



4-1-TR01-KA220-SCH-000245616 “EcoLingua Curriculum: Digitally Enhanced Pedagogy for Integrating Environmental Issues into Language Teaching”

NATIONAL REPORT ON ECOLOGY & CLIMATE ISSUES IN ENGLISH LANGUAGE TEACHING CURRICULA

 Reporting Period: [18/02/2025 - 28/03/2025]

 Prepared by: [Elisabetta Marino, Maria Grazia Maglione, University of Tor Vergata]

 Country: [Italy]

INTRODUCTION

- Brief overview of the country's education system regarding English Language Teaching (ELT).

In Italy, English Language Teaching (ELT) is integrated into various levels of the educational system, including primary, secondary, and tertiary education.

Primary Education¹: English is a compulsory subject in all grades of primary school ([D.Lgs 59/2004](#)). According to the [National Guidelines for the curriculum](#), pupils are expected to finish primary school with an English proficiency of A1 level of the Common European Framework of Reference ([CEFR](#))².

Lower Secondary Education³: English is a compulsory subject in the three grades of lower secondary school and is taught three hours per week.

At the request of parents and depending on the availability of school staff, the teaching of English language can be increased to 5 hours per week, using the two hours allocated per week to the teaching of a second foreign language. These can also be used for teaching Italian to foreign students.

According to the National Guidelines for the curriculum, pupils are expected to finish primary school with an English proficiency of A2 level of the Common European Framework of Reference ([CEFR](#))⁴.

¹ <https://eurydice.eacea.ec.europa.eu/national-education-systems/italy/teaching-and-learning-primary-education>

² Indicazioni nazionali per il curricolo della scuola dell'infanzia e del primo ciclo d'istruzione, p. 38 Traguardi per lo sviluppo delle competenze al termine della scuola primaria per la lingua inglese (I traguardi sono riconducibili al Livello A1 del Quadro Comune Europeo di Riferimento per le lingue del Consiglio d'Europa)

³ <https://eurydice.eacea.ec.europa.eu/national-education-systems/italy/teaching-and-learning-general-lower-secondary-education>

⁴ Indicazioni nazionali per il curricolo della scuola dell'infanzia e del primo ciclo d'istruzione, p. 38, p. 39 Traguardi per lo sviluppo delle competenze al termine della scuola secondaria di primo grado per la lingua inglese (I traguardi sono riconducibili al Livello A2 del Quadro Comune Europeo di Riferimento per le lingue del Consiglio d'Europa)

Upper Secondary Education⁵: Curricula in general upper secondary education are defined in specific National Guidelines for licei (Indicazioni nazionali per i licei) issued in 2010 ([DM 211/2010](#)) which set out the specific learning objectives for each type of liceo. For each subject, specific learning objectives describe knowledge and skills that students are expected to acquire as the basis for building their own competences.

In all types of liceo, Content and Language Integrated Learning (CLIL) is compulsory in the fifth year. In the *liceo linguistico*, CLIL is compulsory in one language starting from the third year up to the fifth and in a second language starting from the fourth year to the fifth.

High Schools (Licei): A more theoretical and academic approach, aiming for a refined and analytical command of English. By the end of upper secondary education, students are expected to achieve at least a B2 level in English, as per the Common European Framework of Reference for Languages (CEFR)⁶.

Liceo Linguistico: This specialized secondary school focuses on modern languages, including English (4-5 hours per week), and offers an in-depth curriculum designed to develop advanced language skills (higher proficiency B2 to C1). In the final year CLIL is taught in two subjects.

Technical Institutes: English is applied to specific professional contexts, with a focus on technical and sector-specific language. CLIL is compulsory in the fifth year at technical institutes. General expectation: B1 to B2.

Vocational Schools: English is oriented towards practical workplace communication, using interactive and situational methods (2-3 hours per week). General expectation: Basic proficiency (A2-B1)

CLIL is also a compulsory requirement for submitting a project to apply for the experimental four-year technological/vocational path, introduced in school year 2024/2025⁷.

Higher Education⁸: At the university level, English is taught both as a subject and as a medium of instruction for other disciplines. Overall, Italian universities are increasingly incorporating English into their curricula, both to attract international students and to prepare Italian students for global opportunities. This trend reflects a broader commitment to internationalization and the recognition of English as a global lingua franca.

⁵ <https://eurydice.eacea.ec.europa.eu/national-education-systems/italy/teaching-and-learning-general-upper-secondary-education>

⁶ Indicazioni Nazionali per i Licei, p. 15 Lingua e Cultura straniera, Linee generali e competenze, Lo studio della lingua e della cultura straniera deve procedere lungo due assi fondamentali tra loro interrelati: lo sviluppo di competenze linguistico-comunicative e lo sviluppo di conoscenze relative all'universo culturale legato alla lingua di riferimento. Come traguardo dell'intero percorso liceale si pone il raggiungimento di un livello di padronanza riconducibile almeno al livello B2 del Quadro Comune Europeo di Riferimento per le lingue.

⁷ DDL 924 31/01/2024, Filiera Tecnologica professionale

⁸ <https://eurydice.eacea.ec.europa.eu/national-education-systems/italy/higher-education>

Purpose of the report: Analyzing ecology, climate, and environmental sustainability in ELT curricula.

- Relevance to the EcoLingua project goals.

This report aims to analyze the integration of ecology, climate awareness, and environmental sustainability within English Language Teaching (ELT) curricula, assessing how these themes are embedded in language education to foster ecological literacy among learners.

The study aligns with the goals of the EcoLingua project, which seeks to promote sustainability-focused language education by incorporating environmental consciousness into linguistic and pedagogical frameworks. By examining existing ELT materials and methodologies, the report contributes to EcoLingua's mission of equipping educators and learners with the tools to engage critically with global environmental challenges through language learning, ultimately fostering a more sustainable and ecologically aware society.

NATIONAL CURRICULUM OVERVIEW

- Official ELT Curriculum Guidelines:

National guidelines for the curriculum for pre-primary school and the first cycle of education (*Indicazioni nazionali per il curricolo della scuola dell'infanzia e del primo ciclo d'istruzione*), DM 254/2012

National guidelines and new scenarios (*Indicazioni nazionali e nuovi scenari*), 2018.

National guidelines for licei (*Indicazioni nazionali per i licei*), DM 211/2010)

National guidelines for Technical Education for the first two-year period (*Ministerial Directive n. 57/2010*) and for the last three years of study (*Ministerial Directive no. 4/2012*)

National guidelines for vocational education, *Ministerial Decree n. 92/2018*

- Governing bodies (Ministry of Education, regional authorities, etc.).

The Ministry of Education and Merit (*Ministero dell'istruzione e del merito*- *MIM*) is responsible for the general governance and administration at national level of ECEC (Early Childhood Education and Care), school education, higher technical education and adult education (*DL 173/2022*).

The Ministry is organised regionally in decentralised offices. The Regional school office (*Ufficio Scolastico Regionale*, *USR*) is the branch of the Ministry at regional level. In turn, each *USR* operates at the provincial level through offices called Territorial areas (*Ambiti Territoriali*). Both decentralised offices represent the central administration. The Ministry has not decentralised offices at municipal level.

The Ministry of University and Research (*Ministero dell'Università e della Ricerca* - [MUR](#)) is responsible for the areas of higher education (university, higher education in fine arts, music and dance and other higher institutions) and research ([law 12/2020](#)). The Ministry of university and research has not decentralised offices at regional or local level.

The Ministry of Education and Merit and the Ministry of University and Research share supervisory functions of the following two national institutes:

- The National Institute for the Evaluation of the Education System (*Istituto nazionale per la valutazione del sistema di istruzione*, [INVALSI](#)),
- The National Institute of Documentation, Innovation and Educational Research (*Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa* – [Indire](#))⁹

The Ministry for Education and the Ministry for University and Research are supported by multiple agencies that assist with developing and evaluating policies. These include the [National Institute for the Evaluation of the Education and Training System](#), the [National Evaluation Agency of the University and Research System](#), and the [National Institute of Documentation, Innovation and Educational Research](#). Together, these institutions monitor and compile educational data, including information relating to climate change education.

There are numerous memoranda of understanding signed by the Ministry of Education with other ministries, national and international institutions and organizations, bodies, sector associations on the issues of environmental education, sustainability, cultural heritage, and global citizenship.

In particular, the Directorate General for Students, Integration and Participation coordinates every year the educational programs and training activities, provided for in the memoranda of understanding, addressed to schools to promote interest, knowledge and awareness in young people, also favoring the integration of educational initiatives offered in the area¹⁰.

- Official references to environmental education (if any).

Decree 16 November 2012, n. 254. Climate change is included in the curriculum and students are encouraged to “assume ecologically sustainable behaviours and personal choices”¹¹. Climate change is mentioned in the Geography and Biology curricula and is also included in the curriculum guidelines’ underlying principles.

Guidelines for Environmental Education and Sustainable Development ([Linee Guida per l'Educazione ambientale per lo Sviluppo sostenibile](#)) were jointly published by the Ministry of Education and the Ministry for the Ecological Transition in 2015 under Italy’s 2014-2020 National Operation Program for the School. The guidelines address climate change and state the government’s intention to educate a generation of “environmental natives.”¹²

⁹ [Administration and governance at central and/or regional level](#)

¹⁰ [Educazione ambientale e alla sostenibilità - MIM](#)

¹¹ DM 254/2012, p. 58 *Assumere comportamenti e scelte personali ecologicamente sostenibili*

¹² Introduzione Linee Guida per l'Educazione ambientale per lo sviluppo sostenibile.

[Law No. 92 of August 20, 2019](#) introduced the transversal teaching of civic education in schools at both the first and second cycles of education starting from the 2020/21 school year. Among the mandatory topics included in civic education are:

- Environmental education
- Eco-sustainable development
- Protection of environmental heritage¹³

These topics aim to promote students' awareness and responsibility towards the environment and sustainability.

[Decree-Law 14 October 2019](#), n. 111 reformed Italy's climate laws. It established the basis for the country's achievement of the Sustainable Development Goals (SDGs) and for including climate action in Italy's schools and other education settings¹⁴.

[Decree no. 35 of 22 June 2020](#), Guidelines for the teaching of civic education that complement Law No. 92 of August 20, 2019.

[Art. no. 9 of Decree Law 8 November 2021, no. 207](#) emphasizes the importance of environmental education in schools, specifying that the Ministry of Education promotes activities aimed at making students aware of the importance of environmental conservation, in particular of the sea and inland waters, and of the correct methods of waste disposal.

[New Guidelines for the teaching of civic education, DM 183/2024](#)

Civic education is allocated at least 33 hours per year, and its instruction is designed to integrate with all the other curricular subjects without increasing the overall weekly and annual teaching hours. As a result, civic education is recognized and assessed as a distinct subject.

- National policies or initiatives linking sustainability and language education.

Italy has implemented several initiatives that integrate sustainability into English Language Teaching (ELT), aiming to foster environmental awareness alongside language proficiency:

National Strategy for Sustainable Development (SNSvS): Italy has outlined a strategy for sustainable development, which includes education as a key pillar. This strategy aligns with the United Nations 2030 Agenda for Sustainable Development and SDGs (Sustainable Development Goals), especially SDG 4 (Quality Education).
<https://www.mase.gov.it/pagina/la-snsvs>

UNESCO Collaboration: Italy's strategy for Education for Sustainable Development (ESD) aligns with UNESCO's goals, promoting sustainability through innovative teaching approaches and teacher training. The ["Schools' Re-Generation" plan](#) supports schools in

¹³ Art. 3 Legge 20 agosto 2019, n. 92

¹⁴ [Getting every school climate-ready, How countries are integrating climate change issues in education](#), UNESCO, 2021, pp 8-9

implementing ESD, encouraging the inclusion of sustainability topics in various subjects, including language education.¹⁵

PNRR (National Recovery and Resilience Plan): Italy's National Recovery and Resilience Plan allocates significant funds for green transition, including education initiatives aimed at sustainability. Education and schools play an important role in the plan, particularly with regard to the digital transformation and green energy projects.

Scuola2030 Portal: launched in 2019, the Scuola2030 portal provides Italian school teachers with content, resources, and training materials designed to integrate sustainability issues into their teaching subjects, including English. While the self-training content is exclusively accessible to teachers, the public website offers freely available resources, facilitating the incorporation of sustainability topics into ELT curricula.

Network of Focal Points of Education for Sustainability: Italy has established a nationwide Network of Focal Points of Education for Sustainability to coordinate initiatives across different regions. This network supports various non-governmental organizations (NGOs) working on climate change communication and education, such as the Kyoto Club and the Italian Climate Network. These collaborations provide English language teachers with materials and programs that integrate sustainability themes into language instruction.

Get Up and Goals Project: This international platform offers teaching materials on global issues, with Italian content coordinated by the NGO International Committee for the Development of Peoples. The project provides resources that enable English language teachers to address sustainability topics within their lessons, promoting global citizenship and environmental awareness among students.

- Integration of Environmental Themes in English Language Teaching:

In Italian schools and universities, several key environmental themes are integrated into English Language Teaching (ELT), aligning language learning with sustainability education. Some of the most commonly addressed themes include:

Climate Change and Global Warming – Students analyze articles, reports, and discussions on rising global temperatures, greenhouse gas emissions, and international climate policies.

Biodiversity and Conservation – Lessons explore endangered species, deforestation, and the importance of protecting ecosystems, often using authentic materials such as documentaries and scientific articles.

Pollution and Waste Management – English classes incorporate discussions on air, water, and plastic pollution, along with sustainable waste disposal practices like recycling and the circular economy.

Renewable Energy and Sustainability – Students learn about green energy sources (solar, wind, hydro) and discuss sustainable practices in industries and daily life.

¹⁵ <https://www.unesco.org/en/sustainable-development/education>



Sustainable Development and Green Economy – Lessons focus on global sustainability goals, eco-friendly business models, and ethical consumerism.

Urban Sustainability and Smart Cities – University programs often include topics on sustainable urban planning, green architecture, and eco-friendly transportation systems.

