

# INTRODUCTION

The reforms which are being carried out by the educational authorities in Spain stress the importance of knowing the didactic basis of teaching foreign languages to become a teacher. Teachers must master not only the language (what), but also the way of making students learn it (how). It seems very “trendy” now publish to books on Didactics. Being aware that much is being said about teaching languages and teaching language teachers, in this book we do not intend to be the best or the newest, but contribute with our points of view based on our experience and our dedication to the teaching profession having trained several generations of English teachers in various universities in Spain and abroad. All the people participating in this book have a love for the English language and for the teaching profession in common. We are all philologists who have chosen researching on practical matters more than on theoretical linguistic matters or literature fields. We all feel that in our country in the field of languages there has been an excess of theoretical study (Linguistics and Literature) and lack of practice (Applied Linguistics, or Didactics), while in other countries both ends are balanced. We have been English teachers before becoming teacher trainers and therefore are aware of the needs and processes that language students, teachers of English and teacher trainers require.

The fifteen chapters cover the contents taught in the 1<sup>st</sup> and 2<sup>nd</sup> year of the subject “Didáctica de la Lengua Inglesa” I and II in most Education Faculties in Spain. It is also advisable for the training of secondary school teachers of English in our country. We have included some chapters dealing with current topics such *Teaching English to Very Young Learners*, or *Using Information and Communication Technologies to teach and learn English as a foreign language* as we feel society and some universities demand these topics which will be in the future part of most curricula.

The organization of the units is very simple and practical. Every chapter starts making the aims and contents clear as well as some key words. After a brief introduction, the students will go through the contents of the chapter and will find some exercises and activities which could be used by their teachers as questions

for the final tests. The questions have a key so that the student can check him/herself if the answers given were correct. The activities suggested can be carried out during the period of practice at schools. Each chapter finishes with a short but practical bibliography for further study. In some cases there is also a glossary with the most useful terminology of the chapter.

I have enjoyed writing this book and have learnt much from my colleagues and co-writers. I really appreciate their trust and their contribution on the preparation of this book and the support given to me during many years.

We hope you find the book useful and easy to read. Please feel free to contact us for any questions or comments, as the contributions of teachers and students are most valuable for getting some feedback on our work and help to improve it.

RAQUEL VARELA MÉNDEZ  
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**Note:** Each author is the only responsible for the contents of and graphic elements in his/ her chapter.