



The Globalization of Canada's Knowledge Industry: English Language Teaching in Asia

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Executive Summary

This study, based on surveys in Hong Kong, Japan and South Korea, looks at various aspects of the life of native-speaking English teachers (NSETs). It demonstrates that different policies and institutional structures, such as program missions/goals, eligibility requirements and policies on salary and benefits, have significant implications on the participations of NSETs in these programs in terms of age range, satisfaction with their salaries, values to their participants, and interactions with local teachers. This study has demonstrated that NSETs have developed a greater understanding of not only the host Asian country and culture but also their home countries and culture through their experience of teaching English in Asia. The majority of NSETs have also reported that their experience of teaching English in Asia has helped them become more global in their outlook. It is noteworthy that a significantly higher percentage of global Canadians reported that they have become more oriented toward their home country than did the non-Canadian participants. However, this does not lead more Canadian NSETs to return to Canada after the expiration of their current contract than non-Canadian NSETs. Overall, 60.4% of the survey respondents said that they planned to stay in Asia and others that they would return to their home countries.

Overall, most NSETs agreed that it is important to build intercultural understanding among local teachers, students and NSETs. However, 33.3% of the NSETs in Hong Kong's NET Scheme answered that it is not important at all to build intercultural understanding between local students and NSETs, while the majority of NSETs in Japan and South Korea perceived that it is important. Furthermore, the majority of NSETs (66.7%) perceive that their participation in Asian English Language Teaching (ELT) programs contributes to cultural exchange between Asian and their home countries. While NSETs in Hong Kong rated the program's contribution to intercultural understanding comparatively lowly, they rated their own contribution to cultural exchange between Asia and their home culture very high. The NSETs in the JET program rated their contribution highest. The ratings of NSETs in South Korea fell in between that of NSETs in Japan and Hong Kong.

This study found the areas of national policies to support NSETs in Asia included providing resources and materials and providing networking opportunities. The Canadian government has not provided any resources and/or materials about Canadian culture and society which can be used by Canadian NSETs. It would be helpful to provide Canadian NSETs with a “culture kit” about Canada. This could be organized through Canadian embassies or consulates in Asian countries. Creating a centralized website in both English and in Asian languages will be an effective way to support Canadian NSETs in Asia. A more centralized network through Canadian organizations like the Language Industry Association (AILIA) or the [Canadian Bureau for International Education](#) (CBIE) may serve to best facilitate information exchange between Canadian teachers of English in Asia and abroad in a more systematic and established manner.

In the Asian government-sponsored ELT programs, Canada consistently stands second, following Australia in Hong Kong; the US in Japan and South Korea. However, there is a discrepancy between the actual participation and perceived importance of Canada’s role in the ELT market. According to the survey question for rating the importance of the role that each of the US, UK, Canada and Australia plays in the ELT market, Canada stands third, with the US first, UK second, and Australia fourth. The survey results indicate that Canada’s role in English language teaching in Asia is under-rated among not only non-Canadian but also Canadian NSETs. It is imperative that Canada strategically promotes its role in the ELT market and its image as a global player in the ELT market.

To promote Canada’s role in the ELT market, it will be beneficial to link ELT in Asia and interactional education in Canada, since interacting with Canadian NSETs may motivate Asian students to study in Canada. Including information about Canadian education systems and institutions in the ‘culture kit’ would be a good way to showcase Canada’s education and training excellence. In addition, there is a need for a more integrated approach to ELT in Asia, making ELT part of an effort to promote images of Canada in Asia. Furthermore, in order to build a more equitable relationship in the EFL industry, it will be beneficial to promote international exchange between Canada and Asian countries by sending Canadian students to these countries. This research with its focus on the experiences of global Canadians already teaching (or having taught) in Asia is the first step toward extending our understanding of Canada’s involvement in the ELT market in Asia and developing nuanced policies in order to extend and expand our future participation.

Introduction

In the current global economy, language as “a means of production and as a product itself” plays a central role (Heller, 2005). An estimate by the British Council English 2000 project has referred to a billion people worldwide engaged in learning English (1997), three quarters of whom represent speakers of English as a foreign language (EFL) (Crystal, 2003). The British Council estimates that half the world’s population will be speaking or learning English by 2015 (British Council, 2006). In 2004, revenue generated across the global ELT market was US\$ 8.3 billion, 10.8% of which was Canada’s market share, with UK with the top market share at 55.3% and the US at 17% (Language Travel Magazine, 2004). Given Canada’s population size relative to that of the United States, 10.8% is significantly high. Asia has also been an important market for Canada’s domestic ELT industry. For example, in 2006, the nationality breakdown for international students studying English within the Canadian language teaching market was made up of 24.4% Korean, 17.6% Japanese, 15.9% Chinese, 8% Mexican, and 4% Brazilian English language learning students (Language Travel Magazine, 2006).

Given the fact that only a limited number of Asian students can afford to study English abroad because of the expenses and long time commitment, the demand for and scale of ELT markets within Asian countries are much larger than those in English speaking countries such as Canada. Asian governments also recognize the high expenses faced by Asian study-abroad students whose main purpose is to study English in an English speaking country. In order to reduce this substantial cost, various Asian governments have tried to strengthen the public school education programs for English language learning. For instance, in 1997 South Korea introduced mandatory English language education at the elementary level, and in 2002 Japan began to systematically allow public elementary schools to teach English under the theme of international understanding (Kanno, 2007). As a means to improve public English education, Asian governments have been increasing the number of native-English speaking teachers in their public education system. In the case of Korea, in May of 2005, the Korean Ministry of Education and Human Resources Development announced a “5 Year Plan for English Education Revitalization.” This plan would place a native English speaking teacher into each Korean junior high school by 2010 (a total of 2,900 teachers nationally) and also promote the “one native English speaking teacher per school policy” at elementary and high school levels.

English Language Teaching as a Service Export Industry

Recognizing the importance of language as commodity, the Canadian government has developed a Language Industry Program (LIP) which is an initiative that identifies Canada as a major player in the world's booming language market. However, Industry Canada has also recognized that the Canadian language industry is currently fragmented and lacks visibility (Industry Canada). In 2003, Industry Canada received \$10 million as part of the Action Plan for Official Languages to help the language industry with its visibility and fragmentation issues. Given this mandate, Industry Canada helped create AILIA (Association de l'industrie de la langue -Language Industry Association) and set up the Language Industry Program, which funds marketing and branding activities for the industry. According to Industry Canada, “Canadian language training specialists serve approximately twelve per cent of the world’s demand and generates approximately C\$450 million in revenues” (Industry Canada, 2008). The

Initiative includes all three of the major sectors of the Canadian language industry; translation, language training and language technologies. Although the Canadian language industry includes languages other than English, the current overwhelming power of English worldwide makes English a focal language for the Canadian language industry.

The “export” of Canadian English language teachers would be part of the language training sector. However, currently, the language training sector encompasses language schools and summer study programs within Canada, but does not include the English education market outside Canada. Given the increasing numbers of Canadian English teachers active in this external ELT market, this is a significant oversight. Another example of the omission of the international ELT market is the Canada Language Council (CLC). The Council is a language organization representing the two official languages, English and French, within the public and private sectors. For the past 25 years, the Council’s main goal has been advancing standards and promoting excellence in English and French language training within Canada (<http://www.c-l-c.ca>). Again, there is no involvement in the Asian ELT market by the CLC which adds to the lack of research available on Canadian involvement in the Asian ELT market.

There are two types of service exports for English teaching by Canada: (1) the provision of domestic ELT services to Asian (and other international) students who come to Canada to study English, and (2) the provision of ELT services by global Canadians to Asian students who reside in their own home country. Both types of ELT services to non-Canadians ultimately contribute to Canada’s revenue. The first type clearly qualifies as an export industry as foreign funds flow into Canada from abroad. The latter type is a more pro-active approach as ELT services reach out to the far greater number of students who cannot come to study in Canada. Approximately 60% of students who come to Canada for education are from China, South Korea or Japan (Merrifield & GBM & Associates, 2006). As studying abroad is an endeavor which costs students a large sum of money and requires a considerable time commitment, the potential ELT market in Asia is significantly larger than the ELT service market within Canada. As mentioned above, Asian governments are trying to improve their public English education programs as a way to counteract the high costs of studying English abroad and a significant strategy to improve their public English education has been to increase the number of native English speaking teachers within the public school systems. Furthermore, within the Asian language market as a whole, the trend is toward transnational education in which foreign service providers set up local offices to supply language training programs and teachers (Industry Canada, 2007). In this way, Asian countries are keeping more of their currency at home, while still taking advantage of the latest training developments available in the global ELT market. Thus, the potential market for exporting Canadian English language teaching will grow bigger as the demand for such teachers continues to increase.

These two types of ELT service export industries are also reciprocal in that Asian students who are taught by Canadian English teachers in their home countries, may be more inclined to come to Canada later on to further their education. In this way, English teachers serve also as facilitators of two-way cultural understanding between their new country of work/residence and Canada. Asian students learn not only English but also about Canada, its culture, people and role in the world, and this in turn can have a lasting impact on the future political and economic relationships between Asia and Canada. In this sense, Canadian English teachers are the face of Canada and can be

perceived as Canadian “cultural brokers” and intercultural exchange facilitators. Canadian involvement in the global ELT market can help to ensure the reputation of Canada, of the Canadian people and their language. Therefore, the way English is promoted and marketed may ultimately play a key role in Canada’s place in the world broadly and in Asia specifically.

The provision of ELT to Asian students who reside in their home countries consists of four major sectors: (1) the export of global Canadians as English teachers; (2) Canadian International Schools in Asia; (3) Canada-based TESOL (Teaching English to Speakers of Other Languages) Certificate training institutes in Asia and other international locations; and (4) publishing and software. In the following section, I will give an overview of each of these sectors and Canada’s current profile in each.

As global flows of goods, services, capital and technology rise, the number of Canadians living and working abroad is increasing. Approximately 9% of Canadian citizens live abroad (APF, 2008) and a significant number of these diasporic Canadians participate in English language teaching in Asian countries. A large subset of these global Canadians teach in official Asian government English language teaching programs in public schools. For example, according to the Japanese Ministry of Foreign Affairs, in 2006, 685 out of the 5,508 Japan Exchange and Teaching (JET) participants were Canadians (Canadian Embassy of Japan, 2008). Between 1996 and 2005, 531 out of 1,762 English Program in Korea (EPIK) participants were Canadians working as assistant English teachers (Kim, 2007). Through government sponsored programs such as JET for Japan, EPIK for South Korea and the Native-speaking English Teachers (NET) Scheme for Hong Kong, a significant number of Canadians have been recruited, trained, and employed at public schools in Asia to teach English.

As well, throughout Asia there are many Canadian international schools, such as the Canadian International School of Hong Kong, the Canadian International School in Singapore, the Canadian International School in Tokyo and the Canadian International School of Beijing. These schools offer K to 12 education and use curricula drawn from different Canadian provinces. These schools offer courses taught in English as a medium of instruction, which is one of the key factors for attracting their students. Not only the curriculum, but also textbooks and teaching materials and a lot of the teaching staff in these schools are from Canada. The brand image of “Canadian education in English” is a strong selling point in Asian education markets. For example, in their advertisements, the Canadian International School in Hong Kong states, “the school boasts an award-winning, architecturally designed campus that is uniquely Canadian in style and spirit” (Canadian International School, Hong Kong).

