

# East and Southeast Asian Nations' Preference for Native English Speakers: A Genealogical Investigation Through the English Language Teachers' Job Market

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Although English is widely considered to be a global lingua franca, controversies about whether native English speakers should remain as the standard of English persist. These controversies maintain a potentially problematic hegemonic dominance of native English speakers established by inner circle English nations that affects outer circle ones in English language education. Using Critical Discourse Analysis and the raciolinguistic perspective, this research explores how East and Southeast Asia's English teaching job market views and restructures the conceptualization of white native English speakers through English teaching job hiring websites and advertisements. The findings hope to expose evidence of East and Southeast Asia nations' preference for native English speakers and marginalization of nonnative English speakers as a consequence of white settler colonialism and self-Orientalism's constructed and institutionalized racial hierarchy.

Historically, the concept of native speaker is commonly based on the ownership of land and language; as Bonfiglio (2013) states, the boundaries of the physical environment have formed a "national (linguistic) identity," where "the native is born, and to which the nonnative becomes foreign" (p. 37). Over time, "native speaker" as an idea has been reinvented through the application of ownership not only to land but also to language since the periods of colonialism and settler colonialism, replacing the dominant ownership of the indigenous population and reestablishing the white-based, European languages as the native language. Specifically, in the English language case, English, as Hsu (2020) argues, "was a means of enacting settler colonial ideology. It was a vehicle to express a literal settler grammar of colonialism" (p. 239). This rings true to inner circle nations such as the US, Canada and Australia because of their settler histories on these lands. As a result, these countries, together with the UK, which is often considered to be the originating country for the English language, become native lands of English. Likewise, the white-based English has become the standard English, asserting the nativity and dominance of the white race on owning the English language. Motha (2006) asserts this white-English connection, "because the spread of the English language across the globe was historically connected to the international political power of White people, English and Whiteness are thornily intertwined" (p. 496). This also eventually leads to an issue within the educational systems of countries

with settler colonialism history: the vernacular versus the standard English. In fact, there are various studies that expose the dominance of standardized English in schools that marginalize the non-white English, especially black English (Charity-Hudley & Mallinson, 2011; Foster, 1992, Testimony Regarding Ebonics Resolution, 1997; Smitherman, 1998) that consequently requires the black speech community to "retain fluency in 'Black English' to maintain status in the community and they become fluent in standard English to succeed in the general society" (Smitherman, 1998, p. 104). These studies bring forth the hierarchical ordering of race within inner circle nations, exposing non-white English inferiority in relation to the dominant white English.

Gradually, the West imposes its cultural superiority throughout the 19th century period of Orientalism, making "certain peoples or nations as inferior and as posing "permanent foreign threats to empire" (Smith, 2006, p. 68). Following that, self-Orientalism, or Othering – the non-West's attempt to re-Westernize, emerged in countries that are beyond the inner circle, which has also affected how these countries perceive the concept of the native English speaker. Now, in the modern era, the idea of native English speaker continues to be represented as the standard of English language proficiency at the international level. Maintaining its basis on the standard English league formed throughout settler colonialism, the native English speaker concept imposes itself as the language norm onto nonnative English, another sphere of vernacular English. Particularly, in many Southeast Asian and East Asian countries, the ideology of native English speakers being more proficient prominently emerges in the job market, especially the market for English as a Foreign Language (EFL) teachers. Many international EFL teacher job websites, by aligning their job requirements and advertisements to students with the model of white English speaker, show a tendency of preferring native English teachers to nonnatives. Even though researchers such as Moussu (2010) and Aneja (2016) have shown evidence that a teacher's racial or national background is not necessarily a determiner of English language proficiency and teaching skills, native English teachers are still provided more advantages when finding an English teaching job compared to nonnative English teachers.

This research, by conducting a Critical Discourse Analysis of EFL teacher international job hiring websites, aims to denaturalize this grid of intelligibility of native English speakers being more proficient in English than nonnative English speakers. Unlike various studies on ideologies of native English speakers within English as a Second Language classroom settings (Davies et al., 1989; Huth & Taleghani-Nikazm, 2006) or within EFL English education institutions (He & Zhang, 2010; Ruecker & Ives, 2015), the focus of this research is more on the race-related aspect with the hope to contribute to exposing the skewed portrayal of native English speakers through English teaching job recruitments and English teaching site advertisements in East and Southeast Asia. The findings in this research bring to the surface how the use of native speakers as the English language proficiency measurement is restructuring the hegemonic hierarchy of white native dominance over the English language. Additionally, these findings cast doubt on the questionable belief of the nativeness of English, of whether the so called white-dominant, 'native' English should be the English language standard since its norms "fails to reflect the lingua franca status of English" (Alptekin, 2002, p. 60). With these issues, I focus my framework on addressing these two research

questions:

- How do white settler colonialism and Orientalism reproduce the idea of native English teachers in East and Southeast Asian countries?
- How are the marginalized perceptions of nonnative English speakers reconstructed within the context of EFL teaching job market in East Asian and Southeast Asian countries?

### **Native English Speaker Conceptualization Through White Settler Colonialism and Orientalism**

In East and Southeast Asia, there is an assumption within the general public that Westerners are mainly associated with whiteness. Additionally, with the English language regarded as having its origin in the West and historically connected to the white race and becoming the lingua franca, it becomes the most common denominator between the West and white, reasserting the assumption. In the EFL teaching field, this is confirmed by various studies of racist discrimination toward nonnative and non-white English teachers in the English teaching profession (Jenks, 2017; Choe & Seo, 2021). Ruecker and Ives's study (2015) points out that the "ideal candidate" for TESOL jobs for East and Southeast language schools' recruitment websites "is overwhelmingly depicted as a young, White, enthusiastic native speaker of English from a stable list of inner-circle countries" (p. 733).

As the raciolinguistic ideology of standard English is mainly based on the white native English speaker, I find the raciolinguistic perspective, a "denaturalizing move" that zooms in on how language is perceived under "the construction of modernity produced through logics of colonialism" (Flores, 2021, p. 112) suitable to my research questions. Because of my focus on the English language and English teachers in modern, post-colonial East and Southeast Asian countries, the raciolinguistic perspective provides me a tool for examining the historical development of the ideology and shows how it reconstructs the concept of native English speaker in ways that put marginalized racial groups, particularly those who are considered nonnative English speakers, in a linguistically deficient position. In the East and Southeast Asian context, this deficient position appears through the biased preference for the native English teacher and native English proficiency as the standard for hiring EFL teachers. Native speakers' perception of language accuracy itself is problematic. In their discussion of native speaker norms applied into the English L2 classroom, Huth and Taleghani-Nikazm (2006) specifically criticize the native speaker intuition as "somewhat idealized versions of social interaction" and express that "natural competence in their [native speakers'] own language... about pragmatic aspects of language use have proven to be potentially inaccurate" (p. 54, 62). Hence, in this research, I connect the framework by tracing back the formation of white settler colonialism and Orientalism throughout history as I explore the conceptualization of native English speaker.

