

Teaching the Native English Speaker How to Teach English

“I don’t know what we will do with this teacher. Our dean hired him, but he doesn’t have any experience teaching, only a college degree in psychology and native-speaker fluency in English. I want to work with him to expose our English students to his fluency, but he doesn’t know how to teach. What can I do?”

Does this sound familiar? Have you as a teacher been paired with native speakers (NSs) who have never taught before? Have you been frustrated working with them: wanting to take advantage of their knowledge of English, but discouraged because you have to continue to create your own lesson plans and additionally have to teach the NSs how to conduct basic activities in your classroom? Or are you nervous in your classroom now because the NSs know English fluently and you think you don’t, and you find that your nervousness is hindering your teaching?

What do you do? The answer is this: work together with the NSs. You now have the opportunity to share your experience and knowledge, both of teaching and of how English works in your country, with NSs in order to develop their teaching abilities for the benefit of your students. The benefits

for you are the increased use of English as you interact with these NSs and an increased knowledge of their culture.

Granted, many NSs do have a great amount of English teaching experience, but this article focuses on the ones who don’t. One resource for these NSs who now want to teach English is Snow’s (2006) *More Than a Native Speaker: An Introduction for Volunteers Teaching English Abroad*. But what happens when the NSs must begin teaching right away? They may not be able to access this book in time. This article will discuss two important aspects that an NS should know before teaching English in your school: cultural development and educational development. In this article, the term “cultural development” means the culture of English in your country; meanwhile, I define “educational development” as the most important assistance that you

can give these NSs to help them quickly become effective teachers in the classroom.

Preparing the NS who teaches

Native-speaker vs. non-native-speaker teachers

First, let's review the advantages of both non-native-speaker (NNS) and NS teachers. According to Medgyes (2001), because the NNS teachers have learned English, they can understand what their English students are experiencing, can be good role models for the students, and can give them effective learning strategies. Furthermore, because in most cases the NNSs also know the students' first language, the NNSs know which areas of English will be likely to cause difficulties for the students. The NNSs can then prevent or lessen those difficulties and use the students' first language to their advantage in the classroom (Medgyes 2001). Meanwhile, one advantage of NS teachers is that they know English fluently, so they know the cultural and linguistic norms of English (He and Miller 2011). NS teachers might also bring new perspectives that can be exploited in the classroom.

Co-teaching

In the classroom, a combination of both NNS and NS teachers may offer the best benefits to students. According to He and Miller (2011, 438), "The two types of teachers complement each other, and one cannot replace the other." The idea that both can be used in the classroom together to increase the advantages to students may be why some organizations that send NSs to teach English in other countries insist that the NSs be paired with NNSs as co-teachers. That way the teachers learn from each other: cultural aspects of the teachers' home countries, cultural aspects of the educational systems of both countries, and linguistic features of English in the NS's home country.

However, co-teaching brings extra responsibilities for the NNSs. The expectations that you have as well as the expectations of the NSs should be addressed at the beginning of the relationship. Because these NSs have not taught before, they may be unfamiliar with basic teaching issues like classroom management, grading, and lesson preparation. Who is responsible for what? Will these NSs be

responsible for grading certain students and creating certain courses? Will these NSs be required to assign final grades? Will you share responsibility? Together, address these expectations and issues as soon as you can.

At the beginning of the co-teaching relationship, it is also important to establish a connection that is supportive and encouraging for the NSs. Comments such as "We are glad you are here. We want to support you in any way that we can. What do you want to accomplish in the classroom?" or "We want your time here to be productive, for you, for us, and for our students. What are your goals in the classroom, and how can we help you reach them?" allow dialogue between the co-teachers to begin.

As a co-teacher, you want to give your students access to NSs whose accent, fluency, grammar, and vocabulary are different from yours (this is not a judgment of your English or these NSs' Englishes), yet you want your students to be taught by a capable, experienced teacher. No process can turn the NS into a brilliant teacher immediately. However, teaching the NS about the culture of English in your country will increase the advantages and decrease the disadvantages that the NS brings to your classroom.

The culture of English

Chances are, NSs who will travel to another country to teach English have researched that country. This research might include studying a little of the spoken language, the history, and the current political, economic, and cultural situations in that country. They have probably studied the other country's language in order to speak a little of it. In order to learn it, they probably also found some of the linguistic differences between that language and English: Is the sentence structure the same? Do adjectives come before the noun or after? Where do prepositional phrases go? Are there sounds in the language that English doesn't have? Are there letters or sound combinations in English that the language doesn't have? Studying the history and the political, economic, and cultural situations simply helps these NSs attempt to understand the students they will be teaching a little better.

