



Università
Ca' Foscari
Venezia

Master Degree
in Scienze del Linguaggio

Final Thesis

Eco-CLIL as an Integrated Approach to Sustainable Education

The Case of Austrian High Secondary Schools

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Matriculation Number

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Academic Year

2025 / 2026

*“We do not inherit the Earth from our ancestors;
we borrow it from our children.”*

Native American Proverb

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ACKNOWLEDGEMENTS

The completion of this Master's thesis would not have been possible without the support and strength I received from many important people, to whom I owe my deepest gratitude and to whom I will be forever thankful.

First and foremost, I would like to thank Professor Marcella Menegale, without whom I would never have discovered the wonderful world of eco-education. Without her guidance and advice, I would not have had the opportunity to participate in the Erasmus+ EcoStories course, and above all, I would never have found the courage to pursue one of my long-held dreams: having an experience abroad. I am immensely grateful for the opportunity she gave me and for the trust she placed in me, because after this experience I have become a different person, a better one.

I would also like to thank Professor Michela Gronchi, whose kindness and availability knew no bounds. The passion and dedication she demonstrated throughout the Erasmus+ EcoStories course made her a valuable role model for me. I thank both Professors for the enthusiasm with which they accompanied me throughout the development of this research project, a journey that was not always easy and required a great deal of work.

Your boundless knowledge and passion are a beacon of light that illuminates exactly where I aspire to be: to become a teacher like you, a teacher with a capital "T".

Furthermore, I would like to thank with all my heart my parents, my boyfriend, my friends and my university colleagues. If I never gave up and continued pursuing my dream despite the difficulties, it is because of you, your support, your positivity and your love for me. This thesis belongs to you as well.

Finally, I would like to thank two people who helped me realise that teaching was my path.

The first is my middle school Italian teacher: a wise woman with extraordinary intuition and an endless love for her students. Thank you for being my first role model, the first person who made me think, "I want to be like her."

The second is my high school classical languages teacher. She helped me understand what I did not want to become and made me decide that no student under my guidance would ever feel the way I felt under her constant judgment and lack of appreciation.

We all deserve to be valued and truly seen, and that is exactly what I intend to do with my future students.

ABSTRACT

The present Master's thesis investigates the application of CLIL methodology through an ecological approach in high secondary agricultural education. The will for conducting this study has its origins in the Ecostories CLIL training project the author attended in 2025 which fostered in her a deep interest in innovative educational practices and thus, it constituted a strong foundation of the activities the author promoted for the investigation. The study is centred on a two-week teaching experience carried out in the Land of Styria, Austria. During the internship, the researcher spent 32 hours in an agricultural vocational school class, acting as an English language expert.

The primary aim was to promote English as *lingua franca* within a vocational and content-based context. A range of meaningful activities and task-based practices were designed and implemented according to CLIL principles in order to develop language awareness and language skills in English. These activities integrated language learning with subject-specific content related to nutrition and sustainability. Indeed, particular attention was paid to the ecological dimension of learning, emphasising contextualised, authentic and meaningful processes. Data were collected through direct observation and questionnaires.

The study highlights the potential of CLIL to enhance linguistic competence and disciplinary understanding. Moreover, the findings verify that an ecological CLIL approach can effectively foster active engagement and meaningful language use in different educational contexts.

INTRODUCTION

In the last few decades, plurilingualism and intercultural competence have become central objectives within the European linguistic and educational context. The increasing interconnectedness of societies and communities, together with the growing importance of English as a global lingua franca, has encouraged schools and educational institutions to adopt innovative teaching methodologies capable of integrating language learning with subject content (Coyle et al. 2010). Among these methodologies, the Content and Language Integrated Learning (CLIL) approach has emerged as one of the most prominent and widely implemented educational practices in Europe (Coyle, 2008). By combining the learning of curricular content with the simultaneous development of foreign language competence, CLIL promotes an authentic, meaningful and student-centred learning experience.

The growing interest in CLIL derives not only from its linguistic benefits but also from its potential to foster transversal competences such as critical thinking, collaboration, problem-solving and intercultural awareness (Goris et al., 2019). Through exposure to authentic communication contexts, learners are encouraged to use language as a tool for understanding and interacting with the world rather than merely as an academic subject. Consequently, CLIL has increasingly been recognised as an effective approach for the development of plurilingual competence and for preparing students to participate actively in contemporary societies (Urmeneta, 2017).

Alongside the growing diffusion of CLIL, increasing attention has recently been devoted to environmental education and sustainability in schools. Climate change, environmental degradation and the urgent need for sustainable behaviours have highlighted the importance of educating younger generations to become environmentally responsible citizens. Within this framework, ecopedagogy and Place-Based Education (PBE) have gained relevance as educational practices aimed at strengthening learners' ecological awareness and their relationship with the local environment. This approach encourages experiential learning, active participation and critical reflection on environmental issues through direct engagement with real-world contexts, specifically the ones in which the learners live and act.

The integration of CLIL with ecological and sustainability-oriented education has led to the development of what has been recently referred to as eco-CLIL. This pedagogical perspective combines language learning, subject content and the development of environmental awareness, creating meaningful learning experiences that promote both linguistic and content specific competence as well as an eco-conscious and eco-critical mindset. In particular,

European initiatives such as the EcoStories CLIL Training Erasmus+ project have demonstrated how environmental themes can effectively be integrated into CLIL practices, fostering student motivation, participation and awareness of sustainability-related topics.

The present thesis originates from both academic and personal interests in CLIL methodology and environmental education. The study was inspired by the desire to investigate how CLIL can contribute not only to language and disciplinary development but also to the promotion of ecological sensitiveness among learners. Furthermore, the opportunity to participate in an internship experience in Graz, Austria, offered a valuable context for observing language teaching and learning in an international educational environment and for experimenting with the implementation of an eco-CLIL teaching course.

The study presented in this thesis focuses specifically on an investigation conducted during an internship at FS Naas, an Austrian vocational school where CLIL methodology is still not officially integrated into the curriculum. The project involved the planning and implementation of a week-long eco-CLIL course centred on topics related to health, lifestyle, sports, environment and sustainability. The activities were designed to encourage students to use English in meaningful communicative contexts while simultaneously reflecting on ecological issues, thus developing an eco-aware sensitivity. The teaching course aimed to create an engaging and interactive learning environment capable of supporting both content acquisition and language development.

From a theoretical perspective, the thesis draws upon studies related to CLIL methodology, ecopedagogy and PBE. Studies highlighting the cognitive, linguistic and motivational benefits of CLIL provided the foundation for the analysis developed in the first chapter. Similarly, theoretical contributions concerning environmental education and ecological literacy informed the discussion presented in the second chapter and supported the design of the eco-CLIL course provided during the internship experience, presented in detail in the third chapter.

The study was guided by specific research questions concerning the effectiveness of eco-CLIL activities in promoting student engagement, participation and language learning, as well as students' perceptions of the proposed activities. Particular attention was devoted to understanding how environmental topics could enhance motivation and foster a more active involvement in classroom interaction. The expectation underlying the research was that the integration of ecological themes into CLIL lessons would positively influence students' interest, participation and awareness while simultaneously still supporting content and foreign language learning.

To investigate these aspects, the study adopted a qualitative approach supported by elements of quantitative analysis. Data were collected through questionnaires administered to students and through observation grids used during classroom activities. The questionnaires aimed to gather information regarding students' perceptions, motivation and attitudes towards the eco-CLIL activities, whereas the observation grids allowed for the systematic monitoring of classroom interaction, engagement and improvements throughout the implementation of the course. The collected data were subsequently analysed through descriptive and interpretative procedures in order to identify recurring patterns, tendencies and relevant insights connected to the research objectives.

In order to ensure transparency, the author declares that ChatGPT was used as a support tool during the writing of this thesis. Specifically, the tool was employed to assist in the revision and optimisation of texts in order to improve clarity, readability and coherence and to support the identification of relevant primary and secondary sources.

The author further declares that all information, references and texts generated with the support of artificial intelligence tools were carefully reviewed and critically evaluated.

The structure of the thesis reflects the progression from theoretical foundations to practical application and research analysis. Chapter 1 introduces the CLIL approach by presenting its historical development, main characteristics, benefits and challenges, with a particular focus on the role of teachers in CLIL practices. Chapter 2 explores the ecological perspective on CLIL through the analysis of PBE, ecopedagogy and the EcoStories Erasmus + CLIL Training programme. Chapter 3 describes the internship experience in Graz and presents the case study conducted at FS Naas, including the research questions, participants, planning of the teaching week, instruments for data collection and data analysis procedures, followed by the presentation of the results. Chapter 4 discusses the findings of the study and addresses its limitations and suggests possible directions for future research.

Overall, this thesis aims to contribute to the ongoing discussion concerning the potential of CLIL methodologies in contemporary education by exploring the integration of language learning and environmental education within a real classroom context. Through the analysis of the eco-CLIL experience conducted during the internship in Austria, the study seeks to highlight how interdisciplinary and sustainability-oriented approaches may foster meaningful learning experiences capable of supporting both linguistic development and ecological awareness among students.

CHAPTER 1 - CLIL approach for plurilingualism development

CLIL is a kind of plurilingual approach consisting of learning at the same time subject content and foreign language in contexts that promote interculturality and plurilingualism.

In order to deeply understand the features of this approach and its methodology, this first chapter will open with a brief historical overview (paragraph 1.1). Then, benefits as well as challenges of this approach will be presented (paragraphs 2 and 3). Finally, the role of CLIL teachers will be discussed (paragraph 4).

1.1 CLIL approach: historical overview and definition

Since the establishment of the European Union, the topic of language learning has become increasingly significant in Europe. As emphasised by the European Commission, plurilingualism, also defined as the promotion of linguistic diversity, has been considered as a core element of European identity.

From the 1950s, European countries recognised the need for the creation of a “plurilingual entity” in order to build an economic unity; as a consequence, new language policies were necessary to obtain such unity, first of all, the improvement of language education among young people (Coyle et al., 2010).

Two decades later, the Council of Europe promoted a research programme, “The modern languages project”, which specifically introduced the concept of credit-units for language acquisition and the functional-notional approach. Within the effort of developing language learning, a three year study was inserted, whose culmination was the definition of The Threshold Level (van Ek, 1975). At the same time, the European Commission provided funding for and supported the projects of the Council of Europe by promoting mobility, transparency of language competences and the credit units. These works had a significant role in trying to give a definition of some of the cornerstones of modern language education:

1. Communicative competence, defined as the competence that involves knowing “when, to whom, where, and in what manner to speak.” (Hymes, 1972);
2. Learner autonomy, referred to as the “ability to take charge of one’s own learning”, stating that this ability “is not inborn but must be acquired either by ‘natural’ means or (as most often happens) by formal learning”, and noting that “to take charge of one’s learning is to have [...] the responsibility for all the decisions concerning all aspects of this learning [...]” (Holec 1979, p.3);

3. Modularity and flexibility, which refers to the realisation of credit units whose aim is to organise learning into accumulable modules.

Moreover, the Council of Europe and the European Commission promoted new forms of teaching and learning to be implemented to the traditional school system programmes and enhancing language awareness among European citizens. Some of these new educational approaches are: Communicative Language Teaching (CLT), the functional–notional approach, the intercultural and plurilingual approach, the needs-based and learner-centred learning and the task-based and action-oriented learning.

Particularly, the Council of Europe in order to explore diverse paths in language instruction financed many research programmes aimed at testing new educational solutions to increase plurilingual skills (Coyle et al., 2010). Some of these projects included:

1. Research and development programmes in language education: the Council of Europe set funding for pilot projects for new approaches such as integrated plurilingual learning; it financed groups of experts, linguists and educators;
2. Creation of common European tools: the Council of Europe contributed in giving economic support for the design, experimentation and dissemination of European tools including the Common European Framework of Reference for Languages (CEFR), which required investments in research, international consultations and large-scale testing, as well as the European Language Portfolio to promote self-assessment and plurilingualism;
3. Specialised centres and dedicated programmes: the Council of Europe financially supported the European Centre for Modern Languages (ECML), based in Graz. Multi-year ECML programmes tested concrete educational solutions such as CLIL.
4. Production and dissemination of resources: the Council of Europe fostered the publication of language learning guidelines and toolkits distributed free of charge, as well as online platforms and databases for educators. It also provided for translation and adaptation of these materials into different European languages.

In the 1990s even more attention was paid to this topic. Indeed, the 1995 Council Resolution, one of the first policy documents concerning language teaching and learning in Europe, promoted the use of innovative methods, particularly those focused on learning curricular subjects through a foreign language, thereby encouraging bilingual education. Furthermore, in the same year, in the White Paper on Education and Training, the European Commission

stated that every European citizen should have been able to communicate in, at least, two European Community languages in addition to their mother tongue (European Commission, 1995). Among others, this statement was reconfirmed by the Summit of Heads of State Europe that took place in Barcelona in 2002.

Such a need emerged due to the necessity of economic unity of Europe which, in turn, required the increase of contact among countries, facilitated by the spread of new telecommunications technologies. However, Europe, both then and now, is characterised by significant linguistic and cultural diversity, which can pose challenges to effective communication. This context highlighted the necessity for innovative language learning methods capable of enabling all EU citizens to be proficient in at least three European languages. In line with the objective of promoting a plurilingual European identity, CLIL was mentioned in various policy documents (European Commission, 1995, 2003) as “a major contribution to make to the Union’s language learning goals” (European Commission, 2003: 8) and thus promoting CLIL was seen as one of the most prominent approach for plurilingual education.

To sum up, the birth and spread of CLIL approach was due to both political and educational reasons (Marsh, 2013). First, from a political perspective, CLIL as a promoter of high language proficiency, served the desire to encourage citizens’ mobility across Europe. Secondly, from an educational point of view, CLIL met the international will of providing a wide range of students with higher levels of competences (Marsh, 2013).

This brief historical overview leads the reader to what CLIL approach is and means. The term CLIL was officially coined in 1994 by Marsh. The acronym stands for Content and Language Integrated Learning which means that language and content learning are developed one through the other. Thus, non-language content is taught through the usage of a foreign language in order to improve language skills while acquiring content knowledge.

Nowadays it is quite difficult to provide a straightforward definition of CLIL since this approach embraces multiple perspectives and it can be found at all levels of education from primary schools to adult and higher education with different modalities according to the different Countries. According to (Eurydice, 2006: 7), CLIL could be defined as:

“the platform for an innovative methodological approach of far broader scope than language teaching. Accordingly, its advocates stress how it seeks to develop proficiency in both the non-language subject and the language in which this is taught, attaching the same importance to each. Furthermore, achieving this twofold aim calls for the

development of a special approach to teaching in that the non-language subject is not taught in a foreign language but with and through a foreign language. This implies a more integrated approach to both teaching and learning, requiring that teachers should devote special thought not just to how languages should be taught, but to the educational process in general.” (Eurydice, 2006: 7)

This definition foregrounds CLIL as a pedagogical paradigm that moves beyond traditional language education, emphasising its dual-focus epistemology and its commitment to the integrated development of disciplinary knowledge and linguistic competence through a reconceptualisation of the educational process as a whole. Indeed, at the core of this approach lies the assumption that foreign or second languages are best acquired when learners focus on content conveyed through the language, rather than on the explicit study of its formal features and structures. Actually, according to San Isidro (2018), CLIL’s main aim is to promote the use and learning of the target language within authentic and more meaningful contexts, where students employ the target language as a vehicle for learning subject content and conveying meaning, thus developing fluency in speaking in a more spontaneous and natural way.

Considering other different perspectives, some scholars refer to CLIL as an “umbrella term”, each of them with slightly different connotations. For instance, during the European Centre for Modern Languages Workshop in Graz, Marsh (2005) and his team members described CLIL as a generic “umbrella” term which refers to “diverse methodologies which lead to dual-focused education where attention is given both to topic and language of instruction” (Marsh et al., 2005: 5). On the other hand, Urmeneta (2019), in her article, defined CLIL as an “umbrella” term that includes all educational programmes in which a non-native language or a second language is used to teach curricular content, thus using the language as a means of instruction and not as the object itself of learning. In light of the above, the difference between the two definitions is subtle; indeed, while the first one emphasises the balance between language and content and includes a variety of methodological approaches, the second one highlights the use of language as a tool to teach content, and it is therefore more focused on the practical use of the second language.

Despite the fact that CLIL takes different forms and can be referred to in different ways, there are four principles that are unquestionably present in a programme that is inspired by this approach. These are the 4C (Coyle et al. 2010)) which are considered as a framework to be applied when employing CLIL. According to Coyle et al. (2010) a successful CLIL lesson,

which is to say, a lesson that efficiently reach its objectives and goals, should combine the following four principles:

1. Content, which regards the progression in knowledge and skills related to specific topics of a curriculum;
2. Communication, which refers to the usage of language to learn while learning to use language;
3. Cognition, which concerns the development of thinking skills;
4. Culture, which is about the exposure to different perspectives which deepen awareness of both self and others.

These 4Cs are to be interpreted as interconnected components that interact and are integrated one with the other. Indeed, for instance, Redlich & Pattison (2024) stated that Content and Cognition merge if we consider that the action of understanding, describing, summarising as well as analysing the subject content are included in the higher-order cognitive skills. The two authors affirmed that such a combination of dimensions happens also with Communication and Culture, as the target language can be used to explain intercultural aspects in a text. Most importantly, Redlich & Pattison (2024) underlined that the articulated structure of the framework should maximise the chance that all learners, regardless of their motivation, will find something with which they can engage and this will lead to sustained motivation.

In light of this historical and theoretical overview, CLIL emerges not only as a response to European linguistic and educational policies, but also as a comprehensive pedagogical approach grounded in solid principles such as the 4Cs framework. Its dual focus on content and language, together with its emphasis on meaningful communication and cognitive development, makes CLIL a powerful innovative approach within contemporary education. Building on this conceptual foundation, the following section will explore in greater detail the concrete benefits associated with the implementation of CLIL, highlighting its impact on both language acquisition and subject learning.

1.2 Benefits of CLIL approach

Besides the opportunity to be exposed to the target language during non-language lessons, thus simultaneously improving disciplinary content and language fluency, there are several additional benefits of CLIL. These are, in fact, consistent with the five CLIL dimensions that

are covered by the CLIL Compendium (Marsh et al., 2001), namely culture, environment, language, content and learning.

With regard to culture, the CLIL approach aims to build intercultural knowledge, develop intercultural communication skills and foster intercultural communication. Indeed, Marsh & Frigols (2012) and Dalton-Puffer & Smit (2013) mentioned that through the exposure to various cultural perspectives and disciplinary knowledge, CLIL makes students capable of finding connections between disciplines and cultures using their personal cultural backgrounds. Concerning the environment, CLIL seeks to prepare students for internationalisation, specifically within Europe, provide access to international certifications, and enrich school profiles. With regard to language, this approach allows students to improve the target language proficiency, especially fluency as well as communicative competence, while also fostering deeper awareness of both the first language and the target language, as well as promoting plurilingual attitudes. Indeed, as Dalton-Puffer (2011), Goris et al. (2019) and Yang (2015) pointed out, the design of CLIL programmes allows students to have an immersive experience in the target language within authentic and meaningful disciplinary contexts. With respect to content, CLIL offers valuable opportunities to study subject content through different perspectives and learn subject-specific terminology. In fact, CLIL methodology, by integrating language and non-linguistic content learning, lets students have the opportunity to deepen their knowledge of the subject matter while making meaningful connections between language and disciplinary concepts. Thereby, language does not represent an obstacle but a promoter of non linguistic content. Finally, regarding learning, the CLIL approach provides opportunities to complement individual learning strategies, experiment with alternative learning practices and, most importantly, increase learners' motivation.

Another relevant perspective is the one proposed by Villabona & Cenoz (2022) and De Graaff et al. (2007), who identified key features of the CLIL approach that align with the five dimensions of the Compendium. These scholars agreed with Marsh et al. (2001), in stating that one of the central characteristics of CLIL is the integration of language and content, which allows students to engage simultaneously with subject matter and linguistic knowledge in a meaningful and authentic context. Secondly, they mentioned that CLIL promotes authentic language use through texts such as videos and communicative tasks, exposing students to real-life situations and academic discourse in the target language. Moreover, according to them, this approach focuses on communication and interaction that enable students to be involved in collaborative activities and take an active part in the classroom

discussions in the target language. In addition, in CLIL, cognitive engagement and critical thinking are fostered by asking students to analyse and evaluate subject content in the target language. Analysis and evaluation develop higher-order thinking skills through practices such as problem-solving tasks and project-based activities that not only promote critical faculties but also promote learning awareness and motivation. In line with this view, Dalton-Puffer (2011), Goris et al.(2019) and Yang (2015) mentioned cognitive development as a result of the CLIL approach. Indeed, according to them, it promotes cognitive flexibility, metacognitive awareness as well as critical thinking, thus contributing to students' cognitive development. In fact, this approach requires students to engage in multiple challenges at the same time, hence stimulating cognitive processes such as problem-solving, inference-making and hypothesis testing. Furthermore, as it is a learner-centred approach, CLIL encourages linguistic awareness and the usage of strategic language learning skills. Finally, Villabona & Cenoz (2022) and De Graaff et al. (2007) supported Marsh et al. (2001) in affirming that CLIL enhances cultural and intercultural awareness and, as a consequence, students can develop empathy, tolerance and appraisal for cultural diversity.

Overall, CLIL programmes offer multiple advantages for learners, including improved language proficiency, content mastery and strengthened cognitive development when compared to traditional forms of language instruction. By systematically integrating language and subject matter learning within meaningful pedagogical contexts, CLIL fosters the development of skills and competences that go beyond mere linguistic proficiency, thereby equipping students to operate effectively in the real world.

1.3 Challenges of CLIL approach

Despite the numerous benefits that are related to the employment of CLIL in educational contexts, this approach presents several challenges arising from a range of different factors.

According to San Isidro (2018): “The main challenge for the European countries implementing CLIL is to develop an integrated curriculum framework to facilitate participating teachers’ design and implementation.” Indeed, as the author said, the difficulty in integrating CLIL in the curriculum, lies in the lack of experience that the teachers involved in the programme have when it comes to plan a curriculum that consists of both linguistic and nonlinguistic goals, standards, contents as well as assessment criteria.

Harrop (2012) and Arnó-Macià & Mancho-Barés (2015) mentioned some of the other challenges that may be encountered while experimenting with the CLIL approach. The first possible issue concerns language proficiency and cognitive load. Indeed, the study conducted

in 2015 by Arnó-Macià and Mancho-Barés' clearly showed that disciplinary teachers and students may not have appropriate level of language proficiency, thus facing many difficulties in both comprehending and expressing subject matter concepts in the target language. Furthermore, processing complex subject content in a foreign language increases the cognitive load, leading to difficulties in comprehension and higher levels of anxiety. Secondly, CLIL teachers and, more in general, educational institutions, could have limited access to adequate resources such as instructional materials and technological devices that could support language teaching and learning (Coyle, 2007). Indeed, resource constraints may hinder effective CLIL implementation, thus limiting the language learning experience. Finally, educators involved in CLIL programmes are asked to be well prepared in both disciplinary content and language; indeed, CLIL requires specific skills in language and content, thus needing ongoing training, otherwise the learning experience will be affected negatively. Perception of CLIL challenges, as well as benefits, may vary across different educational contexts due to the choices made by each country regarding CLIL policies.

In addition, Barrios & Acosta-Manzano (2022) mentioned several other factors that considerably influence the learning experience and outcomes, which are: linguistic backgrounds, socioeconomic status and prior educational experiences. Indeed, according to these scholars, students and educators with limited language proficiency or educational resources, may face greater difficulties in adapting to CLIL instruction and thus perceiving it as a hindrance rather than a useful medium for language education.

To conclude, understanding the interplay between benefits and challenges is fundamental for informing the design, implementation and evaluation of CLIL in language education.

By addressing the diverse needs and perspectives of both educators and students, educational stakeholders can optimise the implementation of CLIL, thereby enhancing language proficiency, fostering content knowledge acquisition and promoting academic achievement across diverse educational contexts and learner populations.

1.4 The role of the teacher in CLIL: a teamwork

CLIL is not just a new approach that offers students innovative opportunities for learning, allowing them to experience language education in authentic, meaningful and plurilingual contexts, but it also involves a significant change in the role and identity of teachers.

Indeed, in order to create the best conditions for learning, teachers are asked to collaborate with each other before, during and after the actual class hours. The result is the activation of a cooperative work known as team teaching. According to Menegale (2009), this term, used in

educational contexts, refers to a series of group teaching strategies that can vary according to different factors:

1. The amount of members that takes part in the team;
2. The teaching styles;
3. The learning outcomes that they suggest;
4. The educational methodologies that they choose to apply.

As it can be seen, in CLIL the teamwork is not limited to sporadic occasions for dialogue, but it is instead extensive and includes all phases of teaching, from planning to evaluation.

In order to achieve effective collaboration and, consequently, a successful learning experience, the first condition is that teachers should choose voluntarily to take part in the project, rather than being forced to do so (Menegale, 2009).

Specifically, within the framework of CLIL approach, the teachers involved are the target language teacher and the subject teacher. According to Menegale (2009), these teachers should work synergistically to plan and design CLIL lessons. In particular, they should:

1. Choose the learning topics;
2. Define the learning objectives, both linguistic and disciplinary;
3. Prepare the materials needed;
4. Schedule the lessons in co-presence, if needed;
5. Evaluate the results.

The result of such a collaboration is the effective integration of the competences of both the language teacher and the subject teacher. Indeed, the first provides expertise in techniques aimed at linguistic development, while the second contributes knowledge relevant for the disciplinary content. Moreover, they both provide their methodological experience and their knowledge of the students involved in the programme (Menegale, 2009).

