

The Effectiveness of An English Language Program to Develop Al-Azhar Secondary School Students' Environmental Literacy in Light of Holy Quran and Sunnah

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Abstract

Environmental literacy results from education. Improving curricula has a great role in education reform. Our target is to develop Al-Azhar secondary schools' English curricula. The main purpose of this study is establishment of programs in educational curricula related with global trends lead to education reform in the right direction. The research is done through several steps. The first step is an analysis of English Al Azhar secondary stage curricula (Islamic Book) to evaluate its content of environmental concern. The second step is designing a questionnaire for environmental and educational specialists in order to select the best subjects for developing students' environmental literacy in light of Quran and Sunnah. The third step is measuring students' environmental literacy, attitudes and knowledge of environmental literacy in light of Quran and Sunnah. The fourth step is designing educational program consists of two units based on the last three steps. The fifth step is teaching this unit to the selected students and reevaluating their responses.

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 program improved students' environmental literacy in light of Quran and sunnah.

Key words: environmental literacy, educational program, Al Azhar curricula, secondary institutes and English, Quran and Sunnah

المخلص

يهدف هذا البحث إلى تحسين التنور البيئي في ضوء القرآن والسنة النبوية من خلال تصميم برنامج في مناهج اللغة الانجليزية للمرحلة الثانوية الازهرية. لقد استوحيت الفكرة من خلال خبرتي في تدريس اللغة الانجليزية لمدة خمسة عشرة عاما ومسح لمناهج اللغة الانجليزية للتأهوية الازهرية والتي من خلالها وجدت أن المناهج لا تشمل على معلومات كافية عن معظم المشكلات البيئية المهمة. ومن ثم فقد توصلت إلى انه يجب أن يكون هناك تركيزا من جانب العملية التعليمية على المشكلات البيئية وذلك من خلال برنامج تعليمي مؤثر ذو فعالية قوية. لقد كرست الكثير من الدراسات السابقة في العقود القليلة الماضية جهودها الي تحقيق التنور البيئي من خلال التعليم.

دللت النتائج علي تحسن مستوي الطلاب الاتجاهي والوعوي والتحصيلي التربوي بعد تدريس البرنامج الدراسي السابق اعداده عن طريق الباحث. حيث تم تطبيق النظريات الفرضية المقترحة خلال الدراسة. واتضح انه لا توجد

فروق ذات دلالة احصائية بين متوسطي درجات طلاب المجموعة الضابطة والمجموعة التجريبية في التطبيق القبلي للاختبار التحصيلي واختبار مقياس الاتجاهات البيئية ومقياس التنور البيئي. كما توجد فروق ذات دلالة احصائية بين متوسطي درجات طلاب المجموعة الضابطة والمجموعة التجريبية في التطبيق البعدي للاختبار التحصيلي واختبار مقياس الاتجاهات البيئية ومقياس التنور البيئي لصالح طلاب المجموعة التجريبية. كذلك توجد فروق ذات دلالة احصائية بين متوسطي درجات طلاب المجموعة التجريبية في التطبيق القبلي والبعدي للاختبار التحصيلي واختبار مقياس الاتجاهات البيئية ومقياس التنور البيئي لصالح التطبيق البعدي. وفي النهاية توجد فروق ذات دلالة احصائية بين متوسطي درجات طلاب المجموعة الضابطة في التطبيق القبلي والبعدي للاختبار التحصيلي واختبار الاتجاهات نحو الوعي البيئي ومقياس الوعي البيئي لصالح التطبيق البعدي.

لقد أوضحت الدراسة أهمية تعزيز التربية البيئية في المناهج المدرسية. حيث أنها تمثل خط الدفاع الأساسي في حماية البيئة وخاصة الاستدلال بالقرآن والسنة. وأخيرا ، نوصي بضرورة دمج التربية البيئية في المجتمعات المحلية في كل المناهج التربوية في ضوء القرآن والسنة النبوية لمقابلة احتياجات الموارد البشرية في مجال الدعوة الإسلامية داخليا وخارجيا لتحقيق الوعي والتنور البيئي مع خلق جيل ذو كفاءة لصنع القرار في المستقبل القريب.

