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HORIZONS

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Things to Consider before Accepting a Job

by Sharon K Couzens de Hinojosa

The Advantages and Disadvantages of Online TEFL Courses

by Ajay Shringi

Virtual Classrooms

by Rajesh Rastogi

Forum Highlights

Where should Newbies Go to Begin their TEFL Careers?



Editorial

Dear *Horizons* readers,

The festive season is upon us and this is a busy time for language teachers around the world. This edition of the journal has a truly international feel to it, with articles on teaching in Israel, Japan, Malta and Thailand. There's also an article on how this time of economic crisis could be an opportunity to start your teaching career abroad, as well as advice on what to consider before accepting a job, a discussion of newbie teaching destinations, as well as an investigation of the benefits of online courses and a focus on Middle East teaching.

DAVID VINGENT

Front cover: '*Ashes to Ashes*' (2008) by Aslan Hunter

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English Teaching in Israel can be Immensely Rewarding

by Michelle Simmons

In Israel, the need for English-speaking citizens has recently risen to epic proportions. With this increase in demand, finding a job teaching English in Israel is easier than ever for foreigners who wish to head abroad.

Are you considering teaching English in Israel? If so, there are a few key things you should know before you begin your job hunt. The information below is designed to make the process easier and ensure that you're getting the best possible situation. Teaching English in Israel is an adventure... make sure it's not a stressful one by following these simple tips.

Getting certified

Many countries prefer their native-speaking English teachers to get certified in TEFL (Teaching English as a Foreign Language) while still in their home countries. While this isn't a requirement in Israel, it will certainly help you when it comes time to finding a job.

Another requirement for teaching English in Israel is to have a four-year college degree. The subject is really unimportant; what matters is the fact that you have graduated from a college.

You must also consider becoming teacher certified in Israel. The TESOL organization in Tel Aviv is one of the most highly regarded English-teaching organizations in the country, and provides training for Teachers of English to Speakers of Other Languages. Approach the English Teacher Network in Israel (<http://www.etni.org.il>) for more helpful information. Once the Israeli teaching program is completed, you are almost guaranteed a teaching position.

Finding a position

The need for English speakers in Israel has grown so much in recent years that the language has become one of the most popular subjects taught in classrooms, from elementary level on up. You will find, however, that jobs are more prevalent in middle and upper class areas, where the level of education is higher and more students are expected to enter the business world.

In the same middle to upper-class areas, you will also discover that a large percentage of children are tutored privately in the art of speaking English. You may want to consider becoming a private tutor if working in the school system does not suit you. While pay may be lower and you won't have the benefits provided by a school or university



job, you will be able to work more flexible hours, and some people much prefer the freedom of such a position over working for a school board.

If neither of these opportunities appeals to you, you may want to consider teaching English in Israel to adults. Many businesses and corporations in Israel deal with the Western world on a frequent basis, and employees who speak English is an absolute necessity. A corporation may hire you on a job-by-job basis, or even as a staff consultant, where you'll be expected to teach English to employees one-on-one or in a group setting.

What to expect

The pay you will receive for teaching English in Israel is considered rather low compared to many other countries with opportunities for such positions. You will have the option, as a teacher, to attend numerous teaching conferences and workshops, and doing so can greatly increase your value as a teacher and result in pay raises down the road. A resourceful teacher will take any such opportunities that come along

and will learn quickly how to increase his or her worth on the job.

Most schools that hire you as an English teacher will offer teacher's housing, and you should take advantage of this situation particularly if you are located in a large city, where housing may be expensive and difficult to find.

Of course, you'll also be given vacation time and paid holidays while teaching English in Israel, and you should use your time off exploring the country and learning more about your adopted culture. Israel is a beautiful place steeped in history, and teaching English to Israeli natives is a unique experience that should not be passed by.

About the Author

Michelle Simmons is a contributing editor for *ESLemployment*, the leading job and resource site for the English Teaching Industry. Interested in receiving hundreds of English Teaching jobs listings weekly for free? To learn more visit Teaching English Jobs:
www.esemployment.com



ELT World News



www.eltworld.net/news



Facing Financial Crisis? Then Move your Teaching Career Abroad

by Kelly Blackwell

Are you facing a personal financial crisis that seems endless and unsolvable? Find a teaching job abroad and go from the bottom of the financial food chain to the top.

When you are struggling to make ends meet a radical change in your life is called for. It is a fact that teachers are not well paid, but international teachers working in international schools receive good salaries and most positions come with an expatriate benefits package.

An expatriate package for an international teacher can include a yearly flight home, housing, utility contribution, health insurance (with pre-existing conditions covered), retirement contribution, contract completion bonus, and more. All of this adds up to money you do not have to spend from your salary.

Currently I save fifty percent of my salary without breaking a sweat or doing without the things I love. I know I save half because I am paid 50% in the local currency and 50% in US dollars. I do not touch the US dollar portion of my salary except to send it home. Can you save half of your salary right now?

Living in a developing country while earning an excellent salary for a developed country means that your

money goes much further. In many developing countries things like groceries, household help, transportation, utilities, etc. are much more affordable than at home in the USA, UK, Canada, Australia or New Zealand. You can maintain a high standard of living using only a fraction of your salary and have disposable income to save, pay of debt or travel.

If teaching in a developing country does not appeal to you, you can take this opportunity to teach in Europe or the UK where you will be paid in a currency that is holding its value well in the global financial meltdown of 07-08. What European and British schools do not offer in expatriate benefits is compensated with the strength of the Euro and the Pound.

With current technology it is easy to manage your financial life over the internet using secure websites provided by your financial institution. Sending money between countries is as easy as pressing a button or completing a form at your local bank. You can even use Skype to call your bank's customer service desk at home for next to nothing.

In addition to relieving your financial burden, securing a teaching position overseas will enable you to explore new cultures, teach children who are eager to learn and provide an



excellent private education for your children.

I do not teach abroad for the financial benefits, but because of the experiences teaching abroad offers me. I have traveled extensively throughout Asia, most recently spending the summer in China right before the Olympics. I've also spent a great deal of time traveling around the UK and Europe. Additionally, I enjoy teaching students who want to learn, who are respectful and who have parents that are supportive.

The only downside I can see is that my friendships span the globe and that makes it difficult to meet up with people as often as I would like.

On the other hand, I have many people to visit with when I travel!

There are over 4000 international schools worldwide and if you have a teaching qualification and 2 years experience then you are eligible to teach abroad.

