



# The Climate Connection

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# Episode 3: Language recycling

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



## Episode overview

Our attention in Episode 3 turns to the classroom, exploring what teaching and learning methods can effectively address the climate crisis. Scott Thornbury charts the history of 'green pedagogy', discussing what kind of teaching approaches are not only effective for language teaching, but are also climate positive.

The importance of the outside world inside the classroom is also the theme of *From the Field*, where we visit Voice in Nature English. This school, situated in China's Yunnan province, inspires its students to use the natural world as a stimulus for language learning. In our second interview, Kieran Donaghy investigates the use of the visual in climate-related ELT materials, and Ceri Jones talks more generally about how ELT Footprint are trying to mainstream climate messages in language teaching. *The Green Glossary* focuses on the word 'ecocide', which has a longer history than you might imagine, and how prefixes and suffixes can be used for language awareness and development.



Scott Thornbury



Kieran Donaghy



Ceri Jones

## In this episode

Our understanding towards our nature, I think, is getting less. When we know less, I think we care less.

During the sixties, as public awareness of environmental concerns grew, existing technical terminology in the area started to be used more widely.

The publishing industry comprises about 11% of freshwater consumed in industrial nations.

Sustainability, the environment, global issues, these are things that students who want to pass exams need to be able to talk about.

There's this need to teach concepts such as global warming, sustainable food, green jobs and carbon footprints, and images are extremely useful in the language classroom to illustrate these concepts to our students.





Golden snub-nosed monkey  
(Giovanni Mari, CC BY 2.0)

## From the field

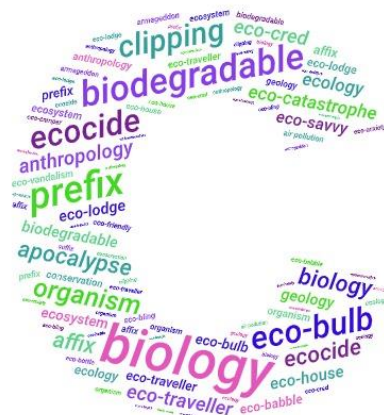
In this episode, we hear from the Voice in Nature English school in China. Set in the beautiful landscape of Lijiang in China's Yunnan Province, the school has an interesting and innovative approach to linking language learning with the natural world. Discover how the golden snub-nosed monkey can help you learn the present simple.



大自然英语  
Voice in Nature English

## Green glossary

In this episode, Oxford University Press talk to us about ecocide, using it as an opportunity to talk more generally about affixes (prefixes and suffixes) and why they are important in English. The word cloud below shows the climate and English language related 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.



[affix](#)  
[air pollution](#)  
[anthropology](#)  
[apocalypse](#)  
[Armageddon](#)  
[biodegradable](#)  
[biology](#)  
[clipping](#)  
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[eco-anxiety](#)  
[eco-babble](#)  
[eco-bling](#)  
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[eco-camper](#)  
[eco-catastrophe](#)  
[ecocide](#)  
[eco-conscious](#)

[eco-cred](#)  
[eco-fascist](#)  
[eco-friendly](#)  
[eco-house](#)  
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[ecology](#)  
[eco-nut](#)  
[eco-savvy](#)  
[ecosystem](#)

[eco-traveller](#)  
[eco-vandalism](#)  
[environmentalism](#)  
[geology](#)  
[organism](#)  
[prefix](#)  
[suffix](#)



# 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 3.

## Interview 1: Scott Thornbury

### Before listening: Prediction task

1. One of the things which Scott Thornbury is well-known for is Dogme ELT. Read the short description below about Dogme ELT. Students can also do their own research.

