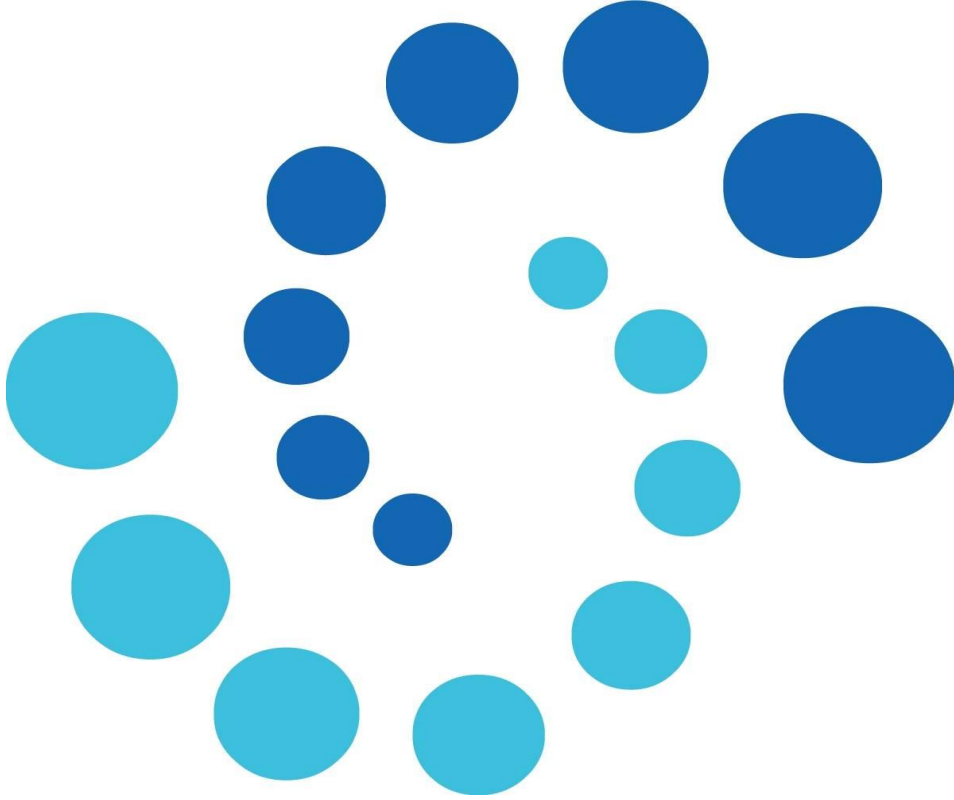




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Dergimizin Bilim Kurulu yurt içi ve yurt dışında görevli akademisyenlerin katkılarıyla giderek güçlenmektedir. Akademik kalitesinden ödün vermeden yayın hayatına devam edecek olan Dergimizin hazırlanmasına emeği geçen bütün editör, yazar ve hakemlere teşekkür ediyoruz.

Yılda üç sayı olarak yayınlanan Dergimiz çeşitli ulusal ve uluslararası düzeydeki indekslerde taranmaktadır. Bu sayıda eğitimle ilgili 5 bilimsel araştırmaya yer verilmiştir. Dergimiz, eğitim ve araştırma alanına yönelik makalelerin yanı sıra disiplinler arası akademik çalışmaların yer aldığı seçkin bir yayın olarak okuyucu ile buluşmaya devam edecektir.

Dergimizin eğitim alanına katkıları getirmesini diliyoruz. Saygılarımızla.

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Lifelong Learning Skills in Job Advertisements: The Case of English Language Teaching

Dr. Tanju DEVECİ, Khalifa University of Science and Technology, tanjudeveci@yahoo.com

Abstract: Job advertisements are normally the first contact between recruiters and job seekers. Descriptions of the job and individual specifications are key to job seekers' decision whether or not to apply. With the abundance of English language job listings, English language teachers seem to be quite fortunate in opportunities for landing a job. However, anecdotal evidence suggests that educational qualifications per se are no longer sufficient; teachers now need other attributes in order to attract recruiters' attention. One such is an aptitude for lifelong learning which is based on complementarity of skills. Therefore, the identification of commonly sought lifelong learning skills (alongside educational qualifications) in job advertisements can give insight into areas language teachers and teacher training programs need to prioritize. Aiming to affect this, this research investigated 135 job listings on various job websites advertising for international positions. Results showed that a bachelor's degree, even if in English Language Teaching (ELT), is insufficient for international hiring and that postgraduate certification has become the norm. Results also revealed certain themes related to lifelong learning skills including both those that are student-oriented (i.e. facilitation of learning, building confidence, assessment and evaluation of learning, critical thinking, and preparation of students for life), and those that are teacher-centric (i.e. professional development and engagement in research, technology, interpersonal communication, course development, time management, and ethics). Results are discussed, and recommendations are provided to help develop (pre-service) teachers' lifelong learning skills.

Keywords: Job advertisements, English language teacher, Lifelong learning, Professional development, Qualifications, Specifications

İngilizce Öğretmenlerine Yönelik Yayınlanan İş İlanlarında Yaşam Boyu Öğrenme Becerileri

Özet: İş arayan bireyler ile iş verenler arasındaki ilk iletişim genellikle iş ilanları aracılığıyla gerçekleştirilir. İlanda yer alan iş tanımı ve adaylarda aranan özellikler bireylerin işe başvurup başvurmama konusundaki kararlarında etkilidir. İngiliz dili öğretimine ilişkin bir çok iş ilanı olduğu görülmektedir. Bu durum İngilizce öğretmenlerinin iş bulma konusunda şanslı olduklarını gösterebilir. Ancak alanda bir diploma sahibi olmanın yeterli bir özellik olmadığı açıktır. İş ilanı veren kurumların dikkatini çekebilmek için öğretmenlerin başka özelliklere de gereksinimi vardır. Bunlardan önemli bir tanesi yaşam boyu öğrenmeye ilişkin tutum ve becerileridir. İş ilanlarındaki yaşam boyu öğrenme becerileri incelenirse, öğretmenlerin ve öğretmen eğitimi veren kurumların ne tür bilgi ve becerilere öncelik vermeleri gerektiği belirlenebilir. Bundan yola çıkarak yürütülen bu çalışmada, internet üzerinde yayınlanmış 135 iş ilanı incelenmiştir. Sonuçlar, İngiliz Dili Eğitimi alanında olsa bile, bir lisans diplomasının uluslararası bir iş için yeterli olmadığını, lisans sonrası edinilen diğer belge ve diplomalara da gereksinim olduğunu göstermiştir. Ayrıca yaşam boyu öğrenmeye ilişkin olarak iki temel beceri alanı olduğu belirlenmiştir. Bunlardan ilki öğrenci merkezli becerilerdir. Bunlar arasında öğrenmeyi kolaylaştırma, güven geliştirme, ölçme ve değerlendirme, eleştirel düşünme ve öğrencileri hayata hazırlama alt becerileri bulunmaktadır. Diğerleri ise öğretmen merkezli becerilerdir ve bunlar arasında mesleki gelişim, araştırma, teknoloji kullanımı, kişilerarası etkileşim, ders geliştirme, zaman yönetimi ve ahlak becerileri bulunmaktadır. Bulgular tartışılmakta, öğretmen ve öğretmen adaylarının yaşam boyu öğrenme becerilerini geliştirmelerine yardımcı olacak tavsiyelerde bulunmaktadır.

