

A STUDY ON PRE-SERVICE EFL TEACHERS' ADMISSION INTO
TEACHING PROGRAMS AND EFL TEACHERS'
RECRUITMENT IN TURKISH CONTEXT

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Approval of the Graduate School of Social Sciences

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I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

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ABSTRACT

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The aim of this explanatory case study is to examine the admission of pre-service EFL teachers into English language teaching programs and EFL teachers' recruitment to schools of Ministry of National Education (MoNE) and universities in Turkey from the perspective of students, teacher educators, and EFL teachers. The participants of the study consisted of graduate and undergraduate students who continued their education at the foreign language education department at a state university in the academic year 2017-2018, their teacher educators, and those EFL teachers who graduated from the same department earlier on. The data were collected via a survey and interviews and were analyzed through descriptive and inferential statistics and content analysis. Depending on the study results, new models for the admission and recruitment processes are suggested along with implications for policy makers, teacher educators, and researchers.

Keywords: EFL Teachers, Admission, Recruitment

ÖZ

TÜRKİYE BAĞLAMINDA HİZMET ÖNCESİ İNGİLİZCE ÖĞRETMENLERİNİN ÖĞRETMENLİK PROGRAMLARINA ALIMI VE İNGİLİZCE ÖĞRETMENLERİNİN ATANMALARI ÜZERİNE BİR ÇALIŞMA

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Bu açıklayıcı durum çalışmasının amacı, hizmet öncesi İngilizce öğretmenlerinin İngiliz dili öğretimi programlarına kabul sürecini ve İngilizce öğretmenlerinin Milli Eğitim Bakanlığı (MEB) ve üniversitelerce işe alım süreçlerini İngilizce öğretmenliği bölümü öğrencilerinin, öğretmen eğitimcilerinin ve İngilizce öğretmenlerinin görüşleri açısından incelemektir. Çalışmanın katılımcıları, 2017-2018 akademik yılında bir devlet üniversitesinde yabancı dil eğitim bölümüne devam eden lisans ve lisansüstü öğrencilerden, onların eğitimcilerinden ve daha önceden aynı bölümden mezun olmuş İngilizce öğretmenlerinden oluşmaktadır. Veriler anket ve görüşmeler yolu ile toplanmış ve tanımlayıcı ve çıkarımsal istatistik ve içerik analizi ile analiz edilmiştir. Çalışma sonuçlarına bağlı olarak, bölümlere kabul ve işe alım süreçleri için yeni modellerin yansıra karar veren yetkililer, eğitimciler ve araştırmacılar için bazı çıkarımlar ortaya konulmuştur.

Anahtar Kelimeler: İngilizce Öğretmenleri, Programa Alım, Atanma

My beloved Grandfathers,

I did it my way.

And I always will.

Two roads diverged in a wood, and I—

I took the one less traveled by,
And that has made all the difference.

R. Frost

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LIST OF ABBREVIATIONS

ACT	American College Tests
ALES	Akademik Personel ve Lisansüstü Eğitim Geçiş Sınavı (Academic Personnel and Post-graduate Education Entrance Exam)
AYT	Alan Yeterlilik Testi (Field Competency Test)
CAE:	Cambridge English: Advanced
CEFR	Common European Framework of Reference for Languages
CELTA	Certificate in Teaching English to Speakers of Other Languages
CGPA	Cumulative Grade Point Average
CPE	Certificate of Proficiency
DELTA	Diploma in English Language Teaching
ECTS	European Credit Transfer System
EDS	Educational Sciences
EF	Education First
EF EPI	Education First English Proficiency Index
EFL	English as a Foreign Language
ELT	English Language Teaching
EPDAD	Eğitim Fakülteleri Eğitim Programlarını Değerlendirme ve Akreditasyon Derneği (Association for Evaluation and Accreditation of Educational Programs at Faculties of Education)
ESAs	Education Service Areas
ESL	English as a Second Language
ESOL	English for Speakers of Other Languages
ETS	Educational Testing Service
e-YDS	Elektronik Yabancı Dil Sınavı (Electronic Foreign Language Exam)
FCE	First Certificate in English (Cambridge)

FTK	Field Knowledge Test
GAT	General Aptitude Test
GUAS	General University Admission System
GWKT	General World Knowledge Test
HEC	Yükseköğretim Kurulu (Higher Education Council)
IELTS	International English Language Testing System
KET	Key English Test
KPDS	Kamu Personeli Yabancı Dil Bilgisi Seviye Tespit Sınavı (Foreign Language Proficiency Examination for State Employees)
KPSS	Kamu Personeli Seçme Sınavı (Public Personnel Selection Examination)
LYS-5	Lisans Yerleştirme Sınavı (Undergraduate Placement Exam)
MA	Master of Arts
MoNE	Ministry of National Education (MoNE)
NCATE	National Council for Accreditation of Teacher Education
NIETS	National Institute of Educational Testing Service
OBEC	Office of Basic Education Commission
OECD	The Organization for Economic Co-operation and Development
OHEC	Office of Higher Education Commission
ONET	Ordinary National Education Test
OVEC	Office of Vocational Education Commission
ÖSYM	Öğrenci Seçme ve Yerleştirme Merkezi (Student Selection and Placement Center)
PAT	Professional and Academic Aptitude Test
PET	Preliminary English Test
PHD	Doctor of Philosophy
PISA	Programme for International Student Assessment
PTE Academic	The Pearson Test of English Academic
SAT	Scholastic Aptitude Test
SET	Standard English Test

SLA	Second Language Acquisition
SLTA	Second Language Teacher Education
TEFL	Teaching English as a Foreign Language
TEOG	Temel Eğitimden Ortaöğretime Geçiş (Transition from Basic Education to Secondary Education)
TESL	Teaching English as a Second Language
TESOL	Teaching English to Speakers of Other Languages
TCT	Teachers' Council of Thailand
TOEFL IBT	Internet Based Test of English as a Foreign Language
TYT	Temel Yeterlilik Testi (Basic Competency Test)
ÜDS	Üniversiteler Arası Kurul Yabancı Dil Sınavı (Interuniversity Board Foreign Language Exam)
WB	World Bank
YDS	Yabancı Dil Bilgisi Seviye Tespit Sınavı (Foreign Language Proficiency Examination)
YGS	Yüksek Öğrenime Geçiş Sınavı (Higher Education Entrance Examination)
YÖKDİL	Yükseköğretim Kurumları Yabancı Dil Sınavı (Higher Education Institutions Foreign Language Examination)

CHAPTER 1

INTRODUCTION

1.1. Background to the Study

Among hundreds of world languages, English is dominantly one of the languages spoken by millions of speakers all around the world. The number of speakers who speak English as their second language or a foreign language is comparatively higher than the number of speakers who speak it as their mother tongue thanks to its role in the international arena as a common means of communication. From business to education, in a wide scope, English is an international language for many people to find one common ground to get their message across. Especially with the latest developments in scientific, technological, economic, and cultural developments around the globe, no any other language seem to compete with the spread and use of English; in the field of education, therefore, English goes on being one of the most commonly studied subjects at schools (Graddol, 2000) especially in English as a Foreign Language (EFL) learning settings. With the increasing number of users across the four corners of the world, English is now the *lingua franca* of the 21st century (Alptekin, 2002:2007; Jenkins, 2006; Jenkins, 2012; Seidlhofer, 2004). As clearly pointed by Kachru's (2006) dynamic concentric circle model of world Englishes, it is almost impossible for anyone to claim the custody of this global language, which in a way brings the native and nonnative speakers to a more equal position in its usage, especially in its teaching as a profession (Moussu & Llurda, 2008; Liu, 1999; Llurda, 2009; Selvi, 2014).

Given the role English plays in the world, its importance is being recognized by different countries which aim to keep up with the latest enhancements taking place in all aspects of life. Starting from early education and on, the importance of learning English is being highlighted, and its teaching in education programs has been

lowered to as early as the levels of lower secondary, primary, or even pre-school education. As it has been proven to be successful in some developed European countries including England, France, Germany, and Italy (Demirezen, 2012), students in Turkey, for instance, also have started learning English at as early as the second grade and keep learning it throughout their high school years with the new education reform (Bayyurt, 2012). Even at university level, learners around the globe are encouraged to continue their English education to secure a job position in the competitive conditions of their professional life, which is one of the reasons why many universities today have adopted English as the medium of their instruction (Graddol, 2007).

Turkey is one of the countries that recognize the global status English holds in the international arena. However important English is considered to be as a world language in the Turkish setting, Turkish learners of English seem to be far from being successful in learning it as a foreign language. This lack of success has already been internationally proven by a report called EF English Proficiency Index (EPI), released by a global language training company, Education First (EF). To briefly explain, EF is a global language training company that aims to contribute to global language learning community and improve language learning by conducting research in different countries across all the continents. Each year, many language users take their Standard English Test (SET) online and the company releases their scores in (online) reports ranking the countries in five major categories of very high, high, moderate, low, and very low. In SET, test takers answer the questions in reading (including grammar and vocabulary questions) and listening tests online. The SET exam by the company is used by more than 500 schools to test their students' levels of English, more than 2.500 companies to test the language skills of their employees, and more than 30 million language learners to test their language proficiency. In 2015, for instance, more than 950.000 adults took the SET by EF, and the results of 2016 EF EPI revealed that Turkey ranked very low coming 51st out of 72 countries worldwide. Turkey went on ranking very low and falling behind other countries around the world, becoming 62nd (out of 80 countries) and 73rd (out of 88 countries) in 2017 and 2018 versions of the EF EPI report respectively. Similarly, the

dissatisfactory language profile of Turkish speakers of English has also been proven nationally by a report released in 2018 by ÖSYM (Student Selection and Placement Center) in Turkey. The center worked on the results of the national English proficiency test e-YDS, and the results of the exam were analyzed for a total number of 26.454 participants who took the test in 2017 at different time intervals. The report showed that the mean scores of the test takers ranged from minimum 56 to 64 out of 100.

Considering the current status of English and the relatively low proficiency profile of its Turkish speakers as presented above in national and international sense, teaching of English has started to be as important as learning it in Turkey. As Graddol (2000:2007) expresses, the current status of English around the world makes the supply and education of effective English teachers with a good command of English, methodological training, and professional motivation necessary. Being aware of this, the Turkish government has started to spare more time, money, resources, and energy to equip language teachers with adequate language competencies and teaching skills during their pre-service and in-service teacher education. Especially, now that the new regulations highlight the importance of language learning starting from the primary school and on makes it even more necessary to enhance teacher education. With this aim in mind, both pre-service and in-service teachers are encouraged on the way to their professional development, and they are provided with different means and incentives to achieve so. Especially, pre-service education in Turkey, in this respect, is being revisited and necessary changes take place in the education of pre-service English teachers with the supervision of researchers and academicians at universities. Nevertheless, despite the fact that education of pre-service English teachers is highly valued given the role these pre-service teachers are to play in effective teaching of English in the up-coming years, with the current regulations and standardized processes, the admission process of pre-service English language teachers to pre-service teacher education programs and their recruitment for job positions following their university education seem to be taken for granted in Turkey in some respects (Takkaç, 2012).