The research that is missing in most cases, though, is the culture of English in that

country. How is English used in the country? When is English not used? Which English (American English, British English, Australian English, Indian English, etc.) is used a majority of the time? Providing NSs with answers to these questions is the responsibility of the English department and the co-teachers. Culturally developing all NSs in this way will help them create the important learning objectives for each lesson. The culture of English includes examining where your country fits in the three concentric circles (Kachru 1992a) and the functions of English in your country.

Kachru's three concentric circles

The three concentric circles (Kachru 1992a) show the relationship among countries whose citizens use English to some degree. The model begins with a small circle, called the inner circle. The inner circle is the smallest in terms of population and is composed of countries in which people speak English as their first language. These countries include the United States, the United Kingdom, Canada, Australia, and New Zealand, among others. A larger circle behind the first one, called the outer circle, is composed of countries in which people speak an institutionalized variety of English. In this circle, English spread through native-speaker administrators or colonizers: English primarily served a regulative function and then spread to serve other sociolinguistic functions as well. Countries such as India, Pakistan, and the Philippines are part of the outer circle, as English is used in education, government, or popular culture (Kachru and Nelson 1996).

The English languages produced by the inner circle and outer circle are called *Englishes* to show the similarity of the languages to one common root, but also to emphasize the differences. English from these two circles then spread to what is called the expanding circle. The expanding circle is the largest of the three and is placed behind the other two circles. The expanding circle has the greatest number of English speakers, and its characteristics are evident in every other country in which people speak English as a foreign language.

A majority of NSs who teach English are probably in expanding circle countries. It is important for NS teachers to understand which circle the country belongs in because the circle helps define the country's use of

English. Each circle uses English for different functions. Understanding these functions will allow NS teachers to set appropriate objectives for each class.

Let me give you an example of a teacher who lacks the proper understanding of the functions of English: It would be odd for a teacher in an expanding circle country to teach English by having students read the U.S. Declaration of Independence or the U.S. Constitution. What if those students studied the speeches and writings of George Washington or Thomas Jefferson? The function that English fulfills in these documents and speeches plays a specific role in U.S. society, one that not many English learners outside the United States need to study.

Language functions

Kachru (1992b), incorporating Halliday's (1977) language development research, creates the distinctions among his concentric circles by focusing on four functions: the instrumental, regulative, interpersonal, and imaginative/innovative. In Kachru's inner circle, where English is the primary language, English is used to fulfill all four functions. In the outer and expanding circles, however, speakers use English to fulfill only some of the functions. NSs need to know which functions English serves in the country in which they are teaching. Once the NSs know which functions English serves, they will have a good idea about how their students are likely to use English and can focus their lessons accordingly.

According to Kachru (1992b), the *instrumental function* of language relates to its use in educational settings as the medium of learning. The *regulative function* is language used to regulate others' behaviors, specifically for government, the legal system, or administration. The *interpersonal function* of language has two sides, first as a language of communication between users of two different languages or dialects, and second as a "code which symbolizes modernization and elitism" (Kachru 1992c, 58). Finally, the *imaginative/innovative function* relates to the use of a language to create a canon of literature.

Kachru (1992b) applies these functions to differentiate among the Englishes in each circle. The major difference among the circles is that in the outer and expanding circles, not

all the functions are realized by all the speakers. For the English teacher, this means that students may have been exposed to English songs, news, and general conversation with foreigners but possibly not to legal vocabulary or literature. However, in the inner circle, varieties of English can be or have been used in all the functions listed above. A further distinction between the inner and outer circles is that the inner circle relies primarily on one language to carry out all functions while the outer circle may have a choice of languages for the functions.

How do you know which circle your country is in? Use Table 1 to find out.

The next information the NNS needs to impart to NSs who will teach is a description of the functions English fulfills in the country—that is, how the students will be likely to use English. Table 2 lists definitions of the functions; providing this culture of English to NSs will make them better able to prepare appropriate learning objectives and conduct appropriate activities in the classroom based on the functions of English.

