



WEBINAR 1: ENVIRONMENTAL EDUCATION

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OBJECTIVES

- To inform student teachers about **sustainable development** and **global goals**
- To review several concepts/issues in relation to **language teaching**: lesson planning, instructional materials and textbook analysis
- To help student teachers acquire the language and knowledge they need **to adopt environmental beliefs and practices**



What They Did Yesterday Afternoon

...

later that night
i held an atlas in my lap
ran my fingers across the whole world
and whispered
where does it hurt?
it answered
everywhere
everywhere
everywhere.

[Warsan Shire, 2011](#)

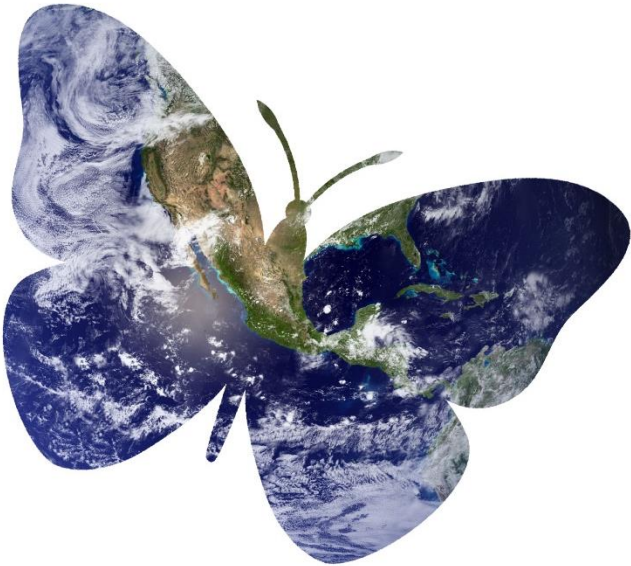


What are some problems we face in our world?



GLOBAL GOALS

What is sustainable development?





- What do you think is the plan?
- What is the purpose of this project?
- From the images/scenes presented in the video, what do you think the global goals are?

<https://vimeo.com/144354623>

Global goals:

<https://www.youtube.com/watch?v=5GondS3uRdo>

<https://vimeo.com/266852848>



<http://worldslargestlesson.globalgoals.org/introduce-the-global-goals/>

<https://education.microsoft.com/courses-and-resources/courses/SDG>



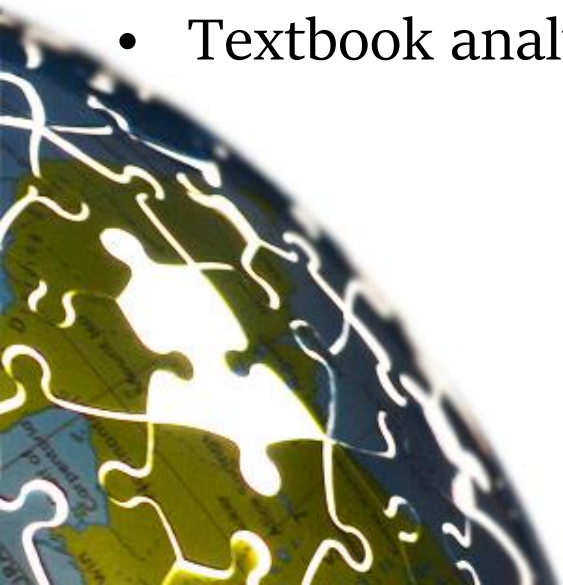
Our themes

- Environmental education
- Gender equality
- LBGTQ issues
- Peacebuilding and immigration



Language teaching

- Lesson planning
 - Learning activities
 - Modes of communication
 - Components of culture
 - Lesson sequencing
- Instructional materials
- Textbook analysis



