes and production, it is cross-cultural and subject-bound.

13-Developmental: it is designed for the cognitive impairments learner, reflecting their developmental stage; it is to develop the learners' potential.

14-Functional: it is another kind of developmental, but to teach the deemed essential skills with the learners with cognitive impairments towards working independently.

14-Discipline or Subject -based: it is a curriculum divided into discrete disciplines or subjects like mathematics, physics, language/s, science, media education and social studies, it emphasizes the depth of content knowledge integrity and the teaching practice within single subjects.

15-Optional or Elective: it deals with subjects that are not compulsory; it is choosing modules according to the needs of the students.

16-Inclusive: it attempts to provide the various needs, interests, experiences, and personal characteristics of individual students. That is to ensure that all the diverse students are integrated and cooperated for the sake of development.

17-Spiral: it is a kind of curriculum that depends on the ideas of Jerome Bruner (American psychologist), in which the basics of the topic and concepts are repeated in duration of time but in new contexts but more complex experiences of learning. It is targeted to more in-depth gaining of the institutional learning to help the students develop.

18-Standards-based: it emphasizes on the students' mastery and performance of the standards of the contents, what students are expected to know and to do in different subject areas.

19-Culturally Responsive: it respects, accepts and incorporates the diverse students' multicultural aspects, backgrounds and experiences in the process of curriculum design and development. This type of curriculum is adopted in KR in general and at universities in particular.

Although, applied linguistics theories do not often match with the curriculum and materials development practice, because they are mainly written in the kind of language that is difficult for practitioners and curriculum or material developers to access. They also face the problems of large classes, unmotivated students and teachers, insufficient time for teaching and learning the required materials, shortage of resources, and examination arrangements. Another is that applied linguistics theories are unappealing to the curriculum developers because they need changes and innovations in which it is not constantly acceptable to the curriculum developers. Also, the literature and

publications about materials development report that writers are focusing on principles to practice, dynamic frameworks, applying theory to practice, task design. Moreover, Language policy and planning and its implementation, pedagogy, methods of lesson delivery, and evaluation (including both measurement and assessment) are regarded as the fundamentals of curriculum design and development (Tomlinson, 2013, pp.2, 3,253 & 316). Accepting and respecting social justice and rights is another problem of curriculum design, implementation and development.

1.5 Approaches to Curriculum

There are three main approaches to curriculum design by (NESCO-IBE. 2013), they are as follows:

1-Interdisciplinary Approach: it is based on the integration of the different disciplines; it focuses on meaning and process rather than content and product; by conjoining theories, methodologies, contents and perspectives of the disciplines.

2-Multidisciplinary or Crossdisciplinary Approach: refers to the integration of the various disciplines and perspectives to present the design of a topic, issue or theme. In which, the same topic is considered from different viewpoints to cross boundaries of disciplines.

3-Transdisciplinary approach: it is a pragmatic approach that tries to construct a meaningful curriculum depending on the context of the real world issues.

The last one is more social justice and rights approach that is more inductive to deductive and considers diversity and unity that makes society or nation more powerful because all individual, groups and communities in country are allowed and could use their powers and abilities for creative development. So that, the foci are on what individual students know and can do not on other prejudice evaluation and consideration.

1.6 Planning of the Language of Education

Language-in-education planning has a number of correlated policy areas, they are: 1-the policy of choice of the language/s of the educational system. 2-the policy of the personnel; teachers and educators preparation. 3-the organization and content of the curriculum involving assessment. 4-the pedagogy and its connection with materials and methods of teaching. 5-funding the curriculum in general. 6-the policy of local community arrangements. 7-the evaluation policy of the mentioned policies to their practice and outcomes or educational productions (Kaplan and Baldauf (2003) cited in (Tomlinson, 2013, p. 5).

Regarding the language policy and planning, Tomlinson (2013, p.259) says that:

The most common approach to LPP as we have seen moves from top to bottom of a system, from macro to micro, for example, from a national Ministry to State provincial education structures to district School Boards and finally to

schools, teachers, and students. The problem with this forward-mapping approach is that policy is determined at higher levels and the local context and conditions are neglected in the formulation of policy. The result is a lack of 'fit' and a 'split' between policy and its implementation. The result is failed implementation with demotivated teachers, disappointed students and aggressive parents.

So, the idea of from the people to the people or what students need and want in the curricula is accepted as a less problematic approach to LPP implementation. In other words, the implementation of the fit between both top-down and bottom up is preferable. In this case the languages should be respected and accepted descriptively, the balance between the academic languages including Kurdish, Arabic and English need to be kept and equally used as media of instruction.

Tomlinson (2013, p. 260) discusses three types of experienced microplanning; the first is planned by lower levels in the system that is intended to feed back into the final macropolicy in which it is a backward-mapping approach. The second is the macropolicy which problematizes the process of implementation mostly by the teachers and students while the third type is independent policy of any national rule by the institutional groups of lower levels.

