An Assessment of Undergraduate EFL Students' Level of Environmental Awareness at Koya University

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ABSTRACT

The growing environmental crises caused by climate change demands increased environmental awareness. One way to achieve this is through education. The aim of this study was assessing the environmental awareness of the undergraduate EFL students and suggesting the integration of environmental issues into language classes. The assessment involved 200 students of Koya University of the academic year 2024-2025 using a semi-structured questionnaire combining quantitative and qualitative questions. The quantitative data were analyzed descriptively using the SPSS software, while the qualitative data were categorized by number and percentage of responses for each question. The findings revealed that students generally exhibited positive environmental attitudes and practiced environmentally- friendly behaviours but at a moderate level. Concerning the university's environmental practices, the findings highlighted the need for better integration of environmental issues across the curricula and more extra-curricular environmental programs and activities with more student involvement. The qualitative results indicated the students' limited, superficial and fragmentary environmental knowledge but with positive attitudes to learn. In terms of gender differences, the female students demonstrated a slightly higher level of awareness and knowledge; however, the differences were not statistically significant. These outcomes emphasize the importance of integrating environmental issues into the university curricula and encouraging student-centered environmental activities. To this end, the study proposes strategies to incorporate environmental education into language classes, aiming to enhance students' knowledge and promote environmentally-responsible attitudes and behaviors in support of Koya University's Green University Initiative.

KEY WORDS: Assessment, Integration, Environmental Awareness, EFL Undergraduate Students, Koya University.

1. INTRODUCTION[1]

The current environmental problems are threatening our planet and its natural ecosystem. While some of the environmental problems like floods, hurricanes, drought, global warming, etc. are caused by natural factors, others like pollution, industrialization, overpopulation, deforestation, etc. are the results of unsustainable human activities and practices (Maurya et al. 2020, pp.2-3). These problems will consequently lead to profound negative impact on human health and well-being; therefore, environmental awareness has become a must and the community needs to be prepared to cope with these problems. One way to do this is through environmental education.

The field of environmental education emerged in the late 1960s and early 1970s due to the increased awareness about the risks of environmental degradation. The aim was to include environmental content into the education programs at all educational levels to raise public awareness about environmental problems (Gough, 1916, p.2).

Throughout the second half of the twentieth century, the United Nation's agencies have continuously worked on developing a wide range of educational programs and plans to protect the environment. Among those were UNESCO's and the United Nation's Environment Program (UNEP)'s efforts to raise students' awareness about the environment and the negative effects of human

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activities and practices on it (Dorn, 2020, p.85).

Effective environmental education, as stated by Ardoin, Bowers and Gaillarde, is not only the transfer of environmental knowledge, but it enhances environmental attitudes, values, behavior and knowledge and creates the chance for individuals and communities to work together and undertake positive environmental practices that protect the environment and improve its quality (2020, pp.1-2).This fact is also stressed by the UN Agenda 21 (1992), which states that "education is critical for promoting sustainable development and improving the capacity of the people to address environment and development issues" (p.320).

University students are the future driving force of the community and can bring about positive environmental changes by adopting environmentally-responsible and sustainable practices and by actively participating in and contributing to green projects (Rebell, 2023). This requires building their capacity in environmental issues and protection. However, students in general do not get enough environmental education in their classes because as stated by Cates (2022, p.77), the current education systems, do not adequately prepare students to cope with the current global environmental problems.

Feeling a strong sense of responsibility towards the environment, on 16th of May 2024, Koya University launched the Green University initiative, which comes within Pillar Seven of its Strategic Plan. The aim is to create a peaceful environmentally-friendly university. One of the objectives of the project is the promotion of awareness among staff and students (Koya University Strategic plan, 2023-2027, p.80). However, this project is at its initial stages; therefore, it needs cooperation from staff and students to prepare the ground for its implementation. One way to do this is by integrating environmental issues and protection into the curricula. This pilot study is a response to Koya University's initiative and call for a green university.

The study is limited to the students of the Department of English/ Faculty of Humanities and Social Sciences of Koya University. It aims to assess the EFL students' environmental attitudes, behaviours and knowledge and to examine their perception about integrating environmental issues into their language classes in addition to assessing their opinions about their university's environment-related practices. Based on the results, the study will come up with some recommendations concerning how to raise students' environmental awareness and encourage them to adopt environmentally- friendly practices. The study is an attempt to answer the following research questions:

1. What are the current levels of students' environmental awareness, including their attitudes, behaviours and knowledge?
2. What are their perceptions about integrating environmental issues into language classes?
3. How do students perceive their university's role in enhancing environmental issues and protection?
4. Are there any significant gender differences in relation to the above three questions?
5. What should be done to raise students' environmental awareness?

The significance of the study lies in the fact that such studies are few in Kurdistan Region in general and at Koya University in particular; therefore, it can pave the way for other environment-related studies while Koya University is embarking on its Green University initiative. The study also includes useful strategies on how to integrate environmental issues into language classes which can be of use to other FEL classes in the other faculties of Koya University and other universities in the Kurdistan Region. Furthermore, the study comes up with recommendations to the department and university on activities and programs that can help students acquire and improve their environmental knowledge and awareness.

2. LITERATURE REVIEW

2.1. Integrating Environmental Issues into Education

UNESCO's Education for Sustainable Development (ESD) (2017) states that "global issues – such as climate change – urgently require a shift in our lifestyles and a transformation of the way we think and act". This shift needs adopting new skills, values and attitudes to create more sustainable communities. It further calls educational institutions to consider this urgent need in their education systems by setting appropriate learning objectives, designing suitable learning contents, and introducing student-centered pedagogies (UNESCO 2017, P.1). Similarly, the UN Agenda 21 (1992) calls the relevant authorities to assist all schools to design environment-related programs and activities involving students and staff and to introduce innovative teaching methods for different educational settings (p.322). In this respect, Law no. (8) of (2008) Environmental Protection and Improvement in Kurdistan Region (KR) – chapter 2/article 3, item 3 states: "General and special educational and academic institutions in the region must insert environmental education programs in their curriculums in coordination with the Ministry" (Salih& Ali, 2015, p.7).

2.2. Previous Studies

Local and international studies on the outcomes of environmental education in different contexts have shown positive results. Some examples of such studies are mentioned below:

A study by Özdemir (2016) aimed at assessing the levels of environmental awareness of secondary school students in a number of public and private secondary

schools in Erbil governorate- Kurdistan Region -Iraq in which 250 randomly chosen students participated. The students were divided into two groups: the first group included 200 students, while the second included 50 students who participated in environmental activities in their schools. Data were collected through a questionnaire, including 15 environment- related items rated on a five-point Likert scale ranging from (Strongly Disagree to Strongly Agree) and were analyzed using the (SPSS) software. The findings revealed low level of environmental awareness among the respondents; however, the second group demonstrated better understanding and knowledge about environmental issues indicating that student involvement in environmental activities will increase their environmental awareness and knowledge.

Another study titled "Assessing Environmental Awareness of Students at the University of Sulaimani" was conducted by Hamaamin and Abdullah in 2019 aiming to assess the environmental consciousness among the students of Sulaimani University (KR-Iraq). The sample population contained 407 students of the same university who answered a set of 42 environment- related statements containing both positive and negative items with a five-point Likert scale ranging from (Strongly Agree to Strongly Disagree). The results showed a moderate level of environmental awareness among the students and a low level of the University's role in improving and raising environmental awareness. The study recommended adding an environment course to the University's curricula to raise student's environmental awareness more academically. It also suggested the inclusion of more practical environmental activities in the university's education program.

Mahanta and Sarkar (2025) conducted a study titled "Environmental Awareness Among Higher Education Students" aiming to assess the levels of awareness among undergraduate (UG) and postgraduate (PG) university students and to identify the difference in the level of awareness between UG - PG, male – female, rural -urban and Art - Science students. The sample population consisted of 50 UGs and 50 PGs from various departments of the University of Kalyani/ India. Data were collected through a questionnaire with a set of 30 questions with 4 options [options were not mentioned in the study]. The findings revealed that PG students were more aware than UG students, male students were more aware than female students, rural and urban students were equally aware, and Science students were more aware than Arts students. The study recommended raising environmental awareness by integrating environmental education into the university's curricula, teacher training, and extra-curricular activities.