There are number of Canada-based TESOL training institutes in Asia and throughout the world. For example, the Canadian Institute of English program offers an intensive week-long TESOL Certificate program in multiple locations in Asia, North and South America and Europe. These programs are offered in major cities including Busan, South Korea; [Kawasaki City, Japan](#); [Toronto, Canada](#); [Aguascalientes, Mexico](#); London, England; and Atlanta, US, among others, with over 7,000 graduates teaching in more than 40 countries (Canadian Institute of English). In addition to on-site training programs, there are Canada-based EFL training institutes which offer their service on-line. For instance, [www.Ontesol.com](#), a Toronto-based institute, provides a 250-hour online TESOL course and offers standard TESOL certificate accredited by TESL Canada (Ontesl.com).

Although the target market of these institutes is international, Asia is an important area for them due to the high demand for TESOL certificates in Asia.

Finally, publishing and software development is an emergent but less-developed sector in the service export industry. ELT publishing has been dominated by the UK. The four leading UK-based ELT publishers include Pearson Education, Oxford University Press, Macmillan Heinemann and Cambridge University Press. The UK's estimated share of the global EFL publishing market was at least £1 billion (approximately C\$2 billion) in 1999 (Francis). There have not been any major Canadian publishers visible in the global ELT publishing market. The major Canada-based ELT publishers, such as Oxford University Press Canada, Cambridge University Press Canada and Pearson Canada, are branches of UK-based multinationals. Furthermore, the target market for these companies is the domestic Canadian ELT market. Except for a handful of Canada-based language learning software companies such as <http://purelanguage.ca/> (which includes ESL), Canada is similarly underrepresented in the online software development sector.

Canada's place in the Asian ELT market

This section provides an overview of Canada's involvement in the Asian ELT market in comparison to the UK, the US and Australia. The UK's involvement in the Asian ELT market can provide Canada with an excellent model for bench marking and future programming. The ways in which these countries are involved in the ELT export service industry in Asia are strongly related to the educational systems of each exporting country and the maturity of their ELT industries. Therefore, the UK and Australia tend to have a more strongly targeted approach to quality issues and the provision of professional development because of the maturity and more-centralized national control of their educational systems, unlike the ELT industry in Canada and the US where education control is at the provincial or state levels (Merrifield & GBM & Associates, 2006).

As a leading export country of ELT services, the UK has built an ELT industry worth approximately £1.3 billion to the UK economy (British Council, 2006a). The UK has taken an aggressive approach to its ELT service industry in which it not only recruits overseas students to the domestic UK ELT market, but also actively reaches out and responds to overseas need. The British Prime Minister launched his Second Initiative for International Education, or PMI2, in April 2006. PMI2 seeks to position the UK as a willing collaborator and innovator in education in other countries and not a mere recruiter of students (British Council, 2006a). ELT is an integral part of UK's PMI2 strategy. The British Council, founded in 1934, has played an active role in promoting Britain's place in the global ELT market. The British Council has recognized the promotion of English language goods and services as a means to position Britain as a leading-edge provider of cultural and knowledge-based products (Graddol, 1997). The UK has established an impressive EFL industry infrastructure in Asia, by opening British Councils in 14 locations in Asia, including Japan, China, South Korea and Hong Kong. In order to reach target customers, British Councils have also established networks with agents, alumni and English teachers in these countries. For example, the British Council in Japan has regular contacts with over 200 agents, over 1,500 alumni and 1,200 teachers of English at Japanese schools. Through these well-established networks, the council has been able to effectively target the ELT market throughout Japan (British Council, 2006b). In Korea, the British Council is among the most highly regarded English-language institutions (Industry Canada, 2007) and stands out as perhaps the most active of all agencies in the Korean ELT market. The British Council in Hong Kong has been

promoting British education since 1948 and acts as a language centre by offering language programs to students of all ages, TESOL training, and a Distance Learning Study Centre, which is a dedicated area for registered e-learners. According to the British Council's corporate plan for 2006 - 2008, the goal of the UK in the ELT industry is that by 2010 every teacher and learner of English in the world will have access to the skills, ideas and materials they need from the UK (British Council, 2006a).

The US, which holds the second largest ELT market share, has relied on free market principles and therefore not seen much direct government involvement and support. Private companies and educational institutions have actively pursued creating profit from the domestic and global ELT market. The high currency of the American variety of English, accompanied by the financial, economic and cultural dominance of the US in the world, has helped ensure the US's place in the ELT market. For example, in South Korea, American organizations are regarded as prestigious (Industry Canada, 2007) and American service providers benefit from the high profile reputation of American schools. American teachers of English have no trouble finding jobs in Korea or Japan. In Hong Kong, high-profile, comprehensive US language centres dominate the ELT market, which include the Wall Street Institute, the Princeton Review and the Kaplan Educational Center (Industry Canada, 2007).

In Australia education was the fourth-largest export industry in 2004, earning approximately AS\$5.2 billion (US\$3.5 billion) in 2002/2003. The Australian government is committed to the sustainable growth of Australia's international education services. Unlike Canada and the US, Australia is pursuing a "revenue generating" approach, and treats higher education as an industry (Industry Canada, 2007). The government continues to seek increased access for Australian education providers to international markets through the World Trade Organization and the negotiation of bilateral and regional free trade agreements. The Australian Ministers of Foreign Affairs and Education, Science and Training recognize that "Asia is Australia's most important regional market for education exports, and will continue to provide unprecedented opportunities for Australia, as Asian incomes grow and higher education takes on increasing prominence" (Australian Department of Foreign Affairs, 2005). In Hong Kong, Australia is aggressively marketing its language training capabilities (Industry Canada, 2007). IDP Education Pty. Ltd. (IDP), an independent not-for-profit organization, supports the use of Australian education expertise internationally and assists Australian education systems abroad. However, in South Korea and Japan, the Australian accent is less desirable and for this reason some Australian teachers find it difficult to find jobs in Asia (Industry Canada, 2007).

In comparison to the UK, the US and Australia, the Canadian language industry is currently fragmented and lacks visibility (Industry Canada). However, there has been Canadian involvement in the Asian ELT market. For example, in Hong Kong, where approximately 200,000 Canadians reside, Canada's major involvement in the language market is through the education and study abroad segments such as Canadian schools, the NET program, international schools and study abroad programs (Industry Canada, 2007). Canadian participation in the NET scheme represents 20% of the total number of teachers and a C\$13.9 million share of the NET budget (Industry Canada, 2007). The approximately 400 Canadians who are teaching in international schools represents an additional \$36.6 million (Industry Canada, 2007). As well, the Canadian standard variety of English is conflated with the American standard which is increasingly the most desired variety of English in Asia (although the British standard retains some prestige as well).

This conflation is an added advantage which bodes well for Canadians who are working abroad in the Asian ELT industry.

Research objectives

Despite the significant and growing number of Canadians involved in Asian English education programs and the economic, political and cultural implications of the Canadian diaspora in Asia, there has been little systematic research and analysis on the opportunities, challenges and impact of these diasporic Canadians working as English teachers in Asia. Most Canadian research on Diaspora focuses on immigrant Canadians within Canada (see Gibb & Rothenberg, 2000; Lalande, 2006), and a recent conference on Canadian Diaspora entitled “The Role of the Canadian Diaspora in Global Diplomacy and Policy-Making,” focused on diasporic communities within Canada. The lack of research on the Canadian diaspora in the English education market in Asia is also evident in the Canadian Language Industry Initiative as outlined above. Therefore, the goal of this research project is both to fill this gap in the research and to identify strategic policy directions for utilizing Canadian human resources in the English language education market in Asia.

Although there are many independent private agencies that recruit Canadians for English education in Asia, the research project focused on Asian government-sponsored programs for recruitment, training and administration of Canadian teachers of English in Asia. These programs include the JET program for Japan, the NET Scheme for Hong Kong, China, and programs in South Korea, such as EPIK (English Program in Korea), GEPIK (Gyungki English Program in Korea), ETIS (English Teachers in Seoul) and TaLK (Teach and Learn in Korea) programs. Four main questions guided the research:

- (1) What implications do the different policies and institutional structures in the three Asian territories have on the participation of global Canadian English teachers?
- (2) What issues of Canadian identity and attachment arise for these English teachers and what impact do they have on program retention and future participation?
- (3) What implications do interactions between the local Asian teachers/students and Canadian teachers have for building intercultural understanding both locally and internationally?
- (4) What kinds of national and international policies and agreements can enhance the future participation of Canadians in English language teaching programs in Asia?

Research methodology

A multi-method and three-phase data collection process that utilizes both qualitative and quantitative tools was adopted to gain multiple viewpoints, from a variety of stakeholders, on the research questions. In the first phase of the research program, I conducted an online survey with Canadian teachers of English who are currently participants in the JET, EPIK or NET programs. The survey questions helped me to make contact with Canadian teachers currently in these programs and elicit

demographic data and information on their recruitment, settlement, as well as working and living conditions.

In the second phase of data collection, the information from the surveys allowed me to develop questions for the next phase of the research program: on-site, in-depth interviews with current Canadian participants in the JET, EPIK and NET programs. The interviews included both open and closed ended questions to elicit content-rich conversations. The individual interviews elicited information on the negotiation and transformation of socio-cultural identities of global Canadians and the implications of this for intercultural exchange and continued participation in Asian English language teaching programs. Also, in this phase of the research, I conducted interviews with local Asian teachers who teach with Canadian English language teachers in order to get multiple viewpoints about the role of Canadian teachers and the relative importance of Canadian participation in such programs. I also interviewed administrators of these official Asian government programs in order to gain insight into the value of Canadian participation, the future directions of these programs and the possibilities for expanding the role of global Canadians in these language markets. I have interviewed 10 NET participants, seven JET participants, 10 NSETs in Korea; three local teachers of English in Hong Kong, five in Japan and three in Korea; one program administrator in the NET and five program administrators in Korea. Finally, the third phase of the research was devoted to analyze both survey and interview data.

Survey participants

Out of the 159 survey respondents, there were 94 JET and 30 NET participants. There were 35 participants in Korean public schools via EPIK, TaLK and other government-funded programs. By age, 73 out of the 159 of the survey respondents belonged to the age group between 20 and 25 years; 45 participants to between 26 and 30; 27 participants to between 31 and 40; and 14 participants between 41 and 60 years. There were 66 female and 93 male participants. Close to the half of the survey respondents (76 out of 159) were from the US followed by 45 from Canada, 14 from UK, 10 from Australia, 7 from New Zealand, 6 from South Africa and 1 from another country. The Tables 1.1 to 1.4 summarize the total survey respondents by participating programs, age, gender and nationality.