1.7 Curriculum Design, Alignment and development

Generally, curriculum design and development refers to the study and improvement of the goals, contents, pedagogical implementation, and evaluation of the curriculum and educational system to achieve the required objectives. The curriculum should be aligned; the components including the goals, syllabi, teaching and assessment are required to be matched. The curriculum lacks its alignment if for instance it is organised communicatively while assessment procedures are based on grammatical measures, or, the pedagogy of the materials of a course do not target or reflect the objectives (NESCO-IBE. 2013). Talking about curriculum involves teaching and learning, national and international of what (content materials) how (pedagogy) and the language planning and policy as shortly discussed earlier.

One way of developing the curricula is that Applied linguists should encourage and contribute language policy and planners to research the local and national constraints, attitudes, and norms of students' learning, teachers' teaching and other decision makers, and the required materials to be able to make changes and developments (Kaplan and Baldauf , 2007) cited in (Tomlinson, 2013, p. 5).

Relationally, structural relationships of the classroom discourses, content features, and rituals of teacher-student-student interactions are different from other informal and out of institutional settings discourses. The importance of classroom or institutional discourses are 1-the additional or academic language/s of curriculum represent the contents and the medium of communication. 2-interaction between the interlocutors i.e. teacher-student-student is a unique opportunity for the process of learning. 3-the talk of the teachers includes pedagogical intentions that are not very clear for students and observers. 4-it is decidedly complex so that it can be directed to the participants in the process of interaction. Classroom discourse analysis and study is regarded as a tool or field of research on comprehensible input and output. In which both teachers and students participate, turn-take and provide feedback of how the interactions shape society and lead to learning and development (Tavakoli, 2012). As well as, Geeslin & Long (2014, p. 255) say that integrating the sociolinguistics into the second language acquisition in the classroom settings is regarded as an influential factor for developing

knowledge and practice of languages and contents of the fields of studies. They quote that:

an understanding of language variation should impact daily lesson plans and material selection ... sociolinguistic variation is present in every lesson simply because the language used will represent some, but not all, speakers of a language ... language instructors and curriculum developers must recognize that they have tremendous influence on language attitudes and the evaluation of linguistic varieties. The target they select will be viewed as “correct” and a “good model” of language for a given learner group. This means that there is a great deal of responsibility associated with determining appropriate course materials; the process of selection delivers an unspoken message (Geeslin & Long, 2014, pp. 255 & 261).

Curriculum design and development at higher education needs to be dynamic and matches the social justice and cultural developments on the national and international levels.

To solve the problems of language-in-education-planning and ELT in the curriculum of school and university, Baldauf, Kaplan and Kamwangamalu (2011, p. 432) cited in (Tomlinson, 2013, p.257-8) that there are some basics, they are: 1-adequate and devoted time for learning, 2-prepared and qualified teacher, 3-sufficient and appropriate educational materials; sufficient models of methodology; 4-the adequacy of resources to the tasks, 5-the resources, space and prospect for primary school continuity of English, 6-the required early language instruction for primary schools, 7-the national objectives of the instructions in terms of utility for participation, 8-the impacts of the instruction on other languages in the language ecology of the country, and finally, 9-the possibility of other needed perspectives in addition to equity in pedagogy and social justice implementation.

Concerning the curriculum development, the dissertation of Lim (2006) is about "Cultural and Linguistic Diversity in Early Childhood Teacher Preparation: The Impact of Contextual Characteristics on Coursework and Practica". It is about the role of teacher preparation curriculum in developing linguistically and culturally diverse preschool children in the USA. The study tried to answer three questions about, 1) to what extent the white population in state , geographic region, and degree of urbanization; 2) to what extent governance and type of institution; 3) to what extent do program characteristics: predict cultural and linguistic diversity the course and practica requirements in early childhood teachers preparation program. In 2004-2005, the data was gained from the National Prekindergarten Center (NPC) as well as the Integrated Postsecondary Education Data System (IPEDS) by the National Center for Educational Statistics (NCES). The data resulted in nearly all the curricula of teacher preparation program required to be provided contents and materials that ensure the teaching of children of diverse backgrounds; almost half of the programs required courses with regard to bilingual children who study English as a second language, and about one in ten require coverage in other courses, thirty percent of bachelor students require practica programs for bilingual and diverse backgrounds. The study concluded that there are many gaps in knowledge concerning how best to prepare culturally responsive teachers. All children deserve to have quality care and experiences, and all the teachers should have the skills and competencies essential to support increasingly diverse classes. The work is much related to this study because it identifies and recommends the required changes according to the diversities at higher education and qualified teacher preparation.

Also, Pedagogically, (Halsall & Snowden, 2017) edited a book about "International Perspectives on Social Policy, Administration, and Practice: The Pedagogy of the Social Sciences Curriculum". It contains nine research chapters; the talks are about teaching and learning diverse higher education students in the curriculum of social sciences. The book is comprehensively related to this work.

