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Análisis del discurso de Greta Thunberg: su relación con los ODS y una propuesta didáctica para las aulas de Educación Primaria

Analysis of Greta Thunberg's Discourse: its relationship with SDGs and a didactic proposal aimed at Primary Education classrooms

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ABSTRACT

This dissertation aims to delve into the analysis of Greta Thunberg's discourse and to find out the emotions that she conveys and how she has changed in her communicative style from different stages of her trajectory (2018, 2019, 2020 and 2022). Thus, the present dissertation is born as a result of the need to raise children's awareness about the existing problem of climate change and the urgent wake-up call to save the planet. To do this, the first section of this dissertation has been devoted to analysing prior research with the intention of then understanding Greta's emotional persuasive strategies, as present in the speeches under analysis. All of this will serve as a basis for a teaching innovation proposal for Year 3 and Year 4 students in order to initiate them into *Critical Discourse Analysis* while following a *Communicative Language Teaching approach* to L2 acquisition. Accordingly, this dissertation proposes a methodology that involves the teacher being the first to analyse, simplify and reflect on the texts employed. The aim is thus to help pupils become aware of the existing climate problem, while at the same time addressing the Sustainable Development Goals (SDGs) from the 2030 Agenda.

Key words: emotional persuasive strategies; Critical Discourse Analysis; Communicative Language Teaching; TEFL; Primary Education; Sustainable Development Goals.

RESUMEN

Este trabajo pretende profundizar en el análisis del discurso de Greta Thunberg e indagar en las emociones que transmite y cómo ha cambiado su estilo discursivo en diferentes etapas de su trayectoria (2018, 2019, 2020 y 2022). Así, el presente trabajo nace como resultado de la necesidad de concienciar a los niños sobre el problema existente del cambio climático y la urgente llamada para salvar el planeta. Para ello, el primer apartado de este trabajo se centra en analizar investigaciones previas con la intención de comprender después las estrategias persuasivas emocionales de Greta, presentes en los discursos analizados. Todo ello, servirá de base para una propuesta de innovación docente para alumnos de tercer y cuarto curso con el fin de iniciarlos en el Análisis Crítico del Discurso siguiendo un enfoque de Enseñanza Comunicativa de la Lengua en la adquisición de la L2. Para ello, se propone una metodología donde el profesor sea el primero que analice, simplifique y reflexione sobre los textos empleados. De este modo, se pretende ayudar a los alumnos a tomar conciencia del problema climático existente, a la vez que se abordan los Objetivos de Desarrollo Sostenible (ODS) de la Agenda 2030.

Palabras clave: estrategias persuasivas emocionales; Análisis Crítico del Discurso; Enfoque Comunicativo a la Enseñanza de Lenguas; Enseñanza del Inglés como Lengua Extranjera; Educación Primaria; Objetivos de Desarrollo Sostenible.

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INTRODUCTION

Climate change has become a hot topic in recent years due to all the risks affecting the entire ecosystem. This is an issue over which not only the scientific community is pondering; ecolinguists, for example, are also trying to offer solutions through linguistic assistance (Grimm et al., 2008, as cited in Naz et al., 2022, p. 117). Therefore, in view of this problem, this dissertation aims to demonstrate the importance or significance of language to persuade people to act upon or to take action against one of the greatest challenges of the 21st century. This crisis may be tackled or reduced through use of language as it is a powerful tool to shape people's thinking, and in so doing, influencing people's actions (Naz et al., 2022, p. 117).

While experts claim the planet's and its people's future are uncertain, they state that one thing is certain: people and their actions are leaving a hostile planet that will become increasingly arduous to inhabit in a short period of time if we do not become proactive. Aiming to contribute to a sustainable future for the planet and its people by 2030, 17 Sustainable Development Goals were set in 2015 by the United Nations and signed by 193 countries¹. These goals are interconnected and address the global challenges faced by our society every day, including poverty, pollution, and violence, and can be divided into three categories: sustainable economy, social justice, and environmental protection (United Nations, 2015).

As a BA student of Primary Education and as a teacher in training, this final project or dissertation is the last step before becoming a teacher. As such, my goal is to integrate all competences acquired during the last four years related to knowledge, skills, and attitudes toward education into this project, simultaneously becoming familiar with research tasks and reflecting on the teaching-learning process in order to improve myself as a future teacher.

Therefore, the dissertation presented here is organized into four sections. Firstly, Section 1 draws the reader's attention to a brief literature review concerning the beginnings of Greta Thunberg's campaign, her communicative style, how she manages to persuade people, and different emotions she conveys in her speeches, based on Critical Literacy, as well as its relationship with SDGs. Section 2 covers the methodology I followed to accomplish the aims of this dissertation and the linguistic analysis of four of her speeches, trying to uncover any changes

¹ <https://sdgs.un.org/goals>

in Greta's communicative style over different stages. Finally, Section 3, presents four lesson plans to help children understand the impact of their actions on the world and the need to protect the earth, human beings and different elements, while raising their critical awareness, drawing as much as possible on some of the different analysed data of Greta's speeches.

The discourse analysis conducted in this dissertation will draw upon Systemic Functional Linguistics' (henceforth, SFL) Appraisal Framework (Martin & White, 2005), and more specifically on Benítez-Castro and Hidalgo-Tenorio's (2019) revised EMOTION and OPINION model, meant to offer a more psychologically-inspired analysis. On this basis, the analysis presented in Section 2 aims to assess the attitudinal nature of Greta's discourse by analysing the nature of the emotions and opinions that permeate her speeches. With all of the above in mind, this dissertation rests upon several key research questions:

Linguistic analysis

R.Q.1. What types of emotions and opinions does Greta convey through her speeches (2018, 2019, 2020 and 2022) in order to get her message across and influence people's way of thinking and opinion, especially the new generation of young people in such a successful way?

R.Q.2. Does her communicative style reveal any evolution as years go by?

Teaching-learning proposal

R.Q.3. How could the texts in the corpus be used to raise awareness among students of how emotions are conveyed?

1. LITERATURE REVIEW

1.1. *Greta Thunberg*: How it all started... How did her campaign start?

First of all, it is important to understand who she is. She is a climate activist from Sweden, who became internationally known for her school strikes for climate. She was 15 years old when she started her strike in August 2018, in front of the Swedish Parliament. Her homemade banner is with her on her travels, and it says "Skolstrejk för klimatet" (School strike for the climate) with painted black letters on a white background. Fridays For Future is a school strike movement inspired by her strikes (Garvik & Tjernshaugen, 2019, as cited in Elden, 2020, p. 4).

As the oldest daughter of two, her mother is a famous singer and her father is an actor. When she was around 8-9 years old, she learned that flying was bad for the climate; yet, people continued to fly. She does not like it when people say one thing and do something else (Skavlan, 2019a², as cited in Elden, 2020, p. 4). She started to learn more and could not look away anymore. She thought that she should do what she could, even though it was very little (TheEllenShow, 2019)³. When she was around 11 years old, she fell into depression (TEDx Talks, 2018)⁴. She stopped going to school, and did not eat nor speak. She felt like there was no point in living, since no one cared about climate change (Skavlan, 2019b)⁵. Later, she was diagnosed with OCD, Asperger syndrome, and selective mutism, meaning that she only speaks when needed - "now is one of those moments", she said when explaining why she was striking (TEDx Talks, 2018). Thunberg does not fly, she is vegan, and she only buys things when it is absolutely necessary (Skavlan, 2019a). She made her parents stop flying across the world; her mother had to change company as the company she was working for demanded that she fly. So, when her parents shop, they try to hide it. She claims she can see if they lie. Then they must admit it and she yells at them. She even goes through the receipts, she says in a humorous tone (Skavlan, 2019a). In May 2018, she entered a writing competition about the environment, and her text was published. She was contacted by many, including Bo Thorén who had started a group with people who wanted to do something about the climate crisis. Thunberg liked the idea of a school strike, inspired by the Parkland students⁶. However, the others wanted something different, so she continued alone. Her parents did not like the idea and did not support it. August 20th, 2018, at the age of 15, she sat outside the Swedish Parliament and handed out flyers with facts on the climate crisis and why she was striking. She posted what she was doing on Twitter and Instagram (Greta Thunberg Sweden, 2019)⁷; her mother, with

²<https://sumo.tv2.no/programmer/underholdning/skavlan/sesong-2/skavlan-sumo-2-episode-2-1413269.html?showPlayer=true>

³ <https://www.youtube.com/watch?v=rsNskDfd5CM&t=8s>

⁴ <https://www.youtube.com/watch?v=EAmUIEsN9A>

⁵<https://sumo.tv2.no/programmer/underholdning/skavlan/sesong-3/skavlan-sumo-3-episode-2-1498513.html?showPlayer=true>

⁶ The events of the Parkland school shooting are by now so well engraved in the national consciousness that they barely require recap: on Valentine's Day 2018, a teenage gunman killed 17 students at Marjory Stoneman Douglas high school in six minutes; students documented their fear and disbelief in real time. Overnight, some became characters in the national battle over gun violence – known to millions as heroic crusaders against inaction, targets of rightwing trolls, or conspiracy theories' "crisis actors" (<https://www.theguardian.com/film/2021/may/15/us-kids-parkland-activists-documentary-gun-control>)

⁷<https://www.facebook.com/gretathunbergsweden/photos/a.733630957004727/767646850269804/?type=3&theater>

around 40,000 followers, shared it, the media came, and soon it went viral (Espeland, 2020b)⁸. Asperger's syndrome makes her see the world in a different way (Skavlan, 2019a, as cited in Elden, 2020) and she views it as a gift, a strength, and a superpower (Greta Thunberg Sweden, 2019; TEDx Talks, 2018). She says that it makes her see things in black or white, she is not good at lying and is not enjoying participating in social games, such as social interactions (TEDx Talks, 2018). She would not have done what she has if it were not for her diagnosis, since if she were 'normal' and social, she would have joined an organization or started one. She started to school strike alone instead (Greta Thunberg Sweden, 2019). In a crisis like this, she claims that we need people who think differently, who think outside the box (TheEllenShow, 2019). She saw everything from the outside, and she saw that this was wrong. She realized that she could try to make a difference and try to make the world a better place (Skavlan, 2019b, as cited in Elden, 2020, p. 4).

The recent movement in this vein is Fridays for Future, under which school climate strikes are held, with protests including skipping school once a week. Greta Thunberg inspired this international initiative, which, since 2018, has been demanding political action to reduce greenhouse gas emissions and slow global warming. These demands combine political subjects and knowledge to make claims that appear reasonable and rational (cf. Anshelm & Hultman, 2015; Kverndokk, 2020; Wetts, 2020, as cited in Sjögren, 2020). The participants in the movement define themselves as the voiceless future of humanity. They are deeply concerned about their future and they criticize the politicians for neither listening to them nor taking the climate crisis seriously. They are rising up, demanding justice for all past, present and future victims of the climate crisis. They see the climate crisis as the biggest threat in human history and do not accept the inaction of the decision-makers of the world. They want the ones in power to take responsibility, and solve the climate crisis (FridaysForFuture, 2019).

Hence, the global climate movement has been experiencing a growth without precedents. Fairclough (2012) further states that CDA serves as a starting point for trans-disciplinary critical social analysis, as seen since 2019, with the emergence of Greta Thunberg and the birth of "Fridays for Future" (FFF). Thunberg became an FFF myth quickly spread through social networks and the media, and was even chosen as Time magazine's person of the year at the age of 16. The activist's actions and speeches catalysed the emergence of a global social movement with multiple local groups around the world, thereby mobilising millions of

⁸ https://radio.nrk.no/podkast/p3_dokumentar/1_209b673e-ee85-4250-9b67-3eee85825080

people worldwide (Thompson, 2020; Wahlström et al., 2019, as cited in Díaz et al., 2021, p. 36). Greta's popularity grew even more in the fall of 2019, when she sailed across the Atlantic Ocean.

As a result of all this, she has won several awards (see e.g. Garvik & Tjernshaugen, 2019; Amnesty International, 2019), including the Nordic Council environmental award, but she refused to accept it, saying that the climate movement does not need awards, but the people in charge to start listening to science instead (The Guardian, 2019a). She was named the person of the year 2019 by Time magazine and lexicographers at Collins Dictionary named 'climate strike' the word of the year (The Guardian, 2019b). She says that the most important thing she does is communicate and put pressure on the ones in power (TheEllenShow, 2019). She never expected the movement to get this big (TheEllenShow, 2019); yet, she is afraid that even though the movement is big, it might not lead to anything. The best she can do is to keep trying and hope something will come out of it (Skavlan, 2019b). Thunberg has joined strikes in many countries in Europe and North America and has spoken at summits, including the UN and the World Economic Forum (Garvik & Tjernshaugen, 2019). She wants to go back to school, but she will continue striking until the Swedish government act according to the Paris Agreement (Skavlan, 2019b).

Her climate commitment has made her controversial, and many have criticized and harassed her. Some claim that she is just a pawn, that she gets paid for what she does, that her parents are using her, that her English is too good, and that her speeches are too complicated for someone her age (see e.g. Espeland, 2020b, 2020c⁹; Dahlback et. al, 2019). Thunberg is not surprised that she gets so much hate since most people are not aware of the climate crisis, and therefore a school strike might seem odd. She is not part of an organization, but she sometimes supports or collaborate with NGOs who work for climate and the environment. She has not received financial benefits or promises of money in the future, neither has her family or anyone connected to her (Espeland, 2020b). She is doing everything independently and is only representing herself. The idea of fighting for the climate for money is absurd, as she claims. She writes her own speeches but does get help from some scientists on how to express certain

⁹ https://radio.nrk.no/podkast/p3dokumentar/1_d5152150-2607-4bc1-9521-5026077bc1fc

complicated causes. She wants to say correct things so that she does not spread incorrect information, or things that can be misunderstood (Greta Thunberg Sweden, 2019).

She travels with her father, but she does not think that her father wants to travel with her. However, it is his duty, she says humorously. She is not old enough to travel alone, but her father is the child at home. She must make sure, for example, that he cleans up (Skavlan, 2019b). As previously mentioned, she made her parents stop flying and shopping, and she looks for receipts to see if they are lying. This aspect of her as a child being the ‘adult’ will be important in the analysis (Skavlan, 2019b). This can be connected to her being Swedish. Astrid Lindgren, who wrote Pippi Longstocking, was inspired by Ellen Key’s philosophy (Periskop, 2020), which focused on growing up free from adult dominance. The Swedish politician Olof Palme spoke up against the US and Soviet Union, and during this time, the cartoon Bamse was created, and many saw the ‘world’s strongest bear’ as a child friendly pedagogical version of Palme, always ready to defend the weak and formulating sustainable tools for how life should be lived. Bamse is therefore the embodiment of the Swedish values (Periskop, 2020). The voice of Bamse was actually Greta Thunberg’s grandfather (Espeland, 2020c). There was a political culture in Sweden where one could tell the world how it should behave, formulated by Palme, and sustained since then. Thunberg is standing on the shoulders of Pippi and Bamse. A competent child with superpowers, speaking up against the powerful (Periskop, 2020). Sweden is also seen as a pioneer country when it comes to Education in Sustainable development (Straume, 2016), which will be explained further in Section 1.4., when presenting Agenda 2030.

The speeches and public appearances of Greta Thunberg have typically coincided with important international climate change summits and conferences, as Espejel-Gómez & Hidalgo-Toledo (2020) argue. However, Thunberg's strategic communications, both in the form of her speeches, her actions and even her social media messages, correspond to a strategy aimed at building Greta’s myth and generating an appropriate framework for the climate movement through a discourse that, as Leung (2020) points out, is highly emotionally charged.

1.2. Greta Thunberg's emotions and communicative style- How does she manage to persuade people? And, what emotions does she typically convey and arouse among her followers?