About the Author

Do you want to know how you can land yourself a teaching job abroad so that you can put an end to your financial problems? Land your own lucrative teaching job abroad with Kelly's proven strategies!

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Things to Consider Before Accepting a Job

by Sharon K Couzens de Hinojosa

Before accepting a teaching position, there are many things that you need to know. Don't be afraid to ask questions, the more you know, the more informed your decision will be. Find out as much about the school as you can.

Good places to start are yahoo groups, ESL forums, such as eltworld.net and country specific forums. Ask to be put in touch with current or past teachers. If a school refuses to put you in contact with their teachers, that's not a good sign. Move on to the next school.

Below are some questions you should ask before accepting a position.

School

- Who are the clients, students, who owns the school, manages it, runs it?
- Is there a particular methodology or pedagogical philosophy to be followed?
- How is management structured?

Hours

- How many a week maximum?
- How many a day maximum?
- How many in a row without a break?
- Are extra hours/relief compulsory? If so how much notice is given?

- Morning or afternoon shift? Split shift? Weekend work?
- How many different classes and or levels in a week?
- Are the hours guaranteed?
- Are there breaks?
- What about overtime?
- Is there sick leave? How much? Is there compensation if sick days aren't used?

Students

- What's the typical student like?
- How many per class?
- How expensive/cheap is the school for students?
- What sort of students are the client base?

Duties

- Who makes the quizzes? How often are they?
- What other responsibilities are there?

Money

- How often is the pay?
- How is it decided? How will the salary differ with a certificate/degree and work experience?
- How much is the tax?
- Are there bonuses? How often are they given?
- Is there help with opening a bank account?
- How much is needed to live?



Conditions

- Holidays – paid or unpaid? When you want them?
- Is there reimbursement for flight?
- Is there airport pickup?
- Is accommodation provided? What is included? Is there help to find a flat?
- Is transport provided?
- What is done about organizing visas and who pays?
- Is medical insurance private? Or local state system?
- Is there relocation allowance?

Resources

- What books are used?
- Is there a syllabus to follow?
- Is there a library? Computers? Internet/email?
- Is there a Language lab? Video camera? Tape and video recorders?
- Is there a mentor or buddy system?

Once you do accept a position, you'll need to start getting accustomed to the school and area. Here's some

suggestions to help make the transition easier.

Before You Start Work

- Book a flight and inform your school when you will be arriving.
- Ask if you can observe some classes
- Ask if you can come in to familiarize yourself with materials
- Start getting materials together
- Talk with current teachers and ask them for tips.
- Bring in all the paperwork necessary in order for you to get a work visa if they haven't already gotten you one.
- Familiarise yourself with the town.

About the author

Sharon K Couzens de Hinojosa is the creator and writer for TEFL Tips, The LA Job List, and The Ultimate Peru List. She enjoys answering people's questions about TEFLing and Peru.



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Teaching English in Japan is Easier than ever

by Judy Wellsworth

In Japan, the necessity for English-speaking citizens has lately risen to epic proportions. With this increase in demand, finding a job teaching English in Japan is easier than ever for foreigners who wish to head abroad. Are you considering teaching English in Japan? If so, there are a few key things you should know before you begin your job hunt. Teaching English in Japan is an adventure makes sure it's not a stressful one.

Gross Good While Coaching In Japan:

Teaching English in Japan is also possible at a more laid-back level. If you're not interested in getting involved with a school, college, or corporation, consider teaching private lessons. Private teachers who travel to peoples homes to teach English can expect to earn about 15-20 Euros per session. You most likely won't make a living doing this, but it can be a great way to enhancement your income if you're forecast on staying in Japan.

A unique expansion in the field of teaching English in Japan involves teaching over the telephone. Although this method is catching on in many countries, it is particularly popular in Japan, and it offers

teachers the opportunity to do their jobs without having to leave their home countries. Some might quarrel that living in France is the best part of becoming an English teacher. However, if your life doesn't permit travel but you're still interested in a TEFL career, telephone teaching is another option to walk around.

If you're interested in the Japanese culture and have a working knowledge of the language, teaching English in Japan can be a great way to support you while experiencing a different culture. If you've chosen this field, be prepared to do your research before embarking on your adventure. Till take some work, but it's very possible to make this your lifelong livelihood.

Ever since the middle of 1990, a lot of foreign individuals have looked into the possibility of teaching English in Japan. This is because of the vast opportunity that is waiting for them in the country. With the increasing weight of the American economy within the large-scale market or the desire to travel to the USA, a lot of citizens who do not know how to speak the language have decided to study it. English schools within the country want to be assured with the tutoring that they are providing their students.

It would not be an awful idea for you to try looking for a teaching job in



the country, too. You can make your employment more enjoyable when you pick to apply within schools which have a good status. This way, you will be able to guarantee that the terms of your indenture are clear. If you want to make sure that the contract of your English teaching job is not just a false promise, you can ask for references from the people that you know. If you know someone who has previously qualified or is currently teaching in Japan, you might want to ask which school offers the best benefits. If you are engrossed in education English in Japan then you can take the TEFL course. All prices include tuition fees and course materials; the higher cost in Seville is because it includes accommodation. In the other 2 locations, accommodation is not provided but the course organizers will help you to assemble it.

There are many opportunities for teaching English in Japan so seize your TEFL certificate in one of these three locations and then help will be given to finding you a job in the area of your choice. Most contracts last for one year and then you are free to endeavor another country that appeals to you, maybe, China, Indonesia, Thailand, Brazil, the list is endless and the choice is yours a TEFL certificate in actuality is a authorization to the world.

About the author

Judy notes that you can also find more info on Teaching Certificates and Teaching Courses. **Teachingjobshelp.com** is a comprehensive resource to known more about teaching jobs.

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English in Malta

by Thomas West

In the Southern Mediterranean, just 93 Kilometers South of Sicily and 288 Kilometers North of Tunisia, is the little island of Malta, where cultures have been meeting for thousands of years, and communication is part of the very bedrock of the island's character.

Acceding to the British Empire in 1800, and gaining its independence in 1963, Malta's ties with the English language are very strong; with most children grow up speaking both English and Maltese. As one of the two official languages of Malta (together with Maltese), English is used within the judiciary, medicine, and culture of Malta to such an extent that it has fast become one of Europe's premier language destinations, as students have flocked to combine education with the beautiful natural sights the island has to offer.