1.8 The Curriculum Policy of KRG

The Kurdistan Region Government (KRG) has implemented both macrolevel (top down) and microlevel (bottom up) policies of curricula and language as medium of education in basic education and higher education, all the languages of majorities and minorities are used as media of education while Kurdish, Arabic and English are used as subjects. The procedure is that mostly committees of the higher education consult the universities, scientific departments, professionals and experienced teachers for the curriculum design and development. In which all the public and private universities either together or separately design or develop their curricula but the Ministry of Higher Education and Scientific Research (MHESR) follows up the process. It can be said that the problem is with tools used, techniques of the implementation and with the social justice of equal opportunities and participation and economic support rather than with approaches, because the authorities let the universities, teachers but not always the students to develop the curriculum that matches the standardized scientific level. However, Social justice that ensures equal opportunities and participations according to the students' aptitudes and attitudes provide proper and dynamic development in the students, in which it is the main objective of any institutional setting.

2. Methodology, Data Collection and Analysis

2.1 Aims and Rationales

The study is aimed at the exploration of the social justice that confirms creative development across the humanity science studies curricula. It is also aimed at investigating the problems of curricula regarding the methodology of teaching and learning, evaluation, and administration.

2.2 Research Questions

What are the problems of humanity sciences curricula regarding contents, sociolinguistic including social justice that provides the academic professional proficiency, instruction, learning, evaluation, identity, and development?

Do the curricula align students to the standards of national and international creative development?

2.3 Participants

The participants are the senior students of the Humanity Science Departments HSD at Salahaddin University-Erbil (SU-E). The students come from diverse residence (rural and urban), class (socio-economic), political, linguistic, religions, gender, education and identities backgrounds. The data collected in December 2019. The total of $336/1600 = 21\%$ senior students of all humanity sciences departments in SU-E participated and filled out the questionnaire.

2.4 Procedures

The researcher formally authorized and permitted by the university officials and teachers to hand out the questionnaire in the classrooms of the related departments. The participants were respectfully asked to take part or refute the participation.

2.5 Instrument

The instrument is a questionnaire of 26 quantitative likert scale items, and 1 item for qualitative data collection via the participants' comments on the curricula and development. The tool is about the participants' attitudes towards the impact of the curricula which they experienced during the four years of the study at higher education

to their development. So, the study is both quantitative and qualitative. The items are constructed relying on the basis of the situational background of the students, literature review and theoretical issues of the study on one hand, and, on the other hand, the relevant related resource such as Hudson, (1996), Piller (2016), O'Neill (2015) and Cheshire and Edwards (1993).

2.6 Validity and Reliability of the Tool

The tool is regarded both valid and reliable. The items have face, content and factorial validity because the entire tool is shown to the scholars, they made changes and modifications to explore what was supposed to explore and they were according to the literature review of the study. Also, it is significant according to the factor analysis statistics. Just as, the following tabulated data shows that the tool also has high reliability.

Table 1: Case Processing Summary of Reliability Statistics

Cases	Valid	N= 244	%72.6
	Excluded ^a	N= 92	%27.4
	Total	N= 336	%100.0
a. Listwise deletion based on all variables in the procedure.			
Cronbach's Alpha= .775		Number of Items= 26	

This output shows that the Cronbach's Alpha is 0.775 and if Cronbach's Alpha is 0.70 to 0.90 it is High Reliability. In this case, the items were reliable enough for the data collection process that provides accurate results.

2.7 Data Analysis

The SPSS is adapted for analyzing the collected data. Both frequencies and factor analysis are adopted for the analysis of the items. That is why the items are grouped into nine levels of factors.

See appendix 1 which is a tabulated output that shows the frequencies, percentage and Std. Deviation of the results.

The following is the output table of factor analysis significance:

Table 2: Statistics of the KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.818
Bartlett's Test of Sphericity	Approx. Chi-Square	1412.672
	Degree of Freedom	Students Number= 325
	Significant	.000

This result shows that the students that have effects on the items are 325/ 336. And, the significant is less than 0,05 or %5, that is why it is suitable for factor analysis, additionally it shows that the null hypothesis can be rejected.

See appendix 2 that shows the data division of the groups of items from greater to lesser factors or influences. The output of the Rotated Component Matrix^a Shows that there are eight groups of items of greater effect regarding the factor on the data collection i.e. the more factorial items of the study. The **first group** contains items 12, 14, 16, 18, 22, 23, and 24. The **second group** contains items 1, 9, and 10. The **third group** contains items 7, 11, and 13. The **fourth group** contains items 2, 3, and 4. The **fifth group** contains items 1 and 8. The **sixth group** contains items 6, 25, and 26. The **seventh group** contains items 5 and 17. Finally, the **eighth group** contains items 20 and 21. The rest of the items 15 and 19 are **group nine** in which they have lesser effect.

2.8 Quantitative Data analysis

The following are the analysis of the quantitative collected data:

First Group: Items that have the greatest impact (12, 14, 16, 18, 22, 23, and 24).

12-The mean is 3.55 and the Std. Deviation is 1.193: This shows that the teachers have enough academic language and academic skills to help students gain and understand the knowledge of the course of study. But, it does not show that teachers' reach higher professional and academic proficiency.