Anahtar Sözcükler: İş ilanı, İngilizce öğretmeni, Yaşam boyu öğrenme, Mesleki gelişim, Nitelikler, Özellikler

1. Introduction

Advances in science and technology have created the need for scientists to reach wider audiences. This has necessitated the use of a common language between scientists from different linguistic backgrounds. The situation is similar for people who can now travel internationally more easily than previously was possible, or for those who use the World Wide Web to engage in intercultural communication. English is the most common language used for these purposes. Despite reservations about its dominance over other languages and cultures, much energy is devoted to learning English across the globe. The demand for English-medium education is such that the market is expected to be worth \$89 billion by 2026 (Morrison, 2016).

However, learning a foreign language can be rather painstaking. According to the 2015-2016 catalog of Defense Language Institute Foreign Language Center in the USA, between 780 and 1,950 classroom hours are required to learn a foreign language. Learners need to make strenuous efforts not only in, but also outside of, the classroom. A never-ending process awaits learners if they desire higher levels of proficiency. This requires a lifelong learning commitment towards a foreign language. Although learners likely already have certain personality qualities that help them become lifelong learners, they often see their teachers as role models. This makes them look to teachers for clues on how to learn. Therefore, the lifelong learning characteristics teachers display will facilitate learners' acquisition of skills essential for effective learning.

Teachers also need lifelong learning skills to keep up-to-date with developments in their field. This is important for them to remain employable. Mindful of the rapid changes in the field, recruiting educational institutions often seek teachers with appropriate qualifications, discipline-specific knowledge, and experience, as well as other soft skills enabling teachers to attain continuous professional development. It stands to reason that only thanks to these qualities in themselves can teachers cultivate self-directedness skills in their students and foster in them the qualities of lifelong learners. Since this produces a win-win situation, recruitment processes often tap into job seekers' potential for lifelong learning skills. Although job advertisements, the very first contact between a recruiter and a job seeker, seem to highlight some of the essential soft skills, there is a dearth of studies investigating the kind of lifelong learning skills expected of job seeking teachers. In this paper, I attempt to do this investigation.

2. Job advertisements

Described as “a message in a newspaper, in a trade journal, on an organization’s website or on a job site announcing a vacancy in an organization” (Meurs, Korzilius & Hollander, 2006, p. 93), a job advertisement provides a job description and employee specifications. Wallace and Wallace (2001, p, 114) note that the former outlines the tasks to be done in the job and includes details such as the job title, to/for whom the employee is responsible, the purpose of the job, specific duties, and other relevant responsibilities. Other details could include salary range, allowances, fringe benefits, and opportunities for training and promotion (Evans, 2004). The latter, on the other hand, specifies the characteristics of the person being sought. These include educational qualifications, previous experience, specialized skills, and personal attributes. Specifications on age, nationality, and gender may also be included (Evans, 2004), although these could be considered discriminatory and therefore inappropriate. Cooper, Robertson and Tinline, (2003) point out that many people tend to check job adverts in their fields (for purposes such as keeping up-to-date with the marketplace and salaries); however, not everyone considers applying for a new job. They state that the content of a job advert is critical in trying to persuade those with exceptional qualifications and personal attributes to apply.

The extent of detail from the above-mentioned information in job postings may vary depending on the space available, suggesting greater preference for certain job descriptions and individual specifications over others. For example, an employer who is skeptical about being able to find a candidate with a particular set of qualifications may emphasize educational qualifications at the expense of personal qualities, leaving these aside until a later stage. Naturally, candidates’ lifelong learning dispositions are related to personal attributes under the category of individual specifications. Although the term may not be used explicitly, a wide range of personal attributes and skills may be intrinsic to a candidate’s lifelong learning dispositions, examples of which are being enthusiastic, self-motivated, and a problem-solver. However, Cooper et al. (2003) posit that certain qualities such as team-player may be overused, and some other desired qualities may in fact contradict each other, dissuading potential candidates from applying. On the other hand, Gautier (2015) warns that some job advertisements may lack detailed information making it difficult for job seekers to decide whether to apply for the advertised job, or the advertisement may even attract the wrong applicants. If, then, an organization values candidates’ personal attributes relative to their engagement in lifelong learning, relevant personal attributes need to be highlighted, not at the expense of, but together with, other requirements. Otherwise, the organization likely risks its credibility. Considering the

argument that “an advertisement is also a means of distributing accurate and favorable information and publicity about the organization to the general public” (Compton, Morrissey & Nankervis, 2010, p. 57), it is particularly important that advertisements be drafted professionally.

3. Lifelong Learning Skills for Teachers

Among various definitions of lifelong learning is the one below by Longworth and Davies (2013, p. 22):

the development of human potential through a continuously supportive process which stimulates and empowers individuals to acquire all the knowledge, values, skills, and understanding they will require throughout their lifetimes and to apply them with confidence, creativity, and enjoyment in all roles, circumstances, and environments.

What is central to this definition is that individuals should be able to utilize a variety of skills confidently, adjust them, and acquire new ones “as required by different roles [they] assume concurrently and longitudinally throughout their lives” (Deveci, in press).

Higher education institutions offering teacher-training programs have also incorporated lifelong learning into their curricula. One example of such an institution is the College of Education at Kutztown University in the USA (2012). The college devised a model of lifelong learning which prepares prospective teachers for diverse and dynamic school contexts by imparting the knowledge, skills and dispositions required for continuous professional development. These are summarized below.

The first domain of the model is ‘knowledge,’ which refers to specialized knowledge in the teachers’ respective disciplines as well as general knowledge essential for effective communication and critical thinking. The former includes written and verbal skills such as grammar, articulation, and voice quality. It also includes a teacher’s skill in choosing and using appropriate media in communicating messages to their students, parents, and colleagues. Collectively, effective use of these skills shows that the teacher is enthusiastic about his/her profession, and it instills in students motivation for learning the content matter as well as learning as a continuous endeavor. On the other hand, critical thinking skills require teachers to exercise Socratic thinking, asking relevant questions, collecting relevant information, and using this information intelligently. Teachers also teach these skills to their students through modelling.

The second domain is ‘skills’, which refers to teachers’ aptitude for extending their practical knowledge supported by their passion for and curiosity about the world, and their

awareness of the various factors that affect teaching as a profession. Curiosity plays a key role in enhancing their understanding of world affairs. Such teachers are also expected to be risk-takers allowing their students to take responsibility for their own learning. Interpersonal skills fall under this domain. They include teachers' attention to individual students and creating an atmosphere conducive to learning. Related to interpersonal skills is collaboration with peers for help and advice. The skills domain also includes the integration of discipline, referring to teachers' understanding of how skills learned in one area relate to those in other areas. They are also expected to help students comprehend the relationships between different areas of study. On the other hand, technology integration under the skills domain requires teachers to utilize a variety of technological assets to enhance students' thinking and knowledge construction efforts. Finally, organization and classroom management skills enable teachers to set positive expectations, evaluate themselves, and plan for greater growth.

