



**FACULTAD DE EDUCACIÓN DE PALENCIA
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**THE INTEGRATION OF TBLT AND CLIL
TO FOSTER GRAMMAR ACQUISITION IN
PRIMARY EDUCATION**

**TRABAJO FIN DE GRADO
EN EDUCACIÓN PRIMARIA**

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Resumen

Este trabajo de Fin de Grado realiza un primer análisis de las principales metodologías empleadas para la enseñanza de la gramática inglesa en Educación Primaria a lo largo de los años. A continuación, explora la integración de dos de las metodologías previamente estudiadas, como son la Enseñanza de Idiomas Basada en Tareas (TBLT) y el Aprendizaje Integrado de Contenido y Lenguas Extranjeras (CLIL), ambas enfocadas para tal fin. El estudio examina cómo estas metodologías, al combinar tareas del mundo real con instrucciones basadas en contenido, pueden crear un entorno de aprendizaje dinámico y comunicativo que mejora la motivación, participación y competencia gramatical de los estudiantes. Se presenta además una propuesta didáctica diseñada para 4º curso de Primaria donde se utiliza la expresión de gustos y preferencias mediante el gerundio en inglés para integrar el lenguaje con contenidos de Matemáticas como en el manejo de datos. En este trabajo se estudia la viabilidad de esta fusión, los beneficios en la adquisición natural de la gramática y el desarrollo de otras competencias claves. Finalmente, se analizan las limitaciones del estudio y se ofrecen recomendaciones para futuras investigaciones, enfatizando la necesidad de formación, recursos y flexibilidad curricular para optimizar la enseñanza de idiomas en el siglo XXI.

Palabras clave

Enseñanza de Idiomas Basada en Tareas (TBLT); Aprendizaje Integrado de Contenidos y Lenguas Extranjeras (CLIL); Gramática Inglesa; Educación Primaria; aprendizaje significativo.

Summary

This Final Degree Project analyses de main methodologies used over the years to teach English grammar in Primary Education and explores the integration of two of them: the Task-Based Language Teaching (TBLT) and the Content and Language Integrated Learning (CLIL) methodologies. The study examines how these methodologies, by combining real-world tasks and content-based instruction, can create a dynamic and communicative learning environment that boosts the learners' motivation, participation, and grammatical competence. In addition, a didactic proposal designed for the 4th year of primary education is presented. In it, the expression of tastes

and preferences using the gerund form in English are used to integrate language and Mathematics contents such as data management. In the study, the feasibility of this combination is discussed, as well as the benefits this may have in the natural acquisition of grammar and the development of other key competences. Finally, the limitations of the study are discussed and recommendations for future research are offered, emphasizing the need for teacher training, resources and curricular flexibility to optimize language teaching in the 21st century.

Key words

Task-Based Language Teaching (TBLT); Content Language Integrated Learning (CLIL); English grammar; Primary Education and meaningful learning.

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“The task of the modern educator is not to cut down jungles, but to irrigate deserts.”

C.S. Lewis

INTRODUCTION

Language is a fundamental aspect of human communication and social identity, as it shapes interactions and transmits cultural values. Therefore, language is at the core of global education as it is given primacy, so various methods have been introduced to improve the quality of language teaching.

Grammar is the set of rules that allows language users to link linguistic structure with meaning, turning words into significant communication. That is, grammar refers to how sounds, words, and other elements are formed and how they function. In linguistics, grammar should be considered a process that includes knowledge of language research, historical development, and comparative analysis.

Taking this into account, this study explores how the integration of Task Based Language Teaching and Content and Language Integrated Learning (henceforth, TBLT and CLIL) methodologies can enhance language learning by creating a comprehensive educational framework that merges task-based activities with content-driven instruction. Specifically, it examines how designing real-world tasks within a CLIL context can foster communicative competence while simultaneously deepening learners' understanding of subject content. By combining these two methodologies, this research aims to demonstrate their effectiveness in promoting motivation, critical thinking, and meaningful language in the classroom. This approach is particularly relevant given English's fundamental role in Primary Education, driven by its global relevance and value in an increasingly interconnected world. As Cerda (2018) asserts, “currently, the command of a foreign language, such as English, has become a linguistic competence that allows an individual to integrate effectively and efficiently into a globalized world, responding to current demanding needs” (p.220).

Considering the theoretical considerations discussed, this Final Degree Project presents a didactic unit for Primary Education titled “What hobby do you want to try?”, which is designed as a learning situation following the LOMLOE guidelines.

This unit will focus on using an active pedagogical approach, grounded in the principles of TBLT and CLIL methodologies to foster grammar acquisition through authentic, communicative tasks and cross-curricular content.

The study has a well-defined layout. It begins with a theoretical framework that focuses on the elaboration of English grammar teaching and how the methodologies, such as TBLT and CLIL, can contribute to more motivating and effective language acquisition. This framework has two main chapters: the first explores traditional and contemporary approaches to grammar teaching, while the second delves into how useful it is to blend grammar lessons into real-life, communicative situations. Following the theoretical section, a didactic proposal is developed for Year 4 of Primary Education, grounded on Unit 5 of the class book, named “What hobby do you want to try?”. The unit encourages students to express their preferences using “like, dislike, love and hate + gerund” structures, through interactive tasks such as surveys and games. It also incorporates cross-curricular elements, including basic data handling in Mathematics, while fostering oral and written communication skills. The project concludes with a reflection on its implementation, including possible challenges and improvements.

In doing so, it aspires to bridge theory and practice, providing a realistic classroom proposal aligned with the curricular requirements and communicative language learning goals.

JUSTIFICATION

The attempt to teach a non-native language is a special case especially since, in some cases, there can be many phonological, grammatical and lexical differences between the two languages. Teachers use many approaches and pedagogical strategies in this endeavor. The effectiveness of foreign language teaching in the classroom depends mostly on these strategies. These methodologies and frameworks are not fixed; on the contrary, they are stochastic and depend on the level of cognitive development and on the age of the learner’s cognitive development. Although there are many approaches to language teaching, there is just one common goal: language proficiency. Yet, the various methods are different ways of approaching this goal. As a result, it is only natural to wonder which of these paths is the most direct when it is convenient

to apply them. They are best implemented when they correspond with the learner's age, cognitive readiness, and specific learning settings. The selection also hinges on the intended result: whether the goal is communicative fluency or whether accuracy and structure are the emphasis, more conventional approaches could be effective. Ultimately, the utility of each method resides in its flexibility to the learner's needs and the objectives of the educational environment.

In the field of language teaching, there is a dichotomy between meaning and form. Authors such as Prabhu (1987) and Krashen (1982) focus on meaning and emphasize language use in authentic contexts. However, counterarguments such as Dickins and Woods (1988) emphasize the important role of grammatical competence in communicative competence. This study deals with this tension by examining the effectiveness of the TBLT and CLIL combination.

Despite the amount of research advocating for communicative approaches, grammar instruction remains largely dependent on traditional, form-focused methods. This emphasizes the importance of introducing new teaching methods, which mix Task-Based Language Teaching (TBLT) and Content and Language Integrated Learning (CLIL), a combination which would offer a more significant, interactive, and successful grammar skills.

Although a variety of teaching strategies are available, to the best of my knowledge, there is not much research on how TBLT and CLIL can be combined and whether this combination would be successful in grammar teaching in primary education.

OBJECTIVES

General

The main goal of this project is investigating the integration of TBLT and CLIL and their relationship with other traditional methods. Besides, this project aims at researching whether the combined approach of TBLT and CLIL has positive impact on student motivation, engagement in grammar learning and, therefore, it improves grammar acquisition.

Specific

The specific objectives of this project are the following:

- Develop and implement a didactic unit integrating TBLT and CLIL for teaching grammar in primary education.
- Assess the impact of the didactic unit on students' grammar learning, motivation, and engagement.
- Explore how students' express preferences using like, dislike, love and hate in statements, negatives and questions.
- Evaluate the impact of teacher expectations on students' self-perception and confidence.
- Identify strategies that foster a positive classroom climate and support students' holistic development.

This Final Degree Project is organized as follows. First, a theoretical frame is presented, fastening on the elaboration of English grammar teaching and how methodologies as TBLT and CLIL can contribute to more motivating and effective grammar learning. The frame is divided into two chapters: the first explores traditional and modern approaches to grammar teaching, while the second delves into the practical benefits of integrating grammar into meaningful, communicative contexts.

Following the theoretical section, a didactic proposal is developed for Year 4 of Primary Education, grounded on Unit 5 of the class book, named “What hobby do you want to try?”. The unit encourages students to express preferences using structures with like/dislike/hate/ love + gerund, -through interactive tasks such as surveys interviews and games. It also incorporates cross-curricular elements, including basic data handling in Math's, while fostering oral and written communication. The proposal aims to offer an interdisciplinary and communicative approach to grammar learning. The project concludes with a reflection on its implementation, including possible challenges and improvements.