كلمات الدالة : التنور البيئي - البرامج التعليمية- البرمجيات الازهرية- المعاهد الازهرية والثانوية-القرآن والسنة

Introduction

The world is facing a number of social, economic, and environmental issues resulting from interactions of human activities with the global ecosystem. Environmental education, as a blueprint for the future, emerged in the 1970s in recognition of the rapidly escalating deterioration of the environment. It is now a part of education around the world, as human damage to the environment has become a major international issue. In the Egyptian education system, from the primary to secondary levels, students are introduced to environmental issues through a range of core subjects. The content of curricula affect directly as well as on long run on the behavior and skills of students

The Islamic perspective on the environment rests on the belief that Allah (swt) is the Creator and Sustainer of the universe. The whole universe along with all of its factors has been created with perfect wisdom (*hikmah*). The number, quantity, and quality of these factors are precisely determined by the divine plan. Each factor plays its ordained role, and everything created by Allah has a just purpose that must be fulfilled, where nothing is permanent here; everything exists for a fixed period. Young people, the future decision makers, will be charged with important environmental issues, and in order to do so, it is imperative that they should be environmentally literate.

Allah has mocked the earth for man with all its natural resources clean. The relationship between man and the environment has evolved between positive and negative, and there have been no cumulative indicators in the environment indicating the weakness or collapse of the environment (**Babtain 16: 2002**). In spite of these environmental elements and the means given to man, the continuous and extensive pursuit of the elements of the environment has resulted in a biological and abiotic equilibrium in the environmental (**Abu Erad ١٠:٢٠٠٥**).

In reviewing the literature, the researcher found studies concerned with health and environmental risks in general. The study of (**Ashkar 2011**) indicated a low awareness of the dangers of agricultural chemicals in the students of the Faculty of Education. (**El**

Zahrani 2009) study in 2009 indicated the low awareness of students about the dangers of electronic waste. **Al-Otaibi study 2006**, which indicated the low level of environmental awareness of the risks of pollution inside the house and the study of **Babtain 2002** which have reached the other level of low environmental awareness of some health and environmental risks. **A study of Fiorino 1990**, which indicated, that many people are not aware of the environmental risks, so their attitudes were negative towards them.

There are some educational studies that focused on the analysis and evaluation of curriculum development in the light of environmental and health risks such as the study of **Helis 2010**, which developed books of health and environment to help students to face environmental and health risks. Some studies also aimed at building programs or activities to develop environmental awareness about health and environmental hazards such as **Zafer 2010 and Al-Hakimi 2004**. The results showed the effectiveness of these activities and programs in developing environmental awareness about environmental and health risks.

Islam urged to preserve the environment through the Holy Quran and Sunnah and the approach of the righteous advances. Holy Quran verses recommended keep the earth **(and do not mischief in the land spoilers) (Surat Al-Baqarah 60, Al Araf 74, Hood 85, Al Shoaraa 183 and el ankaboot 36)**.

As well as the text of the Quran on the most dangerous types of corruption is the destruction of plowing and offspring "and people you like to say in this life and God bears witness to what is in his heart and if he takes a quest in the land to destroy it and destroy plowing and offspring and God does not love corruption" **(Surat al-Baqarah 204)**

It is narrated from the hadeeth of the Noble Prophet (peace and blessings of Allaah be upon him) that he forbids corruption and corruption, and his call to preserve the water purely. **"Do not let one of you idle in stagnant water and then wash it."** Narrated by **al-Bukhaari**.

It was narrated that Abu Hurayrah (may Allaah be pleased with him) said: The Messenger of Allaah (peace and blessings of Allaah be upon him) said: **"When a man walks along a path he finds a branch of fine thorns, thank Allah for him"**.

Generally, there is a lack of environmental literacy studies. This lack is obviously appeared between Al-Azhar graduates. Although they are the advocates of Islam has to be interest in environmental issues and the keenness of Islam maintenance. This study is a type of survey research where the purpose is to describe environmentally literacy characteristics of Al Azhar secondary schools' English curricula based on Islamic perspectives in the light Holy Quran and Sunnah.

(Lee 2014; Segovia and Hardison 2009) tend to associate learner centred teaching with learners' readiness, which is made possible by careful preparation. Also, it seems that most of the learning activities are led by the teacher and that their attempts to assist the students in doing the tasks are, to a large extent, different ways of getting them to reproduce fixed language **(Nguyen 2007)**.

