



2014-07-01

TESOL Employment Ads in China and South Korea: Personal Characteristics, Knowledge, and Skills Identified in Full-Time Ads Posted for International Instructors

Jae-Song Lee

Brigham Young University - Provo

Follow this and additional works at: <https://scholarsarchive.byu.edu/etd>



Part of the [Linguistics Commons](#)

BYU ScholarsArchive Citation

Lee, Jae-Song, "TESOL Employment Ads in China and South Korea: Personal Characteristics, Knowledge, and Skills Identified in Full-Time Ads Posted for International Instructors" (2014). *All Theses and Dissertations*. 5519.

<https://scholarsarchive.byu.edu/etd/5519>

This Thesis is brought to you for free and open access by BYU ScholarsArchive. It has been accepted for inclusion in All Theses and Dissertations by an authorized administrator of BYU ScholarsArchive. For more information, please contact scholarsarchive@byu.edu.

TESOL Employment Ads in China and South Korea: Personal Characteristics, Knowledge, and
Skills Identified in Full-Time Ads Posted for International Instructors

Jae Song Lee

A thesis submitted to the faculty of
Brigham Young University
in partial fulfillment of the requirements for the degree of
Master of Arts

Mark W. Tanner, Chair
Lynn E. Henrichsen
Neil J Anderson

Department of Linguistics and English Language

Brigham Young University

July 2014

Copyright © 2014 Jae Song Lee

All Rights Reserved

ABSTRACT

TESOL Employment Ads in China and South Korea: Personal Characteristics, Knowledge, and Skills Identified in Full-Time Ads Posted for International Instructors

Jae Song Lee

Department of Linguistics and English Language, BYU

Master of Arts

The purpose of this master's project was to investigate the types of personal characteristics, knowledge, and skills TESOL employers are seeking in foreign job candidates in today's biggest EFL job markets, specifically in China and South Korea. First, the literature review introduces the enormous development of the EFL job market in these two countries and some challenges these two countries faced in their attempt to hire foreign EFL teachers. A total of 303 job advertisements were gathered from two Internet sources (Dave's ESL Café and TESOL.org) that met all the established criteria for choosing a reliable data source during a 12-month period and analyzed in order to determine the personal characteristics, knowledge, and skills listed by TESOL employers in these two Asian countries.

The results indicate that 92% of the ads required international applicants to be native speakers of English. Key skills needed in both countries included communication skills, computer skills, a high level of English language proficiency, and writing skills. The majority of the full-time positions sought instructors with experience in materials development, curriculum development, or assessment. In terms of personal characteristics, employers want applicants to be enthusiastic, energetic, dedicated, and interested in young learners ranging in age from kindergarten to high school level. These findings have important implications for those TESOL graduates preparing themselves to obtain full-time jobs in China and South Korea.

Keywords: TESOL, employment, full-time, employers, profession, career, EFL, China, Korea

ACKNOWLEDGEMENTS

I am deeply indebted to my chair, Dr. Tanner for his support, guidance, and constant encouragement. He frequently counseled me to “keep pressing forward,” I persevered in pursuit of my master’s degree. I would like to express heartfelt gratitude to my committee members, Dr. Lynn Henrichsen and Dr. Neil Anderson for their invaluable advice and helpful comments. I want to express my sincere appreciation to my husband for his love and constant support given throughout the process of completing this master’s thesis. Finally, I want to thank my baby, Yuna.

TABLE OF CONTENTS

INTRODUCTION	1
LITERATURE REVIEW	2
Expansion of English Language Teaching in China and South Korea	2
High Demand for Native English Teachers	5
Recruitment of Native English Speakers	6
Securing Employment in EFL Contexts	7
Project Rationale	9
Delimitation	10
RESEARCH DESIGN	10
Data Sources	10
Dave’s ESL Café	12
TESOL.org	13
Procedures	13
First Inter-rater Reliability Test	15
Second Inter-rater Reliability Test	16
RESULTS	17
Required Qualifications and Skills – China	17
Experience and/or Expectations as Qualifications	17
Required Degree Type	19
Skills	20
Application Materials – China	20
Personal Characteristics – China	21

Type of Job Positions – China	23
Type of Institutions – China.....	23
Job Distribution by Region – China.....	24
Salary Range – China.....	25
Work Conditions – China.....	27
Contract Length	27
Content Area to Teach.....	27
Age Group to Teach	27
Working Hours.....	27
Benefit Type.....	28
Required Qualifications and Skills – South Korea	28
Experience and/or Expectations as Qualifications.....	28
Required Degree Type	29
Skills	30
Application Materials – South Korea	31
Personal Characteristics – South Korea.....	32
Type of Job Positions – South Korea.....	33
Type of Institutions – South Korea	34
Job Distribution by Region – South Korea.....	35
Salary Range – South Korea.....	35
Work Conditions – South Korea.....	37
Contract Length	37
Content Area to Teach.....	38

Age Group to Teach	38
Working Hours	38
Benefit Type	38
DISCUSSION	38
CONCLUSION	41
Limitations	42
Suggestions for Future Research	43
Lessons Learned	43
Research	43
Final Remarks	44
REFERENCES	45
Appendix A: Original Coding Scheme Used First	50
Appendix B: Revised Coding Scheme	52
Appendix C: Instruction for the Inter-rater Test	54

LIST OF TABLES

Table 1	Traffic and Job Posting Information for the Two Selected Websites and Other Websites	12
Table 2	Frequency and Percentages of Experience and/or Expectations Stated in the Selected China TESOL Job Advertisements	18
Table 3	Frequency of Skills Requested in the China Job Advertisements	20
Table 4	Frequency of Requested Application Materials for China TESOL Jobs	21
Table 5	Top 10 Personal Characteristics Mentioned in the Selected China TESOL Job Ads	22
Table 6	Frequency and Percentages of Young Learners by Age Category in the China TESOL Job Ads	23
Table 7	Frequency and Percentages of China Jobs by Job Type	23
Table 8	Frequency of China Job Ads by Institutional Type	24
Table 9	Distribution of Advertisements by Region – China	24
Table 10	Percentage, Mean, and Standard Deviation for Five Institution or Organization of China Jobs	25
Table 11	Percentage, Mean, and Standard Deviation, and Frequency Information for Job Types from 114 Selected China TESOL Job Advertisements	26
Table 12	Percentage, Mean, and Standard Deviation for China Jobs Located in Six Regions in China	27
Table 13	Frequency and Percentages of Experience and/or Expectations Stated in the Selected South Korea TESOL Job Advertisements	29
Table 14	Frequency of Skills Requested in the South Korea Job Advertisements	30
Table 15	Frequency of Requested Application Materials for South Korea TESOL Jobs	31
Table 16	Top 10 Personal Characteristics Mentioned in the Selected South Korea TESOL Job Ads	32
Table 17	Frequency and Percentages of Young Learners by Age Category in the South Korea TESOL Job Ads	33

Table 18	Frequency and Percentages of South Korea Jobs by Job Type	34
Table 19	Frequency of South Korea Job Ads by Institutional Type	34
Table 20	Distribution of Advertisements by Region – South Korea	35
Table 21	Percentage, Mean, and Standard Deviation for Five Institution or Organization of South Korea Jobs	36
Table 22	Percentage, Mean, and Standard Deviation, and Frequency Information for Job Types from 189 Selected South Korea TESOL Job Advertisements	37
Table 23	Percentage, Mean, and Standard Deviation for South Korea Jobs Located in Six Regions in South Korea	37

INTRODUCTION

As English has become an important language in the world, tremendous growth has occurred in the English as a Foreign Language (EFL) market, especially in South Korea and China (Cortazzi & Jin, 1996; Hu, 2002; Jeon & Lee, 2006; Song, 2011b). Being anxious to have their populations learn English so that they have a larger part in the global economy, EFL teaching has become a big business in these two countries as seen by the number of schools providing English instruction and the students studying. For example, there were about 400 million people learning English in 2010 in China (Bolton & Graddol, 2012). As the desire for English language learning grows, so does the need for skilled and trained EFL teachers. As a result, numerous EFL teaching positions are available for TESOL professionals, and one can frequently find many online job advertisements seeking for EFL teachers for programs located throughout the world.

While there has been some valuable research dealing with career paths trend of TESOL graduates and characteristics that U.S. employers seek in job candidates (Day, 1984; Bailey, Tanner, Henrichsen, & Dewey, 2013; Priddis, Tanner, Henrichsen, Warner, Anderson, & Dewey, 2013; Tanner, 2003), little is known about the EFL marketplace other than that numerous websites have postings for hundreds of part-time and full-time EFL positions world-wide. In the US job market, teachers of TESOL have struggled to obtain consistent full-time employment (Pennington, 1995) largely because the positions available are part-time or adjunct in nature (Tanner, 2003). Because of this difficulty, some professionals who have entered the field of TESOL have considered leaving (Longmate, 2010). These same challenges often do not present themselves in an EFL environment where employers are anxious to hire native speakers who have little training beyond a TESOL certificate (Tanner, 2003). Little is known, however,

regarding the knowledge, skills, and personal characteristics that EFL employers are seeking in new hires. Noting that there is a global market for EFL instruction, the focus of this research was on two of the largest EFL markets, China and South Korea. The research questions to be answered by this study are:

- (1) What kinds of knowledge, experience, and skills are EFL employers seeking in candidates for China and South Korea jobs?
- (2) What other duties, besides teaching, are frequently mentioned in the job postings?
- (3) What personal qualities are emphasized in the advertisements?
- (4) What hiring information do the ads provide regarding job location, institutional type, salary, degree needed, and documentation required?

LITERATURE REVIEW

As English has become a lingua franca due to globalism, people in many countries have started to take a particular interest in learning the language in order to be more engaged in business as well as science, technology, education, and commerce. This phenomenon has led to a tremendous increase in the number of nonnative English speakers learning to speak English (Crystal, 2008; Nunan, 2001; Rao, 2010). In response to this increased demand, many private or public English learning programs have been developed, and the English teaching market has expanded. One region that has seen an enormous growth in the English teaching job market is Asia (Govardhan, Navar & Sheory, 1999), especially in China and South Korea. Given these circumstances, these countries are in need of many ESOL teachers in order to meet an increasing demand for learning English.

