

Analyzing the Role of Educational Discourse in Achieving Sustainable Development: Quality Education as an Example

Abdullah H Alfauzan^{1,2}, Ibrahim Abdelaziz Ibrahim Zeid²

¹Professor of Modern Languages, Cultures and Literatures, afozan@qu.edu.sa

²Department of Arabic Language and Literature, College of Languages and Humanities, Qassim University, Saudi Arabia

Abstracts

The roles of educational discourse are evident in the effectiveness of education. It is a comprehensive and influential discourse within the educational institution that goes beyond the concept of educational discourse. Quality education is based on educational discourses as a pillar of achieving educational sustainability. The current study uses discourse analysis methods to highlight the role played by the educational discourse in achieving quality education referred to as the fourth goal of the United Nations to achieve sustainable development. The study takes Qassim University as an applied example, as a university which declared itself as a sustainable university.

Keywords: Sustainable development, quality education, discourse analysis, educational discourse, Qassim University.

Introduction

The study is based on the concept of quality education as the fourth goal of achieving sustainable development, and its content is relying on selected models from educational discourses, specifically those issued by educational institutions within the Kingdom of Saudi Arabia with the aim of promoting the quality of education in society. This resulted in a search for the role played by educational discourse as a tool in achieving the effectiveness of good education.

As the Kingdom of Saudi Arabia is one of the key countries that sought to achieve sustainable development, and has welcomed the United Nations initiative seeking to achieve forms of development in the world in accordance with its values, Arab-Islamic identity, and vision for the year 2030 AD stipulated by Resolution No. (308) in April 2016 AD, the concerned authorities have commenced their efforts to accomplish these tasks.

The aim of the study is to reveal the linguistic functions in these discourses within the framework of a rhetorical analysis that believes that the essence of educational discourse can only be understood in light of the functions assigned to the discourse. Thus, these functions are what establish essences. To achieve the previous goal, the study was based on a fundamental question, from which other questions can be generated, which is:

What is the role of educational discourse analysis in achieving sustainable development reflected in the representative sample (Qassim University)?

Discourse, in general, is a linguistic practice (written or spoken) which has social dimensions and cultural values formed by the act of (uttering). Educational discourse is one type of discourse and is subject to the principles of any other discourse. This is led to discourse analysis interdisciplinary studies that examine multiple circles of human sciences. Educational theory specialists have benefited from curricula that deal with content analysis studies, where text data appear as a pre-existing statement supplemented by extensive statistical analysis . It is not surprising that educational discourse has benefited from the tremendous progress in discourse analysis, a field that was partially built on content analysis critique.

Accordingly, the study established its theoretical hypotheses based on discourse analysis theories as a comprehensive approach capable of monitoring aspects of educational discourse that reveal the achievement of good education specifically and sustainable development in general. In the following paragraphs, we attempt to clarify the main concepts that establish the study.

Study concepts

* Analysis of educational discourse:

Discourse analysis theories point to their multiplicity resulting from two factors: the first relates to their multiple cognitive streams in the countries of their origin, especially in France, the United States, Germany, and Britain. The other thing is the variety of discourses they analyze. Each discourse seeks to achieve two goals :

The first: Exploring the cultural, social and socio-psychological sources of discourse.

The second: Discovering discourse systems, often related to linguistic functions.

The discourse is characterized by a set of characteristics including :

- 1- Discourse is a communicative event.
- 2- The movement of the discourse determines the positions of the participating parties.
- 3- Discourse strategies are subject to change.
- 4- The identity of the discourse determines the parties involved in it

5- Every discourse has its own references.

The overlap between discourses does not prevent each discourse from having its own approaches that require a specific form of analysis. Whether this analysis relates to an institutional or individual discourse, the practice of discourse in each case is not the same. Each of the elements referred to as being among the characteristics of discourse has its own character. Therefore, every analysis that seeks to discover the distinctiveness of the discourse being studied and distinguishes it from its similar counterpart is a correct step.

The educational discourse that is the subject of the study is of a complex nature. It is a straightforward discourse with specific accomplishment tasks based on a set of deliberative strategies. Overlaying this is another discourse that reconsiders, analyzes and categorizes the overall discourses into reports with a general form, and perhaps looks at another pragmatic level that goes beyond the act of saying and the act of accomplishment to the act of influencing. This interpretation, which we rely on, goes beyond the confusion between the educational discourse as a comprehensive discourse that explains the educational process from its various aspects, and the pedagogical discourse, which is limited to the relationship between teacher and student or something similar, as it is a partial concept. Researchers have mixed these concepts to the extent of approaching synonym or similarity, such as saying that educational discourse is “a discourse in which scientific material is transformed into material (discourse) of an educational nature. It is also a discourse in which the discourse of others is repeated, which is a special feature of educational work.” In another context, educational discourse is “the discourse material formed by the utterances produced by the professor in a special type of activity and within the framework of a given institution.” This means that the studied educational discourse takes place within a complete system framework, and it is of a goal-oriented nature (it has specific goals that aims to achieve), and of an authoritarian nature due to the relationship between its addressees. One must distinguish between goal and intent. The intention is to achieve the will simply by uttering it, and the goal goes beyond that as it seeks to achieve the will by action . The goal assigned to achievement in educational discourse here is to achieve quality education, in which the sender does not limit himself to intentionality by announcing it in an authoritative speech that highlights the institution’s ability; but it tends to direct what highlights institutional capacity through a set of orders and instructions for the stated purpose. Because it is a declared goal, it has a role in directing the course of the discourse. This is then followed by a reconsideration of what pragmatics call the act of influence by examining the general achievement in light of the declared goal, which is what made us claim that the discourse has a complex nature.

