Chapter 6

Fostering Environmental Consciousness Through Multimodal Strategies in Undergraduate English Literature and Composition Courses in Algeria and the USA:
A Reflective Approach

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EXECUTIVE SUMMARY

This chapter is a reflective teaching experience of incorporating multimodal strategies in English literature and composition writing courses to undergraduate students at Algerian and American universities. What this chapter primarily aspires to do, particularly, is to outline an account on how the teaching of different fiction, non-fiction, and poetry, such as Romantic poetry by William Wordsworth and Modernist poetry by by T.S. Eliot, fosters a conscious interest in the natural environment and its crises. The instructors propose the inclusion of a variety of multimodal texts on the environment to allow students to better understand environmental related issues

such as climate change and drought. This chapter will reflect on the teaching experiences of two instructors from different locations and include the course design employed in the teaching of different forms of literature. The chapter also provides the selected texts and the instructors' teaching recommendations.

INTRODUCTION

At colleges, environmental studies are a hotly contested and important topic. Teachers at all educational levels assign writing assignments with an eye toward many parts of nature and environmental concerns. English literature works emphasizing on nature included in the first- and second-year college courses in the Department of English provide a different viewpoint on environmental problems, therefore encouraging critical thinking and empathy in the students. Environmental problems span many challenges with both academic and pragmatic answers needed. Blibech addresses "emerging approaches to environmental thinking in higher education, perceived as a need but also as a "trend" that leads to versatile orientations impacting both educational goals and curriculum design," in his paper "Environmental Thinking in Higher Education: Towards a Systemic Integration." Growing awareness of the socio-physical surroundings has turned into a challenging process stressing the need of innovative solutions for environmental preservation and student education about environmental damage. Growing knowledge of the socio-physical surroundings has evolved into a difficult process that emphasizes the requirement of creative solutions for controlling and teaching students about environmental protection. One answer to this challenge is to incorporate environmental elements into the curriculum for teaching English literature and composition writing at the university level while also fostering collaboration between educational institutions from diverse cultural backgrounds. In this context, lecturers at different levels of study give students writing assignments on topics related to nature and the environment. This was initiated in "Place-Based Education: Learning to Be Where We Are" by Smith (2002).

Another crucial aspect of this process involves adequately equipping curriculum designers and instructors with the information and resources required to effectively encompass environmental issues in their courses. When instructors and students reflect on the selected literary works that address environmental themes, students can gain a deeper understanding of the interconnectedness between humans and the natural world with exposure to real-life scenarios. Therefore, to achieve environmental education, as well as individual and social responsibility, this chapter is a reflection on the teaching experience on environmental education using selected English fiction, non-fiction and poetry literary texts, and the collaboration between two professors from the University of Oran 2 Mohamed Ben Ahmed, in Algeria,

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