Statement of the Problem

The study tried to achieved the following aims:

- 1- To identify the reality of integrating environmental literacy in Al-Azhar Curriculum.
- 2- To determine the knowledge and skills required for Al-Azhar secondary school students in terms of environmental literacy.
- 3- To identify the basis of a an English language program aimed at the development of Al-Azhar secondary school students' environmental literacy in light of Holy Quran and Sunnah.
- 4- To develop a an English language program aimed at the development of Al-Azhar secondary school students' environmental literacy in light of Holy Quran and Sunnah.
- 5- To investigate the effectiveness of the suggested English language program in the development of Al-Azhar secondary school students' environmental literacy in light of Holy Quran and Sunnah?

Hypotheses of the study

In light of the questions of the study, the researcher tried to verify the following hypotheses:

- 1- There is no statistically significant difference between the average grades of the experimental group and control group students' in the post-administration to environmental literacy test.
- 2- There is no significant statistical difference between the average grades of the experimental group and control group students' in the post-administration to the environmental attitudes index.
- 3- There is no significant statistical difference between the average grades of the experimental group and control group students' in the post-administration to the educational knowledge achievement test.

Participants of the Study

The student population of the present study is Al Azhar secondary school students in Egypt.). On average, they join these schools when they are 15 years old and finish their 3-year study when they are 15-18 years old. A sample of randomly selected students in participated in the present study. A total number of 78 were divided into two groups: an experimental group (41 students), and a control group (37 students). Moreover, sixty students of nonparticipant in the main sample were surveyed in the pilot study.

Instruments of the study

The following instruments were utilized to collect data:

- 1- An environmental literacy test.
- 2- An environmental attitude measure.
- 3- An achievement test.

Limitations of the study

The present study is limited to the following limitations:

1. Place and human limitations: the empirical study has been conducted on a sample of Al Azhar secondary school students at El-Sharkia governorate, Egypt.
2. Time Limitations: the suggested program has been implemented within the period 2016-2017 of the academic year 2017.
3. Subject limitations: This study is limited to examine the effectiveness of the suggested English language program in the development of Al-Azhar secondary school students' environmental literacy in light of Holy Quran and Sunnah.

Definition of Terms

Environmental education

Environmental education is defined as the aspect of education that aids citizens in becoming environmentally knowledgeable, and above all, are skilled and dedicated citizens who are willing to work, individually and collectively, toward achieving and/or maintaining a dynamic equilibrium between the quality of life and the quality of the environment (Hungerford, Peyton, & Wilke, 1980, p. 44).

Environmental literacy

Environmental literacy can be viewed as a basic functional education for all people, which provides them with the elementary knowledge, skills and motives to cope with environmental needs and contribute to sustainable development (Roth, 1992, p. 23).

Curriculum program

In the early years of the 20th century, the traditional concepts held of the "curriculum is that it is a body of subjects or subject matter prepared by the teachers for the students to learn." It was synonymous to the "course of study" and "syllabus".(*Dewey, John 1902*). Thus, curriculum can be viewed as a field of study. It is made up of its foundations (philosophical, historical, psychological, and social foundations); domains of knowledge as well as its research theories and principles. Curriculum is taken as scholarly and theoretical. It is concerned with broad historical, philosophical and social issues and academics. (*Smith 1996*)

Al-Azhar secondary school students

Al-Azhar secondary school students are the students of the stage after the basic education stage and consists of the tenth to twelfth grade where the student's age is between 15-18 years.

Data Analysis , Results and Discussion

Validity of the Environmental literacy Test:

A - Face validity

The test was presented to a set of jury members with expertise to identify to what extent the test is subjectively viewed as covering the concept it purports to measure. They were asked express their opinions and observations about the test and its subjects in terms of the appropriateness of the items and dimensions to the subject of the study, its validity in the disclosure of the information targeted for the study, as well as in terms

of the interdependence of each individual with the dimension to which it falls, and the clarity of the statement and the integrity of its wording, by modifying the words or inappropriate deletion of them or add what they see fit paragraphs, Consideration of the test are included, and other than the experts deem appropriate, and it may, the researcher calculates the coefficient arbitrators agreement and the introduction of the criteria described in table (2). In light of the opinions of the arbitrators of the test, the researcher modified some of the vocabulary.

