



ECOLINGUA

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

1. General Information

Partner Institution: University of Burgos

Country: Spain

CEFR Level: A1 (9-10 year-olds)

Activity Number: Act 1

Title of Activity: “Is it rubbish?”

2. Strategy Statement

Environmental and sustainability content is not usually included in the English language syllabus, especially at lower levels of education and/or English language. However, it is usually covered in subjects such as the natural and social sciences. Given that language learning does not require a closed set of concepts to be acquired at each level but rather linguistic content for communication in varied contexts and situations, environmental concepts and practices, as part of the 2030 Agenda for Sustainable Development, can easily be integrated into English language classes. On many occasions, environmental content is included in extra activities around the celebration of Earth Day, April 22nd.

CLIL and Project-based learning are extremely valuable approaches for enhancing language learning, especially when dealing with topics related to the environment. CLIL can provide the content (i.e. concepts such as the three Rs) so that when learners have to deal with these concepts in the English language, they have already been exposed to them, and once they have the basic linguistic tools, mainly the words to express those concepts in English, they



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are more confident in the language class. In educational contexts where CLIL has not been implemented, collaboration with teachers of subjects where the concepts of Recycling, Reducing and Reusing are taught would be of great advantage. Project-based learning requires students to perform authentic communicative tasks, which mirror real-life language use, and it naturally promotes collaboration and increases intrinsic motivation and engagement. Therefore, including a final follow-up activity which is a project, would improve the learning outcome of the activity.

The use of authentic materials, materials designed specifically for English language learning, may increase the difficulty of language tasks. For this reason, the linguistic difficulty has been kept below the students' level to maximise the comprehension of the concepts and allow more time for the environmental content of the lesson.

Collaboration with science teachers to work on the topic in the learners' language before this activity is done in the English class would be desirable to provide the learners with the environmental concept of 'reusing' and to serve to scaffold the English language content. Thus, learners would be more comfortable working on this topic in English, and they would be more motivated and willing to engage in communicative activities on the topics in English. Likewise, collaboration with art teachers or school governing bodies for follow-up activities would improve the results in terms of raising awareness about how to reuse materials and objects to protect the environment and promote environmentally friendly practices, which may later become part of their everyday habits.

3. Activity Details

3.1. Learning Objectives

Language objectives:

- to learn or revise vocabulary related to environmental issues (reduce, reuse, recycle)
- to learn or revise vocabulary for everyday objects
- to understand the main information from a video



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- to extract information from a simple written text

- to use “can” to express possibility

Environmental objectives:

- to be aware of the waste we produce

- to revise what they now about the three Rs: recycle, reduce, reuse

- to become aware of ways to reuse some of the things we throw away

- to adopt environmentally friendly practices: reusing things we have

3.2. Target Skills & Competences

- Language Skills: Listening (video and to their classmates), Speaking, Reading (text),

- Linguistic Focus: Vocabulary, Pronunciation, Fluency

- Environmental Competences: Awareness, Critical Thinking and Sustainable Practices

3.3. Resources, Materials & Media

- Printed/Handouts: Reading practice about the 3 Rs worksheet and fast-finishers handout

- Digital Resources: Computer, internet access, projector, screen, speakers

- Audio-Visual Materials: *Youtube* video about the 3 Rs

- Links:

- Reading practice about the 3 Rs worksheet:

<https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/reading-practice-the-three-rs-worksheet.pdf>

- *Youtube* video about the 3 Rs: <https://www.youtube.com/watch?v=uCDOm4AcPQk>

- Fast-finishers handout:

- <https://en.islcollective.com/english-esl-worksheets/reading-comprehension/reading-for-detail-deep-reading/environment/recycling/102910>
- [Is it rubbish.docx](#)



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- Realia: A carton box containing objects that end up in the trash bin: plastic bottles, plastic bag, used paper, napkin, used/old toys (teddy bear), used/old clothes, and which don't: new clothes, batteries, furniture, etc

4. Detailed Activity Procedure

Stage	Time	Teacher Actions	Student Actions	Method/Approach	Materials/Resources
Warm-up / Lead-in	5 min	<p>The teacher asks the whole group: "What goes to the rubbish bin in your house?"</p> <p>If the students cannot come up with any answers, the teacher will show flashcards.</p> <p>The students will have two options to choose from: something that goes in the rubbish</p>	<p>Students answer the question aloud in order, the teacher may help.</p>	<p>Communicative approach, brainstorming, remembering stage.</p> <p>Asking an open-ended question.</p>	<p>Realia of objects which go to the rubbish bin at home (e.g. Plastic bottle, eaten apple, tissues, paper...) and objects which cannot go in the rubbish bin at home (e.g. Clothes, batteries, furniture...)</p>