14-The mean is 3.71 and the Std. Deviation is 1.199: This indicates that the majority of the participants understand the used language/s in the lectures and presentations, but their attitudes are a bit far from each other.

16-The mean is 3.24 and Std. Deviation is 1.100: This explains that there is a combination between theoretical and practical knowledge in and/or out of the classroom settings. However, it is not fully acknowledged and the Std. D. shows the disclosure of their attitudes.

18-The mean is 3.57 and Std. Deviation is 1.159: This result shows that there is usually cooperation between the stakeholders (decision makers, teachers and students) in developing the teaching and learning processes and curricula, so that the students have right to choose the courses according to their level of development. Again, the Std. D. shows the disclosure of their attitudes.

22-The mean is 3.60 and Std. Deviation is 1.180: The mean here is positive and the participants acknowledge that they can practice and act out what they have learnt with their teacher and do it independently out of the class and in the future, but the Std. Deviation shows that their attitudes is somewhat far from each other. It indicates that those who admit the item are far away from those who deny it. So, there are sometimes problems with adaption of the practical knowledge.

23- The mean is 3.55 and Std. Deviation is 1.423; it shows that their attitudes are far from each other: The mean shows that more participants acknowledge that they are motivated whether intrinsically or extrinsically by the implemented curriculum. The

negative mean is 1.45, in which those participants negatively acknowledge that the curriculum enhances their motivation of lifelong study and development, in which, this affects their tendency towards development.

24- The mean is 3.61 and Std. Deviation is 1.194: This output is again positively acknowledged by the participants so that they admit that the curriculum promotes their socialization. In which, both cooperation and collaboration were operated to make socially and friendly relationships between the teacher and the students, so that, it helps better and easier teaching delivery and knowledge gaining.

Second Group: Items 1, 9, and 10.

1-The mean is 1.194 and the Std. Deviation is 1.185: This is negatively acknowledged by the participants, and the attitudes are a bit far from each other, it shows that they are not reached the higher levels of academic and language professional proficiencies that helps them to properly enroll at higher education institutional settings. They admit that the used languages of Kurdish (originally Kurdish or translated from Arabic or English), Arabic and English did not promote the content comprehension and production. This indicates that there is not accurate explicit language understanding so that the students cannot comprehend and develop properly via the adopted three academic languages because of their non-proficiency.

9- The mean is 3.58 and the Std. Deviation is 1.100: This output is positively acknowledged, the participants admit that their identity i.e. their linguistic and cultural background is accepted and respected in the curriculum contents and implementation processes. This indicates that there is a quite customary respect to each other's identity in the university community that provides social justice then encourages students to positively and independently develop.

10- The mean is 3.72 and the Std. Deviation is 1.281: it is positively acknowledged but the attitudes are far from each other, this shows that the participants are to a great extent capable of using internet for various purposes including researching as a technique of learning and teaching processes.

Third Group: Items 7, 11, and 13.

7-The mean is 3.19 and the Std. Deviation is 1.342: As the majority of the participants are Kurdish, it is highly acknowledged, and their attitudes are far from each other. So, it shows that there are proper language courses for developing the students' L1 in which it is the language of understanding. There are courses of Kurdish and English in the university curricula. But, these is not extra proficiency language courses of the students' L1.

11-The mean is 3.37 and the Std. Deviation is 1.144: This is positively but not widely acknowledged, and the attitudes are a bit far from each other. It shows that the participants often academically develop their knowledge step by step form easy to more difficult of higher levels of academic professional proficiency. It indicates that the curricula have gained its sequential processed objectives that help smooth and easy development.

13-The mean is 3.43 and the Std. Deviation is 1.194: This is positively but not highly acknowledged with a bit distance between their attitudes. It shows that the students have intrapersonal and interpersonal activation of intelligences. It shows that the classroom assignments take place dynamically; it again indicates that there is regular developments linguistic and knowledge.

Fourth Group: Items 2, 3, and 4.

2-The mean is 2.67 and the Std. Deviation is 1.503: it is negatively acknowledged and the attitudes are very far from each other. Although the majority of the participants are Kurdish speakers but they do not want only Kurdish language become the language of the curricula and instruction in the higher education. It indicates that they want other academic languages be adopted for teaching and learning communication too, so that, they will have the ability and opportunity to take their sociocultural roles in the national and international community.

3-The mean is 2.08 and the Std. Deviation is 1.312: it is negatively acknowledged and the attitudes are far from each other. It shows that the participants do not want only Arabic language as a formal language in Iraqi Federal to be the language of curricula and instruction in Kurdistan. It indicates that that they also want other languages be adopted in the higher education curricula.

4-The mean is 2.51 and the Std. Deviation is 1.413: This output is negatively acknowledged and the attitudes are far from each other, it shows that the participant do not want the only English become the language of curricula and instruction in the higher education institutional settings.