In order to better understand the roles of the teachers, drawing on Menegale (2009), an analysis of the above-mentioned actions that require cooperation together with other elements regarding the organisation of the class, is presented.

1.4.1 Organisation of the class

By considering the usual arrangement of the classroom during both the disciplinary and the language lessons, the two teachers should take into consideration that CLIL approach embraces cooperative learning practices as well as the principle of meaningful learning

(Novak, 1998, cited in Menegale 2009). Indeed, the author stated that students should be at the very centre of the learning process. According to this principle, the learners build up new knowledge starting from their pre-knowledge of the world, through the usage of meaningful materials and the mediation of the teacher.

Such an assumption requires the reorganisation of the class space in a way that allows students to be the true protagonists of the lessons, work in groups and discuss face to face, while the teachers monitor and interact with them (Figure 1).

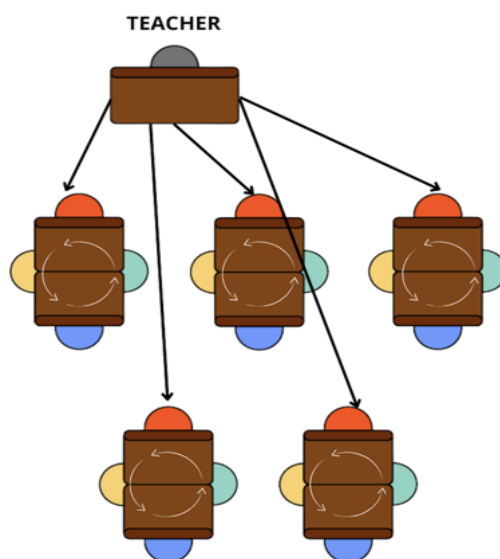


Figure 1: Possible classroom arrangement during CLIL lessons

1.4.2 Management of the class

According to Menegale (2009), the teachers should take into account factors that usually are kept implicit, such as the noise tolerance, rules and discipline, humorism, the interaction that is set as well as the atmosphere that is created. Each teacher manages these aspects in a very personal way, thus creating a different habitat and a different relationship with the students. As a consequence, when it comes to working together, it is necessary to make explicit these factors, compare the management styles and find a common solution of management. Reaching and applying a shared set of guiding principles makes the teachers stronger, preventing inconsistencies and diversified treatments. Furthermore, another important aspect to be mentioned is the fact that it is necessary to agree on the language to be used during the lessons, so that, once again, the two teachers appear coherent and cohesive.

1.4.3 Choice of the topics

One of the core aspects of planning a CLIL module is the choice of the topics to be taught. Indeed, the goal of the CLIL approach is to develop, at the same time, both linguistic and disciplinary competences. Consequently, according to Menegale (2009), the selection should be made on the basis of the linguistic competences of the class, the difficulty of the disciplinary content as well as students' motivation for certain topics over others. As motivation is one of the most important drivers of acquisition, it is fundamental to provide activities that are within the students' cognitive reach; otherwise, they will become demotivated and disengaged from learning. With regard to this, Mettewie et al. (2024) conducted a longitudinal study to test the added value of CLIL approach for socio-affective outcomes; in particular, emotions and motivation were investigated. The comparison between CLIL and non-CLIL groups (between-subject analysis) revealed that learners in the CLIL group experienced more positive emotions and higher motivation toward language learning, which is consistent with earlier cross-sectional studies on socio-affective outcomes. However, the longitudinal (within-subject) analysis showed that the impact of CLIL was relatively modest, especially once initial vocabulary knowledge was taken into account. These results therefore challenge, or at least temper, the largely theoretical assumption that CLIL inherently leads to improvements in socio-affective dimensions such as language-related emotions and motivation. Another study worth mentioning focused on emotions in the context of learning English and Dutch, through the comparison of CLIL and non-CLIL students (De Smet et al., 2018). The results of this research revealed that students involved in CLIL programmes reported less negative emotions than non-CLIL students. Hence, the study proved that CLIL has beneficial effects on anxiety. However, it should be taken into consideration that emotions may vary according to the educational context, the language as well as the level of education (De Smet et al., 2018).

Going back to the choice of topics, according to Menegale (2009), the teachers should carefully reflect on which topic is the most suitable for the characteristics of their students, which materials are most appropriate, and how many lessons are needed. Regarding the time to be spent, it is important to specify that it is not mandatory for all lessons to be taught jointly; some lessons could be taught solely by the subject teacher, and vice versa. Therefore, teachers should not only agree on the duration of the programme, but also on how to divide teaching hours when working individually.

1.4.4 Definition of the learning objectives

The definition of the learning objectives should primarily start from the disciplinary ones, as the main focus in CLIL is content, and only subsequently derive the linguistic objectives, including cross-curricular ones related to study skills. In CLIL programmes, learning objectives are often difficult to define as, in the majority of cases, the class is very heterogeneous in terms of prior knowledge of both the target language and the content. According to Menegale (2009), what is clear is that the usage of the foreign language must not represent an obstacle but should constitute an opportunity for growth. Moreover, the learning objectives should be coherent with those already defined in the school curriculum. Finally, as students differ a lot in terms of learning strategies, cognitive styles and multiple intelligences, it is necessary to plan differentiated learning pathways by establishing different learning thresholds tailored to learners' characteristics.

1.4.5 Materials

The materials are usually chosen by the subject teacher. According to Menegale (2009), in this initial phase, materials are searched in the first language. Then, the language teacher, together with the subject teacher, looks for the corresponding materials in the target language and adapts them according to students' level of linguistic competence.

Teachers should employ facilitation strategies in order to make the materials more comprehensible. Some strategies include the usage of images, tables and maps as well as highlighting key elements through bold text and colors.

1.4.6 Planning of the co-presence

Regarding the planning of the co-presence, the teachers can choose among various models according to the roles they intend to assume, the type of lesson they want to propose (e.g., a cooperative lesson), and the activities to be carried out.

Two examples of models from Goetz (2000, cited in Menegale 2009) that are relevant for the purposes of this thesis are:

1. Classic: both teachers have the role of teaching disciplinary content to the class. They may choose whether conducting their lessons in the traditional way (frontal teaching), or to actively involve the students;
2. Collaborative: teachers interact constantly with each other and with the students, creating opportunities for discussion and exchange of ideas, thus promoting active

participation. This model is commonly considered the most consistent with CLIL principles.

Teachers should carefully choose one or more models that best fit the features of the course. Indeed, it is also possible to choose different models for different phases of the module.

1.4.7 Evaluation

Since the entire CLIL programme is planned and organised through the cooperation of two teachers, it is even more important that the evaluation is designed collaboratively.

First of all, according to Menegale (2009) the teachers should decide whether to monitor the students in itinere or/and at the end of the module, as well as determine the methods of assessment (oral, written, etc.).

Then, they should decide whether to use a single assessment grid that includes both content and linguistic parameters or two separate grids.

It is important to highlight that the presence of assessable items from both content and language implies that the weight assigned to linguistic errors must be clearly defined. This decision should be based on the pre-established learning objectives, the general goals outlined in the curriculum, the teaching methods employed, and the proportion of foreign language and mother tongue used during the course (Serragiotto, 2006).

In addition it would be important for teachers to collect students' feedback on the experience. In this way, teachers can improve their work for future experiences.

CHAPTER 2 - Eco-CLIL: An ecological perspective on CLIL

The ecological perspective applied to CLIL, referred to as eco-CLIL, conceptualises teaching and learning as dynamic processes embedded within complex and interrelated systems rather than as isolated instructional events. Drawing on ecological theories of education and language learning, this approach emphasises the role of context, interaction and multiple environmental layers, ranging from classroom practices to broader sociocultural and policy frameworks, in shaping learning outcomes.

In order to fully comprehend the characteristics of eco-CLIL practices, this second chapter will start with a detailed description of Place-Based Education (paragraph 2.1). Then, ecopedagogy and its applications in the classroom will be discussed (paragraph 2.2). These two paragraphs serve to better understand the theoretical basis needed for the present study.

Finally, the EcoStories EU project together with the personal experience of the researcher about this project will be presented (paragraph 2.3).

Eco-CLIL is founded on the convergence of CLIL research, sociocultural theory and ecological approaches to learning. In particular, Coyle (2018) advanced an ecological perspective on CLIL, highlighting the complexity of contextual factors and their influence on teaching and learning processes. Similarly, Moate (2010) emphasised the socially mediated nature of learning within CLIL environments. More recent scholars extended this perspective by incorporating environmental and ecological citizenship dimensions (e.g., Imamyartha et al., 2026), thus framing CLIL as a dynamic, multilayered system in which interaction, context and socio-institutional structures co-construct learning processes. Moreover, the EcoStories CLIL Training programme, an Erasmus+ European research project, aims to put into practice the ecological perspective applied to the CLIL approach; further and more detailed information about this project will be presented in paragraph 2.3 of this chapter.

2.1 Place Based Education (PBE)

Place-Based Education (PBE) offers a productive pedagogical lens through which eco-CLIL can be meaningfully conceptualised and enacted. By grounding learning in local contexts, communities and environmental realities, PBE aligns with the ecological orientation of eco-CLIL, which views learning as situated within dynamic, interrelated systems. Both approaches emphasise the importance of context, experiential learning and the interplay between individuals and their environments, thereby fostering deeper engagement and

relevance. Moreover, as its focus is being part of a community and operating actively to manage problems, PBE very often includes environmental discourses on massive contemporary global issues, which are the main focus of the CLIL approach. Considering that, it can be said that PBE and CLIL merge with each other, thus the importance of mentioning this pedagogical approach in the present thesis.

Indeed, PBE refers to all pedagogical practices that prioritise experiential, community-based as well as contextual and ecological learning aimed at cultivating greater connectivity to local contexts, cultures and environments (Gruenewald, 2003a; Smith, 2002; Sobel, 2004; Orr, 2013). Such a definition describes precisely the principles presented in chapter 1, that are at the very basis of the CLIL approach. It has also been defined as a pedagogical approach that emphasises the connection between learning processes and the physical places in which teachers and students are immersed. It incorporates the meanings and the experiences of place in teaching and learning, which can extend beyond the walls of the school (Yemini et al., 2025). In light of these two definitions, it is clear that PBE prioritises active learning modalities in order to create a stronger attachment to local communities and contexts, while allowing students to become proactive investigators of multiple environments: cultural, ecological, social, political and economic, in which they both learn and live (Nichols et al., 2016). Moreover, according to some scholars such as Bowers (2008), Gruenewald (2003b), Schild (2016), Smith & Sobel (2010), by focusing on experiential, community-based and contextual learning, PBE educates students to a sense of civic identity; such an involvement is the result of the creation of connections with the learners' community and the application of the principle of taking decisions for the common good over the individual. The focus on the community environment is the heart of this approach; indeed, PBE attempts to rebuild strong connections between the school and the community within which the school operates (Jennings et al., 2005; Sala, 2007). Consequently, students engaged with place-based education are encouraged to embrace citizenship, which means being able to identify and act on issues in their local areas (Smith & Sobel, 2010).

Regarding the dimensions that concern PBE, analysis should start by focusing on the term *place*, which seems to be the core of the PBE practices. Indeed, its meaning goes beyond a mere geographical connotation to provide politically, socially and ethically engaged perspectives on teaching and learning (Israel, 2012). Regarding these multiple perspectives, Ardoin et al. (2012) proposed a framework consisting of four dimensions of PBE:

1. The biophysical dimension, which refers to the basic physical context of place;

2. The psychological dimension, which refers to the unique experience of each individual within the physical place;
3. The socio-cultural dimension, which refers to the idea of the individual as part of a specific society and culture that develops and maintains a relationship with a place;
4. The political-economic dimension, which refers to the political and economic processes that shape a place and people's attitude to it.

In addition to these components, a more recent framework was developed by Granit-Dgani (2021), who proposed other four dimensions of PBE:

1. The dimension of learning in place, which refers to the transfer of learning and teaching from the classroom to an open space;
2. The dimension of study of the place, which refers to the study of the environment and the processes that occur while staying in that particular place;
3. The dimension of learning from the place, which refers to the specific educational role that the components of an environment have for learners and educators;
4. The dimension of learning for the sake of the place, which refers to the efforts to champion change in a place based on the previous three dimensions.

Finally, Smith (2002) mentioned five specific characteristics of PBE pedagogy. First, the focus of learning in a specific place is intrinsically linked to a specific problem of that environment, through which students have the opportunity to acquire wider fields of knowledge. Second, in traditional classrooms, students acquire knowledge passively, whereas in PBE models students become creators of knowledge. Third, there is a significant change in the role of the teacher, from the traditional teacher-centred model in which the teacher leads the content and how to approach that content, to guidance and forms of autodidactic learning, in which the contents of learning are determined by the students themselves. Regarding this, Wattchow & Brown (2011) defined the teacher as a translator, storyteller and mediator between the students and the place. Fourth, the choice of the material being studied is influenced by the interests and questions of the learners themselves. Lastly, PBE's most important aim is to break the boundaries between the classroom and the community, thus allowing the community members to actively participate in classroom activities and students in turn to take an active role in the community.

In conclusion, the three perspectives on Place-Based Education proposed by Ardoin et al. (2012), Granit-Dgani (2021) and Smith (2002) shared a common emphasis on the centrality

of place as a dynamic and multifaceted context for learning, yet they differ in focus and application. Ardoin et al. (2012) provided a conceptual and analytical framework, highlighting the interconnected dimensions that shape human relationships with place. Similarly, Granit-Dgani (2021) expanded this multidimensional understanding but shifted toward a more pedagogical and process-oriented model, thus integrating both experience and action. In contrast, Smith (2002) offered a more practice-oriented perspective, focusing on the transformative implications of PBE for teaching and learning processes.

2.2 Ecopedagogy and its application in the classroom

Humankind possesses an inherent need to affiliate with nature; this need is called biophilia (Wilson, 1986). Such an innate relationship is functional to human health, fitness and wellbeing and it is critically important during the formative years of childhood (Gray & Martin, 2012; Louv, 2008). The increasing disconnection of young people from nature constitutes a worrying trend within contemporary society. In this context, education should represent an important resource to address the complex social and ecological challenges which are collateral effects of the globalised world in which we live.

Although it is clear that education has a significant role in promoting deep individual and social transformations for a sustainable culture, most educational institutions offer experiences that seem to ignore those aspects that could promote a change of perception and mentality. In light of this, school systems require a radical change of the educational vision, or as proposed by Gadotti (2010: 205), ‘the need of an ecopedagogy, namely a pedagogy appropriate to education practices based on sustainability’. Today, efforts are underway to deconstruct the continuum of environmental violence and to develop transformative actions that students can take to achieve sustainability at all levels, from local to global. These educational efforts converge in the ecopedagogies, which can be generically defined as: “educational moves towards a ‘connect’ with the natural world through ecological ways of experiencing, thinking and knowing” (Birrell & Gray, 2013).

It is important to clarify that the singular and plural forms of the term ecopedagogy have slightly different connotations. Indeed, the singular form refers to the broader critical pedagogical framework grounded in ecological consciousness and sustainability, whereas the plural form emphasises the multiplicity of educational practices and context-dependent interpretations developed within this field.

The term itself, ecopedagogy, was coined in 1997 by Gutiérrez and Prado in their book “Ecopedagogy and Planetary Civilization” in which they also offered a theoretical

framework. A comprehensive definition of ecopedagogy is given by Antunes and Gadotti (2005):

“Ecopedagogy is not just another pedagogy among many other pedagogies. It not only has meaning as an alternative global project concerned with nature preservation (Natural Ecology) and the impact made by human societies on the natural environment (Social Ecology), but also as a new model for sustainable civilization from the ecological point of view (Integral Ecology), which implies making changes on economic, social and cultural structures. Therefore, it is connected to a utopian project—one to change current human, social, and environmental relationships.”(Antunes & Gadotti, 2005, p. 136)

Regarding its historical development, ecopedagogy has its foundations in the Latin American contexts, specifically in preparation for the Earth Summit in Brazil in 1992 and on the occasion of the drafting of the Earth Charter in 2000. In this period, the need for a permanent and open dialogue on the pedagogy for sustainability had arisen. One of the major contributions for its birth and development is the research conducted by Gutiérrez and the Latin American Institute of Communications Pedagogy in Costa Rica, 1994; indeed, as Gadotti (2010, p.205) pointed out, ‘that study already speaks of a holistic vision, of the dynamic balance of human being and the category of sustainability, which are essential presuppositions of ecopedagogy’. The movement had a significant momentum in 1999 during the First International Earth Charter Conference from the Standpoint of Education, held in Sao Paulo, organised by the Paulo Freire Institute and supported by the Earth Council and UNESCO. The result of this conference was the realisation of a theoretical pedagogy document, which is called The Ecopedagogy Charter: In defense of an Earth Pedagogy. The next step was the First International Forum on Ecopedagogy, held at the Faculty of Psychology and Educational Sciences of the University of Porto, Portugal in 2000.

The founding theorists of the pedagogy of the earth promoted the perception of life as a process of search for meaning, ‘a process of self-construction’ (Gutiérrez, 2010: 225) that inquired into the meaning of things out of everyday life. Drawing on Freire’s critical pedagogy and Morin’s complex thinking, ecopedagogical theories are rooted in the will to develop an ecological consciousness for the construction of a sustainable culture. The concepts at the basis of this movement are organicity, interconnectivity, biosensibility, ethics of compassion and care as well as global citizenship (Norat et al., 2016). Hence, as ecopedagogy is oriented to promote transformational processes, scholars perceive

ecopedagogy from an ongoing critical dialogue that responds to the particular needs of their social, political and temporal contexts (Kahn, 2010).

Indeed, ecopedagogy also enhances all the dimensions of the human being: the rational, the intuitive and the imaginative, aimed at developing the perception and construction–deconstruction of the world; its intrinsic nature suggests a radical transformation of the mechanistic world view that most societies share, particularly Western ones (Norat et al., 2016).

This emerging pedagogy presents itself as a new form of solidarity-based pedagogy that empowers citizens to foster a culture of sustainability, one that values harmonious coexistence among humans and the other species that together constitute the planet's community of life. Although the pedagogy of the earth is usually focused on contexts and learning experiences that are outside the traditional classrooms, there is evidence of successful practices conducted in schools in which there has been an integration of 'a sustainable vision of education' (Gadotti, 2002: 160), a 'sustainable education' (Sterling, 2011: 21) or an 'ecoeducation' (Clark, 1997: 73). Indeed, the ecopedagogical view is a meta-disciplinary, systemic, interactive and evolutionary one, in which each learner develops a critical self-awareness of his culture (Pérez & Llorente, 2006).

According to the holistic view promoted by the principles of ecopedagogy, the school curricula are reoriented to enhance the holistic development of the learner. Thus, the innovation represented by this form of education is that it goes beyond the mere accumulation of knowledge; indeed, it recognises all the complexity that characterises the human being as well as its multiple dimensions and relations, thus '(...) recognizing that education is a complex political and historical social practice' (Medero et al., 2008: 117). Integrating the principles of ecopedagogy in schools involves important structural changes in all aspects of the curriculum from the educational vision, the content, the methodologies, the school organisation to culture. As a consequence, school systems should open to the community in an effort to encourage a contextualised educational experience and a connection with social life. In practice, ecopedagogical programmes are not spaces where to discuss any topic; rather the teachers should bring out from the learners topics that are meaningful for them and for the community they belong to; moreover, to do so they should facilitate the dialogue among the students' diversity of understandings and experiences toward diverse understandings of the environmental topics. Educational spaces such as classes tend to be very heterogeneous in terms of cultural backgrounds and life experiences and are characterised by multiple perspectives as well as opinions and beliefs. Considering this, it is fundamental that educators

as well as students are fully aware of the conflict that almost certainly could emerge and thus, both of them should know how to handle it in a respectful manner.

To conclude, ecopedagogies might be conceived as utopian education models which have the goal of ending all socio-environmental injustices and violence (Misiaszek, 2020). For this purpose, ecopedagogues as well as teachers should make efforts in order to “(...) facilitate authentic, horizontal dialogue to deconstruct the politics of development’s normative framings to better understand who benefits and who suffers from actions for achieving ‘development’ goals” (Misiaszek, 2020).

2.3 Ecopedagogy and CLIL approach: the EcoStories EU project

The state of the art regarding ecopedagogy applied to the CLIL approach is very limited, almost absent, as this field is still very new and unexplored. Indeed, the term itself, eco-CLIL does not refer to a specific standardised programme, but it could be defined as an innovative way of conceiving education in which the CLIL approach is deeply merged with the ecopedagogical framework. Their integration results in a complex approach in which disciplinary subjects are taught in a foreign language with a major focus on themes related to ecology, sustainability as well as environmental and social justice, with the overall aim to raise awareness of ecological issues and engender a behavioural change. A very recent and unique example of the application of this new approach, is the Erasmus+ Ecostories CLIL Training programme whose principles and features can be considered as a valid framework. The entire thesis, indeed, draws on the personal experience of the author with this course, which is promoted by the European Union in collaboration with various European universities, including Ca’ Foscari University of Venice, whose participants were pre-service teachers, teachers in service and university students. As one of the course participants, the researcher had the opportunity to experience this emerging pedagogical approach and further develop her knowledge of CLIL within an eco-critical setting.

The project pursues a triple objective:

1. Language learning: enhancing proficiency in the foreign language through its practical use;
2. Disciplinary learning: developing knowledge about the disciplinary content;
3. Environmental education: raising students’ awareness of topics of global interests such as climate change, biodiversity as well as social issues through the use of authentic materials in the target language related to the disciplinary content.

In the following paragraphs, a detailed description of the programme as well as the personal experience of the author will be given.

2.3.1 Erasmus + EcoStories: objectives, implementation and expected results

The Erasmus + EcoStories project has one main objective, which is the achievement of the development of an Eco-Storytelling digital toolbox aimed at enforcing a critical and ecological pedagogy in the classroom of English as a foreign language. Among the main activities within the EcoStories project, the partnering universities offered a training course aimed at in-service English teachers and pre-service student teachers, which the author took part in as a student teacher.

The training course is designed to promote participants' development of climate, digital and foreign language literacy skills; through the improvement of these skills students are stimulated to cultivate the ability to imagine a greener and climate-just future¹.

The course implements activities based on the principles of Eco-Storytelling with the engagement of literary and museum resources as well as their analysis by using the CLIL approach, thus creating a connection between formal and non-formal education. In order to clearly understand this interconnection, two definitions of formal and non-formal education are given. Indeed, according to UNESCO and the Council of Europe, while “formal education is education that is institutionalised, intentional and planned through public organisations and recognised private bodies and, in their totality, constitute the formal education system of a country.” (UNESCO, 2011), “non-formal education refers to any deliberate, voluntary and planned programme of personal and social education that aims to convey and practise values, and develop a wide range of skills and competences, outside the formal education curriculum.” (Council of Europe, 2023).

The project also offers theoretical and practical knowledge about art-based practices, such as creative writing, as well as digital storytelling activities which help teachers foster learners' multiliteracy skills in English.

The project's major result is the realisation of a digital Eco-Storytelling toolbox consisting of:

1. A competence framework, both static and interactive, on critical ecological pedagogy for the English lessons,
2. Teacher training resources for pre- and in-service English teachers;

¹<https://ecostories.org/>

3. 6 eco-CLIL units for English learners that have a B1+ level of competence,
4. An online training programme for Eco-Storytelling;
5. 3 editions of a MOOC course.

The Eco-Storytelling toolbox is designed for the teaching and learning of English as a second language (ESL) or English as a foreign language (EFL) and aims to stimulate learners' imagination in envisioning a climate-just and low-carbon future, while simultaneously fostering both teachers' and students' digital skills and competences within the context of English language education.

One of the major focuses is climate change, along with other forms of environmental degradation, which makes sustainability one of the most pressing issues of contemporary times. According to the project, it is therefore imperative that school education addresses this issue by cultivating new cross-disciplinary competences that empower learners to contribute to a climate-just future. For English language teachers in EFL and ESL contexts, this entails fulfilling the dual responsibility of “facilitating student enjoyment of and expertise in their languages, and at the same time engaging students in fulfilling their responsibility as citizens of their home country and the world” (Maley 2022, 346).

Additionally, the EcoStories toolbox seeks to support English teachers in this endeavor by developing a competence framework, producing educational materials and providing digital training. All these components are grounded in the integration of English, climate and digital literacies. The toolbox incorporates digital methodologies, particularly digital storytelling, through the use of open-source participatory platforms that encourage the creation of narratives inspired by students' engagement with museum resources and sites, integrated with climate fiction. A central focus of the project is addressing the specific interconnections between digitalisation and climate change, enabling students to better understand the twin transitions, digital and green, currently being addressed by the European Union. The project builds upon the competences of Education for Sustainable Development (ESD), which aims to give “learners of all ages the knowledge, skills, values and agency to address interconnected global challenges, including climate change, loss of biodiversity, unsustainable use of resources, and inequality” (UNESCO, 2024).

The project embraces those pedagogical approaches associated with ESD that promote a shift toward active, participatory and experiential learning methods in order to address issues related to climate change and digital transformation; these approaches underpin the objectives of this project. ESD is also closely aligned with the Sustainable Development Goals (SDGs)

and is regarded as a key strategy for achieving quality education, which is essential for the attainment of the SDGs. Furthermore, the project integrates the two priorities, climate change and digital transformation, into its design, objectives and expected outcomes.

Finally, EcoStories promotes a comprehensive approach to language teaching and learning as a specific priority, supporting both the use of new technologies for language education and the development of CLIL teaching competences and educational resources.