Expansion of English Language Teaching in China and South Korea

According to Crystal (1999), English is “recognized by more countries as a desirable lingua franca than any other language” (p. 13). An example of this phenomenon is its status as

the official language of the Association of Southeast Asian Nation (ASEAN). Not only has English been the working language for meetings and official publications of ASEAN since 1967, but it has also had a great influence on the language education policies of the ASEAN societies. For example, English is one of the primary school subjects and has even become the medium of instruction for all or certain subjects at many schools in the ASEAN member states (Kirkpatrick, 2010). As a result, English has gained an important status in these multilingual countries.

The English education policies have also changed greatly in East Asian countries that are not members of ASEAN, especially in China and South Korea. English language teaching became important fairly recently in these two countries, compared to the ASEAN societies which have a longer practice of English because of their colonial history with English speaking countries or/and the need of English language as a lingua franca due to multiple languages or dialects spoken (Kirkpatrick, 2010). First of all, in China English language education has gained great emphasis since the end of the Cultural Revolution in 1976 (Hu, 2002) as the nation started to perceive the English language as vital for the nation's modernization. The motivation and demand for English language learning increased even more when China became a member of the World Trade Organization (WTO) in 2001 (Hu, 2002; Hu, 2004; Pang, Zhou & Fu, 2002) and its capital city was selected to host the 2008 Summer Olympics (Fang, 2004; Hu, 2002).

In an effort to meet the increasing demand for English language learning, the Chinese government recognized the need for reforming its English education system (Hu, 2007). English eventually became one of the compulsory school subjects for primary and secondary students and an important part of the college entrance exam in China (Pang, Zhou & Fu, 2002; Nunan, 2003). Furthermore, proficiency in English became necessary for promotion at work because of the nation's drive to be part of the global economy. As a result, Chinese people have pursued

competency in English in order to gain better educational, social, and economic privileges (Lu, 2010). Hence, the demand for English language learning has escalated and the number of private English academies has been increasing rapidly (Bolton & Graddol, 2012) in response to the increasing demand.

South Korea has also embraced the learning of English out of economic needs. Along with the nation's industrialized growth and joining the global economy, the importance of using English became highly recognized (Choi, 2008; Jeong, 2004; Jung & Norton, 2002). As a result, an increasing number of companies have started to require their employees to have a certain level of proficiency in English. For example, job seekers cannot apply for positions in many major South Korean corporations without obtaining certain TOEIC scores since these scores are often used as a mean of evaluating job applicants (Choi, 2008; Park, 2011).

In recent years, people in South Korea seem to be overly obsessed with learning English and it has even come to the point that there is a movement to make English the nation's official language (Song, 2011b). Jeong (2004) compares the South Korean people's obsession with learning English to having a fever and says, "The whole country seems to be in the grip of 'English fever', and many factors, internal and external, have added fuel to the flames" (p. 40). An example of this social phenomenon is seen in a rapidly increasing number of children studying abroad. The number of children who left the country for study abroad was 29,511 and more than 40,000 children were studying abroad in 2008 (Onishi, 2008). These children can have the advantage of entering a prestigious secondary school or university when they return to their home country after a study abroad experience (Song, 2011a) and gain better access to white-collar jobs (Nam, 2005).

In response to the increasing demand for English language education, the government has reformed its English language education system. English used to be taught as one of the school primary subjects from junior high school. Since English language was introduced to most students for the first time, they started from learning the English alphabet. In 1997, the South Korean government started providing English instruction from the third grade (Butler, 2009; Jeon & Lee, 2006; Jeong, 2004; Jung & Norton, 2002; Nunan, 2003) so that it could meet parents' urgent desire to have their children taught English at younger ages. In 2004, an English village where people could interact with native English speakers in an authentic setting was opened in Gyeonggi province (Kang & Abelman, 2011). People can check in and stay there for a day or two and have opportunities to practice speaking English in an environment as if they were in an English-speaking country. Furthermore, in 2008, the government announced its plan to have all English classes directed in English only by 2012 (Song, 2011b).

High Demand for Native English Teachers

China and South Korea have reformed their English language education systems not only by expanding English instruction to primary school, but also by moving away from the traditional grammar/translation method. As a high level of communicative competence in English became crucial in business, China and South Korea have tried to employ communicative language teaching methodology (Butler, 2011; Hu, 2002; Park, 2009). While many people have advocated this plan, these countries have had difficulty implementing this plan due to a lack of qualified local EFL teachers (Butler, 2004; Copland, Garton & Burns, 2013; Hu, 2007; Kim, 2001; Park, 2009).

When China was suddenly in a paramount need for EFL teachers because of its expanded English education, it started to recruit literally anyone with some fragmentary knowledge of

English (Hu, 2005) in order to meet this enormous demand in a short period of time. As a result, many of these teachers could not meet the expectations English learners had for receiving quality English instruction. South Korea also needed EFL teachers for elementary schools since English had not been taught at this level before. Furthermore, local South Korean EFL teachers started to be criticized because of their own lack of communicative competence in English (Butler, 2004). Gradually, people started to prefer native English speakers as their teachers, believing that native English speakers are the best teachers because of their “authentic pronunciation, wide-ranging knowledge of vocabulary, and critical information about usage” (Barratt & Kontra, 2000, p. 10).

Recruitment of Native English Speakers

In an endeavor to satisfy this growing demand for native English speaker teachers, the government, as well as private English schools, started to recruit native English speakers. The South Korean government decided to place at least one English native speaker in each public primary and secondary school, which required the government alone to hire nearly 10,000 native speakers (Park, 2009). The South Korean government launched the English Program in Korea (EIPK) program in 1995 in an effort to recruit English native speakers to fill the necessary positions at public elementary, junior, and high schools. China was in need of recruiting an even a greater number of native speakers. For instance, a total number of 150,000 native speakers were employed to teach English in 2006 (Jeon & Lee, 2006). Having probably the largest population of English learners (Crystal, 2008), the number of English native speakers teachers will continue to increase in China.

While native English speakers have been constantly favored in the Asian EFL job market, there has been growing concern about them. In desperate need of English native speaker teachers, many EFL employers in China and South Korea started to recruit native English

speakers without holding to strict hiring requirements. As a result, many native English speakers were hired to teach who had no EFL qualifications, or at minimum, only had a high school diploma (He & Miller, 2011). Criticism over this hiring practice began to emerge in South Korea when some of these native English speaker teachers turned out to be alleged criminals in their home countries. After this incident, there were voices calling for more strict regulations on hiring foreign EFL teachers.

Criticism about this hiring practice further extended to native English speakers in terms of their qualifications as EFL teachers. When Barratt and Kontra (2000) surveyed 54 Chinese host colleagues of native English speaker teachers and 100 Chinese students about native English speaker teachers, the most frequent negative comments about them was their lack of teaching experience, labeling them as inexperienced or bad teachers. Kim's (2001) study of EFL teachers in South Korea also revealed that many of these international teachers lacked professional qualifications as EFL teachers. He pointed out that the major reason for this was because the South Korean government granted work visas to any Americans with a bachelor's degree in any discipline to work as an EFL teacher. For this reason, any native English speaker from America could easily work as an EFL teacher even if he or she did not have any training in teaching English. Since the lack of qualified foreign EFL teachers was perceived as a problem, there has been a call for refining the qualification standards.

Securing Employment in EFL Contexts

When Day (1984) surveyed TESOL MA graduates, the first positions half of them took shortly after graduation were EFL teaching positions outside of the United States, with 27% of them taking positions in Asia. One of the major reasons that TESOL graduates from the United States may consider taking a position in China or South Korea might be the ease of finding a

full-time job that offers benefits. In the United States, it is common for many qualified ESL teachers who have received specialized training in TESOL to work in part-time positions (Tanner, 2003). While some of them may work part-time by choice, many of them unavoidably take part-time positions due to a lack of available full-time positions. Furthermore, since part-time jobs do not offer benefits, these teachers have no choice but to work a series of part-time jobs (Tanner, 2003). In contrast, many TESOL employers in China and South Korea constantly post advertisements for full-time jobs with various benefits, and provides positions that may be attractive to TESOL graduates. As a matter of fact, when Priddis (2012) surveyed TESOL graduates' career paths, those who took EFL-related jobs reported the highest salary satisfaction (p. 42).

Another reason TESOL graduates may seek employment in China or South Korea could be to obtain full-time job experience enabling them to later obtain full-time employment in the U.S. Bailey et al.'s (2013) study indicates that teaching experience was the most frequently mentioned qualification in the U.S. TESOL job advertisements and more than half of these jobs required 3-5 years of teaching experience. Teaching experience was followed by curriculum development, teacher education, administrative, and international or cultural experience in order of frequency (Bailey, 2011, p. 776). If TESOL graduates take a position in China or South Korea, they are more likely to obtain these qualifications while working full-time. Priddis' (2012) study reports that TESOL graduates who took EFL-related jobs did not spend a long time in their jobs. The average amount of time spent working in an EFL position was seven percent of their total career (p. 42). Among possible reasons for this finding might be that TESOL graduates may take EFL jobs to gain the teaching experience necessary to later be employed full-time once they return to their home countries. Therefore, it would be interesting to see what qualifications China

and South Korea employers require in order to investigate how this preparation might prepare TESOL job seekers for later employment in the U.S.

Project Rationale

The majority of published resources addressing the TESOL job market (Day, 1984; Govardhan et al., 1999; Henrichsen, 1979, 1983, 1991; Ochsner, 1980) date back to the mid 1990's. Even though there have been a few current studies on this topic, their focus has been on the U.S. ESL job market. The most current study addressing this topic was conducted by Bailey et al. (2013). As a follow up to Tanner's (2003) study, they analyzed a total number of 169 TESOL job advertisements collected in a 12-month period from 2009 to 2010. The results of their study revealed some helpful information about TESOL employers' expectations of new hires in today's job market by confirming that most of the tips Tanner (2003) offers for facilitating full-time employment are still useful. For example, obtaining a higher education degree, continuing professional development, and developing specialized skills in certain areas remain important (Bailey et al., 2013; Tanner, 2003). However, it should be noted that Bailey's study focused on investigating U.S. TESOL employers' expectations. While it is useful to know the conditions of the U.S. market, there are hundreds of jobs being advertised in the EFL marketplace. Therefore, it would be useful to know if EFL employers are seeking candidates with similar knowledge, experience, skills, and personal characteristics.

