

ENGLISH LANGUAGE TEACHER RECRUITMENT PRACTICES  
IN HIGHER EDUCATION INSTITUTIONS:  
A CASE STUDY IN TURKEY

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## DECLARATION OF ORIGINALITY

I, Büşra Ayça Karaman, certify that

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## ABSTRACT

English Language Teacher Recruitment Practices in Higher Education Institutions:

A Case Study in Turkey

The present study aims to explore an intensive English program in higher education in Turkey to have a better understanding of (1) the constructed profile of effective English language teachers, (2) the constructed recruitment process, and (3) the relationship between the characteristics listed in the profile and the recruitment process. Further, the nativeness issue was also integrated into the study. Participants were administrators and recruitment committee members, Turkish teachers of English, and non-Turkish teachers of English. Data came from interviews and documents. The documents analyzed in the study were official job announcements and the recruitment section of the web page of the relevant institution. The constructed profile of effective English language teachers was found to involve a high level of language proficiency, pedagogical content knowledge, an awareness of culture and language, and being enthusiastic and motivating. The criteria constructed in the recruitment process were a high level of language proficiency, exam proficiency, experience, and pedagogical content knowledge. Nativeness was associated neither with teacher efficacy nor the recruitment process. Finally, two findings were found to be matching in the data when the relationship between the profile of effective teachers and the recruitment process were compared and contrasted. These were a high level of language proficiency and pedagogical content knowledge.



## ÖZET

Yükseköğretim Kurumlarındaki İngilizce Öğretmeni İşe Alım Uygulamaları:

Türkiye’den bir Durum Çalışması

Bu çalışmanın amacı Türkiye’deki bir yükseköğretim kurumunun bünyesinde yer alan Yabancı Diller Okulu’nun İngilizce hazırlık biriminin işe alım süreçlerinin incelenmesidir. Bu bağlamda, süreçler (1) yapılandırılmış etkin İngilizce öğretmeni profili (2) yapılandırılmış işe alım süreçleri ve (3) bu özellikler dikkate alınarak gerçekleştirilen işe alım süreçlerinin karşılaştırılması kapsamında irdelenecektir. Buna ek olarak, öğretmenlerin ana dilinin İngilizce olup olmamasının işe alım süreçlerine etkisi ve bunun yarattığı eşitlik kavramı varlığı/eksikliği de bu amaçlarla bütünsel olarak incelenmektedir. Araştırmadaki başlıca veriler mülakatlardan ve dokümanlardan oluşmaktadır. Çalışma kapsamında incelenen dokümanlar ilgili hazırlık biriminin resmi iş ilanlarını ve internet sayfasının iş ilanlarıyla ilgili kısmını içermektedir. Data analizi sonucunda bulunan yapılandırılmış etkin İngilizce öğretmeni profili ileri düzey dil seviyesine sahip olmayı, pedagojik alan bilgisine sahip olmayı, kültürel ve dil farkındalığını, istekli ve motive edici olmayı içermektedir. Yapılandırılmış işe alım sürecindeki kıstaslar ise ileri düzey bir dil seviyesi, sınav başarısı, tecrübe ve pedagojik alan bilgisini içermektedir. Son olarak, yapılandırılmış etkin İngilizce öğretmeni profili ve yapılandırılmış işe alım süreçleri karşılaştırıldığında, iki etkenin birbiriyle ilintili olduğu sonucuna varılmıştır. Bu etkenler yüksek dil seviyesi ve pedagojik alan bilgisine sahip olmaktır. Sonuçlar öğretmenin ana dilinin İngilizce olup olmamasının ne bir etken İngilizce öğretmeni özelliği olduğunu ne de işe alım sürecinde bir kıstas olduğunu göstermektedir.

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## ABBREVIATIONS

ALES: Academic Personnel and Graduate Studies Entry Exam (Akademik Personel ve Lisansüstü Eğitim Giriş Sınavı)

CoHE: Council of Higher Education

EAP: English for Academic Purposes

EFL: English as a Foreign Language

ELT: English Language Teaching

L1: First Language

L2: Second Language

NEST: Native English Speaking Teachers

NNEST: Non-native English Speaking Teachers

P: Participant

TESOL: Teachers of English to Speakers of Other Languages

YDS: Centralized English Language Proficiency Exam for Turkish Nationals  
(Yabancı Dil Sınavı)

# CHAPTER 1

## INTRODUCTION

### 1.1 Introduction

In this thesis, the profile of effective English language teachers and the recruitment process of English language teachers in higher education context will be explored. Turkey is a country where English is neither the mother tongue nor a second language, so speakers of English in the Turkish context are non-native speakers of English. The focus of this thesis will be on the profile of effective English language teachers and the recruitment process of English language teachers with respect to the issue of nativeness. For this reason, an English preparatory division of a language school at a public English medium university will be examined. The findings will be supported with the data gathered through a questionnaire, job announcements, and the recruitment page of the website of the preparatory school. In the second chapter, the literature on teacher efficacy, English language teachers, and recruitment practices in the English Language Teaching (ELT) field will be briefly summarized. In the third chapter, the research methodology, including the research design, participants, and data analysis will be explained. In the fourth chapter, the findings of the study and discussion the findings in relation to the relevant literature will be presented. Finally, in chapter five, a brief summary of the study with concluding remarks will be given, along with pedagogical implications, suggestions for further research, and limitations of the present study will be provided.

## 1.2 Statement of the problem

The effectiveness of a teacher is an important aspect of the learning process due to the relationship between teacher efficacy and student success, and it is empirically proven that the relationship between teacher characteristics and student success is a positive correlation (Boyd et al., 2008; Provasnik & Young, 2003; Rivers & Sanders, 2002; Rockoff, 2004). Several researchers (Bell, 2005; Borg, 2006; Çelik et al., 2013; Dinçer et al., 2013; Richards, 2010) have focused on delineating the profile of effective English language teachers. Despite this interest in the literature, there is still no consensus among scholars on a standardized profile with a list of characteristics.

Further, nativeness is another reason why there is no consensus on a standardized profile of effective English language teachers. The nativeness issue leads to a dichotomy, and the dichotomy leads to biased attitudes in the field. This is mainly because native English speaking teachers (NESTs) and non-native English speaking teachers (NNESTs) have differences in their teaching behaviors (Arva & Medgyes, 2000), and NESTs are believed to be ideal teachers (Erbay et al., 2014). As a result, NNESTs have generally been marginalized and discriminated against in the ELT world (Mahboob & Golden, 2013; Selvi, 2010). Related studies in the literature, for this reason, mainly focused on perceptions of NESTs and NNESTs and issues of inequality and discrimination.

As far as studies on the recruitment processes of English language teachers are concerned, many studies address biased and discriminatory recruitment practices (Clark & Paran, 2007; Flynn & Gulikers, 2001; Mahboob & Golden, 2013; Selvi, 2010). Accordingly, studies in the Turkish context have examined job advertisements (Selvi, 2010) and employer perspectives (Erbay et al., 2014) to address the biased attitudes towards NNESTs. It is for sure that recruitment processes affect a vast



majority of English language teachers and candidates. However, to my knowledge, no recruitment process in Turkey has been under scrutiny with regard to nativeness. For this reason, knowledge of how English language teachers are recruited is important for the ELT field to have a better understanding of the expectations of employers in an environment where bias and discrimination towards NNESTs is prevalent. In this respect, each study attempting to show the relationship between constructed profile of effective teachers and recruitment processes is a valuable effort towards offering transparency in the ELT market.

### 1.3 Purpose of the study

This study aims to investigate an English preparatory division of a language school in higher education to understand (1) the constructed profile of effective English language teachers, (2) the constructed recruitment process, and (3) the relationship between the profile and the recruitment process. Findings of the present study will be presented and discussed within the boundaries of the case where there is a good chance of recruiting NESTs and NNESTs equally.

### 1.4 Significance of the study

Profile of effective English language teachers are constructed differently by students (Arikan et al., 2008), teachers (Bell, 2005), and administrators (Erbay, et al., 2014), and the profile affect members of the ELT field in different ways. Effectiveness is strongly related to student success because “[t]he ultimate proof of teacher effectiveness is student results” (Stronge, 2002, p.65). In the present study, effectiveness is defined as the extent to which a teacher can contribute to student success. In the language learning process, student success is related to how proficient

the language learner is. Therefore, the extent to which an English language teacher can contribute to the proficiency level of a language learner indicates how effective the teacher is. As well as contributing to student success, effectiveness of an English language teacher shapes recruitment practices of employers in the long run. To this end, the present study attempts to reveal the profile of effective English language teachers and the criteria constructed in the recruitment process by incorporating the nativeness issue into the research context.

## CHAPTER 2

### LITERATURE REVIEW

#### 2.1 Introduction

The purpose of this study is to carry out a detailed analysis of effective teacher profile and the recruitment practices of a preparatory division of a language school at a public English medium university. The study also aims to analyze the relationship between effective English language teacher profile and the recruitment of teachers. To analyze the results of the study holistically, it is important to look at the literature on the profile of an effective English language teacher, and recruitment practices in the ELT field.

#### 2.2 Defining characteristics of an effective teacher

Defining teacher characteristics which are involved in the profile of an effective teacher is not as easy as it seems because it is highly related to the learning process of students, and there are various factors contributing to this process. Yet one of the most prominent factors associated with effectiveness is student success, as it is an observable and measurable variable. Therefore, it is necessary to review the literature discussing characteristics of effective teachers in general to understand the profile of an effective teacher. In the literature, there is an abundance of empirical studies examining the relationship between characteristics of effective teachers and student success. As well as empirical studies, there are also reports and documents of acts, groups, and/or associations that publish their findings and opinions on a regular basis, and they provide insight into the characteristics the making of an effective teacher. Although these reports and documents are not studies empirically validated

by their organizations, they are combined and organized upon empirically validated research. For this reason, they are extensive and valid sets of characteristics attributed to effective teachers.

The researchers studying the correlation between effectiveness and student achievement focus on characteristics of teachers to analyze which ones affect student achievement the most. In these studies, the set of teacher characteristics under investigation includes “general academic ability and intelligence”, “subject matter knowledge”, “knowledge of teaching and learning”, “teaching experience”, and “certification status” (Darling-Hammond, 2000). Several scholars (Boyd, et al., 2008; Provasnik & Young, 2003; Rivers & Sanders, 2002; Rockoff, 2004) empirically show that there is a positive correlation between a set of teacher characteristics and student achievement. Although their studies do not focus on a single profile or the characteristics in isolated pieces, they indicate that the higher the efficacy of the teacher, the higher the student achievement. Therefore, what is suggested in the literature has made teacher efficacy one of the key factors in improving student outcomes, which is important for this study, too.

Although the studies in the literature have a solid consensus on the importance of effectiveness in terms of student success, the results of other studies in the literature show variance in terms of the salience of factors associated with teacher efficacy. These factors range from teacher certification to the selectivity of teachers’ colleges, yet it is important to focus on the literature of these characteristics one by one to have a better understanding of the results of this study.

First of all, years of experience is a factor that is highly associated with teacher efficacy in the literature, but how important the number of years of experience is in terms of student success is highly controversial. According to

Goldhaber and Brewer (1996), the experience of teachers makes no significant difference on student achievement. Weglinsky (2000) also finds teacher experience unrelated to student success, although in his terms "...well prepared teachers produce more successful learners." (p. 4). On the other hand, Rivkin, Hanushek, and Kain (2005) consider experience as an important factor, but not totally. To them, the number of years of experience is only statistically significant in the first two or three years. After three years, experience is not as effective as it used to be, although there might be some insignificant benefits of further experience. Finally, Clothfelter, Ladd, and Vigdor (2004) consider teacher experience as a meaningful factor in increasing student achievement. Contrary to Rivkin, Hanushek, and Kain (2005), Clothfelter, Ladd, and Vigdor (2004) find years of experience significant as the number of years increases steadily, reaching its peak at 20-27 years. Therefore, the significance of the number of years is not precisely known in the literature, but experience is a factor that is highly related to teacher efficacy.

Teachers' degree level, in other words, whether they have a B.A. or M.A. is another factor associated with teacher efficacy in the literature. Most studies in the area focus on whether there is a correlation between the degree level of teachers and student achievement, but the results vary in this criterion as well. Darling-Hammond (2000) reports that teachers with a master's degree positively affect students' educational outcomes, but having a master's degree is not as effective as other characteristics such as teacher certification and having a degree in the field to be taught. On the other hand, Goldhaber and Brewer (1996) and Weglinsky (2000) state that having a master's degree does not statistically significantly affect student achievement. Rivkin, Hanushek, and Kain (2005) are, however, among those who do not consider having a master's degree as an essential teacher asset, and they make it

clear that having a master's degree does not improve teacher skills. A similar but surprising result comes from Clothfelter, Ladd, and Vigdor (2004), according to whom having an advanced degree is found to be negatively and statistically significant. Therefore, teacher degree level is not a significantly validated factor affecting teacher efficacy in empirical studies, but even if it might affect students' outcomes, it is less effective than other factors related to teacher efficacy.

Teacher certification is also discussed as a characteristic of effective teachers, and, in this respect, the researchers share partially similar results. First, teacher certification is widely found to be effective whether the difference is statistically significant or not, but its effectiveness is highly dependent on the subject area. Teacher certification is found to be a statistically significant factor affecting student success only for English (Goldhaber & Brewer, 1996). With regard to reading scores, it is also found to be effective, but this positive effect is not significant. Darling-Hammond (2000), on the other hand, finds that the certification status of a teacher significantly and positively affects the outcomes of the students. Therefore, teacher certification, which is documentation of having been trained, increases the efficacy of a teacher in the market.

Beside years of experience, degree level, and certification, subject-specific training is also considered an important characteristic of effective teachers. Similar to most of other characteristics, this one reflects different results in the literature. For example, in one study, the importance of whether a teacher has subject-specific training or not is examined, and it is found to be a statistically significant factor positively affecting achievement of students in mathematics and science, but not in English (Goldhaber & Brewer, 1996). However, Darling-Hammond (2000) and Weglinsky (2000) both find majoring in the subject area important in terms of

student success. Therefore, whether the content knowledge of teachers affects teacher efficacy is unclear, and the results of empirical studies vary in this respect.

Other than teacher characteristics associated with student achievement, there are reports and frameworks which define effective teachers, which set teacher standards and competencies, and which discuss characteristics of effective teachers. The Organisation for Economic Co-operation and Development (OECD) is one these organizations setting standards for teachers. In their report entitled “Teachers Matter Attracting, Developing, and Retaining Effective Teachers” (Organisation for Economic Co-operation and Development [OECD], 2005), the importance of teacher efficacy is emphasized, and it is stated that “ [t]he teacher profiles need to encompass strong subject matter knowledge, pedagogical skills, the capacity to work effectively with a wide range of students and colleagues, to contribute to the school and the profession, and the capacity to continue developing. The profile could express different levels of performance appropriate to beginning teachers, experienced teachers, and those with higher responsibilities” (OECD, 2005, p. 10).

In terms of teacher qualifications in the U.S., the No Child Left Behind Act of 2001 is another significant document discussing teacher efficacy under the title of who a “highly qualified teacher” is. In the Act, it is clearly indicated that the teachers hired must be highly effective. The characteristics that are associated with effective teachers and that are required for all new teachers are as follows:

- at least 2 years of study at an institution of higher education;
- an associate's (or higher) degree; or
- a rigorous standard of quality and can demonstrate, through a formal State or local academic assessment —

- knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or
- knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate.” (No Child Left Behind [NCLB], 2001, Sec. 1119)

It is highly complicated to decide on the benchmark characteristics which constitute the profile of effective teachers depending solely on the literature. Although there are many overlapping sets of characteristics that are both theoretically and empirically presented, different authorities prioritize some characteristics more than others. The issue gets even more complicated when the subject area taught is English as a second or foreign language. Who is an effective English language teacher is still a hotly debated topic in the literature, considering all the aforementioned characteristics and the nativeness issue.

### 2.3 Effective English language teachers

A vast majority of studies in the literature focus on describing, characterizing, and standardizing effective English language teachers. For this reason, different studies have used different bodies of evidence such as “certification, the results their students achieve, the assessment of colleagues, students, or the community, the classrooms they establish, and their status in the profession” (Cripps Clark & Walsh, 2002) to describe who an effective English language teacher is.

The quality of education is highly related to how effective the teacher is as “[t]he ultimate proof of teacher effectiveness is student results” (Stronge, 2002, p.65). As there is a consensus on the idea that teachers are “inseparable parts of education” and their role in the success of students is undeniable (Dinçer, et al.,



2013, p.2), describing characteristics of an effective English language teacher is important in terms of understanding the attributes contributing to student success as well as planning the professional development of these teachers (Richards, 2010). In this respect, characteristics of an effective teacher contributing to student success should be regarded similarly when one thinks of who an effective English language teacher is.

Although student success is a common factor that does not differentiate subject matter, the popularity of describing, characterizing, and standardizing effective English language teachers obviously stems from the distinctive feature of language teaching. In the context of teaching a foreign language, the classroom is often the only environment where learners can interact in the target language and where the teachers are often the only individuals supporting the learning process of the students (Borg, 2006; Çelik et al., 2013). In this respect, Borg's (2006) study demonstrated the unique and challenging aspects of language teaching as a profession. In his study, Borg (2006) found 11 themes, making English language teaching and thus English language teacher characteristics distinctive. Therefore, English as a subject is mainly different from other fields in many ways, and being an effective English language teacher requires different set of characteristics such as knowledge of diverse methodologies, skills and an ability to teach a unique and complex content, and special training. Borg's (2006, p. 24) summary of these characteristics is shown in Table 1.