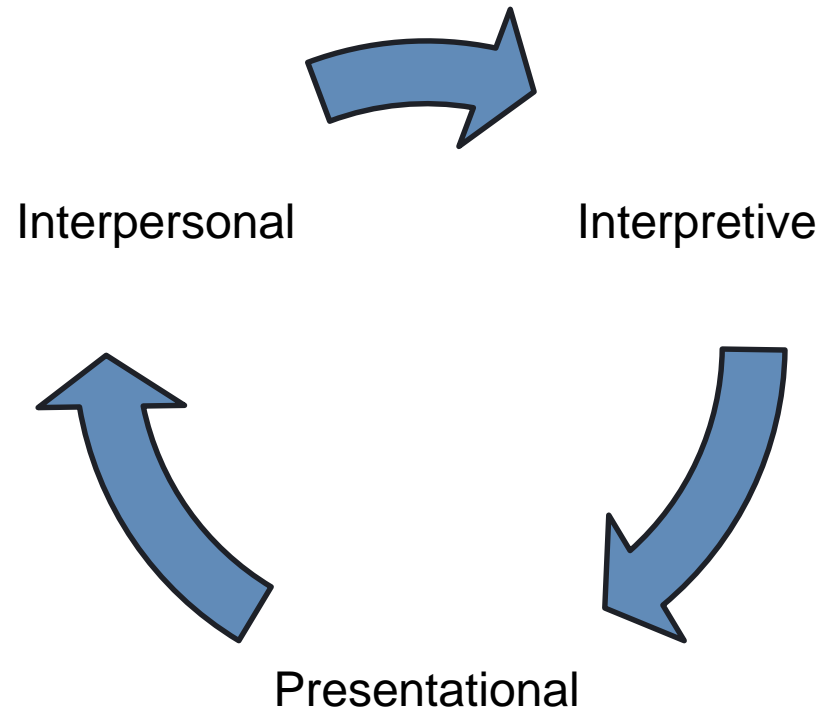
LESSON PLANNING

Learning activities

1. What kinds of *authentic materials* do I have access to that might support the activity? How can students learn from those materials?
2. What *modes of communication* (Interpretive, Interpersonal, and Presentational) are students using in these activities? Is there a good variety?
3. What *components of culture* (products, practices, and perspectives) are students examining in these activities? Is there a good variety?
4. What *models of classroom organization* (whole-class, individual, groups, pairs) are used in these activities? Is there a good variety?

Glynn, Wesely, & Wassell, (2014, p. 55)

Modes of Communication



Interpersonal

- Requires two-way interactive communication and negotiation of meaning

e.g., Engaging in conversations, providing and obtaining information, expressing feelings and emotions, and exchanging opinions

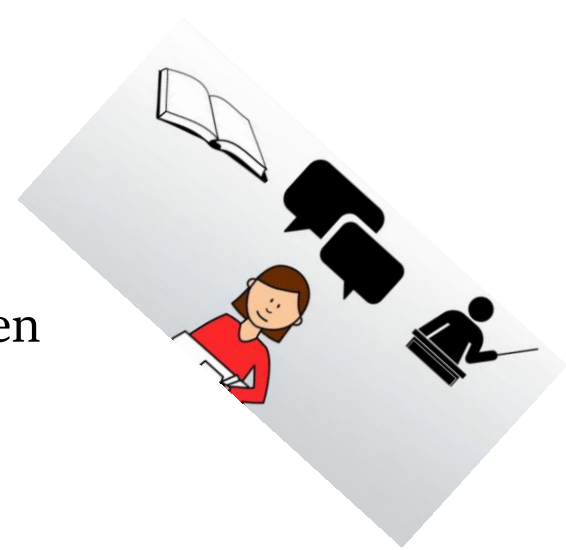


Presentational

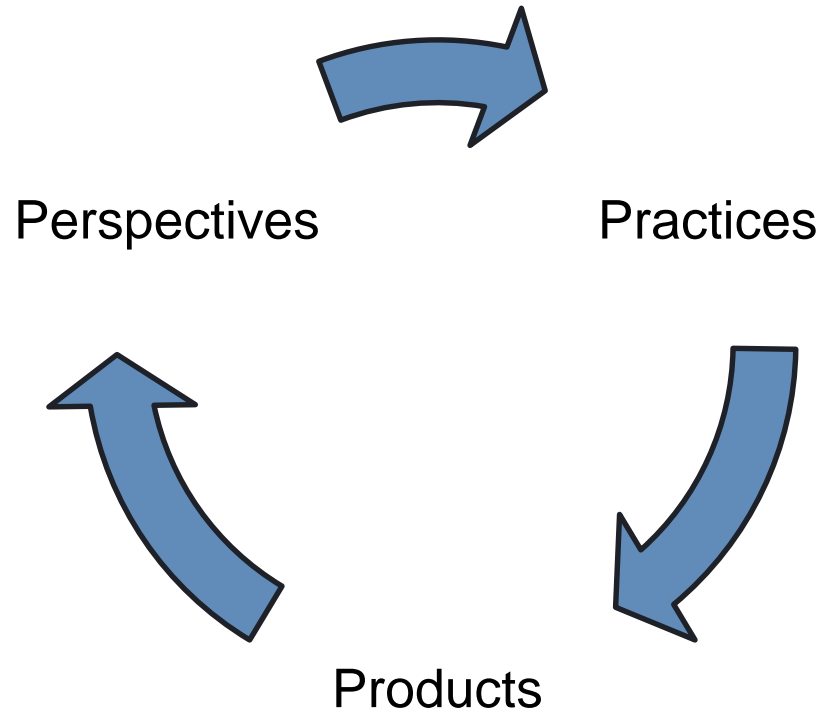
- **Audience:** distant, with whom interaction is not possible or limited
e.g., Presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics
- **Learners:**
 - ✓ have the opportunity to draft, get feedback and revise before publication or broadcast (process-approach)