Despite the fact that the ideology of the native English speaker is reconstructed within the East and Southeast Asian EFL teacher job market, there is a strong connection between this ideology and settler colonialism, especially when thinking about which racialized group tends to be considered as native English speakers within the job market setting. As Haque and Patrick (2015) observe,

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A careful genealogy (Foucault 1977) of these processes is revealing – particularly because these discourses were re-articulated as the ones about language and culture, making no overt references to racial hierarchies and because they have become part of an utterly normalised rationale for continued indigenous exclusion and marginalisation (p. 30)

Here, the rearticulation of language and culture Haque and Patrick point out, despite focusing more on the language policy in Canada, can also be applied to the EFL teacher job market; like the language policy, white settler colonialism, by marginalizing the indigenous population and replacing the native language of the colonized land from the indigenous language to English, has set up a racial hierarchy with the settlers being more dominant and native than the indigenous people. Among the settlers, racial hierarchy, through the white supremacy, is once again divided into the white European racial group and the Other. This complicated system of language domination is what forms standardized English within the academic setting, which also likely becomes the English standard used in East and Southeast Asian EFL educational contexts. Whereas these EFL contexts are not the same as the settler colonialist context, the international EFL teacher job hiring websites' definition of native English fluency used as a standard for hiring EFL teachers can, under white settler colonialism's definition of the native, standard English being white-dominant, serve as "a means to articulate and institutionalize the settler grammar of Indigenous replacement through a nativeness expressed via the construct of the 'native English speaker'" (Hsu, 2020, p. 243). In this way, it is appropriate to make an argument on the troubling complexity of native English speakers: with the colonized lands such as the US, Canada, and Australia's history of permanently replacing the native language of the indigenous people to the language of the settlers, the act of positioning native English speakers as the absolute standard for hiring EFL teachers implies that colonial language ideologies are severe and wide-reaching. The similar case can also be argued for the black community, who are not only unwilling settlers from the slavery period, but also another victim of the English language marginalization as their use of English is often considered to be academically less appropriate compared to the academic, standard English. Given the historically problematic way in which the concept of native English-speaking language is formed, setting white-dominant native English speakers as the ultimate language standard is arguably a way of restructuring white settler colonialism and allowing white hegemony, while silencing and marginalizing non-whiteness in the English language. This, consequently, will lead to significant discrimination toward non-white English speakers, especially the nonnative ones.

In a similar sense, Orientalism also serves as a basis for articulating the figure of the non-native English speaker. Arguably, Orientalism can first be summarized as "the European hegemonic culture" that is being exported ideologically to those that later become EFL countries (Said, 1978), triggering those countries' need to be more Western. Additionally, Nishiyama (2014) reinterprets Orientalism by extending Foucault's racism analysis to the idea of racism beyond race, displaying through some Japanese researchers' "concerned about the possibility that Westerners may see Japan as identical to those lawless, atrocious, and heartless nations (namely, China and Korea) based on the "Western eyes" (Nishiyama,

2014, p. 337). Nishiyama's discussion on "the continuity and the contingency of the biopolitical strategy of racism" (p. 331) and the Japanese feeling inferior to European nations while condescending other East Asian ethnic groups also reveals an earlier example of self-Orientalism. Later on, just like how the Orientalize progress as "modernize (more appropriate here, Westernize)" in China that are concerned about being "left far behind the west" (Tong, 2000, p. 7), many Eastern and Southeastern countries sunk in the modern invasion of Westernization in both cultural and language-related aspects, resulting in self-Orientalism among the Asian populations. Self-Orientalism under the influence of Westernization might have ended up as a desire to be at the same level of Westerners, and, as for the English language, to become unmarked as a deficient English foreigner and be more like native English speakers. As a result, the hierarchical ordering of race under the base of white hegemony, similar to those countries under the consequences of white settler colonialism, is formed, and a marginalization of the nonnative English speakers emerges in various language settings in East and Southeast Asian nations, including the EFL teacher job market. Consequences such as nonnative English teachers experiencing unfair disadvantages compared to their native English job competitors because of preference for native English speakers are inevitable and occurring not just once within English language organizations and institutions.

### Research Data and Methodology

In order to investigate my research questions, I collected data from two well-known international EFL job websites: TEFL.com and Dave's ESL Café, with the former established as a job platform since 1997 welcoming "200,000+ ELT teaching professionals and 30,000+ employers" (TEFL, 2022) and the latter a popular teacher forum since 1995 by the founder Dave Sperling (Dave's ESL Café, 2022). Both reveal that there is high demand for EFL teachers in East and Southeast Asian nations such as China, Korea, Thailand and Vietnam. Specifically, I looked through a total of 40 English teaching job advertisements, with 24 advertisements from the East Asian region (China, Hongkong, Taiwan, South Korea, and Japan) and 16 from the Southeast Asian region (Vietnam, Thailand, Indonesia, Malaysia, Myanmar, and Brunei). For each website, I analyzed the job requirements listed by teaching organizations as my key texts. Additionally, in order to gain more insight into how native English speakers and the raciolinguistic ideology of native English speakers are reflected in educational subjects, including teachers, students and parents, I also explored each organization's advertisement of their EFL teachers through 25 schools and language school recruiters' websites and other media sources that published some of the job advertisements above. As the preference for white native English speakers might not be quite clear if merely shown through job advertisements and websites, in addition to a report of percentage-based frequency of biased preference for white English native speakers through the job requirements, I also chose and conducted a multimodal analysis of four from these 25 websites with the hope to provide more detailed information about how native English teachers are treated within, in this case, some East and Southeast Asian countries. These four websites are Aston Education Group (with a focus on the China region), Westgate Corporation (Japan), Wall Street English Vietnam, and

RMIT Vietnam. Details regarding each of these organizations and institutions will be elaborated in the findings.

As for the method, I used Anais's (2013) framework which brings together Critical Discourse Analysis (CDA) and the idea of reading for silence, that is, looking for the language development within texts and questionable patterns the texts bring forth or expose. In other words, reading for silence "provides a path to understanding the reciprocal enactment of social relations and language" (Anais, 2013, p. 128) and "understand the wider historical discourses that operate to maintain their position at the edges or on the margins of society" (p. 133). Combining CDA with the raciolinguistic perspective to interpret the data helps me expose the conceptualization of native English speakers from the perspective of East and Southeast Asian nations and from there, link back to the definition of native English speaker developed as a raciolinguistic ideology with connection to white settler colonialism and Orientalism. Specifically, in the findings below, I will analyze the job requirements and advertisements as I categorize them accordingly into several themes regarding native and nonnative English speakers. These themes will be discussed through the white settler colonialism and self-Orientalism framework to display how they reflect the restructuring of the native English speaker conceptualization.