Table 1. Summary of Distinctive Characteristics of Language Teachers

Theme	Distinctiveness
The nature of the subject	Language is more dynamic than other subjects and has more practical relevance to real life.
The content of teaching	Unique in scope and complexity. Teaching a language extends beyond teaching grammar, vocabulary and the four skills and includes a wide range of other issues such as culture, communication skills and learning skills.
Methodology	The methodology of language teaching is more diverse and aimed at creating contexts for communication and maximizing student involvement.
Teacher–learner relationships	In language teaching there is more communication between teacher and learners and more scope for learners to work on themes which are of personal relevance.
Non-native issues	In language teaching, teachers and learners operate through a language other than their mother tongue. Teachers are also compared to native speakers of the language.
Teachers’ characteristics	For language teachers, characteristics such as creativity, flexibility and enthusiasm are essential.
Training	A wide diversity of recognized language teaching qualifications exists, some as short as four weeks in duration.
Status	Language and language teachers are often awarded lower status than subjects and teachers of other languages.
Errors	Incorrect output by language learners is more acceptable than in other subjects.
Student Body	Many more adults study languages than other subjects.
Commercialization	Language teaching is driven by commercial forces more than other subjects

It is a fact that it is not easy to define “effective English language teacher,” as effectiveness is an elusive term that can be interpreted in different ways (Arıkan et al., 2008). The literature on teacher efficacy uses different criteria to define the concept. Depending on the criterion, an effective teacher can be defined as someone who produces high student achievement or someone who has high ratings from the administration (Stronge, 2002). In 2005, however, Bell (2005) defined “effective foreign language teaching” as “clear and enthusiastic teaching that provides learners with grammatical (syntactical and morphological), lexical, phonological, pragmatic, and sociocultural knowledge and interactive practice they need to communicate successfully in the target language” (p. 260). Hence, it can be inferred from the definition that an effective foreign language teacher is someone who can use this clear and enthusiastic teaching method defined by Bell (2005). Rather than giving an exact definition of effective English language teachers, studies in the literature focus on the set of characteristics associated with teachers (Dinçer et al., 2013). Stronge (2002), for example, stated that “[a]n effective English teacher has a classroom that is text-rich and integrates the elements of the English language through writing, reading, and oral expression, including listening (p. 88). However, there is still not “an absolute standard list to describe the hallmarks of best teaching” despite the effort and attention paid to the issue (Erbay et al., 2014, p. 41). Because the literature does not provide us with a set of commonly accepted standards, the profile of an effective English language teacher is still under scrutiny.

Another reason why it is not easy to define an effective English language teacher is that “effective teaching” is culture-specific. What is considered “effective teaching” in one culture can be teacher-centered, whereas it may be “learner-centered” in another culture (Richards, 2010); therefore, the definition changes from

context to context, and an effective English language teacher has various “definitions and determinants,” depending on a variety of perspectives affected by the context including “affective factors, classroom management, and field knowledge” (Dinçer et al., 2013, p.2). Therefore, what one would consider effective in the Turkish context might not be appreciated in a U.S. setting or vice versa.

Despite the difficulty of defining who an effective English language teacher is, the literature is rich in sources listing the set of characteristics of effective teachers, both theoretically and empirically. Richards (2010) discussed the characteristics and competences of English language teachers comprehensively. Before looking through the themes discussed by Richards (2010), it is important to note that his perspective eliminated “culturally determined understanding of good teaching” (p. 102) and focused on core qualities of English language teachers. For this reason, concerns expressed in the previous paragraph are disregarded in his perspective.

The language proficiency factor is the first factor discussed by Richards (2010). Although his ideas did not advocate “nativity”, “a threshold proficiency level” (Richards, 2010, p. 103) was considered important for non-native English language teachers to carry out their lessons fluently and effectively. For native English language teachers, on the other hand, discourse skills to manage a classroom were considered important for maximizing learners’ opportunities for learning the language. Therefore, he suggested a high level of proficiency and skills for effective communication for English language teachers, regardless of their nationality.

The role of content knowledge is the second factor discussed by Richards (2010). In language teaching, content knowledge is highly related to applied linguistics, which is the foundation of language teaching approaches, and it is “what

teachers need to know about what they teach (including what they know about language teaching itself), and constitutes knowledge that would not be shared with teachers of other subject areas.” (Richards, 2010, p. 104). In other words, content knowledge is the combination of the knowledge of the discipline as well as the pedagogical content, which are both considered equally important for an effective English language teacher.

Teaching skills was another factor highly important for language teachers (Richards, 2010). An effective teacher should be able to know the techniques that help him or her to carry out the lesson successfully. These techniques include important routines such as how to start a lesson, how to check students’ understanding, and making transitions between tasks. Therefore, being a native speaker was not thought to be sufficient if one has not acquired teaching skills, whether through relevant education or experience. In addition to skills related to teaching, contextual knowledge is an important factor, as “learning is situated” (Richards, 2010, p. 108), and acquiring contextual knowledge helps teachers to function appropriately in the context where they teach. Thus, teaching at a school effectively requires knowledge of context, which might include norms, values, and student profile of the school where one teaches.

One of the requirements of becoming a language teacher is learning “what it means to be a language teacher” (Richards, 2010, p. 110), so the language teacher’s identity is another factor contributing to the effectiveness of a teacher. Because there are different determinants such as age, working conditions, and culture that may shape the identity of a teacher, the notion of identity reflects the self-perception of individuals and in what way these individuals act out their roles in different contexts.

According to the existing literature, focusing on the lives, needs, goals, and interests of the learners and thus shaping the lesson by centering the learners is considered one of the characteristics of effective language teachers (Richards, 2010). In other words, creating a learning environment where teaching is learner-centered is a requirement for becoming a good teacher. Apart from student-centeredness, pedagogical reasoning skills (Richards, 2010) is a crucial component of teacher cognition, and those who can analyze the potential content of a lesson, identify ways of using this potential, determine linguistic goals that can be developed within the target content, and predict possible problems and solutions are the ones with high pedagogical reasoning skills; as a result, they are among the highly effective English language teachers. Making use of experience and being a member of the community of practice are other important factors affecting the efficacy of English language teachers. In this respect, effective teachers are those who can theorize from practice and those who are members of a community of practice that involves individuals with common interests and goals and who focus on analyzing and finding solutions to problems within the community.

Finally, professionalism is the last factor on Richards' list (2010) because "English language teaching is not something that anyone who speaks English can do" (p. 119). English language teaching is a career in the educational area, so becoming an English language teacher requires a set of specialized knowledge which is acquired academically and practically. Effective teachers are therefore among those who are members of a global "community of professionals with shared goals, values, discourse, and practices . . ." (Richards, 2010, p. 119). Therefore, an effective English language teacher is not necessarily someone who is a native speaker of English, but a teacher with field knowledge and a set of relevant skills, so what is

conceptualized and discussed by Richards (2010) is a comprehensive list of characteristics that will increase teacher efficacy.

In addition to Richards' (2010) theoretical discussion on the characteristics of an effective English language teacher, the literature presents empirical data on perceptions of different groups on the definition of who an effective English language teacher is. In 2013, Çelik et al. conducted a quantitative study to understand students' concept of effective English as a foreign language (EFL) teachers. The researchers collected a considerable amount of data from undergraduate students at a state university in Turkey. The results of the study suggested that "content knowledge (vocabulary and grammar) as well as the methods used to teach this knowledge (pronunciation, speaking, reading, and using Turkish to explain difficult matters" were equally significant (p. 294). Reducing student anxiety and making it easy to learn the language were also among the perceived characteristics of an effective EFL teacher. Finally, Çelik et al. (2013) drew the profile of an effective foreign language teacher based on the most outstanding features revealed by the participants. In this profile, an effective EFL teacher is the one who:

- exhibits fairness in decision-making;
- is successful in reducing students' anxiety;
- demonstrates enthusiasm;
- teaches pronunciation well;
- teaches speaking skills adequately;
- has a sound knowledge of vocabulary;
- teaches reading skills adequately;
- has a sound knowledge of grammar;
- is adept at providing explanations in Turkish (mother tongue);

- is good at classroom management;
- teaches writing skills adequately. (Çelik et al., 2013, p.294)

According to the profile suggested by Çelik et al. (2013), it is fair to say that these characteristics do not match the ones that are suggested by Richards (2010) or ones that are associated with student success in the literature. Also, descriptions in this profile are rather personal, as they are based on student perception. Therefore, it is far from standardization, as what is good or adequate for one student may not be sufficient for another.

Other than Çelik et al. (2013), Arıkan et al. (2008) conducted another study to acquire data on how Turkish students from two different state universities describe an effective foreign language teacher. The data was gathered in two different ways: a questionnaire and open-ended questions. The questionnaire collected data under three sections: “personal qualities, professional qualities, and pedagogical skills” (Arıkan et al., 2008, p. 44). According to the results of the questionnaire, being friendly, young, enthusiastic, creative, humorous, and fair were among the mostly cited skills in terms of personal qualities. In terms of professional skills, nativeness was a criterion highlighted in the study. The results suggested that Turkish students favored EFL teachers who are Turkish over those who are native speakers of the language as long as Turkish teachers are fluent speakers of the target language. Similarly, integrating instructive games into teaching and teaching formal English as well as informal English were considered other qualities affecting teacher efficacy. As regards pedagogical skills, the most important ones that an effective teacher should have include “teaching grammar effectively, using real life situations to explain language items, having correct pronunciation of English, and making the students feel relaxed in the classroom” (Arıkan et al., 2008, p.46). Additionally, the



results of the interviews were highly supportive of those of the questionnaire. In accordance with the statements of the participants, having good knowledge of the English language, openness to innovations, friendliness rather than authoritativeness, motivating the students, being aware of the students' needs, being good at classroom management, being fun, and restricting use of the first language are consecutively cited as the most preferred qualities by the participants. A study conducted by Arıkan et al. (2008) is a good contribution to the literature; it categorizes characteristics associated with teacher efficacy, and it shows the importance of personal and professional qualities as well as pedagogical skills for an effective English language teacher in the Turkish context.

Bell (2005) also analyzed perceptions regarding the qualities contributing to teacher efficacy. Unlike Çelik et al. (2013) and Arıkan et al. (2008), Bell (2005) focused on perceptions of teachers. In his study, a questionnaire was used to collect data to explore the participants' beliefs about effective language teachers as well as teaching. The results of the study indicated that the participants highly agreed on a list of qualities and qualifications of an effective foreign language teacher. These include items such as simplifying the target language so that the students can understand better, teaching grammar inductively, correcting errors as soon as possible (for the total list, see Bell, 2005, p. 263). What makes the results of the study significant is that it indicates that although some characteristics of effective teachers are not discipline-specific, there were certain qualities and qualifications specific to foreign language teaching, and the study discovered that a lot of these qualities are "grounded in SLA research as well as in research on teacher effectiveness" (Bell, 2005, p.267).

Erbay et al. (2014) also contributed to the literature on the characteristics of effective teachers by an attempt to draw the portrait of an effective foreign language teacher using data from administrators of private language institutions in Turkey. In this study, the researchers attempted to reflect the expectations of administrators in private institutions. The results of the study indicated that a language teacher's personality traits such as having teaching energy, being tolerant, showing respect, and balancing love and discipline were considered to be the factors distinguishing an effective English language teacher. Together with personality traits, pedagogical knowledge was also considered to be another important factor that distinguishes efficacy of a teacher in the field. According to the results of the study, skills related to classroom management, continuing professional development, integration of different skills, increasing learner autonomy, and appropriate transfer of input were regarded as valuable by the administrators of the institutions. Additionally, they emphasized the use of English in class. Over and above, subject-knowledge was thought to be a decisive factor characterizing teacher efficacy. In the study, subject-knowledge factor comprised of having a good knowledge of grammar and vocabulary as well as good communication skills. Whether a teacher is a native speaker or not was not a factor distinguishing an effective teacher, but experience of learning a second language, empathy, and in-class teaching portrayal of non-native teachers were appreciated. Although nativeness was not a distinguishing factor in terms of teacher efficacy, NESTs were valued for the prestige that they would bring to their institutions, which reflected the unfounded bias towards NNESTs in the market.

Although the aforementioned studies attempted to define and describe qualities and qualifications of an effective language teacher, these were not categorized as core skills formed under a model, nor were they standardized. Cripps Clark and Walsh (2002), however, worked on a model presenting elements of effective teachers in general, which shows similarities with Dinçer et al. (2013)'s four main aspects constituting the concept of an effective English language teacher. Therefore, in pursuit of finding an extensive model applicable in the ELT field, examining the studies of Cripps Clark and Walsh (2002) and Dinçer et al. (2013) is necessary.

In 2002, Cripps Clark and Walsh discussed the elements required to form a model of an effective teacher. In their earlier studies, the researchers identified a set of features that emerged as characteristics of highly effective teachers. Some of these characteristics were:

- strong content knowledge;
  - pedagogical skills appropriate to the environment;
  - personal knowledge, including the ability to forge a strong relationship with students, a concern for individual students and a firm moral code;
  - intimate knowledge of the context in which they were teaching
- (Cripps Clark & Walsh, 2002, p. 1).

Although these characteristics are clearly stated, they still do not reflect a model for such a complex phenomenon. Therefore, Cripps Clark and Walsh (2002) developed a model to “simplify complex phenomena and make the abstract concrete without losing those essential elements which are needed for explanations to be developed and observations to be interpreted” (Cripps Clark & Walsh, 2002, p. 2).

The literature offers different sets and standards that make up an effective teacher, but Cripps Clark and Walsh's (2002) model classifies the characteristics in the literature into four groups: content (discipline) knowledge, pedagogical knowledge and skills, and knowledge of context and personal knowledge.

The important construct of pedagogical content knowledge is classified in the intersection of discipline knowledge (subject matter knowledge) and pedagogical skills. Pedagogical content knowledge is important for teacher efficacy because it involves "an understanding of what makes the learning of specific topics easy or difficult: the conceptions and preconceptions that students of different ages and backgrounds bring with them to learning . . ." (Shulman, 1986, p. 9). Therefore, an effective English language teacher is one who can relate discipline knowledge, which is what a teacher knows about English language, to his/her pedagogical knowledge, which is what a teacher knows about teaching (Cochran, et al., 1993; Liu, 2013). It is also a type of knowledge that goes beyond instructional techniques and strategies to an understanding of the way students gain insights into the subject (Van Driel & Berry, 2012). For this reason, pedagogical content knowledge is a type of knowledge that distinguishes effective English language teachers in the field.

In the model of effective teachers (Cripps Clark & Walsh, 2002) that you can see in Figure 1, "discipline knowledge" includes knowledge of remarkable concepts, links among concepts, and a subject's ideas and skills. It is also the first prerequisite of becoming an effective teacher of a discipline, which makes it a significant part of teacher education.

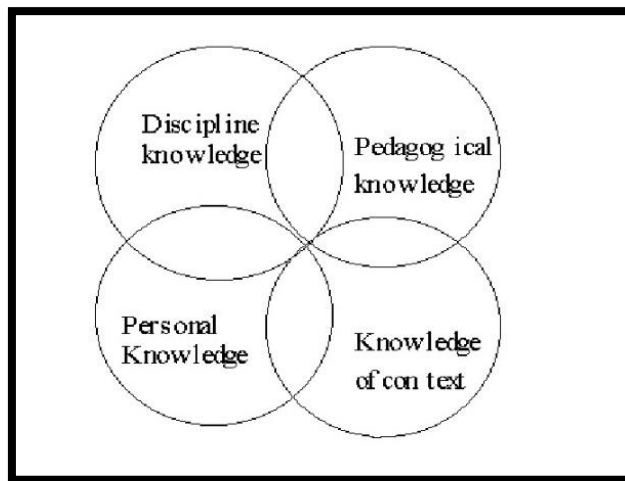


Figure 1. Foundation of a model of effective teachers

Pedagogical knowledge encompasses the knowledge of how to manage, organize, assess, motivate, and communicate with a classroom, which is also called as the “art and science of teaching” (Cripps Clark & Walsh, 2002, p. 4). Knowledge of context is another component of the model, which significantly impacts teacher efficacy, as it can change from context to context. In other words, how effective a teacher is may change depending on the context of teaching such as the classroom, institutional culture, and educational system (Cripps Clark & Walsh, 2002). In line with knowledge of context, Byram (2012) regards a “critical cultural awareness” of English language teachers as an important factor contributing to learning process as cultural and linguistic awareness ensures that enough attention is paid to the learning process of students. This means that a teacher with cultural and linguistic awareness functions in class in a more effective way. Ultimately, personal knowledge of a teacher has an impact on the efficacy of one, and there are two components of the teacher’s personal characteristics. These are “a moral code of behavior such as honesty and integrity” and “the teacher’s personal philosophy and self-belief” (Cripps Clark & Walsh, 2002, p. 6). In this way, an effective teacher can easily set up a trusting relationship with his or her students. These four elements of the foundation

are important. Teachers' knowledge, however, is not latent in isolation. To the contrary, all these elements are a part of a greater common knowledge and a system which are inherently related. Therefore, understanding the factors that make a teacher effective can be better understood with a comprehensive model rather than characteristics in isolation.

In 2013, Dinçer et al. attempted to characterize the profile of an effective English language teacher through analyzing the existing literature. They discussed the four main characteristics of teachers, which showed a noticeable parallelism with the elements suggested by Cripps Clark and Walsh (2002). The four main characteristics that Dinçer et al. (2013) argued are:

- socio-affective skills, which include a set of skills that are important for interaction with the students and maintaining the learning process efficiently,
- pedagogical knowledge, which is the knowledge that is required to conduct teaching job properly, so it encompasses procedures and strategies that are used throughout the learning process,
- subject-matter knowledge, which involves target language knowledge, in this case English language teaching,
- personality characteristics, which are the ones contributing to teaching English effectively and successfully.

Although the literature accentuates different characteristics, an effective English language teacher should have “a balanced combination” (Dinçer et al., 2013, p. 6) of socio-affective skills, pedagogical knowledge, subject matter knowledge, and personal qualities. Therefore, the categorization of Dinçer et al. (2013) can be

considered a valid model of effective English language teachers in the light of what was suggested in the literature by Cripps Clark and Walsh (2002).

#### 2.4 The nativeness issue

“Nativeness” is another issue that is frequently discussed when the effective English language teacher’s profile is the topic under consideration, as native-speaker and non-native speaker English language teachers “may bring different identities” (Richards, 2010, p. 211). This might also have an effect on the learning and teaching process. Therefore, on this matter, Teaching English to Speakers of Other Languages (TESOL) issued a “TESOL Position Statement on Teacher Quality in the Field of Teaching English to Speakers of Other Languages” in 2003. In this statement, TESOL clearly expressed that nativeness alone was not “a sufficient qualification” to be an English language teacher and that “[TESOL] is a professional discipline that requires specialized training” (Teachers of English to Speakers of Other Languages [TESOL], 2003, p. 1).

The statement also included a set of characteristics that an effective teacher should possess. These include the ability to display a high level of written and oral proficiency in English, awareness of contemporary trends and research, awareness of the instructional implications of the related fields such as “linguistics, applied linguistics, second language acquisition, sociolinguistics, language pedagogy and methodology, literacy development, curriculum and materials development, assessment, and cross-cultural communication” (TESOL, 2003, p. 1), receiving a required degree, license, authorization and certificate, and finally continuing “ongoing professional development” and receiving “resources and support” for professional development and success (TESOL, 2003, p. 1). In this respect, TESOL

disregards nativeness as a characteristic related to teacher efficacy and advocated for equity and gave importance to being a proficient speaker of English. Moreover, TESOL indirectly set up standards in this statement, which is important in terms of increasing teacher efficacy in the field and the market.

