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## ENGLISH AS A SECOND LANGUAGE FOR SPANISH SPEAKERS

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In the light of the 21st century, we face the development of multicultural communities all over the planet. This brings us face to face with a new task – learning ways of bringing these cultures closer to each other without anyone getting hurt. This seems a rather challenging thing to do when one finds himself a part of a community which unites different nationalities, religions and political beliefs within one city.

As a teacher of English, I accepted the challenge, as a foreigner, I took it to another level. I teach a foreign language using another foreign language while thinking in my mother tongue. This task may seem unrealistic, yet here we are, constantly learning and improving ourselves. I would like to show you in detail what difficulties we teachers face when we work in a foreign environment

The first obstacle on your way will be the language barrier. Having come to another country you might face a culture shock in the first years of your stay. Having started working at school, foreign teachers in Spain face another challenge – you must help your students understand English through the prism of their own language, which means that your speaking skills should go way deeper than just a trivial conversation about the weather;

I firmly believe in two things we should keep in mind when we explain it to our Spanish students: I always make sure they understand in what context they may apply a certain grammar construction and whether it coincides with the Spanish grammar. Grammar in no way should be underestimated, for it represents the base of one's language skills. Positioning grammar as the key element of learning a language will be a prudent strategical step in a Spanish speaking community.

Language skills and learning English in particular, are one of the main objectives for Spanish education and can be considered the priority. Many public schools in Spain sign contracts with private language schools which provide them with the teachers of English for their classes in primary and secondary schools. My objective in a public school is not only to teach my students but also to develop a strong bond between us, to create a positive environment in a classroom which will stimulate their learning skills. The main difference between my teaching in public schools and in the private one where I currently work is the dynamics of the class rhythm and the material layout. I base my teaching techniques on my students' motives trying to adjust to their necessities and make the most of the classroom time.

Multicultural society brings up a generation of tolerant teachers, parents and students. We have learnt to respect each other and avoid topics that may become triggers of an intense argument on a base of migration, racism or religion. It is recommended to use politically neutral topics in a multicultural classroom.

Bridging generations in a language school is not a problematic issue. Due to the personal pronoun "you" in English, ESL teachers have no problems. However, with my elderly A1 students I must use Spanish for translations and explanations. It is acceptable to use personal pronoun "tu" even with people who are older than you if you know them well. "Usted" is more respectful and is used when we meet someone older for the first time. Spanish is rather flexible and loyal in this question and gives us many options without intimidating ourselves.