In Turkish education system, pre-service EFL teachers complete their primary, secondary, and high school education one after another before they start their university education. In their last year at high school, Turkish students basically sit the multiple choice exams called YGS (Higher Education Entrance Examination) and LYS-5 (Undergraduate Placement Exam). Then, student scores are calculated to be added onto their Cumulative Grade Point Average (CGPA), after which students are expected to choose amongst the universities and programs they prefer. Through a centralized system, pre-service EFL teachers are appointed to the universities depending on the scores they have received and the choices they have made, and they start teaching departments. In some cases, though, the candidates attend one year preparatory school required by universities unless they prove to be successful in the language proficiency exams conducted by the universities they are placed at. In their four-year pre-service education, they take courses on English language, methodology, English literature, linguistics, and educational sciences to be language teachers. After they finish their pre-service education, teachers start working either for state or private sector, the latter of which is beyond the concern of this study. In state, English teachers might work at MoNE (Ministry of National Education) schools and teach at primary, secondary, or high schools. Alternatively, they might work under the HEC (Higher Education Council) i.e. at universities as language instructors to teach English at preparatory schools or must and/or elective English courses of different university departments. To work at MoNE schools, first teachers need to sit a multiple-choice exam called KPSS (Public Personnel Selection Examination), which is the prerequisite of an oral exam they need to take before their appointment to ministry schools. Depending on the oral exam score they receive, teachers make a list of their preferences and are appointed to schools in different regions of the country whose quotas have been previously determined by the government. To work as language instructors at universities, on the other side, teachers need to sit the multiple choice exams called ALES (Academic Personnel and Post-graduate Education Entrance Exam) and YDS (Foreign Language Exam) or submit the scores of any other national or international language exams recognized by universities in the country. Apart from these, universities might also ask for some specific requirements including but not limited to teaching experience, department of

graduation, or even a master's degree in a specific field. Candidates who have high scores and meet the requirements also need to take an oral examination before they are accepted into university positions whose quotas have previously been determined by universities and announced by the HEC. In some cases, universities might ask the candidate instructors to sit written examinations, too. In the final turn, a certain ratio of all examinations and candidates' university CGPS score are calculated and they are appointed to the teaching positions. The review of literature section of this study gives more detailed information about the admission and recruitment processes.

As noted above, a lot of prominence is attached to learning English and its effective teaching today, which is why education of teachers, as one of the components which is essential for effective language learning, is worth investing on for improvement. However important their education is, so are their admission to departments and recruitment into job positions, which are to be investigated into in this study, as explained below.

1.2. Statement of the Problem

As stated earlier, in all aspects of life, English undoubtedly plays a key role as a world language, and thus, teaching of English holds an important place in Turkey. Despite the awareness of its prominence, Turkey falls behind many countries when the proficiency levels of English learners in these countries are compared to that of the ones' in Turkey as indicated by EF English Proficiency Index and the official e-YDS language examination report by the ÖSYM, as emphasized earlier on.

Obviously, there could be different learner internal and external facets in the comparatively low proficiency profile of Turkish learners of English including but not limited to their motivation, attitudes, beliefs, learning styles, backgrounds, or culture; nevertheless, teachers might also play a role on these learners' achievement (Hattie, 2012) with their motivation, characteristics, beliefs, commitments, effectiveness, practices and more. Teachers are, without a question, one of the factors that affect the quality of education; teachers' characteristics, qualities, competencies,

and knowledge play a significant role for their students (Korkmaz, Bağçeçi, Meşe, & Ünsal, 2013). Different than any other teachers, especially language teachers could play a significant role in learning a language because that they are claimed to have distinctive characteristics in terms of the nature of the subject and content they teach, methodology they use, and relationships they create with learners (Borg, 2006). Therefore, due to the possible link between learning and teaching and the possible impact of teachers, pre-service EFL teachers' education gains significance even more. However, the education of EFL teachers is not far from being flawless. To illustrate, through the current system, a great number of students are accepted into pre-service education under faculties of education, yet there is a lack of educators to educate these candidates. Similarly, although the reconstruction of teacher education programs has been suggested by the officials, there has been no project yet as to answer how to select candidates to pre-service education, what kind of a pre-service education they should go through, how their content knowledge and pedagogical knowledge should be intermingled, what sort of a practice teaching process they should go through, how and to what extent their recruitment should take place, and what the content and fundamentals of their in-service training should be (Takkaç, 2012).

Of all these mentioned above, especially, the acceptance of pre-service EFL teachers into programs and EFL teachers' recruitment after university, as two essential components of their education, remain to be problematic. The current examination system of pre-service EFL teachers measures the candidates' knowledge and English language proficiency only on paper. This is students are expected to prove their knowledge and language competency on paper through multiple choice questions. In terms of language proficiency, multiple choice based testing could be a proof of examinees reading skills basically; thus, the listening, speaking, and writing components of a language seem to be taken for granted for the sake of sustaining objectivity and practicality across millions of exam takers. Besides, in such multiple choice examinations, some other factors such as test wiseness might have an important role in the scores pre-service EFL teachers receive. Likewise, the recruitment of EFL teachers seems to be problematic in that they are appointed to

MoNE schools or universities in a limited fashion. They are expected to take centralized exams which seem to be far from reflecting their knowledge and skills in teaching profession. For the sake of standardization, it seems that the exams they take to be appointed as teachers seem to measure anything on paper, without distinguishing between teachers' real teaching, knowledge, skills, or language proficiency and performance. Similar to the admission process, it seems to be very likely that teachers who have test wiseness are to be recruited. In addition, the fact that there are oral interviews in the recruitment processes by the MoNE and universities makes the recruitment process even more questionable given the nature of subjectivity that might play a role in the assessment of EFL teachers. What is more, the system allows anyone who has graduated from a language related department to be a teacher, and it makes the recruitment process even more complicated. In faculties of education, pre-service English teachers receive courses not only on English language, English literature, linguistics but also educational sciences and methodology specific to language teaching, yet students who graduate from a linguistics, translation, or literature departments do not take courses either on educational sciences or language teaching methodology. These students later are allowed to enroll in a paid program to develop their pedagogical competence, but the program covers basic general education courses and is not specifically designed for language teaching.

Thus, under the light of the concerns above, in such a system in which everyone with some amount of knowledge and language competence is allowed to be a pre-service EFL teacher and is examined to be appointed in a limited and questionable fashion, it is high time that the current practices of pre-service EFL teacher selection and EFL teacher recruitment processes in Turkey were revisited.

1.3. Purpose of the Study

Given that the acceptance of pre-service EFL teachers into English language teaching programs and EFL teachers' recruitment are inseparable components of EFL teacher education, the present study aims to investigate the admission of pre-service EFL

teachers and EFL teachers' recruitment after university in Turkish context. To achieve this, the study tries to understand what stakeholders think about the current admission and recruitment processes. Therefore, it aims to point out to the personal opinions of pre-service EFL teachers, teacher educators, and EFL teachers on the matter and suggest improvements on the already available models, if necessary. In this regard, the research questions of the study are as follows.

RQ I: What do students (pre-service EFL teachers and ELT graduate students), EFL teacher educators, and EFL teachers think about the current pre-service EFL teacher admission process in Turkey?

1. What is the opinion of students (pre-service EFL teachers and ELT graduate students), EFL teacher educators, and EFL teachers about the admission process in Turkey?
 - A.
 - a. What do they think the strengths of the process are?
 - b. What do they think the weaknesses of the process are?
 - B.
 - a. Is there any statistically significant difference between the students' opinions in terms of their year of education?
 - b. Is there any statistically significant difference between the students' opinions in terms of their university CGPA?
 - c. Is there any statistically significant difference between the students' opinions in terms of their English language proficiency?
 - d. Is there any statistically significant difference between the teachers' opinions in terms of their teaching experience?
2. What are the suggestions of students (pre-service EFL teachers and ELT graduate students), EFL teacher educators, and EFL teachers for the improvement of the admission process, if any?

RQ II: What do students (pre-service EFL teachers and ELT graduate students), EFL teacher educators, and EFL teachers think about the current EFL teacher recruitment processes (by the MoNE and universities) in Turkey?

1. What is the opinion of students (pre-service EFL teachers and ELT graduate students), EFL teacher educators, and EFL teachers about the recruitment processes (by the MoNE and universities)?

A.

- a.** What do they think the strengths of the processes are?
- b.** What do they think the weaknesses of the processes are?

B.

- a.** Is there any statistically significant difference between the students' opinions in terms of their year of education?
- b.** Is there any statistically significant difference between the students' opinions in terms of their university CGPA?
- c.** Is there any statistically significant difference between the students' opinions in terms of their English language proficiency?
- d.** Is there any statistically significant difference between teachers' opinions in terms of their teaching experience?

2. To what extent do students (pre-service EFL teachers and ELT graduate students) and EFL teachers think the recruitment processes (by the MoNE and universities) take into consideration the standards for being an EFL teacher?

- a.** Is there any statistically significant difference between the students' opinions in terms of their year of education?
- b.** Is there any statistically significant difference between the students' opinions in terms of their university CGPA?

- c. Is there any statistically significant difference between the students' opinions in terms of their English language proficiency?
 - d. Is there any statistically significant difference between the teachers' opinions in terms of their teaching experience?
3. What are the suggestions of students (pre-service EFL teachers and ELT graduate students), EFL teacher educators, and EFL teachers for the improvement of the recruitment processes (by the MoNE and universities), if any?

1.4. Significance of the Study

It is undeniable that English is prominent in many different fields of life, and given the role it has in the international arena, it is important to learn this lingua franca of the 21st century to affectively function in the global village the world has turned into. It is equally import that individuals are taught this language effectively, due to which education of language teachers attracts considerable attention in settings where English is learnt as a foreign language. With the acknowledgement that effective learning parallels effective teaching, education of English teachers gain importance even more. As a part of their education, therefore, the way they are accepted into teaching programs and the way they are allowed into their profession also gain equal importance, which is the main concern of the study.

Given all stated so far, this study aims to shed light onto the way EFL teachers are accepted into teaching programs and recruited as English teachers following their program. It aims to point out to the powerful sides of the current admission and recruitment procedures at work along with the weak sides of these processes that might be reconsidered and provide some suggestions to make the processes work better and fulfill their full purpose.