In the literature, the issue of nativeness and non-nativeness of English language teachers has become an area of particular interest.

There are many researchers looking at the issue from different perspectives, such as the differences between NESTs and NNESTs with respect to their teaching behaviors (Arva & Medgyes, 2000), the experiences of non-native teachers within their own institutions (Hayes, 2009), the role of non-native teachers in the context of English as an international language (Llurda, 2004), the student perception and attitudes towards native and non-native teachers (Mahboob, 2004; Moussu & Braine, 2006; Todd & Pojanapunya, 2009), and the issue of inequality and discrimination in the hiring process between natives and non-natives (Clark & Paran, 2007; Mahboob & Golden, 2013; Selvi, 2009; Selvi, 2010). For decades, native-speaker English language teachers were considered “both model speaker and ideal teacher” (Erbay et al., 2014, p. 44), which directly puts non-native English language teachers into a position where they may not fit in.

Although many studies in the area indicate that there is a discrimination in the hiring process of non-native teachers (Clark & Paran, 2007; Mahboob & Golden, 2013; Selvi, 2010), “being a native speaker of English is not an essential factor in being an effective teacher” (Mahboob & Golden, 2013). Still, the underlying idea of “the othering of students and colleagues” (Holliday, 2006, p. 386) in the ELT field may affect perceived characteristics of effective English language teachers. This effect may also create possible disadvantages for NNESTs, and studies in the



literature prove how NNESTs are less favored in the market even though nativeness is not a factor related to teacher efficacy. Clark and Paran (2007), for example, indicated how native-speaker English language teachers were favored over non-native ones in the UK context. According to the results of the study, almost one-third of the employers in the UK regarded nativeness as either moderately or very important.

Looking at the three circles model (Kachru, 1988), Turkey belongs to the expanding circle, where English is used in limited domains and has restricted functions, as also stated by Dogancay-Aktuna (1998). In Turkey, Turkish is the official language. English is neither the official language in Turkey nor a second language. It does not have any colonial or missionary historical background (Inal & Ozdemir, 2015). Although it is taught at educational institutions, English does not function as the primary language of education (Dogancay-Aktuna, 1998). Therefore, it is possible to say that many students learn English as a foreign language in Turkey and as a result they become non-native speakers of the language. Parallel to this situation, the majority of English teachers with a Turkish nationality are non-native speakers of the language. They start learning English at school as a foreign language. Therefore, at this point, it is necessary to clarify what is meant by “native speaker” and “non-native speaker.”

In the literature, it is possible to see different definitions of “the native speaker” in different perspectives. The Chomskyan perspective regards the native speaker as the ideal person to accurately judge the grammaticality of a sentence, so he/she is superior as an authority. Nevertheless, this perspective reflects an idealized perspective and it does not apply in a world with language contact, mix, and diversity (Canagarajah, 1999, p.77-92). Overall, a native speaker is a person who speaks

English as a mother language or first language according to the linguistic definition. To put it in another way, a person born into an English-speaking country such as the United Kingdom or the United States is regarded as a native speaker of English. Yet the case is not that apparent (Clark & Paran, 2007). How we categorize a person born in an English-speaking country and then moved to a different country in infancy, or a person who has parents from different linguistic backgrounds? This is problematic. Moreover, categorizing English-speaking countries in the globalized world is another problem in defining who the native speaker is (Medgyes, 2001). Therefore, adopting a perspective that focuses on the similarities and differences between NESTs and NNESTs will be more useful to gain a better insight of this study. The qualities of NESTs and NNESTs were hypothesized by Medgyes in 1994 (as cited in Arva & Medgyes, 2000). Primarily, the language proficiency and teaching behaviors of NESTs and NNESTs are not the same. Obviously, the difference in their language proficiency level leads to a difference in teaching behaviors. However, both groups of teachers can be equally effective. In other words, both NESTs and NNESTs can teach English effectively to their students in spite of differences in their teaching behaviors and level of language proficiency.

Just as NESTs and NNESTs differ in terms of their teaching behaviors and language proficiency, perceptions towards NESTs and NNESTs are different. In the ELT world, it is commonly thought that NESTs speak more confidently and they use real language and that NNESTs have poor level language proficiency because they depend on what they learn from books. Additionally, NNESTs are believed to speak less confidently than NESTs. With regard to their general attitudes, NNESTs have a less flexible approach in class than NESTs, and the latter is said to be more innovative than the former (Arva & Medgyes, 2000). However, a hasty conclusion of

this idea is not correct because learning may occur in a more motivated way in case of an effective model of NNEST (Bayyurt, 2006). The world is globalized now, and even non-natives use English in a natural way for real purposes in the present world. Moreover, NESTs might reflect their regional way of speech rather than the Standard English of their country (Kramsch, 1997). Also, being innovative and pursuing flexible approaches are not related to being a NEST; these are general characteristics that any teacher can have. It is also possible that a NEST is traditional and does not adopt a flexible approach.

Going back to the characteristics associated with NESTs and NNESTs, there are areas where NNESTs have an advantage as a teacher. For example, NNESTs teach a language that they have learned; hence, they are well aware of language learning procedures. Therefore, they might be more empathetic than NESTs in that they have realistic expectations from the learners. Moreover, NNESTs are aware of student needs, so they respond to real needs while NESTs respond to perceived needs in their teaching. Usage of the first language (L1) in the classroom is another difference between NESTs and NNESTs. It is commonly thought that NNESTs use more of the students' L1 in the classroom than NESTs do (Arva & Medgyes, 2000). However, use of L1 has nothing to do with language proficiency level. It is about the choice of language in class. A NNEST may also prefer not to use L1 in class at all, but then is using L1 in class heinous? There is no point in explaining a word in English when using L1 is much more practical and effective. Therefore, assuming that NESTs who use English in class are more effective teachers is not a solid argument. Moreover, NNESTs have their own privileges (Kramsch, 1997) because they have the ability to use at least two languages. Therefore, they are aware of the

learning process of their students, and they may even support their students much better in their language learning process.

While discussing nativeness, intelligibility and language awareness are other important issues that require attention for the present study. Intelligibility is defined as “word utterance recognition” (Smith & Nelson, 1985, p. 334). Because comprehension can only come after the acquisition of accurate information (Smith et al., 2006), teacher intelligibility is necessary for teaching to be effective. Although different findings may appear in conflict, there is a consensus regarding the national intelligibility of English, and these are summarized by Smith & Nelson (1985) as follows:

- There are English-speaking people all around the world who are not intelligible to other English-speaking people, and this is a natural phenomenon. Therefore, it is unnecessary for each and every speaker of English to be intelligible to everyone. It is sufficient that we are intelligible to people with whom we are likely to communicate.
- Native speakers of English are no longer the only determiners of intelligibility in English. Non-native English speakers are communicating in English everyday more and more. Therefore, international intelligibility is concerned with interactions between nonnatives, between natives of different varieties, and between natives and non-natives.
- Native speakers of a language are not necessarily more intelligible than non-native ones. An intelligible speaker is the speaker (whether one is native or non-native) who is able to speak clearly, able to paraphrase, and to talk at the appropriate level of the listener about the topic, proficiency, and speed of the communicators.

- Intelligibility is not central to the speaker or listener, but it is related to the interaction.
- Familiarity is an important factor affecting intelligibility. Therefore, active involvement of a listener will increase the possibility of finding the speaker more intelligible.
- The listener's expectations are of the utmost importance for intelligibility. If a listener expects to understand a speaker, he/she is much more likely to consider the speaker intelligible.

Language awareness, on the other hand, is “the knowledge that teachers have of the underlying systems of the language that enables them to teach effectively” (Thornbury, as cited in Andrews, 2007, p. 23). Andrews (2007) argues that language awareness is an essential characteristic of effective English language teachers, as it has a positive effect on students' learning process. A proficient speaker of a language, however, does not necessarily make a competent teacher. English language teachers need to have language awareness to make effective pedagogical decisions (Llurda, Bayyurt, & Sifakis, in print; Andrews, 2007). In this respect, English teachers can be categorized as NESTs and NNESTs, unlike teachers of other subject matters. Andrews (2007) maintains that NESTs are superior in terms of knowledge of language, whereas NNESTs are superior in terms of knowledge about language. Moreover, NESTs might greatly differ from each other because some have linguistic training, whereas others are given positions solely because they are a native speaker of English (Llurda, Bayyurt, & Sifakis, in print). However, a teacher's language awareness should be considered important as other elements contributing teacher efficacy because it includes awareness from the perspective of the interlanguage of learners (Andrews, 2007). Ellis (2012), on the other hand, indicates that language

awareness evolved into a concept only encompassing English. However, he argues that without experience in other languages, an English teacher may fail to see English “from the outside” even if he/she has awareness of English (p. 11). Therefore, language awareness is a valuable type of knowledge that can help teachers to see the target language from outside, and the more the language awareness of an English language teacher is, the more effective the teaching is.

## 2.5 Recruitment of English language teachers

Similar to countries all around the world, educational institutions in Turkey look for effective English language teachers, as there is strong empirical evidence displaying a positive correlation between teacher efficacy and student achievement. (Boyd, et al., 2008; Clothfelter, Ladd, & Vigdor, 2004; Cochran-Smith, 2002; Darling-Hammond, 2000; Rivkin, Hanushek, & Kain, 2005; Provasnik & Young, 2003; Rivers & Sanders, 2002; Rockoff, 2004); therefore, institutions tend to look for candidates who display the characteristics associated with effective teachers in the recruitment process. In this respect, it is essential to define the existing teacher workforce and labor market in Turkish higher education institutions in order to obtain a comprehensive understanding of the recruitment process in this case. Following the Turkish context, reviewing the literature on recruitment processes and practices both in Turkish context and other contexts is of the utmost importance in exploring and understanding the results of the present study.

To start with, Turkey is a member of Group of 20 countries with a developing economy and academy (G20 members, n.d.), so English is a critical language, which might have an impact on Turkey’s economic and academic development in the long run. For this reason, an extensive study analyzing English language education in

public universities in Turkey (British Council & Türkiye Ekonomi Politikaları Araştırma Vakfı [BC & TEPAV], 2015) was conducted and a detailed report evaluating the efficacy of English teaching at higher education level was published. Although the report found the proficiency level of English language teachers in the target institutions high enough, it reported the instruction of English to be “lower than expected,” as the average TOEFL score of Turkish nationals living in Turkey was 75 out of 120 in 2012, which is similar to those countries using non-Latin alphabets. Despite a “lower than expected” level of English, seven Turkish universities are among the top 100 universities in Brazil, Russia, India, China, South Africa (BRICS) and the emerging economies ranking of the Times Higher Education (Times Higher Education Rankings, 2017). Turkey is a country that needs effective English language education to maintain its existing position, not only economically but also academically.

In Turkey, graduates of faculties of education or liberal arts constitute the main teacher workforce. English language teaching is a four-year graduate program, and those who graduate from this program can apply for an appropriate position in K-12 or English preparatory schools in higher education. In liberal arts, people study English and/or American literature, or translation studies. Most institutions also require a pedagogical formation certificate for teaching positions if the applicant is a graduate of liberal arts. Although there are no studies in the literature focusing on the supply and demand for English language teachers in higher education, British Council and Türkiye Ekonomi Politikaları Araştırma Vakfı (2015) reported that some universities had problems finding teachers to meet the need or effective academic personnel that can expand the scope of English for Academic Purposes (EAP). Also, considering the number of English preparatory schools in public

universities, which is 78 (Yükseköğretim Kurulu [YÖK], 2017), it is fair to make an inference that there is a continuing demand for effective English language teachers in higher education in Turkey.

The total number of universities in Turkey is 183, and 112 of them are public universities. The total number of English preparatory schools is 118, and 78 of them are a part of public universities. Regarding the statistics which is shown in Table 2, the majority of academic personnel work for public universities, and females dominate the labor market as the main work force. Among the academic personnel, the most crowded group is the lecturers/instructors who do not have an academic title (YÖK, n.d.).

Table 2. Number of Academic Personnel in Preparatory Schools in Universities

	Male	Female	Total
Public Universities	1,112	2,631	3,743
Private Universities	345	1,015	1,360
Total	1,457	3,646	5,103

Recruitment in higher education is primarily centralized for Turkish nationals, and it is under the control of Council of Higher Education (CoHE). Available positions at universities are announced on the official website of CoHE. Additionally, official requirements to apply for a position in public English preparatory schools are announced in the official gazette when the related legislation is changed. The preparatory schools of public universities are obliged to follow the latest regulations announced by CoHE during the recruitment process of English language teachers with a Turkish nationality. Since 2008, when the first regulation



was announced, the regulation on recruiting instructors/lecturers for higher education has changed five times. These changes are summarized in Table 3 (YÖK, 2008, 2009, 2010, 2014a, 2014b, 2015, 2016), which indicate the application and preliminary criteria for applicants to take the entry exam. There is always a quota for the applicants. In 2008, the number of applicants was four times of the number of available positions. This changed in 2016, and since then it has been ten times of the number of available positions. This change was possibly to eliminate the risk of disregarding effective teachers with a low GPA or centralized exam scores such as YDS (Centralized English Language Proficiency Exam for Turkish Nationals) in the first step of recruitment.

Table 3. Requirements to Take the Entry Exam

Date of regulation	Minimum degree requirement	Minimum language proficiency score	Preliminary assessment	Number of applicants to take the entry exam
31/07/2008	Undergraduate degree	Governmental English proficiency exam score - 80	ALES 60% + YDS 40%	4 times available position
19/9/2009	Undergraduate degree or undergraduate candidates	No change	No change	No change
09/03/2010	Does not apply			
04/03/2014	No change	No change	No change	No change
26/12/2014	Does not apply			
24/01/2015	No change	No change	No change	No change
14/03/2016	No change	No change	ALES 40% + YDS 60%	10 times available positions

When the applicants are successful in the preliminary step, they are invited for an entry exam. The requirements for final appointment are summarized in Table 4. Interestingly, it is forbidden by law to give a written/oral exam if it is not stated in the regulation. The final evaluation also varies from year to year changing the weight of each factor affecting the recruitment process with no clear basis. Considering the entry exam, the regulation gives not many details other than stating the type of the exam. In the 2008 regulation, the oral exam was to evaluate “professional statement ability”, “analytical thinking and academic ability”, “intellectual level”, and “ability and interest for the related area”, yet there is no evidence in the literature that these concepts were operationally defined or standardized for a fair and equal recruitment process.

Table 4. Requirements for Final Appointment

Date of regulation	Format of entry exam	Minimum entry exam score for appointment	Final assessment
31/07/2008	Oral exam	70/100	ALES 55% + undergraduate GPA 15% + YDS 15% + entry exam 15%
19/9/2009	Written exam	No change	ALES 30% + undergraduate GPA 30% + YDS 10% + entry exam 30%
09/03/2010	Does not apply		
04/03/2014	Oral exam	60/100	No change
26/12/2014	Does not apply		
24/01/2015	No change	65/100	No change
14/03/2016	No change	60/100	ALES 30% + undergraduate GPA 10% + YDS 30% + entry exam 30%

When the entry exam is converted to a written exam, no further detail is given either. The only detail given about the exam is that it is given by a jury defined by CoHE. In 2014, a new term “professional knowledge statement and ability” was added to the regulation for language instructors/lecturers, again without any operational definition. Thinking of the literature on effective teachers, an institutional exam during the recruitment process makes a lot of sense because it provides the institutional decision makers with an opportunity to observe skills and competencies of candidates. Yet how fair and equal these exam(s) are without a standardization process is a big question that needs to be answered.

In the official recruitment process for Turkish nationals determined by the regulation of CoHE, there are five main factors. These factors are minimum degree, language proficiency, the results of the Academic Personnel and Graduate Studies Entry Exam (ALES), an entry exam, and undergraduate GPA. How effective these factors are in attracting effective teachers into vacant positions or whether these factors are the determining factors is unknown, as there is no justification validating the choice or indicating the relative importance of these factors.

Theoretical validation of effective teacher recruitment strategies, on the other hand, is a challenging issue. For example, a detailed report focusing on recruitment and retention of teachers was published by the Education Commission of the States in 2005, and the report had a section on the effective recruitment strategies of teachers. Despite the detailed empirical search outlined in the report, it concluded that the studies on the recruitment strategies were not adequate to make a conclusion (Allen, 2005). However, “in pursuit of quality teaching”, ensuring policies “that guarantee that new teachers have acquired the content knowledge and teaching skill necessary to advance student learning and school performance” is still an option,

despite being favored less (Allen & Palaich, 2000, p. 9). In the Turkish higher education context, there are no policies or practices that ensure the recruitment of effective English language teachers.

Improving student achievement is the ultimate goal of educational institutions, so recruiting effective teachers is a natural consequence of recruitment policies as well as a popular policy strategy (Lankford et al., 2002). In this respect, what students think of teacher efficacy is another important factor. In the Turkish context, Arıkan et al. (2008) and Çelik et al. (2013) published their studies on the thoughts of Turkish students. Both studies found that Turkish students expected an effective English language teacher to be a Turkish native speaker. The main reason for this preference was that a Turkish native speaker could use the mother tongue where necessary. Therefore, it is fair to say that Turkish students consider knowledge of the students' L1 as a factor that contributes to the efficacy of English language teachers.

On the other hand, many regulations on recruitment exist on the demand side of the coin, considering the labor market for teachers. This is, in fact, due to the desire to recruit effective teachers. These regulations, however, have not shown their efficacy in an empirically validated platform (Hanushek, 2011). Still, it is easier to recruit an effective teacher than to train others to make them more effective (Chingos & Peterson, 2011), so any attempt to recruit an effective teacher to a vacant position should be appreciated and discussed until an empirically validated recruitment strategy is found.

Turning back to the factors stated in the official regulations in Turkey, minimum degree is the first factor considered in the recruitment process. As it can be seen from Table 4, the latest degree requirement for application is to be an

undergraduate degree candidate in order to be an English language teacher in higher education in Turkey (YÖK, 2009). Obviously, a diploma is a necessity for appointment, but this criterion does not prevent any non-graduates from applying a position. Considering the area of study, the existing regulations do not state any requirement for a specific field such as English language teaching.