Application

Let's take a look at the English in a specific country, one that I made up, called "ABC." The country of ABC belongs to Kachru's

Which circle is your country in?	Description
Inner circle	<ol style="list-style-type: none"> 1. English is used as the primary language. 2. English did not spread to the country from another country. 3. English is used by speakers to fulfill all four language functions.
Outer circle	<ol style="list-style-type: none"> 1. English is not the mother tongue of a majority of citizens, and there could be several choices of language to use. 2. English spread to the country from an inner circle country. 3. English is used by speakers to fulfill language functions, but not all the language functions are fulfilled by all the speakers.
Expanding circle	<ol style="list-style-type: none"> 1. English is used as a foreign language. 2. English spread to the country by either inner circle speakers or outer circle speakers. 3. English used by speakers in this circle does not fulfill all four of the language functions.

Table 1. Concentric circles

Function	Definition
Instrumental function	Used as the primary language in education
Regulative function	Used to regulate conduct, such as to conduct official government business or legal business
Interpersonal function	Used between speakers to communicate
Imaginative/innovative function	Used to create literature, songs, or advertisements for general consumption

Table 2. Functional allocation of English

(1992a) expanding circle based on how English arrived in the country and the functions of English there. Let's say that ABC merchants used English for trade as early as the seventeenth century. To expand their market, these traders expanded their use of English. Around the late nineteenth century, universities began to include English as a course of study. Scholars wanted English in order to access medical and scientific research. After a time, as more tourists and business people traveled to ABC, English was introduced at the school level in order to produce well-rounded students who could interact with these other nationalities. In the late twentieth century, tourist travel to ABC increased, as did the number of organizations and companies that used English as the medium of communication. This brought more English speakers to the sidewalks, restaurants, and shops of ABC, interacting every day with ABC citizens.

Currently, English use in ABC fulfills three of Kachru's (1992b) functions: the instrumental, the interpersonal, and the imaginative/innovative. Regarding the instrumental function, English is still taught in universities and high schools in ABC and recently has been added to the curriculum of elementary schools because the Ministry of Education believes English is of such value that ABC's citizens should begin learning it at a younger age. However, English is not used to teach all the subjects in schools, so it is only beginning to fulfill an instrumental function. English fulfills the interpersonal function in that some workers use English in their workplaces. Because many of ABC's companies have overseas branches, English is the language used to communicate through email, phone calls, and conference/meeting agendas and minutes. Furthermore, English can be heard on the streets as citizens speak with other nationalities, who also speak English with still other nationalities. Finally, English fulfills the imaginative/innovative function, as approximately 50 percent of the songs played on certain radio stations are in English. That 50 percent includes not only music imported from inner circle and outer circle countries, but also songs sung in English by ABC's popular singers. Finally, many companies use English words and phrases in their advertising and on packaging to make their products more appealing to the consumer.

What does this analysis demonstrate?

Based on aspects of cultural development, what should NSs teaching English in your country concentrate on in the classroom: reading, speaking, listening, writing? English for specific purposes, English for academic purposes, English for general purposes, English for business, idioms, colloquial use? Teach the NSs the functions of English to arrive at the culture of English in your country. The purpose of the English curriculum, the focus of the lessons, and the future of English in your country will then become clear to these NSs.

Based on the information about ABC above, what does the NS need to know to create appropriate learning objectives and become an effective teacher? First of all, what circle is ABC in? Because English is taught in the classroom as a foreign language—meaning English might not serve any function in the community other than as an additional subject in school—ABC is in the expanding circle. Secondly, what functions does English fulfill in ABC? Which is the most used function, and which function is the newest? Based on Table 2 and the above information about ABC, English fulfills three functions in ABC: the instrumental, interpersonal, and imaginative/innovative functions.

It's essential to understand how this analysis helps the NS teach English. For example, if the NSs are teaching in a research institute in ABC, they will want to focus on academic English, both for writing and reading, because ABC scholars rely on English to access up-to-date information and presumably publish their own research. If the NSs are teaching in a vocational school, they will want to focus their lessons on how their students interact with English, which could be reading instruction manuals, repair kit instructions, or safety regulations related to their vocation and might also include English music, movies, and general conversation with foreigners. For students in high school, interaction with English includes popular culture and general conversation, but the teacher should also focus on their future uses of English. These students may go to college, so academic English will become important to them; they may study at a vocational school, so English related to their vocation will become important to them. Thus, the objectives of lessons should

focus on the students' present uses and possible future uses of English—something that we all need to be reminded of throughout our teaching careers.