THEORETICAL FRAMEWORK

Chapter 1: Methods for Instructing Grammar in English as a Second Language

Over the last decades, there have been many theories and methodologies on how to teach and learn foreign languages¹. Prabu (1990) contends that no approach can be universally successful in instructing English as a Second Language (ESL/EFL), since "everything depends on the teaching context" (p."162"). In the same line, Bell (2007) supports this notion by asserting that "understanding methods translates to a collection of choices enabling educators to meaningfully address particular classroom situations" (pp. 141-142).

1. Approaches to teaching grammar

Teaching methods refer to the different strategies, tactics, techniques and resources that teachers use to help students get the idea of knowledge and communication with structured and effective approaches. These methods play a decisive role that affects how students learn, as well as their understanding, commitment and ability to maintain the information.

Different methods have been proposed for instructing grammar in ESL. This chapter will provide a comprehensive overview of the diverse methods most frequently employed in teaching English grammar as a second language in the last decades. A detailed analysis will examine six primary approaches, highlighting their theoretical foundations, pedagogical objectives and practical applications. Traditional methods and more modern, communication-centered approaches are explored in this section. The aim is to provide a clear and thorough understanding of the available options for educators, enabling the informed selection of methodologies that best suit students' needs and learning objectives.

A) Grammar Translation Method (GTM): This methodology is identified as one of the main methods to teach English. It is a traditional strategy to teach English as a second language (ESL), which mainly focuses on grammar rules, dictionaries and translation between target language and the native language. This is a teacher-oriented approach, in which teachers have all power to the duties of the class. The

¹ There is a difference between second language and foreign language. In the first case, a second language is a non-native language which is acquired in any context. In the second case, foreign language, refers to a non-native language that is acquired in an educational context.

In this study, both forms will be used but always referring to an educational context.

GTM gives priority to reading and writing skills but helps in conversations and pronunciation. Some teachers agree that the GTM helps students grasp the language structure in their non-native language more effectively. However, blasphemers claims that this prevents the improvement of communication skills, which makes it less effective in applying real language.

GTM is still used in EFL (English as a Foreign Language) and ESP (English for Specific Purposes), especially in the context where translation is considered a congenital training technique.

Focus: Clear grammar rules, words, translation between languages.

Goal: Development of reading and writing abilities with a solid understanding of grammar.

B) Natural Approach/Direct Method (DM): This teaching approach focuses on using only the target language in lessons to avoid translation or using the learners' native language. It emerged as a response to the declining effectiveness of the Grammar-Translation Method. The Direct Method prioritizes emphasizes oral skills.

Focus: Use only the target language for teaching immersion.

Goal: Develop speaking skills and fluency in the target language.

C) Communicative Language Teaching (CLT): This approach is based on communicative skills, as it emphasizes real communication in the field of academic and social interaction. It focuses on significant experiences by using authentic materials and practical situations in grammar accuracy, as well as communication. Activities such as asking personal questions in class, role plays, or problem-solving help learners to practice the use of the language and are widely used by this method. The main role of teachers in CLT classes is to encourage students' interaction and engagement rather than giving instructions. While CLT increases motivation and real-world language skills, it also requires higher student participation and skilled teachers for its effective implementation.

Focus: Meaningful interaction in real situations.

Goal: Develop communicative skills, allowing learners to use the target language fluently and effectively in real contexts.

D) Audio-Lingual Method (ALM): It is a language-based teaching method, in which the emphasis is placed on listening and speaking as opposed to reading and writing. It is based on behaviorism, focusing on performance of dialogues and practice activities (with a minimum use of native language in order to maintain a target language environment), rewards learners to motivate correct behavior and aims to practice accurate and fluent production. Though ALM is an efficient approach in teaching grammar, it has also been faulted for not being able to promote communication skills. Its focus on speaking and listening may sometimes overlook the broader skills needed for communicative success in real-life scenarios.

Focus: Repetitive tasks and conversations, prioritizing listening and speaking rather than reading and writing.

Goal: Reinforce correct pronunciation and grammar control through practice.

E) Computer Assisted English Learning (CALL): it has evolved from a simple technological tool into a comprehensive methodological ecosystem that combines pedagogy, artificial intelligence, and adaptive learning. Despite its dependence on technology and leveraging natural language processing (NLP) and machine learning (ML) in particular, its actuality is grounded in the way it can be interfaced with linguistic theories such as constructivism and offer personalized feedback. Mixed teaching-learning models, as in flipped classrooms, reveal that CALL functions as an extension of non-computer guided learning providing immersive experience (virtual reality, serious games) and learning analytics that optimize language acquisition. Its development is not only linked to improvements in technology but also supported by studies in neurolinguistics, human-computer interaction and digital pedagogy, establishing CALL as a flexible method that promotes motivation, structured practice and learner autonomy in a CALL environment without replacing the teacher's guidance.

Focus: Use technology to improve language learning.

Goal: Support traditional methods, provide engaging practice and give immediate feedback.

F) Text-based teaching: It is a method for language learning that focuses on using genuine texts to help learners strengthen their language abilities in authentic social and academic environments. Based on the study of discourse, this approach emphasizes language usage across diverse contexts and how learners can understand and create different text forms, both oral and written. It points out important factors like scaffolding, explicit instruction, and assessment in promoting language development. Although text-based instruction offers an organized method for introducing students to real communication styles, there are also difficulties, including the complexity of inquiring about authentic texts and the necessity for a thoughtfully designed curriculum. This method has been also criticized due to its concentration on language in action in concrete situations, which can lead to separation between knowledge of grammar and actual facility with the language.

Focus: Learning from real texts to understand language usage in specific situations.

Goal: Develop language skills for everyday communication by engaging with different types of texts.

2. Specific *approaches* to Teaching Grammar

The previously discussed methodologies have had a significant impact on ESL instruction, but this chapter will examine two strategies that incorporate grammar within real-life communicative contexts.

- **Content and Language Integrated Learning (CLIL)**

CLIL is gaining prominence in foreign language education, particularly in teaching English as a Second Language. It is a dual focused method and additional language to teach both subject matter and language skills. The use of CLIL is intended to meet the aims of encouraging plurilingualism, the understanding of other cultures and effective communication skills that are all key aspects of a global society.

CLIL is defined by its dual approach, linguistic and content-based, where the foreign language serves as both the tool and the goal of instruction. It helps learners develop language proficiency while they learn various subjects through an innovative, content-based approach.

The significance of CLIL in ESL education lies in its capacity to offer students immediate, practical chances to use English, as it motivates learners to engage with the language in relevant, subject-specific situations. Additionally, it has been demonstrated to boost learner enthusiasm and confidence, which can be particularly beneficial for students who may struggle in conventional language teaching environments.

This approach does not harm first language development, content learning, or cognitive development; rather, it offers a relevant and authentic environment for learning a foreign language. It helps students expand their vocabulary, improve fluency, as well as strengthen comprehension and production skills.

Focus: simultaneous language and subject matter integration.

Goal: develop plurilingualism and authentic communication skills.

- **Task Based Language Teaching (TBLT)**

According to Farahani and Nejad (2009, p.27), “Task Based Language Teaching is predicated on the principle that having learners perform tasks which help them to develop knowledge and skill in the second language in accordance with the way their own language learning mechanisms work”.

TBLT method prioritizes meaning-centered interactions, where learners use language to accomplish tasks rather than studying grammatical structures in isolation. Grammar is not taught separately, but is used to communicate successfully, in the context of completing tasks.

The successful acquisition of grammar in TBLT is partially due to the inclusion of tasks that promote awareness. These are designed to increase learners’ awareness of grammar by encouraging them to observe and understand grammar through communication. By focusing on meaning during task completion, learners actively practice and acquire grammatical rules, which can lead to deeper and internalized comprehension of grammar.

Additionally, TBLT aims for a balance between meaning and form. Although the main focus is on performing tasks and communicating effectively, the relevance of grammatical accuracy is also recognized. This balanced approach ensures that students improve their fluency along their grammatical ability.

Focus: Meaning-driven language use through task completion.

Goal: Achieve effective communication competence and fluency.

This chapter has examined diverse ESL grammar teaching techniques, each with different strengths. Accuracy and rule learning are stressed by traditional methods, while communicative approaches prioritize fluency and practical use.

Nevertheless, successful language acquisition requires a combined approach, acknowledging that one single methodology such as CLIL and TBLT underlines the significance of setting grammar in relevant contexts, connecting knowledge with real world communication.

As a result, chapter 2 will focus on the specific uses of both approaches showcasing how their integrated application can increase ESL grammar instructions.

Chapter 2: The need for an effective Grammar instruction method

As outlined in Chapter 1, ESL grammar instruction uses a variety of methods, each with different focuses and goals, especially in primary teaching. Some methodologies tend to prioritize memorization over useful language, not giving students the ability to employ grammar in actual conversations. This gap between knowledge and application highlights the need for efficient teaching strategies. Consequently, this Final Degree Project built on the principles laid out in Chapter 1, proposes the combination of two methodologies, TBLT and CLIL, which focus on real communication and contextualized learning, with the final objective of approaching English grammar in a more engaging and useful manner in primary teaching.