Food Sustainability and Ethical Consumption – Courses cover issues such as food waste, organic farming, fair trade, and plant-based diets, fostering discussions on responsible consumption.

Water Scarcity and Ocean Protection – Students engage with texts and debates about global water crisis, ocean conservation, and marine pollution.

Environmental Activism and Policies – Lessons feature figures like Greta Thunberg, the Paris Agreement, and global environmental movements, encouraging students to analyze speeches and policy documents in English.

Ecotourism and Responsible Travel – Tourism and hospitality courses in universities often include sustainable travel practices, environmental impact assessments, and ethical tourism case studies.

Environmental themes are integrated into English language teaching through a variety of methods, aligning language acquisition with ecological awareness. Some key approaches include:

Content and Language Integrated Learning (CLIL) – Content and Language Integrated Learning (CLIL) – Many institutions use CLIL methodology, where environmental topics such as climate change, biodiversity, and sustainable development are taught in English. This approach allows students to develop subject-specific knowledge while improving their language skills. However, since CLIL is typically delivered by qualified subject teachers rather than English teachers, its integration into ELT depends on interdisciplinary collaboration. English teachers may require additional training or structured cooperation with subject specialists to effectively incorporate environmental education within their language courses.

Eco-Themed Readings and Discussions: English lessons incorporate articles, essays, and literary texts related to environmental issues.

Eco-Debates and Model UN Conferences: students engage in discussions, debates, and presentations on sustainability, improving public speaking and critical thinking and argumentation skills.

Creative Writing and Eco-Poetry: Encouraging students to write poems, essays, or short stories in English centered on sustainability themes.

Project-Based Learning (PBL) – Schools encourage students to work on eco-friendly projects in English, such as writing reports on local environmental problems, creating awareness campaigns, or developing proposals for greener communities.





Multimedia and Digital Resources – Teachers use documentaries, podcasts, and online articles on environmental topics, enhancing listening and comprehension skills while exposing students to authentic language use.

International Collaborations and Exchanges – Universities often participate in Erasmus+ and other international programs, allowing students to engage in cross-cultural dialogues on environmental sustainability, improving both their English proficiency and global awareness.

Sustainable School Initiatives – Some institutions incorporate English into green initiatives, such as eco-clubs, sustainability workshops, and climate action projects, where students communicate their ideas and findings in English.

Green Journalism Clubs: Producing school newspapers or blogs in English focusing on environmental news and eco-friendly practices.

- Presence of ecology and climate-related content in primary, secondary, and high school ELT curricula.

In Italy, ecology and climate-related content are progressively being incorporated into ELT curricula at the primary, secondary, and high school levels.

Primary School (Ages 6-11)

At the primary level, the focus is on introducing basic ecological concepts and climate-related issues in a fun and accessible manner. The primary objective is to help young learners connect with their environment and develop a sense of responsibility towards nature.

Key Themes and Topics:

Basic Ecology and Nature

- Vocabulary related to nature and the environment (e.g., animals, plants, forests, oceans, and rivers).
- Understanding living and non-living things, ecosystems, and simple concepts of biodiversity.
- Learning the importance of protecting nature and wildlife through simple actions (e.g., not littering, planting trees, saving water).

Weather and Climate

- Basic weather vocabulary (e.g., sunny, rainy, windy, snowy) and the effects of weather on daily life.
- A simple introduction to the difference between weather and climate.
- An awareness of global climates (e.g., tropical, temperate, and polar) and how climate affects regions around the world.

Environmental Protection and Sustainability

- Simple actions to protect the environment, such as recycling, reducing waste, and using energy responsibly.
- Learning about endangered animals and their protection (e.g., polar bears, turtles).

Teaching Methods:

- Interactive storytelling, games, and songs focused on environmental themes.
- Picture books and videos introducing concepts like climate change and conservation.
- Hands-on activities such as recycling, gardening, and nature walks to instill environmental values.

Secondary School (Ages 12-16)

In secondary schools, the focus shifts to more complex environmental issues, including the science behind climate change, pollution, and sustainable development. These topics are explored in greater depth, while also developing students' English proficiency through discussions, reading, and project-based activities.

Key Themes and Topics:

Climate Change and Global Warming

- Introduction to the causes and effects of climate change: greenhouse gases, carbon footprint, and the greenhouse effect.
- The impact of global warming on weather patterns, sea levels, and ecosystems.
- Human activities contributing to climate change, such as industrialization, deforestation, and transportation.
- International climate agreements, including the Paris Agreement and how countries are addressing climate change.

Biodiversity and Conservation

- The importance of biodiversity and the role of ecosystems in maintaining balance.
- Deforestation, habitat destruction, and endangered species.
- Conservation efforts at the local, national, and global levels, including wildlife protection and environmental campaigns.

Pollution and Waste Management

- Types of pollution: air, water, land, and plastic pollution.
- The causes of pollution and its impact on human health and the environment.
- Sustainable waste management practices, including recycling, composting, and reducing single-use plastic.

Sustainable Development

- Understanding the concept of sustainable development and how it impacts society, economics, and the environment.
- Introduction to green economy practices, renewable energy sources, and sustainable industries.
- Discussing eco-friendly practices in daily life, such as using public transport, reducing energy consumption, and supporting green businesses.

Environmental Activism

- Case studies of environmental movements and influential activists (e.g., Greta Thunberg, the Fridays for Future movement).
- Analyzing speeches, articles, and documentaries about climate change and activism.
- Encouraging students to think critically about their role in environmental advocacy and action.

Teaching Methods:

- Reading and comprehension exercises using authentic materials such as newspaper articles, reports, and opinion pieces on environmental issues.
- Discussions and debates on climate change, pollution, and conservation efforts.
- Research projects, presentations, and campaigns about specific environmental issues, such as reducing plastic use or promoting renewable energy.

High School (Ages 16-18)

At the high school level, ELT curricula incorporate advanced and highly detailed environmental themes, preparing students for deeper critical thinking about global challenges and sustainable practices. Students are expected to engage in complex debates and research on these topics while developing their linguistic and analytical skills.

Key Themes and Topics:

The Science of Climate Change

- Detailed study of the causes of climate change: human activities (e.g., burning fossil fuels, agriculture, deforestation) and natural processes.
- The science behind the greenhouse effect, rising temperatures, and the melting of polar ice caps.
- The consequences of climate change, including extreme weather events, loss of biodiversity, and rising sea levels.
- International policies and agreements to combat climate change, such as the Paris Agreement, and the role of the United Nations in addressing global climate goals.

Environmental Policy and Global Issues

- Analysis of global environmental policies, such as carbon taxation, emissions trading schemes, and green technology incentives.
- The concept of environmental justice: how climate change disproportionately affects vulnerable populations, particularly in developing countries.
- The role of international organizations, governments, and NGOs in shaping climate policies.

Sustainability and Green Economy

- In-depth exploration of sustainable development practices in business and industry.
- Case studies of countries or companies leading in sustainable practices (e.g., green building, renewable energy, eco-friendly manufacturing).
- Ethical consumerism and the importance of making sustainable purchasing decisions.

Global Environmental Issues

- Specific topics such as deforestation in the Amazon, ocean acidification, plastic pollution, and biodiversity loss.
- The role of individuals and communities in addressing these issues, with examples of grassroots movements and local sustainability initiatives.
- The potential solutions to global environmental crises, including technological innovations, policy changes, and changes in individual behavior.

Environmental Activism and Communication

- Students examine the work of environmental activists and movements, such as the Extinction Rebellion, Fridays for Future, and the role of social media in environmental advocacy.
- Analyzing speeches, documentaries, and policy documents related to environmental activism and climate change.
- Encouraging students to become environmentally conscious citizens and raise awareness in their communities.

Teaching Methods:

- Critical analysis of environmental texts, including scientific articles, news reports, and policy documents.
- Writing essays, research papers, and proposals on specific environmental issues.
- Group discussions, debates, and simulations about climate action and sustainability.
- Collaborative projects focusing on real-world environmental issues, such as organizing awareness campaigns or proposing local sustainability solutions.

- Key learning objectives related to sustainability in ELT.

At the primary level, the key learning objectives are focused on introducing basic environmental concepts and fostering a sense of responsibility for nature through simple language tasks and activities.

Key Learning Objectives:

Understanding Environmental Vocabulary

- Students will be able to identify and use basic vocabulary related to nature, animals, plants, and the environment (e.g., trees, oceans, pollution, recycling).

Recognizing Climate and Weather Patterns

- Students will understand basic weather terms (e.g., sunny, rainy, windy) and differentiate between weather and climate.
- Students will be able to describe different climates around the world and how they affect the environment.

Basic Understanding of Ecological Concepts

- Students will understand simple concepts such as ecosystems, habitats, and the importance of protecting nature.
- Students will be able to explain the impact of human actions on the environment (e.g., littering, deforestation).

Promoting Environmental Actions

- Students will demonstrate an awareness of small, everyday actions to help the environment (e.g., saving water, turning off lights, recycling).
- Students will participate in simple environmental activities, such as plant care or cleaning up local areas.

In secondary school, students are introduced to more complex ecological and sustainability concepts. The learning objectives focus on enhancing both their language skills and understanding of global environmental issues.

Key Learning Objectives:

Expanding Environmental Vocabulary

- Students will be able to use a wide range of vocabulary related to ecology, climate change, pollution, and sustainability (e.g., greenhouse effect, renewable energy, biodiversity).

Understanding Climate Change and Global Warming

- Students will understand the causes and effects of climate change, including the role of human activities and natural processes in global warming.
- Students will be able to explain the impact of climate change on ecosystems and human life (e.g., rising sea levels, extreme weather events).

Exploring Environmental Issues in Detail

- Students will identify and describe key environmental issues such as pollution, deforestation, and resource depletion.
- Students will understand how human activities contribute to environmental degradation and the importance of sustainable practices.

Promoting Sustainable Practices

- Students will engage in discussions about sustainability and develop strategies for reducing environmental impact in daily life (e.g., recycling, reducing waste, using renewable energy).
- Students will explore solutions to environmental issues, including the role of green technologies and government policies.
- Analyzing Environmental Texts
- Students will be able to read and analyze articles, reports, and documents on environmental topics, understanding key arguments and supporting details.

- Students will develop critical thinking skills by analyzing environmental debates and offering solutions to global issues.

At the high school level, students are expected to engage critically with global environmental issues and demonstrate a deeper understanding of sustainability. The learning objectives are more complex, encouraging analysis, debate, and practical action.

Key Learning Objectives:

Advanced Environmental Vocabulary and Concepts

- Students will be able to use and understand advanced environmental terminology related to climate science, sustainability, and environmental policy (e.g., carbon footprint, climate mitigation, ecological footprint, sustainable development).

Understanding the Science of Climate Change

- Students will gain a comprehensive understanding of the scientific principles behind climate change, including greenhouse gases, the carbon cycle, and the role of human activities in exacerbating global warming.
- Students will evaluate the scientific evidence of climate change and its impacts on ecosystems, biodiversity, and human society.

Critically Analyzing Environmental Issues

- Students will analyze the social, economic, and political factors that influence environmental issues, such as industrialization, urbanization, and international trade.
- Students will explore the ethical dimensions of environmental problems, including environmental justice and the unequal impact of climate change on different populations.

Debating Environmental Policies and Solutions

- Students will engage in debates on climate change, sustainability, and environmental justice, using evidence and logical reasoning to support their arguments.
- Students will examine global environmental policies (e.g., the Paris Agreement) and discuss their effectiveness in addressing climate challenges.

Exploring Sustainable Solutions and Innovations

- Students will explore real-world examples of sustainable solutions, such as renewable energy sources, green technologies, and circular economies.
- Students will propose their own solutions to local or global environmental problems, considering the role of government, businesses, and individuals in creating a more sustainable future.

Engaging in Environmental Advocacy

- Students will research and engage with environmental movements and activism (e.g., Greta Thunberg, Fridays for Future).
- Students will create campaigns or projects to raise awareness about environmental issues in their school or community.

Cross-Curricular and General Learning Objectives:

Enhancing Critical Thinking on Environmental Issues: Encouraging students to analyze and discuss ecological challenges using English as a communication tool.

Promoting Interdisciplinary Learning: Combining ELT with geography, science, and civic education to foster a holistic understanding of environmental issues.

Encouraging Students' Ethical and Responsible Behavior: Adopting responsible behaviors towards the environment in their daily lives, considering the long-term impact of their actions on the planet.

Student Engagement in Sustainable Practices: Using English-language projects and activities to inspire students to take action in their communities.

Fostering Global Citizenship: Helping students understand their role in global environmental efforts through discussions on international agreements, sustainability goals, and eco-friendly practices worldwide.

Integrating Media and Technology: Utilizing online resources, podcasts, and documentaries in English to explore environmental topics and develop digital literacy skills.

ANALYSIS OF TEACHING MATERIALS & TEXTBOOKS

- Textbook Review:

- Titles of officially approved English language textbooks.

In Italy, the selection of English Language Teaching (ELT) textbooks for schools is generally determined by both national guidelines and the specific needs of local schools or educational institutions. While there is no single, centrally mandated list of textbooks, the Ministry of Education and Merit (MIM) provides general frameworks for educational content, ensuring that textbooks meet certain academic standards.

Schools often choose textbooks based on factors such as the age and proficiency level of students, as well as the alignment of the materials with national curricula. Teachers may also consider the pedagogical approach, the clarity of explanations, the presence of interactive exercises, and supplementary resources like digital tools. Additionally, local educational needs, the integration of the European Framework of Reference for Languages, and feedback from teachers and students play a crucial role in the final decision-making process.

A detailed list of ELT books adopted in the Italian regions in primary, lower and upper secondary schools can be found in the Single School Data Portal on MIM website¹⁶.

- Sections that explicitly include environmental or sustainability-related topics.

In Italian schools, English Language Teaching (ELT) textbooks often incorporate environmental or sustainability-related topics as part of their broader educational goals. These sections are usually integrated into various parts of the textbooks to promote awareness of global issues and encourage critical thinking. However, the extent and depth of these topics can vary across different textbook series and levels.