Learning objectives

Let's spend a few minutes reflecting on what appropriate learning objectives are. All teachers should write down exactly what they want students to learn throughout a lesson. The learning objectives are concrete sentences explaining what we want our students to know or be able to do after the lesson. To create a basic learning objective, you can fill in the blank: "After this lesson, my students should be able to (*active verb*) _____." Some active verbs you can use include *list*, *describe*, *organize*, and *recognize*. These learning objectives should directly relate to the functions of English in your country. Take a moment to think about which of the following learning objectives would be appropriate for a teacher in an ABC high school:

1. After the lesson, my students will be able to recognize symbolism in a short story.
2. After the lesson, my students will be able to start a conversation with foreigners.
3. After the lesson, my students will be able to summarize their classmates' opinions about foreign music.
4. After the lesson, my students will be able to develop a draft of their personal narrative essays.
5. After the lesson, my students will be able to create and write a new amendment to the U.S. Constitution.

The first learning objective is problematic because in the general public high school course, there is little need for literature in English. The second learning objective, though, is excellent; the high school students will encounter this function of English and may have personal experience using English this way. The third learning objective is reasonable because students probably listen to songs in English, both by ABC artists and by foreign artists. The fourth learning objective is also appropriate because the teacher is guiding students to use English to describe and analyze their own experiences. However, the fifth learning objective is inappropriate for English use in ABC because English does not play a regulative function in ABC, and students in high school and univer-

sity do not need to use English in this way.

Let me explain further why the first and fifth objectives are unnecessary in the ABC high school English class. Though English does fulfill an imaginative/innovative function in ABC, that function is fulfilled in song lyrics, newspaper articles, and advertisements, not in fictional literature. If literature is taught in the high school English classroom, the class should be specialized English, such as an English literature course, specifically for those high school students who will go to college and perhaps major in English studies. Few high schools in ABC would have such specialized classes. Additionally, the fifth objective is inappropriate since English does not fulfill a regulative function in ABC. The only ABC students for whom this learning objective would be appropriate are those students in a university who would like to continue their studies in the United States, particularly students who hope to become lawyers, since this learning objective is designed to teach students about specific U.S. laws. Actually, the two inappropriate learning objectives listed above could be appropriate for specific audiences, but those audiences don't include a whole class in an ABC high school.

In conclusion, teaching the NSs how to create learning objectives that are in line with your country's culture of English—in other words, that follow the functions of English in your country—is important for the appropriate use of English by the students. (Please note that when speaking about the culture of English in a country, I have not mentioned standards set by ministries of education: curriculum standards, teaching standards, or learner standards. If your country has developed standards that all teachers follow, please introduce these to the NSs with examples of how teachers adhere to them. If the curriculum, teachers, and students do not follow the standards, you might not need to mention them.)

Educational development

Educational development (learning how to teach) is the next important aspect to teach the NSs who have no teaching experience. Confront this issue immediately by using the information already stored in the NSs' brains: ask questions. Each NS has already gone through at least 16 years of education—being taught by different teachers with different

teaching methodologies and learning through different activities. Because these NSs have many years' experience being taught, you can use their student experience to help them become effective teachers.

Suppose the NSs will teach a speaking class tomorrow. They have 50 minutes and 20 students at a beginner level. They probably cannot fathom how they will have beginner students speak for 50 minutes. Help the NSs by asking them questions about their learning experience at progressively deeper levels.

Ask them about their experience learning foreign languages and the techniques their teachers used. With which teacher did they learn the best and why? Ask them to remember a useful speaking activity they participated in when they were first learning a language. Which speaking activities did they like? Which didn't they like? Did they like to do role plays? Which role plays did they like and which didn't they like? At the end of which speaking activities did they feel they had really learned something? Which activities seemed to be a waste of time?

Question NSs to arrive at a way to teach the input and conduct the speaking activity. No matter what class they are teaching (reading, writing, listening, speaking, or a general English skills class), use this approach to question them about their own experiences, helping them turn good experiences into their own teaching methods. This approach requires a great amount of time from both co-teachers, so the required time must be set aside in each person's schedule. It can easily take two hours or more to prepare for one 50-minute beginner's class. The Appendix lists additional specific questions related to a writing class and a speaking class that an NNS can ask these NS co-teachers.

After you have led the NSs through these questions, they will be better prepared, with your guidance, to create individual lessons. Remind them to take the culture of English in your country into consideration and to create learning objectives that follow the functions of English in your country and meet the goals for the semester.