The third domain is 'dispositions.' Under this domain, the college includes "internal values, beliefs, and attitudes that are manifested in patterns of professional behaviors" (para. 12). Fairness to students, parents, faculty, and the community at large and the belief in every student's capacity to learn are among the key characteristics. One of the features of dispositions is scholarly inquiry which engages teachers in collaboration with others to raise their awareness about current trends and issues. They could do this through (action) research in their disciplines. Another feature of dispositions is reflective wisdom, which engages teachers in continuous reflection on their teaching. On the other hand, cultural awareness and acceptance as a distinct disposition requires teachers to be mindful of diverse student populations and utilize diversity in their teaching. They encourage their students to appreciate diversity and use it as an opportunity for learning.

The extent to which practicing teachers are aware of lifelong learning skills has been the topic of past research. For example, Celebi, Ozdemir and Elicin (2014), surveying 184 teachers in Turkey, found that teachers had relatively high perceptions of themselves as lifelong learners. However, this was not reflected in their actual engagement in lifelong learning. To illustrate, their use of information technologies was rather limited, and they did not participate much in professional development activities. A lack of organizational support was a factor inhibiting their engagement in lifelong learning. Similarly, another study identified a lack in opportunities, the weight of institutional tasks, societal misconceptions, technological limitations, and bureaucratic restraints as being among factors that limited faculty members' engagement in lifelong learning experiences (Haseski & Odabaşı, 2016). A further study investigated teachers'

perceptions of lifelong learning in Oman (Amzat, Al-Mahruqi, Teslikhan & Al-Omari, 2017). Although teachers indicated a fair understanding and basic knowledge of lifelong learning, as well as an interest and eagerness in participating in lifelong learning activities, a significant number of them were not involved in lifelong learning. As in the Turkish context, many of the Omani teachers felt that the government and other educational institutions did not invest enough in teachers' development through lifelong learning experiences. Taken together, these data indicate that instructors' enthusiasm for lifelong learning is likely futile without concentrated efforts from official entities.

4. Language Teaching and Lifelong Learning

The role lifelong learning plays in English language teachers' own professional development and their students' academic performance has also received special attention. The Texas Education Agency (1997) noted that in addition to its main focus on developing learners' communication skills, the profession of language teaching also aims to enhance students' language and cultural awareness. In order for students to use newly learned skills, knowledge, and insights, they need to be effective lifelong learners. This highlights the knowledge and skills that language teachers need in order to guide their students effectively. To this end, it is first the language teachers themselves who ought to be efficient users of lifelong learning skills. Only in this way can they be good role models to their students.

The role of lifelong learning in students' and teachers' development alike prompted researchers to identify the specific skills they should possess. For example, Selvi (2011) identified two categories of lifelong learning competencies for English language teachers: teachers' own lifelong learning skills, and their role in developing students' lifelong learning process. The former include a) Being aware of one's own abilities as a teacher and as an individual, b) Dealing with professional publications, c) Determining one's own educational needs as a teacher, d) Cooperating with colleagues and professional organizations in order to develop lifelong learning competencies, e) Being aware of students' learning problems, f) Evaluating one's own teaching competencies, g) Benefiting from in-service teacher training opportunities, h) Participating in scientific activities like symposiums and seminars, i) Behaving in accordance with professional ethics, j) Using technology in professional life, k) Benefiting from colleagues' experiences, l) Searching for in-service teacher training opportunities, m) Getting feedback from concerned people like schoolmasters, inspectors, and colleagues about one's teaching performance, and n) Cooperating with other teachers, professionals, and parents to support students' learning.

The latter category, on the other hand, includes helping students improve their learning strategies, reading and comprehension skills, listening skills, their writing skills, effective study skills, critical thinking skills, problem solving skills, learning skills, ICT skills, time-management skills, self-assessment skills, and researching skills. These are supported by the teachers' role in raising students' awareness of their learning styles and strategies. They also determine students' readiness levels, and encourage them to participate in decision making processes in class and the school at large.

Lifelong learning serves English language teachers in two main ways (Murray & Christison, 2011). First, it improves instructional practice. Second, it develops new knowledge and skills for new areas of responsibility. These could be in the form of assuming leadership roles in their immediate teaching contexts or in a professional association. Professional development activities supporting these likely reduce teachers' feeling of burnout caused by a mundane teaching life devoid of opportunities to acquire new knowledge and skills. On the other hand, the Texas Education Agency (1997) suggests that teachers' professional growth needs to be supported through "decentralization of responsibility for learning, and thus promot[ion of] self-reliance, collaboration, and reflection" (p. 6). Teachers can be more successful in doing this by mentoring and coaching each other. However, as was highlighted earlier, conceptual and financial support needs to be available within educational systems for such lifelong learning endeavors.

5. Rationale for the Study and Research Questions

Much energy has been devoted to identifying the skills and knowledge that language instructors need to possess for a successful career. Although anecdotal evidence suggests that prospective employers often enquire about candidates' technical and non-technical skills during interviews, a dearth of empirical research exists concerning job advertisements, which are often the first contact established between an employer and a future employee. Job advertisements are good indicators of the competencies required by employers (Kim, Warga & Moen, 2013). A clear statement of expectations in a job advertisement, therefore, facilitates future recruitment stages and reduces financial and psychological costs to both parties. Data from advertisements for language teaching positions can also provide teacher training institutions with insight for curriculum development and improvement. Such data can also assist already graduated teachers in identifying the kind of job specifications that are currently favored. This may be valuable information guiding which professional employment activities they should engage in.

If lifelong learning skills are among the most sought-after qualities in candidate language instructors, one would anticipate an indication of this in job postings for language instructors. However, a gap exists in the literature relative to this aspect of the language teaching profession. In this current research, I aim to bridge this gap seeking answers to the following questions.

1. What commonly occurring individual specifications in job advertisements are required of English language instructors in terms of
 - a) educational qualifications,
 - b) previous experience, and
 - c) specialized skills?
2. What lifelong learning skills are commonly required?

6. Method

6.1 Corpus

The corpus for this study was comprised of 135 job advertisements for English language instructors posted online between March 2016 and October 2017 from 37 countries across the globe. The online postings came from HigherEdJobs, Educaloxy, The Guardian, Tesol.org, Dave’s ESL Café, tefl.com, jobs.ac.uk, and academia.edu. In compiling the corpus, I considered only postings in the English language, and excluded postings for online, part-time/adjunct, and visiting professor positions. For international representation, I considered a variety of job locations across the globe. Table 1 provides information about the countries from/in which the jobs were advertised.

Table 1

Countries for/in which Teaching Jobs were Advertised

Number of Job postings	Countries
18	China
15	USA
11	UK
9	Saudi Arabia
7	Kazakhstan, Japan
6	Kuwait
5	Turkey, Russia, Thailand
4	Poland
3	Oman, Spain, UAE, Italy, Vietnam
2	South Korea, Iraq, Portugal, Singapore, Qatar, Taiwan
1	Indonesia, Bahrain, Egypt, Hungary, Germany, Ecuador, Brunei, Tajikistan, India, Guatemala, Brazil, Colombia, Peru, Myanmar, Cambodia

6.2 Analyses

In analyzing the corpus, I first considered Wallace and Wallace's (2001) categorization of individual qualifications (education, previous experience, specialized skills). To this end, I analyzed the corpus qualitatively to identify patterns of individual specifications in the data set.