The education system in Malta is first class, and languages are part of fabric of the nation's identity. It's this academic quality, combined with the island's culture of hard-work, which has meant that the language schools which have developed in Malta give a service which has gained the island scholastic recognition throughout Europe and the world as a whole. Independent schools such as Elanguet Ltd have been able to boast some of the world's highest

Cambridge First Certificate pass marks for EFL teaching, and are just one of Malta's independent schools catering for the world's growing demand for English language training.

Due to the widespread use of English in Malta, students quickly find the opportunity to practice their new language skills; from buying a sandwich to taking a bus, to going to the cinema, English is used everywhere, so students can take the day's lessons out into the real world, and gain confidence in the use of spoken English while enjoying time with friends, and visiting a new country. The use of "host-families"; where students stay with a local Maltese family during their course, provides another setting for communication in English, and further challenges the students to use what they have learned.

Students from a wide variety of countries visit Malta to learn English; once upon a time, the island took students mainly from Europe, however, these days, the Far East and South America are fast becoming a major new source of visitors, and many other new countries are also sending students Malta's way. With the island joining the European Union in 2004, Malta has signaled its desire to increase upon its commercial ties with Europe, and has invested heavily in IT infrastructure, as well as regeneration of its towns and



heritage sites. Increasingly, Malta also plays host to pan-European, and global political and commercial meetings where once again, Malta's location, and reputation as a communications hub have made it the perfect choice for businesses and political leaderships. Without the use of English (the lingua franca of business and politics) as an official language, this would not have been possible, and it's this skill at adaptation and incorporation of new talents which has kept Malta thriving for thousands of years, and will

ensure its survival and growth in future.

About the Author

Thomas West writes fiction as well as articles, and is currently working in web development, and promotion. He recommends using links to find out more about Learning English in Malta: Language schools in Malta / EFL Malta / English courses Malta: <http://www.elanguest.com/>



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The advantages and disadvantages of online TEFL courses

by Ajay Shringi

Online TEFL courses open up amazing career opportunities for aspiring teachers in countries that are experiencing a high demand for people with English language skills. With globalization, there is increasing pressure on people to acquire excellent writing and reading English skills. In fact, mastery of language often becomes decisive when selecting people for jobs. That is why many people are desperately trying to improve their English language skills.

According to the British Council, approximately 300 million people are trying to study English at the present time. These students may need to learn English as a second language in their own country, or they may be immigrants who need to learn English in order to adapt to their new life in an English speaking country.

Naturally, with the rise in demand for English language skills, there is a corresponding demand for internationally accredited English teachers. Online TEFL courses teach English through distance education and equip you to become a teacher of the English language in a foreign country.

Anyone can join online TEFL courses regardless of age or work experience: perfect English fluency and a reasonable level of education are the only requirements. Online TEFL courses come in 100-hour and 250-hour variants providing direct access to modern teaching methods that prepare the future teacher to deal with all sorts of educational situations. The price patterns for online TEFL programs vary depending on the number of hours and on the trainee's choice of availing of the services of a personal tutor. However, most programs are priced very competitively, and some of the courses even have bonus offers.

Online TEFL courses are designed according to distance learning methods and this compensates for the lack of classroom participation. These courses answer the needs of people who have a limited budget, or have time and place constraints that do not allow them to join a full on site teaching program at the TEFL training centers. Thus, more people have access to these courses. In online TEFL courses, the learner is not constrained by the repetitive rhythm imposed in a regular class, meaning that he or she can adjust the learning program according to their personal needs and schedule flexibility.



TEFL diplomas are the most comprehensive TEFL online courses. Such courses are the immediate sequel of training from a basic certification program. Online diploma courses are widely available and consist of 250 hours of highly advanced teaching methods. Recognized at the international level, such courses are accessible only to those who already have their standard TEFL certification. The prices for diploma courses vary from \$500 without tutor to \$990 with personal tutor.

The only disadvantage of online TEFL courses is that the trainee lacks the direct teaching practice that is included in onsite programs. Though the sample lessons available online are pretty relevant for the purposes and the achievements of a regular class, direct experience has its

unique advantages. Moreover, would-be-teachers who choose the “no tutor” variant of the online TEFL course will have to do more research themselves. Any learning item that may remain unclear will be more difficult to sort out on one’s own than with the aid of a tutor.

Online TEFL courses have more advantages than disadvantages. For a person who wants to make a career out of teaching English, these courses are indeed an excellent investment in their future.

About the Author

Ajay recommends **TEFLCorp.com** which offers online TEFL courses which will open up amazing career opportunities for you.

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Expatriate Living in Thailand

by Alex Smith

Situated, as it is, at the heart of the South East Asian region it is no surprise that Thailand is home to many expats. It is not only convenient geographically; it also has a modern infrastructure making it a convenient place from which to do business. The ease of living and the variety and beauty of places to live also mean that Thailand is also a popular place to retire. It is a country where a modest pension can go a long way.

For those wishing to make their home in Thailand the first and most important hurdle to jump is that of visas. Although visiting as a tourist is a simple process, negotiating the bureaucracy for a longer term stay is more complicated. If you are employed in Thailand you will need a work permit. This involves your employer providing proof that you are genuinely employed. You then apply for a non immigrant visa, preferably from your country of origin, which allows a stay of three months. During that time you need to complete the process of getting a work permit at which point you will be granted a one year renewable visa. For a retirement visa you need to be over fifty years old and prove sufficient funds.

Once established in Thailand you will need health insurance. Private health care is excellent and, compared to

western countries, is also very cheap. However cheap it is if you should be unfortunate and need major medical the cost does mount up. There is not really any need to be covered for outpatient care since the insurance payouts are minimal and it is cheap in any case. BUPA BlueCross is an international company that can take care of all this. Opening a bank account in Thailand is very simple. You do not necessarily need to show residency but it helps. The Kasikorn Bank is the one that seems most foreigner-friendly. You will be issued with an ATM card that also functions as a debit card.

If you want to work in Thailand there are opportunities but it can be complicated. The single biggest need in all of Asia, given that English is the global language of commerce, is for people who can teach. These days you will need to be educated up to University standard and you will definitely fair better if you also have a TESOL (Teaching English as a Second Language) or TEFL (Teaching English as a Foreign Language) qualification that qualifies you as a properly trained teacher. Apart from that there is work in the tourist industry if you have skills in diving or the hospitality industry. Wages in Thailand are generally fairly low if employed locally but then so is the cost of living. This works both ways. Many people choose to work “remotely” for companies in their own countries and with advances in technology and



the reasonable living costs this is an increasing trend.

