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Listening and Writing Topics in Environmental Education - Classroom Management for Teenagers in post COVID-19 era

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Abstract

In this working study several useful methodologies have been presented for the environmental education to teenagers, high school students in relation to environmental education topics for public health protection. Useful training topics about educational listening and writing topics as dictation improvement methodology for learning English as a foreign language or other one that could be applied properly based on relative learning contents about environmental protection, sustainability, environmental chemistry, public health including games activities with family and friends and public health protection in post COVID-19 era. Useful learning topics are presented that should be combined with modern e-learning technologies and classroom management for teenagers. This working study could be the base for future useful educational contents and activities to teenagers, high school students for sustainability, environmental health, safety, community health and public health protection.

Keywords: Listening, Dictation methodology, Linguistics, Sustainability, Environmental Education, Classroom Management, Environmental Health, Community Health, Public Health, COVID-19.

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1. INTRODUCTION

Nowadays, teachers who teach foreign language should organize their listening, writing test texts in terms of definitions and dictation around environmental protection as well as public health protection. Useful contents should exist in relation to games and interests of teenagers, high school students.

Proper contents from the literature should be used around games, sports at indoors, outdoors, sports, sports tourism, public health, chemical hazards, sanitation topics and clean technologies. Due to post COVID-19 era several psychological problems may exist to students due to lock downs or injured people.

Proper contents should exist at listening and writing topics for dictation improvement in learning English as a foreign language or other through content topics in foreign linguistics about environmental education, chemical hazards, pollution, community health, public health protection. The latter could be in a manner that will encourage teenagers, high school students with games and use of proper e-learning tools in the post COVID19 era.

Therefore, relative texts, interactive games, e-learning tools and proper classroom activities, motivational games should be used to high school students for green designs, safety, environmental chemistry, clean technologies, public health protection during the post COVID-19 circumstances. The classroom teachers benefit from dictation in order to reinforce listening and writing continuously.

2. DIFFICULTIES IN LEARNING AND SUGGESTIONS

The Educational Activities about Environmental Education to teenagers can be learned via Listening and Writing topics for Dictation Improvement Activities applying proper listening and writing methodology tests combined with proper e-learning tools. The relative contents about sustainability, environmental health should be in form of games for students' participation in groups.

Dictation can be applied in class not only to enhance students' listening comprehension skill but also can urge students to apply their pronunciation in relation to knowledge of grammar [2,3,4,5,6,13].

Proper listening contents could be applied for phonics dictation, to develop phonic skills, students learn "letter - sound relationship) and use their knowledge of listening, writing, spelling and writing [5,6,13].

Some of the learning difficulties and classroom problems that a teacher will encounter related to dealing with the post COVID-19 pandemic era are the following:

However, several difficulties in Spelling and Coping Techniques could exist at a classroom. The development of the spelling of students with Learning Difficulties follows the same developmental path as that of students without learning problems, except that it occurs at different times and has a different pace. In other words, students with Learning Difficulties use proper strategies. This should not mean that it is enough to give a little more time to student with Learning Difficulties. A different perception and approach to teaching is needed, after first excluding causes, such as bad teaching, the environment, phonological awareness, etc. A student with spelling problems usually have problems with visual memory, auditory memory, visual and auditory discrimination, and motor skills. Thus, such a student presents the following difficulties: Often makes additions, inversions, omissions, substitutions of letters, syllables or words, makes mistakes in stress or shows a complete lack of stress, makes frequent mistakes in basic spelling rules, makes frequent mistakes in the etymological part of the word Does not generalize the rules of spelling in all words, homonyms or derivatives, no self-correction.

However, the suggested techniques for correct spelling, are based on Gillingham Method. This is usually an oral spelling method and

emphasizes practice and repetition. The strategy is as follows, the student starts with the words where there is a phoneme-graph correspondence. After learning to write such words correctly, he moves on to more complex words that are grouped according to the pattern they follow. Sentences and stories are written with the words he has learned. Fernald multisensory approach This technique involves visual, auditory, kinesthetic and tactile senses.