The study is of importance since its goal is to examine the admission of pre-service EFL teachers into teaching programs and their recruitment process in Turkey, which has not been addressed much earlier on by other studies. In doing so, the study

elicits the invaluable insights of all the related stakeholders. It brings together the opinions of pre-service EFL teachers, students who continue graduate studies related to English language teaching, lecturers and research assistants who engage in the education of pre-service EFL teachers throughout the program, and English teachers who have been recruited to job positions not only at the MoNE schools but also at universities. With the results to be disseminated by this study, the current admission and recruitment processes are to be revisited and suggestions for future improvements are to be made, if necessary. It is expected that the results of the study is to contribute to the way that pre-service EFL teachers are accepted into teaching programs and the way EFL teachers are recruited by the ministry schools and universities.

CHAPTER 2

REVIEW OF LITERATURE

In the review of literature section of the study, first an overview of the general Turkish education will be presented, and then specifically how EFL teachers in Turkey are accepted into teaching programs, are educated, and are recruited will be presented. In following sections, some cases of how English language teachers are accepted, educated, and recruited abroad will also be explained briefly. In addition, EFL teacher qualities and competencies will be discussed. Finally, some studies that have previously focused on pre-service EFL teacher admission and EFL teacher recruitment processes in Turkey will be presented.

2.1. Pre-service EFL Teachers' Admission into Teaching Programs and EFL Teacher' Recruitment

2.1.1. An Overview of Turkish Education System

Before explaining how EFL teachers in Turkey are accepted into teaching programs and recruited afterwards, the education system in Turkey should be explained briefly, as it is with this system that pre-service EFL teachers are trained before they start their university education to be language teachers.

Being free for each and every individual Turkish citizen, the compulsory Turkish education is divided into primary, secondary, high school education, all of which are under the control of Turkish Ministry of National Education (MoNE). Tertiary education, on the other hand, is under the responsibility of Higher Education Council (HEC). It is in the academic year 2012-2013 that the education system in Turkey went through changes with regards to the years of compulsory education. The new law called 4+4+4 Law requires students to have interrupted compulsory 4 year

primary, 4 year secondary, and 4 year high school education, depending on the developmental phases individuals go through. In this new system, the initial four years are considered to be the years in which learners adapt to school and develop basic skills; the next four years are the years in which individuals evaluate and develop their skills; and the last four years are the years that individuals receive general, vocational, or technical education depending on their development and capabilities, by choice. The Turkish MoNE suggests that the main aim behind the change in question is to increase the average education span individuals have and to adapt the already available system with respect to individuals' needs, interests, and capabilities, which paves the way to a more modern, flexible, and democratic education system.

In the new system, children between 37 and 66 months can start their pre-school education, which is not compulsory in the Turkish context. Starting age to primary school, on the other side, has been decided to be 6, and following their primary school education, students are not required to sit any exams to attend a secondary school. After secondary school, individuals are placed into general high, religious, vocational, or technical schools. High school students can attend schools of science, social sciences, fine arts, or sports. It is also possible for high school students to attend Anatolian, religious, general, or vocational high schools. To get a diploma, students need to graduate from high school, and depending on the type of high school they attend, students have the right to choose amongst different high school tracks at the end of their ninth grade. Following their high school education, they take university entrance examinations i.e. YGS (Higher Education Entrance Examination) and LYS-5 (Undergraduate Placement Exam) in March and June respectively. The university education in Turkey is not compulsory, and the regulations allow anyone to be a university student once they have completed their compulsory education. Although it is not compulsory, millions of high school graduates sit university entrance examinations to secure a job in the highly challenging Turkish context in which the rate of unemployment is quite high.

Specifically, language education of Turkish citizens in the general Turkish education system starts at primary school as early as the second grade. Starting from the second grade and on, students take English courses for two hours a week. It is the Board of Education under the Turkish Ministry of National Education that decides on the core curriculum to be taught, which is basically structured on Common European Framework of References for Languages (CEFR). Course books are given to students for free, and school administration, teachers, or parents have no autonomy or say on the choice of books. If schools have subject teachers for English courses, they teach these courses from the grades 1st to 4th, it is classroom teachers who teach language courses; however, these teachers do not take any courses in their undergraduate program related specifically to the teaching of English as a foreign language in primary school (Solak, 2013). With the recent regulations, it has been suggested that students have intensive English education in the fifth year of education by 2019. The Turkish MoNE has published an official manual for the intensive language teaching program in which the philosophy, objectives, key competences and values, approaches to testing and evaluation, techniques of testing, and structure of the curriculum are all explained. The MoNE piloted the program (with 15 hours of English a week) in the academic year 2017 and 2018 in 81 cities across Turkey at over 600 schools with thousands of students, but the final decision by the MoNE is yet to be declared. The fact that language education is given at early ages in the Turkish education system and there are plans for intensive language education in primary education makes the selection, education, and recruitment of language teachers even more important in Turkish context with so many (young) learners to start and continue learning English. In this sense, pre-service EFL teachers' admissions into teaching programs, their education, and their recruitment afterwards are to be discussed briefly below. However, first a more general overview of teacher education practices in Turkey is briefly outlined below.

2.1.2. An Overview of Teacher Education Practices in Turkey

The first teacher education institution, called Darülmuaallimin, in Turkish history dates back to 1948, when teachers were needed for secondary schools, then called.

Rüştiye. It was in 1851 that students sat an exam before they could continue their education at Darülmualimin, and it was necessary for them to have a good command of both Arabic and Turkish languages as well as good manners and attitudes. At the end of their education, students were to be appointed to their work places depending on their success at school. Darülmualimin was later given the names Muallim Mektebi and Öğretmen Okulu respectively, both of which translate into Turkish as teacher training schools (Başkan, Aydın and Madden, 2006).

In the Republic period, until 1973, the main teacher education depended heavily on the education of primary school teachers, who were then trained at İlköğretmen Okulu (schools for primary school teachers) and Köy Enstitüleri (village institutes). In 1973, a new law called Milli Eğitim Temel Kanunu (Basic Law of National Education) was passed, and it was regulated that all teacher candidates were to attend higher education. In 1974, two-year education institutions were opened to train primary school teachers and later on, they were turned into four-year teacher education colleges under universities. It was in 1992 and 1993 that the education of primary school teachers started to be given under faculties of education at universities. The education of secondary and high school teachers in this period, on the other hand, was provided by education institutes and higher teacher education schools, which became a part of universities in 1982 and provided four-years of education. Along with the laws and regulations to meet the teacher demand in the period, there were additional actions taken against the need of more teachers during this time, including reserve officer teaching, substitute teaching, initial teacher training courses, teacher training via letters, intensive teacher education courses, and appointment of graduates of other faculties other than faculties of education into the profession. In a nutshell, starting from 1982, it was under the responsibility of universities to train teachers; primary school teachers were trained at higher teacher education schools, and secondary and high school teachers were trained at faculties of education at universities. In 1989 and 1990, two-year higher teacher education schools were turned into four year schools, and the education of primary school teachers was given by the department of primary school education under faculties of education (Başkan, Aydın and Madden, 2006).

In 1994, to increase the quality of teacher education in Turkey, Higher Education Council (HEC) conducted a project with the World Bank (WB) for pre-service teacher education. Following the eight year compulsory continuous education law in 1997, faculties of education were reorganized with the collaboration of Ministry of National Education (MoNE), Higher Education Council (HEC), and faculties of education. Before 1998, primary school education, for instance, was a department on its own, but it was turned into a major program/field along with other programs under the department of elementary education in 1998. The regulations in which the faculties of education were reorganized have still been in use (Başkan, Aydın and Madden, 2006).

As Güçlü and Şahan (2018) points out, there has always been a shortage of English language teachers in Turkish history. Before 1938, it was mainly foreign school and philology departments by which English teacher shortage was met. Due to this shortage, between 1927 and 1939, expert teachers and trainers were brought to Turkey, and it was in 1939 and on that two year departments of foreign languages started to be opened to meet the demand. It was not until the 1970s, though, that four year schools of foreign languages, evening education, and summer schools were opened and in these years more and more students were accepted into the programs to meet the ongoing need for English teachers. Following 1982, foreign language teaching departments under faculties of education became the source to provide language teachers, but the shortage of English teachers continued until the 2000s and on, and faculties of education had troubles in meeting the demand. In the 2000s, to make up for the shortage, those who graduated from an English medium university were given a chance to complete a certification program in two semesters. The ones who completed their certification program, those who were the graduates of faculties of education, science, and letters, and those who got at least B level score in KPDS (Foreign Language Examination for State Employees) were appointed as English teachers to teach English. In the face of teacher shortages, those with a bachelor's degree from an English medium university were at some point appointed as teachers even without the requirement of certification. Still to meet the continuous demand, German and French teachers who had taken 40 credit English courses during their

program were also appointed as teachers. Further, it was in the 2000s that the MoNE and Anadolu University Faculty of Distance Education collaboratively worked on English teacher BA program, to which thousands of students applied. In this program, students had face-to-face classes in the first two years, and they completed the third and fourth years through distance education. It was also in the initial years of the 2000s that branch teachers were to teach English but in case the number of these teachers was not enough, class teachers at the grades 4th and 5th would teach English. As of today, it is foreign language education departments under the faculties of education that provide a four year long university education to pre-service EFL teachers. However, it is also possible for graduates of translation studies, literature, and linguistics to be teachers so long as they complete their certification in pedagogy in two semesters.

2.1.3. Pre-service EFL Teachers' Admission and Education in Teaching Programs

In Turkey, to be an English teacher, Turkish students sit university entrance exams YGS and LYS-5, and they choose the programs they would like to attend. Depending on the scores they get in the exams, they are accepted into programs. Below is first a brief overview of these exams before EFL teacher education is outlined in detail.

As stated previously, to be an English language teacher, Turkish students sit the paper-based exams called YGS and LYS-5 in the last academic year of their high school education in March and June respectively. YGS starts in a morning session and lasts 160 minutes on the same day. Overall, students answer 160 questions covering the general must courses all students have taken regardless of their track at high school, including the courses of Turkish (40 questions), Social Sciences (40 questions), Mathematics (40 questions), and Science (40 questions). The questions in YGS require students to exhibit high-order cognitive skills to comprehend and interpret what they read. Following is a table summarizing the content of the exam.