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		(e.g. Plastic bottle) and something that doesn't (e.g. T-shirt). The teacher will provide the vocabulary words: "What goes to the rubbish bin in your house: the plastic bottle or the t-shirt?"			
Pre-Task / Input - watching	3 min	The teacher asks: "What are the 3 Rs? Let's find out!" and plays a video about the 3 Rs.	Students say what they know about the 3 Rs if they know it. Then watch the video and pay attention to what the 3 Rs are.	The teacher plays a video, students pay attention. Communicative approach, brainstorming, remembering. Asking an open-ended question.	Computer, internet access, projector, screen, <i>Youtube</i> video about the 3 Rs.



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Main Task (Part 1) – post watching	8 min	The teacher asks 3 questions: “How can you reduce?” “How can you reuse.....?” “What can you recycle?”, and invites students to answer, helping them to formulate the answers (if needed).	Students individually answer the questions.	Communicative approach, brainstorming, remembering. Asking an open-ended question.	Board and pen/chalk. Realia if necessary.
Pre-Task / Input – preparation activity	8 min	The teacher explains the exercise – vocabulary worksheet – before distributing the handout. When the students finish the exercise, the	Students work in pairs.	Students work in pairs on the first activity of the handout: preparation. Then the teacher checks the answers with the help of the students.	Reading practice about the 3 Rs worksheet



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		teacher checks the answers aloud.			
Main Task - reading aloud and answering questions	12 min	<p>The teacher asks the students to read aloud.</p> <p>After each line approximately, the teacher checks meaning and corrects pronunciation and fluency.</p> <p>After the text is read, the teacher asks the students to answer the questions on the handout individually.</p> <p>Finally, when the students finish the exercise, the</p>	<p>Students read aloud 2 or 3 lines each (if possible).</p> <p>Then once the text is fully read, students answer the questions on the handout individually.</p> <p>Finally, they help the teacher correct the exercises.</p>	<p>Students read aloud one line each while the teacher checks meaning and corrects pronunciation and fluency.</p> <p>Then, once the text is fully read, students answer the questions on the handout individually.</p> <p>Finally, the teacher checks the answers aloud.</p>	Reading practice about the 3 Rs worksheet



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		teacher checks the answers aloud.			
Post-Task / Reading	10 min	<p>The teacher asks: “How could we reuse this?”, and shows the students the box with some objects that go to the trash bin, to give them some ideas.</p> <p>Brainstorm ideas for possible second uses of the objects (i.e., an empty glass jar can be used as a money box, use cardboards from packaging to make a</p>	Students pick up an object from the box and answer the question.	<p>The teacher asks: “How could we reuse this?”, and shows the students the box with some objects that go to trash bin, to give them some ideas.</p> <p>Then the students pick up an object from the box and answer the question.</p> <p>Possible follow-up activities:</p> <p>-Turning rubbish into art. Students create a work of art using things that usually are</p>	A carton box containing objects that end up in the trash bin: plastic bottles, plastic bag, used paper, napkin, used/old toys (teddy bear), used/old clothes.



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		photo frame, ...)		thrown away for a class display. -Developing a school project to exchange used items.	
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5. Differentiation & Inclusion

- If there are dyslexic students: the font will be dyslexia-friendly, bigger line spacing.
- Reading line by line helps learners with dyslexia and reading difficulties to focus and understand the written text.
- If there are fast-finishers: there will be extra handouts on the same topic for them to do.

6. Assessment & Evaluation

- Listening comprehension assessment

	Excellent (2.5 pts)	Good (2 pts)	Fair (1.5pts)	Poor (1 pt)
Listening comprehension	The student accurately identified the main topic and key pieces of information	The student identified the main topic and most key information correctly, with only minor misunderstandings.	The student understood the general topic but missed several key points or identified an incorrect main idea.	The student was unable to identify the main topic or any key information from the listening.