Language does not only serve as a tool of communication and a vehicle to transfer ideas; it is also used as a tool to persuade and to influence audiences (Lauwren, 2021, p. 9). As the subject is contemporary, and still ongoing, little academic analysis has been conducted on the topic of Thunberg's argumentative style. This is a matter well worth studying, due to the mass media attention, influence on public policy, and the so-called 'Greta effect', inspiring young people around the globe to protest in their local communities. Therefore, Greta's appearance at COP24 can be taken as a starting point for her argumentative style (Nevett 2019, as cited in Kintcheva, 2020, p. 2).

It is clear from reading several of Greta Thunberg's articles that she has a direct, forceful, and urgent way of communicating. According to Stephens (2023) and Global (2022), she uses powerful speaking techniques with strong language such as the constant and repetitive use of the 2nd person pronoun "you" in which the subject becomes the target of her criticism, as a direct threat which makes you think things through. This is evident, for instance, in questions like *Are you really doing everything to help?* or *Are you doing anything at all?*, meant to somehow demonize people. Greta doesn't pull her punches. In a recent verbal pummeling of parliamentarians, she said: "You have stolen my dreams and my childhood with your empty words. And yet I'm one of the lucky ones." (PBS NewsHour, 2019). Such statements have a raw power (Global, 2022). Moreover, in her speeches, you may hear scary numbers you cannot ignore. She uses numbers to give strength to her speeches, but not too many so as not to get lost in hard-to-understand climatic data. For example, arguments such as the planet only has a certain amount of CO₂ left to give and it is running out quickly, explained by her at the U.N. Climate Action Summit (2019)¹⁰. You do not have to be a scientist to get that.

Regarding her voice, Stephens (2023) states that Greta often reads with great vocal variation and emphasizes key words and phrases to drive her point home. A vocal change breaks up a speaker's cadence, and it grabs the audience's attention. In addition, she shows a level of poise that even top corporate leaders struggle to display. If you watch a video of her

¹⁰ <https://www.youtube.com/watch?v=KAJsdgTPJpU&t=302s>

talks, you will see her hold eye contact with a group of adults as she warns them about the consequences of their inaction. That is a breed of bravery that is generally limited to online trolls, not in face-to-face interaction. Therefore, she may not have a perfect talk, but this one caught the attention of people all over the world.

Greta Thunberg's ability to connect emotionally with people is another important aspect of her persuasive power. During her speeches, she discusses how the climate crisis will affect future generations, and she challenges her audience to think about the legacy they will leave behind. As a result of framing the issue in a personal manner, she motivates people to take action. Why Greta speaks in this direct way could be attributed to several factors. One of these is her Asperger's, which Greta has embraced as a positive difference, relishing wrongfooting her critics by describing it as a gifted condition. Of course, Greta is Swedish and it is fair to say there is a Scandinavian trait that combines directness with emotional reserve for great persuasiveness. Moreover, what really cuts through is her authenticity. Environmentalism is a topic that's not just authentic to her but to a whole generation who will inherit the earth. Like many high impact figures, she's not just remarkable in herself, but has captured the mood of a large group, becoming emblematic of it (Global, 2022).

Emotion is one of the cornerstones of her speeches, as the audience often experiences an emotional contagion. She is often visibly angry to the point of tears at several big moments. You feel her pain. Great speakers give audiences permission to feel something by showing their own emotions. She tears up, you tear up. She's fired up, you're fired up. You, the audience, are a mirror to a skilled speaker. Notice she didn't smile once? Even as people cheered and applauded from the audience. She fully embodied the seriousness she wanted to communicate (Stephens, 2023). Crucially, Greta has the skill to make clear and compelling arguments while tapping into her (and our!) emotions. The language she uses when attending debates and sessions that are otherwise dry and formal is often personal, and sometimes extreme (Global, 2022). For instance, "This is all wrong. I shouldn't be up here. I should be back in school on the other side of the ocean. Yet you all come to us young people for hope. How dare you!" (PBS NewsHour, 2019).

However, as I would like to get more information and inquire into the aspect of her opinion and emotions adopted by Greta Thunberg, with my subsequent further analysis I will be able to confirm which emotions she mostly conveys and arouses among her followers, and anyone who listens to her.

1.3. Critical literacy – and its connection with the SDGs

Critical literacy uses literacy practices as a medium to enable children of any age, experience, or ability level to examine and challenge issues of social justice and equity, such as power, race, class, and gender, as well as the ideologies of the texts (Janks, 2010, 2013). Such practices can promote reflection, transformative change, and social action (Hadjioannou & Fu, 2007; Norris, Lucas, & Prudhoe, 2012). By encouraging critical reflection and active participation, critical literacy has been known to help readers get involved in thinking beyond the text to understand issues such as why a certain topic was chosen by the author, why a particular perspective was taken, and why some ideas about the topic were selected to be included/excluded (McLaughlin & DeVogd, 2004). Such scrutiny can help young readers develop a sense that reading is never neutral but always bases decision-making on a particular ideology (Beck, 2005). Therefore, through a critical literacy approach, children explore diverse voices and think critically about real-life problems (Fisher, 2008; Vasquez & Felderman, 2012) and discover alternative paths for self and social development (Dozier, Johnston, & Rogers, 2006; Lewison, Flint, & Van Sluys, 2002; McLaren, 2003).

On the other hand, teaching about SDGs can be daunting because it requires adjustments in existing curricula and teaching methods (Hensley, 2020). According to Robles-Moral (2021), knowledge of sustainable environmental development is essential in the training of citizenship and in education. Therefore, with the teaching proposal presented herein, I want to help pupils to become aware of the existing climate problem, while at the same time addressing the Sustainable Development Goals (SDGs) from the 2030 Agenda (United Nations, 2015), in particular, number 12 (sustainable consumption and production) and number 13 (climate action).

Notwithstanding, this dissertation proposes a methodology that involves the teacher in first analysing and reflecting on the texts employed, so that he or she is able to simplify the message for the intended learners, and this is what the following sections are about.

2. METHODOLOGY

2.1.(Critical) Discourse Analysis

Critical Discourse Analysis is the theoretical framework for this research, articulating the entire dissertation and its structure. CDA “brings the critical tradition of social analysis into language studies” (Fairclough, 2012, p. 9). In this regard, Fairclough (2012) further states that CDA serves as a starting point for trans-disciplinary critical social analysis, insofar as it seeks to explain rather than only describe social phenomena. Therefore, this dissertation aims to uncover the persuasive roots of Greta Thunberg’s discourse, by detecting the emotions and opinions that she conveys in four of her speeches from different stages of her trajectory (2018, 2019, 2020 and 2022).

The data collected in the corpus will be analysed, taking into account the criteria of Critical Discourse Analysis. This information will also be supplemented by the educational theories that form the didactic unit's theoretical underpinnings, resulting in a multidisciplinary dissertation that applies social, linguistic, and pedagogical approaches to analyse and address a challenging social issue.

When it comes to the choice and analysis of texts from a critical standpoint, Fairclough (2012) offers a range of highly useful linguistically- and semiotically-driven instructions. In this particular instance, the analysis will focus on the detection of EMOTION and OPINION in the texts under study. This will allow us to see how, through attitudinal discourse, Greta Thunberg manages to alter young people’s perceptions.

The proper development of the research will depend on the EMOTION and OPINION methodology; these two analytical frameworks will now be thoroughly explained.

2.2. Systemic Functional Linguistics – Appraisal Theory – Opinion/ emotion

(Critical) Discourse analysis seeks patterns in linguistic data. Systemic Functional Linguistics (henceforth, SFL) offers manifold tools to explore meaning in language and to relate language

use to social contexts, thereby contributing to a deeper understanding of language in social life (Schleppegrell, 2004, as cited in Handford, 2012, p. 21).

SFL is the linguistic model originally developed by Michael Halliday (Halliday, 1978, 1994; Halliday & Matthiessen, 2004). SFL recognizes the powerful role language plays in our lives and sees meaning-making as a process through which language shapes, and is shaped by, the contexts in which it is used. Every language thus offers its speakers/writers a wealth of options for construing meaning. SFL facilitates exploration of meaning in context through a comprehensive text-based grammar that enables analysts to recognize the choices speakers and writers make from linguistic systems and to explore how those choices are functional for construing meanings of different kinds. SFL describes three abstract functions (metafunctions) that are simultaneously realized in every clause we speak or write, and relates our linguistic choices to the contexts that the language participates in. The three metafunctions are the ideational, interpersonal, and textual, as in every clause our language simultaneously construes some kind of experience (*ideational* metafunction), enacts a role relationship with a listener or reader (*interpersonal* metafunction), and relates our messages to the prior and following text and context (*textual* metafunction). SFL provides constructs and tools for exploring these three kinds of meanings and their interaction in discourse (Schleppegrell, 2004, as cited in Handford, 2012, p. 21).

Appraisal, lying at the heart of the interpersonal metafunction, explores how interpersonal meaning permeates a text, enabling exploration of resources for evaluative meaning, “the kinds of attitudes that are negotiated in a text, the strength of the feelings involved and the ways in which values are sourced and readers aligned” (Martin & Rose, 2003, p. 25). A related development in SFL discourse analysis is the elaboration of the engagement system, a sub-system of Appraisal, to identify the sources of attitudes and evaluative meaning (Martin & White, 2005, as cited in Handford, 2012, p. 26).

In this dissertation, the analysis will draw upon a revised version of Martin & White’s (2005) original Appraisal framework, i.e. Benítez-Castro & Hidalgo Tenorio (2019). As stated in their 2019 publication and as demonstrated in subsequent applications, their revised EMOTION and OPINION scheme is meant to offer analytical categories that are more psychologically-oriented and inspired. With this in mind, the scheme on which my research

about the evaluative language of Greta's discourses will be based is divided firstly into three macro-branches: polarity, valence/axiology and attitude.

As to polarity, this relates to the occurrence of the evaluative markable in a syntactically assertive (*good or happy*) or non-assertive (*not good or happy*) context. Valence and axiology are in turn each divided into three semantic options. EMOTION VALENCE encompasses pleasant (*I was thrilled*), unpleasant (*I was gutted*) or neutral emotions (*I wanted*); OPINION AXIOLOGY, by contrast, is split into positive (*They help us/ They are good/ They are capable*), negative (*They do not help us/ They are not good/ They are not capable*) or neutral opinions. To accommodate the multi-layered nature of the emotion-opinion interplay, the scheme incorporates an option for cases where the evaluative markable conveys an explicit opinion and an implicit emotion (or the other way around). For instance, "*They are great*"= explicit positive emotion which entails an implicit pleasant emotion (*I admire them*).

Moving on to the attitude component of the system, this is divided into EMOTION and OPINION. Starting with EMOTION, it is split into three sub-systems, as shown in Figure 1 (see below): Emoter, Trigger and Affect-type. The Emoter is the person who utters or produces the emotion-based evaluative statement, and may be known (Greta Thunberg, the governments...) or unknown; if the former applies, then this can be authorial (*I am angry*) or non-authorial (*They are angry*). The Trigger is the stimulus that has activated a particular emotion, and it can also be known, unknown, authorial (*I am proud of my achievements*) or non-authorial (*I am horrified by their actions*). Finally, the most important aspect concerns AFFECT-TYPE, which is divided into three semantic regions: GOAL-SEEKING, GOAL-ACHIEVEMENT, GOAL-RELATION and CORE-AFFECT TYPE.

GOAL-SEEKING emotions describe the speaker's attitude and level of cognitive involvement with the topic of their speech (surprise, inclination or interest). GOAL-ACHIEVEMENT emotions, in turn, distinguish between satisfaction and dissatisfaction emotions, based on the speaker's progress or lack thereof when achieving his/her objectives. GOAL-RELATION is a generalized relation of attraction or repulsion with an entity.

As regards the OPINION system, this is split into three sub-sections, as shown in Figure 1 (see below): Appraiser, Appraised and Opinion-type. The Appraiser is the person who is expressing an opinion, and can be known (Greta Thunberg, the governments...) or unknown, as well as authorial (Greta's opinion, "*They are horrible*") or non-authorial (*They feel they are great*). The Appraised is the entity about which an opinion is expressed, and it can also be

known, unknown, authorial (i.e. if Greta Thunberg says “*I am very tenacious and wonderful*”) or non-authorial (i.e. *Governments are horrible and destructive*). Finally, the most important aspect is the OPINION-TYPE, which is divided into: JUDGEMENT (ethical judgement about people’s conduct or behaviour) or APPRECIATION (judgement about something abstract, such as pollution or laws). Furthermore, within the JUDGEMENT category, we can find six sub-categories: Propriety (good or bad), Veracity (true or false), Normality (normal or abnormal), Capacity (capable or incapable), Tenacity (tenacious or weak) and Core-judgement (unclear). APPRECIATION, in turn, comprises five sub-categories: significance (important or unimportant), complexity (simple or complex), uniqueness (original or ordinary), maintenance (beneficial or destructive) and core-appreciation (neutral).

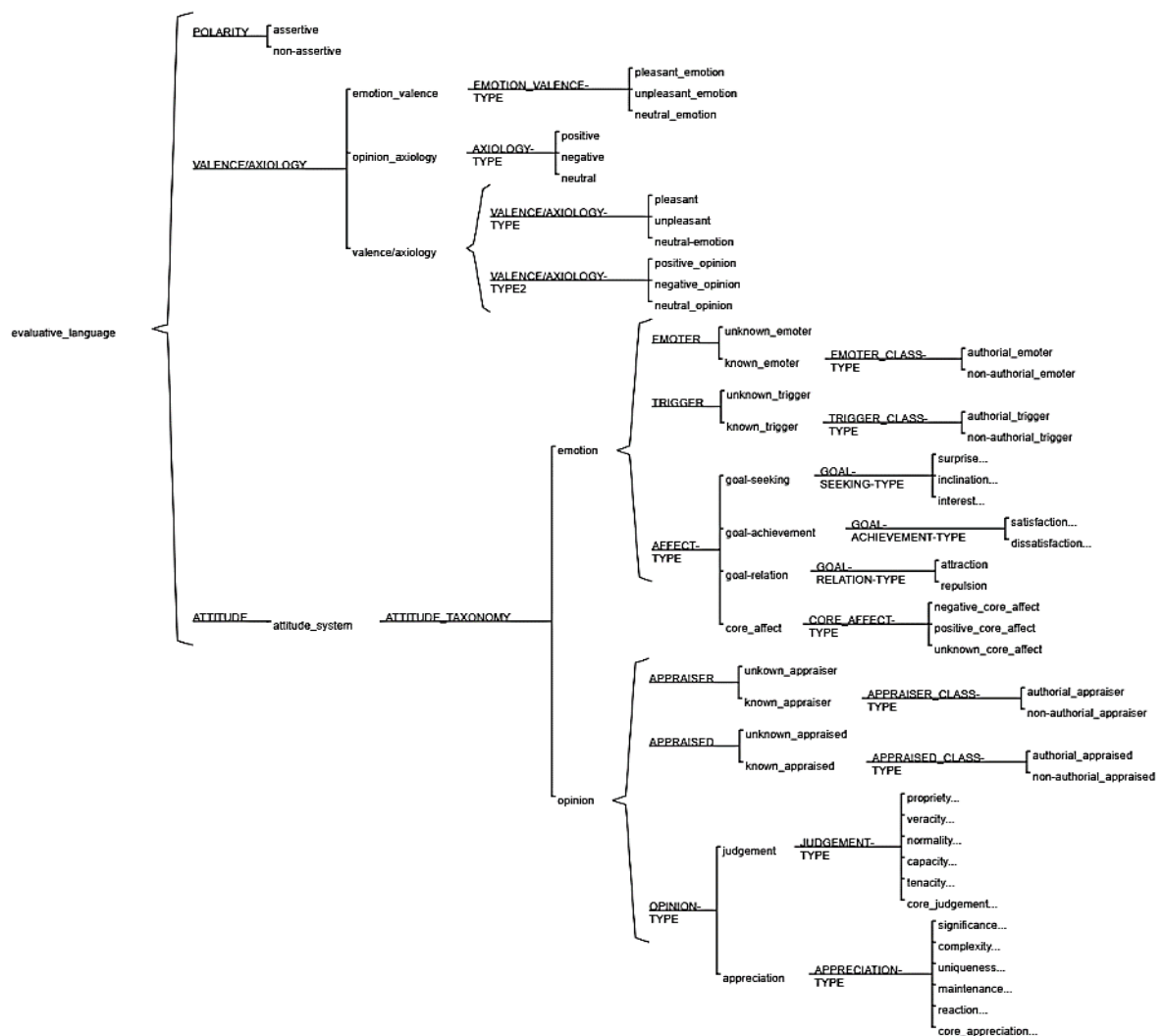


Figure 1. Benítez- Castro and Hidalgo-Tenorio's (2019) EMOTION and OPINION system.

