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Topic 14: Methods and techniques aimed at the acquisition of communicative competences. Methodological foundations specific to the teaching of English.

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1. Introduction

The teaching of English in Primary Education must be understood as a process aimed at enabling learners to participate progressively, confidently and appropriately in communicative situations. Learning a foreign language is not limited to memorising vocabulary lists, grammatical paradigms or isolated pronunciation patterns. It involves developing the capacity to understand, produce, interact with and mediate messages in meaningful contexts, using language as a tool for social participation, personal expression, access to culture and lifelong learning.

This perspective is fully consistent with the competence-based orientation of the current Spanish and Andalusian educational framework. **Organic Law 3/2020, amending Organic Law 2/2006 on Education**, establishes an educational model centred on the comprehensive development of learners and on the acquisition of key competences. In the same direction, **Royal Decree 157/2022 of 1 March, establishing the organisation and minimum teaching requirements for Primary Education**, defines the Foreign Language area as a space for the development of plurilingual competence, communicative competence and intercultural awareness. At regional level, **Decree 101/2023 of 9 May, establishing the organisation and curriculum of Primary Education in the Autonomous Community of Andalusia**, and **Order of 30 May 2023, developing the curriculum applicable to Primary Education in the Autonomous Community of Andalusia**, specify the curricular organisation, assessment framework and measures for responding to learner diversity.

Consequently, English teaching requires methodological decisions that place pupils at the centre of learning. Teachers are expected to design accessible, motivating and cognitively stimulating situations in which English is used with a recognisable purpose. This entails moving beyond a narrow conception of language as a set of rules and adopting an integrated vision in which listening, speaking, reading, writing, interaction and mediation are interrelated.

The methodological foundations of English teaching in Primary Education are therefore based on communicative, action-oriented, inclusive and learner-centred principles. They also demand reflective professional practice: the teacher must select methods and techniques according to pupils' developmental stage, prior knowledge, communicative needs, interests and possible specific educational support needs. The ultimate aim is to ensure that every learner can make meaningful progress towards the Exit Profile and the key competences established by the curriculum.

2. Communicative competence in Primary English education

Communicative competence refers to the ability to use language effectively, appropriately and flexibly in diverse situations. It is broader than grammatical accuracy because it includes knowledge of linguistic forms, awareness of social conventions, strategic resources for solving communication problems, and attitudes that facilitate respectful interaction. In English lessons, communicative competence means that pupils learn to understand and convey meaning rather than simply reproduce previously memorised structures.

The concept was initially developed by Hymes, who argued that knowing a language means knowing not only whether an utterance is grammatically possible, but also whether it is appropriate in a particular social context. Later, Canale and Swain expanded this perspective by distinguishing several interconnected components. Although Primary Education should not present these categories as abstract theoretical content to pupils, they are valuable for teachers when planning learning experiences.

Linguistic competence involves knowledge and use of vocabulary, phonology, spelling, grammar and textual conventions. In Primary Education, it should be developed in connection with meaningful messages. For instance, when pupils prepare a short audio guide about their school, they need vocabulary for places, routines and directions, but they also need understandable pronunciation and basic sentence patterns. Language forms become relevant because they help learners achieve a communicative goal.

Sociolinguistic competence concerns the ability to adapt language to interlocutors, purposes and social conventions. English learners need to understand that greeting a friend, asking a teacher for help and writing a message to a guest may require different degrees of formality. A classroom routine in which pupils choose between "Can you help me, please?" and "Give me your pencil" can become an opportunity to discuss politeness, intonation and the importance of respectful communication.

Discourse competence refers to the capacity to organise ideas coherently in oral, written and multimodal texts. Pupils need support to understand that a story usually has a beginning, a development and an ending, or that an invitation commonly includes a greeting, key information and a closing formula. When a class creates a poster for a healthy-break campaign, learners are guided to select a title, a short persuasive slogan, relevant visual information and an understandable layout. Thus, text organisation is taught as part of authentic communication.

Strategic competence comprises the verbal and non-verbal resources learners use when communication breaks down or when their linguistic knowledge is insufficient. Young learners can be explicitly taught to use gestures, ask for repetition, point to visual support, use a known word to explain an unknown one, or say "How do you say... in English?" Such strategies reduce anxiety and promote autonomy. A pupil who cannot remember the word "umbrella" may successfully communicate by saying "the thing for the rain" while pointing to an image. This is not a failure but evidence of strategic language use.