2.3.2 EcoStories CLIL Training: researcher's personal experience

Within the context of the Erasmus + EcoStories project, the researcher attended the EcoStories CLIL Training programme from March to June 2025. The calendar consisted of synchronous webinars as well as asynchronous activities to share on the discussion forum of the Moodle page of the course. The course was divided into 4 modules led by various experts, as follows: Module 1: Introduction to Environmental Humanities and Ecopedagogy; Module 2: CLIL Methodology; Module 3: Digital Eco-Storytelling; Module 4: Design of an eco-CLIL unit.

1. The focus of the first module was the presentation of environmental humanities and the explanation of ecopedagogy. Attention was also given to the teaching practices that could be applied when talking about utopian and dystopian stories; literary reading tools were also offered;
2. In the second module, the main topic was the CLIL methodology; in particular, the focus was on the exploration of the key aspects of CLIL, the need for collaboration for the realisation of a successful unit and the analysis of an eco-CLIL unit using a specific evaluation checklist;
3. The third module was about digital storytelling and its theoretical framework; then, the “eco” dimension that could be applied to the realisation of a digital storytelling was explained and tools to create a digital eco-story were provided; as a task, participants were asked to create an eco-digital storytelling on topics close to their hearts;
4. The fourth module was fully dedicated to the realisation of a CLIL unit with a focus on ecological topics. A mandatory requisite was to include a visit to a museum or an out-of-school site as well as pre- and post- activities to complete the unit. Participants were asked to collaborate in small groups and were encouraged to include in their project a piece of literature. The outcome was conceived as a digital story.

In conclusion, the EcoStories CLIL Training programme proved to be profoundly enriching from a theoretical perspective, owing to the high-quality input provided by the experts. Particularly valuable was the focus on innovative theories, approaches and methodologies closely connected to the field of ecopedagogy, to be applied within pedagogy as well as disciplinary and language education. At the same time, the course represented a valuable opportunity for cultural exchange and productive collaboration among participants from different countries. The most significant aspect was the emphasis on actively engaging participants in applying the newly acquired theoretical knowledge. The strength of the programme lay precisely in enabling participants, future teachers, to experience first-hand a learning pathway grounded in the same principles and values that were conveyed throughout the course, from the development of eco-digital storytelling to the design of CLIL units.

2.3.4 Author's eco-CLIL unit

In this paragraph the eco-CLIL unit created in collaboration with one of the author's university colleagues within the Erasmus+ EcoStories CLIL Training programme, will be presented in order to provide an example of how to structure a CLIL unit with a focus on environmental issues. As mentioned in the previous paragraph, the final Unit must focus on a topic related to ecological matters, incorporate an out-of-class trip , include pre- and post-activities, a literary source and the design of a digital story as a task.

The project, entitled "Mission Green Planet", was about the relationship between nature, humans and technologies, ecosystems and biodiversity, climate change and modern technology. Several literary and digital resources were included in the activities:

1. The graphic novel: "Il limite del mondo" by Barbara Borlini and Francesco Memo;
2. The video by Eden Project: The greenhouse effect²;
3. The website for the creation of the infographic: StoryboardThat³;
4. The website for the realisation of graphic novel: MediBang Paint⁴;
5. The official school app: Google Classroom;
6. App used for the flipped classroom: Canva⁵.

²<https://www.edenproject.com/video-explaining-climate-change>

³<https://www.storyboardthat.com/it>

⁴<https://medibangpaint.com/en/>

⁵<https://www.canva.com/>

The module was designed for a class of 24 students aged 17/18 years old, belonging to the fourth year of High Secondary School, Liceo Linguistico, with a B2 language level according to the CEFR.

Expected outcomes of the unit were clearly defined as follows:

1. Content learning outcomes: students, at the end of the unit, were expected to understand and explain the impact of human activities on nature and climate; analyse and interpret both scientific data and literary texts concerning environmental issues; design a short graphic novel that creatively conveys an environmental message using the given tools and storytelling techniques;
2. Language learning outcomes: students were expected to provide explanations about and discuss their personal opinions using the corresponding adequate structures in order to express agreement and disagreement, give advice using modals, formulate hypotheses with conditionals and express concepts in both active and passive voices. They were also expected to describe scientific phenomena and environmental issues, write argumentative essays following their specific patterns and translate key passages from Italian to English. Regarding vocabulary, students were asked to know how to master vocabulary belonging to physics, chemistry and modern technologies micro language; vocabulary related to specific environmental issues; specific vocabulary of literary genres. The language level of proficiency expected at the end of the unit was the B2 level according to the CEFR;
3. Transversal learning outcomes: students were expected to think critically about sensitive topics as well as be more aware of the impact of their own lifestyles on the environment. They were asked to be able to actively collaborate in group activities by employing communicative skills such as active listening, respect for turns of speech, suspension of judgement as well as cultural and intercultural mediation. Tools were provided to them in order to become aware of the existence of cultures that live in deep connection with nature and have a profound respect for it, such as Buddhism.

In the following, a general overview of the unit is presented. First of all, it should be specified that the unit included learning activities that are not normally key features of the CLIL methodology. Indeed, the authors of the unit decided to integrate 3 translation workshops within the CLIL module as we considered it essential that the unit was consistent with the curriculum of the Liceo Linguistico, which explicitly provides for translation. Moreover, as a starting point the English teacher was asked to conduct 3 lessons of micro-language as the

topics to be covered were specific and required technical terminology. In this way, the unit not only responded to the disciplinary objectives of the subject, but also allowed for maintaining consistency with the planned educational path. At the same time, it enhanced language skills through an integrated approach.

The module consisted of 17 hours divided into pre-visit activities, a visit to a museum and post-visit activities:

1. The first phase was articulated in pre-visit activities as follows:
 - English Language lessons of micro language (3 hours): the very first hour was dedicated to the learning of vocabulary related to physics (physics phenomena, physical quantities, units of measurement, measurement instruments); the second lesson focused on chemistry vocabulary (chemicals, laboratory equipment); the third lesson was on vocabulary related to modern technologies (renewable and non-renewable energy, digital devices, AI);
 - Italian Language and Literature Flipped lesson (15 minutes): in this brief online class, the teacher presented the graphic novel “Il limite del mondo” providing a book report, some historical references to the genre and its main formal features. The lesson included some brief activities to do while watching the video. As extra homework, the students were asked to start reading the graphic novel on their own in Italian;
 - Italian Language and Literature lesson (1 hour): the class reflected on the activities required during the flipped lesson; students, together with the teacher, analysed some meaningful passages of the text (note that the lesson was in English but there was constant switching to Italian while reading the text);
 - English Language lessons (2 hours): with the support of the English teacher, the class was involved in a translation workshop in which students translated in English selected passages of the graphic novel that were meaningful concerning environmental issues;
 - Science lesson (1 hour): the main focus of the lesson was the impact of humanity on nature, students debated on climate change and climate crisis, their causes and consequences, giving possible solutions. The students were asked to prepare an infographic in small groups.
2. The out of class activity was the visit to “Immaginario scientifico - museo della scienza Trieste” (4.45 hours), in which students were involved in many theoretical

and practical activities, such as a guided tour of the museum, laboratories and discussion games.

3. The last phase of the module was divided into various post- visit activities, as follows:
 - Science lesson (1 hour): the class reflected on the experience at the museum starting from the poster they made in the final activity of the trip. Then, divided into small groups, students were asked to find interconnections between the topics discussed in the museum's workshops and the themes tackled in the graphic novel they had read;
 - Italian Language and Literature lessons (2 hours): the teacher focused the lessons on how to write and design a graphic novel; further examples of the genre were given to take inspiration from. Indeed, students were asked to create a digital graphic novel and they started brainstorming and designing it during this lesson. In the following lesson, students had the opportunity to develop their work under the supervision of the teacher, who guided them into the process and gave them advice. The task was completed autonomously at home;
 - Science lesson (1 hour): the lesson focused on cultures that are deeply connected to nature and that profoundly respect it. The teachers invited a guest who embraces this way of living (a relative of a student or an external person);
 - Science lesson (1 hour): the last lesson was dedicated to the presentation of the 6 infographics and the voting of the winner. The most voted infographic was to be put on the official website of the school in the section dedicated to sustainability and environmental awareness.

Finally, regarding the assessment, the evaluation consisted of:

- Ongoing evaluation by the teachers through observation and evaluation grids of how students act and improve during the course;
- Ongoing evaluation by the students through evaluation grids about the activities suggested by the teachers;
- Ongoing self-evaluation through self-evaluation grids to be kept in a personal portfolio;
- Final assessment, which consists of 2 tasks:
 1. An argumentative essay in which students were asked to talk about a topic related to environmental issues, providing scientific proofs as support of their

argumentation (examples of topics could be: “is vegetarianism an ethical and sustainable choice or just a trend?” “Renewable sources: sustainable solutions or just expensive and disfiguring aliens?”);

2. Creation of a digital graphic novel: students were asked to design a digital graphic novel of a topic of their choice related to the environment (a future dystopia or utopia, a post-apocalyptic future, etc.) using digital tools. The story should include both written parts and images. They were asked to employ MediBang Paint as well as AI tools in order to generate images suitable for their story.

In conclusion, “Mission Green Planet” eco-CLIL unit exemplifies a comprehensive and interdisciplinary didactic module in which language and content are harmoniously integrated, effectively combining environmental education with the development of advanced linguistic competences. Through a carefully structured sequence of pre-, during-, and post-visit activities, the module fosters not only subject-specific knowledge and B2-level language proficiency, but also critical thinking, collaboration and environmental awareness. The inclusion of diverse methodologies, such as flipped classroom practices, translation workshops and digital storytelling, ensures coherence with the Liceo Linguistico curriculum while enriching the learning experience. Ultimately, the unit demonstrates how CLIL can be innovatively adapted to address contemporary global challenges, promoting both academic achievement and responsible citizenship.

CHAPTER 3 - Case study: Internship experience in Graz

The third chapter will present the study the author conducted in Austria. Indeed, paragraph 3.1 will be about how CLIL practices are regulated by the Austrian educational legislation. Then, the second paragraph will be dedicated to the research aims and questions. To follow, paragraph 3.3 will present the participants of the study while the next paragraph (3.4) will be devoted to the explanation of the course planning. The final two paragraphs (3.6; 3.7) will be focused on the instruments used for the data collection and the corresponding results.

The core topic of the present thesis is the investigation the researcher conducted in Austria, specifically in the Land of Styria. The opportunity to do this study arose within the framework of a project promoted by the European Erasmus+ programme, which required the involvement of English language experts willing to support the learning and use of English as a lingua franca in vocational schools specialising in agricultural education in the Austrian region of Styria. Three universities participated in the project: Ca' Foscari University of Venice, University of Málaga and a Slovenian university. Consequently, the four language experts involved came from diverse backgrounds: two were Spanish, one Slovenian, and the author was the Italian expert.

In order to better understand the context in which the researcher operated, a brief overview of the characteristics of the territory is needed. Indeed, Styria, often referred to as the “Green heart of Austria” is characterised by a predominantly rural landscape in which forests, meadows, pastures, orchards and vineyards occupy a substantial share of land use, underpinning a diversified agricultural economy⁶. The region’s agriculture is shaped by its varied topography, from Alpine pastures in the north to fertile hilly zones in the south, supporting mixed farming systems that include livestock breeding, dairy production, horticulture and specialised crops such as pumpkins for protected-origin seed oil and viticulture⁷. This combination of small-scale farming traditions, long-established orchards and region-specific products reflects a strongly embedded rural culture, in which agricultural practices are closely adapted to local ecological conditions and contribute significantly to regional identity. In this context, the author investigated the application of CLIL methodology through an ecological lens in high secondary agricultural education. The study is centred on one week teaching experience carried out in Fachschule Naas (FS Naas), a vocational school in a small town in the surrounding area of Graz. During the internship, the researcher spent

⁶https://alps-adriatic-alliance.org/styria/?utm_source

⁷ https://steiermark.wine/en/styria-the-green-heart-of-austria/?utm_source

32 hours in one class, acting as an English language expert together with her colleague coming from Slovenia.

The primary goal of the project was to promote English as lingua franca within a content-based context; consequently, the lessons as well as the activities were designed according to CLIL principles with a focus on subject-specific content related to nutrition and sustainability. Moreover, great consideration was given to the ecological dimension of learning, focusing on contextualised, authentic and meaningful learning processes.

As the author had the chance to participate in the lessons firsthand, data were collected through direct observation. In the following paragraphs an accurate description of the curriculum of the sample class will be given with a major focus on the teaching and learning of English; then, the research questions will be presented; to follow, the participants involved, the planning of the week, the instrument for data collection, the data analysis procedures as well as the results of the investigation will be provided.

3.1 CLIL in Austrian schools: the case of FS Naas

FS Naas is a vocational public school consisting of three years of attendance.⁸ The school is focused on teaching about agriculture and food industry. According to the school teachers, the quality of the courses should guarantee a well-founded practical training and a comprehensive general education. The requirement to be accepted to the school is the successful completion of the 8 years of previous studies, which means 4 years of primary education, generally between the ages of 6 and 10 and 4 years of lower secondary education generally between the ages of 10 and 14. The graduates acquire the qualification as skilled workers for rural business and household management. In the third year a 3-month internship is therefore mandatory, in order to complete the practical skills acquired during the classes. With the completion of this school career, the students also acquire the authorisation to shorten the apprenticeship period, which would otherwise be scheduled for the following years, to the extent of 1 to 1.5 years.

The school day lasts 8 hours, from 8.10 a.m to 4 p.m., from Monday to Friday. According to the teachers of the school, such an organisation provides a community and environment in which students grow up to become self-confident, responsible as well as active people.

⁸ <https://www.fachschulen.steiermark.at/cms/ziel/103611570/DE/>

The school's primary goal is giving the students the chance to experience independent learning and acting, depending on strengths, interests and career objectives in a personalised and ecological learning environment.

Regarding the implementation of the CLIL approach, in general, in Austrian institutions such as the Höhere Land- und Forstwirtschaftliche Schulen (higher schools of agriculture and forestry) and the Fachschulen für Landwirtschaft (agricultural vocational schools), CLIL has been progressively integrated as an official teaching approach.

Indeed, in the RIS – Austrian Federal Legal Information System there is a specific paragraph dedicated to the implementation of the CLIL approach in Austrian schools:

“Provisions regarding integrated foreign language learning (Content and Language Integrated Learning – CLIL):

As a foreign-language focus, up to 36 teaching hours per class may be delivered in English from the second year onwards in individual compulsory subjects (preferably in compulsory theoretical vocational subjects, but also in general education and practical vocational compulsory subjects, with the exception of the compulsory subjects Religion, German and Communication, and English), in coordination with the compulsory subject English. The determination of the compulsory subjects concerned and the number of teaching hours allocated to the individual subjects and year groups shall be established through school-autonomous curriculum provisions. This shall not affect the possibility of designating a living foreign language as the language of instruction in accordance with Section 16(3) of the School Education Act (Schulunterrichtsgesetz).” (Bundeskanzleramt Österreich, n.d.).

As it can be detected from this extract, in some Austrian educational programmes, CLIL is even part of the curriculum, with English being used as a medium of instruction for selected technical and vocational subjects (e.g. agriculture, home economics and food sciences); this is the case, for instance, of the HLFS Ursprung in Salzburg, which is one of the main high secondary agricultural schools in Austria and serves as a key reference centre for agricultural education in the country.

Regarding specifically FS Naas, there is no explicit indication of a fully structured CLIL programme comparable to those that can be found in larger agricultural upper secondary schools. Indeed, the absence of a well defined CLIL programme is, among others, one of the main reasons why the Erasmus+ project chose to address its efforts in these smaller educational contexts, in order to implement innovative learning practices that could improve students' language proficiency.

3.1.1 Organisation of the curriculum

In order to better contextualise the CLIL planning that the author and her colleague provided to the students, a brief overview of the curriculum of the class the experts worked with, is given.

Regarding first year students, the school's lesson plan of the week offers a balanced educational programme that combines theoretical subjects with practical and vocational training. Students spend a total amount of 8 hours per week studying core subjects such as English, German, Mathematics and Business Management and Accounting; the class spends two hours per week on each of these subjects. A significant part of the curriculum, amounting to 20 hours, is dedicated to hands-on activities including Creative Design, Cooking, Gardening, Product Processing and Direct Marketing as well as Housekeeping and Services. The programme is further enriched by additional lessons in Politics and Religion, to which two hours a week are dedicated.

3.1.2 English teaching and learning

Regarding the learning of English as a foreign language, the weekly lesson plan includes only two hours dedicated to this subject. "Best Shots for Vocational Schools" written by Gottinger, Pargfrieder and Tscherne and published by Verlag Hölder-Pichler-Tempsky, was chosen as the main textbook of the English course. The book provides for the achievement of an A2 up to a B1 level of proficiency according to the CEFR. Moreover, as the textbook is specifically designed for those who attend a vocational practical school, the major focus is on the lexicon related to the fields of expertise of the students. As a consequence, the topics are organised in different units according to the technical vocabulary and terminology, also referred to as micro language. In the case of FS Naas the lexicon needed is related to: cooking and nutrition, gardening, product processing and marketing strategies as well as housekeeping and services. On the other hand, very little space is given to grammar structures, indeed each unit covers at most one single grammar topic. The use of this textbook is only expected for the first year and it consists of 10 units.

It also is necessary to mention that, at the time of the internship, the class had completed only the first unit of the manual and was currently on the second one. This is significantly important because such a situation justified the level of proficiency the students demonstrated during the course. Indeed, their proficiency swung between an A1 to an A2 level, according to the CEFR.

3.2 Research aims and questions

The overall goal of this study was to apply the CLIL approach within an ecopedagogical framework and to analyse how students respond to it, highlighting the benefits and the possible challenges that could emerge while using this approach.

Indeed, the final purpose of this study is triple:

1. First, to examine to what extent the implementation of a CLIL approach with a specific focus on ecological issues can enhance learning outcomes within the context in which the experimentation was conducted;
2. Second, to analyse what impact the use of learning activities perceived as meaningful and closely connected to students' everyday lives and academic pathways has on student engagement and educational effectiveness;
3. Third, to investigate how the adoption of collaborative group work contributed to the overall success and effectiveness of the experimental teaching intervention.

In order to answer these research questions, in the following paragraphs a clear framework of the conditions under which the study was conducted will be given.

3.3 Participants

In this study, the sample class involved formally consisted of 33 students but the average number of students attending the class during the week was approximately 28 per day (27 on the first and last days, 29 on the second, 28 on the third and fourth days).

The students' age was between 14 and 17 years old. Specifically during the week in which the study was conducted, there were: 9 students who were 14; 13 students who were 15; 6 students who were 16 and 2 students who were 17.

There was a predominance of female students; indeed there were 31 females and only 2 males. The class was also quite heterogeneous regarding the cultural and linguistic background. According to the questionnaire that was given to the students on the very first day of the internship, the following distribution was found:

- 23 students whose first language was German;
- 1 student whose first language was Romanian;
- 1 student whose first language was Hungarian;
- 1 student whose first language was Albanian;
- 1 student whose first language was Arabic.

Although these data are not completed as some of the students were absent the first day and so they didn't have the chance to fill the questionnaire, it is evident that at least 12% of the students had a different background from the rest of the class.

Moreover, there were 3 students with special educational needs. The specific diagnosis of these students was not given as the school didn't have a formal certification of the disorders. No precise indication was given regarding specific didactic measures employed for them. However, the school provides 3 assistants who usually help the learners during the lessons. Actually, the students had the opportunity to act alone in the class and if they didn't manage to do the tasks, they were allowed to go out of the classroom and stop participating in the activities.

Taking these factors into consideration, the class appears to be highly heterogeneous which not only had consequences on the relationship among the students but also on their level of language proficiency.

Regarding the teachers involved, no school teachers stayed in the classroom while doing the course; in sporadic occasions the assistants of the students with special educational needs joined the activities to support them; consequently, the only educators that were always present and managed the course were the researcher and her colleague from Slovenia.

3.4 Planning for the teaching week

This research study was conducted by the author during her internship period as a language expert. The detailed schedule of the course is provided in the following table (Table 1):

TIMING	ACTIVITY
8:10 - 9:00	First lesson
9:00 - 9:10	Break
9:10 - 10:00	Second lesson
10:00 - 10:10	Break
10:10 - 11:00	Third lesson
11:00 - 11:10	Break
11:10 - 12:00	Fourth lesson
12:00 - 13:00	Lunch break
13:00 - 13:40	Fifth lesson

13:40 - 14:15	Big break
14:15 - 15:05	Sixth lesson
15:05 - 15:10	Break
15:10 - 16:00	Seventh lesson

Table 1: Schedule of the course

Considering all the breaks, the final amount of hours per day was 7 and they were all dedicated to the English course except for Friday as the school day finishes at 1 p.m., so the time available for that day was only 4 hours. The total amount of hours of the investigation was 32.

The lessons were structured around a sequence of interactive activities aimed at promoting active participation, collaborative learning and the integration of content knowledge with communicative language practices and, at least one activity per day, required the usage of digital devices in order to make the lessons even more dynamic and interactive. Moreover, each student was provided with a paper dossier where to take notes and do the activities (see Appendix B).

The course was divided into themes, which were proposed by the teachers of the school. The table below (Table 2) displays the themes and their organisation within the week:

DAY	THEME
DAY 1 – MONDAY	Food and Health: - Healthy eating habits; - Food groups; - Nutrients.
DAY 2 – TUESDAY	Food and Health: - Healthy and unhealthy lifestyles; - Healthy daily routines; - Sports and nutrition.
DAY 3 – WEDNESDAY	Sport and Teamwork: - Types of sports; - Rules and fair play; - Giving instructions in English; - Active outdoor games; - Team challenges.
DAY 4 – THURSDAY	Environment and Sustainability:

	- Protecting the planet; - Recycling; - Climate awareness; - Sustainable lifestyles.
DAY 5 – FRIDAY	Review of the week: - Language games and quizzes; - Speaking activities; - Group projects; - Reflection sessions and feedback.

Table 2: Programme of the week

The common thread of the whole week was the theme of sustainability which fits perfectly with the principles of ecopedagogy. In addition, connections with the local context of the students were made in order to fulfil the basic principles of Place-Based Education. It is also important to mention that the original planning which was created before the internship was not followed slavishly during the experience as adjustments were made according to the actual time available and, most importantly, the attitudes of the students towards the activities.

At the very beginning of the course the students were provided with questionnaires on motivation for learning English as a foreign language while at the end of the week, during the very last hour, the students completed another questionnaire where they were asked to evaluate the course and reflect on the development of their motivation and the effectiveness in EFL learning.

In the following paragraphs a description of the activities employing group work as well as those focused on ecological themes of each day will be given. While several additional lessons and language-focused activities were implemented throughout the week, only the most relevant activities for the purposes of this study are presented. The planning that will be reported included only the activities that were actually done during the internship. The detailed programme including all the activities can be found in Appendix C.

3.4.1 Day 1 - Food and Health

The first day of the course was dedicated to the themes of food and health. From the beginning of the day, students were engaged in group-based activities designed to promote interaction, cooperation and active participation. Initial brainstorming tasks and collaborative

discussions encouraged learners to share their prior knowledge about healthy eating habits and to negotiate meaning with their peers.

Particularly significant was the lesson on food groups, during which students worked cooperatively to classify different types of food and subsequently created and presented a food pyramid poster (see Picture 1 and Picture 2).



Picture 1: Food pyramid 1



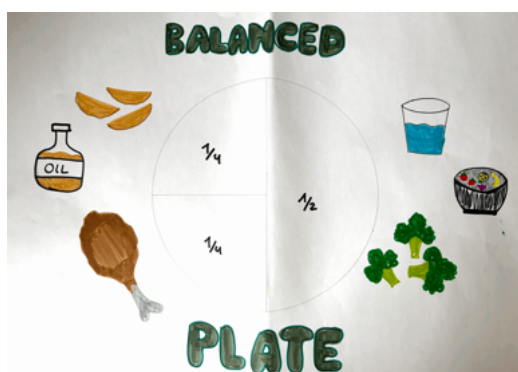
Picture 2: Food pyramid 2

This task required learners to discuss, justify and visually represent the principles of balanced nutrition, promoting both content understanding and teamwork.

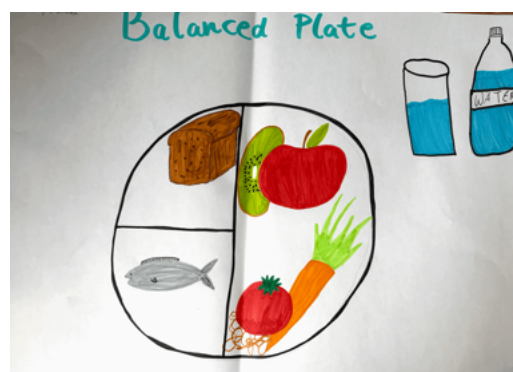
An important eco-CLIL component was integrated through the exploration of plant-based and animal-based foods. Students reflected on the environmental impact of food production, with specific attention to the consequences of intensive farming practices. Guided discussions encouraged learners to consider the ecological benefits of plant-based diets and to explore alternative protein sources, thereby connecting nutritional education with environmental awareness.

Collaborative learning was further reinforced through a jigsaw activity on nutrients and health, in which students became experts on specific topics before sharing their knowledge with classmates.

Another key group activity involved the design of balanced meal plates. Working in small teams, students created visual representations of healthy meals while ensuring an appropriate balance among food groups (see Picture 3 and Picture 4). The subsequent presentations required learners to explain and justify their choices in English, while peer feedback encouraged reflection and interaction.