In the analysis of the corpus, these strategies will be considered in order to better understand how the social agent, Greta Thunberg, manages her words and emotions so that the message gets through.

Lastly, this research has thoughtfully taken into account and incorporated 21st Century skills. Without information, media, and technology literacy, CDA can not be carried out. The cornerstone of CDA is critical thinking, and the focus of this dissertation is to encourage students to critically analyse a very current issue.

2.3. Corpus methodology

2.3.1. Nature of the sample

This corpus has been created by compiling a set of four speeches ([Appendix 19](#)), amounting to 3,600 words of media in which Greta Thunberg takes part and conveys her trademark communicative style. The texts under analysis are:

- I) *Greta Thunberg full speech at UN Climate Change COP24 Conference*¹¹ [Video]. YouTube. (2018, December 15), created by the YouTube user Connect4Climate which boasts 2,4 M views on the platform. This snippet corresponds to one of her first speeches where she speaks truth to power at the UN COP24 climate change talks, conducted in Katowice, Poland, in 2018. This will be labelled as Sample 1 to simplify matters further.
- II) *WATCH: Greta Thunberg's full speech to world leaders at UN Climate Action Summit*¹² [Video]. YouTube. It was uploaded by user PBS NewsHour (2019, September 23). This corresponds to another transformative endeavour where Swedish climate activist Greta Thunberg chastised world leaders on Monday, Sep. 23, for failing younger generations by not taking sufficient steps to stop climate change. This was held at the United States Headquarters in New York on 23 September 2019. The creator of this clip, which has almost 6 M views, is a public media news organization with a nightly hour-long television broadcast and a robust digital footprint across the web and social media. This text will be labelled as Sample 2.

¹¹ <https://www.youtube.com/watch?v=VFkQSGyeCWg>

¹² <https://www.youtube.com/watch?v=KAJsdgTPJpU>

- III) “*What will you tell your children?*”: *Greta Thunberg blasts climate inaction at Davos*¹³ [Video]. YouTube. Guardian News. (2020, January 21) created by Guardian News Youtube account, boasts 132 M views on the platform. This corresponds to when Greta Thunberg told a World Economic Forum panel on climate that activists were demanding an end to all investment in fossil fuel exploration and extraction, calling for a drastic reduction of emissions to zero. She dismissed some of the measures mooted by governments and companies, such as planting billions of trees to capture carbon dioxide from the atmosphere. Her comments came after Donald Trump announced the US joined the global 1 trillion tree initiative one. This was conducted in Davos, Switzerland, in 2020. This sample will be labelled as Sample 3.
- IV) *Greta Thunberg’s Glastonbury Speech*¹⁴. (December 2022). YouTube. This video, boasting over 13.000.000 views, portrays Greta Thunberg delivering the powerful speech first heard at Glastonbury Festival in the summer of 2022. This is one of the last appearances of her so far, which varies quite a lot from the speeches of the beginning as you can see in the video. It lasts over ten minutes long. This sample will be labelled as Sample 4.

All these YouTube accounts such as *Guardian News* or *PBS NewsHour*, serve as a repository for Greta’s ideas and her particular communicative emotional style. Moreover, these videos offer the opportunity to see her non-verbal communication, face gestures or tone and modulation of her voice, and will be of help to provide and conduct a better analysis. In this regard, there is also a need to consider the affordances and implicatures that YouTube offers taking into account the multimodality of the discourses. The main focus of this piece of research is to offer a quantitative/qualitative analysis of Greta’s discourse, mainly centred on the text’s transcripts.

The procedure chosen to analyse the corpus is the following:

- I) Analysis of the opinion and emotion aspects of the four transcript samples;

¹³ <https://www.youtube.com/watch?v=6D9iWNL2ahg>

¹⁴ https://www.youtube.com/watch?v=3yK_N11pGEs

II) Evolution of Greta’s communicative style as years go by.

2.3.2. Data analysis

UAMCorpusTool 3.3x (2021), designed by Dr. O’Donnell at the Autonomous University of Madrid (UAM), has been used to code the texts and then to extract statistical data and particular details. This free software program is capable of multi-layered tagging of multiple texts as well as statistical analysis of data.

The selected corpus comprises data of four different speeches by Greta Thunberg from different stages of her trajectory. The Table below outlines the basic information about the whole corpus, such as the date, title and number of words of each speech.

Table 1: Greta's speeches Corpus

Sample no.	Date	Place	Title	Duration	Word count
Sample 1	2018, December 15	Katowice (Poland)	<i>Greta Thunberg full speech at UN Climate Change COP24 Conference</i>	3:30 min	428 words
Sample 2	2019, September 23	United States Headquarters (New York)	<i>Greta Thunberg’s full speech to world leaders at UN Climate Action Summit</i>	5:20 min	495 words
Sample 3	2020, January 21	Davos (Switzerland)	<i>“What will you tell your children?” Greta Thunberg blasts climate inaction at Davos</i>	3:43 min	915 words
Sample 4	2022, December	Glastonbury (Somerset, England)	<i>Greta Thunberg’s Glastonbury Speech</i>	10:10 min	1,762 words

3. RESULTS AND DISCUSSION

Following the coding of the dataset at hand, the quantitative and qualitative results obtained will be used to address the research questions previously stated.

Therefore:

R.Q.1. What types of emotions and opinions does Greta convey through her speeches (2018, 2019, 2020 and 2022) in order to get her message across and influence people's way of thinking and opinion, especially the new generation of young people in such a successful way?

Now I turn to the in-depth examination of the evaluative patterns presented in the speeches. The results reported and discussed here are intended to gauge the feelings and opinions of Greta Thunberg, powerfully used to get her message across and influence people's way of thinking. All the quantitative results presented below include the raw number of occurrences for each analytical category; percentages as based upon the global evaluative N in all texts or in each text separately; and, when comparing texts, the Chi-squared score and level of statistical significance of the reported difference, measured through UAM CorpusTool.

As outlined in Table 2, the texts reveal a marked focus on the expression of opinion, this making up 73.29% of the 209 evaluative markables uncovered in total.

Table 2: General evaluative trends in all texts

Emotion	22	10.98%
Opinion	164	73.29%
Emotion/Opinion	23	13.5%

It is clear that she makes greater use of opinion than emotion. Moreover, we can see that in all her discourse, although objective, there is a certain wave of anger underneath, thanks to the help of the multimodal resource of videos.

In terms of the global evaluative flavour in all of her speeches analysed, as shown in Table 3, regarding opinion, negativity prevails over positivity, this accounting for 51.79% of all evaluative markables. Most of this negativity corresponds to negative opinion, with 7.75% of markables denoting unpleasant emotion.

Table 3. General evaluative opinion in all texts

Positivity	44	19.05%
Negativity	115	51.79%
Neutrality	5	2.46%

Narrowing the focus down to the opinion analytical categories, as evidenced in Table 4, Judgement Propriety and Appreciation Maintenance feature as the two most prominent semantic realisations in the corpus under study.

Table 4. Opinion categories

Judgement Propriety	47	23.86%
Appreciation Maintenance	38	16.67%
Appreciation Reaction	25	10.83%
Appreciation Significance	19	8.38%
Judgement Capacity	13	5.94%
Judgement Veracity	6	4.59%
Judgement Tenacity	9	4.04%
Appreciation Complexity	9	4.04%
Core Judgement	8	3.45%
Judgement Normality	2	1.09%
Core Appreciation	1	0.68%
Appreciation Uniqueness	1	0.68%

This is mostly due to the large number of evaluative markables coded as Judgement Propriety, geared to highlighting the unethical nature of people’s behaviour (17.44%), as shown in Examples (1) or (2) below, where, with the use of the pronoun “you”, Greta directly accuses politicians of sacrificing our civilization.

(1) (...) *You only speak of green eternal economic growth. You only talk (...) You leave to us children. (...) Our civilization is being sacrificed for the opportunity of a very small number of people to continue making enormous amounts of money. Our biosphere is being sacrificed so that rich people in countries like mine can live in luxury (...) which pay for the luxuries of the few. (...) You have ignored us. (UN Climate Change COP24 Conference, 2018).*

(2) (...) *This is all wrong. (...) How dare you! You have stolen my dreams and my childhood. (...) still kept on failing to act. (U.N. Climate Action Summit, 2019).*

On the other hand, the texts reveal a large prominence of evaluative markables coded as Appreciation Maintenance, and, more precisely, as Destructive (13.96%), serving to depict how destructive, harmful and detrimental their policies, pollution or the laws enforced are for the environment, the future of young people and the prosperity of the planet (see, e.g. Examples (3), (4) and (5) below).

(3) (...) *with your empty words*. (U.N. Climate Action Summit, 2019).

(4) (...) *our house is on fire*. (...) *climate crisis is a very dangerous thing to do*. (...). *From a sustainability perspective, the right, the left, as well as the center, have all failed*. (...) *is currently on fire*. (...) *without even trying*. (Davos Speech, 2020).

(5) *climate and ecological emergency*. (...) *it is destabilizing, it is breaking down*. (...) *the consequences could be catastrophic*. (...). *This crisis will continue to get worse*. (Glastonbury Speech, 2022).

Concerning the remaining Opinion categories, Appreciation Reaction, Appreciation Significance and Judgement Capacity reveal evaluative trends worth highlighting. As for Reaction (10.83%), in almost 8.00% of the cases, these are unpleasant reactions as they are the semantic realisation featuring most frequently, as shown in Example (6) and (7).

(6) (...) *no matter how uncomfortable that may be*. (UN Climate Change COP24 Conference, 2018).

(7) (...). *Fifty percent may be acceptable to you*. (...). *So a 50% risk is simply not acceptable to us*. (...). *There will not be any solutions*. (U.N. Climate Action Summit, 2019).

As to Significance, in 4.94% of the cases, Unimportant is the most common semantic realisation (Example (8)). Lastly, in 3.11% of the cases Incapable occurs as the most typical semantic realisation for Capacity, as in Example (9). Moreover, to a lesser extent, there are some arguments about the False Veracity and Weak Tenacity, as politicians are unreliable and constantly lie in their own words.

(8) *Many people say that Sweden is just a small country, and it doesn't matter what we do. (UN Climate Change COP24 Conference, 2018).*

(9) *You are not mature enough to tell it like is. (UN Climate Change COP24 Conference, 2018).*

Moving on to the construction of emotion, Table 5 shows how Dissatisfaction, Inclination and Interest constitute the top three semantic realisations, accounting for 24.4% of the emotion markables tagged.

Table 5. *Emotion categories*

Goal-achievement: Dissatisfaction	16	8.29%
Goal-seeking: Inclination	4	2.31%
Goal-seeking: Interest	4	2.31%
Goal-relation: Attraction	3	1.90%
Goal-relation: Repulsion	3	1.90%
Goal-achievement: Satisfaction	1	0.37%
Goal-seeking: Surprise	0	0.00%

As far as Dissatisfaction is concerned, the predominant subcategories involve Unhappiness Frustrated (5.14%) (Example (10) and (11)) and Insecurity Fearful (3.15%) (Example (12) and (13)). The Emoter is Greta Thunberg, who includes herself as the suffering population so it may involve a mixture of sad, angry and scared feeling towards the politicians' inaction or carelessness and their bad policies.

(10) (...). *It is the sufferings of the many (...). (...) there is no hope.* (UN Climate Change COP24 Conference, 2018).

(11) (...). *I shouldn't be up here. (...) Entire ecosystems are collapsing. People are suffering. People are dying (...) no matter how sad and angry I am (...).* (U.N. Climate Action Summit, 2019).

(12) (...) *to panic. (...) to fail.* (Davos Speech, 2020).

(13) (...) *it will also put the entire living planet at risk.* (Glastonbury Speech, 2022).

Turning now to Inclination, Greta Thunberg is an Inclined social actor (3.27%). She is eager to make a change and face up the reality, encouraging us to help her with this change and lead our own lives. Moreover, a wave of dissatisfaction lies below her speeches, as she does not agree with the actions of politicians. Examples (14), (15) and (16) are three cases in point.

(14) (...) *we could all do together, if we really tried.* (Glastonbury Speech, 2022).

(15) (...) *we could all do together if we really wanted to.* (UN Climate Change COP24 Conference, 2018).

(16) *I said I wanted you to panic. (...) we want this done now.* (Davos Speech, 2020).

Lastly, regarding Interest, this appears to relate to the occurrence of Interested markables (1.16%), as illustrated in Example (17).

(17) *I care about climate justice and the living planet.* (UN Climate Change COP24 Conference, 2018).

It is interesting to note that the discourse-oriented findings correspond with some of the key psychosocial factors that cause anxiety, frustration, and fear. Furthermore, crisis awareness often motivates people to work hard or become members of a social group. As a result, she seeks comfort and reassurance from people who share similar interests and opinions with her.

R.Q.2. Does her communicative style reveal any evolution as years go by?

Following my examination, I want to find if there is a range of statistically significant differences or evolution in Greta Thunberg's communicative style evidenced from its beginnings to the present time. For this purpose, I will consider the first two samples of 2018 and 2019 as her past, while her speeches of 2020 and 2022 will be considered as present.

In the following, I proceed to explain the differences with high relevance (+++), thanks to the comparison of statistics enabled by UAMCorpusTool. For instance, the first difference arises with the prevalence of opinion arguments, as shown in Table 6 below.

Table 6. General evaluative trends between her past and present communicative style

	Past		Present		ChiSqu	Sign
	N	%	N	%		
Emotion	11	13.25%	11	8.40%	1.299	
Opinion	50	60.24%	114	87.02%	20.353	***
Valence/axiology	21	25.30%	2	1.53%	29.938	***

As can be seen, in the past, Greta Thunberg used to make greater use of more subjective and emotionally buried points under her opinion, with a continuous wave of anger and rage, as can be seen in the multimodality of her speeches by watching the videos. Nowadays, however, she relies mainly on objective data and is more serious and less exalted. This explains why the prevalence of opinion at the present stands at over 87.02%. Moreover, she makes use of numerical figures to give credibility to her discourse, with figures that move the listener. This can be seen for example in arguments such as in Example (18).

(18) *One-third of all anthropogenic CO2 emissions have been emitted since 2005. (Glastonbury Speech, December 2022).*

To continue, I would like to point out that, as the data in Table 7 below show, negativity has increased in her speeches over the last few years.

Table 7. General evaluative opinion and emotion as years go by

	Past		Present		ChiSqu	Sign
	N	%	N	%		
Positivity	13	15.66%	31	23.66%	1.992	
Negativity	35	42.17%	80	61.07%	7.301	***
Neutrality	2	2.41%	3	2.29%	0.003	

This is clear from the fact that nowadays, 61.08% of the opinion (mainly implicit) is negative as they see change becoming more and more difficult to achieve, as the longer effective measures to stop climate change are delayed, the worse the consequences will be.

Regarding the emoters, the person who utters or produces the emotion-based evaluative statement is mainly known (Greta Thunberg, the governments...). Moreover, according to the type of emoter, previously it was mainly authorial, expressing what she thinks. However, at present it is mainly non-authorial, because now she is now expressing what politicians do or think. This is evident in Table 8 below and in Example (19) and Example (20).