This current study is similar to the above-mentioned studies in its aim to assess students' environmental awareness and its suggestion to integrate environmental issues into the education curricula; however, it

has been conducted in a different context with a different sample populationand with a different purpose, which is integrating environmental issues into English language classes and to this end introducing a number of strategies on how to do this which can be helpful for EFL teachers in general. The study also has made recommendations for the English Department and Koya University regarding how to raise their students' environmental consciousness and knowledge, which can benefit other English departments and universities. Furthermore, it advocates Koya University's Green University initiative.

2.3. Environmental Education in the EFL Context

The EFL classroom provides an ideal setting for helping students to connect with nature and to increase their environmental awareness because on the one hand, English language learning/teaching involves different skills such as listening, speaking, reading, writing and translation each of which can be utilized to provide students with environmental knowledge; on the other hand, the environment is a wide area which can provide language teachers with a wide range of authentic topics that can be integrated into the teaching of the different language skills. By linking the two, students will acquire environmental knowledge while enhancing their language skills. Furthermore, environmental issues provide a rich ground for the Academic Debate course, which is provided to all first-year students throughout Koya University and the KR universities, including the English departments. Teachers or students can choose different environmental topics for debates and presentations.

Hauschild, Poltavtchenko, and Stoller, (2012, p.3) suggest that integrating environmen¬tal education into the language classroom, increases students' interest in the current global issues, which might have a direct influence on their future lives. It also gives students the chance to participate in creating a healthy and sustainable world while enhancing their language and communication skills. Similarly, Kirova and Veselinovska (2011, p. 1221) point out that involving students in environmental activities will help them combine learning language skills and content with ethical values.

Incorporating environmental education in the teaching of English language will help students to develop critical thinking skills and abilities along with developing their language skills (Inoviska and Kirova, 2013, p. 1068) through engaging students in environment-related activities, such as research, analyzing information, evaluating evidence, group discussions and debates, case studies, project-based learning, hands-on experiments, and problem-solving activities (Liju, 2024,

p.162-164). Yu and Guo (2024, p.5) share a similar view and state that "integrating sustainability into English language teaching is not merely an educational trend but a necessary shift towards preparing students to be informed, responsible, and proactive global citizens".

A study by Kara was published in 2023 aimed to examine the effects of environment-oriented instruction on students' writing ability. The sample population consisted of 30 EFL learners of 18-24 age groups who studied at a private university in Erbil-Iraq in the academic year (2022-2023). Data were collected via writing exams lasting for 8 weeks. The participants were divided into two groups: a control group and an experimental group. The control group was exposed to traditional teaching while the experimental group's writing lessons were enriched with environmental topics. Data analysis was done using (SPSS 27) software and NVivo). The findings revealed that the experimental group increased ecological awareness while improving their writing capacity. Based on the results, the study suggested considering the integration of eco-friendly approaches into the teaching of writing on a global level.

Another study was conducted by Indriyani, Atmazaki and Ramadhan (2024) aiming to examine students' perspectives and attitudes towards the environment and integrating environmental education into the language learning process. Data were collected via a questionnaire including 29 questions to which 152 students responded. The results showed that most of the students practiced environmental protection behaviors and supported integrating environmental education into language classes.

In 2025 Davari et al. published a study to investigate Iranian English language teachers' perspectives on integrating environmental communication pedagogy into English textbooks. The sample population consisted of 15 high school teachers who were interviewed using a grounded theory approach to analyze their views on the benefits, challenges, and pedagogical implications of incorporating environmental themes into language teaching. The findings revealed that the teachers had a positive attitude towards the integration of environmental communication as, according to them, it improved environmental awareness and responsibility, encouraged collaborative learning among students and helped teachers adopt eco-centric identities.

The current study also strongly supports combining environmental content with teaching the English language skills to promote students' environmental awareness while developing language skills.

Finally, as pointed out by Cates (2003, p.44) "If our language students are truly to become socially responsible world citizens, then global issues and the four goals of global education (knowledge, skills, attitudes, and action) must appear explicitly in our language-teaching curriculum".

2.4. Strategies to Incorporate Environmental Issues into EFL Classes

Depending on the education system, environmental education can be integrated into the curriculum as an independent course or across the different courses of the curriculum. This study recommends incorporating environmental knowledge into the teaching of the different English language skills. However, as stated by Jacob and Cate (999, p.48), this does not mean that environmental education should be part of everyday class discussions but should become a consistent part of the English language teaching curriculum, referred to on a regular basis not on rare occasions. The following are some basic strategies that can help teachers to incorporate environmental issues into their language classes:

2.4.1. Setting clear objectives

Setting clear objectives focusing on a particular language structure or skill helps students understand the aim of the activity. For instance, an activity on air pollution can focus on practicing cause-effect structures like "because of" and "due to". Teachers can support this by providing a passage on pollution and guiding a discussion using these structures (EFL Café, 2024, p.5).

2.4.2. Selecting and adapting materials

EFL textbooks may contain environment-related content, but these may not match the students' needs and interests; therefore, teachers need to design their own materials or adapt others taken from sources like NGOs, governmental organizations, the media, and others (Jacob and Cates, 1999, p.50). Environmental science provides a wide range of real-world topics e.g. recycling, pollution, biodiversity and others; however, to be effective, these topics must be adapted to match the learning objectives and students' different language levels (Cates, 2013; Galloway & Uiterwyk, 2018).

Students can also be engaged in designing their own learning materials such as simplifying articles, recording songs, developing questionnaires, or doing research on local environmental topics. This will motivate them and increase their interest in the materials because the materials reflect their own backgrounds (Jacob and Cates, 1999, p.50; Nkwetisama, 2011, p. 116).

2.4.3. Integrating environmental content into the different language skills

Environmental issues can be incorporated into language classes by using a content-based approach (Jacobs, Lie and Amy, 2006; Cates 2003) because as Cates states, "compared to other subjects, language is more flexible in dealing with a variety of topics". These issues, according to her, can be integrated into the different language skills of listening, speaking, reading and writing, (2003, p.44).

(1) Listening and speaking skills

Environment-related listening and speaking activities create realistic contexts for students helping them to get involved in global issues while practicing communication skills (EFL Café, 2024, p.4). According to Vandergrift & Goh (2012), using authentic materials like environmental podcasts, documentaries and interviews for listening activities helps students listen to different accents and speed patterns and to understand spoken English in real contexts. For example, by listening to a podcast discussing a current environmental issue or an interview with an environmentalist and then answering some comprehension questions or summarizing the content, students can test their comprehension and practice their speaking skill (Cited in EFL Café, 2024, P.4).

With regard to speaking skills, environment-related class discussions and debates help students to exchange opinions and discuss solutions to environmental problems. For example, discussions on the causes and effects of deforestation can encourage students to state arguments, give evidence, and listen and respond to other students' opinions, which help them think critically and develop public speaking skills. Teachers can also organize group discussions by raising questions like "how can we reduce plastic waste?" or "What are the best ways to protect endangered species?". This helps students to feel more confident while expressing their ideas (EFL Café, 2024, pp. 11-12).

(2) Reading and writing skills

Integrating environmental content into reading, according to Day and Bamford (2002), can be done by engaging students in reading simplified environment-related texts followed by different comprehension strategies, such as summarizing, answering questions requiring critical thinking, scanning, and skimming (Cited in EFL café 2024, pp.12-13). Combining environmental content with language skills also helps students to acquire environment-related vocabulary terms and concepts, such as "sustainability," "ecosystem," "carbon footprint" and others. To better understand and retain the new vocabulary items, teachers can use visual aids, such as real-life examples, and pictures. The acquisition of the new vocabulary items can be reinforced through their repeated use in different language skills and activities or through word games, such as crossword puzzles (EFL Café, p.11).

