

UNIVERSIDAD TÉCNICA DE AMBATO

FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Informe final del trabajo de Titulación previo a la obtención del título de Licenciada en Pedagogía del Idioma Inglés.

Theme: Nature Pedagogy and Communicative Competence

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Ambato – Ecuador

2025

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DEDICATION

TO:

God, for giving me strength, for lifting me up, and for being my guiding light. To my parents, Soraya and Nelson, and my brothers, Steeven and Alan, for their unwavering support and for celebrating every small achievement in my life.

To my sister, Amy, who has been my greatest inspiration and driving force from beginning to end.

To my aunt and second mother Adriana, for being my daily support, along with my uncle Gio and little Kai, who, from afar, have watched me grow through this journey.

To my grandmother, Luz Maria, whose prayers have always accompanied me.

To my aunts Ana and Liliana, and my cousins Sebastian, Dorian, Karla, Andres, Iker, Maria José, Maria Paula, and my little ones Camila and Noah, thank you for believing in me.

To Victor, Nancy, and Adonis those who are no longer with us but remain forever in my heart.

To my best friend, Gardenia, who has shared countless beautiful moments with me since high school and who has stood by me despite the distance.

To the wonderful friends I met during this chapter Jary, Shiriley, and Carlos, for the friends who bring joy to my life in the classroom: Marlon, Fabricio, Jocelyn, Daniela, and Johan.

And finally, to the unconditional souls, Jadi and Andy, who perhaps without knowing it have saved me and lifted me up a thousand times.

You all gave me the strength to continue, thank you very much.

Leslie.

AKNOWLEDGEMENTS

To my teachers, whose dedication and wisdom have left a lasting mark on my journey, and whose lessons will stay with me forever.

Teacher Ruth and Teacher Xavi, thanks for guiding me and for your patience.

I want to thank my friend Johan who was also very patient with me explaining and helping me whenever I needed it.

Leslie.

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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Topic: Nature Pedagogy and Communicative Competence

Author: Leslie Micaela Ortiz Bravo

Tutor: Mg. Ruth Elizabeth Infante Paredes

ABSTRACT

This pre-experimental study aimed to determine the impact of nature pedagogy on the development of communicative competence in 28 students among them 12 men and 16 women belonging to the fourth-semester majoring in Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato. During this research ten interventions were carried out designed under the Communicative Language Teaching (CLT) approach, using nature pedagogy, and incorporating nature art activities that complemented the pedagogy used such as create art about, in and with nature. Meanwhile for the development of the chosen competence, some communicative and collaborative activities such as role – plays, video recording, oral presentations, among others were carried out. On the other hand, communicative competence was assessed through pre- and post-tests based on the Cambridge PET speaking exam for B1 level. The results were analyzed through the test suggested according to the number of participants, in this case Wilcoxon test, which revealed a significant improvement in students' communicative competence, with remarkable progress observed across the four evaluation criteria: grammar, pronunciation, fluency, and vocabulary. While pre-test scores indicated a low level of performance, post-test results showed improvement to an intermediate level, with some students achieving higher proficiency. Finally, this research was useful promoting collaboration, teamwork, and meaningful communication. These findings not only demonstrate the value of nature pedagogy in strengthening communicative competence, but also confirm the alternative hypothesis, and emphasize the relevance of this approach in educational contexts.

Keywords: Nature Pedagogy, Communicative Competence, Experimental Research, Cambridge PET.

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RESUMEN

Este estudio pre-experimental tuvo como objetivo determinar el impacto de la pedagogía de la naturaleza en el desarrollo de la competencia comunicativa en 28 estudiantes entre ellos 12 hombres y 16 mujeres pertenecientes al cuarto semestre especialización en Pedagogía de los Idiomas Nacionales y Extranjeros en la Universidad Técnica de Ambato. Durante esta investigación se llevaron a cabo diez intervenciones diseñadas bajo el enfoque de la Enseñanza Comunicativa de la Lengua (CLT), utilizando la pedagogía de la naturaleza e incorporando actividades de arte de la naturaleza que complementaron la pedagogía utilizada, como crear arte sobre, en y con la naturaleza. Mientras tanto, para el desarrollo de la competencia elegida, se llevaron a cabo algunas actividades comunicativas y colaborativas como juegos de roles, grabación de videos, presentaciones orales, entre otras. Por otro lado, la competencia comunicativa se evaluó a través de pruebas previas y posteriores basadas en el examen oral Cambridge PET para el nivel B1. Los resultados se analizaron mediante la prueba sugerida según el número de participantes, en este caso la prueba de Wilcoxon, que reveló una mejora significativa en la competencia comunicativa de los estudiantes, con un progreso notable observado en los cuatro criterios de evaluación: gramática, pronunciación, fluidez y vocabulario. Si bien las puntuaciones de la prueba previa indicaron un nivel bajo de rendimiento, los resultados de la prueba posterior mostraron una mejora a un nivel intermedio, con algunos estudiantes alcanzando una mayor competencia. Finalmente, esta investigación fue útil para promover la colaboración, el trabajo en equipo y la comunicación significativa. Estos hallazgos no solo demuestran el valor de la pedagogía de la naturaleza para fortalecer la competencia comunicativa, sino que también confirman la hipótesis alternativa y enfatizan la relevancia de este enfoque en contextos educativos.

Palabras clave: Pedagogía de la Naturaleza, Competencia Comunicativa, Investigación Experimental, Cambridge PET.

Chapter I. Theoretical Framework

1.1 Research Background

Nature Pedagogy has gained increasing attention in educational research due to its potential to enhance learning experiences and outcomes for students. Several studies have highlighted the positive impact of Nature Pedagogy on various aspects of education. In addition to this, it is essential to note how nature-based learning environments can improve student engagement, academic performance, and overall well-being (Smith & Jones, 2018). This research found that exposure to natural settings positively influences students' cognitive abilities, emotional regulation, and social interactions, leading to improved learning outcomes and holistic development.

The systematic integration of Nature Pedagogy into the curriculum was found to have significant positive effects on students' cognitive development, creativity, and problem-solving skills (Garcia, 2019). The study emphasized the importance of incorporating outdoor learning experiences to enhance students' overall academic and personal growth. Furthermore, Brown and Smith (2020) explored the use of Nature Pedagogy as a pedagogical tool to enhance language learning in young learners, nature- based activities and outdoor experiences contribute to improved language acquisition, vocabulary development, and communication skills in young learners. The multisensory experiences offered by Nature Pedagogy were found to stimulate interest and active participation in the language learning process. In addition, the benefits of nature-based activities in creating a more engaging and motivating learning environment. Nature Pedagogy fosters a sense of curiosity, exploration, and intrinsic motivation among students, leading to enhanced learning experiences and academic achievement (Murcia, Brinton et al., 2014)

Theoretical Foundation of the Variables

Independent Variable

Pedagogy

According to Hall (1905), "The Greek pedagogue, from whom the term pedagogy was derived, led the boy to and from school, and was his keeper rather than his teacher". Another key aspect to consider is that pedagogy is seen as a science of teaching or education. Ideas about pedagogy are shaped by societal beliefs and values regarding how learning occurs. These ideas typically stem from two main perspectives: one views learning as an individual, cognitive process involving the absorption of established knowledge, while the other sees learning as a socially and culturally constructed activity that happens within communities of practice (Watkins & Mortimore, 1999).

Pedagogy is an art and science of teaching which includes the implementation of a range of methods, strategies and approaches to fulfill learners' needs by creating meaningful learning experiences and encouraging participation and critical thinking (Kabulova, 2023). Furthermore, Australia (2017) agreed that an effective pedagogy involves not only interactive teaching and instructive learning environments, but also continuous evolving through reflection to improve and support children's learning and development

On the other hand, pedagogy remains undefined, including meanings such as specific teaching models, behaviorist or progressivist instruction, to educational philosophies (Friesen & Su, 2023).

Sustainability

According to Brundtland Commission (1987), addressing the requirements and challenges of the present in a way that maintains and protects the resources, opportunities, and conditions necessary for future generations to meet their own needs and live well. This involves using resources responsibly and making decisions that consider long-term environmental, social, and economic impacts. In addition, sustainability is a concept that involves balancing human well-being, environmental health, and economic prosperity, ensuring that present needs are fulfilled without jeopardizing the future (Henderson & Loreau, 2022). Furthermore, there is a growing demand for professionals to address sustainability challenges, higher education should

be restructured with a focus on sustainability to cultivate graduates who are prepared for the future (Ramakrishna, 2021).

According to Sakalasooriya (2021), sustainability involves preserving ecological systems to strengthen social systems. It emphasizes the fair, ethical, and efficient management of natural resources to meet the needs of both present and future generations while improving overall well-being. In addition, Environmental and Sustainability Education (ESE) plays a vital role in global efforts to mitigate greenhouse gas emissions and combat climate change. Beyond scientific and policy responses, ESE must also address emotional impacts, such as eco-anxiety, while empowering young people to act on environmental issues both individually and collectively (Walshe & Sund, 2022).

Environmental Education

Environmental education is a multidisciplinary pedagogy that acts as a guide for educators who want to involve the environment into the teaching programs, it requires some skills such as critical thinking and problem solving to improve student behavior (Carter & Simmons, 2010). On the other hand, Pihkala (2020) mentioned that there is a crucial role of environmental education in shaping a society committed to sustainability and environmental protection.

Prayogo et al. (2024) reported that environmental education should recognize environmental issues as interconnected and complex, encouraging actions that support sustainable. They emphasized the importance of raising awareness about sustainability and teaching fundamental concepts such as recycling, energy efficiency, and biodiversity preservation. On a different author’s point of view Environmental Education (EE) is a learning process that increases individuals' knowledge and awareness of environmental challenges, develops the necessary skills to address these challenges, and fosters attitudes and motivations to make informed decisions and take responsible actions (Sola, 2014).

There are five key objectives for Environmental Education (EE). The first is raising awareness among the public about environmental issues. The second is to help individuals and communities gain knowledge and experiences related to the

environment. Third, it aims to foster a strong concern for the environment and encourage active participation in its protection. Fourth, it focuses on developing the skills necessary for identifying and addressing environmental problems (UNESCO-UNEP, 1989).

Ham & Sewing (1988) defined environmental education as an educational approach that integrates knowledge, attitudes, and skills to promote environmental awareness and responsible actions. This research highlighted challenges, such as limited time, insufficient instructional materials, inadequate funding, and overemphasis on science and cognitive aspects of EE. Additionally, many educators express positive attitudes toward it. However, teachers' lack of confidence in their ability to teach EE further impedes its integration into the curriculum.