Table 8. Emoter type in her speeches

EMOTER	Past		Present		ChiSqu	Sign
	N	%	N	%		
Unknown emoter	1	1.20%	0	0.00%	1.586	
Known emoter	19	22.89%	11	8.40%	8.856	***
EMOTER TYPE	N	%	N	%	ChiSqu	Sign
Authorial emoter	14	16.87%	11	8.40%	3.533	
Non-authorial emoter	5	6.02%	0	0.00%	8.080	***

(19) *The progress that they say should not be dismissed as a blah blah blah. (...) They also have and have had for a long time endless possibilities to speak up and send a clear message about the fact that we must fundamentally change our societies. And yet they actively choose not to. (Glastonbury Speech, December 2022).*

(20) *(...) world leaders have been very busy, they have actively created loopholes and benefited the interests of destructive industries. (...) They can claim to be climate leaders while they rapidly expand their nation's fossil fuel infrastructure. They can say that we are in a climate emergency as they open up new coal mines, new oil fields and new pipelines (Glastonbury Speech, December 2022).*

Narrowing the focus down to the opinion analytical categories, Judgement Propriety, Appreciation Maintenance and Judgement Veracity feature as the three most prominent semantic changes comparing her speeches in the past and in the present, as evidenced in Table 9 below.

Table 9. Opinion categories throughout her evolution in her communicative style

	Past		Present		ChiSqu	Sign
	N	%	N	%		
Judgement Propriety	27	32.53%	20	15.27%	8.834	***
Appreciation Maintenance	9	10.84%	30	22.90%	4.956	**
Appreciation Reaction	6	7.23%	18	13.74%	2.164	
Appreciation Significance	6	7.23%	13	9.92%	0.456	
Judgement Capacity	5	6.02%	8	6.11%	0.001	
Judgement Veracity	0	0.00%	6	4.58%	3.911	**
Judgement Tenacity	2	2.41%	7	5.34%	1.086	
Appreciation Complexity	2	2.41%	7	5.34%	1.086	
Core Judgement	2	2.41%	6	4.58%	0.665	
Judgement Normality	2	2.41%	0	0.00%	3.186	*
Core Appreciation	1	1.20%	0	0.00%	1.586	
Appreciation Uniqueness	0	0.00%	1	0.76%	0.637	

Specifically, in the past there was 27.71% of Propriety Bad (see Example (21)), compared to 6.87% in the present. This is due to Greta's exasperation, tension and frayed nerves when it came to expressing herself her former speeches. However, her arguments are now more subtle as she does not judge the person directly, but she uses much more Destructive Appreciation Maintenance (19.85%) than before (see, e.g. Example (22)).

(21) (...) *This is all wrong. (...) How dare you! You have stolen my dreams and my childhood. (...) still kept on failing to act. (U.N. Climate Action Summit, 2019).*

(22) *climate and ecological emergency. (...) it is destabilizing, it is breaking down. (...) the consequences could be catastrophic. (...). This crisis will continue to get worse. (Glastonbury Speech, 2022).*

Finally, moving on to the construction of emotion, Table 10 below shows how Interest constitutes the main semantic change between the emotion markables tagged of her past and present speeches.

Table 10. Emotion categories throughout her evolution in her communicative style

	Past		Present		ChiSqu	Sign
	N	%	N	%		
Goal-achievement: Dissatisfaction	9	10.84%	7	5.34%	2.222	
Goal-seeking: Inclination	1	1.20%	3	2.29%	0.326	
Goal-relation: Attraction	3	3.61%	0	0.00%	4.802	**
Goal-relation: Repulsion	3	3.61%	0	0.00%	4.802	**
Goal-achievement: Satisfaction	0	0.00%	1	0.76%	0.637	
Goal-seeking: Interest	4	4.82%	0	0.00%	6.434	***
Goal-seeking: Surprise	0	0.00%	0	0.00%	0.000	

It is clear therefore that Greta’s communication style has been evolving and adapting in order to reach her audience and persuade the rest of the population with her message so that they are aware of the great climate problem that exists and that we must all act together, as enacted in the 2030 Agenda and the sustainable development goals.

4. A TEACHING-LEARNING PROPOSAL AIMED AT WORKING ON CRITICAL LITERACY IN YEARS 3 AND 4 OF PRIMARY EDUCATION

4.1. Introduction

In Second Language Learning (SLL) and Second Language Teaching (SLT), new developments are constantly being made. Every teacher wants to provide their students with the best possible resources, resources that are both accurate and based on empirical evidence. Nevertheless, how can teachers help students develop their communication skills?

Richards offers a clear answer: “Make language learning about real communication” (2006, p. 13). For this purpose, teachers must therefore provide students with plenty of opportunities to practice and develop their various modes of communication in order to facilitate CLT.

The key would be to expose learners to real texts created with a clear communicative intention. However, teachers should concentrate first on developing a range of crucial skills in order to employ texts, in order to understand them and find their intention (for instance persuading). Gee argues that in order to understand a text properly, students must be part of a “social practice in which people not only read texts of this kind in this way, but also talk about

those texts in certain ways, hold certain attitudes and values about them, and interact socially about them in certain ways.” (Gee, 2012, p. 373). In other words, in order for learners to fully understand texts and their intentions, they must have the help of experienced members of the subject.

So, to teach CLT using contemporary pieces of media, the schoolteacher must first examine said media as I did in the previous section, understand Greta’s underlying messages and little by little work with scholars to understand those real cases of communication, and how social actors manipulate us through their particular communicative style.

The majority of the tasks comprising this didactic application will follow the Task-Based Language Learning and Teaching (TBLT) approach of Ellis (2003). TBLT is regarded as the enhanced version of CLT, as tasks form the basis of the curriculum. Thus, the activities in CLT seek to come as close as possible to the ‘real world’.

Finally, an aspect generally left aside is that class cohesion can play an important role among the students. The sense of group cohesion and understanding helps to prevent pupils from isolating and fosters learning how to live in society, making them less susceptible to manipulation as they learn to be critical from an early age.

4.2. Teaching-learning context

Following my own experience as a learner and my recent experience throughout my school placement period, I have come to realise that critical and reflective skills are the most complex tasks, as much to teach as to learn.

My placement took place at "CEIP Las Anejas". Las Anejas is a bilingual state school of Infant and Primary Education, located in its new facilities where the former IES "Segundo de Chomón" was located, concretely Calle Atarazanas nº 10, on the outskirts of The San León quarter of the capital of Teruel. It has participated in the British Council programme since the 1996/97 academic year, and since the 2018/19 academic year it has been a BRIT-Aragon Model school for the development of linguistic competence, although it continues to apply the criteria of the agreement with the British Council within its bilingualism programme. This means that 40% of their teaching timetable is taught in English, including the following subjects: Social Science, Natural Science, Arts and English, which highlights CLIL methodology (Content and Language Integrated Learning).

In this school, there are very different levels within the classroom, but in general, all the students show a lack of interest and motivation. It should be noted that the students are generally becoming a little more autonomous and fluent when producing written texts and are becoming more and more fluent in oral skills in L2. Moreover, at this age, they begin to take into account what others think of them and the fear of failure appears in them.

As a result, it is crucial to teach children about the importance of emotional intelligence from a young age in order to have a successful future as a second language learner (Cameron, 2001, pp. 164-165; Goleman, 1995). As we have already observed, understanding and managing our emotions is essential to learn and think with effectiveness. Additionally, students may harbor a generalised aversion (fear, disdain, frustration, etc.) towards the L2 from negative experiences during the classroom. As a consequence, in order to prevent these responses, we should help students to become more motivated and have a positive attitude towards the L2, as well as taking advantage of their feelings while learning. Therefore, the development of emotional intelligence is imperative: if students learn how to recognize and regulate their emotions, they will have a greater capacity to inspire themselves and learn how to communicate without fear or anxiety.

For this reason, in the following, with my teaching-learning project proposal for a potential 4th grade classroom, I will give an answer to my third research question: How could the texts in the corpus (through L2, English) be used to raise awareness among students of how emotions are conveyed?

4.3. Curricular framework

The unit proposal rests upon the 18th of July ECD/1112/2022 Order, which approves the curriculum and the characteristics of the assessment of Primary Education and authorises its application in the educational centres of the Autonomous Community of Aragon (Order published in the BOA on 27th July 2022). As guidelines for the proposed project, this document outlines eight key competences:

1. Linguistic Communication Competence (CCL). This competence has to do with interacting, understanding and interpreting in an oral, written, signed or multimodal situation. Its main goal is to feel confident to do so in a coherent, appropriate, critical and efficient way.

It is about knowing how to get by in different contexts and for different communicative purposes, as well as communicating effectively with others in a cooperative, creative, ethical and respectful manner. My proposal promotes this competence because students are immersed in real world and meaningful situations with contextualized tasks in a natural way. All these tasks need communicative interaction between partners; thus, students become active agents and protagonists in the classroom.

2. Plurilingual Competence (CP) embraces using different languages, spoken or signed, in order to develop strategies to learn, and acquire skills to communicate in an appropriate and efficient way. It also integrates historical and intercultural dimensions aimed at knowing, valuing and respecting the linguistic and cultural diversity of society, with the aim of fostering democratic coexistence. My project encourages this essential competence in language teaching because it motivates children to speak English in order to solve every task successfully.

3. Science, technology, Engineering and Math (STEM). This competence deals with understanding the world (natural and social environment) using scientific methods through observation, application of a mathematical perspective, mathematical thinking and representation, in order to reason and solve a variety of problems in different real contexts. Furthermore, it encompasses technology and engineering methods to transform the environment in an engaged, responsible and sustainable way. In this proposal, pupils will have to use logical thinking to collect information with the objective of creating a poster with concrete actions that students can take to contribute to the fight against climate change.

4. Digital competence (CD) refers to the safe, healthy, sustainable, critical and responsible use of digital technologies for learning, working and participating in society. Throughout this proposal, digital multimodality features prominently, as kids will be watching and listening to Greta's speeches.

5. Social and personal competence, and learning to Learn (CPSAA) could be defined as the ability of self-reflection in order to know, care, accept oneself, and promote ongoing personal growth. It also helps students to manage time and information effectively; to collaborate with others constructively; to maintain resilience, and to manage lifelong learning. This competence is incentivized by the fact that pupils always improve and never stop exploring. In this proposal, they work: individually (watching a speech and doing the "feeling

ticket”, or make a list of actions they can take individually to contribute to the protection of the environment), in pairs (creating a speech or a role-playing or doing the thinking routine called *3-2-1 Bridge*) and in groups in a collaborative way through roles and obligations. They also correct certain grammatical aspects among themselves (peer correcting or coaching), fostering their autonomy in order to be active in their learning progress and personal growth.

6. Citizenship Competence (CC) contributes to enabling pupils to exercise responsible citizenship and to participate fully in social and civic life. It embraces civic literacy and the conscious adoption of the values of a democratic culture based on respect for human rights. In addition, it aids pupils to respect people who are different from them, being tolerant towards diversity, living peacefully and making a critical reflection on the major ethical issues of our time in line with the Sustainable Development Goals set out in the 2030 Agenda. This competence is incentivized by the fact that pupils always improve and never stop exploring. In this proposal, they work: individually, in pairs and in groups in a collaborative way through roles and obligations. They also correct certain grammatical aspects among themselves (peer correcting or coaching), fostering their autonomy in order to be active in their learning progress and personal growth.

7. Entrepreneurial Competence (CE) encompasses developing a vital approach to acting on opportunities, creating ideas using imagination, creativity, strategic thinking and ethical, critical and constructive reflection within creative and innovation processes; awakening a willingness to learn; take risks and deal with uncertainty. It also involves making decisions based on information and collaborating in an agile way with other people, with motivation, empathy and communication and negotiation skills. This competence is encouraged, as the goal of the proposed tasks is to drive their creativity and to foster their own initiative.

8. Cultural Awareness and Expression (CCEC) involves understanding and respecting how ideas, opinions, feelings and emotions are expressed in different cultures. Besides, it also implies the expression of one's own ideas and understanding the sense of place or role in society.

Furthermore, according to the official Aragonese Curriculum, I have selected the specific basic contents (“saberes básicos”) provided for Second Cycle, in particular those which will be covered in this proposal for each block. Moreover, I provide a definition of each block

(Communication, plurilingualism, interculturality) to clarify concepts. Therefore, I have decided to reflect all this in the following chart to make it visual and at a glance for the reader.

A. Communication
Definition: This first block has to do with language itself. Its main goal is to embrace communicative skills for students to fulfil their linguistic and lexical needs in contextualized situations.
<ul style="list-style-type: none">-Self-confidence and reflection on learning. Error as an integral part of the process.-Contextual models and basic discourse genres commonly used in the comprehension, production and co-production of short and simple oral, written and multimodal texts.- Learning resources and elementary strategies for guided information research in digital media.
B. Plurilingualism
Definition: The second block is about taking advantage of their own background by comparing the English language with their mother tongue, in order to promote communication and more fruitful learning strategies.
<ul style="list-style-type: none">- Lexicon and elementary expressions to understand statements about communication, language and learning (metalanguage).
C. Interculturality
Definition: The third block promotes the development of tolerance and respect towards diversity, as we live in a socio-cultural diverse society. In this way, pupils use language as a means to learn about different cultures from other countries.
<ul style="list-style-type: none">-The foreign language as a means of communication and relationship with people from other countries, as a means of getting to know different cultures and ways of life.-Basic strategies of common use to understand and appreciate linguistic, cultural and artistic diversity, taking into account eco-social and democratic values.

4.4. Methodology

As documented in the dissertation, both CLT and CDA theories have a significant impact on the methodology used in this project. This project in particular uses Richards' (2015) "Backwards Design Method".

Using this method, the first step is to determine the needs of the group. The hypothetical group for this project proposal is a Year 4 bilingual class at CEIP Las Anejas. Despite a great deal of grammatical competence, this group needed reinforcement on communicative skills. Their production did not match their grammatical level, and they felt insecure and doubtful about their production skills, hence the need for a CLT approach. Thus, the ultimate learning outcome would be to enhance their communication skills. Then, an appealing topic must be selected, in this case, a booming and current issue such as the problem of the environment and climate change through the influence of Greta Thunberg. The final step towards the development of an evaluation criterion, in this case based on the theoretical and legal background, was a combination of self-assessment, peer review and teacher review.

Therefore, this project is structured around the four crucial skills of communication: listening, speaking, reading and writing, since these four blocks are indirectly reflected in the English Aragonese Curriculum for Primary Education, the 18th of July ECD/1112/2022 Order (Order published in the BOA on 27th July 2022). Furthermore, each lesson will have an internal structure following Willis' Year 4 Task Cycle. This encompasses a pre-task (warm-up), a while-task, and a post task. Lessons are timed under sixty minutes, with a total of four lessons.

According to Richards (2006), grammar should not be taught explicitly, but rather acquired inadvertently as a result of speaking and observing. To kick off this process, the pre-task must heavily emphasize observing, and the post-task should serve to solidify the grammar through extra practice.

Moreover, this project considers the different levels among pupils. For this reason, the teacher will make sure that the input materials are understandable. In terms of these students' assessment, a "Global" and "Continuous" evaluation will be carried out. "Continuous or formative" means that all of their learning outcomes as well as the process itself must be taken into account. "Global" means that every aspect of learning should be taken into consideration. This involves assessing not only their final performance but also their inclination to work and participate, their interest and effort regarding learning, and their attitude.

4.5. Lesson plans. Tasks of the project.

First of all, this project was created to bring together three important aspects: critical thinking, the fight against the serious environmental problem of climate change and the critical analysis

of discourse in a dynamic and simple way, adapted to their level, through multimodal texts and videos of Greta Thunberg’s speeches throughout her career. For this reason, I have considered this project to be started on the celebration of Earth Day (22nd of April). In addition, the four sessions of the project will take place on Fridays with reference to Greta Thunberg's movement "Fridays for the Future" to raise awareness among students.