## **Findings**

### **Native English Speakers Only from Inner Circle Countries and the Passport's Power**

Among the 40 EFL job advertisements, 26 require teacher candidates to be native English speakers and/or passport holders of inner circle countries such as the US, UK, Australia, Ireland, Canada, and South Africa (see Appendix A, Table 1). In these 26 advertisements, 16 are from East Asian countries such as China, Japan, South Korea, and Taiwan, and ten are from Southeast Asian countries such as Vietnam, Malaysia, Indonesia, and Thailand. Also, nine of the advertisements do not require any teaching experience nor certification; notably, seven are from China. As for teaching experience and certification requirements, nine advertisements do not require teaching experience from passport holders from inner countries while nine only have teaching experience as "preferred," nine requiring an English teaching certification. Additionally, in 11 of these 26 advertisements that state requirements for teaching experience and certification, only two require both teaching experience and certification. One of these advertisements, MediaKids Academy, even explicitly shows clear preference for "Native English speakers from UK, USA, Canada, Australia, New Zealand, Ireland and South Africa (visa requirement)" and "Non-native English speakers from Europe."

While there are some slight variations in the inner circle countries listed and mentions of native English speakers from unstated countries, most of them require passports from the US, UK, Canada, Australia, Ireland, and New Zealand. In 12 particular cases, the biased preference for these countries is even more lucid: regardless of teaching experience or certificate, candidates are considered eligible as long as they solely own the passport of the countries—the ultimate proof of

citizenship. The pattern is clear here: a preference for native English teachers, especially those who are from white settler colonialist countries. Such a preference is based on the unchangeable consequence of the white settler invasion that has altered the concept of native English speaker based on the white, standardized English, which should arguably be regarded as problematic because of how the standardized English has been marginalizing other vernacular languages in these countries. The country bias also resonates with East and Southeast Asian countries' self-Oriental bias of Westerners; why are the outer circle countries with English as one of their official languages like India or the Philippines not as equally preferred? Drawing on those two points accordingly to the white settler colonialism and self-Orientalism conceptual framework discussed earlier, the association between Westerners and the white race assumed by East and Southeast Asian countries can in general be confirmed.

From these 26 teaching job advertisements, there is also a noticeable pattern: along with the native English speakers and passport holders of inner circle countries criteria, 16 of the advertisements do not require (or only prefer as a bonus) English teacher candidates to have teaching experience and certificate, considering that the bachelor's degree is the minimum requirement. Interestingly, most of these advertisements are from East Asian countries, especially China and South Korea. This prejudiced idea puts native English teachers at the spotlight and at the same time overshadows teachers from outer circle countries, not to say nonnative English teachers who may have significant qualifications and experience in teaching English.

### **The Varied and Ambiguous Definition of Native Level English**

Besides the passport and native speaker exclusive requirements, 11 out of 40 EFL job advertisements provide a few more accessible requirements: teacher candidates must have a native or native-like level of English proficiency (see Appendix A, Table 2). Seven of these advertisements are from China and Vietnam. In these advertisements, English teacher candidates are not restricted by the native speaker and the passport citizenship criteria; however, with only two not requiring any teaching experience or certificate, the rest find it necessary for candidates to have at least one of the two conditions. Surprisingly, three of these advertisements still require candidates to be from the inner circle countries to clarify their perception of what it means to have a native level of English proficiency, with an exception from AECT's advertisement from Vietnam that allows nonnative English teachers to have the standardized International English Language System (IELTS) test to the score of Band 8 as an equivalence to the native English proficiency. At this point, it is clear to see the importance of where a teacher candidate comes from and whether he or she is a native English speaker. As the nationality-based restriction appears for both native English speakers and native like English speakers, the disadvantage is clear for nonnative English speakers who are less likely to meet the requirements. Furthermore, the historical development of the native English language starting from the white settler colonialism era in the inner circle countries makes the preference for these countries undoubtedly a reconstruction of the racial hierarchy in which white hegemony is at the top.

Yet, there is another variation in ways the native level of English is defined.

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Besides AECT that uses IELTS and m2r Education that uses the Common European Framework of Reference for languages (CEFR) to evaluate candidates' English proficiencies (interestingly, both organizations are from Vietnam), the other advertisements provide little or almost no description of what they expect the native level English speakers to be. This ambiguity, under the white settler colonialism and self-Orientalism framework combined with the country preferences and the lack of emphasis on teaching experience and certification, is, once again, more likely to marginalize nonnative speakers. In addition, by only putting "native English" or "native like English" level, the criteria also become subjective, which makes questionable how recruiters of these advertisement define what it means to have the native level of English. These recruiters also reveal how being "native" in English is natural without being aware of how complicated "native" means when it comes to the English language's white settler colonialist contexts.

### **The Constant Appearances of White Native Teachers Versus the Absence of Nonnative English Teachers**

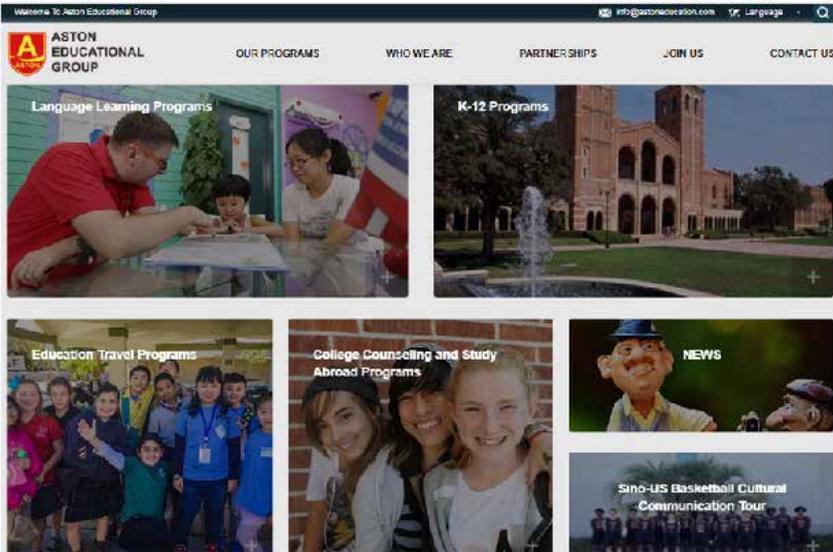
If the preference for white native English teachers is still seemingly unclear in the previous two themes, it is more conspicuous in the visual framing of the advertisements, where there is a pattern of using white native English teachers for advertisement and excluding nonwhite teachers—perceived as nonnative speakers of English—in school or language school recruit organizations' websites. Similar to how Anaïs (2013) states the importance of reading for silence in CDA combined genealogy, where she emphasizes its aim is not to "liberate those who were marginalized" but instead to "understand the wider historical discourses that operate to maintain their position at the edges or on the margins of society" (Anaïs, 2013, p. 133), pointing out this absence of nonnative English teachers compared to their white native English counterparts can address their marginalized position. Of all 25 school and organization websites I accessed, 20 either have a white or over 50% of white teacher pictures (compared to nonwhite teachers) on their home pages, their English teacher staff introduction pages and their organization or EFL event introduction videos. When looking closer into these 20 websites' staff directory, there are also four that have at least 40% of their EFL teacher staff to be white, European-looking people.

