

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

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Topic: *People and environmental changes*

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 have 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 changes;

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- causes and consequences of environmental change;

- possible solutions,

- the connection between society he/she lives, the environment and its protection;

c) educational objectives

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

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

Forms of teaching: lecture, 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 ever been affected by any natural disaster in your lifetime? Please tell us which one.

II. Central section

II.1. Expressing cause and effect

Task 1 Students do Exercise 1 from the worksheet. They describe the consequences of negative human interference in the natural environment. They must justify their opinion with evidence and arguments. They may use pictures to help them to match the correct names of natural disasters or the consequences of human actions.

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Task 2 The students work on exercise 2. They discuss the causes of negative environmental changes and natural disasters. They will use the correct forms of nouns and phrases from the table. Then they transform the sentences in order to replace the deverbial nouns with verbs in the correct form. Students practise forming nominal constructions that are common for scientific style, using the correct form of verbs as well as the correct verb conjugation. They also learn new vocabulary while doing the exercise.

Task 3 Next task is related to the previous one. After the students have discussed the causes and consequences of negative environmental changes and natural disasters, they suggest 5 steps to change the bad situation. The newly learned vocabulary must be taken into account in their speeches. Students work in pairs. The pairs then compare their solutions with each other. In discussion they use arguments to confirm or reject its legitimacy.

II.2. Scientific data synthesis and extraction

Task 4 The task is inherently complex and synthesising. During 1 week, students will be asked to verify their perception of the facts and information they have worked with in the previous exercises by conducting a short survey (Exercise 4) among the closest society. The teacher introduces the rules of making a survey (selection of the research sample, number of respondents, collection of data about the respondents, etc.) and instruct them how to process the data they have collected. The students present the results of the survey in a short professional summary, using the sentence constructions given at the end of Exercise 4. As a result, the students not only deepen their language and communication skills but also learn the scientific methods of acquiring and processing environmental data in the Slovak language as well