A distinction must be made between two inseparable levels of the goal. The first is utilitarian which exists outside the discourse, such as developing students’ abilities, and it undoubtedly achieves the goal of good education. The other is holistic embodied in the linguistic act that is performed through uttering speeches . Language, in its essence, represents authority, but it is not the only one as the concept of authority is determined based on the type of speech and the nature of the addressees, “and authority in general only exists between two parties, one has the right to command, direct, prohibit, and so on, while the second has a duty to obey and comply based on an unstated agreement that recognizes the right of the first as well as the duty of the second. The

strength of this relationship depends on the issue of recognition of rights and duties, or the acceptance of them which can be called as the legitimacy of authority. If this relationship is established, the authority will be effective; if not, it will face challenges. Every authority in society has its field in which it operates its goal that it seeks to achieve, and its means that it uses to achieve this goal.”

Language also has communicative goals, which are classified into :

- 1- Declarative objectives that clarify positions.
- 2- Descriptive goals that describe the external world.
- 3- Directive goals that dictate what should be done.
- 4- Legislative objectives that govern or frame the internal or external world

All the educational discourse goals resolve around an institutional discourse, as it reveals its visions and mission that it seeks to achieve. In the light of these overall contexts, many partial positions within the educational institution are interpreted. At the same time, educational discourse describes the outside world from its own perspectives and convictions. That is, it determines its position in relation to the surrounding world, and in the light of this it builds a special position. It may be obvious that the directive action is a fundamental focus in all forms of educational discourse, such as: building courses, the educational relationship between professor and student, and so on. As for the legislative goal aforementioned, it is related to all the above and surpasses it as it is based on the educational institution’s clarifications of its positions in relation to the external world. By using directive formulas that achieve its goals, the institution practices legislative discourses before, during, and after accomplishment.

The current study in the final analysis is moving towards an applied approach that is determined by the nature of the studied educational discourse. The applied approach is one of the methodological approaches adopted in analyzing discourse, and it “refers to the group of studies that use the topic of discourse as a methodological basis to study its characteristics that distinguishes the discourses of that particular subject. The field of language use was the determinant of the extent to which discourse is being characterized by a set of common features with other discourses arises in that field. Therefore, terms were created to define these fields, preceded by the term “discourse analysis.” For all of this, discourse analysis is labeled here as educational, and by its complex nature - in this context - it plays a social role in order to achieve good education, and good education is one of the goals of sustainable development. What is meant by sustainable development?

Sustainable Development:

The term development refers to a group of meanings that differ depending on the used theoretical research. Development, according to economists, means economic practices that raise income, and according to sociologists, it is a social practice that aims at making improvement. Development symbolizes many things, such as industrialization, freedom, or independence .

The interest in the concept of development increased at the end of World War II and with the raise of liberation movements from foreign colonialism, and then it became a vital topic in much human knowledge. Its meaning expanded with the United Nations' adoption of the Declaration of the Right to Development in 1986, which stipulated the right of all peoples to practice development in all its forms as social, economic and cultural. The human being is the main subject of development .

The multiplicity of development concepts makes it able to express a comprehensive concept towards social, cultural and economic improvement. Labeling development “sustainable” reveals a real desire to search for radical solutions related to intractable problems inhabited by different human societies, which generated continuous conflict in this life. Conflict considers a weapon against development plans that undermines their foundations. Therefore, various countries, under global and international frameworks, sought to search for a “shared future”, findings points of convergence, not divergence, which is seems as the means that achieve the sustainability of development. This is what the World Commission on Environment and Development expressed in an important document which considered sustainable development as a human activity that meets the present needs without compromising the rights of future generations to achieve development .

Interest in economic development increased in the international goals represented by the first fifteen years of the new millennium (2000-2015 AD) which is known as MDGs. It seems that the focus on the economy has had negative effects on the environment that made the international goals for the period (2015-2030 AD), known as SDGs, move towards comprehensive sustainable development goals. These goals are respectively: (1) eradicating poverty- (2) ending hunger- (3) ensuring good health and well-being – (4) providing quality education – (5) achieving gender equality - (6) providing clean water and sanitation - (7) promoting clean and affordable energy – (8) providing decent work and economic growth -(9) building industry, innovation and infrastructure – (10) reducing inequalities- (11) making cities and communities sustainable localism – (12) ensuring responsible consumption and production – (13) taking climate action - (14) conserving marine Life – (15) protecting terrestrial life – (16) promoting Peace, Justice and Strong Institutions - (17) implementing of partnerships to achieve the goals.