To add on to these data, the multimodal analysis on the four websites is also worth considering. For East Asian organizations and institutions, I closely examined Aston Educational Group (Aston English), an education group whose brands have spread internationally in China and Vietnam with "353 native English speaking teachers and trainers across China and Vietnam" (Aston, 2022), images of white teachers are used throughout this group's website. Figure 1 shows an example of Aston English's home page using mainly white native English teachers, with an addition of pictures containing mostly white students. While also including an Asian-looking female, only the white male teacher on the top left is portrayed to be teaching the Asian-looking student. Likewise, in Aston's Our People page (Join Us section), the introduction video, while showing a more diverse racial makeup of EFL teachers with an addition of an English teacher introducing himself as an Asian American, has the main proportion of the video mainly displaying two white teachers—one of them also has a teaching scene in the video (Aston, 2022,

4:45)—projecting once again a leading role in Aston’s student learning experience. The case is the same with the video of two white teachers sharing their experience in the Career Choices (Join US section). What piques an interest here is that Aston English in the China region is also one of the recruiters that require English teacher candidates to be passport holders from inner circle countries (see Appendix A, Table 1). When it comes to the page that offers teaching opportunities in China and Vietnam, the image of white-looking teachers portrayed as the web page’s only examples of EFL teachers once again becomes the main display (see Figure 2).

**Figure 1**

*Aston Educational Group’s Homepage*



*Note.* From Aston English, 2022 (<http://www.astoneducation.com/>)

**Figure 2**

*Aston Educational Group’s Header Image Teach in China or Vietnam Page*



*Note.* From Aston English, 2022 (<http://www.astoneducation.com/>)

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Likewise, Westgate Corporation, a Japanese organization found in 1983 that offers an English ESL/EFL K-12 and university programs for Japanese students (Westgate, 2022), chooses to use white teachers to advertise for the organization's website by having white-looking teachers being in the top largest image of almost every page of the website. Besides having teaching scenes and interactions with students from these white-looking teachers, the website also positions many of the teachers in the center. Figure 3 presents some photos one would often find when browsing through the website.

**Figure 3**

*Some Photos of White-Looking Teachers Positioned in the Center on Westgate's Website*



*Note.* From Westgate Corporation, 2022 (<https://www.westgatejapan.com/>)

Another notable point is Westgate's dress code policy for teachers. White-looking teachers once again are used as models for teachers' standard professional looks (see Figure 4).

**Figure 4**

*Westgate’s Dress Code Policy (From Working Conditions Page)*

	Preferable	Unacceptable
<p>Male</p> 	<ul style="list-style-type: none"> <li>• Business-style suits</li> <li>• Dress shirts (white or pale color)</li> <li>• Dress slacks</li> <li>• Ties (mandatory)</li> <li>• Jackets</li> <li>• Dress shoes</li> </ul>	<ul style="list-style-type: none"> <li>• Jeans/khakis/denim fabric slacks</li> <li>• Short pants</li> <li>• Slip-on shoes with uncovered heels</li> <li>• Earrings</li> <li>• Body and/or facial piercings (if visible)</li> <li>• Tattoos (if visible)</li> </ul>
<p>Female</p> 	<ul style="list-style-type: none"> <li>• Business-style suits</li> <li>• Dress shirts or blouses</li> <li>• Sweaters</li> <li>• Dress skirts or slacks</li> <li>• Jackets</li> <li>• Hose/tights/stocking (mandatory)</li> <li>• Dress shoes</li> </ul>	<ul style="list-style-type: none"> <li>• Revealing clothes</li> <li>• Sleeveless clothes</li> <li>• Jeans/khakis/denim fabric slacks</li> <li>• Slip-on shoes with uncovered heels</li> <li>• Open-toed footwear</li> <li>• Bare legs</li> <li>• Loud manicure or accessories</li> <li>• Body and/or facial piercings (if visible)</li> <li>• Tattoos (if visible)</li> </ul>

*Note.* From Westgate Corporation, 2022 (<https://www.westgatejapan.com/>)

As for organizations and institutions from Southeast Asian countries, a good example of the white EFL teacher dominance on the school or language school recruiters’ websites is Wall Street English Vietnam, a branch of Wall Street English International; an educational franchise located in Vietnam, China, Korea, and Portugal, that has been founded in 1972 (Wall Street English, 2022). Like Aston Education Group, Wall Street Vietnam uses images of mostly white-looking teachers as their representatives throughout approximately 90% of their web pages, projecting mostly in these images white-looking teachers being the main group teaching and counselling students at Wall Street English (see Figures 5 and 6). Since there is only one representative image as an illustration for each service for customers, the choice for white or lighter-skin teachers is hard to miss. Such a choice of presenting the website also matches with Wall Street English’s advertisement that requires “Native level English speaker with a passport from the USA, UK, Canada, Australia, New Zealand, Ireland, or South Africa (Vietnamese immigration policy)” (see Appendix A, Table 1). The preference for white EFL teachers is conspicuous.

Figure 5

Wall Street English Vietnam's Header Image Our Learning Method Page



Note. From Wall Street English Vietnam, 2022 (<https://wallstreetenglish.edu.vn/en/>)

Figure 6

Wall Street English Vietnam's Examples of Images Presenting Counselling and Teaching Services

**Full Access - Both Online and In Center**

I've not got much time and my schedule is always changing, so I prefer to have more flexibility. This way I can continue learning even if I can't come to the school. I still like to visit the center as often as I can to join in the events and network with people in English.

Clara Rossi



**Meet Your Personal Coach**

- Your personal Coach is here to support you.
- They are always available to help you with learning.
- They can answer any questions you have about English.

**Meet Your English Teacher**

- Your teacher is a highly-qualified, native-level English expert.
- They are focused on making sure you know how to use English.
- The teacher helps you really learn to speak English.

Note. From Wall Street English Vietnam, 2022 (<https://wallstreetenglish.edu.vn/en/>)

While indeed not all the organizations and institutions I found that posted an EFL teacher job advertisements look only for native English candidates, their websites reveal their approach of marketing their educational services to students and parents to still be mainly white-looking teachers. RMIT Vietnam, a branch of Royal Melbourne Institute of Technology (RMIT) University—an Australia-based global university that has been founded since 1992 for technology-related fields (RMIT, 2022)—is one that has such an approach. Their home page, compared to the previous two organizations' websites, shows more diverse images of both Asian-looking and white-looking teachers; however, when introducing opportunities to learn English, an image of a white-looking teacher is shown (see Figure 7). As I went through RMIT's English programs and University Pathways and Corporate English websites to have a closer look at how they publicly market EFL teachers, once again, white-looking teachers dominated the presented images (see Figure 8). In all of these images, white-looking teachers are always the ones shown sitting in classrooms or actively engaging in teaching and professional work. Furthermore, like Wall Street English Vietnam's website, there is only one image that represents each section/page shown on the website, parents and students would tend to see white teachers being the dominant group of teachers for the English programs. In Figures 5 and 6, the ratio of white males to females, 5:2, also hints at the preference for white male teachers.