The intent of this project is to extend the research done by Tanner (2003) by looking at what expectations EFL employers in a particular area of the world (China and South Korea) have of their new international full-time hires.

Delimitation

Recognizing that English language teaching is a global phenomenon, investigating worldwide trends is beyond the scope of one master's thesis. Therefore, in this project, attention was given to one area of the world (Asia) and two countries in particular where there is a high level of interest in learning English as a language of wider communication (Graddol, 2001). These two countries are China and South Korea.

RESEARCH DESIGN

Data Sources

Since the Internet is widely used and readily accessible to hundreds of millions of people, many employers have started to use this medium to recruit potential employees (Cober, R. T., Brown, D. J., Keeping, L. M., & Levy, P. E., 2004). In efforts to attract potential hires, organizations have created their own websites, which describe their businesses and often list employment openings that may exist within the organization. The Internet also includes websites dedicated to listing job openings for the general public such as Monster.com as well as ones specifically focused on particular fields such as English language teaching.

Given that the Internet has become a useful resource for advertising jobs, many employers seeking EFL teachers also use the Internet to advertise their jobs. Using the Internet websites not only announce job vacancies, but they also save companies considerable time and money since they do not have to send recruiters to other countries to recruit teachers. As a result, a number of websites contain EFL job advertisements that can be easily found by entering key words such as EFL teaching jobs, teaching ESL abroad, and ESL jobs into a search engine.

While these key words may result in millions of hits, not all of these websites provide useful or reliable information for potential job seekers. In order to obtain answers for the specific

research questions identified in this study, I sought out well-established websites that TESOL professionals would search in order to investigate full-time EFL jobs available in China and South Korea. To make the search feasible, a series of criteria were established by which appropriate sites could be selected as data sources. The following criteria were established. The sites had to:

- Contain a majority of full-time, TESOL related employment advertisements
- Attract major employers in the field
- List job advertisements that could be searched by country
- Provide little duplication in advertised positions
- Be credible and highly visible among TESOL professionals
- Receive a minimum of 10,000 daily visitors
- Require employers to pay a minimum amount of \$75 to place their ads on these sites, thus showing that these employers were willing to post positions in locations that would be viewed by qualified professionals

After looking at several websites, two websites were selected as the data source for this study- Dave's ESL Café and TESOL.org. These websites were chosen because they met all the criteria listed above. Table 1 illustrates some of the main information about these sites as compared to other websites also advertising ESL/EFL positions that were not chosen since they did not meet the criteria mentioned above.

Table 1

Traffic and Job Posting Information for the Two Selected Websites and Other Websites

Website	Daily Visitors	Monthly Visitors	Yearly Visitors	Cost of Ad.	Posting Length
Dave's ESL Cafe	125,636	3,823,964	45,857,140	\$75	30 days
TESOL org.	10,529	320,470	3,843,085	\$230	45 days
ESL Employment	2,941	89,515	1,073,465	Free	NM
ESL Jobs	503	15,310	183,595	Free/\$95	15/30 days
Teflnet	2,962	90,154	1,081,130	Free	28 days

Dave's ESL Café. Dave's ESL Café is one of first and most well-known websites among TESOL professionals. This website was created by Dave Sperling in 1995 (Oliver, 1996) and it contains numerous resources such as teacher forums, student forums, quizzes, and teaching ideas that can be used by both teachers and students. Also, it has many links to various other websites aimed at teaching and learning English. The site further offers its users the opportunity to interact with each other through several different forums such as International Job Forums, Teacher Forums, and Teacher Training Forums. Another resource that has contributed to its popularity is the job center that contains numerous EFL/ESL job advertisements posted by various employers from around the world.

As of June 2014, the site received 125,636 daily visitors and had a Google PageRank of 7 on a scale of 0 to 10, which indicates a significant amount of traffic (Biz Information, 2014). A total of 40.6% of the visitors were from South Korea, 17.8% from the U.S, 2% from China (Alexa, 2014). There are three job boards on this website: international job board, Korea job board, and China job board. The international job board is for all employers throughout the world, while the separate job boards specifically list jobs offered by South Korean and Chinese employers. This website seems to be very popular specifically for South Korean employers. Many major employers including prestigious universities post their advertisements on this

website. In order to post job advertisements, employers pay \$75 for one advertisement, \$200 for four, and \$550 for 12. The ads stay online for 30 days.

TESOL.org. TESOL.org is another website that is well known among TESOL professionals. It was created in 1997 by TESOL International Association, Inc., an independent professional organization, which was established in 1966 (TESOL, 2014). It is a premier website for those in the field of TESOL. It provides its resources to its 13,720 members (TESOL, 2014) who are primarily TESOL professionals. Evidently, it is also well known among many employers who are seeking to hire TESOL professionals. Some of them attend annual TESOL conferences in order to hold job interviews and hire people. In fact, nearly 3,200 résumés were posted and about 400 job seekers scheduled job interviews through this website in 2013 (TESOL, 2014). As of June 2014, the site received 10,529 daily visitors and had a Google PageRank of 7 (Biz Information, 2014). One difference for the TESOL.org site is that to access the job bulletin information, a person must be a registered dues paying member of TESOL. A total of 37.5% of the visitors are from the U.S. In order to post a job advertisement, employers pay \$230 per advertisement. The ad stays online for 45 days.

Procedures

While there are many online advertisements that simply list the name of the employer and an email address or phone number, the advertisements selected for analysis in this study needed to meet at least four criteria. The posting needed to include:

- Information about the working environment such as the number of students being taught, type of school/institute, the number of work hours, and its location
- Duties required
- Salary/benefits for the position

- Specific qualifications/requirements such as the type of degree required, kind of experience needed, and skills required

It was necessary to choose advertisements that met the four criteria mentioned above in order to answer the research questions posed in this study. As a result, many advertisements were not selected as the ad only listed the job title and an accompanying email address.

Most online advertisements were actively posted for a period of 30 to 45 days. To ensure that I was capturing current postings, I checked these two websites for new postings every two weeks during a 12-month period from November of 2009 until November of 2010. A year-long period was selected as it would provide a sufficient time period to capture an employment cycle. Occasionally, the same university position advertisements appeared on both websites. Any duplicates that occurred across the two websites were eliminated from the pool. As long as different positions were advertised, they were included as part of the data pool even if they were posted by the same employer. Each advertisement was saved as a paper copy and in electronic form.

In the end, a total of 303 job advertisements were selected from those two websites during the 12-month period. An Excel file was used to record the coding categories for each job. Initially, I used the coding scheme established by Tanner (2003) in which data was separated into 40 different categories (See Appendix A). As the research progressed, I began noticing that some of the frequently mentioned information could not be coded using this taxonomy since it did not fall into to any previously determined categories. Therefore, some additional categories were created while some of the irrelevant categories were eliminated (see Appendix B), resulting in a total of 54 categories.

First Inter-rater Reliability Test

An inter-rater reliability test was performed to check the validity of the categories that had been established. First of all, 10% of the advertisements were systematically chosen by selecting every 10th advertisement from the list. The 10% sample included a total of 30 jobs. The next step involved preparing a blank spreadsheet with the 40 categories (See Appendix A). During my first meeting with a second rater, I briefly explained the organization of the spreadsheet with basic instructions on how to code the categories and asked him to analyze each advertisement according to the categories provided. I did not explain each category in detail to the second rater.

In the process of analyzing the results of the inter-rater reliability test, I soon realized that there was a misunderstanding about the categories and characteristics that the second rater was being asked to identify. It was evident that this category was not clear to the second rater and caused confusion, so the category remained blank for most job advertisements.

For example, when the advertisement indicated that international candidates will be considered, I coded “no” for the category that asked whether the job candidates should be a native speaker or not. My understanding was that this condition meant that any TESOL graduate from any country could apply; I thought the employers would also consider hiring nonnative speakers. However, the second rater thought the comment was not clear and coded it as “not mentioned.” Other categories that saw disagreements were about experience. Even though certain experience such as publication experience was not mentioned in the qualifications part, when it was included in the required documentation, I coded it as “yes” for “publication experience” while the second rater coded it as “no.” Also, when some of the duties such as developing curriculum were mentioned, I thought the employer was assuming the job candidate

had experience in that area. Therefore, I coded “yes” for “curriculum development experience” category. Apparently, such categories either were not clear to the second rater or he interpreted some of them differently, so there was some disagreement on these categories. As a result, there was an overall 87% agreement on 39 categories and one category about personal characteristics could not be compared since the second rater misunderstood what the category meant.

After I finished analyzing the result of the inter-rater reliability test, I realized that some of the categories needed further definition for clear clarification. First of all, I had to decide how to code the experience categories. Since I learned that descriptions about experience and duties could be interpreted differently, I decided to combine experience and duty into one category. While some employers made it clear by indicating that a job candidate must have experience in a related responsibility, other employers simply listed job duties without mentioning whether a job candidate must have experience in related job duties. For example, if an advertisement mentioned that either a job candidate needs to have experience in assessment or assessment is one of the duties of the job, I coded this ad as a “yes” in that category. This type of coding was used to avoid ambiguity. Also, another category called “other documents” was added to the spreadsheet. If an advertisement did not seek certain experience as qualification while it still required a job candidate to send documents that were related to that experience, the category for that experience was coded as “no,” but it was indicated in the “other documents” category to require additional documents.

Second Inter-rater Reliability Test

As the data were being further analyzed, some new categories were added while some irrelevant ones were deleted. Therefore, a second inter-rater reliability test was needed. In order to avoid making the same kind of mistake as had been done in the first rating, clearer instructions

for the inter-rater test were created and the second rater was instructed to read them first before starting the test (See Appendix C). After having read the instructions, I did one sample description with the rater and in order to clarify any questions the second rater had about the classifications. In doing so, I tried to prevent any misunderstandings that might occur from the inter-rater analysis.

