

Privilege and Prejudice in Private Online English Teaching: Discourses in School-Owned Recruitment Websites

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Numerous studies have analyzed various aspects of English language teaching to uncover discriminatory employment practices within the field. However, there is a gap in the research regarding the discourses present in school-managed teacher recruitment websites (TRWs), particularly in the field of private online language education (POLE). This study aims to address this gap by investigating how the preferred online English teacher is characterized and what benefits they are promised when visiting these webpages. Using critical discourse analysis, the author analyzed the textual elements of 32 TRWs of online English schools operating in six major markets in Asia. The findings reveal that although a few schools show signs of relatively fair policies and emphasize professional qualifications, most of them appear to exploit native-speakerism through their application requirements and compensation policies that often favor only some groups. The implications emphasize the benefits of creating equitable employment opportunities and professionalizing POLE by leveraging the qualifications and experience of teachers from diverse backgrounds, while ensuring fair compensation. Finally, this study provides practical strategies for present and prospective online teachers on how to take advantage of the opportunities of digital language work while contributing to the attainment of equity in the industry.

Online Profile

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