Table 1.1 Distribution of participating program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	JET(Japan)	94	58.8	59.1	59.1
	NET(Hong Kong)	30	18.8	18.9	78.0
	EPIK(Korea)	7	4.4	4.4	82.4
	TaLK(Korea)	21	13.1	13.2	95.6
	Non-EPIK, Non-TaLK, government sponsored program(Korea)	7	4.4	4.4	100.0
	Total	159	99.4	100.0	
Missing	System	1	.6		
Total		160	100.0		

Table 1.2. Distribution by age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-25	73	45.6	45.9	45.9
	26-30	45	28.1	28.3	74.2
	31-40	27	16.9	17.0	91.2
	41-60	14	8.8	8.8	100.0
	Total	159	99.4	100.0	
Missing	System	1	.6		
Total		160	100.0		

Table 1.3. Distribution by gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	66	41.3	41.5	41.5
	Male	93	58.1	58.5	100.0
	Total	159	99.4	100.0	
Missing	System	1	.6		
Total		160	100.0		

Table 1.4. Distribution by nationality

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	US	76	47.5	47.8	47.8
	UK	14	8.8	8.8	56.6
	Canada	45	28.1	28.3	84.9
	Australia	10	6.3	6.3	91.2
	New Zealand	7	4.4	4.4	95.6
	South Africa	6	3.8	3.8	99.4
	Other	1	.6	.6	100.0
	Total	159	99.4	100.0	
Missing	System	1	.6		
Total		160	100.0		

Research Findings

Question 1. This section will address the first research question: What implications do the different policies and institutional structures in the three Asian countries have on the participation of global Canadian English teachers?

In order to answer this question, it is necessary to provide an overview of the different policies and institutional structures of the government-funded English teaching programs to import native speaking English teachers in Japan, Hong Kong and South Korea. Between its launching in 1987 and 2007, the JET (Japan Exchange and Teaching) program has recruited 94,592 teachers. During these years, the US sent the most number of JET participants (45,691), followed by U.K (17,243), Canada (14,311), Australia (6,248), New Zealand (4,758), and etc (personal communication with Chris Browne, JET Coordinator, Embassy of Japan, January 23, 2008). In 2009, the program has recruited 4,682 participants from 38 countries (<http://www.jetprogramme.org/>). The Council of Local Authorities for International Relations (CLAIR) administers the JET program in cooperation with local government organizations; the Ministry of Internal Affairs and Communications (MIC); the Ministry of Foreign Affairs (MOFA); and the Ministry of Education, Culture, Sports, Science and Technology (MEXT) (<http://www.jetprogramme.org/>).

NET Schemes consist of Primary NET (PNET) and Secondary NET (SNET), and the Education and Manpower Bureau (EMB) of the Government of the Hong Kong Special Administrative Region is in charge of administering the Schemes. Native-speaking English teachers (NSETs) were first recruited in Hong Kong in 1986 and the NET Scheme was expanded in 1998 (Luk, 2001). Since 1997, native-speaking English teachers (NSETs) have been introduced to secondary schools and in 2002 in primary schools. Between 1998 and 2008, 1,417 NSETs have been recruited by the EMB -- 624 from Australia, 257 from Canada, 168 from UK, 176 from NZ, 51 from US, and 142 from elsewhere (<http://forums.eslcafe.com/job/viewtopic.php?t=68205>; verified by Mr. Tham at the EMB). The number of NET Scheme participants who have been recruited directly by individual schools is not known, but this number is far fewer than the NSETs recruited by the EMB. Canadian NSETs have consistently ranked second. Unlike the other two countries where the number of American NSETs ranks first, the representation of American NSETs in Hong Kong is relatively low and that of Australian NSETs is very high.

The case of South Korea is complicated since there is more than one government-funded program to recruit native-speaking English teachers. EPIK, ETIS and GEPIK recruit and/or administrate full-time NSETs with a bachelor's degree, while TaLK is an exchange for recruiting college students (or graduates) whose duty is to teach extra curricular English classes 15 hours per week. The current study uses EPIK as an umbrella term representing all three programs, since they follow similar guidelines for recruitment, deployment and administration of NSETs. Whenever there are differences among these three programs, a reference to each program will be made. ETIS covers the Seoul Metropolitan areas, GEPIK the Gyeonggi Province (the area immediately surrounding Seoul), and EPIK the rest of the country. Accordingly, the administrating body for each program is different -- SMOE (the Seoul Metropolitan Office of Education) for ETIS, GEPIK the Gyeonggi Provincial Office of Education (GPOE), and EPIK for National Institute for International Education (NIIE). This division of labour is due to the

high demand for NSETs in the Seoul and Gyeonggi areas that is beyond the capacity of the EPIK program. EPIK was launched in 1995. Between 1996 and 2008, there were 2806 EPIK participants, among which 1,372 were from US, 777 from Canada, 255 from UK, 157 Australia, 116 from New Zealand, 29 from Ireland, and 44 South Africa, and 55 from Korea (EPIK, 2008). Canada has consistently ranked second after the US. South African EPIK teachers had not been visible until 2007. In 2004, SMOE started recruiting NSETs for Seoul by launching ETIS. For the initial recruitment itself, SMOE designated the following four private recruiting companies -- Footprints Recruiting Incorporated, Korea Connections, Herald Professional, and WorknPlay Incorporated (<http://etis.sen.go.kr>). GEPIK, established in 2003, employed 1,542 teachers in 2009 (<http://cge.ken.go.kr>), and expected to hire 1,952 NSETs in 2010. According to a 2007 survey, Canadian participants ranked second behind American participants in terms of numbers -- out of 1024 GEPIK teachers, 410 were from America, 267 from Canada, 97 from South Africa, 82 from UK, 58 from New Zealand, etc (<http://cge.ken.go.kr/eng/>). Among the three programs, GEPIK is the only one that allows senior students to apply for the program. The TaLK program launched in 2007 is to supply NSETs to rural schools in need of NSETs. In 2009, the nationality break down of GEPIK participants was: US 1,066, Canada 369, UK 123, South Africa 261, Australia 74, NZ 73, Korea 34, and Ireland 30 (<http://forums.eslcafe.com/korea/viewtopic.php?p=2174028>).

In sum, in all three countries, Canadian NSETs have made up the second-largest group. The following table summarizes the nationality breakdown by each country. Because of a relatively large number of JET survey respondents, the nationality break down among the survey respondents represents that of the larger JET population. In the cases of Hong Kong and Korea, the Canadian NSETs were over-represented because of the relatively small number of the survey respondents and because of the focus of the current study on the Canadian participation in the Asian ELT markets.

Table 2. Nationality breakdown by country

		Hong Kong		Japan		Korea	
		Frequency	Percent	Frequency	Percent	Frequency	Percent
Valid	US	3	10.0	59	62.8	13	37.1
	UK	4	13.3	10	10.6	0	0
	Canada	13	43.3	18	19.1	14	40.0
	Australia	5	16.7	4	4.3	1	2.9
	New Zealand	4	13.3	1	1.1	2	5.7
	South Africa	1	3.3	2	2.1	3	8.6
	Other	0	0	0	0	1	2.9
Missing		0	0	0	0	1	2.9
Total		30	100.0	94	100.0	35	100.0

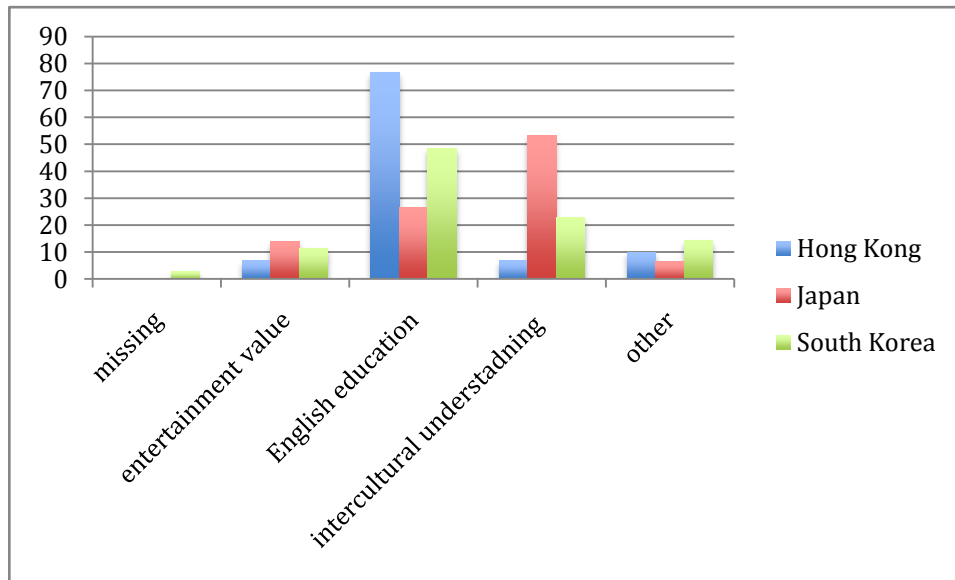
The mission of the each program dictates the qualifications and duties of NSETs. While NET and EPIK focus on English education in Hong Kong and South Korea respectively, JET emphasizes international exchange between Japan and other countries through foreign language education (mainly English although other languages are not excluded). South Korea's TaLK is similar to JET in terms of its emphasis on TaLK participants learning about Korean language and culture, but its main focus is still English language education, especially in rural areas. The following table summarizes the mission statement of each program.

Table 3. Mission Statement of each program

NET	JET	Korea	
		EPIK	TaLK
<ul style="list-style-type: none"> -To provide an authentic environment for children to learn English and develop their confidence in using English for communication; -To develop innovative learning and teaching methods, materials, curricular and activities suited to the needs of local students; -To promote the professional development of local teachers; -To encourage effective networking among schools when appropriate; and - To disseminate good practices in language learning and teaching developed within the scheme through regional teacher development programs such as experience- sharing seminars/workshops and networking activities. 	<ul style="list-style-type: none"> -To promote grass-roots international exchange between Japan and other nations. -To develop strong relationships with local communities through foreign language education and international exchange activities. 	<ul style="list-style-type: none"> -To foster primary and secondary students' English communication ability in the age of information and globalization -To provide English conversation training to public English teachers. -To develop English textbooks and teaching materials. -To improve and expand English teaching methodologies. -To encourage cultural awareness between Koreans and GETs (Guest English Teachers), bettering Korea's image abroad. 	<ul style="list-style-type: none"> -To strengthen public English education for youth, especially in rural areas.

The following graph shows that NSETs in different programs value their participation differently, which indicates the internalization of the mission of each program by its participants. More than half the JET participants (53.52%) chose “fostering intercultural understanding” as the value of their participation, while the majority of the NET participants (76.7%) chose “English education.”

Graph 1. Value of NSETs' participation



The different mission of each program shapes different eligibility requirements and duties of NSETs in each country, which is summarized in the following table.