Table 2.1

The Distribution of Questions in YGS

tests	the content	duration	number of questions	total number of questions
Turkish	Turkish language		40	40
Social Sciences	geography	160 min.	12	40
	history		15	
	philosophy		8	
	education of religion and ethics		5	
Mathematics	basic mathematics			40
Science	physics		14	40
	chemistry		13	
	biology		13	

Student scores are calculated for each test individually, and the minimum score students can receive in the tests is 100, while the maximum score is 500. While student scores are calculated, the correct and incorrect numbers of answers are calculated separately, after which one fourth of the incorrect answers is subtracted from the number of correct responses by the students. Students who receive a score between 150 and 180 in the tests can choose amongst two year programs; however, in order for a student to sit LYS-5 and choose four year programs, they need to have a minimum score of 180 or more in one or more YGS tests. For those programs that accept students via a special aptitude test, a minimum score of 100 for disabled students or 150 for others is acceptable.

Following YGS, students sit LYS. In general, LYS is an exam which consists of five types conducted one week consecutively. In this exam, regardless of their high school track, students are allowed to choose the courses they want to answer questions on. Depending on the type, the exam lasts about 120 or 135 minutes, and students answer either 80 or 90 questions. It is specifically LYS-5 test that pre-service EFL teachers sit to attend a language teacher education program at university. Following is a table summarizing the details about the tests.

Table 2.2

The Distribution of Sessions in LYS

	question types	duration (minutes)	questions	number of short answer questions	total duration (minutes)	total number of questions																																																			
LYS-1 (Sunday, June-1 st)	mathematics	75	50	3	135	80																																																			
	geometry	45	30				LYS-2 (Saturday, June-2 nd)	physics	45	30	1	135	90	chemistry	45	30	1	biology	45	30	1	LYS-3 (Sunday, June-2 nd)	Turkish	85	56	2	120	80	geography (I)	35	24	1	LYS-4 (Saturday, June-1 st)	history	65	44	1	135	90	geography (II)	20	14	1	philosophy and education of religion and ethics	50	32	1		(psychology, sociology, logic, religion and ethics)		(8 each)				LYS-5 (Saturday June-2 nd)	foreign languages (English, German, and French)	
LYS-2 (Saturday, June-2 nd)	physics	45	30	1	135	90																																																			
	chemistry	45	30	1																																																					
	biology	45	30	1																																																					
LYS-3 (Sunday, June-2 nd)	Turkish	85	56	2	120	80																																																			
	geography (I)	35	24	1																																																					
LYS-4 (Saturday, June-1 st)	history	65	44	1	135	90																																																			
	geography (II)	20	14	1																																																					
	philosophy and education of religion and ethics	50	32	1																																																					
	(psychology, sociology, logic, religion and ethics)		(8 each)																																																						
LYS-5 (Saturday June-2 nd)	foreign languages (English, German, and French)		80	3	120	80																																																			

All the exams have short-answer questions in which students write or code down a word, a number, or a sentence. Of these exams, only LYS-5 is conducted in an afternoon session, whereas the others take place in the morning. Again, while student scores are calculated, the correct and incorrect numbers of answers are calculated separately, after which one fourth of the incorrect answers is subtracted from the number of correct responses by the students. Students can get a score between 100 and 150 in these exams, but only those students who have scored 180 and more in one or more of the tests can choose the program they want to attend.

In both YGS and LYS-5, students receive multiple scores to choose the university department they want to attend. One main advantage of this process is that the examination system does not limit any learner in their choice of university education. In other words, anyone can sit LYS, for which student scores are calculated individually across each LYS category, and students can choose the university departments they would like to attend no matter which high school track they followed in their high school. A student who followed a language program at high school, for instance, can enroll a medicine department if they have a valid score in the related LYS category, or a science student can choose a language teaching department as long as they have a valid score in the related LYS.

For those willing to be EFL teachers, the admission into teaching programs is basically based on the same tradition of taking the university entrance examinations. These candidates sit both YGS and YLS-5. Though they all sit YGS, they only take LYS-5, and in YLS-5, they take a 120 minute language proficiency exam in which they answer questions mostly on vocabulary, use of language, and (reading) comprehension. Specifically, the exam consists of 80 questions, via which pre-service EFL teachers receive a score called DIL-1. YGS makes up for the 40 % of the candidates' overall exam score, whereas LYS-5 counts for the remaining 60% of the same score. Following is the distribution of questions students answer in YLS-5 language examination.

Table 2.3

The Distribution of Questions in LYS-5 (Language Proficiency Exam)

general categories	question types	short answer questions	duration	total number of questions
	vocabulary sentence structure			
vocabulary and grammar (20 questions)	cloze test sentence completion			
translation (12 questions)	translation from English into Turkish translation from Turkish into English	3	120 min.	80
	reading comprehension sentence Paraphrase			
reading comprehension (48 questions)	paragraph completion situation dialogue completion irrelevant sentence			

Regardless of their major track at high school, students are allowed to choose amongst foreign language education departments under the faculties of education at different universities once they receive the minimum score for these departments by taking YGS and LYS-5. This is, not only language major students but also science students, for instance, have the option to attend a foreign language education department as long as they score high enough in YGS and YLS -5. To be accepted into teaching programs, their high school CGPA scores are also added onto their exam scores before they make their choices.

Following the entrance exams, pre-service EFL teachers attend four year schools of language teaching departments to get a B.A. degree in teaching. Before their pre-service education, they may or may not attend one-year preparatory school depending on their level of proficiency, which is usually determined by the university they are to attend. In their pre-service education, they follow a language program suggested by the HEC. They take courses on English language,

methodology, English literature, linguistics, and educational sciences to be fully qualified as teachers. In their last year at the department, pre-service EFL teachers have one year practice teaching in which they visit schools, work with mentor teachers, observe classroom practices, and to some extent teach the class they attend at their practice teaching schools. The content of all the pre-service teacher education courses are outlined by the HEC. The program pre-service EFL teachers enroll neither specializes in nor distinguishes between the target groups that pre-service EFL teachers will work with in the future and having completed the program, pre-service EFL teachers, thus, might work either with young learners, pre-adults, or adults depending on their preference.

At the end of their four-year education, pre-service EFL teachers receive a B.A. degree in teaching English. With their degree, they work as English teachers at primary, secondary, and tertiary education institutions. To be qualified as language teachers at primary, secondary, and high school levels under the Ministry of National Education, they take an exam called KPSS (Public Personnel Selection Examination) to be appointed to schools across the country. At tertiary level, on the other side, universities publish vacancy announcements, and English instructor candidates who meet the common requirements by the HEC sit written and/or oral examinations to be appointed. Graduates of linguistics and literature departments are also allowed to work as language teachers in the current system on the condition that they have completed their pedagogical training and receive a teaching certificate. Below is a more detailed explanation of how EFL teachers are recruited following their university education.

2.1.4. Recruitment of EFL Teachers

Following their pre-service education, EFL teachers usually look for job opportunities at state sector i.e. under the MoNE or HEC, and in case they do not prefer or cannot be appointed by the state, they seek teaching positions in private sector, which is beyond the scope of this study.

In state sector, teachers need to meet general and specific requirements by the MoNE to be recruited as language teachers at the MoNE schools. The basic general requirements by the Turkish MoNE to appoint EFL teachers are to be a Turkish citizen at least at the age of 18, not having involved in earlier criminal acts, and being exempt from military service. The specific requirements by the MoNE for teachers, on the other hand, are to have a university diploma/degree related to their field, have successfully completed a pedagogical training program and have a teaching certificate (recognized by the Turkish government if it has been received in a foreign country), not to have health problems to prevent them from working in different regions and under different conditions, hold the minimum score required in KPSS, not to have been sentenced to any penalties that caused them to be dropped out of their profession, and not to be over the age of 40.

To be recruited under the MoNE, EFL teachers, at the end of their pre-service education, sit an exam called KPSS, which is held in every two years. Anyone who is a graduate of a teaching, literature, linguistics, or translation studies department might apply for and sit KPSS; however, those who are not a graduate of faculties of education need to have their pedagogical training certificate before they can sit KPSS and be recruited by the MoNE (Solak, 2013).

English teachers taking KPSS are tested on their general aptitude and world knowledge, knowledge in educational sciences, and field specific knowledge. The first phase of the exam, i.e. general aptitude and world knowledge tests, takes place in a morning session (in May). The second phase of the exam, i.e. educational sciences test, takes place in an afternoon session on the same day as the first phase. The final phase of the exam, i.e. field knowledge test, takes place on another day in a morning session in another month (in July). In KPSS, EFL teachers answer multiple choice questions across general aptitude (Turkish and Math), general world knowledge (history and geography, citizenship, and current socio-economic issues), educational sciences, and field specific professional knowledge. Following is a brief summary of KPSS for English teachers.

Table 2.4

The Distribution of Questions in KPSS for EFL Teachers

Tests	number of questions		duration
General Aptitude Test (GAT)	60	verbal (50%) analytical (50%)	
General World Knowledge (GWK)	60	history (45%) Turkish Geography (30%) citizenship (15%) socio-economic issues in Turkey and around the world (10%)	130 mins.
Educational Sciences (EDS)	80	instructional principles and methods (26%) classroom management (6%) instructional technology and materials design (6%) curriculum design (6%) testing (15%) educational psychology (15%) developmental psychology (13%) guidance (13%)	100 mins.
Field Knowledge Test (FKT)	50	subject knowledge (80%) subject teaching (%20)	75 mins.

While test takers' scores are calculated, the correct and incorrect numbers of answers are calculated separately in the tests, after which one fourth of the incorrect answers is subtracted from the number of correct responses by the test takers. Teachers can get a score out of 100 in KPSS.

After receiving a valid score in the exam, EFL teachers have the right to take part in an oral interview to be held in a following period, for which teachers can choose amongst eight cities to attend to. As many candidates as three times of available vacant positions by the MoNE, starting from the highest scores in KPSS to the lowest, are allowed to take the oral interview in relation to their major field. In the oral examination, teachers are evaluated by a jury consisting of three members (two staff from the Ministry of National Education and one faculty member from universities, if needed) in terms of their:

- a)** skills of understanding and summarizing concepts, self-expression and reasoning, (25%),
- b)** communication skills, self-confidence, and ability to persuade (25%),
- c)** open-mindedness and readiness for the integration of scientific and technological developments (25%),
- d)** public presentation skills and teacher qualities (25%).

In the calculation of oral exam scores, as the ministry announced in 2017, (+5) and/or (-5) points standard deviation (i.e. 5 points more or less of the available KPSS score) is taken into account. The candidates who have scored minimum 60 in the oral interview are allowed to make maximum 20 choices of MoNE schools to be appointed to. Starting from the ones with the top KPSS oral interview scores, EFL teachers are appointed to schools they have chosen. Their placements to districts are held twice a year i.e. the first one in August and an additional second one, if any, in February. The score EFL teachers have received in KPSS is valid for two years.

To add as a final point, the MoNE has been considering taking into consideration the internship pre-service EFL teachers have in their last year at university. The ministry plans to take into account the candidates' evaluation by university instructors and school mentors in school experience/practice teaching course before the candidates are recruited following their graduation. At the time of this study, the ministry has been engaged in the infrastructure of such additional recruitment acts.