Environmental education can be defined as an approach to learning that goes beyond sustainability and resource management to critically examine humanity's relationship with nature. Rather than focusing solely on meeting human needs, it encourages learners to question their attitudes toward the environment and develop ongoing, thoughtful responses to ecological challenges (Bonnett, 2007). Another key aspect to consider is that environmental education is a dynamic and multifaceted field that focuses on teaching and learning about complex ecological and sustainability issues. While its importance in promoting sustainable living, conserving natural resources, and ensuring a habitable planet for future generations is widely recognized (Palmer, 1998). Similarly, Potter (2009) emphasized that the need for systemic environmental education legislation provides substantial funding for national-level grants, educator training, and research initiatives. Environmental education is regarded as a vital tool for engaging the public in sustainability efforts and addressing ecological challenges.

Nature Pedagogy

Warden (2019) argued that "Nature Pedagogy is the art of being with nature, inside, outside, and beyond". In addition, she explained that "inside" refers to an individual's inner self, including emotions and thoughts, often considered the soul. "Outside" represents interactions with others and the natural world, encompassing both living and non-living elements. Finally, "beyond" means the unseen and undefined

connections that bridge the observable and unobservable aspects of life. Furthermore, Warden argued that Nature Pedagogy encompasses both experiences; tangible or physical when you feel the breeze and intangible or emotional when you feel happy to admire a sunset. This connection with nature is an innate feeling that can be integrated into education, whether indoors, outdoors, or beyond traditional learning spaces. Besides, it encourages a sustainable way of interacting, perceiving, and coexisting with the natural world.

Nature Pedagogy refers to an educational approach that incorporates nature and the outdoors as essential elements of the learning process. Vera and Menínde z (2023) concluded that Johann Heinrich Pestalozzi, a Swiss pedagogue, as a key forerunner of Natural Pedagogy. This approach to teaching emphasizes experiential learning, intuition, and a deep connection with nature, encouraging students to engage their senses, emotions, and observational skills in the learning process.

Nature Pedagogy has evolved from centuries-old educational traditions rather than emerging as a new concept in the late 20th century. This approach supports children of diverse abilities and backgrounds, making it relevant in both urban and rural contexts (Cree & Robb, 2021) .Such a point expressed that developing a Nature Pedagogy involves cultivating values that prioritize the natural world as a central part of daily practice (Warden, 2019).

Nature Pedagogy is an approach that fosters a deep connection between children and nature through thoughtfully designed educational environments, assessment processes, and learning experiences. While some settings fully embrace it through sustainable practices, others face limitations that restrict its full integration. Nonetheless, conversations about its influence on education persist across different contexts (Warden, 2018). This idea highlighted the growing recognition of Nature Pedagogy's importance in shaping holistic and meaningful learning experiences, encouraging a shift towards more sustainable and nature-integrated education.

Warden (2019) critiqued certain models of nature-based education were refuted for their failure to acknowledge the interconnectedness of the natural world, particularly the non-living and unobservable aspects. Some approaches overly structure children's experiences, limiting their autonomy and reducing their interaction with nature to a resource-based perspective rather than a relational one. Additionally, Warden illustrated

how language shapes pedagogical thinking, noting that phrases like "learning about nature" suggest a detached study rather than an integrated relationship. She called for a 21st-century pedagogy that fosters deep connections with nature through inclusive and sustainable practices.

Education is often viewed as an intellectual endeavor devoid of emotion, yet emotions such as curiosity, passion, and enthusiasm are integral to the learning process. Children engage deeply with tasks when emotional elements are present, leading to expanded imagination and creativity. Teachers can integrate activities that promote emotional and creative involvement, such as nature-related projects, constructing houses, and gardening (Louv, 2008).

There are six principles that guide Forest School, which, while distinct from Nature Pedagogy, share several common elements, such as outdoor learning, a connection with nature, and experiential education (Cree & Robb, 2021).

The first principle emphasizes fostering a strong connection between learners and nature, viewing nature not merely as a resource but as a living entity to protect. This principle aligns with Nature Pedagogy, which also emphasizes creating emotional connections with nature and promoting ecological responsibility.

The second principle asserts that learning in nature should be a continuous process to cultivate deeper, caring connections with the environment. Similarly, Nature Pedagogy supports ongoing interaction with the natural world to foster meaningful experiences.

The third principle advocates for a learner-centered approach, with teachers acting as facilitators, encouraging active participation from students. This is closely related to Nature Pedagogy, which values free interaction with the natural world, allowing children to explore and discover independently rather than following rigid lesson plans.

The fourth principle states that Forest School follows a constructivist approach, where learners actively construct their own understanding. Nature Pedagogy similarly promotes experiential learning in natural settings, allowing students to build knowledge through direct engagement with their environment.

The fifth principle focuses on the holistic development of learners through

outdoor learning experiences. Nature Pedagogy, too, emphasizes the development of the intellectual, emotional, social, and physical aspects of the child through immersive outdoor experiences.

The final principle highlights the importance of educators having specialized training and the ability to adapt their teaching to meet learners' needs. In a similar, Nature Pedagogy highlights the role of educators as reflective facilitators who continuously adapt and improve their practice to create the best learning experiences in nature.

According to Warden (2018), effective teaching goes beyond content delivery because it encourages learners to reflect on their learning processes and understand themselves. Nature Pedagogy is a teaching method that fosters deep reflection, metacognition, and a sense of interconnectedness with the natural world. In nature-based environments, this reflective practice is naturally integrated. Warden emphasized that experiencing nature is beneficial for learners, highlighting the importance of outdoor learning in education.

Nature Pedagogy is an educational approach that integrates nature into teaching practices, emphasizing children's connection to the natural world. It goes beyond simply conducting indoor activities outside; rather, it requires educators to shift their pedagogical thinking and methodologies to nurture this bond (Blooming Curious, n.d).

Nature-Based Learning (NBL) and Nature Pedagogy share a fundamental connection in their emphasis on integrating the natural environment into education. NBL is an educational approach that utilizes the natural environment as a context for learning. This approach encompasses direct engagement with nature, outdoor learning across curriculum areas, and the broader impact of natural surroundings on cognitive and social development, including informal learning through play and exploration, non-formal learning in programs at nature centers and parks, and formal education in outdoor classrooms or field trips (Chawla, 2018).

Authentic outdoor learning experiences, supported by observation strategies, play a crucial role in ensuring that outdoor learning is valued and respected as an effective teaching and learning space (Warden, 1996). Furthermore, Warden explained that nature pedagogy engages learners' hands in exploring objects, stimulates their mind

to think critically, and encourages learning through sensory experiences, it is deeply rooted in the small moments when a learner engages with the natural world, these interactions not only foster curiosity but also contribute to skill development, as children extend their understanding by creating and manipulating objects from nature.

One very important point found within this theme is that there are some activities that contribute to the holistic development of the learner; hence Nature Art was selected because through hands-on engagement with natural materials, learners develop a deeper appreciation for their environment while enhancing their creativity and problem-solving skills.

Nature Art

According to ATX Fine Arts (2025), Nature Art is a form of artistic expression that utilizes natural materials such as stones, leaves, flowers, and wood to create visually striking and meaningful works. It is deeply connected to the environment, emphasizing sustainability, creativity, and an appreciation for nature's beauty. In addition, it reflects the relationship between humans and nature, highlighting themes of impermanence, organic aesthetics, and environmental consciousness by encouraging artists to engage with their surroundings, using elements found in the natural world to craft unique compositions. Nature Art is seen in three different ways: creating art about nature, creating art with nature and creating art in nature.

Creating art about nature

Creating art about nature integrates sensory learning by engaging children in activities that stimulate multiple senses, including touch, sight, sound, and even smell. This process not only fosters creativity but also enhances fine motor skills, hand-eye coordination, and cognitive development. When children create art related to nature topics such as space, insects, or ponds, their brains form new connections, helping them retain the information more effective (Nature Makers, 2021).

Creating art with nature

According to Nature Makers (2021), creating art with nature, also known as

"nature craft," involves using natural objects such as stones, sticks, or leaves to make art in nature or by collecting materials to use later at home. It has several benefits, including being cost-effective, and providing opportunities for creativity in the world around them, even outside the classroom. It also serves as a mindful activity because it reduces stress and mental health concerns. However, it is essential to be mindful of sustainability and to avoid overharvesting natural materials.

Creating art in nature

Nature Makers (2021) reported that creating art in nature, often referred to as Land art or Earth art, involves creating site-specific works in the natural environment, usually using natural materials. While land art can require great skill and planning, it can also be a spontaneous activity done during a walk in the woods or in the garden. This type of art teaches children that the world itself can be a canvas for creativity, allowing them to express themselves without the need for traditional art supplies like paper. It encourages mindfulness, task focus, spatial awareness, and motor skills development.

Dependent Variable

Language

According to Chomsky (2000), language is the innate capability of the native speakers to understand and form grammatical sentences, which can be finite or infinite. In addition, he explained that it is a system of rules that enables humans to produce and understand a variety of sentences, many of which they may have never encountered. This system is not purely a product of the environment but is also influenced by cognitive structures that are innate to humans. On the other hand, Universal Grammar is a set of shared structural principles, underlies all human languages, supporting the idea that humans are biologically predisposed to learn any language they are exposed to. Finally, he suggested that language serves not only as a tool for communication but also to express complex and abstract thoughts (Vygotsky, 1986).

Language is described as a human and non-instinctive means of communication, involving the use of a system of voluntary symbols to express ideas, emotions, and desires. These symbols are typically auditory and produced through speech organs, with

no instinctive basis in human speech. Finally, this understanding of language emphasizes its uniqueness as a tool for human communication, distinct from instinctive animal behaviors, and highlights its complexity in expressing a wide range of thoughts, emotions, and desires (Sapir, 1921).

Mwakapina (2021) discussed how language is a distinguishing characteristic of humans, enabling them to think, communicate, and transfer ideas and knowledge. Language dominates many aspects of human activity, marking it as a key factor that differentiates humans from other creatures. Language, therefore, is not just a tool for survival, but a means for humans to build connections, share experiences, and shape their understanding of the world around them.

According to de Saussure (1959), language is a system of signs consisting of two components: the signifier means the sound or written representation and the signified means the concept or meaning associated with it. This relationship is arbitrary, with no inherent connection between the signifier and the signified. He also recognized the structural nature of language, where the meaning of each sign depends on its relationship with other signs in the system, underscoring the social and relational aspect of language.

Language usage is a fundamental component of communicative language pedagogy, emphasizing the importance of integrating language form and meaning in communicative activities. Also, it refers to the effective and appropriate use of language in various communicative contexts. It encompasses the selection of vocabulary, grammar, and discourse strategies to convey meaning accurately and appropriately. Language usage plays a significant role in developing communicative competence in speaking (Canale & Swain, 1980).