So, items 2, 3, 4, also 5 approve that the students need trilingual (the balance between Kurdish, Arabic, and English) media of instruction at the higher education settings as a de facto in the IF and KR.

Fifth Group: Items 1 and 8. (The first item is repeated and discussed with the second group)

8-The mean is 2.92 and the Std. Deviation is 1.360: This is negative acknowledgement and the attitudes are far from each other. It shows that the participants approve that the student exchange between the universities is not regularly allowed. Actually, the universities do not regularly planned for it, only the students' transmission between the universities and colleges is happened. This affects the poor knowledge experience of the university students.

Sixth Group: Items 6, 25, and 26.

6-The mean is 3.83 and the Std. Deviation is 3.049: This output is positively acknowledged, and the attitudes are very far from each other. It shows that the curricula do not only focus on the verbal communication but also on written communication in conducting the tasks and activities. The written communication is more formal and academic, with the verbal language; it develops and assures the students' academic productive skills and abilities.

25-The mean is 3.13 and the Std. Deviation is 1.247: This is positively acknowledged and the attitudes are far from each other. It shows that the more participants pretend that they are proficient enough in both Kurdish and Arabic languages, so that they can work in Kurdistan or in any other Arabian countries. While 1.87 of the participants admits they are not reasonably proficient at least in Arabic language, so that they are not fully capable of working in Kurdistan and IF. This is regarded as a lifelong and academic disability in the marketing and businesses.

26-The mean is 2.96 and the Std. Deviation is 1.715: This output is negatively acknowledged and their attitudes are far from each other. It shows that the majority of the students are not proficient enough in English as an international and academic language, it indicates that depending on their English language competence and performance they are weak so that they cannot enroll in the international or global marketing and businesses.

Seventh Group: Items 5 and 17.

5-The mean is 4.19 & Std. Deviation is 1.086: This output is extremely positively acknowledged. It is compatible with the items 2, 3, and 4. It shows that the majorities of the students are aware and realize the importance of trilingual implementation of Kurdish, Arabic and English in the humanity sciences departments because the resources of almost all the fields are in these three languages or translated between them. This is with the fact that their future lifelong careers and professions require the higher level of proficiency of the three languages skills including listening, speaking, reading, writing, vocabularies, grammar and translation.

17-The mean is 3.65, and Std. Deviation is 1.079: This output is positively acknowledged and the attitudes are close enough. It shows that the diversities are to a great extent accepted and respected by the individuals and communities on both the de jure and de facto norms. It indicates that the society ideally and really adopt and adapt multilingualism and multiculturalism in which it provides opportunities for the individual and communities to work and develop.

Eighth Group: Items 20 and 21.

20-The mean is 3.02 but as the item question is negative it becomes 1.98 and Std. Deviation is 1.276: it is negatively acknowledged and the attitudes are far from each other, it shows that the participants think that the language used in answering the test questions affect the marks they gain, i.e. sometimes they gain higher marks if they use Kurdish, sometimes Arabic, and sometimes English. It indicates that the used language/s in the tests affect the result they achieve in the evaluation processes, this is because of the fact that translation affects meaning change between languages, and as much as a teacher is proficient in a language affects his/her assessment of students responses and answers whether oral or written.

21-The mean is 3.56 and Std. Deviation is 1.899: This output is positively acknowledged but the attitudes are far from each other. It shows that the participants approve that the implemented curricula contents made them knowledgeable enough.

Ninth Group: Items 15 and 19. In which they are significant but have the least factorial impact.

15-The mean is 3.79 and the Std. Deviation is 1.225: (The mean of Syriac participants is 3.83 and the Std. Deviation is 0.408. The mean of Turkumani participants is 2.44 and the Std. Deviation is 1.333. Also, the mean of the Arab participants is 3.88 and the Std. Deviation is 1.356). This is positively acknowledged. Also, the attitudes of it is very close, the attitudes of Turkumani and Arabs are far from each other. It shows that their language or variety is accepted and respected in the de facto norms i.e. in the academic classroom settings. This indicates that the multilingualism is practiced in a great extent. So, the students are allowed to switch between their varieties, languages and academic languages for better understanding and development. It also indicates that the linguistic and social justice is adopted and adapted in the university community in which it is the reflection of the KR people in general.

19-The mean is 3.48 and the Std. Deviation is 1.188: it is positively acknowledged. Evaluation approach is gained through both measurement (more quantitative and measures theoretical knowledge) and assessment (more qualitative and assesses practical knowledge). The participants approve that the practical knowledge which is crucial for the students' future professional proficiencies is adapted in a moderate degree. But again, it can be said that the practical knowledge needs to be more and more focused on to develop the students' skills, abilities and capabilities to match the real marketing, businesses and academic settings. The balance between teaching, learning and evaluating theoretical and practical knowledge provides the students regular development and makes them knowledge and doing or practicing the supposed knowledge.

27-Qualitative Data of the Students' Comments

“Teachers only want to finish the contents, they do not focus on our learning”.

“The curriculum does not help learn the required languages, the students do not understand the contents properly, there should be a notable curriculum revision and development”.