Unlike traditional grammar instruction, which isolates rules from communication, TBLT embeds grammar within real-life tasks (Ellis, 2003). Rather than memorizing prepositions, modal verbs and comparative structures, students apply them naturally while performing real world activities. TBLT boosts student participation by making language learning engaging and meaningful (Skehan, 1998). Research by Robinson (2011) discovered that young learners pick up grammar patterns more effectively when involved in task-based activities compared to typical rule-based teaching. TBLT corresponds with Vygotsky's (1978) Sociocultural Theory, which highlights that students learn most effectively through social interaction and teamwork. By taking part in real-world tasks, students absorb grammar through practical use rather than simple memorization. Unlike conventional methods that prioritize only correctness, TBLT provides a balance of correctness and fluency (Ellis, 2003). Research

by Skehan Foster (2001) implies that task-based learning improves grammatical correctness when tasks have a distinct communicative aim.

A study conducted by Carless (2009) in Hong Kong primary schools found that students who learned English through task-based activities developed higher grammatical accuracy and fluency than those taught through traditional grammar exercises. The students were more confident in communication, as they practiced grammar in meaningful contexts.

On the other hand, CLIL provides a natural context for grammar acquisition by integrating subject content, such as in Science, Geography or Social Studies with language learning. Research shows that students internalize grammar more effectively when it is embedded in meaningful content rather than isolated exercises (Coyle, Hood & Marsh, 2010).

According to Mehisto, Marsh & Frigols (2008), CLIL fosters deeper cognitive engagement as students process and produce language while learning new knowledge. This leads to better grammar retention and increased ability to transfer knowledge to real-world scenarios (Dalton-Puffer, 2007). CLIL promotes authentic communication, helping students see English as a tool for learning rather than just a school subject (Ball, Kelly & Clegg, 2016).

A Spanish study by Lorenzo Casal and Moore (2009) which analyzed the acquisition of English grammar and vocabulary in primary school students, revealed that CLIL significantly improved students' English grammar and vocabulary acquisition over the traditional ESL methods. The study highlights the effectiveness of using content-based subjects to strengthen English language proficiency.

Merging TBLT and CLIL offers an effective method for learning grammar. TBLT provides a functional structure where learners use grammar in an authentic way to accomplish significant assignments, promoting a more profound and longer-lasting comprehension of grammatical structures. CLIL, conversely, integrates grammar into relevant content environments, like Science or History, allowing learners to acquire grammar organically while focusing on various subjects. Indeed, Pérez-Vidal (2013) found that CLIL classrooms implementing task-based tasks achieved the greatest improvement in grammar accuracy compared to standard CLIL or ESL environments.

By combining TBLT and CLIL, students engage with grammar in authentic, real-life situations, making grammatical structures more meaningful and applicable.

While challenges exist, well-designed task-based CLIL instruction fosters deeper understanding and long-term retention of grammar structures. Therefore, this combination represents an innovative and necessary shift towards a more meaningful, communicative approach to language teaching in primary education.

One of the main challenges in the implementation of TBLT and CLIL approaches is ensuring that the teacher is adequately trained. Ball, Kelly & Clegg (2016) highlight that many educators lack the preparation to design tasks that balance both language and content learning. To address this, schools should provide professional development workshops to help teachers integrate both methodologies effectively.

Beyond teacher training, other challenges may include how to adapt curricula to balance language and content learning without overloading learners. Additionally, younger learners may require scaffolding transition from traditional grammar instruction to communicative, task-based learning so that, by using this methodology, they can gradually develop both accuracy and fluency in meaningful, age-appropriate contexts.

Combining TBLT and CLIL creates an engaging, effective and research-supported approach to grammar instruction. By ensuring appropriate teacher training, curriculum adaptation and effective assessment, this methodology can transform primary English education, making grammar learning both meaningful and applicable in real-world contexts.

DIDACTIC PROPOSAL: WHAT HOBBY DO YOU PREFER?

This section outlines the methodological aspects that support the didactic proposal, explaining the principles that guides its development, the organization of the activities, and the structure of the sessions. The proposal is primarily based on CLIL and TBLT approaches, which promotes a meaningful learning of curricular content using English as a vehicular language in real life and in functional contexts. Transversally, the following Sustainable Development Goals (SDG) are integrated and will be addressed throughout the different sessions:

4: Quality Education: This proposal supports high-quality inclusive, and equitable education by employing CLIL and TBLT, which foster meaningful

learning of curricular content through active, student-centered tasks. For example, the unit encourages the acquisition of holistic skills such as critical thinking in data interpretation or mathematical reasoning in graph creation, as well as addressing diverse learning requirements through differentiation strategies and positive reinforcement during group activities.

16: Peace, Justice and Strong Institutions: this unit encourages a serene and welcoming classroom environment by fostering courteous dialogue and collaboration. A demonstration of this is when pupils (i) pose questions to their classmates in activities like “Is there someone who?” (lesson 1); (ii) collaborate to design and execute surveys (lesson 2 and 3); and (iii) collect data from different grades in the school (lesson 5). These activities motivate engagement in the class and help them understand common information within the school context.

17: Partnerships for the Goals: this SDG emphasizes teamwork and collaboration. Learners work in groups to (i) create and conduct surveys (lesson 3), (ii) collect data information from classmates and students in other grades (lesson 5), and (iii) compile it into a collaborative project like “Hobby chart of our school” (lesson 6). These tasks encourage students to collaborate and engage in the school community to achieve common educational goals.

1. Context

This teaching proposal will take place at Santo Ángel School of Palencia, a semi-private school offering Infant, Primary and Secondary Education. It is in the city center and serves students from a middle socio-economic background. The school promotes English learning through all levels and develops a bilingual programme as well.

The proposal is designed as a learning situation framed by the LOMLOE guidelines and is structured around a final task that gives coherence and purpose to the activities. The unit is titled “*What hobby do you want to try?*” and is aimed at the 4th grade of Primary class. This grade has three weekly English lessons, two of them of an hour and one of 45 minutes. The group consists of 23 students who generally show a positive attitude toward learning and classroom participation.

The unit corresponds to Unit 5, “*What hobby do you want to try?*” of their class book. It builds on student’s ability to talk about themselves and their interests, focusing on hobbies and personal preferences. It introduces and practices the use of love,

like, hate and dislike + gerund forms, allowing students to apply these structures in meaningful contexts such as class surveys, games, interviews and data interpretation.

The unit follows previous work on personal descriptions, daily routines, action verbs and now encourages learners to form opinions, ask questions, make comparisons and collect data. It also integrates cross-curricular content from Mathematics with tally charts and bar graphs, supporting both oral and written communication while applying TBLT and CLIL methodologies to enhance motivation and contextual learning.

2. Theoretical framework and methodology of the didactic proposal

The following didactic proposal aims to implement active methodologies, specially TBLT and CLIL, to improve the learners' motivation and their communicative competence in English. The unit integrates real life tasks, cross-curricular content and grammar practice into a meaningful learning experience. These methodologies place students at the center of their learning experience, giving them opportunities to use the language in relevant and in practical situations.

2.1 Design

This proposal is built around Unit 5 of the class book, (*Mcmillan Education*) ([Appendix 1](#)), titled "What hobby do you want to try?". It tries to enhance student motivation through personalization, collaboration and communication. The main topic of the unit is hobbies and personal preferences, thus students will learn to express their likes and dislikes using the verbs love, hate, like and dislike + gerund forms.

Throughout the unit, learners take part in interactive and cooperative tasks such as surveys, interviews, games and data interpretation, where they collect and compare information about their classmates' hobbies. These tasks end with a final project, in which students present their findings through a big tally chart and bar graph, integrating basic mathematical competences in line with CLIL principles.

The unit is designed as a learning situation that connects with previous contents such as action verbs and daily routines, seen in previous units, thus, helping students gradually develop their fluency and confidence in using English in a contextualized way.

2.2 Methodology

The unit is primarily based on TBLT, whose aim is that students engage in meaningful tasks that encourages them to use English for authentic communication and at the same time, the CLIL principles are incorporated by connecting language learning with Math's, through activities such as interpretation and elaboration of tally charts and bar graphs.

The tasks are designed to promote active participation, pair and group work, and the development of both oral and written skills. Students will be encouraged to ask and answer questions, express opinions and draw conclusions based on real data they collect from their peers and from the school in general. This process fosters student autonomy and cooperative learning, as they work to complete challenges and reflect on their progress.

In most of the class sessions, the activities are organized as follows, ensuring a dynamic and engaging learning experience:

1. Warm-up activities: with the aim to activate the students' prior knowledge, to engage students in the topic of hobbies and to introduce key contents.
2. Textbook activities: activities taken directly from the class book which focus on reinforcing grammar and vocabulary.
3. TBLT activities: activities that allow students to use English in real communication through collaborative tasks.
4. CLIL activities: activities which integrate English with mathematics, focusing on data handling and graph interpretation.

These methodologies ensures that the students not only learn grammar and vocabulary in a meaningful context, but also develop critical thinking and collaborative skills, which will aid in their overall academic and personal development. Through the sequence of activities, students engage with the language in a fun, interactive way, helping them to maintain knowledge and to gain confidence in using English in a variety of situations.