Language competence

Language competence is viewed as a dynamic, context-dependent concept rather than a fixed, inherent attribute of an individual. This perspective emphasizes that children actively co-create the spaces in which language competence is defined and practiced. This approach challenges the traditional view of language as a static skill, instead positioning language competence as a fluid process shaped by the interactions and environments children navigate (Laursen & Mogensen, 2015). Moving on to a related idea, language competence is not a fixed trait but rather a dynamic concept, shaped by various factors such as pragmatic abilities and social interactions. The study highlighted the importance

of pragmatic skills in preschoolers, noting that children with higher dialogue scores indicating better conversational skills are preferred by peers for interaction (Nærland, 2010).

Language competence is often discussed in terms of the ability to communicate effectively within a cultural and social context. Furthermore, it is the ability of a language user to express themselves and understand others, acknowledging that language is universal and influenced by thought, gestures, attitudes, and cultural beliefs (Ibrahimova, 2023). One aspect that deserves attention is the evolving nature of language competence, emphasizing that models of competence are shaped by sociocultural and sociopolitical contexts. There is a tension between language competence as an underlying ability and its observable manifestation in language use. Communicative approaches to language teaching have influenced the proliferation of speaking tests and shaped adult learners' perceptions of what it means to be a competent language user (Rydell, 2018).

Linguistic competence

To better understand how humans use language Chomsky (1965) introduced the term "linguistic competence" to distinguish between people's knowledge of language as competence and its use in real-life situations as performance. According to Chomsky, competence refers to the mental capacity underlying language use, particularly focusing on syntactic well-formedness.

The Common European Framework of Reference for Languages (CEFR) conceptualized linguistic competence as encompassing various components such as *Range*: that involves the extent of language forms a user can employ, it is divided into morpho-syntactic range and vocabulary range. *Control*: referring to the accuracy with which a user applies language forms, it is divided into grammatical accuracy and vocabulary control. *Phonological control*: The ability to produce sounds accurately, aspects like overall phonological control, sound articulation, and prosodic features such as stress and intonation. *Orthographic control*: the correct use of spelling and writing (Council of Europe, 2001).

Linguistic competence as described by Paradis (2003), includes both structural competence and all information stored in a modular lexicon. This definition suggests that language proficiency is not only about understanding structure but also involves the integration of extensive lexical knowledge, highlighting the complexity

of language processing in the mind.

Linguistic competence is a cognitive system that generates knowledge not previously present in the mind, such as an understanding of grammatical relations in response to stimuli. It should not be viewed as an idealization but rather as a real aspect of speakers' cognitive abilities. This perspective underscores the significance of linguistic competence in cognitive psychology and linguistics, highlighting its role in shaping our understanding of how language is processed and internalized by speakers (Tienson, 1983).

Terogo et al. (2018) defined linguistic competence as the knowledge of various linguistic components, including phonetics, such as sound and pronunciation; phonology, which examines the interactions and patterns of sounds; morphology, which involves word formation; syntax, which governs sentence structure; and semantics, which focuses on understanding meaning in text. Linguistic competence can be described into two ways: first, as the actual linguistic abilities that individuals possess within a specific social context, making it a key concern of sociolinguistics; and second, as the scholarly expertise required to study these linguistic abilities effectively (Hymes, Towards linguistic competence, 1976).

Communicative Competence

Hymes (1976), within a linguistic perspective, introduced the concept of communicative competence, which encompasses both linguistic competence knowledge of grammar rules and sociolinguistic competence, which refers to understanding the rules of language use in different contexts. He argued that children acquire not only grammatical knowledge but also the ability to determine when and how to speak, and to whom, depending on the context. According to him, communicative competence involves understanding what is formally possible (grammaticality) and what is feasible, meaning whether a statement is natural, easily comprehended, and contextually appropriate.

The evolution of communicative competence in language learning and teaching back to 1966 it was introduced the concept of competence as an individual's capability, distinguishing between what is unsaid due to lack of necessity and what is unsaid due to an inability to express it. His definition included both formal grammatical knowledge and an understanding of form-function relationships in communication (Hymes, 1972).

Canale & Swain (1980) initially proposed a model of communicative competence

that included three components: grammatical competence, sociolinguistic competence, and strategic competence. According to their model, grammatical competence involves the ability to use language correctly, including vocabulary, pronunciation, and sentence formation. Sociolinguistic competence pertains to the appropriate use of language in social contexts, while discourse competence refers to the ability to use language effectively in spoken and written forms. Finally, strategic competence involves the use of strategies to overcome communication challenges.

Bachman (1990) introduced the term communicative language ability (CLA) as a replacement for communicative competence, arguing that CLA encompasses both language proficiency and communicative competence. This framework includes three main components: language competence, can be distinguished between organizational competence, which covers grammatical and textual knowledge, and pragmatic competence, which involves illocutionary and sociolinguistic skills. Strategic competence refers to the ability to implement language components in context, and psychophysiological mechanisms address the neurological and psychological processes involved in language use.

Celce-Murcia et al. (1995) proposed a different communicative competence model that builds upon earlier frameworks and emphasizes the dynamic interactions between its components, where discourse competence is crucial as it allows for the integration of all the other competencies in communicative use. Their model evidenced the interrelations and overlaps between components, suggesting that communicative competence is a dynamic, interactive construct. This model includes five main competencies: discourse competence, linguistic competence, actional competence, sociocultural competence, and strategic competence, which are essential for informing syllabus design in communicative language teaching.

Rickheit and Strohner (2008) explained that communicative competence plays a fundamental role in various aspects of everyday life, helping individuals determine when it is appropriate to speak or remain silent. They maintained that the concept is essential for success in society and is a central focus of numerous theoretical and empirical studies. In conclusion, from language acquisition and cognitive processes to nonverbal communication and language disorders communicative competence continues to be a key area of research, shaping both theoretical frameworks and practical applications in communication studies.

communicative competence is not a method but rather a description of the

knowledge a native speaker possesses that allows them to interact effectively with other native speakers. This type of interaction is inherently spontaneous, and tests of communicative competence are considered a more accurate measure of functional skills for real-world tasks (Savignon, 1976).

Canale (1983) stated the idea that communicative competence should be understood as encompassing four fundamental areas of knowledge and skill: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence.

Within this theme, Hymes (1972) proposed a theory of communicative competence that encompasses four key aspects; first, determining whether and to what extent something is formally possible within a language, second assessing its feasibility based on the available means of implementation, third, evaluating its appropriateness concerning the context of use and assessment, and the last examining whether it is actually performed and understanding the implications of its execution.

Communicative competence is a system comprising four interrelated criteria that develop as a learner becomes familiar with a language, including grammaticality or what is formally possible, feasibility or what can be implemented, appropriateness or what fits the context, and performability or what achieves the outcome (Taş & Khan, 2020). In addition, it was reported that communication competence as an individual's ability and desire to engage responsibly in a transaction, ensuring that the exchange maximizes the accomplishment of shared meaning (Littlejohn & Jabusch, 1982).

Communicative language competences

Communicative language competence consists of multiple components, notably linguistic, sociolinguistic, and pragmatic. Each of these elements includes both knowledge and the skills or know-how necessary for effective communication (Council of Europe, 2001).

Linguistic competence

Linguistic competence includes several key elements. Range refers to the variety of language forms a person can use, covering both vocabulary and morpho-syntactic structures. Control relates to how accurately these forms are used, involving grammatical precision and appropriate vocabulary use. Phonological control involves the correct production of sounds, including pronunciation, articulation, and prosodic features like stress and intonation. Lastly, orthographic control refers to accurate spelling and writing skills (Council of Europe, 2001).

Sociolinguistic competence

Sociolinguistic competence refers to an individual's ability to communicate effectively while considering various social and cultural factors, such as norms, lifestyles, history, and social contexts associated with the target language. This competence plays a crucial role in facilitating successful communication by ensuring that language use aligns with the social expectations of interlocutors (Sarimsakova, 2021).

Pragmatic competence

Pragmatic competence refers to the ability to effectively convey intended messages with all their subtleties in various socio-cultural contexts, as well as to accurately interpret the intended meaning of an interlocutor’s message (Fraser, 2010). Pragmatics, which focuses on the study of language in context, has its roots in both the philosophy of language and linguistics. It examines how meaning is constructed and interpreted based on situational and social factors (Domaneschi & Bambini, 2020). Finally, regarding Chomsky (1965), pragmatic competence is characterized as the capacity to situate language within its institutional contexts of use, linking intentions and objectives to the available linguistic resources.

1.2 Objectives:

General Objective

To establish the impact of Nature Pedagogy on Communicative Competence in educational settings.

Specific Objectives

- To identify the activities of Nature Pedagogy and its implications for Communicative Competence development.
- To evaluate the students' level of Communicative Competence.
- To apply the activities of Nature pedagogy to improve Communicative Competence among students.

1.3 Fulfillment of objectives

In alignment with the proposed objectives, the research successfully accomplished its aims, establishing a positive impact of Nature Pedagogy on the development of communicative competence among fourth-semester students majoring in Pedagogía de los Idiomas Nacionales y Extranjeros at Universidad Técnica de Ambato. The first specific objective was; to identify the activities of Nature Pedagogy and its implications for communicative competence development, this study systematically identified and implemented a variety of Nature Pedagogy activities particularly nature art activities which revealed meaningful implications for the enhancement of communicative competence. These activities provided students with authentic and contextualized experiences that encouraged interaction and language use. In addition, the second specific objective was to assess the students' level of communicative competence, for which the Cambridge PET speaking test was applied, which yielded reliable and valid results aligned with proficiency level B1. This tool made it possible to objectively measure progress in the key criteria: grammar, pronunciation, fluency and vocabulary. More importantly, the comparative analysis between the pre-test and post-test results evidenced a remarkable improvement in the students' communicative competence after the application of Nature Pedagogy. Consequently, the third objective was to apply the

activities of Nature Pedagogy to improve the communicative competence among the students. Throughout the application of the activities of Nature Pedagogy there was an improvement in the communicative competence of the students being more noticeable thanks to the comparison of the results between the pre-test and the post-test. In conclusion, these results not only validate the effectiveness of this pedagogical approach, but also reinforce its benefits in educational settings.