It is also possible for EFL teachers to work at tertiary level in which they are recognized as language instructors who are required to teach minimum twelve hours a week. Depending on the vacancy, these instructors could teach English at preparatory schools or at departments. Vacancy announcements are made via the HEC on behalf of universities that are in need of English language instructors.

Instructor candidates first need to meet general and specific requirements by the HEC and universities respectively. The general requirements by the HEC to recruit EFL instructors are to be a Turkish citizen at least at the age of 18, hold a university

degree (recognized by Turkish government if it has been received in a foreign country), not to have involved in earlier criminal acts, be exempt from military service, have a minimum score of 70 in ALES (Academic Personnel and Post-graduate Education Entrance Exam – if the candidate has a PhD degree, they are exempt from this exam), have a minimum score of 80 in YDS (Foreign Language Examination) or a valid score in any other language exam recognized by ÖSYM (Student Selection and Placement Center), and have an acceptable CGPA (Cumulative Grade Point Average). In addition, there could be specific requirements for those candidates to be recruited as language instructors. Universities could ask the candidates to be a graduate of a specific language program such as linguistics, literature, or teaching, have a certain amount of prior teaching experience, or hold a master's degree or some certificates in the field. The candidates who meet the general and specific requirements could apply for positions.

To work as an instructor, EFL teachers need to have a minimum score of 70 in ALES, which is a paper-based exam for those who want to be appointed to academic positions and pursue graduate studies. With basically a quantitative and a qualitative section as outlined in the table below, the exam is conducted twice a year in fall and spring, and there are 100 multiple questions in total, fifty in each section. Test takers' scores are calculated basically for qualitative, quantitative, and equal scores, and one fourth of incorrect answers is subtracted from the number of correct responses to get the final score. The exam lasts 150 minutes, and it is conducted in one morning session. Test takers code their answers to the questions on a separate answer sheet. The exam score is valid for 5 years, and the exam is planned to be online in the future.

Table 2.5

The Content of ALES

	content	number of questions	duration
verbal	verbal skills verbal reasoning	50	150 min.
quantitative	quantitative skills quantitative reasoning	50	

In addition to ALES, EFL teachers are expected to prove their language proficiency via YDS (Foreign Language Examination), which is a paper-based language exam conducted twice a year in fall and spring. The exam is also required for civil servants to prove their language proficiency to secure language allowance and for those who plan to pursue academic studies. The exam measures language proficiencies in different languages. In spring, it is held in German, Bulgarian, Arabic, Chinese, Danish, Armenian, Persian, French, Georgian, Dutch, English, Spanish, Italian, Japanese, Korean, Polish, Hungarian, Portuguese, Romanian, Greek, Russian, Serbian, and Ukrainian. In fall, the exam is held in English, German, French, Arabic, and Russian. The exam is also held online in three big cities İstanbul, Ankara, and İzmir, and it can be taken each month. YDS lasts 180 minutes and consists of 80 multiple-choice questions in total. The exam has questions on vocabulary, structure, translation, and reading comprehension, and the maximum score test takers can get in the exam is 100. YDS is conducted in one morning session. Test takers code their answers to the questions on a separate answer sheet, and only correct responses by test takers are taken into consideration in calculating exam score. To apply for the positions announced by the HEC, EFL teachers need to have a minimum score of 80 in YDS. Following is the possible distribution of questions in YDS.

Table 2.6

The Distribution of Questions in YDS (Language Proficiency Exam)

focus	question types	total
vocabulary	<ul style="list-style-type: none"> • vocabulary • grammar • cloze test 	<ul style="list-style-type: none"> • reading comprehension • sentence restatement
language structure	<ul style="list-style-type: none"> • sentence completion • translation from English into Turkish • translation from Turkish into English 	<ul style="list-style-type: none"> • paragraph completion • dialogue completion • irrelevant sentence
reading comprehension		80

In the recruitment of EFL instructors, the HEC also accept some international language examinations such as IELTS, TOEFL IBT, CPE, CAE, and PTE Academic as well as some national ones such as ÜDS, KPDS, and YÖKDİL, the first two of which are no longer conducted in Turkey. The Student Selection and Placement Center (ÖSYM) has defined the equivalent scores of the international examinations to that of the national ones'. YÖKDİL, on the other hand, is a language examination which is conducted by the cooperation of the HEC and two state universities, i.e. Anadolu and Ankara Universities. The exam content is defined by Ankara University, and the exam is conducted with the coordination of Anadolu University. YÖKDİL could be taken by those who plan to continue graduate studies or who plan to climb career ladders in the academic field. The exam is conducted in the languages English, German, French, and Arabic, and it is taken in a single afternoon session. YÖKDİL is a multiple choice exam in which test takers answer 80 questions in 180 minutes. The content of YÖKDİL is identical to that of YDS's except dialogue and restatement questions. Recently, YÖKDİL has started to be accepted in the recruitment of EFL teacher instructors, and more and more teachers are claimed to submit their YÖKDİL score rather than YDS score due to the exam's so-claimed easier level of difficulty.

To apply for the vacancies announced by the HEC, EFL teachers must meet the general and specific requirements by the HEC and universities and submit their documents to universities. In the first phase of the application process, universities

examine the application documents and announce the candidates who they have been figured out to be eligible for the second phase of the application process. In this process, first, 40% of the candidates' ALES score and 60% of the candidates' YDS scores are calculated. Depending on the vacancy available, candidates as many as ten times of the vacant positions are usually called on to take an oral examination (and in some cases universities could also give EFL instructor candidates a written exam before the oral one, which has recently been stopped by the government). The content of the examination is decided by the universities, and the questions in the exam aim to measure candidates' professional knowledge and skills and personal ability of self-expression. The final score of instructor candidates are calculated by taking 30% of their ALES score, 30% of their YDS score, 10% of their undergraduate CGPA, and 30% of their oral examination. The ones with the highest scores are recruited for vacant positions by the HEC.

2.1.5. An Overview of Pre-service EFL Teacher Admission, Education and EFL Teacher Recruitment Practices Abroad

In this section of the review of literature, some practices related to pre-service language teachers' admission into teaching programs, their education, and language teacher recruitment processes in different countries are presented. In this sense, to achieve the maximum variety, three countries from different continents were chosen based on the proficiency of their language learners according to EF EPI (2018) report and the special status English holds in their context. The countries selected for presentation are Finland, Thailand, and the USA. According to the EF EPI report, Finland ranks amongst the top ten countries coming 8th out of 88 countries, and Thailand ranks relatively lower in the English proficiency achievement band, coming 64th out of 88 countries. Besides, Finland and Thailand are examples in which English is learnt as a foreign language, whereas the USA is a context in which English is learnt as a second language. In this respect, following is a brief explanation of each country in question. The main aim is to outline pre-service English teachers' admission into teaching programs, their education, and English teachers' recruitment overall, yet in doing so, it is also necessary to go over the

general education process of these countries as language teachers go through this process until their admission into teaching programs. As to be explained in detail in the methodology section of this study, a very brief informative summary of the practices across Finland, Thailand, and the USA was provided to the interview participants before their ideas and suggestions were asked on the admission of pre-service EFL teachers and the recruitment of EFL teachers in Turkish context. It was this way that the participants of the study were expected to come up with different suggestions for the Turkish context once they were presented some practices abroad.

2.1.5.1. Finland

Finish education system is considered to be one of the best around the globe, considering the general PISA scores, and as EF EPI points out, it is amongst the top countries where English proficiency of learners is quite high. Following is a brief overview of the Finnish education system as outlined by the Finish Ministry of National Education and Culture and Finish National Agency for Education.

The Finish education system provides equal and free access to education regardless of the background of its citizens. Guiding and counselling facilities for students are of great importance since the Finnish education system aims maximizing each individual's potential in learning, not only in early but also in late ages. In Finland, there are two official languages i.e. Finnish and Swedish, and both of these languages have their own institutions where students also have access to foreign language education, the most common of which is English. In these schools, all or a part of instruction is given in English. About 5% of students in Finland attend those schools that give Swedish instruction. Education in Finland is state supported, and there are state and private education institutions. These institutions follow a national core curricula and qualification requirements. The education policy in Finland is in the hands of the Ministry of Education and Culture and The Finish National Agency for Education, both of which are responsible in setting policy objectives and deciding on the content of pre-school, primary, upper secondary, and adult education. The national core curriculum is updated almost every 10 years. Teachers in Finish

schools enjoy teacher autonomy in which they can decide on their own way of teaching and materials to implement in classes.

The pre-primary school education is compulsory for each individual at the age of 6. The basic education in Finnish education system starts at the age of 7 and it lasts 9 years. The basic education is not divided separately into primary and lower secondary education. In the first six years, it is only the class teacher who teaches all the subjects to students, but subject specialists start teaching subject matters in the last 3 years of basic education. Schools are open for 190 days and students stop attending classes from the beginning of June to mid-August. During the school year, students attend courses 5 days a week for 19 to 30 hours. Continuous assessment and final assessment are conducted in basic education, and there are no national tests to be taken in basic education. It is teachers' responsibility to assess students. At the end of the 9th year in basic education, students receive a certificate.

Finland is one of the countries which are quite successful in their language proficiency as EF EPI (2018) indicates. Foreign language education starts as early as kindergarten. Students start learning English at primary school in the first three years at the age of 9, the latest. English courses are conducted according to the core curriculum determined by the Finnish National Agency for Education following the Common European Framework of References for Languages (CEFR). Teachers have the autonomy and flexibility to adapt the available program and the teaching methods approaches, and materials they implement in their instruction. It is classroom teachers who teach English from the 1st to the 6th grade, and it is subject teachers who teach English from the 7th grade to the 9th grade and 10th to 12th grade. The Finnish education system highly recognizes the importance of language as a communicative and cultural tool, which is why it emphasizes developing learners' receptive and productive language skills early on in their education (Solak, 2013).

Secondary education in Finland covers the grades from 10th to 12th. Following the basic education in Finland, students have options of continuing general upper

secondary or vocational upper secondary education depending on their grades in the basic education.

Upper secondary education is basically three years in modules, but students could also finish school between 2 or 4 years, after which they receive a certificate. Students are free in deciding their own individual schedules in the upper secondary years. At the end of the upper secondary education, students take their first national exam in which they sit 4 compulsory tests. They sit the tests (also called matriculation exams) in their mother tongue or three of the following subjects: the second national language, a foreign language, math, or one subject in the general studies of humanities and natural sciences. They might sit optional tests, as well. Following their upper secondary school syllabus and sitting the exams, students receive a certificate showing the exams they have passed, their success levels, and their grades. In vocational schools, student selection depends on work experience as well as entrance and aptitude tests. Education in vocational schools covers 3 years of study and ½ year hands-on-job learning experience. Students are allowed individual plans on compulsory and optional modules. Assessment in vocational education is based on skill demonstration, which is achieved through competence tests evaluated by training experts, representatives from enterprises, and the candidates themselves. The competence based qualification of the candidates' depends on three levels of vocational, further vocational, and specialist vocational qualifications.