3. Curricular aspects

Bearing in mind that the proposal has been formulated to be developed in an educational center in Castilla y León, it has been programmed in accordance with the provisions of Order 38/2022, of 29 September, which establishes the organization and curriculum of Primary Education in Castilla y León. The didactic proposal has been

elaborated according to what is regulated in the current legislation of the Spanish educational system, in this case the Organic Law 3/2020, of 29 December, amending Organic Law 2/2006, of 3 May, on Education, in its Royal Decree 157/2022, of 1 March, which establishes the organization and minimum teaching of Primary Education.

4. Competences

The competences are presented in section 4.1 and 4.2. The section 4.1 details the key competences, while the section 4.2 presents the specific competences. Following the DECREE 38/2022, of 29 September, the key competences and specific competences of the curriculum of the area on which this didactic proposal is based are the following:

4.1 Key Competences

- **Linguistic communication competence:** This competence refers to the ability to use language effectively and appropriately in various contexts, both oral and written, to convey meaning, interact and participate in social life.

In the unit, students develop this competence by expressing and justifying their preferences about hobbies, formulating and answering survey questions, conducting interviews, presenting findings orally and participating in class discussions.

- **Plurilingual competence:** it is the ability to use and learn multiple languages and to understand and appreciate linguistic and cultural diversity. It fosters open attitudes, intercultural understanding and the ability to communicate across languages and cultures.

In this unit, students are already developing this competence by engaging with English, a language that is not their mother tongue, and by exploring aspects of Anglophone culture. Through this experience, they are not only learning a new language but also becoming more aware of other ways of thinking and living, which is a fundamental part of being plurilingual.

- **Mathematical, Science and Technology Competence:** it is the ability to apply mathematical thinking and use scientific and technological knowledge to solve problems in everyday situations.

In this unit, students collect data on hobbies using tally charts, represent the information with bar graphs and analyze the results. They also use comparative language and basic statistics, integrating language learning with mathematical reasoning.

- **Digital competence:** it is the confident, critical and creative use of the digital technologies for information, communication, content creation, safety and problem-solving in different aspects of life.

In this unit, the teacher and students use the computer, projector and digital tools to present materials and display survey results.

- **Personal, social and learning to learn competence:** it involves self-awareness, social skills and the ability to manage one's learning process, including collaboration, reflection and responsibility.

In this unit, through expressing preferences, working in groups, analyzing personal and class data, and presenting results, students develop self-expression, teamwork, reflective thinking and autonomy.

- **Citizenship competence:** it is the ability to participate actively and responsibly in social and civic life, understanding social dynamics and respecting diversity.

In this unit, students learn to gather and interpret information, consider different viewpoints and engage with their peers in a civic minded way by conducting surveys within the school community and presenting findings to their peers.

- **Entrepreneurial competence:** it includes initiative, creativity and problem-solving skills, as well as the ability to plan, organize and manage projects.

In this unit, students design and carry out surveys, analyze data, and present recommendations, developing planning, organization, communication and critical thinking skills.

- **Cultural awareness and expression competence:** it is the ability to appreciate cultural diversity, express ideas creatively and understand the cultural context of actions and expressions.

In this unit, by exploring and sharing hobbies, students discover cultural influences on interests and learn to value and express their own and other's cultural backgrounds.

4.2 Specific Competences in Primary Education for the area of English:

- **Specific competence 1:** Students develop the ability to understand the overall meaning and key information in short, simple oral, written and multimodal texts on familiar and personally relevant topics. They learn to apply guided strategies to comprehend explicit information in everyday communicative situations.
- **Specific competence 2:** students acquire skills to produce brief and simple oral and written messages about daily life and personal guided strategies to express themselves clearly, using both analog and digital tools.
- **Specific competence 3:** students participate in basic interactive situations based on familiar topics, using strategies such as repetition, controlled pacing, and nonverbal cues. They develop respectful communication habits, including greetings, introductions and simple question-answer exchanges, adapting to different contexts.
- **Specific competence 4:** students interpret and explain short and simple texts and communications, showing empathy and sensitivity to diversity. They apply basic mediation strategies, supported by physical or digital resources, to facilitate understanding and effective communication.
- **Specific competence 5:** students reflect on the similarities and differences between languages and improve their foreign language learning by using strategies and resources collaboratively. They monitor learning progress, engage in self and peer assessment and view errors as valuable learning opportunities.
- **Specific competence 6:** students act respectfully in intercultural contexts, recognizing and appreciating linguistic, cultural and artistic diversity They reject discrimination and stereotypes, show interest in cultural elements of the foreign language community and adopt open attitudes towards diversity.

5. Contents

The curricular contents for the 4th grade of Primary School on which the proposal is based for its development and configuration are shown in the table below.

ENGLISH CONTENTS	
Content block	Specific content to be addressed
A. Communication	<ul style="list-style-type: none"> – Self-confidence and reflection on learning. Error as a tool for improvement. – Basic and Elementary strategies for the comprehension and expression of short, simple and contextualized oral, written and multimodal texts. – Basic communicative functions appropriate to the context: <ul style="list-style-type: none"> - Expressing time, quantity, space possession, existence, taste, preferences, opinion ability. – Contextual models and basic discursive genres of common use in the comprehension, production and co-production of oral, written and multimodal, short and simple, literary and non literary texts such as brochures, instructions, rules, notices or conversations regulating coexistence. – Basic linguistic units of common use and meanings associated with these structures, such as expression of the entity and its properties, existence, modality, tastes and preferences, quantity and number, space and spatial relations, time, affirmation, exclamation, negation, interrogation, elementary logical relations. – Elementary vocabulary and vocabulary of interest to students related to personal description and interpersonal relationships, housing, places and nearby environments (e.g. numbers, geometric shapes, family, food, body parts, animals, months, seasons, weather, clothing, descriptive adjectives, sports, travel and vacations, education and study, shopping, transportation). – Basic commonly used spelling conventions and meanings associated with formats and graphic elements.

	<ul style="list-style-type: none"> – Basic analog and digital tools in common use for oral, written and multimodal comprehension, expression and co-production; and virtual platforms for educational interaction, cooperation and collaboration.
B. Multilingualism	<ul style="list-style-type: none"> – Strategies and techniques to compensate for communicative deficiencies in order to respond to an elementary need despite the limitations derived from the levels of competence in the foreign language and in the other languages of one's own linguistic repertoire. – Initiation in basic strategies and tools of common use of self-evaluation and co-evaluation, analog and digital, individual and cooperative. – Lexicon and Elementary expressions to understand statements about communication, language and learning (metalinguage). – Tools that facilitates the development of autonomous language learning.
C. Interculturality	<ul style="list-style-type: none"> – The language as a means of communication and relationship with people from other countries, and as a means to learn about different cultures and ways of life. – The most significant sociocultural and sociolinguistic aspects related to customs, daily life and basic interpersonal relationships in countries where the foreign language is spoken. – Exclamation: exclamatory sentences (e.g., I love salad); Help, Sorry! Be careful!, Excuse me!; What + adj; How + adj. – Negation: negative sentences with not, No + negative tag, nobody, nothing. – Interrogation: Wh- questions; auxiliary verbs in questions (to be and to do). – Expression of tastes and preferences: verb + noun (like, love, hate).
MATH CONTENTS	
Content block	Specific content to be addressed

A) Number sense	<p>Relations</p> <ul style="list-style-type: none"> – Natural numbers and fractions in everyday contexts: comparison and ordering.
b) Sense of the measure	<p>1 Estimation and relationships</p> <ul style="list-style-type: none"> – Estimation of length, mass and capacity measurements by comparison.
c) Stochastic sense	<p>2 Uncertainty</p> <ul style="list-style-type: none"> – Probability as a subjective measure of uncertainty. Recognition of uncertainty in everyday life situations and by performing experiments.

Table 1: English and Math contents Primary 4th. Font: DECREE 38/2022, 29 of September.

6. Sequencing of the proposal

The following section presents the detailed sequence of the didactic proposal, structured into six sessions. Each session has been meticulously designed with specific objectives, a variety of activities and relevant resources, consistently aiming for the seamless integration of TBLT and CLIL methodologies.

A core component across all classes is the implementation of both the student's book and the activity book as learning materials that the students already have. The pupils book serves as the primary resource for introducing new contents, grammatical structures and concepts, while the activity book provides essential exercises for practice and reinforcement.

In addition to these six primary sessions, an extra evaluation session will be conducted at the end. In it the students will use the interactive Plickers application, designed to make the assessment process more dynamic and engaging. This comprehensive approach aims to provide a robust and engaging learning experience for students in primary education.

SESSION 1: HOBBIES ALL AROUND US
<p>Objectives:</p> <ul style="list-style-type: none"> - Introduce and reinforce contents related to common hobbies. - Express preferences using “like, dislike, love and hate” + -ing. - Develop the ability to categorize hobbies based on common characteristics.

- Foster communication skills through interactive activities.

Timing: 60 minutes

Evidence for assessment:

- Teacher observation of student participation and language used.
- Evaluation of student responses in the student's and activity book exercises.
- Analysis of completed "is there someone who" worksheet.
- Assessment of student contributions and justifications during the hobby categorization discussion.