The qualitative analysis was supported with quantitative data in the form of pattern frequencies. I found this necessary to identify emerging patterns (Green, 2001). However, I did not carry out statistical analysis since this kind of qualitative analysis does not necessitate number values aiming to arrive at a p-value as a result of statistical tests such as a t-test (Suter, 2012).

I adopted a similar approach to identify and categorize the lifelong learning skills in the data set. Although the Lifelong Learning Model formulated by the College of Education at Kutztown University (2012) and the two lifelong learning skills categories by Selvi (2011) were given due consideration, an emerging pattern approach was taken to identifying lifelong learning skills embedded in the corpus of this study. Considering their relevance to a lifelong learner's qualities and skills, personal attributes, which are normally placed under personal qualifications according to Wallace and Wallace (2001), were given due consideration, too.

I conducted the initial analyses myself first. However, later I consulted two independent scholars (one in the field of Lifelong Learning, and another one in English Language Teaching) to verify the accuracy of the analyses. The items that were subject to disagreement among all three scholars were discarded. Inter-coder reliability had an agreement rate of 90%.

7. Results

The first research question was related to commonly occurring individual specifications (i.e. education, previous experience, and specialized skills) in job postings for teachers of English as a foreign language. The results are summarized below.

a. Qualifications

All the institutions advertising for a language teacher position stated that the candidates needed to be qualified. However, some did not specify the minimum level of educational background. They simply used phrases like 'suitably qualified candidates,' 'well-qualified,' 'appropriately qualified,' 'fully qualified,' 'highly qualified,' and 'qualified native speakers.' Despite this, 58 of them (43%) stated that a minimum of a bachelor's degree was required (from a recognized university). On the other hand, 16 (12%) required a minimum of a master's degree while two institutions seeking instructors for their writing studies at the tertiary level required

a PhD in a relevant discipline. Another 14 (10%) indicated that they required master- or PhD-qualified candidates.

An internationally-recognized English language teaching certificate (e.g. TEFL, CELTA, TESOL, or DELTA) was also among the specified requirements in 52 (39%) adverts. This was particularly emphasized in the case of candidates who did not hold a B.A. degree in English language teaching.

b. Previous experience

The amount of experience required in the adverts ranged from almost none to seven years. Seven of the recruiters even encouraged newly-qualified teachers to apply. Similarly, 13 adverts stated experience was 'preferred, but not required.' In other instances, an exact amount of prior experience was not stated. However, 4 (3%) of the adverts required at least 1-2 years of experience, 37 (27%) of the adverts required 2 years, and 8 (6%) required 5 years. Some specified the kind of experience they required. These specifications included experience a) working with children, and working internationally, b) in teaching Further/Adult Education, teaching false beginners, innovative program development, exam preparation, curricular innovation, in Europe or North America, and c) with faculty development and STEM courses.

c. Specialized skills

Of the job postings, 93 (69%) specified the level of English language proficiency required. Of these, 85 required native speakers. Some even specified the countries from which they expected candidates. These included Australia, Canada, Ireland, New Zealand, South Africa, the United Kingdom, and the USA. Non-native speakers with a high level of proficiency in English were also invited to apply by eight institutions. However, these candidates were required to provide evidence of their proficiency in the form of internationally recognized examinations like TOEFL and IELTS.

In terms of specialization in the discipline, teachers were required to possess recent and extensive knowledge of curriculum, up-to-date knowledge of best practices in teaching English as a foreign language, knowledge of current adult education classroom assessment techniques, and knowledge of the cultures and histories of Europe and North America.

Ten percent of the postings required candidates to be fluent in, and able to teach, more than one language. Commonly cited languages included Chinese, French, and Italian. Some postings indicated that (some) knowledge of Spanish, Portuguese, and Japanese would be desirable.

On the other hand, some postings expected candidates to have specialized in teaching English for Specific Purposes (ESP) such as Business or Legal English, while others required specialization in IELTS testing. Among other desired specializations was candidates' strong interest in and ability to teach extracurricular activities such as sports, arts or drama, electronics, or robotics. In four of the job postings, being able to drive and possessing a valid driver's license was desirable. Interestingly, one institution remarked on the necessity of candidates' awareness of news, trends, and current events.

The second research question was related to the content of the adverts directly related to candidates' lifelong learning skills. Twenty (15%) of the job postings were quite brief without any specifications regarding the kinds of skills required. Instead they specified only basic information regarding the position, the educational qualifications, and the application procedures. Therefore, data analysis for this section included 115 (85%) of the postings, revealing two categories of skills: student-oriented ones and teacher-centric ones. These are explained below.

Student-Oriented Skills

a. Facilitation of learning

Skill in facilitating student learning by creating an environment conducive to learning was the most commonly sought skill. Many of the statements were related to familiarity with student-centered pedagogical practices. The kinds of learning experiences the teacher was expected to create for this purpose were identified. Instructional activities that lend themselves to communicative lessons were particularly stressed. These included individual activities as well as group and cooperative projects. For this purpose, candidates were asked to prepare their own materials which enhance students' ability to communicate in academic and everyday English, including speaking and listening. Student-centeredness was also present in expectations regarding teachers' familiarity with different learning styles and approaches and their ability to incorporate diversity of delivery of these in instruction. Teachers were also expected to participate in innovative classroom practice to improve learning continually. One posting required teachers to "[e]nsure a balance of active learning, fun and student engagement and maximizing the academic achievement appropriate to each individual student."

Related to these was the establishment of positive rapport in the classroom. Teachers were expected to be personable and capable of fostering strong relationships with their students. For this, caring service towards students through a genuine interest in them was

necessary. One posting specified that this would require teachers' skill in "establishing and maintaining standards of discipline and student behavior to achieve a positive and functional learning [sic] in the classroom."

Facilitation of learning was also expected to take place through opportunities outside of the classroom. To this end, teachers needed to be available to their students for support and guidance during their office hours and to refer them to tutoring centers as needed.

b. Building student confidence

Teachers were expected to generate and build students' confidence. This included helping students develop positive attitudes towards learning and studying through effective encouragement, motivation, reinforcement, consolidation, and remedial strategies. To this end, they were also expected to check on and assist struggling students and prepare individual plans for them in coordination with colleagues. Teachers' skills in keeping students engaged in the subject were considered helpful. For this, teachers were expected to attract attention by teaching engaging lessons.

It was also anticipated that teachers would be skilled at using different techniques and providing effective, timely, and suitable feedback to students. Providing regular, constructive feedback was noted to support students' learning and to build self-confidence.

c. Assessment and evaluation

Among the key skills that would support learning were assessment and evaluation. Teachers were not only required to use institutionally designed assessment and evaluation tools, but they were also required to create and manage innovative techniques and objectives. In this way, they were foreseen as assessing individual language learners' strengths and weaknesses with the aim of developing intervention plans.

d. Preparation of students for life

One of the skills identified as most directly relevant to lifelong learning was providing students with the skills they would need for life. In one posting, it was mentioned that candidates would teach "effective communication skills, IT literacy, as well as their physical fitness, which are essential to their further studies and lifelong learning." In another one, it was stated that an ideal teacher would "enrich [students'] school experience through ... the opportunity to develop skills that are useful in their lives." Yet another posting sought teachers

who would “have a positive and lasting impact on a child’s life.” To this end, teachers needed the enthusiasm and expertise to push students to achieve their full potential.

e. Critical thinking

Language teachers were often expected to develop students’ analytical abilities and critical comprehension. In one posting, the given way to do this was “by analysing news articles in terms of their objectivity, bias, currency, reliability, and accuracy.” Another one stated the candidates would need to exhibit experience and ability for “teaching students to gain insights into the past, while enabling them to critically examine contemporary issues, and explore answers for a sustainable future.”