Table (2): The criterion of sentence

Ratio of agreement	Sentencing
accepted	Agreement ratio up 80%
modified	Agreement ratio 70-80%
canceled	Agreement ratio less 70%

Table (3): Percentage of agreement of the arbitrators on the terms of the test of environmental literacy

The dimension	Sentence No.	Repitation	percentage	Sentence No.	Repitation	percentage
First: Environmental Resources	١	٦	١٠٠	٢	٦	%١٠٠
	٣	٦	١٠٠	٤	٦	%١٠٠
	٥	٦	١٠٠	٦	٦	%١٠٠
	٧	٦	١٠٠	٨	٥	%٨٣,٣٣
	٩	٦	١٠٠	١٠	٦	%١٠٠
Second: Environmental Balance	١	٦	١٠٠	٢	٦	%١٠٠
	٣	٦	١٠٠	٤	٦	%١٠٠
	٥	٦	١٠٠	٦	٥	%٨٣,٣٣
	٧	٥	٨٣,٣٣	٨	٦	%١٠٠
	٩	٦	١٠٠	١٠	٦	%١٠٠
Third: Environmental problems	١	٦	١٠٠	٢	٦	%١٠٠
	٣	٦	١٠٠	٤	٦	%١٠٠
	٥	٦	١٠٠	٦	٥	%٨٣,٣٣
	٧	٦	١٠٠	٨	٦	%١٠٠
	٩	٦	١٠٠	١٠	٦	%١٠٠

B- The discriminate validity

The researcher calculated the discriminate validity of the test by arranging the total score of the sample of the verification of the psychometric characteristics of the questionnaire (n = 60) in descending order. The significance of the differences was

calculated between the mean scores of the highest quartile grades (N = 15). The lowest quartile is lower the score in grades (n = 15) using the "Man - Whitney" test as shown in Table (4).

Table (4): Man - Whitney test results to detect the discriminant power of the environmental literacy test using a discriminate validity method

The dimension	The highest quadrature (n=15)		The lowest quadrature (n=15)		Z	Statistical significance
	Average grade	Total grade	Average grade	Total grade		
First: Environmental Resources	٢٣	٣٩٠	٨	١٣٦	٥,٣٣ ٦	(٠,٠١)
Second: Environmental Balance	٢٣	٣٩٠	٨	١٣٦	٥,٢٠ ٢	(٠,٠١)
Third: Environmental problems	٢٣	٣٩٠	٨	١٣٦	٥,١٥ ٤	(٠,٠١)

Results presented in table (4) reveals that the dimensions of the test have the discriminatory force, where it was able to distinguish between the upper level and the lower level in grades as expressed by the significance of the value of "Z" calculated for the differences between the scores of the highest quartile and quartile quartile on the questionnaire (N = 15 each) ; Which gives good indication of the discriminatory ability of the test as a good indicator of honesty.

Second: Reliability of the test

A: Internal consistency of the test

The internal consistency of the test was calculated by calculating the correlation coefficients between the scores of the survey sample on the test terms and their total scores on the dimension to which they belong. Table (5), (6) show the results of the internal consistency of the test as follows:

Table (5) Correlation coefficients between the degree of each sentence and the total degree of each dimension of the test of environmental literacy

The dimension	Sentence No.	Correlation Coefficient	Statistical significance	Sentence No.	Correlation Coefficient	Statistical significance
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The dimension	Sentence No.	Correlation Coefficient	Statistical significance	Sentence No.	Correlation Coefficient	Statistical significance
First: Environmental Resources	١	٠,٥٦٩	(٠,٠١)	٢	٠,٥٤٧	(٠,٠١)
	٣	٠,٦٤٧	(٠,٠١)	٤	٠,٦١٩	(٠,٠١)
	٥	٠,٥٨٣	(٠,٠١)	٦	٠,٨٢٦	(٠,٠١)
	٧	٠,٦٦٧	(٠,٠١)	٨	٠,٨٨١	(٠,٠١)
	٩	٠,٦٥٤	(٠,٠١)	١٠	٠,٦٥٧	(٠,٠١)
Second: Environmental Balance	١	٠,٥٨٣	(٠,٠١)	٢	٠,٦٥٤	(٠,٠١)
	٣	٠,٦٦٧	(٠,٠١)	٤	٠,٧١٥	(٠,٠١)
	٥	٠,٦٥٣	(٠,٠١)	٦	٠,٧٧٦	(٠,٠١)
	٧	٠,٧٢٢	(٠,٠١)	٨	٠,٧١٢	(٠,٠١)
	٩	٠,٦٦٠	(٠,٠١)	١٠	٠,٦٦٧	(٠,٠١)
Third: Environmental problems	١	٠,٧٦٣	(٠,٠١)	٢	٠,٦١١	(٠,٠١)
	٣	٠,٧٨٥	(٠,٠١)	٤	٠,٦٥٧	(٠,٠١)
	٥	٠,٥٦٩	(٠,٠١)	٦	٠,٧٤٤	(٠,٠١)
	٧	٠,٦٦٧	(٠,٠١)	٨	٠,٧٩٠	(٠,٠١)
	٩	٠,٦٥٤	(٠,٠١)	١٠	٠,٧٢٨	(٠,٠١)

