

*The V4 Humanities Education for the Climate.
Diagnoses – Best Practices – Recommendations [HEC]*

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Topic: *People and environmental change*

Target group: foreign students of the bachelor's degree, proficient in the Slovak language at the B1 level according to the European Framework of Reference for Language skills.

Course: Slovak for foreigners (focus on teaching a professional/academic language).

Length of the lesson: 2 hours (80 minutes)

Continuity of the teaching unit:

In previous lessons, students have learned the basic principles of effective reading and comprehension of professional/academic texts, the use of terms and the formation of their definitions. They also learnt about the principles of construction of texts belonging to the model structure of professional/academic texts and their linguistic and stylistic characteristics.

Educational goals:

a) learning objectives

Student is able to:

- communicate fluently orally in Slovak about the relationship between humans and the environment, using general vocabulary and more complex grammatical structures;
- receive and produce professional written text on the topic of the relationship between humans and the environment, using knowledge of relevant textual conventions;
- argue in Slovak;
- acquire, analyse and interpret research data in the Slovak language;
- think critically about the topic;

b) cognitive objectives

The student knows:

- vocabulary related to the environment;
- manifestations of negative environmental change;

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- causes and consequences of environmental change;
- possible solutions,
- the relationship of the society in which he lives to the environment and its protection;

c) educational objectives

The student is aware of the responsibility of society and man for the state of the environment, the consequences of his actions and the importance of environmental and climate protection.

Methods of teaching: reception and production of text in oral and written form, questionnaire method, discussion, interview, work with pictures, individual work, practical exercises, lecture.

Forms of teaching: frontal, cooperative group work, pair work, individual work.

Didactic materials and tools: worksheet, questionnaire, pen

List of references

STRAPCOVÁ, K.: Klimatická zmena a ochrana životného prostredia vo verejnej mienke na Slovensku. In *Working Papers in Sociology*, 2020, č. 2, 23 s. ISSN 2453-6970

Teaching course

I. Introduction – mobilising students

Task Students are asked to answer the following question:

Have you been affected by any natural disaster in your lifetime? Please state which one.

II. Central section

II.1. Expressing cause and effect

Task 1 Students will do Exercise 1 from the worksheet. They will describe the consequences of negative human interference with the natural environment. They must support their claims with evidence and arguments. They may use pictorial material as an aid, to which they need to match the correct names of natural disasters or the consequences of human actions.

Task 2 In Exercise 2 of the worksheet, students will articulate the causes of negative environmental changes and natural disasters. They will use the correct forms of nouns and phrases from the table. They then transform the sentences to replace the deverbial nouns used

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with verbs in the correct form. Students practise forming nominal constructions that are typical of scientific style, using the correct form of verbs as well as the correct verb conjugation. In the exercise, they learn new vocabulary.

Task 3 The task builds on previous exercises from the worksheet. After formulating the causes and consequences of negative environmental changes and natural disasters, students will propose 5 steps to change the bad situation. They must incorporate the vocabulary they have learned in the previous exercises into their statements. Students work in pairs. The pairs then compare their solutions with each other in a discussion and use arguments to confirm or refute their validity.

II.2. Scientific data synthesis and extraction

Task 4 The task is complex and synthesising in nature. During 1 week, students will verify their perception of the facts and information they have worked with in the previous exercises by means of a short questionnaire survey (Exercise 4) in a nearby society. The instructor will introduce students to the principles of a questionnaire survey (selection of the research sample, number of respondents, collection of data about the respondents, etc.) and instruct them how to process the data collected. Students present the results of the survey in a short summary professional text, using the sentence constructions given at the end of Exercise 4. Through this assignment, students will deepen their language and communication skills while also learning the scientific methods of acquiring and processing environmental data in the Slovak language.