Activity	Methodology	Timing	Grouping	Resources
Students come up with a brainstorming of their daily hobbies.	Warm up	10 mins	Big group	Chalk and blackboard.
Students listen, find, say and respond to the exercises given in the pupils and activity book.	Text book	15 mins	Big group	The pupils', the activity book, screen to show the book and a pencil.
Students will play the game called "Is there someone who", where they interview the class and choose one partner that performs the hobby.	TBLT	15 mins	Big group	Worksheet "Is there someone who" (Appendix 2) and pencil.
Students will discuss and categorize the different hobbies into two groups.	CLIL	10 mins	Big group	The activity book, computer, screen and pencil.

SESSION 2: WHAT DO YOU LIKE?

Objectives: <ul style="list-style-type: none"> - Develop students' reading and writing skills through structured literacy tasks. - Reinforce the use of like, dislike, love and hate + -ing to express preferences. - Promote interaction through interviewing and survey creation activities. 				
Timing: 45 minutes				
Evidence for assessment: <ul style="list-style-type: none"> - Accuracy and completion of the workbook exercises. - Observation of language use during the "Find someone who..." activity. - Evaluation of the students' written survey questions. 				
Activity	Methodology	Timing	Grouping	Resources
Students will read and respond to the exercises given in the student's and activity book.	Text book	15 mins	Big group	The pupils and activity book, screen and pencil.
Students will play the game called "find someone who", where they interview each other to complete the worksheet "I found someone who...." related to the grammar form that is viewed in this lesson (like, hate, love and dislike + gerund) and with the previous contents students have seen.	TBLT	15 mins	Big group	Worksheet "I find someone who" (Appendix 3) and pencil.
Students will choose four hobbies from the unit and elaborate four questions for	CLIL	15 mins	Big group	Blackboard and a chalk.

them (following the scheme of someone who likes/dislikes/love/hate...)				
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SESSION 3: WHAT DO YOU PREFER?				
Objectives: <ul style="list-style-type: none"> - Reinforce students' understanding of expressing preferences using like/dislike/love/hate + -ing - Introduce data collection through tally charts. - Encourage collaborative group work and decision-making. 				
Timing: 60 mins				
Evidence for assessment: <ul style="list-style-type: none"> - Observation of student participation in the four-corner activity. - Evaluation of completed tally charts. - Review of peer surveys and ability explain results. - Observation of language use during group discussions. 				
Activity	Methodology	Timing	Grouping	Resources
The four corners of the classroom are labeled with like, dislike, love and hate. The teacher calls out hobbies, and students will go to the corner that matches their personal opinion.	Warm up	15 mins	Big group	Posters with the labels (like, dislike, love and hate), glue.
Students will learn what a tally chart is and how to make it by listening to and watching some examples in the screen.	TBLT	15 mins	Big group	Paper, pencil, whiteboard, chalk and the blackboard.

Students will make their own survey in groups (group 1 asks group 2, group 2 asks group 1, group 3 asks group 4, group 4 asks group 3) using the questions of lesson 2 and gathering groups sports preferences	CLIL	15 mins	Small group	Paper, pencil, whiteboard, chalk and the blackboard.
Students will read and listen to the questions of the student's book and complete the corresponding activity of the activity book (Appendix 4)	Text book	20 mins	Big group	The pupils and activity book, screen and pencil.

SESSION 4: DISCOVERING OUR CLASS PREFERENCES

Objectives:

- Consolidate understanding of preference expressions through quick oral questioning.
- Practice collecting, organizing and interpreting data using tally charts and bar graphs.
- Develop the ability to compare and describe results using mathematical and descriptive language.

Timing: 45 mins

Evidence for assessment:

- Observation of student participation and oral questioning during the "Survey Speed Round".
- Completed class tally chart and student involvement in data recording.
- Class bar graph and individual descriptions or comments on the results.
- Students' oral explanations showing understanding of bar graph interpretation.

Activity	Metho- dology	Timing	Grouping	Resources
Survey speed round: Students have 2 minutes to go around the room and ask as many classmates as possible Do you like/dislike,love/ hate....?	Warm up	5 mins	Big group	
Role play: the teacher assigns certain students each of the characters that appear in the story, as the characters come out, the student whose turn is reads it aloud. Once the story ends, the teacher asks one classmate to make a summary of the story and the whole class answer the corresponding questions in the pupil's book.	Text book	10 mins	Big group	Pupils book and activity book.
Students will respond to the questions they made in the previous class in small groups, but now individually.	TBLT	15 mins	Big group	Blackboard and chalk.
Students complete the tally chart on the board	CLIL	15 mins	Big group	Blackboard and chalk.

and, based on it they transform the tally chart into a bar graph.				
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SESSION 5: WHAT'S THE MOST POPULAR HOBBY IN THE SCHOOL?

Objectives:

- Practice and apply content related to hobbies and preferences in a real-life context.
- Reinforce understanding of tally charts and bar graphs through data collection.
- Develop communication, collaboration and presentation skills.

Timing: 60 mins

Evidence for assessment:

- Observation of participation during that content review.
- Analysis of completed tally charts from each group.
- Evaluation of group presentations and clarity of data explanations.
- Informal assessment through game-based activities while waiting their turn.

Activity	Methodology	Timing	Grouping	Resources
Understand the vocabulary and complete the exercise in the blackboard.	Text book	10 mins	Big group	The,blackboard and chalk.
The students of each group establish the following roles, one for each member of the group: <ul style="list-style-type: none"> - Speaker: person who explains what is going to be done 		5 mins	Small group	

<ul style="list-style-type: none"> - Person who makes question I - Person who makes question II - Person who makes question III - Person who makes question IIII - Person who writes down the responses given 				
<p>Each group (the ones created in session 3) goes to collect data by asking the questions previously formulated in the session 3 which are:</p> <p>Do you hate dancing?</p> <p>Do you love painting?</p> <p>Do you like doing puzzles?</p> <p>Do you dislike playing the drums?</p> <p>They ask these questions to other grades of the school (group 1 goes to 2nd grade; group 2 goes to 3rd grade; group 3 goes to 5th grade and group 4 goes to 6th grade).</p>	TBLT	35 mins	Small group	<p>Tally chart sheet (Appendix 5), bar graph puzzle (Appendix 6), domino tally marks (Appendix 7) pencil.</p>

<p>While one group goes to obtain the information, the remaining groups will play the following games in order to review the content:</p> <ol style="list-style-type: none"> 1. Jenga: each piece has a verb on it, which they will use in combination with a preference verb to create a sentence that they will have to write down. 2. Tally chart marks bingo, they will have a sheet of tally charts marks and two dice. They roll two dice each turn and add a tally mark to the row that matches the total of both dice. The goal is to be the first to get all the tally marks of the sheet. 				
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<p>3. Bar graph puzzle: two puzzles with a bar graph to see some examples of bar graphs.</p> <p>4. Domino tally marks: students match tiles by connecting the numerical value represented by tally marks on one end of a domino with the corresponding numeral.</p>				
All the groups share their data collected to the rest of the class.	CLIL	10 mins	Small group	Tally charts.

SESSION 6 (FINAL TASK): OUR SCHOOL HOBBY GRAPH

Objectives:

- Consolidate and synthesize data collected in previous lessons.
- Use basic fractions and comparative language to interpret survey results.
- Develop writing and presentation skills through data analysis.

Timing: 45 mins

Evidence for assessment:

- Observation of students' engagement and accuracy during the fraction command activity.

<ul style="list-style-type: none"> - Review of the final tally chart and bar graph to complete it. - Evaluation of written summaries for clarity, grammar and use of contents. - Informal assessment during whole class discussion of results and hobbies. 				
Activity	Methodology	Timing	Grouping	Resources
Students pay attention to the fractions that the teacher explains. (They have already saw fractions in Math class, asked to their teacher before)	TBLT	10 mins	Big group	The blackboard and chalk.
Students combine all the collected data shared in the previous lesson into a final tally chart and a bar graph in order to obtain a general idea of the school's most favorite and least favorite hobby. They will present it to the classes and put it in the class in order to achieve their work (Appendix 8)	CLIL	35 mins	Big group	Cardboard, pencil, crayons, ruler, markers.

7. Attention to diversity

Considering diversity, it should be noted that the variety of students does not disrupt the development of this didactic proposal, as the activities are designed to be flexible and adaptable.

The development of this didactic proposal allows modifications or adjustments to adapt to the students who may need them, as established in Universal Design for Learning (UDL).

According to Universal Design for Learning (UDL), some learners require help with linguistic aspects, both in their mother tongue and in a foreign language. To help them, explanations are focused on understanding the content. In most activities, key terms are highlighted in bold to help them to identify the most important information and are often repeated for reinforcement. Group activities also provide additional support, as they enable cooperation between peers.

Positive reinforcement is given to recognize the effort made by the students and to encourage them to continue working diligently. This reinforces their progress and motivates them to keep their work seeking to make the classroom an inclusive environment.