Table (6) Correlation coefficients between the degree of each dimension of the test and its total score.

The dimension	Correlation Coefficient	Statistical significance
First: Environmental Resources	٠,٨٣٦	(٠,٠١)
Second: Environmental Balance	٠,٧٧٥	(٠,٠١)
Third: Environmental problems	٠,٧١٦	(٠,٠١)

From the table (5), (6) we find that there are significant statistical correlation between the scores of the students of the survey sample to test the vocabulary of the test and the total score on the dimension to which they belong, all of them D. at the level of significance (0.01), which is an indicator of internal consistency.

B - Reliability test:

The test was validated using the test-retest method by applying it to the sample of non-participants in the basic sample of the study. The coefficient of correlation between the students' grades in the first and second application was calculated by a two-week

interval using " Pearson "(Ali Khatab, 2003), the results are as shown in the following table:

Table (7): Correlation coefficients between the first and second application of the test (n = 60)

The dimension	Correlation Coefficient	Statistical significance
First: Environmental Resources	٠,٧٠٤	(٠,٠١)
Second: Environmental Balance	٠,٦٨٩	(٠,٠١)
Third: Environmental problems	٠,٨١٩	(٠,٠١)
Total degree	٠,٧٨٥	(٠,٠١)

It is clear from the table that all correlation coefficients between students' scores in the first and second application of the questionnaire (as a total and as sub-dimensions) were positive and function at the mean level (0.01). The correlation coefficients ranged between (0.689) and (0.785) Indicating that the test has a high degree of reliability.

Second: Environmental attitude measure:

First: validity of scale

a-The face validity .

The validity of the test was calculated using the Face validity by presenting it to a group of arbitrators with the expertise to perform its arbitration. The judges have been briefed on the title of the study, its questions and objectives to express their views and observations about the scale, The appropriateness of the words and the dimensions of the subject of the study, and its validity in the disclosure of the information targeted for the study, as well as in terms of the interdependence of each individual by the dimension to which it falls, and the clarity of the statement and the integrity of its wording, by modifying the words or inappropriate deletion of them or add what they see fit paragraphs, Consider the scale of the scale, etc., which the experts deem appropriate

Table (8): Percentage of the agreement of the arbitrators on the items of the environmental attitude measure.

The dimension	Sentence No.	Repetition	Percentage	Sentence No.	Repetition	Percentage
Environmental Attitude Test	١	٦	%١٠٠	٢	٦	%١٠٠
	٣	٦	%١٠٠	٤	٦	%١٠٠
	٥	٦	%١٠٠	٦	٦	%١٠٠

	٧	٦	%١٠٠	٨	٥	%٨٣,٣٣
	٩	٦	%١٠٠	١٠	٦	%١٠٠
	١١	٥	%٨٣,٣٣	١٢	٦	%١٠٠
	١٣	٦	%١٠٠	١٤	٦	%١٠٠
	١٥	٦	%١٠٠	-	-	-

In light of the opinions of the arbitrators of the scale, the researcher modified some vocabularies.

B- The discriminate validity:

The researcher calculated the discriminate validity of the scale by arranging the total score of the sample of the verification of the psychometric characteristics of the questionnaire (n = 60) in descending order. The significance of the differences was calculated between the mean scores of the highest quadratic degrees, the highest point in the scores (N = 15) Lower the score in grades (n = 15) using the Mann-Whitney test as shown in Table (9).