Picture 3: Balanced plate 1

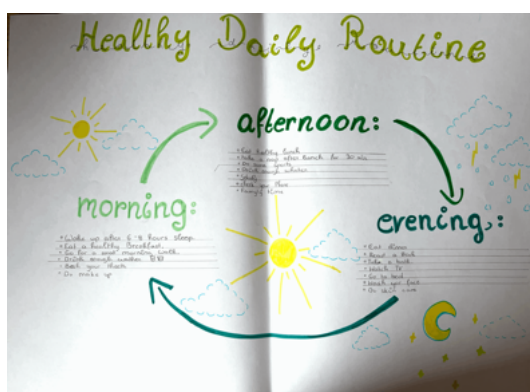


Picture 4: Balanced plate 2

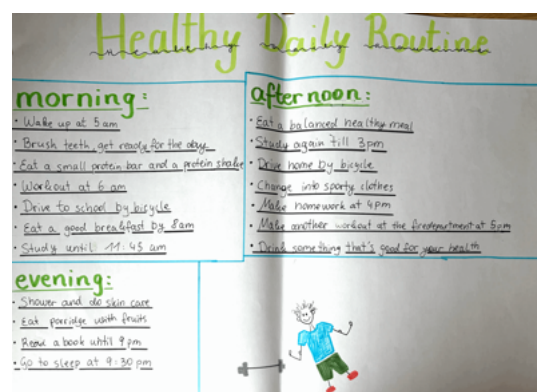
Environmental sustainability was revisited during a lesson on food labels and conscious consumption. Beyond analysing nutritional information, students discussed the environmental implications of food packaging and recycling practices. Particular attention was given to the school's production of local food products, whose packaging is made by nearby companies. This example allowed students to reflect on the relationship between local production networks, sustainability and community engagement, thereby reinforcing key principles of Place-Based Education.

3.4.2 Day 2 - Lifestyle and habits

The second day of the intervention focused on lifestyle, healthy habits, physical activity and informed decision-making. One of the first group-based activities required students to design a “healthy day” poster, combining appropriate daily routines, healthy eating habits, physical activity and adequate sleep patterns (see Picture 5 and Picture 6). Through discussion and negotiation, learners selected the behaviours they considered most beneficial for health and justified their choices to their peers. The final presentations promoted reflection, peer observation and critical evaluation.



Picture 5: Healthy day 1



Picture 6: Healthy day 2

Group work also played a key role in activities focused on healthy and unhealthy lifestyles. Students collaboratively analysed fictional case studies representing different adolescent lifestyles, identifying positive and negative habits and discussing their potential consequences. Through decision-making tasks, learners assumed the role of life coaches and proposed strategies for improving unhealthy behaviours.

The relationship between sport, nutrition and sustainability was explored through a collaborative meal-planning activity. Working in groups, students designed a daily meal plan for a young athlete, considering nutritional requirements and healthy eating principles (see Picture 7 and Picture 8). The activity was enriched by a strong eco-CLIL perspective, as students were introduced to the environmental impact of food choices and encouraged to incorporate sustainable practices into their plans.



Picture 7: Meal plan 1



Picture 8: Meal plan 2

Particular attention was given to the benefits of consuming locally produced food, reducing packaging waste and considering plant-based alternatives. Furthermore, learners reflected on

regional agricultural products and discussed how supporting local producers can contribute to environmental sustainability, economic resilience and the preservation of cultural identity.

Another significant component of the day involved structured group discussions and debates on topics related to health and lifestyle. Students worked collaboratively to formulate arguments, evaluate opposing viewpoints and participate in guided debates on controversial issues.

The final collaborative task focused on healthy shopping and budgeting. Working in groups, students were required to design a nutritionally balanced meal plan while considering economic constraints. This authentic problem-solving activity promoted negotiation and the evaluation of both nutritional value and affordability.

3.4.3 Day 3 - Sports

The third day of the intervention focused on sports, fair play, teamwork and environmental responsibility. The first group activities required students to classify sports according to different criteria, such as team versus individual sports and indoor versus outdoor sports, creating visual posters to represent their findings (see Picture 9 and Picture 10).



TEAM	INDIVIDUAL	SUMMER	WINTER	INDOOR	OUTDOOR
• Under water Hockey • Volleyball • Football • Badminton	• Archery • Rock climbing • Skateboarding • Judo	• Surfboarding • Windsurfing • Paddle tennis • Running	• Snowboarding • Ice climbing • Skiing • Ice hockey	• Bowling • Trampoline jumping • Billiards • Chess	• Table tennis • Golf • Trampoline jumping • Trail running

Picture 9: Sports 1



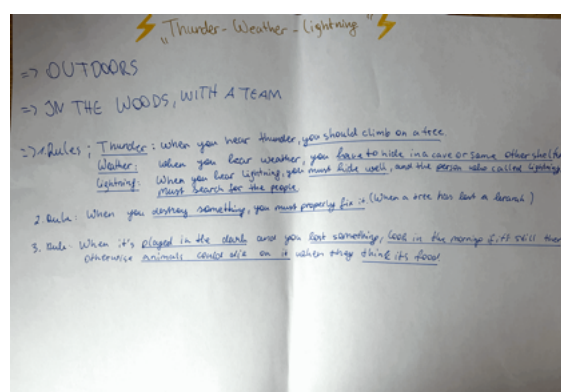
Picture 10: Sports 2

A significant eco-CLIL component was integrated through activities exploring the environmental impact of different sports. Working collaboratively, students analysed a range of sporting activities and reflected on their ecological implications, considering factors such as energy consumption, resource use, and environmental sustainability. Through guided discussions and classification tasks, learners evaluated which sports could be considered more environmentally friendly and justified their opinions using appropriate argumentative language. These activities promoted both ecological awareness and critical thinking, while encouraging students to engage with sustainability-related issues in English.

The theme of environmental responsibility was further developed during a cooperative task centred on rules and fair play. Students worked in groups to invent a new sport and establish its rules collaboratively (see Picture 11 and Picture 12). As part of the eco-CLIL framework, each group was required to incorporate at least one environmentally responsible rule into its sport.



Picture 11: Game 1



Picture 12: Game 2

Communication and collaboration were further reinforced through a series of team-building activities designed to strengthen interpersonal skills and cooperative problem-solving. Students participated in tasks that required effective communication and coordination in order to achieve common goals, emphasising the importance of teamwork and mutual support within group contexts.

Particularly relevant was the “survival challenge”, a collaborative problem-solving task in which students were asked to imagine being stranded in a natural environment and to select a limited number of essential items for survival. Working in groups, learners negotiated their choices, justified their decisions and reflected on the relationship between human needs and natural ecosystems. Beyond promoting communication and critical thinking, the activity encouraged environmental awareness by requiring students to consider how humans interact with and depend upon the natural environment.

3.4.4 Day 4 - Environment and sustainability

The fourth day of the study was entirely dedicated to the themes of environment and sustainability, representing the most explicit implementation of the eco-CLIL approach within the programme.

The opening activities encouraged students to reflect on major environmental challenges and discuss possible solutions. Through structured speaking tasks and peer interactions, learners exchanged opinions on issues such as pollution, climate change, waste management and sustainable consumption.

A particularly significant eco-CLIL activity focused on recycling and waste management. Students worked collaboratively to design an ideal recycling system for their school, developing proposals that included waste collection strategies, recycling rules, awareness campaigns and organisational plans. By engaging in collective problem-solving, learners were encouraged to apply environmental knowledge to a real-world context while discussing practical solutions for improving sustainability within their own educational environment.

Environmental awareness was further developed through activities centred on climate change and sustainable lifestyles. Students explored the causes and consequences of environmental degradation and reflected on the impact of everyday behaviours on ecological sustainability. Through discussions and peer exchanges, learners considered how individual actions related to energy consumption, transportation, recycling and resource conservation can contribute to broader environmental goals. These activities encouraged students to view sustainability not only as a global issue but also as a personal and community responsibility.

An important component of the day was the viewing and discussion of the documentary *Kiss the Ground*, which introduced students to sustainable agricultural practices and regenerative approaches to environmental protection. The documentary provided authentic content closely connected to the students' educational background and offered concrete examples of ecological solutions to contemporary environmental challenges. During the vision, students were encouraged to ask questions and engage actively with the content throughout the process.

The final activity of the day consisted of collaborative reflection and critical discussion on the topics presented in the documentary. Working together, students analysed the environmental problems highlighted in the film, evaluated the feasibility of the proposed solutions and discussed the responsibilities of individuals, communities and governments in addressing environmental issues.

3.4.5 Day 5 - Week review

The fifth and final day of the intervention was designed as a synthesis of the linguistic, social and environmental competences developed throughout the week.

Students participated in a series of group-based review activities aimed at consolidating knowledge related to health, sports, collaboration and environmental sustainability. Through team challenges, learners revisited key concepts explored during the week.

One of the most significant activities of the day was the group project entitled “Better world advertisement”. Working collaboratively, students were required to integrate the main themes addressed throughout the programme into a creative awareness-raising campaign promoting healthy and environmentally responsible lifestyles. Groups designed posters intended to encourage sustainable behaviours and responsible citizenship (see Picture 13 and Picture 14). This project represented one of the clearest examples of the eco-CLIL approach implemented during the course, as students used English as a tool for discussing, promoting and communicating sustainability-related values.



Picture 13: Advertisement 1



Picture 13: Advertisement 2

Additional collaborative review tasks encouraged students to work together in revisiting vocabulary, concepts and language structures acquired during the programme.

The final stage of the course was dedicated to collective reflection on the learning experience. Students discussed the activities completed throughout the week and reflected on the knowledge and skills they had developed. Particular attention was given to themes of sustainability, environmental responsibility and active citizenship, allowing learners to critically evaluate their personal learning journey and the relevance of the topics addressed.

3.5 Instruments for data collection

With regard to the instruments that were employed to collect the data, multiple tools were used. Two questionnaires were created, the first one was administered at the beginning of the English course and the second one at the conclusion of the experience. Moreover, an observation grid was made in order to take notes and monitor the progress of the students.

3.5.1 Questionnaires

First of all, it is fundamental to clarify that, during the implementation of the project, authorisation for the administration of the questionnaires as well as the data processing was obtained through the host teachers, who reviewed and approved the proposed activities. In line with the practices of the host institution, the researcher relied on the school staff to manage any procedures related to parental authorisation and consent for students' participation. Furthermore, all data reported and discussed in this thesis have been fully anonymised, and no personally identifiable information concerning the students has been included.

Questionnaires were administered for a double purpose. First, they provided an overview of students' motivation for learning English as a foreign language and of their personal experiences related to English learning, while also offering an evaluation of the course and the overall experience. Second, they allowed for a comparative analysis of the students' responses in order to identify any possible development in their motivation and perceived effectiveness in learning English as a foreign language.

Questionnaires were provided both online through a Google Form and on paper for those who couldn't have access to the online one. In both of them the students were asked to express how much they agreed with each statement by using four emoticons which corresponded to four satisfaction parameters: strongly agree, agree, disagree and strongly disagree.

The first questionnaire was composed of 6 different sections. The first one consisted of a few questions about personal data including name and surname, age, first language, amount of years of English study; then there were 26 statements divided into 5 sections. Section 2 was

about the general attitudes toward English of the student. Section 3 investigated the intrinsic motivation, while section 4 focused on extrinsic motivation; Section 5 was devoted to learning effort and persistence; finally, section 6 was dedicated to the external influences that could interfere with the language learning (see Appendix D).

The second questionnaire consisted of 29 questions divided into 7 sections. The first section collected background information (namely the student's name, surname and age) which was needed to identify participants and compare their responses across the two questionnaires. Section 2 asked for feedback about the perceived learning outcomes; section 3 covered the impact the course had on student's motivation. Section 4 had a main focus on the course effectiveness while section 5 was about the overall learning experience and engagement on the activities. Section 6 contained an evaluation of the teachers. Finally, section 7 required students to express an overall satisfaction on the whole experience (see Appendix D).

Descriptive quantitative analysis was conducted using Google Forms tools in order to summarise and interpret participants' responses of the questionnaires through quantitative indicators and graphical representations. In a few cases students couldn't access the online form and thus completed the questionnaires by hand.

Statistical graphics and tables of the results were automatically generated by the Google system. These data were manually integrated with the answers given by hand on the paper copies.

3.5.2 Observation grid

In order to monitor the progress of the students as well as the effectiveness of the course, an observation grid was employed (see Appendix E). The grid presented a series of descriptors that were useful to observe the learners while doing the activities. As it was prepared before the internship, the grid was designed including a space for each student, in order to have the possibility to take brief notes about every student. Actually, considering the number of students it was not possible to observe the development of each of them; indeed, notes were taken from a general perspective not concentrating on single performances.

With the purpose of studying the eventual progress of the learners through a comparative method, it was decided to use one observation grid a day, so there were a total of five grids.

The descriptors that guided the observations are the following: motivation and participation, listening comprehension, speaking, interaction, use of foreign language and ecological awareness.

Regarding the first descriptor, motivation and participation, it was monitored whether the students showed engagement in activities, willingness to answer questions as well as

attention and concentration during the various tasks. As for the listening descriptor, it was taken into consideration the understanding of instructions, the ability to follow spoken English as well as the capacity to respond adequately to listening tasks. Concerning the speaking descriptor, fluency and willingness to speak, accuracy and pronunciation as well as the ability to communicate meaning were considered. With regard to the interaction descriptor, particular attention was given to collaboration with peers, active participation in pair and group work as well as the ability to respect the speaking shifts and to communicate effectively. With respect to the use of English descriptor, aspects such as the use of English as opposed to the use of German, the efforts to communicate in English as well as the use of learned vocabulary and structures were examined carefully. Finally, as regards the ecological awareness descriptor, the demonstration of understanding of environmental topics discussed in class, the usage of English to express ideas about sustainability and environmental issues as well as the showing of critical thinking about ecological themes were observed.

The observation grids were examined through thematic qualitative analysis. The collected data were reviewed and coded in order to identify recurring patterns related to the research objectives. Then, the codes were organised into macro-themes.

3.7 Results

This section presents the results from the data collected during the experimental phase of the study.

3.7.1 Results of the questionnaire: motivation of learning English as a foreign language

The scale of agreement that was available for the students was the same for the first and the second questionnaire and it was the following:

 = strongly disagree	 = agree
 = disagree	 = strongly agree

Table 3: Scale of agreement

The first results that are presented are the ones collected through the first questionnaire.

The analysis of these data offers a useful starting point for understanding the participants' motivational profile before the delivery of the course.

Figure 2 shows an overview of the ages of the students involved.

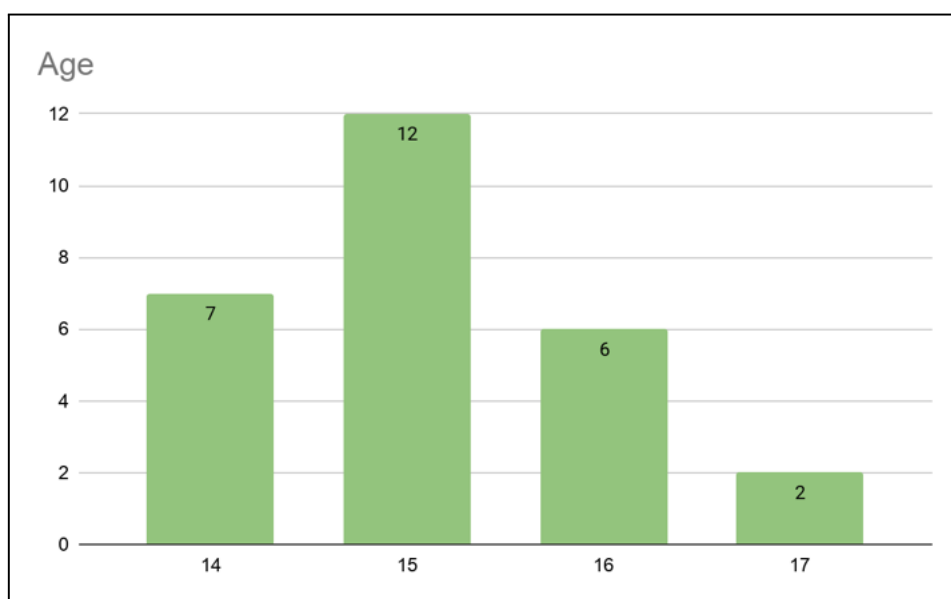


Figure 2: Age of participants

As it can be seen, there was a considerable variety of ages in the class; however, the majority of the students (12) was 15.

Figure 3 displays the amount of years that students have been studying English.

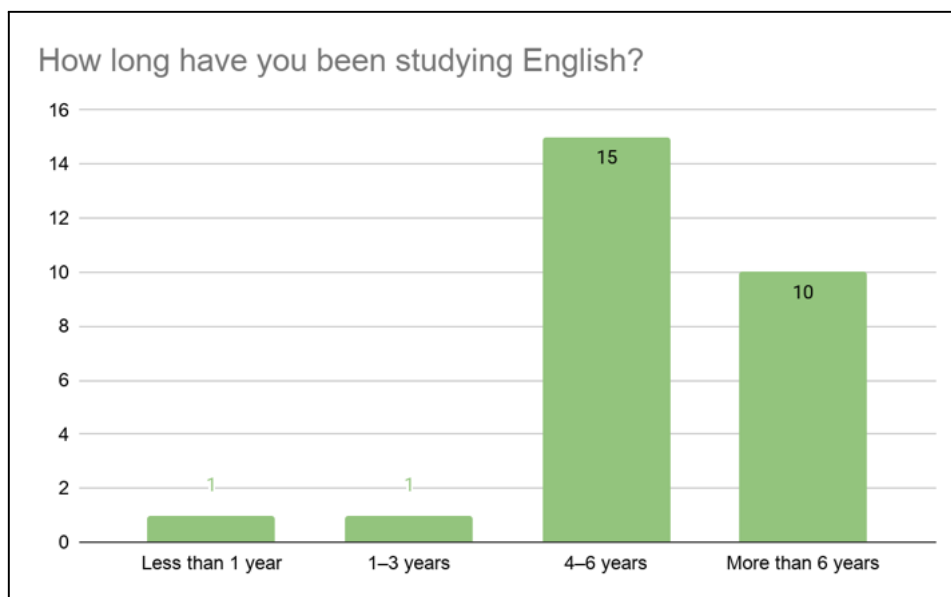


Figure 3: Years of English studies

It is evident that there is a preponderance of learners who have been studying English for at least 4 to 6 years. Just 2 students were at a very early stage of acquisition.

In Figure 4, the first language of the members of the class are shown.

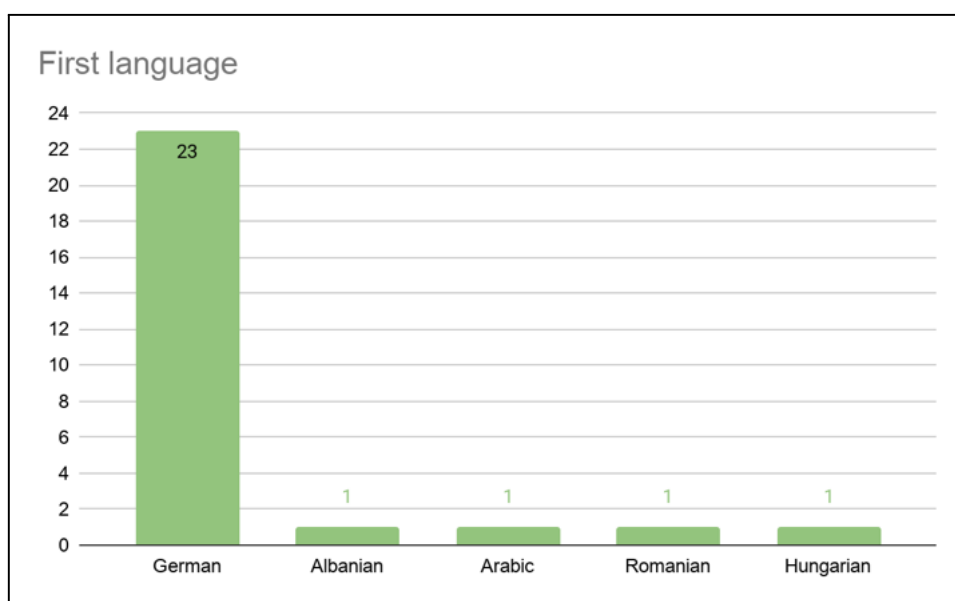


Figure 4: Students' first language

The data indicate that 4 students have a different cultural and linguistic background, while the rest of the class are indeed German native speakers.

Figure 5 displays the results of the questions about the general attitudes toward English.

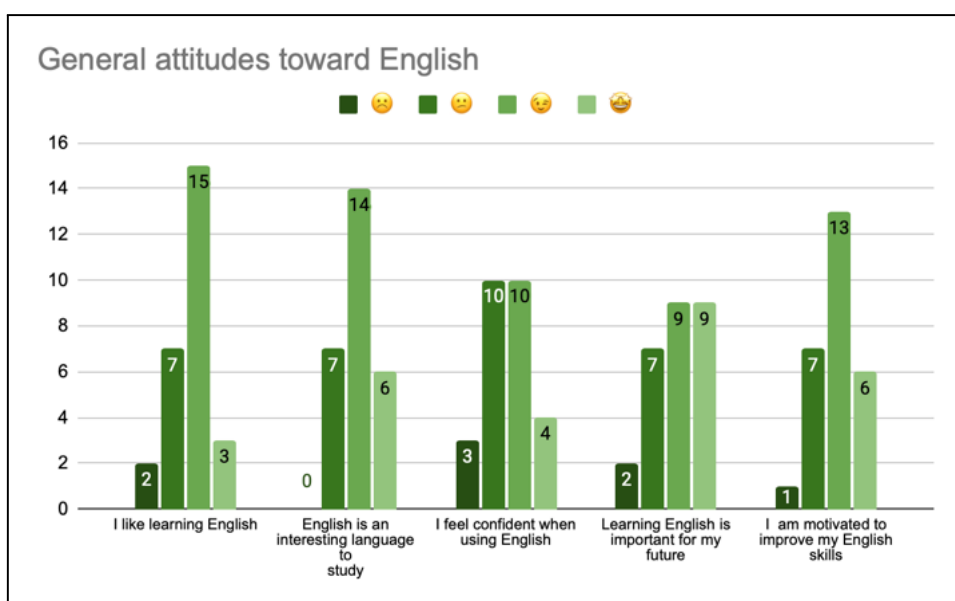


Figure 5: General attitudes toward English

The data that resulted share a similar trend. Regarding the first statement, a consistent majority enjoy learning English; indeed 18 out of 27 students agreed or strongly agreed with this sentence. As for the second statement, 74% of the learners agreed and strongly agreed with it, while only 26% of them disagreed and no one strongly disagreed. The third sentence

about confidence in English, shows a different pattern; while only few students strongly agreed or strongly disagreed, approximately one third of the students disagreed and another one third agreed with the statement, thus depicting a context split in a half: half of the class felt confident while the other half felt the opposite when using English.

Concerning the fourth statement, most of the students perceived learning English as important for the future but a third of them disagreed with this statement. The results of the fifth one are coherent with the previous ones; indeed, two thirds of the class were motivated to improve their English skills; however a considerable one third declared themselves not motivated.

Figure 6 shows the intrinsic motivation of the students.

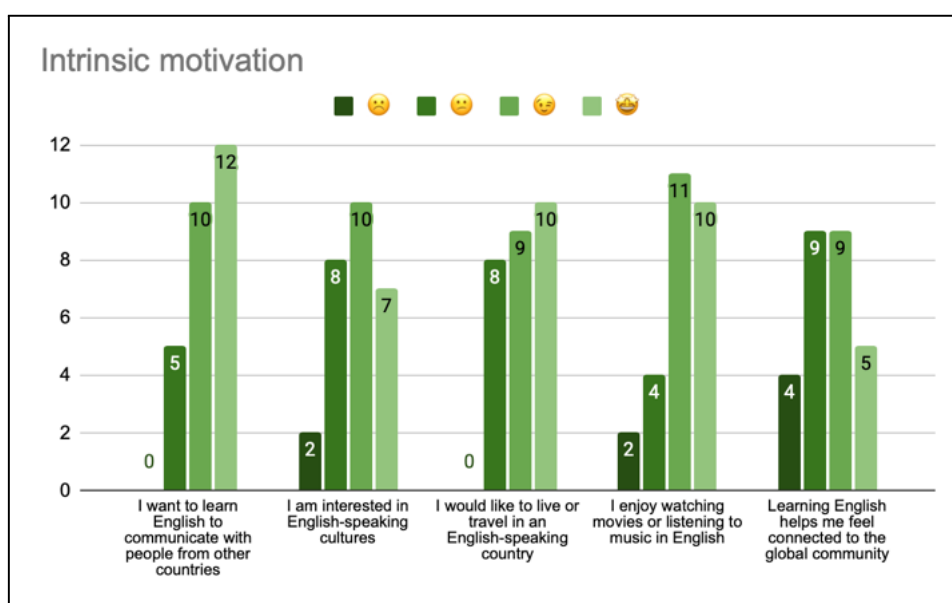


Figure 6: Intrinsic motivation

The data in Figure 6 show a general tendency of positive answers. In the first 4 statements more than half of the students agreed or strongly agreed. However, the last statement shows a different scenario: half of the students did not think that English learning is a way to be connected with the global community.

Figure 7 is about extrinsic motivation.

