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## Dictation and Topics in Environmental Education - Classroom Management for Children

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### Abstract

In this working study several useful methodologies have been presented for the environmental education to young students in relation to environmental education for public health protection. All the relative educational dictation methodology could be applied properly based on relative contents about environmental protection, sports activities with family and friends and public health protection in post COVID-19 era. The examining educational methodology's results should be combined with modern e-learning technologies and classroom management. This working study could be the base for future useful educational contents and activities to students for sustainability, environmental health, safety and public health protection.

**Keywords:** Dictation methodology, Linguistics, Sustainability, Environmental Education, Classroom Management, Environmental Health, Community Health, Public Health.

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## 1. INTRODUCTION

Nowadays, teachers who teach foreign language should organize their texts in terms of definitions and dictation around environmental protection as well as public health protection.

Proper contents from the literature should be used around landscape architecture, sports, tourism, urban health and qualitative environmental health taking right measures. In this way public health protection could be achieved mitigating chemical hazards and particular risks to receptors in the post COVID19 era.

Therefore, relative texts should be used for public health protection under the above presented circumstances. It can be defined as the speaking or reading allude of words for someone else to write down (Collin dictionary). It's a test in which a piece of writing is dictated to students learning a foreign language, to test their ability to hear and wright the language correctly (Cambridge Dictionary). It's an important activity which enables individuals to gain language skills that will be required throughout life . Dictation, which is defined as transferring the articulated into writing, supports the development of writing and listening skills. The classroom teachers benefit from dictation in order to reinforce reading and writing continuously. This information are equal with Göçer (2009) study, that the teachers who teach Turkish as a foreign language use dictation inorder to teach reading and writing in coordination. So it can be conclude that that reading and writing are interrelated skills and dictation activities are preferred by the teacher In order to improve the said skills (Gultekin, Aktay, 21).

## 2. DICTATION METHODOLOGY

The Educational Activities about Environmental Education to young pupils can be learned via Dictation Activities in proper listening and writing methodology tests combined with proper e-learning tools.

Dictation can be applied in class not only to enhance students' listening comprehension skill but also can urge students to apply their knowledge of grammar. Dictation Activities that help develop students' phonics skills, grammar and vocabulary knowledge and note-taking and writing skills as mention precariously.

Phonics dictation, to develop phonic skills ,students learn "letter -sound relationship) and use their knowledge of listening, spelling and writing . The exercise will be in form of "fill in gap " in which a missed letters sentence is given and students have to recognize the letter then fill the gap with it . Ex// The letters "f &v " in the sentence "The kids have some -un in the -an " . Grammar dictation, which used to develop the grammatical knowledge. It can be given in form of MCQS as in : The teachers (is-are) helpful. Dictation exercises also requires students to do proper exercises filling in gaps. Teacher doesn't sneeze or cough. Teacher encourages students to be divided into two groups facing each other between the groups. Each one of them is asked to shout a dictation text to his/her partner who will write the text . Concerning note-taking and writing skills, students are give activities as Dictogloss , decto-comp ,key words dictation, music dictation. For example: in music dictation, They complete the missing words or phrases of the song . The repeated sentence structures in the song might help students find key words and learn the languages structures of the sentences (Herusatoto,225-227).

Dictation objectives

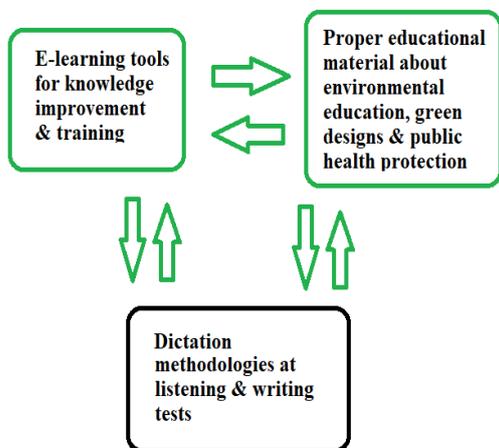
Objectives include:

1. Review structures and vocabulary from a previous lesson or introduce topic or vocabulary for a reading to be coming up.
2. Encourage students to pay attention to their pronunciation
3. Do interactive games applying proper elearning tools about ecology, recycling, renewable energy, clean technology, safe building facilities, safe sport and health tourism facilities, measures to control indoor - outdoor places and actions, including particular activities in nature, landscape protection and environmental health. The educational material either in electronic format or in normal traditional classroom one should use proper documents for the meanings of environmental protection and measures for public health. This should be interactive with relative examples, applying proper case studies (Davis , Rinvolucru, 18).