One researcher summarized the sustainable development work circles in three triangles as follows:

The first: components of sustainable development concepts: environmental protection, economic development, and social development.

The second: principles of work in sustainable development: comprehensiveness of scope, business integration, and partnerships.

The third: stakeholders in sustainable development: public authorities, civil society, and the media.

The work of the United Nations culminated in the announcement of the sustainable development seventeen goals at a notable global summit, and their implementation began in 2016. The fourth

goal was concerned with quality education. According to what was issued by the United Nations, the fourth goal focuses on education as a key through which one can achieve gender equality, break cycles of poverty, promote tolerance, and advance societies. During the time of the Corona Covid-19 pandemic, quality education was given high attention by the United Nations which revealed concerns about its negative impact on learning such as students dropping out of school.

Education for Sustainability (ES):

This type of education has led to the previous distinction between the limited educational discourse with its importance and the desired educational discourse in light of a comprehensive awareness of the dimensions of sustainable development. There are many components to teaching sustainability, including :

1- It is carried out according to a precise scientific model, which takes into account five elements in the educational process and environment: sustainability environment (supporting senior management, securing resources, cooperation, and interaction), sustainability subject (a diverse and appropriate teaching subject related to life and profession and culturally acceptable), sustainability learner (an engaged, motivated listener who is able to cross disciplinary boundaries), sustainability educator (an experienced sustainability educator, motivated and motivating, proficient in applications) and sustainability skills (learnable, diverse, applicable in every field).

2- The need for continued support from senior management for programs to integrate sustainability into curricula (greening courses) and facilities (greening facilities).

3- The importance of using advanced tools to analyze relevant data and information to support decisions.

4- Emphasizing the need to consider sustainability education as a constructive cumulative process that begins at all different stages of education.

The Saudi vision 2030 expressed a high pride in education and its ability to create sustainable development at all levels. It identifies the problems and the solutions, as given in this text:

“We will seek to bridge the gap between the outcomes of higher education and the requirements of the labor market, develop education and direct students towards suitable career options, and provide the opportunity for requalification and flexibility in moving between different educational paths. We will achieve this by preparing advanced educational curricula that focus on basic skills in addition to developing talents and building personality. We will strengthen the role of the teachers and improve their qualifications. We will also work with specialists to ensure the alignment of higher education outcomes with labor market requirements.”

A statistical study during the period from 2000 to 2020 revealed that there is a direct relationship between government spending on higher education in the Kingdom and economic growth rates because it provides “the necessary skills to participate in production, contributes to improving production quality and efficiency, helps to make better economic decisions and enhances

opportunities for obtaining high-paying jobs and professional advancement. Education contributes to improving the standard of living and achieving sustainable development .”

Sustainable development is a discourse, and each discourse as previously stated has its own uniqueness. Therefore, the Kingdom’s vision stems from its awareness of its actual capabilities, which was evident in the speech of his Highness the Crown Prince - may God protect him “The sustainability of our success can only be achieved by the sustainability of the components of this success. This is what our vision aims to achieve as it stems from the elements of our strength, and leads ultimately to a more sustainable investing in these components, God willing. ”

The elements of strength are represented by the entities that can achieve the required goals of sustainability according to their field of work. Each entity must realize its work as an inseparable part of the other entities. This means that the fourth element of the sustainable development goals related to education is expected to have an impact on achieving other international goals. The study used the community of Qassim University as a practical example to reveal quality education as a goal of the sustainable development achieving its own objectives and contributing to achieving other goals.

Qassim University as an example:

We pointed out that there is high pride in education as part of the Kingdom’s quest is to achieve sustainable development. In this study, Qassim University was chosen as a practical example to reveal the extent to which the fourth goal of sustainable development has been achieved. This choice of that university is justified by the fact that it is a sustainable institution with a vision and mission focused on “national leadership in education, research, and sustainability, and an effective partnership nationally and globally, and providing educational, professional, research, and advisory services that enhance sustainable national development and self-resources, in an inspiring, governed environment that activates innovation, technology and partnership .”

In the light of our analysis of the language of the vision and mission, it becomes clear that it has specific objectives:

- 1- Disclosure that takes sustainability as a core focus of all its work.
- 2- Descriptive that reflects the desire for national leadership in education, research and sustainability.
- 3- Guidance that provides educational, vocational and consultative services to serve the community.
- 4- Legislation that moves from the direct utilitarian goal, such as teaching students skills and providing them with knowledge, to establishing partnerships with community institutions that achieve national and global effectiveness.

While we have made clear that the concept of sustainability is old, and that its care and goals has been achieved with the United Nations initiative, we clarify that the university’s announcement of itself as the first sustainable university in the Kingdom on March 12, 2019,

came during a meeting of the Advisory Board of the Center for Sustainable Development, chaired by His Royal Highness the prince of Qassim region. This comes after the United Nations initiative, although the idea of sustainability and the existence of the Center for Sustainable Development predate the initiative.