Furthermore, involving students in writing about environmental problems will enhance their academic writing skills and encourage them to think critically to find solutions to such problems. It also makes students read relevant authentic materials to find out the necessary information. Writing tasks and assignments about environmental issues help students use environment-related vocabulary and grammatical structures (Setyowati et al., 2022, pp.24-25). Wring activities also help students to organize their ideas in a logical manner and develop arguments supported by evidence. Examples of writing tasks can be writing a persuasive essay on "Why Recycling Matters" or a report on "The Effects of Air Pollution" (EFL café 2024, p.11).

(3) Translation

Translating environmental texts, oral or written, is another skill in which students can acquire environmental knowledge while developing their language competence. According to Riad (2023, p.293), environmental texts often include technical terms, metaphors, and cultural nuances, requiring a multidisciplinary approach that combines linguistic, cultural, and environmental understanding. Siregar and Eka Umi Kalsum (2022, p.251) suggest that using a task-based approach to teach translation with environmental content helps students acquire new vocabulary and grammatical structures while expanding their environmental knowledge. It also helps them find translation strategies to deal with the difficult terms and translation problems they come across in the process (ibid, p.254).

(5) Extracurricular activities

Environmental knowledge can also be acquired through extracurricular activities, such as awareness conferences, speech competitions, and inviting guest lecturers (Cates, 2003); student involvement in projects like clean-up campaigns, tree planting, recycling programs, habitat restoration projects, and research on environmental topics (Elkjer, 2023); and community outreach projects such as skits, posters, web pages, and correspondence with organizations (Jacobs, Lie, & Amy, 2006, p. 15).

2.4.4. Teaching methods

Education for Sustainable Development (ESD) promotes student-centered, interactive learning, shifting teachers' role from knowledge providers to facilitators who help students to depend on themselves in finding out information and answers to questions (UNESCO, 2017, p.7; Nkwetisama, 2011, p.116). This shift makes teachers think of testing new teaching methods like using "class simulations and role-plays", which gives students the chance to practice the foreign language while exploring global issues (Cates,2003, p.45).

Nkwetisama (2011, p.114) suggests using effective student-centered teaching methods, such as content-based and task-based approaches. A content-based approach, according to Leaver and Stryker (1989, p269), is a communicative language teaching/learning approach based on content or subject matter, using authentic materials. A task-based approach, as defined by Siregar and Eka Umi Kalsum, is another communicative approach, helping students to interact spontaneously using the target language and learning from each other's experience and knowledge while developing self-

confidence (2022, pp. 252-253).

2.4.5. Assessment and feedback

Assessment tools, such as quizzes, comprehension checks for vocabulary and writing reflective essays are crucial to make sure that students have acquired both the language skill and the environmental content and to evaluate changes in their attitudes and behaviours. For example, after studying a unit on pollution, students could write an essay explaining "the impact of pollution on their local environment". Student self-assessments identifying their strengths and weaknesses and constant constructive feedback from teachers are essential to encourage achievements and make improvements (EFL Café, 2024, pp. 13–16(.

2.4.6. Teacher training

Training teachers on how to integrate environmental issues into language teaching is essential.This should include guidance on curriculum design, developing materials and activities, using assessment tools, and also helping teachers to increase environmental awareness and responsibility in the classroom (Asgher, Saleem, & Ilyas, 2021, p.708; Hamid, 2023, p.1135; Hasrina, Yanti & Kamarullah, 2025, p. 9461).

3. RESEARCH METHODOLOGY

3.1. Data collection

3.1.1. Participants of the study

The participants were selected using the convenience sampling technique. The sample included 200 undergraduate EFL students (84 males and 116 females stages1st -4th) of the Department of English/ Faculty of Humanities and Social Sciences of Koya University for the academic year (2024-2025). The table below shows the total number and percentage of the participants according to stage and gender:

stage	No. of Participants	Male No. & %	Female
First	56 (28%)	20 (35.71%)	36 (64.28%)
Second	42 (21%)	15 (35.71%)	27 (64.28%)
Third	45(22.5%)	24 (55.33%)	21(46.66%)
Fourth	57 (28%)	25(43.85%)	32(56.14%)
Total	**200 (100%)**	**84 (42%)**	**116 (58%)**

3.1.2. Data collection tool

Data were collected through a semi-structured questionnaire using a mixed method (quantitative and qualitative questions).

The questionnaire was intended to collect the following data:

1) The participants' personal information, including students' stage and gender;
2) The participants' attitudes towards the environment including their attitudes about integrating environmental issues into EFL classes;
3) The participants' environmental behaviours or practices;
4) The participants' opinions of their university's environmental practices;
5) The participants' environmental knowledge.

The quantitative data related to (item 2) above were rated on a five-point Likert Scale ranging from (Strongly Disagree to Strongly Agree). The data related to items 3 and 4 were rated on a five-point Likert scale ranging from (Never to Always), while the qualitative data related to assessing the students' environmental knowledge (item 5) were collected through open-ended questions.

3.1.3. Questionnaire design, validity and reliability

As a first step, the questionnaire was developed by the researcher based on her own experience and examining other environment-related questionnaires; later it was checked by a five-member jury with good experience in the field of research to assess its validity and then it was improved based on their feedback. The questionnaire was also translated into Kurdish so that students would easily understand the points and the students were given the freedom to answer the qualitative questions in Kurdish in case it was difficult to express themselves in English.

To further prove the validity and reliability of the questionnaire, the quantitative elements (i.e. categories 2, 3, and 4) underwent validity and reliability tests on a sample of (30) participants before distributing the questionnaires to the whole sample. To determine the validity, the Pearson correlation between each item and its respective dimension was calculated, and all items showed a statistically significant correlation with the overall dimensions. The items with no statistically significant value were removed from the questionnaire. To assess the reliability of the scale's dimensions, Cronbach's Alpha was utilized. The resulted Cronbach's Alpha values for each dimension were: Students' Attitude (0.789), Students' Behavior (0.824), and Students' Opinions about their University's Environmental Practices (0.821), all of which indicate high levels of reliability.

Prior to distributing the questionnaires to the participants to fill in, the purpose of gathering the information was explained to them and their oral consent was obtained.

3.2. Data analysis

The quantitative data were analyzed using the Statistical Package for the Social Sciences (SPSS) software to find out the mean and standard deviation (SD) for each item. The same procedure was followed to assess gender differences. An **independent sample t-test** was conducted for each item. A significance threshold of (**$p < 0.05$)** was used to determine significant gender differences.

For assessing students' environmental attitude, the questionnaire contained nine items, including positive and negative statements. For the purpose of analysis,

each of the five scales was given a value from (5-1). The scale was reversely-coded to reflect higher values for stronger disagreement and lower values for stronger agreement: *Strongly Disagree*=5, *Disagree*=4, *Not Sure*=3, *Agree*=2, and *Strongly Agree*=1.

To measure the students' environment- related behavior, the questionnaire included 8 positive items rated on a five-point Likert scale ranging from (Never- Always) with assigning a value from (1-5) to each scale: *Never=1, rarely=2, sometimes=3, Often=4 and Always=5*.

To assess the students' opinions about their university's environmental practices, the questionnaire included five positive items measured on a five-point Likert scale ranging from (Never - Always) with giving a value to each scale from (1-5): *Never=1, rarely=2, sometimes=3, Often=4 and Always=5*.

Finally, to assess the participant's environmental knowledge, the questionnaire contained five open-ended questions to which students provided answers based on their personal knowledge and experience. For a clearer and a more systematic analysis of the qualitative data, the participants' responses for each of the five questions were divided into sub-categories and tabulated by percentage, including gender differences. Later the total percentages for all the questions (except Q3[2]) were calculated by adding up the number of responses for each subcategory, dividing it by the total number of the participants (200) and dividing it by the number of the subcategories under each question. The same procedure was followed to obtain total percentages for males and females.

