

NES and NNES Teachers: A Cross-cultural Comparison of Teaching Styles

Natalia Orlova, Katya Nemtchinova

Abstract

The paper investigates the differences and similarities in teaching styles from a cross-cultural perspective. Although the dichotomy between native and non-native English speaking teachers has been the focus of numerous publications in the field, various elements of their teaching styles, in terms of both similarities and differences, have received little attention. For this purpose authors surveyed teachers in the U.S. and the Czech Republic to analyze their general modes of classroom behavior, teaching methods, and self-image. Empirical evidence received through the survey does not fully support the idea that cultural factors influence certain aspects of classroom practices and teaching style.

Introduction and research problem

The topic of cultural influences on second and foreign language (L2/FL) teaching has long raised interest of researchers. The current debate on the interplay of culture and teaching puts forward the following distinctions as sources of possible cultural misunderstanding in the classroom: 1) Individualism and Collectivism. Individualistic cultures tend to appreciate the independence, equality, and autonomy of the individual, whereas collectivist cultures tend to value group effort and harmony within a group and a larger society. 2) Monochronic and Polychronic Time. "M-time" is concrete and can be "saved, spent, wasted, lost, made up... and run out" (Hall, 43). Personal relations can be forfeited to effective organization and scheduling. "P-time," however, emphasizes involvement of people and conclusion of dealings rather than fixed schedules. 3) Egalitarianism and Hierarchy. While individualistic cultures tend to believe in justice and equal opportunities for everyone, collectivist cultures may place greater value on hierarchy as a means of recognizing intrinsic disparities between various social places through titles and roles. 4) Active and Stative Orientation. While some cultures seem to appreciate action, efficiency, and the achievement of goals at the cost of social interactions, others value a

more holistic orientation pausing to reflect on complex matters and appreciate the moment.

In addition to the above-mentioned variables cultures differ in communication style (linear or circular, direct or indirect, attached or detached, procedural or personal, and more or less confrontational in either intellectual or relational terms) and access to power which stems from the historic position of particular cultures within sociopolitical systems.

A number of studies discussing culture-based differences in L2/FL teaching attempted to analyze the influence the different cultures have on teachers' beliefs about teaching and classroom performance (see *Cultural Differences*, 313; *Cultures and Organizations*, 5; Gudykunst, 169; Samovar, Porter, 44). The economic, political, and social conditions have a profound and yet subtle bearing on teachers' thinking, attitudes and values, which shape their identity and teaching style.

Perhaps no other construct displays cultural differences more than that of native and nonnative English speaking teachers of English as a second or foreign language (NEST and NNEST respectively). In the last decade this dichotomy has been the focus of numerous publications in the field of TESOL (The Non-native English Speaking Professionals' Movement and its Research Foundation; *Research Perspectives on Non-native English-speaking Educators*) Still, differences in the teaching behavior of NES and NNEST professionals, various elements of their teaching styles, in terms of both similarities and differences, have received little attention.

The most influential study of the NNEST-related issues was that of Peter Medgyes in 1994. Assuming that NEST and NNEST were 'two different species' (25) he suggested that the two groups differ in terms of (1) language proficiency, and (2) teaching behavior. In order to validate these assumptions Medgyes surveyed 325 teachers from 11 countries, both native and non-native speaking. Not surprisingly, it was found that the difference in language proficiency accounted for most of the differences in teaching behavior. Thus, according to their self-reports, NNESTs speak poorer English, use formal, "bookish" language and generally lack confidence in their linguistic ability. In the classroom, the NNESTs in Medgyes' study are more cautious about trying something new in class as compared to native speaking teachers. At the same time NNESTs are more empathetic towards their learners, attend to their real needs, have realistic expectations, and are more committed to the act of teaching than native speakers. As far as the groups' attitude to teaching language is concerned, NNESTs tend to focus on accuracy, form, grammar rules, the printed word, and formal registers of the language. They often teach items in a context-poor environment or in isolation, prefer controlled activities, and favor

whole-class work to pair and group activities. They prefer to use standard course books, which by their nature provide security instead of a variety of materials typical for native speaking teachers. For the same reason, NNESTs are inclined to adopt a more controlled and cautious pedagogic approach. They have less tolerance for errors, set more tests, and assign more homework. Medgyes concluded that most of the differences in teaching practice could be explained by the discrepancy in language proficiency, and that both groups can be equally good teachers (33).