When living in Thailand the expat does have to get used to things that would generally not be an issue in Europe or the US. Although in many ways very advanced, Thailand is also very newly developed. One has to deal with a, sometimes, chaotic bureaucracy, a legal system that lacks definition and a police force that is underpaid and therefore unorthodox in methods of law enforcement. If you are asked for extra curricular payments and you are guilty the most important thing is to remain friendly and keep the costs down. In the main this will involve minor traffic infringements and the standard 'fee' to walk away is about 200 baht. When it comes to serious crimes, especially drugs, law


enforcement in Thailand is punitive to put it mildly.

One thing that every expat in Thailand learns sooner or later is patience. Things don't always happen as quickly as they should and sometimes they don't happen at all. To show anger and impatience, however justified, will probably just make things worse. For the expat the first phrase of Thai to be learned is 'Mai Pen Rai' or 'never mind'.

About the Author

Alex Smith maintains and manages the Cheap Thailand Travel website at:

www.cheapthaitravel.com



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Virtual Classrooms

by Rajesh Rastogi

A virtual classroom or VCR is a learning environment that exists exclusively in the form of digital content that is stored, and accessed through network of computers and information systems like PDAs, notebooks, mobiles etc.

As teaching in both the physical and virtual classroom is learner-centered, students learn by engaging in group work, projects, discussions, and other content relating to real-world contexts. The VCR is used to provide additional communication and material, along with the learning that occurs in the physical classroom.

Physical or Virtual Classrooms?

The main difference between the physical classroom and the virtual classroom is those of location, time and spaces required by students and teachers to access and partake in classroom activities. In the physical classroom a physical location must be visited at a fixed time in order to participate, while a virtual classroom is not physically accessed and has no real fixed time or location which is a great boon.

The manner in which a teacher delivers educational material remains an important factor in the success of both classrooms. Though both the classrooms employ similar learning theory, curriculum design and pedagogy, live face-to-face interaction is missing in the VCR method, which may have a negative influence.

May be the solution is the blended method where physical classroom training is combined with the virtual classroom training, thus accommodating a wider range of student needs.

VCR Tools

The important communication / participation VCR tools are...

- * E-mail
- * Discussion boards
- * Chat rooms
- * Whiteboards
- * Video/audio conferencing
- * Instant messaging
- * Podcasting/vodcasting
- * Teleconferencing
- * Weblogs
- * Wikis

These tools can be further divided into two methods of learning Synchronous and Asynchronous learning.

Synchronous VCR Learning

Synchronous learning is communication or exchange of information at the same time between two or more people i.e. in real time. In virtual classrooms, synchronous communication is used by students to communicate with fellow class members and their teachers. This provides real time



interaction and encourages group discussions. Chats, Video / audio conferencing, Podcasting / vodcasting, Teleconferencing are all Synchronous learning tools.

Asynchronous VCR learning

Asynchronous learning or communication does not occur in real-time, students or teachers are not present in the same space and time as each other. The instructions are delivered at one time and the work is done at a different time.

Asynchronous learning allows the student to study at their own space and in their own time, plus both the teacher and the student benefit from because the entire discussion is recorded and can be repeated continuously. E-mail, discussion groups, whiteboards, wikis, weblogs, and forums are all Asynchronous learning tools.

Conclusion

The virtual classroom transcends the boundaries of location, time and space providing a flexible learning environment for all. Schools, universities and corporate organizations benefit from Virtual classrooms because it provides an excellent way for experts to teach a geographically dispersed group of students without hassle.

About The Author

Rajesh Rastogi is an Internet infopreneur who has website on virtual learning environment:

www.vcrwizdom.com

Different types of LMS are discussed including learning management system, E-learning; management system and M – learning system.



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International House, one of the world's top language teaching organisations, with over 130 schools in more than 140 countries, now offers a wide variety of English courses at its brand new school in Belfast, one of the most interesting cities in Ireland.

IH Belfast is located in University Street, which, as the name suggests, is in the heart of the city's university district. The area is full of bars, restaurants and shops catering for a large student population and is just a 10-minute walk from Belfast city centre.

We offer high quality English courses at all levels and at very competitive prices. Students who have some knowledge of the English language can start their course any Monday of the year (except public holidays). Beginners can start their course every other Monday.

Students can choose from a range of different courses programmes including:

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- ▶ **Executive Immersion Course** *30 hours per week individual tuition plus a whole lot more including working lunches and evening meals with teachers*
- ▶ **Individual Tuition** *Tailor-made courses consisting of 3 or more hours of individual tuition per day*
- ▶ **On-line English courses** *With a tutor, at Net Languages, one of the world's leading virtual language schools*
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Where should Newbies Go to Begin their TEFL Careers?

Newbie Questions

Times they are a changin' and not for the better, it's sad to say. *'Where in the World can one make a decent living and save some at a newbie level,'* asks **Spiral78** over on the ELT World forums.

The question has received a number of responses and the outlook is not so great it would seem. Is there any hope? Let's look in more detail:

Korea and Japan

'Seems like Korea might work,' notes the ever dependable **Justin Trullinger**, *'though comfort (for those used to 'Western' standards) is relative. The language is hard. The culture is interesting, but very foreign. But, they haven't, yet, started asking for teaching quals for entry level jobs. Entry level jobs can pay \$18 to \$30K a year. I've been here two months (short term gig, not entry level) and find it hard to spend more than \$500 a month. If rent (mine is paid) were another \$500, then you could still save quite a few thousand a year. Come to think of it, most of my expenses are on buying things to take home that I can't buy there. If you were staying long term, you might spend less per month than I do. Korea could work,*

right now. But it's worth noting, things change fast.'

'When I lived there, I would have said pretty much exactly the same about Japan as Justin just said about Korea,' adds **Chimp Guevara**. *'However, I've been out the country for two years now, and with NOVA going belly-up, the situation may well have changed.'* Meanwhile, **Gordon's** take on the situation in Japan is that *'a newbie who's single would save quite a bit in Japan, Korea or Taiwan. That is where the bulk of young North Americans go to save money. China is nice, but the pay is low. Even if you saved 80% of your salary, it is still low.'* So, think carefully before taking your first job in the traditional hotbeds of TEFL activity.

