



# The Climate Connection

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# Episode 4: Where there's a CLIL, there's a way

#TheClimateConnection  
[www.britishcouncil.org/climate-connection](http://www.britishcouncil.org/climate-connection)



## Episode overview

Teaching materials are the focus of episode 4, specifically how we can maintain the right balance between content and language. To begin with, Aleksandra Zaparucha guides us through the world of CLIL (Content and Language Integrated Learning), a pedagogical approach which successfully combines these two components. Linda Ruas and Owain Llewellyn continue this conversation by talking about their websites (Easier English Wiki and ELT Sustainable) which provide hundreds of free-to-use lesson plans on climate-related issues.

The CLIL theme is continued in *From the Field*, where we hear about ECO 2.0, a British Council project in Colombia which places the environment at the centre of language learning. And *The Green Glossary* focuses on the importance of connotation, using the difference between 'climate change' and 'climate crisis' as a starting point.



Aleksandra Zaparucha



Linda Ruas



Owain Llewellyn

## In this episode

CLIL is a bridge ... it can give opportunities to go into the wider world

You would lose your job for talking about these issues.

Desertification is a pressing issue in the farming community where I was teaching

Climate is what you expect, but weather is what you get

English teachers are expected to save the world



# From the field

Welcome to the jungle! In this From the Field, the British Council in Colombia shares with us an innovative programme they have recently launched, which links language learning and climate education: ECO 2.0.



Smog over Bogota by [mariusz kluzniak](#) (CC BY-NC-ND 2.0)

## Green glossary

Weather and climate. Global warming vs global heating. Climate change and climate crisis. While we may describe these pairs of words and phrases as synonyms, they do not have the same meaning. While they are broadly talking about the same thing, the way in which they are used, and their specific connotations, are very different. Trish Stewart, the Science Editor at the Oxford English Dictionary, tells us more in this episode's Green Glossary.

The word cloud below shows the words used in this episode. Find out more about some of these words at the Oxford English Dictionary website: [www.oed.com](http://www.oed.com). The OED have kindly made these words open access, so you can look them up even if you are not subscribed.

Anthropogenic climate change

[Carbon](#)

[Climate](#)

[Climate action](#)

[Climate catastrophe](#)

[Climate change](#)

[Climate crisis](#)

[Climate denier](#)

[Climate emergency](#)

[Climate justice](#)

[Climate refugee](#)

[Climate sceptic](#)

[Climate science](#)

[Climate strike](#)

[Equator](#)

[Flowering](#)

[Fruiting](#)

[Glacier](#)

[Global warming](#)

[Hibernation](#)

[Humidity](#)

[Ice melt](#)

[Latitude](#)

[Migration](#)

[Pole](#)

[Precipitation](#)

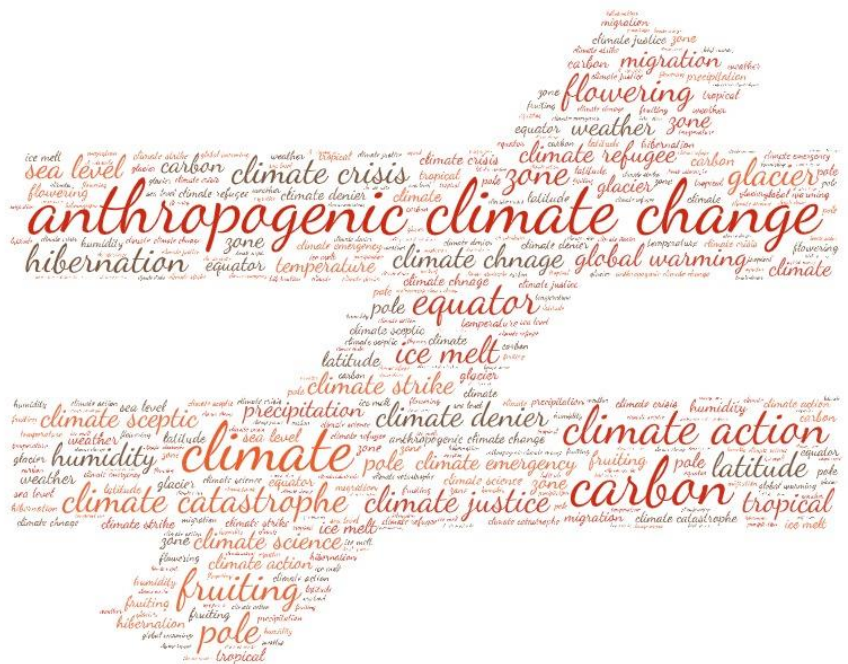
[Sea level](#)

[Temperature](#)

[Tropical](#)

[Weather](#)

[Zone](#)



# Teaching ideas

Why not use extracts from the podcast in your classroom? Here are some ideas of how you can use the two interviews in episode 4.

## Interview 1: Aleksandra Zaparucha

### Before listening: Introductory discussion task

1. In groups of 3-4, students discuss the following questions:
  - How are environmental issues taught in your institution?
  - How can the environment be used to learn language?
  - Is most of your environmental knowledge from inside or outside the classroom?