Given the complexity of the goals and their connection to institutions inside and outside the university, the university authorized the Center for Sustainable Development to coordinate among the concerned parties to achieve the aforementioned goals. It is the first center of its kind in the Kingdom, and it was issued with the approval of the Custodian of the Two Holy Mosques on (6-4-1432 AH = May 7, 2011 AD) . Its objectives emerged in light of the university's stated objectives, as the center aims to "enable the university to achieve its vision, mission, and strategic objectives through direct and indirect supervision of the processes of preparing, implementing, following up, and evaluating detailed plans and programs that ensure the university has a leadership role in identifying and achieving the priorities, goals, and requirements of sustainable local development in Al-Qassim region, identifying its competitive advantages, and activating the university's scientific, research, consulting, and service capabilities to achieve this ".

It may be true that the center in the tribal discourse was closer to the advisory phase . However, with the Kingdom's adoption of Vision 2030 and the university declaring itself as a sustainable university in 2019, the center revealed its accomplishment tasks that transitioned the university to the (compulsory phase) where it starts from good education and addresses community issues. This is reflected in the performativity language that is included in the linguistic verbs that indicate obligation and commitment. In the context of the green curriculum project, the project aims to "affirm Qassim University's commitment to its mission, which makes sustainability an essential component of its education programs, and to strive for national leadership in the field in integrating sustainability concepts into education programs ". This has defined its tasks as follows :

1. Determining sustainable development priorities at the local level (Qassim region).
2. Coordinating with relevant authorities to shape development opportunities for the Qassim region.
3. Activating the university's educational capabilities to serve local development purposes.
4. Activating the scientific research to serve the purposes of sustainable development.
5. Strengthening cooperation and partnership relations according to a development perspective targeting local, national and international development.
6. Implementing educational and professional activities aimed at development in accordance with the highest standards.

7. Building and updating an integrated research database to serve the purposes of sustainable development.

8. Preparing periodic reports that reveal, according to statistics, the development process in light of the university's plans.

This leads us to ask: What role did the Center for Sustainable Development at Qassim University play in implementing the United Nations initiative, specifically concerning the pillar of quality education?

It is certain that the presence of the Center for Sustainable Development, as a part of tribal discourse, has contributed to raising awareness of the sustainability requirements. This step has facilitated the reception of the United Nations' developments and its initiatives for enhancing the level of sustainability. The center represents an essential component of sustainability education mentioned above. In its tribal discourse, the Center aimed to achieve the Millennium Development Goals (MDGs) for 2000-2015 and, as stated, worked to overcome the negatives of this stage, transitioning to the subsequent goals known as (SDGs) for the 2015-2030 period. Most notably, the focus on economic dimensions in the previous stage made development result in severe environmental impacts, describing development as environmentally exploitative. In addition, there was an awareness of the need to shift from the limited economic goal expressed by the MDGs to a more comprehensive approach including human, psychological, technological and other dimensions as expressed by the seventeen goals .

This was made clear in the (post- tribal discourse) of the center for sustainable development. On the university's central website, one can find an overview of the United Nations initiative, as well as its periodic bulletins, annual reports, and correspondence with the competent authorities. All of this indicates the continuity of sustainability concept in line with movement of global developments. Raising awareness about the sustainability initiatives of the United Nations (SDGs) is a first step towards their activation.

This means, in the final analysis, the Center for Sustainable Development, given its assigned responsibilities, represents an authority that allows it to achieve its goals. Therefore, its statement of goals included words indicating this authority, such as: "empowering, preparing, implementing, monitoring, evaluating, defining, achieving, activating."

The question is: Did the Center for Sustainable Development adopt the discourse of authority in achieving its goals, particularly in promoting effective education within the society?

In light of the samples available to researchers which are issued to or addressed to the center for sustainable development, the discourses under study can be categorized into two types:

The first type: a simple discourse with specific achievement tasks:

This form includes correspondence between the management of the Center for Sustainable Development and other parties, all of which aimed at achieving the desired goals of sustainability. A close examination of the selected sample reveals that the authoritative discourse is limited to the legislative aspect only. That is, what Austin calls acts of decision making and

practice, “which are actions taken by those in authority and influence, and are represented by specific decisions, such as appointments to positions ”. An example of this is the establishment of an information technology unit, which is one of the mechanisms for evaluating and developing work.

Administrative Decision:

The director of the Center for Sustainable Development based on the powers granted to him by regulations and in accordance with what is required for the benefits of the work, decides the following:

First: Establishing the information technology and technical support unit at the center.

Director of the Center for Sustainable Development

The discourse used the terms “decision,” “authority,” and “work interest”, in addition to the position of “director of the center.” This can be applied to the departments that follow the center, where the center, its staff, and its permanent scientific committee represent an authority derived from the university’s agencies in a vertical structure. The model that we represented, which is the establishment of an information technology unit, can perform multiple functions in sustainability. It enhances development areas and builds a knowledge base that represents a reference for future plans. This is an essential component of sustainability education.

