Mediating climate change rhetoric to increase lexical knowledge of students at university level

Abstract. The globe is currently confronting a variety of natural disasters as a result of climate change. As human activities possess the ability to profoundly modify the climate, the term "climate change" to encompass all forms of climatic term fluctuations, climate change signifies a sustained alteration in climatic conditions. Moreover, the Earth's climate is expected to change in the future due to the accumulation of greenhouse gases. For many decades, the field of natural sciences has extensively documented the causes and consequences of global changes that have occurred over the last years. Climate change (CC) is a worldwide interrelated problem that has multifaceted narratives. In the present era, however, the ongoing discourse reveals certain disparities between one of the utmost urgent challenges confronting humanity.

1 Introduction

The globe is currently confronting a variety of natural disasters as a result of climate change. As human activities possess the ability to profoundly modify the climate, the term "climate change" to encompass all forms of climatic term fluctuations, climate change signifies a sustained alteration in climatic conditions. Moreover, the Earth's climate is expected to change in the future due to the accumulation of greenhouse gases. For many decades, the field of natural sciences has extensively documented the causes and consequences of global changes that have occurred over the last years. Climate change (CC) is a worldwide interrelated problem that has multifaceted narratives. In the present era, however, the ongoing discourse reveals certain disparities between one of the utmost urgent challenges confronting humanity.
2 Research Background / Ongoing changes in climate conditions, and the prevalence of natural disasters

2.1 Approaches of Climate Change Education

...
2.2 Equipping Teachers for Effective Instruction on Climate Change"
2.3 Examining Climate Change through Dual Lens: Psychological and Professional Insights into Student-Led Curricula

...
The 2nd group took for one of UNESCO’s heritage sites, which is in danger of collapse. Zogu’s Bridge, built in 1927 in Northern Albania, was designated as a World Heritage Site by UNESCO in 2005. This monument has experienced several significant events over the years, including a flood in 2012, which caused severe damages. The bridge was subsequently included in the list of monuments that are potentially at risk of collapse. The bridge's state was significantly deteriorating even after the flood, as new cracks were discovered during routine inspections. These cracks are the result of the effects of climate change on the bridge's materials, which are becoming more susceptible to wear and tear due to the changing climate. Zogu’s Bridge is an excellent example of how climate change is affecting cultural heritage sites worldwide. The bridge’s condition has been worsening, and it is now in a critical state. The students had to explore a wide range of issues related to climate change by taking into consideration one aspect or element of how climate change is framed and narrated in diverse contexts. The teaching of climate change in universities is heavily influenced by rhetoric and discourse, as elucidated below:

The overarching methodology tries to cultivate an appreciation for the influence of language and critical thinking. Professors urge students to assess information and critically evaluate ideas, and build critical thinking skills. Critical Thinking and Debates is also a key element: Instructors scrutinize and investigate the language, narratives that augment students' comprehension and foster understanding. The incorporation of rhetoric and discourse analysis into the pedagogical materials helps students to actively contribute to addressing the issues related to climate change. It helps students to actively employ and refine their language skills in the immersive and interactive learning environment wherein the students actively employ and refine their language skills in the immersive and interactive learning environment wherein they are encouraged to produce original ideas and arguments that are elaborately and persuasively communicated. Playing simulations, students actively participate in genuine public discussions and media representations. By engaging with the topic, students are able to develop their comprehension and knowledge of the subject matter. Students are required to study the historical and cultural context of Butrint, where the bridge is located. They are also expected to engage with the local community and understand the impact of climate change on the local environment. The students are expected to complete a series of tasks, including writing a report and giving a presentation, to demonstrate their understanding of the subject matter. They are also expected to prepare a certain mini project that they will present to the class. The mini project is expected to demonstrate the students' understanding of the subject matter. The students are also expected to complete a series of tasks, including writing a report and giving a presentation, to demonstrate their understanding of the subject matter. They are also expected to prepare a certain mini project that they will present to the class. The mini project is expected to demonstrate the students' understanding of the subject matter.

3.1 Discussion and Analysis of Findings

The 3rd group's discussion and analysis of findings revolved around the impact of climate change on cultural heritage sites. They identified several factors that contribute to the deterioration of cultural heritage sites, including increased frequency of extreme weather events, sea level rise, and pollution. They also discussed the challenges faced by heritage organizations in addressing these issues, including limited resources and lack of public awareness. The group highlighted the importance of raising public awareness and engaging with local communities to address the issue. The group also discussed the role of education and training in preparing students to address these challenges. They identified the need for a multidisciplinary approach to address the issue, involving experts from various fields, including engineering, archaeology, and environmental science. The group also discussed the importance of international cooperation in addressing the issue. They concluded that cultural heritage sites are not only important for their historical and cultural significance, but also for their potential as tourist destinations. They highlighted the need for a balanced approach that recognizes the importance of preserving cultural heritage sites while also addressing the challenges posed by climate change.
3.2 Reflection and validation

According to the feedback from students, teachers, and stakeholders, the implementation of climate change education in universities has led to several positive outcomes. The new skills gained by the students included having a comprehensive understanding of climate change, incorporating an interdisciplinary approach, and enhancing their ability to tackle the resulting challenges.

4 Conclusion and recommendations

In conclusion, teaching climate change in universities is not only essential for raising awareness and motivating action among students but also contributes to addressing the challenges posed by climate change. The education system requires collaboration among various stakeholders and promote lifelong learning for global citizenship. Integration of climate change education in universities has the potential to enrich students' knowledge, skills, values, and actions to address the utmost importance, climate change and nurtures a deeper appreciation for the influence of language and communication in shaping public attitudes, understanding, engagement, and capacity to critically evaluate climate related issues. It helps them to actively participate in discussions, debates, and negotiations about climate change, which helps them to improve students' linguistic abilities in increasing students' lexical and terminology, makes them conscious of the importance of climate change and their role in contributing to addressing the challenges posed by climate change.

References

[2] A. Ang, and D. L. 2014. Int. 29(1). 06(2023) ICED2023. The Comprehensive Climate Education (CCE) framework provides a way of linking knowledge, understanding, beliefs, and actions. In this context, it is necessary to adapt the curricula and formal curricula may serve as a further elaborate upon them. As part of the validation, it is fundamental to mention the new “skills” gained by them, which includes, having a comprehensive understanding of climate change and incorporating an interdisciplinary approach within the economy, and the necessary measures to face the changes. At the end of each session, each group had to write their findings, which included recommendations, conclusions, and reflections. This was done based on the research conducted on climate change implications for human civilizations, ecosystems, and disruption. These changes have far reaching consequences for human civilizations, ecosystems, and disruption. These changes have far reaching consequences.