4. RESULTS

4.1. Participants' Attitude towards the Environment and its Protection

This category included 9 statements consisting of both positive and negative items:

1. Individual efforts to protect the environment are of no use.
2. Environmental issues are the government's responsibility; we as citizens cannot do anything about them.
3. Environmental issues should be integrated into the education curricula at all educational stages including university education.
4. Environmental issues are not so urgent compared to other global issues.
5. University students need to be made more aware of environmental issues and environmental protection.
6. Using renewable energy to produce electricity can help in avoiding negative environmental impact.
7. Leaking water tanks, pipes and taps do not have a significant environmental impact.
8. Dumping garbage in public places and on roads is something ordinary.
9. Reducing the use or non-use of disposable plastic bottles and bags can have a positive impact on the environment.

Items (1, 2, 4, 7, and 8) are negative and the students were logically supposed to choose either 'Strongly Disagree' or 'Disagree'; while items (3, 5, 6, and 9) are positive and the students were supposed to either 'Agree' or 'Strongly Agree' with them.

Note that:

-Mean values closer to 5 indicate stronger disagreement (with negative items);

-Lower means (≈1–2) = stronger agreement (with positive items);

-Standard deviations (SD) show variation among the responses (Higher SD = more varied opinions).

Table 1

Students' Attitudes towards the Environment

Item	Mean	SD
1	3.78	1.40
2	3.92	1.17
3	1.80	0.99
4	4.04	1.13
5	1.78	1.04
6	2.54	1.13
7	3.76	1.01
8	4.50	1.17
9	2.14	1.19
Total Average	3.14	1.14

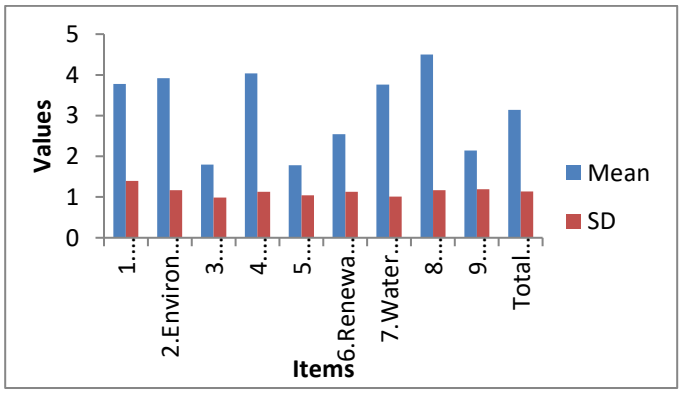

Figure 1

Students' Attitudes towards the Environment

As shown in Table (1), the negative items (1, 2, 4, 7, 8) have scored higher means (=higher disagreement rates) while the positive items (3, 5, 6, 9) have obtained lower means (=higher agreement rates). This indicates that, in general, the students have positive attitudes towards the environment.

[2] For questions 1, 2, 4 and 5 the number of responses has been considered because each student may have given more than one answer. But for Q3 each student has given one answer, so the number of responses is 200 divided into 3 categories: 1. correct/partially correct answers 2.wrong answers and 3.No answers with number and percentage for each category.

Among the negative statements, items 4 *Environmental issues are not urgent* and 8 *Dumping garbage in public places* have scored the highest means (4.04, SD=1.13 and 4.50, SD=1.17) respectively, which reveals that students are aware of the importance and urgency of environmental issues and are concerned about keeping the environment clean.

Moderate disagreement was observed on items 1 *Individual efforts are of no use* (M = 3.78, SD = 1.40), 2 *Environmental issues are the government's responsibility* (M= 3.92, SD= 1.7) and 7 *Leaking water tanks…do not have any significant impact* (M=3.76, SD=1.01) suggesting that most students have a moderate level of understanding about the importance of individual's and community's efforts and responsibility in protecting the environment and also moderate concern about water wastage.

Among the positive items, item 3 *integration of environmental issues into education* and item 5 *the need for raising students' awareness* have scored the lowest means (1.80, SD=0.99; 1.78, SD=1.04) respectively, indicating students' strong support for these statements. Item 6 related to *the use of renewable energy* has received a mid-range mean (M = 2.54, SD = 1.13), showing general agreement but with slightly varied responses. Item 9 about the *positive impact of reducing plastic use* has got a mean which is below average **(2.14, SD=1.19)** indicating that most of the students are aware of the negative impact of plastic on the environment. The moderate standard deviations across most items indicate moderate consistency of responses among the participants.

Gender Differences in Students' Environmental Attitudes

Table 2
Gender Differences in Students' Attitudes

Items	Male		Female		P-value
	Mean	SD	Mean	SD	
1	3.77	1.58	3.79	1.26	0.9263
2	3.80	1.21	4.01	1.15	0.2151
3	2.06	1.11	1.62	0.85	0.0029*
4	3.94	1.25	4.12	1.05	0.2825
5	1.85	1.19	1.74	0.92	0.5049
6	2.48	1.19	2.58	1.09	0.5380
7	3.60	1.14	3.87	0.90	0.0683
8	4.49	1.17	4.50	1.18	0.9436
9	2.13	1.21	2.13	1.21	0.9279
Total Average	**3.12**	**1.22**	**3.15**	**1.06**	

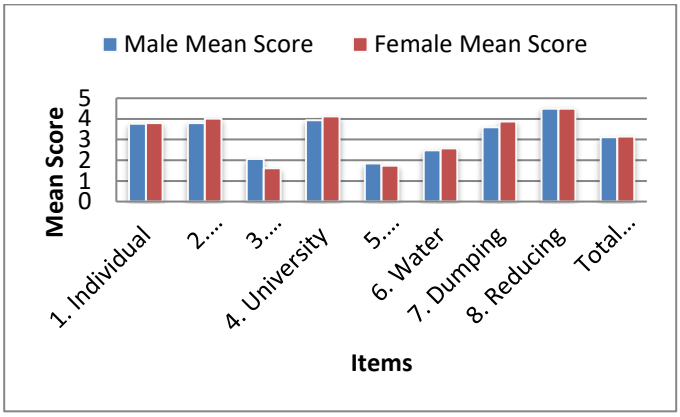

Figure 2
Gender Differences in students' Attitudes

As shown in Table (2), female students have reported a slightly higher level in most items but these differences are not statistically significant as the p-values exceed the 0.05 threshold. However**, Item 3** *integrating environmental issues into education*, shows a significant difference **(p = 0.0029).** Female students (Mean = 1.62, SD = 0.85) have showed stronger agreement with this item compared to male students (Mean = 2.06, SD = 1.11).

4.2. Students' Behaviour towards the Environment and its Protection

This category included 8 positive items rated on a five-point Likert scale (Never=1, Rarely=2, Sometimes=3, Often=4, Always =5):

1. After picnics, I collect the garbage in a bag and leave the place clean.
2. I switch off the lights and other electrical devices like TV, computer, etc. when not needed.
3. I keep the tap turned off while brushing my teeth or washing up.
4. I recycle waste paper and other used materials.
5. We, students, make sure that the lights and the data show are turned off at the end of classes.
6. I encourage my classmates and roommates to take care of the cleanliness of the classroom, department, university and dormitory.
7. We, students, leave the department and dormitory toilets clean after using them.
8. I like to participate in environmental protection activities like tree planting and clean-up campaigns.

Table 3
Students' Behaviour towards the Environment

Item	Mean	SD
1	4.30	1.00
2	4.06	0.90
3	3.81	1.26
4	2.56	1.07
5	3.64	1.33
6	3.37	1.28
7	4.32	0.91
8	3.77	1.23
Total Average	**3.73**	1.12

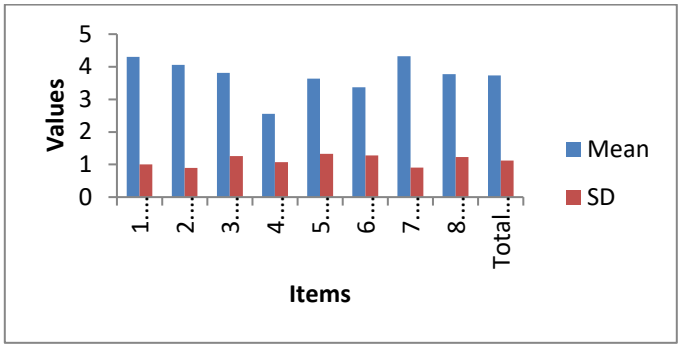

Figure (3) Students' Behaviour towards the Environment

As Table (3) above shows, the highest mean scores were recorded for item 1 *collecting garbage after picnics* (M = 4.30, SD = 0.98) and item 7 *students' care for cleanliness of shared toilets* (M = 4.32, SD = 0.91) showing high levels of students' concern about cleanliness of the environment and hygiene. Similarly, item 2 *switching off lights and electrical devices when not needed* has scored a high mean (M = 4.06, SD = 0.90) "reflecting students' high level practice in terms of energy conservation. The low SD values of the above items suggest little inconsistency in responses.