### Figure 7

*RMIT's Home Page's Explore Your Study Options section*



*Note.* From RMIT Vietnam, 2022 (<https://www.rmit.edu.vn/>)

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**Figure 8**

*RMIT's Home Page of English Programs*



## Industry connections

Our partnerships give the opportunity for students to connect with industry ahead of time, making RMIT students more employable and work-ready

[Learn more about industry connections >](#)



## Careers and employability

We provide a range of resources, services and activities that help our graduates to be some of the most employable in Vietnam.

[Learn more about careers >](#)



## Our reputation

We have a world class reputation for excellence higher education, providing quality, industry-responsive programs relevant to the national and global marketplace.

[Learn more about our reputation >](#)



## Our facilities

We offer world-class facilities. Modern



## Learning and teaching

At RMIT, our teaching models are based on



## Learning support

You will have access to comprehensive



## A world class Australian education

Our graduates earn their degree from RMIT University in Melbourne, which is Australia's largest tertiary institution.

[Learn more about Australian education >](#)



## RMIT facts and figures

A brief history of RMIT University Melbourne and RMIT Vietnam

[Learn more about our heritage >](#)



## Global experiences

Choose from more than 200 partner universities to go on exchange for one or two semesters.

[Learn more about global experiences >](#)



## Qualified academics

*Note.* From RMIT Vietnam, 2022 (<https://www.rmit.edu.vn/>)

**Figure 9***RMIT's University Pathways and Corporate English Page*

To date, we've developed training solutions for our clients in a range of areas, including:

- Networking
- Leading meetings
- Negotiating
- Handling conflict
- Writing emails/reports
- Telephoning
- Customer service/support.

But don't feel restricted to these – our training solutions are limited only by the needs of your workforce.



**Study tours**

We provide customised study tours for overseas students. These tours are fully supervised and can include English for University courses, day trips, and industry visits. Accommodation, catering, and pastoral support can all be arranged through RMIT Vietnam.



*Note.* From RMIT Vietnam, 2022 (<https://www.rmit.edu.vn/>)

From the figures and the patterns observed earlier, it is clearly arguable that white settler colonialism and self-Orientalism creates and influences East and Southeast Asian countries' idea of native English teachers. The white dominance on the websites is unmistakably significant as they are utilized for advertisement purposes to EFL teachers, students, and parents. This is also evidence of how East and Southeast Asians commonly consider Westerners to mainly be white. It is also notable that even when a school or a language school recruiter has a diverse group of EFL teachers, the choice for advertisement is still the white native English teachers, matching Ruecker and Ives (2015)'s findings. Following this white English native speaker dominance, the significant absence of the nonnative English teachers on both the job advertisements and the organizations' and institutions' websites displayed for students and parents is also not easy to be missed. Besides the appearances of local teachers, who are more representative of the local teachers teaching school subjects in Vietnamese and therefore cannot be counted as nonnative English teachers, there is almost no appearance of nonnative English teachers to be the representative for advertisement purpose in any of these websites.

**More Explicit Cases**

I would also like to include an extreme case of a job advertisement's price table for EFL home tutors based on their racial backgrounds for high school students in Vietnam (see Table 1). This price table is from 30sjob.com, a website with a "Huge database of over 1,800,000 registered users" and "Over 13,000 leading employers" that provides home EFL tutors in Vietnam (30sJob, 2022). Even though this type of advertisement is rare, it is worth presenting the price table of this advertisement to expose the racial hierarchy determined through race, to reemphasize that the

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naturalized preference of native English speakers is an unspoken assumption in East and Southeast Asia (See Appendix B for the original price table in Vietnamese). Also, the fact that this website's American and European teachers' minimum salaries to work as one-on-one tutors equal the highest possible salaries for African and Asian teachers is worth pondering: by putting "European," does this website consider European teachers who might not be native English speakers' English proficiency to be the same with American teachers'?

**Table 1**

*(Translated) Price Table of English Native Home Tutor Updated in 2020 (In VND and USD)*

Class Type	African Teacher	Asian Teacher	European/American Teachers
1-on-1	350,000đ/hour (approx. \$15)	450,000đ/hour (approx. \$19)	600,000đ/hour (approx. \$26)
2-6 students	450,000đ/hour (approx. \$19)	550,000đ/hour (approx. \$24)	700,000đ/hour (approx. \$30)
8-12 students	500,000đ/hour (approx. \$22)	600,000đ/hour (approx. \$26)	750,000đ/hour (approx. \$32)
12-15 students	600,000đ/hour (approx. \$26)	700,000đ/hour (approx. \$30)	850,000đ/hour (approx. \$37)

### Discussion

The findings and these conclusions are not at all surprising. Throughout history, East and Southeast Asian's preference for native English speakers (white-looking ones particularly), especially recruiters, has been so common that it is deemed natural to consider native English teachers to be white-looking. There have been studies that provide detailed insights of this white native English teacher preference. For instance, in Ruecker and Ives (2015)'s study, the authors find out about the types of language recruiters use to justify their preference for native English speakers, especially those from the inner circle countries. These include schools' explanations like "Korean Immigration will make no exceptions or 'equivalent status' allowances" or "We seem to get a high amount of applicants from the Philippines. While we appreciate your enthusiasm, we cannot change the rules of the Korean Immigration department", possible hints at how foreign policies might have driven "the creation of the rigid standard" of the passport holders (Ruecker & Ives, 2015, p. 743). With a more explicit argument that the inner circle countries are demographically white-dominant and the visual analysis of school websites "Othering" the nonnative and idealizing white native English teachers, the authors also point out the Western-white native English speaker association. Similarly, with a more narrative-based approach, Perez-Amurao and Sunanta (2020) present a study of how Filipino teachers in Thailand experience "differential treatments" as their schools "favour white native English speakers (NES) over them" (p. 108). With the participants' personal observation of how they

are discriminated like “[their] accent and [that they] look Asian... that they [Thai parents] think that the Westerners are better than Asian” (p. 126-27), the authors are able to conclude that “the subordinate status of Filipino teachers compared to white NES teachers in Thailand can be explained by their lack of colonial aesthetics in the eyes of education marketers and consumers” (Perez-Amurao & Sunanta, 2020, p. 132). Such a conclusion is also reflected in the EFL organizations and institutions’ website choices of presenting their EFL teachers: white-looking subjects are mostly the representatives to display to both current and potential students and parents. In other words, the preference for native English speakers and the association of native English speakers to white-looking ones continues to be reinforced.

From the findings, there are three key points I conclude:

- White settler colonialism and self-Orientalism is likely to create the white native English speaker idealization in East and Southeast Asian countries: as shown in the EFL teacher job advertisements and schools/recruiters’ websites, the projection of white native teachers as ideal teachers is unarguably evident. This can be traced back on white settler colonial history and the Othering of the Orient by the West.