Table 4. Eligibility requirements

NET		JET	Korea	
PNET	SNET		EPIK	TaLK
(category 5) - recognized teacher's certificate obtained after at least 2 years' full-time study or equivalent; and - TEFL/TESL qualification at least at certificate level.	(category 7) - Bachelor's degree in any subject from a Hong Kong university or equivalent; and -a master's degree in TEFL/TESL; and -at least 1 year's post-graduate experience of teaching English (preferably as a second or foreign language) at secondary level or above.	- at least a Bachelor's degree by departure date. - 40 years of age or less. - interest in Japan. - mentally and physically healthy. - a citizen (not just a permanent resident) of the country where the recruitment and selection procedures take place. - excellent pronunciation, rhythm, intonation and voice, projection skills in the designated language.	- a completed Bachelor's degree -be a citizen of a country where the national language is English.(i.e. Australia, Canada, New Zealand, UK, US, Ireland, and South Africa) - a maximum of 55 years of age. - mentally and physically healthy. - a good command of the English language. - the ability and willingness to adapt to Korean culture and living.	- at least 2 years of undergraduate studies completed. - ethnic Koreans who are in their 1st or 2nd year of college/university are eligible also. - mentally and physically capable. - the ability and willingness to adapt to Korean lifestyle and culture. - be able to communicate in English fluently with clear and distinct pronunciation.

The category 5 in PNET and 7 in SNET are the lowest categories in the Schemes respectively. The NET Schemes require a teacher's certificate and a TEFL/TESL certificate, while the other countries do not. The SNET Scheme requires both a Master's

degree in TEFL/TESL and at least one year's teaching experience in addition to a teacher's certificate, which is the highest qualification among all the programs. The NET Scheme's emphasis on English education in Hong Kong is well reflected in the requirements for its applicants. In contrast, the participants of JET, an exchange program for the promotion of international exchange, require neither a teacher's certificate nor teaching experience. Although EPIK emphasizes English education, the eligibility requirements do include neither a teacher's certificate nor a TEFL/TESL certificate. In terms of age limit of applicants, JET has an age of 40 or less, EPIK has an age 55 or less, while NET does not have any. It is not clearly stated why JET and EPIK have such age limits for their applicants. The age breakdown of the survey respondents in each program reflects this age limits or the lack of a limit (see the following table). The number of NET participants increases as the age range increases -- 43.3% were between 41 and 60 years old, while JET and EPIK show the opposite trend -- 51.1% of JET and 65.7% of EPIK (including TaLK) participants were between 20 and 25 years old. The high concentration of the older age group (41 to 60) among the NET Scheme participants may stem from the competitive salary and a relatively high retention rate of the NET Scheme participants.

Table 5. Breakdown by age in each program

		Hong Kong		Japan		Korea	
		Frequency	Percent	Frequency	Percent	Frequency	Percent
Valid	20-25	2	6.7	48	51.1	23	65.7
	26-30	6	20.0	32	34.0	7	20.0
	31-40	9	30.0	13	13.8	4	11.4
	41-60	13	43.3	1	1.1	0	0
Missing		0	0	0	0	1	2.9
Total		30	100.0	94	100.0	35	100.0

The salary range and the benefits in each program vary. The JET and the TaLK programs pay the same amount to all the participants regardless of their qualifications. The JET remuneration is ¥3.6 million per year (¥300,000 per month) and the TaLK Won1.5 million. The salary scale of PNETs is from around HK\$22,985 to HK\$40,290 (approx. US\$2,599 to \$5,198) per month (12 months a year); SNETs from HK\$22,985 to HK\$48,400 per month (US\$2,965 to \$6,245); and EPIK from Won1.8 million to Won2.7. The following table summarizes the salary scale and the benefits of each program. JET does not provide housing for its participants, while the other programs do. NET participants receive a special allowance for housing.

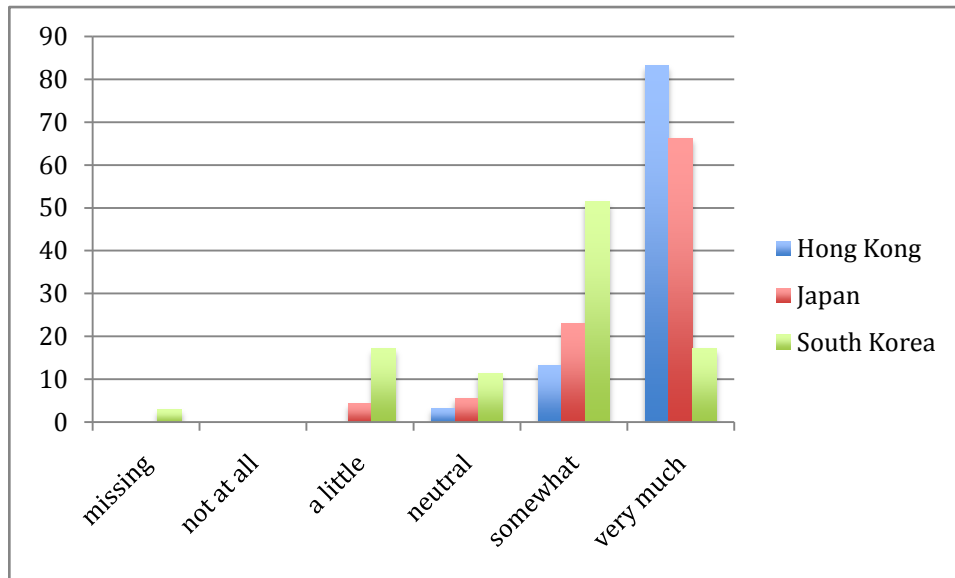
Table 6. Salary and Benefits

			JET		
	PNET	SNET		EPIK	TaLK
Salary	HK\$19,835 to \$40,290 per month (US\$2,599 to \$5,198)	HK\$22,985 to \$48,400 per month (US\$2,965 to \$6,245)	¥3,600,000 per year after taxes (US\$3,259 per month)	Won1.8 million to Won2.7 million per month (US\$1,513 to \$2,270)	Won1.5 million per month (US\$1,261)
Benefits	<p>- passage, baggage and medical allowances and a special allowance of HK\$14,245 (*approx. US\$1,826) per month</p> <p>-15% gratuity upon successful completion of the contract period</p> <p>-a retention incentive at 5% of current base salary for the third and fourth years of service</p> <p>-retention incentive at 10% of current base salary for the fifth year or onwards</p>		<p>- travel expenses to Japan and back to one's home country</p>	<p>- housing</p> <p>- round-trip airfare</p> <p>- settlement subsidy (one-time payment): Won300,000</p> <p>- severance pay equal to approximately one month's salary/year</p> <p>- entrance allowance: Won1,300,000</p> <p>- renewal allowance: Won2,000,000</p> <p>- 50% of compulsory medical insurance</p> <p>- one week paid orientation</p>	<p>- housing or a rent subsidy (a fixed fee of Won400,000)</p> <p>- round-trip airfare</p> <p>- traveler's health insurance</p> <p>- settlement subsidy (one-time payment): Won300,000</p> <p>- opportunities to participate in cultural programs</p> <p>- one month paid orientation</p>
Contract period	Minimum 2 years; no limit	Minimum 2 years; no limit	1 year up to 5 years	Minimum 1 year; no limit	6 months up to 1 year

Working hours	15-17	27 lessons in a 6-day cycle	35 hours per week with two days off	8 hours per day, 5 days per week maximum 22 hours per week of class instruction hours	15 hours per week of classroom instruction time
Paid leave	2 days per school year terminal leave in the school summer vacation at the end of the contract and each renewed contract		minimum of 10 days paid leave	18 days of paid leave (21 for Seoul) 20 days for GEPIK	7days per semester

The compensation for NSETs in the NET Schemes is the highest among the programs in the three Asian countries. The survey results indicate that the NET participants are most satisfied with the salary and the NSETs in Korea are least satisfied. To a survey question about how much NSETs are satisfied with their salary, 83.3% of the NET respondents answered "very much," 13.3% "somewhat", and 3.3% "neutral." For the case of Korea, 17.1% answered "very much," 51.4% "somewhat," 11.4% "neutral," and 17.1% "a little." 66.3% of the JET respondents answered "very much," 23.1% "somewhat," 5.6% "neutral," and 4.4% "a little." The following graph summarizes the survey results.

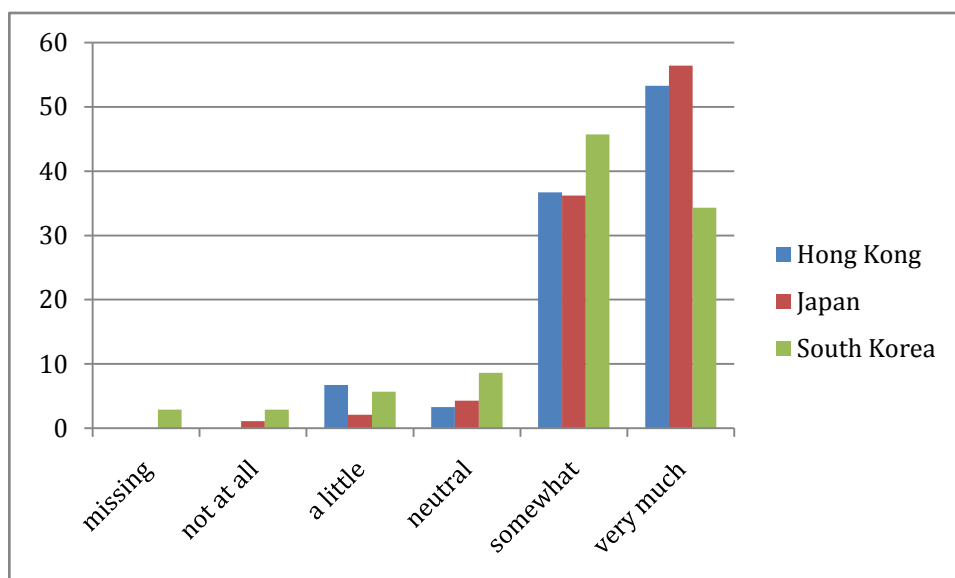
Graph 2. Are you satisfied with your salary?



According to an ANOVA test, the difference between JET and NET participants in terms of their satisfaction rate for salary is not statistically significant (sig. is bigger than 0.05). In contrast, there is a statistically significant difference between NSETs in Korea and NSETs in both Japan and Hong Kong (sig. smaller than 0.05).

In terms of the living conditions, the following graph indicates that the NET and the JET participants are more satisfied than NSETs in Korea. However, there is no statistically significant difference.

Graph 3. Are you satisfied with your living conditions?