As for the work of the Center for Sustainable Development with educational entities within the university, it takes a circular form rather than a vertical one. The authoritative side is minimized intentionally in order to confirm collective solidarity in achieving sustainability. This is what made the solidarity strategy more prominent than the directive strategy suited to authority. What is meant by the solidarity strategy, with awareness of its definition, is “the strategy through which the sender aims to embody the degree and nature of his relationship with the recipient, and to express his respect for and his desire to maintain or enhance it by eliminating the signs of differences between them. Generally, it is an attempt to get closer to the recipient and create closeness ”.

It must be emphasized that the nature of institutional discourse involves associating the strategy of solidarity with a strategy of reverence and mutual respect . It is expressed through formal phrases that are an integral part of the discourse:

“His Excellency Dean of the College/Director of Administration... - May God protect him

May the peace, blessings, and mercy of God be upon you

The Center for Sustainable Development extends its best regards to you...”

As for the forms of solidarity, they are represented by avoiding directive phrases such as commands, prohibitions, warnings, mentioning consequences, and the like. Instead, they are replaced with collaborative expressions reinforced by what Lakoff calls the principle of politeness. This principle allows for providing options to the recipient making them as the one who directs based on the rule of “give options” principle. This principle “states the need to

provide a wide range of options instead of restricting the recipient to a limited list of possibilities. It involves using phrases that indicate that the speaker does not restrict or impose on the recipient, but rather allows him the opportunity to make his own decision ”.

This discourse can be represented by:

“His Excellency Dean of the College.../May God protect him

The Center for Sustainable Development extends its warmest regards and informs you that, as the executive arm for sustainability work at the university, it is currently compiling a report regarding the university’s sustainable projects undertaken within the university’s faculties and departments. Accordingly, we kindly request that you appoint a representative to provide the Center with the necessary data regarding the following university projects:

Greening the courses*

* Greening the headquarters.

*Research greening.

*Institutional greening.

For inquiries, contact...

Director of the Center for Sustainable Development

The letter includes a number of instances of relinquishing authority to assert a strategy of solidarity. It described the role of the center as “the executive arm”, which implies that there is another arm not explicitly mentioned but included in the statement. It can be interpreted through simple mental inference that what the recipient is doing is the other arm, which is known in the pragmatics as indirect speech act “where the speaker performs a primary act implied in the statement through a secondary act, intends the listener to recognize the implied intention . This is preceded by the act of notice”. We informs you that, as the executive arm for sustainability work at the university, the center is currently compiling a report regarding the university’s sustainable projects undertaken within the university’s faculties and departments. Notice is a type of collaboration that ensures the recipient’s actions are part of a cohesive system that achieves a specific goal: sustainability.

The speaker also shifted from using directive forms like, “I recommend/invite/ask/...” to the form of kindness or courtship, which stems from the principle of politeness. For example, he used, “I hope you will kindly” and followed it with informative form mentioned above, making the recipient the one with authority who directs and appoints. He says: “kindly appoint a representative to provide the center with the required data for the university following projects”. In other words, the legal content represented by the letter, which can be expressed as (the center asked the college deanship [...] to appoint a representative to prepare the required data) is transformed with the strategy of solidarity and the principle of politeness, into (the college deanship [...] as an arm in achieving sustainability provides the center with a representative who supplies data.

The letter concludes with a speech act that referred to by Austin as the act of expositive , “which involves actions that are used to clarify a view point or state an opinion.” This is what was expressed in the letter in the phrase, “For inquiries, you can contact....” This contributes to the clarity of the message and demonstrates a true desire to highlight the maximum aspects of cooperation through many forms of solidarity. This is not diminished by the speaker’s use of some formal forms that indicate less solidarity, which is represented by the indicative ones in which the singular is addressed in the plural form, “From you... by you”. These expressions fall within the strategy of deference and do not hinder language solidarity.

Other examples may indicate the speaker's use of a directive strategy, which, appears on its face to be based on authority. However, in the studied sample context, it is nothing more than a reference authority due to the nature of the Center for Sustainable Development center’s role as a coordinator of all parties. This is evident in this example:

His Excellency Dean of the College...

Based on the request from the Ghada Environmental Association to nominate a candidate from the College of Engineering to train students in the Environmental Hackathon Initiative for middle school students, we kindly request your esteemed office to nominate one of the students for this training. Please note that the training package is ready at the Ghada Environmental Association.

Director of the Center for Sustainable Development

The request, which is a directive act, does not come from the center, but from another party (the Ghada Environmental Association), which represents one aspects of the solidarity dimension outside the university, acting as an agent in achieving development rather than being a passive recipient. This is an indication of the center’s role in coordination between the various parties. The coordinating party, Centre for Sustainable Development, did not specify a specific student to carry out the task, but left the nomination decision to the recipient, and used the above forms of choice and politeness based on the principle of courtesy. Within the framework of this coordination effort, the discourse goes beyond the concept of intention that accompanies dialogue engagement processes and is represented by the principle of cooperation. Therefore, the letter directly addresses the goal by defining the target group (middle school students) and the type of training content (a ready-made training kit). This means that the role of the center goes beyond notification to directly achieving the goal.