Another groundbreaking study that addressed the differences between NES and NNEST was conducted by K. Samimy and J. Brutt-Griffler in 1999. Their survey of 17 NNEST students in graduate programs in the U.S. showed that NNEST subjects were very aware of the distinction between the two groups. They identified NES teachers as being informal, flexible, fluent, accurate, using different techniques and approaches, conversational and authentic English, providing positive feedback to students, and having communication as a goal of their teaching. At the same time NNEST teachers were perceived as relying on textbooks, using the difference between the first and second languages, using the first language as a medium of instruction, and having exam preparation as a goal of their teaching. The differences in the teaching practices of NES and NNEST teachers, as stated by the subjects of this study, could be attributed to cross-cultural differences and contrasting socio-cultural factors embedded in NES and NNEST societies.

In a recent study, Kamhi-Stein and Mahboob investigated the relationship among teachers' English language proficiency, teachers' beliefs about second language (L 2) teaching and learning, and language used in classrooms in Argentina, South Korea, and Pakistan. They found that a complex interplay of factors affect the teachers' use of English in the classroom. Specifically, the results of their investigation showed that in implementing instruction, the extent to which teachers used their home language or English was affected by their actual proficiency in English (as measured by a battery of tests) and their beliefs about L2 teaching and learning. The study also showed that the teachers' instructional practices were, to a large extent, contextualized in the beliefs and practices of the educational system in which they functioned.

Since the focus of this paper is a cross-cultural comparison of NES and NNEST teaching styles, it is necessary to consider the concept of a 'teaching style,' the definition of which is quite challenging, as there is no consensus on its constituents. The views on the concept of teaching style range from "a pattern composed of class-room behaviors" (Solomon, Miller as quoted in Heimlich, 41) to a supposition that "it is the comprehensive

style that represents the total of ...values, beliefs, attitudes (philosophy), and behaviors." (Heimlich, 43)

Summing up various approaches to identifying the elements of style, Anthony F. Grasha outlines the following:

- general modes of classroom behavior;
- characteristics associated with a popular instructor;
- the teaching methods employed;
- behaviors common to all college faculty;
- the roles teachers play;
- personality traits;
- archetypal forms (e.g. teacher/student-centered);
- metaphors for teaching. (2)

From teaching style discussion there emerges that teaching style is a pattern of behavior displayed by the teacher while creating conditions for learning. It is always based on a certain teaching philosophy. One's teaching style is a compound result of many constituents such as a person's experience, both as a learner and a teacher, formal education, family background, personality traits, age, etc. Undoubtedly, in this continuum, culture plays a substantial role, as its impact on any dimension of the teaching-learning process is vital. Therefore we focus on a cross-cultural investigation of teaching style in terms of general modes of classroom behavior, teaching methods, and self-image.

Method, Research background

The choice of the US and the Czech Republic as research contexts was largely determined by convenience, as these are the countries where the authors teach. However, the very idea of the study was inspired by the perceived similarities and differences between the American and the Czech cultures in general. Thus, taking in consideration such important dimension in cultures distinction is „individualism versus collectivism“ (Hofstede, Triandis as quoted in DeCapua, Wintergerst, 52) both could be described as individualist cultures striving for balance between praising competition and individual endeavor against promotion of teamwork and cooperation.

Also, both cultures share certain Western cultural values. For example, applying Hall's dichotomy of high context and low context cultural communication styles (Hall 1976, 79), both cultures can be

described as low-context communication cultures, where explicit verbal communication is stressed and “most of the information must be in the transmitted message.” (88) While high-context communication style occurs in communities, that rely on implicit and shared meanings in communication, when much of the actual message remains unarticulated and implied. Another important shared cultural characteristic concerns time organization. Following Hall’s classification (Hall 1983, 46), both cultures undoubtedly belong to monochronic time cultures that value carefully planned time, focus on one task at a time, and permit little tolerance of ambiguity. On the other hand, the range of historical, political, economic, and social differences between the two countries make them appear to be relatively distant cultures.