“I think the problem is with teaching”.

“our curriculum is Arabic, we study it in Kurdish, and take test in Arabic”.

“Our native language (Kurdish) should be used, also, students need courses to learn Arabic and English languages so that they can use them easily and have job opportunities”.

“the curriculum is not developmental”.

“The curricula SU-E are not according to the needs”.

“As a student, although I tried hard to learn other languages such as English language that can help me find a job, but I could not, the curriculum is not helpful in this regard”.

“We did not see any difference between the college and the school Curricula”.

“Writing or rewriting lectures in the classroom have to be banned”.

“One problem is that the written presentation is in Arabic or in English while the spoken explanation is in Kurdish, we do not understand in this way”.

“I hope that we study all the modules practically”.

“One great problem is translation, the contents of the modules are meaninglessly translated from Arabic or English to Kurdish in which the learning is not deep”.

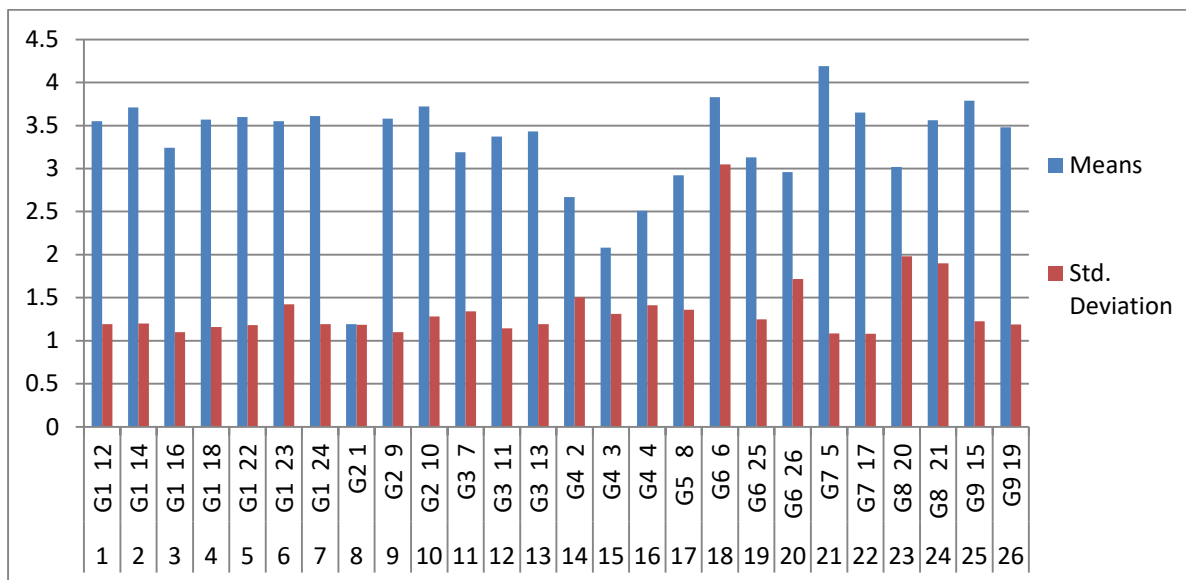
“The curriculum does not help learning languages”.

“The translation of the contents of the modules from Arabic to English is meaningless, we do not understand”.

“I believe that the problem is not only with curriculum but with the ways teachers deliver the lessons”.

3. Results

The following chart shows and explains the means and Std. Deviation of each item in its group of impact factor, in which there are nine factorial groups.



According to the above chart the following are the results:

The students’ linguistic, cultural, identity and diversity is respected and accepted on both macro and micro levels i.e. by the government and the higher education institutions. This provides both individuals and groups social rights, then again, it opens the doors of each once development. The written and oral curriculum is according to the standards. The general and specific aims are clear to the stakeholders. In which, this simplifies the achievement of the objectives of the curricula in general.

While, the level of academic and linguistic proficiencies did not force gaining standards of higher cognitive levels of application and synthesizing or reconstruction or creation, and development. Kurdish, Arabic and English alone is not accepted as media of education by the participants rather the trilingual appeals their needs as the means of education and instruction at higher education, because the majority of the participants were Kurdish but the majority of the humanity sciences resources are either in Arabic

or English or else translated from them. So, the university decision makers should try to help the students develop the three languages both proficiently and academically by implementing the three languages as media of education and not as subjects or translating them into Kurdish; and by providing them the required courses for those who need it. Both oral and written forms of language need more enrichment and balance because the future careers are both academic and applied. In this case, techniques of cooperation and collaboration need to be practiced. Language understanding is normal while language production is insufficient. The balance between theoretical and practical knowledge is not correspondingly kept and developed to the higher standards.