The strategies of solidarity and guidance work alternate in another sample of discourse that aims at a direct and primary goal raising awareness about the international goals for sustainable development, and we represent it with the following model:

His Excellency Dean...

The Sustainable Development Center extends its best regards to you and would like to inform you that the Center is in the process of issuing awareness publications targeting more than one age group regarding awareness of the United Nations Sustainable Development Goals. Therefore, we suggest to Your Excellency that a booklet be issued for primary school students

in collaboration with the Center and the Design College, to be included as a part of the center's awareness content”

Director of the Center for Sustainable Development

We do not need to repeated phrases associated with the solidarity strategy. Instead, we go beyond it to the directive strategy in which the lexical act of a directive nature is promoted (suggestion). This is then mitigated by confirming that the proposed action is a shared responsibility between the center represented by the speaker and the deanship represented by the addressee (cooperation between the center and the College of Designs). It is clear that the intended action is not to be accomplished within the framework of a general desire or intention but is part of a specific action plan (the center is in the process of issuing awareness publications targeting more than one age group regarding awareness of the United Nations Sustainable Development Goals). Therefore, the required contribution represents a link in this plan (Accordingly, we suggest to Your Excellency that a booklet be issued for primary school students in collaboration with the Center and the Design College, to be included as a part of the center's awareness content).

It was previously stated that the goal depends on the intention, and that the forms of this intention are actually achieved in the model under analysis. This is become evident if we reread the sample considering the pragmatics' division of the speech act into three types .

The first: The saying or verbal act (locutionary act) which is achieved by the act of correspondence in the previous model.

The second: The action included in the statement (illocutionary act), which is represented in the directive forms included in the model in order to achieve the goals. The first action is merely a statement, while the second is an action within a statement.

Third: The action resulting from the speech (perlocutionary act) which is the effect produced by the performativity act has on the addressee, and it includes whether acceptance, reaction or procrastination. It has been demonstrated that the Center for Sustainable Development has already completed, together with the College of Design, booklets targeting the aforementioned age group .

The awareness dimension is of great importance in the center's work as it is the foundation upon which all work is built. Development thought is a continuously renewed mindset that is expected to confront the emerging obstacles. Therefore, a significant focus is given on organizing workshops to introduce all forms of sustainable development. The minutes of Permanent Committee of the Center for Sustainable Development have recorded a number of these workshops, including examples such as “Sustainability and Smart Planning for Health Projects,” “Making Use of Leftover Food at Home,” and “Sustainability in projects”. In addition, there are lectures in which committee members participated outside the university . It is clear from the above that awareness discourse is not limited to academic discourse and is not only effective for a specific group. Attention has been given to different age groups as well as using various occasions for awareness purposes. An example of using global events is this model of speeches that carry a simple format with achievement goals.

“His Excellency..... / May God protect him

In conjunction with World Engineering Day, the Center for Sustainable Development, in cooperation with the College of Engineering at Qassim University, is pleased to invite you to attend an introductory workshop entitled (environmental and engineering legislation in the Kingdom and Qassim University’s concerns with sustainability)

Director of the Center for Sustainable Development ”

It is a general speech that carries actionable verbal statements from executives and includes an expressive behavioral element which does not match the content of the statement. However, it indicates an expectation for participation and interaction with the introductory workshop. All of this was accompanied by a common interest in what was going on in the world as the workshop coincides with World Engineering Day and its topic relates to environmental and engineering legislation as well as the university’s interest in sustainability issues.

In the previous models, we presented letters where the speaker in the conversational relationship is the center of sustainable development. We now present a different model in which the center is the addressee as given in the following letter:

“His Excellency the Director of the Center for Sustainable Development at Qassim University

In reference to the directives of His Royal Highness, the Emir of the Qassim Region, regarding “Green Land of Qassim” initiative, and the National Water Company’s adoption of establishing and cultivating Buraidah Oasis, in alignment with Saudi green goal.

We kindly request that you direct the specialists to conduct a soil test and analysis, and to provide us with the results...

Director of Environmental Management, Northern Sector "

We have noted the Kingdom adoption of the UN initiative in alignment with its vision 2030. This is reflected in the directives of His Royal Highness the Emire of the Qassim Region, particularly in the adoption of “the green Qassim land” project. This project aligns with the UN initiative under goal 11 “sustainable cities and communities”. This can be achieved through quality education, which goes beyond the traditional educational exchange between teacher and student, to the broader impact of education on community development. The quality education and sustainability at Qassim Universiyt has driven the responsible entity (for establishing and cultivating the Buridah Oasis) to develop a communicative relationship within the framework of institutional collaboration for local community advancement. This communicative relationship mirrors the previous model of integrating solidarity and directive strategies with a clear message. Preceding this is a strategy of reverence and respect in institutional communication.

To summarize, it can be said that the first type of discourse reveals the “mandatory phase” undertaken by the Center for Sustainability Development as the executive authority responsible for achieving comprehensive sustainability, beginning with quality education. Awareness of the integration of various entities resulted in a collaborative relationship at the level of discourse

analysis which extends to a directive one representing the actual management required to achieve the desired goal.