Once the NS learns to analyze the creation of each class in this way, his or her teaching will improve. At the beginning of each lesson preparation session, be sure to remind the NS

of how English is used or how the students want to use English in your country. Returning for a moment to ABC, remember that, in general, students there listen to popular music in English, read advertising in English, and may interact with tourists or expatriates. The objective of each speaking class should reflect those uses of English.

Using questions to help NSs teach

Let's follow the questions in the Appendix for NSs teaching in an ABC university. Let's also imagine that the speaking classes don't have individual lessons already created and don't have specific goals for the class, except for the obvious one of getting the students to speak English better. Below are imaginary responses that an NS might give to a few of the questions about studying French.

What can you do to make your class better for both those students who like to speak more and those who like to read more?

I suppose I should include both skills in the speaking class then, but I can include reading as a lead-up to a speaking activity—the students can read for background knowledge and then we can speak about that.

Tell me what you didn't like about foreign language classes you took.

The teacher paid too much attention to grammar. Everything was grammar, grammar, grammar. I wanted to put everything together and just speak, but he wouldn't let us. When I teach, I want the students to speak freely, but also correctly. Maybe I can set up certain times in the lesson for them to speak freely and other times for me to correct their grammar.

List the speaking activities you remember doing in language class. Which ones helped you learn the language?

We had some great speaking exercises. For example, for directions, we actually had to hide an object for one of our classmates and then tell him or her where to go to find it. It was great when he or she followed the directions correctly and found the object. We also had to give short presentations with slides or pictures on topics such as our hometown, our favorite summer activities, and our family.

Which activities did not help you learn the language?

I really didn't like activities that made us simply insert a noun or verb into a sentence that was already created. There wasn't any excitement in that. We also did some role plays, but they were role plays of situations that I would never find myself in.

A sample lesson

Based on the answers above, the NS created the following lesson for students who were working on directional phrases.

Learning Objectives:

1. Students will be able to follow the spoken directions of the teacher on a map of a pretend town in order to discover where the teacher is.
2. Students will be able to give spoken directions to the class following a made-up map so that the listeners end up in the place the speaker intended.
3. After the lesson, students will be able to write out directions to a present or an object (such as a pencil, a card with a compliment written on it, a small animal or doll) hidden in the school building for another student to follow in order to find the present.

A spoken summary of the lesson is as follows:

Because some students like to read rather than speak, I will start the class with a paragraph of directions written on the board, next to a map of a town I will draw. The paragraph will include the directional phrases students have been studying and will tell students my location in that town. When they come into class, the students will read the paragraph at their own pace. After a few minutes and after I have taken attendance, the students can tell me where I am on the map. After that, we will review the directions orally so that students can hear what they just read. I will ask certain students to lead me orally through the directions so that everyone can understand the answer.

I will then ask students to follow new directions that I say. Afterwards, I will ask students to take five minutes to think of directions to a place on the map that they choose. I will ask certain students to come to the front and give the class

their directions, seeing if the listeners end up in the same place as the speaker intended.

Finally, because each student knows different vocabulary, I will ask each student to draw his or her own map of a town, choose a place, and make notes about how to give directions to that place. The students will then pair off to quiz their partners about their maps and see if their directions are understandable.

In the next speaking class, the students will bring a small present or object to school and hide it. In class, the students will write directions to their hidden objects, and I will review them in the first half of the class. In the second half, I will hand out the directions to different students, who will go to find the objects.

Creating learning objectives

Based on what they learned about the culture of English in your country and what they learned during the interview process, the NSs are ready to create learning objectives for their first class. Let's go back to ABC for another example. Remember the functions of English in ABC? University students will use academic English to read research. They might also give presentations in English. And they are surrounded by English in popular culture, advertisements, and foreigner interactions.

Given that knowledge, the NS might decide to create a learning objective that the students, after the class, will be able to greet a foreigner on the street (informally) and greet a celebrated professor at a conference (formally). Class time will be dedicated to teaching the students to use English in these two situations, and in order to help those who read better than speak, the teacher can write down a few dialogues for the students to follow initially.

Because English songs play on the radio in ABC, another class learning objective might be to sing a popular English song. The lesson could start with students being given written lyrics with every fourth word missing. The students then read the lyrics, guess the missing words, and afterwards listen to the song to see if their guesses are correct. After that, they can practice singing the song.

Another learning objective might be that at the end of class, students will be able to introduce themselves and their research interest to classmates. The teacher can begin teaching toward this objective by having small talk before class starts. For example, the teacher

can casually ask some students what they are researching, how it is going, and whether it is interesting or not.

