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**TECHNICAL ENGLISH COURSE  
AS A TOOL TO RAISE AWARENESS  
ABOUT THE SUSTAINABLE DEVELOPMENT GOALS (SDGS)**

The role of higher education institutions on SDGs has gained importance as they raise the leaders, scientists, engineers, and architects of the future. If the learners' awareness about the SDGs is raised during their education, it will be possible for learners to gain key competences about the subject. In addition, the learners can take action in the communities to foster the sustainable practice.

Education for the sustainable development (ESD) is a key to achieving the 17 SDGs. Achieving SDGs require a collective action, which means that human beings are required to make changes in their life styles for a sustainable world. Education is a powerful means to creating such a change in the society. Considering Gen Z as the working force by 2030, it is necessary to raise their awareness about the 17 SDGs through education.

This research study aims to examine the effects of integrating the SDGs into a compulsory technical English course syllabus at the Faculty of Engineering. 45 students answered the survey at the beginning of the course which was conducted to see how much they knew about the 17 SDGs. The students at the end of the course were given a test how effective the course syllabus was in teaching the SDGs.

This English course is designed for third-year students at the Faculty of Engineering. The learning objectives of the course are aimed at enabling students to:

- explain themselves clearly;
- list the basic principles of technical writing;
- apply the principles of effective communication skills;
- analyze and present case studies related to the SDGs through engineering pitches;
- write case study reports related to SDGs accurately and fluently;
- apply critical thinking skills to suggest solutions to real-life problems based on the SDGs.

There are various teaching methods that were used: inquiry-based learning, collaborative learning, project-based learning, problem-based learning, and challenge-based learning. There is a list of the techniques: flipped teaching research, discussion, brainstorming, project development, and problem-solving.

The students are responsible for doing a kind of presentation called ‘engineering pitch’, which requires the students, as a pair or a group, to deliver a pitch about the solution they provide for a real-life problem related to one of the 17 SDGs they choose.

For example, for your English midterm, you will deliver a 5-6 minute “Engineering Shark Tank”. This task is inspired by the TV show Shark Tank, where entrepreneurs pitch their ideas to a panel of investors. Students will take on the role of an engineer pitching a solution to a real-life problem related to one of the SDGs. Type of work: presentation, duration: 2 weeks. By completing this task, students will be able to:

- demonstrate their abilities to communicate their ideas clearly and persuasively in English to a non-specialist audience;
- create solutions to a real-life problem to achieve the related SDGs.

The purpose of this study is to examine the effects of engineering pitches on raising learners' awareness about the SDGs.

The results pointed out that integrating the SDGs into the course syllabus through Kahoot, learning journals, and engineering pitches raised awareness about the SDGs, increasing their motivation related to their fields.