The second type: A comprehensive meta-discourse focusing on major achievements and their impacts

The educational discourse in the second type is promoted by general reports prepared by the Center for Sustainable Development. The researchers reviewed a number of these reports, such as: the annual report on the Center's progress and achievement from 2017 to 2020, the annual report for the year 2022-2023, the green curriculum initiative report, and models of the Center's meetings. All of these confirm what is indicated by the educational discourse of the first type, as it shifted from the act of saying to the action resulting from the speech. There is no way to reveal the accomplished tasks in this speech except by placing it in front of the general goal adopted by the Center for Sustainable Development (and the university's pursuit of national leadership in integrating sustainability concepts into education programs), which makes us present it according to this plan:



It can be noted that there is a strong connection between educational programs and what is stated in the educational discourse, and with several goals, for example:

1- Establishing partnerships to achieve goals:

There are many models, such as: Ghada Environmental Association, the General Authority for Statistics, the National Center for Vegetation Development and Combating Desertification, and Al Rajhi Bank.

2- Clean water and sanitation:

Water pollution is a major obstacle to development. Environmental pollution is defined as “the introduction of chemical, radioactive, or biological materials or elements that are harmful to the hydrosphere and its vital components .” It is a general definition that includes all forms of pollution. What the university did was monitoring the actual reality in the local environment. It is represented by the university's water and sewage treatment plant, and the report showed statistical development for the years (2021-2023), in which the problems and treatment methods were explained .

3--Sustainable cities and communities:

City development has occupied a large area of sustainability concerns as it is the incubator of all forms of development, and a team of researchers has moved to discuss the humanization of cities. That is, “rehabilitating urban roads in accordance with societal and humanitarian considerations such as making the streets pedestrian-friendly, expanding public gardens, parks, and squares designated for pedestrians and the disabled, and improving environmental management .” Reports showed that the leadership paid attention to these aspects in Qassim Region and the slogan of Qassim land being green. The university has provided many of these methods, and the focus can be on tree planting at the university according to a strategic plan adopted by the university. The university's role in creating the green oasis of Buraidah was previously mentioned .

In general, it can be stated that the two types of discourse complement each other in revealing the role that good education plays in achieving comprehensive, sustainable development, and in an effective partnership that promotes the achievement of sustainability in the Saudi community.

Results:

1-The nature of educational discourse is based on the functions assigned to it.

2- Distinguishing between the limited concept of educational discourse within the educational institution and the comprehensiveness of the concept of educational discourse.

3- The educational discourse - within the framework of the concepts of sustainability - is teleological in nature, with declared goals that are awaiting achievement.

4-Sustainability of education: Comprehensiveness through which all other forms of sustainability can be achieved.

5- Qassim University declared itself as a sustainable university within the framework of the Kingdom of Saudi Arabia's 2030 Vision, a vision compatible with the international concepts of sustainability.

6- The Center for Sustainable Development at Qassim University has achieved a development role as the executive body.

7- The study distinguished between two discourses of the Center for Sustainable Development in its pursuit of achieving its goals: a discourse with simple wording, and a meta-discourse concerned with major achievement tasks.

8- The Center for Sustainable Development reports on many forms of comprehensive sustainability, starting from good education, such as establishing partnerships, clean water and sanitation, and building sustainable cities and local communities.

Acknowledgement: The authors gratefully acknowledge, Qassim University represented by the Deanship of Graduate Studies and Scientific Research, on the financial support for this research under the number 2023-SDG- 1 -HSRC-37196 during the academic year 1445 AH / 2023 AD.