## 3. CLASSROOM MANAGEMENT

The relative classroom management should

be focused on interactive Educational Procedures about the importance Environmental Education to young pupils. Also e-learning tools could be combined with proper applied dictation procedures in order the relative educational results to be more positive to young students.



**Fig. 1.** Dictation as writing and listening test combined with e-learning tools for classroom management and promotion of environmental health education topics.

Based on the above relative procedures should be followed combining proper e-learning tools achieving the right classroom management.

**Dictation Procedures:**

The next steps should be followed for efficient educational results around environmental protection activities, technologies and public health protection. Proper texts should be used making relative questions to young pupil students.

Teacher reads the passage three times . The first time , the passage is read at normal speed while the students just listen . The second time the passage is read phrase by phrase , pausing time for allowing them wright what they heard . The last time the passage is read again at a normal speed for letting them check their writing (Freeman, Anderson, 33).

1. Read the first section through first to give students a chance to think about the dictation.

2. Re-read it (the first section only) one or more times at dictation speed.
  3. Give students the instructions about what to write next.
  4. When about half of the students have finished, interrupt. Tell the others there will be time to finish later. (You need to walk the fine line between some students losing interest and others feeling rushed ) .
  5. Dictate the second and then the third section giving time between them for students to write.
  6. Have students exchange and read each other’s papers.
  7. If students are willing, have them share the best or most interesting responses.
  8. Allow students to take the work home to finish and/or improve their first efforts or give them time to do it in class.
- (Nelson ,24) .

**Dictation scored:**

It can be scores by giving one mark for each correct word spelled correctly and Zero for each incorrect or misspelled word . (For testing both listening and writing skills). (PTE Academic score Guide, 35).

**Types of dictation:**

1-Formal diction

This diction entails the use of formal language, which is used to address formal situations. In this type of diction, sophisticated language is used, and it also follows grammatical rules. People use this diction in writing articles, speeches, make formal presentations, or to address a press conference. Also the formal diction can be found in legal papers, business documents, and professional text.

2- Informal diction

Informal diction refers to the use of conversational words, informal, casual speech types while speaking or writing. It is what people use in real life to interact with their colleagues and friends

3- Colloquial diction

This type refers to the use of phrases or words that are used and understood by a particular community or region. These words are used in one region or

community to the other. At times, these words become common such that they spread to the other areas and they added to the dictionary.

#### 4- Slang diction

Slang could be shortened words, new words, or modified words that originate from a particular subgroup or culture. They can be met by a particular ethnic group, social group or economic group.

#### 5- Concrete diction

This is the use of words or phrases that listeners can easily understand because they are common knowledge, and they can create images in their heads once they hear them i.e. tree, dog, phone, TV.

#### 6- Abstract diction

### 4. CONCLUSIONS

In this working study several useful methodologies have been presented for the environmental education to young pupils. All the relative educational methodology could be applied properly based on relative contents about environmental protection, e-learning activities at proper classroom management as well as with family and friends. Proper content should be used as well as educational material for young students

with right e-learning tools to be applied properly making useful interactive tests to students. In this way could be promoted environmental education, sustainability, community health and public health protection in post COVID-19 era.

The results are useful and should be combined with modern e-learning technologies. This working study could be the base for future useful educational contents and activities to students for sustainability and public health protection.

This refers to the use of words to describe feelings, thoughts, emotions, ideas, and concepts. This category describes things that are intangible and without physical presence.

Abstract diction example. After doing much-singing practice, I feel I am a good singer. (Feel' expresses a feeling) Mary loves her mother so much. (Love' is an emotion).

(<https://7esl.com/diction/>)

Furthermore, based on the above several useful methodologies could be applied combined with proper e-learning tools based in relative environmental health, clean technologies, landscape upgrade and green infrastructures using proper modern modern e-learning technologies for students. This can be used for several foreign languages applying proper material that promote environmental health, green designs and community health, public health protection (Koliopoulos et al. 2018, 2019, 2020; Omstein, A., et al. 2004; Kerr, M. M., et al. 2002; Miller, A. et al. 1998; Sleeter, C. et al. 2003).

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