With regard to the academic competence of the candidates, the undergraduate GPA and ALES results are taken into consideration during the recruitment process (YÖK, 2016). Academic background and cognitive skills of a candidate are important, although they may not be given the importance from the employers that they deserve. One of the reasons is that in the public labor market, there is not much competitiveness, leading to a lack of interest from applicants with a strong academic background. Therefore, a strong academic background does not have much effect on an applicant's recruitment (Ballou, 1996). Ballou and Podgursky (1995) highlight that characteristics other than a strong academic background are associated with effective teaching. In the labor market, the message sent to those individuals with the right set of characteristics is that they have a high chance for recruitment. Although many other personal characteristics strongly affect the recruitment process, it is easier to send potential candidates a message about academic characteristics than other factors, as academic qualifications are easier to measure. As a result, the effect of the academic background on a candidate's job prospect is not absolutely clear. Less clear in this case is the preference of the other actor of the recruitment process: the administrator. Ballou's (1996) study proposes "that important indicators of a strong academic background and cognitive ability do little to improve the prospects of an applicant for a public school teaching position." (Ballou, 1996, p.120). In the same study, only GPA, a measure of academic ability, was found to increase an

applicant's job prospect. Therefore, undergraduate GPA and ALES might be two factors that easily differentiate potential candidates, but how relevant they are to teacher efficacy is still questionable.

Finally, language proficiency and the entry exam are the last factors in the Turkish official recruitment process in higher education (YÖK, 2016). A language proficiency exam is required for the application, and the minimum required score, 80, is equivalent to a 96 TOEFL ibt score, which is C1 level, according to Educational Testing Service (Educational Testing Service [ETS], n.d.). As for the entry exam, the requirements are not as clear. It started as an oral exam, turned into a written exam, and then reverted to an oral exam. The content and format of the exam is not empirically validated. The only statement in the regulation is “professional knowledge statement and ability,” so the efficacy or fairness of this factor is beyond our discussion before analyzing the data in this study.

Regulations of CoHE reflect the officially accepted characteristics associated with teacher efficacy, yet these do not reflect the whole story of the teacher labor market. Native English speakers are also recruited in the system, but the regulations of CoHe do not state any criteria regarding the recruitment of native speakers of English, despite the fact that Turkish nationals are required to take many centralized exams and compete for a vacant position. This difference in the recruitment process takes attention to an important issue: nativeness.

Although being an effective teacher does not require being a NEST (Medgyes, 1994 as cited in Arva & Medgyes, 2000), it is a fact that NNESTs are not provided with equal opportunities during the recruitment processes (Clark & Paran, 2007; Mahboob & Golden, 2013; Selvi, 2010; Tatar & Yıldız, 2010). Although no published study has documented bias in the market against NNESTs, there is strong

evidence for discriminatory recruitment practices, and many employers still prefer NESTs over NNESTs, imagining that NESTs are more effective teachers (Mahboob, 2009). In 2010, Selvi demonstrated how biased the market could be in terms of nativeness and nationality by analyzing job advertisements. Similarly, Mahboob and Golden (2013) conducted a study on discrimination in job advertisements for English language teachers in East Asia and the Middle East. He considered several factors including nationality, nativeness, and race. Of all the job advertisements, only 13% of the advertisements did not mention “nativeness” or “nationality,” reflecting visible discriminatory factors in the job advertisements.

In addition to job advertisements, studies on views of administrators are also revealing with respect to the nativeness issue. One of the studies on this issue belongs to Flynn and Gulikers (2001), who looked at discriminatory practices in employment in the United States. In their article, it is stated that program administrators expect both written and spoken skills of NNESTs to be high. This is mainly because language proficiency is a salient factor that affects how comfortable a NNEST would be in class (Bayyurt, in print). In the same study, intelligibility, knowledge of the American context, and a degree in TESOL, TEFL or Applied Linguistics are considered important factors in the recruitment procedure. Of all these factors, intelligibility is a major one, considering the pedagogical implications of a globalized world. Despite the results of Flynn and Gulikers (2001), intelligibility is important not only for NESTs but also for NNESTs (Bayyurt, in print; Kelch, 2002). The intelligibility of an English language teacher involves a clear accent and pronunciation; thus, it is an important component of teacher efficacy, regardless of the nativeness issue.

Mahboob et al. (as cited in Selvi, 2010) conducted a study on the recruitment criteria of administrators, where it was found that two out of three administrators considered being a native speaker of English either as an “important” or “somewhat important” qualification of a candidate. This study showed the tendency of administrators to recruit a native speaker as a result of their “unprofessional favoritism” (Medgyes, 2001). Another significant result of the study was that it revealed a negative correlation between the level of importance given to being a native speaker and the number of NNESTs in the given institution. This is a direct reflection of how discriminatory acts of administrators affect employability of NESTs and NNESTs. Clark and Paran (2007) investigated the employability of NNESTs in the United Kingdom. A questionnaire was used to see what kind of criterion the market in the United Kingdom had and whether nativeness was an important factor. They also wanted to see whether there is a relationship between nativeness and the recruitment rate of NNESTs in the country. The result of the study was not unexpected: nativeness was a salient factor influencing the recruitment rate of a teacher.

A comparable study was conducted in Turkey by Erbay et al. (2014), who indicated what Medgyes (2001) referred to as “unprofessional favoritism” (Medgyes, 2001) towards NESTs “for speaking classes, higher level students, and course prestige” (Erbay, et al., 2014, p. 55), but there was not a strong preference only for the native speakers among the participants. The study revealed potential employer bias towards native speakers for employment in the Turkish market, where a great number of Turkish nationals work as English language teachers. What is more, this bias is an example of “the native speaker fallacy” (Phillipson, 1996), and this belief strongly associates nativeness with teacher efficacy; thus, it leads to discrimination



and even elimination of effective NNESTs in the first step of the recruitment process.

Although there is a common misconception in the market that NESTs are more effective teachers, NNESTs can also make effective teachers (Rudolf et al., 2015). Medgyes (2001), for example, maintain that NNESTs have particular characteristics that make them more effective in language teaching. Moreover, teacher efficacy does not involve “being or acting like a native speaker” (Bayyurt, in print, p. 2). Therefore, setting up standards based on native speakerism leads to inequality, although it is not related to teacher efficacy in practice. In other words, relating effective teacher competencies to NEST and NNEST is a “reductionist” and “simplistic” way of explaining teacher competences “with little or no consideration of the situated, historical, glocal and transformative facets of their identities.” (Selvi, 2014, p. 17). With regard to recruitment practices in the ELT market, the focus in the literature is still on nativeness issue. Yet nativeness is not a criterion that makes an English teacher an effective one. Therefore, we need to shift our focus towards setting up policies and practices to recruit effective teachers in the market without discriminating against NNESTs.

## CHAPTER 3

### RESEARCH METHODOLOGY

This study aims to reach a clear understanding of the constructed profile of English language teachers and the constructed recruitment process in an English preparatory division of a language school in higher education as well as the relationship between the two. The study aims to answer the following research questions:

1. What is the constructed profile of an effective English language teacher in an English preparatory division of a language school in higher education?
2. How is the recruitment process constructed in an English preparatory division of a language school in higher education?
3. What is the relationship between the characteristics of effective English language teachers and the recruitment process?

#### 3.1 Research context

The study was conducted at an English preparatory division of a language school of one of the prestigious public universities in Istanbul, Turkey. Since the university used to be an American college, the medium of instruction is English, and students must prove their language proficiency upon entry. They must either pass the proficiency test administered by the university with a minimum score of 60, or must submit a minimum score of TOEFL IBT 79 or IELTS Academic 6.5 before starting their departmental studies, regardless of whether they are undergraduate or graduate students. Those who cannot obtain the above-mentioned scores start studying English for at least a year.

As an important component of the university, the preparatory division of the language school has been offering English instruction for more than 100 years. Each year the program receives a high number of students at four different levels as shown in Table 5. Program 1 is the level for students with the weakest English whereas Program 4 is the level for students with the strongest English.

Table 5. Number of Students for Each Year

<b>Academic Year</b>	<b>Program 1</b>	<b>Program 2</b>	<b>Program 3</b>	<b>Program 4</b>	<b>Total</b>
2011/2012	450	462	441	405	1,758
2012/2013	465	471	491	388	1,815
2013/2014	314	370	592	421	1,697
2014/2015	283	479	489	402	1,660
2015/2016	236	601	551	333	1,721
2016/2017	343	600	533	331	1,807

Although the number of students studying at the preparatory division of the language school is high, the institution has an increasing success level, as shown in Table 6. For the last three years, almost three quarters of the total number of students have passed the proficiency exam of the institution at the end of their first academic year (two semesters).

Table 6. Passing Rate of Students at the End of the First Year

<b>Academic Year</b>	<b>No. of students</b>	<b>% of students that passed</b>
2011/2012	1,758	67%
2012/2013	1,815	68%
2013/2014	1,662	74%
2014/2015	1,720	73%
2015/2016	1,740	74%

The total number of teachers working at the preparatory division of the university is 103 (two of them are on duty in another department). Of all the teachers, 85 of them are Turkish, whereas 18 of them are international faculty members. Both Turkish national and international teachers teach at different levels without any discrimination hinged on their nationality. The recruitment process, however, indicates a variation, which is related to the nationality criterion stated by CoHE in Turkey. There are two different recruitment processes applied in the institution, and the main criterion for this difference is the nationality the teacher holds. In case of dual nationality – one Turkish, one another – Turkish nationality is accepted as the official one, and the teacher goes through the process for Turkish nationals.

For Turkish nationals, employment opportunities are not available on a regular basis. For the employment process to start, the university needs a vacant employment position for appointment. The activation of the employment position requires official approvals of CoHE and the Treasury Department. After the official approvals, the university has a right to announce a vacant position on the web page of CoHE. The announcement is prepared by the administrator of the institution according to the terms defined in the legislation. After that, the institution receives applications for a specific period of time announced by CoHE. The names of the candidates who meet the criteria are posted on the website of the institution, and these candidates are invited to an interview on a specific date. The day before the interview, the candidates are sent sample material to be used in micro-teaching and/or a student writing sample for feedback. On the interview, the candidates are asked questions and also asked to teach a micro-lesson and/or to give feedback to the sample student writing. The candidate needs to have a minimum score of 60 from the

interview to be shortlisted. Shortlisted candidates are evaluated based on the following equation:

$$\begin{aligned} &\text{ALES 30\% + undergraduate GPA 30\% + YDS 10\% + Oral Assessment} \\ &(\text{Institutional Interview + Demo Lesson}) 30\% = 100 \end{aligned}$$

According to the final score, the top candidate for the position is recruited and officially appointed to the position.

For non-Turkish candidates, there is always an employment opportunity. The candidates are expected to send their applications via e-mail. The applications are retained for one year by the institution, and they are reviewed by the recruitment committee. Applicants who hold a B.A. or a higher degree in a related field, or who hold a B.A. degree in another field with an internationally recognized certificate such as CELTA are invited for an introductory interview, either face-to-face or via a media tool. If the candidate is determined by the recruitment committee to be eligible, their references are contacted by e-mail. Next, the candidates are invited for the written institutional proficiency test for teachers. Those who pass the test are invited for an oral assessment (institutional interview and demo lesson). Similar to the Turkish native candidates, international candidates are also sent a sample material to be performed in micro-teaching and/or a student writing sample for feedback the day before the interview. In the interview, candidates are asked a set of questions and are also asked to perform a micro-teaching and/or to give feedback on the sample student writing. If they are determined to be eligible, the candidate is accepted for the position. Unlike with Turkish nationals, this is the step where CoHE is involved in the process. The university sends the documents of the accepted

teacher to CoHE and waits for approval to appoint the teacher, which can take up to a few months. Neither the university nor the institution can intervene in this approval period, and the university cannot offer a contract to the teacher without official approval. When the university receives the approval, the teacher is asked to sign a contract with the university.

### 3.2 Participants

#### 3.2.1 Administrators and recruitment committee members

The data were collected from six people who worked or still work as a member of administrator, and this part of the data constitute the source for the first part of the total data. The institution has a director and two assistant directors who work actively and take administrative decisions. Those who worked as a member of administrative staff in the past continue their duties as an English teacher as well as working as a member of the recruitment committee. All the participants in this group are recruited as teachers of English and are given duties in the administration, recruitment committee, and/or teaching except for the one who is the director of the school of foreign languages. Because the director is appointed by the Rector of the university, she is both the director and a full-time faculty member at a different department of the university, in this case Chemistry Department. The members of administration and the recruitment committee are all Turkish nationals. Although they have varying levels of administrative experience, all the members in this group have several years of teaching experience at the target school, except for the director who also has several years of teaching and other administrative experience at the target university. In other words, the participants in this group have been working at the institution long enough to know the teacher profile, the program, and the recruitment

requirements of the school. Respective administrative experience of the participants can be seen in Table 7 in detail.

Table 7. Administrative Experience of Administrators and Recruitment Committee Members

<b>Participant</b>	<b>Experience as admin at the institution</b>
#1	4 years
#2	3 years
#3	2 years
#4	7.5 years
#8	3.5 years
#11	8 years

### 3.2.2 Turkish national English language teachers

Five people working as English teachers at the school constitute the second part of the data. These are all Turkish nationals who volunteered to participate in the study and answer the interview questions with the researcher. All of these teachers have different educational backgrounds and teaching experiences. Due to the changes in CoHE regulations, all the participants in this group went through different recruitment processes. The experience of the participants at the school varies from 5 months to 11 years, which is shown in Table 8, but their overall teaching experience is long enough to reflect the qualities and characteristics of effective English language teachers as well as the recruitment process itself.

Table 8. Background Information about Turkish National Teachers

<b>Participant</b>	<b>Education</b>	<b>Teaching Experience</b>	<b>Experience at this school</b>	<b>Recruitment process</b>
#5	B.A. and M.A. in Foreign Language Education	16 years	11 years	Written and oral exam
#6	B.A. in Foreign Language Education, M.A. in Educational Technology	10 years	4 years	Unofficial group interview and written exam
#7	B.A. in Foreign Language Education, M.A. in Psychological Counseling and Guidance	8 years	4 years	Unofficial group interview and written exam
#9	B.A. in Western Languages and Literatures, B.A. in Tourism Administration, B.A. in Philosophy and Translation & Interpreting Studies (Double Major)	13 years	9 years	Written and oral exam (Upon acceptance, Academic Personnel and Higher Education Entrance Exam)
#10	B.A. in Western Languages and Literatures	5 years	5 months	Oral exam

### 3.2.3 Non-Turkish English language teachers

Of all the participants, five people who volunteered to provide data are international faculty members from different countries, and their interviews form the third part of the data. Most teachers in this group are from different countries and who went through the recruitment process in different years, but their recruitment process shows no variation, as the institution has been responsible for the management of the recruitment process for a long period of time. Also, all of them have a degree or certificate in English language teaching as well as having prior teaching experience before starting to work at this school. Although there are participants who worked at



the institution for as little as 6 months when the interview was conducted, the overall teaching experience of the teachers is long enough to reflect on the qualifications of effective English language teachers as well as the recruitment process itself, as is shown in Table 9.

Table 9. Background Information about Non-Turkish Teachers

<b>Participant</b>	<b>Nationality</b>	<b>Education</b>	<b>Teaching Experience</b>	<b>Experience at this school</b>
#12	Japanese and American (dual)	B.A. in Architecture, TEFL certificate (online), M.A. in TESOL (in progress)	9 years	4 years
#13	American	B.A. in Business, M.A. in Applied Linguistics, TEFL certificate	7 years	6 months
#14	American	B.A. in psychology, TEFL certificate, M.A. in TEFL	12 years	4 years
#15	British	B.A. in Modern Languages and Literatures, TEFL certificate	26 years	8 years
#16	Iranian	B.A. in English Language and Literature, CELTA, and DELTA	12 years	1 year

### 3.3 Methods of data collection

#### 3.3.1 Instrumentation

A case study can be conducted within a couple of weeks or two years to do descriptions, to create logical patterns through themes, and interpret the results. The main purpose of case studies is not to reach conclusions, but to “discover”, “describe”, and “interpret” the case (Paker, 2015). For the purpose of discovering, describing, and interpreting constructed effective teacher characteristics, the

constructed recruitment process, and the relationship between the two, the preparatory division of a language school in higher education was chosen, and interviews and documents were used in the present study.

The primary data came from face-to-face interviews. The questions for the interviews were adapted from the study of Lucie M. Moussu's doctoral thesis entitled "Native and Nonnative English-Speaking English as a Second Language Teachers: Student Attitudes, Teacher Self-Perceptions, and Intensive English Administrator Beliefs and Practices" (2006) to evaluate the case in terms of an important issue of the field: nativeness. In Moussu's study (2006), questionnaires and statements with a five-point Likert scale and open-ended questions in the form of a survey were used. For this study, open-ended questions for teachers and administrators were carefully analyzed, and the questions that were related to the tentative research questions of this study were chosen. The questions were adapted to the interview format. The interview questions were primarily about demographic information, teaching experience, beliefs and experiences about the recruitment process of native and nonnative English language teachers. The questions were translated into Turkish for Turkish national faculty members to discard any possibility of a language barrier. For international faculty members, the same questions were used in English. For validity, the adapted questions were reviewed by three colleagues with a PhD degree in English language teaching and two university professors actively studying in the area. The questions were revised based on the valuable feedback received. The final format of the questions was found to match the purpose of the study and the pertinent research questions.

For validity and reliability, triangulation was also taken into consideration because confirmation of data through multiple resources was considered essential. Triangulation was ensured in two ways. First of all, it was ensured through data collection methods. The data in the study came from three main sources. The most extensive data came from face-to-face interviews. The other sources of data included official job announcements and the recruitment page of the case division's webpage. As it is also possible to do triangulation "across sources of information", such as "interviews with three types of respondents" (Willis et al., 2007, p. 219), and the most extensive data of the study came from the interviews, interviews were conducted from three different groups, namely the administrators and recruitment committee members, Turkish national English teachers, and non-Turkish English teachers.

This study does not intend to generalize its findings. What was considered important throughout the study was a detailed delineation of the constructed effective English language teacher profile, of how the recruitment process was constructed, and of the relationship between the constructed realities between the effective English language teacher profile and the recruitment process in this case, as well as what the findings of this study would suggest for the further studies in the literature.

