



**ECOLINGUA**

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

### Activity Plan 2 – A2 Level

#### **General Information**

- **Partner Institution:** BAUN
- **Country:** Turkey
- **CEFR Level:** A2
- **Activity Number:** Act2
- **Title of Activity:** *Eco-Transport Choices*

### 2. Strategy Statement

This activity focuses on **transport vocabulary** and **sustainable mobility choices**. Students learn to talk about how they travel (*by bus, by car, on foot, by bike*) and compare eco-friendly vs. polluting transport. Using **role-play**, **board games**, and **class surveys**, learners practice asking and answering questions like “*How do you usually go to school?*” and make comparisons (“*Going by bike is better than going by car.*”). The activity builds language skills while encouraging learners to reflect on greener transport habits.

### 3. Activity Details

#### **3.1. Learning Objectives**

*Language:* Students will ask and answer questions about transport and make simple comparisons.

*Environmental:* Students will identify which transport modes are eco-friendly and reflect on personal travel habits.

#### **3.2. Target Skills & Competences**

*Language Skills:* Speaking, Listening, Writing, Reading

*Linguistic Focus:* Vocabulary (transport), Comparatives (*better, cheaper, cleaner*), Frequency (*usually, sometimes*)

*Environmental Competences:* Understanding sustainable mobility, critical reflection on choices



**Co-funded by  
the European Union**

### 3.3. Resources, Materials & Media

*Printed/Handouts:* Transport flashcards, survey sheets

*Digital Resources:* Short video about green transport in cities

*Audio-Visual Materials:* Posters with eco vs. polluting transport icons

*Gamified Resource:* Simple board game with transport options

### 4. Detailed Activity Procedure

Stage	Time	Teacher Actions	Student Actions	Method/Approach	Materials
Warm-up / Lead-in	5 min	Show flashcards of bus, bike, car, ask: "Which is better for the planet?"	Answer: "Bike is better."	Inquiry, visuals	Flashcards
Pre-Task / Input	10 min	Teach/review transport words and comparatives	Repeat, make short comparisons	CLIL	Flashcards
Main Task (Part 1)	15 min	Model Q&A: "How do you usually go to school?" – "I usually go by bus."	Ask classmates, fill in survey sheet	CLT, role-play	Survey sheets
Main Task (Part 2)	10 min	Groups play "Eco-Transport Board Game"	Roll dice, land on transport, make sentence	Gamification	Board game
Post-Task / Reflection	5 min	Discuss: "Which transport is best for the planet?"	Share opinions	Reflection	Posters
Wrap-up & Homework	5 min	Homework: Write 5 sentences about your transport habits	Present in class	Writing task	Paper



Co-funded by  
the European Union

## 5. Differentiation & Inclusion

Provide weaker learners with sentence starters (“*I usually go by \_\_\_\_.*”).  
Stronger learners add comparisons (“*The bus is cheaper and cleaner than the car.*”).  
Use visuals and gestures for students with learning difficulties.

## 6. Assessment & Evaluation

Teacher observation during survey and board game.  
Peer feedback on sentences and survey results.  
Homework check for correct use of structures.

## 7. Sustainability & Follow-Up

Create a classroom chart: “How We Travel to School” (eco vs. non-eco).  
Encourage walking or biking for short distances as a class challenge.

## 8. Suggested Basic Vocabulary

**Transport words:** car, bus, bike, train, airplane, walk

**Comparatives:** better, cheaper, cleaner, faster, safer

**Structures:** “I usually go by bus.” / “The bike is better than the car.” / “Walking is the best.”

## 9. Games & Links

**Game:** *Eco-Transport Board Game* – Roll dice, move, make a sentence.

**Game:** *Find Someone Who...* – Students ask classmates “Do you go by bus?” and collect answers.

**Links:**

- o European Mobility Week – Kids o
- British Council Kids – Transport

## 10. Strategy and Suggested Methodology

This activity integrates **functional language practice** with **sustainability learning**:

**Communicative Language Teaching (Littlewood, 2004):** Encourages real-life functional communication through Q&A and discussions.

**Task-Based Learning (Ellis, 2003):** Surveys and board games are communicative tasks that require negotiation of meaning.

**CLIL (Coyle, Hood, & Marsh, 2010):** Learners acquire language while reflecting on eco-content (transport and pollution).



Co-funded by  
the European Union

**Inquiry-Based Learning (Dewey, 1938):** Asking questions about classmates' transport choices stimulates reflection.

**Sustainability Education (Sterling, 2001):** Emphasizes understanding the environmental impact of daily mobility and making responsible choices.

**Methodological Strategies Applied:**

- *Scaffolding* with sentence frames and visual aids.
- *Multimodal learning* (video, posters, realia) enhances comprehension (Paivio, 1991 – Dual Coding Theory).
- *Gamification* (board game, survey competition) fosters motivation and lowers anxiety (Dörnyei, 2001).
- *Peer collaboration* (surveys, group work) supports learning in Vygotsky's (1978)



Co-funded by  
the European Union