

## **Connecting Science, Language and Landscape: A CLIL Approach to Eco-Cultural Heritage in Teacher Education (Poster)**

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This poster presents a proposal for university seminars integrating science education and English through Content and Language Integrated Learning (CLIL), with a particular focus on biology and geography in teacher education. It explores how environmental topics can provide a bridge between scientific understanding, eco-cultural heritage and education for sustainability. Drawing on the CLIL framework of Content, Communication, Cognition and Culture, the proposed seminars combine inquiry-based tasks, data interpretation and collaborative problem-solving with explicit language objectives and tailored scaffolding. A model unit on water in the landscape illustrates how learners can compare infiltration and surface runoff, evaluate water-retention measures and discuss how their suitability depends on local environmental conditions and land use. Landscape is thus approached as both an ecological system and a space shaped by human decisions. Pre-service teachers will design, trial through microteaching and reflect on CLIL activities for school learners. Planned pilot evaluation will assess subject understanding, English communication and pedagogical design separately. The proposal offers a practical framework for connecting interdisciplinary teacher education with an informed and responsible approach to landscape and eco-cultural heritage.

