

**Signify the territory: a proposal for  
Students' ownership of their  
ecologic territory through tasks and  
CLIL methodology**



# EXPOSITORES



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# INTRODUCCIÓN

- ❖ Justification
- ❖ General Objective
- ❖ Specific Objectives
- ❖ Methodology (Design of the intervention: Objectives, time, group, sessions and activities)
- ❖ Discussion
- ❖ Conclusions, Limitations and Further research

# Justification

This pedagogical intervention is aimed at contributing to the strengthening of values and attitudes towards their ownership of the territory with the support of the CLIL methodology and the use of tasks.

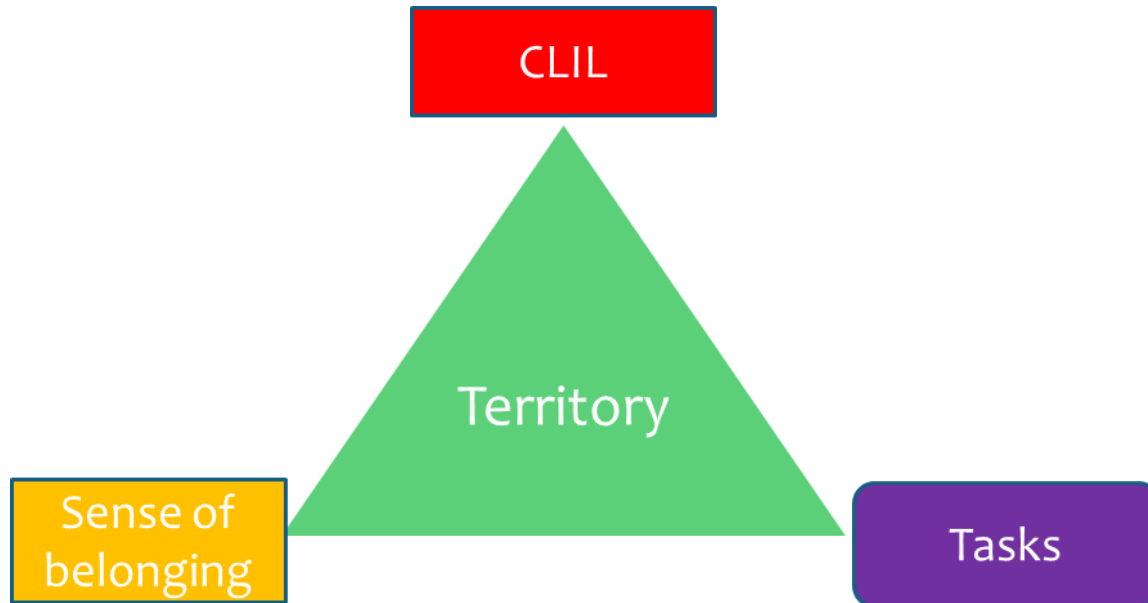
Research question:

“How do students’ ownership and sense of belonging to their ecologic territory emerge when they are involved in tasks and CLIL methodology”.



## OBJETIVO DEL ESTUDIO

**General Objective:** To carry out an intervention proposal for the students of eighth grade to strengthen values and attitudes, and their sense of belonging to ecological territory through tasks and CLIL methodology.

