

EFFECTIVENESS OF A PROGRAM IN ENGLISH LANGUAGE ON ENVIRONMENTAL AWARENESS DEVELOPMENT

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ABSTRACT

Research work is directed to improve the environmental awareness through developing a program in English for prep-stage curricula. There has been a great deal of research work in the last few decades, devoted to environmental awareness that is achieved by environmental education. There should be an urgent need for using new strategies and methods for teaching environmental science to overcome environmental illitracy. The research is done through five steps. Results indicated the difference in the opinions of experts towards the environmental problems as well as their responses to environmental solutions and participation. There is obvious difference in students' scores in pre and post tests in the direction of the pre one. It was found out that teaching of the educational unit improved students' environmental awareness.

Keywords: *effectiveness; english language and environmental*

INTRODUCTION

The study has shown the importance of promoting environmental education into school curricula as it serves as the bottom line of environmental protection commitments. The fundamental issue of promoting environmental education involves improving attitudes towards the environment, clarifying the sense of value and modifying certain behaviors. "Live your life as if you might die tomorrow, but look after the Earth as if you might live forever" (Buchan, 1992). The environmental crisis that is facing the world today includes an extremely great number of problems. The continuous ignorance of these problems will result in the destruction of the earth, as humans know it now. The slogan "Think globally and act locally" as well as "think locally and act globally" applies even more today than it has in the past (Bacchus, 1996). A number of environmental trends are developing, according to Brown (1992) in *The State of the World*. He says; the protective ozone shield in heavily populated latitudes of the northern hemisphere is thinning twice as fast as scientists thought just a few years ago. A minimum of 140 plant and animal species are condemned to extinction each day. For this reason, the author has examined the English curricula for the prep-stage, but she has noticed that environmental education is poorly included in them. Therefore, the researcher has encouraged preparing a questionnaire for environmental and educational specialists about the most important environmental issues.

Statement of the problem:

The protection and preservation of our environment from various types of contaminations has become one of the most important issues in our contemporary world. The problem in this research is represented in: The insufficient concern with teaching environmental issues in school curricula that not only create environmentally literate citizenry but also, prepare students for responsible action and leadership in dealing with environmental problems now and in the future. For this reason, the author has examined the English curricula for the prep-stage, but she has noticed that environmental education is poorly included in them. Therefore, the author has encouraged preparing a questionnaire for environmental and educational specialists about the most important environmental issues. So, this research has the following purposes:

- 1) To explore major issues of environmental education during its beginning stages.
- 2) To examine environmental awareness and behavior of the pre-stage students
- 3) To develop an educational environmental program in the prep-stage English curricula.

MATERIAL AND METHODS

Participants:

Study sample consisted of two groups; each group was forty-one students.

Research questions:

The research question examined by the study is: How effective is the educational program on the development of knowledgeable achievement and environmental awareness and skills among prep-stage students?

Description of the Program:

The author developed an educational program depending on her survey of the English curricula of the prep stages; experience in teaching and the responses of experts and students. This unit titled "keeping the environment clean". It was divided into five lessons. Pretests related to the environmental awareness level; developed to establish student's knowledge level and skills. Before teaching the unit, these pretests were answered by participants. Afterwards, the same educational unit covering environmental information and issues applied to experimental group only. The posttests were administrated to the two groups.

Hypotheses:

This research was also developed to provide the necessary data to test the following four null hypotheses.

The first hypothesis:

There are no statistically significant differences between the mean scores of control group students and the experimental group students in the pre application for educational achievement test (EAT) skills test and environmental awareness measure (EAM).

The second hypothesis:

There are no statistically significant differences between the mean scores of control group students and the experimental group students in the post tests educational achievement test (EAT), skills test and environmental awareness measure (EAM) in favor of students of the experimental group.

The third hypothesis:

There are no statistically significant differences between the mean scores of students in the experimental group on pre and post applications of the educational achievement test (EAT), skills test and environmental awareness measure (EAM).

The fourth hypothesis:

There are no statistically significant differences between the mean scores of control group students on the pre and post applications of the educational achievement test (EAT), skills test and environmental awareness measure (EAM).

RESULTS AND DISCUSSION

The results showed that each mean scores of each test is closed in its self. Three tests are educational achievement; environmental awareness measure and skills test in comparisons between pre-tests of control and experimental groups as shown in Fig 1. That means; there are no statistically significant differences between the two groups in pre and posttests. These results ensured the first hypothesis. Overall, students' educational achievement improved significantly the environmental awareness and their skills attitude towards the environmental as shown in Fig 2. Therefore, the null second hypothesis (H_0) is refused and accepted the alternative theory (H_1). In discusion of third hypothesis, we found considerable and influential differences between scores of control and experimental groups in three posttests in compared with pretests as shown in Fig 3. We can accept the alternative theory (H_1). There are significant differences in post application in three tests applied in case of the forth hypoehess. This difference is due to the effectiveness of the application of the educational unit. And then validates the fourth hypothesis as shown in Fig 4.

According to the results of this study, the research question was answered. Briefly; students begin not only to collect the garbage, but they also categorize it (paper, glass, cans,...). They turn off the electricity and water when not in use. Students advise farmers to reduce or eliminate the use of chemicals in farms and fight the insects biological not chemically. They stop people who burn the garbage so that they can prevent air pollution.