Europe (and, er, Mexico)

Is Europe any better? In a word, no. Forum superstar **Guy Courchesne** draws worrying comparisons between Europe and Mexico: *'Newbies are practically starving in Europe, aren't they? I keep hearing the pay is less there than in Mexico but with prices about 5 times what things cost here. What's a per-hour rate in Europe for a newbie at a language school let's say? Mexico can be a good spot for a newbie if what you earn you spend locally: Very hard to send money home, paying off student loans, for*



example.' **Justin Trullinger** doesn't give much more hope when he recounts, 'when I was in Europe for three years (as an EFL teacher), I starved my first year, lived well my second year, and saved pretty well the third. This was from 2000 to 2003 in Spain. I've heard that wages where I was have stayed constant as cost of living skyrocketed, pretty much knocking the bottom out of the market. I wouldn't be heading that way now, myself.' **Spiral78** reinforces the notion that Europe just ain't the place to be beginning your TEFL adventure: 'I haven't worked at newb level for the past ten years, but I understand that they are making the equivalent of around 8 Euro per teaching hour in most of Central Europe, and a bit more (10-14, I

think) in the West and South. However, Justin's got it right - what was a living wage ten years ago is now subsistence-level only, wages not having risen significantly in general. The salary I made 11 years ago as a newb in Prague (24,000 czk - about 900 Euro monthly) is still considered quite decent today - but costs have risen astronomically. That would be enough to live on ok in the city - but not to support savings or investment in anything significant.'

Useful advice to consider if you're setting out for your first TEFL job. On the forums, we're always keen to hear about the experiences of others and would like your ideas on this subject, as well as many others.

The discussion on starting your career in the TEFL world can be found on the **newbie questions** forum: <http://eltworld.net/forums/viewtopic.php?t=1521>

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Exploring Task Based Learning

by Sharon Turner

As a teacher who believes strongly in learner autonomy and who tries to respond to learner needs, I felt the need to explore a more learner centered model because I found the power relations and language acquisition theory in PPP limited and I realised that, when teaching a grammar or discourse lesson, I had often resorted to using this framework as a new teacher. This article offers new teachers an overview of the theoretical and practical implementation of TBL.

Theoretical Background

Task Based Learning was influenced by earlier task based projects such as the Bangalore project (Larsen-Freeman 2002:144). Second Language Acquisition theory also started to give support to tasks in pedagogy, resulting in pedagogues such as Willis and Willis and Skehan moving from Communicative Language Teaching to experiment with a task-based approach. How does TBL differ from past approaches?

According to Richards and Rodgers (1986:223) TBL is more a “theory of learning rather than a theory of language”. It uses tasks as the primary source of pedagogical input in teaching. The central principle is “meaning is primary”(Ellis 2003:24),

sharing key assumptions with CLT in the belief that activities that involve real communication to promote meaning and learning, aid the learning process (Richards & Rodgers 1986:224). Willis and Willis (Carter & Nunan 2001:174) have criticised CLT for only “weakly promoting meaningful interaction” through free practice tasks for production while TBL sees the task as central to learning. The main aim of learners should be to “create a meaning system which they can operate rapidly and efficiently in real time”(Carter & Nunan 2001:174) in order to engage in meaningful exchanges. Therefore the Vygotskyian ethic of social interaction and conversation through group work is the primary medium for language acquisition in this approach (Ellis 2003: 24).

Foster (Willis & Willis 1996:25) explains “Task-based learning evolved as a response to a better understanding of the way languages are learnt. Ellis (2003:51) states that “language learning is a developmental organic process which follows an internal agenda governed by the internal processes of the learner” rather than product governed by the agenda of the teacher as it had been in the deductive PPP model. Learners were presented grammar structures and language patterns and then expected to acquire them through practice and production. This notion was found



in the 'focus on forms' rather than a 'focus on form' as in TBL.

In TBL students engage meaningfully through a context first. In the planning phase of the task report the teacher starts to raise students' consciousness to accuracy. A focus on form comes in the post-task and directly responds to the learners' questions. Willis concludes that TBL is a 'holistic approach to learning' (Willis 2002:1) aiming to be analytic through direct response to learner's real world needs and encourage engagement in a process. Learners therefore are given a way to develop at their own speed and in their own time.

TBL theory of language processing is informed, as Skehan highlights, through native speakers use of a 'dual processing system' (Willis & Willis 1996:21). In spoken real time a native speaker uses "lexical processing to convey meaning where speech processing is based on the production and reception of whole phrase units larger than the word which do not require any internal processing"(Willis & Willis 1996:21). Other TBL advocates and the lexical approach also support this. This is also represented in the focus on meaning in the actual task phase of the cycle.

Native speakers also use grammatical processing when they have time to plan. (Ellis 2003:24). This has had important implications on the task-based cycle. Prabhu ended the task cycle after the task but Skehan (1998) argues that tasks alone present a danger to learning. Skehan(1998) and Foster (1996)

warn that "learners might be encouraged to prioritise a focus on meaning over a focus on form, and thus be led to use fluent but unchallenging or inaccurate language" (Skehan 1998:27) creating an environment for potential fossilization of learner's language rather than language development. Therefore the cycle also includes a formal focus in the second stage of the task, when students report and in the post task cycle to ensure that dual processes are being developed rather than just lexis.

TBL also rejects Krashen's theory that quality input is the essential ingredient for language learning. Dave and Jane Willis (Carter & Nunan 2001:176) emphasise that "there is clear evidence that intake does not equal input" but that output must also be part of the equation hence students producing in the task and reporting, before any language analysis.

Learning Techniques: The task based cycle

Skehan (1998) and Willis (1996) have the same general stages for implementing a task-based lesson: The pre-task, Task and Post task stages.

In the pre-task cycle learners receive "an introduction to the topic and the task" (Willis 1996:40). Learners activate schemata through brainstorming a topic, picking out useful vocabulary or listening to similar recordings of a task that they are about to do. This "initial phase helps the learners to recall"(Willis 1996: 43) lexis or structures to use in



the task. The teacher does not present any language at this stage.

The task cycle is split into three parts. In the first students “do the task in pairs or small groups”(Willis 1996:52) using any language available to them. The task must be an authentic “goal orientated activity to achieve a real outcome” (Willis 1996:55). The teacher at this stage monitors but gives no correction or language input. This then “supplies a genuine need to use language to communicate” through information exchange.(Willis: 1996:136). As Pica, Kanagy and Falodun show these exchanges might include jigsaw tasks, Information-gap tasks, problem-solving tasks, decision-making tasks and opinion exchange tasks. Skehan (1998) also highlights that the task should include three goals: accuracy, complexity and fluency. It is essential these are all equally evident in the task to ensure balanced language development. Language and cognitive factors, the nature of the material and the demands on the learner should also be taken into consideration.