### 3.3.2 Data collection procedures

According to Merriam (1998), a case study is "an intensive, holistic description and analysis of a single entity, phenomenon, or social unit." (p. 34) In this respect, case studies are "particularistic", which means that they concentrate on "a particular context" (Merriam, 1998, p. 29; Willis et al., 2007, p. 239), "naturalistic", which means that their data come from real contexts (Willis et al., 2007, p. 239),

“descriptive”, which means that they bring about the “thick description of the phenomenon under study” (Merriam, 1998, p. 29; Willis et al., 2007, p. 239), “inductive”, which means that they depend on “inductive reasoning” (Merriam, 1988 as cited in Willis et al., 2007, p. 239), and finally “heuristic”, which means that they “illuminate the reader’s understanding of the phenomenon under study” (Merriam, 1998, p. 30; Willis et al., 2007, p. 239). To this end, a case study, one of the most popular qualitative research methods, was chosen for the present study to answer the research questions as the recruitment process of “a particular context” is under scrutiny. For this reason, the case under scrutiny in the present study is an institutional division that offers English language instruction for academic purposes in higher education.

A case study is often preferred for the advantages it provides. First, it offers the researcher a detailed set of data in a realistic setting. It is comprehensive, and one does not require predetermined hypotheses to start a case study (Willis et al., 2007). The present study makes a good use of these advantages. The data in the study mainly came from the interviews with real people in the research setting. It was further supported by relevant documents to get at a holistic view of the case. In addition, the present study started with tentative research questions, which gradually evolved as the study proceeded.

All prospective participants were sent an informative email about the study asking for their consent to participate. Those who volunteered were contacted again for an appointment. Each participant in this group was interviewed upon the completion of the ethical permission from the ethical committee (see Appendix A) and the director of the institution. Each participant in this group was informed about the study and the process before the interview was conducted. A semi-structured

interview method was used (see Appendix B and C). Where necessary, more questions were directed to the participants to obtain a better understanding of the case. The total data was collected within a three-month period. Overall, all the interviews were audio recorded and transcribed manually for analysis. The interviews of the Turkish nationals were conducted in Turkish to eliminate the possibility of language barrier, but the other interviews were conducted in English. The interviewer translated 10 interviews from English to Turkish.

Official job announcements of the target language school were accessed after obtaining special permission from the director of the school. The accessed data came from announcements in the last five years; these were officially accessible. The data consisted of 41 announcements with the minimum requirements for the positions for Turkish nationals.

The recruitment page of the official website of the school constituted the final part of the data. The information on the web page regarding requirements, processes, and announcements formed this part of the data. This part of the data was accessed online, as it is open for public.

### 3.3.3 Data analysis procedures

In the present study, two different types of data analysis processes were used to answer the research questions: thematic analysis and content analysis. First, thematic analysis was used to identify and create a list of recurring themes that emerged from the data set because thematic analysis enables researchers “to use a wide variety of types of information in a systematic manner . . .” (Boyatzis, 1998, p. 5). Patterns and recurring responses of participants and data coming from the documents were systematically analyzed for four weeks and coded by the researcher as themes and

sub-themes. During this process, the researcher first studied the entire data to detect the relevant extracts that seem to “represent some level of patterned response of meaning within the data set” (Braun & Clark, 2006, p. 10). After repeatedly working with the data, the researcher transferred the final version of relevant extracts to Microsoft Excel and generated codes in the data by repeatedly reviewing them. Meanwhile, the data set was also coded by another researcher studying in the area for validity and reliability. After double-coding, two researchers compared their codes, discussed emerging themes, and negotiated final themes and sub-themes. After the identification, organization, and description processes, content analysis was conducted to refine the emergent themes. In this context, content analysis of qualitative data was considered meaningful because data analysis was planned to be beyond counting or categorizing themes. Therefore, content analysis, “a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns” (Hsieh & Shannon, 2005, p. 1278) was found to match the purpose of the study. Moreover, in the present study, a particular type of content analysis, summative content analysis, was used. Three important aspects of summative content analysis were realized during the data analysis. The study started with keywords. These keywords were identified before the content analysis was conducted, and keywords were derived from the literature (Hsieh & Shannon, 2005). In the light of these, the next chapter will present findings and discussion of this study.

## CHAPTER 4

### FINDINGS AND DISCUSSION

In this chapter, the findings and discussion of the study are presented in three main categories, organized according to the sources of the data used to answer the research questions. In the first part of the findings, constructed profile of effective English language teachers are presented and discussed under five main themes. In the second part of the findings, the constructed recruitment process of English language teachers is presented and discussed under five main themes. Finally, the findings are compared and contrasted to see the relationship between the constructed effective teacher characteristics and the constructed recruitment process in the last part of the chapter.

#### 4.1 Teacher profile

With regard to the constructed profile of effective English language teachers, five major themes that emerged from the thematic analysis:

- Nativeness
- Language proficiency
- Pedagogical content knowledge
- Awareness of culture and language
- Personality characteristics

##### 4.1.1 Nativeness

In the data set, “nativeness” emerged as one of the main themes while participants were articulating set of characteristics associated with the profile of effective

teachers. The participants revealed that they were well aware of differences of NESTs and NNESTs. Moreover, the participants accepted that NESTs and NNESTs each had their own advantages and disadvantages, but they refrained from calling these characteristics as a weakness in terms of teacher efficacy.

Extract 1: [NNESTs] possibly do not know the details that a NEST knows such as collocations, prepositions. They do not recall them as easily as NESTs. They may not know urban English, but that is not our aim, so is it a weakness? (P2)

In this extract, P2 reveals that he/she is aware of possible differences between NESTs and NNESTs in terms of linguistic knowledge. In this respect, what is a strength for a NEST might be considered a weakness for a NNEST or vice versa. However, the utterance of P2 also shows that possible differences between NESTs and NNESTs do not necessarily define or discriminate them, so these differences are of no importance when teacher efficacy is considered.

Extract 2: Teaching grammar might be a weakness [of NESTs] because, during the language learning process, one might not be aware of why something is used in that way. Their [NESTs] usage is perfect, but they might have problems explaining the rules and reasons. (P5)

Some participants such as P5 in extract 2 associate differences between NESTs and NNESTs with their language learning process. They said that NESTs and NNESTs are different in terms of their control over grammatical aspects of the language. This was a prevalent opinion among the participants. Similar to the participants, Borg (2006) confirms that NESTs and NNESTs are constantly compared because NNESTs “operate through a language other than their mother



tongue” (p. 24). However, these participants keep their opinions at a hypothetical level instead of expressing themselves in biased or stereotyped ways.

This extract also points out another important issue, which is to what degree nativeness is related to teacher efficacy. It is a commonly accepted idea that effective teachers increase student success (Boyd et al., 2008; Provasnik & Young, 2003; Rivers & Sanders, 2002; Rockoff, 2004), but simplifying teacher efficacy to being a NEST or NNEST is akin to stereotyping, which is not meaningful or acceptable at all in the globalized world.

Extract 3: I think assuming that he/she is a good teacher just because he/she is a native speaker of English would be the most serious weakness of a native English language teacher. Being a native speaker does not mean being a good teacher. He/she should develop him/herself as a teacher. (P1)

Extract 3 is a good sample example of the data reflecting the perspective of participants on nativeness and teacher efficacy. In this extract, P1 says that he/she is well aware that being a native speaker of a language is not a characteristic that an effective English language teacher is required have. P1 also emphasizes that legitimizing teacher efficacy through nativeness is clearly a weakness. Therefore, this finding supports Richards’ (2010) professionalism factor on his list of effective teacher characteristics as well as results of Erbay et al.’s (2014) study. Similar to P1, Richards (2010) states that “English language teaching is not something that anyone who speaks English can do.” (p. 119). For this reason, being a native speaker of English is not a distinguishing characteristic of effective English language teachers (Erbay et al., 2014; Mahboob & Golden, 2013). TESOL (2003) is another advocate for professionalism of English language teaching, and the TESOL statement declares that being a NEST is not “a sufficient qualification” for an effective English language teacher (p. 1).

Therefore, this finding confirms the position in literature that teaching English is a profession, and this profession requires a special set of skills and competencies rather than being a native speaker of English.

Extract 4: I think [the most valuable qualities that a non-native English language teacher should have] are the same for natives. In other words, they are the qualities making someone a good English language teacher, regardless of their native tongue. (P2)

In terms of nativeness, the findings call for equity, which refers to “the equal treatment of NESTs and NNESTs in the workplace by their employers, school administration, other teachers, parents, and students” (Bayyurt, in print, p. 1) as well as inclusivity, which “involves seeing NESTs and NNESTs as one group whose members need equal treatment and understanding from others . . .” (Bayyurt, in print, p. 1). When they are asked to compare and contrast NESTs and NNESTs, similar to P2 in extract 4, most participants acknowledge that nativeness is not a factor that affects the efficacy of an English language teacher. Therefore, in this respect, NESTs and NNESTs are equal; it would be a discriminatory act to favor one group over the other.

Extract 5: [For NNESTs] Having relevant education in the field is important. This can be pedagogical. Language is always changing, and so is the target student population. I will say the same for the others [NESTs]. Not having willingness to transfer your knowledge is [also] a weakness. (P4)

Extract 5 is another quotation implying equity and inclusivity of NESTs and NNESTs. Thinking of characteristics of effective teachers, having relevant education, being up to date, and willingness to teach are listed without any difference between NESTs and NNESTs. In this respect, P4 reveals that “teacher efficacy” and

“nativeness” are two different concepts that should not interfere with each other. In this view, being a NEST or NNEST neither affects efficacy of an English language teacher nor defines effective English language teacher. Therefore, equity awareness of participants in the present study indicates how impartial they are in their construction of characteristics of effective English language teachers.

Extract 6: In my mind, I do not really differentiate between native and non-native teachers because teaching is something different. (P10)

Extract 6 simply summarizes the general attitude of the participants in the present study. P10 clearly states that he/she does not discriminate between English language teachers as NESTs or NNESTs because nativeness does not affect how effective one is in the classroom and, as a consequence, how successful student learning is. In this respect, the constructed definition of an effective English language teacher does not include nativeness, and the participants call for equity and inclusivity in the market.

#### 4.1.2 Language proficiency

“Language proficiency” is another theme emerging from the data of the study, and most participants consider a high level of language proficiency among the characteristics of effective English language teachers. However, participants have different perspectives with regard to intelligibility.

Extract 7: [The most important qualities that a non-native English language teachers would have] is both being a good educator and having a high level of English proficiency. He/she should know English well enough to teach. (P1)

Considering the characteristics of effective English language teachers, extract seven reveals the importance of having a high level of proficiency. Because the language proficiency of a teacher determines how comfortable he/she is in class (Bayyurt, in press), not being competent in the target language will directly affect the efficacy of a language teacher. The utterance of P1 also reveals that having a high level of English proficiency is a must, on top of other characteristics associated with teacher efficacy. In other words, language proficiency is a distinctive criterion positioned as opposed to all other characteristics of effective teachers. Therefore, it can be inferred that P1 prioritizes proficiency of English in the pool of effective teacher characteristics.

Extract 8: It takes a lot of years to become a good EFL instructor, but basically, a good command of language takes the first place.” (P16)

P16 also prioritizes language proficiency of English language teachers. This is mainly because one needs to master the language to be able to teach it. Therefore, it can be inferred that a high level of English language proficiency is a prerequisite for being an effective teacher, and in this view it is not possible to consider a teacher with low English proficiency as an effective one, even if he/she has many other great characteristics.

Language proficiency is a commonly mentioned characteristic in the present study, and P15 in extract 9 even states that it is a characteristic that is inherently bound to teacher efficacy.

Extract 9: Incorporating their own culture into their class [makes a good EFL teacher]. The language proficiency is something I would take for granted, but the interpersonal skills are things that have to be worked on with large groups of people. (P15)

In this extract, P15 reveals that language proficiency is something taken for granted in effective English language teachers. Therefore, this opinion is similar to previously mentioned opinions in that high language proficiency is a prerequisite for becoming an effective English language teacher. This importance of high level of English proficiency, however, raises a serious issue with respect to nativeness. How proficient should an English language teacher be to be able to teach English? Richards (2010) states that the language proficiency factor (p. 103) is an important factor that affects teacher efficacy. Although being a NEST is not advocated, “a threshold proficiency level” (Richards, 2010, p. 103) is required for NNESTs to teach English effectively. Similarly, TESOL (2003) calls for a high level of written and oral proficiency, no matter what a teacher’s nationality is. However, it is a fact that NESTs are always at an advantage in that their language proficiency is higher than NNESTs. For this reason, Richards (2010) suggests a high level of proficiency and effective communicative skills for all teachers. Still, requiring a high level of proficiency might result in discriminatory behaviors due to the differences between the perceptions of NESTs and NNESTs. This is mainly because of the biased idea that NESTs use real language, whereas NNESTs depend on books (Arva & Medgyes, 2000). However, NNESTs also use real language in a world where English is the global language. Moreover, being an effective teacher does not require acting like a native speaker (Bayyurt, in press), so considering the proficiency level of a NEST as the ideal one creates a risk of inequality and a risk of harming inclusivity of NNESTs.

On the other hand, NNESTs might have their own advantages and NESTs might have their own disadvantages in their differences in their language proficiency. NNESTs, for example, can be an effective model and increase student motivation (Bayyurt, 2006) as a role model. Also, they are more aware of the language learning process; therefore, they have more realistic expectations in class. With regard to NESTs, they might reflect their regional accents (Kramsch, 1997) or have problems adjusting their way of speaking to the students' level. Thus, this takes the issue to another important topic related to language proficiency: intelligibility.

#### 4.1.2.1 Intelligibility

In the data, intelligibility, which is “word/utterance recognition” (Smith & Nelson, 1985, p. 334), emerged as a subtheme under language proficiency. Although it has a repeated pattern in the data, the perspectives of the participants vary in their position on the nativeness issue.

Extract 10: [The most important qualities that a non-native English language teacher should have] is native-like pronunciation, I guess. They should improve themselves in that respect. (P6)

In extract 10, P6 reveals that native-like pronunciation is a pre-condition for intelligibility. This is a reflection of the “native speaker fallacy” (Phillipson, 1996), and it regards native speaker as the ideal model of pronunciation, which discriminates against other varieties of English. This leads to “unprofessional favoritism” (Medgyes, 2001). However, English does not belong to native speakers anymore because it is a lingua franca, so different pronunciations have been acceptable within World Englishes paradigms (Bayyurt, in press), and being intelligible does not require a native-like pronunciation in the present world. This is

mainly because it is natural that not every speaker of English is intelligible to every other speaker of English, and it is sufficient to be intelligible to people with whom we communicate (Smith & Nelson, 1985), in this case, students.

Extract 11: [The most serious weaknesses that a non-native English language teacher could have] varies from person to person. If we are to compare, for example use of vocabulary, pronunciation . . . these are all personal things. Maybe the one is native-like and has no difficulty. It is not necessary to have native-like proficiency to teach [English], but the more native-like someone is, the better it is. (P7)

Extract 11 provides further evidence of the “native speaker fallacy” (Phillipson, 1996) among the participants. P7, for example, reveals that he/she considers nativeness as the ultimate point of language proficiency. In this perspective, the intelligibility increases as one becomes more and more native-like, and this increases the efficacy of an English language teacher. Even if P7 accepts that a native-like proficiency is not necessary to teach English, his/her constructs are still shaped based on biased thoughts. However, native speakers are not the only determiners of intelligibility. This is because non-native speakers communicate with real purposes, and international intelligibility is an issue for all (Smith & Nelson, 1985).

Extract 12: I do not think it is generalizable, but if someone does not have... if someone is difficult to understand, then their pronunciation might be a problem, but it does not mean that they need to have native-like pronunciation, but if they do not speak clearly for other people, then it could be a problem. (P12)

Extract 12 reveals another perspective on intelligibility, and P12 does not associate intelligibility with how native-like one is. To P12, the fundamental condition of intelligibility is speaking clearly. Therefore, as long a teacher is easy to

understand, he/she can be categorized as an effective teacher. This perspective does not idealize NESTs as the role model. This perspective supports Smith and Nelson's (1985) argument that being a native speaker does not necessarily increase intelligibility. No matter what his/her nationality and mother tongue is, an intelligible speaker is the one who speaks clearly, who is able to paraphrase, and who talks at an appropriate level for the listener. Moreover, this perspective calls for equity and inclusivity, and it decreases the possibility of the marginalization of NNESTs in the market.

It is true that most participants gave importance to intelligibility as a factor affecting teacher efficacy, and this is mainly because comprehension follows intelligibility (Smith et al., 2006). However, their views on intelligibility are not the same. In this respect, the data set reveals discrimination against NNESTs by idealizing native-like pronunciation and considering native speakers as role models. In the data, there is a tendency for the participants to think of intelligibility as an issue for only NNESTs, and this is the concept of international intelligibility of English (Smith & Nelson, 1985).

#### 4.1.3 Pedagogical content knowledge

Pedagogical content knowledge is the third theme that emerged from the data, and it is mainly related to how to teach English in class effectively. Pedagogical content knowledge is a term coined by Cripps Clark and Walsh (2002) in their model of effective teachers, and it refers to the intersection of content/discipline knowledge and pedagogical knowledge and skills. In this model, content/discipline knowledge involves concepts, theories, and methodologies related to a specific discipline, and it is English language teaching in this case. Pedagogical knowledge involves



knowledge of teaching skills, strategies, and procedures. Therefore, pedagogical content knowledge includes all the knowledge and skills that make an effective English language teacher, and almost all participants consider pedagogical content knowledge an important characteristic of effective English language teachers.

Extract 13: I think in order to be a good English language teacher, being a proficient speaker of English is not enough; he/she should know how to teach and also understand students. (P1)

In this extract, P1 reveals that being an effective teacher requires more than being a proficient speaker of English, and knowing how to teach English and understanding students are two important factors in this respect. These two factors are related to pedagogical content knowledge; knowing how to teach English means having knowledge of different methodologies and recognizing student needs based on this knowledge. Therefore, pedagogical content knowledge involves both knowledge of English language teaching as well as knowledge of procedures and strategies that will increase effectiveness of learning process. Therefore, this finding supports the earlier views (Shulman, 1986; Cochran, et al., 1993; Liu, 2003) as well as the report of OECD (2005) in terms of the importance of pedagogical content knowledge and teacher efficacy.

Extract 14: I think a good EFL instructor needs to be knowledgeable, to be able to explain different parts of the language, including grammar and vocabulary and pronunciation, and especially at this school it is important to be able to help students with writing because it is a long process. They need to be comfortable providing feedback, and continuing to motivate students. (P12)

Similar to P1, P12 also reveals that being an effective teacher requires being knowledgeable linguistically, methodologically, and pedagogically, and these three aspects comprise pedagogical content knowledge (Cochran, et al., 1993; Liu, 2013). In the literature, pedagogical content knowledge is frequently mentioned with effective teacher characteristics, and terms such as “subject matter knowledge”, “knowledge of teaching and learning” (Darling-Hammond, 2000), “knowledge of, and the ability to assist in instructing, reading readiness, writing readiness . . .” (NCLB, 2001), “the content of teaching”, “methodology” (Borg, 2006), “content knowledge”, “teaching skills”, “pedagogical reasoning skills” (Richards, 2010) are used together to talk about pedagogical content knowledge as a characteristic of effective teachers.