Chapter II. Methodology

In the context of the research project titled "Nature Pedagogy and Communicative Competence," the methodology section delineates the structured approach employed to conduct the study. This encompasses the selection of research methods, data collection techniques, and analytical procedures, all aimed at ensuring the validity and reliability of the findings. The methodology serves as a blueprint that guides the researcher through the systematic investigation of the research questions, facilitating a coherent and logical progression from hypothesis formulation to conclusion. According to Grad Coach (2025), research methodology refers to the practical "how" of a research study. It involves the systematic design of the study to ensure valid and reliable results that address the research aims, objectives, and questions. This included decisions about the type of data to collect, the sampling strategy, data collection methods, and data analysis techniques.

2.1 Materials

A wide range of materials, along with human and economic resources, were utilized throughout the research project. For the treatment phase, items such as colored materials, recycled paper, flashcards, a computer, pens, and reading comprehension worksheets were prepared, with most of them adapted for virtual use. As for human resources, the research involved fourth-semester students from the Universidad Técnica de Ambato.

2.2 Methods

2.2.1 Research approach

This research was applied to the fourth semester where there will be employed a quantitative approach at Universidad Técnica de Ambato, where data will be gathered through pre-tests and post-tests based on the speaking part of the Cambridge English: Preliminary English Test (PET) B1 level that tests a candidate's ability to communicate in everyday situations. By analyzing numerical data, this study aims to establish the impact of Nature Pedagogy on Communicative Competence in educational settings. According to Borgstede and Scholz (2021), the quantitative approach involves the use of numerical data to represent and analyze observable phenomena, emphasizing standardized methods applied either to individuals or groups in order to draw generalizable conclusions based on empirical evidence.

2.2.2 Modality

This study utilized both field and bibliographic research methods to stablish the impact of nature pedagogy on communicative competence in educational settings. Field research involved gathering quantitative data through pre-tests and post-tests to assess speaking proficiency. Additionally, bibliographic research was conducted to review relevant studies and academic journals on the role of drilling in language learning. Bibliographic research involves systematically reviewing and analyzing published works, including books, articles, and other academic materials, to build a foundation of knowledge for further investigation or to support a theoretical framework (Webster, 2019). This review helped to contextualize the findings, compare them with previous research, and provide support from established knowledge. By combining these two methods, the study aimed to offer a thorough understanding of the impact of Nature Pedagogy on Communicative Competence in educational settings.

2.2.3 Type of research

The present research is in accordance with an experimental approach to manipulate one or two variables in order to analyze the impact of this execution on the outcome. Experimental research is a study to test an idea, practice, or procedure to determine whether to affect the outcome or dependent variable. In this study, an experimental research design was used to stablish the impact of nature pedagogy on communicative competence in educational settings. The researcher manipulated the independent variable (Nature Pedagogy) and assess its effect on the dependent variable (Communicative Competence) using a pre-test and post-test.

Research design

Pre-experimental

Pre-experimental designs include methods like the one-group posttest-only design and the one-group pretest–posttest design which are useful for initial investigations. Prior to the intervention, the participants took a standardized speaking test as a pre-test to evaluate their speaking abilities. After the pre-test, they participated in eight intervention sessions based on nature pedagogy. Once the interventions were complete, the participants took the same standardized speaking test as a post-test. The post-test allowed for a comparison of the students' communicative competence before and after the intervention.

2.2.4 Techniques and tools

The study utilized a technique that included both pre-test and post-test assessments based on the speaking component of the Cambridge English: Preliminary English Test (PET) at the B1 level, which evaluated a candidate's ability to communicate effectively in everyday situations. These tests consisted of a series of structured tasks that help the examiner assess the participant's speaking proficiency. In addition, the only sections chosen to apply were parts 3 and 4 because they were the most appropriate to measure the students' level of communicative competence. Below are the key steps followed in the PET speaking test, which were used as pre and post-tests:

In part 3 of the PET B1 Speaking Test due to the completeness o, where the examiner described a situation to the participant. For example, the scenario involved a young man who works very hard and only had one free day a week. He was looking for an activity that might help him relax. The participant was shown a booklet with various possible activities that the man could do in his free time. The examiner prompted the participant to talk about these options, asking them to discuss the pros and cons of each activity. The goal was for the participant to express opinions, justify their choices, and interact naturally with the examiner. The task included a decision-making element where the participant was asked to choose which activity would be the most interesting or suitable for the man and explain why. This part of the test focused on the ability to compare options, give reasons, and communicate clearly in a conversation.

In Part 4, the test became more personal. The examiner asked the participant questions related to the topic of relaxation and free time. These questions might include:

"What do you do when you want to relax?"

"Do you prefer to relax with friends or alone?"

"Is it important to do exercise in your free time?"

"Is it useful to learn new skills in your free time?"

"Do you think people spend too much time working or studying these days?"

The participant was expected to answer these questions with explanations and personal experiences. Follow-up prompts such as "Do you agree?" or "What do you think?" were used to encourage a more natural conversation. This allowed for a comprehensive evaluation of their communicative competence.

2.3 Population

According to the University of Missouri–St. Louis (n.d.), a research population is defined as "a complete set of elements (persons or objects) that possess some common characteristic defined by the sampling criteria established by the researcher." The group involved in this research consisted of twenty-eight students enrolled in fourth semester majoring in Pedagogía de los Idiomas Nacionales y Extranjeros at Facultad de Ciencias Humanas y de la Educación at Universidad Técnica de Ambato. This particular group was chosen because it provided the appropriate and required number of participants for the study.

Table 1

Population

Subjects	Numbers	Percentage (%)
Male	12	57,14%
Female	16	42,86%
Total	28	100%

2.4 Hypothesis

Null Hypothesis (H0):

Nature Pedagogy does not have a significant impact on Communicative Competence in educational settings.

Alternative Hypothesis (H1):

Nature Pedagogy has a significant impact on Communicative Competence in educational settings.

Chapter III.- Results and Discussion

3.1 Analysis and discussion of the results

3.1.1 Pre-test results

Table 2

Students' speaking pre-test results

Criteria	Grammar	Pronunciation	Fluency	Vocabulary	Total Pre -test score
Average	1,12	1,25	1,08	1,26	4,73

Analysis and Interpretation

Table 2 presents the results of the speaking evaluation conducted prior to the implementation of Nature Pedagogy. Among the four criteria, vocabulary recorded the highest average score, reaching 1,26. Pronunciation followed closely with an average of 1,25. In contrast, grammar achieved a slightly lower average of 1,12; while fluency received the lowest score, averaging 1.08. Although each criterion was assessed on a scale of 10, all four scored below 2,5 points. Overall, the general class average was 4,73 out of 10.

The results from Table 2 indicate that students demonstrated limited speaking abilities before the implementation the first variable. Although vocabulary was the strongest area among the four criteria, the results still suggest that students had difficulty using a varied range of words in their speech. Pronunciation followed closely, while the findings show that students struggled with producing clear and accurate sounds, which likely affected their ability to be understood.

Grammar showed a lower level of performance, indicating that students found it challenging to form correct sentences when speaking. Fluency emerged as the weakest skill, suggesting that students had trouble expressing themselves confidently, possibly due to hesitation or a lack of practice.

Overall, the pre-test results reveal that students did not reach the expected level of speaking proficiency. Their performance across all areas highlights the need for a more supportive and engaging approach, such as Nature Pedagogy, to help them develop stronger communication skills.

3.1.2 Post-test results

Table 3

Students' speaking post-test results

Criteria	Grammar	Pronunciation	Fluency	Vocabulary	Total Pre -test score
Average	1,80	1,98	1,89	1,98	7,62

Analysis and Interpretation

Table 3 shows the results of the speaking evaluation conducted after the implementation of Nature Pedagogy. Among the four criteria, vocabulary and pronunciation recorded the highest average score, both reaching 1,98. In contrast, pronunciation achieved a slightly lower average of 1.89, while grammar received the lowest score, averaging 1,80. Although each criterion was assessed on a scale of 10, all four scored below 2,5 points. Overall, the general class average was 7,62 out of 10.

The results from Table 3 suggest an overall improvement in students' speaking performance after the implementation of Nature Pedagogy. Vocabulary and pronunciation emerged as the strongest skills, indicating that students were better able to use appropriate words and pronounce them more clearly and accurately. This progress may reflect increased exposure to meaningful language use in natural contexts.

Grammar, however, remained the most challenging area, showing that students continued to struggle with sentence structure and accuracy. Fluency, while not the lowest, still revealed some hesitation and a lack of smooth expression, although some progress was evident compared to earlier performance.

Despite the gains, all four criteria remained below the expected level, highlighting that while Nature Pedagogy had a positive impact, further support and practice are needed. The overall improvement in the class average suggests that the approach encouraged greater participation and engagement, leading to enhanced communicative competence.

3.1.3 Comparative results

Table 4
Difference between speaking pre-test and post-test

Criteria	Pre-test	Post-test	Difference
Grammar	1,12	1,80	0,68
Pronunciation	1,25	1,98	0,73
Fluency	1,08	1,89	0,81
Vocabulary	1,26	1,98	0,72
Total	4,73	7,62	2,89

Analysis and Interpretation

According to the results in Table 4, students demonstrated noticeable progress in their speaking skills after the implementation of Nature Pedagogy. Firstly, in the fluency criterion, students showed the most significant improvement, with their average increasing from 1,08 to 1,89, resulting in a difference of 0.81. Secondly, pronunciation improved from 1,25 to 1,98, with a difference of 0.73. Vocabulary also increased from 1,26 to 1,98, showing a 0,72-point gain. Lastly, grammar rose from 1,12 to 1,80, marking a difference of 0,68. The overall class average improved from 4,73 to 7,62, resulting in a total difference of 2,89 points.

This suggests that students benefited from the natural and interactive approach promoted by Nature Pedagogy. The engaging and contextualized activities likely supported better vocabulary acquisition, clearer pronunciation, and greater fluency. Although grammar remained the most challenging area, there was still a visible advancement. In conclusion, the speaking performance of the learners progressed from a very low level in the pre-test to a higher, more competent level in the post-test.

3.1.4 Descriptive analysis

Table 5

ADD INFO

	Pre-test	**Post-test**
N Valid	28	28
N Missing	0	0
Mean	4,732	7,625
Std. Deviation	1,3505	1,0940
Skewness	-1,033	,318
Kurtosis	5,081	-,920

Analysis and Interpretation

The results reflect the state of the results before and after the application of the motivational didactic material. The mean in the pre-test was 4,732, and the mean in the post-test was 7,625, resulting in a difference of 2,893. This indicates a noticeable improvement in the post-test scores.

In terms of variability, the standard deviation in the pre-test was 1,3505, while in the post-test it was 1,0940. This suggests that scores were more spread out in the pre-test and became more consistent in the post-test.