In the second phase “students prepare to report to the whole class” (Willis 1996:52) orally or in a written form about how they did the task. At this point the teacher can give language advice at the request of learners. The aim is to help learners “adjust their language”(Willis 1996:57) and raise awareness of the need for accuracy. In the third part of the task cycle the “groups present their report to the class” to allow an exchange of ideas. The teacher acts as a chairperson. Skehan (1998) has suggested a slight modification to

this part of the cycle. He recommends that “it may be more effective to require learners to have their task-based performances analysed either by themselves or others” (Murphy & Candlin 1987:148) because some students might be inhibited by the threat of “public performance”.

In the post task stage the learners might listen to a recording of someone doing the same task and do various activities to analyse the language used, thus focusing the students on form. The students’ work at their own pace and level and the teacher facilitates the learning. Willis (1996:102) in her model also adds an optional practice stage at the end of the task cycle to refine any problems that the learners might be experiencing. She however makes clear that this is not to ensure acquisition or production of the language point.

Benefits to learning

1- Benefits for the learner

Nunan (2002: 9) states that TBL offers a “review of the role relationship of ‘teacher’ and ‘learner’ in task cooperation”. In the PPP approach the teacher had ultimate control of learning. The syllabus was determined by the structures that students should learn and which they dutifully studied. In a TBLT approach the learner is placed at the centre of learning and is encouraged to interact in meaningful communication where the classroom is used for “experimentation” (Nunan 2002:9) that is based on their real world needs. The teacher



has diagnosed these from learner analysis. Learners are therefore “encouraged to think and analyse, not simply repeat, manipulate, apply”(Willis & Willis 1996:44). This offers not just “action” through tasks but “reflection”(Simpson 2004: 3). Observing A TBL lesson I was impressed with the amount of questions the students produced and I agree with Skehan that it allows for students knowledge to be expanded beyond grammar and tense and experience “rich language” (Willis and Willis 1996:26).

According to Richards and Rodgers (1986: 229) “tasks are also said to improve learner motivation”. They can see a purpose to communication and the individual attention from the teacher and comparisons with native speaker models in the post-task stage increases their ‘short-term’ motivation to learn (Simpson 2004:2). This also promotes learner autonomy because as Foster highlights “learners are given more responsibility for their learning” and independence (Willis and Willis 1996:127) than in PPP. They use real life survival strategies to cope with the task and analysing natural language through consciousness raising activities increases metacognitive awareness.

2- Benefits for the teacher

The TBL lesson offers the teacher “a more flexible framework” (Willis 1996:17) allowing them to cover skills as well as language. In the readdressing of roles the teacher is able to facilitate learning and monitor students needs in a way that is not possible in PPP. A colleague

and I agreed that the monitoring role in the task allows the teacher to gain a better understanding of the students’ actual language ability through observation and allows for reflection on individual student development. This method also allows the teacher to respond to learners on an individual basis in the planning and analysis stage aiding differentiation amongst learners (Richards & Rodgers 1986:229).

Ongoing Questions

In TBLT there are still many areas that need clarification. Nunan (2002: 10) points out that the most significant problem for TBL is the “grading and sequencing of tasks in a lesson and a syllabus”. While studying for this assignment I found this quite daunting because there are so many different interpretations of classification among TBL advocates. Some solve this problem by stating we should “grade through difficulty”. If as Ellis (2003) highlights language is governed by internal processes how can we grade by difficulty when what will be difficult for one student might not be difficult for another.

Despite the *Cutting Edge* course books and Willis’ *A Framework for Task-based Learning* there is no record of a published TBL syllabus. Again as Richards and Rodgers (1986:227) point out some try to solve this by using a functional, notional or structural syllabus to inform TBL. Through the use of synthetic syllabus I feel that this undermines the analytic nature of TBL. Ellis (2003) also points out that different faction of TBL make it difficult for teachers to “follow the



rationale” of TBL. My colleagues and I are also unsure about how sustainable it would be as a whole syllabus and feel it would be easier as a task-supported syllabus (Ellis 2003: 323) integrated as part of a multistrand syllabus.

The lack of material also creates a burden for the teacher particularly to record native speakers. In my college the recording facilities are poor and it is difficult to ask people to give up their own planning time to record native speaker models. Ellis(2003:331)also highlights that TBL is an “Anglo-American” concept of equal power relations between teacher and student. However in “confucianist cultures” this might present cultural problems. Learners used to “traditional classroom roles” might also reject at first the new roles in TBL feeling that the teacher is not doing their job (Simpson 2004:3). For the non-native speaker teacher who is not confident in the target language, TBL also create a great challenge to provide native speaker models and respond spontaneously to learners.

I am also unsure about how effectively TBL responds to learners learning style. Ellis (2003:329) points out that “not all learners are positively disposed towards working together on tasks. Analytic learners may struggle in a task involving other people without great thought and planning. I think it is possible to balance the situation by allowing analytic learners some thinking time before the task, and making sure that activities in the post task phase can cater for all learning styles.

Rodgers and Richards (1986: 241) also state claims that this method provides for a more effective base for teaching than other teaching approaches “remains in the domains of ideology rather than fact” (241). A great deal more research in classrooms rather than pseudo-lab conditions needs to be conducted in order to answer some of the ongoing issues in the world of TBL. (Ellis 2004)

Conclusions

I have examined the theoretical origins and practical applications of TBL in the classroom. I have also explored how TBL vitally readdresses power in the classroom, putting learners at the centre to create learner autonomy. I have also highlighted that there are many advocates of TBL with many theories of how to construct, classify and order tasks leaving me to believe that in order for TBL to be used more in practice these ideas need to be unified to create a credible foundation for a syllabus that can then be used in pedagogy.

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The American Concept of EFL and its Invisible Visions in the Middle East Region

by Amjad Owais

In this article, Amjad Owais discusses how the teaching of English is handled in the Middle East region.

Introduction

In this article I will discuss the phenomenon of using native English teachers in the Middle East region, precisely in United Arab Emirates in the context of EFL in the public primary schools. In this discussion I will examine the reasons beyond such a phenomenon. I will also examine the attitude of native and non-native speaker teachers who teach English language along with students' parents' attitudes. Moreover, I will link "*communicative imperialism*" (Phillipson, 2006) and the role of the media with the context of EFL in the Middle East region. Due to the nature of my paper, a "*self reflective*" (Pennycook, 2001: p.1) and previous experiences of other countries are expected to be present.