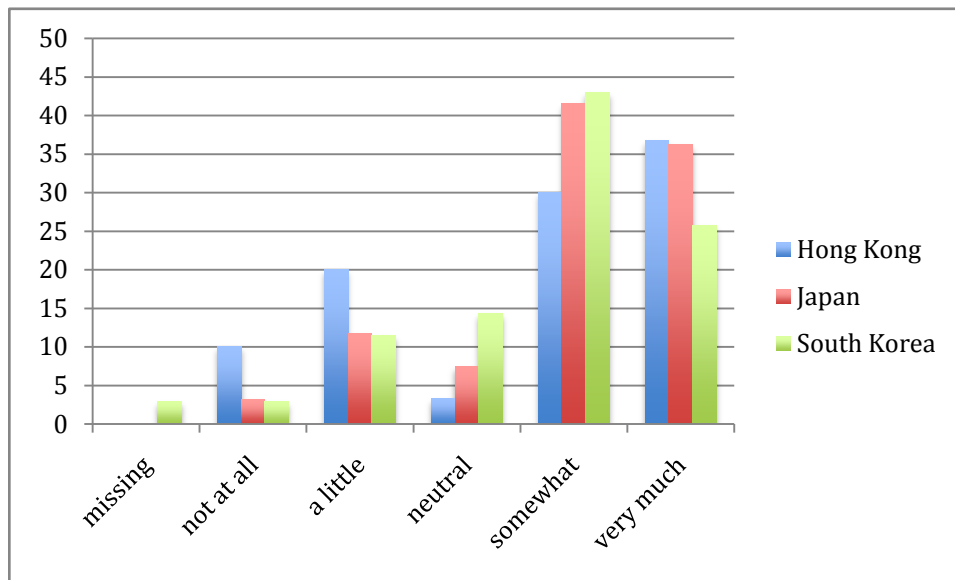
Although the NET Scheme is administered by the EMB, the employer of the individual NSET is a school, more specifically a principal of each school who also has the right to fire teachers. Each NSET signs a contract with the respective school (NET, 2009). A few interviewees reported that principals are the ones who decide how to utilize NSETs in their schools regardless of the deployment guidelines set by the EMB, which caused a vast difference in duties and working conditions for NSETs across schools. For example, a survey respondent wrote: "During the swine flu, some NET teachers got an extra month's vacation while others had to go in every day and do nothing. It all depends on the whim of the principal." Simon Tham, Chief Curriculum Development Officer of the NET Scheme, emphasized that the EMB cannot dictate what each school does with NSETs because Hong Kong is a free society and that it is the right of the principal (Interview, June 12, 2009)

The Special Allowance (SA) aims to assist NSETs in meeting cost of living (mainly accommodation cost) in Hong Kong. The Special Allowance rate is currently at HK\$14,245 (approx. US\$1,826) per month, which is not granted to the majority of local teachers. This has caused continuing controversy and friction, since the scheme has been perceived as discriminatory and insulting to local teachers' professionalism (Walker, 2001). A survey respondent pointed out "competitive jealousy" and "resentment for salary bonuses" as the biggest change. Another stated that "We're seen as over-paid with a reduced workload" which made the interaction between local teachers and NSETs difficult. NSETs' workload is seen to be less than that of the local teachers, since they are not required to attend staff meetings and to do administrative work (although a NSET reported that his principal made him attend all the staff meetings even though he did not understand the language).

The majority of the NSET interviewees said they were aware of the local teachers' resentment caused by the special allowance and the workload. However, the special allowance for NSETs is justified because there is no promotion for NSETs at work no matter how long they have worked and because they are away from their home countries (Interview with Mr. Tham, June 12, 2009). In addition, a major source for the friction between NSETs and local teachers can be attributed to the mission of the NET Scheme of "developing innovative learning and teaching methods, materials, curricular and activities" and "disseminating good practices in language learning and teaching." This conveys the message that NSETs are to bring about change (Tang & Johnson, 1993) and to fix problems. This friction caused NSETs to be "isolated" (Tang & Johnson, 1993). Many survey respondents identified "isolation" as the biggest challenge at work, as expressed in the following quotes: "My English panel chair refused to even speak to me for eight months until I finally left," and "The biggest challenge is being accepted and for the local teachers to accept me."

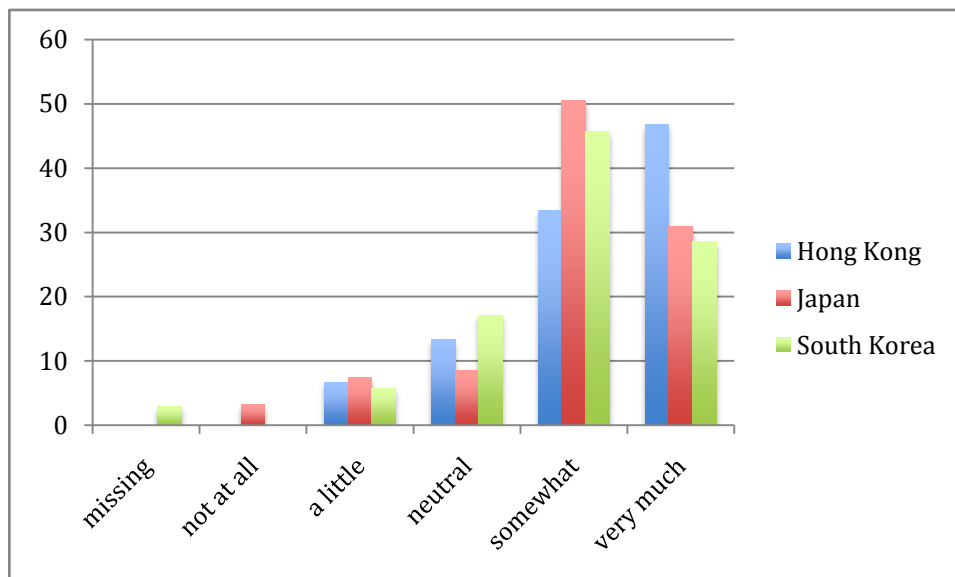
In response to the survey question: "To what extent do you think that the local teachers of English value your teaching?" overall, the positive responses from the NET participants surpassed the negatives. However, 10% of the NET participants rated "not at all" and 20% "little." Only 3.2% of JET participants and 2.9% of NSETs in Korea rated "not at all" and 11.7% and 11.4% rated "a little," as shown in the following graph.

Graph 4. To what extent do you think that the local teachers of English value your teaching?



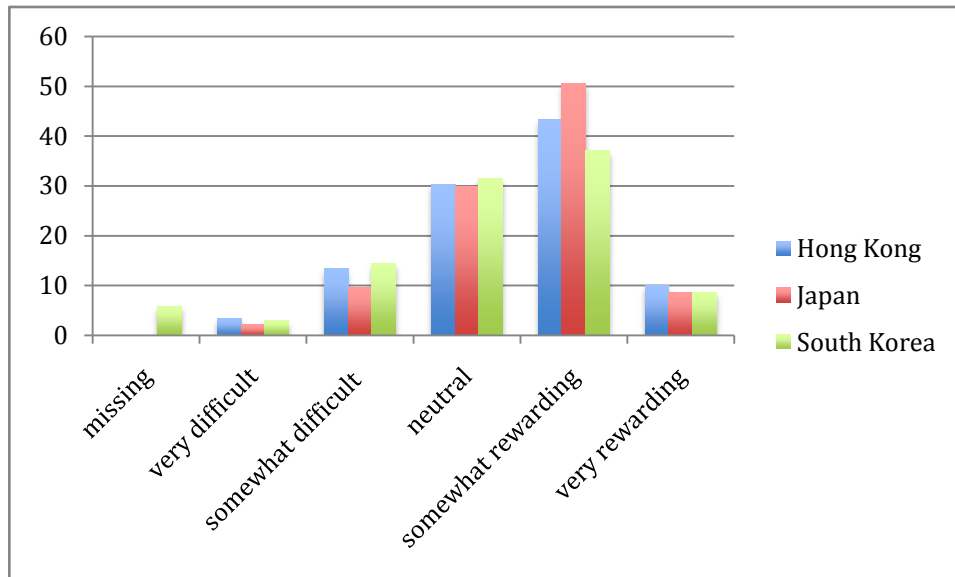
In contrast, the majority of the NET participants rated that their students valued their teaching “very much” (46.7%) or “somewhat” (33.3%), which are more positive than the JET participants and NSETs in Korea (see the following graph). These results also indicate that the NET participants perceived that their teaching was valued by their students more highly than by the local teachers.

Graph 5. To what extent do you think that students value your teaching?



Although many NET participants reported a friction between local teachers and NSETs, the survey results did not show a significant difference among the three Asian countries in terms of how NSETs perceived their interactions with local teachers.

Graph 6. How were your social interactions with local teachers?



The emphasis of JET is promoting international exchanges, not English teaching, which makes the JET program an exchange program not a teaching job. JET does not provide more compensation to JET participants with teaching certificates or experiences. To maximize the scope of international exchanges, the JET program seeks to have as many JET participants as possible and to avoid retention of the same JET participants. This is implemented by the maximum contract period of five years for an individual JET and no salary increment for continuing JET participants. The JET program's lack of emphasis on English education also influences JET participants' work at school. Many JET participants expressed their concern about being under-utilized at work, as shown in such comments as "not teaching very open," "feeling useless or like an inconvenience," "the downtime was, at points, excruciating," "wasted potential," "I'm pretty much used like a human tape recorder and do not feel as if it would make a big difference," and "I'm unproductive for most of my work time because there is nothing for me to do." A JET participant, a former teacher, wrote: "As a teacher in my home country, I discovered once I got into my school that I had actually taken a step down professionally. I was given few responsibilities and did not feel as though my teaching was taken seriously." The emphasis on international exchanges and the age limit of 40 may result in the high concentration of JET participants in the age range of 20 to 30 (81.5% of the JET survey respondents). Many of the participants left their home country for the first time except for short-term trips to join the JET program. Quite a few JET participants pointed out that "being away from family and friends" and "adjusting into a different culture" were the biggest challenges of being on the program. Since many JET participants were new to teaching a language, some JET participants reported that teaching English itself was the biggest challenge.

Overall, the South Korea's EPIK program (including GEPIK and ETIS) is similar to the NET Scheme in that the main focus of the programs is English education. These programs seek to recruit qualified NSETs by implementing a tiered pay scale for more qualified teachers with educational credentials and teaching experience and seek to retain NSETs by paying renewal allowance. However, these programs do not require a teacher's certificate and/or teaching experience, which is the same as the eligibility requirements for JET participants. The relatively low eligibility requirements for NSETs in Korea seem to compensate for the salary level, which is lower than that of the JET and that of the NET Scheme. The lower eligibility requirements for both the JET and the programs in South Korea result in attracting participants in their 20s, many of whom have just graduated from university. The TaLK program is very similar to the JET program in terms of its focus on cultural experience for the participants, although the TaLK program emphasizes English education more strongly than the JET program. One major difference between the two programs is that TaLK allows undergraduate students to apply. The commonly reported challenges that NSETs in Korea faced were also similar to those of the JET participants, which reflect their young age and the lack of teaching experiences of the majority of NSETs in South Korea. Of course, there is a small number of more experienced NSETs older than their 20s in South Korea.

Question 2. What issues of Canadian identity and attachment arise for these English teachers and what impact do they have on program retention and future participation?

This question is answered based on interview data and the following survey questions: 1) Have your experience(s) in Asia influenced your sense of identity (e.g. do you feel more/less Canadian)?; and 2) As a result of your experience in the program, do you feel more global in your outlook, oriented toward Asia, oriented toward your home country, or other?; and 3) What are your plans after this year's contract is finished?

The following table summarizes the results of the first survey question.