*Dogme is a communicative approach to language teaching that encourages teaching without published textbooks. It focuses instead on conversational communication among learners and teacher. Conversation is seen as central to language learning within the Dogme framework. The Dogme approach considers that student-produced material is more useful than published materials and textbooks. Dogme can be seen as a pedagogy that can address the lack of availability or affordability of materials in many parts of the world.*

(Adapted from Wikipedia, [https://en.wikipedia.org/wiki/Dogme\\_language\\_teaching](https://en.wikipedia.org/wiki/Dogme_language_teaching))

2. In groups, discuss how Dogme ELT could be seen as a 'green pedagogy'.
3. Students listen to Scott's interview and identify if the points they made were similar.

### While listening: Notetaking task

1. Ask students to make notes about Scott's interview. You could suggest that they use the following headings:
  - Methodology
  - Print vs digital
  - Rewilding pedagogy
  - ELT classrooms
  - The ELT industry
  - ELT textbooks
2. After listening, students compare their notes. They should add and change information as necessary.

### After listening: Discussion task

1. Read the following quotations from Jacotot, the French educator that Scott refers to.
  - 'To explain something to someone is first of all to show him he cannot understand it by himself.'
  - 'To teach what one doesn't know is simply to ask questions about what one doesn't know.'
  - 'To emancipate an ignorant person, one must be, and one need only be, emancipated oneself, that is to say, conscious of the true power of the human mind.'
  - 'In reality, universal teaching has existed since the beginning of the world.'
  - 'All have equal intelligence.'
2. In small groups, discuss what you think each means, and what you think about these quotations.



## Interview 2: Ceri Jones and Kieran Donaghy

### Before listening: Discussion task

1. Ask students to discuss the following question in groups: 'What images or videos about the climate crisis are you familiar with?' Encourage students to think of images and videos which may be:
  - Powerful'
  - Upsetting
  - Strange
  - Common

You could get students to use a website like <https://climatevisuals.org/> whilst doing this activity.

2. Take class feedback. Tell the students to check their predictions when they listen.

### While listening: Listening for detail

1. Present the following list to students. Tell them they should write down why the speakers refer to these ideas:
  - Cambridge suite of exams
  - See, Think, Wonder
  - Polar bears
  - Journalism
  - BBC video clip
  - Critical thinking
  - 'The technology unit'
2. Students check their answers in pairs. Then take class feedback.

### After listening: Engage

1. Students should go to the [file:///Users/paulbraddock/Downloads/com/groups/eltfootprintELT Footprint Facebook page](file:///Users/paulbraddock/Downloads/com/groups/eltfootprintELT%20Footprint%20Facebook%20page) and write a message – or respond to what someone else has written. Alternatively, they could visit and find out more about the organisation at <https://eltfootprint.org/>.

## Glossary

The following words and phrases appear in Episode 3. You may wish to look them up if you are unfamiliar with any of them.

- |                |               |                    |                  |
|----------------|---------------|--------------------|------------------|
| ▪ add-on       | ▪ galvanise   | ▪ narrative        | ▪ shrink-wrapped |
| ▪ analogy      | ▪ gloss over  | ▪ overabundance    | ▪ slant          |
| ▪ Anglo-Saxon  | ▪ hypothesis  | ▪ paraphernalia    | ▪ sophisticated  |
| ▪ clichéd      | ▪ improvise   | ▪ periphery        | ▪ standpoint     |
| ▪ counteract   | ▪ interaction | ▪ pervasive        | ▪ stereotypical  |
| ▪ daunting     | ▪ like-minded | ▪ pragmatic        | ▪ superficial    |
| ▪ dividend     | ▪ lockstep    | ▪ proselytise      | ▪ tangible       |
| ▪ drum-banging | ▪ mentality   | ▪ salesman's pitch |                  |



- emergent
- mindset
- sea change

## 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 Ceri and Kieran.

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)

OxfordLanguages

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



# Detailed notes

Use these notes to find out more about the contents of Episode 3.