Once the reliability test was finished, I checked for agreement. The agreement level for the majority of the categories was between 85% and 100%, while the agreement level of four categories was under 82%. After having discussed each category and resolving the issues that arose, we had overall agreement of 91%.

RESULTS

The purpose of this study was to investigate what employers from two of the largest EFL markets, China and South Korea, seek in new hires by answering four research questions: 1) What kinds of knowledge, experience, and skills are EFL employers seeking in candidates for China and South Korea jobs? 2) What other duties, besides teaching, are frequently mentioned in the job postings? 3) What personal qualities are emphasized in the advertisements? (4) What hiring information do the ads provide regarding job location, institutional type, salary, degree needed, and documentation required?

Required Qualifications and Skills – China

Experience and/or Expectations as Qualifications. As stated in the previous section, sometimes employers listed specific job duties that were not indicated as required experience. For example, one employer listed curriculum development as one of the qualifications in their advertisement while another indicated it as one of the duties required of the job without mentioning it as a prerequisite for the position. For this reason, it was sometimes not clear

whether these employers expected their new hires to already have curriculum development experience or not. In this research, Table 2 shows the experience and/or expectations that were identified as qualifications.

Table 2

Frequency and Percentages of Experience and/or Expectations Stated in the Selected China TESOL Job Advertisements

Experience/Expectations	Frequency (n=114)	Percentage
Teaching experience	81	71%
Administrative	8	7%
Curriculum development	8	7%
Material development	7	6%
Testing/assessment	7	6%
ESP experience	4	4%
Cultural experience	3	3%
Teaching/teacher training experience	3	3%
Research/publication experience	2	2%
TOEFL teaching experience	2	2%
Instructional technology	1	1%

Teaching experience was the most frequently requested category of experience (71%). Among these ads, a total of 79% of them stated a specific length of teaching experience, ranging from one year to seven years. More than half of the ads (53%) required a minimum of two-years of experience. A total of 33% of the ads required a minimum of one-year of experience. Only one advertisement, for an administrator position, required five to seven-years of teaching experience. Of those ads requiring teaching experience, about half of them (51%) also sought experience teaching specific age groups, mostly children and teenagers. Although a total of 19% of the ads did not request teaching experience as a qualification, 58% of them mentioned that they would prefer someone with some kind of teaching experience. The remaining categories of experience were not mentioned as frequently as teaching in the advertisements.

Required Degree Type. It is interesting to note that all of the TESOL job advertisements for China required a degree of some type, which ranged from a bachelor's degree to a PhD. Only one job advertisement did not mention a specific degree. A bachelor's degree was the most requested degree, totaling 91% of the selected jobs. Of this number, 20 jobs (19%) mentioned that job seekers must have a bachelor's degree or higher. Fifteen of the jobs mentioned that the degree must be in TESOL, English, or an education-related field and nine positions required a master's degree. Only two private university positions, a "professor" for teaching university students and an "ESL specialist" for curriculum design, mentioned a preference for someone having a PhD. Seven positions mentioned that a master's degree must be in TESOL or related field. Fifty positions (44%) required the candidates to have a TESOL/TEFL certificate. All of these ads mentioned that applicants were required to have a TESOL/TEFL certificate as well as a university degree. Among these, three of them mentioned that they were required to have a certificate if they did not have teaching experience or if their major was not related to TESOL.

In addition to holding some type of degree, it is evident that native English speaker status is highly valued by the majority of China EFL employers who comprised this study. A total of 87% of the ads stated that the job candidate must be a native English speaker and an additional 9% of them preferred native speakers. Moreover, 42% of these employers indicated that their potential new hires must be from one of the seven English-speaking countries, namely United Kingdom, United States, New Zealand, South Africa, Ireland, Australia, and Canada. A few ads even stipulated that a job candidate must be a foreigner by specifically indicating that she or he must hold a valid "foreign passport" or must not be a citizen of the country where the school is located. Nearly a fourth (23%) of the employers required the job seekers to send a copy of their passport.

Skills. As mentioned in the methods section, the types of skills that employers were seeking were also investigated. Table 3 shows that the most requested skill was that of good communication. However, since the ads requesting this skill only stated “good communication skills” without providing further explanation, it is not clear whether good communication in speaking, writing, or both were required. The next most frequently requested skill was basic computer competency such as the ability to use MS Word® or PowerPoint®. Other ads frequently requested a high level of English proficiency, the ability to write well, and organization.

Table 3

Frequency of Skills Requested in the China Job Advertisements

Skills	Frequency (n=114)	Percentage
Communication	7	6%
Computer competency	6	5%
High English Proficiency	5	4%
Writing Skill	4	4%
Organization	4	4%
Leadership	3	3%
Presentation	2	2%

Application Materials – China

This research also investigated what application materials were requested in the job ads. As shown in Table 4, the most requested application material was a résumé. Some of the employers requested both a CV and a résumé while over 50% of them required only a résumé. For individuals creating a portfolio, the five most requested materials included a résumé, a copy of their diploma, CV, references and a copy of their passport. A job applicant may also want to include transcripts and recommendations in a portfolio, since these materials were required by more than 10% of the employers.

Table 4

Frequency of Requested Application Materials for China TESOL Jobs

Requested Application Materials	Frequency (n=114)	Percentage
Résumé	58	51%
Copy of diploma	52	46%
CV	40	35%
References	34	30%
Copy of passport	26	23%
Transcripts	16	14%
Recommendations	12	11%
Criminal check record	11	10%
Medical record	10	9%
Sample work	1	2%

Personal Characteristics – China

Personal characteristics that employers sought in a potential new hire were also investigated. Table 5 shows the top 10 personal characteristics that were mentioned in the job advertisements. The results indicate that the top personal characteristic sought by employers was being enthusiastic or passionate. About 40% of the ads requesting this characteristic also listed being energetic and creative as desired personal characteristics in a potential new hire. It is interesting to note that private institutes most frequently included some type of desired personal characteristics in the job advertisement. Furthermore, the job positions that required the top three personal characteristics were focused around teaching young learners, meaning learners in grade levels from kindergarten to high school..

Table 5

Top 10 Personal Characteristics Mentioned in the Selected China TESOL Job Ads

Characteristics	Frequency (n=114)	Percentage
Enthusiastic/passionate	26	23%
Energetic	22	19%
Interested in/love young learners	21	18%
Responsible	21	18%
Creative	16	14%
Loyal/dedicated/committed	16	14%
Flexible	12	11%
Outgoing	9	8%
Cooperative	9	8%
Interested in different cultures	7	6%

Table 6 shows the list of job ads for China as determined by the age category to be serviced. More than 50% of the ads included positions for teaching young learners namely primary and secondary school students. Of the total ads, a total of 18% advertised a position for exclusively teaching secondary school students while a total of 9% were for teaching only kindergarteners.

It was interesting to note that all of the advertisements that requested being interested in or loving young learners were hiring teachers for either primary or secondary school students. In addition to loving young learners, employers seeking teachers for primary and secondary school students also required instructors to be enthusiastic (95%) and/or energetic (95%). Young learners who are defined as primary or secondary students in these ads often lack motivation to learn English (Copland, Garton & Burns, 2013). Therefore, employers of private institutes appear to want individuals who are able to motivate young learners by showing enthusiasm, energy, and a love for teaching.

Table 6

Frequency and Percentages of Young Learners by Age Category in the China TESOL Job Ads

Age Group	Frequency (n=114)	Percentage
Primary (K-6)	67	56%
Secondary	60	53%
Adults	21	18%
University	20	18%

Type of Job Positions – China

The postings were also analyzed according to the type of job position. A total of nine different types of jobs were posted (instructor, administrator, teacher trainer, curriculum developer, material developer, assessment, researcher, editor, and translator) with the majority of them seeking instructors (See Table 7).

Table 7

Frequency and Percentages of China Jobs by Job Type

Job Type	Frequency (n= 114)	Percentage
Instructor	105	92%
Administrator	4	4%
Teacher educator/trainer	3	3%
Editor	1	1%
Curriculum developer	1	1%

Type of Institutions – China

The job ads were also analyzed by the type of hiring institution. The majority of the ads (79%) were from private institutes ranging from a small English academy to a large private school (See Table 8). The second most frequent institutional type was the private university (13%).

Table 8

Frequency of China Job Ads by Institutional Type

Institution/program	Frequency (n=114)	Percentage
Private Institutes	90	79%
Private Universities	15	13%
Public Universities	4	4%
University Institute	3	3%
Public Schools	2	2%

Job Distribution by Region – China

Table 9 shows the distribution of advertisements by region or cities in China. The region that posted the majority of the TESOL positions was Beijing with a total of 27 ads (24%). Being the capital city of China, with a population of over 19 million, Beijing is the center of many things, including education. Beijing is highly populated with people from all over China, and thus there seems to be more demand for English education there than anywhere else. Other regions that posted TESOL job positions, which are not shown in Table 9 are Jilin, Zhejiang, Tianjin, Chongqing, Fujian, Guizhou, Hebei, Heilongjiang, Hunan, Liaoning, Shaanxi, Shandong, Shanxi, Sichuan, Xinjiang, and Yunnan. Only 25% of the positions posted were for these areas, and there were few positions in each region.

Table 9

Distribution of Advertisements by Region – China

Region	Frequency (n=114)	Percentage
Beijing	27	24%
Guandong	18	16%
Shanghai	13	12%
Henan	7	6%
Jiangsu	6	5%
Hong Kong	4	4%

Salary Range – China

All the job advertisements for China provided salary information. Monthly salaries ranged from ¥2,300 (\$338) to ¥44,956 (\$6,611). In order to better assess the salary range, all the salary information given in U.S. dollars was converted to Chinese Yuan. It was interesting to note that a total of 66% of the advertised jobs offered free housing on top of the monthly salary. Of the jobs that did not offer free housing, nearly 50% of them offered a living allowance.

The monthly salary information was organized according to institution or organization types as shown in Table 10. As indicated, private institutions paid more than the public schools.