Teacher-centric Lifelong Learning Skills

a. Technology Skills

Two aspects of technology use identified as being important to prospective employers were ‘familiarity with and active use of technology in the classroom,’ and ‘development of educational technology.’ Regarding the former, teachers were expected to utilize technology to facilitate and enhance student learning. For this purpose, they were often required to have access to and use ‘all’ the latest technologies and resources. These included a variety of computer skills, the most basic of which was proficiency in Microsoft Office (Word, Excel, and PowerPoint). Others included adeptness with videos and games. Ability to work in synchronous (e.g. Skype for Business, Adobe Connect, Elluminate) and asynchronous (e.g. Moodle) online learning environments was also a desirable quality. The ability to offer a dynamic, engaging, and enjoyable student experience through the use of interactive/smartboards whiteboards was also regarded important. In addition, teachers needed to be able to utilize technology to access data, maintain records, generate reports, and communicate with others. They were also required to be able to upload documents to a website. The implementation and evaluation of computer-based assessment techniques was also among desired skills. Lastly, in some postings it was mentioned that teachers would need to offer online, hybrid, and distance learning opportunities.

Although detected in fewer postings, the latter technology-related factor (i.e. development of educational technology) contributed to teachers’ success as lifelong learners. It was mentioned that teachers would need to prepare instructional materials using technology,

and design e-learning materials. To this end, they were required to coordinate with IT departments and liaise with external constituencies on technical and operational matters.

b. Professional Development and Engagement in Research

One of the most salient characteristics of lifelong learners is their engagement in developmental activities, which was frequently detected in the job advertisements analyzed in this research. First, teachers were expected to have a continuous drive to improve. For this purpose, they needed to be committed to their discipline and seek career progression. They were required to pursue professional improvement both in their subject matter and instructional methods. Regarding the latter, they were expected to be stay abreast of new teaching methods and techniques and adjust their teaching accordingly.

Data also revealed a variety of ways in which teachers were expected to develop professionally. The most frequently mentioned way was attending in-service programs. These were often in the form of pedagogical workshops, periodic lesson observations, teacher meetings, peer coaching, and conference attendance. One posting mentioned that continuous reflection on lessons would inform teachers' future teaching practice.

For some institutions, teachers' involvement in professional development activities was not sufficient. They were also expected to lead such activities to develop themselves as well as their colleagues. It was anticipated that they would contribute to the scholarship of teaching and learning via involvement in the university-wide teacher development program of courses, workshops, and seminars. Supporting colleagues in their discipline by recommending books and materials was also considered an important skill.

Scholarly activities in the form of research and publication were mentioned among key required skills in twenty of the job postings, for positions at the tertiary level in particular. Although many of these mentioned candidates' previous research background and their current engagement research in their specialized fields, some also referred to their willingness to conduct investigations that would contribute to the wider education community in the field. Among the phrases commonly used were 'strong publication record/potential,' 'an active research agenda,' and 'record of on-going research engagement.' Candidates' research background was also expected to be accompanied by publications. At times, the expectation was that their research would have been published in 'leading journals in the fields.'

c. Interpersonal Communication

Thirty-six percent of the job postings made explicit reference to interpersonal communication as a requirement for English language teachers. Seventeen percent of these also brought up teamwork skills which are necessary for this. They said teachers would need to 'be team-oriented' and 'be able to work well in a closely-knit team.' To this end, they were often required to liaise with other teachers to identify student and department needs and deliver a unified curriculum with the aim of achieving shared goals and visions. A variety of other communication skills were given as requirements. The ability to communicate clearly and concisely in both written and oral English was one of these. In two postings, teachers were expected to 'speak clearly to students.' It was also noted that excellent communication skills would be required to interact with students of varying backgrounds. Teachers' presentation skills were also mentioned as important communication skills.

Another skill that was in demand was being able to listen actively and effectively in order to identify and solve student problems. This was expressed in one posting in this way, "Tactful and professional communicator-a problem solver-with good interpersonal skills."

Collaboration with colleagues across disciplines was also sought after as an important skill. This necessitated the ability to work in an interdisciplinary environment. Similarly, cooperation with parents was regarded important. Teachers needed to anticipate providing ongoing guidance for improvement to parents. Their interpersonal communication with students outside of the classroom was also considered important. Thus, one posting specified that teachers would need to participate in social events organized by the students and school.

Teachers were also required to exhibit effective interpersonal communication skill through a good understanding of intercultural communication. They were to be culturally sensitive and well-informed about other cultures. A genuine interest in the culture and people of the country in which they were to teach was regarded as essential.

d. Course development

Teachers' interest in developing the courses they were to teach was commonly put forward as an essential skill. That is, they would need to develop supplemental materials, training materials, mini-courses, and other extra-curricular activities to enhance student learning. Preparing lesson plans by selecting and adapting instructor texts and guides was also

important. A further expectation related to teachers' cooperation in a continuous program review as per accreditation and international standards.

e. Time management

Good time management was a required skill in ten percent of the job postings. Candidates needed to be skillful in managing multiple projects with time-related constraints. Self-directedness in completion assignments in a timely manner was mentioned as an important skill. In some postings, it was noted that this required planning and organizational skills, as well as being able to handle ambiguities and make decisions to meet deadlines.

f. Ethics

Ethical orientation as a personal quality was also detected as an important skill in seven percent of the job postings. Teachers were required to show evidence of a strong work ethic and professionalism. It was pointed out that they should maintain organizational values, keep commitments, and inspire the trust of others. This was linked to respecting others' values and opinions, which contributes to success in interpersonal relationships.

Lifelong Learning Traits

The above-identified skills could correspondingly generate traits attributable to lifelong learners. A list of these traits identified in the data set is given in Table 2. The interdependency and overlaps between various lifelong learning skills expected of language teachers frequently cause these traits to converge.