Had the research been done in cultures which are either too distant or too similar the results would have been predictable. Nevertheless, our study was driven by an initial assumption that exploring the teaching style phenomenon in *relatively* distant or relatively similar cultures would still support the idea of differences in NES and NNES teaching style.

In order to verify the hypothesis we addressed the following questions:

1. Will the teaching style of NES and NNES be mainly characterized by differences?
2. If there are areas of similarity in teaching style, what particular elements will they concern?
3. What areas in particular will be considerably different cross-culturally?

Instrument

To achieve a better understanding of teaching style from a cross-cultural perspective, we chose a questionnaire format to survey 155 NNEST and 166 NEST in the USA and the Czech Republic respectively to analyze their teaching styles through general modes of classroom behavior, teaching methods, and self-image. Following the terminology adopted by J. D. Brown (34-44), the questions included in the survey functioned as a brief biodata survey, self-rating and rank-ordering items. Out of the eight questions (see the appendix), six belong to the closed-response category and included ranking and checklist questions.

Since a *teaching philosophy* that includes values, beliefs and attitudes, and *patterns of behavior* in the class are the main constituents of the teaching style concept, the questionnaire was designed to learn about the two

constituents. Thus questions 2, 3, and 7 were focused on learning about the participants' teaching philosophy in general, while questions numbered 4, 5, 6, and 8 were aimed at getting information about such elements of classroom management as modes of interaction, planning, and work with teaching materials (see the appendix).

Subjects

The study participants consisted of 155 native and 166 non-native English-speaking teachers. The NEST part of the survey population are ESL teachers in community colleges and refugee programs in the US in the states of Washington, Oregon, and California. They used the online survey tool, SurveyMonkey, and submitted 155 responses out of 170 surveys that were sent out. In terms of demographics, 95.7 % of the American respondents are female, and 4.3% (6 out of 155 respondents) are male. Very few of the American participants have less than a year of teaching experience (4.3%). 26.1% have taught less than 3 years or less than 5 years; 13% have taught more than 5 years, and 26% more than 10 years. 4.3% have extensive teaching experience, between 23 and 27 years.

The NNEST sample were high school teachers in the Czech republic. Foreign language is a compulsory subject in the Czech national curriculum. As English statistically belongs to the most popular foreign language studied in Czech schools, EFL teachers constitute a substantial group among foreign language teachers. All questionnaires were sent electronically and the return rate was 166:200. (Administration of the survey would have been more problematic without the help of the Cambridge University Press office that kindly shared its teachers' database for the purpose of the survey).

The respondents that answered the questionnaire teach EFL in different regions of the country. Though the years of teaching experience range from 1 year to 30 years, the core of the participants (approximately 74%) has at least five years of teaching experience and more. The grades teachers instruct encompass the first to the sixth. In terms of such a social variable as gender, twenty-two respondents (approximately 13%) were males while the rest of the teachers (87% respectively) were females.

Results

Comparative analyses of the data enabled us to single out certain areas of similarity and difference. Both NES and NNES teachers were almost unanimous in their views of *Teacher's Qualities* (question 3), *Modes of interaction* (question 4), *Adjectives that best describe the Teacher* (question 7) and *Classroom techniques* (question 8).

The three *most important attributes of a good teacher* for native speaking teachers are fairness and objectivity (50%), having interesting and entertaining classes (55%), and creating conditions for enjoyable learning (81%). The ability to never lose control of oneself (85.7%), maintain good class discipline (62.5%) and sensitivity to the students' problems (46.7) were the three features that were deemed second in importance. Interestingly, good subject knowledge was believed to be important by 41.7 %, it didn't even make the top three in this category. As to the least important quality for a teacher, being a figure of authority for students was rated as the least important attribute by 57.1%.

In the Czech sample the three highly valued teacher's qualities were fairness and objectivity (63.8%), creating conditions for enjoyable learning (55.4%) as well as conducting interesting classes (46.3%), which is almost identical to the American sample. The least popular attributes were considered to be a figure of authority for students (27.1%), never losing control (12%), and having good class discipline as the last in the preference order with 10.2%, also similar to native speaking teachers.

