



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: A2

Activity Number: Act1

Title of Activity: **Round the Corner**

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, p. 70), students at level A2 can use simple descriptive language to sketch something ‘in a simple list of points’ about their familiar environment, like people, activities, objects or places, compare objects and possessions, express and reason opinions.

Moreover, in many A2 English textbooks, responsible consumption and waste sorting are covered. Exploring their immediate neighborhood could be both an intriguing and challenging task for students.

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



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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 if the Task-Based Learning method prevails.

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

Students should be in the age group 14-16, know how to make brief presentations, design digital maps, and they should be willing to work in teams. To accomplish the task, technology must be available (the internet, AI to make maps). Besides, they should be ready to engage in reflection (e.g., discuss the pluses and minuses of using certain commodities and how the project might change their behaviors).

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

Students practise comprehension skills by selecting and organising facts and ideas, converting, describing, explaining, and retelling in own words.

Students use AI and the internet to ask and answer clarification questions and deal with fallacy labels, which leads to enhanced understanding and broadened viewpoints.

3. Activity Details

3.1. Learning Objectives

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

Students depict critical aspects of knowledge in a pictorial form.

Students gain a clearer understanding of all sides before making an informed choice.

Students make best simple decisions with clear outcomes and weigh positives and negatives of each option.



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3.2. Target Skills & Competences

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

reading / listening: observe and judge AI-generated texts and compare them with originals

speaking:

- sustain an argument about objects and activities relating to everyday shopping habits;
- make simple, direct comparisons and explain own opinions;
- present an idea in simple terms and highlight significant points in a short, rehearsed presentation

writing:

- take notes about a chosen shopping item,
- prepare a transcript of a presentation

- Linguistic Focus: (Grammar, Vocabulary, Pronunciation)

vocabulary: shopping items, adjectives to describe objects and activities

grammar: comparative adjectives, Present Simple; adjectives/adverbs of manner; linking words to express reason and outcome

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

Students develop critical thinking to do sustainable practices:

analysis (make judgements based on criteria, use given procedures in a situation, depict critical aspects of knowledge, evaluate own and others' actions),

collaboration (groupwork),



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enquiry (make more informed, mindful, and intentional choices while making everyday purchases).

3.3. Resources, Materials & Media

- Printed/Handouts: Product Anatomy checklist
- Digital Resources:
- Audio-Visual Materials:
- Visuals:
- Links:
 - Pros and Cons Analysis <https://www.betterup.com/blog/pros-and-cons-list>
 - Canva <https://www.canva.com/>
- 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: 15 min	- asks which shop / street market is the closest to their home where everyday family shopping takes place - introduces Product	- in groups, sketch a plan of the area and mark the shops / street markets where their families shop regularly - share the plans with the teacher	brainstorm	poster or school board



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		Anatomy checklist			
Pre-Task / Input	lesson 2: 35 min	<ul style="list-style-type: none"> - collects photos of items and place them on a virtual area plan - gives individual consultations to students 	<ul style="list-style-type: none"> - pick an item their family buys regularly - take a photo of the item and send it to the teacher - use the internet and the Product Anatomy checklist to collect as much info about the shopping item as possible, e.g. Is it made by a local farmer / business? If from abroad, is it from a conflict-free zone? Has it been tested on animals? Is it cheap and easy to dispose of? What is it made of? In your family, how do you dispose of 	project-based learning based on mind-mapping and visualisation	Product Anatomy checklist; phones with cameras



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			<p>it? Is the business known for their good deeds to the community? Can the item be reused / repaired / recycled / repurposed (In your family, do you do it?) Does it have single-use plastic in it? Is it packed in a plastic bag? Can you borrow it rather than buy?</p> <p>- if possible, use AI to help build answers</p> <p>- create a 3 min mini-presentation to share the results (possibly use AI to generalize from the given examples)</p> <p>- use colour coding and</p>		
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			design tools like Canva to organize and highlight information		
Main Task (Part 1)	Lesson 3: 30 min	<ul style="list-style-type: none"> - groups students into 'shop or street clusters' - monitors groupwork during the presentations 	<ul style="list-style-type: none"> - in 'shop or street clusters' take turns to share the results of the mini-research - designate a student to summarise the results of the cluster 	AI-enhanced learning based on gap-learning	AI tool to make presentations
Main Task (Part 2)	10 min	<ul style="list-style-type: none"> - listens to summaries from each group – how responsibly do you shop? which shop / street / item is more environmentally-friendly? 	<ul style="list-style-type: none"> - pick two positive things and one thing that needs to be improved about your shopping habits - tell reasons behind your choice 	pros and cons analysis	poster



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Post-Task / Reflection	5 min	- asks straightforward follow-up questions	- as class, tell if the project has stirred your curiosity and alerted you to do more responsible shopping - share to what extent AI helped to judge the situations	reflection	
Wrap-up & Homework			- use the internet to check other businesses in the area and to find an environmentally-friendly one, tell why		the internet

5. Differentiation & Inclusion

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

The reflection can take place in L1.

6. Assessment & Evaluation

(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):



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- fluency in a rehearsed presentation
- composition of the presentation (ability to name, describe, give opinion, reason)
- accurately interpreted evidence
- sufficient use of resources

During the critical reflection, teachers give informal feedback about being able to move from more traditional forms of gathering information to more visual discovery tools.

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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