



ECOLINGUA

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

Activity Plan 1 – C1 Level

General Information

- **Partner Institution:** BAUN
- **Country:** Turkey
- **CEFR Level:** C1
- **Activity Number:** Act1
- **Title of Activity:** *Circular Economy: Rethinking Waste and Resources*

2. Strategy Statement

This activity introduces students to the concept of the **circular economy** and asks them to critically evaluate how societies can move away from a “take–make–dispose” model. Students will analyze case studies, practice **academic reading and discussion**, and design a **policy proposal** for implementing circular economy principles at school or community level. Emphasis is placed on **academic vocabulary, hedging, and evaluative language**.

3. Activity Details

3.1. Learning Objectives

- *Language:* Students will read academic-style texts, summarize key arguments, and present proposals using evaluative and hedging language.
- *Environmental:* Students will understand the circular economy concept and apply it to real-life contexts.

3.2. Target Skills & Competences

- *Language Skills:* Critical reading, seminar-style discussion, oral presentation, academic writing
- *Linguistic Focus:* Academic vocabulary (*circularity, sustainability, lifecycle, efficiency*), hedging (*could, may, tends to*), evaluative structures (*a more sustainable alternative, less effective approach*).



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- *Environmental Competences*: Systems thinking, policy evaluation, creativity in applying sustainable models

3.3. Resources, Materials & Media

- *Printed/Handouts*: Case studies of circular economy initiatives (e.g., IKEA recycling, city zero-waste programs)
- *Digital Resources*: Infographic or short explainer video on circular economy basics
- *Audio-Visual Materials*: Flowcharts of linear vs. circular economy models
- *Realia*: Everyday objects (plastic bottle, glass jar, repaired gadget) for discussion

4. Detailed Activity Procedure

Stage	Time	Teacher Actions	Student Actions	Method/Approach	Materials
Warm-up / Lead-in	5 min	Show diagram: linear vs. circular economy. Ask: “Which model do we use more today?”	Share ideas	Visual inquiry	Diagram
Pre-Task / Input	10 min	Provide short academic-style text on circular economy. Highlight hedging/evaluative language.	Read critically, underline useful expressions	CLIL, academic reading	Handouts
Main Task (Part 1)	15 min	Divide groups, give case studies (company or city). Ask: “How is this circular? What are the strengths/limits?”	Analyze and discuss	Jigsaw reading	Case studies
Main Task (Part 2)	15 min	Groups design a school/community “Circular Policy” with 3 actions.	Write, design poster/plan, prepare to present	Project-based	Poster paper

Post-Task / Reflection	10 min	Groups present policies; class critiques with academic markers (<i>effective, questionable, viable</i>).	Present, peer review	Seminar method	Posters
Wrap-up & Homework	5 min	Homework: Write a 300-word policy brief " <i>How to make my school more circular.</i> "	Submit next class	Writing	Paper

5. Differentiation & Inclusion

- Provide weaker learners with structured outlines and vocabulary banks.
- Stronger learners expand with more sophisticated hedging (*It is unlikely that..., One might argue...*).
- Group roles (researcher, writer, speaker, designer) ensure inclusive participation.

6. Assessment & Evaluation

- Teacher evaluates group policy presentations for clarity, persuasiveness, and academic register.
- Peer evaluation: "Most innovative circular idea."
- Homework brief graded for structure, vocabulary, and practical feasibility.

7. Sustainability & Follow-Up

- School implements one "circular" idea (e.g., repair workshop, recycling hub).
- Connect activity to **UN SDG 12: Responsible Consumption and Production**.

8. Suggested Vocabulary

- **Key terms:** circular economy, lifecycle, repair, reuse, recycling, sustainable model, efficiency
- **Structures:**
 - "*This approach could be more sustainable because...*"
 - "*The linear model tends to create waste, whereas...*"
 - "*One might argue that circular systems are more viable.*"

9. Games & Links

- **Game:** *Circular or Linear?* – Students categorize examples (fast fashion, repair shops, composting).
- **Game:** *Eco-Startup Pitch* – Groups pitch a circular business idea in 3 minutes.



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- **Links:**
 - Ellen MacArthur Foundation – Circular Economy
 - European Environment Agency – Circular Economy

10. Strategy and Suggested Methodology

This activity combines **academic depth with creative problem-solving:**

- **Jigsaw Reading (Aronson, 1978):** Ensures sharing of diverse case studies.
- **Project-Based Learning (Thomas, 2000):** Designing a policy plan gives practical outcomes.
- **Communicative Language Teaching (Littlewood, 2004):** Encourages academic discussions and presentations.
- **CLIL (Coyle, Hood, & Marsh, 2010):** Combines economic/environmental content with advanced English practice.
- **Sustainability Education (Sterling, 2001):** Focus on systemic change and responsible innovation.
- **Methodological Strategies Applied:**
 - *Scaffolding* with diagrams and case studies.
 - *Multimodal input* (flowcharts, videos, realia) enriches comprehension.
 - *Gamification* (startup pitch, categorization) fosters engagement (Dörnyei, 2001).
 - *Peer review* builds academic critique skills.



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