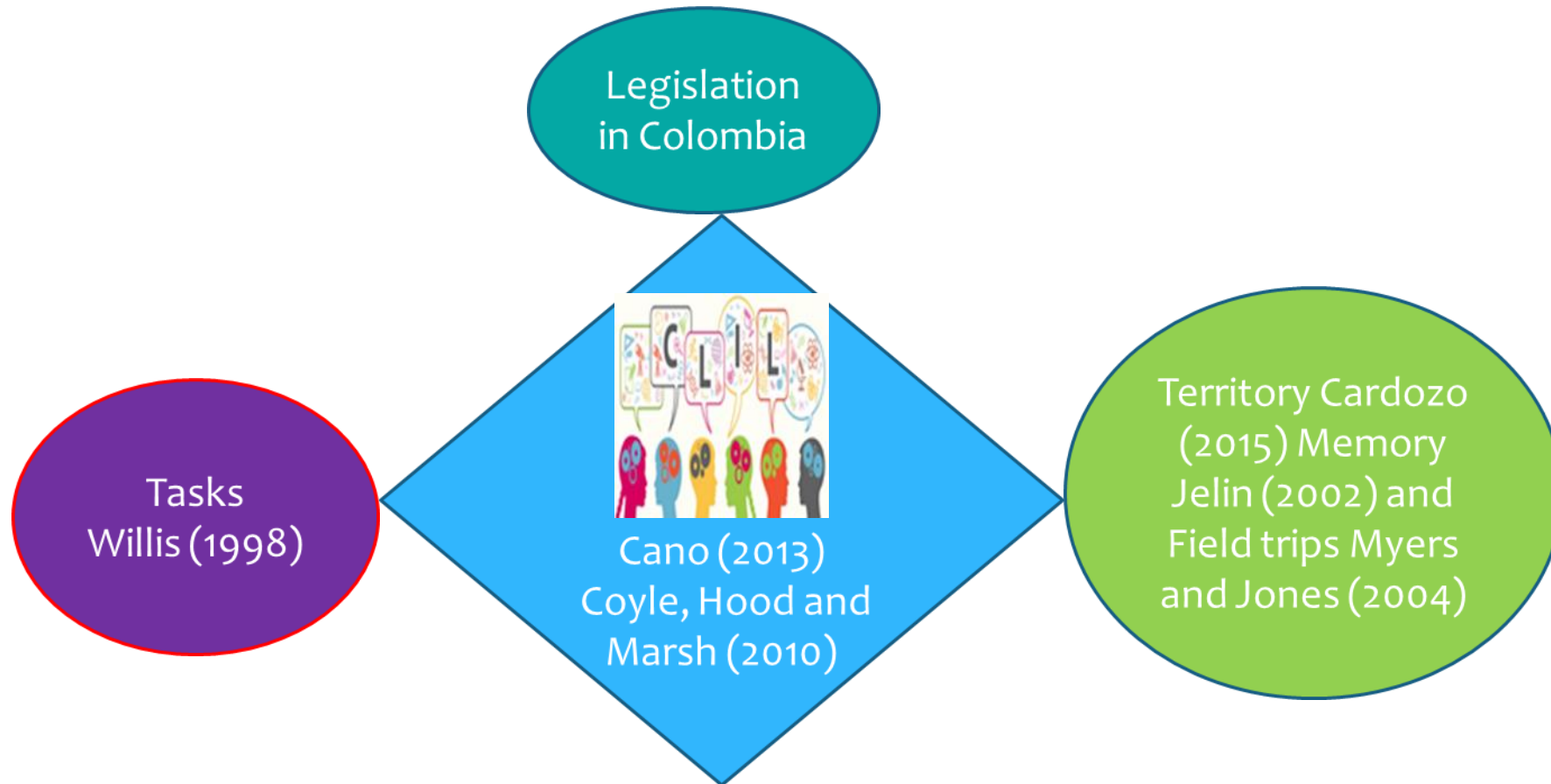


# Specific Objectives

- To promote students recognition of their territory through the integration of Environmental education and English language learning.
- To set out learning and teaching situations to foster the signification of the territory in the students' context through tasks and activities that involve English Language.
- To develop field trips that support the exploration of the ecologic wealth of the students' surrounding territory.