- The absence of nonwhite English speakers in EFL job advertisements and organizations’ and institutions’ websites confirms East and Southeast Asia’s marginalization of nonnative English speakers: following the overly projected advertisement of white-looking teachers considered as native English speakers, the absence of nonnative English speakers positions them at an unfair marginalized disadvantage during job applications and possibly when working with white native English speakers for not possessing a Westernized appearance (Perez-Amurao & Sunanta, 2020), something that is being marketed as natural for EFL teachers from many English language teaching organizations and institutions in East and Southeast Asia. However, according to Aneja (2016), “individuals are not native or nonnative speakers per se, but rather are (non)native speakered with respect to different characteristics, through different institutional mechanisms, individual performances, and social negotiations” (Aneja, 2016, p. 576). Therefore, it is time to question about whether it is necessary to put a distinction between native and nonnative English speakers, especially when it comes to English language teaching.

- It is necessary to reconsider the idea of native English, or nativeness in English: with the white-dominant that sets up the native English language as the standard English, the requirement for native level will remain biased toward the standard white English language. Alptekin (2002) argues, “Languages, English included, often have several dialects. One cannot claim that there is one correct and appropriate way to use English, in the sense that one set of language patterns is somehow inherently superior to all the others” (p. 59). Therefore, like the native English speaker ideology, the perception of native English language should be eliminated to be more open at a racial, regional, and international level, especially when English has become a global lingua franca in this modern era.

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Conclusion**

Overall, through this research and the key points above, I hope to propose a new grid of intelligibility that provides a more equitable position for both native and nonnative English speakers. Though there are consequences in history that cannot be changed that lead to the problematic perception of native English speaker, we also need more equal opportunities for all speakers of English, more representation of nonnative English speakers as advertisement models of EFL teachers for students and parents, and, most importantly, more assertiveness when challenging the necessity of including the terms “native” and “nonnative” when recruiting and learning from English language teachers. Indeed, this research is only on a small scale and can be further improved, but I hope it can raise awareness for nonnative and nonwhite speakers of English's inferiority as well as proposing a new perspective that looks beyond one's English nativeness in English language teaching.

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## Appendix A: List of All Job Advertisements and Websites

School/Teacher Recruitment Organization Name and/or Website	Position(s) (as described in job description)	Native/Non-native Speaker Requirement(s)	Teaching Experience/Certificate Requirement(s)	Location(s)
AECT Vietnam ( <a href="http://aectvn.com/">http://aectvn.com/</a> )	Academic English teacher	"Native English speaker (or IELTS Band 8 for non-native speaking teachers)"	Teaching experience preferred, certification required	Vietnam
Awesome English Language Center ( <a href="https://awesome.edu.my/">https://awesome.edu.my/</a> )	English teacher	"NATIVE TEACHERS NEEDED IN MALAYSIA"  "Passport holders from UK, Ireland, US, Canada, New Zealand or Australia"	Certificate required	Malaysia
Apollo Training and Education Vietnam ( <a href="https://apollo.edu.vn/">https://apollo.edu.vn/</a> )	ESL teacher	"Full mastery of English"	Teaching experience preferred, certification required	Vietnam
Aston English (Beijing Aston Educational Consulting Company) ( <a href="http://astonrecruiting.com/">http://astonrecruiting.com/</a> )	ESL teacher	"Passport holders from the USA, UK, Canada, Australia, New Zealand and Ireland (visa requirement)."	No requirement	China
Bartolo English ( <a href="https://www.bartoloenglish-school.com/">https://www.bartoloenglish-school.com/</a> )	English teacher (adults and children)	"native speaker of English"	No requirement	Japan
BLUE OCEAN SCHOOL	English teacher (kids)	N/A	Certificate preferred	China
CanGoChina	English and IELTS teacher (K-12)	"Citizenship of Native English Speaking Countries ONLY (US, UK, CA, AU, IE, NZL, ZA)"	No requirement	China
Cloud 9 Pre-school ( <a href="http://cloud9english.jp/">http://cloud9english.jp/</a> )	English teacher (2-6 years old)	"Native English speaker"	Teaching experience preferred	Japan

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Congrong Wisdom Academy	Public school English tutor	"Native or non-native English speakers with teaching experience	Teaching experience required, certificate preferred	China
EDUNEWYORK ( <a href="https://www.edunewyork.com/">https://www.edunewyork.com/</a> )	ESL teacher (kindergarten to middle school)	"Citizen of the USA, Canda, UK, Ireland, New Zealand, South Africa, or Australia"  "Native English Speaker"	No requirement	South Korea
English Education Services (HK) Ltd -( <a href="http://eeshk.com/">http://eeshk.com/</a> )	English teacher (kindergarten and elementary)	N/A	Teaching experience and certification required	Hong Kong
English First	ESL teacher	"Hold a US/UK/AUS/NZ/CAN/IRL/ZA passport"	Teaching experience preferred, certification required	Indonesia
English Work	ESL teacher	"Be a Native Level English Speaker - UK, USA, Canada, Ireland, NZ, Australia, South Africa (visa requirement)"	No requirement	South Korea
Enhance Education ( <a href="https://www.enhance-education.com/index">https://www.enhance-education.com/index</a> )	English teacher (kids and adults)	"native-level English speakers with a university degree in any subject"	Teaching experience and certification required	Malaysia
Fifth Wings Japan	English language teacher	"APPLICANTS MUST BE FROM ONE OF THE FOLLOWING COUNTRIES: The USA, Canada, The UK, Australia or New Zeland	Either	Japan

GIMPO Korea POLY School ( <a href="https://www.koreapolyschool.com/main.do">https://www.koreapolyschool.com/main.do</a> )	English teacher (Kindergarten-Elementary)	"Looking for teachers from USA or Canada to teach at a language school in Korea"	No requirement	South Korea
Global Teacher Recruitment ( <a href="https://www.globalteacherrecruitment.com/">https://www.globalteacherrecruitment.com/</a> )	English teacher (2.5-12 years old)	"Native Level English Speaker"	Certification required	Hong Kong
Global Recruitment Solutions (UK) Ltd	Primary EAL Teacher	N/A	Teaching experience and certification required	Brunei
Gold Star TEFL Recruitment -( <a href="https://goldstarteachers.com/">https://goldstarteachers.com/</a> )	English teachers (adult and kids)	"Native English speaking level of competency with a clear accent"	Preferred	China
Hangzhou Yingzhifu Language Training Center ( <a href="https://www.englishfirst.com/">https://www.englishfirst.com/</a> )	ESL teacher for children ages 3-18	"Applicants must be citizens from the United States, United Kingdom, South Africa, Canada, Ireland, Australia or New Zealand (visa requirement)"	No requirement	China
Hongwen Montessori Academy -( <a href="http://www.mais-china.com/tianjincampus">http://www.mais-china.com/tianjincampus</a> )	English Language Teacher (Kindergarten)	"English first language level preferred"	English teaching experience required	China
i2 Education ( <a href="https://i2education.com/">https://i2education.com/</a> )	English teacher (2-6 years old)	"Native Level English speaker only"	Preferred	China
International Tutor Group ( <a href="https://itgvietnam.edu.vn/vi/">https://itgvietnam.edu.vn/vi/</a> )	English Literature tutor	N/A	Teaching experience preferred, certification required	Vietnam
IONs International Education ( <a href="https://www.ions.co.id/">https://www.ions.co.id/</a> )	English teacher (kids)	"Are you a native English speaker from Australia, Canada, the UK, USA or New-Zealand"	Teaching experience and certification required	Indonesia
Korea Global Connections	English teacher	"Must be Native level english speaker"	No requirement	South Korea