Therefore, this approach follows the next steps:

1. The teacher writes and says the word.
2. The student traces the word in the air while saying it. He writes the word on paper.
3. The student rewrites the word from memory. If it is correct, it goes into the word box. Otherwise, the process is repeated from the beginning.

Moreover, the Horn Method is suggested to be used. This method achieves student progress through recall, pronunciation, visualization and reading correction. If the student makes a mistake during the above process, he is asked to repeat it until the mistake is not repeated. Other useful learning methods are the Pictorial methods. This method uses "pictographs". The teacher has chosen in advance the words that will be taught, as well as the images that will represent them. There is a discussion with the students about the meaning of the word and it is decided what the picture will be. Of course this discussion is guided, since the teacher has pre-selected the image.

However, there should be a relative flexibility in the event that the student population has a specific image of the word that is different from that of the teacher. The purpose of this method is to create a strong mnemonic link between the image and the word form. Audio-visual method The central idea of this method is to present the student with isolated phonemes using pictures. The teacher tries to have the student connect a difficult phoneme with the image of an object whose name begins with or contains the specific phoneme. This connection gives the student the opportunity to remember with the help of the image and write the correct phoneme when needed. Imitative Methods Imitative methods are usually used to help students learn spelling who have not succeeded with traditional methods. The teacher pronounces and writes the word exemplarily.

The student does the same by copying the teacher's model, until he learns the word. Then other words are taught in the same way. This particular method is more interesting for students and more effective if the whole process is not done on a board or notebook, but a tablet/ipad or a computer is used.

Furthermore, a useful learning method for a foreign language is the Rule-based teaching. The method is based on teaching rules and generalizations. The rules are taught that apply to a large number of words (eg verbs ending in -aeno) and have few exceptions (eg the verbs stay, bind, wash). The student may discover the rule himself through playful activities. The rule is then applied to unknown words and generalized. Then the words that are excluded from the rule are taught. Time delay It is based on the time delay technique used by behaviorists especially in behavior modification. First, the teacher corrects the student as soon as he makes a mistake, without delay. After a while, he begins to delay correcting the student's mistake, so as to give the student a chance to think more and self-correct. The delay then becomes longer and over time even longer until the student improves their spelling and acquires the required self-correction skills.

Also the Self-correction learning method could be used. The self-correction approach is based on the student's attempt to correct the words or the text he writes himself, without the help of the teacher or a classmate. It should be noted that it is essential that the student has mastered the required self-correction strategies. Autocorrect is first done letter by letter and then the whole word is corrected.

However, in addition to the above Word lists can be provided to students. Every Monday, the teacher gives the students lists of unknown words, which they learn during the week. Testing is done with tests, usually on the last day, Friday. The way that checks whether or not the students have mastered the spelling of the specific words is done by the students themselves and has a group character. When the student learns some words, they leave the list and other new unknown words come in their place. Use of a computer/tablet/ipad, applying proper e-learning tools. As it has mentioned above, modern technological means are particularly interesting and familiar to students.

Their use, therefore, also helps in learning spelling. There are several interactive e-learning programs, which can significantly help students in learning spelling and more.

It should be noted that the above techniques may be used in combination. However, there should not be a constant change of techniques because they may confuse the student and not have the results that are expected. It would be good to use some techniques for a period of time to give the student a chance to familiarize themselves with them and see if they eventually fit their learning profile. Finally, teacher should not forget reinforcement and reward with content about green designs, environmental health, green chemistry and public health protection.

3. CLASSROOM MANAGEMENT

Behaviour problems in a classroom increase the stress levels for both pupils and the teacher, disrupt the flow of lessons and conflict with both learning objectives and the processes of learning. The usual response to problematic behaviour is to identify the teenagers, high school students involved as ‘the problem’, to focus on them as a source of ‘trouble’ and to devise strategies specifically to deal with their inappropriate behaviour.

