



The Climate Connection

Episode 9: Environmental writes

#TheClimateConnection
www.britishcouncil.org/climate-connection



Episode overview

In Episode 9 we explore how the global climate crisis is represented in English language textbooks. From the practitioner side, the teacher, researcher and textbook writer George Jacobs explores how the climate crisis can successfully be integrated into language learning, so as to engage and inspire learners. From the publisher side, Andrew Robinson from National Geographic Learning and Angelica Manca from Hoopla Education talk about how their companies have responded to environmental challenges, both in terms of their own business practices and in the kind of ELT books which they are publishing.

In *From the Field*, we hear from Sheena Adams who has worked with a group of Inuvialuktun-speaking elders in Canada's Northwest Territories to create a new vocabulary of renewable energy terminology so that they can more effectively talk about – and solve – some of the new challenges presented by the climate crisis. In the penultimate *Green Glossary*, the team share some of their favourite climate-related words which we haven't had a chance to discuss in the series so far.



George Jacobs



Angelica Manca



Andrew Robinson

In this episode

Language teachers are the luckiest teachers because any topic is our topic.

Educators and schools are heading in the same direction that we are, you know, they want the students to think globally, they want the students to be responsible citizens who care about the planet so I think in that sense we're all heading in the same direction

If I had to really predict whether print books will still be here 10 years from now, my guess is that they will but the shift towards digital is certainly coming and we're going to be somewhere on that spectrum.

Language plays a key role in all this green activism, just as it plays a key role in the status quo, which has led to the current deteriorating state of the planets.



Teaching ideas

Why not use extracts from the podcast in your classroom? Here are some ideas of how you can use the interviews Episode 9.

Interview: George Jacobs

Before listening: Introductory discussion

1. Divide students into groups. Ask them to think about English language textbooks which they have used before. They should discuss the following questions:
 - What kind of topics are generally included?
 - Do you enjoy these topics?
 - How is the environment treated in these books?
 - Have you noticed any changes in English language textbooks in recent years?
2. Mix up the groups and ask students to share what they discussed.
3. Take class feedback. You can also share your own personal thoughts as well.

Before listening: Focussed listening

1. Play your students the section which begins 'Back in the 70s, the United Nations Environment Programme came up with six things that we need to do.'
2. Your students should note down the six things. Play the passage several times if needed and encourage students to check their answers with each other.
3. Afterwards, get your students to check their answers. They can look at George's article in [this GISIG publication](#), where he talks about these six points.

After listening: Research

1. In the interview, George talks quite a lot about the UN's Sustainable Development Goals (SDGs). Divide your class into 'research teams'. Each team should use the website sources listed below to research the following topics:
 - What are the SDGs?
 - What progress are these countries making towards the SDGs?
 - What criticisms have been made of the SDGs?
 - What do you think are the most important SDGs?

<https://sdgs.un.org/goals>

<https://www.undp.org/sustainable-development-goals>

<https://www.globalgoals.org/>

https://en.wikipedia.org/wiki/Sustainable_Development_Goals

2. Each group makes a short presentation to the rest of the class about their research.



Interview: Angelica Manca and Andrew Robinson

Before listening: Introductory discussion

1. Ask students to find out more about “The Garden Project” (at <http://www.macmillaneducation.com.br/hotsite/thegardenproject/>).
2. Students share what they have learnt in groups.

During listening: Comparing and contrasting

1. Give students the following table (or ask them to copy it down).

Question	Angelica’s answer	Andrew’s answer
(i) How do you approach the topic of the environment?		
(ii) How do you link environmental topics and environmental language?		
(iii) How have you approached the issue of the environment in your ELT books?		
(iv) Have publishers changed their approach in recent times? If so how?		
(v) How do you ensure that materials are locally relevant and appropriate?		
(vi) Are you optimistic about the future?		

2. They should add as much information as they can when listening to the interview. Note that they may not be able to complete some of the boxes as the person does not talk about this issue.
3. They should compare their answers in groups and add any relevant information.

After listening: Create your own unit

1. Get students to design their own unit of an ELT textbook on an environmental / climate issue. They do not have to write all the contents – they should create an outline of what it would include. Encourage them to look at pre-existing materials to help them.
2. Students do a ‘show and tell’ with their units.



