



ECOLINGUA

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

Activity Plan 2 – B2 Level

General Information

- **Partner Institution:** GAUN
- **Country:** Turkey
- **CEFR Level:** B2
- **Activity Number:** Act2
- **Title of Activity:** *The Future of Energy: Renewable vs. Non-Renewable*

2. Strategy Statement

This activity engages B2 learners in a **critical debate on energy choices**. Students explore the advantages and disadvantages of renewable (solar, wind, hydro) and non-renewable (coal, oil, gas) energy. The focus is on developing **persuasive language, structured arguments, and counterarguments**. By the end, students participate in a **mini-debate** and write a **position essay**, strengthening their ability to express opinions and defend ideas with evidence.

3. Activity Details

3.1. Learning Objectives

- *Language:* Students will express opinions, present arguments, and use persuasive techniques in speaking and writing.
- *Environmental:* Students will evaluate energy sources and reflect on their impact on climate change.

3.2. Target Skills & Competences

- *Language Skills:* Speaking, Reading, Listening, Writing
- *Linguistic Focus:* Persuasive structures (*In my opinion, It is clear that, On the other hand*), comparatives and superlatives (*cheaper, cleaner, the most sustainable*), conditionals (*If we invest in renewables, we will reduce emissions*).



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- *Environmental Competences*: Critical reflection on energy policies, awareness of climate–energy link.

3.3. Resources, Materials & Media

- *Printed/Handouts*: Fact sheets on renewable and non-renewable energy sources
- *Digital Resources*: Short documentary clip (3–4 min) about energy transition
- *Audio-Visual Materials*: Charts showing global energy use and CO₂ emissions
- *Realia*: Solar panel or battery model (optional)

4. Detailed Activity Procedure

Stage	Time	Teacher Actions	Student Actions	Method/Approach	Materials
Warm-up / Lead-in	5 min	Show chart comparing CO ₂ from coal vs. wind	Discuss: “Which is better? Why?”	Inquiry	Chart
Pre-Task / Input	10 min	Teach/review key terms: renewable, fossil fuels, sustainable, emissions, transition	Note examples, match terms	CLIL	Fact sheets
Main Task (Part 1)	15 min	Divide class into 2 groups: pro-renewable vs. pro-nonrenewable. Provide fact sheets.	Groups prepare 3–4 arguments each	Debate prep	Worksheets
Main Task (Part 2)	15 min	Organize mini-debate: groups present, defend, and counter arguments	Participate actively, take notes	CLT, debate	Debate cards
Post-Task / Reflection	10 min	Discuss: “What energy future do you want for your country?”	Share final opinions	Reflection, peer learning	Class discussion

Wrap-up & Homework	5 min	Homework: Write a 200word essay: “Renewables are the only future for energy. Do you agree or disagree?”	Prepare for next class	Writing	Paper
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5. Differentiation & Inclusion

- Provide weaker learners with sentence starters (“I believe ___ because ___.”).
- Encourage stronger learners to use complex connectors (*whereas, in contrast, nevertheless*).
- Assign varied roles in debate (speaker, researcher, note-taker) to include all learners.

6. Assessment & Evaluation

- Teacher evaluates debate contributions (clarity, persuasiveness, use of language).
- Peer voting: “Most convincing argument.”
- Homework essay graded for argument structure and vocabulary range.

7. Sustainability & Follow-Up

- Organize a school-wide discussion or project on renewable energy initiatives.
- Encourage students to research local renewable projects (e.g., wind farms, solar energy).

8. Suggested Vocabulary

- **Energy types:** solar, wind, hydro, coal, oil, gas, nuclear
- **Structures:**
 - “In my opinion, renewables are better because...”
 - “Coal is cheaper, but it causes more pollution.”
“If we invest in renewables, we will reduce emissions.”

9. Games & Links

- **Game:** *Energy Debate Bingo* – Students tick phrases they hear during debate (e.g., *In my opinion, On the other hand*).
- **Game:** *Energy Ranking Challenge* – Groups rank energy sources from best to worst for the planet.
- **Links:**
 - o IEA – Clean Energy Resources
 - o UN Environment – Energy Transition



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10. Strategy and Suggested Methodology

This activity emphasizes **critical thinking, debate, and persuasion** at B2 level:

- **Debate Pedagogy (Bygate, 1987):** Encourages structured argumentation, fluency, and interaction.
- **Communicative Language Teaching (Littlewood, 2004):** Focuses on authentic exchanges with real stakes.
- **Task-Based Learning (Ellis, 2003):** Debate prep, delivery, and essay writing are authentic communicative tasks.
- **CLIL (Coyle, Hood, & Marsh, 2010):** Environmental science content is integrated with advanced language skills.
- **Sustainability Education (Sterling, 2001):** Encourages systemic thinking about energy, climate, and future generations.
- **Methodological Strategies Applied:**
 - *Scaffolding* with fact sheets and debate cards.
 - *Peer collaboration* ensures inclusion and shared responsibility.
 - *Multimodal input* (charts, videos, props) supports comprehension (Paivio, 1991).
 - *Gamification* (debate bingo, ranking challenge) motivates participation (Dörnyei, 2001).



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