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EcoLingua Curriculum: Digitally Enhanced Pedagogy for Integrating Environmental Issues into Language Teaching” (ECOLINGUA)

Activity Plan 2 – A1 Level

General Information

- **Partner Institution:** BAUN
- **Country:** Turkey
- **CEFR Level:** A1
- **Activity Number:** Act6
- **Title of Activity:** *Eco-Transport Adventure*

2. Strategy Statement

This activity combines **transport vocabulary** with **green travel awareness**. Students learn the names of transport types (car, bus, bike, train, airplane, walking) and practice simple Q&A structures like “*How do you go to school?*” – “*I go by bus.*” Using a playful **board game** and **Inquiry-Based Learning**, students reflect on eco-friendly vs. non-eco transport choices, linking their personal lives to sustainable practices.

3. Activity Details

3.1. Learning Objectives

- *Language:* Students will be able to name different transport types and ask/answer basic questions about travel.
- *Environmental:* Students will recognize which transport modes are environmentally friendly and understand why greener choices are better.

3.2. Target Skills & Competences

- *Language Skills:* Listening, Speaking, Reading
- *Linguistic Focus:* Vocabulary (transport), Functional expressions (Q&A: “How do you go...?”)
- *Environmental Competences:* Awareness of sustainable mobility, critical reflection on daily travel habits



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3.3. Resources, Materials & Media

- *Printed/Handouts*: Transport flashcards (car, bus, bike, train, airplane, walking)
- *Digital Resources*: Animated video on transport and pollution
- *Visuals*: Eco-friendly vs. polluting transport posters/icons
- *Realia*: Toy vehicles (optional)
- *Gamified Resource*: Simple “Eco-Transport Board Game” (with dice and player tokens)

4. Detailed Activity Procedure

Stage	Time	Teacher Actions	Student Actions	Method/Approach	Materials
Warm-up / Lead-in	5 min	Show a toy car, ask: “What is it?”	Answer: “Car!”	CLIL, visuals	Toy vehicle
Pre-Task / Input	10 min	Teach transport names with flashcards	Repeat words and match pictures	CLIL	Flashcards
Main Task (Part 1)	10 min	Teach Q&A dialogue: “How do you go to school?”	Students practice: “I go by bus.”	CLT, sentence frames	Flashcards
Main Task (Part 2)	10 min	Play the “Eco-Transport Board Game.” Teacher explains rules (roll dice, move to transport, say a sentence).	Students play in groups, say sentences and discuss eco or noneco transport.	Gamification, cooperative learning	Board game
Post-Task / Reflection	5 min	Ask: “Which transport is good for the planet?”	Say: “Bike!” / “Walk!”	Reflection, class sharing	Posters
Wrap-up & Homework	5 min	Homework: Draw how you come to school and write one sentence.	Share in class next lesson.	Project-based	Paper, crayons



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5. Differentiation & Inclusion

- Provide visuals and sentence starters for weaker learners.
- Stronger students can expand answers (“I go to school by bus. The bus is green.”).
- Use gestures and toy vehicles for learners who need additional support.

6. Assessment & Evaluation

- Teacher observation during board game play.
- Checklist for correct use of vocabulary and sentences.
- Peer evaluation of homework drawings.

7. Sustainability & Follow-Up

- Encourage students to walk or bike when possible.
- Create a classroom “Eco-Transport Chart” tracking weekly choices.

8. Suggested Basic Vocabulary

- **Transport words:** car, bus, bike, train, airplane, walk
- **Sentences:** “I go by bus.” / “I go by bike.” / “The bus is green.”

9. Games & Links

- **Game:** *Eco-Transport Board Game* – Roll dice, land on a transport, say a sentence, discuss eco or not.
- **Game:** *Find Someone Who...* – Students ask classmates “Do you go by bus?” and find matches.
- **Links:**
 - Transport and Environment – Kids’ Resources
 - British Council Kids – Transport Vocabulary

10. Strategy and Suggested Methodology

This activity is informed by **language pedagogy** and **sustainability frameworks**:

- **Inquiry-Based Learning (Dewey, 1938):** Encourages students to reflect on their own transport habits and ask questions about eco-friendly options.
- **CLIL (Coyle, Hood, & Marsh, 2010):** Learners gain language and environmental content simultaneously, deepening motivation and retention.
- **Communicative Language Teaching (Littlewood, 2004):** Focuses on authentic interaction through functional dialogues (“How do you go to school?”).
- **Board Games in Language Learning (Wright, Betteridge & Buckby, 2006):** Games increase motivation, engagement, and peer interaction, especially useful at beginner levels.
- **Environmental Pedagogy (Sterling, 2001):** Encourages learners to see their daily choices as part of a larger sustainability effort.
- **Methodological Strategies Applied:**



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- *Scaffolding* through visuals, sentence frames, and gestures.
- *Gamification* ensures playful learning and lowers anxiety (Dörnyei, 2001).
- *Multimodal input* (video, posters, flashcards) supports Paivio's (1991) **Dual Coding Theory**.
- *Dialogic teaching* (Alexander, 2008) promotes interactive Q&A that builds confidence in real communication.



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