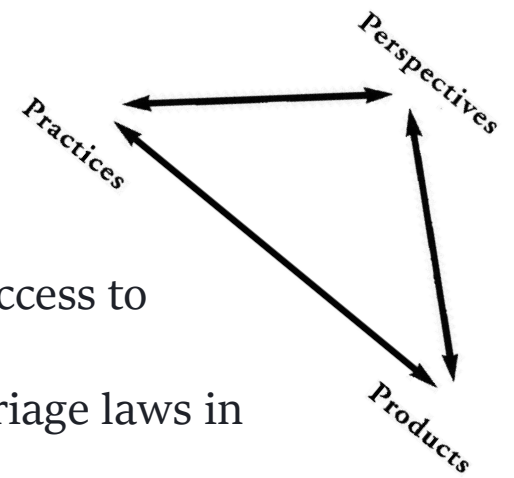
Interpretive

- Understanding and interpreting written and spoken language on a variety of topics
- Requires working with a text:
 - **authentic** written or oral documents
 - Input: meaningful and content laden
- **Learners:**
 - ✓ bring their own background knowledge, experience and interpretive strategies
 - ✓ **Interpretive strategies:** contextual guessing, hypothesizing, and confirming and revising those as one builds meaning
 - ✓ Personal reaction: intellectual and affective



Components of Culture





Perspectives (i.e., attitudes and values):

- How beliefs about certain ethnic groups has affected access to employment
- The evolution of beliefs about homosexuality and marriage laws in the target language cultures

Practices that arise from how people interact:

- Language usage and its implications in specific contexts (schools, jobs, etc.)
- Ways that communities express themselves in the face of oppression

Products that focus on access to and relationships with tangible and intangible resources:

- How access to clean water affects developing countries and communities
- The ways that laws on immigration shape decisions made by individuals

Lesson Sequencing

Alternative 1: Preview–View–Review Structure

- The teacher “**previews**” an objective with the students through an **inductive** activity.
- In the “**view**” stage, the students are given direct instruction on the topic.
- The “**review**” portion involves asking students to put their new knowledge to the test (e.g., activity/task).

(Glynn, Wesely, & Wassell, 2014, p. 56)



Alternative 2

1. Gain attention/Activate prior knowledge
2. Provide input
3. Elicit performance/provide feedback
4. Provide input
5. Elicit performance/provide feedback
6. Closure
7. Enhance retention and transfer




Whole group discussion: Textbook Analysis

1. What are some common themes that occur in all English language textbooks?
2. What are other social justice issues that would relate to these common themes?
3. Would you classify them as primarily addressing products, practices, or perspectives?



Common themes that occur in traditional textbooks

#	Themes	Topics
1	School	classes, supplies and materials, schedules
2	House	furniture, rooms, chores
3	Clothing	shopping, clothing items, colors, styles
4	Health	Illnesses, going to the doctor
5	Travel	Hotel, transportation
6	City	Places found in a city, leisure time activities
7	Education and Work	Professions, education system
8	Relationships	Family, friends, marriage, divorce
9	Environment	Recycling, responsibilities, natural and manmade disasters



How do you think you can integrate environmental education into these themes?