The teaching and learning processes need to be developed according to the measures of psychomotor, cognition and affective factors. So that, the students could reach the higher levels of the mental development in earning modules. Evaluation approach is not accurate, the balanced between measurement of the quantitative and theoretical knowledge on one hand, and, assessment of the qualitative and practical knowledge on the other hand is not consistent and accurate. Student exchange between the universities is not adapted, in which, it enhances sociocultural experiences, pragmatic or practical abilities of the students. Also, library and field trips are not according to the academic development requirements. Both the curriculum contents and academic languages are not highly developed to help the students to enroll in the local, national and international relations, marketing and businesses.

4. Conclusions and Recommendations

4.1 Conclusions

It has been concluded that norms of social justice is prompted in humanity science curricula, including respect and acceptance of individuals and groups cultural and linguistic norms and diversities. But there is lack of no individual student left behind policy and practice regarding the problems of linguistic and academic professional proficiency of the students, teaching and learning processes, evaluation approach i.e. the combination of assessment and measurement, the combination of theory to/and practice, translation between the implemented academic languages. This directly affects the humanity sciences graduates in their lifelong careers and sociocultural and sociolinguistic creative developments. In which the curricula in general do not achieve the highest levels of cognitive and practical development in order to help the graduates to compete in the national and international modern community developments.

The study is significant for the university students to more develop the strategies and techniques of self and group-study and independent learning and the university instructors to develop their ways of instruction and curriculum of course design so that it can achieve the modern and scientific purposes. It is crucial for higher education administrators to better provide the core objectives of social justice techniques, principles and praxis, so that they could support the students learning and creative development, in which it is the aim itself.

4.2 Recommendations

On the basis of the results of the study the following recommendations need to be taken into consideration:

The university should evaluate the linguistic and academic professional proficiencies of both teachers and students and provide them spoken language, written language, researching skills and pedagogical courses.

The instructional alternatives of presentation, discussion, independent learning and study, and individualized instruction are supposed to be progressed to reach the higher education standards.

Both physical and internet libraries need to be properly used as a technique of teaching and learning to ensure the delivery and transformation of theory to practice.

The university is committed to investigating and has a consultative committee of translation to follow up and review all the translated language and content materials of the designed courses linguistically and academically.

The administrators are supposed to support and more trust teachers to balance between the measurement (tests and examinations) and assessment (portfolios; every day assessment of assignments and class participations) for an accurate and reliable evaluation of the academic and linguistic skills.

The university scholars can conduct yearly researches to dynamically and pragmatically develop the curricula of the HS.

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4.5 Appendices

Appendix 1: Statistics of Frequencies and Std. Deviation

Items of the Questionnaire	Z							Mean	Std. Deviation
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	Valid	Missing	1-Never 0-19%	2-Rarely 20-39%	3-Sometimes 40-59%	4-Often 60-79%	5-Always 80-100%		
			Negative		Neutral	Positive			
C1-The languages that are used in the curricula helped me to learn the contents of my scientific specialization or department i.e. to understand, comprehend express the knowledge I had learnt so far.	332	4	29	38	98	100	67	3.42	1.18 5
C2-As Kurdish is the major language in Kurdistan, it should be the only language used as a medium of instruction in the curricula of University.	334	2	117	42	65	54	56	2.67 X 2.33	1.50 3
C3-As Arabic is the major and formal Language in Iraq and in Kurdistan, it should be the only language used as a medium of instruction in the curricula of University.	333	3	173	45	50	47	18	2.08	1.31 2
C4-As English is an international academic language, it should be the only language used in the curricula of University.	331	5	119	55	66	52	39	2.51	1.41 3
C5-The balance between Kurdish, Arabic, and English should be kept in the Curricula of University.	330	6	12	16	49	74	179	4.19	1.08 6
C6-The curricula do not only focus on oral (spoken) work and discussions but also on the written work or writing activities.	331	5	16	36	88	90	100	3.83	3.04 9
C7-Whenever needed, the curriculum provides learning courses or lessons for the students'' first language (F1).	331	5	48	60	73	82	68	3.19	1.34 2

C8-There is student exchange between universities, i.e. students are allowed to finish their bachelor degree studying in two colleges of the same department for the purpose of learning academic and used languages.	333	3	68	65	80	67	53	2.92	1.36 0
C9-The used text books or the contents of study positively positioned my identity or individuality i.e. the topics are not abusing my linguistic and cultural background, there are examples of my culture in the curricula.	330	6	17	35	91	114	73	3.58	1.10 0
C10-I use not only physical library for studying, i.e. books, but also digital library i.e. internet and electronic books as well.	333	3	23	43	65	75	127	3.72	1.28 1
C11-The linguistic and scientific aim of each module or subject are clear and the materials are sequenced from easy to more difficult, i.e. I could comprehend and develop the required languages and knowledge step by step.	334	2	22	50	107	92	63	3.37	1.14 4
C12-While carrying out activities in the classroom, the teachers helped me to use the correct and appropriate language used in the field.	331	0	5	20	45	87	90	3.55	1.19 3
C13-While conducting assignments or carrying out activities, students in pairs or groups cooperated or worked together to use correct language of the module or subject.	332	4	23	50	95	88	76	3.43	1.19 4
C14-I understand the language of the lectures in the classroom.	310	26	21	24	83	79	103	3.71	1.19 9