Table 2

Lifelong Learner Traits in Job Postings

Skills	Traits
Student-centeredness	flexible, enthusiastic, passionate, motivated, energetic, friendly, hardworking, dynamic, fun, patient, proactive, talented, open, dedicated, enthusiastic, responsible, committed, consistent passion, problem solver, motivational, strong motivator, excited, passion for teaching, idealism, global vision, ability to inspire, eager, career-minded, caring
Technology	creative, talented, adaptable, digital literacy, effective, up-to-date, openness to technology, knowledgeable
Professional development	enthusiastic, passionate learner, self-motivated, hardworking, dynamic, confident, proactive, talented, dedicated, enthusiastic, independent, initiative, committed, adaptable, consistent passion, excited, adventurous spirit, eager, willing
Communication	flexible, friendly, confident, patient, professional, positive, adaptable, problem solver, lively, open-minded, sense of humor, dependability, happy personality, easy going, outgoing, cheerful, positive attitude, kind spirit
Scholarly activities	creative, motivated, confident, proactive, talented, enthusiastic, independent, initiative, committed, consistent passion, eager
Course development	creative, motivated, hardworking, confident, proactive, talented, enthusiastic, independent, committed, think out of the box, ability to improvise, creative, visionary, imagination
Time-management	flexible, hardworking, confident, independent, responsible, ability to handle ambiguity, ability to work under pressure, well-organized
Ethics	flexible, professional, open, dedicated, responsible, committed, open-minded, dependability, loyalty, commitment, reliable, professionalism, decency

The most commonly expressed lifelong learner trait was ‘flexible,’ with a frequency of 19. This was followed by ‘enthusiastic’ (14), ‘passionate’ (12), and ‘creative’ (10). These adjectives were used to describe traits across a variety of lifelong learning skills. For instance, flexibility was important when teaching students, communicating with colleagues, and managing time. Passion, on the other hand, was used about teaching students and professional development. It is also important to note that some traits were particularly related to teachers’ temperaments. These included ‘fun,’ ‘kind spirit,’ ‘sense of humor,’ and ‘happy personality,’ which likely affect teachers’ skills across the board. A teacher with a sense of humor, for instance, will create a positive rapport in the classroom as well as in communication with colleagues.

8. Discussion

One of my aims in this research was to identify commonly occurring individual specifications in job advertisements for English language teachers. For this purpose, I first investigated required qualifications. Results indicated that the minimum requirement was an undergraduate degree preferably in English Language Teaching (ELT). However, those who received their degrees in other disciplines were also accepted as long as they held a language

teaching certificate. In other postings, a B.A. in ELT per se was considered insufficient. Candidates were expected to have earned a postgraduate certificate or diploma such as an M.A., PhD, DELTA, CELTA, or TESOL. This finding is particularly important since it points to lifelong learning skills required for further formal training upon graduation with a bachelor's degree. This is in line with TESOL International Association's observation that "the minimum qualification to teach English in private language schools throughout the world is a bachelor's degree and some type of TESL or TEFL certificate" (n.d. para. 1). This requires all candidates to pursue continuing education opportunities to receive new qualifications or increase the value of their existing qualifications. In the case of the former, it is noted that earning a certificate in English language teaching allows people to continue with their lifelong learning by giving them more skills, which allows them to adapt to their changing world (Enjoy TEFL, n.d.).

In terms of specialized skills, it was often remarked that a perfect mastery of discipline knowledge is necessary. The pace of developments in technology with its impact on learning requires teachers to update their knowledge continuously. This necessitates their engagement in formal and informal lifelong learning opportunities. Considering the language proficiency required in job postings, it appears that non-native speakers of English in particular need to maintain their proficiency in English. This is only possible if teachers continually immerse themselves in English, which entails engagement in learning throughout life. California Department of Education's (2014) notion of 'Lifelong Language Learning' reiterates this, "Students who have reached 'proficiency' in the English language... continue to build increasing breadth, depth, and complexity in comprehending and communicating in English in a wide variety of contexts" (p. 20).

It was also important to note recruiters' expectation of teachers speaking additional languages. This supports the lifelong learning goal related to learning foreign languages set by the Commission of the European Communities (CEC) in their white paper on lifelong learning in 1995. With the belief that it would give teachers occupational and personal benefits such as work-and-travel, the white paper recommended that the citizens be proficient speakers of at least three languages. As seen in other data analyzed in this study, this was considered a lifelong learning skill allowing candidates to apply for international teaching positions.

Other types of specializations desired in language teachers are also important to note. The fact that non-English skills like sports, arts, and electronics were among desired qualities points to the multi-dimensional development of language teachers who can tap into students'

different intelligences. Teachers' engagement in extracurricular activities involving sports or arts can be particularly motivational for students. This would provide opportunity to use the language in real life. Also, these activities can stimulate students' creativity and encourage them to use critical thinking skills (Lightfoot, 2015). Such expectations of language teachers entail their development of interest areas outside their academic skills. This, naturally, requires them to participate in the lifelong learning activities offered by a variety of institutions.

The second research question aimed to identify individual qualities in the job postings that required lifelong learning skills on the part of the teacher. The largest number of qualities identified were student-oriented. One of these was related to the facilitation of learning. The most frequently listed skill was creating student-centered learning atmospheres inside and outside the classroom. At the heart of this were positive rapport and the awareness of different learning styles and strategies. This finding resonates with Selvi's (2011) identification relating English language teachers' lifelong learning skills with their role in developing students' lifelong learning process. She also found that teachers' efforts towards improving students' reading, writing, speaking, and listening skills could be successful only if students are helped to improve their learning strategies and participate in the learning process actively. Another very frequently occurring attribute was building student confidence. For this purpose, teachers' skillful use of motivational strategies was critical. Their utilization of reinforcement, consolidation, and remedial strategies were considered to help maintain students' motivation, especially for those with limited abilities. This is particularly important since students' emotional states and beliefs about their ability to learn impact their motivation to learn, their decisions of what and how much to learn, their openness to learning, as well as their knowledge-seeking curiosity (McCombs, 2014). These were further reiterated in the results of this study related to teachers' skills in motivating students for learning through the teaching of communication skills, IT literacy, physical fitness that is essential for further studies, lifelong learning, and therefore preparation for life.

Another student-oriented skill necessary for instilling aptitude for lifelong learning in students was critical thinking. This also echoed the findings of earlier research (Selvi, 2011) including the proposition that problem-solving, critical thinking, and reasoning skills form the foundation for lifelong learning (Hager & Holland, 2006). Critical thinking also allows students to direct their own learning and transfer thinking across domains (Geertsen, 2013). Not only does this supplement students' learning in formal settings, but it also encourages them to engage in lifelong learning experiences throughout their lives (Candy, 1991). Indeed, previous research

identified a positive association between learners' critical thinking skills and their lifelong learning propensities (Deveci & Ayish, 2017).

Results of this study also featured lifelong learning skills that are more related to teachers themselves as learners. One of these was teachers' skills in technology. Similarly, Selvi (2011) identified using technologies in professional life as a key lifelong learning skill. Thanks to electronic tools, individuals are no longer affected by time, location, and social status restrictions in their attempts to acquire new skills and/or update their existing ones (Dinevski & Kokol, 2005). This reinforces lifelong learning opportunities for teachers. Previous research on faculty members' opinions of the effects of technology on lifelong learning also supports this (Haseski & Odabaşı, 2016). In the words of one research participant, "[i]nformation and communication technologies encourage active participation in lifelong learning since they facilitate access to information and render this process interesting" (Haseski & Odabaşı, 2016, p. 345).

Teachers' enthusiasm about professional development and research was another teacher-oriented lifelong learning skill identified in this study. Likewise, Selvi (2011) identified the ability to benefit from in-service teacher training opportunities and participation in seminars and conferences, as well as engagement in research as key lifelong learning skills. Haseski and Odabaşı (2016) also found that faculty members believe professional development activities significantly enhance their lifelong learning skills. Similarly, in another study it was found that teachers' participation in professional development activities enhanced their skills in technology use and communication with parents as well as colleagues, hence creating further motivation for engaging in lifelong learning (Erdem & Koç, 2016). Collectively, these data emphasize the reciprocal relationship between lifelong learning and professional development. Therefore, it is no surprise that language teachers' active participation in professional development activities as well as their willingness to lead such activities for colleagues is a desired attribute in job advertisements.