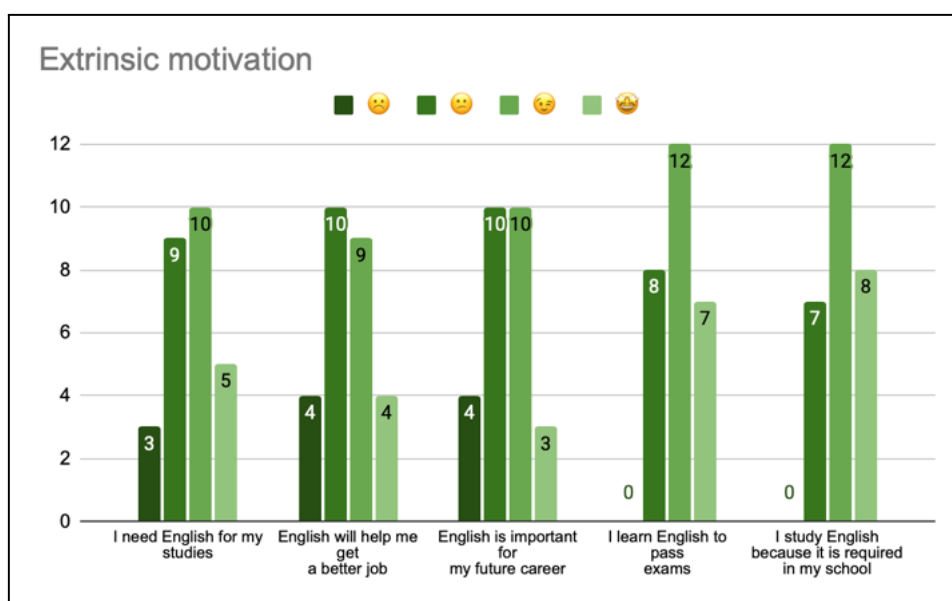


Figure 7: Extrinsic motivation

Figure 7 shows coherent results. Concerning the first statement, just over a half of the students considered English as useful for their studies and the majority of them did not perceive it as an advantage in finding a job. Approximately half of them considered English not important for their future career while only 13 agreed with the statement. Moreover, 70% of the students stated that they learnt English to pass exams and indeed even a higher percentage affirmed that they studied English as it is a requirement in their school.

In Figure 8 learning effort and persistence in learning English are investigated.

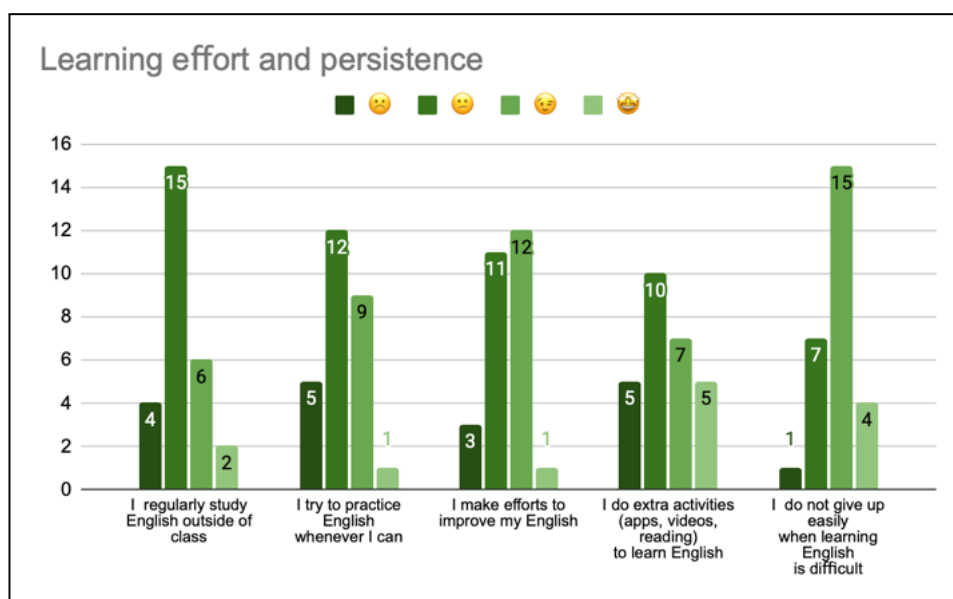


Figure 8: Extrinsic motivation

The results of the statements are quite consistent with each other. In general, students showed little learning effort and persistence in learning English. As for the first statement, over two thirds of the students did not study English outside of the class regularly and thus more than half of them did not try to practice it whenever they could. Coherently, the majority of the learners are not engaged in extra activities such as videos and reading in English. However, almost half of the class affirmed that they made efforts to improve their English level of proficiency and 70% of them affirmed that they did not give up when they faced difficulties in learning English.

Figure 9 illustrates the results about the potential external influences that could have an impact on students' English learning.

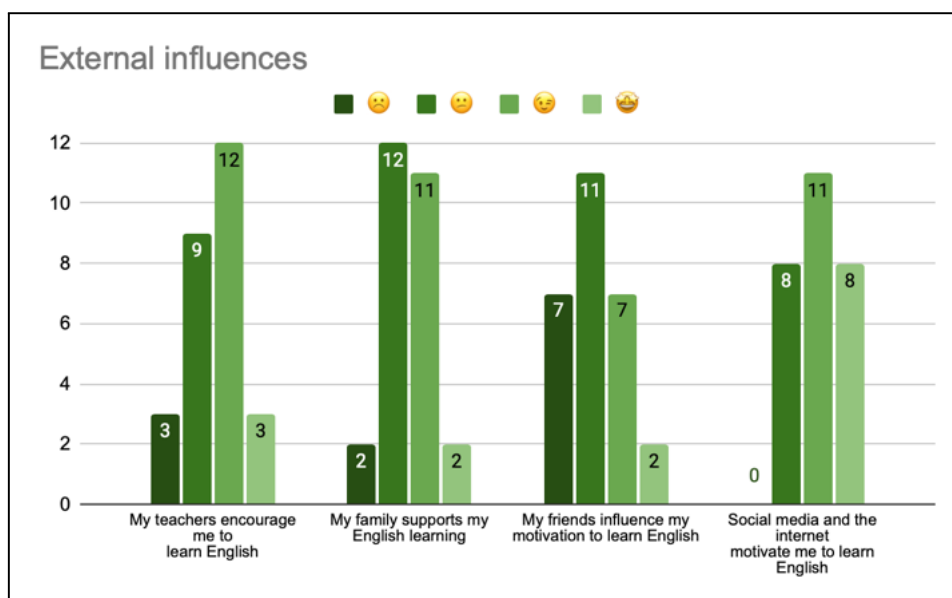


Figure 9: External influences

The data resulting from Figure 9 are quite varied. More than half of the class agreed and strongly agreed with the sentence about the role of the teacher in encouraging them in learning English. The role of the family is relevant only for half of the students; and only one third of the class perceived their friends as good influencers of their motivation in learning English. On the contrary, social media turned out to be a valid motivator for 70% of the students.

Overall the data collected through the first questionnaire demonstrated a great heterogeneity among the students even if some common patterns can be detected, for instance the little learning effort and persistence students showed in learning English and the role of social media as a useful tool to increase students' motivation.

3.7.2 Results of the second questionnaire: motivation and effectiveness in EFL learning after the course

The results shown are the ones collected through the second questionnaire. The analysis of these data offers a fundamental picture for understanding the participants' motivational attitude after the delivery of the course.

Figure 10 shows the opinion of the students regarding the perceived learning outcomes.

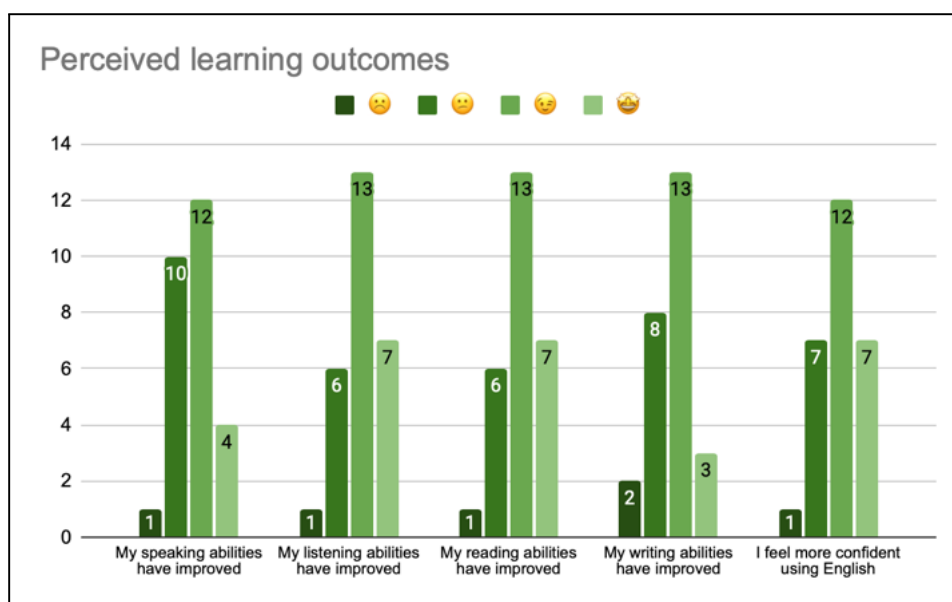


Figure 10: Perceived learning outcomes

Figure 10 shows that most of the students perceived the course as effective with regard to the improvement of the 4 language skills and, indeed, they generally felt more confident using English. However, some of them did not think they had improved their speaking ability (10 of them disagreed and 1 strongly disagreed with the first statement) as well as their writing ability (8 of them disagreed and 2 strongly disagreed with the fourth statement).

Figure 11 is about the impact the course had on the motivation of the learners.

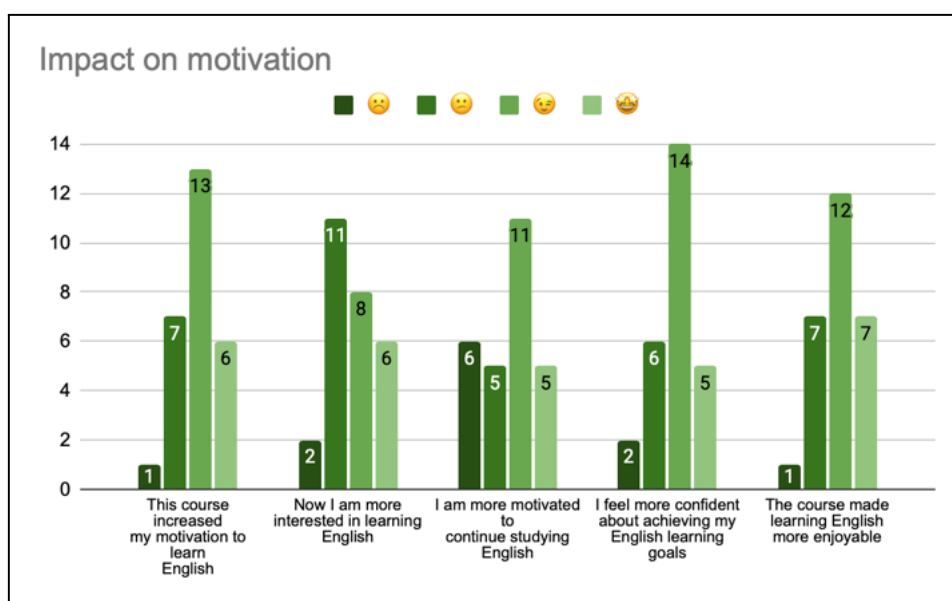


Figure 11: Impact on motivation

The data collected show a common pattern. More than half of the students chose the options “agree” and “strongly agree”. However, in the second statement a significant number of students (11) disagreed and 2 strongly disagreed with it. On the contrary, in the fourth and fifth statements two thirds of the class declared itself more confident in learning English and that the course was effective in making English learning more enjoyable.

In Figure 12 questions about the course effectiveness are investigated.

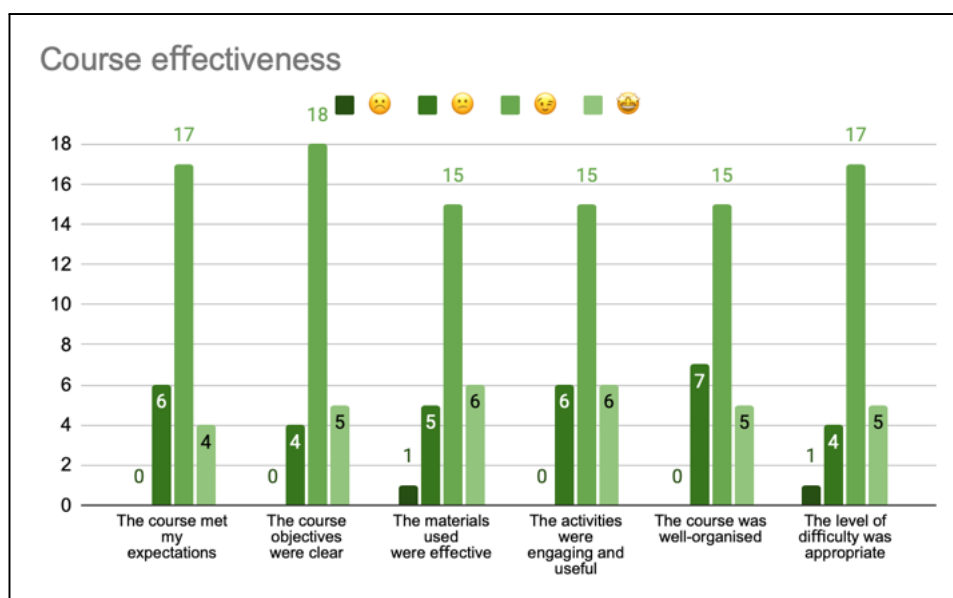


Figure 12: Course effectiveness

The results indicate that the class generally agreed or strongly agreed with all the statements of the section. Indeed, only 6 of them disagreed with the first and the fourth sentences; 4 disagreed with the second and the sixth ones; 5 disagreed with the third one and 7 with the fifth one. No one strongly disagreed with the first, second, fourth and fifth statements while just 1 student strongly disagreed with the third and the sixth ones.

Figure 13 displays the thoughts about the learning experience and engagement during the course.

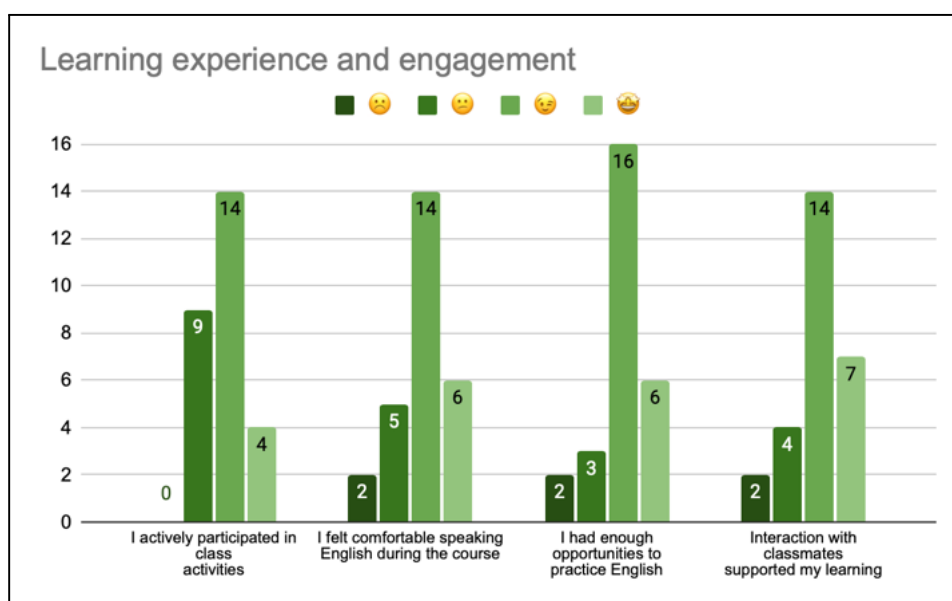


Figure 13: Learning experience and engagement

The majority of the students agreed or strongly agreed with the statements, specifically in the third one in which 22 students were satisfied with the opportunities they had to practice the language. However, one third of the learners affirmed that they did not actively participate in the activities and almost one fourth of the class didn't feel comfortable speaking in English.

Figure 14 informs the results about the satisfaction of the students with the teachers.

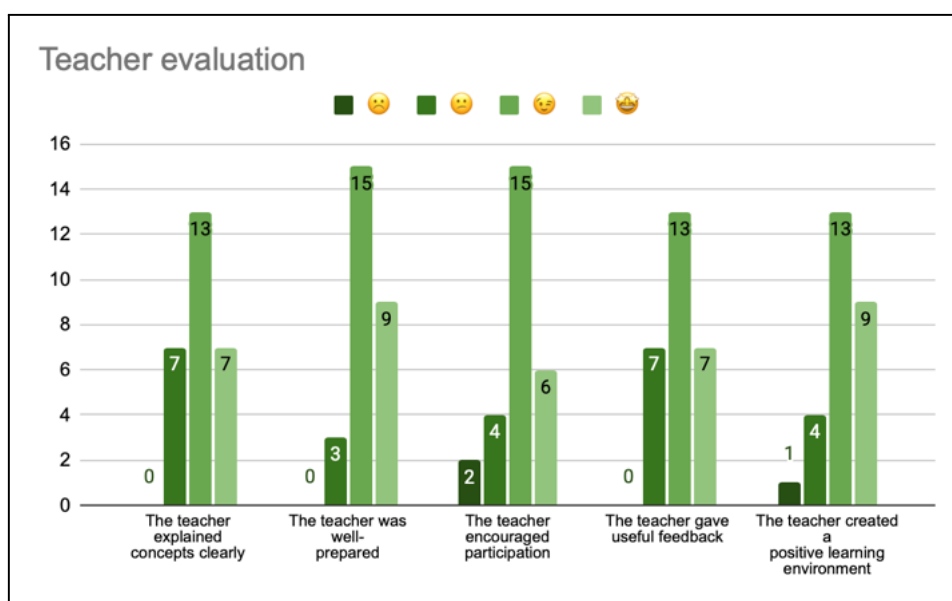


Figure 14: Teacher evaluation

The results show an overall satisfaction of the students with the teachers. Indeed the majority of the learners chose to put “agree” and “strongly agree” in all the statements. Nevertheless, 7 of them disagreed with the first and the fourth statements; 6 students did not think that the teachers encouraged participation; 5 learners expressed disagreement with the last statement and 3 of them thought that the teachers were not well prepared.

Figure 15 is about the overall opinions of the students of the course.

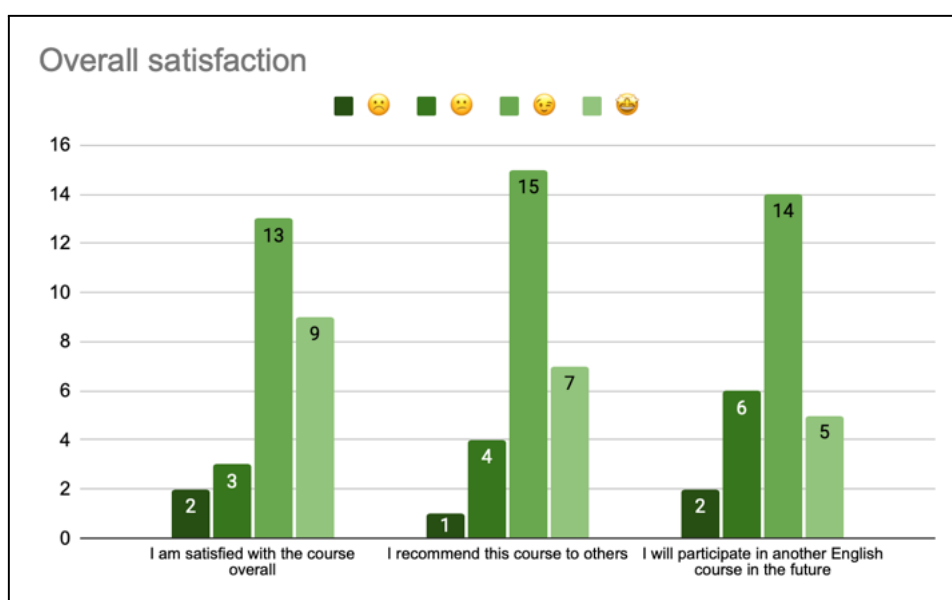


Figure 15: Overall satisfaction

The data reflects a general satisfaction with the course; indeed, there is a preponderance of “agree” and “strongly agree” answers. Only 5 of the students were not content with the course and would not recommend it to other students while 8 of them will not participate in another English course in the future.

Overall the results of the final questionnaire demonstrated a general satisfaction of the course and improvement on the learning skills even if in some cases students were not fully content with the course and did not consider their skills strengthened.

3.7.3 Results of the observation grids

In order to examine the results of the observation grids, the notes taken during the course were considered and the codes that resulted from the analysis of the observations are the following: active participation, enthusiasm, collaboration, interaction with peers, interaction with the teachers, group work, individual work, involvement of the body, poster designing, increased autonomy, independent task completion, attention difficulties, confusion, use of German, use of English, digital tools, ecological awareness, interest in ecological issues and awareness of local issues. These codes were then grouped into broader themes, which are: engagement and motivation, autonomy, interaction skills, cognitive and learning challenges, language use, multimodal learning, environmental awareness and ecological sensibility, which were subsequently interpreted in relation to the outcomes of the experimentation. The following table shows how the codes were organised into the macro-themes.

CODES	THEMES
Active participation, enthusiasm	Engagement and motivation
Increased autonomy, independent task completion	Autonomy
Collaboration, interaction with peers, interaction with the teachers, group work, individual work	Interaction skills
Attention difficulties, confusion	Cognitive and learning challenges
Use of German, use of English	Language use
Involvement of the body, poster designing, digital tools	Multimodal learning

Ecological awareness, interest in ecological issues, awareness of local issues	Environmental awareness and ecological sensibility
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Table 4: Data analysis tool

The results will be presented by following these macro-themes; indeed, for each theme, details about every day will be shown. The data that were collected were based on the general attitudes of the students towards the course; consequently the specificities about single students were not included in the results.

With regard to the first theme, engagement and motivation, during the first day and, in particular during the very first hours of lesson, it was noticed that the students did not participate actively and were not very enthusiastic; moreover, they seemed to have a little of anxiety and fear of doing something wrong; indeed they showed low level of engagement and motivation. The second day students were more keen on the course and participated more actively. During the third day learners proved to be very interested and motivated in the activities as they asked to do again some of the tasks proposed. On the fourth day, their level of participation increased even more, as the topic of the day, environment and sustainability, was particularly interesting and touching for them; however, the fatigue of the week was beginning to set in. The last day, the class was completely into the activities, expressing their motivation through engaged participation in everything we did.

In Table 5 some of the most interesting notes that were taken during the course about engagement and motivation are reported.

DAY	NOTES
Day 1	- Students are pretty shy; - Many students seem to be nervous; - Only a few students are joining the activities.
Day 2	- Students are more active; - More students participate enthusiastically; - Students are very engaged with posters activities.
Day 3	- Students are very into the blind drawing activity; - Students appreciate a lot the “Survival challenge” activity; - Students ask for a double round in the mime activity.
Day 4	- The class is very participative; - Students enjoy the discussion activity;

	- Students participate with enthusiasm.
Day 5	- Students are fully engaged with the activities; - Everyone takes part in the activities.

Table 5: Authentic notes about engagement and motivation

As for the second theme, autonomy, the results are very contrasting; indeed some students already had a good grade of autonomy, others increased it during the week, while some others were not autonomous at all and required support till the last day. In general, on the first day of experimentation, students asked for help many times and were not able to complete the tasks without the assistance of the teachers. Starting from the second day, students managed to enhance their autonomy as they became familiar with the activities and the management of the course; indeed, particularly during the third and the fifth day, the majority of them were able to finish a task in full autonomy reaching the expected goal of the task.

Table 6 shows some of the most revealing notes taken during the course about autonomy.

DAY	NOTES
Day 1	- Students ask many times for clarification; - Some students are already autonomous; - Students ask for help during the tasks; - Some groups can't finish the activities without teachers' support.
Day 2	- Some students still need guidance to complete the tasks; - Some students are already familiar with this type of activities.
Day 3	- The majority of students complete the tasks independently; - Students understand the instructions.
Day 4	- The knowledge of the topic allows some students to act autonomously; - Students need some support while watching the documentary.
Day 5	- The majority of groups enrich autonomously their work showing great understanding of the instructions; - Students complete the activities independently, even the ones to be done individually.

Table 6: Authentic notes about autonomy

Concerning the third theme, interaction skills, the data collected showed that, except for the first day in which students did not interact a lot both with the classmates and the teachers, the

rest of the days the class demonstrated great abilities in interacting one with each other. Indeed, during the group work, students were able to collaborate efficiently and, as they got personal with the teachers, learners increased the quantity and the quality of interaction with them. The same cannot be said for individual work; indeed, students were not as engaged as they were while doing the activities in groups.

In Table 7 notes about the interaction skills of the students are presented.

DAY	NOTES
Day 1	- Groups don't interact efficiently (groups are made by the teachers); - Students with special educational needs prefer working together, otherwise they don't collaborate; - The class is divided into groups of friends; they prefer working with their friends.
Day 2	- Students choose their group members; - Now groups work better; - Students interact more with the teachers.
Day 3	- Students collaborate a lot in activities that require movement; - Students interact efficiently in pair activities (blind drawing).
Day 4	- Even the shyer students interact with peers; - Students are more engaged also when it comes to interacting with the teachers.
Day 5	- During the quizzes students succeeded through a collaborative team work; - Students interact efficiently to complete the tasks efficiently and correctly.

Table 7: Authentic notes about interaction skills

Regarding the fourth theme, cognitive and learning challenges, students showed some attention difficulties and confusion throughout the whole week. Indeed, they paid less attention at the end of the course, most likely because of the tiredness of the week; second, when it came to doing complex activities articulated in multiple steps many students seemed confused; finally the data reported difficulties in keeping the attention during the vision of the documentary.

Table 8 displays the comments about the cognitive and learning challenges.