Table 7. National identity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	More	60	37.5	38.0	38.0
	The same	66	41.3	41.8	79.7
	Less	32	20.0	20.3	100.0
	Total	158	98.8	100.0	
Missing	System	2	1.3		
Total		160	100.0		

Some 37.5% reported that they identified with their own countries after their experience of teaching in Asia (e.g., “I feel a stronger connection with my Canadian identity”) and 41.3% said they feel the same (“I feel as Canadian as I always did”). The majority of the survey respondents reported that their experience in Asia made them understand their own culture better. For example, one wrote, “[Through] teaching students in Asia (Korea), and meeting English-speaking friends from around the world, I’ve learned a lot more about what it means to be Canadian with a renewed appreciation for multiculturalism and diversity in regular everyday society. From speaking with friends, I’ve learned more about what a Canadian identity is.” Another wrote, “Continually explaining how Canadians are different from Americans forced me to examine the question and articulate information about my own culture.” The enhanced understanding of one’s own culture does not already result in renewed appreciation, as expressed in the following comments: “I can see the good and bad things about my country more sharply” and “I feel more British but more disconnected from the UK and more critical of it.” 20% of the survey respondents reported that they identified themselves with their own home country less than they did previously after teaching English in Asia. For example: “14 years out. I have Asian ways of thinking and doing things; Canadians don’t want to know another way.” “Feel somewhat ‘lost’ when going home.” “I’m from NZ but I identify strongly with Asia now.” A few respondents reported that they do not associate their identity with a nation, as expressed in the following comments: “I feel more my own person rather than identifying with a culture,” “I no longer have a strong sense of national identity,” and “I guess I feel like more a ‘citizen of the world’” and “I now consider myself more of a global citizen and have benefited from my exposure to varied cultures.” A few also pointed out the “fluid nature” of their national identity: “My sense of identity seems rather fluid. Being Asian-American, I felt more Asian while I was in the US. But being in Japan, I feel more American. However, when I go back to the US, I’ll probably feel more Asian again” and “When I’m in Japan I feel more Australian than ever but when I go home I feel somewhat less.”

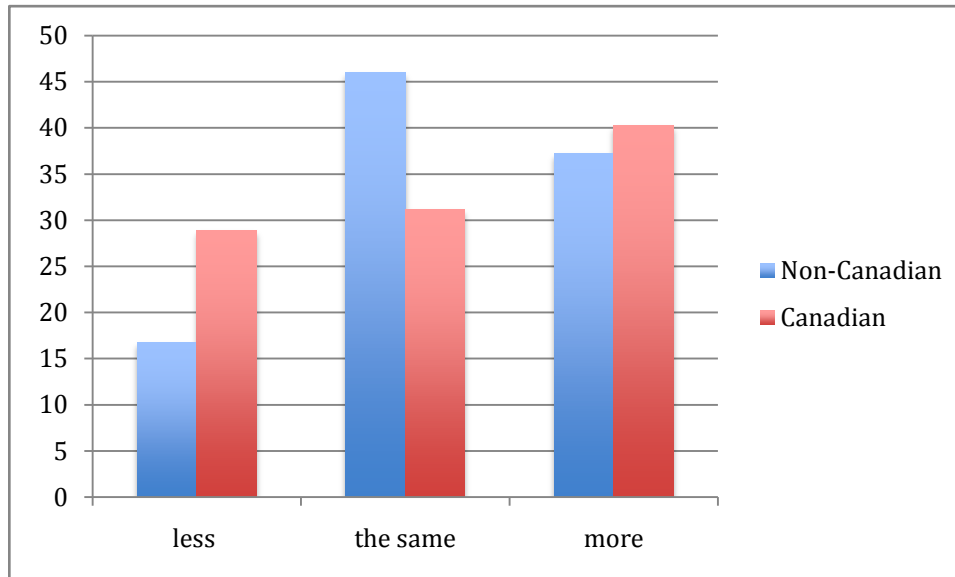
The following table shows the counts for each category by Canadian vs. non-Canadians.

Table 8. Difference between non-Canadian and Canadian NSETs

		Non-Canadian	Canadian
Valid	More	42	18
	The same	52	14
	Less	19	13
	Total	113	45
Missing		2	

The following graph shows the percentages of Canadian and non-Canadians within each group for each category. 37.2% of Canadian NSETs reported that they identified themselves with Canada after teaching English in Asia; 40.0% of non-Canadians reported that their national identity became stronger. 31.1% of Canadians reported that their national identity stayed the same, while 46% of non-Canadians did. 28.9% of Canadians reported that they identified themselves with Canada “less,” while only 16.8% of non-Canadians chose the same category.

Graph 7. Difference between non-Canadian and Canadian NSETs



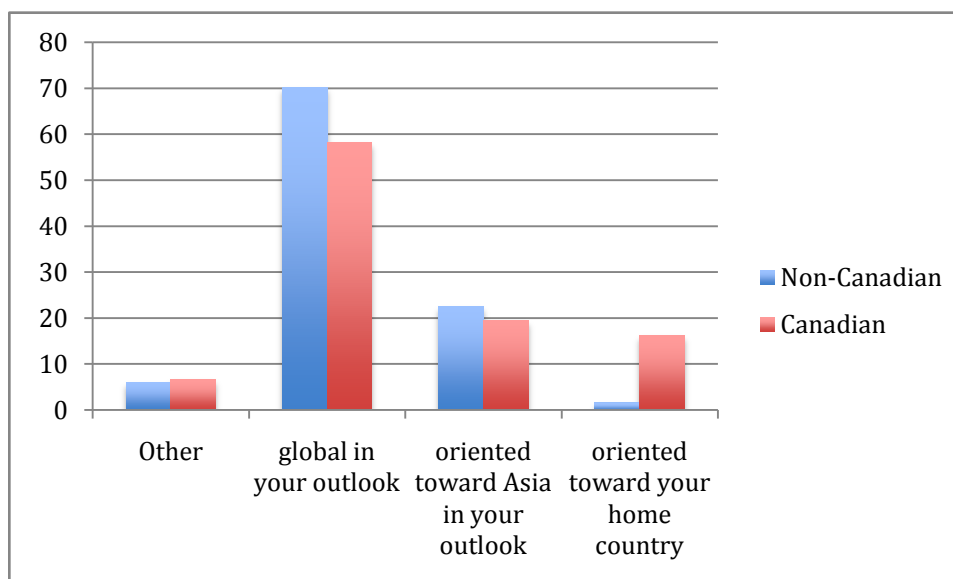
The following table summarizes the results from the second survey question. Some 49.6% of the survey respondents answered that they became more global in their outlook because of the experience of teaching English in Asia; 13.1% answered they became oriented towards Asia in their outlook; and only 3.8% answered that they became oriented toward their home countries.

Table 9

		Frequency	Percent	Valid %t	Cumulative %t
Valid	Global in your outlook	65	40.6	66.3	66.3
	Oriented towards Asia in your outlook	21	13.1	21.4	87.8
	Oriented towards your home country in your outlook	6	3.8	6.1	93.9
	Other	6	3.8	6.1	100.0
	Total	98	61.3	100.0	
Missing	System	62	38.8		
Total		160	100.0		

There is a difference in the responses from the non-Canadian and Canadian NSETs. Significantly high percentage of Canadian NSETs (16.1%) answered that they became oriented toward Canada, while only 1.5% of non-Canadian answered the same in regard to their orientation toward their home countries. According to a Pearson's Chi-Square test, this difference between Canadians and non-Canadians is statistically significant (Asymp. Sig = 0.045 < 0.05). In fact this is the only question which shows statistically significant difference between Canadian and non-Canadian respondents.

Graph 8. As a result of your experience in the program, do you feel more...?



The following table summarizes the future plan for the NSETs when their current contract is finished. Some 43.8% of the survey respondents planned to extend their contract; 12.5% planned to go back to their home country to start a new career; 12.5% planned to go back to their home country to further their studies, etc.

Table 10. Future plans

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Extend the current contract on the same program	63	39.4	43.8	43.8
	Apply to a different government sponsored ESL program (eg. JET, NET, EPIK)	13	8.1	9.0	52.8
	Get a different job in the same country	11	6.9	7.6	60.4
	Go to a non-Asian country, excluding your home country, to teach English	4	2.5	2.8	63.2
	Go back home to start a related career (e.g. ESL teacher)	9	5.6	6.3	69.4
	Go back home to start a new career	18	11.3	12.5	81.9
	Go back to school for further studies	18	11.3	12.5	94.4
	Other	8	5.0	5.6	100.0
	Total	144	90.0	100.0	
Missing	System	16	10.0		
Total		160	100.0		

There is no significant difference between non-Canadian and Canadian NSETs in terms of their future plan. This also indicates that NSETs' renewed identification with and

enhanced understanding of their home countries do not necessarily lead them to return to their home countries upon the expiration of their current contract.

Table 11. Differences between non-Canadian and Canadian NSETs

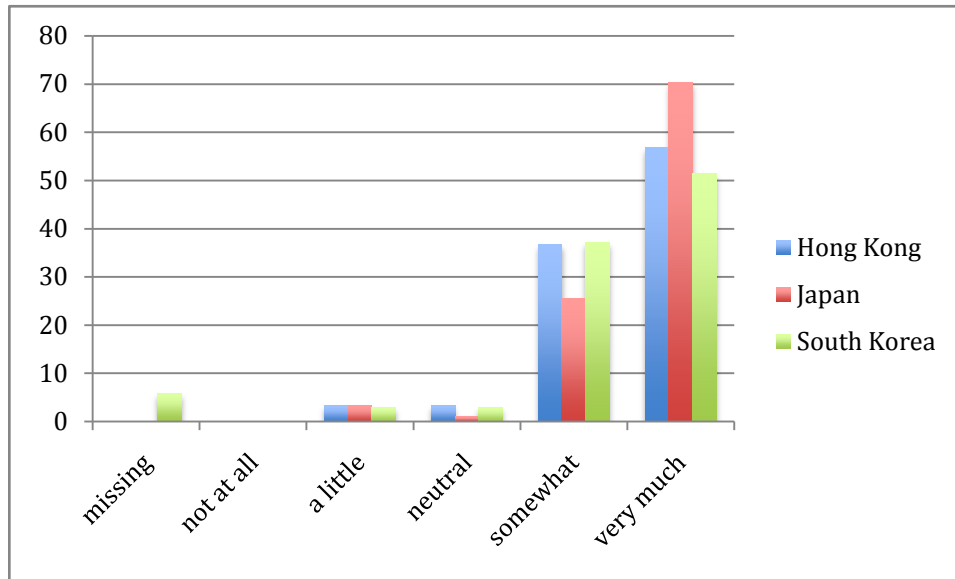
		Non-Canadian	Canadian
Valid	Extend the current contract on the same program	42.3	47.5
	Apply to a different government sponsored ESL program (e.g. JET, NET, EPIK)	8.7%	10.0%
	Get a different job in the same country	8.7%	5.0%
	Go to a non-Asian country, excluding your home country, to teach English	2.9%	2.5%
	Return home to start a related career (e.g. ESL teacher)	8.7%	0.0%
	Return home to start a new career	13.5%	10.0%
	Return to school for further studies	10.6%	17.5%
	Other	4.8%	7.5%

Question 3. What implications do interactions between the local Asian teachers/students and Canadian teachers have for building intercultural understanding, both locally and internationally?