Moderate means have been scored for item 3 *water saving* (M = 3.81, SD = 1.26); item5 *energy saving in the classroom* (M = 3.64, SD = 1.33); item 6 *encouraging mates on keeping the campus environment clean* (M = 3.37, SD = 1.28) and item 8 *interest in participating in environmental activities* (M = 3.77, SD = 1.23). These values show that only a moderate proportion of the participants practice or are concerned about these environmentally-friendly behaviours. The relatively high standard deviations for these items indicate a wide variation in responses, suggesting that not all the students are actively engaged in these practices. Item 4 *recycling* (M = 2.56, SD = 1.07) has obtained a relatively low score indicating that recycling is not practiced frequently by the participants.

Gender Differences in Students' Environmental Behaviours

Table 4
Gender Differences in Students' Environmental Behaviours

Items	Male		Female		
	Mean	SD	Mean	SD	P-Value
1	4.21	1.04	4.36	0.94	0.267
2	3.94	0.98	4.13	0.86	0.012*
3	3.70	1.33	3.88	1.15	0.32
4	2.37	1.15	2.19	1.07	0.531
5	3.47	1.42	3.93	1.28	0.008**
6	3.04	1.23	3.34	1.32	0.122
7	4.07	1.12	4.22	0.94	0.045*
8	3.87	1.21	3.95	1.13	0.177
Total Average	**3.58**	**1.18**	**3.75**	**1.08**	

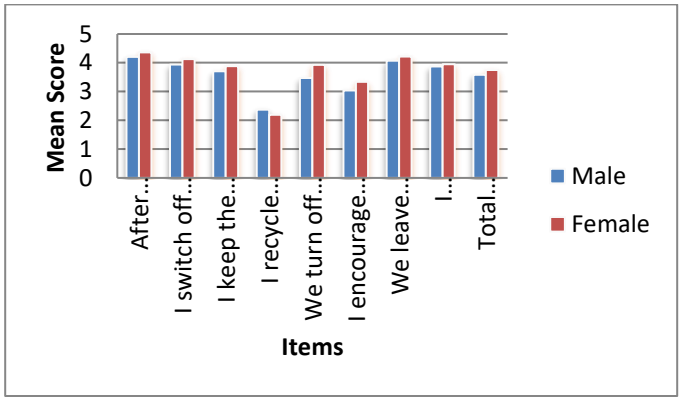

Figure (4) Gender Differences in Students' Environmental Behaviours

As Table ((2) shows, generally, for all items except item 4 (recycling) , females have recorded slightly higher means, but the differences for items (1,3,4,6,8) are not statistically significant since the p-values are higher than 0.05, while significant gender differences are reported for items (2, 5, and 7) with p-values (0.012, 0.008 and 0.045) respectively with female students showing stronger environmental practices, in energy saving and hygiene. This may reflect their social gender role being more involved in issues such as household management and hygiene practices.

4.3. Students' Opinion of their Department's and University's Environmental Practices

This category included five positive items rated on a five-point Likert scale (Never=1, Rarely=2, Sometimes=3, Often=4, Always =5).

1. My department and university are concerned about the cleanliness of the department and the university campus.
2. My department and university hold workshops, seminars, festivals, conferences on environmental issues.
3. We study and discuss topics about environmental issues and protection in our language classes.
4. The university conducts environment-related campaigns such as clean-up and tree planting campaigns involving staff and students
5. The university and/or the department encourage students to organize environment-related activities e.g. seminars, workshops, poster and recycling competitions, etc.

Table 5
Students' Opinion of their University's Environmental Practices

Item	Mean	SD
1	4.27	0.98
2	2.98	1.03
3	2.36	1.19
4	3.00	1.18
5	2.85	1.10
Total Average	**3.092**	**1.10**

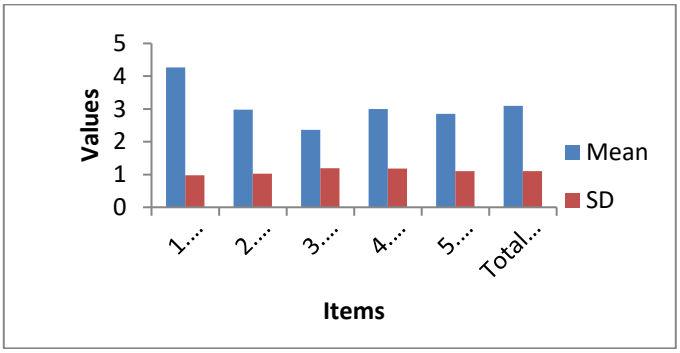

Figure (5) Students' Opinions of their University's Environmental Practices

As Table (5) shows, the highest mean is recorded for item 1 *the university's care for the cleanliness of the university campus* (M = 4.27, SD = 0.98) indicating the university's high concern about protecting the campus's environment. Moderate mean scores were observed for item 2 *environmental activities, such as workshops, seminars*, etc. (M = 2.98, SD = 1.03); item 4 *environment-related campaigns* (M = 3.00, SD = 1.18), and item 5 *student encouragement to organize environment- related activities* (M = 2.85, SD = 1.10) showing the university's lack of environmental activities in general and student-led activities in particular.

The lowest mean has been scored by item 3 about *the university's integration of environmental topics into classes* (M = 2.36, SD = 1.19) suggesting the university's lack of concern about this issue. The standard deviations ranging from (0.98 to 1.19) reflect a moderate variation in students' responses across all items.

Gender Differences in Students Opinions about their University's Environmental Practices

Table 6

Gender Differences in Students' opinions about Their University's Environmental Practices

Items	Male		Female		P-Value
	Mean	SD	Mean	SD	
1	4.15	1.12	4.35	0.88	0.179
2	2.85	1.17	3.07	1.15	0.179
3	2.17	1.02	2.50	1.23	0.038*
4	2.83	1.38	3.12	1.26	0.133
5	2.73	1.18	2.94	1.20	0.211
Total Average	**2.94**	**1.17**	**3.19**	**1.14**	

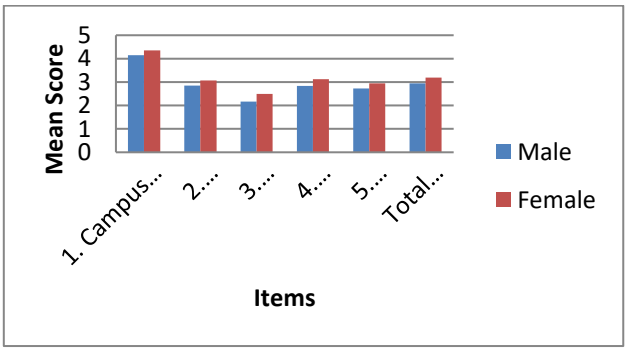

Figure 6 Gender Differences in Students' Opinions about Their University's Environmental Practices

As shown in Table (6) above, female students tend to be slightly more positive in their evaluation of their university's environmental practices compared to male students across most of the items; however, the differences are not statistically significant. Both males and females find the university's environmental initiatives insufficient in terms of conducting workshops, awareness campaigns and students' involvement. The only item that shows a statistically significant gender difference is item 3 related to the university's concern about integrating environmental topics into language classes (p-value =0.038) with female students reporting slightly higher opinion about it.