The skewness of the pre-test was -1,033, which indicates a distribution skewed to the left, longer tail on the lower end of the scores. Conversely, the post-test skewness was 0.318, indicating a slight skew to the right, meaning a more balanced and closer-to-normal distribution with a small tendency toward higher values.

Regarding kurtosis, the pre-test value was 5,081, meaning a higher probability of extreme values. On the other hand, the post-test kurtosis was -0,920, which reflects a less frequent extreme values and a more uniform distribution.

In conclusion, the pre-test showed a significant number of students scored below average and that outliers were more common. The post-test results indicate improvement in mean performance, this suggests not only better performance overall but also more consistency in student achievement after the intervention period.

3.2 Hypothesis Verification

Hypothesis Statement

Null Hypothesis (H0):

Nature Pedagogy does not have a significant impact on Communicative Competence in educational settings.

Alternative Hypothesis (H1):

Nature Pedagogy has a significant impact on Communicative Competence in educational settings.

3.2.1 Test of normality

Table 6

Test of normality based on Shapiro-Wilk

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	**df**	**Sig.**	**Statistic**	**df**	**Sig.**
Pre-test	,258	28	<,001	,828	28	<,001
Post-test	,153	28	,094	,933	28	,072

Analysis and Interpretation

Table 6 presents the normality test results for the pre-test and post-test data. Since the sample size is 28 less than 50, the Shapiro-Wilk test is more appropriate for evaluating normality. The significance value for the pre-test is < ,001**,** is less than the threshold of 0,05. This result indicates that the null hypothesis of normality is rejected for the pre-test data, which means that the distribution is not normal. In contrast, the post-test**,** significance value is ,072, which is greater than 0,05, which means that the null hypothesis is not rejected, in other words the post-test data can be considered normally distributed.

Because one of the two datasets in this case the pre-test does not meet the assumption of normality, a non-parametric statistical method such as the Wilcoxon signed-rank test is used to compare the results between the pre-test and post-test.

3.2.2 Wilcoxon analysis method

Table 7
Related-Samples Wilcoxon Signed Ranks Test

Ranks				
		N	Mean Rank	Sum of Ranks
Post-test – Pre-test	Negative Ranks	0[a]	,00	,00
	Positive Ranks	28[b]	14,50	406,00
	Ties	0[c]		
	Total	28		
a. Post-test < Pretest				
b. Post-test > Pretest				
c. Post-test = Pretest				

Table 8

Test Statistics[a]

	Post-test – Pre-test
Z	-4,672[b]
Asymp. Sig. (2-tailed)	<,001
a. Wilcoxon Signed Ranks Test	
b. Based on negative ranks.	

Analysis and Interpretation

Table 8 presents the results of the Wilcoxon Signed Ranks Test, which was used to compare the students' performance on the pre-test and post-test. The Z value was -4,672, and the asymptotic significance was < ,001, this value is far below the standard alpha level of 0,05, indicating that the difference between the pre-test and post-test scores is statistically significant.

This result supports the rejection of the null hypothesis and the acceptance of the

alternative hypothesis, demonstrating that the intervention implemented during the study had a significant positive effect on student performance. In practical terms, this statistical result indicates that the post-test scores were consistently higher than the pre-test scores.

Therefore, it can be concluded that the applied treatment Nature Pedagogy shows that students not only performed better after the intervention, but also did so in a more consistent and measurable manner, as evidenced by the statistically significant improvement shown in the Wilcoxon test.

Chapter IV Conclusions and Recommendations

4.1 Conclusions

- Through the identification and implementation of Nature Pedagogy activities—such as Nature Art: which includes Create art about nature, Create Art in Nature and Create Art with Nature, it became evident that these activities foster meaningful communication among students. These activities not only encouraged interaction, expression, and cooperation, but also created a context-rich environment where language use was purposeful and connected to real experiences. As a result, the implications for communicative competence development were significant, showing that Nature Pedagogy provides an effective, engaging, and holistic approach to enhance students' linguistic skills, confidence, and communicative competence in authentic contexts.
- The communicative competence of the 4th-semester students was assessed using a standardized Cambridge test, specifically the PET for speaking B1. This evaluation made it possible to determine their level of communicative competence prior to the implementation of Nature Pedagogy. The initial results indicated that students demonstrated a low performance across key criteria, including grammar, vocabulary, fluency, and pronunciation. However, following the introduction of authentic materials through Nature Pedagogy, noticeable improvements were observed in all areas of communicative competence. These positive outcomes supported the acceptance of the alternative hypothesis (H1), confirming that Nature Pedagogy effectively contributed to the development of students' communicative competence.
- Nature Pedagogy activities, implemented through Nature Art, were designed to improve students' communicative competence. To assess their effectiveness, both a pre-test and a post-test were administered to identify any differences before and after the application of these activities. The results demonstrated that Nature Pedagogy can significantly support the development of communicative competence among students. Moreover, a comparative analysis of the results revealed a clear improvement. The post-test scores ranged from 6 to 9.5 out of 10, whereas the pre-test scores ranged from 0 to 7.5, with some students scoring as low as 0 or 4. This noticeable increase in performance highlights the positive impact of Nature Pedagogy activities on students' communication skills.

4.2 Recommendations

- It is recommended that teachers incorporate Nature Pedagogy activities—such as *Create Art about Nature*, *Create Art in Nature*, and *Create Art with Nature*—regularly into language lessons to provide students with authentic and engaging opportunities for meaningful communication and real-world language use.
- It is recommended that educational institutions consider adopting Nature Pedagogy as a complementary approach in language programs, especially for students with low initial communicative competence, as it has proven effective in improving key language areas such as grammar, vocabulary, fluency, and pronunciation.
- It is recommended to implement pre- and post-assessment strategies when applying Nature Pedagogy activities, as they help monitor students' progress and demonstrate the effectiveness of these methods in enhancing communicative competence over time.

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Annexes

Annex 1: Approved letter of commitment

ANEXO 3
FORMATO DE LA CARTA DE COMPROMISO.

CARTA DE COMPROMISO

Ambato, 24 de marzo 2025

Magister
Ximena Calero
Presidenta
Unidad de titulación
Facultad de Ciencias Humanas y de la Educación

Yo, Mg. Vera de la Torre Ana Jazmina en mi calidad de **Coordinadora de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros**, me permito poner en su conocimiento la aceptación y respaldo para el desarrollo del Trabajo de Titulación bajo el Tema: "Nature Pedagogy and Communicative Competence" propuesto por la estudiante Ortiz Bravo Leslie Micaela, portador/a de la Cédula de Ciudadanía, 1850506336 estudiante de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros Facultad de Ciencias Humanas y de la Educación de la Universidad Técnica de Ambato.

A nombre de la Institución a la cual represento, me comprometo a apoyar en el desarrollo del proyecto.

Particular que comunico a usted para los fines pertinentes.

Atentamente.

Mg. Vera de la Torre Ana Jazmina
Coordinadora de la Carrera
1801249341
0998254544
aj.vera@uta.edu.ec

Annex 2: Pre-test / Post-test

Speaking Test 1 (Work and Relaxation)

Parts 3 and 4 (6 minutes)

Interlocutor I'm going to describe a situation to you. A young man works very hard and has only one free day a week. He wants to find an activity to help him relax.

Here are some activities to help him relax.

*Place **Part 3** booklet, open at **Task 1**, in front of the candidate. Allow candidate adequate time to read the task.*

Now, we're going to talk together about the different activities he could do, and then I'd like you to decide which would be most interesting.

All right? Now, we're going to talk together. Can you start?

Candidate/ Interlocutor ……..

approx. 2 minutes

Interlocutor Thank you. (Can I have the booklet please?) *Retrieve **Part 3** booklet.*

Part 4

Interlocutor *Use the following questions, as appropriate:*

- **What do you do when you want to relax? (Why?)**
- **Do you prefer to relax with friends or alone? (Why?)**
- **Is it important to do exercise in your free time? (Why?/Why not?)**
- **Is it useful to learn new skills in your free time? (Why?/Why not?)**
- **Do you think people spend too much time working/studying these days? (Why?/Why not?)**

Select any of the following prompts, as appropriate:

- **How/what about you?**
- **Do you agree?**
- **What do you think?**

Thank you. That is the end of the test.

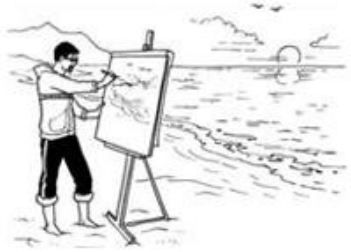
Activities to help the man relax

















Annex 3: Lesson Plan Sample

Nature Pedagogy Lesson Plan Format

Group:

Level:

Number of students:

Time:

Topic:

Nature Pedagogy activity:

Communicative Competence Dimension:

Objective:

Materials: -

Part 1: Engage (minutes)

_____
_____
_____
_____

Part 2: Explore (minutes)

_____
_____
_____
_____

Part 3: Explain (minutes)

_____
_____
_____
_____

Part 4: Evaluate (minutes)

_____
_____
_____
_____

Part 5: Extend (minutes)

_____
_____
_____

Annexes

Annex 4: Scope of the experiment

Lesson plan	Topic	Nature Pedagogy activity	Dimension of communicative Competence	Activities
#1	Nature and English Variants around the world	*Nature Art:* Create about nature	Sociolinguistic Competence	-mingle activity -short dialogue -collage presentation
#2	Nature features around the world	*Nature Art:* Create about nature	Sociolinguistic Competence	-broken phone activity -poster -description -quizziz
#3	Diversity around the world	*Nature Art:* Create about nature	Sociolinguistic Competence	-wooden stick activity -scenario description -variants roleplay
#4	Exploring Cultures through Nature	*Nature Art:* Create in nature	Pragmatic Competence	-questions -land art sculpture -video recording
#5	Exploring countries through communication	*Nature Art:* Create in nature	Pragmatic Competence	-materials collection -materials description -group discussion

#6	Environmental project	*Nature Art:* Create with nature	Pragmatic and Sociolinguistic Competences	-word chain -variants table -materials description
#7	Exploring countries through painting	*Nature Art:* Create in nature	Pragmatic Competence	-Cd's painting -presentation -video recording
#8	Environmental Art Exhibition	*Nature Art:* Create with nature	Pragmatic and Sociolinguistic Competences	-environmental model -materials description -sharing facts activity -Peer evaluation

Annex 5: Lesson plans

Nature Pedagogy Lesson Plan Format #1

Group: 4th semester

Level: B1

Number of students: 29 ss

Time: 30 minutes

Topic: Nature and English Variants around the world

Nature Pedagogy activity: *Nature Art:* Create about nature

Communicative Competence Dimension: Sociolinguistic Competence

Objective: By the end of the lesson students will be able to explore nature in various English-speaking communities and create artistic representations expressing their understanding using sociolinguistic features.