Table (9): Man - Whitney test results to detect the discriminatory power of the environmental attitudes scale using the terminal comparison method

The dimension	The highest quadrature (n=15)		The lowest quadrature (n=15)		Z	Statistical significance
	Average grade	Total grade	Average grade	Total grade		
Environmental attitude measure	٢٣	٣٩٠	٨	١٣٦	٥,١١٦	(٠,٠١)

It is clear from the table (9) that the measure has the discriminant power, where it can distinguish between the upper and lower levels in the grades. The significance of the Z value for the differences between the scores of the highest and lowest quadratic groups on the scale (n = 15 each) Gives good indication of the discriminatory ability of the scale as a good indicator of honesty.

Second: Reliability of the scale:

A. Internal consistency of the scale:

The internal consistency of the scale was calculated by calculating the correlation coefficients between the scores of the sample of the survey sample on the terms of the scale and the total score of the scale. Table (10) shows the results of the internal consistency of the scale as follows:

Table (10) Correlation coefficients between the score of each statement and the total score of the environmental trends index

	Sentence No.	Correlation coefficient	Statistical significance	Sentence No.	Correlation coefficient	Statistical significance
Environmental attitude measure	١	٠,٥٨٩	(٠,٠١)	٢	٠,٥٩٧	(٠,٠١)
	٣	٠,٦٨٧	(٠,٠١)	٤	٠,٦٢٨	(٠,٠١)
	٥	٠,٥٨٣	(٠,٠١)	٦	٠,٧٢٦	(٠,٠١)
	٧	٠,٦٠٧	(٠,٠١)	٨	٠,٨٠١	(٠,٠١)
	٩	٠,٦٥٤	(٠,٠١)	١٠	٠,٧٣٧	(٠,٠١)
	١١	٠,٧٨٣	(٠,٠١)	١٢	٠,٦٦٤	(٠,٠١)
	١٣	٠,٦٦٧	(٠,٠١)	١٤	٠,٧٠٥	(٠,٠١)
	١٥	٠,٦٥٣	(٠,٠١)	-	-	-

From the table (10) we find that there are significant statistical correlations between the scores of the students of the survey sample of the scale on the vocabulary of the scale and the total score on the dimension to which they belong, all of them at the level of significance (0.01), which is an indicator of the internal consistency of the scale.

B - Reliability test:

The standard of measurement was verified using the test-retest method by applying it to non-participants in the basic sample of the study. The coefficient of correlation between students' scores in the first and second applications was calculated by a two-week interval using "simple correlation at Pearson "(Ali Khatab, 2003). The correlation coefficient (0.824), which is a high value and statistical function, indicates that the index has a high degree of reliability.

Third: Achievement test:

First: The validity of the test:

A - Face validity:

The validity of the test was calculated using the face validity by presenting it to a group of arbitrators with the expertise and expertise to perform the arbitration. The judges are informed of the title of the study, its questions and objectives, to express their opinions and observations about the test and its subjects and terms in terms of the appropriateness of the words and the dimensions of the subject of the study, and its validity in the disclosure of the information targeted for the study, as well as in terms of the interdependence of each individual with the dimension to which it falls, and the clarity of the statement and the integrity of its wording, by modifying the words or

inappropriate deletion of them or add what they see fit paragraphs, Consideration of the test are included, and other than the experts deem appropriate, and it may, the researcher calculates the coefficient arbitrators agreement and the introduction of the criteria described in the Table: (11)

Table (11): The criterion of sentence

Ratio of agreement	Sentencing
accepted	Agreement ratio up 80%
modified	Agreement ratio 70-80%
canceled	Agreement ratio less 70%

Table (12): Percentage of agreement of the arbitrators on the terms of the achievement test

The dimension	Sentence No.	Repetition	percentage	Sentence No.	Repetition	percentage
First group of questions	١	٦	١٠٠	٢	٦	%١٠٠
	٣	٦	١٠٠	٤	٦	%١٠٠
	٥	٥	%٨٣,٣٣	٦	٦	%١٠٠
	٧	٦	١٠٠	٨	٥	%٨٣,٣٣
	٩	٦	١٠٠	١٠	٦	%١٠٠
Second group of questions	١	٦	١٠٠	٨٣,٣٣	٥	٨٣,٣٣
	٣	٥	٨٣,٣٣	٤	٦	%١٠٠
	٥	٦	١٠٠	٦	٦	%١٠٠
	٧	٦	١٠٠	٨	٦	%١٠٠
Third group of questions	١	٦	١٠٠	٢	٦	%١٠٠
	٣	٦	١٠٠	٤	٦	%١٠٠
	٥	٥	٨٣,٣٣	٦	6	%١٠٠
	٧	٦	١٠٠	-	-	-

In light of the opinions of the arbitrators of the test, the researcher modified some of the vocabulary.

