



**ECOLINGUA**

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

### **1. General Information**

Partner Institution: Vilnius University

Country: Lithuania

CEFR Level: A1+

Activity Number: Act1

Title of Activity: **Ten-Word Story**

### **2. Strategy Statement**

Provide a concise but comprehensive background (½–1 page) explaining:

- How environmental, climate, and ecology topics can be integrated into English language teaching.

According to CEFR (2018), students at A1 level can describe verbally past activities and simple aspects of personal experiences from their everyday life in a series of simple sentences if prepared in advance.

Moreover, at the A1 level learners learn basic vocabulary about waste sorting (e.g., reducing, reusing, recycling), nature (e.g., geographical features), ecology, and health problems. Students are able to identify, recall and match information, and tell about it

- Relevant teaching approaches (e.g., CLIL, Task-Based Learning, Project-Based Learning, Inquiry-Based Learning, Gamification).

The activity follows a student-centered approach to teaching and learning where the teacher values and uses the personal knowledge and experience of each group member. The teacher relies on learners’ input, encourages their individual and group responsibility and stimulates learners to make informed choices and value the process.

The activity is applicable in classes where Task-Based Learning prevails.



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- Methodological considerations (e.g., scaffolding, use of authentic materials, cross-curricular links).

Students should be in the age group 13-15, know how to share duties in a group, and they should have basic knowledge about responsible attitude to environment. Besides, they should be ready to share experiences about groupwork and cooperation.

- Expected benefits for students in terms of language skills and environmental awareness.

Students develop critical thinking skills:

- analysis (recall relevant knowledge, perform procedures without significant errors, produce information on demand, evaluate own and others' behaviors),
- collaboration (groupwork),
- enquiry (ask clarification questions)

### 3. Activity Details

#### 3.1. Learning Objectives

(State specific learning outcomes in both language and environmental content.)

Students learn to depict, represent and illustrate key facts about a problem situation.

Students learn to identify cause/effect relationships and to find issues and failures.

Students learn to focus and pursue it while approaching AI and internet-based information and they evaluate how well the AI response meets their intended purpose.

#### 3.2. Target Skills & Competences

- Language Skills: (Listening, Speaking, Reading, Writing)

reading: students search for check words

writing: students write concise prompts to AI or online translators to get needed words

speaking: students describe a situation

- Linguistic Focus: (Grammar, Vocabulary, Pronunciation)

grammar: Past Simple; prepositions of place and direction



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- Environmental Competences: (Awareness, Critical Thinking, Sustainable Practices)

Students enhance understanding and broaden viewpoints about problematic places and activities in their communities.

### 3.3. Resources, Materials & Media

- Printed/Handouts:

Fishbone diagram <https://www.canva.com/graphs/templates/fishbone-diagram/>

- Digital Resources:

- Audio-Visual Materials:

- Visuals:

- Links:

- Fishbone Analysis <https://www.scribbr.com/research-process/fishbone-diagram/>

- Realia:

### 4. Detailed Activity Procedure

(Please complete all columns clearly. Give enough detail so another teacher could replicate the activity.)

Stage	Time	Teacher Actions	Student Actions	Method /Approach	Materials /Resources
Warm-up / Lead-in	lesson 1: 5 min	- selects 10 ecology related words to revise (e.g., school, street, ice-cream, pack, throw, pick, trash, bin, flowers, park)  - writes the words on the board	- in pairs, peer-help to check that they understand each word; if needed, use the internet for translation	brainstorm	board
Pre-Task / Input	15 min	- tells the class that they are to make up a story,	- as class, tell the story; each tells a sentence and uses	storytelling	board



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		<p>using the 10 words</p> <ul style="list-style-type: none"> <li>- ask to focus on Who, What, Where, When matters in the story</li> <li>- as each word is used, it should be ticked off on the board</li> <li>- once the story is finished and all the words have been used, asks students to tell if they have experienced sth similar</li> </ul>	<p>a word from the list</p> <ul style="list-style-type: none"> <li>- whoever begins has 10 words to choose from; whoever ends has only one</li> <li>- can change the form of the word, make it plural, etc.</li> <li>- share own experienced related to the story; this could be done in L1</li> </ul>		
Main Task (Part 1)	10 min	<ul style="list-style-type: none"> <li>- groups students into 4s or 5s</li> <li>- invites students to share own experiences related to clean environment or health problems (could be done in L1)</li> <li>- gives each group another teacher-prepared list (e.g., hot, hands, wash, lunch, bag,</li> </ul>	<ul style="list-style-type: none"> <li>- in groups, share experiences, if otherwise unable, tell by using separate words or phrases</li> <li>- tell another story offered by the teacher</li> <li>- if needed, use AI or online translators to search for words</li> <li>- for next lesson, individually make up a new list of 10</li> </ul>	groupwork, AI-enhanced learning	10-word lists; AI tool to offer words



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		<p>sandwich, water, bacteria, ill, bed)</p> <p>- invites students to bring a new 10-word list to next class</p>	<p>words to tell another story</p>		
Main Task (Part 2)	<p>lesson 2: 20 min</p>	<p>- puts students in groups of 3-4 students</p> <p>- asks students to display their word lists</p> <p>- invites each group to select a story (the most interesting, unexpected, painful, etc.)</p> <p>- asks the owner of the selected story to join a new group (move clockwise to a new group)</p>	<p>- having received the word list, in groups tell new stories</p> <p>- the owner of the story tells the true story and make any corrections necessary</p> <p>- each group nominates a story for further discussion</p>	<p>storytelling</p>	
	<p>10 min</p>	<p>- introduces Fishbone Diagram; (optional) it could be done on MS Word</p> <p>- asks groups to fill in the diagram</p>	<p>- in the new groups, the owners tell their stories again</p> <p>- in groups, students name the main problem ('the head')</p> <p>- branch off from the main backbone to write</p>	<p>Fishbone analysis in problem-based learning</p>	



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		- monitors students filling in the diagram	causes of the problem ('bones'); students can use translators online to help them with words or phrases;		
Post-Task / Reflection	10 min	- asks what should be done to avoid the situations told	students can use AI to ask for means to deal with the problem  - compare own means with AI-generated solutions  - vote for the best story and best solution		
Wrap-up & Homework	5 min	- asks students to come up with another 10-word list to tell a story about a piece in the nature (with good or bad experience)		creative reflection	

## 5. Differentiation & Inclusion

(How will the activity be adapted for mixed-ability groups or students with special needs?)

L1 can be used to brainstorm stories, draw the Fishbone diagram and to reflect on solutions.

Teachers invite group members to peer-help the needy.

Teachers allow the use of the internet.

## 6. Assessment & Evaluation



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(Describe tools and methods: rubrics, checklists, self/peer evaluation, quizzes, observation notes.)

Teachers use officially approved tools to assess 2 of the listed aspects (subject to course priorities and students' language skills):

- number of adjective-noun collocations
- number of verb-adverb collocations
- accurate use of Past Simple
- accurate use of prepositions of place and direction
- level of engagement in groupwork

## 7. Sustainability & Follow-Up

(How will the activity promote continued environmental awareness and action? Possible follow-up projects, community engagement, or further lessons.)

The activity extends over a week at least, which can constitute a mini-module. If it engages teachers of other subjects or is performed as a cross-group activity, it can have a lasting effect on a big volume of students.

## 8. References / Sources

(APA 7 or agreed format for any external materials, visuals, or videos used.)

Council of Europe. (2018). *The Common European Framework of Reference for Languages: Learning, Teaching, Assessment—Companion Volume with New Descriptors*. Strasbourg: Council of Europe



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