Table 21.1. Environmental Angles to Supplement Traditional ESL and EFL Topics

Traditional ESL/EFL Topic	Environmental Angle
Transportation	Carbon emissions Car-free cities
Food	Industrial agriculture and meat production Organic and community gardening Genetically modified organisms
Tourism	Environmental impacts of traditional tourism Ecotourism Local green directory
Business	Sustainable business case studies Environmental impacts of famous companies True cost economics
Marketing	Greenwashing Label reading
Art/Literature	Representations of nature Ecohumanities
Psychology/Sociology	Consumerism and mental health Nature-deficit disorder
Health	Effects of pollution/indoor air pollution Effects of biking, walking vs. driving Effects of eating less meat/processed food
Weather	Climate change Use of climate control
Technology	Mining precious metals Recycling and disposal of toxic materials
Hobbies/Interests	The prevalence of consumption-based hobbies Environmental impacts of different hobbies
Housing	Environmental footprint Average house size around the world Natural building/Green building

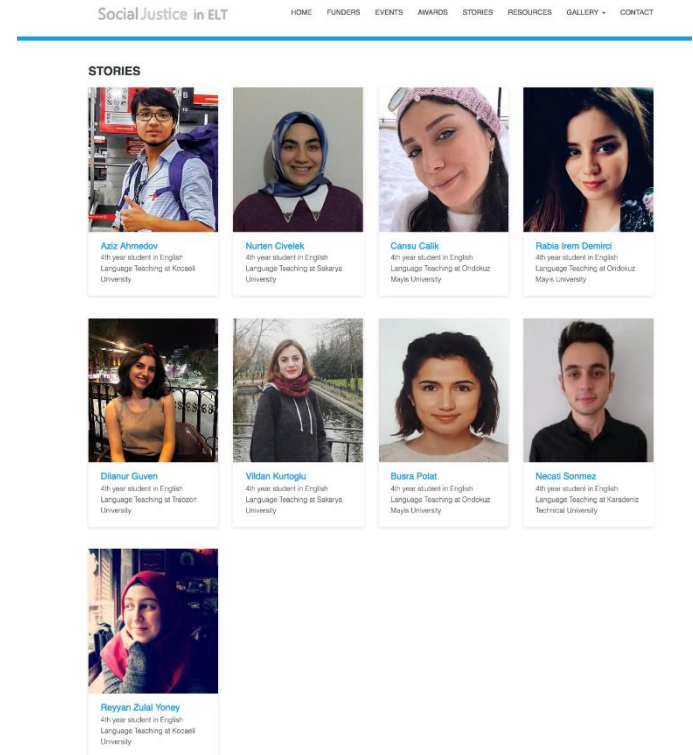
**Integrating
environmental
education into
coursebooks**

Blog reflection # 1:

Examine the textbook that is used in your Practicum class, or the one you are using in your classes.

- Write down some of its features (e.g., chapter sections, supplemental materials) that you feel particularly support social justice education.
- Write down features that you think would be more difficult to adapt to support social justice education.

Due: Feb. 7, 2019



ENVIRONMENTAL EDUCATION

- Are you aware of the recycling practices in Turkey?
- Do you know if Turkey allows genetically engineered foods? Or how you can avoid them?
- How about the treatment of animals or the use of pesticides ?



Principles for Teachers

When presenting environmental content:

- respects students' individual beliefs and practices,
- empower students to take responsibility for their actions,
- present the issues in an interesting and relevant way
- raise awareness and provide opportunities for positive action,
- take a student-centered approach to environmental content
- avoid one of the risks of bringing global issues into the language classroom: indoctrination (Peaty, 2004 cited in Royal, 2016, p. 280).

Royal (2016, pp. 280-281)



Taking a student-centered approach to environmental content to avoid one of the risks of bringing global issues into the language classroom: indoctrination (Peaty, 2004)



Teachers:

- Openness and inquiry, but not dogma and persuasion
- Neither the arbiters nor the decision-makers of environmental responsibilities and priorities

Teachers → students:

- Development of critical thinking and decision making
- Acquisition of the knowledge and language skills to learn about and positively affect the issues that matter

(Royal, 2016, p. 281)