The current curriculum also incorporates a plurilingual and intercultural dimension. **Royal Decree 157/2022** and **Decree 101/2023** understand language learning as a contribution to the Plurilingual Competence, the Linguistic Communication Competence, the Personal, Social and Learning to Learn Competence, the Citizenship Competence and the Cultural Awareness and Expression Competence. Learners are encouraged to draw on their complete linguistic repertoire, including Spanish, Andalusian linguistic varieties, family languages and previously learned English. This perspective rejects the idea that languages must be taught in isolation and recognises that comparison, transfer and mediation can support learning.

The action-oriented approach proposed in **Council of Europe (2020)** is particularly relevant. It portrays learners as social agents who use language to perform actions in real or plausible social contexts. From this perspective, English lessons should allow pupils to collaborate, negotiate meaning, make decisions, create products and communicate with an audience. A group of Year 5 pupils preparing a welcome leaflet for a fictional exchange student are not merely practising descriptive adjectives or the present simple. They are using English to make another person feel included, selecting useful information and considering the needs of a potential reader.

Communicative competence must also be connected to affective factors. Young learners are more likely to participate when they feel emotionally safe, valued and capable of taking risks. According to **Dörnyei (2001)**, motivation is strongly influenced by classroom climate, achievable goals, feedback and the perceived relevance of tasks. Therefore, a communicative classroom does not equate to constant spontaneous speaking. It requires carefully scaffolded participation, predictable routines and a supportive error culture in which mistakes are treated as natural evidence of learning.

3. Methodological foundations for teaching English

The first methodological foundation is the **communicative approach**, which understands language primarily as a means of meaning-making. In this approach, communicative purpose precedes the isolated practice of forms. Grammar remains important, but it is taught as a resource that improves clarity and precision. For example, pupils may notice and practise the structure "There is/There are" after listening to a classmate describe a bedroom in a guessing game. The linguistic form is then consolidated because it has emerged in relation to an understandable communicative need.

A second foundation is the **action-oriented approach**. This approach, promoted by **Council of Europe (2020)**, extends communicative language teaching by focusing on meaningful actions carried out individually and collaboratively. Learners are not simply language users but social agents who act through language. An action-oriented sequence may involve researching local animals, selecting relevant information, producing a digital mini-book and presenting it to another class. The final product matters, but so does the process of interaction, planning, revising and mediating information among peers.

A third principle is **meaningful and contextualised learning**. New language is retained more effectively when learners can relate it to prior knowledge, emotions, experiences and purposeful activity. This implies that teachers should establish clear contexts before introducing new language. A unit about food, for instance, becomes more meaningful when it is connected to a class objective such as designing a balanced menu for the school canteen. Vocabulary related to fruit, vegetables, preferences and quantities is learned because pupils need it to make informed choices and explain them.

The teaching of English in Primary Education must also be **developmentally appropriate**. Children benefit from concrete experiences, repetition with variation, movement, visual support, rhythm, stories, games and social interaction. However, this should not lead to an oversimplified or purely entertaining methodology. Playful activities must preserve cognitive challenge and communicative intentionality. A chant about daily routines can support pronunciation, stress and fluency, but its educational value increases when pupils later adapt the chant to describe their own routines or compare them with those of a character in a story.

The principle of **comprehensible input** is equally essential. Learners need repeated exposure to English that is understandable but slightly beyond their current independent level. Teachers make input accessible by using gestures, objects, images, facial expression, routines, demon-

stration, repetition and carefully graded language. In a lesson about weather, the teacher can point to a daily weather chart, mime shivering, show a raincoat and say, "It's cold and rainy today. Put on your coat." Pupils infer meaning through multiple channels before being asked to produce language.

Nevertheless, exposure alone is insufficient. Learners also need opportunities for **comprehensible output**, interaction and feedback. **Swain (2005)** argues that producing language prompts learners to notice gaps in their knowledge, test hypotheses and reflect on form. When pupils work in pairs to decide which objects to take on a picnic, they may realise that they need expressions such as "We need...", "Let's take..." or "I don't think so." The teacher can then provide language support that responds to a genuine communicative demand.

Another core principle is **interaction**. Language develops through participation in exchanges where learners listen actively, negotiate meaning and adjust their messages. Pair and group work are therefore not organisational add-ons but central settings for language development. Their success, however, depends on explicit structure. If pupils are asked merely to "talk in English," more confident learners may dominate while others remain silent. By contrast, a structured information-gap activity, in which each pupil has different clues needed to solve a school timetable puzzle, creates interdependence and gives every participant a reason to speak and listen.