Modes of classroom interaction also seem to be similar between native and non-native speaking teachers. Participants were asked to select two modes of teacher-student interaction that are most often used in their classes. An absolute champion here was "teacher-whole class" which is used by 82.6 % of NEST respondents. A distant second is pair work (43.5 %) followed by group work (39.1%). Teacher-student interaction and individual student work seems to be less popular with 13% and 17.4 % respectively.

Interestingly, the 'teacher- whole-class' work was also ranked as the most frequent mode of interaction in the NNEST sample. It was mentioned by 63.8% of respondents. Surprisingly, group work (47.5%) was next in popularity with Czech teachers followed by pair work (40.3%). The least popular modes of interaction were teacher-student and individual student work which received 13.2% and 6.6% respectively.

Another common trait for native and non-native speaking teachers was in the most common *classroom techniques* that they use. It turns out that 95.7 % of NEST participants use question-answer exchange initiated by the

teacher. The next common ones are reading a text for further discussion (82.6%), a question-answer exchange initiated by students, story construction with or without pictures (both 60.9%), and listening to a text for further discussion (52.2). Oral drills were named by 43.5%, role-plays and acting out a dialogue by 47.8%, and problem-solving by 43.5%. Less popular activities of the NEST teachers include singing a song/reading aloud, simulation (imagine that you are...) and cue-cards for conversations (all approximately 17%). The least popular activity that only 4.3 % of the respondents use is "showing a video".

In the NNEST sample 'Question –answer work (initiated by the teacher)' and 'Reading a text for further discussion' were at the top of the preference list with 72.2% and 72.8% respectively. Listening to a text for further discussion was also indicated as frequently used by 68% of all the respondents. 63.2% of teachers encourage their students to act out a dialogue, and 60% consider games as useful techniques. Such activities as role-plays and question-answer work (initiated by students) got 51.2% and 49.3% respectively. The least popular classroom activity for Czech teachers turned out to be "showing a video", which was mentioned by only 14.4% of the respondents.

Some very interesting similarities occurred in the category of *adjectives that best describe them as teachers*. To analyze this particular set of data we categorized all the mentioned adjectives into groups of synonyms. Analyses of the lexical items made it possible to single out eight semantic groups of adjectives and label them as follows: 1) Patient, 2) Fair, 3) Strict, 4)Hardworking, 5) Friendly, 6)Enthusiastic, 7) Helpful, and 8) Creative. The adjectives that constitute these groups can be considered as full synonyms such as "fair" and "objective" (group *Fair*) or partial synonyms, for example as "hardworking" and "professional" (Group *Hardworking*), or "friendly" and "understanding" (group *Friendly*). Thus, in the Czech sample the groups of adjectives that were labeled as *Friendly* (54.2%); *Patient* (29.5%); *Enthusiastic* (27.7%); *Hardworking* (26.5%), *Fair* (26%); *Creative* (20%), *Strict* (18%), and *Helpful* (9%) were used with the most frequency.

It was interesting to find out what adjectives native speakers used to describe themselves as teachers. The most popular one is *Patient* (56.7%), closely followed by *Friendly* (48%). Other prevalent qualities were *Fair* (37%), *Enthusiastic* (33%), and *Creative* (29%).

One surprising result from the comparative study was that NES and NNEST view themselves differently in terms of a "guiding metaphor". Identification of metaphors that teachers use to describe their behavior in the classroom can lead to a better understanding of the conceptualization of

principles in teaching. Such a device as a “guiding metaphor” (Grasha, 36) can be a useful indicator of the concepts that shape our thoughts and actions as teachers.

The question *Which metaphor would best describe your role as a Teacher?* was in a combined response format. It included five options of metaphors (an actor, a chess player, a football coach, a stage director, a tamer) and it also gave the respondents a possibility for an open response by filling in the option *other*.