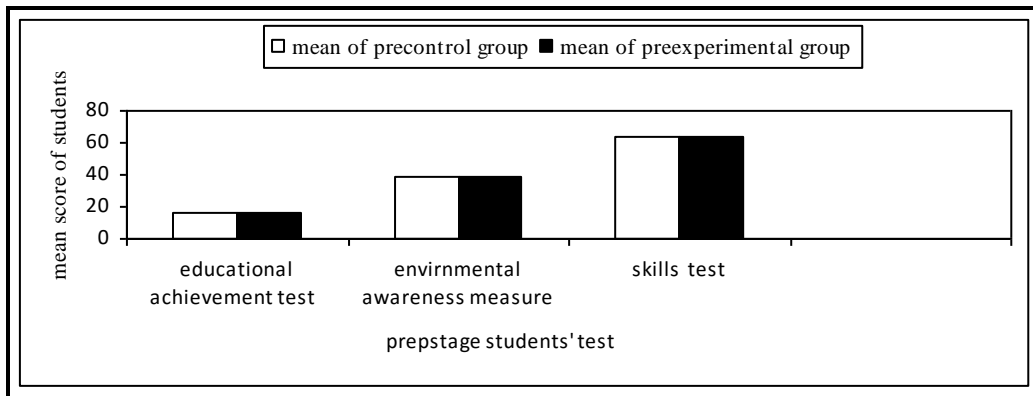


Fig. (1): Relationship between mean of students' score in pretests.

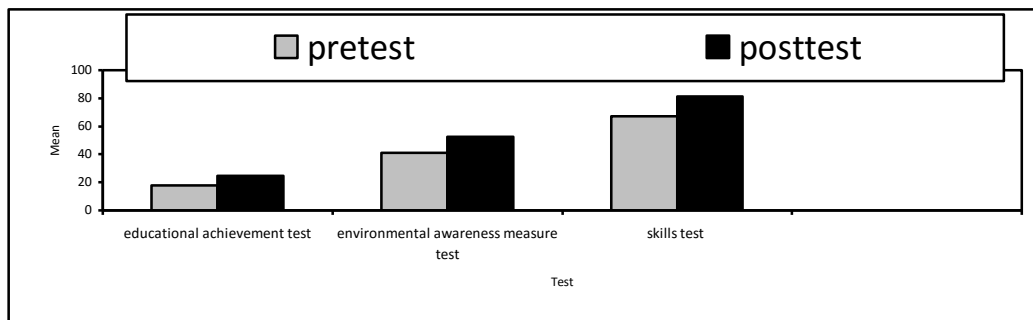


Fig. (2): Relationship between mean of students' score in posttests of educational achievement, environmental awareness measure and skills test.

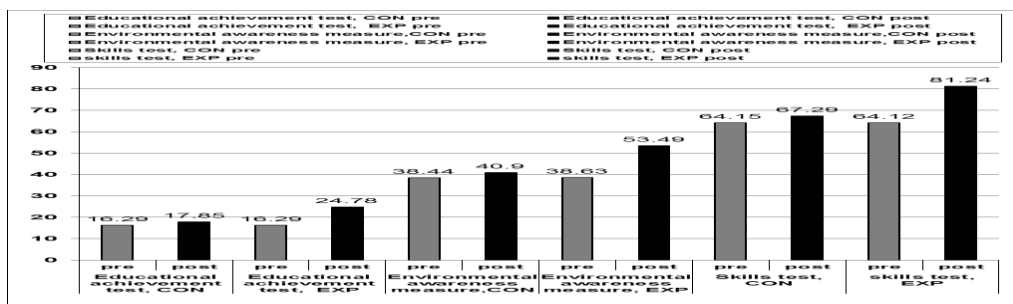


Fig. (3): Relationships between mean of students' score in pretests and posttests of educational achievement, environmental awareness measure and skills test.

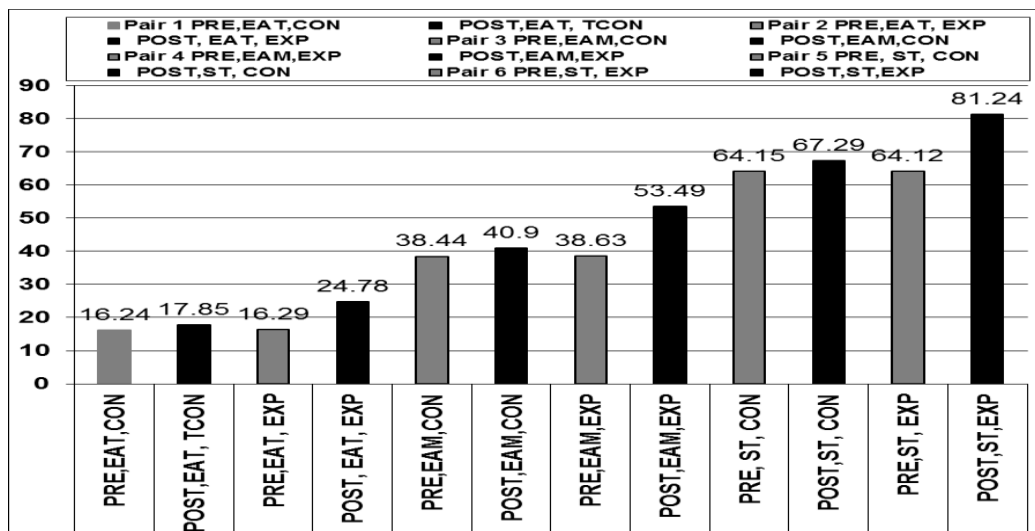


Fig. (4): Relationships between mean of students' score in pretests and posttests of educational achievement, environmental awareness measure and skills test.

CONCLUSION

Based on the major findings of the study, the following recommendations can be made for alternative policies in environmental education:

1. An urgent need for using new strategies and methods for teaching environmental science to overcome environmental illiteracy.
2. A great concern with involving environmental issues in schools curricula both as an independent course and as curricula infused into other courses.

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