8. Process of evaluation

The purpose of the assessment of this didactic unit is to check how well students have acquired the contents and how effectively they have acquired the knowledge. The assessment will consider both individual progress and the overall learning process. It is conducted using the methodologies followed in the unit, TBLT, which emphasizes learning through practical tasks, and CLIL, where language and content are intertwined to achieve a more holistic learning experience. In this scenario, I suggest a combined evaluation approach that includes both formative and summative elements.

On the one hand, the teacher will use an assessment rubric ([Appendix 9](#)) at the end of the unit to assess how well the students have obtained the key objectives outlined, in accordance with the curriculum assessment criteria. The rubric considers aspects such as hobby related language use, the express of preferences with like, dislike, love and hate + gerund, the participation of the students in the survey, the interpretation of data of the tally charts and the bar graphs and the group work and final graph project. With this tool, I can give a thorough and unbiased evaluation of how well students are doing both language abilities and mastering the content.

On the other hand, students do not only get ongoing corrections during classes but also engage in a final task using the Plickers app. This evaluation form functions as a fun and interactive review to test their knowledge. It aligns with the TBLT method, evaluating both how well students grasp the material and their capacity to use the language in real-life situations with others. By combining tasks and content,

these two assessment methods promote students 'engagement, drive and autonomy, all crucial elements in the CLIL teaching approach.

Taking as a reference ORDER EDU /423/2024, of 9 May, which develops the evaluation and promotion in Primary Education in Castilla y León, the degree of development of the key competences (mainly plurilingual, digital, and cultural awareness and expression) will be taken into account.

SWOT ANALYSIS OF THE IMPLEMENTATION OF BOTH METHODOLOGIES

In order to better understand the feasibility and effectiveness of integrating TBLT and CLIL in primary education, a comprehensive SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis has been carried out. This diagnostic tool can identify key internal and external factors that directly affect the implementation and success of these teaching methods. The following analysis will provide the basis for a better understanding of the current situation and the development of strategic recommendations to optimize the foreign language teaching and learning process.

STRENGTHS

Increased motivation and engagement: Encourages strong enthusiasm in students by involving them in real-life activities and relevant topics, making the learning experience more enjoyable and applicable.

Authentic language use and communicative competence: Promote authentic language use in meaningful contexts, leading in a more fluid learning experience and increased fluency.

Holistic skill development: Combines language learning with developing other key competences such as critical thinking, mathematical reasoning, data interpretation, etc.

Meaningful grammar acquisition: Grammar is learned naturally through practical application within tasks and content, leading to deeper understanding and better retention compared to traditional grammar exercises that are taught separately.

Increased autonomy and responsibility: Encourage students to take ownership of active participation in tasks and explore content.

Cross curricular integration: Provides seamless links between English and other academic areas, reinforcing overall learning through the educational program.

WEAKNESSES

Teacher training and confidence: Teachers need extensive training successfully combine both teaching methods and to deliver content confidently in English. To tackle this issue, there should be programs developed that emphasize the principles of TBLT and CLIL, along with practical uses.

Resource availability and development: there is a need for a wide range of high-quality English materials, which may require teachers to create or adapt resources, consuming considerable time. Future initiatives should focus on creating centralized repositories of adaptable CLIL and TBLT resources and offer teachers time to cooperate in planning and creating resources.

Time limitations and curriculum requirements: it can be difficult to fit in thorough CLIL/TBLT lessons into already packed primary curriculum, demanding careful planning and possibly additional lesson time. Promoting more flexible curriculum designs or specific time slots for cross-curricular activities could help better integrate these approaches.

Complexity of assessment: Designing authentic assessments that measure both language proficiency and content knowledge can be more complex than standard language tests. To mitigate this, teachers should be given clear instructions and examples for developing integrated assessment tools, including criteria for both language use and subject writing.

Differentiation and scaffolding: Effectively addressing diverse linguistic and cognitive needs in a single classroom can be challenging, which demands strong support strategies. Offering targeted training on differentiation techniques for CLIL and TBLT, focusing on strategies like leveled tasks, graphic organizers, and variation of groups, would be beneficial.

Initial learner adjustment: Some students, particularly those familiar with conventional teaching methods, might initially struggle with the shift to more interactive and less teacher-centered approaches at first. A helpful strategy may involve a gradual introduction of TBLT and CLIL, along with initial support through establish routines and simple tasks.

OPPORTUNITIES

Alignment with current education system (LOMLOE): Strongly aligns with modern teaching methods that promote active learning, education based on competences and combining different subjects.

Growing demand for bilingual education: It addresses the increasing curiosity from both the community and parents for efficient English language learning in early childhood education.

Professional development and teamwork: provide opportunities for teachers to engage in professional development, collaborate with content specialists, and exchange effective practices.

Access to digital resources: The increasing availability of digital learning tools and authentic English content can support the application of CLIL and TBLT methods.

Promotion of 21st-century skills: It fosters essential skills such as communication, teamwork, creativity, and critical thinking, which are vital for future success.

THREATS

Lack of institutional support: insufficient support from school administrations (e.g., in terms of resources, timetable or funding for teacher training) can hinder implementation. It can be mitigated by clearly communicating the long-term benefits, advocating for policy changes, and sharing examples of success.

Pressure for standardized testing: The demands of standardized tests, which often focus on isolated language points, might discourage the use of more integrated and communicative teaching methods. Addressing this requires demonstrating how TBLT and CLIL can also improve performance on standard tests through better understanding, while also arguing for more comprehensive evaluation approaches.

Parental expectations: Some parents might hold conventional beliefs about language learning and may not initially understand or appreciate the less direct grammar instructions in CLIL and TBLT. This situation can be handled by employing effective communication strategies and conducting parent workshops to explain the methodologies' benefits and clearly demonstrating student advancements.

Large class sizes: Overly large class sizes can make individualized attention, effective group work, and the monitoring of task-based activities challenging. To address this, strategies may include robust classroom management practices, clear task structuring, encouraging peer learning, and potentially advocating for smaller class sizes for integrated programs.

Insufficient teacher recruitment: Challenges in finding or keeping qualified teachers with expertise in both English and content areas for CLIL programs. This emphasizes the need for appealing professional development pathways, competitive incentives, and building a school environment that supports and retains specialized teachers in CLIL and TBLT through recognition, evaluation programs, and long-term career development plans.

CONCLUSION

In an era in which multilingual competence and cross-curricular learning have become essential pillars of the 21st century education, the integration of innovative methodologies such as TBLT and CLIL represents a critical pedagogical advancement. This Final Degree Project aimed to examine whether the integration of these two approaches can be effectively applied in the Primary Education classroom to enhance the learning of English grammar in a more meaningful and engaging way. The central objective was not only to explore both methodologies in depth but also to test their combined application through a practical, curriculum-aligned didactic proposal.

The results of this proposal suggest that it is indeed possible to merge both TBLT and CLIL within the same learning situation. The combination of real-world tasks with content-based instruction created a dynamic and communicative environment that supported students' motivation, participation and grammatical competence. Learners engaged in authentic use of language while simultaneously developing other key competences such as logical thinking in mathematics, data interpretation, and collaborative learning. This aligns with the communicative approaches and the advantages highlighted in the SWOT analysis, particularly the natural alignment with communicative approaches and the potential for enhanced student engagement through meaningful contexts.

Furthermore, an outcome of the project was the natural integration of grammar teaching into communicative tasks and interdisciplinary content. The use of like, love, hate, and dislike + gerund structures within real contexts help learners to apply grammar meaningfully, which contributed to greater retention and confidence in their language use.

Although these findings are encouraging, a critical analysis reveals several limitations and contextual challenges that must be acknowledged. The didactic proposal demonstrates the possibilities and benefits of this integrated approach; however, applying it on a larger scale would encounter contextual obstacles. Factors such as the significant need for specialized teacher training, the demand for readily available and adaptable resources, and the external pressure from standardized testing, all identified in the weaknesses and threats of the SWOT analysis, are critical considerations for practical application.

Conversely, the increasing societal demand for bilingual education and strong alignment with current educational frameworks, such as LOMLOE, present opportunities that, if strategically leveraged, could greatly facilitate the adoption and success of such integrated methodologies, as previously explored in the work's theoretical foundation.

LIMITATIONS

This study contributes to the limited research on TBLT and CLIL integration by demonstrating its feasibility and potential benefits in Primary Education. As a theoretical didactic proposal, it does not have a lot of practical testing or long-term assessment in the real classroom context. The design is specific to Year 4 of Primary Education, which might limit its applicability unless adjustments are made. The crucial role of teacher knowledge and confidence were not tested in practice, and the challenges of integrated assessment were beyond this theoretical framework. Finally, no longitudinal study was conducted to observe long-term effects on student development. However, all these points can be tackled in upcoming research to explore how the TBLT and CLIL can be combined.

RECOMMENDATIONS

Based on these findings and limitations, several recommendations emerge to advance TBLT and CLIL integration. Pilot implementation studies are crucial for empirical data collection. But also, comprehensive teacher professional development programs should emphasize practical integration and content delivery in English. Thus, research should be at the core, so that adaptable resources can be developed. Additionally, greater curricular flexibility as well as clear guidelines for authentic, integrated assessment are also vital. Lastly, conducting longitudinal studies is recommended to evaluate sustained impact over several years.