Although pedagogical content knowledge is not necessarily related to nativeness, there are still some thoughts in the data set differentiating NESTs and NNESTs with respect to their pedagogical content knowledge.

Extract 15: Yes, a student should not be too self-conscious, but the teacher should be aware of the fact that English is the students' second language, so the teacher should study the language learning process in case the teacher is a monolingual native English teacher. (P3)

Extract 15, for example, reveals that P3 perceives that the second language (L2) learning is different from L1 learning. Therefore, NESTs without relevant training would not make an effective English language teacher. P3 also reveals that one way of gaining pedagogical content knowledge is having relevant training or a degree. Through relevant training or a degree, a NEST or NNEST can acquire content knowledge, which is closely related to applied linguistics in this field (Richards, 2010) as well as teaching skills. Therefore, a relevant training or degree is

a useful and commonly appreciated way of gaining pedagogical content knowledge, and being a NEST or NNEST does not affect teacher efficacy in this respect.

Extract 16: Native speakers experience difficulties with low-level students if they do not have such previous experience because their own English learning process was different. They may not be aware of how their native language was learned. You know, speaking slower, giving more clear instructions... (P2)

Having relevant training or a degree is not the only way of gaining pedagogical content knowledge. P2, for example, reveals that previous experience of teaching also helps one gain pedagogical content knowledge. It is true that the language learning processes of NESTs and NNESTs are different from each other. Although pedagogical content knowledge is a characteristic of an effective English language teacher, being a NEST or NNEST is irrelevant in this matter. This is mainly because a teacher can gain pedagogical content knowledge through having relevant training or experience, whether or not he/she is a NEST or NNEST.

#### 4.1.4 Awareness of culture and language

Awareness of Culture and Language is another main theme that emerged from the data, and it reveals itself under two sub-themes, which are knowledge of context and language awareness. Most participants of the present study thought that awareness of culture and language is a characteristic that an effective English language teacher should have.

##### 4.1.4.1 Knowledge of context

“Knowledge of context” is a term coined by Cripps Clark and Walsh (2002) that affects teacher efficacy. The culture of the classroom, school, community, and

students where a teacher works has an impact on teacher efficacy. This is mainly because a change of context affects the importance of other characteristics that are related to teacher efficacy (Dinçer, et al. 2013; Richards, 2010). In other words, characteristics influencing teacher efficacy in an academic English context are not the same as the ones for teachers who work with young learners.

Extract 17: [The most serious weaknesses a native English language teacher could have] may be cultural weaknesses. While adapting to a new environment, they may not show their full potential. They may not understand what is going on in class, so this may put him/her in an undesirable position. He/she might feel alienated. (P9)

In extract 17, P9 reveals that not having the knowledge of context might prevent a teacher from displaying his or her capabilities, and this might have a negative effect on teacher efficacy. Knowledge of context is an important factor because it helps teachers feel comfortable in their environment and be aware of institutional expectations. This is because effective teaching in an educational context is also based on different determinants, depending on a variety of perspectives that are affected by the context (Dinçer, et al., 2013). Therefore, this finding of the present study supports the perspectives Dinçer, et al. (2013) and Richards (2010) as well as the result of Flynn and Gulikers (2001) with respect to the importance of knowledge of context.

Extract 18: [The most serious weaknesses that a native English language teacher could have] Well, maybe less understanding of Turkish people in general, Turkish systems, and the Turkish language, how it is compared with English, how people think differently, how the students think differently that is probably a weakness. (P14)

Although English is a global language, different cultures have different expectations from the learning process. P14 reveals in extract 18 that not having knowledge of context might affect the language learning process of the students; on the contrary, knowledge of context increases a teacher's likelihood of understanding the students and connecting with them. This may even involve understanding the proficiency level of the students with whom a teacher works. In this respect, Byram (2012) suggests that knowledge of context is a prominent factor affecting the learning process of students, and this finding of the study supports this suggestion as well.

Extract 19: [The most serious weaknesses that a native English language teacher could have] One of the problems is lack of familiarity with students at different levels. For example, they have no idea with what a Program 1 student would know or is expected to know in terms of grammar and vocabulary, so they would go into the class and start talking at their normal pace and level of vocabulary, and that would confuse the students, creating a kind of disappointment if they think "this language is too far for us to achieve a good level of the language." (P16)

In extract 19, P16 reveals that not having knowledge of context might lead to an inability to understand students' level and needs. This is a serious problem that can affect student motivation and success. Therefore, an effective English language teacher is expected to know the context as well as his/her students so that he/she can design his/her lessons well.

According to the findings of the present study, knowledge of context is an important characteristic of an effective English language teacher (Byram, 2012; Cripps Clark and Walsh, 2002; Richards, 2010) because it requires a teacher to identify student needs, student expectations as well as institutional aims. Therefore,

the findings of this study support an important component of the model of effective teachers presented by Cripps Clark and Walsh (2002).

#### 4.1.4.2 Language awareness

Language awareness, which is “the knowledge that teachers have of the underlying system of the language that enables them to teach effectively” (Thornbury, as cited in Andrews, 2007, p. 23) is another characteristic of effective English language teachers, and participants in the present study see language awareness as an important characteristic. Although some participants think that L1-only awareness or L2-only awareness increases teacher efficacy, others think that both L1 and L2 awareness is necessary for effective English language teaching.

Extract 20: Neither knowing the language nor being proficient in the language is sufficient on own. He/She should know how to teach and have awareness on the issue. And experience, because if a foreign teacher doesn't see the problematic areas in the language, he/she cannot teach effectively. (P8)

P8 is a participant regarding L2 awareness important in terms of teacher efficacy because language awareness helps a teacher to spot the problematic areas in the language. P8 also reveals that L2 awareness is actually metalinguistic awareness of L2, which means looking at the language “from the outside” (Ellis, 2012, p. 11).

Extract 21: [The most important qualities a non-native English language teacher would have] It is definitely the knowledge of their students' L1 assuming that non-native means that they share the students' L1. They have a better understanding of what students might have difficulty with and why and be able to explain the points more directly and in a shorter period of time. (P12)

Extract 21 from P12 reveals that knowledge of L1 is a characteristic of effective English language teachers because it helps teachers have a better understanding of what their students think and explain problematic areas of the language more directly and efficiently. Sharing the students' L1 means sharing their mentality and understanding the difficulty of learning a new language. At this point, it is also important to note that sharing the students' L1 does not necessarily mean being a native speaker of the students' L1. Therefore, increasing language awareness as an English language teacher will contribute to teacher efficacy, whether or not one is a NEST or NNEST. In other words, being a proficient speaker of a language does not automatically make one an effective teacher. Therefore, language awareness is a characteristic that effective English language teachers need to have in order to give pedagogical decisions effectively (Llurda et al., in print). This finding of the present study also supports the results of Arıkan et al. (2008) and Çelik et al. (2000), who suggest that knowledge of the students' L1 contributes to teacher efficacy.

Extract 22: As we deal with Turkish students, it is important to know the differences between the L1 and L2 and teaching students about these differences. Using different methods is also important. (P4)

In extract 22, P1 reveals that being aware of the differences between the students' L1 and L2 is an important characteristic of effective teachers. Teaching a new language is teaching students a different culture, a different linguistic system, and a different way of thinking. Therefore, language awareness of the target language as well as the students' L1 increases teacher efficacy. This is mainly because an effective teacher with language awareness can empathize with his/her students better and understand what kind of difficulties they might have (Andrews, 2007). In this respect, NNESTs have an advantage over NNESTs because they have

learned English as a second or foreign language. NNESTs have more linguistic systems and are thus aware of the learning process of their students (Andrews, 2007; Kramsch, 1997). NNESTs also teach English having learned it, so they are well aware of language learning processes as well as language differences between the L1 and the L2. Moreover, having language awareness does not necessarily mean having knowledge about the English language. In this respect, Ellis (2012) suggests that language awareness encompasses other languages, not just English; therefore, it is an important characteristic that increases the efficacy of English language teachers. For this reason, the finding of the present study about language awareness supports the argument of Ellis (2012).

#### 4.1.5 Personality characteristics

Of all the themes that emerged from the data, personality characteristics constitute the final one associated with teacher efficacy. Although there are many different personality characteristics that were given importance by the participants, being enthusiastic and being motivating emerge as the mostly recurring ones.

Extract 23: I think being a good English teacher is not different from being a good teacher of anything. He/she should be self-motivated. He/she should love his job. He/she should be open to change, and you can really understand this by the question that a candidate asks the jury. (P2)

In extract 23, P2 reveals that personality characteristics associated with an effective teacher are not area specific, and that being enthusiastic is among the most important characteristics. This is mainly because enjoying the classroom environment creates a non-threatening learning environment for students. Therefore, student success and teacher efficacy increases. When a teacher feels satisfied with his



or her job, this positive attitude is felt by the students, and they enjoy their class as a consequence.

Extract 24: Similar to what happens in learning a new culture, accepting happy, enjoyable, and different sides of language learning and transferring these to students [is important for teacher efficacy]. (P4)

Learning a new language is an enjoyable experience, and it is the teacher who can create an enjoyable and non-threatening learning environment for students (Finch, 2001). In extract 24, P4 reveals that an effective teacher can see the enjoyable sides of language learning and can create an enjoyable classroom environment. This is only possible when teachers enjoy teaching and feels satisfied doing their job. In this respect, Borg (2006) considers enthusiasm among the characteristics of effective teachers. According to findings of the present study, being enthusiastic and being motivating are two important characteristics of an effective English language teacher that affect one another, and the findings support the results of Borg (2006).

Extract 25: Respect for their profession, respect for their students, empathy, being serious and disciplined, paying attention to pedagogical factors, not humiliating students, correcting student mistakes in a good manner, being encouraging [make a good English language teacher] because students are young people with emotions, so a negative tone of voice might be discouraging. (P8)

In extract 25, P8 states that paying attention to pedagogical factors, not humiliating students for their mistakes, and correcting student mistakes positively are among the important characteristics of an effective English language teacher. These are all true in that they affect the motivation level of students. It is a well-known fact that language learning is influenced by the “affective filter” of students (Du, 2009);

therefore, an effective teacher should be motivating and encouraging. In this way, language learners can feel comfortable, and they can be more effective learners.

This finding of the study is also in line Arıkan et al. (2008), who list being motivating and enthusiastic among the characteristics of effective teachers. The study of Erbay et al. (2014) which suggests enthusiasm among important characteristics, and views of Bell (2005) which considers enthusiastic teaching as an important characteristic of effective teaching are also supported. Finally, the finding of the present study supports Cripps Clark and Walsh's (2002) model that includes personality characteristics as a factor contributing to teacher efficacy.

#### 4.2 Recruitment process

The five major themes that emerged from the data analysis in this section are as follows:

- Language Proficiency
- Exam Proficiency
- Teaching Experience
- Pedagogical Content Knowledge
- Nativeness

##### 4.2.1 Language proficiency

Language proficiency is the first theme that emerged from the data. Intelligibility and a high level of language proficiency is expected from a candidate to be recruited in the present case.

Extract 26: If I am not mistaken, the candidates are given a classroom task to prepare one day before the interview. They are given the classroom task to look at it to use in the class, they are asked how they would prepare a lesson plan out of it, and they are asked how they would give feedback if we were students. In this way, we see both teaching skills as much as we can and English level of the candidates by comparing them with each other . . . Also, there are general criteria: whether the candidate's level of English is high, whether the candidate can pronounce the words well . . . And I forgot all, but whether the candidate can use time well [is also evaluated]. (P1)

In extract 26, P1 reveals candidates are given a classroom task to be prepared for the oral exam. During the demo lesson part of the oral exam, the proficiency level of candidates is evaluated. This evaluation involves language proficiency and pronunciation criteria. P1 also reveals that a candidate's proficiency level is expected to be high with a clear and intelligible pronunciation as a prerequisite for recruitment.

Extract 27: Accent is not important at all. As long as it is understandable, when I was on the jury, we recruited teachers from Iran and Romania. We didn't expect a native-like accent. We expected a fluent and accurate way of speaking . . . We liked candidates based on their teaching skills, presence, and we, of course, looked at the proficiency level of non-native teachers. For native speakers, proficiency was not a problem, but one possible problem was their accent. If their accent was intelligible, then OK . . . For example, a Scottish teacher came in and we asked if he/she used the same accent with the students. He/she said you could see during the microteaching, and he/she was really using a clear and easier English for students, so we recruited this person. If he had not been successful, we would not have recruited him/her. (P2)

When the candidates' language proficiency is concerned, accent of the participants is not given importance. In this respect, P2 reveals that a native-like accent is not expected from the candidates as long as their accent is intelligible. P2 states that among NNESTs such as Iranians and Romanians a native-like accent is not important as long as they are intelligible. Also, P2 expects a high proficiency level from a candidate if he/she is not a native speaker of the language. For NESTs,

being a NEST and having a high level of proficiency are not considered sufficient for recruitment. On the other hand, an intelligible accent and intelligible way of speaking are thought to be important for a candidate to be recruited.

Extract 27 is important in different ways. First, P2 is well aware of the fact that intelligibility is an important criterion both for NESTs and NNESTs (Bayyurt, in print; Kelch, 2002). This means that intelligibility is an important criterion that needs to be regarded for the recruitment of NESTs and NNESTs equally, because intelligibility is an issue for NESTs, too. This extract also indicates the general opinion of participants about language proficiency in that it is important for recruitment. The findings of the study on intelligibility are in line with the results of Flynn and Gulikers (2001), who states that intelligibility is a salient factor considered important for recruitment decisions. These findings also show that the institution follows the TESOL (2003) statement that prioritizes a high level of written and oral proficiency for all English language teachers.

Extract 28: I think first a written proficiency exam is a must to check the language proficiency of the candidate—written or oral. There should be an exam checking language proficiency. A demo-lesson is also a must. They must look at the instruction and the language ability. Also there should be psychological test for everyone. Communicative skills should be checked, really. This is not the same in every profession, but it is important in teaching profession. I think this is important because the communicative skills of teachers affect student motivation. (P7)

In addition to intelligibility, the communicative skills of candidates are thought to be important for the recruitment process. In language learning, the teacher-student relationship is important, and more communication takes place in language classes (Borg, 2006). Therefore, both a high level of proficiency and effective communication skills are important for English language teachers

(Richards, 2010). Similar to Borg (2006) and Richards (2010), P7 also reveals that language ability and communicative skills of candidates are important. This is mainly because a communicatively competent teacher is likely to fit in the institution in this case. Also, teaching is a profession that requires a lot of teacher talk and classroom interaction, so a candidate should be comfortable using effective communicative skills to perform in class well enough. Bayyurt (2006) considers language proficiency a critical factor that affects how comfortably a NNEST would behave in class. For this reason, the communicative skills of candidates should be regarded in the recruitment process as part of language proficiency.

#### 4.2.2 Exam proficiency

The recruitment process in the present study involves different types of exams, and these exams can be grouped into two categories. One group involves exams that are given by the institution, whereas the other group involves centralized exams given by the CoHE.

##### 4.2.2.1 Institutional exam proficiency

Institutional exams are divided into two groups: written proficiency exams and oral proficiency exams. A written proficiency exam is given to non-Turkish candidates, who can be NESTs or NNESTs. After the written exam, successful candidates take an oral exam. For Turkish nationals, a written exam is prohibited by the CoHE, so these candidates only take an oral exam.

Extract 29: Full-time appointment of Turkish nationals is regulated by the CoHE . . . Shortlisted [non-Turkish] applicants are invited to a preliminary interview face-to-face or over Skype). Then, the candidates are invited to sit the BU Proficiency Test for Instructors. Those who pass the written test are called in for an oral assessment session, where they also perform a class demonstration (micro-teaching) (Website of the institution 2, 7 & 8, see Appendix D)

Extract 29 reveals that the differences between the institutional exams originate from regulations of the CoHE. Although there are differences between the recruitment processes of national and international candidates, the institution is not the reason for the difference. Moreover, the institution in this case gives a written proficiency test to all non-Turkish candidates, no matter whether they are NESTs or NNESTs. Therefore, it can be inferred from website of the institution that the recruitment process calls for equity among the candidates, but the regulations of the CoHE do not. This difference between the recruitment processes of Turkish nationals and foreign teachers creates a risk for inclusivity of all teachers in the Turkish market even if the discrimination is not based on nativeness.

Extract 30: After the shortlisting process based on the CoHE criteria, we give the shortlisted candidates an oral exam. For the oral exam, we give them a lesson material to be prepared, and ask them to come ready for teaching . . . In the interview, there are two parts. First, we ask questions to get to know the candidate and then we ask them to show us what he/she prepared for the lesson. (P2)

With regard to the oral exam, P2 reveals that the oral exam has two parts. In the first part, candidates are asked personal and professional questions to learn about their background, motivation, and aspirations. In the second part, the candidates' teaching skills and performance are evaluated. It is understood from extract 30 that the oral exam is a good opportunity for the institution to get to know a candidate in person to see if he/she is a good fit for educational goals of the institution. Moreover,

the oral exam can reveal how comfortable a candidate is in terms of language proficiency and communicative skills. Therefore, it is similar to a preview of how effective a candidate perform in a real classroom setting. Also, the oral exam is taken by both Turkish nationals and international candidates. The oral exam calls for equity and promotes inclusivity in the recruitment process.