¹⁶ [dati.istruzione.it/opensdata/opensdata/catalogo/elements1/?area=Adozioni libri di testo](https://dati.istruzione.it/opensdata/opensdata/catalogo/elements1/?area=Adozioni%20libri%20di%20testo)

Here are some common sections where these topics might appear:

Reading Comprehension: Many ELT textbooks include reading passages that cover environmental themes such as climate change, conservation, renewable energy, and the effects of pollution. These texts are often followed by comprehension questions or discussion prompts to engage students with the topic.

Vocabulary and Grammar Sections: In some textbooks, specific lessons are dedicated to vocabulary related to the environment, such as words and phrases connected to nature, ecosystems, recycling, and sustainable living. These lessons may also tie into grammar exercises that focus on structures like future forms and conditionals (e.g., "If we don't act now, the planet will suffer").

Project Work and Speaking Activities: Some textbooks include projects and speaking activities that encourage students to explore sustainability in depth. For instance, students might be asked to research an environmental issue or discuss ways to reduce carbon footprints. These tasks often promote collaborative learning and critical thinking.

Culture and Literature Sections: Environmental issues are also introduced in sections discussing cultural aspects and literary themes. For example, texts or activities might explore how English-speaking countries like the UK, the US, or Canada are addressing sustainability, renewable energy, and climate change or how literary texts relate to current environmental topics.

Citizenship and Global Issues Sections: Many ELT course textbooks incorporate sections on citizenship and global issues, often aligning with the UN Agenda 2030 Sustainable Development Goals. These sections focus on environmental and social challenges, encouraging students to think critically and develop a sense of responsibility as global citizens.

Interdisciplinary Themes: Some textbooks take a cross-subject approach, blending language learning with topics from geography, science, and other disciplines. These units often explore environmental issues, linking language skills with broader academic knowledge and real-world challenges.

Digital and Interactive Content: Many modern ELT textbooks come with digital supplements, such as online platforms or apps, that include multimedia content focused on sustainability. Interactive activities, videos, and podcasts often present environmental topics in an engaging way.

- Sample passages, dialogues, reading texts, and exercises addressing climate change, ecology, and sustainability.

Primary School:

Billy Bot 4, Stories for Super Citizens, F. Foster – B. Brown, G p. 106

CLIL for Kids

Listen and follow along. Read and match.

It's Civics time!

BE A RESPONSIBLE CITIZEN

- 1 Reuse!** Use things in a different way!
- 2 Change your transportation!** Walk, use your bike or public transport!
- 3 Reduce!** Don't produce a lot of rubbish!
- 4 Don't waste water!** Turn off the tap when you brush your teeth!
- 5 Recycle!** Put paper, glass, metal, tin and plastic in the right bins!
- 6 Don't waste energy!** Turn off the light when you leave a room!
- 7 Repair!** Repair broken things. Don't always buy new things!

Little Thinkers Are you a responsible citizen?

Billy Bot 5, Stories for Super Citizens, Easy Learning, F. Foster – B. Brown, G. Abbiati Pearson, pp. 16-17

Billy Bot Stories: Super Citizens always recycle

UNIT 3 SUPER CITIZENS ALWAYS RECYCLE

ASCOLTA.

1 LET'S QUEUE UP, CHILDREN!

2 I'M HUNGRY.

3 ME, TOO!

4 DOES DANIEL LIKE FISH?

5 YES, HE DOES. HE LIKES CHIPS, TOO.

6 THIS MEAT IS DELICIOUS. I LIKE IT!

7 GRETA LIKES IT, TOO!

8 LOOK AT THE FOOD ON HIS TRAY!

9 I LOVE VEGETABLES!

10 HE DOESN'T LIKE VEGETABLES.

11 LOOK AT ALEX!

UNIT 3

1 REMEMBER! RECYCLING IS IMPORTANT!

2 STOP, ALEX! DON'T PUT THE FOOD IN THAT YELLOW BIN!

3 YELLOW IS FOR PLASTIC.

4 PUT THE FOOD IN THE GREEN BIN FOR ORGANICS!

5 I'M SORRY! YOU'RE RIGHT.

6 SUPER CITIZENS ALWAYS RECYCLE.

2 COMPLETA LA VIGNETTA E COLORA I CESTINI COME INDICATO NEI FUMETTI.

3 COLORA SOLO LE FRASI VERE.

1 ALICE LOVES VEGETABLES.

2 ALEX LIKES VEGETABLES.

3 GREEN IS FOR PLASTIC.

Billy Bot 5, Stories for Super Citizens, Foster – B. Brown, Pearson, pp. 92-93
Smart Stories: Help from Outer Space

SMART STORIES



Help From Outer Space

1 Listen and follow along.

Tom and his sister Jane are **alone** at home. They are reading a story about **aliens**. Suddenly, they hear a strange noise in the garden. "What's that noise?" asks Jane. "Let's go and see," says Tom. The two children run outside.

In the garden they see a big orange **spaceship** with yellow lights. "I'm afraid. Let's call Mum and Dad!" cries Jane.

At that moment the spaceship door opens, and three little aliens walk out. "Don't be afraid!" says Tom. "The aliens are **friendly**, they are smiling."

The blue alien goes near the children. "Hello, Tom and Jane," he says. The children are surprised. He knows their names. "Who are you?" asks Tom. "We are from a different **galaxy**," answers the red alien.

SMART STORIES

"Why are you here?" asks Jane. The yellow alien points to a picture of the Earth and says, "Look! The Earth is in **danger** and we want to **save** it." Tom and Jane don't understand.

"Why is the Earth in danger?" asks Tom. "Watch this video!" says the blue alien. "This is the future of your planet."

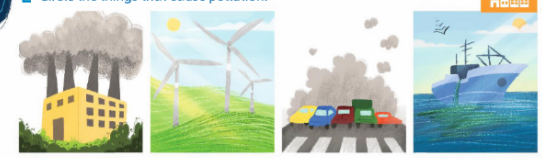
Tom and Jane watch the video. The people are wearing **masks**. There's black smoke everywhere and the water is **polluted**. All the plants and animals **are dying**. "This is terrible!" says Jane. "What can we do?" The blue alien **gets close** and **whispers** something in her ear.

Do you know what the little alien says?

Glossary

alone da soli	in danger in pericolo
aliens alieni	save salvare
suddenly improvvisamente	planet pianeta
noise rumore	masks maschere
spaceship astronave	polluted inquinata
friendly amichevoli	are dying stanno morendo
galaxy galassia	gets close si avvicina
Earth Terra	whispers sussurra

2 Circle the things that cause pollution.



Little Thinkers How can we save our planet?

Lower secondary school:
iDiscover, Reading for Citizenship 3, Sarah Gudgeon, Pearson, pp.12-13

Global Citizenship

A global energy crisis

1 Read and listen.

There is a 21st century global energy crisis and it affects everyone. The crisis is both humanitarian and environmental.

Millions of people around the world have no gas or electricity in their homes. The majority of these people, around 548 million according to the United Nations, live in sub-Saharan Africa. Basic hygiene, **healthcare services** and communications systems are all at risk when there is no access to electricity. The energy crisis does not only affect people in developing countries: millions of people in rich countries like the UK have experienced **fuel poverty** in recent years. As more families experience fuel poverty, they may have to choose between buying food or turning on the heating.

Another element of the energy crisis is that traditional energy sources also have a negative impact on the environment and contribute to climate change. **The burning** of fossil fuels like coal, oil and gas produces large amounts of **greenhouse gases**. These gases are bad for people, and for the planet too. To stay healthy, we need to protect the ecosystem. We can plant more trees, recycle and reuse materials but what about fuel?

The answer is to invest in clean and **renewable energy**. To do this, governments and citizens need to **commit** to renewable energy like wind and solar energy. Many countries are working hard to meet the United Nations goal of affordable and clean energy for all.

However, world leaders must accelerate change to give the planet a better chance of survival.

2 Comprehension Match the first part of the sentences (1-6) to the second (a-g). There is one extra letter.

1. Millions of people haven't got	a ☐ all fossil fuels.
2. Millions of people in rich countries	b ☐ gas or electricity at home.
3. Coal, oil and gas are	c ☐ are bad for people and for the planet.
4. Greenhouse gases	d ☐ faster changes.
5. Renewable energy is better	e ☐ have experienced fuel poverty recently.
6. World leaders must make	f ☐ better for the planet.
	g ☐ than fossil fuels.

3 Stop and think Saving energy can help the planet and reduce gas and electricity bills. Tick 5 things that everyone can do to save energy at home.

a ☐ Turn the lights off when you leave a room.	f ☐ Use the washing machine every day for a few clothes.
b ☐ Close the fridge quickly.	g ☐ Only cool your home to around 23°C maximum in summer.
c ☐ Leave the computer on all day.	h ☐ Turn on the TV when you're chatting on your phone.
d ☐ Have quick showers.	
e ☐ Only heat your home to around 20°C maximum in winter.	

4 Discuss Work with a partner. Use the prompts below.

What can we do to reduce greenhouse gas emissions?

→ We can stop... → We can recycle... → We can plant... → We can commit to...

5 Compare Online research.

There are more than 11,000 wind turbines in the UK. How many wind turbines are there in your country?

Collaborative project

6 Mind map

A carbon footprint is the total amount of greenhouse gases that we produce as individuals. There are a lot of things we can do to reduce our carbon footprint, for example buy less clothes, eat less red meat, use public transport more and family cars less, etc.

- Work in groups.
- Collect your ideas on how to reduce your group's carbon footprint.
- Select the best 10 ideas.
- Create a mind map.
- Show it to the other groups and discuss it together.

Glossary

healthcare services	servizi di assistenza sanitaria
fuel poverty	povertà energetica
the heating	il riscaldamento
the burning	la combustione
greenhouse gases	gas serra
renewable	rinovabile
commit	impegnarsi per

CARBON FOOTPRINT

Both Sides B2, L. Kilbey – M. Starren, Cambridge University Press, p. 20 and p. 22

[illegible]

onTopic, B1/B1+, P. Bowen & D. Delaney, Pearson, pp. 64-65

5

Think green!

5

6

7

VOCABULARY

The environment

1 Match these phrases to the photos (1–10) in the poster. Then listen, check and repeat.

air pollution _____

burn fossil fuels _____

climate change _____

deforestation _____

endangered wildlife _____

global warming _____

greenhouse gases _____

landfill _____

natural disasters _____

plant trees _____

recycle _____

rising sea levels _____

save energy _____

use public transport _____

use renewable energy _____

use zero-emission vehicles _____

1

2

3

4

CAUSES

1

2

3

4

5

6

7

8

9

10

EFFECTS

1

2

3

4

5

6

7

8

9

10

PROBLEMS

SOLUTIONS

5

6

7

3 Complete the article with words from exercise 1.

GLOBAL PROBLEMS AND SOLUTIONS

When we burn _____ fuels, they produce _____ gases, which pollute the atmosphere and cause global _____. The high temperatures lead to climate _____, and as a result, countries experience extreme weather. The hotter temperature reduces the size of the polar ice caps and this causes rising sea _____ levels. This creates a dangerous situation for coastal regions and islands. Another serious environmental problem is _____, cutting down large numbers of trees. This destroys animal habitats and endangers _____.

What are the solutions? People are taking action to protect the environment. We're connecting on social media to organise protests and we're changing our habits. We recycle, save _____ in the house and use _____ transport more. As global citizens, we're asking politicians to use _____ energy and other green solutions in our countries.

4 What environmental groups and projects do you know about in your area?

Word families: the suffix -ion

5 Complete the table with the base form of the verbs in bold in exercise 3. Then listen and check. What suffix do we add to form the noun?

Verb	Noun
_____	creation
_____	destruction
_____	pollution
_____	production
_____	protection
_____	reduction

LOOK!

Word families are words with the same root. For example, the root create creates (verb), creation (noun), creative (adjective). You make new words by adding suffixes to the root. We often add -ion to the root to form nouns.

6 Complete the sentences with the verb or noun form of these root words.

connect destroy pollute produce protect reduce

1 We must _____ endangered species.

2 Traffic in our cities creates air _____.

3 What do you think are the best ways to _____ greenhouse gases?

4 The _____ of rainforests is bad for the environment.

5 There's a _____ between burning fossil fuels and global warming.

6 How much oxygen does one tree _____?

7 **4.008** Answer these quiz questions. Then watch or listen and check your answers.

1 Burning these things pollutes the air.

2 The rainforest is disappearing because of this.

3 Green cars are _____ emission vehicles.

4 It's a big mountain of waste.

8 **OVER TO YOU** Work in pairs. Play What Am I Talking About? Take turns to give clues for phrases from exercise 1. How many can your partner guess in a minute?

It's something you do to help the environment.

Recycle.

No, it's a solution to the problem of deforestation.

64

Unit 5

Workbook page 198

Unit 5

Workbook

GLOBAL PERSPECTIVES

CONCEPTUAL LINK 6
LITERATURE AND CULTURE

4 DISCUSS. Why do you think people and governments have been so slow to take action against climate change?

5 READ the text by the American writer Jonathan Safran Foer (1977-) and answer the questions.

- Why did Jan Karski go to America in 1943?
- Who did Karski meet in Washington, DC?
- What did he reply to Karski's report?
- Why did he reply in this way?
- What increases emotional responses?
- What are the 'sympathy biases' that raise concern?
- How do people perceive the calamities accompanying climate change?
- What do climate change deniers reject?
- What should those who believe climate change exists do instead?

Know better, no better

Jonathan Safran Foer
We are the Weather: Saving the Planet Begins at Breakfast (2019)

5.13

This passage compares our reaction to the climate crisis to people's reaction to the atrocities of the Holocaust. It comes from a collection of essays in which the author aims to persuade people to act quickly, both on an individual and collective basis, to take action against climate change.