Glossary

The following words and phrases appear in episode 8. You may wish to look them up if you are unfamiliar with any of them.

- Avail
- Bulldozer
- Consultation
- Contextualisation
- Devastate
- Eliminating
- Ideology
- Incorporating
- Intellectual
- Judicious
- Logo
- Mechanic
- Mechanism
- Misfit
- Optimism
- Pumpkin
- Ramification
- Scarecrow
- Tempting
- Tendency
- Toolbox
- Transparency
- Troublemaker
- Vaccine

Bonus material

Visit the podcast website, www.britishcouncil.org/climate-connection for bonus material.

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

OxfordLanguages

Oxford Languages, the home of language data
languages.oup.com

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Detailed notes

Use these notes to find out more about the contents of Episode 9.

Phrase	Explanation and Further Information
Interview: George Jacobs	
UN Sustainable Development Goals	The 17 priority goals of the United Nations needed to create a safer, fairer and more just world, focusing on issues such as health, education and poverty. More information can be found at https://sdgs.un.org/goals .
Progressive teachers	Teachers who believe in social and political reform.
Wilga Rivers	An Australian linguist best known for her work in the field of foreign language acquisition and foreign language pedagogy, promoting and popularising a number of methods used in modern language teaching.
United Nations Environment Programme	<p>The United Nations Environment Programme (UNEP) is the leading global environmental authority that sets the global environmental agenda, promotes the coherent implementation of the environmental dimension of sustainable development within the United Nations system and serves as an authoritative advocate for the global environment.</p> <p>Their mission is to provide leadership and encourage partnership in caring for the environment by inspiring, informing and enabling nations and peoples to improve their quality of life without compromising that of future generations. Visit https://www.unep.org/ for more information.</p>
Triple E: English through Environmental Education	Read this article by George for more information.
Eco resort	An eco-resort or eco-hotel is a lodging facility that promotes sustainability and green living practices.
Pemulung man	Click here for an image of a Pemulung man.
Dynamite fishing	A destructive fishing practice using explosives to stun or kill schools of fish for easy collection.
A recent article on ecolinguistics and education	Click on this GISIG publication for more information.
The generic 'he'	Read this OUP blog for more information.
Techno-optimism	The belief that technology can continually be improved and can improve the lives of people, making the world a better place.



Neoliberalism	An economic policy which promotes the role of the free market and free trade.
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 https://www.freire.org/paulo-freire/ .
Paradigm shift	A major change in the concepts and practices of how something works or is achieved. Further information can be found on this Wikipedia entry .
Native speakerism	Holliday (2005) argues that native speakerism is a pervasive ideology within ELT, characterised by the belief that ‘native-speaker’ teachers represent a ‘Western culture’ from which spring the ideals both of the English language and of English language teaching methodology. Click here to read more in the ELT Journal.
Singapore is not really famous for free speech	Click here for a Wikipedia article about human rights in Singapore.
The founding fathers of the United States	A group of American revolutionary leaders (e.g. Washington, Jefferson, Hamilton) who pushed for independence from Great Britain. They created a form of government for the new United States of America built upon classical liberalism and republican principles.
Lingua franca	A language or dialect systematically used to make communication possible between groups of people who do not share a native language or dialect, particularly when it is a third language that is distinct from both of the speakers' native languages.
Martin Luther King Jr.	An American Baptist minister and activist who became the most visible spokesperson and leader in the American civil rights movement.

From the Field

Inuvik	Discover more about the town here .
The Northern Lights	A natural light display in the Earth's sky. Watch a video of them taken from Inuvik here .
Inuvialuit	Inuit people who live in the western Canadian Arctic region.
A thesis project for my Master's	You can read / download Sheena's thesis, 'Inuvialuktun Words for a Changing Climate', here .