The methodology must additionally promote **scaffolding**, understood as temporary support that enables learners to perform beyond their unaided capacity. Scaffolding may take the form of sentence starters, visual word banks, model texts, audio recordings, cooperative roles, gestures, graphic organisers or guided rehearsal. When Year 3 pupils are preparing to describe an animal, a teacher may offer the frame "It has got...", "It can...", and "It lives in...", accompanied by images. As learners gain confidence, these supports can be gradually removed or made optional.

Finally, English teaching requires an **inclusive and universal design perspective**. The classroom includes diverse learners with different linguistic backgrounds, rates of development, interests, sensory profiles and needs for support. The methodological response should not be based exclusively on individual adaptations after difficulties appear. It should proactively offer multiple means of engagement, representation and expression. A listening task can include an audio recording, pictograms, a written keyword bank and the possibility of responding orally, by matching images or through a simple digital tool. This benefits pupils with specific learning difficulties, attention difficulties, limited prior exposure to English or temporary language barriers, while maintaining high expectations for all.

4. Main methods for the acquisition of communicative competences

Communicative Language Teaching remains the most influential framework for teaching English as a foreign language. Its central premise is that learners acquire communicative ability by using language to convey and interpret meaning. It gives priority to authentic or realistic communication, interaction patterns, functional language and integrated skills. In Primary Education, this means designing activities in which pupils have an information gap, a choice of language or a genuine outcome.

A simple class survey illustrates this approach. Instead of completing a worksheet with isolated questions about hobbies, pupils receive a grid with classmates' names and must find someone who likes swimming, someone who can ride a bike and someone who plays an instrument. They need to ask and answer questions such as "Do you like swimming?" or "Can you play the guitar?" The worksheet is not the main objective; it is a support for purposeful interaction. Afterwards, pupils report their findings to the class, thereby integrating listening, speaking and basic writing.

Task-Based Language Teaching is closely related to communicative language teaching, but it places the task at the centre of the learning sequence. According to **Ellis et al. (2020)**, a task requires learners to use language pragmatically to achieve a non-linguistic outcome, while meaning remains the primary focus. A task should not be confused with a mechanical exercise. Completing ten sentences with the correct verb tense may be useful as focused practice, but it is not a communicative task in itself.

In Primary English, a task may involve choosing the best mascot for the school's eco-club. Groups receive short profiles of several animals and must discuss their characteristics, select one candidate and justify their choice in a brief presentation. During the pre-task phase, the teacher introduces or revises relevant language, such as adjectives, animal vocabulary and expressions for giving opinions. During the task cycle, pupils negotiate and prepare their decision. In the post-task phase, the class reflects on useful language, corrects recurring problems and perhaps votes for the most persuasive proposal. This sequence balances fluency, accuracy and reflection.

Content and Language Integrated Learning, commonly known as CLIL, involves learning curricular content through a foreign language. In Andalusia, bilingual programmes have contributed to the expansion of this approach, although its principles can also enrich non-bilingual settings. CLIL should not consist of translating a Science worksheet into English. It requires careful planning of both content objectives and language objectives, with systematic scaffolding.

For example, a Year 4 Science lesson about plant growth can use English to observe, classify and explain. Pupils plant seeds, record weekly changes in a simple observation diary and compare the conditions needed for growth. Language support may include labelled diagrams, sentence frames such as "The plant needs...", and a word wall with terms including "soil", "water", "sunlight" and "roots". The science content remains rigorous, while English becomes the medium for observation and explanation. This dual focus can strengthen conceptual learning when pupils are not overloaded linguistically.

Project-Based Learning is particularly suitable for the development of communicative competence because it involves sustained inquiry, collaboration, decision-making and the creation of a meaningful final product. A project should begin with a challenging question or real communicative purpose. In a project entitled "Our English-Friendly School," pupils may investigate whether visitors can easily understand school signs, interview staff members, design bilingual signs and present their proposals to the school leadership team. English is used to gather information, negotiate designs, write short texts and explain decisions.

