

National Virtual Colloquium

Sharing good practices and lessons learned for resilient and sustainable professional development

TITLE: Environmental Activities in Integrated English Practice V at the University of Pinar del Río.

THEME: The Climate Connection

AUTHORS: Lic Pedro Alejandro Vigil García

MSc. Nery Isabel Calvet Valdés

Lic Mailkel Torres Domínguez

Lic Leodán Capote Naranjo

TRAINING INSTITUTION: University of Pinar del Río

BENEFICIARIES: 82 Third-year students

TYPE OF CASCADING ACTIVITY: Lessons plans

MAIN IDEAS

- The need to create awareness and sensitivity to the environment and environmental challenges in students.
- The need to foster knowledge and understanding of the environment and environmental challenges.
The need to develop communicative competence together with environmental awareness.
- The need to create attitudes of concern for the environment and motivation to improve or maintain environmental quality.

CONCEPTS

- Assuming an environmentalist approach in the teaching of the English language in philologist students allows the establishment of a correlation of these with the environment while promoting the development of communicative, sociocultural and sociolinguistic competence.
- In times of pandemic, it is at the discretion of the authors, the linking of both sciences, environmental education and language teaching, in order to achieve the development of a teaching-learning process that allows reaching higher levels of development in the language that is studied and higher quotas of responsibility towards the environment.
- Educational strategies for the participatory implementation of the student in issues related to environmental factors have been the subject of studies worldwide, as well as educational strategies.
- The tasks themselves provide all the conditions for learning: the problem, the solution, the objectives to be achieved, the content to be learned, the methods and instruments to be used, what and how to evaluate, the learning strategies and the procedures.

Results

- These concepts has been socialized as follows:
 - III Simposio Internacional de Lengua, Cultura y Comunicación.
 - Climate Change in English Language Education (BC)
 - IV Congreso Internacional de Cooperación Universitaria y Responsabilidad Social
 - Climate change and teacher professional development (BC)
 - Bienal #InglésParaelDesarrollo
 - Workshop on Climate Change in English Language Education

Teachers' thinking

- Teachers conceive environmentalist approach in teaching as a way to reflect on a maintainable world.
- Teachers conceive the teaching-learning process through the link between Teaching-researching-environment.
- Teachers conceive the ethic commitment toward the professionalism.

Teachers' practice

- Teachers implement critical thinking over global issues so as to create a collective awareness.
- Teachers strengthen ecological values.
- Teachers promote a moral development and life quality based on the pedagogical doing.

Students' learning

- Students increase their critical thinking over the reality of modern world.
- Students acquire a global vision and a strategic perception over their actions.
- Students develop social work based on creative interaction.

Opinions from local participants

- “I agree university students should get more involved in the issues affecting the surroundings of the school”
- “Critical thinking is a must in our students so as to change the world”
- “It is time to call the local institutions to work together for a better and more harmonic hometown”
- “The content deals with the environment, and the activities invite students to reflect on citizen practices through projects using language and other media to truly protect the Earth”
- “Learning outside the classroom is promoted, encouraging students to work collaboratively through the exchange of ideas, discoveries and more”