DAY	NOTES
Day 1	- Students seem confused about the instructions the teachers give; - Students pay attention a lot, they try to understand the teachers.
Day 2	- Students need more time to complete the tasks; - Students need more explanations to complete the tasks.
Day 3	- Students understand easily the instructions of the activities where physical movements are involved; - Students need to be guided through the debate. - Students pay less attention after lunch.
Day 4	- A few students are confused with some ecological themes; - Students have difficulties in maintaining attention during the vision of the documentary.
Day 5	- Students are generally improved in completing the complex tasks; - Students are very tired, they seem to pay less attention.

Table 8: Authentic notes about cognitive and learning challenges

With respect to the fifth theme, language use, the class had an evolution during the week. The usage of German was dominant in the first two days, English was used only when students had to communicate with the teachers or share their work in front of the class. Starting from the third day, learners began to speak more in English, to the point that they ended up preferring to use English even when it wasn't asked to, for instance during breaks.

In Table 9 observations about the use of language throughout the course are presented.

DAY	NOTES
Day 1	- Students use mostly German; - Students struggle with using English; - Students communicate in English only with the teachers.
Day 2	- Students still use German instead of English; - Students understand pretty well what the teachers say in English; - Students ask for translation.
Day 3	- Students start speaking in English more naturally; - Students make efforts in trying to explain themselves in English.
Day 4	- Students strive to speak in English even when they talk to each other during the break;

	- Some students still struggle with speaking in English (perhaps, because of their low level of proficiency).
Day 5	- Students are generally more fluent and confident in speaking English even if their level of proficiency is still heterogeneous; - Students support each other in expressing opinions in English.

Table 9: Authentic notes about language use

In relation to the sixth theme, multimodal learning, students demonstrated to be very keen on activities that involved the use of the body; indeed, even if at first they were a little shy, during the third day and the following days it was evident that they enjoyed these types of activities. Moreover, learners appreciated very much the tasks that required the realisation of posters, since the very first day. The same happened with the digital tools; their implementation was very welcomed by the whole class.

Table 10 is about the notes concerning the usage of multimodal learning.

DAY	NOTES
Day 1	- Students appreciate a lot the activities where visual inputs are involved (e.g. with the food labels); - Students enjoy the Wooclap⁹; - Students are interested in posters.
Day 2	- Students love designing posters; - Students appreciate the aesthetic of materials very much; - Students are really engaged when doing the brainstorming through the online website.
Day 3	- Students love the mime activity; - Students have a lot of fun with the “Symon says” activity; - Students are particularly interested in the “Blind drawing” activity; - Students love the activities: the “mime chain” and the “t-shirt game”; - Students enjoy the Kahoot! quiz very much.
Day 4	- Students appreciate again the mime game; - The discussion about environmental issues interests students; - The documentary catches students’ attention;

⁹Wooclap: interactive presentation and audience engagement online platform

	- After almost one hour students are less interested in the documentary.
Day 5	- The final posters are really appreciated; - The “One word challenge” activity is welcomed by the students.

Table 10: Authentic notes about multimodal learning

Finally, with reference to the seventh theme, environmental awareness and ecological sensibility, the first two days students showed different levels of both awareness of and interest in ecological issues. Even if some students proved to have a discrete knowledge on the field, the majority of them knew little about it and needed to be guided through the related topics. Interest grew significantly during the fourth day which was specifically dedicated to environment and sustainability. Moreover, when it came to discussing the local issues, even those who were not aware of the problems, demonstrated to be very keen on the theme.

In Table 11 notes about environmental awareness are displayed.

DAY	NOTES
Day 1	- Some students seem to be prepared about plant-based food options; - Students have little knowledge about healthy eating habits and sustainable food choices.
Day 2	- Students generally don't follow a healthy and eco-friendly lifestyle; - Many students are not aware of seasonal food; - Students are not well informed about the benefits of preferring local food.
Day 3	- Students are not conscious about high impact sports; - Students learn quickly about the concept of eco-friendly choices.
Day 4	- Students are pretty aware of the environmental issues of the Earth; - Students mention war as one of the major problems of modern times; - Students are really well prepared regarding natural disasters caused by global warming; - Students already have enough knowledge about recycling.

Day 5	- Students demonstrate to have acquired knowledge about environmental issues and ecological choices through the answers they are giving to the final quizzes.
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Table 11: Authentic notes about environmental awareness

Overall the results show that the course generally succeeded in its main objective, which is the improvement in the English language proficiency and in the content knowledge while adopting an ecological perspective. In the next chapter, in light of the results collected, discussion and limitations of the study will be argued in order to properly answer the research questions of the study.

CHAPTER 4 - Discussion

This chapter will present a critical interpretation of the study findings and discuss their implications within the broader academic context. The discussion section (paragraph 4.1) will examine the effectiveness of the eco-CLIL intervention and how the results align with existing literature, highlighting the main contributions emerging from the analysis. Subsequently, the limitations of the study, presented in paragraph 4.2, will be addressed in order to provide a balanced evaluation of the research design as well as the methodology employed. Finally, the insights for future research will be presented in paragraph 4.3.

4.1 Effectiveness of the eco-CLIL intervention

The findings from both the questionnaires and the observation grids provide evidence supporting the educational value of the implemented approach, while also highlighting several challenges associated with CLIL practice.

Regarding the first research question, which investigates the extent to which a CLIL approach centred on environmental themes can enhance learning outcomes, the findings suggest that the intervention positively influenced students' confidence, participation and use of English throughout the course. Although learners initially displayed hesitation and limited willingness to communicate in the target language, observational data revealed a gradual increase in participation and spontaneous language use as the activities progressed. These results are consistent with previous research indicating that CLIL environments may initially generate cognitive overload and linguistic insecurity due to the simultaneous processing of content and language (Kirschner et al., 2017; López-Medina & Casado, 2024). However, once learners became familiar with the methodology and classroom expectations, CLIL proved to be effective in fostering authentic communicative opportunities and encouraging more active language use. The positive perceptions reported in the post-course questionnaire further support this interpretation, as most students indicated increased confidence and greater enjoyment of English learning.

Particularly significant was the role played by the ecological focus of the course. Environmental and sustainability-related topics proved to be effective in stimulating curiosity, reflection and emotional involvement, especially when connected to issues present in students' local context. This finding suggests that content relevance is a crucial factor in CLIL effectiveness.

Rather than functioning merely as vehicles for language practice, ecological themes promoted meaningful engagement with socially relevant issues, encouraging students to use English as a tool for critical discussion and problem-solving. In this regard, the results support both CLIL principles and ecopedagogical perspectives, which emphasise the educational value of connecting learning to real-world challenges and civic responsibility.

Nevertheless, the findings also indicate that improvements were more evident in students' confidence and willingness to engage than in their perceived development of productive language skills. A substantial proportion of learners did not report significant progress in speaking and writing. This outcome is unsurprising considering the limited duration of the intervention, as productive competences generally require sustained practice and longer exposure to the target language (Balboni, 1998). Consequently, while the study suggests that eco-CLIL can create favourable conditions for language learning, longer implementations may be needed to produce more significant improvements in productive language performance.

Concerning the second research question, which is about the impact that meaningful and personally relevant learning activities have on student engagement and educational effectiveness, the findings strongly support the hypothesis that authenticity and personal relevance represent key determinants of student participation and motivation. Throughout the course, learners demonstrated increasing engagement with activities that allowed them to establish clear connections between classroom learning and real-life experiences. Tasks involving environmental issues, local context, creative production, physical movement and digital tools were consistently associated with high levels of participation and enthusiasm. These activities appeared to reduce the perceived distance between academic content and students' personal interests, thereby fostering greater involvement in the learning process.

The positive response to multimodal activities further reinforces contemporary educational perspectives that state that experiential and multimodal learning environments could promote motivation, inclusion and deep cognitive engagement (Salamanti et al., 2023). Creative and kinesthetic tasks, such as poster production and movement-based activities, seemed particularly effective in lowering affective barriers and creating a more relaxed classroom atmosphere.

At the same time, the results reveal that while meaningful content enhanced engagement, not all activities were equally successful. Indeed, learners experienced difficulties maintaining attention during prolonged passive tasks and occasionally struggled with activities characterised by high cognitive complexity or multiple procedural steps. These findings

highlight the need for an equilibrium between content learning, language demands and cognitive load. Therefore, the educational effectiveness of meaningful activities appears to depend not only on their relevance but also on the degree of scaffolding provided by teachers. Authentic and engaging content alone seems to be insufficient if learners lack the cognitive support necessary to process and complete complex tasks successfully.

The third research question investigated the contribution of collaborative group work to the overall success of the intervention. The results show that, among all the dimensions explored, collaborative learning emerged as one of the most influential factors contributing to student engagement and participation.

Observation data revealed a progressive improvement in peer interaction, communication and cooperation throughout the week. While students initially demonstrated uncertainty and limited interaction, collaborative activities gradually fostered greater confidence and willingness to participate. Group work created opportunities for learners to negotiate meaning, exchange ideas and support one another during task completion, thereby facilitating both language use and content understanding. The findings suggest that collaborative learning may have functioned as a protective element against language anxiety. Students appeared considerably more comfortable participating in group activities than in individual tasks, indicating that peer support helped reduce the pressure associated with using a foreign language. This interpretation is consistent with sociocultural perspectives on language learning, which emphasise the role of social interaction and collaborative meaning-making in language development (Donato, 1994).

Furthermore, collaborative work contributed positively to the classroom climate. Increased interaction among students was accompanied by improved teacher-student relationship and a more supportive learning environment. Such conditions are particularly valuable in CLIL settings, where learners are frequently required to operate outside their linguistic comfort zone. However, the findings also demonstrate that collaboration did not entirely compensate for individual differences in autonomy and language proficiency. While some students progressively developed greater independence, others continued to require substantial teacher guidance. This variability reflects the heterogeneous nature of the class and underscores the importance of differentiated scaffolding strategies in CLIL practices. Collaborative learning can support participation and inclusion, but its effectiveness depends on careful task design and constant teacher mediation.

Overall, the findings indicate that the effectiveness of the intervention resulted from the interaction among three mutually reinforcing elements: meaningful ecological content, authentic and multimodal learning activities and collaborative group work. The ecological focus provided a relevant and socially significant context for learning; meaningful and authentic activities enhanced engagement by connecting school learning with students' everyday life; collaborative work created supportive conditions for participation and language use.

The study therefore supports the potential of eco-CLIL as a pedagogical approach capable of integrating language learning, content acquisition and the development of environmental awareness. At the same time, the findings highlight the need for adequate scaffolding, careful management of cognitive load and sustained opportunities for productive language use. These considerations are particularly relevant for educators seeking to implement CLIL pathways that combine linguistic objectives with broader educational goals related to sustainability and active citizenship.

4.2 Limitations

Despite the positive findings emerging from the study, several limitations should be acknowledged when interpreting the results.

First, the research was conducted with a relatively small sample of participants (approximately 28). Indeed, such a limited number of learners restricts the generalisability of the findings. Furthermore, the absence of a control group represents a methodological limitation. Without a comparison group following the same macro-themes taught through a traditional instructional approach, it is not possible to determine with certainty whether the outcomes can be attributed exclusively to the intervention or whether they may have been influenced by other contextual factors.

Moreover, the study was led in a small rural town characterised by specific social, cultural and educational features. While this setting was a valid authentic learning environment where to investigate the implementation of the eco-CLIL approach, it also limits the transferability of the findings. Students' previous learning experiences and the educational practices adopted by the school may differ substantially from those found in larger urban areas. Consequently, the results should not be generalised beyond the specific context in which the study was carried out.

A further limitation concerns the preliminary knowledge of the participants. Before the internship, it was not possible to become familiar with students' characteristics, learning

preferences and attitudes towards English learning. Indeed, the instructional programme was designed without a detailed knowledge of the learners' profiles. Consequently, during the course, several activities required adaptation in response to the students' actual needs, as some tasks proved to be less suitable for that specific class.

Similarly, as limited information was available regarding the students' linguistic proficiency and educational background before the beginning of the intervention, some activities exceeded the learners' actual competences, generating difficulties in task completion and potentially affecting their participation. Although adjustments were made throughout the course, a more accurate initial assessment of students' proficiency would have allowed for a more targeted instructional design.

An additional limitation concerns the inclusion of students with special educational needs. Before the beginning of the course, it was not possible to obtain sufficient information about these students' specific needs. Consequently, differentiated materials that could adequately support their participation had not been designed in advance. As a result, some tasks were too demanding for them, exceeding their cognitive and linguistic abilities. In certain cases, this situation reduced their participation and, at times, partially excluded them from the activities.

The duration and intensity of the intervention also constitute a significant limitation. On the one hand, the course lasted only five days, a period that is insufficient to produce long-lasting changes in language competence and motivation. On the other hand, the programme required approximately 7 hours of instruction per day, generating cognitive fatigue among participants, thus affecting students' concentration and engagement, particularly during the final hours of the daily activities.

Another limitation concerned the administration of the questionnaires. Since they were in English, participants were required to understand both the statements and the response options in a foreign language. During data analysis, several responses appeared contradictory or internally inconsistent, suggesting that some students may not have fully understood certain questions. In retrospect, administering the questionnaires in German would likely have reduced the risk of misunderstandings and increased the validity of the responses.

In addition, some practical constraints affected the implementation of cooperative learning principles. Students were not assigned clearly defined roles within groups, nor were groups formed on the basis of learners' individual characteristics and abilities. Indeed, it was not possible to apply this approach in its formal structure as group composition had to accommodate students' preferences in order to ensure participation. Consequently, some of

the potential benefits associated with this approach, such as positive interdependence and the development of complementary social skills, may not have been fully achieved.

A further limitation regards the collaborative dimension of the teachers. Indeed, it was not possible to establish a systematic collaboration between the subject teachers and the language experts, as the first ones were not present during the course. Consequently, several pedagogical aspects were managed exclusively by the researcher and the language expert from Slovenia, including the organisation of the classroom space and the management decisions such as the rules and the learning atmosphere. Likewise, the selection of topics, the design of learning activities and the choice of instructional materials were carried out autonomously by the language experts. The only aspect discussed with the school teachers was the definition of the learning objectives. The absence of subject teachers during the intervention may have limited the effectiveness of the instructional design, as their knowledge of the students' learning profiles and classroom dynamics could have provided valuable guidance for the adaptation of activities and materials. However, the interdisciplinary composition of the experts team represented a resource. In particular, the Slovenian colleague's academic background in geography proved highly beneficial in the development and delivery of the content-related components of the course, contributing specialised knowledge and supporting the scientific accuracy of the topics addressed, for instance regarding natural disasters and the typical local products of Austria.

Finally, another limitation concerns the nature of the instruments employed in the study for the data collection. No objective measures of learning outcomes, such as standardised language tests or pre- and post-course proficiency assessments, were collected. The findings are therefore based exclusively on questionnaire responses and observation grids. Both instruments are inherently subjective and may be influenced by a variety of factors, such as social desirability bias, learners' emotional states or individual interpretations of the questions. Consequently, although these instruments provide a valuable vision of students' perceptions, motivation and engagement, they do not constitute objective evidence of actual language development.

Overall, while the present study offers meaningful insights into the potential benefits deriving from the implementation of an eco-CLIL course, the limitations outlined above must be considered when interpreting its findings.

4.3 Insights for future research

The findings of the present study provide several directions for future research on the implementation of eco-CLIL approach in high secondary school in order to strengthen the empirical evidence and deepen the understanding of the mechanisms underlying these outcomes.

First, future studies should involve larger and more diverse samples of participants. Expanding the research to different schools and geographical contexts would enhance the generalisability of the findings and allow for meaningful comparisons between rural and urban settings, as well as between different educational systems. Such investigations could provide a broader understanding of how contextual factors influence the effectiveness of eco-CLIL interventions.

Secondly, future research would benefit from the inclusion of control groups. It would be effective to compare learners participating in eco-CLIL programmes with students following traditional methods of instruction; this would allow researchers to better understand the specific contribution of the eco-CLIL methodology, providing stronger evidence regarding the validity of the approach.

Another area for future investigation concerns the duration of the course. Since the present study was limited to a one-week programme, it was not possible to evaluate the long-term effects of eco-CLIL on language development, content knowledge, motivation and environmental awareness. Longitudinal studies conducted over a longer period of time, for instance several months, could provide valuable insights into the effectiveness of the observed benefits.

Future research should also employ a wider range of data collection instruments. In addition to questionnaires and observation grids, researchers could incorporate standardised language assessments, pre- and post-tests, together with interviews, focus groups and the usage of a confidence building diary. The combination of quantitative and qualitative methods would allow for a more comprehensive understanding of students' experiences and provide more objective evidence of language development and content learning.

Particular attention should be devoted to the inclusion of students with learning difficulties. Future studies could explore the effectiveness of differentiated eco-CLIL materials and instructional strategies designed specifically for learners with special educational needs. Such research would contribute to identifying inclusive practices capable of ensuring meaningful participation and learning opportunities for all students.

Furthermore, future studies could examine how teacher collaboration could contribute to the effectiveness of eco-CLIL programmes. In particular, studies involving systematic cooperation between subject teachers and language experts could investigate how co-planning, co-teaching and shared assessment practices influence both learning outcomes and classroom dynamics. Such research would address one of the main limitations identified in the present study.

Finally, future investigations could further explore the relationship between environmental education, language learning and citizenship development. The findings of this study suggest that ecological themes can foster not only linguistic competence but also critical thinking, environmental awareness and civic engagement. Future research may further examine how eco-CLIL approaches contribute to the development of responsible and active citizens, particularly in relation to contemporary global challenges such as sustainability, climate change and environmental justice.

To conclude, future research should continue to explore the educational potential of eco-CLIL through more extensive, longitudinal studies. Such investigations would contribute to strengthening the evidence emerging from this study and support the development of innovative educational models capable of integrating language learning, disciplinary knowledge and sustainability education in meaningful and transformative ways.

CONCLUSION

The present thesis explored the potential of an ecological approach to Content and Language Integrated Learning within the context of vocational agricultural education. Drawing on the theoretical foundations of CLIL, ecopedagogy and Place-Based Education, the study investigated how the integration of environmental themes into language and content learning could positively influence students' engagement, participation, language development and ecological awareness. The research was conducted during an internship experience at FS Naas, a vocational high school in Styria, Austria, where a week-long eco-CLIL programme was designed and implemented with the aim of promoting English as a lingua franca while fostering reflection on sustainability-related issues.

The findings of the study provided evidence that eco-CLIL represents a valuable educational approach capable of creating meaningful learning experiences that extend beyond the traditional boundaries of language instruction. The integration of environmental and sustainability-related content contributed to transforming English from a school subject into a functional tool for communication and critical reflection. Throughout the intervention, students progressively demonstrated greater confidence in using the target language, increased participation in classroom activities and a stronger willingness to engage in collaborative interaction. The results suggested that eco-CLIL can create favourable conditions for language learning by lowering affective barriers and promoting authentic communicative opportunities.

The study also highlighted the central importance of meaningful content in educational processes. Environmental issues proved to be particularly effective in stimulating students' curiosity, emotional involvement and critical thinking, especially when connected to their everyday experiences. This finding confirmed the assumptions underlying both CLIL and ecopedagogical theories, according to which learning becomes more effective when learners establish connections between academic knowledge and real-world challenges.

Another significant outcome concerned the role of collaborative learning. Group work emerged as one of the most effective dimensions of the intervention. Through cooperative tasks, students were able to negotiate meaning, share ideas and build knowledge collectively, creating a learning environment that reflected the social and interactive nature of language acquisition. The positive impact of collaborative activities further reinforced the idea that successful CLIL implementation requires that learners are at the centre of the educational process promoting active engagement rather than passive reception of content.

At a broader level, the study contributed to the emerging field of eco-CLIL by providing evidence of its applicability within vocational education, a context that has received relatively limited attention in previous research. The experience conducted at FS Naas demonstrated that ecological themes can be successfully integrated into vocational curricula and can enrich students' educational experiences by connecting language learning with their future professional and personal lives. In this respect, eco-CLIL can be considered as a pedagogical response to contemporary educational challenges, including sustainability education, global citizenship and the development of transversal competences.

Nevertheless, the study should be interpreted considering also its limitations. The short duration of the intervention, the relatively small number of participants and the absence of longitudinal data restricted the possibility of drawing generalisable conclusions regarding long-term linguistic and educational outcomes. Furthermore, the lack of collaboration with subject teachers, due to contextual constraints, prevented the implementation of a fully integrated CLIL model. Despite these limitations, the findings offered valuable insights into the educational potential of eco-CLIL and provided a foundation for future investigations in this area.

Indeed, future research should continue to investigate the educational potential of eco-CLIL through larger-scale and longitudinal studies involving more diverse educational contexts. Particular attention should be devoted to the inclusion of control groups, the implementation of systematic collaboration between language and subject teachers as well as the use of mixed-method research tools; indeed, researchers could incorporate standardised language assessments, pre- and post-tests, together with interviews and the usage of a confidence building diary. Further studies could also explore the effectiveness of differentiated eco-CLIL materials for learners with special educational needs as well as examine more deeply the relationship between environmental education, language learning and citizenship development. Such investigations would contribute to strengthening the empirical basis of eco-CLIL and to refining pedagogical practices capable of integrating sustainability education, disciplinary knowledge and language learning in meaningful and transformative ways.

Ultimately, in an educational landscape increasingly shaped by globalisation, sustainability concerns and the need for interdisciplinary learning, eco-CLIL emerges as a valuable pedagogical framework capable of preparing learners to engage actively and responsibly with the complex reality of contemporary times.

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Appendix A

MISSION GREEN PLANET

PRE-VISIT IN THE CLASSROOM

LESSON 0					
Activity 1	Timing	Activity procedure	Key vocabulary and language structures	Interaction	Resources and Materials
Presentation of the unit	20 minutes	All the teachers involved in the project (Science teacher, Italian teacher and English teacher) will present, with a PowerPoint Presentation, the structure of the CLIL unit which consists of a flipped lesson, translation workshops, in-class activities (including group works), outside-class activities and post-unit activities and assessments. Teachers will give students paper copies of the unit programme. At a later stage, students will be asked to contribute a shared fee, in agreement with the school, for the purchase of the graphic novel <i>Il limite del mondo</i> , which will be used as a core resource throughout the unit.	No specific vocabulary and structure will be present. Indeed, considering the complexity of the unit, the presentation will be quite simple in order to be sure that the content and topics, the learning objectives, the methodology, the activities, the time schedule and the assessments are all crystal clear for the students.	Whole class	- Digital whiteboard - PowerPoint Presentation - Paper copies of the unit's programme

LESSON 1: English Language hour					
Activity 1	Timing	Activity procedure	Key vocabulary and language structures	Interaction	Resources and Materials
Introducing the topic of the day	15 minutes	The English teacher will project some images and videos of physics phenomena (gravity, speed, light refraction, etc...), and measurement instruments (ruler, balance, chronometer, clock, thermometer, etc...). While watching the multimedia contents, the students will take some notes. Then, the teacher will ask students to try to guess the topic of the day in pairs. Finally, the class will share ideas and the teacher will write everything down on the digital whiteboard in order to obtain a brainstorming cloud.	VOCABULARY: vocabulary related to physics phenomena, physical quantities, unit of measurement and measurement instruments. STRUCTURES: expressions of thought (I think that, in my opinion, I believe).	Whole class Pair work Individual work	- Digital whiteboard - Notebooks - Stationery
Activity 2	Timing	Activity procedure	Key vocabulary and language structures	Interaction	Resources and Materials
Core activity: micro-language	30 minutes	The teacher will give students a photocopy with some vocabulary related to physics and ask students to try to match images with their corresponding terms in small groups. Then they will write down sentences by properly incorporating the terms.	Students will learn vocabulary related to physics (e.g., physics phenomena, physical quantities, unit of measurement and measurement instruments). STRUCTURES: no specific structure will be required.	Group work	- Digital whiteboard - Worksheets given by the teacher - Stationery

Activity 3	Timing	Activity procedure	Key vocabulary and language structures	Interaction	Resources and Materials
Sum up and reflection	15 minutes	Students will create a glossary of the new words they will have learnt during the lesson with their translation. Furthermore, they will complete a self-evaluation grid to be kept in their personal portfolio.	VOCABULARY: physics phenomena, physical quantities, unit of measurement and measurement instruments STRUCTURES: no specific structures will be required.	Whole class Individual work	- Notebook with self-evaluation grids - Sheets - Stationery

LESSON 2: English Language hour

Activity 1	Timing	Activity procedure	Key vocabulary and language structures	Interaction	Resources and Materials
Warm-up activity	15 minutes	Students will be shown images of a lab scene with various tools (e.g., beaker, pipette, bunsen burner) and will try to respond to questions like 'What can you name? What do you think they are used for?' in order to activate prior knowledge and brainstorm known words.	VOCABULARY: vocabulary related to chemistry vocabulary (e.g. chemicals, laboratory equipment). STRUCTURES: expressions of thought (I think that, in my opinion, I believe).	Whole class	- Digital whiteboard - Notebooks - Pens
Activity 2	Timing	Activity procedure	Key vocabulary and language structures	Interaction	Resources and Materials

Core activity: micro-language	30 minutes	Students will be divided into small groups (3–4 students). Each group will receive a task sheet with a short experiment scenario, a clue sheet with riddles or definitions, and a set of vocabulary cards. The group will read the scenario, solve the riddles to identify the correct tools and chemicals, and plan the experiment by writing down the name, function, and reason for choosing each item. Finally, they will present their choices orally, justifying them with phrases like, “We chose the pipette because it allows us to...”	VOCABULARY: Students will be taught vocabulary related to chemistry (e.g., chemicals, laboratory equipment), chemistry-related verbs (to pour, to heat, to mix...).	Group work	- Task sheet with the scenario - Clue sheet - Vocabulary flashcards
Activity 3	Timing	Activity procedure	Key vocabulary and language structures	Interaction	Resources and Materials
Sum up and reflection	15 minutes	Memory challenge: in the same groups, students will be asked to match flashcards containing an image, a word and its definition within a time limit. The goal will be to reinforce vocabulary through quick recall and visual association while doing it during a game. Furthermore, they will complete a self-evaluation grid to be kept in their personal portfolio.	VOCABULARY: vocabulary related to chemistry (e.g. chemicals, laboratory equipment). STRUCTURES: no specific structures will be required.	Group work	- Vocabulary flashcards - Sheets with self-evaluation grids