At the end of their upper secondary education, students in Finland sit national standardized matriculation exams twice a year. The exams are conducted in spring and fall in Finnish and Swedish languages across the whole country. In these exams, students sit four compulsory subjects along with optional subjects. The compulsory ones include the mother tongue, the second official language, a foreign language, math, science, and humanities, under which students can make a choice amongst geography, religion, biology, philosophy, history, chemistry, psychology, physics, and civics. Students might sit optional tests, as well. Lasting up to six hours, the matriculation examination is paper-based, has open-ended questions, and requires extensive writing. The Finnish Ministry of Education and Culture is responsible for

the assessment of test results. The initial scores are given by students' teachers and also evaluated by the Ministry of Education and Culture independently.

After completing their upper secondary education, Finnish students start their university education. In general, universities in Finland are independent in terms of their administrative organization, process of student admission, and content of education. Higher education basically consists of universities and universities of applied sciences, which rely more on scientific research and practical approach respectively. The fact that the number of students who wish to go on their university education is more than the available places at university makes it necessary for universities to use different criteria for their student selection, which is generally based on student success in matriculation exams and entrance exams. Education at universities lasts 3 years and students can get a bachelor's degree, master's degree, and scientific or artistic post graduate degree. On the other side, students attend universities of applied sciences for 3.5 to 4 years and can get a master's degree, which lasts 1.5 to 2 years, after 3 years of work experience. As Kansanen (2003) explains, teaching is a very popular and respected career in Finland and there is a high competence amongst teacher candidates. Below is a brief overview of how pre-service teachers are accepted into teaching departments.

As previously stated, in Finland classroom teachers teach students in the basic education from the 1st grade to the 6th, and subject teachers go on teaching subjects across the lower secondary level i.e. from the 7th grade to the 9th. The admission of both classroom teachers and subject teachers to teaching departments is similar. The number of student candidates as many as three or four times of the available vacancies at universities is accepted to teaching departments, but only a small amount of all the applicants is accepted into the programs through two phases. In the first admission phase, it is basically the grades that candidates have gained in the matriculation exams and the accumulated average school grades that are taken into consideration. In the second phase of the admission process, on the other side, pre-service teachers sit an exam on certain books, are given a task in which they are observed on their social interaction and communication skills, and have an personal

interview in which they are questioned for their reasons for choosing teaching as a profession and applying to the department.

All universities in Finland have teacher education programs, and each university might have different criteria while selecting pre-service teachers. The main intent of these teacher education programs is to link theory and practice as much as possible and help pre-service teachers develop competency to come up with solutions to the problems they encounter in their teaching with the help of their knowledge. Thus, pre-service teachers go through an education program that emphasizes the interdependence of pedagogical studies and content knowledge.

The education of school teachers to teach in the grades from 1st to 6th lasts from 4.5 to 5.5 years. During this time, they receive courses on general education, pedagogy, major and minor subjects taught at primary level, language and communication (in the mother tongue and one of the languages of English, German, French, or Spanish) and optional studies in line with their personal areas of interest. The total education counts for a master's grade. Starting from their early education and on, pre-service teachers involve in studies of basic practice, school field practice, and teaching practice.

The education of subject teachers who are to teach the grades from 7th to 9th and from 10th to 12th, on the other hand, lasts 4 or 5 years. These candidates start their education in a (related) department under a faculty, and it is in their second year that they start receiving education courses once they have decided to pursue a career in teaching. The departments that basically give education in a (related) field and the departments of teacher education work together to organize the pedagogical courses pre-service teachers will receive. Both classroom teachers and subject teachers are licensed as teachers after they finish their university education.

Specifically, language teachers are required to complete their master's degree, have pedagogical training, and have conducted studies in the field to be able to teach. Under normal circumstances, they need to complete at least 60 ECTS related to the

language they will teach. This amount is enough to teach for the grades the 7th to 9th. If a classroom teacher completes 60 additional ECTS, they have two diplomas and are able to teach both as a classroom teacher and subject teacher for the grades 7th to 9th (Solak, 2013).

As stated by the Finnish National Agency for Education, teachers should have a master's degree to be recruited and are employed by education providers that are responsible in determining the number of positions needed. These available positions are announced, and the education committee, municipal committee, school board, or rector might decide on the candidates to be recruited. There is no one definite selection criteria for teacher appointments, but what is important is that a qualified teacher is chosen for the available position. Teachers who are decided to be qualified could teach at basic and secondary levels.

On the other hand, to be an instructor of English at a Finnish university, there might be various requirements sought by different universities. As one of the most prestigious universities in Finland, the University of Helsinki, for instance, looks for teacher qualifications, pedagogical training, a master's degree in a related field, prior teaching experience in teaching English as a foreign language (specifically at university level), and competency in English and (and more advantageously) in both Finnish and Swedish languages. Besides, the candidates are expected to be willing, flexible, and cooperative to be accepted as instructors of English.

2.1.5.2. The USA

In the US context, English is mainly learned as a second language, which is why it does not take place in any reports of EF EPI. Different than Finland and Thailand, therefore, this country is added into the examples so that various practices of pre-service EFL teachers' admission and EFL teachers' recruitment around the world could be enriched. Below is first an overview of the American education system followed by pre-service English teachers' admission into programs, their education, and English teachers' recruitment afterwards.

In the United States of America, each state has their department of education and its own laws that determine its curriculum, school requirements, student attendance, recruitment of staff, and handling of financial issues. However, it is mainly the state and local government that is responsible for the education of citizens, with some support from the Federal government. In the US education system, there are local school districts in states, which are managed by a school board. Either small or very large, school districts are responsible for meeting educational needs and deciding on policies, programs, and curriculum. In terms of courses, subjects to be taught, and other educational activities, it is possible to see variations between schools depending on the location of the schools students attend. In spite of some differences, the American education system is mainly divided into three major levels of primary, secondary, and higher education: students attend primary (elementary) school, middle (junior high) school, secondary (high) school, and colleges/universities. Education is free in public schools for everyone, but there are also private schools students can attend if they are willing to do so. Special schools and classes are also available for those students with special needs including but not limited to students with disabilities, learning difficulties, giftedness, and such.

The most common education pattern in the USA is that of 5 (elementary school) +3 (middle school) + 4 (high school). Students start their formal schooling at the age of 5, and after they complete their elementary education, they attend middle schools. Whereas elementary students have the same teacher in class most of the time, students at middle schools change classes, with new teachers and other new students in each class. Students are also given the chance to choose amongst different classes and elective courses. Following the middle school, students start high school, and they are required to have completed a certain amount of credits to finish high school and get their high school diploma. Upon completing their high school, students directly apply to universities they prefer. To attend universities, students need to have a high school diploma first. In the application process to colleges or universities, students could be asked to provide a good Cumulative Grade Points Average (CGPA) and sit SAT's (Scholastic Aptitude Tests, renamed as SAT Reasoning Test) or ACT's (American College Tests).

Basically, there are two standardized tests, and students might be asked to take one of these exams as an entry requirement to colleges and universities in the USA. The first one is SAT Reasoning Test. As a standardized test with mainly multiple choice questions, the exam is prepared by the College Board in the USA. The exam lasts almost four hours, and there are questions on math and critical reading and writing (each calculated out of 800 points) with some other sections. A student who sits SAT Reasoning Test can score from minimum 600 to maximum 2400 points. The second one is ACT, which is a standardized test required by colleges in the USA. The exam is mainly based on multiple choice questions on English, math, reading, and science, yet in the exam, it is also possible to see a writing section in which students' writing ability is measured through a short essay to be written by the examinees. Each of these standardized tests aims to understand whether or not a prospective student is ready to start tertiary education. At university, bachelor's degree is the most common one that students obtain at the end of four year academic full time study.

As a report by Educational Testing Service (ETS) (2003) sketches out, the education of teachers in the USA shows variety from one state to another depending on the local needs and sources in each state, but the general standards for the education of teachers and their certification are determined by national accreditation bodies that are recognized by the US Department of Education, the largest of which is the National Council for Accreditation of Teacher Education (NCATE).

Math and science undergraduate teacher education programs generally last 4 years, but there are also those programs that last 5 years. The entry requirements at undergraduate level might show variety depending on the state. However, in general, a minimum high school CGPA, recommendations, interviews, experience with children, and a basic skills test (i.e. a test called Praxis I, which assesses content knowledge to enter teacher education programs) might be the pre-requisites for acceptance into education departments. Students might be asked by institutions to sit Praxis I, a four-and-a-half hour long computer or paper based skills test (on reading, writing, and math) that students need to take before they start their teacher education program. Prospective students might complete coursework of teacher education

following their undergraduate education, or alternatively, they might first study two years of general or liberal arts and apply for a teacher education program. At graduate level, students need to have a bachelor's degree as an entry requirement.

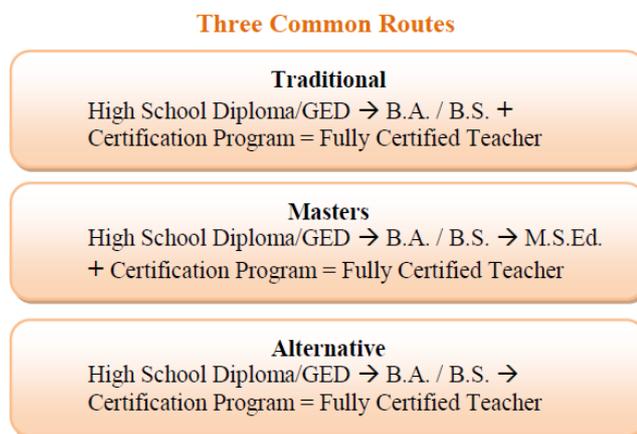


Figure 2.1 The description of the three common routes to be a teacher by the USA Department of Education

The curriculum content in teacher education programs is determined by teacher training institutions, which is in line with the state and national accreditation policies. The programs cover subject area content courses, education theory, pedagogy, teaching experience along with some courses on special education, health and nutrition, and/or computer sciences. Typically, an undergraduate teacher education program could be 124 credit hours or 134 credit hours (i.e. 51 hours of general studies, 38 hours of teaching subject areas, 28 hours of education courses, and 14 hours of practicum or field experience). The practice that pre-service teachers have during their teacher education consists of field experience and student teaching. In the field experience, students make class observations and they complete their observation before their actual practicum starts; students need to take some pre-requisite courses before they can start their practice teaching. In their practice teaching, students are supervised by a teacher educator at university and a class teacher/principle at the school they visit, and their responsibilities change from observing a class to helping their mentor teachers. Typically, practice teaching could last from 6 weeks to one semester or even more, but it might be as long as 12 weeks on average.