Phrase	Explanation and Further Information
<b>Interview 1: Scott Thornbury</b>	
'Scott Thornbury'	You can find out more about Scott and his work at <a href="http://www.scottthornbury.com">www.scottthornbury.com</a> .
'Dogme ELT'	<a href="#">Click here</a> to read Scott describing about Dogme ELT in his own words. A short video presentation of Scott explaining it can also be seen on <a href="#">YouTube</a> . Here's an article about Dogme in the <a href="#">IH World</a> journal.
'The story of this teacher in Papua New Guinea'	This extract taken from Teaching in Challenging Circumstances by Chris Sowton (2021: 115).  'In Teaching Without Textbooks, Edward John Wade describes how, as a volunteer teacher in 1963 he was recruited to start up, alone, an Australian government primary school deep in the rainforests of New Guinea. Having lost the few materials he had in an accident, he describes how, impelled by the children's needs and interests, he covered the primary school curriculum by working from what was immediately available. 'I asked the children to show me what they wanted to know about, and gradually introduced English through their responses. ...We did our math and science in the bush by estimating how many kernels we could get from an ear of corn. We checked with the villagers where and how far apart we should plant them, and how big an area we would need to clear ...' and so on. When he finally saw a copy of the primary school syllabus, he was gratified to find that he had 'covered' just about every item listed. 'So I put the syllabus away and continued as I had been doing.' Out of this experience, Wade evolved a textbook-free pedagogy that, he maintains, 'not only empowers your learners, it also makes the teacher's job in the classroom a lot more fun and much easier'. In a sense, Wade had replaced teaching material with learning material.'
'TEFL industrial complex'	A phrase based on the idea of the 'military-industrial complex' to suggest the significant – and unbalanced – power of big publishers and schools within the ELT sector.
'French pedagogue called Jacotot'	A French teacher and educational philosopher, creator of the method of 'intellectual emancipation.' Read his <a href="#">Wikipedia entry</a> and this <a href="#">interesting article</a> .
'Flemish'	A West Germanic language most closely related to Dutch and generally regarded as the Belgian variant of Dutch. Today, it is spoken by approximately 5.5 million people in Belgium and by a few thousand people in France.



'Rewild language learning'	Some interesting ideas about this topic can be found at <a href="http://www.rewildingeducation.org">www.rewildingeducation.org</a> . We will also be discussing this issue in more detail in Episode 7 of the Climate Connection.
'Scandinavian language learning in the wild'	You can discover more about this at <a href="https://languagelearninginthewild.com/">https://languagelearninginthewild.com/</a> .
'Affordance'	Scott defines affordance (in his book <i>An A-Z of ELT</i> ) as:  'A particular property of the environment that is potentially useful to an organism. A leaf, for example, <i>affords</i> food for some creatures, shade for others, or building material for still others. It's the same leaf, but its affordances differ, depending on how it is regarded, and by whom. The term has been borrowed from ecology to describe the language learning opportunities that exist in the learner's linguistic 'environment.'  He explores 'affordance' in more detail <a href="#">on his website</a> .
'Methodologies which are more immersive'	Scott talks more about teaching methodology at this <a href="#">Cambridge University Press blog</a> .
'Drilling'	Read about drilling on the British Council Teaching English website <a href="#">here</a> and <a href="#">here</a> .
'COVID dividend'	The idea of a 'COVID dividend' is that although the pandemic has been tragic in so many ways, there is an opportunity to 'build back better' in the education sector.
<b>Vox Pop</b>	
'Teaching English in Santa Fe'	You can read this excellent blog at <a href="http://teachingenglishsantafe.blogspot.com/">http://teachingenglishsantafe.blogspot.com/</a>
<b>From the Field</b>	
'Yunnan Province'	Discover more about Yunnan on <a href="#">Wikipedia</a> .
'VINE school'	The aim of the school is to 'inspire people to learn English well and to love, care and protect nature through healthy and happy growth process oriented education'.
<b>Interview 2: Ceri Jones and Kieran Donaghy</b>	
'Kieran Donaghy'	You can find out more about Kieran and his work at <a href="https://kierandonaghy.com/">https://kierandonaghy.com/</a> and <a href="https://film-english.com/">https://film-english.com/</a> .
'Ceri Jones'	You can find out more about Ceri and her work at <a href="https://cerij.wordpress.com/">https://cerij.wordpress.com/</a> .





