



TASKS FOR THE PHENOBL APPROACH

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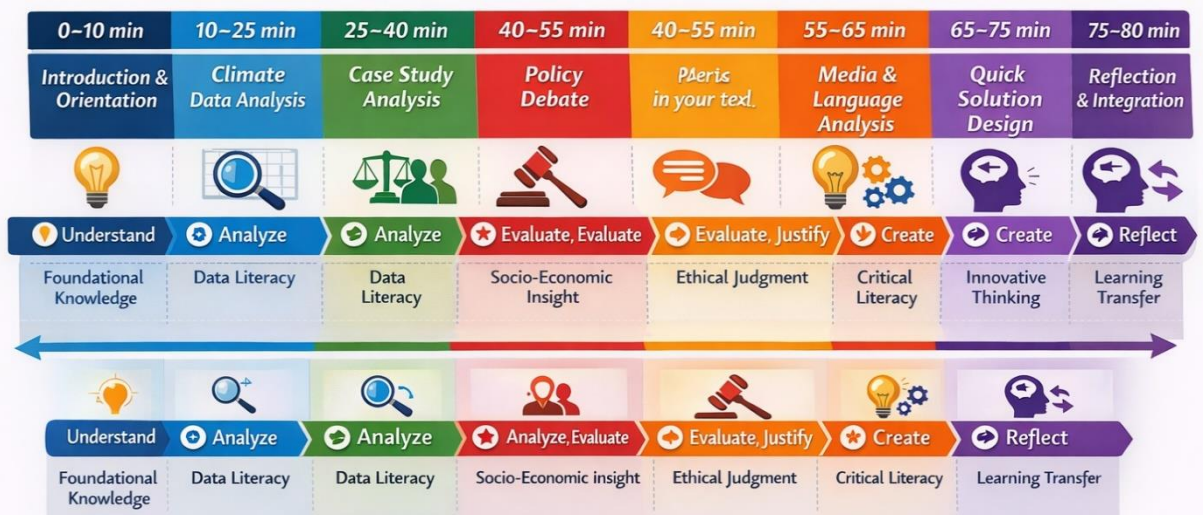
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For the explanation of the interdisciplinary character of the PhenoBL approach, we have chosen the topic of “Climate Change and its impact”. The core phenomenon to be investigated is Climate change and its multifaceted impact on natural systems, societies, and global development. This topic can be investigated with the integration of several disciplines, such as environmental science and geography, sociology, economics, political science, ethics, applied linguistics, media studies, technology, engineering, sustainable studies, metacognition, and education. To elaborate on the topic deeper, we have designed several tasks, fitting each discipline.

80-Minute PhenoBL Lesson: Climate Change and Its Impact

Interdisciplinary Tasks & Cognitive Skills Timeline
→ Upper-Intermediate / Advanced English Learners



Task 1: Scientific & Environmental Perspective (Environmental Science, Geography)

Task: Climate Data Analysis



This task is intended to analyze temperature and CO₂ emission graphs from different regions. Here, a teacher can give questions, facilitating students' analytical and interpreting skills, such as "What trends have you observed over the past 50 years?", "How do these trends differ across regions? What scientific factors explain these changes?", thereby contributing to students' reasoning scientifically, interpreting data, and making evidence-based conclusions.

In the next task, students are asked to elaborate on the social and economic sides of the phenomenon, integrating the key disciplines, sociology and economics. Here, it can be witnessed that students can be introduced to not only academic content, but also their acquisition of linguistic content will be realized by analyzing and comparing the case study. They can examine how climate change affects agriculture in Central Asia and coastal cities in Southeast Asia by answering the questions "What social groups are most vulnerable? How does climate change influence employment, migration, and food security? What economic costs are involved?" Several interdisciplinary contributions can be witnessed, such as socio-economic analysis, comparative reasoning, and contextual understanding, focusing on the development of analytical and evaluative competencies.

The following task enables students to integrate knowledge in Political Science and Ethics. We have termed this task as Political & Ethical Perspective, in which they will be asked to participate in a policy evaluation debate. Evaluation of international climate agreements, such as the Paris Agreement, will be taken for the debate. The following questions will be given in the process:

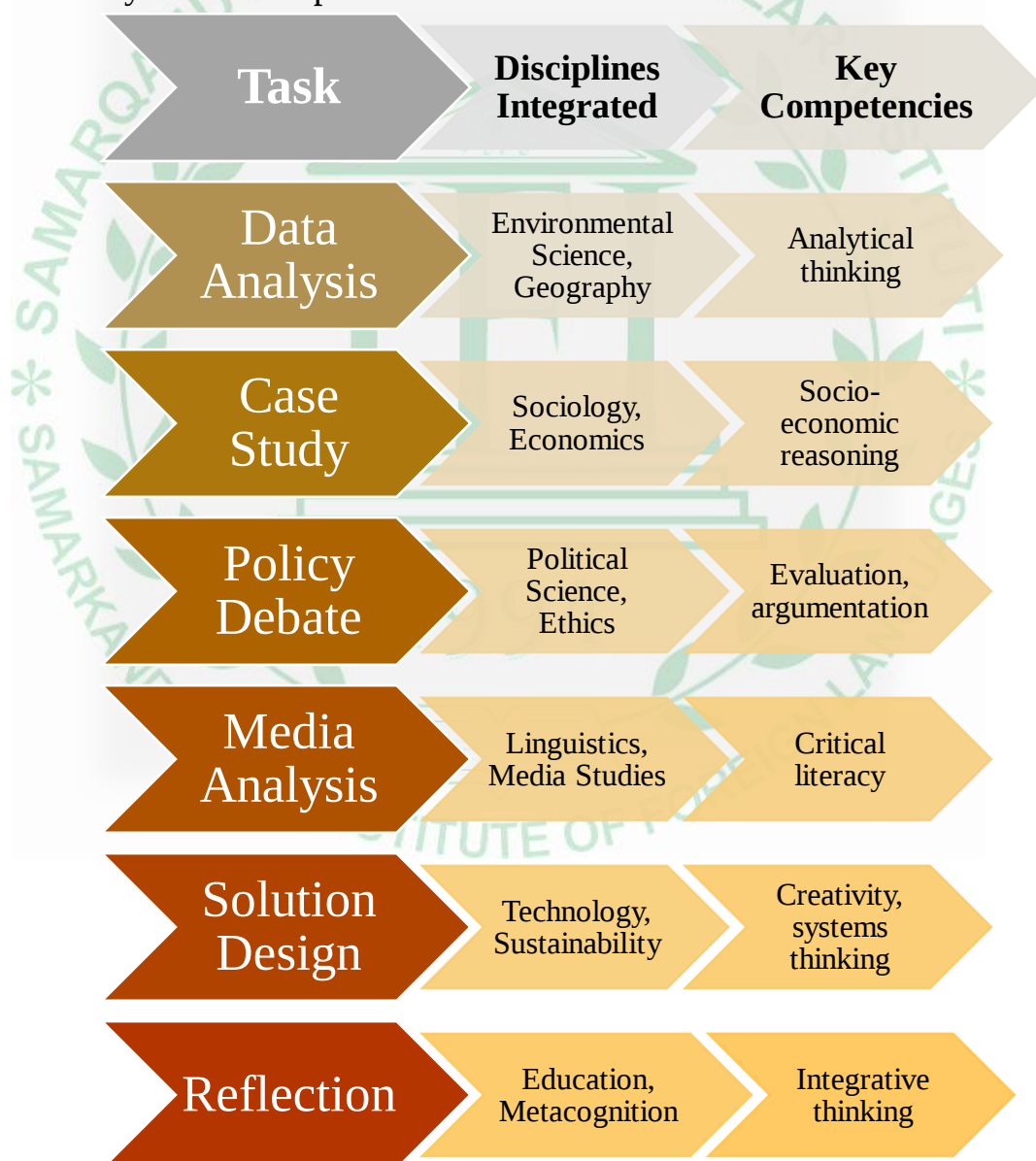
- Are current policies sufficient?
- Who should bear the greatest responsibility?
- What ethical issues arise between developed and developing countries?

An interdisciplinary contribution can be seen raising the knowledge of Policy literacy, Ethical reasoning, and Argumentation skills, concentrating on developing evaluation and justification competencies.

The next task is aimed at enriching knowledge in Applied Linguistics and Media Studies, engaging them in discourse analysis. The analysis of news articles and speeches on climate change helps them reveal how language constructs meaning, reflects ideology, and shapes social understanding, enabling critical evaluation of texts and communication practices. The guiding prompts can be seen in the questions, including "How is climate change framed linguistically? What persuasive strategies are used? How does language influence public perception?" These, in turn, facilitate critical media literacy, academic, and persuasive language use, discourse

awareness, meanwhile focusing on the development of Critical thinking, synthesis competencies classified as higher-order in Bloom's taxonomy.

The next task, termed as Technology & Innovation Perspective, is intended to integrate Technology, Engineering, and Sustainability Studies, thereby facilitating students' participation in designing a solution project. Here, students design a climate adaptation or mitigation solution for their local context by meeting the criteria of "What technology could reduce emissions or adapt to climate effects? How feasible is your solution economically and socially? How would you present it to stakeholders?" The interdisciplinary contribution can be seen in problem-solving, innovation, and systems thinking by focusing on the development and improvement of creation and synthesis competencies.



Summary table



These tasks present that the comprehension of climate change is not possible through a single discipline. The PhenoBL framework enables learners to integrate scientific, social, economic, political, linguistic, and technological perspectives, thereby improving higher-order cognitive competencies and preparing students for complex real-world problem-solving.

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