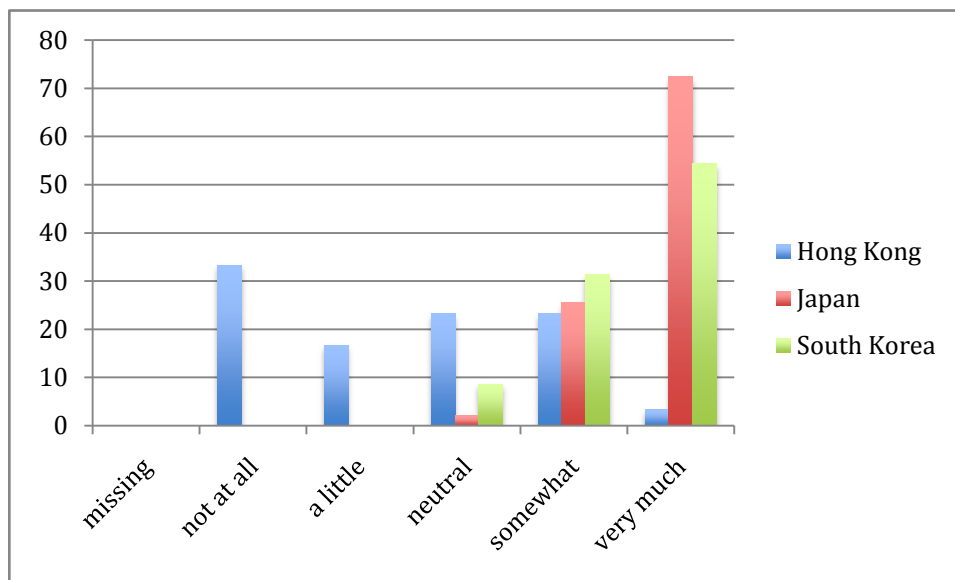
This question is answered based on the interview data and the following survey questions: 1) How important is building intercultural understanding between English teachers and local teachers?; 2) How important is building intercultural understanding between English teachers and local students?; 3) To what extent does the program foster intercultural understanding between English teachers and local teachers?; 4) To what extent does the program foster intercultural understanding between English teachers and local students?; and 5) To what extent do you think your participation in this program contributes to cultural exchange between Asia and your home country?

The following graphs summarize the results of the above five survey questions for each country.

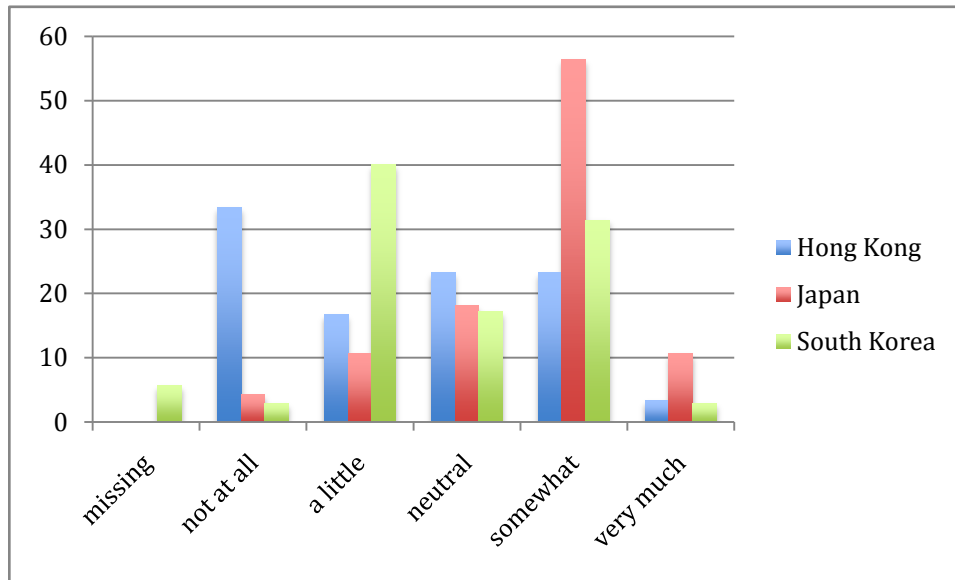
Graph 9. How important is building intercultural understanding between English teachers and local teachers?



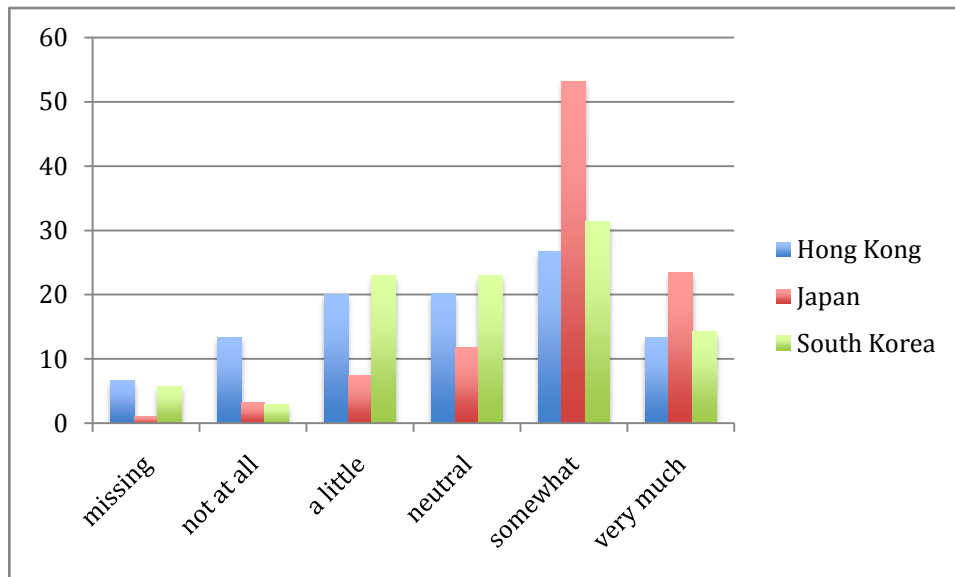
Graph 10. How important is building intercultural understanding between English teachers and local students?



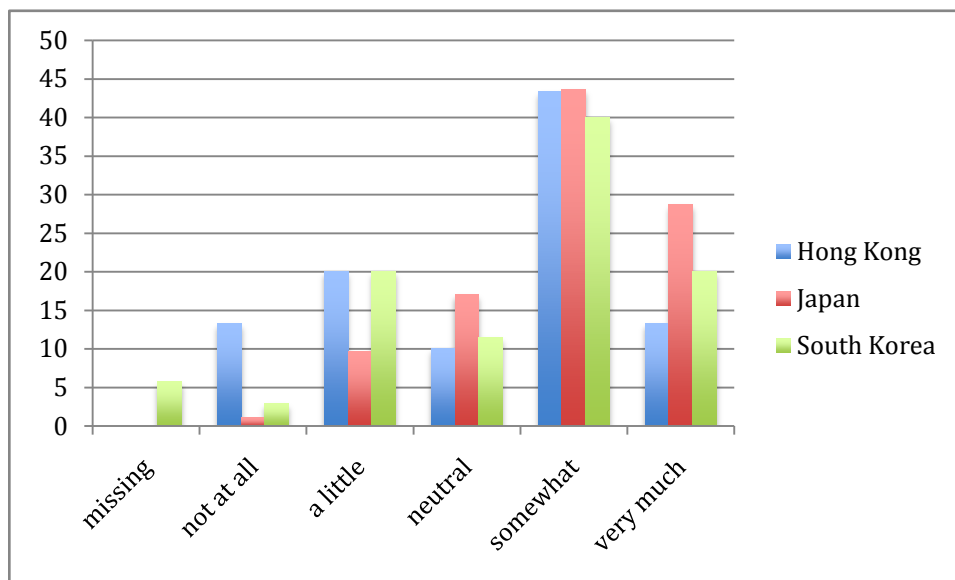
Graph 11. To what extent does the program foster intercultural understanding between English teachers and local teachers?



Graph 12. To what extent does the program foster intercultural understanding between English teachers and local students?



Graph 13. To what extent do you think your participation in this program contributes to cultural exchange between Asia and your home country?



Most survey respondents agreed that it is important to build intercultural understanding between local teachers and NSETs. However, 33.3% of the NSETs in the NET Scheme answered that it is not important at all to build intercultural understand between local students and NSETs. The majority of NSETs in Japan and South Korea perceived that it is very important (72.3% of NSETs in Japan and 54.3% in Korea) or somewhat important (25.5% of NSETs in Japan and 31.4% in Korea). The JET program's emphasis on international exchange is well reflected in these survey results. The high rating of the NSETs in South Korea seems to be driven by the TaLK participants. In the interviews with the NSETs in Hong Kong, many teachers reported that the focus of the Scheme was on English education and that there was no time to teach culture. It appears that the majority of NSETs consider their job is to teach English not culture and they tend to perceive language and culture as separate entities. The minority of the NSET interviewees in Hong Kong expressed that they tried to introduce their home culture whenever possible, and only one interviewee said that teaching a language was not possible without teaching culture.

In regards to NSETs' evaluations of their programs' contribution to fostering intercultural understanding (questions 3 and 4), the majority of NSETs in Japan reported that the JET contributed to intercultural understanding between local teachers/students and NSETs. However, their evaluation of the program's effectiveness in fostering intercultural understanding was not as high as the importance of intercultural understanding that NSETs perceived to be. The NSETs in Hong Kong evaluated the contribution of the NET Scheme to building intercultural understanding lowest, and the evaluation of the NSETs in Korea falls in between those in Japan and in Hong Kong. Although NSETs in Hong Kong rated the importance of fostering intercultural understanding between local teachers and NSETs, 33.3% rated that the NET Scheme did not contribute at all and 16.7% rated "a little." Their evaluation of the NET Scheme's contribution to fostering

intercultural understanding between local students and NSETs was more positive than that of its contribution to intercultural understanding between local teachers and NSETs. While NSETs in Hong Kong rated the program’s contribution to intercultural understanding comparatively lowly, they rated their own contribution to cultural exchange between Asia and their home countries very high (13.3% reported “very high” and 43.3% “somewhat”). The NSETs in the JET program rated their contribution the highest (28.7% “very high” and 43.6% “somewhat”). The ratings of NSETs in Korea also fall in between that of NSETs in Japan and in Hong Kong. The following table shows the overall evaluation of NSETs about their own contribution to cultural exchange between Asia and their home countries.

Table 12. Contribution to cultural exchange

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	not at all	6	3.8	3.8	3.8
	a little	22	13.8	13.9	17.7
	neutral	23	14.4	14.6	32.3
	somewhat	68	42.5	43.0	75.3
	very much	39	24.4	24.7	100.0
Total		158	98.8	100.0	
Missing	System	2	1.3		
Total		160	100.0		

Question 4. What kinds of national and international policies and agreements can enhance the future participation of Canadians in English language teaching programs in Asia? The question will be answered in three parts: 1) home governments’ and/or organizations’ policies to support NSETs; 2) hosting governments’ and/or institutions’ policies to support NSETs; 3) international agreements between the two parties.