LESSON 3 English Language hour					
Activity 1	Timing	Activity procedure	Key vocabulary and language structures	Interaction	Resources and Materials
Lead in of the lesson	15 minutes	The teacher will write down on the digital whiteboard some non-renewable sources and some environmental negative consequences that their usage provokes. She will ask students to connect the source with its environmental consequence, in groups; then the class will discuss the results together.	VOCABULARY: non-renewable sources and vocabulary related to environmental issues (e.g. greenhouse effect, global warming, etc...). STRUCTURES: expressions of thought (I think that, in my opinion, I believe)	Whole class Group work	- Notebooks - Stationery - Digital whiteboard
Activity 2	Timing	Activity procedure	Key vocabulary and language structures	Interaction	Resources and Materials
Core activity: micro-language	25 minutes	The teacher will have printed pictures and descriptions of different renewable energy sources (e.g. solar panels, wind turbines, hydroelectric dams, biomass plants, geothermal stations) as well as digital devices and AI tools. She will also have created sheets with a checklist. She will place images and facts about each renewable energy source around the classroom and in each station there will be a puzzle (e.g. "I catch rays from the sun and turn	VOCABULARY: vocabulary related to modern technologies (e.g. renewable, digital devices, AI). STRUCTURES: no specific structures will be required.	Individual work	- Printed pictures - Sheets with checklist - Stationery

			them into electricity. You might see me on rooftops!" What am I ?) Students will visit each station autonomously, solve the clue, and fill in answers on their worksheet.				
Activity 3	Timing	Activity procedure	Key vocabulary and language structures	Interaction	Resources and Materials		
Sum up and reflection	20 minutes	Students will share their answers in pairs and discuss the possible positive effects of the usage of renewable energy sources. Furthermore, they will reflect on the positive usage that could be made of modern digital devices and AI. They will create individually a table in which they will write or draw on one side the renewable sources and on the other side the non-renewable ones. Finally, they will complete a self-evaluation grid to be kept in their personal portfolio	VOCABULARY: renewable and non-renewable sources, digital devices and AI. STRUCTURES: expressions of thought (I think that, in my opinion, I believe), agreement and disagreement.	Pair work Individual work	- Notebooks - Stationery - Sheets with self-evaluation grids		

LESSON 4
Flipped classroom
-Italian Language and Literature
Hour

Activity 1	Timing	Activity procedure	Key vocabulary and language structures	Interaction	Resources and Materials
Introduction to the first flipped lesson	30 minutes	In the recorded video lesson, the teacher will begin by welcoming the students and introducing them to the new flipped classroom format, briefly explaining how it will be organised. During the lesson, the graphic novel <i>Il limite del mondo</i> will be presented, along with an introduction to the historical background of the genre and its main formal features. As part of the flipped approach, students will be required to pause the video at certain moments to complete short quizzes that appear throughout. These activities are designed to reinforce key concepts and promote active engagement. At home, students will be asked to post a brief summary of the lesson on the forum, highlighting the topic that impressed them the most and reflecting on it critically.	VOCABULARY: students will be introduced to genre specific terms (e.g., panel, speech bubble, caption, comic) STRUCTURES: temporal and causal conjunctions, connectors and cohesive devices. Structures for expressing their own thoughts and opinions.	Whole class Individual work	- Copy of the graphic novel - Digital device to watch the lesson

LESSON 5: Italian Language and Literature Hour

Activity 1	Timing	Activity procedure	Key vocabulary and language structures	Interaction	Resources and Materials
Lead in of the lesson	15 minutes	The class will revise the quizzes students will have completed during the previous flipped lesson and there will be clarifications of any doubts and if necessary, a further brief explanation of the key concepts. Then, the teacher will provide key strategies that could be used in the analysis of a literary text and give a sheet with a setlist of passages to follow in order to accomplish a proper analysis	VOCABULARY: genre specific terms (e.g., panel, speech bubble, caption, comic), specific terms required in a formal textual analysis (e.g. narrative voice, register, connotation and denotation, context, literary and rhetorical forms, etc...). STRUCTURES: no specific structure will be required.	Whole class	- Digital whiteboard - Sheets with the setlist
Activity 2	Timing	Activity procedure	Key vocabulary and language structures	Interaction	Resources and Materials
Core activity	30 minutes	The teacher will have previously selected, with the English and Science teachers, three meaningful passages of the text that are related to environmental issues. The class will have a reading aloud of these passages in Italian. After the reading of each passage, in groups, students will be asked to complete a comprehension worksheet with some open questions both about the content and the language used in the passage.	VOCABULARY: genre specific terms (e.g., panel, speech bubble, caption, comic), specific terms required in a formal textual analysis (e.g. narrative voice, register, connotation and denotation, context, literary and rhetorical forms, etc...). STRUCTURES: sentences with both active and passive voices, conditionals, present tenses.	Whole class Group work	- Comprehension worksheets - Stationery - The graphic novel

Activity 3	Timing	Activity procedure	Key vocabulary and language structures	Interaction	Resources and Materials
Sum up and reflection	15 minutes	Groups will share their analysis and discuss results with the other groups and the teacher. The teacher will also provide corrections and advice for improvement; she will collect the sheets for group evaluation. Finally, they will complete a self-evaluation grid to keep in their personal portfolio.	VOCABULARY: genre specific terms (e.g., panel, speech bubble, caption, comic), specific terms required in a formal textual analysis (e.g. narrative voice, register, connotation and denotation, context, literary and rhetorical forms, etc...). STRUCTURES: sentences with both active and passive voices, conditionals, present tenses.	Whole class Individual work	- Sheets with self-evaluation grids

LESSON 6 - 7 English Hours As this part of the unit focuses on the graphic novel translation work, we will use the following design for both the two lessons					
Activity 1	Timing	Activity procedure	Key vocabulary and language structures	Interaction	Resources and Materials
Introduction	10 minutes	The teacher will explain that the activity will be centered around selected passages from the graphic novel that tackle environmental issues.	VOCABULARY: pollution and extinction-related vocabulary. STRUCTURES: no specific structures will be required.	Whole class	- A copy of the graphic novel - Projector or printed copies of the selected passages

Activity 2	Timing	Activity procedure	Key vocabulary and language structures	Interaction	Resources and Materials
Core activity	30 minutes	In groups, students will translate the analysed dialogues or monologues into English, trying to maintain pitch and register. They can use dictionaries, glossaries, and the help of the teacher. The English teacher will guide the process by indicating equivalent expressions in English, idiomatic ways and possible false friends.	No particular vocabulary or structures needed, students will use the vocabulary and structures found during the translation.	Group work	- A copy of the graphic novel - Bilingual dictionaries - Glossary handouts
Activity 3	Timing	Activity procedure	Key vocabulary and language structures	Interaction	Resources and Materials
Sum up and reflection	20 minutes	Each group will share a short part of its translation. The lexical, register and tone choices will be compared and the teacher will then lead a reflection on what makes a translation effective (not only grammar, but stylistic fidelity). Finally, they will complete a self-evaluation grid to be kept in their personal portfolio.	VOCABULARY: vocabulary related to pollution and extinction, genre-related (graphic novel) vocabulary STRUCTURES: how to express opinions and correct others' work in a formal and kind way, expressions of thought.	Whole class Group work	- Students' translated extracts - Sheets with self-evaluation grids

LESSON 8

Science hour					
Activity 1	Timing	Activity procedure	Key vocabulary and language structures	Interaction	Resources and Materials
Warm-up activity	15 minutes	The teacher will have previously asked students to bring in class two images: one of a polluted city and one of a clean natural environment. Students will attach to the blackboard their images dividing them into positive and negative images. The teacher will engage students in a brainstorming on the topic of the day and ask them to concentrate specifically on the emotions they feel while watching these images.	VOCABULARY: vocabulary related to environment (e.g. landscapes, natural elements, pollution, greenhouse gases, fossil fuels global warming, etc...) and vocabulary of emotions and feelings. STRUCTURES: expression of opinion (I think, I believe), expression of agreement and disagreement, verbs of feelings.	Whole class	- Images brought by students - Blackboard
Activity 2	Timing	Activity procedure	Key vocabulary and language structures	Interaction	Resources and Materials
Core activity	25 min	The teacher will have previously asked students to bring something they found along the road to school (leaves, rocks, branches, a plastic bottle) without picking something alive (plants or animals). All the objects will be put on a desk and students will be asked to pick one randomly without choosing the one they brought. In small groups, students will choose one environmental issue that could be	VOCABULARY: vocabulary related to environment (e.g. landscapes, natural elements, pollution, greenhouse gases, fossil fuels, global warming, renewable energy, recycling, sustainability, etc...) and vocabulary of emotions and feelings. STRUCTURES: expression of opinion (I think, I believe), expression of agreement and	Whole class Group work	- Group activity worksheet - Objects brought by students - Stationery

		connected with one of their objects. They will have to complete a sheet with a template that asks them to frame the problem/ cause, the effect and the possible solutions. Then, each group will share its work with the rest of the class.	disagreement, modals, expression used to give personal advice.		
Activity 3	Timing	Activity procedure	Key vocabulary and language structures	Interaction	Resources and Materials
Sum up and reflection	20 minutes	The teacher will focus on one of the major climate issues: global warming and in particular about the greenhouse effect. The teacher will show an explanatory video of this phenomenon and ask students to write down notes using the technique they prefer (schemas, images, written notes). For homework the teacher will ask students to work in groups of 4 and create an infographic poster that explains what the greenhouse effect is and how it works. Finally, they will complete a self-evaluation grid to be kept in their personal portfolio.	VOCABULARY: vocabulary related to the greenhouse effect, global warming, greenhouse gases, process-related words (e.g. solar radiation, reflection, atmospheric layers). STRUCTURES: simple structures in present tenses.	Individual work	- Digital whiteboard - Link of the video - Sheets with self-evaluation grids

PHYSICAL MUSEUM VISIT - Immaginario scientifico - museo della scienza Trieste (TS)

Activity 1	Timing	Activity procedure	Key vocabulary and language structures	Interaction	Resources and Materials
Guided activity by the museum guide	120 minutes (from 10:30 to 12:30)	There will be the introduction to the experiments and most meaningful stations of the museum. Then, there will be free autonomous time to visit the museum.	VOCABULARY: simple micro language about physics, chemistry, biology (laboratory equipment, forms of energy). STRUCTURES: impersonal constructions, passives, imperatives, conditionals .	Whole class	No resources and materials needed. Eventually, it would be provided by the museum itself for the experiments.
Break Lunch time	Timing 90 min (from 12:30 to 14:00)				Autonomous packed lunch
Activity 2	Timing	Activity procedure	Key vocabulary and language structures	Interaction	Resources and Materials
A tutta energia (collaborative laboratory)	25 minutes (from 14:00 to 14:25)	The students will explore different forms of energy and their transformations. Furthermore, they will make direct experimentation on the main sources of renewable energy.	VOCABULARY: simple micro language about physics, chemistry (laboratory equipment, forms of energy) STRUCTURES: impersonal constructions, passives, imperatives, conditionals	Group work	No resources and materials needed. Eventually, it would be provided by the museum itself for the experiments.

Activity 3	Timing	Activity procedure	Key vocabulary and language structures	Interaction	Resources and Materials
Specie in equilibrium (discussion game)	25 minutes (from 14:25 to 14:50)	What if the survival needs of a species interfere with the balance between animal populations of different species? Students will be asked to imagine alternatives to safeguard biodiversity through a role play in which each student will play a different being (human, animal, plant) in natural ecosystems.	VOCABULARY: animals, plants, food chain, vocabulary related to ecosystems and biodiversity. STRUCTURES: present, past, future tenses, active and passive structures, conditionals, modal verbs.	Group work	No resources and materials needed. Eventually, it would be provided by the museum itself for the activity.
Activity 4	Timing	Activity procedure	Key vocabulary and language structures	Interaction	Resources and Materials
Io (T) Robot (discussion game)	25 minutes (from 14:50 to 15:15)	Can we distinguish a real image from an AI-generated one? Are we sure that robots will steal our work? Through quizzes, games and ethical dilemmas, students will be required to discuss critically about modern use of AI tools. Examples of activities: - select the real photo of a natural subject between one generated by AI and the real one;	VOCABULARY: micro language related to modern technology, general vocabulary related to everyday life (work, school, health). STRUCTURES: structures to express opinions, structures used to support one's own argument and to challenge the arguments of others; structures to express agreement and disagreement; open and yes/ no questions and the corresponding answers.	Group work	Students will be asked to bring any digital device they have at their disposal (laptop, smartphone, etc...).

		- discuss the potential responsibility of an accident caused by autonomous machines/cars; - how to use AI in an ecological way: brief explanation of how to use digital tools to create eco-contents to be spread online.			
Activity 5	Timing	Activity procedure	Key vocabulary and language structures	Interaction	Resources and Materials
Sum up and reflection	30 minutes (from 15:15 to 15:45)	Students will be asked to create a poster that summarises the main topics of the visit.	VOCABULARY: keywords connected to what has been said during the visit and the laboratories.	Group work	Posters and stationery will be brought by the two teachers.

POST ACTIVITIES IN THE CLASSROOM

LESSON 1: Science hour					
Activity 1	Timing	Activity procedure	Key vocabulary and language structures	Interaction	Resources and Materials
General brainstorm	15 minutes	Students will be asked to think back to their experience at the museum, encouraging them to share their impression of the visit using the posters they made during the last part of the museum visit. Each group will very briefly (around 2 minutes each) show their posters to the class, highlighting the main topic of their work.	VOCABULARY: micro language about the topics explored during the visit at the museum (physics, chemistry, ecosystems and biodiversity, modern technologies). STRUCTURES: past simple in order to talk about the experience.	Whole class Group work	- Posters made by the students during the previous visit
Activity 2	Timing	Activity procedure	Key vocabulary and language structures	Interaction	Resources and Materials
Core Activity	35 minutes	Students will get into small groups, to facilitate work they will be in the same groups as the ones they were while working on the posters. They will be given the activity of finding at least two meaningful connections between the topics discussed at the museum in Trieste and the issues illustrated in the graphic novel. The idea is to	VOCABULARY: micro language about the topics explored during the visit at the museum (physics, chemistry, ecosystems and biodiversity, modern technologies). STRUCTURES: structures to express opinions, structures to express thoughts, structures used to support one's own argument and to challenge the arguments of others;	Group work	- Stationery - Paper sheets

		analyse and compare not just what they learned, but how they learned it. As they discuss, each group should create a concept map or a few key bullet points on paper.	structures to express agreement and disagreement.		
Activity 3	Timing	Activity procedure	Key vocabulary and language structures	Interaction	Resources and Materials
Sum up and reflection	10 minutes	To wrap the lesson, each group will share a few of their points to keep it dynamic. This will let students see how others interpreted the same experience. Finally, they will complete a self-evaluation grid to be kept in their personal portfolio.	VOCABULARY: no particular vocabulary needed. STRUCTURES: expressing opinions and thoughts.	Whole class Group work	- Sheets with self-evaluation grids

LESSON 2:
Science hour.

Activity 1	Timing	Activity procedure	Key vocabulary and language structures	Interaction	Resources and Materials
Explanation of the assessment homework	Students will have one week to complete this assignment.	As part of the assessment, students will be asked to write an argumentative essay of about 350/400 words on a topic related to environmental issues, using scientific evidence (e.g., institutional websites like WWF, Educational articles and science	VOCABULARY: the vocabulary needed will be related to the personal choices of the students. STRUCTURES: possible structures could be passive voice, modal verbs, conditionals, linking words, reported speech.	Individual work	- Whatever digital device owned by the students (laptop, phones, ipads) on which

		journalism like National Geographic, or short documentaries and videos) to support their arguments. This activity combines content knowledge with language practice, and encourages students to think critically about real-world problems. An example of possible topics could be: 'Are renewable energy sources truly sustainable or just expensive and unattractive?' or 'Is vegetarianism an ethical and sustainable choice or just a trend?'.				they could write an essay. - Scientific evidence
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LESSON 3:
Italian
Language And
Literature Hour

Activity 1	Timing	Activity procedure	Key vocabulary and language structures	Interaction	Resources and Materials
Warm up activity	10 minutes	Students will have been previously asked to search individually, on the internet, an example of a graphic novel and have prepared a book report taking inspiration from the one made by the teacher during the flipped lesson. The teacher will take into consideration some	VOCABULARY: genre specific terms (e.g., panel, speech bubble, caption, comic). STRUCTURES: no specific structures are required.	Whole class Individual work	- Personal book report brought by students

		of them and present them to the class as examples and inspirations for the next task.				
Activity 2	Timing	Activity procedure	Key vocabulary and language structures	Interaction	Resources and Materials	
Core activity 1	15 minutes	The teacher will give general instructions on how to write and design a graphic novel. The teacher will provide a sheet with a list of passages to be followed in order to create the graphic novel. Then, she will explain the task students are asked to complete, which is realising a digital graphic novel of a topic of their choice agreed with the teacher. This assignment will be assessed.	VOCABULARY: genre specific terms (e.g., panel, speech bubble, caption, comic). STRUCTURES: modals (should, could, must, might), imperatives.	Whole class	- Sheets - instructions with	
Activity 3	Timing	Activity procedure	Key vocabulary and language structures	Interaction	Resources and Materials	
Core activity 2	25 minutes	Students will start their work through an initial brainstorming of possible topics for their graphic novel and they will discuss their ideas with the teacher. If they have time they will start writing their stories.	VOCABULARY: the vocabulary needed will spontaneously emerge from students depending on their ideas. STRUCTURES: same for the structures.	Individual work	- Notebooks - Stationery	
Activity 5	Timing	Activity procedure	Key vocabulary and language structures	Interaction	Resources and Materials	

Sum up and reflection	10 minutes	Students will be asked to share their ideas with their classmates and provide advice to each other in order to encourage peer tutoring.	VOCABULARY: the vocabulary needed will be related to the personal choices of the students. STRUCTURES: structure to express advice, agreement and disagreement.	Pair work	No material or resources needed.
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LESSON 4:
Italian
Language And
Literature Hour

Activity 1	Timing	Activity procedure	Key vocabulary and language structures	Interaction	Resources and Materials
Core activity	60 minutes	The whole hour will be dedicated to the writing of the graphic novel as well as to start to find and create images appropriate for their works. The teacher will constantly check and monitor students' progress and help them in case of need.	The vocabulary and structures will depend on the specific choices made by each student.	Individual work	- Whatever digital device owned by the students (laptop, phones, ipads) - Notes from the previous lesson - Stationery

LESSON 5: Science hour - Guest						In this lesson there will be a special guest.					
Activity 1		Timing	Activity procedure		Key vocabulary and language structures		Interaction		Resources and Materials		
Warm up activity		15 minutes	The guest will introduce Buddhism as a lifestyle. She/ he will underline that this lesson will definitely not be about religion but about a way of living. The guest will introduce the practice of meditation and mindfulness through mindful breathing and exercises that will help students concentrate on the body and relax its tensions.		VOCABULARY: vocabulary and verbs related to parts of the body. STRUCTURES: imperatives, verb of actions.		Whole class Individual work		No resources and materials needed.		
Activity 2		Timing	Activity procedure		Key vocabulary and language structures		Interaction		Resources and Materials		
Core activity		30 minutes	The guest will talk about her/ his daily life highlighting how life can intertwine with those principles of Buddhism related to environmental respect. She/ he will ask students to think about their own life and how his/ her advice could be applied to their life and then share their thoughts with the rest of the class.		VOCABULARY: vocabulary related to actions of everyday life; for the second activity the vocabulary needed will spontaneously emerge from students depending on their stories STRUCTURES: expressions to give advice, modals; for the second activity structures will depend on students' stories.		Whole class		- Ball or yarn		

		Then she/ he will introduce the Metaphor of Indra's Net. The guest will explain the activity: the students will form a circle. The guest will give an input (e.g. talk about someone being violent or disrespectful to the environment). One student will hold the end of the yarn and tell her/ his story and then will toss the ball of yarn to another student across the circle. The student who catches it, will tell her/ his story and then will hold onto the yarn and toss it to another student, continuing the process until all students are connected by the yarn. In the end there will be a big net, a metaphor of how our lives are intertwined and share similar experiences			
Activity 5	Timing	Activity procedure	Key vocabulary and language structures	Interaction	Resources and Materials
Sum up and reflection	10 minutes	In small groups students will reflect on how each of us is related to the others. They will be asked to represent graphically, through a drawing, the interconnection and then attach it on a poster.	VOCABULARY: No specific vocabulary needed. STRUCTURES: structures to express opinions, agreement and disagreement.	Pair work	- Posters - Stationery - Sheets

LESSON 6:
Science hour

This lesson is dedicated to the presentation and voting of the infographic as well as to the peer evaluation of the essay

Activity 1	Timing	Activity procedure	Key vocabulary and language structures	Interaction	Resources and Materials
Presentation of the infographic	20 minutes	Each group will have 3 minutes to present its infographic trying to underline the strengths of their work, while the others will take notes in order to decide which infographic to vote on.	VOCABULARY: vocabulary related to the greenhouse effect, global warming, greenhouse gases, process-related words (e.g. solar radiation, reflection, atmospheric layers). STRUCTURES: simple structures in present tenses.	Whole class Group work	- Infographics - Notebooks - Stationery
Activity 2	Timing	Activity procedure	Key vocabulary and language structures	Interaction	Resources and Materials
The vote	10 minutes	Each student will vote for his/ her favourite infographic (personal infographic excluded). Then the teacher will scrutinise and then announce the winner. The winning work will be published on the official website of the school.	No specific vocabulary and structures are required.	Whole class	- Sheets to vote on - Pens
Activity 3	Timing	Activity procedure	Key vocabulary and language structures	Interaction	Resources and Materials

The essay	20 minutes	During this part of the lesson, which is dedicated to the peer evaluations of the scientific essays that students had to write as homework, the teacher will distribute the evaluation grids and briefly explain how to complete them. Students will then receive a randomly selected essay written by a peer, asked to individually read it and complete the evaluation grid.	VOCABULARY: no specific vocabulary required. STRUCTURES: no specific structures needed since the grid includes close questions or answers with few words.	Individual work	- Essays - Sheets with evaluation grids - Stationery
Activity 5	Timing	Activity procedure	Key vocabulary and language structures	Interaction	Resources and Materials
Sum up and reflection	10 minutes	The teacher redistributes the peer evaluation grids anonymously to the original authors. After reading the feedback received, each student is asked to go to Mentimeter and type a word or a short phrase describing what they appreciated the most in the essay they evaluated. The results will form a word cloud that the class will briefly reflect on.	VOCABULARY and STRUCTURES: no specific vocabulary and structure required.	Pair work	- Notebooks - Stationery - A digital device with internet connection for each student

Evaluation grids

The following two grids will be distributed to the students at the end of almost all the lessons of this unit. The first one will let students take a moment to reflect on themselves and what they have done during this unit. The second one, on the other hand, is focused on the evaluation of the activities by the students: by giving a feedback, they will let the teachers and the instructional designers know if the CLIL unit was effective and pleasant, and if there were some flaws to correct.

Self-evaluation grid

Self-evaluation Grid	YES	NO	WHY?
Was it easy to complete the activity?			
Do you think you participated actively without any problem?			
Do you think you applied what you learned in class?			
Did you have any difficulties while completing the activity?			
Did you learn something new?			

Evaluation grid of the activity as a Feedback for the teacher

Evaluation of the Activity	YES	NO	WHY?
Did you like the activity?			
Were the instructions given clear?			
Did you enjoy the outdoor activity at the museum?			
Do you think you worked well with your classmates?			
Have you had any difficulty?			
Did you feel confident in your abilities?			

ACTIVE ENGLISH: HEALTH, SPORT, SUSTAINABILITY



13-17 APRIL 2026

DAY 1 – FOOD AND HEALTH FOUNDATIONS

LESSON 1

WHAT DO YOU EAT EVERY DAY?