The results of this study revealed interpersonal communication as a distinct category of lifelong learning skills. These skills included collaborating with other teachers as well as students. Whether native or non-native speakers of English, teachers were expected to be efficient writers, speakers, and listeners. Among the seven key competences for lifelong learning identified by the European Commission (2007) is communication in mother tongue as well as in a foreign language. This includes individuals' "skills to communicate both orally and in writing in a variety of communicative situations and to monitor and adapt their own communication to

the requirements of the situation” (p. 4). This requires intercultural sensitivity, which was a key trait often mentioned in the job postings analyzed in this study. These conclusions support Selvi’s (2011) findings related to teachers’ own lifelong learning skills. She, too, found that language teachers would need to cooperate with colleagues to develop their lifelong learning competencies. She states that this could be done by benefiting from colleagues’ experiences and getting feedback on their own performance from colleagues. As was found in the current study, Selvi (2011) notes the importance of teachers’ openness to and ability in communicating with parents on topics relevant to their children’s academic and social development. In a study investigating the relationship between interpersonal communication and lifelong learning, Deveci (2017) identified certain skills. One of these is ‘learning reciprocity,’ which is related to the willingness to engage in a dialogue with others on learning related topics and flexibility in adjusting communication styles as required by different contexts. The second skill is ‘perseverance,’ which is related to an individual’s coping strategies in the face of difficulties during communication with others. This is particularly essential when one is given negative feedback. Another skill is ‘motivation,’ which is related to an individual’s interest and readiness to collaborate with others to develop themselves. These interpersonal skills were among the key skills expected of language teachers in the job postings analyzed in this study as well. Taken together, the data from different studies give a clear indication that language teachers need to be efficient users of interpersonal communication skills to engage in lifelong learning experiences. This requires that they be mindful of the effects of their communication styles both on themselves and others (colleagues, students, and parents).

Being able to develop courses and relevant teaching materials was another factor regarded as a contributor to lifelong learning skills. Teachers were not to follow course books blindly, but to adapt and adjust teaching materials and activities according to student needs and interests. This requires thinking critically about how materials may support students’ development. In this respect, materials development improves instructional practice and therefore can be viewed as a lifelong learning experience (Murray & Christison, 2011). Materials development also plays a significant role in making a connection between teachers’ cognitions and experiences, hence promoting the individual needs of teachers and their autonomy (Canniveng & Martinez, 2003). These, too, are intrinsic to teachers’ development as lifelong learners.

Despite a low frequency, time-management and an ethical orientation were also among the skills that would impact teachers’ lifelong learning skills. The former was deemed important

because teachers would be expected to multitask. Unless tackled effectively, multitasking may put teachers under pressure. Those with self-regulation and perseverance skills can prevent or cope with stress successfully. In some cases, the availability of rich lifelong learning opportunities can also overwhelm teachers. In order for them to benefit from these to the best of their abilities, they need clear time management strategies and the ability to prioritize their needs and desires. This gives credence to the supposition that “[p]eople who schedule time so that their priority concerns receive enough attention tend to feel more in control of their lives, experience greater satisfaction, and establish a more productive record at home and at work” (Strom & Strom, 2011, p. 142). On the other hand, the latter skill, which was found to be an important lifelong skill by Selvi (2011) too, is important for teachers for various reasons. First and foremost, a commitment to lifelong learning requires an ethical responsibility to remain competent in their work as educators. Second, a person lacking a work ethic and professionalism likely fails to follow organizational values highlighting traits like openness to different ideas and respect for others’ values. Such individuals will face difficulty sharing knowledge and experience with other colleagues, which in turn inhibits their professional development. They will also be challenged in their relationships with students and parents. Teachers’ “desire for the respect and confidence of [their] colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct” (National Education Association, 1975, para. 3).

9. Concluding remarks and recommendations

The qualifications and qualities investigated in recent job listings for English language teachers in this research point to the importance of lifelong learning based on the complementarity of a variety of skills. That is, each skill is related to other skills in that they are rarely used in isolation. Collectively, they are indicators of the competencies English language teachers need to possess in order to increase their chances of employment. However, love of learning learn may be considered a central, perhaps *the* central, force that motivates teachers to engage in lifelong learning activities. Therefore, acquisition and development of skills identified in this research *cannot* be imposed on teachers or students. To assist language teachers in achieving and maintaining employability, the following recommendations can be made.

As data in this research have shown, an undergraduate degree per se is insufficient for international employment. Hence, the number of postgraduate diploma programs offering certifications like DELTA may be increased. For this purpose, trainer training courses may be offered to interested language teachers. Also, programs offering master degrees may consider including practical components with a particular emphasis on educational technologies. Also, the need for teachers to be able to speak additional languages highlights the necessity for undergraduate programs to include required language classes as early as possible. Given the expectation of teachers leading and participating in extracurricular activities, undergraduate programs can offer electives according to student interests and skill areas. Teaching through music, sports, and visual arts could be examples of such elective courses.

The importance of interpersonal communication skills for employability also indicates areas in which some innovations can be developed. For instance, some undergraduate courses could be based on the principles of project-based learning which involves both individual and team activities. Student teams could be assigned project topics investigating various lifelong-related topics such as time management and ethics. In these courses, students can be taught to write a research paper on the topics they investigate. Faculty serving as mentors to students can guide them towards publication. Most often, students do not have the means, the skills, or the courage to contact journals for publication. They can practice these skills while at college through research writing clubs. For this purpose, mentors can help establish student journals. A similar initiative can be taken to organize student conferences and workshops where student teams present their research. Engagement in such activities will help students acquire the lifelong learning skills they will need as practicing teachers in the future.

More importantly, undergraduate students as future educators need to learn 'how to learn.' To this end, instructors can tap into students' self-regulation skills. For this purpose, flipped-classrooms could be an alternative to teacher-fronted lectures. This would let students gain more control over their learning. Flipped-classrooms also encourage students to use technology for learning purposes. These experiences together with others increase students' awareness of their learning process and needs, help them identify available opportunities, and increase their ability to deal with challenges in order to learn successfully (European Commission, 2007, p. 8).

Recommendations can also be made for future researchers. In this research I included job postings from and for a variety of countries for international representation. It may also be

a good idea to investigate required qualifications and qualities in particular contexts. Alternately, comparisons can be made between countries. Future researchers can investigate which lifelong learning skills are brought up during interviews as well. For this purpose, case studies can be conducted. Last but not least, longitudinal studies can be undertaken with job seekers about their perceptions of required lifelong learning skills prior to and after employment.