In 1942, a twenty-eight-year-old Catholic in the Polish Underground, Jan Karski, embarked on a mission to travel from Nazi-occupied Poland to London, and ultimately America, to inform world leaders of what the Germans were perpetrating. In anticipation of his journey, he met with several resistance groups, accumulating information and testimonies to bring to the West. [...]

After surviving as perilous a journey as could be imagined, Karski arrived in Washington, DC, in June 1943. There he met with Supreme Court Justice Felix Frankfurter, one of the great legal minds and himself a Jew. After hearing Karski's account of the clearing of the Warsaw Ghetto and of exterminations in the concentration camps, after asking him a series of increasingly specific questions ('What is the height of the wall that separates the ghetto from the rest of the city?'), Frankfurter paced the room in silence, then took his seat and said, 'Mr Karski, a man like me talking to a man like you must be totally frank. So I must say I am unable to believe what you told me. When Karski's colleague pleaded with Frankfurter to accept Karski's account, Frankfurter responded, 'I didn't say that this young man is lying. I said I am unable to believe him. My mind, my heart, they are made in such a way that I cannot accept it.'

Frankfurter didn't question the truthfulness of Karski's story. He didn't dispute that the Germans were systematically murdering the Jews of Europe – his own relatives. And he didn't respond that while he was persuaded and horrified, there was nothing he could do. Rather, he admitted not only his inability to believe the truth but his awareness of that inability. Frankfurter's conscience was not shaken. [...]

It has been vividly demonstrated that emotional responses are heightened by vividness. Researchers have described a number of 'sympathy biases' that generate concern: the identifiable-victim effect (the ability to visualise the details of the suffering), the in-group effect (the suggestion of social proximity to the suffering), and the reference-dependent sympathy effect (the presentation of the victim's condition as not merely dreadful but worsening). [...]

Nature and the power of imagination

WE ARE THE WEATHER
SAVING THE PLANET BEGINS AT BREAKFAST
JONATHAN SAFRAN FOER
AUTHOR OF EATING ANIMALS

6 READ about Sustainable Development Goal 13. Then read the text again and discuss how it calls for urgent action on climate change.

13 CLIMATE ACTION

Goal 13 acknowledges that climate change is 'one of the greatest challenges of our time', and warns that its impacts undermine the ability of all countries to achieve sustainable development. It aims to take urgent action, through adaptation and mitigation plans, to fight climate change and its effects on the availability of basic necessities like freshwater, food security, and energy.

LINK TO CITIZENSHIP

IN PAIRS ask and answer the questions.

- Has climate change affected the climate in some areas of your country? How?
- How have these changes affected the people living there?
- How have people tried to adapt to the effects of climate change?
- What, if anything, do you think we can do as individuals to prevent or stop climate change?
- What do you think could be done to convince more people to act against climate change?

LEARN BY DOING

8 CREATE a climate change awareness campaign with the title 'You TOO can change the world', following these steps.

STEP 1
Brainstorm the areas in which individuals can take climate action every day.

STEP 2
Propose a daily action for each area aimed at reducing one's carbon footprint.

STEP 3
Create a poster or infographic advertising the daily actions and the campaign.

4. A sea turtle eating a plastic bag.

12 rows up against. 13. 14. 15. 16. 17. 18. 19. 20. 21.

ACTIVE INVESTIGATION

13 CLIMATE ACTION

Climate Change

Climate change affects every country, disrupting economies and affecting lives. This is the challenge taken up by SDG 13 which seeks to bring global warming under control and to help the world deal with the impact of climate change.

CLASS DEBATE

Competences: social responsibility • critical thinking • digital literacy • effective communication

STEP 1 CONSIDER THE QUESTION. Consider the following elements. Which are human-made and which are natural phenomena? Discuss in pairs.

- air pollution
- coastal flooding
- river flooding
- droughts
- deforestation
- earthquakes
- global warming
- loss of biodiversity
- pollution of rivers, seas and oceans
- volcanic eruptions

STEP 2 AN OUTSTANDING PROTAGONIST. On 23 September 2019, the Swedish teenage climate activist Greta Thunberg addressed the assembled world leaders at the 2019 UN Climate Action Summit held in New York City. Surf the net and watch and listen to Greta's speech. Answer the following questions:

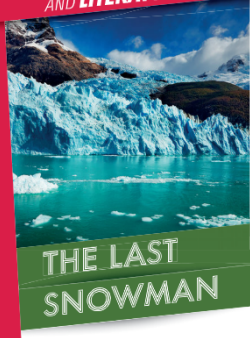
- What have political leaders stolen from Greta?
- For how long has the scientific message been clear?
- What adjectives does Greta use to describe her own feelings?
- What does Greta refuse to believe about political leaders?
- What percentage chance is not acceptable to the young and future generations?
- How does she describe the numbers presented today?
- How will young people react if leaders today fail them?

STEP 3 DEBATE THE QUESTION Divide into two groups. The motion of the debate is 'Climate change cannot be controlled without an unacceptable economic sacrifice. We must learn to live with our changing climate.'

- Group A will speak in favour of the motion.
- Group B will speak against the motion.
- Group A should search the Internet for material about the costs and difficulties of introducing a 'green economy'.
- Group B should search for information about new initiatives such as the use of renewable energy sources, new models of urban transport, recycling and the elimination of plastics.

Both groups should prepare brief speeches outlining and defending their point of view. At the end of the debate the class will vote on which group gave the most convincing speeches.

ART AND LITERATURE 2



THE LAST SNOWMAN

The Last Snowman belongs to a collection of 20 poems that were written and collected in 2015 by the British newspaper The Guardian about the theme of climate change. The author is Simon Armitage.

READING

He drifted south down an Arctic sea-way on a plinth of ice, jelly toes weeping lime green tears around both eyes, a carrot for a nose (some reported plainly, below which a silly pipe dropped from a mouth)

that was pure stroke-victim. A red woolen scarf trailed in the melivater drift

at his base, and he slumped to starboard. Minked, gone at the pelvis.

from the buffed deck of a passing cruise liner stag and hen parties stilled

Scottish eggs and Pink Ladies as he rounded the stern. He sailed on between banks of camera lenses and rubberneckers, past islands vigorous

with surfcliver and dog myrtle this a bloodshot west, singular and dominable.

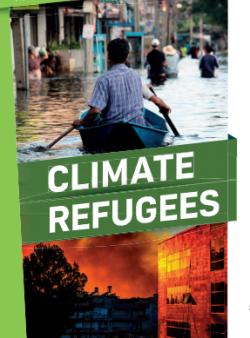
FACT BOX

Simon Armitage is a poet, playwright and novelist from Manchester, where he was born in 1965. He is Professor of Poetry at the University of Leeds. In 1999 he was named the Millennium Poet. Since 2010 he has been the national poet for Wales. He has appeared in various TV programmes and radio shows. In his poems he writes about violence, conflict, religion and life and death. In the poem The Last Snowman Armitage expresses his sense of an imminent ecological catastrophe.

GLOSSARY

clay: creta	Scottish eggs: uova scozzesi
drift: deriva	stroke: ictus
drifted: deriva	stroke-victim: vittima di ictus
jelly toes: piedi di gelatina	stage: spettacolo
plinth: piedistallo	stag and hen parties: feste di addio al celibato e nubliato
rubbernecker: curiosi	stern: poppa
	surfcliver: balneatore

HUMAN AND SOCIAL STUDIES 1



CLIMATE REFUGEES

READING

In 2010 Ioane Teitota asked for refugee status in New Zealand as a victim of climate change. But his request was rejected.

1. Ioane Teitota comes from the island of Kiribati, a nation at risk of becoming the first country to disappear due to rising sea levels. He left Kiribati with his family for New Zealand where he applied for refugee status in 2010.

2. Geographically, the country, also known as Christmas Island, is only three metres above sea level and listed as an extremely low-lying country due to rising sea levels. It is made up of 32 small islands about 2,000 kilometres south of Hawaii. Most of the islands are less than 2 kilometres wide, so many people live on the coast.

3. The Immigration and Protection Tribunal said that "by returning to Kiribati, Teitota would not suffer a violation of his basic human rights such as the right to life... or the right to adequate food, clothing and housing".

4. Between 2013 and 2015 Teitota tried everything he could in New Zealand in an effort not to be deported to Kiribati. First through the Immigration and Protection Tribunal, then the High Court, and finally the Supreme Court. All rejected the first court's decision. After that, Teitota appealed to the United Nations, arguing that by deporting him to Kiribati, New Zealand had violated his right to life.

5. The final decision confirmed New Zealand's choice. Kiribati will only become uninhabitable in 10 to 15 years and this will probably give the Republic of Kiribati enough time to take action to protect and, where necessary, to relocate its population. Moreover, Teitota didn't face an immediate danger to his life in Kiribati.

6. The UN recognised that climate change represents a serious threat to the right to life and the final decision suggests that future requests might be successful where there is a clear violation of human rights.

7. The judgment opened doors for future refugee claims, but the UN did not find protection to be necessary in Teitota's case. He returned to Kiribati where he lives with his family.

FACT BOX

A refugee is someone who has been obliged to leave their country, especially during a war, or for political or religious reasons. In recent decades people have also been obliged to leave their countries as a consequence of environmental changes. Since 2008 over 518 million people around the world have been forced to leave their countries because of floods, windstorms, earthquakes or droughts. 30.7 million in 2020 alone, that is one person every second.

In 2020 37,700 people were obliged to leave their homes within the EU because of climate disasters. The main reasons were wildfire, extreme temperature and drought.

GLOSSARY

appeal: appello	forced to: costretto a
apply for: richiedere	obliged to: obbligato a
claim: rivendicazione	relocate: trasferire
court: corte	status: stato
deport: deportare	threat: minaccia
endangered: a rischio di estinzione	upheld: confermato

It is evident from the selection of passages, dialogues, and exercises that the chosen materials emphasize the importance of climate change awareness, ecology, and sustainability across different educational levels. The inclusion of texts from primary to upper secondary school suggests a progressive approach to environmental education, gradually deepening students' understanding and engagement with these critical issues.

At the primary school level, the use of "Billy Bot" stories in *Stories for Super Citizens* introduces young learners to sustainability concepts through relatable narratives, fostering early awareness of responsible behaviors like recycling. The emphasis on storytelling suggests an age-appropriate method of engagement that instills ecological values in an accessible and engaging way.

In lower secondary school, *iDiscover, Reading for Citizenship 3* likely builds on this foundation by expanding discussions on citizenship and environmental responsibility, encouraging critical thinking and personal reflection on global issues.

At the upper secondary level, texts such as *Talent, Both Sides B2*, and *My Voice, Global Voices for Citizenship* indicate a shift toward a more analytical and argumentative exploration of sustainability and climate issues. These resources likely prompt students to evaluate different perspectives, engage in debate, and consider the social, economic, and political dimensions of ecological challenges.

Overall, the selected materials reflect a well-structured, interdisciplinary approach to climate education, integrating environmental themes into language learning and citizenship education.

- Coverage of green vocabulary (e.g., climate, pollution, sustainability).

Here is an overview of commonly included "green vocabulary" in ELT materials used in Italian primary, lower secondary, and upper secondary schools.

Primary School: At the primary school level, ELT textbooks focus on introducing basic environmental concepts through simple words and phrases. Common vocabulary includes:

- Environment
- Nature
- Recycle
- Pollution
- Tree
- Animal
- Plant
- Water
- Earth
- Clean

These words are often presented in reading passages, songs, and interactive exercises that encourage young learners to develop a basic understanding of ecological responsibility.

Lower Secondary School: In lower secondary school, students engage with more complex environmental issues and vocabulary related to climate change and sustainability. Frequently encountered terms include:

- Climate
- Global warming
- Ecosystem
- Conservation
- Biodiversity
- Deforestation
- Renewable energy
- Sustainable
- Carbon footprint
- Greenhouse gases

These words are typically found in reading comprehension texts, dialogues, and project-based learning activities that encourage students to discuss environmental challenges and possible solutions.

Upper Secondary School: At the upper secondary level, ELT textbooks incorporate more advanced environmental vocabulary within discussions on global sustainability and policy. Common vocabulary includes:

- Sustainability
- Environmental impact
- Climate change
- Carbon emissions
- Renewable resources
- Ecological balance
- Environmental policy
- Sustainable development
- Waste management
- Environmental conservation

Textbooks at this level frequently incorporate these terms into essays, debates, and case studies, allowing students to critically examine environmental issues and express their viewpoints in English.

- Supplementary Teaching Materials:

- Government or publisher-provided digital resources, worksheets, and teacher guides related to environmental issues.

In Italy, the integration of environmental issues into English Language Teaching (ELT) is supported by various supplementary materials provided by both the government and private publishers. These resources aim to enhance students' awareness of sustainability while strengthening their language skills.

Government Initiatives: The Italian Ministry of Education and INDIRE¹⁷ promote sustainability education through platforms such as [Scuola2030](#), which offers interactive resources, lesson plans, and multimedia content on environmental topics in English. These resources are aimed at integrating sustainability into school curricula, supporting educators. Additionally, national projects aligned with the UN Agenda 2030 encourage schools to incorporate sustainability themes across subjects, including ELT.

Publisher-Provided Resources: Several ELT publishers provide supplementary materials focused on environmental issues. These include digital worksheets, teacher guides, and online activities that align with international ELT curricula while addressing climate change, biodiversity, and sustainable living.

NGO and EU-Supported Materials: Non-governmental organizations such as WWF Italy¹⁸ and Legambiente¹⁹ offer educational programs, workshops, and materials focused on environmental awareness and sustainability. These resources can complement traditional curricula and provide practical activities for students. The European Commission provides teaching materials and resources on environmental topics through platforms like the [European School Education Platform](#). Programs like *Green Schools Italia* and *Erasmus+ projects* provide multilingual resources that encourage project-based learning and cross-curricular integration of sustainability topics in English classes.

Regional Environmental Education Centers (CEA): Various regions in Italy have established Environmental Education Centers (Centri di Educazione Ambientale - CEA) that offer workshops, training sessions, and educational materials for schools. These centers collaborate with local authorities and schools to promote environmental education at the regional level.

