



ECOLINGUA

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

EcoLingua Project – Activity Plan Template

**Work Package 2 – Integration of Environmental, Climate, and Ecology Topics
into English Language Teaching**

1. General Information

Partner Institution: University of Rome Tor Vergata

Country: Italy

CEFR Level: C1

Activity Number: Act1

Title of Activity: *Is Ecotourism Worth It?*

2. Strategy Statement

This activity integrates environmental and ecological content into English language teaching by using *ecotourism* as a springboard for critical debate. Ecotourism is particularly relevant in the context of European and national sustainability agendas, where responsible travel and sustainable management of the environment are increasingly recognised as key competences. By tackling this topic, students practise advanced language skills while engaging with a real-world issue that connects directly to the European Green Deal and UNESCO's Education for Sustainable Development goals.



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The activity employs a combination of Task-Based Learning, CLIL, and Project-Based Learning. The main task is a structured classroom debate, preceded by exposure to authentic input materials (a Cambridge Dictionary definition, an Earth.org article, and a YouTube video). Methodologically, the lesson scaffolds comprehension through guided reading and note-taking, but expects students to work independently and critically once they enter the debate stage. Cross-curricular links are clear: students connect language study with geography, sustainability, and citizenship education.

The benefits for students are twofold. From a language perspective, they develop their ability to read and listen for gist and detail, expand their environmental vocabulary, and practise persuasive speaking. From a content perspective, they become more environmentally literate, able to critically assess competing claims about ecotourism, and more aware of how sustainable practices relate to both their own communities and global issues.

3. Activity Details

3.1 Learning Objectives

By the end of the lesson, students will be able to:

- use advanced environmental vocabulary to discuss sustainability, ecotourism, and conservation.
- listen critically to authentic media and extract key arguments both for and against ecotourism.
- participate in a structured debate, employing persuasive language and rhetorical strategies at C1 level.
- reflect on the effectiveness of different interventions in a debate through peer voting.
- collaboratively design a questionnaire on ecotourism for use in a school or community survey.



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3.2 Target Skills & Competences

Students practise all four skills: reading a short article, listening to a video, speaking during the debate, and writing collaboratively in the follow-up. Linguistically, the focus falls on advanced topic vocabulary (e.g. *sustainable practices, biodiversity, carbon footprint, greenwashing*), rhetorical structures for debate (*in my view, evidence suggests, on the other hand*), and pronunciation of technical terms. Environmentally, the focus is on raising awareness, developing critical thinking about ecotourism, and fostering sustainable attitudes.

3.3 Resources, Materials & Media

- Printed/Handouts: Selected paragraphs from the Earth.org article on ecotourism.
- Digital Resources: Google Docs for collaborative homework; optional online poll tool (Mentimeter, Google Forms).
- Audio-Visual Materials: YouTube video BBC Learning English: *Ecotourism: good or bad?* (<https://www.youtube.com/watch?v=bLkRYYefv0>).
- Visuals: Supporting images of ecotourism destinations and infographics (teacher-selected).
- Links: Cambridge Dictionary definition of *ecotourism* (<https://dictionary.cambridge.org/dictionary/english/ecotourism>).
- Realia: Travel brochures or local tourism promotion materials, if available.



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4. Detailed Activity Procedure (90-minute lesson)

Stage	Time	Teacher Actions	Student Actions	Method / Approach	Materials / Resources
Warm-up / Lead-in	10 min	The teacher introduces the word <i>ecotourism</i> via the Cambridge Dictionary definition and shows a few striking visuals of eco-destinations. Prompts students with quick questions: <i>“What comes to mind when you hear this term?” “Have you or anyone you know ever experienced ecotourism?”</i>	Students brainstorm associations, share short experiences or guesses, and begin activating prior knowledge.	Communicative warm-up, brainstorming	Cambridge Dictionary definition; ecotourism images



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Pre-Task / Input	20 min	The teacher distributes short extracts from the Earth.org article and assigns a skim-reading task: find three arguments <i>for</i> and <i>against</i> . Then plays the YouTube video once for gist, once more for detail. Guides note-taking with prompts.	Students skim and underline arguments, listen actively, and take notes on both positive and negative aspects of ecotourism.	CLIL reading + listening; guided note-taking	Earth.org article handout; YouTube video
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Main Task (Part 1) – Debate Preparation	15 min	The teacher divides the class into two sides (pro / contra ecotourism). Provides brief time for groups to organise arguments and anticipate counter-arguments.	Students collaborate in groups, organise their notes into structured points, and prepare opening statements.	Task-Based Learning; cooperative work	Notes from video + article
Main Task (Part 2) – Debate	25 min	The teacher moderates the debate, ensuring turn-taking, balance, and inclusion of all students.	Students deliver opening arguments, listen and respond to counter-arguments, and give concluding remarks.	Structured debate; persuasive speaking	Classroom setting



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Post-Task / Reflection	10 min	<p>The teacher introduces a quick poll (online or paper) for students to vote on the most convincing speaker or group.</p> <p>Prompts students to justify their choice briefly.</p> <p>Highlights effective rhetorical and linguistic strategies used in the debate.</p>	<p>Students participate in the poll, justify their votes, and reflect on what made an argument persuasive.</p>	<p>Peer assessment; metacognitive reflection</p>	<p>Mentimeter/Google Forms or simple paper slips</p>
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Wrap-up & Homework	10 min	<p>The teacher assigns homework: students will collaborate in groups to design a questionnaire on ecotourism using a shared Google Doc. Each group contributes questions and comments on others' proposals. The final version will be turned into a survey in the next lesson.</p>	<p>Students understand homework instructions and prepare to collaborate online after class.</p>	<p>Project-Based Learning; collaborative writing</p>	<p>Google Docs (shared folder)</p>
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5. Differentiation & Inclusion

The debate format allows for different roles: more confident speakers take leadership in presenting, while quieter students can contribute by preparing arguments, note-taking, or designing questions for the poll. The teacher can also pair stronger and weaker students together in preparation stages. For students with special needs, support can be offered by providing transcripts of the video, additional vocabulary lists, or allowing alternative roles in the debate (e.g., acting as observers/judges rather than debaters).

6. Assessment & Evaluation

Assessment is both formative and participatory. Language is observed during debate preparation and delivery, with teacher notes on fluency, accuracy, and use of rhetorical devices. Peer assessment occurs in the reflection stage when students vote and justify their choice of the most convincing speaker. Homework (the collaborative questionnaire) is assessed for content, clarity, creativity, and teamwork, with teacher feedback added as comments on the shared document.

7. Sustainability & Follow-Up

The activity promotes ongoing awareness by linking ecotourism to real-world sustainability challenges. The collaboratively designed questionnaire will be distributed in the school or local community, extending the project beyond the classroom and creating authentic data for students to analyse in future lessons. Follow-up could include presenting results in English, preparing infographics, or even contacting a local tourism board to discuss sustainable practices.



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8. References / Sources

Cambridge University Press. (n.d.). *Ecotourism*. In Cambridge Dictionary. Retrieved from <https://dictionary.cambridge.org/dictionary/english/ecotourism>

Earth.org. (2023). *What is Ecotourism and Why is it Important?* Retrieved from <https://earth.org/ecotourism/>

BBC Learning English YouTube Video *Ecotourism: good or bad?*
<https://www.youtube.com/watch?v=bLkRYYefv0>



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