This question will be addressed based on the interview data and the results from the following online survey questions: 1) what kind of support would be helpful from your home government while teaching English in this program?; 2) What kind of support would be helpful from the host government/program administrators?; 3) What are/were the biggest challenges of being in this program?; 4) What changes do you think would make this a better program?; and 5) Do you have any additional comments about the program/s you would like us to note? Although 45 out of 159 survey respondents were

from Canada, because of the commonality of the NSETs' experiences of teaching English in Asia across nationalities, the survey results as a whole have implications for the future participation of Canadians in English teaching programs in Asia. Thus, I include the survey results from all the respondents including non-Canadian NSETs.

Part 1: 33 out of 158 survey respondents answered that there was no need for any support/help from their home governments. The rest identified the following three main areas of home governments' and/or institutions' policies to support NSETs in Asia: 1) materials and resources; 2) consular services; and 3) networking opportunities (in the order of the frequency of response). Some 23 survey respondents said there is a need for support from their home governments regarding materials and resources that they can use at school. Only three respondents asked for teaching materials and resources, such as lesson plans and games, from their home governments. The majority of the NSETs identified that their home governments need to provide cultural resources and materials about their home countries, such as 'culture kits,' 'catalogs of maps,' 'flags,' 'materials promoting our countries,' 'information on culture and history,' 'lesson plans to teach culture,' 'materials and ideas for telling people about Canada and Canadian culture and language,' 'tourist brochures,' 'standard fact sheets about my country with both English and Japanese explanations,' 'information on home country in very simple English with lots of pictures to give to students or post in the school,' etc. One survey respondent, a JET participant, wrote that it would be helpful if the home government provides information about studying abroad for Asian students who are interested in studying abroad after coming into contact with NSETs from JET or other programs. Both British and Australian governments provide cultural information and resources about their own countries. One survey respondent and an interviewee, a JET participant from Australia, reported that Australia provided 'culture kits' that English teachers could use in the classroom. Two survey respondents and an interviewee, a JET participant from UK, also reported that the British Council provided NSETs in Asia with such materials.

The most commonly identified consular service that NSETs need from their home governments is tax related, such as tax information and guidelines (how to file taxes), tax breaks, and continuation of pension schemes. Other consular services include passport renewal and medical issues. One respondent said that there is a need for English-speaking health professionals and counselors. Five respondents reported that their home governments needed to provide networking opportunities among NSETs so that they can exchange information and resources. As such a venue, a NSET suggested an online community that is officially sanctioned by the home government. Another NSET also suggested a networking site, and another suggested organizing an expat club. Two Canadian NSETs in Hong Kong reported that they had attended a gathering organized by the Canadian Embassy in Hong Kong for NSETs, although one said that s/he has not heard about such a gathering last year. An interviewee, a JET participant from the UK, said that she had participated in a gathering for JET participants from the UK organized by the British Counsel in Japan after a general JET orientation in Tokyo. There is the danger of not being able to return home due to financial constraints, the home government can monitor this.

Part 2: This concerns Japan, Hong Kong and South Korea separately. Nine survey respondents said there was no need for any support from the Japanese government and the JET program administrators, since they were well supported. There were a few suggestions to address the problem of under-utilization of JET participants: 1) a clear government vision for the program by putting more emphasis on professionalism and

teaching; 2) governmental reform of English education with an emphasis on conversational English over grammar and on primary English education as a serious subject; 3) clear guidelines about the deployment of JET participants including a minimum number of hours for lessons and a clear definition of the role of JET participants; and 4) stricter eligibility requirements to select qualified JET participants. Eight respondents stated that there was a need for more professional development opportunities, such as pre-departure orientation, mid-year seminars, training for team teaching, training for local Japanese teachers and for program supervisors, and workshops. One pointed out that some opportunities for seminars were available only in big cities. Other suggestions for the program structure and management included: 1) a unity of the program direction and format across local boards of education; 2) a reduction of the number of schools at which they had to teach, because it was difficult to connect personally with students and to create effective programs for them. According to the interviews with JET participants and local Japanese teachers of English, it is a common practice to send JET teachers to a numbers of schools, some of which they may visit only once or twice per term. Three respondents wanted better opportunities for Japanese language learning other than distance learning courses. In terms of compensation, one pointed out that the salary had not increased for the past 20 years, while a few respondents expressed that they were over-compensated for the amount of work that they were asked to. One respondent suggested a tiered salary system to encourage improvement and growth. Two commented on accommodation (one asked for rent support and the other more homestays). Four respondents identified a need for better support for tax and visa issues.

The majority of NET survey participants in Hong Kong strongly suggested a more unified and clear deployment across schools. A few suggestions were made: 1) NSETs should be employed by the EMB, not by the school; 2) more interventionist approach of EMB including more strict enforcement and monitoring of the deployment guidelines and standardizing the holidays of all NSETs. For the program structure and management, the survey respondents suggested: 1) more training for local administrators, co-teachers, and NSETs; 2) more autonomy and rights for the NET; 3) more communications/cooperation with and support from local teachers and principals; and 4) improvement of recruitment of NSETs by shortening the recruitment process and making it less bureaucratic.

The NSETs in Korea suggested: 1) training for local teachers and NSETs; 2) better communication between program coordinators and schools; 3) better opportunities for learning Korean language and culture; 4) better translation services; 5) more networking venues such as meetings and reunions; 6) counseling or guidance service for problems at work; 7) information on everyday life in Korea (banking, places to visit, etc); 8) more strict contract enforcement; and 9) tax support (in the order of frequency of response).

Part 3: In terms of international agreements between the two parties, there were three suggestions from the NSETs: 1) there is a need for support and protection for victims of crime among NSETs from both home and hosting countries; 2) there is a need for policy level re-enforcement to ensure that basic labour standards and contractual obligations are adhered to for their workers; and 3) there is a need for international agreement between home and hosting countries regarding driver's licences. A survey respondent wrote, "To take a driving test is something I could do without, especially considering my more than 15 years as a safe driver."

Conclusion

This study has demonstrated that different policies and institutional structures, such as the program missions/goals, eligibility requirements, policies on salary and benefits, have significant implications on the participations of NSETs in these programs in terms of age ranges, satisfaction with salaries, values to their participants, and interactions with local teachers of NSETs.

This study has demonstrated that NSETs have developed a greater understanding of not only the host Asian country and culture but also their home countries and culture through their experience of teaching English in Asia. The majority of NSETs have also reported that their experience of teaching English in Asia has helped them become more global in their outlook. It is noteworthy that a significantly higher percentage of global Canadians reported that they have become more oriented toward their home country than did the non-Canadian participants. However, this does not lead more Canadian NSETs to return to Canada after the expiration of their current contract than non-Canadian NSETs. Over all, 60.4% of the survey respondents said that they planned to stay in Asia and the others would return to their home countries. The NSETs' renewed identification with and enhanced understanding of their home countries do not necessarily lead them to return to their home countries upon the end of their current contract.

Overall, most NSETs agreed that it is important to build intercultural understanding among local teachers, students and NSETs. However, 33.3% of the NSETs in the NET Scheme answered that it is not important at all to build intercultural understanding between local students and NSETs, while the majority of NSETs in Japan and South Korea perceived that it is important. Furthermore, the majority of NSETs (66.7%) perceive that their participation in the Asian ELT programs contributes to cultural exchange between Asian and their home countries. While NSETs in Hong Kong rated the program's contribution to intercultural understanding comparatively low, they rated their own contribution to cultural exchange between Asia and their home culture very high. The NSETs in the JET program rated their contribution highest. The ratings of NSETs in Korea fall in between that of NSETs in Japan and Hong Kong.

This study has found the following areas of the national policies to support NSETs in Asia: 1) providing resources and materials and 2) providing networking opportunities. The Canadian government has not provided any resources and/or materials about Canadian culture and society which can be used by Canadian NSETs. It would be helpful to provide Canadian NSETs with a "culture kit" about Canada. This can be organized through Canadian embassies or consulates in Asian countries. Creating a centralized website in both English and in Asian languages would be an effective way to support Canadian NSETs in Asia. There are only a handful of official existing networks for Canadian teachers of English who are currently working or have worked in Asia. These networks include the Japan Exchange and Teaching Alumni Association (JETAA) for former JET participants. This is a network that is subsidized by the Japanese government and supported through the embassies and consulates in home countries; thus, there is a thriving network at international, national and local levels. Although networks of ELT teachers exist in other countries, they are on a much less formal and ad hoc basis. A more centralized network through Canadian organizations like the Language Industry Association (AILIA) or the Canadian Bureau for International Education (CBIE) may serve to best facilitate information exchange between Canadian teachers of English in Asia and abroad in a more systematic and established manner.

In the Asian government-sponsored English Language Teaching programs, Canada consistently stands second, following Australia in Hong Kong and the US in Japan and South Korea. However, there is a discrepancy between the actual participation and perceived importance of Canada's role in the ELT market. According to the survey question for rating the importance of the role that each of the US, UK, Canada and Australia plays in the ELT market, Canada stands third, while the US is first, UK second, and Australia fourth. The ratings of NSETs in Japan and Korea are the same as the overall ratings. However, NSETs in Hong Kong rated Australia first, UK second, Canada third and US fourth, which reflects the actual number of the participants according to their nationalities, except for Canada. Again in terms of the number of NSETs, Canada stands second, while the perceived importance of Canada in the ELT market stands only third. The survey results indicate that Canada's role in English language teaching in Asia is under-rated among not only non-Canadian but also Canadian NSETs. It is imperative that Canada strategically promotes its role in the ELT market and its image as a global player in the ELT market.

To promote Canada's role in the ELT market, it will be beneficial to link the ELT in Asia and interactional education in Canada, since interacting with Canadian NSETs may motivate Asian students to study in Canada. Including information about Canadian education systems and institutions in the 'culture kit' will be a good idea for showcasing Canada's education and training excellence. In addition, there is a need for a more integrated approach to English language teaching in Asia, which takes English language teaching as part of an effort to promote images of Canada in Asia. Furthermore, in order to build a more equitable relationship in the EFL industry, it will be beneficial to promote international exchange between Canada and Asian countries by sending Canadian students to these countries.

Given the economic implications for Asian students who study English abroad, the demand for English language training within Asian countries (in the EFL context) will continue to increase. There will be a concomitant increase in demand for programs, courses, materials and teachers to meet the needs of Asian English language learners. Scholars of this phenomenon recognize that this means a more nuanced and equitable relationship in the EFL industry needs to be promoted, as the centre to periphery model (that is that English and related materials from English speaking countries move wholesale and unidirectionally toward outer non-English speaking countries) of ELT becomes increasingly outdated (Kachru, 1992; Phillipson, 1992; Pennycook, 2002). Specifically, a more insightful approach will be needed in the future, which recognizes that English is not a universal panacea for social, economic and political ills and that teaching methods and materials and educational policies need to be adapted to local Asian contexts (Canagarajah, 1999). In the future, awareness of the cultural complexities in the growing Asian ELT market will be a central feature for success in this area. Global Canadians with their awareness and experiences of diversity within Canadian society are advantageously placed to take a leading role in this area and gain a competitive advantage as international social values around ELT evolve. This research with its focus on the experiences of global Canadians already teaching (or having taught) in this context is the first step toward extending our understanding of Canada's involvement in the ELT market in Asia and developing nuanced policies in order to extend and expand our future participation.

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