- Any observed gaps in environmental content.

Overall, environmental topics are well-represented in ELT textbooks, particularly through discussions on sustainability, climate change, and global challenges. However, given the rapidly evolving nature of the environmental crisis, it is crucial that teaching materials are continuously updated to reflect the latest developments, scientific advancements, and policy changes.

Despite this presence, some gaps remain. Many textbooks focus primarily on theoretical discussions and awareness-raising but may lack hands-on, action-oriented activities that encourage students to actively engage with environmental solutions. To make learning more impactful, ELT materials should integrate more problem-solving tasks, real-world case studies, and project-based learning approaches that allow students to explore and propose sustainable solutions.

¹⁷ [Risorse e contributi sull'educazione ambientale – Indire](#)

¹⁸ [Archivio digitale WWF | WWF One Planet School](#)

¹⁹ [Progetti educativi | Legambiente Scuola e Formazione](#)

Additionally, for environmental content to be truly effective, it should foster not only linguistic competence but also creativity, critical thinking, and soft skills such as teamwork, leadership, and adaptability. Encouraging students to engage in debates, storytelling, role-playing, and collaborative projects can help them develop a deeper understanding of environmental issues while also improving their communication skills in English.

While global perspectives on environmental challenges are often included, it is equally important to incorporate local perspectives through country-specific case studies and community-based initiatives. This approach allows students to connect what they learn in English lessons to their own experiences and surroundings, making sustainability education more relevant and personally meaningful.

Finally, for a truly effective integration of environmental issues in ELT, dedicated sections should be included in textbooks rather than addressing these topics in a scattered or incidental manner. A structured approach ensures that sustainability and climate-related discussions are not treated as add-ons but as essential components of language learning, allowing students to engage with these issues in a meaningful and systematic way.

TEACHERS' & STUDENTS' PERSPECTIVES

- Teacher Feedback on Environmental Education in ELT:

- Interviews or surveys with English teachers on the role of ecology in language education.

- Challenges faced in integrating sustainability topics into lessons.

- Teachers' perceptions of student engagement with environmental themes.

- Student Perspectives:

- Results from student surveys (if available) on their exposure to environmental issues in English lessons.

- Student projects, activities, or initiatives related to climate awareness in ELT.

In this section an analysis of the responses provided by Italian teachers of English on the integration of environmental issues into ELT is presented. It summarizes data related to teacher demographics, use of teaching materials, attitudes toward environmental education, curriculum adequacy, challenges, and proposed improvements. It also includes some comments and observations based on the data trends.

Teacher Demographics

The high percentage (56%) of experienced teachers (16+ years) suggests that respondents have long-term familiarity with curriculum trends and challenges. However, the presence of newer teachers (14%) may indicate openness to innovative methods.

The predominance of high school teachers (46%) implies that environmental topics are mostly explored at more advanced stages of English learning.

Many teachers integrate environmental topics across various levels, from primary to secondary education, depending on the type of school they teach in. This approach suggests



that environmental topics are adapted to suit students' language skills, enabling engagement in discussions and critical thinking at different stages of learning.

Presence of explicit environmental content in ELT textbooks

About 86% of respondents reported that explicit climate-related content is included in ELT textbooks, while 14% noted the absence of specific environmental material. This response indicates that most teaching resources now address climate issues, though a small percentage still lack environmental content, suggesting some variation across textbooks.

Attitudes Toward Environmental Education in ELT

The teachers who filled the questionnaire largely recognize the significance of environmental education within ELT. Many respondents agreed or strongly agreed with the statement that teaching climate change and ecology is relevant to students' lives and helps develop their critical thinking skills. This suggests an awareness of the potential for ecological topics to enrich language learning by fostering engagement and real-world connections.

Opinions on whether sustainability should be a mandatory part of the ELT curriculum remain divided. While 40% of respondents agree and 40% disagree, 18% are neutral. This suggests a lack of clear consensus, with some educators advocating for its inclusion, while others are either opposed or undecided.

Half of the respondents agree, and 28% strongly agree that they regularly include environmental issues in their lessons. This indicates that a significant number of educators are actively integrating environmental topics into their teaching, highlighting a growing focus on sustainability in the classroom.

16% of respondents strongly agree and 37% agree that they collaborate with colleagues in integrating environmental issues into ELT, while 38% remain neutral and 9% disagree. This indicates that while some educators actively collaborate on this topic, there is a notable variation in the extent of collaboration, with a significant portion not engaging in this practice.

A significant number of respondents indicate a lack of training in teaching environmental topics in English, with 19% strongly disagreeing and 35% disagreeing. Additionally, 33% remain neutral, while only 9% agree. This suggests that professional development opportunities in this area may be limited, potentially impacting educators' ability to effectively integrate environmental issues into their teaching.

Finding appropriate materials for teaching environmental topics poses a challenge for some educators. The divided responses suggest varying experiences: while some struggle to access suitable resources, others may have found effective materials or alternatives.

Curriculum and classroom practices

A majority of respondents (58%) agree that there is insufficient time in the curriculum to dedicate to environmental issues, while 23% remain neutral and 19% disagree. This suggests that time constraints may be a significant barrier to integrating environmental topics, though



some educators may have found ways to incorporate them within existing curricular frameworks.

The responses highlight the need for training on environmental issues for teachers. While 12% strongly disagree and 39% disagree that they lack confidence in their climate and ecological knowledge, 28% remain neutral, and 21% agree, indicating some uncertainty. This suggests that while many educators feel prepared, targeted training could support those who feel less confident in integrating environmental topics into their teaching.

The responses suggest mixed perceptions regarding the impact of the assessment system on teaching non-traditional topics like sustainability. While 14% strongly disagree and 28% disagree, indicating that many educators do not see assessments as a barrier, 33% remain neutral, and 25% (21% agree, 4% strongly agree) believe the system discourages such topics. This highlights the need for greater flexibility in evaluation frameworks to support the inclusion of environmental topics.

Additionally, since sustainability is taught transversally within civic education, the assessment of environmental topics is often carried out by teachers of various subjects, including English, reinforcing the importance of interdisciplinary collaboration in evaluating these issues.

As for curriculum adequacy, a significant majority (70%) feel the curriculum is insufficient, suggesting a strong need for policy revisions to integrate sustainability more effectively.

Teachers' perceptions of students' engagement with environmental themes

Teachers generally perceive students as engaged with environmental themes. 62% of teachers report that students show interest in environmental topics during lessons, and 58% believe that environmental projects and activities boost motivation to learn English. However, while 51% of teachers note that students actively participate in climate-related discussions, engagement in discussions may vary. Additionally, 60% of teachers observe that students have initiated environmental projects or activities in class, indicating that many learners are proactive in addressing ecological issues through language learning, though some students remain less involved.

The responses indicate a mixed perception regarding the inclusion of environmental content in the official curriculum. While 33% of respondents strongly agree or agree that the curriculum includes sufficient environmental content, 39% remain neutral, suggesting uncertainty or inconsistency in the implementation of environmental topics. Notably, 28% of teachers strongly disagree or disagree, highlighting concerns that the curriculum may lack adequate emphasis on environmental issues. This suggests that while some educators feel that environmental topics are sufficiently integrated, there is a significant portion of teachers who believe more focus is needed in the official curriculum.

Responses indicate generally positive feedback regarding the coverage of climate and ecological topics in textbooks. Half of the respondents (50%) strongly agree or agree that textbooks provide adequate coverage, suggesting that many educators find the resources sufficient for teaching environmental issues. However, 32% remain neutral, indicating either

uncertainty or variability in textbook quality.

Additionally, 19% strongly disagree or disagree, highlighting concerns that some textbooks may not adequately address these topics. This reflects a need for more consistent and comprehensive integration of environmental content across teaching materials.

The responses suggest that environmental themes are generally well-integrated into language skills practice. A significant 63% of respondents strongly agree or agree that these themes are incorporated into reading and writing activities, indicating that many educators are actively embedding environmental topics into their lessons. However, 23% remain neutral, which may reflect varying practices or a lack of clarity in how environmental themes are included across different teaching contexts. Additionally, 14% strongly disagree or disagree, suggesting that some teachers may face challenges or have limited opportunities to incorporate these themes into language skills practice. This highlights the need for more consistent integration of environmental topics across all teaching resources and practices.

The responses indicate a mixed perception regarding the curriculum's allowance for assessing environmental topics. While 37% of respondents strongly agree or agree that the curriculum supports this assessment, 37% remain neutral, likely due to the transversal nature of sustainability education across subjects such as civic education and English. Additionally, 26% strongly disagree or disagree, possibly reflecting concerns that the curriculum doesn't adequately prioritize or support the assessment of environmental issues within certain subject areas. This suggests a need for clearer guidelines on how sustainability is assessed across disciplines to ensure consistency in evaluating these topics.

Analysis of Teachers' Responses on Integrating Environmental Issues in English Teaching

Successful Activities/Projects in Teaching Environmental Issues

Teachers have implemented a variety of activities to engage students with environmental themes, including:

Project-Based Learning: Group research, surveys, debates, and creative activities.

Technology Integration: Use of eTwinning, Erasmus projects, online videos, and interactive digital platforms.

Cross-Disciplinary Approaches: Linking environmental issues with literature, science, and civic education (e.g., exploring Romantic poetry and modern environmental concerns, working on Agenda 2030 goals).

Hands-On Activities: Practical engagement such as school clean-up projects and recycling initiatives.

Challenges: Some teachers have not conducted specific environmental projects, often citing lack of resources, structured materials, or time constraints.



Resources and Support Needed

Teachers highlighted the need for additional resources to effectively integrate sustainability topics, including:

Multimedia and Digital Content: More videos, podcasts, and online lesson plans to enhance student engagement.

Practical and Real-World Materials: Scientific equipment, magazines, newspapers, access to expert talks, and hands-on activities.

Curriculum Support: Many teachers believe environmental topics should be better structured within existing curricula, particularly in CLIL (Content and Language Integrated Learning).

Funding and Institutional Support: Some teachers report personal expenses for materials and seek greater financial investment from schools.

Collaboration Opportunities: Interest in eTwinning, Erasmus+, contests, and expert-led workshops to provide authentic learning experiences.

The Role of Environmental Education in Language Teaching

Language Development Opportunity: Teachers recognize environmental education as a way to enhance students' vocabulary, critical thinking, and communication skills.

Real-World Relevance: Many believe integrating sustainability themes allows students to connect language learning with global issues, fostering engagement and awareness.

Potential Risks: Some teachers caution against focusing too much on “buzzwords” rather than in-depth understanding of environmental issues.

Curriculum Integration: There is debate over whether environmental education belongs primarily in English teaching or should be emphasized more in science and civic education.

Interest in Training on Ecology and Sustainability in Language Teaching

High Interest: A majority of teachers expressed strong willingness to participate in training.

Preferred Formats: Some teachers favor online or flexible training options due to time constraints.

Existing Expertise: A few teachers who are already deeply involved in environmental education see training as a way to refine and expand their approach.

The questionnaire responses highlight both the successes and the ongoing challenges in integrating environmental education into English Language Teaching (ELT). Many educators have implemented engaging activities such as debates, research projects, and interdisciplinary collaborations, demonstrating that sustainability can be a powerful vehicle for language learning. However, the findings also reveal three key barriers: a lack of structured resources, limited training opportunities, and curriculum constraints that make full integration difficult.

With 80% of teachers expressing interest in professional development, there is a clear need for more targeted training, accessible teaching materials, and stronger institutional support. Addressing these gaps will not only empower educators but also enhance students' environmental awareness and linguistic competence.

Moving forward, stakeholders in education policy, curriculum design, and teacher training must work together to ensure that sustainability is not just an occasional topic in ELT but an integral part of language education. With the right support, ELT can become a powerful platform for fostering global citizenship and environmental responsibility among learners.

Graphical data representations in the Appendix can further illustrate trends and support the findings presented.

PUBLISHING GUIDELINES & POLICY RECOMMENDATIONS

- Official Guidelines for Textbook Publishers:

- Requirements (if any) for integrating environmental content in ELT books.**
- Policies influencing curriculum development regarding sustainability topics.**

While there are no specific guidelines exclusively for ELT textbook publishers regarding the inclusion of environmental content, they are expected to align with the *National Guidelines for the Curriculum (Indicazioni nazionali per il curricolo)* and the *UN Agenda 2030 Sustainable Development Goals (SDGs)*.

Italy has shown a strong commitment to integrating sustainability into its education system. In 2019, it became the first country to introduce mandatory climate education in state schools, emphasizing *Education for Sustainable Development (ESD)* as a fundamental part of the civic education curriculum. This initiative encourages publishers to ensure their materials reflect both national and international sustainability objectives, promoting environmental awareness through language education.

- Gaps & Opportunities:

- Missing elements in textbooks and curriculum that should be addressed.**

Despite progress in integrating environmental themes into education, several gaps remain:

Teacher Training: educators may require additional training and resources to effectively deliver environmental content, particularly within subjects where such themes are not traditionally emphasized.

Interdisciplinary Integration: while environmental education is present, a more cohesive approach across different subjects, including ELT, is necessary to provide a comprehensive understanding of sustainability issues.

Practical Application: current curricula may benefit from incorporating more experiential learning opportunities that allow students to engage directly with environmental issues.

Assessment & Evaluation: many curricula lack clear assessment criteria for evaluating students' understanding of environmental topics in ELT. Developing structured assessment tools could help measure the impact of sustainability education.

Authentic & Up-to-Date Materials: environmental issues evolve rapidly, but many textbooks do not reflect the latest developments in climate science or sustainability practices. Regular updates and the inclusion of real-world case studies could address this gap.

Institutional Support & Policy Implementation: even when sustainability is included in curricula, a lack of institutional support (e.g., funding, materials, or structured implementation plans) can hinder effective integration. Stronger policy enforcement and school-wide sustainability initiatives could bridge this gap.

- Recommendations for policymakers, curriculum developers, and publishers to enhance environmental themes in ELT.