'ELT Footprint'	<a href="#">ELT Footprint</a> brings together members of the ELT profession who share a desire to be part of the solution. They are a springboard for transformative change from within the field of ELT. Their goal is to turn ELT into a model profession that advocates environmental justice and reduces its carbon footprint so that we can play our part in stopping global heating.
'Zeitgeist'	The general set of ideas, beliefs, feelings, etc. that is typical of a particular period in history.
'Climate Emergency declaration for ELT'	Find out more about the impact of what Daniel Barber said, and the Innovate Conference more generally, on <a href="#">this blog</a> .
'Facebook'	The ELT Footprint Facebook page can be found at <a href="http://www.facebook.com/groups/eltfootprint">www.facebook.com/groups/eltfootprint</a> .
'Multimodal texts'	Multimodal texts combine two or more modes such as written language, spoken language, visual (still and moving image), audio, gestural, and spatial meaning. Examples of multimodal texts include picture books, newspapers, brochures, adverts, posters, digital slide presentations (e.g. PowerPoint), e-books and social media.
'Infographics'	An infographic is a collection of imagery, charts, and minimal text that gives an easy-to-understand overview of a topic. Find out more (and make your own) at <a href="#">this blog</a> .
'The fifth skill of viewing'	Find out more and watch Kieran give a webinar on this topic at <a href="#">Macmillan English</a> .
'See, Think, Wonder'	You can find out more about this project, based at the Harvard Graduate School of Education <a href="#">here</a> .
'Environmental literacy'	There is an interesting and useful set of information about environmental literacy in <a href="#">these materials</a> from the Stanford Graduate School of Education.
'Green jobs'	Friends of the Earth explore the term 'green jobs' in <a href="#">this helpful article</a> . This topic is also discussed by Jouja Maamri in Episode 2 of the Climate Connection.
'Initial teacher training and in-service teacher training'	In many places, teacher training is divided into what they do before they start teaching properly and training which they do when they are officially teachers.
'The Guardian'	A left-of-centre British newspaper, <a href="http://www.theguardian.com">www.theguardian.com</a>
'Climate Visuals'	Visit <a href="https://climatevisuals.org/">https://climatevisuals.org/</a> to see some of the visuals which Kieran mentions.
'Ecological empathy'	The ability to understand and sense the health and well-being of the environment, both locally and generally. <a href="#">The Ecological Citizen</a> has articles you can read which contain the term 'ecological empathy'.



'The sustainability of food production'	The <a href="#">European Food Information Council (EUFIC)</a> has an informative article about this subject.
'Fast fashion'	<i>Fast fashion</i> is a design, manufacturing, and marketing method focused on rapidly producing high volumes of clothing.
'The unit in the coursebook which is called The Environment'	The idea of a coursebook just having one unit about the environment (rather than the topic being found throughout) was discussed in Episode 1 of The Climate Connection, with Chris Graham and Deepa Mirchandani.
<b>Vox Pop</b>	
'A Life on Our Planet'	Find out more at <a href="https://attenboroughfilm.com/">https://attenboroughfilm.com/</a> .
<b>The Green Glossary</b>	
'Combining form'	A combining form is a word or group of letters that is added to the beginning or end of words to change or add meaning:
'Affixes ... prefixes ... suffixes'	An affix is a particular type of combining form – letters added to the start (prefix) or end (suffix) of a word to make a new word. Discover more at the British Council <a href="#">LearnEnglish Teens</a> site.
'Our house is on fire'	This was also mentioned in the Green Glossary in Episode 2 of The Climate Connection. A video of Great Thunberg discussing this phrase <a href="#">can be seen on YouTube</a> .