In conclusion, the results obtained from the application of this didactic proposal point to the feasibility of the combination of TBLT and CLIL in the classroom. This shows benefits for fostering more effective and motivating language learning that prepares students for the demands of our interconnected world. Thus, it is essential to cultivate both linguistic competence and 21st century skills such as critical thinking, teamwork and cross-cultural awareness.

As part of my Final Degree Project, this work has allowed me to connect theoretical concepts with practical applications, critically evaluate teaching methods and create a unit that fits with modern educational standards while addressing the genuine needs of learners in the 21st century. The process has deepened my understanding of how innovative methodologies can transform language learning from a mechanical exercise into a meaningful purpose driven experience. This research has reinforced my conviction that effective language education must transcend traditional boundaries, integrating content, context and communication in ways that reflect the complexity of real-world language use.

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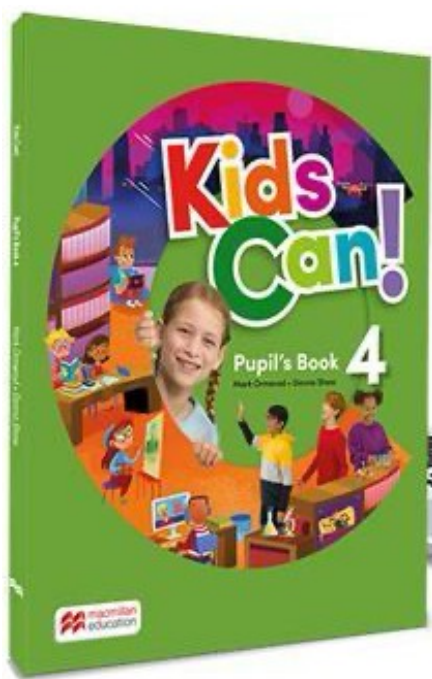
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APPENDIX

Appendix 1



IS THERE SOMEONE WHO....?

<p>SKATES</p>  <p>_____</p> <p>_____</p>	<p>COOKS</p>  <p>_____</p> <p>_____</p>	<p>PLAYS TENNIS</p>  <p>_____</p> <p>_____</p>	<p>PLAYS THE DRUMS</p>  <p>_____</p> <p>_____</p>
<p>DANCES</p>  <p>_____</p> <p>_____</p>	<p>SINGS SONGS</p>  <p>_____</p> <p>_____</p>	<p>COLLECTS STICKERS</p>  <p>_____</p> <p>_____</p>	<p>DOES PUZZLES</p>  <p>_____</p> <p>_____</p>
<p>READS MAGAZINES</p>  <p>_____</p> <p>_____</p>	<p>GROWS VEGETABLES</p>  <p>_____</p> <p>_____</p>	<p>PLAYS FOOTBALL</p>  <p>_____</p> <p>_____</p>	<p>PLAYS CHESS</p>  <p>_____</p> <p>_____</p>

Appendix 3

FIND SOMEONE WHO....

<p>LOVES SKATING</p>  <p>_____</p> <p>_____</p>	<p>DISLIKES COOKING</p>  <p>_____</p> <p>_____</p>	<p>LIKES PLAYING TENNIS</p>  <p>_____</p> <p>_____</p>	<p>HATES PLAYING THE DRUMS</p>  <p>_____</p> <p>_____</p>
<p>HATES DANCING</p>  <p>_____</p> <p>_____</p>	<p>LIKES SINGING SONGS</p>  <p>_____</p> <p>_____</p>	<p>DISLIKES COLLECTING STICKERS</p>  <p>_____</p> <p>_____</p>	<p>LOVES DOING PUZZLES</p>  <p>_____</p> <p>_____</p>
<p>LIKES READING MAGAZINES</p>  <p>_____</p> <p>_____</p>	<p>LOVES GROWING VEGETABLES</p>  <p>_____</p> <p>_____</p>	<p>DISLIKES PLAYING FOOTBALL</p>  <p>_____</p> <p>_____</p>	<p>HATES PLAYING CHESS</p>  <p>_____</p> <p>_____</p>

Appendix 4

Act out the dialogue.

Read, listen and say.


Curious about grammar

What does she like doing? Does she like doing puzzles? No, she doesn't.

What does he like doing? Does he like cooking? Yes, he does.

Remember!

Do you like doing judo?
Does she/he like doing judo?

Take your friends cards.  AB page 93

Play Who's my friend?

My friend is a boy.

He likes dancing and playing the drums.

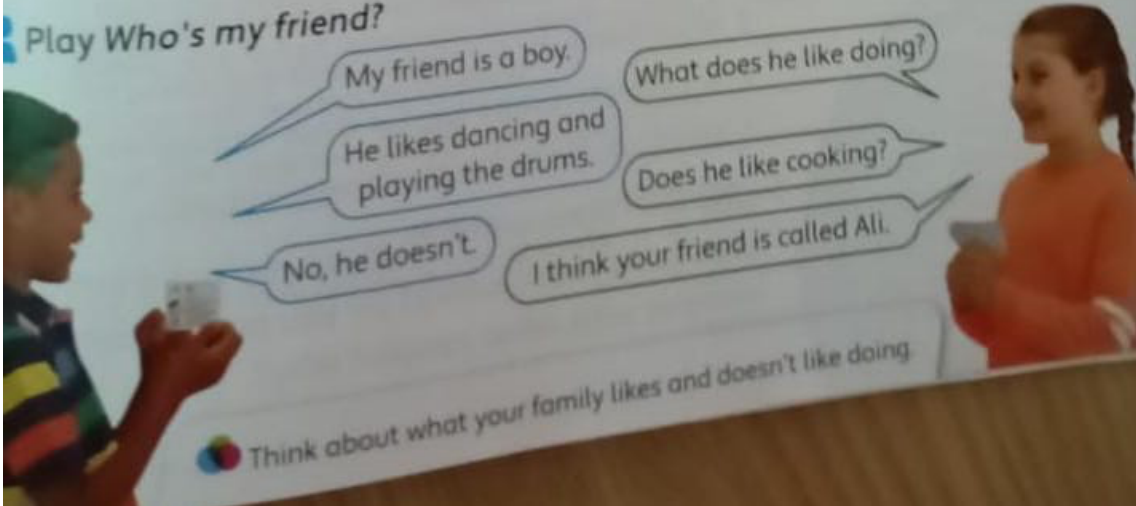
No, he doesn't.

What does he like doing?

