PROFESORES DE ENSEÑANZA SECUNDARIA · INGLÉS · JUNTA DE EXTREMADURA

TEMA

01

The Evolution of Language Teaching Methodology. Current Trends in the Teaching of English as a Foreign Language. Communicative Approaches

Evolución de la didáctica de las lenguas. Tendencias actuales de la didáctica del inglés lengua extranjera. Los enfoques comunicativos.

§

NOVIEMBRE DE 2026

Material de elaboración propia a partir de las fuentes oficiales que se citan al final del tema. No es un temario oficial ni sustituye a la normativa publicada.

Índice

1. INTRODUCTION

2. THE EVOLUTION OF LANGUAGE TEACHING METHODOLOGY

- 2.1. Approach, method and technique
- 2.2. The Grammar-Translation Method
- 2.3. The Reform Movement and the Direct Method
- 2.4. The Audiolingual Method and Situational Language Teaching
- 2.5. Humanistic and alternative methods

3. THE EMERGENCE OF COMMUNICATIVE APPROACHES

- 3.1. Origins
- 3.2. Communicative competence
- 3.3. Principles and theories of learning
- 3.4. Classroom activities and roles

4. CURRENT TRENDS IN THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE

- 4.1. Task-based language teaching
- 4.2. Content and Language Integrated Learning
- 4.3. The lexical approach
- 4.4. The Common European Framework and the action-oriented approach
- 4.5. Technology, plurilingualism and the post-method perspective

5. PEDAGOGICAL AND DIDACTIC IMPLICATIONS

- 5.1. The place of this content in the curriculum
- 5.2. Classroom proposals

6. CONCLUSION

Fuentes

1. INTRODUCTION

In 1980, in a landmark article, Michael Canale and Merrill Swain stated that "the primary objective of a communication-oriented second language programme must be to provide the learners with the information, practice, and much of the experience needed to meet their communicative needs in the second language". The sentence is short, but it contains a whole revolution: a language is no longer a body of rules to be translated and memorised, but a tool that learners use to do things with other people. The history of language teaching, from the Latin classroom of the nineteenth century to the plurilingual classroom of today, can be read as the long road towards that idea.

This topic deals with three connected questions. First, I will trace the evolution of language teaching methodology, from the Grammar-Translation Method to the methods of the twentieth century. Secondly, I will examine the emergence of communicative approaches: their origins, the theory of communicative competence, their principles and their classroom techniques. Thirdly, I will describe the current trends in the teaching of English as a foreign language, such as task-based learning, content and language integrated learning, the lexical approach, the action-oriented approach of the Common European Framework of Reference for Languages and the post-method perspective. Finally, I will consider the pedagogical and didactic implications for the Secondary classroom, with three practical proposals, before drawing a conclusion.

Before moving on, I would like to mention the sources consulted for the preparation of this topic: Jack C. Richards and Theodore S. Rodgers, Approaches and Methods in Language Teaching; Diane Larsen-Freeman and Marti Anderson, Techniques and Principles in Language Teaching; Do Coyle, Philip Hood and David Marsh, CLIL: Content and Language Integrated Learning; and the Council of Europe's Common European Framework of Reference for Languages: Learning, Teaching, Assessment (2001) together with its Companion Volume (2020). As for the legal framework, I have taken into account Organic Law 3/2020 of 29 December (LOMLOE), which amends Organic Law 2/2006 on Education; Royal Decree 217/2022 of 29 March and Royal Decree 243/2022 of 5 April, which set the minimum teaching requirements for Compulsory Secondary Education (ESO) and Bachillerato respectively; and the Extremaduran Decrees 110/2022 and 109/2022 of 22 August, modified by Decrees 242/2023 and 243/2023 of 12 September.