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Korean International School	Secondary School Teacher	"Native English speaker from one of the following countries: USA, UK, Ireland, Australia, Canada, New Zealand, South Africa"	Teaching experience preferred, certification required	Vietnam
La Petite Fourmi Wuhan	English teacher (Early years/Kinder-garten)	"NATIVE Level English speaker from the UK, Canada, Australia, and New-Zealand"	Teaching experience required if bachelor's degree, certificate preferred	China
MediaKids Academy ( <a href="https://www.mediakidsacademy.com/">https://www.mediakidsacademy.com/</a> )	English teachers for kids	"Native English speakers from UK, USA, Canada, Australia, New Zealand, Ireland and South Africa (visa requirement) (Non-native English speakers from Europe and the Philippines may apply, please contact us for more information about salary)"	No requirement	Thailand
m2r Education	ESL teacher	"Native English (UK, US, South Ireland, Australia, New Zealand)/ English Proficiency (C1+)"	Certification required	Vietnam
On The Mark TEFL ( <a href="https://www.onthemark-tefl.com/">https://www.onthemark-tefl.com/</a> )	English teacher (adult)	"Native English speakers"	Teaching experience preferred	China
Pyeongtaek University	Assistant Professor (Non-tenure track academic position) - EFL courses	"Native English speakers who completed secondary and college education in the United States, Britain, Australia, New Zealand, South Africa"	Teaching experience preferred	South Korea

Suzhou North America High School ( <a href="https://www.sna-itac.com/">https://www.sna-itac.com/</a> )	English teacher (Grades 9-12)	"If English teaching position, ONLY nationals from USA, UK, Ireland, Australia, Canada, New Zealand. (visa requirement)"	Preferred	China
Red Brick Education ( <a href="http://redbrick.education/">http://redbrick.education/</a> )	English teacher (K-12)	"English Natives"	Teaching experience and certificate required	China
RMIT Vietnam ( <a href="https://www.rmit.edu.vn/vi">https://www.rmit.edu.vn/vi</a> )	English Language Educator	N/A	Teaching experience and certificate required	Vietnam
Shane English School Thailand	English teacher (children)	"Native English Speaking Teachers Needed in Thailand"	Certificate preferred	Thailand
STARFISH Education ( <a href="https://starfisheducation.com/">https://starfisheducation.com/</a> )	Online English teacher	" Native Speaker Teachers (Part time) - Yangon, Myanmar"	Teaching experience required, certificate preferred	Myanmar
Sungmin (individual)	English teacher (kindergarten and elementary)	"Suwon - direct hire. Full-time Native English teacher at Sungkyunkwan Univ. Station, Suwon (+ Yongin campuses available)"	No requirement	South Korea
Wall Street English Vietnam ( <a href="https://wallstreetenglish.edu.vn/">https://wallstreetenglish.edu.vn/</a> )	General English and IELTS teacher	"Native level English speaker with a passport from the USA, UK, Canada, Australia, New Zealand, Ireland, or South Africa (Vietnamese immigration policy)"	Teaching experience preferred, certification required	Vietnam
Wellpay Education	ESL teacher	"Candidate should be a holder of English Speaking Country passport"	Certificate required	Taiwan
Westgate Corporation ( <a href="https://www.westgatejapan.com/">https://www.westgatejapan.com/</a> )	English teacher (university level)	N/A	Teaching experience and certificate required	Japan

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Appendix A-1: Table 1 List of Recruitment Advertisements with Websites (If Applicable) That Requires Native English Speakers and/or Passport Holders

School/Teacher Recruitment Organization Name and/or Website	Position(s) (as described in job description)	Native/Non-native Speaker Requirement(s)	Teaching Experience/Certificate Requirement(s)	Location(s)
AECT Vietnam ( <a href="http://aectvn.com/">http://aectvn.com/</a> )	Academic English teacher	"Native English speaker (or IELTS Band 8 for non-native speaking teachers)"	Teaching experience preferred, certification required	Vietnam
Awesome English Language Center ( <a href="https://awesome.edu.my/">https://awesome.edu.my/</a> )	English teacher	"NATIVE TEACHERS NEEDED IN MALAYSIA"  "Passport holders from UK, Ireland, US, Canada, New Zealand or Australia"	Certificate required	Malaysia
Aston English (Beijing Aston Educational Consulting Company) ( <a href="http://astonrecruiting.com/">http://astonrecruiting.com/</a> )	English teacher	"Passport holders from the USA, UK, Canada, Australia, New Zealand and Ireland (visa requirement)."	No requirement	China
Bartolo English ( <a href="https://www.bartoloenglish-school.com/">https://www.bartoloenglish-school.com/</a> )	English teacher (adults and children)	"native speaker of English"	No requirement	Japan
CanGoChina	English and IELTS teacher (K-12)	"Citizenship of Native English Speaking Countries ONLY (US, UK, CA, AU, IE, NZL, ZA)"	No requirement	China
Cloud 9 Pre-school ( <a href="http://cloud9english.jp/">http://cloud9english.jp/</a> )	English teacher (2-6 years old)	"Native English speaker"	Teaching experience preferred	Japan

EDUNEWYORK ( <a href="https://www.edunewyork.com/">https://www.edunewyork.com/</a> )	English teacher (kindergarten to middle school)	“Citizen of the USA, Canada, UK, Ireland, New Zealand, South Africa, or Australia”  “Native English Speaker”	No requirement	South Korea
English First	English teacher	“Hold a US/UK/AUS/NZ/CAN/IRL/ZA passport”	Teaching experience preferred, certification required	Indonesia
English Work	English teacher	“Be a Native Level English Speaker - UK, USA, Canada, Ireland, NZ, Australia, South Africa (visa requirement)”	No requirement	South Korea
Fifth Wings Japan	English language teacher	“APPLICANTS MUST BE A NATIVE OF ONE OF THE FOLLOWING	Either	Japan
GIMPO Korea POLY School ( <a href="https://www.koreapolyschool.com/main.do">https://www.koreapolyschool.com/main.do</a> )	English teacher (Kindergarten-Elementary)	“Looking for teachers from USA or Canada to teach at a language school in Korea”	No requirement	South Korea
Hangzhou Yingzhifu Language Training Center ( <a href="https://www.englishfirst.com/">https://www.englishfirst.com/</a> )	English teacher for children ages 3-18	“Applicants must be citizens from the United States, United Kingdom, South Africa, Canada, Ireland, Australia or New Zealand (visa requirement)”	No requirement	China
IONs International Education ( <a href="https://www.ions.co.id/">https://www.ions.co.id/</a> )	English teacher (kids)	“Are you a native English speaker from Australia, Canada, the UK, USA or New Zealand”	Teaching experience and certification required	Indonesia