# Literature Review



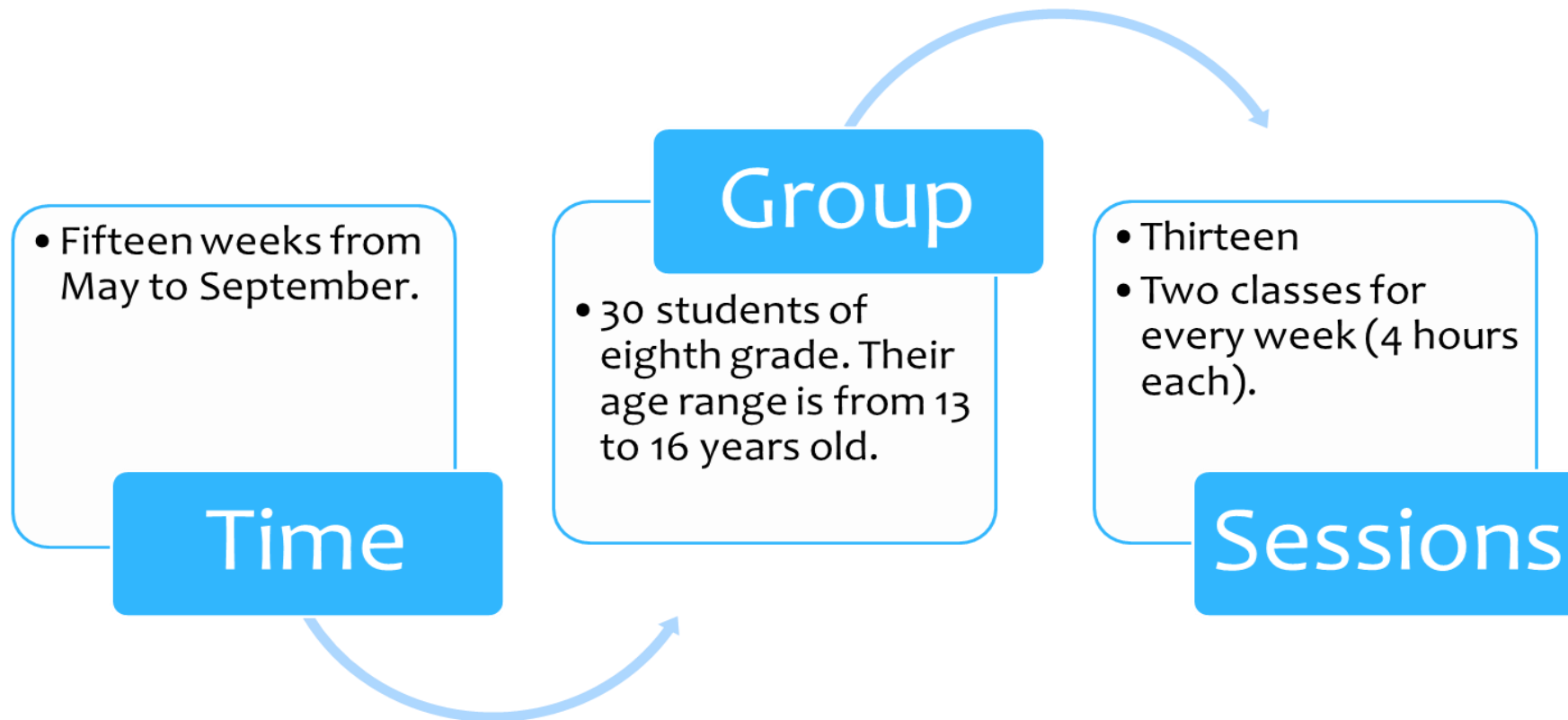
# METODOLOGÍA

## Design of the intervention

### Objectives:

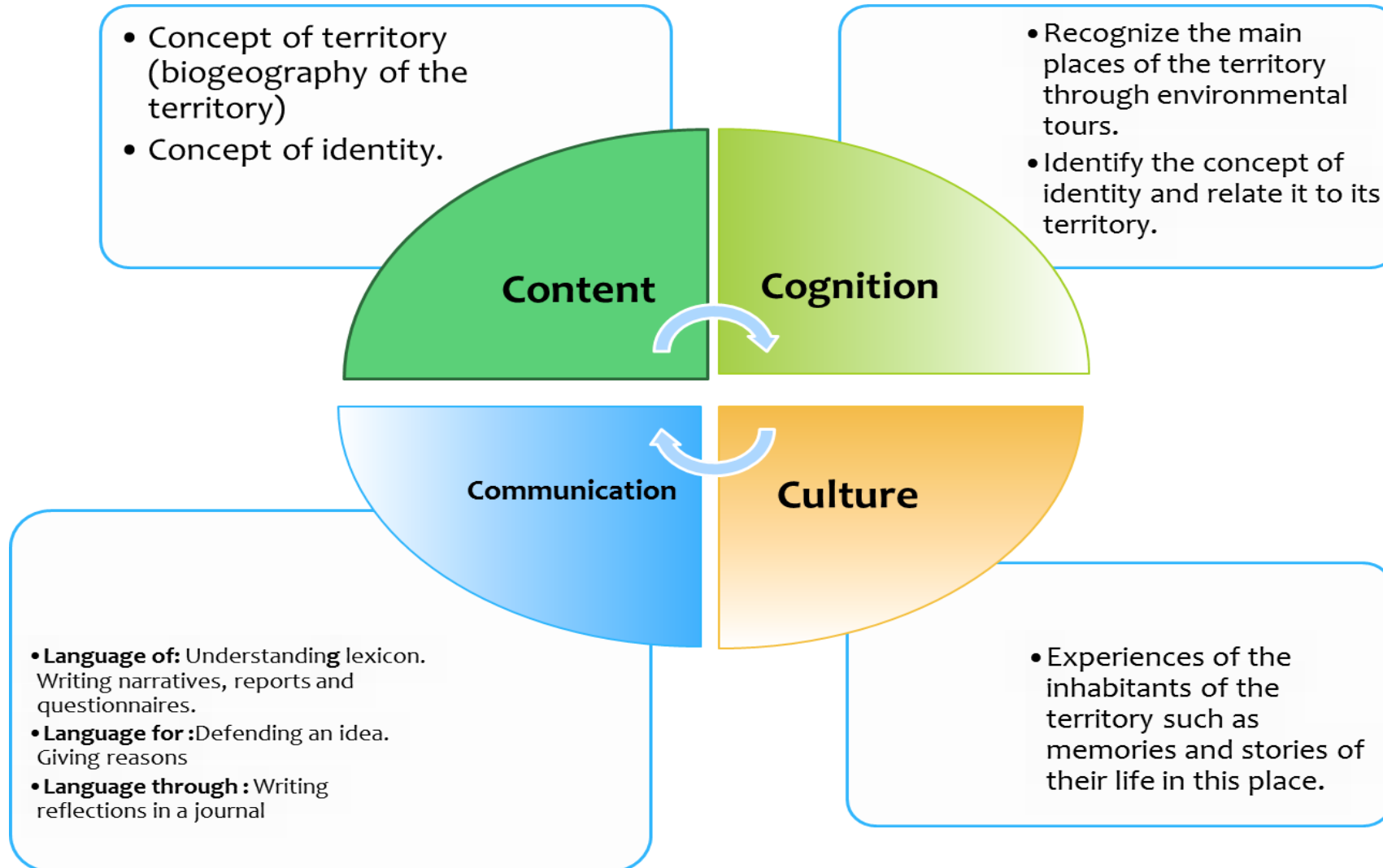
- ❖ To recognize the places of territory in which social relationships are established.
- ❖ To grow native plants in the school garden.
- ❖ To build a nursery of native plants.
- ❖ To carry out eco pedagogical outdoor activities.
- ❖ To promote an integration space for the community.