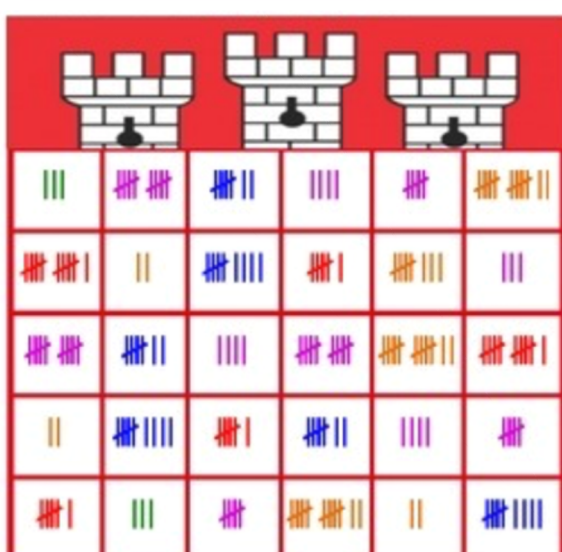
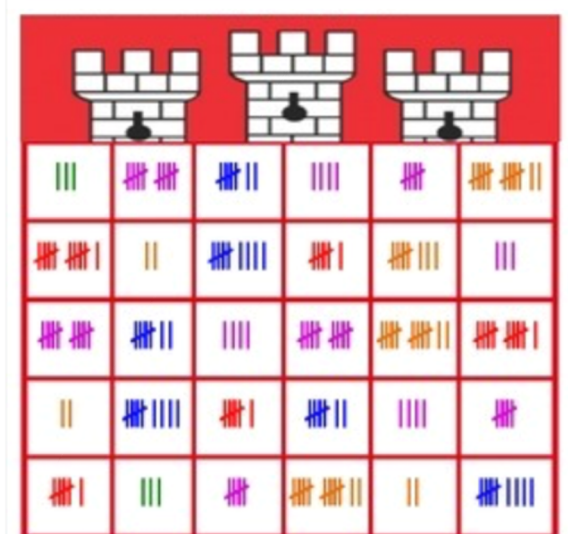
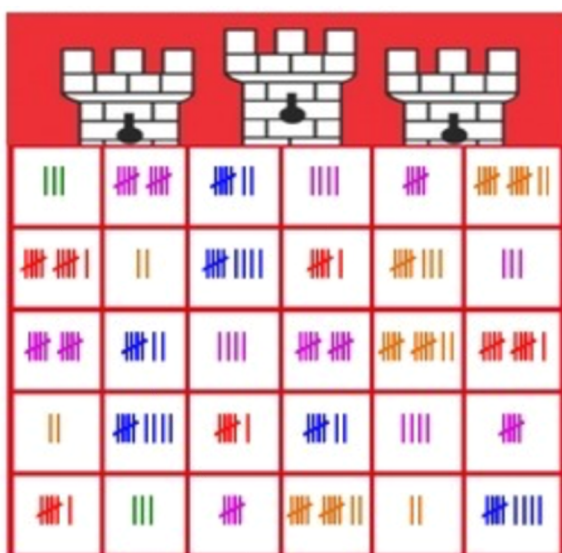
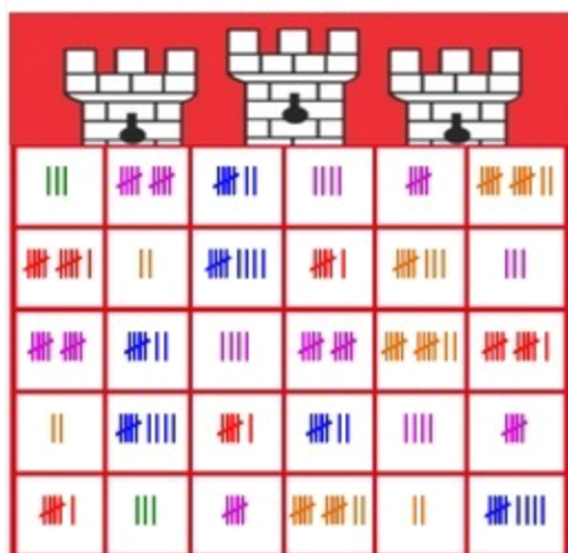
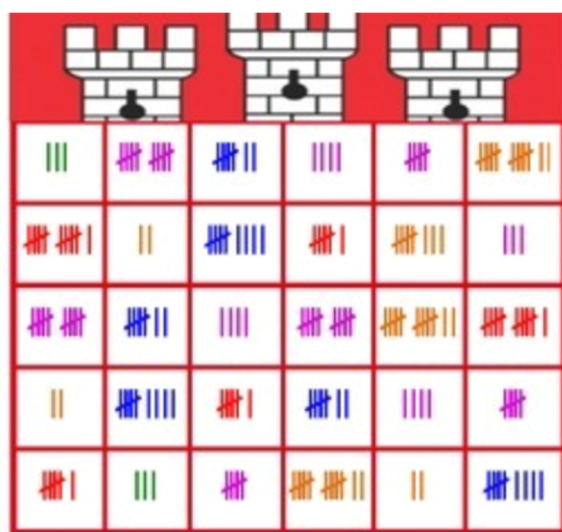
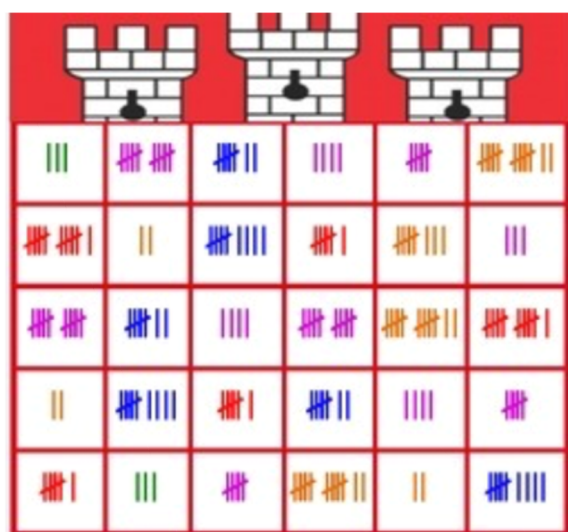
Does he like cooking?

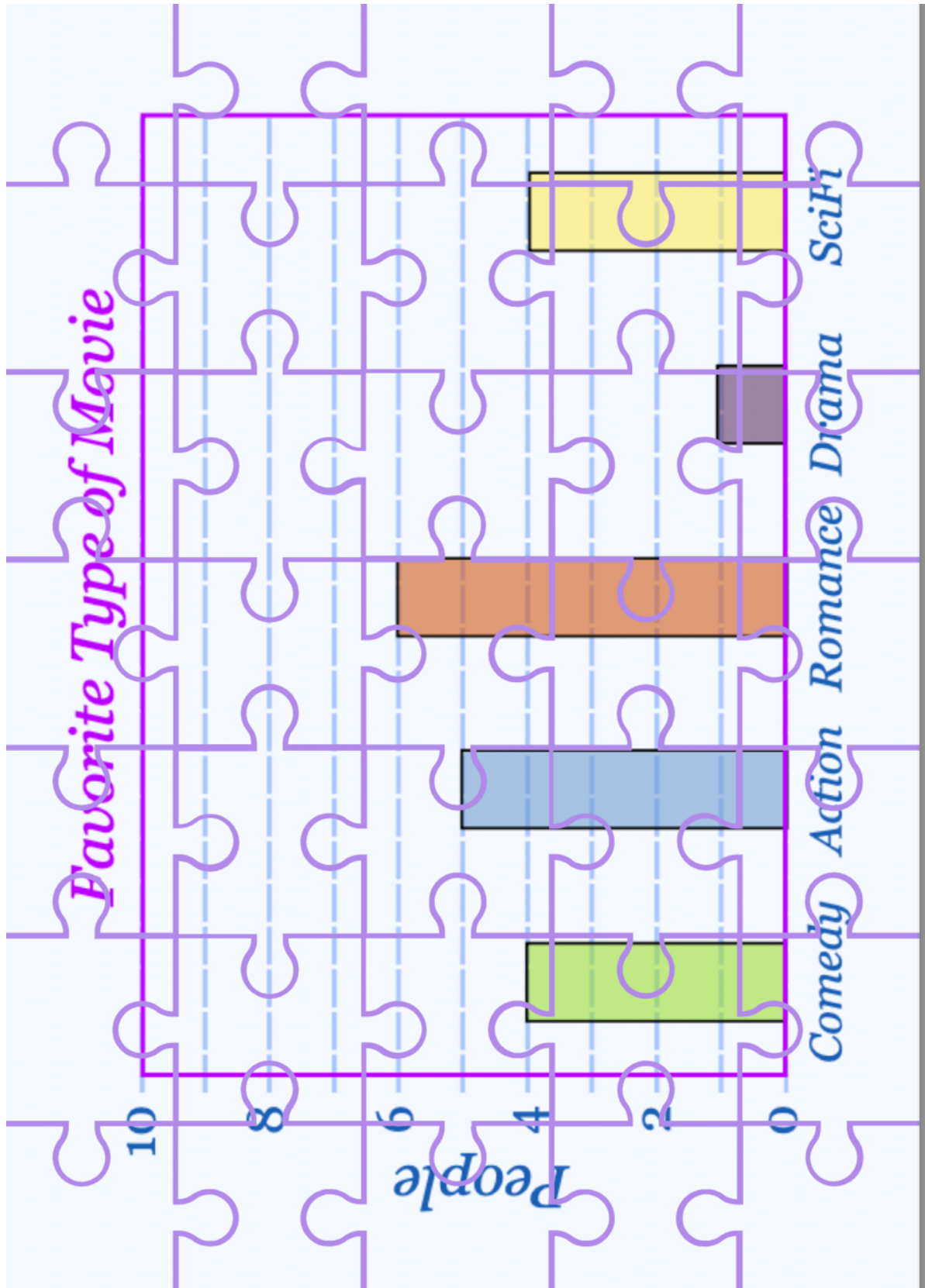
I think your friend is called Ali.

Think about what your family likes and doesn't like doing.



Appendix 5





Appendix 7

29		4		28		24	
17		12		1		3	
19		2		11		23	
26		22		15		10	
20		13		8		27	
14		25		21			
18		7		30			
16		6		5			

ink sa

Appendix 8



HOBBIES AND DATA RUBRIC

Student name: Juan

UNIT 5: What hobby do you want to try?

Guideline: it is a 3 point scale where:

- 1= developing
- 2= proficient
- 3= advanced

The maximum total score is 15 points

Criteria	Developing (all students)	Proficient (most students)	Advanced (some students)
Hobby related language use	Can name and use basic hobby-related vocabulary in simple phrases.	Uses hobby-related vocabulary in full, correct sentences.	Expands on hobbies, adds personal detail and asks follow up questions.
Express preferences with like/dislike/love/hate + -ing	Expresses likes/dislikes using simple phrases in affirmative, negative and question form.	Forms fully grammatically correct sentences to express preferences.	Compares preferences and uses more complex sentence structures or reasons.
Participation in the survey	Participates by asking and answering basic survey questions and recording answers.	Conducts short interviews and records data accurately.	Adds depth to interviews with follow-up questions or predictions.
Interpreting data (tally charts and bar graphs)	Recognizes and reads tally charts and bar graphs.	Begins to interpret and compare survey results. Describes data using complete sentences	Uses math terms like fractions and percentages and suggests reasons for trends.
Group work and final graph project	Works cooperatively in a group to help complete the final graph.	Contributes actively and presents findings clearly to the class.	Shows leadership, presents with confidence and makes thoughtful recommendations.
Overall score	1 point	2 points	3 points
FINAL SCORE	7/15		