To strengthen the integration of environmental themes in ELT, the following recommendations are suggested:

Enhance Teacher Training: Provide professional development programs that equip ELT educators with the skills and strategies needed to effectively integrate environmental content into their lessons.

Develop Specialized ELT Materials: Create ELT textbooks and resources that embed environmental topics within language learning exercises, promoting vocabulary and discussions related to sustainability.

Promote Interdisciplinary Collaboration: Encourage cooperation between ELT teachers and educators from other disciplines to create interdisciplinary projects that merge language learning with environmental education.

Incorporate Experiential Learning: Introduce hands-on activities such as sustainability projects, field trips, and community engagement initiatives to reinforce environmental awareness through real-world experiences.

Encourage Critical Thinking and Discussion: Develop ELT activities that prompt students to analyze and debate environmental issues, fostering critical thinking, problem-solving, and active engagement with sustainability challenges..

By implementing these strategies, policymakers, curriculum developers, and publishers can enhance the role of environmental education in ELT, equipping students with both language proficiency and a deeper understanding of sustainability.

BEST PRACTICES & CASE STUDIES

- Examples of successful initiatives where sustainability has been integrated into ELT.
- Case studies from schools, teachers, or national education programs that promote green awareness through language learning.

In Italy several initiatives have successfully integrated sustainability into ELT.

Eco-Schools Program: managed by the [Foundation for Environmental Education \(FEE\)](#), it operates in Italy to foster environmental education across all school subjects. Participating schools follow a structured [seven-step process](#) aimed at empowering students to lead sustainability initiatives within their communities. This process includes forming an Eco-Schools committee, conducting environmental reviews, and integrating sustainability topics into the curriculum, which encompasses language education. Schools that successfully implement the program are awarded the International Green Flag, symbolizing their commitment to environmental excellence.



In the website, it is also provided the [Climate Change Education Kit](#) which aims to offer schools that follow the Eco-Schools environmental education and sustainable development program and all Italian schools a valid tool for knowledge and action so that today's citizens, of all ages, can face the climate changes taking place with awareness and competence.

[Rome International School \(RIS\) – Sustainability Education](#)

As part of the Eco-Schools program, RIS Rome has embedded sustainability into its curriculum, including English language teaching. The school's Eco-Schools councils, comprising students from Early Years to Secondary levels, engage in regular action-planning meetings. These sessions involve discussions and projects on sustainability topics, providing students with opportunities to develop their English language skills through presentations, debates, and collaborative writing tasks focused on environmental issues. One notable project is the "Zero Plastic School" initiative, where students collaborate on action plans, enhancing their language proficiency while promoting eco-friendly practices²⁰.

²⁰ [Globeducate Eco-Week 2024: RIS Zero Plastic Campaign | Latest news](#)

Green School Italy: it is a network of schools and territories committed to promoting environmental education and sustainable practices. The program encourages schools to integrate sustainability into their curricula and daily operations, engaging students in activities that raise awareness about environmental issues. This initiative supports the incorporation of environmental topics into various subjects, including language classes, to foster a comprehensive understanding of sustainability among students.

Rete Scuole Green's "Curricolo Green": this initiative by Rete Scuole Green aims to integrate environmental education into the school curriculum, fostering a comprehensive approach to sustainability. This program encourages schools to incorporate environmental themes across various subjects, including language classes, to cultivate environmental awareness and responsibility among students.

E-Project: Ecological Literacy: The Osservatorio Permanente Giovani-Editori (OPGE), an Italian nonprofit organization, has developed the "E-Project: Ecological Literacy" initiative. This three-year project aims to raise awareness among younger generations on ecological and environmental education topics. By integrating ecological literacy into the educational framework, the project seeks to enhance students' critical thinking and understanding of environmental issues across various subjects, including language education.

The Eco-Friendly Flexible Teaching Model (EFFTMod): this PRIN project, managed by Universities of Siena, Catania, and Messina, aims to integrate a sustainable perspective into ELT lesson planning and learning practices- Its mission is to empower educators and learners with tools and insights that make language teaching more efficient, flexible, and sustainable.

"Let's Go Green" Project: this project is part of the eTwinning platform, which facilitates collaboration among schools across Europe. It is an educational initiative designed to enhance students' English language skills while fostering environmental awareness. By integrating ecological themes into English Language Teaching (ELT), the project aims to develop both linguistic proficiency and environmental consciousness among students. Here are the key features of the project:

Integration of Environmental Education: The project incorporates sustainability topics into the English language curriculum, allowing students to engage with environmental issues while improving their language skills.

Interactive Learning Activities: Students participate in activities such as English-language debates on sustainability topics, which enhance public speaking and argumentation skills.

Development of Digital Competencies: The project aims to improve students' digital skills alongside their language and environmental knowledge.

Progetto Scuola by Italian Climate Network: This initiative addresses the gap in climate change education within Italian school curricula by offering comprehensive training to secondary school students (ages 11-19). The program covers the context of climate change, its consequences, and potential solutions, emphasizing interdisciplinarity. Since its inception in 2013, the project has expanded from local classes in Lazio and Lombardia to over 50 schools across 11 Italian regions, reaching more than 3,000 students. The project's strengths include its interdisciplinary approach, replicability, direct engagement with experts, and a train-the-trainer model that encourages students to disseminate knowledge within their communities.

IC Rita Levi Montalcini – Go Green Project

The IC Rita Levi Montalcini, Campi Bisenzio participates as an associate partner in the [Go Green project](#), which aims to develop educational paths emphasizing eco-sustainability. The school contributes to the dissemination and exploitation of the project's results through various collegial organisms, including disciplinary departments and public meetings. This involvement allows for the integration of sustainability topics into English language teaching, as students engage in discussions, presentations, and projects related to environmental themes, thereby enhancing their language skills in meaningful contexts.

CleanAir@School Project - Coordinated by ISPRA (Higher Institute for Environmental Protection and Research), this citizen science and environmental education initiative involved 69 schools across 30 Italian municipalities. Students participated in monitoring nitrogen dioxide levels, a primary urban pollutant, using passive samplers. The project aimed to raise awareness about air quality and promote sustainable behaviors, integrating environmental education into the school curriculum.

All these initiatives reflect Italy's commitment to blending sustainability education with English language teaching, equipping students with the linguistic and ecological competencies necessary for global citizenship.

- Innovative teaching strategies used by educators to teach climate-related topics in ELT.

Environmental education has gained increasing importance in ELT in Italy. Many educators have successfully integrated climate change and sustainability topics into language learning through innovative pedagogical strategies. Here is a list of the most effective teaching methods used to engage students in climate-related discussions while enhancing their English proficiency.

Project-Based Learning (PBL): PBL is an effective approach for teaching climate change whereby students are put to work with projects that have to be completed by providing solutions to real-life problems. Instead of just reading about climate change in a book, students have to provide solutions to very real issues and learn in the process. This approach increases students' motivation and develops critical thinking, problem-solving, creativity, collaboration, and research skills essential for addressing complex issues like climate change.



Many educators incorporate PBL to encourage active student participation. Climate-related projects, such as researching local environmental issues, creating awareness campaigns, or developing sustainability action plans, provide opportunities for students to practice English in authentic contexts. Examples include eTwinning and Erasmus+ collaborations, where students engage with international peers to discuss and address climate challenges.

Storytelling and Creative Writing: Storytelling is used to foster critical thinking and creativity while addressing environmental topics. Teachers encourage students to write short stories, poems, or scripts related to climate change, sustainability, and ecological conservation. Digital storytelling tools, including video essays and multimedia presentations, enable students to share their personal experiences with environmental issues while practicing English.

Role-Playing and Debate Activities: Role-playing exercises, where students take on the roles of policymakers, activists, scientists, or journalists, encourage deep engagement with climate issues while developing speaking and argumentation skills. Debates on sustainability topics help students practice persuasive language, critical thinking, and public speaking in English.

Integration of Authentic Materials: Teachers incorporate real-world resources, such as news articles, podcasts, TED Talks, and documentary clips, to expose students to current environmental discussions in English. Authentic materials help students develop listening and reading comprehension skills while staying informed about climate-related topics.

Gamification and Interactive Learning: Gamification enhances engagement and learning in ELT by incorporating quizzes, simulations, and eco-themed games that make sustainability topics interactive and enjoyable. Tools like [Kahoot!](#) and [Quizlet](#) reinforce environmental vocabulary through competition and repetition, while [Minecraft: Education Edition \(Sustainable Cities Module\)](#) allows students to explore and build eco-friendly environments, and Classcraft turns learning into an adventure with team-based sustainability missions. Board games and digital simulations promote real-world problem-solving and teamwork, boosting motivation, retention, and critical thinking. By integrating these strategies, educators create dynamic language lessons that deepen students' understanding of climate issues while strengthening their English skills.

Outdoor and Experiential Learning: Outdoor and experiential learning immerse students in real-world environmental contexts, reinforcing language skills through hands-on activities. These approaches bridge the gap between theory and practice, making sustainability topics more tangible and meaningful in ELT.

Collaborative and Interdisciplinary Approaches: Collaborative and Interdisciplinary Approaches emphasize the advantages of combining different fields of study in addressing environmental issues. ELT teachers work together with science and geography educators to design interdisciplinary lessons that merge language learning with environmental education. By engaging in cross-subject projects, students gain a well-rounded understanding of climate change while simultaneously enhancing their English proficiency.



CONCLUSION & FUTURE DIRECTIONS

- Summary of key findings from the national analysis.
- Suggestions for improving environmental education within ELT curricula.
- How this report contributes to EcoLingua's international comparative study.

This report has explored the integration of environmental issues within ELT in Italy, highlighting several key findings from the national analysis. First, it has been observed that while there is some incorporation of environmental topics in ELT curricula, these discussions tend to be fragmented and often lack a cohesive, interdisciplinary approach. Teachers generally express a willingness to address climate change and sustainability, but the current educational framework does not always provide sufficient resources or training to support these topics effectively. Furthermore, the integration of environmental issues into ELT is not consistently emphasized across all educational levels or regions.

To improve environmental education within ELT curricula, several suggestions can be made. There is a clear need for more comprehensive professional development opportunities for ELT educators, equipping them with the necessary tools and knowledge to integrate environmental themes more effectively. Additionally, curriculum frameworks should explicitly include environmental topics in English lessons, encouraging interdisciplinary collaboration with subjects such as science and geography. By fostering such collaboration, students will be able to link language learning with real-world environmental issues, enhancing their global awareness and language proficiency simultaneously.

This report contributes to the EcoLingua international comparative study by providing a detailed analysis of Italy's current state of environmental education in ELT, which will serve as a valuable reference point for comparisons with other countries. The findings and suggestions made here offer insights into how environmental education can be further embedded into ELT across different national contexts, supporting the development of a more sustainable and globally aware generation.

REFERENCES & APPENDICES

- List of official curriculum documents, textbooks, and teaching materials reviewed.

(Indicazioni nazionali per il curricolo della scuola dell'infanzia e del primo ciclo d'istruzione), DM 254/2012

National guidelines and new scenarios (*Indicazioni nazionali e nuovi scenari*), 2018.

National guidelines for licei (*Indicazioni nazionali per i licei*), DM 211/2010)

National guidelines for Technical Education for the first two-year period (*Ministerial Directive n. 57/2010*) and for the last three years of study (*Ministerial Directive no. 4/2012*)

National guidelines for vocational education, *Ministerial Decree n. 92/2018*

Guidelines for Environmental Education and Sustainable Development (*Linee Guida per l'Educazione ambientale per lo Sviluppo sostenibile*)

[Law No. 92 of August 20, 2019](#)

[Decree-Law 14 October 2019](#), n. 111

[Decree no. 35 of 22 June 2020](#), Guidelines for the teaching of civic education that complement Law No. 92 of August 20, 2019.

[Art. no. 9 of Decree Law 8 November 2021, no. 207](#) emphasizes the importance of environmental education in schools

[New Guidelines for the teaching of civic education](#), [DM 183/2024](#)

<https://eurydice.eacea.ec.europa.eu/national-education-systems/italy/teaching-and-learning-primary-education>

<https://eurydice.eacea.ec.europa.eu/national-education-systems/italy/teaching-and-learning-general-lower-secondary-education>

- List of official textbooks, and teaching materials reviewed.