We analyzed the responses by a three-step method: first, we differentiated between “self-doing” versus “encouraging others to do” roles; second, we grouped the closed-response options into two major categories: a creative group (an actor, a chess player) and a directive group (a football coach, a stage director, a tamer); third, we determined the most frequent lexical items that were mentioned in the option “other” which constituted 1.2% of the total responses. In the Czech sample we came up with the following lexical row for the “other” option given in decreasing order: “a partner”, “a friend”, “a farmer”, “a paper-stuff provider”, “a psychologist”, “a facilitator”. Two respondents mentioned that sometimes they play all the roles mentioned in the questionnaire. Among American suggestions for the “other” option, there were “a tour guide”, “a dance partner if you consider teaching as a dance between the students and the instructor”, and “a trail guide who points students in certain directions and tells them what to watch out for”.

Applying the “creative” and “directive” dichotomy we found that the majority of NES (45.8%) identify themselves with actors or chess players as compared to 21.7% in the NNEST sample. Another noticeable difference was the fact that none (0%) of NES teachers associated him/herself with a tamer role, while 3.5% of NNEST chose that option. Probably their answers may serve as evidence of some discipline problems these teachers face in the classroom. The preference for creative or directive metaphors when describing teacher roles can also indicate some cross-cultural differences, as in the Czech culture the teacher is traditionally considered a figure of great authority. Only 1.2% of NNEST teachers were willing to provide their own metaphors while with NES teachers this percentage was quite high (17.4%).

The analysis of *Modes of using the book* showed both differences and similarities in classroom management techniques. Both NES and NNEST teachers are fairly creative while using a textbook, as “supplementing the unit with texts and activities” and “omitting and replacing some activities within a unit” were ranked as the most frequent modes of interaction in American and Czech samples. At the same time, while 7.2% of NNEST

teachers confessed that they prefer to use textbooks as is, not a single NES respondent claimed that he/she uses the book without any omissions. The following quote from a teacher seems to represent a common opinion in the American sample: "I am never very happy with any textbook. I often use a mixture of textbook activities and many supplements in class, and prefer to use some books for homework and extra practice." 1.2% of NNESTs (as compared to 0% in the American sample) do not use any book at all. While the devotion to a textbook by some NNESTs can be the result of a low level of communicative competence, reasons for not using any textbook are less obvious and can be predetermined by the target audience, i.e. young or very young learners.

As to *Concerns about students' knowledge*, the participants of the survey were asked to select five criteria from a list and rank them from 1 (lowest) to 5 (highest). Before the survey this area was hypothesized as the one that would show considerable differences. The results challenged this assumption, as there occurred both differences and similarities in teachers' concerns. The major disparity between NEST and NNEST concerns related to students' knowledge about the target language culture. Only 9.6% of Czech teachers worry about the lack of target culture knowledge as compared to 25% in the American sample. Both NESTs and NNESTs agreed that their students have difficulties "while conveying their thoughts" (33.3% and 42.7% respectively). The fact that NESTs are less concerned with "students not speaking much in class" as compared to their NNEST colleagues (23.5% and 40.7% respectively) can be explained by the realities of the ESL context in which students have plenty of opportunities to use the target language outside the classroom for everyday life and where learners' exposure to the language environment is not limited to only the institutional setting. Some respondents also wrote that their students use Czech structures and tend to speak their native language in class; they need to learn how to work regularly at home. At the same time, the mispronunciation of words belongs to the area of the least concern in both samples.

Discussion and conclusion

The received data and its analyses made it evident that the elements of the initial hypothesis that 'teaching style' is to a great extent conditioned by culture, and that NES and NNEST teachers, though belonging to relatively distant cultures, will have differences in 'teaching styles' were not fully proved. Hence the supposition that there would only be differences in the

area of teaching style was fully refuted. As was discussed, the only area that bore considerable difference in both samples concerned teachers' metaphorical self-image of their roles.