The relative classroom management should be focused on proper motivational activities, games to students including interactive Educational Procedures about games in relation to sustainability, green chemistry, renewable resources, environmental health, presenting important topics according to students’ interests about Environmental Education to teenagers, high school students. Also proper e-learning tools could be combined with proper applied listening, writing tests, for dictation improvement procedures in order the relative educational results to be more positive to high school students, teenagers, (see figure 1) [13,15,16,17].

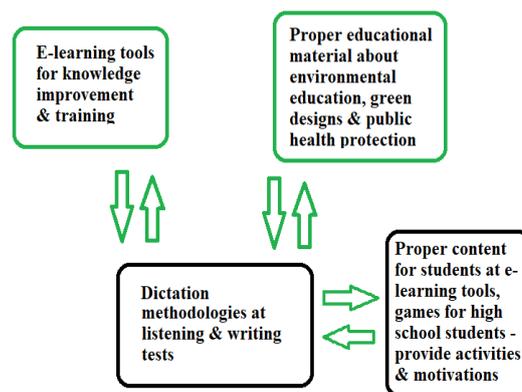


Fig. 1. Dictation improvement through listening and writing test combined with e-learning tools for classroom management and promotion of environmental education, green designs, public health topics.

Based on the above relative procedures should be followed combining proper e-learning tools achieving the right classroom management with proper games for high school students in order to improve dictation in learning a foreign language following the right dictation procedures [1,2,3,4,5,6,7,13].

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 e-learning technologies with motivational games for students. This can be used for several foreign languages applying proper e-learning materials for listening and writing tests that promote environmental health, green designs and community health, public health protection in relation to use proper strategic classroom management for teenagers, high school students at post COVID-19 era [7,8,9,10].

4. CONCLUSIONS

In this working study several useful methodologies have been presented for the environmental education to high school students. 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 teenagers with right e-learning tools to be applied properly making useful interactive tests to students including games. In this way could be promoted topics to learn English as a foreign language or other ones around green chemistry, clean technologies, environmental education, sustainability, community health and public health protection in post COVID-19 era.

Based on the above are presented below relative activities for listening, writing and improvement in dictation that can take place in the classroom to the students (see figure 2).

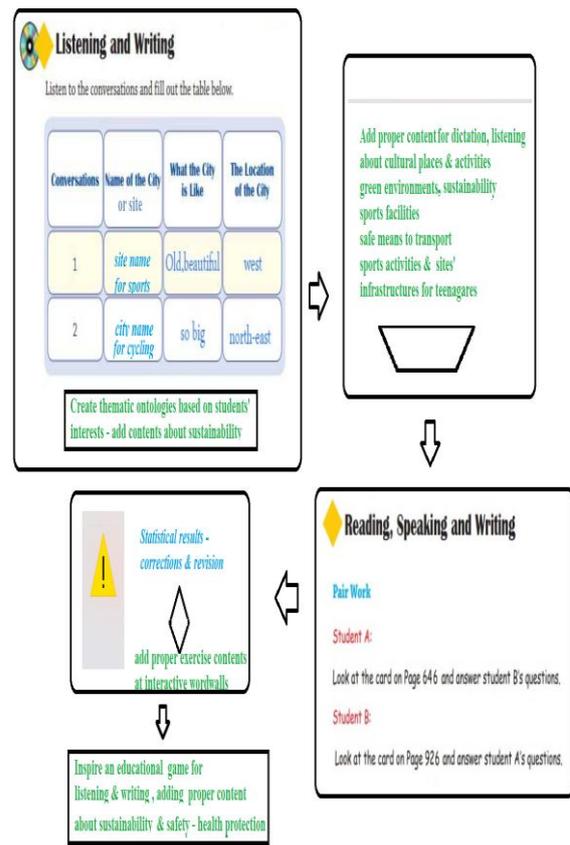


Fig. 2. Dictation improvement through listening and writing tests including proper learning activities in the classroom

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.

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