5. DISCUSSION

Concerning the participants' environmental attitude, the above results imply that overall, students environmental attitude is at a moderate level. They have higher levels of awareness about the items that are very common and require a simple guess like the negative impact of dumping garbage and plastic use while most of them lack insights into issues that affect the environment but are less visible, such as the importance of individual's and community's efforts to protect the environment, the positive impact of renewable energy and the negative impact of small water leaks. However, the fact that most of them support integrating environmental issues into education and the need for raising students' awareness shows their positive attitudes and willingness to get more environmental knowledge. These findings reveal the need for targeted environmental awareness programs and the integration of environmental issues into education to expand students' environmental knowledge and understanding. This goes in line with UNESCO's (2017) statement that embedding environmental issues into the university curricula is crucial for promoting long-term environmentally -responsible attitudes and behaviors.

With regard to the participants' environmental behaviours and practices, the findings suggest that the students' awareness level is above average. The participants are more conscious about practicing common environmental and socially-acceptable behaviours such as safe waste disposal, energy conservation and hygiene while they are less concerned about issues like recycling, encouraging their peers to take care of the environment and saving water. This may indicate lack of awareness and concern or unwillingness to undertake shared responsibility. These results imply the need for effective awareness programs, including broader environmental issues and environmental protection strategies to enhance and expand students' environmental knowledge and awareness. . These

findings go in line with Roper-Browning (2024) statement, "Universities and educational institutions are at the forefront of promoting environmental awareness and sustainability".

As far as the participants' opinions about their university's environmental practices are concerned, the findings imply that it is at a moderate level, which reveals the university's need for more visible environmental activities on a regular basis focusing on students' involvement and considering a systematic integration of environmental education into the curricula to better enhance students' awareness. This result matches In-Domus's (2024) statement, "Universities provide fertile ground for raising awareness and educating students about environmental issues and sustainable practices".

Table 7

Summary of Students' Environmental Awareness

Categories	Total Mean	Total SD	Male Mean	Male SD	Female Mean	Female SD
Attitude	3.14	1.14	3.12	1.22	3.15	1.06
Integrating Environmental Education	1.80	0.99	2.06	1.11	1.62	0.88
Behaviour	3.73	1.12	3.58	1.18	3.75	1.08
University's Environmental Practices	3.09	1.10	2.94	1.17	3.19	1.14

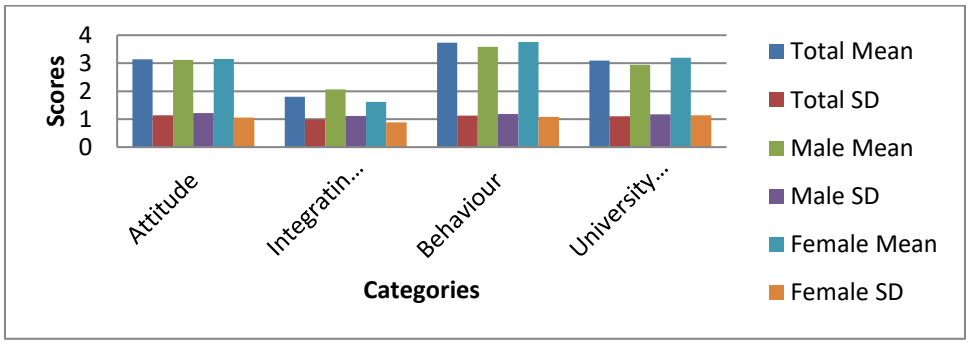

Figure 7

Summary of Students' Environmental Awareness

showing the average level of the participants' environmental awareness in terms of attitude, behaviour and their opinions of their university's environmental practices including gender differences. This summary gives answer to the first four research questions except the student's level of environmental knowledge, which will be answered in the next section.

1. **Attitude**: Students' responses were around the midpoint of the scale, indicating moderate attitudes.

2. **Attitude towards integrating environmental issues into education**[3]: High agreement rate with this item by participants with significant gender difference. Female students recorded a higher level of support for this item.

3. Behaviour: Overall, students' behaviors towards protecting the environment tend to fall between "sometimes" and "often", which suggests that students, in general, exhibit above-average environmentally-responsible practices.

4. Students' opinions of university's environmental practices: Students generally perceive the university's environmental practices as moderate falling around the "sometimes" level.

5. Gender differences: Overall, female students tend to have a slightly higher level in attitude, behaviour and their evaluation of their university's environmental practices. However, these differences are not statistically significant. The only statistically gender difference was with students' attitude towards integrating environmental issues into education where female students recorded a higher degree of support.

4.4. Students' Knowledge about the Environment and its Protection

This category included five open-ended questions to which students gave answers based on their knowledge and experience. The tables below show the students' responses to the questions with percentages for each category including male and female differences.

[3] This item was included in the attitude category and was a positive item, therefore, a lower mean indicates a higher level of agreement.

Table Q.1.
Mention five major environmental problems

Issues mentioned	Pollution	Deforestation	Climate change	Overpopula-tion	Natural & man-made disasters	Biodiver-sity loss	Urbaniz-ation	Disease & Health Risks	No Answer
Total%	78%	28.5%	13%	7.5%	6.5%	4%	2%	0.5%	14%
Male%	29.5%	9.5%	6%	4%	4%	2.5%	0.5%	0%	8%
Female%	48.5%	19%	7%	3.5%	2.5%	1.5%	1.5%	0.5%	6%

Total Average Level = 17% (7% Male, 10% Female)

As the above table shows, the majority of the responses have centered on the most common and visible environmental phenomena. For example, 78% of the responses have reported pollution as the major environmental problem and 28.5% mentioned lack of trees while other important but less visible issues recoded very low scores e.g. climate change (13%), overpopulation (7.5%), natural and man-made disasters (6.5%), biodiversity loss (4%). This indicates the participants' lack of knowledge about broader environmental issues. With regard to gender differences, the female students have recorded higher scores, especially for the most common items, while the male students have got slightly higher scores in some of the invisible items indicating broader knowledge, which may be due to more reading or watching news reports.

Table Q.2.
Mention some causes of environmental pollution

Causes mentioned	Toxic gases & Smoke	Unsafe disposal of garbage & overuse of plastic	Lack of people's awareness	Lack of trees & vegetation	Lack of environmental services and non-enactment of Environmental laws	Water & energy wastage	Wars & conflicts	No answer
Total%	81.5%	54.5%	26.5%	21.5%	8.5%	4.5%	1%	6%
Male%	34.5%	20%	12%	7.5%	4%	2.5%	1%	3%
Female%	47%	34%	14.5%	14%	4.5%	2%	0%	3%

Total Average Level = 25.5% (10.5% Male, 15% Female)
As the responses show, the majority (81.5%) has attributed the cause of pollution to toxic gas emissions from different sources and 54.5% linked it to unsafe disposal of garbage and plastic use. 26.5% related the cause to lack of awareness and 21.5% to lack of trees while other important issues got very low percentages e.g. lack of services and non-enactment of environmental laws (8.5%), loss of natural resources (4%) and wars and conflicts (1%). For this question, females have obtained higher scores in most of the items.

Table Q.3.
What is renewable energy? Mention some types.

Type of Answers	**Total %**	**Male**	**Female**
Correct or partially correct answers	21.5%	10.5%	11%
Wrong answers	21%	10%	11%
No answers	57.5%	21.5%	36%

Total Average Level[4]: 21.5% (10.5% Male, 11% Female)
The responses to Q3 indicates that overall students lack knowledge about important environmental concepts like *renewable energy* to which only 21.5% gave correct or partially correct answers while 21%) gave wrong answers and 57.5% did not give any answer. The fact that 36% of the females did not provide any answer to this question reveals a big gap in their environmental knowledge.

[4] For this question only the percentage of correct or partially correct answers (21.5%) was considered as the total average level because the others were either wrong answers or no answers and if calculated, it would give a false result.

Table Q.4.
How can we protect the environment?