No marked differences in NEST and NNEST teaching style was found in the categories of teachers' qualities, modes of classroom interaction, classroom techniques, and adjectives. Thus, both American and Czech teachers deem fairness and objectivity, conducting interesting and entertaining classes, and creating conditions for enjoyable learning the most important qualities of a good teacher. They favor similar modes of classroom interaction, with the teacher-whole class exchange being the most popular format for class work, while pair/group work, though rated as fairly common, is far less popular with NESTs as well as NNESTs. Still another similarity surfaced in the most common classroom techniques, i.e. the question-answer exchange initiated by the teacher and reading a text for further discussion for both NESTs and NNESTs. Interestingly, both groups share a dislike towards showing a video in class. Could it be that both native and non-native speaking teachers do not have adequate access to or training in the use of video technology? Finally, the choice of adjectives that best describe them as teachers was similar for both groups, as NESTs and NNESTs selected *friendly* and *patient* as the most fitting descriptions of their teaching style.

One possible explanation of the similarities in NESTs' and NNESTs' teaching style may lie in the fact that our world is getting more internalized and *global*. It has been noted that globalization changes the conditions under which language learning and teaching takes place, and the expansion Western, particularly U.S. dominance in this field can be expected to have a significant influence over peripheral contexts (Block, Cameron, 5). Thus, the process of globalization makes the content of teacher training to a great extent similar and technology provides educators with an easy access to the common information databases worldwide. Consequently, teacher-training programs in the Czech Republic give extended exposure to Western (American and British) resources, research, and materials. At the same time, such components of teaching style as metaphors for teaching are more culture-dependent and less changeable.

Another possible explanation lies in the fact that the American and the Czech culture are not as distant as it might seem. The surface differences in political systems should not obscure certain shared cultural orientation such as individualism, monochronic time and low-context communication which rely more on the explicit verbal content of messages. As cultural beings, our teaching is always based on cultural values, regardless of our awareness of their influence (Heimlich, Norland as

quoted in MacKeracher, 193). While all teachers have their own teaching styles influenced by their education, experience, and cultural background no research has ever concluded that a particular teaching style is better than the other.

As the results of the survey did not reveal marked differences between NES and NNES teachers, the authors believe that in the modern community of English speaking professionals it is not equitable to overstate the influence of cultural factors. Both are efficient teachers with their own distinctive strengths and teaching styles. No doubt, it would be interesting to expand the research and survey NNES teachers from other countries to have broader empirical evidence.

Bibliography

- Block, D., Cameron, D. *Globalization and Language Teaching*. Routledge, 2002.
- Braine, G. "The nonnative English speaking professionals' movement and its research foundation." *Learning and teaching from experience*. Ed. L. Kamhi-Stein. Ann Arbor, MI: University of Michigan, 2004. 9-25.
- Brown, James Dean. *Using Surveys in Language Programs*. Cambridge: CUP, 2001.
- DeCapua, Andrea, Wintergerst, Ann. *Crossing Cultures in the Language Classroom*. The University of Michigan Press, 2004.
- Grasha, Anthony F. *Teaching With Style. A practical guide to enhancing learning by understanding teaching and learning styles*. Alliance Publishers, 1996.
- Gudykunst, W. B. *Bridging differences: Effective inter-group communication*. Thousand Oaks, CA: Sage Publications, 1994.
- Hall, Edward. *Beyond Culture*. New York: Anchor Books, 1976.
- . *The Dance of Life: the Other Dimension of Time*. New York: Doubleday 1983.
- Heimlich, J. E., and Norland, E. *Developing teaching style in adult education*. San Francisco: Jossey-Bass, 1994.
- Hofstede, G. "Cultural differences in teaching and learning." *International Journal of Intercultural Relations*, 10 (1986): 301- 320.
- . *Cultures and organizations: Intercultural cooperation and its importance for survival - Software of the mind*. Columbus: McGraw-Hill, 1991.
- Kamhi-Stein, L.D. "Research perspectives on non-native English-speaking educators." *Applied linguistics in focus: Language education, academic discourse analysis, and language policy: Studies in honor of Robert B. Kaplan on the occasion of his 75th birthday*. P. Bruthiaux, D. Atkinson, W. Eggington, W. Grabe, and V. Ramanathan (eds.). Clevedon, England: Multilingual Matters, 2005, 72-87.

Kamhi-Stein, L., Mahboob, A. "Language Proficiency and NNES Professionals: Findings from TIRF-Funded Research Initiatives." Paper presented at *the 39th Annual TESOL Convention*, San Antonio, 2005.