Following their education in a teacher education program, students get a bachelor's and further a master's degree. The requirements for graduation might show variety from one state to another, yet generally, students need to have a minimum record of their CGPA, complete the required courses successfully, complete their practice teaching, and - in some cases - pass a content area test. The type of the test to finish the program and the passing scores could change depending on the institution students attend. Alternatively, those candidates who have received a bachelor's degree in an another department and who have never taken any courses on education or done any practice teaching could have on-the-job training in the form of an intensive summer program or one-year-long programs (such as *Teach for America* or *Troops to Teachers*) that are similar to typical teacher education programs. To be credited as teachers, they need to pass state exams and complete some extra coursework, too.

To be licensed fully as a teacher in the USA, students first need to complete their required courses and student teaching in a recognized teacher education program, pass the state licensure exam, go through a background check, and get cleared of child abuse. This initial certification is valid through two years, and after it expires, teachers need to apply for a standard/regular certificate, for which they might need to fulfill some further requirements.

Specifically for ESL teachers, degree programs in undergraduate and graduate levels are available in some states, and those students who want to pursue a career in teaching English need to attend these programs, in which content and pedagogy are combined in the licensing of teachers. Pre-service teachers need to have a bachelor's degree (and even in some cases a master's degree) to be fully accredited as an ESL teacher. In undergraduate level, TESOL coursework could be available as a track in a teacher education program, or alternatively those students who pursue a bachelor's degree in elementary or secondary education might have TESOL as their minor. In graduate level, on the other side, students can get a master's degree in TESOL, which covers coursework on language teaching methods, SLA, structure, language and culture, research, and assessment. In the program, students might be asked to

complete a practicum or a project or write a thesis before they receive their degree. In addition, those teachers with a valid teaching license may attend TESOL Certification programs by colleges or universities to add more onto their qualifications.

Hiring of teachers in the USA changes from one state to another depending on the local needs and resources by the states, and it is schools and school districts that have the final say on the recruitment of teachers. However, teachers are most commonly required to have completed an undergraduate program and have obtained a bachelor's degree to apply for the positions available and go through an interviewing process to be hired as teachers by schools.

In the USA, as a part of their certification process, teachers often sit Praxis Exams II and III, which measure their knowledge in subject and skills of teaching. Of different types of Praxis II, the governmental, private, and non-profit organizations in the USA could specifically ask pre-service teachers to sit an exam called Praxis II English to Speakers of Other Languages (ESOL). The exam lasts 2 hours and a half, and it measures teachers' linguistic and pedagogical knowledge via a hundred select and response questions. The content of the exam covers questions on linguistics and learning (40%), instructional planning, implementation, and management (30%), assessment (15%), and professional culture and profession related issues (15%). Following is the content of Praxis II exam adopted from the official webpage of ESL teachers.

Table 2.7

The Content of the Praxis II Exam English to Speakers of Other Languages (ESOL)

<i>Foundations of Linguistics and Learning</i>	<ul style="list-style-type: none"> • Phonetic transcription and terminology • Types of morphemes • Conventions of standard written English • Language modeling and scaffolding in language learning • Research-based models for second-language learning and acquisition • Stages of second-language acquisition
<i>Planning, Implementing, and Managing Instruction</i>	<ul style="list-style-type: none"> • Lessons and activities that help students become more effective English language learners • Strategies for teaching language skills • Best practices for teaching English literacy • Locating, selecting and modifying instructional materials • Assessments that measure English language learners progress • Factors that affect student performance
<i>Assessment</i>	<ul style="list-style-type: none"> • Accommodations for English language learners • Interpreting and communicating the results of assessments • Using assessment results to inform a variety of decisions, such as placement and advancement • Individual and group literacy assessments • Preparing English language learners to use self- and peer-assessment techniques
<i>Cultural and Professional Aspects of the Job</i>	<ul style="list-style-type: none"> • Relationships between language and culture • Implications of cultural stereotyping in the school setting • Modeling positive attitudes toward second-language learners • Awareness of the difference of teaching and learning styles across cultures • Strategies for consulting with parents and caregivers about students' progress and needs • The connection between language instruction and content instruction and the success of English language learners • Organizations and publications relevant to the field of ESL

retrieved from <https://www.eslteacheredu.org/esol-praxis-exam/>

University students in the US could have their English as Second Language (ESL) education in a pre-matriculation intensive language program, at the end of which they need to prove their language proficiency to be official students at university. Students might also have language education in their regular undergraduate instruction just to improve their language. Besides, at university, official students get academic courses (such as writing composition) of English even though they have already satisfied the language requirement by their university. In this respect, to teach English at university, bachelor's degree is the baseline, and the candidates

might be asked to have a master's or even a PhD degree in a relevant field (TESL/TEFL) in some institutions. Teachers are required to be knowledgeable about methodology, structure of English, second language acquisition (SLA), cross-cultural communication, and practice of teaching. Instructors of English might also be required to have some certification like CELTA by some institutions. Besides, instructors could be expected to have prior experience in teaching English to post-secondary learners/in post-secondary institutions, and they need to be competent in English.

2.1.5.3. Thailand

Thailand is one of those countries that have gone over major educational reforms in its education system, one of the most prominent of which is the National Education Act in 1999. It was in 1999 that Thailand went over some changes in its traditional understanding of education to keep up with the local and global changes. From its educational structure to its perception of education, curriculum, and assessment, major changes have been observed since the national act in 1999. It was also in the same year with the same act that the education system in Thailand was decentralized in which Education Service Areas (ESAs) were founded. It is basically the Ministry of Education (MoNE) that is responsible for the national education in Thailand. Specifically, under the MoNE, there are three commissions: the Office of Basic Education Commission (OBEC), responsible for the primary and secondary education, the Office of Vocational Education Commission (OVEC), responsible for vocational education, and the Office of Higher Education Commission (OHEC), responsible for university education.

In Thailand, the basic education is free of charge, and it covers a twelve year long period, of which the first 9 year education is compulsory. The pattern of education is 6 (primary) + 3 (lower secondary) + 3 (upper secondary). In Thai education pattern, pre-school education is not compulsory; the compulsory education starts at the age of six. Students can attend public or private institutions. At the end of primary, lower secondary, and upper secondary education, students receive a certificate. The upper

secondary education in Thailand is not compulsory, and students can go onto a general or a vocational track in their upper education. Vocational education is provided in specific schools. After finishing their secondary education, students sit entrance examinations to start university.

At the end of the 6th, 9th, and 12th grades, students are required to take the Ordinary National Education Test (ONET). In ONET, students are held responsible for different content areas including Thai and foreign languages, health and physical, social, religious, cultural studies along with math, science, technology, and arts. In local schools, it is the responsibility of teachers to design and put into practice formative and summative means of assessment to evaluate student performance with the guidance of their school, the ESAs, and other educational commissions. However, at the national level, the National Institute of Educational Testing Service (NIETS) is responsible for the assessment of students, for which standardized tests are used. Along with the ONET, there are the General Aptitude Test (GAT) and the Professional and Academic Aptitude Test (PAT) conducted by NIETS. The GAT tests students' skills in reading, writing, solving problems, and using English. The PAT, on the other side, is more subject specific and measures specific knowledge required for tertiary education. They are all high stakes exams lasting three hours.

In university entrance, the General University Admission System (GUAS) requires students to have their certificate of upper secondary education and take the ONET, GAT, and PAT examinations. In the calculation of their scores, students' CGPA score from their upper secondary education, ONET, GAT, and PAT results are taken into account. To get a bachelor's degree, students attend universities for four or five years, after which they can get a master's and/or a PhD degree. To get a master's degree, alternatively students take courses and sit an exam; they take courses and finish a paper, or they do research and complete a final paper. PhD coursework lasts from 2 years to 5 years and candidates are expected to write a thesis to get their degree.

Since the education reforms, Thai perception of education has changed considerably in that the focus has shifted from a more traditional view into a more contemporary one that supports student-centered learning, and more importance has been attached to the role of teachers in learning. Teachers have started to be seen as agents whose quality and effectiveness played an important role in student learning.

To be a teacher in Thailand, pre-service teachers need to attend 5 year teacher education programs at universities, or alternatively after graduation they could attend teacher education certification programs that combine practicum with pedagogical courses. Teacher education programs in Thailand are integrated ones in which content is combined with pedagogy. Entrance requirements into these programs can vary from one institution into another.

During their education at university, teachers take general courses on education, pedagogy, and subject matter. It is in their last year that pre-service teachers go through a practicum phase. The standards related to pre-service education of teachers are determined by the Teachers' Council of Thailand (TCT). To be a teacher, candidates need to be minimum 20 years old, have a degree or qualifications accepted by the TCT, have completed one year practice in a school, and not to have committed any crimes. To teach English in Thailand, a bachelor's degree and/or TEFL certification is needed.

Following their pre-service education, teachers sit an exam for employment as there are more graduate teachers than available positions. The recruitment of teachers is conducted through a centralized system across the nation. Candidates make a selection based on their exam results. Following their choices, they sit another exam just like the one they have taken earlier on for employment. In some cases, candidates could be interviewed by the ESAs; prior teaching experience could also be required. The hiring of teachers and their payment are carried out through a centralized system by the MoNE. To teach at university level, on the other hand, a master's degree (or even a PhD degree in some cases) is needed. Teachers need to have a good proficiency in English, and thus, native speakers of English are highly

valued. Prior teaching experience might also be asked by institutions depending on the position.

2.2. EFL Teacher Standards and Competencies

2.2.1. Features of Teachers

As Freeman and Anderson (2011) highlight, teaching is a very complex process that is made up of “physical, emotional, practical, behavioral, political, experiential, historical, cultural, spiritual, and personal” (p.ix) components to take into consideration. Language teaching, on the other side, adds up to the complexity of the work of teaching since teachers’ perception and knowledge of language, language learning, language teaching, language learners, and the social and cultural settings all interact deeply and impact the outcomes of the process. In similar vein, teachers’ own language learning histories and experiences, and learner needs and characteristics along with the features and the reality of educational settings also have a profound effect on the process of language teaching.