When the NSs have the knowledge required to create appropriate learning objectives, the activities in the lesson will help the students learn appropriate uses of English in their context.

Teacher support groups

In addition to one-on-one sessions with the NSs even before classes begin, the NNS co-teacher can arrange a teacher support group to meet throughout the semester or year, not only for the benefit of the NSs, but also for the benefit of NNS beginner teachers. The co-teacher can encourage several teachers to volunteer to form a teacher support group or study group. According to Murray (2010, 7), “A study group is a group of teachers who meet regularly to discuss a particular aspect or issue related to their teaching...[Each] teacher takes a turn as the facilitator of a meeting.”

The purpose of these meetings would be to facilitate the professional development of the new NS teacher regarding cultural and educational development and to assist NNS beginner teachers in their educational development. An added benefit is that these groups smoothly transition the NSs into the department or school so that they become bona fide members. Each facilitator would focus on an issue related to his or her own classes that would also professionally develop the NSs, allowing them to share their own experiences in the classroom, while listening to and learning from the experiences of their colleagues. Examples of possible issues are multilevel classes, warm-up activities that work, using rubrics to evaluate, duties of teachers beyond the classroom, writing tests, and student conferences.

Among the results of the meetings will be having an NS who is learning how to be a better teacher, who understands how to coordinate efforts to teach more effectively, and who functions as part of the English department, rather than as an outsider just teaching for a semester or a year.

Conclusion

When your English department hires NSs who have no experience teaching, be sure to welcome them to your department, setting up a regular schedule for one-on-one meet-

ings and teacher support group meetings to prepare them to teach. Giving NS colleagues cultural development and educational development foundations at the beginning of their tenure in your department or school will allow them to effectively engage their students in learning English. The NNS can then take advantage of the NSs' interests and their experience to co-teach a successful semester with them. Who knows? Your training might turn them into English teachers for the rest of their careers. And when two experienced, successful English teachers are paired together, wonderful things can happen, both for the individual teachers and for the students.

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Appendix Questioning Method to Help NSs Teach

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1. Writing Class

- a. Tell me about the writing assignments you did previously.
 - i. Do you remember what your teacher told you were the most important parts of writing an essay in high school/university? What were they?
 - ii. What topics did you write about in high school/university?
 - iii. Did you like writing about those topics?
 - iv. Which topics would have been more interesting for you to write about?
 - v. What topics do you want your students to write about?
 - vi. How did you construct an essay in high school/university? How many parts were there in your essays?
 - vii. How did the teacher grade the essays?
 - viii. Did you think your essays were graded fairly?
 - ix. What would have been a more fair way to grade your essays?
 - x. How do you want to grade your students' writing?
 1. An overall grade?
 2. A checklist?
 3. A rubric?
 - xi. Did other students give you feedback on your essays?
 1. If other students gave you feedback, what questions did they answer in order to give you feedback? In other words, did the teacher hand out a worksheet that everyone had to fill out about another student's essay?
 2. If so, what questions were on that worksheet?
 - xii. Was it easy or difficult to give feedback to other students? Why?
 - xiii. What would have made you more interested in giving feedback to your peers?
 - xiv. How do you want your students to offer helpful comments to their peers on their writing?
- b. Let's talk about the writing class you are teaching now.
 - i. Taking into consideration the culture of English in the country, what topics do you want students to write on?
 - ii. How do you want students to organize their written assignments? Will their writing be on a high school level or a university level?
 - iii. How will you grade their writing?
 - iv. How do you want students to give peer feedback?

2. Speaking Class

- a. What languages have you studied in school?
- b. Do you think you are better at speaking or reading? Why?
- c. Tell me what you liked about your language classes. Why?
- d. Tell me what you didn't like about your language classes. Why?
- e. List the speaking activities you remember doing in language class.
 - i. Which ones helped you learn the language?
 - ii. Which ones didn't help you learn the language?
- f. What are some speaking activities that will be more helpful for your students?
- g. In your opinion, what are the characteristics of helpful speaking activities?
- h. How can you apply those characteristics to create better speaking activities for your students?
- i. Let's talk about the feedback you received from your foreign language teachers.
 - i. Were their comments helpful? How were they helpful?
 - ii. Which comments did your language teachers make that weren't helpful or were hurtful? Why weren't they helpful?
 - iii. How can you make good, positive comments to increase your students' confidence in their learning?

3. How can you create a positive atmosphere in your classroom to help your students learn better and more confidently?