### While listening: Notetaking task

1. Present the following list of topics for students. Check that they understand what they mean
  - Teachers working together
  - Critical pedagogy
  - Glocalism
  - Clothes
  - ‘Controversial’ topics
  - Thematic curriculum (“water week”)
2. Students listen and take notes using these headings.
3. After listening, students compare their notes. They should add and change information as necessary.

### After listening: Critical analysis task

1. Look below at some of the things which Aleksandra said in the interview. In small groups, discuss (a) what she means and (b) whether you agree.
  - ‘CLIL could be this kind of a bridge between the other subject curricula.’
  - ‘We can find links between what is going on in the tropical rainforest in the Amazon in South America, with what is going on in my backyard.’
  - ‘This kind of topics that are controversial have to be removed because you can have parents, disagreeing with that, or school authorities disagreeing with that.’

## Interview 2: Owain Llewelyn and Linda Ruas

### Before listening: Preparation task

1. Divide students into pairs. One student in each group should visit Owain’s website (<https://eltsustainable.com>) and the other student should visit Linda’s website (<https://eewiki.newint.org>). Give them a few minutes to look around the sites by themselves.
2. They share what they learnt about each website with each other.
3. Take class feedback.

### While listening: Listening comprehension

1. Students answer the following questions about this interview:



- a. How does Linda's website work?
- b. Why does she include PowerPoint versions of the materials?
- c. What is radical phonology?
- d. What is the New Internationalist?
- e. How does Owain's website work?
- f. What advice does Owain give to teachers for writing their own materials?
- g. Why does Linda talk about the advantages of her 'step-by-step' approach to her materials?
- h. What does Linda say about her work in West Africa?

### After listening: Develop

1. Students work in groups of three to four. They should discuss the following question: 'What topics would you like Owain and Linda to create for their websites?'
2. Take class feedback and discuss.

## Glossary

The following words and phrases appear in episode 4. You may wish to look them up if you are unfamiliar with any of them.

- |                     |                 |               |
|---------------------|-----------------|---------------|
| ▪ backyard          | ▪ incarceration | ▪ technique   |
| ▪ confrontation     | ▪ ingredient    | ▪ trite       |
| ▪ congenial         | ▪ localisation  | ▪ tropical    |
| ▪ contextualisation | ▪ osmosis       | ▪ venture     |
| ▪ degradation       | ▪ rainforest    | ▪ whitewashed |
| ▪ discrimination    | ▪ standardised  |               |
| ▪ exploitation      | ▪ subjugation   |               |

## Bonus material

Visit the podcast website, [www.britishcouncil.org/climate-connection](http://www.britishcouncil.org/climate-connection) for bonus material, including the full, unedited interview with Aleksandra.

You can find a link to the podcast and the transcript of this episode at <https://www.teachingenglish.org.uk/professional-development/podcast>

## Social media

Please share your views about this episode, and the series as a whole, on social media using the hashtag **#TheClimateConnection**.

Let us know your thoughts, reflections, comments and whether you have been able to use any of the ideas in your teaching.



# Podcast feedback survey

Please tell us what you thought about this episode of the podcast and our podcast show notes by completing this short online survey.

Survey link: <http://bit.ly/PodcastFeedbackSurvey>



## Links



British Council TeachingEnglish  
[www.teachingenglish.org.uk](http://www.teachingenglish.org.uk)

## Oxford Languages

Oxford Languages, the home of language data  
[languages.oup.com](http://languages.oup.com)



New Internationalist Easier English Wiki  
<https://eewiki.newint.org>  
*Ready-made materials for learners and teachers interested in global issues, including the climate and environment.*



ELT Sustainable  
<https://eltsustainable.com/>  
*Materials to help language teachers engage and empower learners in the global dialogue on sustainability and to confront the environmental crises they face*



# Detailed notes

Use these notes to find out more about the contents of episode 4.

Phrase	Explanation and Further Information
<b>Interview 1: Aleksandra Zaparucha</b>	
CLIL	Content and Language Integrated Learning, or CLIL, is where a subject is taught in the target language rather than the first language of the learners. In CLIL classes, tasks are designed to allow students to focus on and learn to use the new language as they learn the new subject content.
Project-based learning / task-based learning	In task-based learning (TBL), the central focus of the lesson is the task itself, not a grammar point or a lexical area, and the objective is not to 'learn the structure' but to 'complete the task'. The project-based learning (PBL) approach takes learner-centredness to a higher level. It shares many aspects with TBL but, if anything, it is even more ambitious. Whereas TBL makes a task the central focus of a lesson, PBL often makes a task the focus of a whole term or academic year.
Critical pedagogy	Critical pedagogy is a philosophy of education which sees teaching as a political act. As part of this, students are encouraged and empowered to challenge their situation and the status quo. It is a teaching approach which believes that social justice and democracy are crucial components of teaching and learning. One of the best known proponents of critical pedagogy is Paulo Freire – you can find out more about his work at <a href="https://www.freire.org/paulo-freire/">https://www.freire.org/paulo-freire/</a> .
Desertification in the Sahel	Discover more about this environmental problem in this region at <a href="#">this BBC page</a> .
Glocalism	Also known as 'glocalisation', glocalism is a way of seeing social problems as both global (i.e. they are interconnected) and also local (i.e. they require solutions which are relevant and specific in a particular context). <a href="#">Click here</a> for the Wikipedia entry on this term.
Food miles	<a href="#">This BBC page</a> presents a useful and interesting summary about food miles.