Suggestions mentioned	Safe disposal of garbage	Reducing toxic gases	Tree planting	Awareness raising	Collective & individual responsibility	Enacting environmental laws	Maintaining natural resources	Stopping wars	No answer
Total%	32.5%	27.5%	24%	21.5%	17.5%	11%	6%	1.5%	17.5%
Male%	12%	16.5%	11%	6%	9%	5.5%	3%	1.5%	7%
Female%	20.5%	11%	13%	15.5%	8.5%	5.5%	3%	0%	10.5%

Total Average Level = 15.9% (7.15% Male, 8.75%Female)

As the responses show, the students have demonstrated a moderate to low understanding of environmental protection strategies with strong emphasis on the most common and immediate ones like safe disposal of garbage (32.5%), reducing gas emissions (27.5%), tree planting (24%), and individual and community awareness (17.5%). However, fewer students recognized the importance of structural measures like enforcement of environmental laws (11%) and sustainable practices, such as energy saving and use of renewable energy (6%) and stopping wars and conflicts (1.5%). In some of the items like *safe disposal of garbage*, *tree planting* and *awareness raising*, female students have obtained higher scores, which may be related to their social role as care givers, household cleaners and family advisers. Male students, on the other hand, have scored a higher degree in reducing toxic gases from different sources like cars, generators, factories, etc. indicating their more frequent contact with outside- world issues.

Table Q.5.
What would be the best way to raise students' environmental awareness?

Suggestions mentioned	Environmental activities & events e.g. festivals, conferences, workshops, seminars, etc.	Regular outdoor Student-led environmental activities	Integrating environmental issues into education	Others like social media, screens and signposts, facilities e.g. garbage containers	No answer
Total%	34%	22%	20.5%	17%	17.5%
Male%	18.5%	10.5%	7.5%	5.5%	10.5%
Female%	15.5%	11.5%	13%	11.5%	7%

Total Average Level= 24.2% (10.5 Male, 13.7 Female)

As shown in the table, a considerable number of the participants demonstrated good ideas about how to raise students' awareness. 34% suggested organizing environmental events, such as conferences, workshops, festivals, awareness campaigns and others indicating the participants' belief that schools and universities can have an effective role in disseminating environmental knowledge through organizing such activities. 22% of the respondents suggested involving students in outdoor environmental activities, which reflects their interest in organizing and participating in extracurricular activities. 20.5% suggested integrating environmental issues into education, which shows their love and willingness to get environmental knowledge. Some students (17%) suggested other alternatives highlighting the importance of environmental rules and regulations and other useful communication channels like social media. Female students have obtained higher scores with regard to integrating environmental issues into education and awareness raising through different means.

Table (8) below shows a summary of the students' average levels of environmental knowledge across the five questions:

Table 8
Average Levels of Students' Environmental Knowledge

Domains	Average	Male	Female
1. Major environmental problems	17.1%	7%	10%
2. Causes of pollution	25.5%	10.5%	15%
3. Renewable energy	21.5%	10.5%	11%
4. Environment protection	15.9%	7.15%	8.75%
5. Raising Awareness	24.2%	10.5%	13.7%
Total Average	**23.206%**	**9.83%**	**13.35**

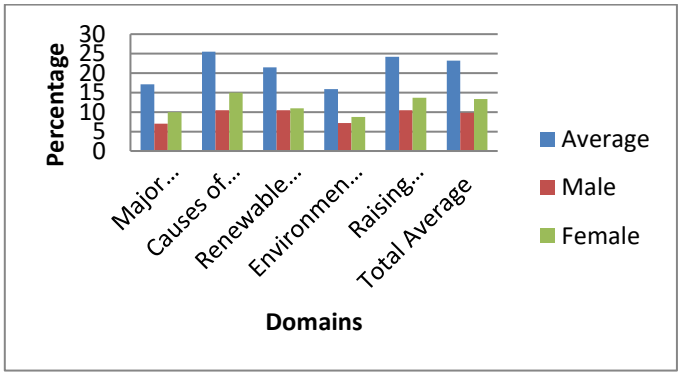

Figure 8
Average Levels of Students' Environmental Knowledge

Original Article |**DOI:** https://doi.org/10.14500/kujhss.v9n2y2026.pp736-752

The summary in Table (8) reveals that the participants' level of environmental knowledge is between moderate and low. Examining their responses to the five questions, it was found that the quality of the students' environmental knowledge was superficial, unorganized, limited and fragmentary. The students lacked knowledge about broader and important but less visible issues and concepts. Furthermore, for each of the five questions, a considerable percentage of the participants did not give any answer, indicating a significant gap in their knowledge. In terms of gender differences, both male and female showed moderate to low level of knowledge. However, females showed a slightly higher level. These findings reveal the need for organized environmental programs and procedures by the relevant institutions like the government departments and the universities emphasizing students' involvement and participation.

The above findings answer the part of research question (1) related to the participants' level of knowledge. The fifth research question about how to raise students' awareness is answered by the recommendations of this study and the students' responses to Q5 above.

Concerning the answer to the last research question, the study has come up with the following recommendations:

- Organizing more environment-related events by the university, faculties and departments, such as conferences, workshops, festivals and seminars involving students;
- Encouraging teachers and students to do research on environmental issues and protection;
- With regard to student involvement, the university has to organize student-led campaigns like cleanup, tree planting and community awareness campaigns;
- encouraging and helping students to organize poster and recycling contests;
- Organizing students' environmental groups and clubs, forums and debates;
- Specifying a day to become Koya University's Environment Day and celebrating it annually by conducting different environment-related activities involving staff and students.

5. CONCLUSIONS

The study concluded that overall, the participants' environmental attitudes and practices were at a moderate level, while the level of their environmental knowledge was between moderate and low. Students showed strong support to integrating environmental education into classes and raising students' awareness, which reflects their willingness and interest to get more knowledge. The findings also showed the need for more environmental activities and programs by the university with students' involvement. With regard to gender differences, generally, female students demonstrated a slightly higher level of environmental awareness and knowledge; however, these differences were not statistically significant. These findings have important implications that policymakers, university educators and curriculum designers need to seriously consider integrating environmental issues into education encouraging teachers to incorporate environmental issues and activities into their classes on a regular basis and conducting training courses for them on how to do this. The university has also to consider the students' positive attitudes to get environmental knowledge and to translate their suggestions into long-term environmental action to broaden their knowledge and understanding and foster the love of environment in them and encourage them to adopt positive attitudes and environmentally-responsible behaviours. This goes in line with UNESCO's (2017) statement, "Education officials, policy-makers, educators, curriculum developers and others are called upon to rethink education in order to contribute to the achievement of the Sustainable Development Goals (SDGs) within their timeframe, between now and 2030".

6. SUGGESTIONS FOR FURTHER RESEARCH

Environmental science, being an interdisciplinary field, intersects with all the fields of knowledge. This study was limited to the Department of English/ Faculty of Humanities and Social Sciences focusing on the integration of environmental issues into English language teaching. To achieve the goals of the green University Model, the study suggests that the other faculties and departments of Koya University should conduct further research that combines the environment with their fields of education. The following are some suggestions:

- Transition to a Green University: Challenges and Opportunities
- The Role of Environmental Law in Fostering a Green Economy.
- The Impact of Universities on Community's Environmental Awareness
- Using the Existing On-Campus Sustainability Projects for Educational Purposes
- The Role of Social Media in Disseminating Environmental Knowledge
- The Impact of Environmental Laws and Regulations in Environment Protection.

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APPENDIX

An Assessment of the EFL Undergraduate Students' Level of Environmental Awareness at Koya University Questionnaire

(1) Personal information

Please tick (✓) the boxes that apply to you.

Stage:	First	Second	Third	Fourth

Gender:	Male	Female

(2) Your Attitude towards Environmental Issues and Environmental Protection

Please indicate how much you agree or disagree with the following statements by ticking (✓) one of the options.

	Item
1.	Individual efforts to protect the environment are of no use.
2.	Environmental issues are the government's responsibility; we as citizens cannot do anything about them.
3.	Environmental issues should be integrated into the education curricula at all educational stages including university education.
4.	Environmental issues are not so urgent compared to other global issues.
5.	University students need to be made more aware of environmental issues and environmental protection
6.	Using renewable energy to produce electricity can help in avoiding environmental impacts.
7.	Leaking water tanks, pipes and taps do not have a significant environmental impact.
8.	Dumping garbage in public places and on roads is something ordinary.
9.	Reducing the use or non-use of disposable plastic bottles and bags can have a positive impact on the environment.