Material:

- Dialogue samples in each variety (Singapore, Jamaica, India, Nigeria, Philippines, South Africa, New Zealand)
- Paper sheets
- Natural environments (rainforests, islands, mountains, savannas, etc.)
- Place's flags
- Pieces of paper with the name of the variants selected
- Canva presentation

Part 1: Engage (5 minutes)

1. Divide the class into 7 groups and give each group:

  - a piece of paper with the name of one of the variants to work with

- an image of a natural environment from one of the seven places
- the flag of the place

2. *Mingle activity*

- Tell ss to walk around the classroom asking to other groups about their images, flags
- Ask students to match each natural environment, the flag with their correct place

(ss have a 3 min timer to complete the activity)

Part 2: Explore (10 minutes)

1. *Give each group (2 min)*

- a short dialogue with a few expressions in the local English variety (with meaning)
- an image of a person that represents each place

2. *Ask ss to circle new expressions in the dialogue (1 min)*

3. *Ask ss to begin their Nature Art collage: (in 7 min)*

- Ask ss to draw the natural environment that represents their place
- Ss paste the person and the image on their posters

Part 3: Explain (6 minutes)

1. *Groups present their Nature Art*

2. *Ss explain:*

- which region they represented
- Which characteristic reflects the environment of the region represented

Part 4: Evaluate (7 minutes)

1. *Ask ss*

- What new words or expressions did you learn?
- Explain what the new expressions or words mean
- How can language reflect the environment and identity of a place?

Part 5: Extend (2 minutes)

1. *Display the Nature Art around the classroom.*

2. *Ask students to walk around briefly and observe other posters.*

Annexes

Canva: https://www.canva.com/design/DAGj7GROcZM/TBRDokCBvak_F3xNe8c-oQ/edit?utm_content=DAGj7GROcZM&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Evidences

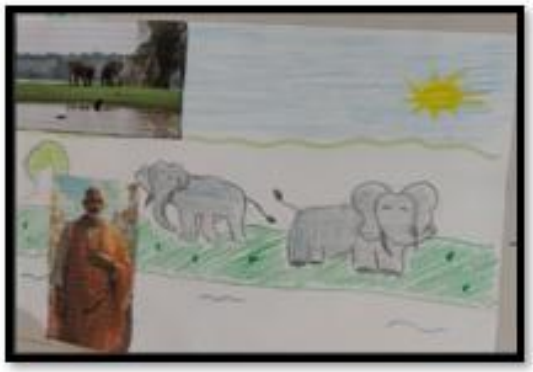
GROUP 1 SINGAPORE



GROUP 2 JAMAICA



GROUP 3 INDIA



GROUP 4 NIGERIA



GROUP 5 PHILIPPINES



GROUP 6 SOUTH AFRICA



GROUP 7 NEW ZEALAND



Nature Pedagogy Lesson Plan Format #2

Group: 4th semester

Level: B1

Number of students: 29 ss

Time: 30 minutes

Topic: Nature features around the world

Nature Pedagogy activity: Nature Art: Create about nature

Communicative Competence Dimension: Sociolinguistic Competence

Objective: By the end of the lesson students will be able to explore nature in various English-speaking communities and create artistic representations expressing their understanding using sociolinguistic features.

Material:

- Sheets of paper
- Colors
- Tape
- Markers
- Board

Part 1: Engage (5 minutes)

1. Divide the class into 7 groups and give each group:

A short phrase related to sociolinguistics and ask them to play the “broken phone”

Round 1

Group A: "Language varies across regions and social groups."

Group B: "Code-switching happens in bilingual communities."

Round 2

Group A: "Accents can reveal a speaker’s origin."

Group B: "Slang reflects identity and group membership."

Part 2: Explore (10 minutes)

1. Ask ss to look at the collage they created last class and imagine or search on the internet what else can they add to their environments

2. Ss draw on a paper the new environment, ss create a poster

Part 3: Explain (6 minutes)

Ask ss to describe their new environment to another group

Part 4: Evaluate (7 minutes)

1. Ask ss to enter to quizziz and play a game about the seven criteria used to distinguish certain languages from others.

Criteria: standardization, vitality, historicity, autonomy, reduction, mixture, facto norms

Part 5: Extend (2 minutes)

1. Give each group a criteria and they explain to the class:

How can understanding (the criteria they have) help us communicate better?

Group 1: standardization

Group 2: vitality

Group 3: historicity

Group 4: autonomy

Group 5: reduction

Group 6: mixture

Group 7: facto norms

Annexes:

Quizziz link:

https://quizizz.com/join?gc=41422884

Canva link:

https://www.canva.com/design/DAGj7GROcZM/TBRDokCBvak_F3xNe8c-oQ/edit?utm_content=DAGj7GROcZM&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton

Evidences

GROUP 1 SINGAPORE





GROUP 2 JAMAICA



GROUP 3 INDIA



GROUP 4 NIGERIA



GROUP 7 NEW ZEALAND



GROUP 5 PHILIPPINES



GROUP 6 SOUTH AFRICA



Nature Pedagogy Lesson Plan Format #3

Group: 4th semester

Level: B1

Number of students: 29 ss

Time: 30 minutes

Topic: Diversity around the world

Nature Pedagogy activity: *Nature Art:* Create about nature

Communicative Competence Dimension: Sociolinguistic Competence

Objective: By the end of the lesson students will be able to recognize and appropriately use language variants and expressions depending on sociocultural context through a nature-based role-play activity.

Material:

- Tape
- Markers
- Dialogue for each variant

Part 1: Engage (5 minutes)

1. *Divide the class into 7 groups, then each group:*

   Choose a person to write on the board
   The rest of the group will have a wooden stick in the mouth

1. *Teacher gives ss with the wooden stick a concept related to the seven criteria learned last class*
2. *Ss with the wooden stick try to say the concept and the person selected to write will guess the concept to write it on the board.*

Part 2: Explore (6 min)

1. Ask ss to paste the environment they created last class on the wall and they are going to use it as a scenario.

2. Ask each group to name their environment and describe what kind of people would talk there

Part 3: Explain (7 minutes)

1. answer this question with one example:
    - "When do you change how you speak? Why?" example "I speak in a formal way with my teacher but in an informal way with my friends."

Part 4: Evaluate (10 minutes)

1. Give each group
    - a dialogue with the variants assigned last classes with different register

2. Ask ss to present the dialogue as a role play

Part 5: Extend (2 minutes)

Ss recognize new expressions from the different variants assigned.
Ss recognize the register of each dialogue

Nature Pedagogy Lesson Plan Format #4

Group: 4th semester

Level: B1

Number of students: 28 ss

Time: 30 minutes

Topic: Exploring Cultures through Nature

Nature Pedagogy activity: *Nature Art:* Create in nature

Communicative Competence Dimension: Pragmatic Competence

Objective: By the end of the lesson students will be able to create a Land Art sculpture using natural materials to represent a country's culture, and present it using appropriate language for describing, explaining, and justifying creative choices in context.

Material:

- Natural materials: stones, sticks, leaves, flowers, soil, grass, etc.
- Phones/tablets for taking photos and recording videos (if available)

Part 1: Engage (5 minutes)

1. Divide the class into 7 groups, then each group: *Singapore, Jamaica, India, Nigeria, Philippines, South Africa, New Zealand.*

2. Ask each group:

- What do you know about your assigned country? (food, landscape, colors, symbols, traditions, etc.)

Part 2: Explore (12 min)

1. **Instruct students to go outside.**
2. Each group collects natural materials available in the space (stones, leaves, flowers, etc.)

3. Begin building their Land Art sculpture that represents something symbolic about their assigned country

Part 3: Explain (5 minutes)

1. **Ask ss to answer**

- Why did you choose that shape?
- Justify their choice of materials and design.

Part 4: Evaluate (6 minutes)

1. Each group record a 1 - min video describing their sculpture to the class:

- Explain how it connects to their country.

2. Encourage them to use phrases like:

- "This represents… in this place…"
- "We believe it shows the spirit of…"

Part 5: Extend (2 minutes)

1. Ss discuss in groups:

    - How did working with nature help you express ideas

Evidences

GROUP 1 SINGAPORE

Video:

https://drive.google.com/file/d/1rO2CQnHmcmlr5F8rkAuop5rA28DFqKsC/view?usp=sharing

GROUP 2 JAMAICA

Video:

https://drive.google.com/file/d/1AP8D1joi1sZkNcKkHNwCoEWlLqKEZvU4/view?usp=sharing



GROUP 3 INDIA

Video:

https://drive.google.com/file/d/14IvP4E9CruaWX97aLS8zqfMXYBWQ84q0/view?usp=drive_link

https://drive.google.com/file/d/1Ki4ZgtrcNEoEEkUs2xr8iOrTkmY9veVK/view?usp=drive_link



GROUP 4 NIGERIA

Video:

https://drive.google.com/file/d/11EbUl3VellQl_DLB2lsnZ8IbEpqhbwm7/view?usp=sharing



GROUP 5 PHILIPPINES

Video:

https://drive.google.com/file/d/1GjbY92FGiZ21HtuUPFajtdPYGwB0yBRV/view?usp=drive_link



GROUP 6 SOUTH AFRICA

Video:

https://drive.google.com/file/d/1uXKiPxcvHTXBthq6o_KyY6YdT2LIAQ4o/view?usp=drive_link



GROUP 7 NEW ZEALAND

Video:

https://drive.google.com/file/d/1VMd8NQ3ZloUKAz9mb2m3uNAXVrvTYfO2/view?usp=drive_link



Nature Pedagogy Lesson Plan Format 5

Group: 4th semester

Level: B1

Number of students: 28 ss

Time: 30 minutes

Topic: Exploring countries through painting

Nature Pedagogy activity: *Nature Art:* Create in nature

Communicative Competence Dimension: Pragmatic Competence

Objective: By the end of the lesson students will be able to explain to peers how they used natural materials to visually represent the environment of an assigned country, using descriptive expressions.

Material:

Part 1: Engage (5 minutes)

1. Divide the class into 7 groups, then each group: *Singapore, Jamaica, India, Nigeria, Philippines, South Africa, New Zealand.*

2. Ask each group: to go outside and collect nature materials such as grass, stones, leaves, flowers, etc.

Part 2: Explore (12 min)

1. Instruct students to go outside to collect the materials

Part 3: Explain (5 minutes)

1. Ask ss to choose another group and explain them:

    - Describe each material found

- How will they use each material to create the environment which represents their assigned country

Part 4: Evaluate (6 minutes)

1. Each group give feedback to another group.

- "I liked how you used the _____ to represent _____."
- "Maybe you could add _____ to make it more realistic."