Table 10

Percentage, Mean, and Standard Deviation for Five Institution or Organization of China Jobs

	Private Institutes	Private Universities	Public Universities	University Institute	Public Schools
Percentage	79%	13%	4%	3%	2%
Median salary	¥8,500 (\$1,250)	¥7,000 (\$1,029)	¥9,750 (\$1,434)	¥5,050 (\$743)	¥7,500 (\$1,103)
Mean salary	¥10,085 (\$1,483)	¥10,762 (\$1,583)	¥9,750 (\$1,434)	¥6,542 (\$962)	¥5,933 (\$873)
Standard Deviation	5136.0028	10117.9446	353.5540	3198.0874	3156.4748
Institution or Organization total	90	15	4	3	2

The monthly salary information was also organized according to the job types listed in the advertisements. Table 11 shows how the salary varies in five different types of jobs. It is interesting to note the higher salaries of teacher trainers, curriculum developers, and editors compared to that of instructors. While instructor positions did not list other additional duties, the positions with higher salaries listed more duties. For example, the duties of the editor position offering the highest salary included materials development, administrative duties, and curriculum

development. Also, these positions required a higher degree than instructor positions, mostly a master's degree or a Ph.D.

Table 11

Percentage, Mean, and Standard Deviation, and Frequency Information for Job Types from 114 Selected TESOL China Job Advertisements

	Instructor	Administrator	Teacher Trainer	Curriculum Developer	Editor
Median salary	¥8,000 (\$1,176)	¥8,000 (\$1,176)	¥10,000 (\$1,471)	¥10,880 (\$1,600)	¥32,583 (\$4,792)
Mean salary	¥9,943 (\$1,462)	¥7,333 (\$1,078)	¥10,167 (\$1,495)		
Standard Deviation	6010.9973	7208.5497	288.6751		
Job type total	105	4	3	1	1

Table 12 shows the regions with the highest job frequencies along with the median and mean salaries, and the standard deviations for these locations. It must be noted that cost of living varies across China and some employers from relatively small regions emphasize that cost of living there was relatively cheap and thus the salary they were offering should be sufficient to live on and save money. For example, the cost of living in Henan is much cheaper than that of Hong Kong or Beijing. Therefore, the amount of money that employees in Henan would be able to save would not be comparable to those working in Hong Kong or Beijing.

Table 12

Percentage, Mean, and Standard Deviation for China Jobs Located in Six Regions in China

	Beijing	Guangdong	Shanghai	Henan	Jiangsu	Hong Kong
Percentage	24%	16%	13%	6%	5%	4%
Median Salary	¥10,000 (\$1,471)	¥7,500 (\$1,103)	¥10,500 (\$1,544)	¥6,000 (\$882)	¥8,375 (\$1,232)	¥19,890 (\$2,925)
Mean Salary	¥17,608 (\$2,589)	¥9,026 (\$1,327)	¥14,641 (\$2,153)	¥6,800 (\$1,000)	¥7,792 (\$1,146)	¥21,395 (\$3,146)
Standard Deviation	39685.2262	4255.3280	11454.5940	3049.0436	2293.5598	7408.2350

Work Conditions – China

The last area this study investigated was that of work conditions.

Contract Length. First, the length of contract typically ranged from one to two years. A total of 89% of the ads specified a one-year contract. A total of 29% of these ads indicated that the contract would be renewable.

Content Area to Teach. While the majority of the advertised positions (87%) were for teaching EFL classes, a total of 13% of the ads were positions for teaching school subjects in English such as math, science, and history. This shows that some schools are trying to use English as the medium of instruction.

Age Group to Teach. The majority of the age groups new hires were scheduled to teach were young learners (79%). The age group of young learners ranged from kindergarteners to high school students. The effort parents are making to have their children taught English at younger ages was well reflected in this result.

Working Hours. A total of 82% of the advertisements stated required work hours ranging from 15 hours to 40 hours a week. It is interesting to note that nearly 90% of these jobs required less than 40 hours/week of working. Furthermore, a total of 23% of these positions required less

than 20 hours of work a week. It is not certain, however, if hours for other duties were included since some of the ads only stated teaching hours or did not specify contact hours separately.

Benefit Type. The majority of the ads stated information about a variety of benefits. The most frequently mentioned benefit type was assistance with an airplane ticket (68%). Among the jobs that offered this type of benefit, a total of 69% of them offered a free airplane ticket and the rest of the positions offered some allowance for an airplane ticket. The second most frequent benefit type was health insurance (62%), which was closely followed by vacation assistance or paid holidays (61%). It was interesting to note that nearly 30% of the jobs offered either severance pay or a year-end bonus.

Required Qualifications and Skills – South Korea

Experience and/or Expectations as Qualifications. While the majority of the ads required native English speaker status, it was not the only required qualification. Other experience and/or expectations were also stated as job requirements. First, the most frequently mentioned experience type was that of teaching experience (77%). Moreover, 106 ads (56%) of these advertisements also stated a specific length of teaching experience ranging from one to five years. More than half of the ads (54%) required at least one year of experience and the rest of the ads required two to five-years of teaching experience. In addition to a specific length of teaching experience, a total of 40% of the selected ads also requested or preferred candidates with experience teaching a specific age group. The most frequently desired age group among these ads was university students. The reason for this may be because the majority of the university positions (86%) required teaching experience at a university level.

It was interesting to note that some of the ads required different lengths of teaching experience for the same position depending on the degree that a new hire held. For example, the

length of experience required was one year for someone who had a master's degree while it was three years for someone who only held a bachelor's degree.

Table 13

Frequency and Percentages of Experience and/or Expectations Stated in the Selected South Korea TESOL Job Advertisements

Experience/Expectations	Frequency (n=189)	Percentage
Teaching experience	145	77%
Materials development	26	14%
Curriculum development	25	13%
Testing/assessment	21	11%
Cultural experience	18	10%
Research/publication experience	15	8%
Teaching/teacher training experience	13	7%
Administrative	9	5%
Intensive English Program experience	6	3%
TOEFL teaching experience	4	2%
ESP experience	1	1%

The second most frequently mentioned experience category was materials development. A total of 14% of the ads required materials development experience or identified it as one of the responsibilities of the position. The next area that closely followed this category was curriculum development. This category was closely followed by testing or assessment and some of them specifically required test development experience.

Required Degree Type. Of the 189 ads that were collected, 187 (99%) indicated that potential new hires must have a degree, ranging from a bachelor's degree up to a PhD. More than half of these ads (51%) required a degree in a specific area namely TESOL, English, education, linguistics, and English literature. Also, a total of 26% of these ads required a TESOL or TEFL certificate as well. A bachelor's degree was the most requested degree, with 61% of the positions requiring this degree. The second most requested degree was a master's degree. A total of 34%

of the ads requested this level of education. Only 3% of the ads required a PhD. The majority of the program types requiring a master's degree or a PhD were universities.

It was interesting to note that 173 job ads (92%) stipulated that the prospective new hire needed to be a native English speaker. In fact, being a native English speaker was often the first qualification listed in most of the ads. It was interesting to note that some of the employers or jobs even defined a native English speaker as someone who held a passport from one of the following English-speaking countries: United Kingdom, United States, New Zealand, South Africa, Ireland, Australia, and Canada. To verify this status, 92 of the employers or job (53%) even requested a copy of the person's passport issued by one of these countries.

Skills. Table 14 shows that there were six general skill areas identified in the selected advertisements. The most frequently mentioned skill was that of good communication. As noticed in the China ads earlier, the ads requesting this skill did not specify in what specifically comprised good communication. Computer skills, a high level of English proficiency, writing skills, and organization were among the top five skills listed.

Table 14

Frequency of Skills Requested in the South Korea Job Advertisements

Skills	Frequency (n=189)	Percentage
Communication	7	6%
Computer competency	5	4%
High English Proficiency	3	3%
Writing Skill	3	3%
Organization	3	3%
Editing Skill	2	2%
Versatility/Multi-task	2	2%

Application Materials – South Korea

The majority of the job ads included specific information about the types of application materials that new hires should send. Only a few job advertisements from TESOL.org did not include any information about this because applicants were asked to apply for their positions through the website. Table 15 shows ten categories of requested application materials identified in the selected job advertisements. More than two-thirds of the ads (71%) required a résumé while 23% of them asked for a CV. Other application materials that were requested frequently were transcripts (69%) and a copy of the candidate's diploma (66%). South Korea has been trying to combat academic fraud since a series of fake diploma scandals involving many prominent South Korean figures erupted in 2007. This would be the reason why many of the job ads even requested that there be an official stamp on the required diploma or verification from the embassy. A total of 43% of the job ads requested recommendations. It is interesting to note that the top five types of application materials requested by South Korean employers included some type of verification of the identity and academic credentials of a potential new hire.

Table 15

Frequency of Requested Application Materials for South Korea TESOL Jobs

Requested Application Materials	Frequency (n=189)	Percentage
Résumé	134	71%
Transcripts	130	69%
Copy of diploma	125	66%
Copy of passport	92	49%
Recommendations	83	44%
Criminal check record	77	41%
References	61	32%
CV	44	23%
Medical Record	37	20%
Sample Work	14	7%

Other materials mentioned in the ads were proof of employment, a certificate of employment from the current or previous employer, teaching philosophy, and description of research and teaching interests.

Personal Characteristics – South Korea

Table 16 shows the top 10 personal characteristics identified from the 189 Korea TESOL job advertisements. The most frequently mentioned personal characteristic in the selected job ads was being enthusiastic. Many of the ads mentioned that employers sought someone who was enthusiastic about teaching. The type of programs that included this personal characteristic was the private institutes. In addition to enthusiasm, a total of 12% of the total job ads mentioned hiring people who were committed to teaching, dedicated to students, and loyal to the institute. The next most frequently mentioned personal characteristic was having interest in or love for young learners. The age groups to teach for these positions ranged from children to teenagers.