WORKS CITED

- Al-Ajami, F., B., S. (2024). Trends in discourse analysis between linguistic research and philosophical research. *Tatris Magazine, Academy of Arab Poetry, Taif*, 2.
- Al-Baridi, A.B., A. (2015). *Sustainable development: An integrative introduction to the concepts of sustainability and its applications, with a focus on the Arab world*. Obeikan Publishing, Riyadh.
- Al-Gharabawi, S.A. (2020). *Sustainable development between social and economic development frameworks and its relationship to human resources*. Dar Al-Fikr Al-Arabi, Alexandria.
- Al-Kurdi, A., R. (2020). *Critical discourse analysis*. Levant Center for Cultural Studies and Publishing, Alexandria.
- Ali, A.Y. (2009). *The authority and function of language*. Research Papers of the Fourth International Conference of the Department of Educational Fundamentals - Education Systems in Arab Countries, Transgressions and Hope, Zagazig University.
- Ali, M., M., Y. (2016). *Discourse analysis and transcending meaning towards building a theory of paths and goals*. Dar Treasures of Knowledge, Jordan.
- Al-Otaibi, W. (2023). *Education and economic growth in the Kingdom of Saudi Arabia during the period from (2000-2020)*. *Journal of Educational and Psychological Sciences*, 7, 44, Arab Foundation for Research and Publishing, Palestine.
- Al-Shehri, A., H., B., D. (2015). *Discourse strategies: A pragmatic linguistic approach*. Dar Treasures of Knowledge, Jordan, 2nd edition, 2015 AD.
- Ayyad, N., B. (2001). *The Concept of Educational, Scientific, and University Discourse*. *Al-Tabyen Journal*, 17.
- Otero, X., Santos-Estevéz, M., Yousif, E., & Abadía, M. F. (2023). Images on stone in sharjah emirate and reverse engineering technologies. *Rock Art Research: The Journal of the Australian Rock Art Research Association (AURA)*, 40(1), 45-56.
- Nguyen Thanh Hai, & Nguyen Thuy Duong. (2024). An Improved Environmental Management Model for Assuring Energy and Economic Prosperity. *Acta Innovations*, 52, 9-18. <https://doi.org/10.62441/ActaInnovations.52.2>
- Girish N. Desai, Jagadish H. Patil, Umesh B. Deshannavar, & Prasad G. Hegde. (2024). Production of Fuel Oil from Waste Low Density Polyethylene and its Blends on Engine Performance Characteristics . *Metallurgical and Materials Engineering*, 30(2), 57-70. <https://doi.org/10.56801/MME1067>
- Shakhobiddin M. Turdimetov, Mokhinur M. Musurmanova, Maftuna D. Urazalieva, Zarina A. Khudayberdieva, Nasiba Y. Esanbayeva, & Dildora E Xo'jabekova. (2024). MORPHOLOGICAL FEATURES OF MIRZACHOL OASIS SOILS AND THEIR CHANGES. *ACTA INNOVATIONS*, 52, 1-8. <https://doi.org/10.62441/ActaInnovations.52.1>

- Yuliya Lakew, & Ulrika Olausson. (2023). When We Don't Want to Know More: Information Sufficiency and the Case of Swedish Flood Risks. *Journal of International Crisis and Risk Communication Research* , 6(1), 65-90. Retrieved from <https://jicrcr.com/index.php/jicrcr/article/view/73>
- Szykulski, J., Miazga, B., & Wanot, J. (2024). Rock Painting Within Southern Peru in The Context of Physicochemical Analysis of Pigments. *Rock Art Research: The Journal of the Australian Rock Art Research Association (AURA)*, 41(1), 5-27.
- Mashaal Nasser Ayed Al-Dosari, & Mohamed Sayed Abdellatif. (2024). The Environmental Awareness Level Among Saudi Women And Its Relationship To Sustainable Thinking. *Acta Innovations*, 52, 28-42. <https://doi.org/10.62441/ActaInnovations.52.4>
- Kehinde, S. I., Moses, C., Borishade, T., Busola, S. I., Adubor, N., Obembe, N., & Asemota, F. (2023). Evolution and innovation of hedge fund strategies: a systematic review of literature and framework for future research. *Acta Innovations*, 50,3, pp.29-40. <https://doi.org/10.62441/ActaInnovations.52.4>
- Andreas Schwarz, Deanna D. Sellnow, Timothy D. Sellnow, & Lakelyn E. Taylor. (2024). Instructional Risk and Crisis Communication at Higher Education Institutions during COVID-19: Insights from Practitioners in the Global South and North. *Journal of International Crisis and Risk Communication Research* , 7(1), 1-47. <https://doi.org/10.56801/jicrcr.V7.i1.1>
- Sosa-Alonso, P. J. (2023). Image analysis and treatment for the detection of petroglyphs and their superimpositions: Rediscovering rock art in the Balos Ravine, Gran Canaria Island. *Rock Art Research: The Journal of the Australian Rock Art Research Association (AURA)*, 40(2), 121-130.
- Tyler G. Page, & David E. Clementson. (2023). The Power of Style: Sincerity's influence on Reputation. *Journal of International Crisis and Risk Communication Research* , 6(2), 4-29. Retrieved from <https://jicrcr.com/index.php/jicrcr/article/view/98>
- Dictionary of Discourse Analysis (2008). Supervised by Charudo and Mengno & translated by Al-Muhairi, A. & Samoud, H. Sinatra Publishing House - National Center for Translation, Tunisia.
- Hajjaj, A.H. (1989). *Our Common Future*. Prepared by the World Commission on Environment and Development. Translated by Muhammad, K.A. & reviewed by World of Knowledge Series (142). National Council for Culture, Arts and Letters, Kuwait.
- Khatam, J. (2016). *Pragmatics, its origins and trends*. Dar Treasures of Knowledge, Jordan.
- Muschler, J., & Ripoll, A. (2010). *Encyclopedic dictionary of pragmatics*. Translation supervised by Ezzedine Al-Majdoub, Sinatra House Publications - National Center for Translation, Tunisia.
- Okasha, M. (2013). *Pragmatic Linguistic Theory: A study of concepts, origins and principles*, Library of Arts, Cairo.
- Salama, R. (2006). *Sustainable development: Development of the concept from the point of view of the United Nations. The Third Arab Forum for Education - Education and Sustainable Education in the Arab World*, Beirut.
- Zaid, I., A., & others (2024). *Introductions to discourse analysis*. Al-Mutanabbi Library, Dammam.