B- The discriminate validity:

The researcher calculated the discriminate validity of the test by arranging the total score of the sample of the verification of the psychometric characteristics of the questionnaire (n = 60) in descending order. The significance of the differences was calculated between the mean scores of the highest quartile grades (N = 15). The lowest quartile is lower the score in grades (n = 15) using the "Man - Whitney" test as shown in Table (13).

Table (13): Man - Whitney test results to detect the discriminant power of the achievement test using a discriminate validity method

The dimension	The highest quadrature (n=15)		The lowest quadrature (n=15)		Z	Statistical significance
	Average grade	Total grade	Average grade	Total grade		
First group of questions	48	776	16	276	5.124	(, ,)
Second group of questions	48	776	16	276	5.236	(, ,)
Third group of questions	48	776	16	276	٥,١٠٤	(, ,)

It is clear from the table (13) that the dimensions of the test have the discriminatory force, where it was able to distinguish between the upper level and the lower level in grades as expressed by the significance of the value of "Z" calculated for the differences between the scores of the highest quartile and quartile quartile on the test (N = 15 each) ; Which gives good indication of the discriminatory ability of the test as a good indicator of honesty.

Second: Reliability of the test:

A: Internal consistency of the test:

The internal consistency of the test was calculated by calculating the correlation coefficients between the scores of the survey sample on the test terms and their total scores on the dimension to which they belong. Table (14), (15) show the results of the internal consistency of the test as follows:

Table (14) Correlation coefficients between the degree of each sentence and the total degree of each dimension of the achievement test

The dimension	Sentence No.	Correlation Coefficient	Statistical significance	Sentence No.	Correlation Coefficient	Statistical significance
First group of questions	١	٠,٦٦٢	(, ,)	٢	٠,٥٤٧	(, ,)
	٣	٠,٧٥٨	(, ,)	٤	٠,٦١٩	(, ,)
	٥	٠,٦٢٧	(, ,)	٦	٠,٤١٦	(, ,)
	٧	٠,٥٥٦	(, ,)	٨	٠,٨٨١	(, ,)
	٩	٠,٧٤٢	(, ,)	١٠	٠,٦٥٧	(, ,)
Second group	١	٠,٥٨٣	(, ,)	٢	٠,٦٥٤	(, ,)
	٣	٠,٦٦٣	(, ,)	٤	٠,٨١٥	(, ,)

The dimension	Sentence No.	Correlation Coefficient	Statistical significance	Sentence No.	Correlation Coefficient	Statistical significance
of questions	٥	٠,٨٢٦	(٠,٠١)	٦	٠,٧٧٦	(٠,٠١)
	٧	٠,٧٥٦	(٠,٠١)	٨	٠,٧١٢	(٠,٠١)
Third group of questions	١	٠,٦٦٩	(٠,٠١)	٢	٠,٨٩٥	(٠,٠١)
	٣	٠,٤٤٩	(٠,٠١)	٤	٠,٧٥٤	(٠,٠١)
	٥	٠,٩٠١	(٠,٠١)	٦	٠,٧٥٦	(٠,٠١)
	٧	٠,٧٧٨	(٠,٠١)	-	-	-

Table (15) Correlation coefficients between the degree of each dimension of the test and its total score.

The dimension	Correlation Coefficient	Statistical significance
First group of questions	٠,٩٠٦	(٠,٠١)
Second group of questions	٠,٧٤٥	(٠,٠١)
Third group of questions	٠,٨٣٦	(٠,٠١)

From the table (14), (15) we find that there are significant statistical correlation between the scores of the students of the survey sample to test the vocabulary of the test and the total score on the dimension to which they belong, all of them D. at the level of significance (0.01), which is an indicator of internal consistency.