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İngilizce Öğretmenlerine Yönelik Yayınlanan İş İlanlarında Yaşam Boyu Öğrenme Becerileri

GENİŞ ÖZET

İnternet teknolojisinde özellikle son yıllarda kaydedilen gelişmeler, bilim insanlarının çalışmalarını olabildiğince fazla sayıda kişiye ulaştırma çabaları ve uluslararası yolculukların daha mümkün hale gelmesiyle birlikte İngiliz diline karşı ilgi artmıştır. Bu durum İngilizce öğretmenlerine olan talebi artırmakla birlikte, öğretmen ve öğretmen adaylarında aranan özelliklerde de farklılaşmaya neden olmuştur. Özellikle uluslararası alanda eğitim vermek isteyen öğretmenler, nitelikli birçok adayla yarışmak durumundadır. Bu yarış, öğretmenlerin kendilerini devamlı olarak geliştirmesini gerektirmektedir. Ancak bu şekilde öğrencilerine ve kendi mesleki gelişmelerine katkıda bulunabileceklerdir. Bu durum İngilizce öğretmenlerinin yaşam boyu öğrenmeye yönelik tutum ve beceriler geliştirmelerini gerekli kılar.

İş arayan öğretmenler ve öğretmen arayan kurumlar genellikle ilk olarak iş ilanları aracılığıyla birbirleri ile iletişime geçerler. İş ilanında yer alan bilgiler ve sunum her iki taraf için de önemlidir. İş ilanları, kurum için doğru kişiye ulaşma, aday için ise işe uygun olup olmadığı konusunda karar verebilme açısından önemlidir. İş ilanlarında yer alan yaşam boyu öğrenme becerileri günümüzde ne tür nitelik ve özelliklerin öncelik taşıdığını belirlemek açısından önemlidir. Bu gerek öğretmenlerin gerekse öğretmen yetiştiren kurumların ne tür bilgi, tutum ve becerilere yoğunlaşması gerektiği konusunda ışık tutacaktır.

Bu çalışmada yaşam boyu öğrenme becerilerini belirlemek üzere, internette 37 farklı ülke için yayınlanan 135 İngilizce öğretmeni iş ilanı incelenmiştir. Verilerin analizinde Wallace ve Wallace'ın (2001) eğitim, deneyim ve becerilerden oluşan nitelikler sınıflandırması, Kutztown Üniversitesi Eğitim Fakültesinin (2012) Yaşam Boyu Öğrenme Modeli, ve Selvi'nin (2011) Yaşam Boyu Öğrenme Becerileri kategorileri dikkate alınmıştır.

Sonuçlar, İngiliz Dili Eğitimi alanında olsa bile, bir lisans diplomasının uluslararası bir iş için yeterli olmadığını, lisans sonrası edinen diğer belge ve diplomalara da gereksinim olduğunu göstermiştir. Bunlar arasında yüksek lisans, doktora, CELTA ve DELTA bulunmaktadır. Çocuklara ve yetişkinlere İngilizce öğretimi, uluslararası deneyim, sınav ve program geliştirme türünden tecrübelerle sıkça rastlanmıştır. Bazı iş ilanları Avusturalya, Kanada, İrlanda ve Amerika gibi ülke vatandaşlarını tercih ederken, diğerleri ileri seviyede dil seviyesinin gerekliliğinin altını çizerek, ana dili İngilizce olmayan adaylardan TOEFL ve IELTS gibi uluslararası sınavlardan belge

istemmişlerdir. Bunun yanısıra, Çince, Fransızca ve İtalyanca gibi ikinci bir dilde belirli düzeyde beceri de tercih edilmiştir. Kimi ilanlar ise spor, drama gibi konularda uzmanlığı ek bir avantaj olarak belirtmişlerdir.

Ayrıca yaşam boyu öğrenmeye ilişkin olarak iki temel beceri alanı olduğu belirlenmiştir. Bunlardan ilki öğrenci merkezli becerilerdir. Bunlar arasında öğrenmeyi kolaylaştırma özellikle dikkati çekmektedir. Bunun için öğrencilerin iletişimsel becerilerini geliştirebilecek, farklı öğrenme stillerine hitap edebilecek, ve öğrenmeyi eğlenceli hale getirebilecek öğretmen arayışları dikkat çekmiştir. İkinci bir öğrenci merkezli beceri, öğrencilerin güvenini geliştirmeye ilişkindir. Bunun için öğrencileri teşvik edici olmaları, dikkatlerini olumlu yanlarına yönelmeleri beklenmiştir. Ölçme ve değerlendirme konusunda ise, adaylardan öğrencilerine ve amaçlara uygun sınavlar geliştirmeleri beklenmiştir. Eleştirel düşünme ve öğrencileri hayata hazırlama diğer iki öğrenci merkezli alt beceri olarak belirlenmiştir.

Öğretmen merkezli yaşam boyu beceriler arasında teknoloji kullanımına ilişkin alt beceriler önemle üzerinde durulan bir unsur olmuştur. Dijital okur yazarlık dikkat çekmiş, Word, Excel ve PowerPoint kullanımına ilişkin beceriler yanısıra Moodle, Skype for Business gibi yazılımlar kullanmaları beklenmiştir. Mesleki gelişme ve araştırma yapmaya ilişkin beceriler de öğretmen merkezli beceriler arasındadır. Gerek dil konusunda gerekse eğitim metotları konusunda kendilerini sürekli geliştirmeleri beklenmiştir. Hizmet içi eğitim faaliyetlerine katılmaları, ders izleme, çalıştay türünden faaliyetlere aktif katılmaları beklenmiştir. Bu tür aktivitelerde kolaylaştırıcı olarak da katılmaları gerekliliğinin altı çizilmiştir. Diğer bir öğretmen merkezli yaşam boyu öğrenme becerisi kişilerarası iletişim becerileridir. Takım çalışmasına yatkın, öğrenci ve velilerle iletişimi güçlü, çözüm odaklı bireyler tercih edilmiştir. İletişim becerileri için kültürlerarası hoşgörü ve bilginin önemi dikkati çekmiştir. Ahlak becerileri arasında ise kurumsal değerlere saygı, göreve bağlılık ve iş arkadaşlarının güvenini kazanma becerileri dikkati çekmektedir. Ders programı geliştirme ve zaman yönetimi de diğer öğretmen merkezli beceriler arasında yer almıştır.

İş ilanlarında ayrıca yaşam boyu öğrenmeye ilişkin kişi özellikleri sık sık kullanılan bir takım sıfatlarla betimlenmiştir. Örneğin mesleki gelişmeye ilişkin olarak kullanılan sıfatlar arasında şunlar yer almıştır: istekli, tutkulu, öz-güdümlü, dinamik, hevesli, heyecanlı, bağımsız ve kendine güvenli. İletişim becerileri konusunda ise şu sıfatlar kullanılmıştır: esnek, sıcak, sabırlı, olumlu, canlı, neşeli, sosyal.

Yukarıda bahsedilen yaşam boyu becerilerin geliştirilmesi için, öğretmen adaylarına özellikle öğrenmeyi öğrenme konusunda yardımcı olunması gerekmektedir. Ayrıca kendi ilgi alanları ve yetenekleri dahilinde ek beceri geliştirmelerine yardımcı olacak seçmeli dersler sunulmalıdır. Bu amaçla öğretmen adaylarının drama, müzik ve teknoloji kullanımı üzerine yoğunlaşılabilir. Bireyler arası iletişimi geliştirmelerine yardımcı olmak üzere ise öğrencilerden grup projeleri üstlenmeleri istenebilir.