



The V4 Humanities Education for the Climate. Diagnoses – Best Practices – Recommendations [HEC]

dr Ewa Półtorak

Uniwersytet Śląski w Katowicach

ICBEH UŚ

Voyager ou éco-voyager ? Telle est la question !

Ecotourism during a foreign language lesson

(based on the French language as a second foreign language)

Subject: foreign language (French)

Level: (according to ESOKJ): A2/A2+

Target audience: high school students (third stage of education)

* Core curriculum see section: III.2 oraz III.2.0

Topic: *Voyager ou éco-voyager ? Telle est la question !*

Objectives:

- a) In terms of knowledge, the student knows the vocabulary related to environmental protection, gets familiar with the phenomenon of ecotourism, learns about the assumptions of the "Clean holidays" campaign, and knows the ways of linguistic persuasion used in analyzed advertising posters;
- b) in terms of skills, the student knows how to describe the phenomenon of ecotourism, uses chosen ways of linguistic persuasion to create his own slogan to promote ecotourism, plans the principles of eco-travel, rephrases the main ideas contained in the written and listened texts, knows how to create a correct linguistic message (written and oral);
- c) in terms of attitude, the students show an interest in environmental protection issues, can cooperate in a group, and finds themselves in different roles in a team, presents an open attitude towards the solutions promoting ecotourism as well as ideas of the "Clean Holidays" campaign.

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Time: 2 lesson units (90 minutes)

Materials, resources, and teaching aids: web app *Mentimeter* and *LearningApps*, worksheet, alternatively laptop/computer, projector, interactive whiteboard.

Methods: mini-discussion, brainstorming, picture description, language games, true/false technique, joining matching elements into pairs, short statements: written or oral, text mediation

Forms of work: individual, pair work, teamwork

Used sources:

- <https://learningapps.org/watch?v=p842n078t22>
- <https://www.menti.com/zhzigtcd7>
- <https://www.gestespropres.com/wp-content/uploads/2019/07/sirene.jpg>
- https://www.eelv.fr/wp-content/blogs.dir/1234/files/2014/03/Affiches2_Voix_EELV_mars14_BD_OK.png,
- https://www.eelv.fr/wp-content/blogs.dir/1234/files/2014/03/Affiches7_Ecolo_EELV_mars14_BD_OK.png,
- <https://www.gestespropres.com/wp-content/uploads/2019/11/GP-banni%C3%A8res-Canette.png>,
- <https://i.pinimg.com/564x/13/ef/5d/13ef5d5f493d0153492e8624045df31b.jpg>
- <https://thumbs.dreamstime.com/z/activiste-pour-prot%C3%A9ger-la-nature-85882394.jpg>
- <https://www.baiedesomme-zerocarbone.org/quest-ce-que-lecotourisme>
- <https://tuptuptup.org.pl/odpadki-rozklad>
- <https://ekopaka.org/recykling-a-rozkladanie-sie-odpadow/>
- <https://www.youtube.com/watch?v=qJRmpE1hqb4>
- <https://www.franceinter.fr/emissions/planete-environnement/planete-environnement-22-juin-2017>
- <https://www.greenways.org.pl/wydarzenia/lokalizacje/>

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Learning procedure:

1. Introduction (approx. 4 min.)

The teacher introduces the students to the lesson's subject by brief exchange designed to present the key term of the lesson, which is ecotourism. For example, the teacher may use a question-answer technique (What kind of tourism is the most interesting for you? What places do you usually choose for your holiday destination? What criteria do you follow when you choose them? Etc.)

To make the students more active during the lesson, the teacher may use one of the online opinion researcher apps (for ex. *Mentimeter*¹, *Slido*²) which also allows all users to follow the answers on their devices (phones or laptops) on an ongoing basis. After that, the teacher briefly summarizes all the students' answers and formulates the lesson's primary goal: to reflect on ecological ways of traveling (ecotourism) and ecotravel.

2. Lesson proper (aprox. 78 min.)

a) Linguistic warm-up (aprox. 5 min.)

The teacher hands out the worksheet and, before introducing new material, conducts a short warm-up (worksheet, ex.I) to activate previously learned vocabulary related to nature and environment protection. The students are supposed to describe the presented picture (ex. 1), answer briefly on how they understand being eco (ex.2), and find as many words related to nature and environment protection as possible in just 1 minute (ex. 3). Two last exercises which were prepared with the online app *Mentimeter*³ and *LearningApps*⁴ can be done by using smartphones or any other electronic device.

b) Introducing new material and exercises (aprox. 73 min.)