Below, I will explain in detail the four-session teaching proposal for a twenty-student class of fourth year of Primary School (9-10 years old) that deals with Greta Thunberg's speeches, her communicative style and the emotions used. Each is divided into three stages: warm-up or pre-stage in order to activate student’s mental schemata and willingness to learn. Then, the core task is presented as the most engaging part in which students will have to create something themselves; and, finally, there will be a post-task to finish the lesson working on a different skill. The whole lesson has a duration of 60 minutes.

1	Lesson 1	Introduction to Greta Thunberg, her work and her message.
	Timing	60 minutes.
	Objectives	<ul style="list-style-type: none"> - <i>Students will be able to know who Greta Thunberg is and her relevance in the climate change movement.</i> - <i>Students will be able to understand the importance of caring for the environment and individual and collective responsibility.</i> - <i>Students will be able to identify some of the emotions that are suggested or aroused in them.</i>
	Materials/ equipment	<ul style="list-style-type: none"> - Photocopies with the 3-2-1 Bridge thinking routine (Appendix 1). - Brief readings for introducing Greta https://kids.britannica.com/kids/article/Greta-Thunberg/632033 - Digital screen + projector. - Video link https://www.youtube.com/watch?v=KAJsdgTPJpU&t=302s (Greta Thunberg’s UN Climate Action Summit in 2019) (Appendix 2). - “<i>Feelings tickets</i>” (Appendix 3) + Writing materials (pencil, eraser, pen).

Skills and language	<p>Speaking.</p> <p>Reading.</p> <p>Active listening and listening comprehension.</p> <p>Writing.</p> <p>Vocabulary about feelings and emotions: <i>anger, sadness, surprise, fear.</i></p>
Step-by-step details	<p>Task 1. Introducing Greta Thunberg. The teacher will start the project with a Thinking routine called 3-2-1 Bridge in pairs, to see what they know about her, if they know why she is a reference or to ask themselves questions they would like to know, writing some questions (Appendix 1). Afterwards, they will share it with their shoulder partner and then the teacher will explain to the students who Greta Thunberg is, her age, her birth country, her story and her role as a climate change activist with the help of the brief reading on this web https://kids.britannica.com/kids/article/Greta-Thunberg/632033. (15 min)</p> <p>Task 2. Watching a speech. The teacher shows a short speech by Greta Thunberg on the digital screen (authentic language). She chooses her famous challenging speech at the UN Climate Action Summit in 2019¹⁵ (Appendix 2) This speech will be subtitled and thanks to the extensive use of body language, her pauses, emotion and face expression, it will make it easier for pupils to understand the speech. Also, as the teacher has previously analysed the speeches, before the speeches she explains difficult vocabulary such as her recurrent expression of “<i>How dare you</i>”. Moreover, at the end of the speech, the teacher will summarise the key ideas and elicit any doubts they may have about the content or vocabulary. (5 min).</p> <p>Task 3. Speech analysis. The teacher asks the students to identify the main ideas of the speech and the emotions Greta Thunberg conveys or the feelings this speech arouses in them. They should write this down on a piece of paper called a "feeling ticket" (Appendix 3), and then discuss why they have chosen these emotions in teams. (25 min)</p> <p>Task 4. Discuss the importance of caring for the environment. To end the</p>

¹⁵ <https://www.youtube.com/watch?v=KAJsdgTPJpU&t=302s>

	<p>first session of the project, the teacher promotes a class discussion about the importance of protecting the environment and the responsibility of each pupil in this matter. For instance, with questions such as <i>Why do you think we need to take care of the environment? Is there anything you think you can improve? Do you recycle at home? Do you think Greta is right?</i> To do this, the teacher will throw the questions into the air, open to listen to all their contributions and if a student is shy, he/she will try to encourage them to participate by asking them, for example, if they agree with the opinion of another classmate. (10 min)</p>
Interaction	<p>Task 1: <i>S<->S=Students working in pairs/ T->C= the teacher working with the whole class.</i></p> <p>Task 2: <i>S,S,S=Students working on their own.</i></p> <p>Task 3: <i>S,S,S=Students working on their own/ GG=Students working in groups.</i></p> <p>Task 4: <i>T->C= the teacher working with the whole class.</i></p>

2	Lesson 2	Greta Thunberg's communicative style.
	Timing	60 minutes.
	Objectives	<p><i>-Students will be able to analyse Greta Thunberg's communicative style and persuasive strategies.</i></p> <p><i>-Students will be able to recognise how communication techniques can influence the audience.</i></p> <p><i>-Students will be able to participate in communicative interactions with a respectful attitude to reflect on the power of communication for social change.</i></p>
	Materials/ equipment	<p>-Tablets of the schools with Internet access + Padlet link https://padlet.com/8016401/greta-thunberg-s-communicative-style-lesson-2-4pphvhhz1rgmzv65</p>

	<p>- Digital screen + projector.</p> <p>-Blackboard and chalk (for the scaffolding).</p> <p>-Writing materials (pencil, eraser, pens, blank sheets of paper...).</p>
<p>Skills and language</p>	<p>Writing.</p> <p>Reading.</p> <p>Speaking.</p> <p>Vocabulary related to Greta’s communicative style (<i>powerful, with pauses, emotional, strong, irritated voice...</i>).</p>
<p>Step-by-step details</p>	<p>Task 1. Group activity. Identification of characteristics of Greta Thunberg's communicative style. Brainstorming of the characteristics identified in the speech they watched in the previous lesson. For this, the teacher will help them by asking them questions about her tone of voice, gestures, body language, use of pauses, etc. to make a recap on the previous session. To do this, the teacher, since she knows in depth the characteristics of her pupils, will make heterogeneous groups of different sexes and different abilities so that they are compensated. In addition, she will try to put more introverted pupils with more extroverted pupils to encourage them to participate and contribute their opinion. Once done, they will discuss as a group and they will use their tablets to enter the <i>Padlet application</i> (Appendix 4) and write down their ideas. (10 min)</p> <p>Task 2. Create your own speech. We will continue the session with a motivating and fun activity with the groups already created. The teacher will ask them to draft a short speech about the importance of taking care of the environment, using some of the persuasive strategies analysed. This process will be scaffolded by the teacher (on the blackboard or digital screen), with structures, examples (For instance: vocabulary about the tone of voice: <i>animated, aggressive, angry, arrogant...</i>) and a mind map (Appendix 5) to help students think about the topic. Learners will also have the possibility to ask questions to the teacher about vocabulary that they are unfamiliar with. They will also be encouraged to think of synonyms</p>

	<p>when they do not know a word or to describe what they mean. (25 min)</p> <p>Task 3. Presentation of the speeches. To end this second session of the project, the teacher will invite the groups to present their speeches in class and will encourage a discussion on the impact of different communicative styles. (25 min)</p>
Interaction	<i>GG=Students working in groups, but with teacher's help. They can even help their classmates.</i>

3	Lesson 3	Emotions in Greta Thunberg's speeches.
	Timing	60 minutes.
	Objectives	<p><i>-Students will be able to understand a story told by the teacher, participating in it if the teacher asks any question.</i></p> <p><i>-Students will be able to identify the emotions present in Greta Thunberg's speeches.</i></p> <p><i>-Students will be able to explore the relationship between emotions and persuasion.</i></p> <p><i>- Students will be able to reflect on the role of emotions in effective communication.</i></p>
	Materials/ equipment	<p>- Digital screen + projector.</p> <p>-Storytelling link to the book. Read Aloud "Our House Is On Fire" - YouTube (Appendix 6).</p> <p>- "Feelings tickets" (Appendix 3) + Writing materials (pencil, eraser, pen).</p> <p>- Some structures (scaffolding) stuck on the wall to follow in the interaction (Appendix 7).</p>

<p>Skills and language</p>	<p>Active listening. Speaking. Writing. Vocabulary about feelings and emotions: <i>anger, sadness, surprise, fear.</i></p>
<p>Step-by-step details</p>	<p>Task 1. Storytelling “Our house is on fire”. In the third lesson of the project, the teacher will start by doing an entertaining brief storytelling (reading aloud together) with brushstrokes on Greta’s first discourse in COP24 in Poland (2018) and her speech in Davos in 2020 (Author and Illustrator: Jeanette Winter). (Read Aloud "Our House Is On Fire" - YouTube) (Appendix 6). (5 min)</p> <p>Task 2. Speech analysis. The teacher asks the students to identify the main ideas of the speech and the emotions Greta Thunberg conveys or the feelings this speech arouses in them. They should write this down on a piece of paper called a "feeling ticket" (Appendix 3) and then discuss why they have chosen these emotions together. (10 min)</p> <p>Task 3. Role-playing. The teacher will divide the students into pairs and ask them to role-play a conversation between Greta Thunberg and an opponent (politician). The teacher will encourage the students to express different emotions and arguments during the role playing and he/she will stick on the walls some structures (scaffolding) to follow in the interaction, for example to agree (<i>I like your point because...</i>) or to ask to clarify something (<i>Can you give evidence that supports that?</i>). In this way, the students will be able to correct each other and help their peers if they get stuck (peer correcting or coaching) (Appendix 7). (25 min)</p> <p>Task 4. Reflection and conclusions. The teacher will promote a reflection on the importance of emotions in persuasive communication and how they can be used effectively to raise awareness and promote change. (20 min)</p>
<p>Interaction</p>	<p>Task 1: <i>T->C= the teacher working with the whole class. The students will be seated in a semicircle on the carpet around the teacher while she</i></p>

	<p><i>reads the story.</i></p> <p>Task 2: <i>S,S,S=Students working on their own./ T->C= the teacher working with the whole class.</i></p> <p>Task 3: <i>S,S,S=Students working on their own/ S<->S=Students working in pairs.</i></p> <p>Task 4: <i>T->C= the teacher working with the whole class.</i></p>
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4	Lesson 4	Individual and collective actions.
	Timing	60 minutes.
	Objectives	<p><i>-Students will be able to promote reflection on individual (I) and collective (We) actions to tackle climate change.</i></p> <p><i>- Students will be able to encourage the active participation of other students in environmental protection.</i></p> <p><i>- Students will be able to develop a personal or group action plan.</i></p>
	Materials/ equipment	<p>-Tablets of the school.</p> <p>-Educational webs (ClimateKids (an educational platform from the NASA) (https://climatekids.nasa.gov/kids-guide-to-climate-change/) or National GeographicKids(https://www.natgeokids.com/uk/discover/geography/general-geography/what-is-climate-change/)).</p> <p>-Writing materials (pencil, eraser, colour pencils, markers...).</p> <p>- Cardboard sheets.</p>
	Skills and language	<p>Speaking.</p> <p>Writing.</p>
	Step-by-step details	<p>Task 1. Climate change awareness. To complete the project, students will be asked to do a group activity where students research with tablets and share information about climate change and its impacts. Likewise, the</p>

	<p>teacher will use an application called <i>Google Family Link</i> to supervise what each child is looking at on their screen's tablet to ensure that they are using it properly. In this way, they work on their personal autonomy, which is of great importance before moving on to Secondary Education; as well as being involved in their own learning through discovery. Moreover, the teacher will provide some educational webs such as ClimateKids (an educational platform from the NASA) (https://climatekids.nasa.gov/kids-guide-to-climate-change/) or National Geographic Kids (https://www.natgeokids.com/uk/discover/geography/general-geography/what-is-climate-change/). (15 min)</p> <p>Task 2. Individual actions. The teacher will ask students to make a list of actions they can take individually to contribute to the protection of the environment, such as recycling, saving energy or using sustainable means of transport. (10 min)</p> <p>Task 3. Collective actions. The teacher will encourage students to think of actions they can take as a group or class, such as organising a recycling campaign at school or participating in community activities related to the environment. This should be reflected in a poster (Appendix 8) with concrete actions that students can take to contribute to the fight against climate change. In addition, the teacher asks the following question as a final reflection: How can we apply Greta Thunberg's communicative style and use of emotions to make others aware of the importance of caring for the environment? (20 min)</p> <p>Task 4. Sharing and exhibition of the posters. (15 min)</p>
Interaction	<p><i>GG=Students working in groups, but with teacher's help. They can even help their classmates.</i></p>

In conclusion, this didactic proposal aims to bring students closer to environmental activism and the figure of Greta Thunberg, while promoting reflection on the importance of climate change and the need to take action both individually and collectively. Furthermore, it also aims to analyse Greta Thunberg's communicative style and how she uses emotions to convey her message.

4.6. Assessment criteria

The final step is evaluation. This is an essential part of the learning-teaching process, as it allows the teacher to assess student's effort, progress, and performance. Moreover, it helps to detect difficulties as they arise, and thus to adapt the methodology to overcome them in time. Therefore, next I will outline how I will assess my students in the course of this project, which will take place in the third term of the academic year (towards the end of April, starting on Earth Day (22nd of April), and the beginning of May).

To start with, at the beginning of the school year, the teacher has already gathered significant information through a diagnostic evaluation. This is carried out to find out what kind of learners his/her students are, and to know more about the students' interests, learning styles, specific needs, previous knowledge and difficulties regarding the subject; in order to adapt the methodology to their particular context and background.

Prior to starting this project, the teacher will conduct an initial evaluation to determine the student's previous knowledge of the topic of climate change and Greta Thunberg. For the first lesson of the project, the teacher will use a thinking routine called *3-2-1 Bridge* in pairs, to see what they know about her, as a warm-up task to activate their mental schemata ([See Task 1. Lesson 1.](#)). This is used as an active and pleasant way to introduce the new project, its topic and contents. Meanwhile, the teacher will write down some notes about the language used by the students and their ideas completing a table ([See Appendix 9](#)). The results obtained from this initial evaluation are of paramount importance to find out which specific problematic aspects will have to be tackled throughout the project.

To continue, it is crucial to carry out a continuous or formative evaluation throughout some sessions of the project, in order to obtain feedback about the students' progress, strengths and issues; and adapt the teaching methodologies to improve their learning process. Likewise, this is intrinsically motivating for students and, simultaneously, prevents failure, since it avoids the accumulation of delays, errors and difficulties. For instance, in lesson 2, task 2, the teacher

will implement a rubric to assess the creation of their own speech ([See Appendix 10](#)); and then in lesson 3, the teacher will fill a rubric about the role-playing they had prepared in pairs ([See Appendix 11](#)). This type of evaluation will take a 20% of their mark (10% each task).

Moreover, teamwork is also taken into account by a rubric (20%) ([See Appendix 12](#)) since it requires a lot of effort and responsibility. Additionally, students' participation and engagement in class will be assessed by another rubric (10%) ([See Appendix 13](#)). Both instruments will be filled in through daily observation by the teacher, in order to check that children know how to work in a team and to reinforce their autonomy and active behaviour in the class, as they are the protagonists of their own learning.

Finally, there will be a final or summative evaluation used to objectively verify the degree of acquisition of competences and objectives in the various skills of the language. This will be assessed by means of a rubric about the final product itself (the poster) and the oral presentation of each group (30%) ([See Appendix 14](#)). Likewise, pupils will have to pay attention to the other group's presentation, so they are able to evaluate them through a table, writing down some good aspects, something to improve and some questions to ask them ([See Appendix 15](#)). Also, after finishing their oral presentation about the poster of the actions they can take as a group or class related to the environment, each student will have to fill a thinking routine called "TWO STARS AND A WISH strategy" as a motivating way of co-evaluation about their peers' work of their own group (collaborative skills) (20%). This consists in writing two aspects they have liked of their presentation (STARS) and one WISH of something they think they could improve or include. Furthermore, they will have to reflect about how their own group organisation has been, if everyone has worked equally inside the group members, the group work atmosphere, etc. ([See Appendix 16](#)).