Alan Maley	<p>The full quotation by Alan Maley is as follows:</p> <p><b>What do you do?</b> I'm a teacher.</p> <p><b>What do you teach?</b> People.</p> <p><b>What do you teach them?</b> English.</p> <p><b>You mean grammar, verbs, nouns, pronunciation, conjugation, articles and particles, negatives and interrogatives ...?</b> That too.</p> <p><b>What do you mean, 'that too'?</b> Well, I also try to teach them how to think, and feel – show them inspiration, aspiration, cooperation, participation, consolation, innovation, ... help them think about globalization, exploitation, confrontation, incarceration, discrimination, degradation, subjugation, ... how inequality brings poverty, how intolerance brings violence, how need is denied by greed, how –isms become prisons, how thinking and feeling can bring about healing.</p> <p><b>Well I don't know about that. Maybe you should stick to language, forget about anguish. You can't change the world.</b> But if I did that, I'd be a cheater, not a teacher.</p>
Paradigm shift	A paradigm shift is an important change which happens when the usual way of thinking about or doing something is replaced by something new and different. For example, the change from seeing the Earth at the centre of the universe ('the Ptolemaic system') to the Sun at the centre of the universe ('the Copernican system').
Thematic curriculum	A thematic curriculum focuses on a particular topic (e.g. water, the sun, trees) rather than on specific subjects (e.g. maths, English, science). It is interdisciplinary.
United Nations Sustainable Development Goals	The Sustainable Development Goals (SDGs) are the world's shared plan to end extreme poverty, reduce inequality, and protect the planet by 2030. <a href="#">Click here</a> to learn more about them.
<b>Vox Pop</b>	
Desertification in Sudan	Read about this issue in <a href="#">The Guardian newspaper</a> .
<b>From the Field</b>	
The British Council in Colombia	Visit <a href="https://www.britishcouncil.co/en">https://www.britishcouncil.co/en</a> to find out more.
COP26	The COP26 summit will bring parties together to accelerate action towards the goals of the Paris Agreement and the UN Framework Convention on Climate Change. The official UK government website for COP26 is <a href="https://ukcop26.org/">https://ukcop26.org/</a> .





Scientific literacy	Scientific literacy means that a person can ask, find, or determine answers to questions derived from curiosity about everyday experiences. Read more <a href="#">here</a> .
Translanguaging	Translanguaging is the process whereby multilingual speakers use their languages as an integrated communication system. It is similar to codeswitching. Read about translanguaging in more detail at the <a href="#">EAL Journal</a> .
<b>Interview 2: Owain Llewellyn and Linda Ruas</b>	
Language Teaching for the Planet	Find out more about the courses available at <a href="https://eltsustainable.thinkific.com/courses/lftp">https://eltsustainable.thinkific.com/courses/lftp</a> .
ELT Sustainable	Visit <a href="http://www.eltsustainable.com">www.eltsustainable.com</a> for more information.
CELTA	A qualification for teaching English as a foreign language.
IATEFL Global Issues Special Interest Group	The IATEFL Global Issues SIG (GISIG) is one of several special interest groups that make up part of IATEFL, the International Association of Teachers of English as a Foreign Language. Comprising a diverse membership of English language teachers, teacher trainers and academic managers, working all around the world both in state educational systems and the private sector, GISIG aims to foreground global issues, such as human rights, equality, conflict resolution, consumerism, working conditions, sustainable development and social responsibility, within English as a second language education. Visit <a href="https://gisig.iatefl.org/">https://gisig.iatefl.org/</a> .
New Internationalist Easier English Wiki site	The New Internationalist Easier English Wiki is intended to be a constantly evolving resource for anyone learning English and teachers of English all around the world. Visit <a href="https://eewiki.newint.org/">https://eewiki.newint.org/</a> .
Action Guinea Bissau	A UK charity working to resolve issues surrounding gender-equality, unemployment and the environment in Guinea-Bissau. Discover more about the organisation at their website, <a href="https://www.actionguineabissau.org.uk/">https://www.actionguineabissau.org.uk/</a> .
Land grabs	The illegal taking of land by one group / individual from another. <a href="#">This Oxfam article and video</a> explains more.
Organ trading	The buying and selling of human organs, such as kidneys.
Standalone environment lessons	Lessons which can be taught by themselves and are not part of a set or curriculum.
Mainstreamed	When something starts to be considered normal.
Coastal erosion	The breaking down and carrying away of materials by the sea or ocean.



Guinea Bissau	A country in West Africa. It has a small population of just under two million people.
<b>The Green Glossary</b>	
Theophrastus	An Ancient Greek philosopher who was taught by Aristotle.