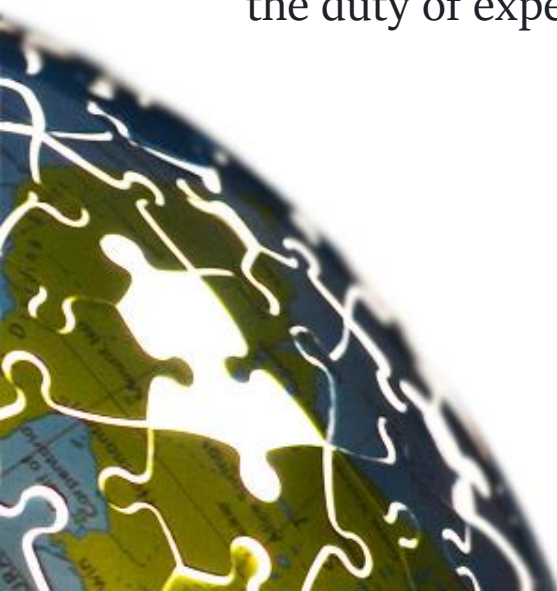
Suggestions for Teachers

Challenge: Lacking knowledge about environmental issues to teach them effectively

English language teachers:

- cover content outside of expertise (e.g., art, science, food, and history),
- are not responsible for providing all the answers,
- should design language learning activities for meaning co-construction and engagement in research,
- should acknowledge the limits of their own knowledge to model lifelong learning,
- should accept environmental issues as the concern of everyone but not merely as the duty of experts to solve,

Royal, 2016, p. 281)



Suggestions for Teachers

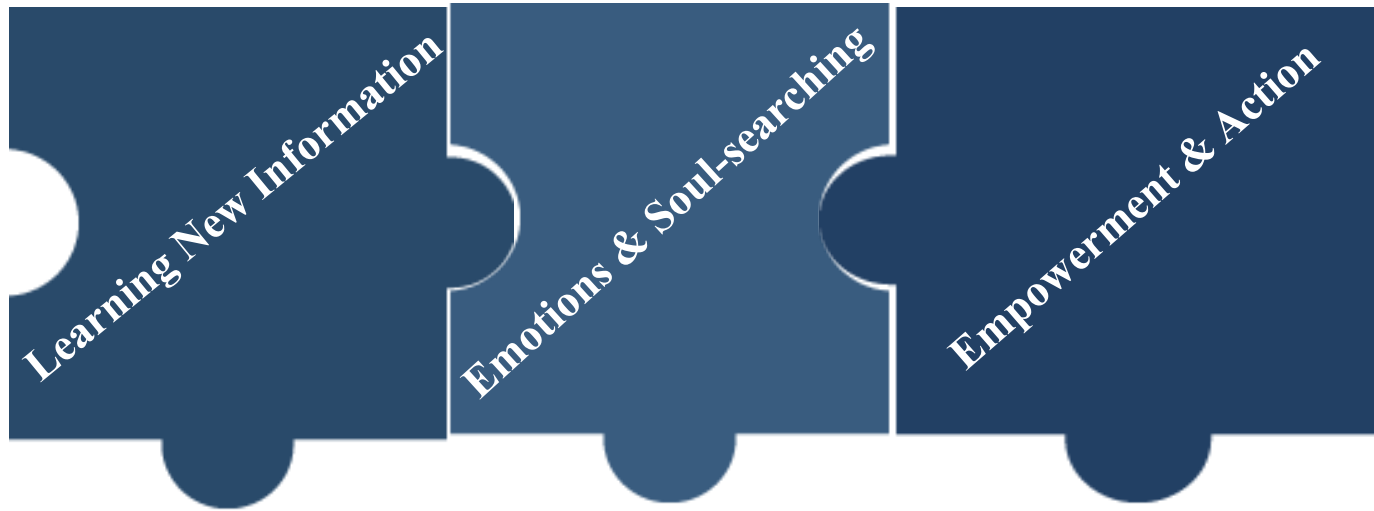
- should highlighting connections between environmental issues and students' everyday actions
- can give students the freedom to select some of the course content,
- can embed environmental issues into lessons seamlessly, not necessarily sparing new units or stand-alone courses for them.

e.g., A textbook reading profiling the offerings at McDonald's in different countries (Hartmann & Blass, 2007, p. 95) could be supplemented with information on the environmental cost (deforestation, water consumption, pollution) of industrial beef production.

(Royal, 2016, pp. 281-282)



Process Flow



- Teachers should not abandon the students at the point of awareness raising and outrage.
- Students can find themselves overwhelmed by the sheer number of problems, paralyzed by the countless alternatives, and feeling powerless to make a positive impact.
- They should design activities to empower students with the language they need to take positive action and give them direct experience with potential solutions.

Rogers and Tough (1996 cited in Royal, 2016. p. 282)

CONCLUSION

Do you think teachers need to “protect” their students from environmental topics that could potentially make them uncomfortable or force them to reevaluate their long-held beliefs?