(3) Your Behaviour towards the Environment

Please tick (✓) the option that shows how frequently you practice the behaviour. (Please be honest in your responses)

	Item
1	After picnics, I collect the garbage in a bag and leave the place clean.
2	I switch off the lights and other electrical devices like TV, computer, etc. when not needed.
3	I keep the tap turned off while brushing my teeth or washing up.
4	I recycle waste paper and other used materials.
5	I make sure that the lights and the data show are turned off at the end of classes.
6	I encourage my classmates and roommates to take care of the cleanliness of the classroom, department, university and dormitory.
7	I leave the department and dormitory toilets clean after using them.
8	I like to participate in environmental protection activities like tree planting and clean-up campaigns.

(4) Your University's and Department's Environmental Practices

Please tick (✓) the option that shows how frequently your department and/or university practice the activity.

	Item
1.	My department and university are concerned about the cleanliness of the department and the university campus.
2.	My department and university hold workshops, seminars, festivals and conferences on environmental issues.
3.	We study and discuss topics about environmental issues and protection in our language classes.
4.	My university conducts environment-related campaigns such as clean-up and tree planting campaigns involving staff and students.
5.	My university and/or department encourage students to organize environment-related activities e.g. seminars, workshops, poster and recycling competitions, etc.

(5) Your Knowledge about Environmental Issues and Environmental Protection

Give brief answers to the following questions. Note that you can answer in Kurdish if you find it difficult to express yourself in English.

1. Mention five major environmental problems.
2. Mention some causes of pollution.
3. Define renewable energy? What are some sources of renewable energy?
4. How, in your opinion, can we protect the environment? List some strategies.
5. What, in your opinion, would be the best way to raise students' environmental awareness?

هەڵسەنگاندنی هۆشیاری ژینگەیی خوێندکارانی زمانی ئینگلیزی لە زانکۆی کۆیە

پوختە

لە گەڵ پەرەسەندنی قەیرانە ژینگەییەکان کە لە ئەنجامی گۆڕانی کەش وهەواوە سەرهەڵدەدەن، پێویست بە زیادکردنی هۆشیاری ژینگەیی دەبێت. یەکێك لە ڕێکارەکان لە ڕێگای پەروەردە و فێرکردنەوەیە. ئامانجی ئەم توێژینەوەیە هەلسەنگاندنی ئاستی هۆشیاری ژینگە یی خوێندکارانی بەشی زمانی ئینگلیزی لە زانکۆی کۆیە وپێشنیارکردنی تێکەڵکردنی پرسە ژینگە ییەکان بە پرۆگرامی خوێندن لە پۆلەکانی زماندا بوو. هەڵسەنگاندنەکە بە بەشداری 200 خوێندکاری ساڵی خوێندنی (2024-2025) و بەکارهێنانی پرسیارنامەیە کی نیچە دارێژراو کە هەردوو جۆر پرسیاری چەندایەتی وچۆنایەتی لەخۆگرتبوو ئەنجام درا. زانیاریە (داتا) چەندایەتیەکان لە ڕێگای (SPSS)هوە شیکرانەوە و داتا چۆنایەتیەکانیش بە پێی ژمارەو یژەی سەدی وەڵامەکان بۆ هەر پرسیارێك پۆلین کران بە خشتەکان. ئەنجامەکان دەریان خست کە خوێندکاران بە گشتی هەڵوێست و هەڵسوکەوتی ژینگەیی ئەرێنیان نیشان داوە، بەڵام بە ڕێژەیەکی مام ناوەند. سەبارەت بە ڕای خوێندکاران بە کردارو هەڵسەکەوتە ژینگەییەکانی زانکۆ، ئەنجامەکان دەریان خست کە زانکۆ پێویستی بە چالاکی و پرۆگرامی ژینگەیی زیاتر هەیە ، لەگەڵ گرنگی دان بە بەشداریپێکردنی خوێندکاران. هەرچی ئەنجامە چۆنایەتیەکان بوو، ئاماژەیان بە سنووورداری و پەرش و بڵاوی زانیاریە ژینگەییەکانی خوێندکاران کرد، بەڵام لە هەمان کاتدا ئاماژەشیان بە هەڵوێستی ئەرێنی و ئارەزووی خوێندکاران بۆ بودستێنانی زانیاری ژینگەیی کرد. لە ڕووی جیاوازی ڕەگەزییەوە، جیاوازیەکی ئەوتۆی گرنگ بەدی نەکرا هەرچەندە خوێندکارە مێینەکان ئاستێکی کەمێك بەرزتریان لە وشیاری و زانیاری ژینگەیی نیشاندا. ئەم دەرەنجامانە جەخت لە گرنگی هێنانە ناوەوەی پرسە ژینگەییەکان بۆناو پرۆگرامی خوێندن و بەشداری پێکردنی خویندکاران لە چالاکیەژینگەییەکاندا دەکەن. بۆ ئەم مەبەستە، ئەم توێژینەوەیە هەندی ڕێکارسەبارەت بە چۆنیێتی تێکەڵکردنی بابەتە ژینگەییەکان بە وانەکانی زمانی ئینگلیزی پێشنیار دەکات، بە ئامانجی بەرزکردنەوەی ئاستی هۆشیاری و زانستی ژینگەیی خوێندکاران و بۆ پشتگیریکردن لە پرۆژەی زانکۆی سەوزی تایبەت بە زانکۆی کۆیە.

وشە سەرەکیەکان: هەڵسەنگاندن، تێکەڵکردن، هۆشیاری ژینگەیی، خوێندکارانی زمانی ئینگلیزی، زانکۆی کۆیە.

تقيم الوعى البيئى لطلاب اللغة الانكليزية فى جامعة كوية

الملخص

تتطلب الأزمات البيئية المتزايدة الناجمة عن تغير المناخ زيادة الوعي البيئي. إحدى الطرق لتحقيق ذلك هي من خلال التعليم. استهدفت هذه الدراسة تقييم الوعي البيئي لطلاب قسم اللغة الإنكليزية فى جامعة كوية واقتراح ادخال القضايا البيئية في فصول اللغة الآنكليزية. تم اجراء التقييم باشتراك 200 طالبا للعام الدراسى (2024-2025) و باستخدام استبيان شبه منظم يجمع بين الأسئلة الكمية والأسئلة النوعية. تم تحليل البيانات الكمية بشكل وصفي باستخدام برنامج (SPSS) ، بينما تم تصنيف و جدولة البيانات النوعية حسب العدد والنسبة المئوية للاجابات لكل سؤال. كشفت النتائج أن مواقف الطلاب وممارساتهم البيئية بشكل عام إيجابية ولكن بنسبة متوسطة. فيما يتعلق بالممارسات البيئية للجامعة، أشارت النتائج إلى الحاجة الى الاهتمام الاكثر بالقضايا والأنشطة البيئية عبر المناهج الدراسية و زيادة افعاليات اللامنهجية مع زيادة مشاركة الطلاب. أما النتائج النوعية, فقداشارت إلى ان المعرفة البيئية للطلاب محدودة ومشتتة ولكن مواقفهم للتعلم إيجابية. من حيث الاختلافات بين الجنسين، لم تلاحظ أي فرق ذو دلالة إحصائية؛ مع ذلك، أظهرت الطالبات وعى و معلومات بيئية أفضل قليلا. تشير هذه النتائج الى أهمية دمج المواضيع البيئية في المناهج الجامعية وتشجيع الأنشطة البيئية التي تركز على الطالب. ولتحقيق هذه الغاية، تقترح الدراسة بعض الاستراتيجيات لدمج التعليم البيئي في فصول اللغة الانكليزية، بهدف تعزيز معلومات الطلاب البيئية وتشجيع السلوك المسؤول بيئيا و دعما لمبادرة الجامعة الخضراء الخاصة بجامعة كوية.

الكلمات المفتاحية: تقيم، دمج، الوعى البيئى، طلاب اللغة الانكليزية، جامعة كوية.