The pedagogical value of projects depends on explicit language planning. Without this, pupils may rely exclusively on Spanish during group work and use English only for the final display. Teachers need to establish attainable linguistic goals, provide interactional expressions, monitor group communication and allocate meaningful roles. Roles such as speaker, illustrator, language helper and materials manager can help distribute participation, but they should rotate so that pupils do not become permanently assigned to non-linguistic tasks.

Cooperative learning provides a methodological structure that encourages positive interdependence, individual accountability, equal participation and interpersonal skills. It is especially useful in foreign language classrooms because it creates repeated opportunities for interaction in a low-risk setting. Techniques such as think-pair-share, numbered heads together or jigsaw reading can be adapted for Primary English.

In a jigsaw reading activity about famous landmarks in English-speaking countries, each group becomes an expert on one short and visually supported text. Pupils then reorganise into mixed groups and share information so that everyone can complete a world map. Because each learner has a necessary piece of information, listening becomes purposeful. The teacher can provide discussion prompts such as "My landmark is in...", "It is famous because...", and "Can you repeat that, please?" This ensures that cooperative work develops both curricular content and communication strategies.

Story-based learning is another highly effective method in Primary Education. Stories offer rich, memorable and emotionally engaging contexts for language. They expose learners to vocabulary, repetition, rhythm, narrative structure and cultural perspectives. A picturebook should not be reduced to a teacher-led listening activity followed by factual questions. It can generate prediction, dramatisation, creative response, comparison and mediation.

When working with a story about a lost toy, the teacher may pause before key moments and ask pupils to predict what will happen using visual clues. Learners can later sequence picture cards, enact a scene in small groups and write a short note from the toy to its owner. Differentiated participation is possible: one child may contribute through mime, another through a rehearsed sentence, and another by creating a more elaborate written message. In this way, literature becomes a vehicle for inclusive communication.

The **lexical approach** also contributes to communicative development by emphasising the importance of vocabulary, collocations and formulaic sequences. **Nation (2013)** highlights that vocabulary knowledge is essential for comprehension and fluency. Primary learners need repeated encounters with high-frequency words and useful chunks, not merely single-word translation. Classroom language such as "Can I borrow…?", "I've finished," "What does it mean?", or "I agree with you" should be taught, displayed and used consistently. These formulaic expressions enable pupils to manage classroom interaction before they can create more complex language independently.

No single method is sufficient in all situations. A critical and professionally sound position involves **principled eclecticism**. Teachers should combine approaches coherently rather than selecting activities randomly. A task-based sequence may include a short phonics activity; a CLIL lesson may use storytelling; a project may require focused grammar work. The criterion for selection must be pedagogical adequacy: whether a method helps particular learners achieve specific communicative and curricular goals.

5. Techniques and classroom procedures for communicative learning

The acquisition of communicative competence requires systematic work on oral comprehension. Listening activities should follow a staged sequence. Before listening, teachers activate prior knowledge, introduce essential vocabulary and establish a clear purpose. During listening, pupils complete an achievable task, such as identifying the speaker's favourite food, placing pictures

in order or selecting the correct route on a map. After listening, they use the information in a productive or interactive activity.

For instance, after listening to a short weather forecast, pupils may choose suitable clothes for different cities and explain their decisions to a partner: "In London, I need a raincoat because it is rainy." This procedure transforms listening from passive exposure into a source of communicative action. It also makes assessment more valid because pupils demonstrate understanding through a meaningful response rather than through decontextualised recall.

Speaking development benefits from structured routines that combine rehearsal and spontaneity. Techniques such as **dialogue building**, **substitution tables**, **role cards** and **information-gap tasks** provide security without eliminating creativity. A role-play at a toy shop can begin with a model dialogue, continue with controlled practice of key expressions and end with pupils choosing different products, prices and preferences. The gradual release of support is crucial: learners first listen, then repeat with understanding, then adapt, and finally interact more independently.

Pronunciation should be integrated into communicative work rather than treated as an isolated correction exercise. Primary learners need exposure to the sounds, rhythm, stress and intonation of English, especially when these features affect intelligibility. Minimal pairs, chants, songs, tongue twisters and gesture-based rhythm activities can be effective when connected to meaning. If pupils are preparing a short podcast about their favourite animals, they can rehearse word stress in "elephant", sentence stress in "It can run fast," and expressive intonation when asking listeners a question. The aim is intelligible, confident communication, not imitation of a particular native accent.