ELT in United Arab Emirates has witnessed an extraordinary revolution in the last 6 years. My interest of this issue emerged simultaneously with the appearance of a new type of schools which are gradually replacing the ordinary public schools in UAE. This type is called (Al-Ghad schools) which

literally means "*tomorrow schools*" in Arabic. It clearly indicates the main purpose of these schools is to produce more sophisticated, moderated and competitive students. The vision of ministry of Education and Youth in UAE as what they declared is "*to have a new generation who is more capable of English language and its vocabulary and grammar skills*", in other words "*we need a generation who speaks English as it is his or her first language*", thus to achieve this goal teachers who "*have a better command of fluent, idiomatically correct language forms, are more knowledgeable about the cultural connotations of the language*" (Braine, 1999: p.xiv) are needed. In order to make this vision alive, a huge number of native English teachers had been brought from areas such as "*North America, Britain, New Zealand and Australia which claim ownership over English*" (Canagarajah, 1999: p.79). Furthermore, to support this vision, some authorized sources in the government argue that this new methodology of teaching is the best in teaching English which enables the students to acquire the language very easy and smoothly. Schiitz (2007) cites Krashen's (1987) view that acquisition any language requires meaningful interaction in the target language (natural communication) thus, language acquisition does not require



extensive use of conscious grammatical rules because learners grow up learning the language as it is something very natural in their life without an effort, especially at the beginning levels of their life. Moreover, Boyle (1997) illustrates that native speaker teachers have a range of advantages over the non-native speaker teachers because (a) English learned from birth and developed through his/her life as primary language which been used in his/her life (b) the intricacies of the grammar of the language are learned instinctively and can be employed with speed and certainty (c) native speaker of English engages with other native speakers of English as something natural in his/her social context, so he/she uses the language all the time as the dominant language, thus it is better to use native speaker teachers of English to teach their first language. Additionally, McNeill (1994) in his study about the characteristics of native and non-native speaker teachers of English argues that native speaker teachers have the advantage when it comes to learners' vocabulary needs. It is sensible to point here; the government is replacing non-native speaker teachers with native speaker teachers of English gradually in order to provide their students with the opportunity to hold conversations with teachers in English, and only in English.

On the other hand, Al-segair (2007) who works as a teacher in a prestigious university in the Middle East illustrates that in his investigation about native speaker teachers in the Middle East, "I found

some of them used to work as dog-trainers back in Chicago" (paragraph, 2). He also pointed out that some teachers were "a bunch of former company employees and some had worked in western embassies" (paragraph, 2) who did not work as teachers before. Al-Segair thus explains that not because you are a native speaker of a language qualifies you to teach it! Teaching a language requires "skills, competence, training and knowledge" (paragraph, 3). Going further in this issue, Al-Osaimi (2007) illustrates that some schools do not bother to recruit qualified English teachers, however, parents usually more impressed by where did teachers come from and the fact that their accent sounds more 'American or British' considered to be enough to convince them that they are the most suitable teachers to teach their children, regardless what they have of qualifications or experiences. Such criteria forced me to wonder why such thinking is dominant in the region.

America and its Politics play a major part in all of this. The American tenet, "the current educational systems in place in the Muslim world were partly responsible for motivating the terrorist attacks on the World Trade Center and the pentagon." (Karmani, 2005:p.262), thus in order to change their attitude towards the western and the American culture, a new concept should be replaced with what is described as a "combination of intolerance, ignorance, anti-Semitic, anti-American, and anti-Western views" (Karmani, 2005: p.262) by using native speaker teachers as



means to apply this project. By importing native speaker teachers of English from what Kachru calls “*inner circle countries*” (Kachru & Nelson, 1996: p. 78) with westerns’ beliefs and values, a new Americanized generation would be the total outcome. In simple words, educational or mind colonialism and “*linguistics imperialism*” (Phillipson, 2006: p.346) are the main goals in such invasion of native speaker teachers at the Middle East region.

Searching for its alleged security

Handley (2004) mentions that in the late 1700s, America was surrounded by great European superpowers, thus America was “*economically and militarily disadvantaged*” (Hadley, 2004). Therefore, to build a strong and superpower nation, America must expand its borders by negotiation or war. The American citizens had been convinced that the world and America’s national security always in danger, so in order to protect the world and America, any country that threatens us should be attacked. Furthermore, “*lack of expansion implies the possibility of defeat*” thus, “*American insecurity was an important factor in the invasions of Hawaii, Puerto Rico and the Philippines*” (Hadley, 2004) in the past. Other form of such American fears is the Strategic Defense Initiative (SDI) which was a proposal by the American president Roland Reagan in March 23, 1983. The main goal of this proposal as what Wikipedia illustrates is “*to use ground and space-based systems to protect the United States from attack by strategic nuclear ballistic missiles*”. This proposal carried the

popular name “*Star Wars*” in 1977 after movie by George Lucas. According to Handley, the Star Wars program is an expansion of America’s continued need searching for its national safety “*by now expanding its borders into outer space*” (Handley, 2004 cited Mauk and Oakland, 154), moreover, the recent invasions on Iraq and Afghanistan interpreted by a large number of American citizens is they had been convinced that America’s national security was threatened. Thus, in order to assure that no one threatens America’s security in the future, a new ways of domination and controlling should take place in areas such as Eastern Asia, Africa and the Middle East not only military, but also as media and academic occupation.

The role of Media in the Middle East

No one can deny the strong role played by Media in any place in the world. America tries to impose its policies and its ideologies in the Middle East whether by using force or not. In order to dominate the region, the American beliefs should be promoted in the area. Phillipson (2006) argues that the development of communications networks has a basic relationship to the emergence of the new world order. He illustrates that “*communication organizes the movement by multiplying and structuring interconnections through networks*” (p. 352). Thus, in order to dominate a particular country and its culture, you must control its media and what is being showed to the people inside their homes. A controversially television network channels like MBC group



(Middle East Broadcasting Center) and Alhurra (means the 'free one' in Arabic) had emerged in the Middle East and dedicate the lion's share in Middle Easterners' minds and homes. Such channels can be seen by some people as mediums to spread the American's plans and principles in the region using another means beside tanks and rockets. Alhurra is a commercial-free Arabic language satellite television network for the Middle East operated and funded by the United States of America. This channel is financed by the American people using their taxes through the Broadcasting Board of Governors and the U.S. Congress. Many Arab political critics argue that this channel lunched to change the views of Arabs and Muslims around the world towards the west and America by showing football games, explaining the acetic dimensions of baseball and airing documentaries about the 'fence' in Palestine, along with doses of fashion. Alhurra in its official web site claims that:

"We are devoted primarily to news and information. In addition to reporting on regional and international events, the channel broadcasts discussion programs, current affairs magazines and features on a variety of subjects including health and personal fitness, entertainment, sports, fashion, and science and technology" (Alhurra official web site).