In addition, each pupil will do his or her own self-assessment, as a reflective individual process about the performance of their own work and acquisition of knowledge and skills, by filling in a questionnaire ([See Appendix 17](#)). This enables students to be aware of their personal progress in the teaching-learning process and contributes to the formation of democratic citizens with critical thinking skills. Due to these benefits, this type of assessments proves essential in every student-centered approach.

To conclude, at the end of this project, learners will examine the teaching process itself and assess the teaching practice ([See Appendix 18](#)). It is important that teachers must not only evaluate the students' learning, but also pupils must have to be heard and taken into account for the improvement of teacher's practice as well. Students' feedback is a key source of information for the teacher to learn about itself, improve their weaker items, reflect critically about his/her own praxis and, ultimately, become a better teacher.

5. CONCLUSIONS

Essentially, this dissertation serves as a case study, an application and model for future studies and research. In this dissertation, we sought to understand the corpus clearly, so it can be tapped into as a resource to teach the L2. As a result, this conclusion will focus on three points: The research, the practical implementation proposal and forthcoming applications.

Regarding the research conducted, the data has shown how Greta's discourse is filled with a wave of anger and appeals to a target audience of young population who identify with their values, and to the conscience of politicians. The analysis performed considers various aspects of Greta's discourse. In this sense, there isn't a better analysis system than other as the goal of this analysis is to understand the discourse, to carry out Critical Discourse Analysis (CDA), in order to navigate the discourse and fully understand it. In this way, teachers will be able to instruct pupils on the first points of CDA. Thus, this dissertation advocates for teachers getting completely knowledgeable in CDA when applying real-world texts.

Each text is created with a number of aims in mind, both stated and unstated. Therefore, to create educated and knowledgeable students, teachers starting out have to find the best way to teach or instruct the pupils in every dimension of communication. It is not only the communication that needs to be understood, but also the intention and the means used to convey this aim. As a result, the schoolteacher is faced with a difficult choice between using unrealistic texts created by a writer with a particular attitude and purpose, or to use realistic texts, which may harbour negative or disturbing implicit ideas, even emotions with poor management. However, I think that hiding the reality and the current problems would not be positive for them either.

This dissertation provides a pragmatic answer: to become literate in CDA and to analyse the nature of the texts or speeches used in the didactic proposal. This changes the teacher's

workload, as he/she has to become a CDA expert and can then take a back seat in the learning process, acting as a guide or mentor rather than an almighty authority.

Therefore, the application of the proposal uses a corpus that has been analysed to create tasks that reflect authentic communication. The proposal uses it as another didactic opportunity, encouraging students to evaluate the meaning of the text they read or listen. The teacher's role in this is of a coach, guiding learners to notice the elements in the text. In this way, this proposal widens the focus of the pupils by introducing them into the Communicative Language Teaching (CLT) approach to the learning of the L2. This is intended to help pupils become aware of the existing climate problem, while at the same time addressing the Sustainable Development Goals (SDGs) from the 2030 Agenda. This is summed up in the need to understand what is said, with the need to understand how and why it is said.

In terms of further studies and developments, the most thought-provoking notion would be to think about how to implement Critical Discourse Analysis at all L2 levels, for instance, how to develop tools to introduce this analysis at lower maturity levels, even outside the L2. Therefore, current teacher training students or those of us who have just graduated from the Teaching Degree must reflect on how the implementation of social media and new technologies can create new methods of working with discourse that have never been used before. It is important to find a motivating and fun way to make it interesting for them from a young age, for example through videos of fashionable social networks, memes, songs, among others.

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APPENDICES

Appendix 1. Thinking routine called 3-2-1 Bridge. (Lesson 1. Task 1.)

3-2-1 BRIDGE		
Topic: _____ Name: _____		
What are 3 words that come to mind when you think of this topic?		
1.	2.	3.
What are 2 questions you have about this topic?		
1.	2.	
What is 1 simile/metaphor you would use to describe this topic?		

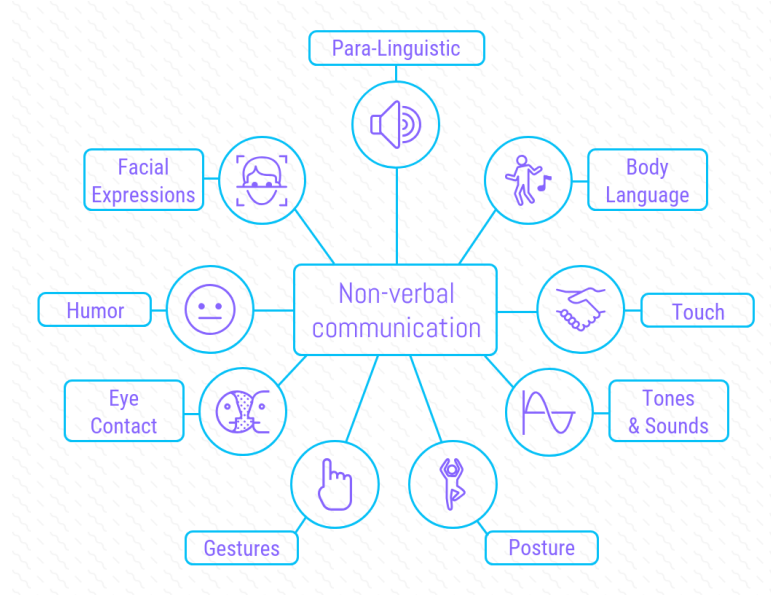
Extracted from: <https://images.app.goo.gl/CVBqyavLMnqR9VUX9>.

Appendix 2. Greta Thunberg's UN Climate Action Summit in 2019. (Lesson 1. Task 2.)



Extracted from: <https://www.youtube.com/watch?v=KAJsdgTPJpU&t=302s>

Appendix 5: Scaffolding for task 1. Lesson 2. Mind map and vocabulary about the topic.

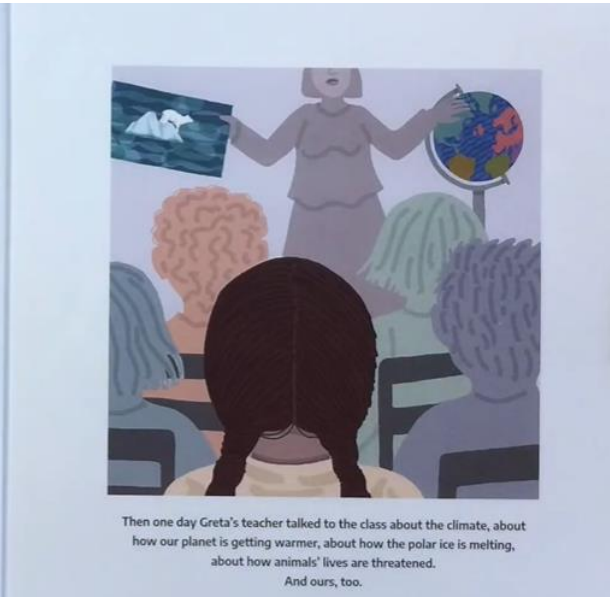
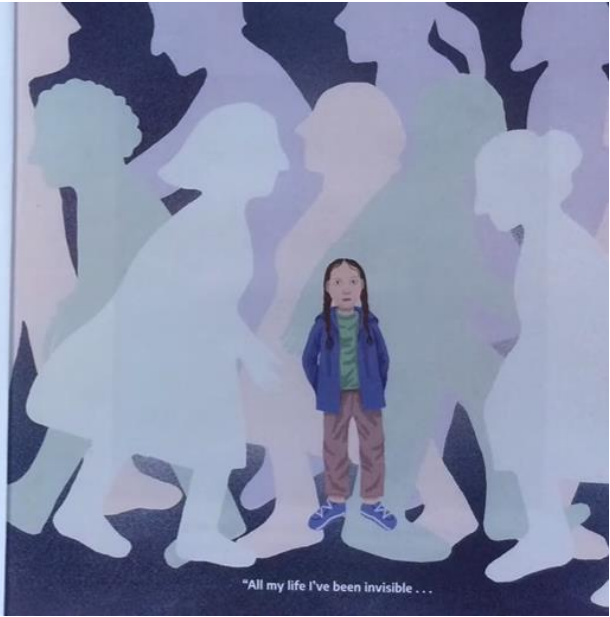
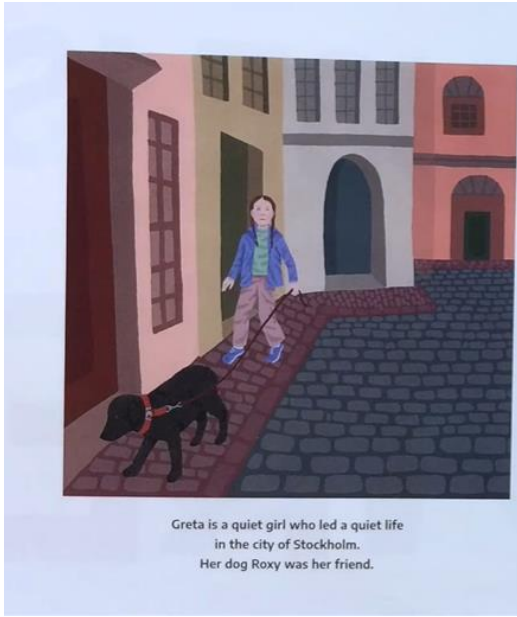
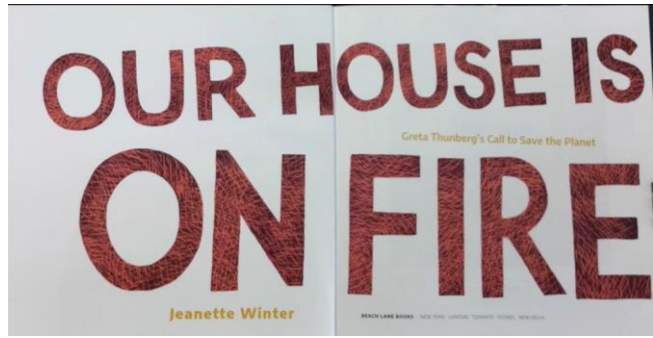


Extracted from: <https://venngage.com/blog/mind-map-templates/>



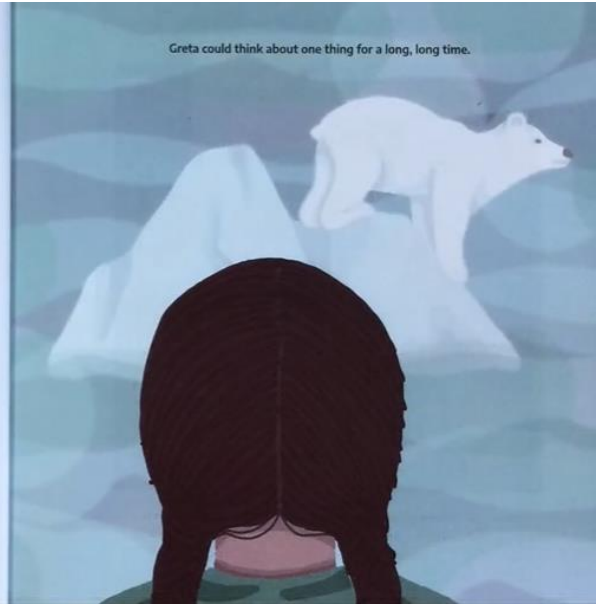
Extracted from: [PPT - Tone/Voice PowerPoint Presentation, free download - ID:1360751 \(slideserve.com\)](#)

Appendix 6. Storytelling link to the book “Our house is on fire” (Author and Illustrator: Jeanette Winter), with brushstrokes on Greta’s first discourse in COP24 in Poland (2018) and her speech in Davos in 2020. (Lesson 3. Task 1.)





That's when Greta's life changed.
She read for hours and watched film after film
about our warming world.



Greta could think about one thing for a long, long time.



She saw ice melting into the sea, disappearing.



She saw mighty winds and torrential rains
howling across the land.



She saw coral reefs, deep down in the sea, pale as ghosts,
bleached by the warming waters.



Greta saw living creatures everywhere,
struggling to stay alive.



Greta saw floodwaters covering houses and people and animals.



She saw cities swallowed under rising oceans.



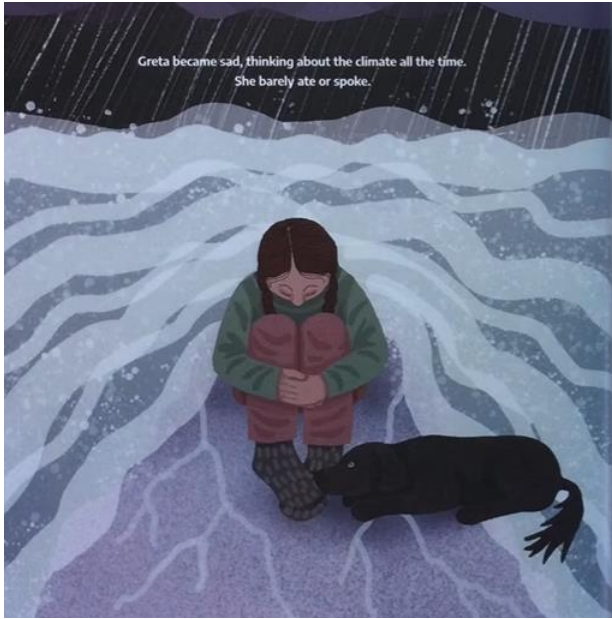
She saw the smoldering sun scorch the earth, leaving it bone-dry.



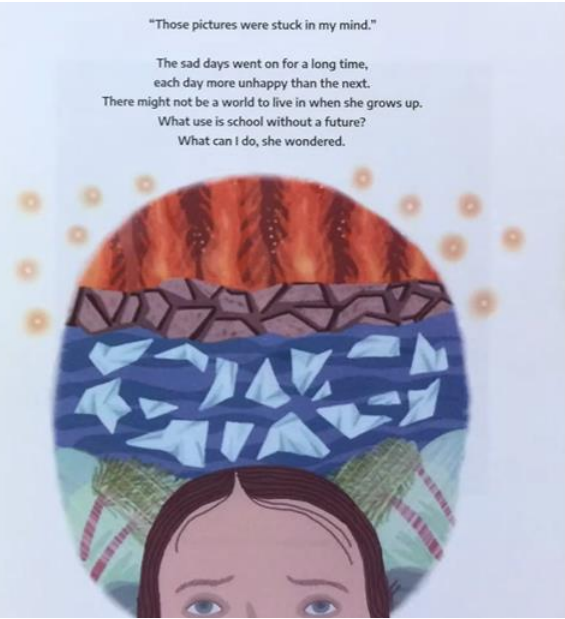
She saw blazing wildfires, racing through the forests.

**OUR
HOUSE
IS
ON FIRE**





Greta became sad, thinking about the climate all the time.
She barely ate or spoke.



"Those pictures were stuck in my mind."

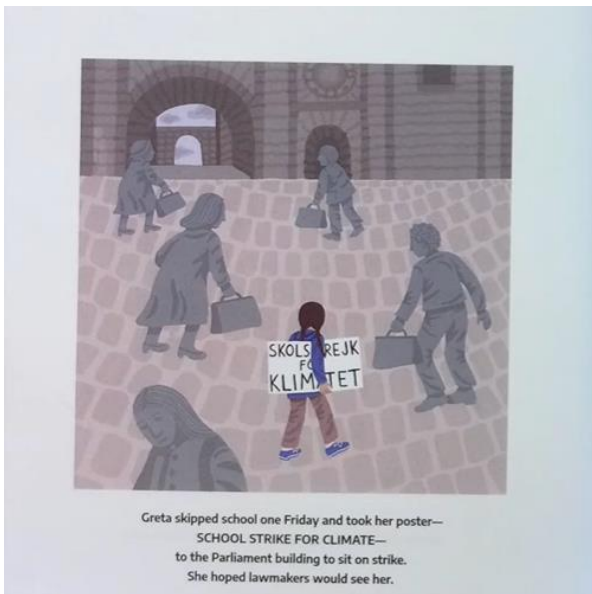
The sad days went on for a long time,
each day more unhappy than the next.
There might not be a world to live in when she grows up.
What use is school without a future?
What can I do, she wondered.