Primary School:

Billy Bot 5, Stories for Super Citizens, Easy Learning, F. Foster – B. Brown, G. Abbiati
Pearson

Lower secondary school:

iDiscover, Reading for Citizenship 3, Sarah Gudgeon, Pearson

Upper secondary school:

Language textbooks

Talent, AA.VV., Cambridge University Press

Both Sides B2, L. Kilbey – M. Starren, Cambridge University Press,

onTopic, B1/B1+, P. Bowen & D. Delaney, Pearson

Panoramic, AA.VV., Oxford University Press

Literature and Culture

Compact Performer Shaping Ideas, M. Spiazzi, M. Tavella, M. Layton, Zanichelli

Amazing Minds New Generations vol. 2, .: Spicci, T. a. Shaw, D. Montanari, Pearson

Citizenship

Citizenship in Action, Percorsi di Educazione civica e Agenda 2030, ELI

My Voice, Global Voices for Citizenship, Silvia Minardi, Pearson

Your World #bethechange, M. Spocci, T.A. Shaw, Lang

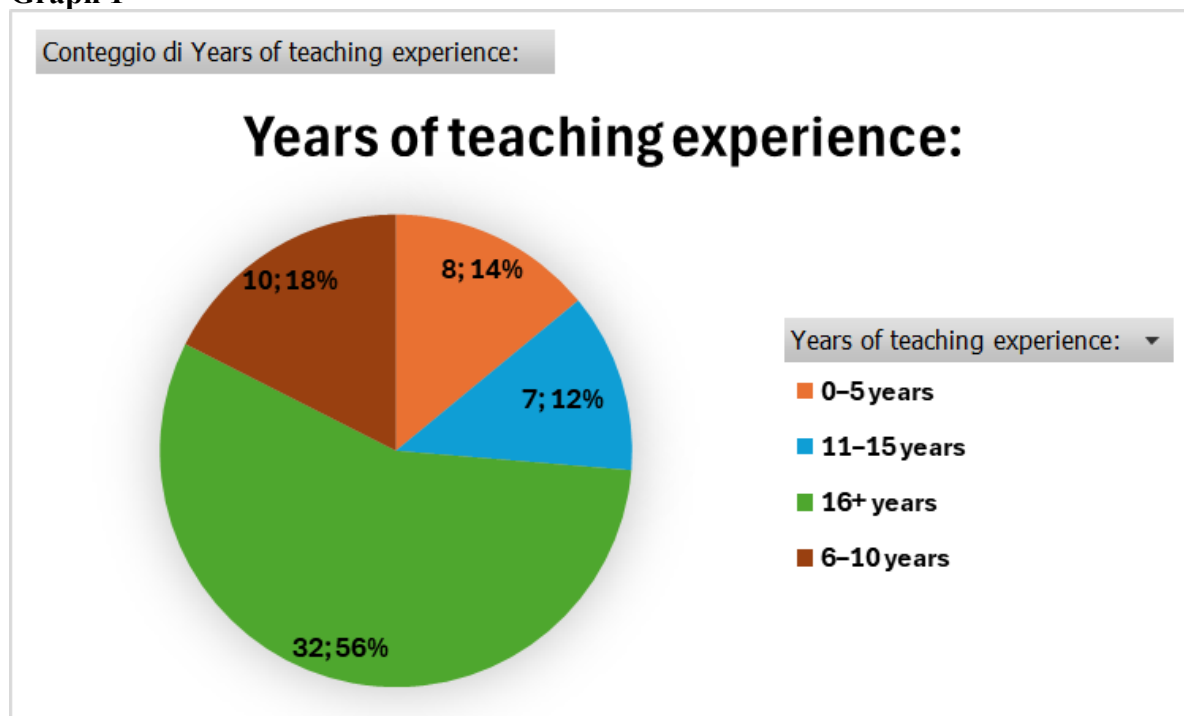
Upper secondary school and University

Letterature e culture inglesi, Temi e con(testi) dal XIX secolo a oggi, AA.VV., sez. 3, Gothic & Science, Intersezioni tra realtà e immaginazione, Elisabetta Marino, pp 51-74, Pearson

- Survey questions or data tables (if applicable).
- Additional supporting materials (graphs, charts, scanned textbook pages).

Graphical data representations resulting from the analysis of the Teacher Questionnaire.

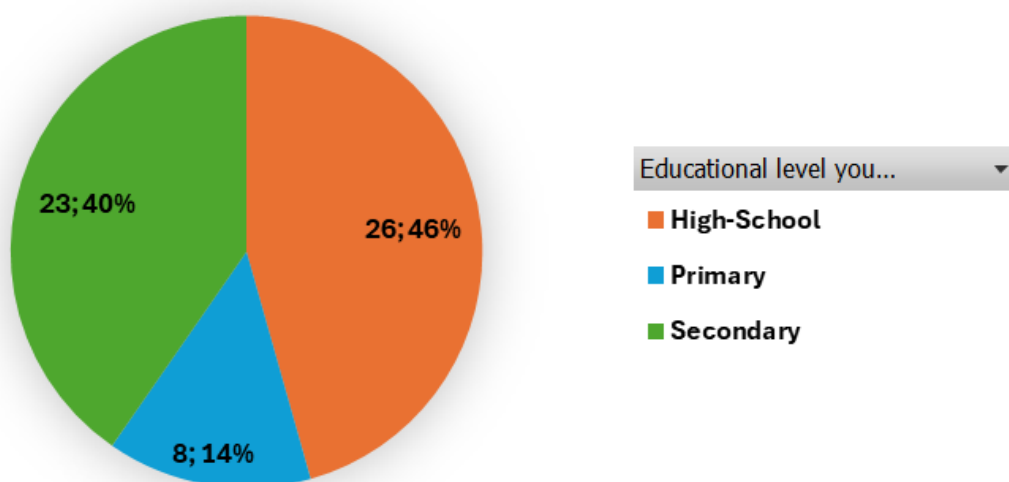
Graph 1



Graph 2

Conteggio di Educational level you primarily teach:

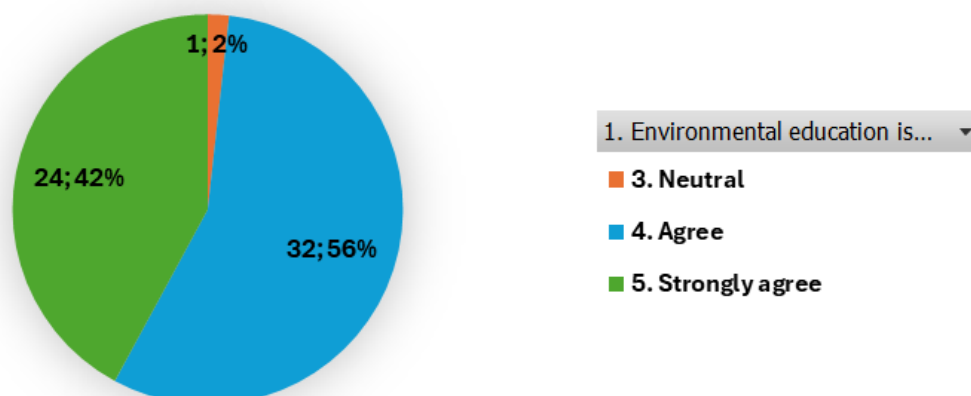
Educational level you primarily teach:



Graph 3

Conteggio di 1. Environmental education is an important component of language teaching.

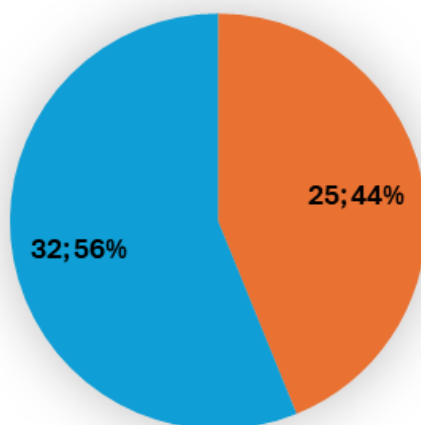
Environmental education is an important component of language teaching.



Graph 4

Conteggio di 2. Teaching climate change and ecology is relevant to students' lives.

Teaching climate change and ecology is relevant to students' lives.



2. Teaching climate change... ▼

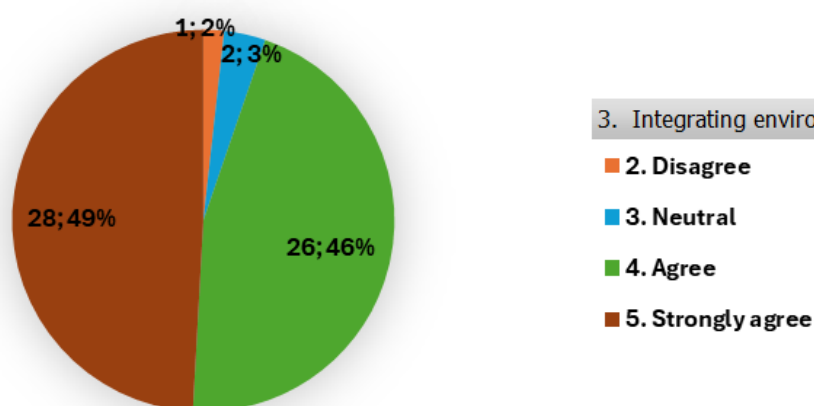
4. Agree

5. Strongly agree

Graph 5

Conteggio di 3. Integrating environmental topics helps develop students' critical thinking skills.

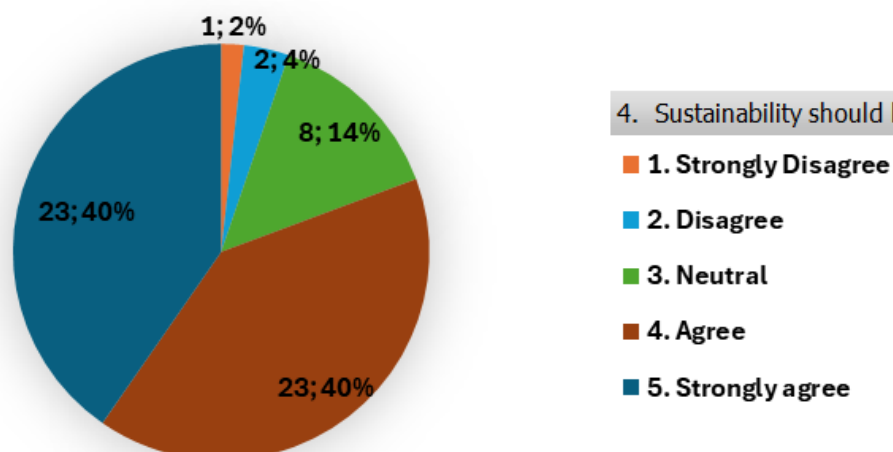
Integrating environmental topics helps develop students' critical thinking skills.



Graph 6

Conteggio di 4. Sustainability should be a mandatory part of the English curriculum.

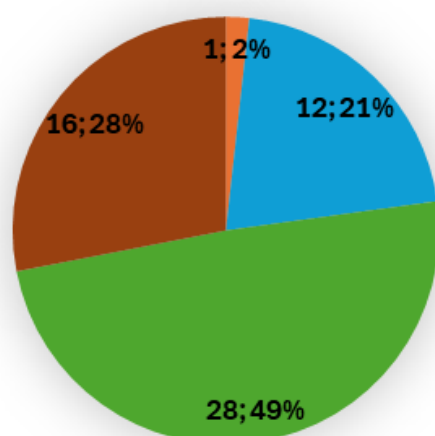
Sustainability should be a mandatory part of the English curriculum.



Graph 7

Conteggio di 1. I regularly include environmental themes in my English lessons.

**I regularly include environmental themes
in my English lessons.**



1. I regularly include...

2. Disagree

3. Neutral

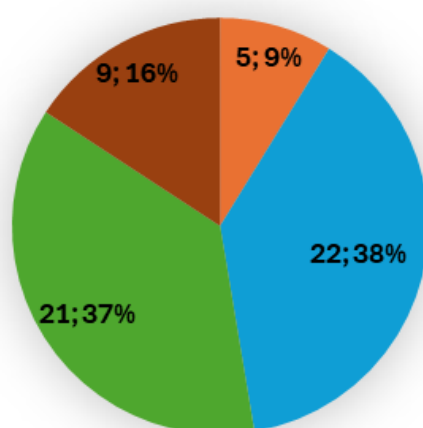
4. Agree

5. Strongly agree

Graph 8

Conteggio di 3. I collaborate with colleagues to integrate sustainability across subjects.

**I collaborate with colleagues to integrate
sustainability across subjects.**



3. I collaborate with...

2. Disagree

3. Neutral

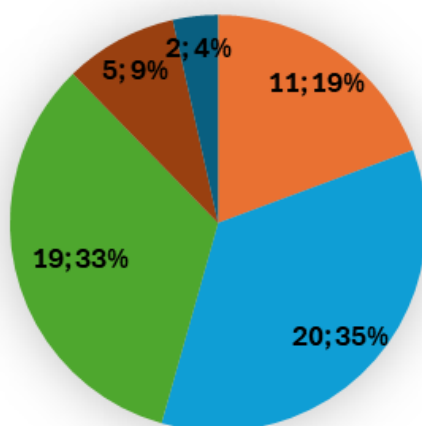
4. Agree

5. Strongly agree

Graph 9

Conteggio di 4. I have received training on teaching environmental topics in English.

I have received training on teaching environmental topics in English.



4. I have received training...

1. Strongly disagree

2. Disagree

3. Neutral

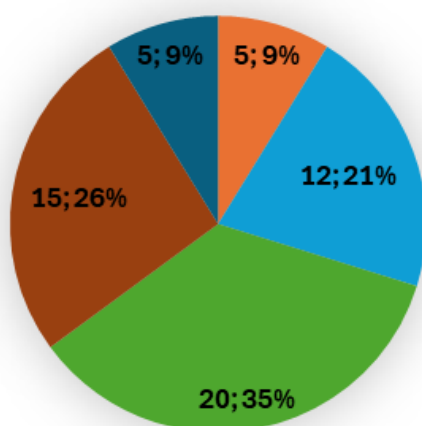
4. Agree

5. Strongly agree

Graph 10

Conteggio di 1. I struggle to find appropriate materials for environmental topics.

I struggle to find appropriate materials for environmental topics.



1. I struggle to find...

1. Strongly Disagree

2. Disagree

3. Neutral

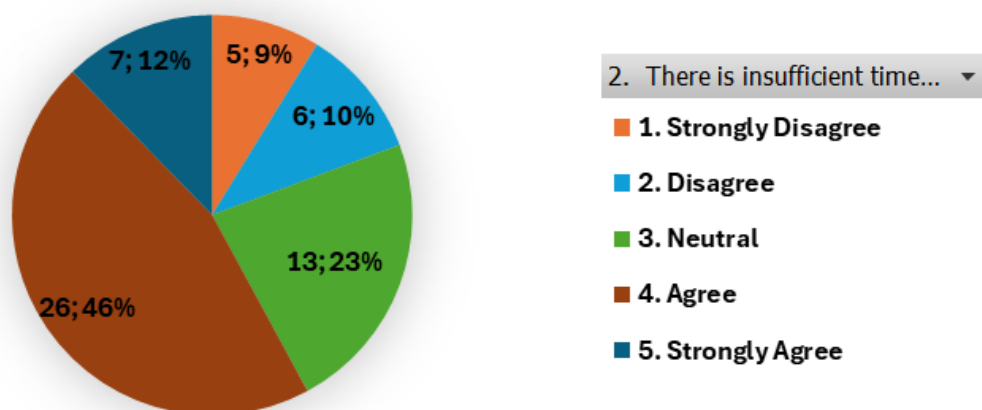
4. Agree

5. Strongly Agree

Graph 11

Conteggio di 2. There is insufficient time in the curriculum to address these issues.