Give me a break! In order to facilitate TESOLers' jobs who came from inner circle countries, an anesthetization of Middle Easterners' hearts and minds must be done so people can accept these teachers with a positive

attitude and a wide smile on their faces. People in the Middle East must be convinced that they are not proficient enough to teach English, thus teachers their first language is English must take over and teach English for your child's own benefit. According to Phillipson (2006) media is not only organize production on a new scale and force a new structure sufficient to global space, but also make its justification inherent power, as it "*produces, organizes, as it organizes, it speaks and expresses it self as authority*" (p. 352). Why I would pay my good money to fund an Arabic channel such as Alhurra when I cannot earn money from it. Alhurra in its web site mentions that "*Alhurra is operated by non-profit corporation, The Middle East Broadcasting Networks, Inc. (MBN)*" (Alhurra official web site). The Arabic satellite dish contains more than 300 free entertainment channels which can be accessed by Arabs from any place in the Middle East with more than 6 news channels such as Al-jazeera, CNN and BBC. Therefore, the purpose of such channels is that the American government can trade its citizen's money with its future security by dominating and directing Arab youths' minds and beliefs toward its own interest, by providing 'a purely American Arabic speaker' channel. The other case is MBC group channels which "*started in London as the first satellite, free-to-air multi-channel media group of its kind in the Arab world*" (MBC official web site). Al-Arabiya (means the 'Arabian channel' in Arabic) which is one channel from the MBC 6 free channels specialized with news and press. The reason behind the



emergence of such channel has been declared by the people work there is to have a democratic channel which fights Aljazeera's thoughts (an Arabic news channel) and its anti-democratic trends. Since Al-jazeera has been described by many Westerner politicians as anti-American bias, thus we need a channel against any anti-American thoughts in the Middle East region. According to Ryan (2005) Donald Rumsfeld has accused the station of persuading people that the US is an occupying force in Iraq, which he describes as a lie! On the contrary, the expansion into Iraq was to "brought freedom, economic growth, education and democracy to people who have suffered under years of oppression and mismanagement" (Hadley, 2004 quoted Assistance for Iraq). As a result, America is trying to Americanize the Arabic society the same way as she Americanized the Japanese society after the World War II. Therefore, the road will be paved for native English teachers when they come to teach the 'Western values'.

The world of TESOL and the native speaker teacher of English

To impose the American ideologies in the Middle East, America promoted very well the teaching job for the native speaker teachers of English by promising them with "good salaries and an exotic overseas adventure" (Hadley, 2004). According to Hadley many scholars such as Troike and Crystal have linked the expansion of TESOL to the expansion of former British and present American empire.

Furthermore, native English teachers serve as "part of the educational aid packages exported to countries throughout South America, South East Asia, Africa and the Middle East" (Hadley, 2004) who work as colonial administrators. Handley in his paper cited Edge's view that EFL teachers have become an academic army that satisfies intellectual conflict and occupies the linguistic dominions of an Anglophonic empire:

"...it is now possible to see us, EFL teachers, as a second wave of imperial troopers. Before the armoured divisions have withdrawn from the city limits, while the solders are still patrolling the streets, English teachers will be facilitating the policies that the tanks were sent to impose. And whether, and to whomsoever, I teach EFL, I am part of that overarching system." (Hadley, 2004 quoted from Edge, 10)

Karmani (2005) argues that an extraordinary pressure has been put on Muslim governments to reform their educational curricula. A very interesting article by Glasser (2003) who works for the Washington Post illustrates that many Arabic Gulf countries reshape their schools and put English over Islam, so in order to make way for more hours of English, classes in Islamic studies and Arabic are being reduced. A new stuff of native English speaker teachers has been brought into the schools of United Arab Emirates to teach the students from early ages. What is interesting is that the native speaker teachers are brought from inner countries as experts who do not need



any preparing or training. They are who design the textbooks, monitoring the non-native speaker teachers and deciding who should stay and who should not stay in the school. However, American policies had succeeded in this country. Almost every non-native speaker teacher convinced that the native speaker teachers are better than non-native speaker teachers in English and this system is the best to teach the students this language even if they do not have the required qualifications, because English is their first language. This persuasion created negative outcomes with less positive results. In such schools a world full of racial discrimination in job opportunity, payment and respect has emerged. Non-native speaker teacher is no longer trusted by parents and his or her students. The native speaker teacher's salary must be double than the non-native speaker teacher as one condition to import these teachers. Moreover, they must be provided with luxury accommodations, free transportation and first class annual flight tickets to their mother land. Of course, these conditions had been set by the American government to ensure that their citizens are treated well. Such conditions are imposed against governments' wish in the Middle East region. What is ironic is that even if you have an American passport or you are a citizen from inner countries and you were not white or you were originally from Arabic country, you may not have these facilities! In some cases your contract might be cancelled even after you have signed the contract if your original identity has been discovered.

Conclusion

In order to achieve the maximum domination on the Middle East and to make sure that no anti-American bases are exist in the region. Moreover, to insure that what happened in September 11, 2001 is not going to happen again, an American political equation must be applied, first, using the tank to impose the power. Second, programming youth's minds and their views on what America 'believes in' is right. Third, teach the child what is against America is against you in the classrooms. It is not a coincidence that the emergence of (Al-Ghad) schools was after only one year from the dramatic events of September 11, 2001. It is not a coincidence that the reform of the educational curricula implemented after September 11, 2001. It is not also a coincidence that, channels like Alhurra and Al-Arabiya had been lunched after what happened in September 11 in 2001 which they are now based in Dubai, in United Arab Emirates. However, no one can disagree that Middle East countries need skilled and experienced workers and teachers from developed countries such as America, and Britain, but a direct supervising to those employees must be done by Middle Eastern countries that brought those experts and pay their salaries from their money for a preset goal. According to Fields (2005) who is a native speaker teacher of English works in Abu-Dhabi, UAE, teachers should be hired based on their qualifications to work in an atmosphere of fairness and respect, free from fear of discriminatory treatment or arbitrary



dismissal because of their ethnicity, whether they were native or non-native speaker teachers of English.

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About the author

Amjad Owais has great experience teaching English handled in the Middle East region.



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