B - Reliability test:

The test was validated using the test-retest method by applying it to the sample of non-participants in the basic sample of the study. The coefficient of correlation between the students' grades in the first and second application was calculated by a two-week interval using "Pearson "(Ali Khattab, 2003), the results are as shown in the following table:

Table (16): Correlation coefficients between the first and second application of the test (n = 60)

The dimension	Correlation Coefficient	Statistical significance
First group of questions	٠,٧٢٣	(٠,٠١)

The dimension	Correlation Coefficient	Statistical significance
Second group of questions	0,780	(0,01)
Third group of questions	0,906	(0,01)
Total degree	0,847	(0,01)

It is clear from the table that all correlation coefficients between students' scores in the first and second application of the test (as a total and as sub-dimensions) were positive and function at the mean level (0.01). The correlation coefficients ranged between (0.689) and (0.785) Indicating that the test has a high degree of reliability.

Fifth: Ensuring the equality of groups:

The researcher verified the parity of the experimental and control groups by conducting a T test for two independent samples using the Statistical Package for Social Sciences (SPSS) version 22, indicating that there were no statistically significant differences between the mean scores of the experimental and control groups in the application Tribal instruments for study on the equivalence

of totality. The results are as follows:

Results presented in table 19 show that:

- There were no statistically significant differences between the average scores of the experimental and control groups in the pre-application of the first dimension to the environmental literacy test.(environmental resources)
- There were no statistically significant differences between the average scores of the experimental and control groups in the pre-application of the second dimension to the environmental literacy test (environmental balance).
- There were no statistically significant differences between the average scores of the experimental and control groups in the pre-application of the third dimension of the environmental literacy test(environmental problems).
- There were no statistically significant differences between the average scores of the experimental and control groups in the pre application to environmental literacy test as a total.
- There were no statistically significant differences between the average scores of the experimental and control groups in the pre application of the environmental attitude scale.
- There were no statistically significant differences between the average scores of the experimental and control groups in the pre application of the educational knowledge achievement test.

These results indicate the equivalence between the experimental and control groups in the three dependent variables taken into account in the current study.

Table (17) T test results to indicate the differences between the average scores of

students in the pre-application to the environmental literacy test , the environmental attitude scale and educational achievement test.

The tool		Group	Number	Mean	Standard	Freedom	T value	Statistical significance
Environmental literacy test	First dimension Environmental resources	Experimental	41	4,976	1,230	76	0,900	Not statistically
		Control	37	4,703	1,288			
	Second dimension Environmental balance	Experimental	41	0,190	1,140	76	0,888	Not statistically
		Control	37	4,946	1,332			
	Third dimension Environmental problems	Experimental	41	4,488	1,468	76	0,070	Not statistically
		Control	37	4,014	1,039			
	Total degree	Experimental	41	14,709	1,983	76	0,994	Not statistically
		Control	37	14,162	2,421			
	Environmental attitude scale	Experimental	41	26,122	0,278	76	0,432	Not statistically
		Control	37	20,722	4,918			
Educational achievement test	Experimental	37	20,041	4,822	76	22,014	Not statistically	
	Control	41	07,061	7,067				

This study will increase the vocabularies of foreigners' communication. The knowledge of academic vocabulary is crucial for educational success, and recently there has been a push amongst teachers and researchers to assist students at the pretertiary level to develop their disciplinary literacy and understanding of how academic English varies across disciplines. Vocabulary is a vital component of educational success in both

first and second language contexts (Webb & Nation, 2017), and in English for Academic Purposes (EAP) pedagogical materials to facilitate instructed vocabulary acquisition have been the focus of much research; in particular, advanced methods have developed for producing corpus-informed wordlists (Gardner & Davies, 2014; Lei & Liu, 2016).

Conclusions: In the present study the attempt was made to investigate the effectiveness of the suggested English language program in the development of Al-Azhar secondary school students' environmental literacy in light of Holy Quran and Sunnah. The previous studies conducted on environmental literacy shows that study on this topic is still in its infancy. The present study in turn tries to fill in this gap by developing a suggested English language program for enhancing the teaching of environmental literacy for Al-Azhar secondary school students.

Recommendations: we recommended, the necessity of overlapping Islamic values with environmental education, awareness, literacy; in local community in all educational curricula to fulfill the needs of human resources, creating good decision makers and Advocates of Islam over all the worlds in the nearest future.

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