Extract 31: I mean whether the candidate can use his/her time well, what the candidate's stance is, and lesson preparation is examined. There is a text given to the candidate, so they examine how the lesson plan is prepared, whether the students are given a sufficient amount of time, and a list of other items about lecturing skills—no I will not call them lecturing skills, but lesson preparation skills . . . As a result of the process, we calculate the final score of candidates based on the CoHE equation by adding up the oral exam score, and we order the candidates. (P1)

Extract 32: Since 2002, we have been using microteaching for assessment and it has become really important. During microteaching, you can see how serious the candidate is, you hear his/her pronunciation, and you see how presentable he/she is. You see how the candidate deals with problems. You ask information-based questions to see if he/she answers or not. These are important because teaching is learned in class, this is what I believe. (P4)

The content of the oral exam is not standardized by the CoHE even though it is an official part of the recruitment process of Turkish nationals due to regulations of CoHE. The regulations state that oral exam evaluates “professional statement ability”, “analytical thinking and academic ability”, “intellectual level”, “ability and interest for the related area” (YÖK, 2008), and “professional knowledge statement and ability” (YÖK, 2014). On the other hand, how these knowledge, skills, and abilities will be assessed are not specified, so official documents do not explain the content of the oral exam. However, extracts 31 and 32 reveal the criteria under consideration throughout the oral exam. P1 reveals that time management, the stance of a candidate, and lesson preparation skills are assessed in the oral exam. Also, P4

reveals that professionalism, pronunciation, problem solving skills, and classroom management skills are evaluated. Therefore, it is understood that oral exam exposes personal and professional characteristics of a candidate, and it is an important criterion in the recruitment process.

Extract 33: The written exam shows something about the candidate, but the real determinant is the interview process. We ask the candidates to do microteaching. That is a preview of their in class performance . . . The way the candidate answers our questions, his/her interaction with the jury, how he/she uses English... I mean there are a lot of things about the candidate's character that he/she reveals besides his/her level of English during the interview, so the interview is the real thing for me.” (P3)

In extract 33, P3 highlights how important the oral exam is. Similar to P3, most participants attach importance to the oral exam because it reveals a lot about a candidate. However, the written exam is still given to international candidates prior to oral exam, and it can be understood that even though passing the written exam is a prerequisite of the oral exam for international candidates, passing the written exam is not sufficient for a candidate to be recruited. This is mainly because the institution does not think that having a high level of proficiency makes one an effective teacher, and there are more important characteristics and competencies for recruitment.

Extract 34: Yes, I find the recruitment process fair and well designed because it is specific to the institution's goals. A teacher who is successful in the proficiency exam is expected to give good education related to the exam. Also, the oral exam gives an idea about the competence and capabilities of the teacher. (P5)

Institutional exams are generally appreciated by the participants, and they are thought to match their purposes. P5, for example, indicates that the written and oral exams are both fair and well designed. Most participants think that institutional



exams are fair because they are given all to the candidates going through the same recruitment process from beginning to the end. Moreover, they generally think that these exams are well designed because they reveal the proficiency, competence, and capabilities of candidates.

#### 4.2.2.2 Centralized exam proficiency

The centralized exams are taken by only Turkish nationals because their results are required to apply for a position at the institution in this case. The administrators or recruitment committee members have no control over these exams, but participants' perspectives on this issue reveal a lot about the role of the centralized exams in the recruitment process.

Extract 35: [For the recruitment process] I can say that the pre-selection process may not be fair because the weight of the YDS and the ALES is pretty high. There is also the GPA. The pre-selection process is problematic, but the institution's teacher proficiency exam and the interview-like talk are fair. They cannot abolish the pre-selection process because it is in the law, but I would prefer a demo lesson, and now it is also demo-lesson. It was not like this when I was recruited. You cannot understand someone's teaching abilities during a 5 minute interview-like talk. (P6)

Most participants in the present study are not satisfied with the centralized exams in the recruitment process because they think that these exams do not assess any characteristic or skill that can be associated with effective teaching. P6, for example, reveals that the pre-selection process with centralized exams does not provide all the candidates with equal recruitment opportunities. This is because the weight of these two centralized exams is very high, and this situation directly eliminates effective teachers who get low scores in the centralized exams. Moreover, both of these centralized tests are multiple choice tests, and it is not

meaningful to use multiple choice tests as a prerequisite in the recruitment process because these centralized exams do not assess skills or qualities related to English language teaching.

What P6 also reveals is that these tests create inequality between national and international candidates because only Turkish citizens are required to prove their language proficiency (on the YDS) and academic skills (on the ALES). However, international candidates are not required to take a centralized language proficiency test or an academic skills test similar to the ALES. The finding of this study is similar to the results of studies on the recruitment processes of NNESTs (Clark & Paran, 2007; Mahboob & Golden, 2013; Selvi, 2010) in that Turkish nationals are not provided with the same opportunities with foreign candidates in the recruitment process. While foreign candidates have opportunities to present their educational background, experience, skills and competencies, Turkish nationals are required to prove their exam proficiency as a prerequisite of the recruitment process. Thus, this creates inequality for effective English language teachers with Turkish nationality because the recruitment procedure does not require them to be effective, but to be the candidate with the highest score in the equation of CoHE. Moreover, there is another serious issue here. In case of equal efficacy of two candidates who get the same oral exam score and have the same GPA, the one with a slightly higher exam score will get the position. Thus, the centralized exam proficiency exam is a questionable criterion that creates inequality between national and international candidates, and it prevents Turkish nationals from being equally evaluated with their foreign counterparts.

Extract 36: If I had the power, I think I would change the weight of the CoHE equation. The exam scores, the GPAs, etc. I would give more importance to interviews. I would not do the interviews for 20-30 minutes or so as we do now, but I would do it for a longer period of time because interviews tell a lot. (P4)

Participants in the present study would question the importance of these centralized exams and equation on the recruitment process. Like many other participants, P4 in extract 37 states that he/she would change the weight of the centralized exams because P4 thinks that the oral exam is more useful than the scores of the centralized exams. This suggestion is important because if it were applied, it would decrease the risk of eliminating effective teachers whose centralized exam scores are lower than others. It would create equal opportunities for all candidates.

#### 4.2.3 Teaching experience

Teaching experience is another theme in the data, and it is an important criterion in the recruitment processes, both for Turkish nationals and international candidates.

Extract 37: Having an undergraduate or graduate degree from one of the following departments: English language and literature, American languages and literature, translation, English philology, English language teaching and a minimum of 4 years experience in a related field. (Job announcement 1, see Appendix D)

Extract 38: Being a graduate of English language and literature, American language and literature, translation, English philology, English language teaching, having a full-time experience for a minimum of 4 years in a related field. (Job announcement 4, see Appendix D)

Extract 39: Graduate of English language and literature, American languages and literature, translation, English philology, English language teaching, full-time experience for a minimum of 2 years in a related field. (Job announcement 17, see Appendix D)

In extract 37, 38, and 39, job advertisements reveal that full-time teaching experience is a criterion that candidates are required to have to apply for a position in this institution. However, the minimum years of experience varies in the official job advertisements that are announced on the website of the CoHE. Although these advertisements are announced for Turkish nationals, the institution in this case expects all the candidates to have a certain number of years of experience as a prerequisite.

Extract 40: Also he/she [the candidate] is required to have a minimum of 2 years experience. (P3)

The institutional rule for experience as stated by P3 is a minimum of 2 years experience for all the applicants. This means that a candidate without any teaching experience cannot be recruited, so experience is an important criterion for recruitment in this institution. This finding of the study is in line with what the results of the study of Rivkin et al. (2005) suggest.

Extract 41: Education, experience... I think these are two main criteria. I mean whether the candidate has worked for a similar institution or not. It must be a higher education institution. University is preferred, but at least high school. (P11)

Although the participants do not think of experience in higher education as a strict rule for recruitment, there is a tendency to recruit candidates who have experience in higher education or a similar educational context. In extract 44, for example, P11 states that experience is as important as a relevant education.

Teaching in a real classroom with real students is a unique experience in many ways. Through experience, teachers gain more insight on how to teach English, have more realistic expectations of students, and learn more from their colleagues. Therefore, making use of experience is an important characteristic of effective teachers, and the findings of the present study support the views of Richards (2010) in this respect.

#### 4.2.4 Pedagogical content knowledge

Pedagogical content knowledge is another theme in the data, and participants in this study expected candidates in the recruitment process to have pedagogical content knowledge to be able to have a position at this institution. According to the findings of the study, pedagogical content knowledge can be gained in two ways: a relevant education or teaching experience.

Extract 42: Having an undergraduate or graduate degree from one of the following departments: English language and literature, American language and literature, translation, English philology, English language teaching and a minimum of 3 years experience in a related field. (Job announcement 3, see Appendix D)

Extract 42 reveals that both a relevant degree and experience are required to apply for a position in this institution. The reason why these criteria are important is that the institution looks for a candidate who has been in a classroom environment, who has learnt skills and strategies to be able to function effectively in a classroom environment, and who has learnt content and field knowledge that contributes to students' language learning process. Therefore, pedagogical content knowledge is a preliminary condition in the recruitment process of Turkish nationals. The

requirements related to pedagogical content knowledge are not different for international candidates.

Extract 43: Applicants [International applicants] are required to have a BA or a higher degree in a related field (ELT, English philology, American culture and literature, English linguistics, English translation and interpretation studies, etc.), or a BA or a higher degree in another field and an internationally recognized certificate such as CELTA. (Website of the institution 5, see Appendix D)

In extract 43, it can be seen that all applicants are required to have either a relevant degree or a certificate to prove their pedagogical content knowledge.

However, the application process is not the only time when candidates' pedagogical content knowledge is examined. Participants also state that the oral exam functions as an important platform to see how knowledgeable candidates are in terms of pedagogy and content area.

Extract 44: For example, we pay attention to whether the candidate added activities for different ability groups to the lesson plan, whether the lesson is set based on teacher talk, because sometimes people come to the jury with a reading text, but then read the text aloud . . . The candidate should know how to do group work, how to do a pre-reading activity, make the students read the text, question the text, he/she should do something with the text. (P2)

In extract 44, P2 says that he/she pays attention to how candidates organize their lesson plans, and how effective they are during their oral exams. In other words, a candidate should prove that he/she knows how to plan a lesson, how to teach English, and how to exploit materials.

Extract 45: I do not think it is necessarily important for someone to have a specific degree in ELT, CELTA or something, but if they do not have it, they need experience because it is not the type of place to learn for the first time. I think it is important that someone coming here knows what they are doing. Of course that means the knowledge of information whether it is English grammar or English pronunciation, and being able to actually apply it to the classroom, and that could have been learned through a program or through experience. I do not think it matters either way. (P12)

In extract 45, P12 also reveals a lot about why pedagogical content knowledge is required to work at this institution. P12 highlights that the way of gaining pedagogical content knowledge is not important as long as a candidate has it, and he/she implies that this is a competitive institution with high expectations. Therefore, a candidate should know what to teach as well as how to teach English to be able to function properly.

The CoHE expects candidates to have a “professional knowledge statement and ability” (YÖK, 2014), and this includes both pedagogical skills which are unique to teachers and content/field knowledge which is unique to English language teaching field. Like the CoHE, the participants consider pedagogical content knowledge an important criterion that needs to be considered during the recruitment process because it is the knowledge what makes one an effective English language teacher (Richards, 2010; Van Driel & Berry, 2012). Further the findings of the present study regarding pedagogical content knowledge also support the report of OECD (2005), the views of Richards (2010), and earlier findings (Arıkan et al., 2008; Çelik et al., 2013; Erbay et al., 2014) in the literature.

#### 4.2.5 Nativeness

Nativeness is another emerging theme in the data related to the recruitment process. Although there are two different recruitment processes, we do not see being a NEST

or NNEST as a criterion that affects the recruitment decision in the institution. On the contrary, the recruitment process distinguishes the nationality that the applicants hold.

Extract 46: Before you choose which link to follow, please be informed that anyone with a TC ID number is considered a Turkish national regardless of dual citizenship. [ . . . ] Full-time appointment of Turkish nationals is regulated by the CoHE. Full-time jobs are advertised and requirements are listed here on a CoHE webpage. Turkish Nationals. International Applicants (Webpage of the institution 1 & 2, see Appendix D)

Extract 46 reveals that the recruitment process is grouped under two titles: Turkish national and international applicants. Contrary to the prevalent discrimination in the area (Clark & Paran, 2007; Selvi, 2010; Mahboob & Golden, 2013), recruitment of English language teachers is not based on whether one is a NEST or a NNEST.

Extract 47: For foreign candidates, there are no CoHE criteria, so we do it the way it is in our university: one English proficiency test, and then the interview, which is the same for Turkish nationals. (P2)

In practice, the recruitment of Turkish nationals is regulated by the CoHE. The recruitment of foreign candidates, on the other hand, is regulated by the university.

We also check if a [foreign] candidate is a teacher because in most institutions people are dragged into class as a teacher just because they are native speakers of English. Here we do not recruit someone if they are not a teacher just because they are native speakers. All our international faculty members are teachers. (P2)

When foreign candidates are recruited, nativeness is not a factor that affects their recruitment. A native speaker is recruited only if he/she is a teacher with a



relevant degree or experience. Therefore, the institution in this case does not consider being a native speaker of English a criterion for recruitment.

Extract 48: The process for the foreign instructors is what we would like to do with Turkish nationals. We would like to see their resume, give an exam, have an interview, speak with the candidates for a period of time, and make a decision accordingly. However, this is not the case because when we recruit a teacher, that person is both an educator and a civil servant. For this reason, even if we do not consider this person as an educator and want to fire this person, then it becomes a problem . . . When I first started working here, I thought the CoHE would have accepted it easier if we had recommended a native speaker of English, but when we sent the information of our applicants from countries such as Iran and Romania, I noticed that there was no difference between a native and nonnative candidate . . . the CoHE is not forcing us to recruit native speakers of English. (P1)

Most participants call for equity in the recruitment process. Similar to some other participants, P1 also would follow the same recruitment procedure with all the applicants regardless of their origin if regulations allowed the institution to do. However, regulations of the CoHE prevent the administrators from following the same process for everyone.

In extract 48, P1 also reveals that the CoHE's discrimination is not between NESTs and NNESTs because the CoHE does not put pressure on the institution to recruit native speakers, contrary to P1's initial thought. Therefore, nativeness is not a criterion or prerequisite in the recruitment process, and this finding of the study contradicts with the findings of Clark and Paran's (2007), Selvi's (2010), and Mahboob and Golden's (2013) studies, in this respect.

#### 4.3 The relationship between teacher profile and the recruitment process

The findings of the present study present constructed profile of effective teachers and constructed criteria used in the recruitment process. In the findings of the data set,

there are overlapping areas as well as non-matching ones. As a result, the findings of constructed profile of effective teachers and constructed criteria used in the recruitment process will be compared and contrasted in this section of the findings and discussion.

“Nativeness” is a theme that emerged both in the first (see Section 4.1.1) and the second (see Section 4.2.5) part of the findings. Where the characteristics of effective English language teachers are concerned, the findings reveal that “nativeness” is not considered among these characteristics. In this respect, the results of the study are in line with Richards’ (2010) core qualities of English language teachers because nativeness is not on the list. Also, Richards (2010) makes it clear that being an effective English language teacher requires more than being a native speaker of English. In the Turkish context, Arıkan et al. (2008) suggest that Turkish students favor teachers with Turkish nationality as long as they are proficient speakers of English. However, the finding of this study does not support this idea and does not consider being a Turkish national as a distinguishing factor of effective teachers, either. On the other hand, Erbay, et al. (2014) and Mahboob and Golden (2013) do not associate nativeness with teacher efficacy. Overall, the findings of the present study support earlier studies on the topic such as studies of Erbay, et al. (2014) and Mahboob and Golden (2013), as well as the statement of TESOL (2003). Moreover, they do not include being a native speaker of English as a main characteristic of effective English language teachers.

As far as the recruitment process is concerned, the findings of the present study indicate that “nativeness” is not a criterion or prerequisite for candidates seeking a position (see Section 4.2.5). Although there are two different recruitment processes in the institution in this case, neither of these processes regards being a

native speaker of the language as important. Therefore, the findings of the present study do not support previous studies (Clark & Paran, 2007; Flynn & Gulikers, 2001; Mahboob & Golden, 2013; Selvi, 2010) looking at employment practices and recruitment processes. As a result, the findings reflect equity and inclusivity of NNESTs regarding their recruitment.

In terms of “nativeness” as a theme, the relationship between constructed effective teacher characteristics and recruitment process shows consistent results. The participants did not consider being a native speaker of English a necessary characteristic of effective teachers, and the recruitment process does not assess candidates based on their native language. The participants recognized NESTs and NNESTs as effective members of the English language teaching field, and did not follow discriminatory practices in their recruitment process.

“Language proficiency” is another theme discussed in the present study in both of the previous sections of findings and discussion. Delineating the characteristics of effective teachers, participants in the present study agree that a high level of language proficiency is a characteristic of an effective English language teacher (see Section 4.1.2). In this regard, the findings of this study support the idea of “a threshold proficiency level” (Richards, 2010, p. 103) and TESOL’s (2003) standards. Therefore, being a proficient speaker of English is a characteristic that distinguishes effective English language teachers.

Under “language proficiency”, “intelligibility” emerges as a sub-theme. However, participants have different opinions on intelligibility (see Section 4.1.2.1). Some participants consider a native-like pronunciation a prerequisite for intelligibility, whereas others attach importance to a clear accent and comprehensible pronunciation. Although participants recognize intelligibility as a characteristic of

effective English language teachers, the data reveal that most participants consider intelligibility an issue that is associated with NNESTs. This finding of the study is controversial in the context of World Englishes paradigms that consider different pronunciation of words acceptable (Bayyurt, in press). Intelligibility simply means being comprehensible. Therefore, limiting intelligibility to native-like pronunciation is a bias against NNESTs that causes stigmatization of NNESTs without a native-like pronunciation.

In the recruitment process, a high level of language proficiency is considered a distinctive criterion (see Section 4.2.1). To prove their language proficiency, Turkish nationals submit YDS scores with the application. Then, they are given an oral exam where their language proficiency is evaluated. International candidates, on the other hand, take a written institutional proficiency exam, and then they are given the same oral exam. Therefore, the results of the present study are consistent regarding the fact that participants include language proficiency to characteristics of effective English language teachers and the fact that language proficiency is a determinant in the recruitment process.

There is an unexpected finding in the data in terms of intelligibility. Although participants of the study tend to appreciate native-like pronunciation regarding, the recruitment process does not discriminate between candidates based on their pronunciation. The data (see Section 4.2.1) also shows that there are NNESTs among the recruited international teachers and that a candidate is recruited as long as he/she has a clear way of speaking. Moreover, intelligibility is regarded as an issue for NNESTs. Nevertheless, the data reveals that a Scottish candidate's intelligibility was questioned during the recruitment process, and intelligibility was also regarded as an

issue of NESTs in recruitment. Therefore, the results of the study are not consistent where intelligibility is considered.