Table 16

Top 10 Personal Characteristics Mentioned in the Selected Korea TESOL Job Ads

Characteristics	Frequency (n=189)	Percentage
Enthusiastic/passionate	42	22%
Loyal/dedicated/committed	22	12%
Interested in/love young learners	14	7%
Cooperative	12	6%
Professional/professional attitude	10	5%
Kind	9	5%
Outgoing	8	4%
Flexible	7	4%
Motivated/self-starter	7	4%
Responsible	6	3%

Table 17 shows the list of job ads for South Korea as determined by the age category to be serviced. A total 54% of the ads included positions for teaching university or college students. Ninety-Five of these ads (92%) advertised a position for exclusively teaching university or

college students. It was interesting to note that all of the advertisements that requested being interested in or loving young learners included a position for teaching either primary or secondary school students. In addition to this personal characteristic, a total of 64% these ads also listed either being enthusiastic or energetic as a desired personal characteristic.

Table 17

Frequency and Percentages of Young Learners by Age Category in the South Korea TESOL Job Ads

Age Group	Frequency (n=189)	Percentage
University	103	54%
Primary	56	30%
Secondary	31	16%
Adults	31	16%

Type of Job Positions – South Korea

Almost 90% of the job types requested in the South Korea job ads were instructional positions, which were followed by positions for teacher trainers (5%), administrators (3%), and editors (2%) (see Table 18). While the majority of the instructional positions did not list any additional job duties besides teaching, a total of 77% of the other job types specified a list of additional job duties. Furthermore, nearly 95% of these job types required or preferred a master's degree as a minimum required education background.

Table 18

Frequency and Percentages of South Korea Jobs by Job Type

Job Type	Frequency (n=189)	Percentage
Instructor	167	89%
Teacher trainer	9	5%
Administrator	6	3%
Editor	3	2%
Curriculum developer	1	1%
Testing/Assessment	1	1%
Researcher	1	1%
Translator	1	1%

Type of Institutions – South Korea

Since English education has been emphasized highly due to the fact that it is one of the main requirements for obtaining adequate employment, private universities have been focusing on providing various types of English classes. Also, as communicative competence in English has increased in importance, private universities have been trying to hire native English speaking instructors in order to provide a variety of English communication classes. The fact that the category of private university was the most represented institution type in the South Korean ads reflected this effort (See Table 19).

Table 19

Frequency of South Korea Job Ads by Institutional Type

Institution/program	Frequency (n=189)	Percentage
Private Universities	80	42%
Private Institutes	67	35%
Public Universities	16	8%
University Institute	14	7%
Public Schools	10	5%
Companies	2	1%

Job Distribution by Region – South Korea

Table 20 shows the job distribution according to different regions in South Korea. With a population of over 10 million, Seoul, the capital city of South Korea, was the region in which most of the jobs ads were located. The region posting the next largest number of TESOL positions was Gyeonggi-do, which is the closest prefecture to Seoul. One possible reason for this finding is that many schools, including prestigious secondary schools and universities, are located in these two regions. Therefore, the demand for English learning may be higher in these areas than in the other regions in South Korea, which may have resulted in greater numbers of English schools.

Table 20

Distribution of Advertisements by Region – South Korea

Region	Frequency (n=189)	Percentage
Seoul	73	39%
Gyeonggi-do	26	14%
Gyeongsangnam-do	21	11%
Gyeongsangbuk-do	19	10%
Chungcheongnam-do	16	8%
Jeollanam-do	12	6%

Salary Range – South Korea

A total of 185 (98%) of the 189 advertisements provided salary information. Salaries ranged from 1.8 million Korean won (\$1,800) to 4.5 million won (\$4,500) a month. In order to better contextualize the information, all the salary information given in U.S. dollars was converted to Korean won based on the U.S. dollar to Korean won exchange rate.

The salary information was analyzed for the top five institution types found in the selected South Korea TESOL job advertisements. Table 21 shows that public universities paid the highest salary while the EFL institutes run by universities offered the lowest salary. Even

though these EFL institutes are run by universities, the EFL courses they offer are not for higher education. Therefore, the salary rate for each institute might have been different.

Table 21

Percentage, Mean, and Standard Deviation for Five Institution or Organization of South Korea Jobs

	Private University	Private Institute	Public Universities	University Institute	Public Schools
Percentage	42%	35%	8%	7%	5%
Median salary	₩2,500,000 (\$2,500)	₩2,400,000 (\$2,400)	₩2,625,000 (\$2,625)	₩2,200,000 (\$2,200)	₩2,325,000 (\$2,325)
Mean salary	₩2,691,990 (\$2,692)	₩2,582,451 (\$2,582)	₩2,825,370 (\$2,825)	₩2,298,214 (\$2,298)	₩2,440,000 (\$2,440)
Standard Deviation	538271.1413	511655.4044	778126.6484	301034.1607	278687.3995
Institution or Organization total	78	65	16	14	10

The salary information was also analyzed according to job type in order to see if the salaries varied depending on job position. Table 22 shows how salaries varied for the top four job types found in the 189 selected TESOL job advertisements. It was interesting to note that administrators were paid the highest salaries, ranging from ₩2,300,000 (\$2,300) to ₩4,000,000 (\$4,000). The salaries for teacher trainers and editors were also higher than that of instructors. The reason for the higher salary range for these jobs might be because of the additional job duties they require. Also, it was interesting to note that these jobs required or preferred a higher degree holder. It should also be noted that a total of 89% of the jobs offered some type of assistance with housing. Of these jobs, a total of 73 jobs (43%) offered free housing and the rest of the jobs offered a monthly housing allowance.

Table 22

Percentage, Mean, and Standard Deviation, and Frequency Information for Job Types from 189 Selected South Korea TESOL Job Advertisements

	Instructor	Teacher Trainer	Administrator	Editor
Median salary	₩2,350,000 (\$2,350)	₩2,900,000 (\$2,900)	₩3,325,000 (\$3,325)	₩2,700,000 (\$2,700)
Mean salary	₩2,570,032 (\$2,570)	₩2,968,457 (\$2,968)	₩3,237,500 (\$3,238)	₩2,866,667 (\$2,867)
Standard Deviation	537251.3884	425336.1567	704006.392	288675.135
Job type total	167	9	6	3

Table 23 illustrates the salary information with the regions from which the positions were posted. As shown in the table, the region with the highest advertised salaries was Seoul in which the cost of living is also the highest.

Table 23

Percentage, Mean, and Standard Deviation for South Korea Jobs Located in Six Regions in South Korea

	Seoul	Gyeonggi-do	Gyeongsang nam-do	Gyeongsang buk-do	Chungcheong nam-do	Jeollanam-do
Percentage	39%	14%	11%	10%	8%	6%
Median Salary	2,550,000 (\$2,555)	₩2,500,000 (\$2,500)	₩2,425,000 (\$2,425)	₩2,400,000 (2,400\$)	₩2,362,959 (\$2,363)	₩2,400,000 (\$2,400)
Mean Salary	₩2,733,082 (\$2,734)	₩2,588,109 (\$2,589)	₩2,617,317 (\$2,617)	₩2,422,770 (\$2,423)	₩2,525,064 (\$2,525)	₩2,496,958 (\$2,497)
Standard Deviation	566912.7127	428426.5485	731073.5693	304282.183	447009.2592	422785.2699

Work Conditions – South Korea

Contract Length. A total of 96% of the ads stated contract information. The contract length of the majority of the ads (95%) was one year and a total of 62% of them were renewable.

While a total of 4% of the positions came with a two-year contract, two of them (1%) offered

university tenure. It was interesting to note that university-teaching positions came with a two-year or tenure contracts.

Content Area to Teach. The most frequently mentioned content area to teach was EFL. A total of 8% of the positions in the selected advertisements were for teaching certain subjects namely math, science, TESOL MA courses, and social studies.

Age Group to Teach. The most frequently mentioned age group to teach was university students (53%). The next most frequently mentioned age group to teach was young learners ranging from kindergarteners (3%) to elementary school students (5%) to secondary school students (5%).

Working Hours. The required working hours mentioned in the selected advertisements ranged from 9 to 40 hours per week. A total of 81% of the ads required fewer than 40 hours of work a week. Of these jobs, a total of 42% required even less than 20 hours of work.

Benefit Type. This study also investigated the types of benefits the South Korean jobs offered. First, the most frequently mentioned type of benefit was health insurance. A total of 151 ads (80%) of the 189 total advertisements offered this benefit. The second most frequently mentioned benefit type was paid vacation (77%), which was followed by severance pay (53%). A total of 46% of the jobs offered some type of assistance with the airplane tickets by either offering a free flight (41%) or flight allowance (4%). A total of 44% of the jobs offered pension plans and a total of 38% of the jobs offered overtime pay.

DISCUSSION

The purpose of this study was to investigate what TESOL employers sought in job candidates in two of the largest EFL job markets, China and South Korea. This study investigated full-time job advertisements over a period of 12 months from two reliable online

TESOL employment websites for positions China and South Korea. The ads that were collected were analyzed for different aspects such as experience and expectations, skills, salary, application materials, and personal characteristics that employers are seeking in their new hires. The ads were also analyzed for work conditions by looking at the contract length, the content area to teach, the age group to teach, the working hours, and the types of benefits offered. Through analyzing 303 advertisements from China and South Korea, valuable information emerged from the data that TESOL graduates might be able to use when looking for full-time employment in these two countries.

The results of this study revealed that employers from two of the biggest EFL markets, China and South Korea, have the same or similar expectations regarding the most frequently mentioned desired experience and/or job duties, personal characteristics, and application materials. Besides teaching, which was the most frequently mentioned experience and/or area of expectation, the top 5 most frequently stated area of experience and/or expectation in the ads from both countries included materials development, curriculum development, and testing.

With regards to personal characteristics, being enthusiastic was most desired by TESOL employers in both countries. The majority of the private institutes, one of the top program types that hire EFL teachers, advertised positions for teaching young learners. For this reason, having interest in or a love of young learners was one of top three desired characteristics. One of the reasons for this may be that someone with these two characteristics would be more likely to help young learners increase their motivation to learn English. This result reflected the efforts both countries are making in introducing English instruction at a younger age. Therefore, for a TESOL graduate who is interested in teaching young learners, China or South Korea would be a great place to seek full-time employment.