Reading instruction should develop both decoding and comprehension. Pupils need opportunities to recognise sound-spelling correspondences, common letter patterns and high-frequency words, while also learning to predict, infer, identify main ideas and locate specific information. **Nation (2013)** stresses the importance of extensive exposure to comprehensible language. Thus, classroom libraries, graded readers, short digital texts, comics, labels and information cards can supplement the textbook.

The reading promotion framework established by **Instructions of 21 June 2023, issued by the Deputy Ministry for Educational Development and Vocational Training, on the promotion of reading as a means of fostering communicative competence in Primary Education and Compulsory Secondary Education**, supports the integration of reading across areas and languages. In English, a weekly reading routine may involve pupils choosing

from a small collection of graded picturebooks or informational texts, recording a favourite word or image, and sharing a simple recommendation with a peer. Such practices foster reading enjoyment, communicative competence and learner agency.

Writing should be approached as a process involving planning, drafting, revising and publishing. Young learners benefit from model texts and shared writing before producing independently. If the class is going to write postcards from imaginary holidays, the teacher can first analyse a model with pupils, identifying greeting, location, activities, feelings and closing. A visual organiser and a word bank make the structure visible. Peer review can focus on one or two attainable criteria, such as whether the message includes a greeting and whether the reader can understand the main information.

Digital competence can enhance communicative learning when technology serves a clear educational purpose. Pupils may record short audio descriptions, create interactive posters, exchange messages in a protected educational environment or use simple presentation tools to support oral communication. However, digital tools should not be adopted merely because they are attractive. The relevant question is whether they improve access, interaction, feedback, creativity or audience awareness. A recorded class podcast, for example, can give a genuine audience to learners' spoken English, but it requires careful attention to consent, privacy, accessibility and digital citizenship.

Feedback is another essential technique. Communicative classrooms should distinguish between feedback that supports fluency during interaction and feedback that supports accuracy at appropriate moments. Interrupting every oral error can reduce confidence and inhibit participation. During a pair task, the teacher may note recurring difficulties without stopping the exchange. Afterwards, the class can examine anonymised examples, such as "She have got a dog," and collaboratively improve them. This approach preserves communicative momentum while making form visible.

The use of the first language should be strategic rather than forbidden. An English-rich environment is desirable, but an absolute English-only rule may disadvantage pupils with lower proficiency, anxiety or specific educational needs. Spanish, other home languages and visual resources can be used to clarify complex instructions, compare linguistic patterns, ensure emotional safety or support mediation. The educational goal is not to exclude the learners' existing linguistic resources but to expand their ability to communicate in English.

6. Curriculum, assessment and attention to diversity in Andalusia

The Foreign Language curriculum is organised around competences, assessment criteria and basic knowledge that must be integrated in learning situations. **Royal Decree 157/2022** establishes that pupils should progressively understand and produce oral, written and multimodal texts; interact in predictable communicative situations; mediate simple information; reflect on language use; and appreciate linguistic and cultural diversity. **Decree 101/2023** and **Order of 30 May 2023** contextualise these principles for Andalusia and reinforce the need for inclusive, competence-based teaching.

The specific competences of the area should guide methodological planning. They require pupils to understand texts, produce messages, interact with others, mediate information, use learning strategies and recognise the value of linguistic and cultural diversity. Therefore, classroom activities must provide evidence of performance. If a criterion expects pupils to understand the main idea and relevant information in short, clear oral texts, an appropriate assessment task might involve listening to a school announcement and identifying the time, place and materials needed for an event. Merely asking pupils to reproduce vocabulary definitions would provide limited evidence of communicative competence.

Assessment must be **continuous, formative and criterion-referenced**, as established by **Organic Law 3/2020**, **Royal Decree 157/2022** and **Order of 30 May 2023**. It should support learning rather than simply classify learners at the end of a unit. Teachers need to gather varied evidence through observation, oral interaction, short performances, learning journals, portfolios, self-assessment, peer assessment and written productions. A checklist used during a pair interview can assess whether a pupil asks relevant questions, listens to the partner and uses available strategies when encountering difficulty.

Assessment instruments must be aligned with the learning objective and accessible to all learners. An oral presentation rubric should not penalise a pupil excessively for handwriting or artistic ability. Likewise, a reading comprehension task should avoid becoming an unintended test of memory, visual processing or digital navigation. Clear success criteria, shared in child-friendly language, improve transparency. Before creating a tourist poster, pupils may agree that success involves including accurate information, using understandable English, organising ideas clearly and speaking respectfully when presenting.