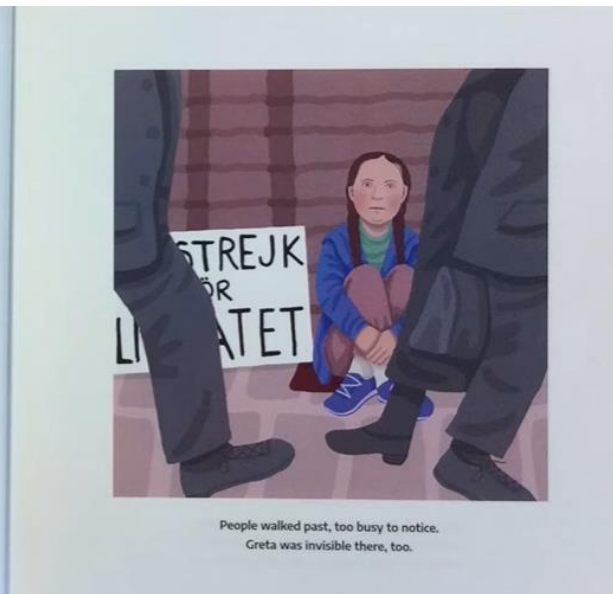
Greta decided to go on strike from school—for the climate.



Her parents understood.



Greta skipped school one Friday and took her poster—
SCHOOL STRIKE FOR CLIMATE—
to the Parliament building to sit on strike.
She hoped lawmakers would see her.



People walked past, too busy to notice.
Greta was invisible there, too.



She was at the Parliament building every Friday, even in the rain.



Then word of her strike began to spread. Little by little, other school strikers joined her. On Fridays, Stockholm schools were a bit empty.



More people started noticing the child strikers, and word spread through cyberspace about the Friday school strikes.



Children started striking everywhere. If grown-ups won't act to save the planet, children will.

The quiet girl who always felt invisible was asked to speak to very important people at the United Nations climate talks in Poland.



Greta only spoke when she thought it was necessary.

"You say you love your children above all else, and yet you are stealing their future in front of their very eyes."

"We need to keep the fossil fuels in the ground."



The quiet girl was invited to speak to important people at the World Economic Forum in Davos, Switzerland. It was necessary to speak.

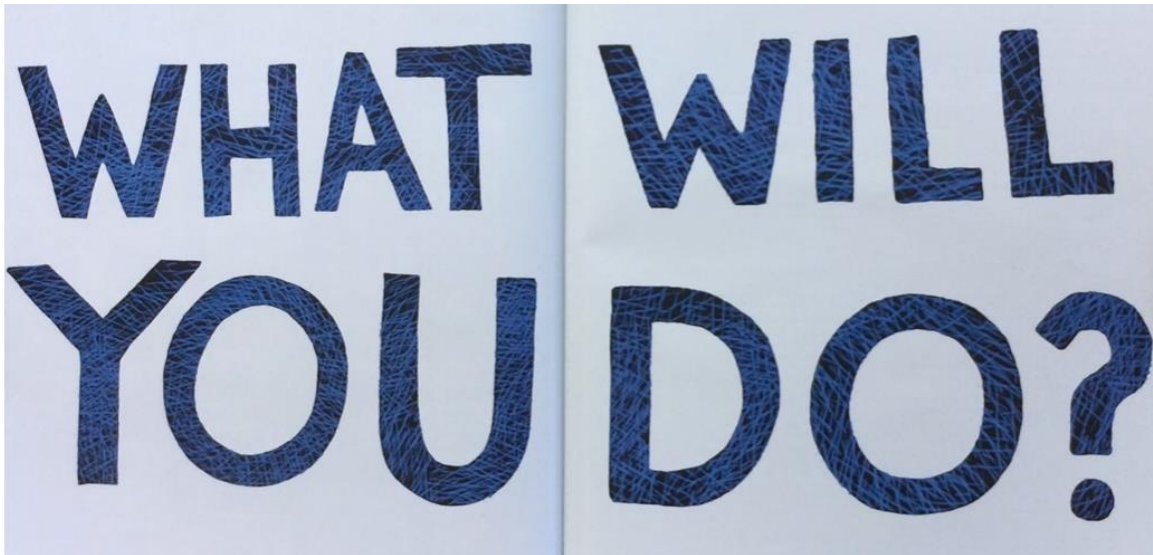
“I don’t want you to be hopeful.
I want you to panic.
I want you to feel the fear
I feel every day. . . .
I want you to act as if
the house was on fire.
Because it is.”



Greta’s protest, all alone, sparked a worldwide children’s march. Her quiet voice, joined by thousands of voices, became a roar.

**CAN YOU
HEAR
US?**





Extracted from: [Read Aloud "Our House Is On Fire" - YouTube](#)

Appendix 7: Scaffolding for the role-playing (Task 3. Lesson 3) to develop their interaction.

Showing Active Listening

Show it:	Say it:
Eyes on the speaker	Good idea because...
Nod your head	I agree because...
Keep hands still	I like that opinion because...
Lean in	I like your point because...
	I want to add to that...
	I also want to share...

Sharing Your Thinking

● I think ...because...	● Evidence that...is here in the text
● I knew that...because it says in the text...	● I infer thatbecause...
● If you look at the text it says...	● I predict that...because...
● I'd like to share my perspective on that...	● My thinking was that...because...

Disagreeing Respectfully

● I disagree with ...because...	● I have a different perspective because...
● I don't agree with that idea because the text says...	● When I thought about it, I thought that...
● I have another idea...	● My thinking was different because...

? Asking Clarifying Questions

● Why do you think that?	● What is the support for your thinking?
● What do you mean when you say...?	● What else do you think?
● Can you explain that?	● How can you prove that...?
● Do you have an idea?	● Can you give evidence that supports that?
● Can you make that more clear to me?	● Can you say the whole thing again?

Extracted from: <http://aprillynjoy.weebly.com/domain-e.html>

Appendix 8. Children’s possible poster to take care of the planet. (Lesson 4. Task 3.)



Appendix 9. Initial evaluation observation log table (of the thinking routine and their sharing).

Class: **Project** **Date**.....

Vocabulary and phonetics	All students	Some students	Main difficulties

Own creation

Appendix 10. Rubric to assess the creation of their own speech (continuous evaluation) (10%).

RUBRIC ABOUT THEIR OWN SPEECH				
	4 Advanced (2)	3 Competent (0'8-0'9)	2 Partially achieved (0'5-0'7)	1 Need to improve (0'1-0'4)
Purpose	The student consistently speaks with a purpose in mind.	The student speaks with a purpose in mind.	The student speaks part of the time with a purpose in mind.	The students speaks without a purpose.
Clarity	The pupil's speech is clear all the time	The pupil's speech is clear most of the time.	Part of the pupil's speech may be unclear.	The pupil's speech is unclear and inarticulated.
Tone	He/she constantly changes voice to engage the audience.	He/she changes voice to engage the audience.	Limited change in voice to engage the audience.	No change in voice to engage the audience.
Volume	The learner uses appropriate volume all the time.	The learner uses appropriate volume most of the time.	Limited use of appropriate volume.	He/she does not use appropriate volume, it is very difficult to understand.
Eye contact and gestures	The pupil consistently poised with appropriate gestures and a consistent eye contact.	The pupil sufficiently poised with appropriate gestures and a frequent eye contact.	Limited poise with limited use of appropriate gestures and eye contact.	No poise and inappropriate movement or eye contact.
TOTAL			/10	

Appendix 11. Rubric to assess the creation of their role playing (continuous evaluation) (10%).

RUBRIC FOR ASSESSING A ROLE-PLAYING: a conversation between Greta Thunberg and an opponent (politician)				
ITEM	4 Proficient (2'1-2'5)	3 Advanced (1'6-2)	2 Partially Achieved (0'6-1)	1 Need to improve (0'1-0'5)
Engagement	The student engages the audience fully and keeps them interested and entertained. Consistently engages the audience. He/she give his/her best of what he/she wants to offer.	The student manages to give an amount of engagement. He/she performs with more energy, focus and commitment, but still needs improvement.	The student shows some small signs of engagement in the role-playing, but still fails to capture the audience.	The student shows no engagement and very little effort and energy is put when performing.
Body language	The learner uses his/her whole body to express what he/she is trying to communicate. The emotion and meaning is clear from movement, tone and facial expression.	The learner usually or mostly tries to express using body language, but sometimes makes the wrong choices, but he/she makes a genuine effort.	The learner is trying to use some body language, but facial expression is not very communicative. There seems to be little understanding or use of body language to support spoken lines.	The learner uses little or no body language at all. The lines are only understood because of spoken language, but there is no facial expression or movement to make it convincing.
Characterization	The pupil is able to express his/her character fully in a convincing way. The audience can easily forget the character is not real.	The pupil shows most of the character's personality in a convincing way and is mostly confident. Only a few slip-ups.	The pupil can show some of the character's personality, but it is still unsure and clearly not very confident.	The pupil is not able to express his/her character at all and is mostly unsure of what he/she is doing.
Communication of meaning	He/she speaks loudly, with good pronunciation and perfectly clear	He/she speaks loudly, with good pronunciation.	He/she speaks enough loudly, but it is not easy to understand.	He/she doesn't speak loudly enough, bad pronunciation

	understandable message	His or her message is most of the time clear and understandable.		and it is very difficult to get the message.
TOTAL			/10	

Own creation

Appendix 12. Teamwork rubric (20%).

Name of the student:.....				
Group:.....				
	Weak, Needs to improve (0'1-1'25)	Sufficient (2'5)	Good (2'6-3'8)	Fantastic (4'5-5)
Participates in team debates and contributes with their ideas to get the common goal.				
Helps each other members of the team and respects their ideas.				
Performs different tasks, responsibilities and roles inside the team.				
Engages and participates actively in the project with enthusiasm.				
TOTAL			/10	

Own creation

Appendix 13. Class engagement and participation rubric (10%).

Name of the student:..... Class:.....				
DESCRIPTION OF THE CRITERIA	Needs improvement (0'1-1'25)	Competent (2'5)	Advanced (2'6-3'8)	Proficient (4'5-5)
Respect their peers	He/she is disrespectful and rude to the classmates and the teacher.	He/she is usually respectful, but sometimes has hurtful comments.	He/she is usually respectful, but sometimes gets angry with someone has a different opinion.	The student always respects the rest of the classmates in a nice way. It is tolerant and inclusive, appreciating different points of view as a way of enrichment.
Attitude and engagement to communicate, respecting turns	The student does not engage in communicative tasks. He/she does not make any effort to clearly articulate his/her ideas or opinions about a specific topic.	The student frequently engages in communicative tasks. He/she uses clear and simple sentences to clearly articulate his/her ideas or opinions about a specific topic.	The student most of the times engages and participates actively in communicative tasks. He/she uses clear and simple sentences to clearly articulate his/her ideas or opinions about a specific topic.	The student most of the times engages and participates actively in communicative tasks. He/she uses clear and simple sentences to clearly articulate his/her ideas or opinions about a specific topic, well-argued and in a coherent way.
TOTAL			/10	

Own creation

Appendix 14. Rubric to assess the poster with concrete actions that students can take to contribute to the fight against climate change.

POSTER RUBRIC				
	4 (3'5- 3'75)	3 (2-2'6)	2 (1-1'6)	1 (0'1-0'6)
Organization	The brochure has an excellent format and it is very well-organized.	The brochure has appropriate format and well-organized information.	The brochure has some organized information with random format.	The brochure's format and organization is confusing for the reader.
Ideas	The brochure communicates relevant information appropriately and affectively for the intended audience.	The brochure communicates relevant information appropriately.	The brochure communicates irrelevant information inappropriately for the intended audience.	The brochure communicates in a very incomprehensible way; it is difficult to understand the message.
Writing	All the writing is done in complete sentences and with correct punctuation.	Most of the writing is done in complete sentences and most of them with correct punctuation.	Some of the writing is done in complete sentences and some of them with correct punctuation.	Most of the writing is not done in complete sentences and it has not got punctuation marks.
Graphics and illustrations	The graphics and illustrations goes with the text, reinforcing the message.	The graphics and illustrations normally goes with the text, reinforcing the message.	The graphics and illustrations sometimes goes with the text, reinforcing the message.	The graphics and illustrations never goes with the text, they are truly random.

ORAL PRESENTATION RUBRIC				
	4 (0'4-0'5)	3 (0'3)	2 (0'2)	1 (0'1)
Volume and voice expression	They use an appropriate and engaged volume, it is very easy to hear this presentation.	They use an appropriate volume most of the time. The listener could hear the presentation.	They occasionally use an appropriate volume, so the presentation was difficult to hear.	The speaker rarely uses an appropriate volume. This presentation was very difficult to follow.
Pacing and Fluency	They always speak at a good rate. It was easy	They speak at a good rate most of the time. The	They occasionally speak at a good	They speak rather too fast, making it

(overall presentation)	for the audience to understand the presentation.	listener could understand the presentation.	rate, but sometimes it was too fast or too slow, somewhat difficult to understand.	difficult to understand.
Eye contact and overall presentation	They frequently look at the audience.	They occasionally look at the audience.	They do not almost look at the audience.	They do not look at the audience.
+ 2 points if it is adjusted to the time (10-15 minutes)				
TOTAL	/30			


Own creation


Appendix 15. TWO STARS AND A WISH strategy to reflect on other group’s work presentation.


two stars and a wish


Your Name : _____ Project Name: _____

Evaluated Students Name : _____

 Write 2 things you like about your friends project and one wish for what you think could be improved.









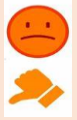


Extracted from: <https://gloverjake.blogspot.com/2022/06/two-stars-and-wish-by-teaching-giraffe.html>

Appendix 16. Rubric of co-evaluation of their peers' work of their collaborative work skills (20%).

CATEGORY	4 (3'2-4)	3 (2-2'6)	2 (1-1'6)	1 (0'1-0'6)
Contributions	Almost always provides useful ideas for the group work and participates actively in order to make the group more effective.	Usually provides and share good ideas. He/she is a group member who tries hard.	Sometimes provides useful ideas. He/she does what is required	Rarely provides useful ideas and sometimes refuse to participate. Often is not a good team member.
Time management	Always uses time well throughout the project to ensure all is done on time.	Usually uses time well throughout the project, but sometimes he/she procrastinate on one thing.	Sometimes loses time but normally he/she gets everything done on time by deadlines.	Rarely gets on time to the submission; and the rest of the group has to work harder to work on his/her responsibilities
Problem-solving	He/she actively looks for solutions to problems and makes suggestions to solve them.	He/she add good ideas to improve and refine the suggestions of other partners.	He/she does not help to think of ideas to solve the problem, but cooperates to work on the suggestions of others.	He/she does not try to solve the problem because he doesn't care and delegates to others.
Focus on the task	Constantly stays focused on the task and what needs to be done.	Most of the time focuses on the task and what needs to be done	Usually works, but sometimes complains in order to continue the task.	Rarely focuses on the task and what needs to be done. He/she lets others to do the work.
Preparedness	Always brings the materials needed to class and is always ready to work.	Usually brings needed materials to class and is ready to work.	Sometimes brings the materials needed but needs to settle down to start working.	Often forgets needed materials and rarely is ready to get to work.
TOTAL			/20	

Own creation

Appendix 18. Questionnaire delivered to the students to fill out about the evaluation of the teaching process (students are asked to give feedback to improve it).