Arctic Energy Alliance	A not-for-profit society with a mandate 'to help communities, consumers, producers, regulators and policymakers to work together to reduce the costs and environmental impacts of energy and utility services in the Northwest Territories.' Visit https://aea.nt.ca/ .
The traditional Inuvialuit language	Click here to find out more.
Indigenous Language Revitalisation	The attempt to halt or reverse the decline of a language or to revive an extinct one. An interesting article about this in Canada can be read here .
Decolonisation	In contemporary society, 'decolonisation' is mainly used to talk about restorative justice through cultural, psychological and economic freedom. Click here to read a more detailed explanation of the term.
Solastalgia	A portmanteau of the words 'solace' and 'nostalgia' which is used to describe the feeling of distress associated with environmental change close to your home. Read this BBC article to find out more.
The Green Glossary	
M.A.K. Halliday	You can read more about this famous British linguist at Wikipedia .
Fairy tales of eternal economic growth	Click here to read an article about when Greta Thunberg said these words.
Earth first!	Earth First!, the best known of the so-called 'radical environmental' groups, was founded in 1980 in the southwestern United States. More information can be found here .
The Monkey Wrench Gang	The website Good Reads says: 'The story centers on Vietnam veteran George Washington Hayduke III, who returns to the desert to find his beloved canyons and rivers threatened by industrial development. On a rafting trip down the Colorado River, Hayduke joins forces with feminist saboteur Bonnie Abzug, wilderness guide Seldom Seen Smith, and billboard torcher Doc Sarvis, M.D., and together they wander off to wage war on the big yellow machines, on dam builders and road builders'. Click here to read a newspaper article about this book.
Interview: Angelica Manca and Andrew Robinson	
Hoopla Education	According to https://www.hooplaeducation.com/ , Hoopla Education puts Sustainability at the heart of the Educational Process: ' <i>We deliver unique nature-inspired curricular solutions – programs, interactive workshops and teacher trainings, with the goal to build a solid foundation for a sustainable future. Our innovative pedagogy applies a process-driven approach to learning, starting from Early Years.</i> '



National Geographic Learning	According to https://eltngl.com/ , National Geographic Learning's mission is to bring the world to the classroom and the classroom to life: <i>'With our English language programs, students learn about their world by experiencing it. Through our partnerships with National Geographic and TED, they develop the language and skills they need to be successful global citizens and leaders.'</i>
Mark Lynas	Mark Lynas is the author of numerous books on the environment. His latest is <i>Our Final Warning: Six Degrees of Climate Emergency</i> . He also advises former Maldives president Mohamed Nasheed on climate and works with the 48-member Climate Vulnerable Forum. Visit https://marklynas.org/ for more information.
The ELTons	The ELTons celebrate the most original courses, publications, projects, apps and platforms, and more, which are finding new ways to help English language learners and teachers around the world achieve their goals. The awards also recognise the organisations, teams and individuals whose original approaches are helping to shape the future of English language teaching and learning. Visit https://www.teachingenglish.org.uk/news-events/eltons-innovation-awards/eltons-2021 for more information.
The Garden Project	The Garden Project is the first Project Based Learning curriculum to apply the STEAM framework to study nature's life cycles, from seed to table to seed again, in an innovative multidisciplinary exploration of nature, starting at age three. This nature-inspired programme is based on the principles of sustainability and encourages children to learn about their natural environment. Visit https://www.hooplaeducation.com/thegardenproject to discover more.
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.
STEAM	STEAM education is an approach to learning that uses science, technology, engineering, the arts and mathematics as access points for guiding student inquiry, dialogue and critical thinking.
Scaffolded	Scaffolding is a type of learning methodology in which students are given support, which is slowly withdrawn as they become more independent.



PISA results	PISA is the OECD's programme for International Student Assessment. PISA measures 15-year-olds' ability to use their reading, mathematics and science knowledge and skills to meet real-life challenges. More information can be found at https://www.oecd.org/pisa/ .
World Economic Forum Global Shapers	Visit https://www.globalshapers.org/ to find out more about this group.
National Geographic Society	An institution which uses the power of science, exploration, education and storytelling to illuminate and protect the wonder of our world. Visit https://www.nationalgeographic.org/ .
Smog	Smog is air pollution that reduces visibility. Originally it was a portmanteau word which blended 'smoke' with 'fog'.
Inductive learning	A process where the learner discovers rules by observing examples. With inductive language learning, tasks are designed specifically to help guide the learner and assist them in discovering a rule.
Carbon footprint	A carbon footprint measures the total greenhouse gas emissions caused directly and indirectly by a person, organisation, event or product. See here for more.
eBooks	Electronic books.