While being a native English speaker was considered one of the most important qualifications sought by many TESOL employers for China and South Korea, a degree holder with experience in TESOL was also highly desired. Furthermore, a degree in TESOL or in a related area was required or preferred by many employers from both countries. Since criticism about hiring unqualified native English speakers has been voiced and learners were concerned about lack of qualifications of their native English-speaking teachers (Barratt & Kontra, 2000; Kim, 2001), the hiring standards might have been raised. Therefore, TESOL graduates with work experience would have a better chance of finding full-time employment in China or South Korea.

A résumé and a copy of one's diploma were the most frequently stated application documents in the ads from China and South Korea. Many TESOL employers from South Korea also required a copy of the candidate's passport, transcript, and letters of recommendation. Since academic fraud has been rampant in the country (Lee, 2007), South Korean employers seem to be more cautious about verifying the identity of a job candidate and the truthfulness of his or her work experience and academic records.

Even though the position of instructor was the most frequently appearing position in the ads in both countries, it would be worthwhile to note that other job types including administrator, teacher trainer, curriculum developer, and editor carried higher salaries. The same thing applied to the positions in the United States (Bailey et al., 2013). However, the contract lengths for the positions in China and the majority of the positions in South Korea were limited to one or two years. This would be one of the major reasons why Priddis' (2012) study revealed that most TESOL graduates did not stay in EFL contexts for a long time. Since TESOL graduates would have a better chance of obtaining full-time employment with these positions in China or South

Korea, initially taking these positions in these countries would help them find similar full-time positions in the U.S. later.

For those seeking full-time employment at a university, South Korea would be a good place to consider. While private institutes were the most frequently appearing program type in the ads from China, private universities were the top institutional type offering positions in South Korea. Many South Korean universities have been trying to offer English language classes and even encouraged the South Korean instructors to use English as the medium for instructions. However, many of the South Korean instructors at university did not have sufficient communicative competence in English to deliver lectures in English. Furthermore, since many private universities have created TESOL courses in response to high demand for this discipline, many private university positions were for teaching TESOL related courses as well as general education courses. While the majority of these positions require related experience, some of them only require holding a degree in TESOL as a qualification. Therefore, even if a TESOL graduate who is interested in teaching at the university has no experience teaching higher education, South Korea would be a good place to look for full-time employment.

CONCLUSION

This study investigated the expectations TESOL employers in two of the largest current EFL job markets have for their potential new hires. A primary purpose of this research was to assist TESOL graduates as well as any TESOL professionals who are interested in obtaining full-time employment in China or South Korea. The results from the study indicated that only being a native English speaker was no longer sufficient when it came to finding a full-time job that offered benefits in these countries. More than 74% of employers in these markets desired experience and required job duties in teaching. Other frequently desired experience or

expectations included materials development, curriculum development, and assessment. Job candidates also needed good communication skills combined with basic computer skills and a high level of English proficiency. Finally, employers were seeking individuals who are enthusiastic about the profession and dependable.

Limitations

Given that websites listing online employment postings charge depending on the length of the advertisements, the qualifications stated in the ads are likely minimum qualifications, and this caused challenges in classifying some ads due to the limited information provided. Candidates might want to seek for more specific qualifications after successfully completing the first round of job applications.

It should also be noted that the criteria used to selected qualified ads did not consider hundreds of other advertisements seeking EFL applicants. The data described in this study is reflective of the 303 ads selected. There are hundreds of other ads that were not selected either because the positions were not full-time, or the ads provided very limited information.

A third limitation for this study is that the advertisements selected came from only two websites. While reviewing local websites in these two countries might have produced more full-time jobs, these sites require knowledge of Chinese and Korean in order to access the content. Also, the target audience of these Chinese or South Korean websites is likely local people and thus the required qualifications of the ads from these websites would have been different. Therefore, noting that these markets are massive and the advertisements from Chinese and South Korean EFL recruiting websites were not included in this study, findings from this study might not be fully representative of the all of the job positions available in these two markets.

Suggestions for Future Research

In order to further investigate the research questions addressed in this study, further empirical research might be conducted by collecting data for more than a 12-month period. Also, selecting advertisements from additional websites, such as Chinese or South Korean websites who recruit local EFL teachers might make the findings more representative of these markets. With additional data of what TESOL employers seek in local EFL teachers, it would be interesting to investigate different types of characteristics, skills, and qualities sought for these new hires versus those that are hired internationally.

Since EFL teaching is a global market, it would be interesting to investigate the EFL markets in different regions, such as South America or in different parts of Asia to see if similar findings are identified. By comparing the findings of this study to those of future studies about EFL markets in different regions, a better understanding of EFL market trends would be obtained.

Lessons Learned

Completing this master's project was one of the most difficult tasks I had ever done in my life. While I was working on this project, I learned many valuable lessons.

Research. It has been a great, yet challenging experience to conduct research. First of all, the need to provide accurate and appropriate sources made it challenging to write my thesis. At times, I felt tired and frustrated after having spent a considerable amount of time reading numerous articles, only to find out that none of them provided useful information. Furthermore, it took me a long time to finally learn how to read journal articles. Through this experience, however, I have become more fluent in reading academic articles. Another challenge I faced was writing my thesis. Not only did I struggle to learn the APA style, but also it was difficult to make

my thesis writing more concise and focused. Often times, my committee chair had to guide me with the use of the appropriate APA style and advised me a lot on my writing. Writing is still very challenging for me, but I have become a better writer through this experience. In addition to my lack of writing skill, analyzing the data I obtained from my research was also difficult. I had to spend a lot of time looking at the data in order to better understand what it was saying and to know how it could help those seeking full-time employment in China and South Korea.

Final Remarks

Having come from one of the regions I investigated for this study, it has been very interesting and valuable for me to learn what expectations TESOL employers from the EFL markets in China and South Korea sought in a prospective new hire. It is hoped that other TESOL graduates also find the information this study provides valuable in their pursuit of a career in the TESOL field. In order to assist TESOL graduates or any TESOL professional seeking full-time employment in China or South Korea, it is hoped that this manuscript will be published and that the valuable information found therein will be shared with others.

REFERENCES

- Alexa. (2014). Website traffic and visitors statistics. Retrieved June 01, 2014, from:
<http://www.alexa.com/>
- Bailey, C. L. (2011). *Full-time employment advertisements in TESOL: Identifying what employers seek in job candidates*. (Unpublished master's thesis). Brigham Young University: Provo, UT.
- Bailey, C. L., Tanner, M. W., Henrichsen, L. E., & Dewey, D. P. (2013). The knowledge, experience, skills, and characteristics TESOL employers seek in job candidates. *TESOL Journal*, 4, 772-784.
- Barratt, L., & Kontra, E. H. (2000). Native-English-speaking teachers in cultures other than their own. *TESOL Journal*, 9(3), 19-23.
- Biz Information. (2014). Website traffic statistics. Retrieved June 01, 2014, from:
<http://bizinformation.org.w3snoop.com/>
- Bolton, K., & Graddol, D. (2012). English in China today. *English Today*, 28, 3-9.
- Butler, Y. G. (2004). What level of English proficiency do elementary school teachers need to attain to teach EFL? Case studies from Korea, Taiwan, and Japan. *TESOL Quarterly*, 38, 245-278.
- Butler, Y. G. (2009). How do teachers observe and evaluate elementary school students' foreign language performance? A case study from South Korea. *TESOL Quarterly*, 43, 417-444.
- Butler, Y. G. (2011). The implementation of communicative and task-based language teaching in the Asia-Pacific region. *Annual Review of Applied Linguistics*, 31, 36-57.
- Choi, I-C. (2008). The impact of EFL testing on EFL education in Korea. *Language Testing*, 25, 39-62.

- Cober, R. T., Brown, D. J., Keeping, L. M., & Levy, P. E. (2004). Recruitment on the Net: How do organizational web site characteristics influence applicant attraction? *Journal of Management*, 30, 623-646.
- Copland, F., Garton, S., & Burns, A. (2013). Challenges in teaching English to young learners: Global perspectives and local realities. *TESOL Quarterly*. doi: 10.1002/tesq.148
- Cortazzi, M., & Jin, L. (1996). English teaching and learning in China. *Language teaching*, 29, 61-80.
- Crystal, D. (1997). *English as a global language*. Cambridge: Cambridge University Press.
- Crystal, D. (2008). Two thousand million? *English Today*, 93, 3.
- Day, R. R. (1984). Career aspects of graduate training in ESL. *TESOL Quarterly*, 18, 108-127.
- English Programme in Korea (EPIK) (2011). *EPIK: English Program in Korea*. The EPIK website. Retrieved from <http://www.epik.go.kr/>
- Fang, X., & Warschauer, M. (2004). Technology and curricular reform in China: A case study. *TESOL Quarterly*, 38, 301-323.
- Govardan, A.K., B. Nayar & R. Sheory (1999). Do US MATESOL programs prepare students to teach abroad?. *TESOL Quarterly*, 33, 114-125.
- Graddol, D. (2001). English in the future. In A. C. Burns & C. Coffin (Eds.), *Analysing English in a global context: A reader* (pp. 26–37). London, UK: Routledge.
- He, D., & Miller, L. (2011). English teacher preference: the case of China's non-English-major students. *World Englishes*, 30, 428-443.
- Henrichsen, L. E. (1983). Teacher preparation needs in TESOL: The results of an international survey. *RELC Journal*, 14, 18-44.

- Henrichsen, L. E. (1979). Teacher preparation needs in TESOL: A brief report on responses to an international questionnaire. *TESL Reporter*, 12, 1-2,19.
- Henrichsen, L. E. (1991). What employers want in an ESOL teacher. *TESOL Placement Bulletin*, 1, 1,3.
- Hu, G. W. (2002). Recent important developments in secondary English-language teaching in the People's Republic of China. *Language Culture and Curriculum*, 15, 30-49.
- Hu, G. W. (2005). English language education in China: Policies, progress, and problems. *Language Policy*, 4, 5-24.
- Hu, X. (2004). Why China English should stand alongside British, American, and the other "World Englishes." *English Today*, 20, 26-33.
- Hu, Y. (2007). China's foreign language policy on primary English education: What's behind it? *Language Policy*, 6, 359-376.
- Jeon, M. (2009). Globalization and native English speakers in English Programme in Korea (EPIK). *Language, Culture & Curriculum*, 22, 231-243.
- Jeon, M., & Lee, J. (2006). Hiring native-speaking English teachers in East Asian countries. *English Today*, 88, 53.
- Jeong, Y-K. (2004). A chapter of English teaching in Korea. *English Today*, 20, 40-46.
- Jung, S. K., & Norton, B. (2002). Language planning in Korea: The new elementary English program. In J. W. Tollefson (Ed.), *Language policies in education: Critical issues* (pp. 245-265). Mahwah, NJ: Lawrence Erlbaum.
- Kang, J., & Abelmann, N. (2011). The domestication of South Korean pre-college study abroad in the first decade of the millennium. *Journal of Korean Studies*, 16, 89-118.
- Kim, Y. S. (2001). A survey study of US EFL teachers in Korea. *KOTESOL Proceedings 2001*,

173.