Part 5: Extend (2 minutes)

2. Ss discuss in groups:

- What was challenging about explaining your materials?
- Did you change how you spoke depending on who you talked to?

Evidences



Nature Pedagogy Lesson Plan Format 6

Group: 4th semester

Level: B1

Number of students: 28 ss

Time: 40 minutes

Topic: Environmental project

Nature Pedagogy activity: *Nature Art:* Create with nature

Communicative Competence Dimension: Pragmatic and Sociolinguistic Competences

Objective: By the end of the lesson students will be able to design and create a culturally inspired environmental art piece using natural materials, and explain its significance through group discussion and spoken interaction

Material:

- Nature materials (sticks, flowers, stones, sand, grass, etc)
- Markers
- Board

Part 1: Engage (5 minutes)

3. Divide the class into 2 groups to play word chain with adjectives

   A student writes on the board an adjective and the next student writes a new adjective that starts with the last letter of the last adjective, ss have two minutes, the group that has more adjectives wins.

   - B e a u t i f u l
     a
     z
     y o u n g

Part 2: Explore (5 min)

1. Divide the class into 7 groups, then each group: *Singapore, Jamaica, India, Nigeria, Philippines, South Africa, New Zealand.*
2. Ss complete the last part of the table of information filled the last class by writing down a list of natural materials they have found to create their environmental projects.

Part 3: Explain (5 minutes)

- In groups ss share their materials and describe each material
- Ss use the model of their environmental project and prepare the materials to represent it.

Part 4: Evaluate (20 minutes)

3. Ss start designing their environmental projects

Part 5: Extend (5 minutes)

4. Ss discuss in groups:

- How do they feel when they work with nature materials? Describe your experience
- Have you ever worked with this kind of material before?

Evidences

GROUP 1 SINGAPORE

Singapore	Singlish	Singapore's connection to rainforests and urban greenery.	*Wah, this place so ulu!* (This place is very remote.)	**Wah:** An expression of surprise or amazement. **This:** A demonstrative word used to refer to something near. **Place:** A location or area. **So:** An adverb meaning "very," used to emphasize. **Ulu:** A slang term meaning remote, far away, or isolated.		-stones - grass -wood sticks -plants -cotton

GROUP 2 JAMAICA

Jamaica	Jamaican Patois	The Caribbean's strong connection to the ocean.	*Di breeze nice pon di beach!* (The breeze is nice on the beach!)	**Di**: This comes from the English word *"the"*. It is a definite article. It shows that we talk about something specific. **breeze**: This is an English word. It means soft wind. It is a noun and is related to nature. **nice**: This is an adjective. It means		• sand or fine soil • small stones or pebbles • dry leaves (for palm trees or waves) • sticks or branches (for tree trunks or umbrellas)

GROUP 3 INDIA

India	Indian English	The cultural significance of trees like the Banyan and Neem.	*Under the banyan tree* (A phrase symbolizing wisdom and learning.)	**Under:** *In the shade or lower part of something, for rest or learning.* **The:** *Refers to one specific and important thing.* **Banyan:** *A large, sacred tree in India, symbol of wisdom.* **Tree:** *A tall plant, here meaning a special place for gathering or learning.*		- grass -wood sticks -plants - piece of land -stones

GROUP 4 NIGERIA

Nigeria	Nigerian Pidgin	The influence of the African savannah on traditional art.	Rain go fall today o! (It's going to rain today!)	**Mi**: From English "me" or "I" – subject pronoun. **deh**: From "there," used as a verb "to be" (location-based). **yah**: From "here," indicates presence. **pon**: From "upon" or "on," used as preposition. **di**: From "the." **riverside**: Borrowed from English – refers to the area next to a river.		- bamboo - river rocks - tree bark - herbs - vines

GROUP 5 PHILIPPINES

The Philippines	Philippine English	The connection between traditional Filipino homes (bahay kubo) and sustainable living.	*It's so magiliwalas here!* (Describing a bright and breezy outdoor space.)	**It's**: Contraction of **it is**. **It**: Third-person singular pronoun, often used as a dummy subject in English to talk about time, weather, or general states.		river rocks tree bark herbs vines

GROUP 6 SOUTH AFRICA

South Africa	South African English	Wildlife conservation and indigenous San rock paintings.	*Lekker sunset!* (A beautiful sunset.)	**Lekker:** A slang adjective from Afrikaans meaning "nice" or "great." Common in South African English to describe something enjoyable. Used informally, e.g., "lekker food" or "lekker time." **Sunset:** An English noun meaning the time when the sun goes down. In South African English, often paired with "lekker" to express a beautiful or pleasant moment, like 💜 "lekker sunset."		

GROUP 7 NEW ZEALAND

New Zealand	New Zealand English	The Māori connection to nature, symbolized in koru (fern spirals).	*Whānau time* (Family time, often spent in nature.)	**Whānau**: A Māori word meaning extended family or community of related families. **Time**: Borrowed from English, indicating a period or moment. Here, it reflects shared moments, often outdoors or in nature.		**Small twigs** – for tree trunks and branches **Moss or dried grass** – to represent the underbrush or ground cover **Fern leaves** (real or artificial) – to mimic the tree ferns **Rocks or small pebbles** – for the riverbanks and rocky surroundings

Nature Pedagogy Lesson Plan Format 7

Group: 4th semester

Level: B1

Number of students: 28 ss

Time: 30 minutes

Topic: Exploring countries through painting

Nature Pedagogy activity: *Nature Art:* Create in nature

Communicative Competence Dimension: Pragmatic Competence

Objective: By the end of the lesson students will be able to create a culturally representative art piece and describe its significance through spoken interaction.

Material:

- Old CDs (1 per student)
- Paints
- Brushes
- Phones for video recording

Part 1: Engage (5 minutes)

1. Divide the class into 7 groups, then each group: *Singapore, Jamaica, India, Nigeria, Philippines, South Africa, New Zealand.*

2. Ask each group: to choose 4 items that represents their countries'

    - culture
    - flora
    - fauna
    - history

Part 2: Explore (12 min)

1. Instruct students to go outside.

2. Each student of each group paints on the CD the chosen item, one student paints something related to the culture, one student something related to flora, one student something related to fauna, and one student something related to history.

Part 3: Explain (5 minutes)

1. Ask ss to choose another group and explain them:

    - What each painting represents
    - Why it was chosen
    - How it connects to their assigned country

Part 4: Evaluate (6 minutes)

1. Each group records a 1 - min video describing their paintings describing their painted CDs and their meanings.

Part 5: Extend (2 minutes)

1. Ss discuss in groups:

    - What did you learn about another country through this activity?

Evidences

GROUP 1 SINGAPORE

Video:
https://drive.google.com/file/d/1fMkMc6w2MLdCy4Ds3uUBn13Hg5tjti5d/view?usp=drive_link



GROUP 2 JAMAICA

Video:

https://drive.google.com/file/d/1dn7rh8BALLlHinLUqDT2VLXkBeDz_KNW/view?usp=drive_link

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GROUP 3 INDIA

Video: **https://drive.google.com/file/d/1AUwqEJvNq2lWc43hdJDHJflPt-okR0RT/view?usp=drive_link**

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https://drive.google.com/file/d/1qdZdzu3n0DwHUecxuxtLbXSirc2F7VYV/view?usp=drive_link



GROUP 4 NIGERIA

Video:

https://drive.google.com/file/d/1pTRjRsU1Gg6CVAWhPRGP-GQUS3yq7th4/view?usp=drive_link



GROUP 5 PHILIPPINES

Video:

https://drive.google.com/file/d/1KiFZ80zmTRx8ytQAMWCGTAVWYd04-lYj/view?usp=drive_link



GROUP 6 SOUTH AFRICA

Video:

https://drive.google.com/file/d/1xEGxDxGlg35IMmZsZu4aOwVl9eSJj8cs/view?usp=drive_link



GROUP 7 NEW ZEALAND

Video:

https://drive.google.com/file/d/1hIlNZsJlLG0zB_Mpnll8mfRb6nUUV5l/view?usp=drive_link



Nature Pedagogy Lesson Plan Format 8

Group: 4th semester

Level: B1

Number of students: 28 ss

Time: 40 minutes

Topic: Environmental Art Exhibition

Nature Pedagogy activity: *Nature Art:* Create with nature

Communicative Competence Dimension: Pragmatic and Sociolinguistic Competences

Objective:

Students will present their environmental art project, describe the natural materials used, and give a short oral explanation about the flora, fauna, history, and culture of the country they represented.

Mterials:

- Nature-based art projects (created in the previous class)
- Labels or display cards
- Tape
- Posters created in previous classses
- CD's painted in the previous classes

Part 1: Engage (5 minutes)

- Students are given 2 minutes in groups to review their main ideas and organize their stands for their presentation.

Part 2: Explore (25 minutes)

- Each group takes turns presenting their environmental project to the class.
- During the presentation, each group should:

1. **Describe the natural materials** they used (e.g., “We used palm leaves and stones for the river…”).
2. **Talk about the flora and fauna** typical of the country (e.g., “Singapore is home to orchids and hornbills…”).
3. **Share a brief fact about the history**
4. **Share a brief fact about the culture** of the country (e.g., “Jamaica has a rich history of reggae music and colonial influence…”).
5. **Share information about the language variant of their country with the phrase and the word by word analysis from the table**

Part 3: Evaluate (5 minutes)

- Peer evaluation using simple rubrics (e.g., clarity, creativity, use of nature materials, cultural content).