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Accuracy of Answers	The student answered the question correctly.	The student answered the question correctly but with minor errors.	The student answered the question correctly but with many errors.	The student was unable to provide a correct answer. Responses are largely incorrect or did not answer.
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- Reading aloud assessment

	Excellent (2.5 pts)	Good (2 pts)	Fair (1.5pts)	Poor (1 pt)
Pronunciation, clarity	Pronounces all words correctly and speaks clearly.	Pronounces most of the words correctly and speaks clearly.	Speaks clearly; mispronounces some words.	Difficult to understand, is struggling or mispronounces most words.
Fluency	Reads at an appropriate speed. No lapses, hesitation or wavering in the pace. Punctuation pauses	Reads at an appropriate speed. Few lapses, hesitation or wavering. Punctuation pauses	Reads at an appropriate speed most of the time. Some lapses, hesitation or wavering. Punctuation pauses are	Rarely keeps the appropriate speed. Many lapses, hesitation or wavering. Punctuation pauses not are present



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	are present	are present most of the time	present some of the time	
Intonation, expression	The student keeps the required tone. Does not overdo it or exaggerate. Does not sound monotone or artificial	Adequate tone most of the time. Does not overdo it or exaggerate. Does not sound monotone or artificial	Adequate tone some of the time. Occasionally does sound monotone, artificial or exaggerated	Rarely adequate tone Does sound monotone, artificial or exaggerated

- Reading activities handout assessment

	Excellent (2.5 pts)	Good (2 pts)	Fair (1.5pts)	Poor (1 pt)
Reading Comprehension	The student demonstrates a clear and complete understanding of the main ideas and key details in the text.	The student shows a good understanding of the main ideas. They understood most of the text but may have missed one or two specific details.	The student shows a basic understanding of some main ideas (e.g., knows it's about the environment) but struggles with specific details and the	The student has significant difficulty understanding the main ideas of the text. The connection between the answers and the text is often unclear.



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			differences between the three Rs.	
Accuracy of Answers	The student answered all questions correctly. Answers are not only correct but also neatly written and easy to read.	The student answered most questions correctly. Any mistakes are minor and do not reflect a major misunderstanding.	The student answered some questions correctly. Answers indicate a partial or developing understanding.	The student was unable to provide correct answers. Responses may be incorrect, irrelevant, or left blank.
Task Completion	The student completed all sections of the activity diligently. Work is tidy, and there is clear evidence that they checked their answers for accuracy.	The student completed the entire activity. The work is complete, though it may contain careless errors that reviewing could have caught.	The student completed only part of the activity. They may have skipped questions they found challenging or rushed through the task.	The student did not complete the activity. A significant portion of the worksheet is blank, indicating a lack of engagement or understanding.



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- Writing activity from the reading handout

	Excellent (2.5 pts)	Good (2 pts)	Fair (1.5pts)	Poor (1 pt)
Content	The student successfully followed all instructions. All sentences are on-topic, clearly related to reducing, reusing, or recycling, and create a complete response.	The student followed the instructions. Most sentences are on-topic, but one may be vague or only partially related to the prompt.	The student attempted the task but may have written fewer sentences, or the content is very basic and does not fully address the prompt.	The student did not complete the task. The writing is off-topic, incomprehensible, or consists of only single words copied from the text.
Vocabulary and Spelling	The student accurately used key vocabulary from the lesson (e.g., reduce, reuse, recycle, plastic bottle, paper). Spelling is mostly correct and does not hinder understanding.	The student used some relevant vocabulary. There are a few spelling errors, but the intended meaning is still clear.	The student used very basic or repetitive vocabulary. Spelling errors are frequent and may make some words difficult to understand.	The student's vocabulary use is limited to single words or memorized phrases. Spelling errors prevent understanding.
Grammar and	The student used simple structures	The student used simple structures	The student's sentences	The student was unable to form a



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Sentence Structure	(e.g., "I can reuse...") correctly. Sentences are complete and follow basic Subject-Verb-Object order. Punctuation (capital letters, full stops) is mostly correct.	with minor errors that do not obscure the meaning. There are some mistakes in punctuation or word order.	contain significant grammatical errors (e.g., incorrect verb forms, missing subjects) that make the message difficult to understand. Punctuation is largely absent or incorrect.	complete sentence. The writing may be a list of words without structure.
Clarity	The student's writing is very easy to read and understand. The work is neat, and it is evident that care and effort were taken.	The student's writing is understandable. The handwriting is legible, and an attempt was made to produce a good final product.	The student's writing is difficult to read due to handwriting or organisation. The message is unclear despite effort.	The student's writing is illegible or shows minimal effort. It is very challenging to decipher.

7. Sustainability & Follow-Up (possible initiatives)

- Invite a visitor to the class who makes art with plastic waste.
- Encourage pupils to start reusing some objects in their homes or at school and share with the class at a future date
- Create a space for the exchange of books, clothes, books... within the school (i.e. in some regions in Spain there is an initiative to provide free second-hand textbooks



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https://www.educa.jcyl.es/es/becas_alumnado/programa-gratuidad-libros-texto-releo-plus)

8. References / Sources

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