Kirkpatrick, A. (2010). *English as a lingua franca in ASEAN: A multilingual model* (Vol. 1).

Hong Kong University Press.

Lee, S.H., (2007, August 28), Fake school records shame Korean figures. *New York Times*,

Asia Pacific ed. Retrieved from <http://www.nytimes.com>

Longmate, J. (2010). Thoughts on the TESOL EIC survey. *Forum for Fair Employment*

Newsletter. Retrieved from <http://karen.stanley.people.cpsc.edu/FFE>

Lu, M. Z. (2010). Living-English work. In B. Horner, M. Z. Lu, & P. K. Matsuda (Eds.), *Cross-language relations in composition*. Carbondale: Southern Illinois University Press.

Nam, J. M. (2005). The changing role of English in Korea: From English as a tool for advancement to English for survival. *Journal of Pan-Pacific Association of Applied Linguistics*, 9, 227-240.

Nunan, D. (2001). English as a global language. *TESOL Quarterly*, 35, 605-606.

Nunan, D. (2003). The impact of English as a global language on educational policies and practices in the Asia-Pacific region. *TESOL Quarterly*, 37, 589-613.

Ochsner, R. (1980). Job-related aspects of the MA in TESOL degree. *TESOL Quarterly*, 14, 199-207.

Oliver, D. (1996). Daves ESL café on the web: A site review. *The Internet TESL Journal*, 2(12).

Retrieved from <http://iteslj.org/Web/Oliver-ESLCafe.html>

Onishi, N. (2008, June 8). For English studies, Koreans say good-bye to Dad. *New York Times*,

Asia Pacific ed. Retrieved from <http://www.nytimes.com>

Pang, J., Zhou, X., & Fu, Z. (2002). English for international trade: China enters WTO. *World Englishes*, 21(2), 201–216.

- Park, J. K. (2009). 'English fever' in South Korea: its history and symptoms. *English Today*, 25, 50-57.
- Park, J. S. Y. (2011). The promise of English: Linguistic capital and the neoliberal worker in the South Korean job market. *International Journal of Bilingual Education and Bilingualism*, 14, 443-455.
- Pennington, M.C. (1995). *Work satisfaction, motivation, and commitment in teaching English as a second language*. Retrieved from ERIC Database. (ED404850)
- Priddis, E. (2012). *Employment after graduation: Career path trends of TESOL MA and graduate certificate students* (Unpublished master's thesis). Brigham Young University: Provo, UT.
- Priddis, E., Tanner, M. W., Henrichsen, L. E., & Anderson, N. J. (2013) Career Path Trends of Alumni from a US TESOL Graduate Program. *TESL-EJ*, 17.
- Rao, Z. (2010). Chinese students' perceptions of native English-speaking teachers in EFL teaching. *Journal of Multilingual and Multicultural Development*, 31, 55-68.
- Song, J. (2011a). Globalization, children's study abroad, and transnationalism as an emerging context for language learning: A new task for language teacher education. *TESOL Quarterly*, 45, 749-758.
- Song, J. J. (2011b). English as an official language in South Korea: Global English or social malady? *Language Problems & Language Planning*, 35, 35-55.
- Tanner, M. W. (2003). Tips for facilitating full-time employment in TESOL. *TESOL Journal*, 12, 40-42.

Appendix A: Original Coding Scheme Used First

1. Posting Date
2. EFL region
3. Job title (teacher, administrator, etc.)
4. Program type (private, public, company)
5. Native speaker (Yes/No/NM)
6. Degree (Yes/No/NM)
7. Degree type (BA/BS, MA (TESOL, AP Ling.), Ph.D., Certificate (TESOL/TESL/RSA) or public school (K-6, K-12))
8. Contract length (1 yr., 2 yr. etc)
9. ESL training (Yes/No/NM)
10. EFL training (Yes/No/NM)
11. International experience (NM, no, 1 year, 2 years, etc)
12. Prior teaching experience (NM, no, 1 year, 2 years, etc)
13. Age group experience (kids, adults)
14. Foreign language experience (Yes/No/NM)
15. Computer/internet knowledge (Yes/No/NM)
16. CALL experience (Yes/No/NM)
17. Skill area experience (reading, writing, speaking listening, pronunciation, grammar, all, NM)
18. Materials development/ curriculum design experience (Yes/No/NM)
19. Administrative experience (Yes/No/NM)
20. Testing/assessment experience (Yes/No/NM)
21. TOEFL teaching experience (Yes/No/NM)
22. Multimedia experience (Yes/No/NM)
23. ESP experience (Yes/No/NM)
24. Intensive English Program (IEP) experience (Yes/No/NM)
25. Research/publication experience (Yes/No/NM)
26. Visa/Immigration knowledge required (Yes/No/NM)
27. Duties
28. Content Area to teach (literature, linguistics, TESOL, math, science, engineering, medicine, etc.)
29. Teaching foreign language (Yes/No/NM)
30. CALL (Yes/No/NM)
31. Write grants (Yes/No/NM)
32. Develop curriculum (Yes/No/NM)
33. Conduct research (Yes/No/NM)
34. Teaching training (Yes/No/NM)
35. Characteristics
36. Salary / wage

37. Teaching portfolio required (Yes/No/NM)
38. Letters of recommendation required (Yes/No/NM)
39. Transcripts required (Yes/No/NM)
40. Student ratings of teaching (Yes/No/NM)

Appendix B: Revised Coding Scheme

1. Posting Date
2. Starting date
3. EFL region: (1) China (2) South Korea
4. Area of the region
5. Filed number: (1) Instructor (2) Administrator (3) Teacher Trainer (4) Curriculum Developer (5) Material Developer (6) Test/Assessment Developer (7) Researcher
6. Job title per advertisement
7. Program type: (1) Private Institute (2) Public Institute (3) Company (4) Private University (5) Public University (6) University English Institute (English programs run by universities)
8. Native speaker (yes/no/nm): y*: yes, International candidates will be considered
9. Degree (yes/no/nm)
10. Degree type: BA/BS, MA, PhD in _____
11. TESOL/TEFL certificate (yes/no/nm)
12. Contract length
13. Prior teaching experience/years (yes/no/nm/no but preferred)
14. Age group experience: (1) kindergarten (2) elementary (3) secondary (4) university (5) adults (6) all
15. International experience(yes/no/nm)
16. Dual language proficiency (yes/no/nm)
17. Computer/internet knowledge (yes/no/nm)
18. Instructional Technology: CALL, multimedia, online teaching
19. Skill area experience (reading, writing, speaking listening, pronunciation, grammar, all, NM)
20. Curriculum design experience/duty
21. Materials development/duty
22. Administrative experience/duty
23. Testing/assessment experience /duty
24. TOEFL teaching experience/duty
25. English for Specific Purposes (ESP) experience (yes/no/nm)
26. Intensive English Program (IEP) experience (yes/no/nm)
27. Teaching/teacher training/duty
28. Research/publication experience/duty
29. Additional Duties
30. Content area to teach (EFL, literature, linguistics, TESOL, math, science, engineering, medicine, etc.)
31. Age group to teach: (1) kindergarten (2) elementary (3) secondary (4) university (5) adults (6) all
32. Working hours
33. Salary / wage
34. Free housing/housing allowance
35. Flight ticket/ stipend/allowance/reimbursement up to certain amount
36. Health insurance
37. Vacation assistance/paid vacation

38. Severance pay/ Contract completion bonus
39. Pension
40. Overtime payment
41. Other benefits
42. Letters of recommendation/reference required (y/n): (1) recommendation (2) reference
43. Transcripts required (y/n)
44. Copy of degree/diploma/certificates
45. CV/ Résumé: (1) CV (2) Résumé
46. Cover letter
47. Health check/medical record/must be in good health
48. Photo
49. Criminal check/ No criminal record
50. passport from English speaking countries(US, UK, Canada, Australia, NZ, Ireland, South Africa)
51. Other documents
52. Notes
53. Characteristics
54. Skills

Appendix C: Instruction for the Inter-rater Test

Inter-rater Task

You will be asked to take a random selection of employment ads and classify the personal characteristics and skills that are contained in the description. In order to clarify what has been considered as personal characteristics and skills for this project, the following definitions of them have been provided.

Personal characteristics: qualities or features of someone, description of how someone **is** or **behaves** (ex. is creative, works hard)

Skills: Someone's **ability to do** something (ex. able to organize, can communicate well)

****Please note that there's a separate category for knowledge and experience. For example, if an ad's description says "a good knowledge of computer", it should be labeled as "computer knowledge/experience" instead of computer skills. Therefore, descriptions about knowledge and experience should not be labeled as skills.****

Instructions

1. Look at each category for personal characteristics and skills on the Excel spreadsheet and become familiar with them.
2. Work through one ad at a time. Read each ad carefully and highlight any descriptions of personal characteristics or skills. Two different color pencils will be given to highlight them (orange: personal characteristics /blue: skills) In the ad, indicate how you have coded the item by putting the first four letters of the category above the selected item. (e.g. "resp" for hard working)
3. Use the taxonomy of skills or personal characteristics to code each item you have identified. Each item you have identified from the ad must be uniquely classified. For example, for a description "work hard", you cannot label it as both "responsible" and "loyal".
4. If there are items that you feel do not fit into any of the given categories, please put the item in the "other" category and provide a new label description for the item.