C15-My language or variety is accepted and respected in the curriculum, i.e. I can use my first language in the classroom presentation and communications whenever needed.	330	6	20	37	57	93	123	3.79	1.22 5
C16-The theoretical knowledge is immediately led to the practical knowledge i.e. the balance between theory and practice is kept in the curricula. That is why I am very good at practicing the learnt knowledge and languages.	331	5	24	55	110	100	42	3.24	1.10 0
C17-The curriculum respects the linguistic diversity. Differences in social and economic class, race, ethnicity, gender, sexuality i.e. by extension cultural differences are respected.	332	4	12	37	88	113	82	3.65	1.07 9
C18-Students and teachers have cooperative roles; work together in developing the curricula, syllabi or materials.	329	7	17	45	83	100	84	3.57	1.15 9
C19-Evaluation does not only depend on the tests and examinations but also portfolios, daily participation, researching and assignments are used.	335	1	25	42	92	101	74	3.48	1.18 8
C20-I feel that I am only evaluated on the basis of the language that I use in testing and everyday assessment not the real knowledge that I have, i.e. sometimes I gain higher marks if I use Kurdish, sometimes Arabic or sometimes English.	334	2	53	61	92	81	47	3.02	1.27 6
C21-The curriculum develops my cognition, i.e. my understanding, recognition and analysis of knowledge, so that I am knowledgeable and I have much information.	331	5	21	45	87	109	68	3.56	1.89 9

C22-The curriculum develops my practical abilities, so that I can do or carry out all the tasks independently, such as, I can write researches and present speeches...	334	2	20	41	81	101	91	3.60	1.18 0
23-The curriculum develops my motivation, I like to keep continue reading, studying, developing or learning languages, and working permanently here and in the future.	332	4	30	52	64	88	97	3.55	1.42 3
C24-The curriculum helps me to build up social relationships, so that I can help my classmates and they can help me learn and develop.	323	13	23	36	71	107	86	3.61	1.19 4
C25-The curriculum provided me the required knowledge and languages to be able to work in local and national marketing and businesses. i.e. I can work in Kurdistan and Iraq because my Kurdish and Arabic languages are proficient enough.	334	2	45	50	110	74	55	3.13	1.24 7
C26-The curriculum provided me the required knowledge and languages to be able to work in the international marketing and businesses. i.e. I can work in other countries because my English language is proficient enough.	332	4	68	56	93	70	44	2.96	1.71 5

Appendix 2: The Statistics of each Item in the Groups of Factors

Rotated Component Matrix^a greater than 0.5								
	Component							
	1	2	3	4	5	6	7	8
1-	.260	.515	-.042	.055	.576	.106	-.029	-.018
2-	.328	-.099	.058	.608	.218	-.220	-.129	-.026
3-	.033	-.178	.148	.608	.481	.084	.007	.050

4-	-.097	.102	-.015	<u>.749</u>	-.040	.226	-.033	.108
5-	.130	.065	-.047	-.080	.093	-.030	<u>.801</u>	-.006
6-	.011	.123	-.016	.126	.160	<u>-.549</u>	.167	.427
7-	-.034	.102	<u>.707</u>	.234	.110	.270	.149	-.145
8-	.060	.012	.220	.186	<u>.669</u>	.021	.122	-.074
9-	.119	<u>.763</u>	.097	.023	.025	.008	.155	-.035
10-	.278	<u>.600</u>	.154	-.029	-.092	-.155	.133	.034
11-	.267	.371	<u>.620</u>	-.111	.133	-.185	-.051	.166
12-	<u>.604</u>	.164	.155	.001	.119	-.033	.194	-.160
13-	.413	.171	<u>.500</u>	.049	.085	.063	.012	.055
14-	<u>.633</u>	.267	-.136	.066	-.072	.110	.111	-.307
15-	.357	.287	.250	.127	-.422	.049	.341	-.270
16-	<u>.506</u>	-.070	.495	-.014	.048	.033	-.012	.051
17-	.243	.247	.285	-.055	-.072	-.018	<u>.590</u>	.230
18-	<u>.568</u>	.179	.221	-.152	.210	.142	.085	.071
19-	.260	.423	.195	-.143	.292	.240	-.132	.114
20-	.065	.105	.133	.349	-.141	.001	-.182	<u>.593</u>
21-	.068	-.055	-.081	-.077	.036	.201	.310	<u>.573</u>
22-	<u>.674</u>	.191	.167	.027	-.052	.097	.074	.169
23-	<u>.653</u>	.016	-.002	.124	.114	.021	.070	.095
24-	<u>.518</u>	.330	.155	.008	-.140	.112	.025	.200
25-	.333	-.119	.067	.004	.248	<u>.548</u>	-.036	.247
26-	.098	.086	.084	.197	.047	<u>.672</u>	.067	.109

Extraction Method: Principal Component Analysis. Rotation Method: Varimax with Kaiser Normalization. a. Rotation converged in 25 iterations.