



ECOLINGUA

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

Activity Plan 2 – C2 Level

General Information

- **Partner Institution:** GAUN
- **Country:** Turkey
- **CEFR Level:** C2
- **Activity Number:** Act2
- **Title of Activity:** *The Politics of Climate Agreements: Success or Failure?*

2. Strategy Statement

This activity challenges C2 learners to critically evaluate **international climate agreements** (Kyoto, Paris, COP summits) and question their effectiveness. Students engage with **policy texts, critical readings, and data analysis**, culminating in a **mock international summit** where they must negotiate targets and responsibilities. The focus is on **advanced academic discourse, synthesis of research, and persuasive negotiation strategies**.

3. Activity Details

3.1. Learning Objectives

- *Language:* Students will synthesize arguments from multiple sources, negotiate complex agreements, and produce advanced academic writing.
- *Environmental:* Students will critically assess international agreements and propose feasible climate policies.

3.2. Target Skills & Competences

- *Language Skills:* Academic reading, synthesis of data, advanced debate, formal writing
- *Linguistic Focus:* Advanced negotiation language (*we propose, we cannot accept, compromise is possible if...*), rhetorical devices (*appeals to responsibility, appeals to equity*), complex conditionals



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- *Environmental Competences*: Understanding governance systems, equity in climate policy, systems-level evaluation

3.3. Resources, Materials & Media

- *Printed/Handouts*: Summaries of key agreements (Kyoto Protocol, Paris Agreement, Glasgow COP outcomes)
- *Digital Resources*: Charts of emissions targets vs. real outcomes
- *Audio-Visual Materials*: Short video on Paris Agreement debates
- *Realia*: Delegation placards for negotiation roles

4. Detailed Activity Procedure

Stage	Time	Teacher Actions	Student Actions	Method/Approach	Materials
Warm-up / Lead-in	5 min	Show chart: emissions before & after Paris Agreement. Ask: “Did it work?”	Share initial thoughts	Inquiry	Chart
Pre-Task / Input	15 min	Provide summaries of agreements + data. Highlight negotiation language.	Read, annotate, compare	CLIL, academic reading	Handouts
Main Task (Part 1)	20 min	Assign delegations (e.g., EU, USA, China, Small Island States, NGOs). Groups prepare negotiation positions.	Draft policy goals, demands, compromises	Simulation prep	Placards
Main Task (Part 2)	20 min	Conduct mock climate summit : delegations present, negotiate, and try to reach consensus.	Negotiate, persuade, compromise	Role-play, debate	Placards
Post-Task / Reflection	10 min	Class reflects: “Are climate agreements effective or symbolic?”	Discuss outcomes critically	Critical discussion	Class



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Wrap-up & Homework	5 min	Homework: Write a 500word policy analysis “Why climate agreements succeed or fail.”	Submit next class	Writing	Paper
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5. Differentiation & Inclusion

- Provide weaker learners with delegation templates and sentence starters (“*Our delegation proposes...*”).
- Stronger learners integrate historical data and legal aspects into arguments.
- Role assignment ensures varied participation: speakers, note-takers, strategists.

6. Assessment & Evaluation

- Teacher assesses negotiation skills, complexity of arguments, and persuasiveness.
- Peer feedback on delegation strategies.
- Policy analysis essay graded for academic register, argument depth, and synthesis.

7. Sustainability & Follow-Up

- Post-simulation, students compare their “mock treaty” with real agreements.
- Connect activity to **SDG 13: Climate Action**.
- Invite guest speaker (local policymaker or NGO) for follow-up discussion.

8. Suggested Vocabulary

- **Key terms:** mitigation, adaptation, carbon neutrality, burden-sharing, treaty, compliance, enforcement
- **Structures:**
 - “*Our delegation insists on...*”
 - “*We are willing to compromise if...*”
 - “*Although progress was promised, emissions have continued to rise.*”

9. Games & Links

- **Game:** *Summit Speed Round* – Each delegation has 30 seconds to state priorities.
- **Game:** *Red Line Challenge* – Groups must define one “non-negotiable” demand.
- **Links:**
 - o UNFCCC – Climate Agreements
 - o [Paris Agreement Explained](#)



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10. Strategy and Suggested Methodology

At **C2 level**, learners need to operate at near-native fluency in both **academic discourse and professional simulation**. This activity combines:

- **Simulation Pedagogy (Crookall, 2010):** The mock summit mirrors real-world UN negotiations, requiring formal, persuasive language.
- **Critical Discourse Analysis (Fairclough, 1995):** Students interrogate the political rhetoric vs. actual outcomes of treaties.
- **Task-Based Learning (Ellis, 2003):** Preparation, negotiation, and analysis are authentic, outcome-driven tasks.
- **Content and Language Integrated Learning (Coyle, Hood, & Marsh, 2010):** International policy knowledge is embedded in advanced English practice.
- **Critical Pedagogy (Freire, 1970):** Learners question systems of power, fairness, and justice in climate policy.
- **Sustainability Education (Sterling, 2001; UNESCO, 2017):** Emphasizes the systemic, global, and intergenerational aspects of climate governance.

Methodological Strategies Applied:

1. **Scaffolding** through treaty summaries and vocabulary lists lowers entry barriers for complex texts.
2. **Role-based negotiation** ensures distributed participation and varied communicative functions.
3. **Multimodal input** (charts, videos, case reports) enriches comprehension and retention (Paivio, 1991 – Dual Coding).
4. **Collaborative meaning-making** (Vygotsky, 1978 – ZPD) occurs in delegation prep and negotiations.
5. **Higher-order thinking** (Bloom’s Taxonomy: evaluate, create) is central to drafting policy outcomes.
6. **Gamification elements** (speed rounds, red lines) sustain engagement in a demanding academic task.



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