# Methodology

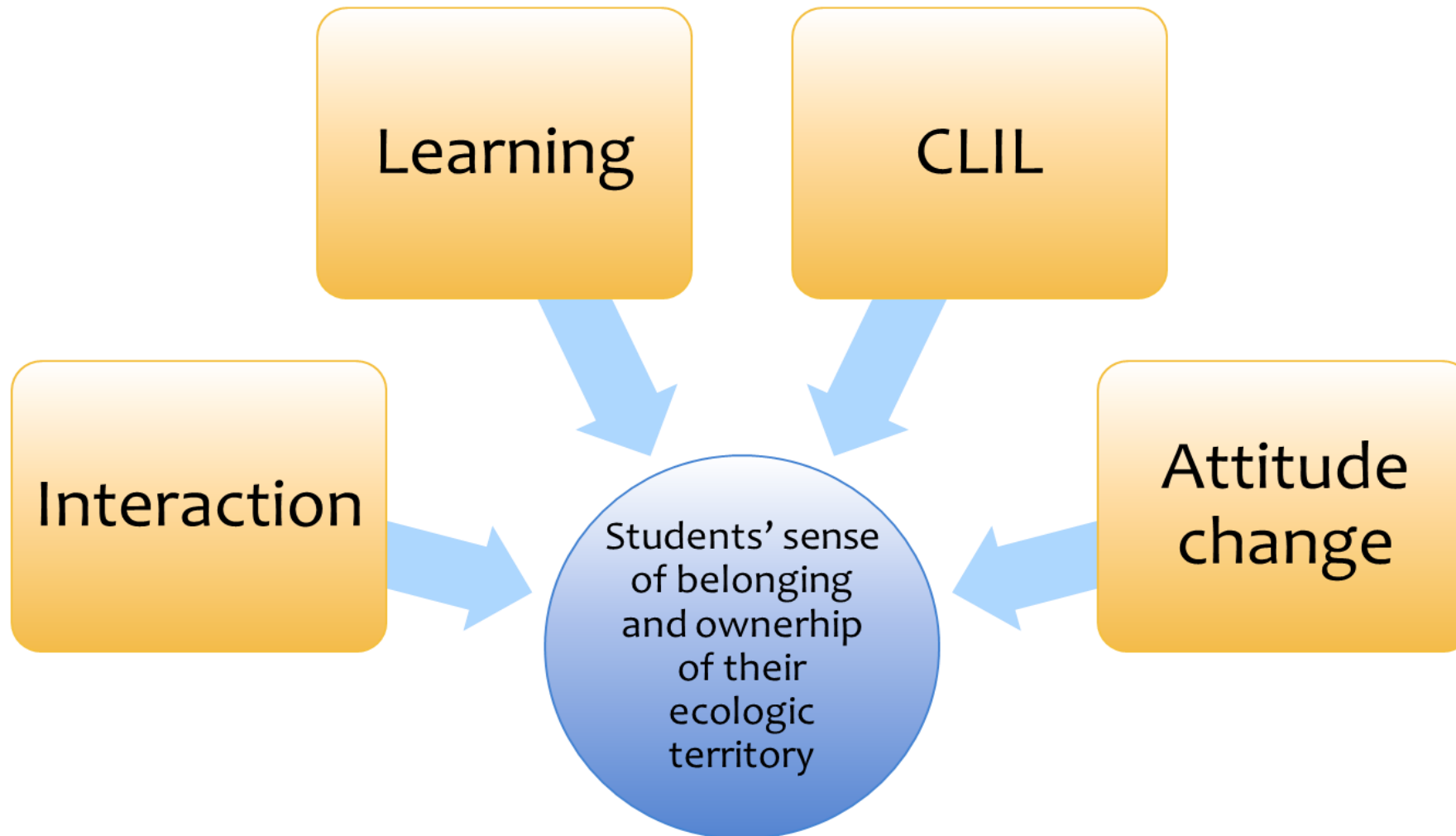
## Sample Sessions 1, 2 and 3



# Activities

<b>One: Concept socialization</b>	<p>Exploring the concepts territory and identity, previous knowledge and answering the questions.</p> <p>Reading of two articles about the concepts.</p> <p>Read the life story of a neighbor and answer the questions.</p> <p>Writing in the journal.</p>
<b>Two: Environmental tour #1 (outdoor activity)</b>	<p>Students will visit the places in the neighborhood while they work on a workshop and take photographs.</p> <p>Writing in the journal.</p>
<b>Three: Experience of the tour</b>	<p>Forum for the socialization of ideas from the first outdoor activity (environmental tour)</p> <p>Forum answering the guiding questions.</p> <p>Writing in the journal.</p> <p><a href="#">ACTIVITY 1.pdf</a></p> <p><a href="#">ACTIVITY 2.pdf</a></p>

# RESULTADOS Y DISCUSIONES



## CONCLUSIONES

- Students developed new attitudes and new meanings of the territory through the team work, interaction with the community and integration of the thematic contents with the reality.
- The teaching and learning process reveals as a positive outcome in the integration of contents related to the territory, the identity, care of the environment and the social and environmental commitment with the articulation of English language.
- It was possible to carry out an exploration and recognition of some native species that make up the ecological wealth of the territory of the students.

# Limitations

- Students are not able to build their thought and express ideas using the English language directly, they still use mechanical and repetitive processes such as literal translation.
- It is a challenge for them to receive new knowledge in a foreign language.
- Involving other members of the educational community such as teachers of other subjects.



# Further Research

- This experience is a beginning to continue exploring the subject in the school through the use of CLIL; integrating the teaching and learning of environmental education with English.
- It could be an opportunity to create a network where teachers and students share similar experiences that involve the English language as a means to integrate knowledge.





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