Attention to diversity is an intrinsic feature of quality teaching. **Order of 30 May 2023**

establishes measures for responding to diversity and individual differences through preventive, general and specific actions. These measures must be integrated into ordinary classroom planning and should facilitate participation, progress and achievement for all pupils, including those with NEAE.

For a pupil with dyslexia or persistent literacy difficulties, an English reading task can include enlarged font, uncluttered layout, audio support, pre-teaching of key vocabulary and the possibility of demonstrating comprehension through matching or oral response. For a pupil with attention difficulties, the teacher may divide a task into visible steps, provide a timer, use movement breaks and assign an active cooperative role. For a newly arrived learner with limited knowledge of Spanish and English, visual support, peer tutoring, predictable routines and multilingual labels can reduce cognitive overload while preserving participation in the same class project.

Inclusive practice also entails offering enrichment to learners who progress rapidly. These pupils can be challenged through greater autonomy, extended texts, mentoring roles that do not replace their own learning, or creative tasks requiring more nuanced language. In a class campaign about recycling, one pupil may produce a basic slogan with visual support, while another may record a persuasive announcement using connectors and reasons. Both work towards the same communicative purpose, although the level of linguistic complexity differs.

Teachers should maintain close coordination with families, specialist staff and the school guidance service when necessary. This collaboration is especially relevant when planning specific support measures, monitoring progress or ensuring consistency between classroom strategies and individual educational plans. Inclusion does not mean lowering expectations; it means removing unnecessary barriers and providing equitable routes towards ambitious curricular goals.

7. Application to teaching practice

A brief learning situation for Year 5 could be entitled "Welcome to Our Town." Its challenge is to create an accessible English audio guide for a fictional group of children visiting the local area. The final product consists of a simple map, short written descriptions and recorded audio messages about three relevant places, such as the school, a park and a library. The situation addresses oral and written reception, production, interaction and mediation, while connecting with Citizenship Education, Social Science and Digital Competence.

The sequence begins with pupils listening to short tourist-style descriptions supported by photographs and maps. They identify places, follow simple directions and notice useful language, including "You can visit…", "It is next to…", and "Turn left at…". In cooperative groups, pupils receive different information cards and must share details in English to complete a common map. The teacher provides visual word banks, sentence starters, audio models and role cards, thereby applying scaffolding and universal design principles. Reading is incorporated through age-appropriate local information texts, in accordance with **Instructions of 21 June 2023**.

During the final phase, groups draft, rehearse and record their audio guide. Assessment is based on previously shared criteria related to clarity of information, understandable pronunciation, collaborative interaction and appropriate use of available linguistic resources. Pupils self-assess with a simple reflection tool, identifying one expression they used successfully and one strategy that helped them communicate. Learners with NEAE may use speech-to-text tools, pictorial planning templates, shortened scripts or additional rehearsal time, in line with the inclusive provisions of **Order of 30 May 2023**. This learning situation demonstrates how communicative methodology, curricular assessment and attention to diversity can be integrated within one coherent educational experience.

8. Conclusion

The acquisition of communicative competence constitutes the central purpose of English teaching in Primary Education. It requires pupils to use the foreign language to understand, express, interact, mediate and participate in increasingly diverse communicative contexts. This broad conception includes linguistic accuracy, discourse organisation, sociocultural appropriateness, strategic competence, plurilingual awareness and positive attitudes towards linguistic and cultural diversity.

The methodological foundations of English teaching must therefore be communicative, action-oriented, meaningful, inclusive and developmentally appropriate. Communicative Language Teaching, Task-Based Language Teaching, CLIL, project work, cooperative learning, story-based learning and lexical approaches offer complementary possibilities when selected through principled pedagogical judgement. Their effectiveness depends on the quality of scaffolding, the authenticity of communicative purposes, the opportunities for interaction and the systematic provision of formative feedback.

The current legal framework, particularly **Organic Law 3/2020**, **Royal Decree 157/2022**, **Decree 101/2023** and **Order of 30 May 2023**, requires teaching that is competence-based, inclusive and aligned with assessment criteria. Consequently, English teachers in Andalusia must design learning situations that enable all pupils to progress towards the key competences and the Exit Profile, removing barriers to participation while maintaining high expectations. The ultimate challenge is to create classrooms in which English is not merely studied as an academic subject, but experienced as a meaningful instrument for communication, learning and social engagement.

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