TEACHER'S FEEDBACK QUESTIONNAIRE				
Name of the teacher:				
ITEM				
The teacher is organised, responsible and follows a lesson plan.				
The teacher arrives on time to start the lesson.				
The teacher is polite and treats us with respect.				
He/she tries to include our interests in the lessons and relates them with the content of the subject for making it more attractive.				
He/she uses diverse methodologies and creates a good working atmosphere.				
He/she makes sure we learn and helps us to progress.				
The designed tasks have been motivating and engaging.				
The teacher leaves the classroom in good order				
Write here some comments:				
What has been your favourite task? And, the one you liked the least?				

Own creation

Appendix 19. Audio Samples Transcripts.

SAMPLE 1: First discourse in COP24 in Poland (2018).

<https://www.youtube.com/watch?v=VFkQSGyeCWg> (3:30 min of speech)

“My name is Greta Thunberg. I am 15 years old. I am from Sweden. I speak on behalf of Climate Justice Now. Many people say that Sweden is just a small country, and it doesn't matter what we do. **But I've learned you are never too small to make a difference.** And if a few children can get headlines all over the world just by not going to school, then imagine what we could all do together if we really wanted to.

But to do that, we have to speak clearly, no matter how uncomfortable that may be. You only speak of green eternal economic growth because you are too scared of being unpopular. You only talk about moving forward with the same bad ideas that got us into this mess, even when the only sensible thing to do is pull the emergency brake. You are not mature enough to tell it like is. Even that burden you leave to us children. But I don't care about being popular. I care about climate justice and the living planet. Our civilization is being sacrificed for the opportunity of a very small number of people to continue making enormous amounts of money. **Our biosphere is being sacrificed so that rich people in countries like mine can live in luxury.** It is the sufferings of the many which pay for the luxuries of the few.

The year 2078, I will celebrate my 75th birthday. If I have children maybe they will spend that day with me. Maybe they will ask me about you. **Maybe they will ask why you didn't do anything while there still was time to act.** You say you love your children above all else, and yet **you are stealing their future in front of their very eyes.**

Until you start focusing on what needs to be done rather than what is politically possible, there is no hope. **We can't solve a crisis without treating it as a crisis.** We need to keep the fossil fuels in the ground, and we need to focus on equity. And if solutions within the system are so impossible to find, maybe we should change the system itself. We have not come here to beg world leaders to care. You have ignored us in the past and you will ignore us again. We have run out of excuses and we are running out of time. We have come here to let you know that change is coming, whether you like it or not. The real power belongs to the people. Thank you”.

428 words

SAMPLE 2 Greta Thunberg's Speech At The U.N. Climate Action Summit (2019).

<https://www.youtube.com/watch?v=KAJsdgTPJpU&t=302s> (5:20 min of speech)

"My message is that we'll be watching you.

"This is all wrong. I shouldn't be up here. I should be back in school on the other side of the ocean. Yet you all come to us young people for hope. How dare you!

"You have stolen my dreams and my childhood with your empty words. And yet I'm one of the lucky ones. People are suffering. People are dying. Entire ecosystems are collapsing. We are in the beginning of a mass extinction, and all you can talk about is money and fairy tales of eternal economic growth. How dare you!

"For more than 30 years, the science has been crystal clear. How dare you continue to look away and come here saying that you're doing enough, when the politics and solutions needed are still nowhere in sight.

"You say you hear us and that you understand the urgency. But no matter how sad and angry I am, I do not want to believe that. Because if you really understood the situation and still kept on failing to act, then you would be evil. And that I refuse to believe.

"The popular idea of cutting our emissions in half in 10 years only gives us a 50% chance of staying below 1.5 degrees [Celsius], and the risk of setting off irreversible chain reactions beyond human control.

"Fifty percent may be acceptable to you. But those numbers do not include tipping points, most feedback loops, additional warming hidden by toxic air pollution or the aspects of equity and climate justice. They also rely on my generation sucking hundreds of billions of tons of your CO₂ out of the air with technologies that barely exist.

"So a 50% risk is simply not acceptable to us — we who have to live with the consequences.

"To have a 67% chance of staying below a 1.5 degrees global temperature rise – the best odds given by the [Intergovernmental Panel on Climate Change] – the world had 420 gigatons of CO2 left to emit back on Jan. 1st, 2018. Today, that figure is already down to less than 350 gigatons.

"How dare you pretend that this can be solved with just 'business as usual' and some technical solutions? With today's emissions levels, that remaining CO2 budget will be entirely gone within less than 8 1/2 years.

"There will not be any solutions or plans presented in line with these figures here today, because these numbers are too uncomfortable. And you are still not mature enough to tell it like it is.

"You are failing us. But the young people are starting to understand your betrayal. The eyes of all future generations are upon you. And if you choose to fail us, I say: We will never forgive you.

"We will not let you get away with this. Right here, right now is where we draw the line. The world is waking up. And change is coming, whether you like it or not.

"Thank you."

495 words

SAMPLE 3. Speech in Davos 2020

<https://www.youtube.com/watch?v=6D9iWNL2ahg> (3:43 min)

One year ago, I came to Davos and told you that our house is on fire. I said I wanted you to panic. I've been warned that telling people to panic about the climate crisis is a very dangerous thing to do. But don't worry. It's fine. Trust me, I've done this before and I assure you it doesn't lead to anything. And for the record, when we children tell you to panic, we're not telling you to go on like before. We're not telling you to rely on technologies that don't even exist today at

scale and that science says perhaps never will. We are not telling you to keep talking about reaching "net-zero emissions" or "carbon neutrality" by cheating and fiddling around with numbers. We are not telling you to "offset your emissions" by just paying someone else to plant trees in places like Africa while at the same time forests like the Amazon are being slaughtered at an infinitely higher rate. Planting trees is good, of course, but it's nowhere near enough of what needs to be done, and it can not replace real mitigation or rewilding nature. Let's be clear. We don't need a "low-carbon economy." We don't need to "lower emissions." Our emissions have to stop to stay if we are to have a chance to stay below the 1.5 degrees target. And until we have the technologies that at scale can put our emissions to minus then we must forget about net zero — we need real zero. Because distant net zero emission targets will mean absolutely nothing if we just continue to ignore the carbon dioxide budget — which applies for today, not distant future dates. If high emissions continue like now even for a few years, that remaining budget will soon be completely used up. The fact that the U.S.A. is leaving the Paris accord seems to outrage and worry everyone, and it should. But the fact that we're all about to fail the commitments you signed up for in the Paris Agreement doesn't seem to bother the people in power even the least. Any plan or policy of yours that doesn't include radical emission cuts at the source starting today is completely insufficient for meeting the 1.5-degree or well-below-2-degrees commitments of the Paris Agreement. And again — this is not about right or left. We couldn't care less about your party politics. From a sustainability perspective, the right, the left, as well as the center, have all failed. No political ideology or economic structure has been able to tackle the climate and environmental emergency and create a cohesive and sustainable world. Because that world, in case you haven't noticed, is currently on fire. You say children shouldn't worry. You say: "Just leave this to us. We will fix this, we promise we won't let you down. Don't be so pessimistic." And then — nothing. Silence. Or something worse than silence. Empty words and promises which give the impression that sufficient action is being taken. All the solutions are obviously not available within today's societies. Nor do we have the time to wait for new technological solutions to become available to start drastically reducing our emissions. So, of course, the transition isn't going to be easy. It will be hard. And unless we start facing this now together, with all cards on the table, we won't be able to solve this in time. In the days running up to the 50th anniversary of the World Economic Forum, I joined a group of climate activists who are demanding that you, the world's most powerful and influential business and political leaders, begin to take the action needed. We demand that at this year's World Economic Forum participants from all companies, banks, institutions and governments: Immediately halt all investments in fossil fuel exploration and extraction. Immediately end all fossil fuel

subsidies. And immediately and completely divest from fossil fuels. We don't want these things done by 2050, 2030 or even 2021, we want this done now. It may seem like we're asking for a lot. And you will of course say that we are naïve. But this is just the very minimum amount of effort that is needed to start the rapid sustainable transition. So either you do this or you're going to have to explain to your children why you are giving up on the 1.5-degree target. Giving up without even trying. Well I'm here to tell you that unlike you, my generation will not give up without a fight. The facts are clear, but they're still too uncomfortable for you to address. You just leave it because you think it's too depressing and people will give up. But people will not give up. You're the ones who are giving up. Last week I met with coal miners in Poland who lost their jobs because their mine was closed. And even they had not given up. On the contrary, they seem to understand the fact that we need to change more than you do. I wonder, what will you tell your children was the reason to fail and leave them facing the climate chaos you knowingly brought upon them? The 1.5-degree target? That it seemed so bad for the economy that we decided to resign the idea of securing future living conditions without even trying? Our house is still on fire. Your inaction is fuelling the flames by the hour. We are telling you to act as if you loved your children above all else.

915 words

SAMPLE 4. Speech December 2022 in Glastonbury.

https://youtube.com/watch?v=3yK_N11pGEs&si=EnSIkaIECMiOmarE (10:10 min).

“We are in the beginning of a climate and ecological emergency. The biosphere is not just changing, it is destabilizing, it is breaking down. The delicately balanced natural patterns and cycles that are a vital part of the systems that sustain life on Earth are being disrupted, and the consequences could be catastrophic. And no, unfortunately, this is not the new normal. This crisis will continue to get worse until we manage to hold the constant destruction of our life supporting systems. Until we prioritize people and the planet over profit in greed, we will not be able to adapt to this. Our societies were built for the Holocene, which is now becoming a geological epoch of the past. The world we used to safely inhabit, no longer exists. Since the founding of the ipcc in 1988 our emissions of CO₂ have more than doubled. One-third of all anthropogenic CO₂ emissions have been emitted since 2005. Global CO₂ missions rebounded

to their highest level in history in 2021. This is the progress that the people in power have made over the past three decades. The progress that they say should not be dismissed as a blah blah blah. If we are to stay below the target set in the Paris Agreement, and thereby minimize the risks of setting of irreversible chain reactions, we need immediate, drastic, annual emissions reductions on a scale unlike anything the world has ever seen. And since we don't have the technological solutions that alone will do anything even close to that in the foreseeable future, it means we have to make fundamental changes to our societies. This is undeniable, it is also currently the most important piece of information we have when it comes to protecting the well-being of human kind. And the only civilization we are aware of in the entire universe. And yet, still in the year 2022, it is completely absent from every part of the global conversation. Our safety as a species is on a collision course without current system. The longer you pretend this is not the case and the longer you pretend that we can solve this catastrophe within a global societal structure, which has no laws or restrictions whatsoever protecting us long term from the ongoing self-destructive greed that has brought us to the very edge of the precipice, the more time we will waste. Time that we no longer have. Some say that we are not doing enough to hold and address this crisis, but that is a lie. Since not doing enough indicates that you are doing something. And the inconvenient truth is that we are basically doing nothing. Or to be fair, world leaders have been very busy, they have actively created loopholes and benefited the interests of destructive industries. It is very difficult to do anything to improve or turn things around when we are at best playing defence. The forces of greed, profit, and planetary destruction are so powerful, that our fight for the natural world is limited to a desperate struggle to avoid a total natural catastrophe. We should be fighting for people and for nature, but instead we are fighting against those who are set on destroying it. Today, our political leaders are allowed to say one thing and then do the exact opposite. They can claim to be climate leaders while they rapidly expand their nation's fossil fuel infrastructure. They can say that we are in a climate emergency as they open up new coal mines, new oil fields and new pipelines. It has not only become socially acceptable for our leaders to lie; it is more or less what we expect them to do. The people in power do not need to wait for anyone else in order to start acting. Nor do they need conferences, treaties or International agreements to start real climate action. They could start right away. They also have and have had for a long time endless possibilities to speak up and send a clear message about the fact that we must fundamentally change our societies. And yet they actively choose not to. This is the moral decision that will not only cost them dearly in the future, it will also put the entire living planet at risk. Throughout history, we have been adept at keeping historic atrocities as far away from us as possible. The problem has

always been someone else in some other far away place. But the climate crisis was created by us, the nations of the global North. It is a crisis of inequality that dates back to colonialism and beyond. Those who have done the least courses are the ones who will suffer the most. All this is ultimately a symptom of a much larger crisis, a crisis arising from the idea that some people are worth more than others and therefore had the rights to exploit and steal other people's land and resources. As well as the right to use of the planet resources as an infinite higher rate than others. A crisis shaped my mindset that still infects our societies today. It is naive to think that we can solve this without confronting the roots of the problem. The destruction of the biosphere the destabilization of the climate and the wrecking of our common future living conditions, are in no way predestined or unavoidable. Nor is human nature. We are not the problem. The problem is the systems which allow and even encourage this to happen. This is all happening because we the people haven't yet been made fully aware of our situation or all of the consequences of what it's about to happen. We have been lied to, we have been deprived of our rights as democratic citizens and been left unaware. This is one of our biggest problems, but it could also be a great source of hope, because once we understand the nature of this crisis, we can act. Given the right circumstances, there are no limits to what we can do. We're capable of the most incredible things. Once we have been given the full story and not something that has been conjured up to benefit certain short-term economic interests, we will know what to do. There's still time to undo our mistakes to step back from the edge of the cliff and choose a new path, a sustainable path, a just path. A path which leads to a future for everyone. Not just for those who think that their money can buy them a way of adapting to dying ecosystems and mass extinctions. Right now, we are in desperate need of hope, but hope for whom. The relatively few of us who might initially be able to adapt to rapidly warming world of the overwhelming majority who will not be so fortunate. What does hope even mean in this context? Is it the notion that we can maintain a system that is already doomed? That we can go on living Our Lives more or less the same way as we do today. In the system which most people do not even benefit from? To me hope, it's not about pretending that everything will be fine. It is not about sticking your head in the sand or listening to fairy tales about non-existent technological solutions. It is not about loopholes or clever accounting. Hope it's not something that is given to you, it is something you have to earn, to create. It can not be gained passively, through standing by and waiting for someone else to do something. Hope is taking action. It is stepping outside of your comfort zone. And if a bunch of school kids were able to get millions of people to go out on the streets and stop changing their lives, just imagine what we could all do together, if we really tried. So instead of looking for hope, start creating it yourself. We are approaching

a precipice and I would strongly suggest that those of us who have not yet been **greenwashed** out of our senses, stand our ground. Do not let them drag us another inch closer to the edge, not one inch. Right here and right now, is where we draw the line. This is where we stand our ground. I have spent the last one year and a half putting together a book with over 100 contributors that will share expertise and experiences from people all over the world. In an attempt to communicate a holistic picture. These crises are the biggest story in the world, and it must be spoken as far as wide as our voices can carry, and much further still. It must be told in books and articles, in movies and songs, at breakfast tables, lunch meetings and family gatherings. In lifts, at bus stops, and in rural shops. In schools, boardrooms and marketplaces. In the fields, in the warehouses and on the factory floors. At union meetings, political workshops and football games. In kindergartens and in old people's homes. In hospitals and music festivals. On social media and evening news. On dusty country roads and in the streets and allies of our towns and cities. Everywhere, all the time. It has been estimated that we humans who are alive today make up seven percent of all Homo sapiens that have ever lived. We are all related in time and space. Together, we stretch back through time and forward into our common future. We have now gained enough information and knowledge to begin safeguarding our living conditions and our well-being. This is given us an unprecedented possibility to create a fair world. But that enormous collective achievement, perhaps unique in the entire cosmos, is now slipping through our fingers. Up until now, we have been failing. We have allowed greed and selfishness the opportunity for a very small number of people to make unimaginable amounts of money, to stand in the way of our common well-being. But now, you and I have been given the historic responsibility to set things right. We have the unfathomable great opportunity to be alive at the most decisive time in the history of humanity. The time come for us to tell this story and perhaps even change the ending. Together we can still avoid the worst consequences, and start to heal the wounds that we have inflicted. Together we can do the seemingly impossible. But make no mistakes, no one else is going to do it for us. This is up to us, here and now, you and me.”

1762 words