Being a lifelong learner and a responsible global citizen = being open to new information about the consequences of the choices that we make

(Royal, 2016, p. 281)



Breakout Sessions:

- Watch the video at the following link and create a language learning activity related to this video:

<https://www.youtube.com/watch?v=ArYLGNe-jCA>

- Amy's Lesson Plan: Environmental Issues

<https://prezi.com/view/9CGNHsu77PZh9JsZOQs3/>



Social Responsibility Project Idea

Food

- Natural food stores, restaurants featuring local or organic cuisine, vegan or vegetarian restaurants, farmer markets, community supported agriculture programs

Waste Disposal

- Recycling facilities and local policies, procedures for disposal of hazardous materials (batteries, technology, electronics, paint and toxic chemicals, etc.)

Shopping

- Secondhand stores, pawn shops, online resources (Freecycle, Craigslist, etc.), ecofriendly stores

Transportation

- Public transportation, bicycle shops, pedestrian and bicycle routes and laws

Entertainment

- Parks, community gardens, museums, concerts and performances, other free or low-cost activities that do not involve consumption

**More on
Canvas**

Sample Lesson Plans

- [Advanced Learners](https://sharemylesson.com/todays-news-tomorrows-lesson/human-geography-lesson-why-one-third-marshall-islands-has-left-us)
<https://sharemylesson.com/todays-news-tomorrows-lesson/human-geography-lesson-why-one-third-marshall-islands-has-left-us>
- [Young Learners:](https://sharemylesson.com/teaching-resource/earth-day-collection-300316)
<https://sharemylesson.com/teaching-resource/earth-day-collection-300316>



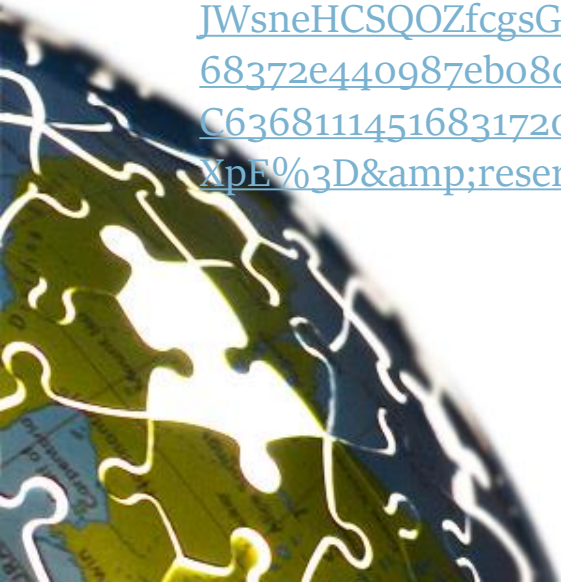
News stories that can be used for discussion or in lesson plans

- **Climate Change Is Strengthening Typhoons, Hurricanes and Cyclones. The US Isn't Paying Attention. - Union of Concerned Scientists**

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- **See how much warmer winters in U.S. cities could be by 2050 - Vox**

<https://nao1.safelinks.protection.outlook.com/?url=https%3A%2F%2Fapple.news%2FAnJWsneHCSQOZfcgsGbRePA&data=02%7Co1%7Cdortactepe%04omiis.edu%7Cb31aa168372e440987ebo8d6685ccf4e%7Ca1bboa191576421dbe93b3a7d4b6dcaa%7C1%7Co%7C636811145168317204&sdata=FhoqdERsrqWqOeBMXcrRJzabDYnMgAao4MNN1HUIXpE%03D&reserved=0>



Environment-friendly links

- **What are GMOs?**

<https://www.motherjones.com/environment/2013/08/what-are-gmos-and-why-should-i-care>

- **Recycling in Turkey:**

<https://www.pagev.org/turkiye-de-plastik-geri-donusumu-avrupa-nin-odaginda>

- **Why is sharing important?**

https://www.nytimes.com/paidpost/maven/why-sharing-is-the-future-of-your-city.html?cpv_dsm_id=191651511&sr_source=lift_pocket&tbs_nyt=2018-nov-nytoffsite_pocket-firefox



Free webinar

- <https://hub.aashe.org/browse/video/16618/Beyond-Doom-and-Gloom-Include-Solutions-to-Climate-Change>



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