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KEY VOCABULARY

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LESSON 2

KEY VOCABULARY

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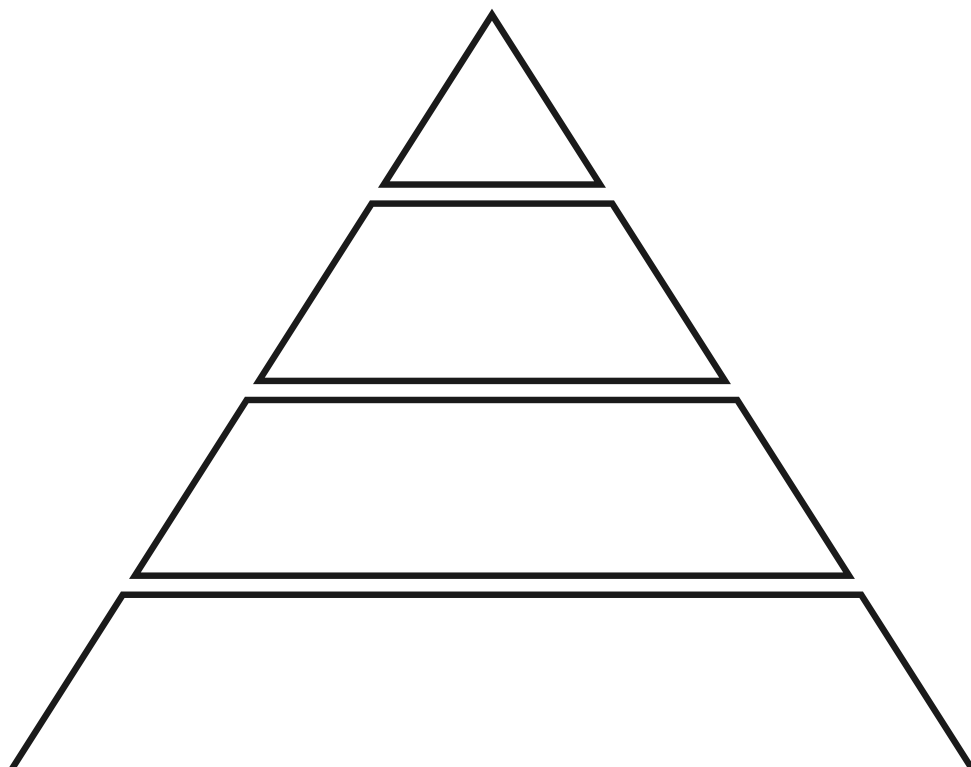
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FOOD PYRAMID



LESSON 3

NUTRIENTS

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NOTES FOR JIGSAW ACTIVITY

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NUTRIENTS GRID

NUTRIENT	FUNCTION	FOOD
Carbohydrates		
Proteins		
Fats		
Vitamins		

MATCHING

BREAD

CHICKEN

OLIVE OIL

ORANGES

EGGS

RICE

FISH

BUTTER

CARBOHYDRATES

PROTEINS

FATS

VITAMINS

LESSON 5

FIND SOMEONE WHO:

LIKES VEGETABLES:

EATS FRUIT EVERY DAY:

HATES FAST FOOD:

DRINKS A LOT OF WATER:

LOVES SWEETIES:

ASK AND ANSWER:

WHAT IS YOUR FAVORITE FOOD?

WHAT FOOD DO YOU HATE?

DO YOU PREFER SWEET OR SALTY FOOD?

WHAT DO YOU USUALLY EAT FOR LUNCH?

LESSON 6

FOOD LABELS

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LABEL ANALYSIS

LABEL	CALORIES	FATS	INGREDIENTS

LESSON 7

COMPLETE THE DIALOGUE

Anything else? Are you ready to order? Is that everything?
 What would you like? Anything to drink? And what about you? I'll have

Waitress:

Lily: Yes, we are.

Waitress:

Lily: I'd like a double cheese burger and chips.

Waitress: OK. What would you like to drink?

Lily: a can of cola, please. Oh, and
 can I have some ketchup with the chips?

Waitress: Of course.

Tom: I'll have a ham and mushroom pizza, please.

Waitress:

Tom: Yes, please. I'll have a bottle of water.

Waitress:

Tom: I'll have some chips too, please, but no ketchup for me.

Waitress: OK,

Lily: Yes, it is.

DAY 2 – LIFESTYLE AND HABITS

LESSON 1

WHAT ARE 5 THINGS YOU DO EVERY DAY?

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ASK AND ANSWER:

WHAT TIME DO YOU WAKE UP?

DO YOU EAT BREAKFAST?

DO YOU DO EXERCISE?

HOW MANY HOURS DO YOU SLEEP?

DO YOU USE YOUR PHONE A LOT?

LESSON 2

CASE STUDY

IS THIS LIFESTYLE HEALTHY OR UNHEALTHY?.....

WHAT ARE THE GOOD HABITS?

WHAT ARE THE BAD HABITS?

WHAT ADVICE CAN YOU GIVE?

LIFE COACH

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LESSON 3

ATHLETES LIFESTYLE

WHAT IS THE TYPICAL LIFE OF AN ATHLETE?

DO THEY HAVE FREE TIME?

DO THEY EAT SPECIAL FOOD?

LESSON 4

FOOD AND SPORT

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LESSON 5

NOTES FOR THE DEBATE

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LESSON 7

BUDGET CHALLENGE

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DAY 3 – SPORTS AND COLLABORATION

LESSON 1

ECO RANKING

football, tennis, skiing, cycling, surfing, basketball, scuba diving, horse riding

HIGH IMPACT	MEDIUM IMPACT	ECO- FRIENDLY

LESSON 2

IMPORTANCE OF THE RULES

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LESSON 3

GIVING RULES

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IMPERATIVES

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SEQUENCING

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DAY 4 – ENVIRONMENT AND SUSTAINABILITY

LESSON 1

THE PROBLEMS OF OUR PLANET

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LESSON 2 VOCABULARY FOCUS

COLLECT THE TERMS WITH THE CORRECT DEFINITIONS

REUSE

materials used to
protect products.

REDUCE

a place where rubbish is
buried in the ground.

RECYCLE

to use less of something,
especially waste.

BIN

to turn old materials into new
products.

LANDFILL

PACKAGING

to use something again instead
of throwing it away.

a container where you put
rubbish.

A day in a life without Plastic

Is it really possible for one to go a day without plastic? You might be surprised that a plastic-free day is very much possible!

It's not too late to start with small simple changes in our everyday routines!

7am: Ditch that plastic toothbrush and cotton round!

Let's start the day right with fresh faces and cleaned teeth! Consider eliminating the use of plastic toothbrushes and switch it out for a bamboo one for your morning routine instead. They guarantee the same quality of cleaning as a plastic toothbrush.

In addition, the handles of bamboo toothbrushes decomposes naturally in the environment.



Another easy swap you can do is using reusable cotton pads instead of disposable ones. These reusable alternatives offer lots of advantages: they are durable, absorbent, and easy to clean. Most importantly, it helps reduce waste as a single cotton pad can be used up to 1000 times.

10am: A plastic-free caffeine fix!

Bring along a reusable coffee mug when you get your daily cup. If you prefer, you could even bring your own cup from home to the office instead. Bonus: Many coffee shop locations give you a discount for bringing your own flask.



1pm: Time for a zero-waste lunch

With the lunch crowd in restaurants and food courts, you might find yourself opting for takeaways at times with your meals coming in styrofoam boxes or disposable containers.



For your next lunch takeaway, bring along a food container to have that meal to go! You can easily keep a spare food container in your office together with a pair of reusable utensils to complete the plastic-free lunch set.

4pm: Mid-day treat

With just a couple of hours more till the end of your workday, you might be looking for that sugar rush to help you power through the remaining hours. Bubble tea is one of Singaporeans' favourite go-to beverage choice and there are ways you can go plastic-free.

In fact, take it a step further by having your own reusable straws to enjoy your drink.



8pm: An all-natural shower to end off your day

What better way to wind down at the end of the day than with a good shower at home. Why not replace plastic bottles of soap and shampoo with bar soaps in your own bathroom as part of your plastic-free experience?



Plastic-free daily routine

Start out by switching one habit a day. Our small actions to promote a plastic-free or plastic-less world can create big impact if we stick to them with conviction!

Multiple Choice

What is the main idea of the text?

- A. Plastic is necessary in daily life
- B. It is possible to reduce plastic use with simple actions
- C. Only companies can reduce plastic waste
- D. Plastic-free living is too difficult

Why are bamboo toothbrushes better?

- A. They are cheaper
- B. They clean better
- C. They decompose naturally
- D. They last forever

How many times can a reusable cotton pad be used?

- A. 10 times
- B. 100 times
- C. 500 times
- D. Up to 1000 times

What can you do at 10am to avoid plastic?

- A. Drink less coffee
- B. Bring your own reusable mug
- C. Stop drinking coffee
- D. Use plastic cups

What is suggested for a plastic-free lunch?

- A. Eat only at home
- B. Avoid lunch
- C. Bring your own container and utensils
- D. Buy more takeaway food

What is a plastic-free option for drinks like bubble tea?

- A. Drink water only
- B. Use a reusable straw
- C. Avoid drinks
- D. Use bigger cups

What can you use instead of plastic shampoo bottles?

- A. Glass bottles
- B. Paper containers
- C. Bar soaps
- D. Metal cans

Vocabulary Match

1. Reusable
2. Disposable
3. Durable
4. Absorbent

- A. Can soak up liquid Can be used many times
B. Strong and long-lasting
C. Used once and then thrown away
D. Can be used many times

Open questions

1. What is one small change you can make in the morning to reduce plastic?

2. Why are reusable cotton pads better for the environment?

3. What should you bring for a takeaway lunch?

4. How can small actions make a big impact?

LESSON 3

VOCABULARY FOCUS

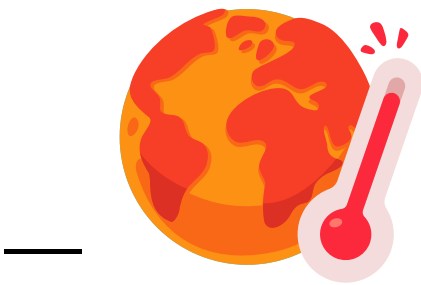
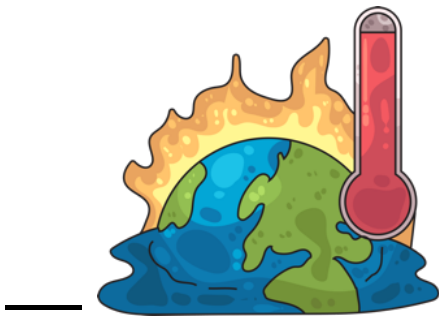
WRITE THE DEFINITION, THEN MATCH THE TERMS WITH THE CORRECT PICTURES

1. GREENHOUSE GASES:

2. GLOBAL WARMING:

3. EMISSIONS: _____

4. TEMPERATURE RISE: _____



CAUSES AND EFFECTS

WRITE THE POSSIBLE EFFECTS OF THESE EVENTS

Too many cars:

Using fossil fuels (coal, oil, gas):

Cutting down forests (deforestation):

Intensive farming:

LESSON 4

SUSTAINABLE LIFESTYLES

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VOCABULARY FOCUS

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A GREEN DAILY ROUTINE

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DAY 5 – WEEK REVIEW

FAST QUIZ

1. Which option represents a balanced meal?

- A) Only pasta and meat
- B) Vegetables, protein, and carbohydrates
- C) Only fruit and vegetables

2. Which food group does chicken belong to?

- A) Protein
- B) Dairy
- C) Grains

3. What is a “healthy plate”?

- A) A plate with only vegetables
- B) A plate with a balance of different food groups
- C) A plate with protein and carbohydrates

4. Which of the following is the healthiest drink?

- A) Tea
- B) Water
- C) Energy drink

5. At a restaurant, what is a polite way to order food?

- A) “Give me pasta, please.”
- B) “I want pasta now.”
- C) “Could I have some pasta, please?”

6. Which habit is part of a healthy lifestyle?

- A) Sleeping 6 hours per night
- B) Regular physical activity
- C) Eating junk food just three times a week

7. Which activity is best for cardiovascular health?

- A) Watching TV
- B) Running
- C) Playing table games

8. What does “unhealthy lifestyle” mean?

- A) Balanced diet and exercise
- B) No exercise and bad diet
- C) Few sport and many vegetables

9. Why is breakfast important?

- A) It gives energy for the day
- B) It makes you sleepy
- C) It is not important

10. Which sentence is correct for giving instructions?

- A) "You must to run fast."
- B) "Run faster!"
- C) "You running fast."

11. Which sport is played in a team?

- A) Tennis
- B) Football
- C) Swimming

12. What does "fair play" mean?

- A) Winning at all costs
- B) Respecting rules and players
- C) Ignoring the referee

13. What should you say to encourage a teammate?

- A) "You are terrible."
- B) "Keep going, you can do it!"
- C) "Stop playing."

14. Which is an example of an outdoor activity?

- A) Playing video games
- B) Hiking
- C) Watching TV

15. What is the main goal of teamwork?

- A) Competing against teammates
- B) Working together to achieve a goal
- C) Working alone

16. What does recycling mean?

- A) Throwing everything away
- B) Reusing materials
- C) Burning waste

17. Which material is commonly recycled?

- A) Plastic
- B) Food waste
- C) Wood

18. What is climate change?

- A) A change in daily routine
- B) Long-term changes in temperature and weather
- C) A type of sport

19. Which action helps protect the environment?

- A) Leaving lights on
- B) Using reusable bags
- C) Wasting water

20. What is a good project idea for sustainability?

- A) Creating a recycling poster
- B) Throwing trash in nature
- C) Using more plastic

TRUE OR FALSE?

1. A healthy diet should include foods from only one food group. __
2. Drinking enough water is important for maintaining good health. __
3. Skipping meals regularly is a good strategy for a healthy lifestyle. __
4. Athletes need proper nutrition to perform well in sports. __
5. In team sports, communication between players is not important. __
6. Giving clear instructions helps teammates understand what to do. __
7. Fair play means respecting both the rules and other players. __
8. Recycling helps reduce waste and protect natural resources. __
9. Climate change only affects one specific part of the world. __
10. Small daily actions, like saving water, can help the environment. __

CORRECT THE ERROR

We must to eat more vegetables.

She don't drink enough water.

Fast food are not healthy.

I usually eating fruit in the morning.

You should to avoid too much sugar.

He play football every day.

We doesn't do exercise on Monday.

It's important do sport regularly.

They is very good at teamwork.

Before play sport, you must warm up.

People throw too many trash in the sea.

There is too much pollutions in big cities.

Appendix C

Planning Day 1

LESSON	ACTIVITY
LESSON 1: Introduction to the course. Healthy eating	- Student and teacher presentations - Initial questionnaire - Think–Pair–Share: “What do you eat every day?” - Vocabulary and topic introduction (healthy vs unhealthy food) - Group mind map: Healthy Eating / Unhealthy Eating - Class discussion on healthy and unhealthy habits
LESSON 2: Food groups	- Brainstorming different types of food - Card sorting into food groups - Group poster: Food Pyramid - Poster presentations - Eco-CLIL discussion: plant-based vs animal-based foods
LESSON 3: Nutrients and health	- Class discussion: “Why do we eat food?” - Vocabulary introduction: nutrients - Jigsaw reading on carbohydrates, proteins, fats and vitamins - Peer teaching and shared table completion - Matching nutrients to real foods
LESSONS 4–5: Creating a healthy plate	- Class discussion about eating habits - Introduction to the Healthy plate concept - Group task: Design a balanced meal - Peer feedback about the meal posters
LESSON 6: Food labels and healthy choices	- Discussion: “What do you look at when buying food?” - Understanding food labels - Food label analysis - Group discussion: “Is it healthy?” - Eco-CLIL discussion: Packaging and environment
LESSON 7: Role play	- Controlled dialogue practice - Restaurant role play - Challenge round with unexpected situations - Performance and class feedback

Planning Day 2

LESSON	ACTIVITY
LESSON 1: Daily routines and health	- Brainstorming activity: “My day in 5 actions” - Pair discussion about daily routines - Group comparison of routines - Creating a healthy day vs unhealthy day poster - Sharing and discussion with the class
LESSON 2: Healthy vs unhealthy lifestyle	- Opinion activity on healthy and unhealthy habits - Language focus: expressing opinions and giving advice - Case study analysis of teen lifestyle profiles - Group discussion and comparison of lifestyles - Decision-making task: improving a teen's lifestyle
LESSON 3: Sports and healthy lifestyle	- Prediction activity about athletes' lives - Reading task on athletes' daily routines - Pair discussion and comprehension questions - Sports mime game
LESSON 4: Sport and nutrition	- Think–pair–share on food and sport - Introduction to nutrition and physical activity - Group task: designing a meal plan for a young athlete - Eco-CLIL focus on sustainable food choices - Meal plan presentations
LESSONS 5-6: Group discussion and debate	- Language focus: expressing and supporting opinions - Small-group discussion on debate topics - Preparation of arguments for and against each topic - Structured class debate - Open discussion and interaction - Class vote on the most convincing arguments
LESSON 7: Real-Life Task – Healthy Shopping	- Discussion about food shopping habits - Budget challenge introduction - Healthy shopping and meal-planning task - Group presentations - Class vote and feedback on best healthy plan and best budget-friendly choice

Planning Day 3

LESSON	ACTIVITY
LESSON 1: Types of sports	- Mime a sport and guess classmates' sports - Classify sports into categories (team vs. individual, indoor vs. outdoor) - Create a poster with sports, equipment and playing fields - Observe and discuss different sports from an environmental perspective - Compare sports according to their environmental impact - Rank sports as eco-friendly, medium or high impact
LESSON 2: Rules and fair play	- Reflect on the importance of rules in sports - Discuss ideas with a partner and participate in a class discussion about rules - Invent a new sport in groups: write rules using modal verbs. Add an environmental rule to the sport - Present the new sport to the class
LESSON 3: Giving instructions	- Play "Simon Says" - Follow and respond to commands and instructions - Analyse examples of imperative forms - Identify the characteristics of imperatives - Learn and practice sequencing words
LESSONS 4-5: Communication and teamwork	- Complete a blind drawing activity in pairs - Compare drawings and discuss communication challenges - Participate in a mime chain game - Complete the T-shirt teamwork challenge - Work in groups on a survival challenge scenario: select essential survival items through discussion and negotiation - Present group choices to the class - Vote for the best survival team
LESSONS 6-7: Final quiz	- Participate in a Kahoot! quiz - Answer questions covering the topics studied throughout the day - Review and consolidate learning from all previous lessons

Planning Day 4

LESSON	ACTIVITY
LESSON 1: Introduction to environment	- Brainstorm environmental problems affecting the planet - Match environmental vocabulary with pictures - Mime environmental terms and guess classmates' words - Participate in a speed-dating speaking activity - Discuss environmental issues in the local community - Talk about personal eco-friendly habits - Debate whether young people can change the world
LESSON 2: Recycling and waste	- Participate in the recycling game: sort waste into the correct recycling bin - Complete a vocabulary activity on recycling and waste management - Read and discuss a text about reducing the use of plastic - Answer reading comprehension questions - Design an ideal recycling system for the school - Present the recycling project to the class
LESSON 3: Climate change	- Analyse and discuss images related to climate change - Learn key climate change vocabulary - Explore the meaning of climate-related terms - Match causes and effects related to climate change - Create and share sentences explaining environmental issues
LESSON 4: Sustainable lifestyle	- Interview classmates about daily eco-friendly actions - Share survey results with the class - Learn vocabulary related to sustainable living - Discuss examples of eco-friendly behaviours and renewable energy - Evaluate everyday actions and give opinions about sustainability - Create and present an eco-friendly daily routine in pairs
LESSONS 5-6: Kiss the Ground	- Watch the documentary Kiss the Ground
LESSON 7: Reflections on the documentary	- Reflect on the main themes and messages - Discuss key questions in pairs and as a class - Share personal reactions and opinions

Planning Day 5

LESSON	ACTIVITY
LESSON 1: Warm-up and weekly review game	- Say one word learnt during the week - Compete in a team quiz covering food, sport and environmental topics - Answer questions related to healthy lifestyles, sports and sustainability - Take part in the “Pass the back” collaborative writing game: generate ideas related to good habits, bad habits, and climate change. Work as a team to create coherent lists of ideas
LESSON 2: Group project: Better world advertisement	- Work in groups to design a campaign promoting a healthy and eco-friendly lifestyle - Develop creative advertising materials: posters, television announcements, songs - Collaborate to combine knowledge from all topics studied during the week - Present the advertisement project to the class - Share ideas and receive feedback from classmates
LESSON 3: Quick review	- Complete a fast review quiz - Answer multiple-choice and true/false questions - Correct mistakes in language and content activities - Participate in a speed-speaking challenge: build coherent sentences collaboratively with a partner
LESSON 4: Final reflection	- Discuss personal experiences and learning outcomes from the week - Reflect on the activities completed during the course - Share opinions and insights with classmates - Complete an individual post-course questionnaire

Appendix D

Questionnaire: Motivation for learning English as a foreign language

Instructions

In this questionnaire you have to express your experience with the English language. Please complete the questionnaire according to your thoughts.

Section 1: Background Information

1. Name and surname: _____
2. Age: _____
3. Mother tongue: _____
4. How long have you been studying English?

☐ Less than 1 year

☐ 1–3 years

☐ 4–6 years

☐ More than 6 years

Scale:

 = strongly disagree

 = agree

 = disagree

 = strongly agree

Section 2: General attitudes toward English

Please indicate how much you agree with the following sentences:

1. I like learning English. ____
2. English is an interesting language to study. ____
3. I feel confident when using English. ____
4. Learning English is important for my future. ____
5. I am motivated to improve my English skills. ____

Section 3: Intrinsic motivation

6. I want to learn English to communicate with people from other countries. ____
7. I am interested in English-speaking cultures. ____
8. I would like to live or travel in an English-speaking country. ____
9. I enjoy watching movies or listening to music in English. ____
10. Learning English helps me feel connected to the global community. ____

Section 4: Extrinsic motivation

11. I need English for my studies. ____
12. English will help me get a better job. ____
13. I learn English to pass exams. ____
14. English is important for my future career. ____
15. I study English because it is required in my school. ____

Section 5: Learning effort and persistence

16. I regularly study English outside of class. ____
17. I try to practice English whenever I can. ____
18. I make efforts to improve my English. ____
19. I do extra activities (apps, videos, reading) to learn English. ____
20. I do not give up easily when learning English is difficult. ____

Section 6: External influences

21. My teachers encourage me to learn English. ____
22. My family supports my English learning. ____
23. My friends influence my motivation to learn English. ____
24. Social media and the internet motivate me to learn English. ____

Questionnaire: Post-course evaluation of motivation and effectiveness in EFL learning

Instructions

In this questionnaire you evaluate your experience after completing the English course. Please indicate your level of agreement with the following sentences.

Section 1: Background Information

1. Name and surname: _____
2. Age: _____

Scale:

 = strongly disagree

 = agree

 = disagree

 = strongly agree

Section 2: Perceived learning outcomes

Please indicate how much you agree with the following sentences:

1. My speaking abilities have improved. ____
2. My listening abilities have improved. ____
3. My reading abilities have improved. ____
4. My writing abilities have improved. ____
5. I feel more confident using English. ____

Section 3: Impact on motivation

6. This course increased my motivation to learn English. ____
7. Now I am more interested in learning English. ____
8. I am more motivated to continue studying English. ____
9. I feel more confident about achieving my English learning goals. ____
10. The course made learning English more enjoyable. ____

Section 4: Course effectiveness

- 11. The course met my expectations. ____
- 12. The course objectives were clear. ____
- 13. The materials used were effective. ____
- 14. The activities were engaging and useful. ____
- 15. The course was well-organised. ____
- 16. The level of difficulty was appropriate. ____

Section 5: Learning experience and engagement

- 17. I actively participated in class activities. ____
- 18. I felt comfortable speaking English during the course. ____
- 19. I had enough opportunities to practice English. ____
- 20. Interaction with classmates supported my learning. ____

Section 6: Teacher evaluation

- 21. The teacher explained concepts clearly. ____
- 22. The teacher was well-prepared. ____
- 23. The teacher encouraged participation. ____
- 24. The teacher gave useful feedback. ____
- 25. The teacher created a positive learning environment. ____
- 26. The teacher supported my learning. ____

Section 7: Overall satisfaction

- 27. I am satisfied with the course overall. ____
- 28. I recommend this course to others. ____
- 29. I will participate in another English course in the future. ____

Appendix E

Observation grid for EFL lessons

CLASS: _____ DATE: _____

STUDENT NAME	MOTIVATION / PARTICIPATION	LISTENING COMPREHENSION	SPEAKING	INTERACTION	USE OF TARGET LANGUAGE	ECOLOGICAL AWARENESS

Dichiarazione del ricorso a strumenti di Intelligenza Artificiale (IA)

La sottoscritta **Chiara Gnata**, matricola numero **891070**, iscritta presso Ca' Foscari al corso di Laurea magistrale in **Scienze del Linguaggio**, autrice della tesi di laurea Magistrale, relatrice **Marcella Menegale**, consapevole delle sanzioni previste dall'art. 76 del Testo unico, D.P.R. 28/12/2000 n.445, e della decadenza dei benefici prevista dall'art. 75 del medesimo Testo unico in caso di dichiarazioni false o mendaci, sotto la propria personale responsabilità ai sensi degli artt. 46 e 47 del D.P.R. 28/12/2000 n. 445,

DICHIARA

- ☐ di NON aver fatto ricorso a tecnologie di intelligenza artificiale generativa per supportare vari aspetti della ricerca e della scrittura del suo elaborato finale/della sua tesi di laurea;
- ☒ di aver fatto ricorso a tecnologie di intelligenza artificiale generativa per supportare vari aspetti della ricerca e della scrittura della sua tesi di laurea, in particolare:
 - *lo strumento ChatGPT con riferimento alle versioni GPT-5 e GPT-5.5; versioni rilasciate rispettivamente ad agosto 2025 e aprile 2026;*
 - *fornire informazioni su come è stato utilizzato lo strumento:*
 - ☒ *revisione e ottimizzazione dei testi per migliorare chiarezza e coerenza;*
 - ☐ *generazione di grafici e diagrammi per la presentazione dei dati;*
 - ☐ *supporto alla scrittura automatica di frasi;*
 - ☐ *produzione di immagini illustrative per integrare la parte metodologica;*
 - ☒ *altro: ricerca di fonti primarie e secondarie;*
 - *capitoli interessati: Chapter-1, Chapter-2 e Chapter-4;*
 - *la verifica dell'attendibilità delle informazioni tramite Google Scholar.*

DICHIARA INOLTRE

che tutto il materiale generato dall'IA è stato attentamente verificato, rivisto e rielaborato dall'autore/dall'autrice, che si assume la piena responsabilità per la qualità, l'accuratezza e l'integrità scientifica del lavoro.