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Korean International School	Secondary School Teacher	"Native English speaker from one of the following countries: USA, UK, Ireland, Australia, Canada, New Zealand, South Africa"	Teaching experience preferred, certification required	Vietnam
La Petite Fourmi Wuhan	English teacher (Early years/Kinder-garten)	"NATIVE Level English speaker from the UK, Canada, Australia, and New Zealand"	Teaching experience required if bachelor's degree, certificate preferred	China
MediaKids Academy ( <a href="https://www.mediakidsacademy.com/">https://www.mediakidsacademy.com/</a> )	English teachers for kids	"Native English speakers from UK, USA, Canada, Australia, New Zealand, Ireland and South Africa (visa requirement) (Non-native English speakers from Europe and the Philippines may apply, please contact us for more information about salary)"	No requirement	Thailand
m2r Education	English teacher	"Native English (UK, US, South Ireland, Australia, New Zealand)/English Proficiency (C1+)"	Certification required	Vietnam
On The Mark TEFL ( <a href="https://www.onthemarktefl.com/">https://www.onthemarktefl.com/</a> )	English teacher (adult)	"Native English speakers"	Teaching experience preferred	China
Pyeongtaek University	Assistant Professor (Non-tenure track academic position) - EFL courses	"Native English speakers who completed secondary and college education in the United States, Britain, Australia, New Zealand, South Africa"	Teaching experience preferred	South Korea

Suzhou North America High School ( <a href="https://www.sna-itac.com/">https://www.sna-itac.com/</a> )	English teacher (Grades 9-12)	"If English teaching position, ONLY nationals from USA, UK, Ireland, Australia, Canada, New Zealand. (visa requirement)"	Preferred	China
Red Brick Education ( <a href="http://redbrick.education/">http://redbrick.education/</a> )	English teacher (K-12)	"English Natives"	Teaching experience and certificate required	China
Shane English School Thailand	English teacher (children)	"Native English Speaking Teachers Needed in Thailand"	Certificate preferred	Thailand
STARFISH Education ( <a href="https://starfisheducation.com/">https://starfisheducation.com/</a> )	Online English teacher	" Native Speaker Teachers (Part time) - Yangon, Myanmar"	Teaching experience required, certificate preferred	Myanmar
Sungmin (individual)	English teacher (kindergarten and elementary)	"Suwon - direct hire. Full-time Native English teacher at Sungkyunkwan Univ. Station, Suwon (+ Yongin campuses available)"	No requirement	South Korea
Wall Street English Vietnam ( <a href="https://wallstreetenglish.edu.vn/">https://wallstreetenglish.edu.vn/</a> )	General English and IELTS teacher	"Native level English speaker with a passport from the USA, UK, Canada, Australia, New Zealand, Ireland, or South Africa (Vietnamese immigration policy)"	Teaching experience preferred, certification required	Vietnam
Wellpay Education	English teacher	"Candidate should be a holder of English Speaking Country passport"	Certificate required	Taiwan

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Appendix A-2: Table 2: List of Recruitment Advertisements with Websites (If Applicable) That Requires Native Level English Speakers

School/Teacher Recruitment Organization Name and/or Website	Position(s) (as described in job description)	Native/Non-native Speaker Requirement(s)	Teaching Experience/Certificate Requirement(s)	Location(s)
AECT Vietnam ( <a href="http://aectvn.com/">http://aectvn.com/</a> )	Academic English teacher	"Native English speaker (or IELTS Band 8 for non-native speaking teachers)"	Teaching experience preferred, certification required	Vietnam
Apollo Training and Education Vietnam ( <a href="https://apollo.edu.vn/">https://apollo.edu.vn/</a> )	ESL teacher	"Full mastery of English"	Teaching experience preferred, certification required	Vietnam
English Work	ESL teacher	"Be a Native Level English Speaker - UK, USA, Canada, Ireland, NZ, Australia, South Africa (visa requirement)"	No requirement	South Korea
Enhance Education ( <a href="https://www.enhance-education.com/index">https://www.enhance-education.com/index</a> )	English teacher (kids and adults)	"native-level English speakers with a university degree in any subject"	Teaching experience and certification required	Malaysia
Global Teacher Recruitment ( <a href="https://www.globalteacherrecruitment.com/">https://www.globalteacherrecruitment.com/</a> )	English teacher (2.5-12 years old)	"Native Level English Speaker"	Certification required	Hong Kong
Hongwen Montessori Academy ( <a href="http://www.mais-china.com/tianjin-campus">http://www.mais-china.com/tianjin-campus</a> )	English Language Teacher (Kindergarten)	"English first language level preferred"	English teaching experience required	China
i2 Education ( <a href="https://i2education.com/">https://i2education.com/</a> )	English teacher (2-6 years old)	"Native Level English speaker only"	Preferred	China
Korea Global Connections	English teacher	"Must be Native level english speaker"	No requirement	South Korea
La Petite Fourmi Wuhan	English teacher (Early years/Kindergarten)	"NATIVE Level English speaker from the UK, Canada, Australia, and New-Zealand"	Teaching experience required if bachelor's degree, certificate preferred	China

m2r Education	ESL teacher	“Native English (UK, US, South Ireland, Australia, New Zealand)/English Proficiency (C1+)”	Certification required	Vietnam
Wall Street English Vietnam ( <a href="https://wallstreetenglish.edu.vn/">https://wallstreetenglish.edu.vn/</a> )	General English and IELTS teacher	“Native level English speaker with a passport from the USA, UK, Canada, Australia, New Zealand, Ireland, or South Africa (Vietnamese immigration policy)”	Teaching experience preferred, certification required	Vietnam

**Appendix B: Price Table for Home Tutors (in Vietnamese) from 30sjob.com**

Lớp	Giáo viên châu Phi	Giáo viên Châu Á	Giáo viên Âu – Mỹ
1 kèm 1	350.000đ/giờ	450.000đ/giờ	600.000đ/giờ
2-6 học viên	450.000đ/giờ	550.000đ/giờ	700.000đ/giờ
8-12 học viên	500.000đ/giờ	600.000đ/giờ	750.000đ/giờ
12-15 học viên	600.000đ/giờ	700.000đ/giờ	850.000đ/giờ

*Note:* retrieved from [https://30sjob.com/blog/gia-su-tieng-anh-ban-ngu/?gclid=EA1aIQobChMIzr240syC7AIVF-DICh1KvgiWEAAYASAAEgIyvPD\\_BwE](https://30sjob.com/blog/gia-su-tieng-anh-ban-ngu/?gclid=EA1aIQobChMIzr240syC7AIVF-DICh1KvgiWEAAYASAAEgIyvPD_BwE)