“Pedagogical content knowledge” is another theme that emerged from both teacher characteristics (see Section 4.1.3) and recruitment parts (see Section 4.2.4) of the data. Regarding the characteristics of effective English language teachers, participants of the present study consider pedagogical content knowledge as one of them. By definition, pedagogical content knowledge is at the intersection of pedagogical skills, strategies and content/field knowledge. Therefore, these findings of the study are in line with Borg’s (2006) and Richards’ (2010) lists of characteristics associated with effective English language teachers because both include content knowledge and teaching skills on their lists. Moreover, these findings support the results of studies of Çelik et al. (2013) and Erbay et al. (2014) on perceived characteristics of effective English language teachers. Finally, these findings confirm the profiles of effective teachers proposed by Cripps Clark and Walsh (2002) and Dinçer et al. (2013).

In the recruitment process, pedagogical content knowledge is assessed in different ways. Turkish nationals are required to be a graduate of a relevant field and to have a minimum of two years experience to apply for a vacant position. Then, they are given an oral exam during which their teaching skills and content/field knowledge are assessed. International candidates send their resume when they apply for a position, and they are expected to have a relevant degree or internationally recognized certificate and a minimum of two years experience to be considered for a position. Following the written exam, they are also given an oral exam during which their teaching skills and content/field knowledge are assessed. Therefore, the findings of the study regarding pedagogical content knowledge are consistent.

Participants attached importance to this criterion, and it is assessed during the recruitment process.

Under the “awareness of culture and language” theme, “knowledge of context” and “language awareness” were considered characteristics of effective English language teachers in the study (see Section 4.1.4). Although neither of them emerged from the data in recurring patterns, there were a few participants that mentioned issues related to cultural readiness in answering the questions about the recruitment process.

Extract 49: The interview includes cultural questions about whether the candidate is ready to reside in Turkey. (P1)

In extract 49, for example, P1 reveals that international candidates are interviewed to see if they are familiar with the Turkish culture and if they are ready to teach in this culture. Yet this extract is not a representative of the whole data, and we cannot assert that “knowledge of context” is considered during the recruitment process from extract 49. Considering L1/L2 awareness, no evidence is found in the data regarding the recruitment process. Therefore, it can be inferred that L1/L2 awareness does not belong to the recruitment process in this case.

Finally “personality characteristics” are found in the data among the characteristics of effective English language teachers (see Section 4.1.5). In this theme, the data is complex. Although most participants regard “personality characteristics” among the qualities of effective English language teachers, there are only two characteristics that followed a repetitive pattern. These are “enthusiasm” and “motivation”. In the literature, there are different studies associating different personality characteristics with teacher efficacy (Arıkan et al., 2008; Borg, 2006;

Erbay et al., 2014), the findings of this study are limited. Similarly, the recruitment part of the data also involves some personality characteristics that are important in recruitment. However, none of the characteristics in the data have a repetitive pattern or form a theme in the study. This may be explained in two ways. Either personality characteristics are disregarded during the recruitment process or they are regarded, but it was not revealed in the data.

#### 4.4 Conclusion

In this section, the main findings of the present study are presented and discussed in the light of the research questions of the study and the literature review. When the constructed profile of effective English language teachers and the constructed recruitment process in the case are concerned, three main themes—nativeness, language proficiency, and pedagogical content knowledge—reveal themselves in the recruitment process. Most findings except the ones about nativeness are in line with studies in the literature. Finally, the present study reflects and records the constructed profile of effective English language teachers and constructed recruitment process in the Turkish context.

## CHAPTER 5

### CONCLUSION

In this chapter, I summarize and outline the main findings of the present study regarding the research questions. Then, I highlight the pedagogical implications and limitations of the study.

#### 5.1 Summary of the findings

The present study primarily attempted to understand the constructed profile of effective English language teacher and the constructed recruitment process of the institution in this case. The second aim was to see the relationship between these two constructed realities. Sixteen people were interviewed, 24 job announcements were compiled, and required information was taken from the website of the institution. Thematic and content analyses were used to analyze the data. Three research questions were determined.

1. What is the constructed profile of an effective English language teacher in an English preparatory division of a language school in higher education?
2. How is the recruitment process constructed in an English preparatory division of a language school in higher education?
3. What is the relationship between the qualifications of effective English language teachers and the recruitment process?

To be able to answer the first research question about the constructed profile of effective English language teachers, three groups of participants were interviewed: administrators and recruitment committee members, Turkish teachers of English, and non-Turkish teachers of English. Based on the results of the analyses, the constructed



profile of effective English language teachers included the following set of characteristics:

- A high level of language proficiency
  - Being intelligible
  - Having communicative skills
- Having pedagogical content knowledge
- Having awareness of culture and language
  - Having knowledge of context
  - Language awareness
- Personality characteristics
  - Being enthusiastic
  - Being motivating

The present study also explored whether the participants regarded being a native speaker of English a qualification of an effective English language teacher. However, the study did not reveal such a finding. Contrary to previous findings (Clark & Paran, 2007; Mahboob & Golden, 2013; Selvi, 2009; Selvi, 2010), nativeness is not a constructed characteristic associated with effective teachers. Therefore, the findings of this study call for equity and inclusivity of NNESTs.

To be able to answer the second question, all the participants were interviewed, officially published job announcements were collected, and the website of the institution was analyzed to identify the recruitment process and the criteria adopted during the recruitment process in this case. Based on the findings of the study, two different recruitment processes emerged: One for Turkish national candidates and one for non-Turkish candidates.

The recruitment process for Turkish national candidates is as follows:

- Application with scores on a centralized exam and GPA
- General evaluation based on the equation of the CoHE
- Oral exam

The recruitment process for non-Turkish candidates is as follows:

- Sending resume
- Pre-interview (over Skype or face-to-face)
- Written proficiency exam
- Oral exam

Based on the findings of the study, the following criteria emerged as distinguishing factors:

- A high level of language proficiency
- Exam proficiency
  - Centralized exam proficiency
  - Institutional exam proficiency
- Having teaching experience
- Having pedagogical content knowledge

The present study also questioned whether nativeness was regarded as a criterion in the recruitment process. The results of the study, however, did not reveal such a finding. Although the recruitment process was divided into two different processes, the difference between these two processes was not based on a candidate's mother tongue. It was based on the nationality of the candidates, and this difference was due to the regulations of the CoHE. Nativeness did not emerge as a criterion for international candidates, either. Therefore, although the recruitment processes showed variation, no discriminatory acts were found in the case.

To be able to answer the third question, the findings of the first and the second questions were systematically compared and contrasted. Various characteristics and criteria emerged during the data analysis process of the present study. When the findings were compared, two characteristics of constructed effective English language teacher profile appeared to be matching with two criteria of the pertaining recruitment process. These include:

- A high level of language proficiency
- Having pedagogical content knowledge

This study suggests that neither constructed effective teacher characteristics nor constructed recruitment process shows discrimination against NNESTs. Even though there is not one recruitment process in this case, the difference between the recruitment processes do not stem from the institution itself, but from centralized decisions in Turkey.

## 5.2 Implications of the study

The results of the present study involve pedagogical, professional, and administrative implications. The findings reveal a set of characteristics that an effective English language teacher should have. For this reason, novice teachers can focus on these characteristics that are associated with teacher efficacy to increase their level of efficacy in class. For example, novice teachers can pay attention to intelligibility of their class talk or increase their contextual awareness to function in class more effectively. Another pedagogical implication of the present study is that novice NNESTs should be aware of the fact that not being a native speaker of English does not make a teacher less effective in class. Therefore, NNESTs can act in class more confidently and contribute positively to the learning process of their students.

Professional development for pre-service and in-service teachers is another implication of the present study. University supervisors can take into account both the characteristics associated with teacher efficacy and criteria of the recruitment processes to train and increase the awareness of pre-service teachers who study at English language teaching departments in Turkey. Further, teacher trainers can consider the findings of the present study regarding the characteristics of effective English language teachers when they design training for in-service teachers. Hopefully, the list of constructed profile related to teacher efficacy will contribute to the understanding of in-service teachers who work at the institution in this case as well as in others.

Finally, the present study might have implications regarding administrative decisions related to the recruitment processes. Decision-makers can focus primarily on effective teacher characteristics when they make their final decision recruiting English language teachers. More importantly, administrators should give equal recruitment opportunities to both native and non-native candidates in the recruitment process, and they should bear in mind that nativeness is not a discriminating factor.

### 5.3 Limitations of the study

This study has limitations regarding the number of participants and the number of the case. The data present findings are derived from only one institution, and the number of the participants was limited, as only 16 people volunteered to participate in the study. This situation decreases the generalizability of the results of the study.

However, with a larger group of participants, more detailed views from the institution could be collected and presented to support the findings of the present study, and the descriptions in the study could be much more extensive. Another

limitation of the study is related to the fact that the study was conducted in only one institution. With the participation of more universities, the results of the study could be more generalizable and the study could reflect a more comprehensive perspective from the Turkish context.

## APPENDIX A

### INFORMED CONSENT FORM

Title: English Language Teacher Recruitment Practices in Higher Education

Institutions: A Case Study in Turkey

Researcher: Büşra Ayça Karaman

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Thesis Advisor: Yasemin Bayyurt

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#### Consent:

We invite you to participate in this study to share your opinions and observations. The following information is provided to help you decide whether you wish to participate in the present study. This study is conducted by Büşra Ayça Karaman, an M.A. student at the Boğaziçi University Foreign Language Education Department, under the supervision of Prof. Yasemin Bayyurt. In the study, the views of English teachers and administrative members on effective teacher characteristics and recruitment processes will be collected and analyzed within the scope of the study. Individual interviews will be used for data collection. Upon this consent, the interview will be recorded. The interview is expected to take 20 minutes.

You should be aware that you are free to decide not to participate or to withdraw at any time. Do not hesitate to ask questions about the study before participating or during the study. I would be happy to share the findings with you after the research is completed. Your name will not be associated with the research findings in any way. There are no known risks and/or discomforts associated with this study. The expected benefits associated with your participation are the discovery of constructed effective teacher characteristics and constructed recruitment process. The results of this study may be published and used for research purposes.

Please sign this consent form. You are signing it with full knowledge of the nature and purpose of the procedures.

Name-Surname:.....

Signature: .....

Date: ...../...../.....

## APPENDIX B

### INTERVIEW QUESTIONS FOR ENGLISH TEACHERS

1. In what country were you born?
2. What is your first language?
3. What diploma/degree/certificate do you hold? (BA / MA / PhD / CELTA / DELTA / Others)
4. How long have you been teaching English in total?
5. How long have you been teaching English at this institution?
6. Have you ever had student comments about your nationality in class?
7. In your opinion, what makes an EFL instructor a good EFL instructor?
8. What do you think are the most valuable qualities that native English teachers should have?
9. What do you think are the most serious weaknesses that native English-speaking teachers might have?
10. What do you think are the most valuable qualities that nonnative English-speaking teachers should have?
11. What do you think are the most serious weaknesses that a nonnative English teacher might have?
12. What kind of a recruitment procedure did you go through in applying this school?
13. Do you think it was a fair and well-established recruitment procedure? Why?
14. Is it difficult to be a native/nonnative English-speaking teacher in Turkey? Why?
15. What should be the most important factors for recruiting a teacher at this school?
16. Do you have anything to add?

## APPENDIX C

### INTERVIEW QUESTIONS FOR ADMINISTRATORS AND RECRUITMENT COMMITTEE MEMBERS

1. What is your first language?
2. How long have you been an administrator? / How long have you been a recruitment committee member?
3. How long have you been an administrator at this institution? / How long have you been a recruitment committee member at this institution?
4. What criteria do you use for the teacher recruitment process?
5. Do you have the same procedure for native and nonnative teachers?
  - a. Could you please explain the procedure?
  - b. What makes the procedure different for these teachers?
6. Have you ever had comments about discriminatory acts against native English-speaking teachers at this school?
7. Have you ever had comments about discriminatory acts against nonnative English-speaking teachers at this school?
8. What do you think are the most valuable qualities that native English teachers should have?
9. What do you think are the most serious weaknesses that native English-speaking teachers might have?
10. What do you think are the most valuable qualities that nonnative English-speaking teachers should have?



11. What do you think are the most serious weaknesses that a nonnative English teacher might have?
12. In your opinion, what makes an EFL instructor a good EFL instructor?
13. What should be the most important factors for recruiting a teacher at this school?
14. Do you face any problems during the recruitment procedure? If yes, could you please elaborate on these problems?
15. Is there anything you would like to add?

## APPENDIX D

### CODED SEGMENTS IN DOCUMENTS

Phenomenon of interest	No	Unit of Coding	Coded Segments
Constructed recruitment process	#1	Job announcement	Having an undergraduate or graduate degree from one of the following departments: English language and literature, American languages and literature, translation, English philology, English language teaching and minimum 4 years experience in a related field.
Constructed recruitment process	#2	Job announcement	Having an undergraduate or graduate degree from one of the following departments: English language and literature, American languages and literature, translation, English philology, English language teaching and minimum 10 years experience in a related field.
Constructed recruitment process	#3	Job announcement	Having an undergraduate or graduate degree from one of the following departments: English language and literature, American languages and literature, translation, English philology, English language teaching and minimum 3 years experience in a related field.
Constructed recruitment process	#4	Job announcement	Having an undergraduate or graduate degree from one of the following departments: English language and literature, American languages and literature, translation, English philology, English language teaching and minimum 10 years experience in a related field.
Constructed recruitment process	#5	Job announcement	Having an undergraduate or graduate degree from one of the following departments: English language and literature, American languages and literature, translation, English philology, English language teaching and minimum 5 years experience in a related field.
Constructed recruitment process	#6	Job announcement	Having an undergraduate or graduate degree from one of the following departments: English language and literature, American languages and literature, translation, English philology, English language teaching and minimum 5 years experience in a related field.
Constructed recruitment process	#7	Job announcement	Having an undergraduate or graduate degree from one of the following departments: English language and literature, American languages and literature, translation, English philology, English language teaching and minimum 10 years experience in a related field.

Constructed recruitment process	#8	Job announcement	Having an undergraduate or graduate degree from one of the following departments: English language and literature, American languages and literature, translation, English philology, English language teaching and minimum 5 years experience in a related field.
Constructed recruitment process	#9	Job announcement	Having a degree from one of the following departments: English language and literature, American languages and literature, translation, English philology, English language teaching and minimum 2 years experience in a related field.
Constructed recruitment process	#10	Job announcement	Having a degree from one of the following departments: English language and literature, American languages and literature, translation, English philology, English language teaching and minimum 2 years experience in a related field.
Constructed recruitment process	#11	Job announcement	Having a degree from one of the following departments: English language and literature, American languages and literature, translation, English philology, English language teaching.
Constructed recruitment process	#12	Job announcement	English language and literature, American languages and literature, translation, English philology, English language teaching.
Constructed recruitment process	#13	Job announcement	English language and literature, American languages and literature, translation, English philology, English language teaching.
Constructed recruitment process	#14	Job announcement	Being a graduate of English language and literature, American languages and literature, translation, English philology, English language teaching, having full time experience for min. 4 years in the related field.
Constructed recruitment process	#15	Job announcement	Being a graduate of English language and literature, American languages and literature, translation, English philology, English language teaching, having full time experience for min. 2 years in the related field.
Constructed recruitment process	#16	Job announcement	Being a graduate of English language and literature, American languages and literature, translation, English philology, English language teaching, having full time experience for min. 2 years in the related field.
Constructed recruitment process	#17	Job announcement	Graduate of English language and literature, American languages and literature, translation, English philology, English language teaching, full time experience for min. 2 years in the related field.

Constructed recruitment process	#18	Job announcement	Graduate of English language and literature, American languages and literature, translation, English philology, English language teaching, full time experience for min. 4 years in the related field.
Constructed recruitment process	#19	Job announcement	Having an undergraduate or graduate degree from one of the following departments: English language and literature, American languages and literature, translation, English philology, English language teaching and minimum 10 years experience in a related field.
Constructed recruitment process	#20	Job announcement	Having an undergraduate or graduate degree from one of the following departments: English language and literature, American languages and literature, translation, English philology, English language teaching and minimum 8 years experience in a related field.
Constructed recruitment process	#21	Job announcement	Having an undergraduate or graduate degree from one of the following departments: English language and literature, American languages and literature, translation, English philology, English language teaching and minimum 8 years experience in a related field.
Constructed recruitment process	#22	Job announcement	Having an undergraduate or graduate degree from one of the following departments: English language and literature, American languages and literature, translation, English philology, English language teaching and minimum 2 years experience in a related field.
Constructed recruitment process	#23	Job announcement	Having an undergraduate or graduate degree from one of the following departments: English language and literature, American languages and literature, translation, English philology, English language teaching and minimum 2 years experience in a related field.
Constructed recruitment process	#24	Job announcement	Having an undergraduate or graduate degree from one of the following departments: English language and literature, American languages and literature, translation, English philology, English language teaching, having worked as an English teacher, and having experience in a public institution.
Constructed recruitment process	#1	Webpage of the institution	Before you choose which link to follow, please be informed that anyone with a TC ID number is considered a Turkish national regardless of their dual citizenship.
Constructed recruitment process	#2	Webpage of the institution	Full-time appointment of Turkish nationals is regulated by the CoHE. Full-time jobs are advertised and requirements are listed here on a CoHE webpage. Turkish Nationals. International Applicants.

Constructed recruitment process	#3	Webpage of the institution	Full-time jobs are advertised and requirements are listed here on a Higher Education Council webpage.
Constructed recruitment process	#4	Webpage of the institution	[...] and the candidates are invited to an oral assessment session on the specified date. The candidates are also asked to perform a class demonstration (micro-teaching). A minimum oral assessment score of 60 is required to be shortlisted.
Constructed recruitment process	#5	Webpage of the institution	Applicants [International applicants] are required to have a BA or a higher degree in a related field (ELT, English philology, American culture and literature, English linguistics, English translation and interpretation studies, etc.), or a BA or a higher degree in another field and an internationally recognized certificate such as CELTA.
Constructed recruitment process	#6	Webpage of the institution	Applications [of international applicants] are reviewed by the recruitment committee.
Constructed recruitment process	#7	Webpage of the institution	Shortlisted [non-Turkish] applicants are invited to a preliminary interview face-to-face or over Skype).
Constructed recruitment process	#8	Webpage of the institution	Then, the candidates are invited to sit the BU Proficiency Test for Instructors. Those who pass the written test are called in for an oral assessment session, where they also perform a class demonstration (micro-teaching).
Constructed recruitment process	#9	Webpage of the institution	The candidates are invited to sit the BU Proficiency Test for Instructors.
Constructed recruitment process	#10	Webpage of the institution	Those who pass the written test are called in for an oral assessment session where they also perform a class demonstration (micro-teaching).

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