First, the students get familiar with the short informational text, which presents the story and the main ideas of ecotourism (Worksheet point II, approx 25 min.). Before reading, the teacher suggests doing the exercise based on *the think-pair-share* technique to make

¹ <https://www.mentimeter.com/>

² <https://www.sli.do/>

³ Answering the questions available at: <https://www.menti.com/zhzigtcd7>

⁴ Exercise available at: <https://learningapps.org/watch?v=p842n078t22>

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the students more active. First, he asks the students to think about what, in their opinion, are the main goals of this kind of tourism. Then, the students share their opinions in small groups (of 2-3 people) to come up with three main goals, which they present as a typical proposal in front of the class. At this stage, the teacher does not comment on a proposed solution and writes them down on the blackboard so that it can be verified after reading a text.

After reading, the students answer the questions that verify their understanding and correct previously suggested answers concerning the main goals of ecotourism (written on the blackboard). In order to systematize the lexical and linguistic structures in the text, the teacher may suggest additional exercises, e.g., allowing the students to work on expressing the aim (Work Sheet, item II, exercise 2) and nominalization (Work Sheet, item II, exercise 3).

In conclusion, the students work in pairs, expressing their opinions about the form of tourism they have learned and then preparing some arguments that they think might convince their family members or friends to become interested in ecotourism.

The next activity (Worksheet, item III, approx. 25 minutes) is designed to encourage students to reflect on ways each of us can ensure that travel does not contribute to environmental degradation, particularly on behaviors that/should not accompany eco-travel.

Before completing the task, the teacher offers the students a brief reflection on the definition of the term *déchet sauvage* (wild garbage) that will appear in the suggested materials. Students work in small groups and present their suggestions. The teacher may suggest an additional exercise to make students aware of the impact of "wild garbage" on the environment. Analyzing the proposed pictures in small groups, the students first try to determine how long it takes for particular types of garbage to decompose. Then

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they can verify their answers by consulting information on this topic, e.g., on the website of a selected environmental association.

When analyzing suggested pictures, the students in small groups try to define how long does it take for each type of garbage to decompose, and then they can verify their answers by checking them on a website of an environmental association they chose⁵.

Then the students watch a part of a tv program and listen to a part of a radio broadcast that presents a campaign of a French environmental association, *Gestes Propres*⁶ “Clean Holidays” (*Vacances propres*). After listening, the students answer the questions concerning the presented content, and they present the main assumptions of the campaign.

The next step is group work. The students' task is to come up with the sample rules of eco-travel. The students are supposed to "join" the campaign "Clean holidays" and to suggest at least four rules that eco-traveller should abide by during a particular type of trip (for example: by the sea, in the mountains, by the lake, in the forest). Each group presents the effect of their work in front of the whole class. Alternatively, the teacher may want to suggest an additional exercise based on the article that shows some online applications for proper management and segregation of not only "wild" waste.

The last task of this part of the lesson is based on the analysis of chosen posters concerning environmental issues. (Worksheet, point IV, approx. 25 min.). The students work in small groups and briefly describe chosen posters (one poster for each group). The main goal of the exercise is to focus on the slogans and the ways they are created. The teacher asks the students to point out the distinctive features of the advertising slogan and then asks the students what kind of linguistic means are used the most often to prepare an advertising slogan. In analyzed examples, it is mainly the use of infinitives and imperative forms (first-person plural).

⁵ Depending on the students' language level, the teacher may use Polish sites (for example, [EkoPaka](#)) or French (for example, [Gestes Propres](#)).

⁶ <https://www.gestespropres.com/qui-sommes-nous/>

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If necessary, the teacher may suggest at this stage some additional exercises to activate the knowledge concerning the usage of the means of linguistic persuasion. This knowledge will be required for the next task stage, which involves creating students' slogans that promote ecotourism.

Additionally, the students may also think of what kind of poster could exemplify the slogans they have created. When the task is finished, each group presents the effect of their work in front of the class.

3. Recapitulation phase (aprox. 8 min.)

a) Summary (Worksheet, point V)

In conclusion, the students complete a short mediational task concerning text mediation: they work on their own preparing a short summary of information about ecotourism that they can share with a colleague who was absent from class.

Then, the students work in pairs and compare their notes.

b) Homework (Worksheet, point VI)

The teacher explains to the students the homework: the students' task is to visit a website that promotes ecotourism in Poland⁷ look through "green routes" and choose one that is the most interesting for spending holidays with a best friend.

⁷ For example, Greenways Poland Association (<https://www.greenways.org.pl/wydarzenia/lokalizacje/>)

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