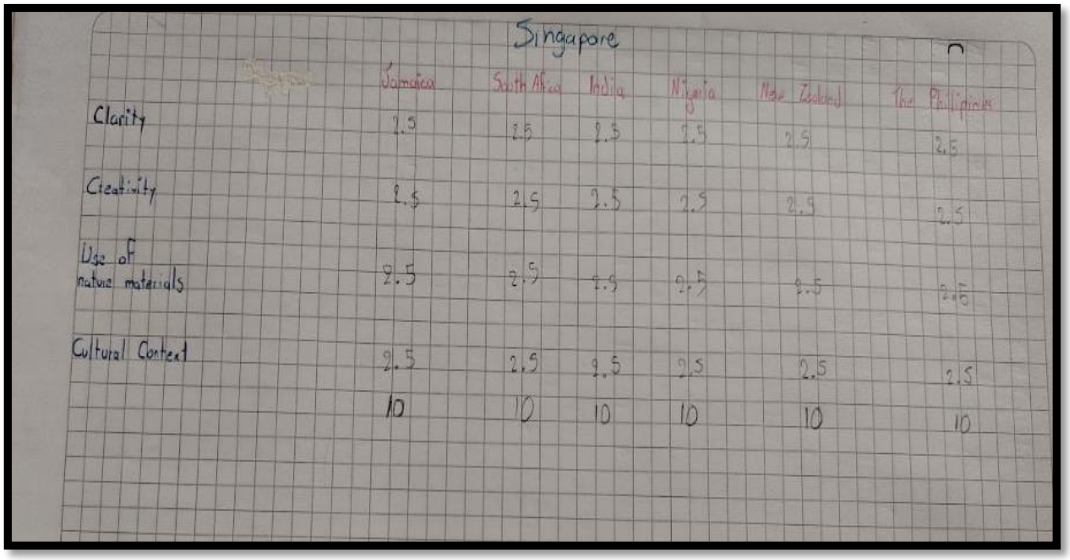
Part 4: Extend (5 minutes)

- Teacher leads a reflection discussion:
    - Which project surprised or inspired you the most and why?

Evidences

GROUP 1 SINGAPORE

Video:
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	Singapore					
	Jamaica	South Africa	India	Nigeria	New Zealand	The Philippines
Clarity	2.5	2.5	2.5	2.5	2.5	2.5
Creativity	2.5	2.5	2.5	2.5	2.5	2.5
Use of nature materials	2.5	2.5	2.5	2.5	2.5	2.5
Cultural Context	2.5	2.5	2.5	2.5	2.5	2.5
	10	10	10	10	10	10



GROUP 2 JAMAICA

Video:

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GROUP 3 INDIA

Video:

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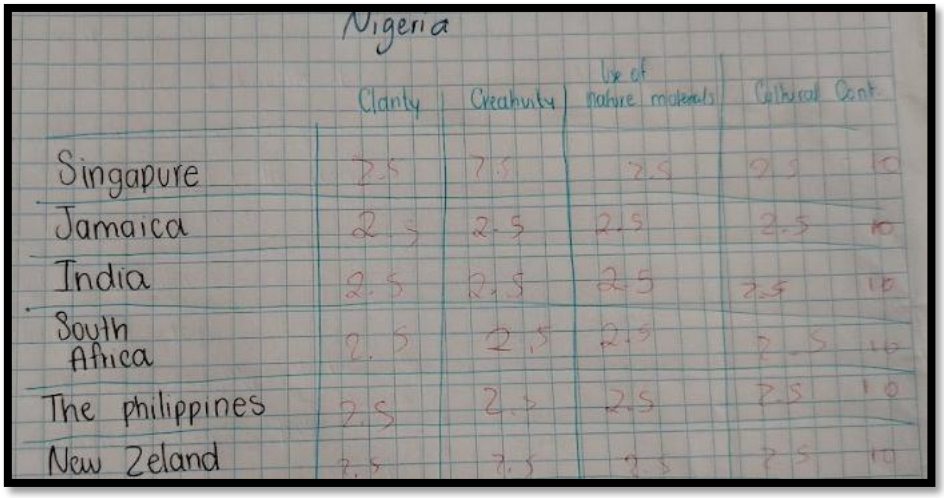


GROUP 4 NIGERIA

Video:

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Nigeria

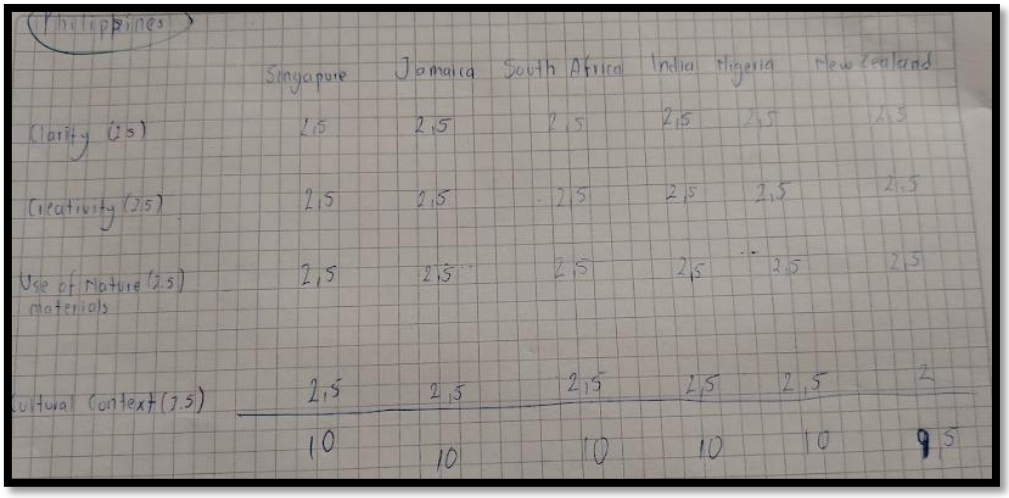
	Clarity	Creativity	Use of native materials	Cultural Cont.	
Singapure	2.5	7.5	2.5	2.5	10
Jamaica	2.5	2.5	2.5	2.5	10
India	2.5	2.5	2.5	2.5	10
South Africa	2.5	2.5	2.5	2.5	10
The philippines	2.5	2.5	2.5	2.5	10
New Zeland	2.5	2.5	2.5	2.5	10

GROUP 5 PHILIPPINES

Video:

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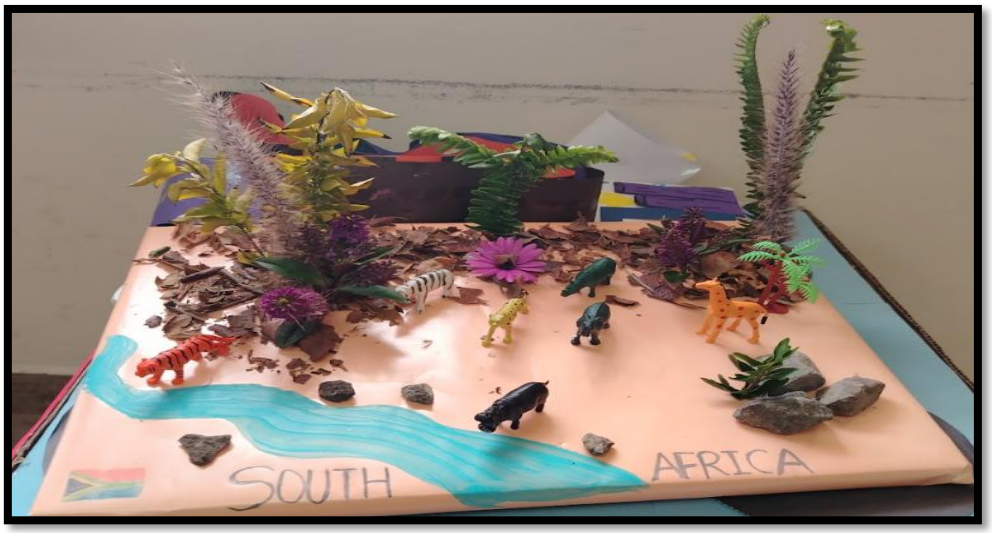
(Philippines)	Singapore	Jamaica	South Africa	India	Nigeria	New Zealand
Clarity (2.5)	2.5	2.5	2.5	2.5	2.5	2.5
Creativity (2.5)	2.5	2.5	2.5	2.5	2.5	2.5
Use of Nature (2.5) materials	2.5	2.5	2.5	2.5	2.5	2.5
Cultural Context (2.5)	2.5	2.5	2.5	2.5	2.5	2
	10	10	10	10	10	9.5

GROUP 6 SOUTH AFRICA

Video:

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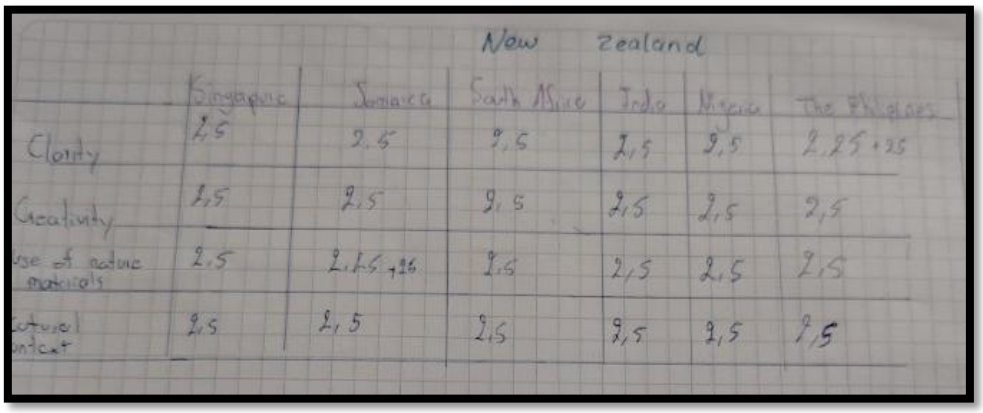


GROUP 7 NEW ZEALAND

Video:

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Annex 6: Turnitin report

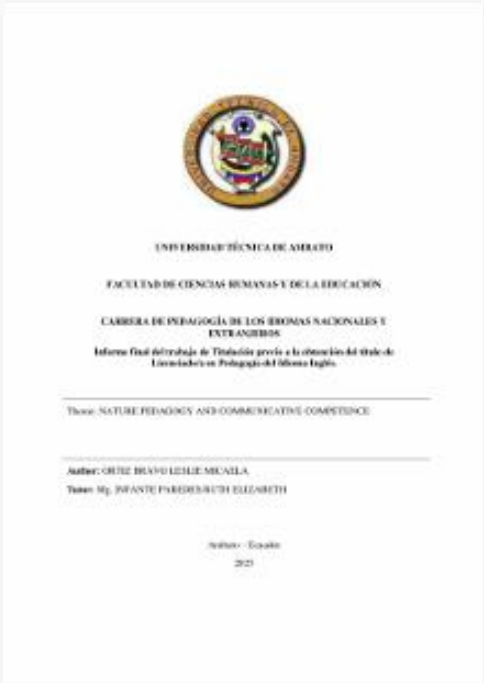
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FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

CARRERA DE PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Informe final del trabajo de Titulación previo a la obtención del título de Licenciado/a en Pedagogía del Idioma Inglés.

Theme: NATURE PEDAGOGY AND COMMUNICATIVE COMPETENCE

Author: ORTIZ BRAVO LESLIE MICAELA

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Ambato - Ecuador

2025

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