MacKeracher, D. *Making Sense of Adult Learning*. Toronto: University of Toronto Press, 2004.

Medgyes, Peter. *The non-native teacher*. London: Macmillan, 1994.

Samimy, K., Brutt-Griffler, J. "To be a native or nonnative speaker: Perceptions of nonnative speaking students in a graduate TESOL program." *Non-native educators in English language teaching*. G. Braine (ed.). Mahwah: Erlbaum, 1999. 127-144.

Samovar, L. A., Porter, R. E. *Communication between cultures*. Belmont: Wadsworth, 1995.

Appendix

The questionnaire: Your gender: Male Female

1. How long have you been teaching English?

- a) less than 3 years
- b) less than 5 years
- d) more than 5 years
- e) more than 10 years
- f) more than 20 years
- other

2. Which metaphor would best describe your role as a Teacher? (Circle no more than one option.)

- a) an actor
- b) a chess player
- c) a football coach
- d) a stage director
- e) a tamer
- f) other:

3. Below are some positive qualities that are attributed to a good teacher. Select three of the most appropriate and rank them. (3- highest, 1- lowest) A good teacher:

- never loses his/her control
- is always fair and objective
- knows the subject very well
- has a good class discipline
- is sensitive to the children's problems
- is a figure of authority for the children
- has interesting and entertaining classes
- creates conditions for enjoyable learning
- other:

4. Out of the modes of interaction given below circle the two ones which you use very often in your class.

- a) Teacher-whole class
- b) Teacher – Pupil
- c) solo work
- d) pair work
- e) group work

5. In your teaching how do you prefer to use the textbook?

a) carefully, not omitting certain parts b) Omit and replace some units in the textbook. c) omit and replace some activities within a unit d) don't use any textbook e) supplementing the unit with texts and activities. f) other

6. As a teacher, what is your main concern about your pupils' knowledge? Select five of the most appropriate and rank them. (5– highest, 1- lowest)

- my students have to improve their grammar
- my students don't learn the new words at home
- my students mispronounce many words
- my students don't speak much in class
- my students still need to learn more how to negotiate the meaning
- my students need to learn more about the culture of the target language
- my students have difficulties while conveying their thoughts
- my students need to improve their accuracy
- my students need to improve their fluency
- other:

7. Can you identify three adjectives that best describe you as a teacher?

8. What techniques out of the ones given below do you use *mostly* in your classroom? Circle only eight (or less) that are appropriate.

- Question –answer work (initiated by the teacher)
- Question –answer work (initiated by the students)
- Problem solving
- Learning and singing a song
- Reading aloud
- Reading a text for further discussion
- Oral drills
- Listening to a text for further discussion
- Acting out a dialogue
- Games
- Showing a video
- Simulation (Imagine you are...)
- Role-plays
- Copying from the blackboard
- Information gap activities
- Reaching a consensus (select 10 objects for a journey, for example)
- Story construction (different pictures, to compose a story)
- Using cue cards for a conversation (cue cards consist of things that a person will say in a dialogue, so s/he has only his lines written on the card.)
- other:.....

Natalia Orlova has been a pre-service teacher's trainer for more than 20 years. Currently, she is Associate Professor at the English Department of the Faculty of Education at the University of J. E. Purkyně in Ústí nad Labem, Czech Republic. Previously, she worked at Herzen State Pedagogical University in St. Petersburg, Russian Federation. She was a presenter at several TESOL (Teachers of English to Speakers of Other Languages) Conventions and a Fulbright scholar for the academic year of 1997-98 at the University of North Dakota in Grand Forks, USA. Her interests include development of prospective EFL teachers as well as issues related to teaching culture in the EFL/ESL classroom.

Katya Nemtchinova is an Associate Professor of TESOL and Russian in the Department of Foreign Languages and Literatures at Seattle Pacific University, WA, USA, where she teaches methodology and linguistics courses in the MA TESOL program. She received her Ph.D. in applied linguistics from the State University of New York in 1997. She chairs the NNEST (non-native English speaking teachers) Caucus in TESOL. Her research interests include technology in language learning, teacher education, and the issues of nonnative English speaking professionals in TESOL.