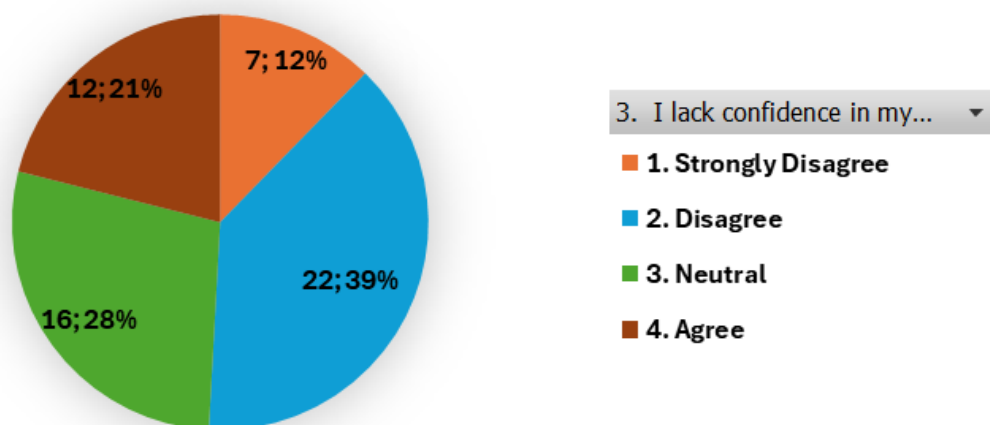
There is insufficient time in the curriculum to address these issues.



Graph 12

Conteggio di 3. I lack confidence in my knowledge of climate/ecological topics.

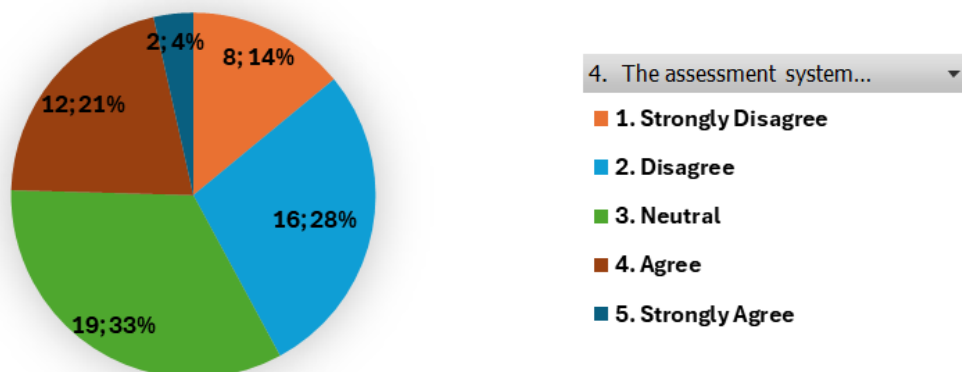
I lack confidence in my knowledge of climate/ecological topics.



Graph 13

Conteggio di 4. The assessment system discourages teaching non-traditional topics like sustainability.

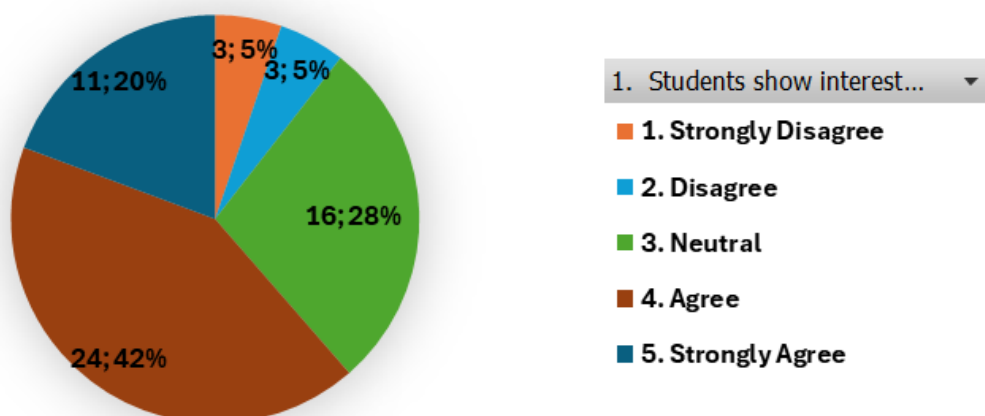
The assessment system discourages teaching non-traditional topics like sustainability.



Graph 14

Conteggio di 1. Students show interest in environmental topics during lessons.

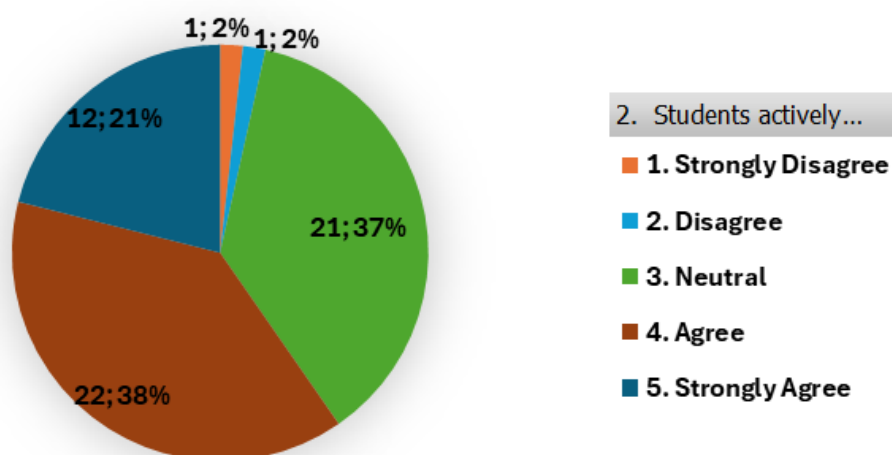
Students show interest in environmental topics during lessons.



Graph 15

Conteggio di 2. Students actively participate in climate-related discussions.

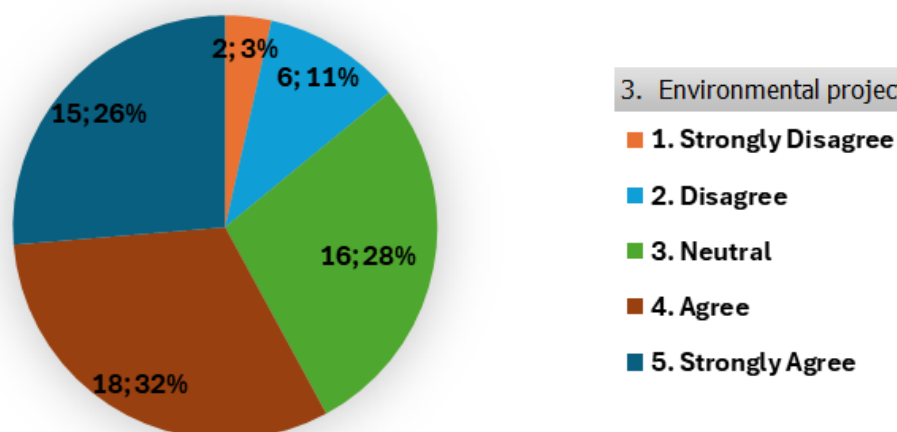
Students actively participate in climate-related discussions.



Graph 16

Conteggio di 3. Environmental projects / activities increase students' motivation to learn English.

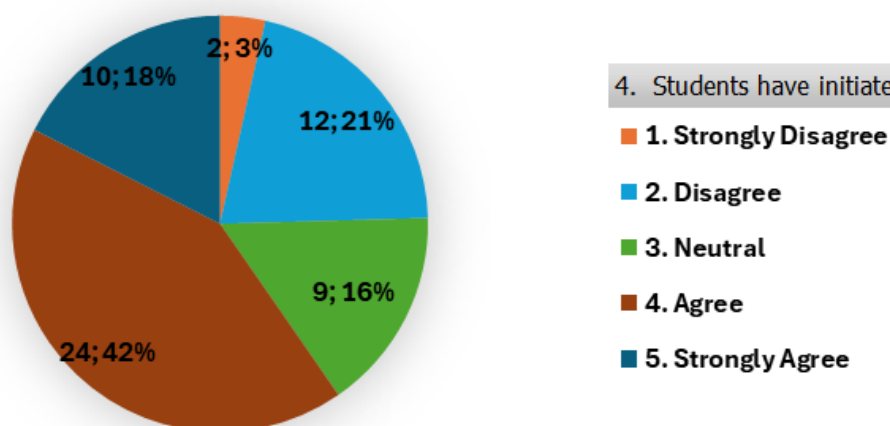
Environmental projects / activities increase students' motivation to learn English.



Graph 17

Conteggio di 4. Students have initiated environmental projects/activities in my class.

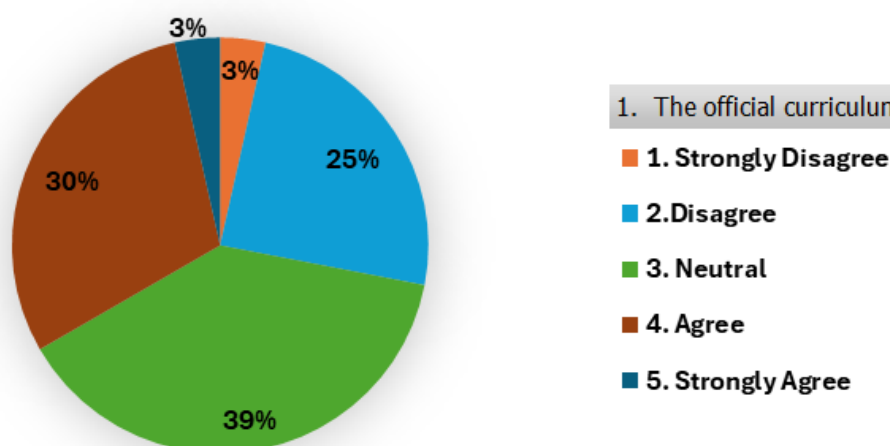
Students have initiated environmental projects/activities in my class.



Graph 18

Conteggio di 1. The official curriculum includes sufficient environmental content.

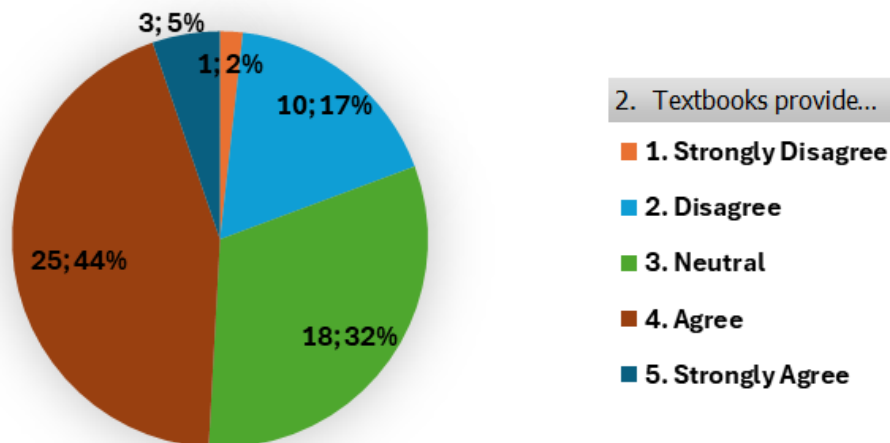
The official curriculum includes sufficient environmental content.



Graph 19

Conteggio di 2. Textbooks provide adequate coverage of climate/ecological topics.

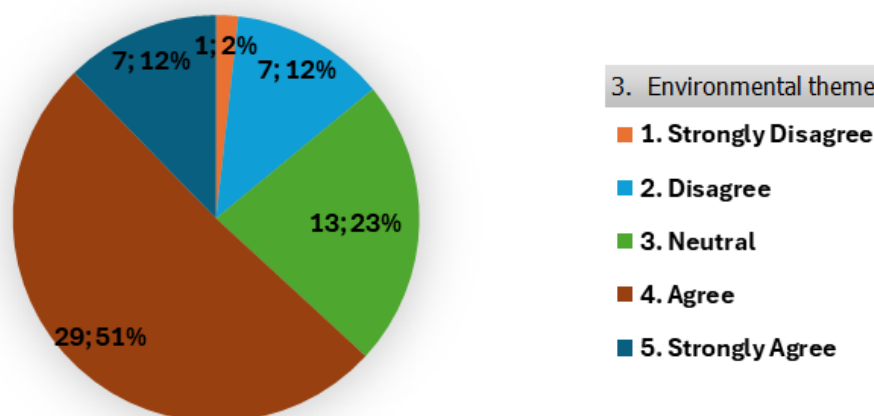
Textbooks provide adequate coverage of climate/ecological topics.



Graph 20

Conteggio di 3. Environmental themes are integrated into language skills practice (e.g.,...

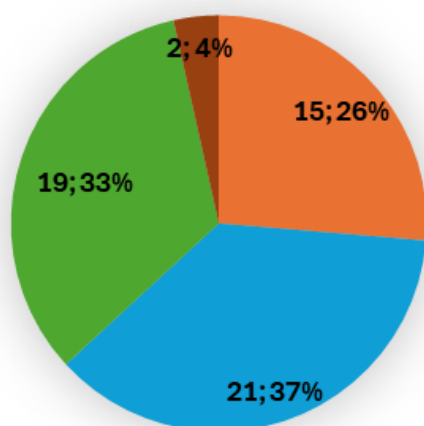
Environmental themes are integrated into language skills practice (e.g., reading/writing).



Graph 21

Conteggio di 4. The curriculum allows assessment of environmental topics.

The curriculum allows assessment of environmental topics.



4. The curriculum allows...

- 2. Disagree
- 3. Neutral
- 4. Agree
- 5. Strongly Agree