

**World Teachers' Day 2022**

---

**Education and climate change**  
connecting storytelling and  
environmental crises in EFL classes  
**Dagnachew Adefris**

1 October 2022

---

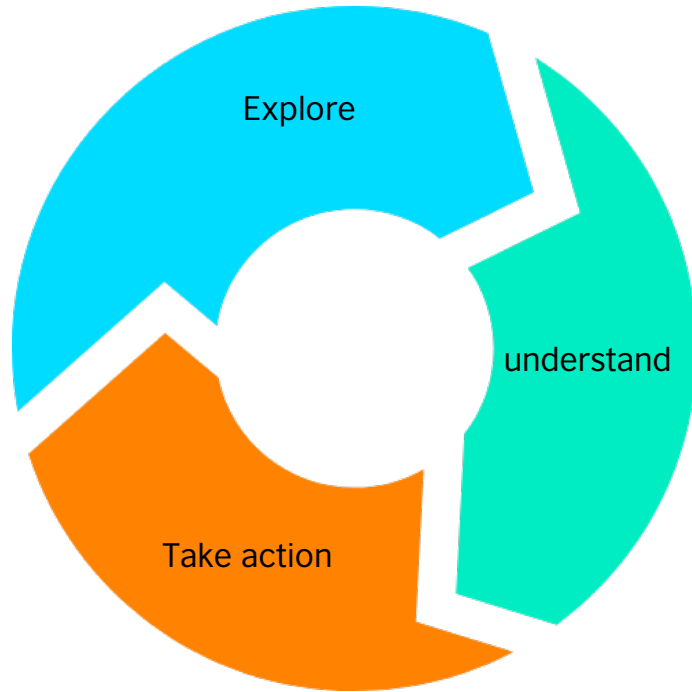
## About the speaker

Dagnachew Adefris Gebrehiwot holds a PhD, MA, and BA in English Literature. He received his BA degree from Hawassa University in 2009, his MA in 2011 and his PhD in 2020 from Addis Ababa University, Ethiopia.

Dagnachew currently works as senior lecturer and researcher in the Department of English Language and literature, Woldia University, Ethiopia. He has over seven years' teaching experience as English language and literature teacher and teacher researcher. His specialist interests include teaching English language skills, African postcolonial literature, environmental humanities, climate fiction and storytelling and youth literature in tertiary classes.



# What is Environmental Education?



Three stage-process



informed and responsible decisions

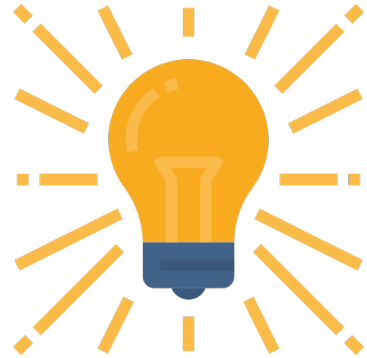


Taking responsible action

# Global environmental problems



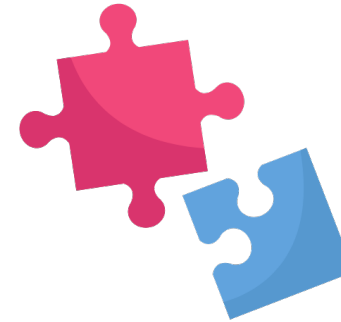
Awareness to environmental crisis and to protect nature



Knowledge and understanding of the environment and environmental crises



Attitudes of concern for the environment and motivation to maintain environmental quality



Skills to identify and help resolve environmental challenges



Participation in activities that lead to the resolution of environmental crises

---

# Lessons on the environment and language learning



In the chat window, write down what the topics are that we can use as the basis for lessons on the environment and language learning

# English language and environmental education: Rationales



more practical  
teaching  
approaches



linguistic  
structures  
focused

---

# Storytelling



In the chat write down common stories you tell in your countries.

---

# Story for classroom practice: the trees



Role play



Humor



Multi-voiced



# Story for classroom practice: the trees



Writing  
activity



Public Speaking  
in the class

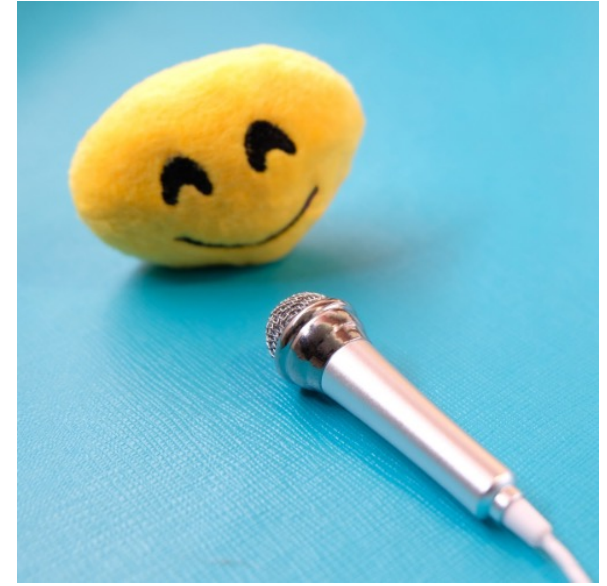
# Story for classroom practice: How Close to Savage the Soul



Reading activity



Writing activity



Public speaking

# Effects of storytelling on learners



Improved class participation and oral presentation



Actively engaged learners



Sense of connection and environmental stewardship

---

# References

- Belay, A. (2015). How green re our stories? Explorations of ecological subjectivities in Ethiopian children's literature. *Journal of Languages and Literature*. 6 (5).
- Borah, P. (2007). Environmental education: Towards a sustainable future. Partners for the decade of education for sustainable development: final report. Ahmedabad: center for environmental education. Presented at the 4<sup>th</sup> international conference on environmental education
- Gambee, H. & Klausman, J. (1992). Integrating environmental awareness in the ESL Classroom. *TESOL matters*, 2 (5).
- UNESCO-UNEP international environmental education program (1994). A prototype environmental education curriculum for the middle school, environmental education series 9, 1-3.

Thank you