

## **Monitoring Teaching Act: the Case of Native Speaker of English**

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### **ABSTRACT**

Classroom is a place where real practice of learning and teaching is implemented. Monitoring and observing teaching acts are likely to lead to a careful analysis of classroom input and interaction, and a critical evaluation of instructional objectives and outcomes. In this study, one upper-intermediate level class of English as a Foreign Language (EFL) participated. In so doing, all the interactions and events in the classrooms were closely observed and analyzed in detail. The observation of the teaching act was based on 'macrostrategic framework' suggested by Kumaravadivelu (2003). According to the results of the study, the native speaker teacher of English failed to both create learning opportunities in the classroom and to use the learning opportunities created by the learners. In addition, some mismatches between teacher intention and learner interpretation occurred in the classroom communication. Besides, this article argues in favor of redefining the ideal teacher of English. This redefinition addresses the priority given to native-speaker teachers of English as the ultimate norms of teaching.