As Borg (2006) attracts attention, English teachers are distinctive compared to other subject teachers. He underlines that the distinctiveness of language teachers lies specifically in “the nature of the subject matter, the content of teaching, methodology, teacher-learner relationships, non-native issues, teachers’ characteristics, training, status, errors, student body, and commercialization” (p. 24). To briefly explain what Borg (2006) means with the distinctiveness of English teachers, the nature of the subject language teachers engage in is relatively more dynamic and is more connected to the real life of learners, and teaching of content does not only include teaching of minor and major skills but also of the relevant culture, communication, and learning. Besides, methodology of language teaching is multiple and diverse; it involves contexts for communication and student involvement, and these contexts are basically created via the reciprocal active communication and relationships between the teacher and students. In addition, teachers most of the time do their teaching via a tool which is not necessarily their

mother tongue, and learner errors are highly acceptable in their profession, which is not very common in other subjects. What is more, some English teacher characteristics including but not limited to creativity, flexibility, and enthusiasm are significantly important in teaching the subject matter. To add onto all, there is a variety of certification for language teachers, and commercial forces guide language teaching more than other fields of teaching. Last but not least, although language teaching enjoys low status in the society compared to other professions, the number of people, from younger to elder ages, keeps increasing around the globe. Considering these above, it is undeniable that language teachers are highly distinctive not only due to their personal and professional qualities but also due to the nature of the discipline they involve in. Given the complexity of the profession, language teacher education gains even more significance, especially now that teachers are no longer viewed as mere transmitters of knowledge and skills but more often viewed as practitioners who can build up their own theory and who can reflect on their teaching for further development (Freeman and Anderson, 2011).

2.2.2. Scope of Language Teacher Education

Second Language Teacher Education (SLTE) has expanded as a field since the 1960s and 1970s, with expansion of the teaching of English as a world language and new methodologies entering the field of language teaching in the same years. Since those years, the field has reshaped its goals, scope, conceptual framework, and teaching methodologies, as Richards (2008) highlights.

Freeman (2009) clarifies the scope of SLTE in the dimensions of *substance*, *engagement*, and *outcomes/influences*. *Substance*, in this context, refers to what second language teachers are expected to learn in SLTE programs; *engagement* refers to how they are to learn through SLTE designs, and *outcomes/influences* refer to the result of teachers' learning through SLTE activities. In this respect, Freeman (2009) discusses that there has been some changes in these three dimensions starting from the 1970s and on. He attracts attention to the fact that in the 1970s and earlier periods, second language teachers were trained via short courses including contents

on language, literature, cultural studies, and classroom teaching, or they were trained through higher education courses and degree programs with courses focusing more on language content (through grammar and applied linguistics), learners, and teaching through classroom methodologies. In 1980s, though, there was a shift in focus from a teacher's knowledge and skills to teacher as a person, and a more person-centered notion of teacher development was emphasized in teacher education. In a way, the idea of initial preparation of second language teachers in knowledge and skills was overshadowed by the notion that teachers were individuals who were to develop themselves throughout their career. It was in the 1990s that the emphasis was laid not only what teachers would learn through SLTE designs but also on how they would learn it.

As Richards (2008) articulates, there has been a considerable change in the essential knowledge base consisting basically of "*knowledge about*" and "*knowledge how*" in which the former relates to content knowledge about a language itself, whereas the latter relates to pedagogical content knowledge in teaching this language. In the ever-changing and ever-developing field of SLTE, teaching was seen merely as a cognitive process in the early years of the field. It was thought that learning was an activity that took place on its own and teaching meant the transmission of the available knowledge and skills within the field. From such an early and limited perspective, SLTE has started to move towards a more "practitioner knowledge" based approach to teacher learning. In this approach, learning is not seen merely as a cognitive activity to absorb knowledge that is transmitted, but rather it is perceived as a mental activity that collaboratively constructs and creates new knowledge through taking an active part in a social context. The traditional view that supported the simple transmission of theory into practice faded away, as it left the stage for a more recent sociocultural view of teacher education that supports teacher learning taking place in a social context with social practice and collaborative and dialogic engagements.

As Richards (2008) goes on explaining, teacher cognition and identity are two key terms that arise in sociocultural perspective to teacher education. In the sociocultural

perspective of teacher education, social interaction is the key to teacher learning. Learning is viewed as a social activity that takes place in some specific social contexts in which individuals interact with other participants with common interests, and they collaboratively construct new knowledge, skills, and understanding through active participation. In sociocultural perspective, as previously mentioned, teaching goes beyond a mere application of knowledge and skills teachers are transmitted, and teacher cognition is seen as a mental activity that has the ultimate power to affect teaching practices they engage in their classes. In this respect, the sociocultural view emphasizes that teaching practices get affected by teachers' beliefs, thoughts, and way of thinking; in similar fashion, what teachers think and believe and how they think also get affected by social classroom contexts and social interactions in the learning and teaching process. Within the sociocultural perspective, teacher identity has also gained importance. Defined as how teachers see themselves and how they act their roles in teaching settings, teacher identity is seen as a central concern within the scope of SLTE because it directly relates to teacher cognition and teaching practices. With a dynamic nature, teacher identity is always shaped and reshaped with the effect of some factors including but not limited to school and classroom atmosphere and culture, gender and age, and working conditions in the social contexts where teachers teach.

Within the scope of SLTE, education of teachers has undergone a process of rethinking. In this respect, Wallace (1991) identifies three types of teacher education models, which are respectively called *the craft model*, *the applied science model*, and *the reflective model*. In the craft model, there is an expert in teaching and trainee teachers learn through imitating the expert following their instruction and advice; the expert knowledge passes from the expert to the trainee teachers. In the applied science model, on the other side, scientific knowledge and experimentation are presented to trainees and it is teachers to reflect the findings of the scientific knowledge and research into their practices. Lastly, in the reflective model, trainee teachers put their received and experiential knowledge into practice and personally keep reflecting on their practices, and this way they achieve their professional competence. Over time, a shift from craft's model to a more reflective model has

been seen within the scope of SLTE. It is the reflective model that has strong bonds with the sociocultural view of teacher education, for in this perspective, teachers are not seen as individuals to master knowledge and skills only to put into practice but as individuals to collaboratively construct and develop their own meaning and understanding in a social context with the help of social participation and active constant self-reflection.

In brief, there has been a change in the understanding of SLTE from a more traditional view of teaching in which teachers were expected to transfer knowledge and skills towards a more sociocultural perspective to teacher education that covers a more social, interactive, collaborative, and reflective practices of teacher learning. As Johnson (2009) mentions, the latest changes within the field “have helped to reexamine, re-conceptualize, and redesign how L2 teachers are prepared for their work” (p.26). Teaching has started to be viewed as an activity on its own that necessitates “ongoing, in-depth, and reflective examinations of teaching practices” (p.26) that are supported through active collaborative social engagement in social contexts. That is such a notion of teacher learning *in, from, and for* second language teaching practice has started to be prominent, as Johnson (2009) expresses.

2.2.3. Certification in SLTE

There are many professional education programs for teachers in graduate and undergraduate level across the world, yet one issue remains uncertain i.e. “what teachers actually need in order to be ready to teach” (Barduhn & Johnson, 2009, p.60). The latest trend in teacher education programs requires teachers to be trained in subject knowledge, pedagogy, and field practice, and the idea of teachers as learners in the profession is highlighted, as mentioned earlier in the sociocultural perspective of teacher education.

Certification, in Barduhn and Johnson (2009)’s words, refers to “the process of deciding that an individual meets the minimum standards of competence in a profession”, whereas licensing “is the process of permitting a person to practice a

trade or profession once s/he has met certification standards (p.61)”. Bachelor’s degree is the most basic requirement in the certification of teachers around the world, in some cases added onto by language proficiency exams, attending workshops, being a native speaker with or without qualification or experience. Still, differences in the certification and licensing of second language teachers might be noted across the four corners of the world depending on the local cultures. Certification of teachers also extends beyond from the pre-service training of teachers into their in-service training, as in the examples of CELTA (Certificate in English Language teaching to Adults) and DELTA (Diploma in English Language Teaching), which remain to be the most commonly attended certification courses around the world, as Barduhn and Johnson (2009) mention.

In short, in the scope of SLTE, the major concerns of what teachers are to be taught how they are to be taught are followed by the concern of their accountability i.e. their certification and licensing and what standards of competencies are to be expected of language teachers so that they can be effective in the profession. In this respect, following section is a brief explanation of standards in SLTE.

2.2.4. Standards and Competencies in SLTE

As defined by Katz and Snow (2009), standards are “tools that can be used to improve the outcomes ... whether they target teachers, teacher trainers, educational leaders, students programs, and so on” (p. 67). Standards outline the expectations for all those who are involved in educational practices, and they set the common ground in relation to teaching and learning processes. Standards could be helpful for teachers in their instructional designs, curriculum, and how they evaluate their students as well as their excellence in their career; they could be useful for teacher educators to determine teacher competencies, and they could also be useful for students to know what is expected of them in relation to their performance, knowledge, and capabilities. Standards can also be encountered under the names of “attainment targets, band-scales, benchmarks, competencies, essential skills and knowledge, profiles, saviours and etres” (p.67) around the world. However they are called, there

is usually a distinction between content standards and performance standards, in which content is referred to as the knowledge and skills one possess, whereas performance is referred to as “the degree or quality of proficiency expected in relation to content standards” (p.67). In specific relation to language teacher education, content standards are about what teachers know about their subject and their skills in the profession, and performance standards are about their degree of learning. What language teachers can do and what they need to know to be fully competent in teaching is the question that lies in the heart of SLTE.

Although it is possible to see a variety of teacher standards across the world in different countries, it is the Turkish MoNE itself that outlines general and field specific competencies for EFL teachers who work at MoNE schools in different education levels in Turkey.

The MoNE (2017) defines competencies for teachers across *professional knowledge*, *professional skills*, and *moral attitudes and values* in general. The competencies related to teachers’ professional knowledge cover their content knowledge, pedagogical content knowledge, and knowledge on legislation; the competencies related to teachers’ professional skills cover their planning of education and teaching, creating learning environments, managing the teaching and learning processes, and assessment and evaluation; finally, the competencies related to teachers’ moral attitudes and values cover teachers’ awareness of national, moral, and universal values, approach to students, communication and cooperation, and personal and professional development.

The MoNE specifically outlines the content standards for EFL teachers basically across five bands: *instructional planning*, *developing language skills*, *assessment and evaluation*, *collaboration with other stakeholders*, and *professional development*. The competencies defined across each band are summarized as follows. In the development of survey research tool in this study, the following competencies were taken into consideration.

Table 2.8

EFL Teacher Competencies Outlined by the Turkish MoNE

<i>Instructional Planning</i>	planning lessons, arrangement of learning environments, use of materials and resources, use of teaching methodology and techniques, and use of technology
<i>Development of Language Skills</i>	helping students develop learning strategies, use the language accurately, and develop major language skills, adapting the teaching process for the needs of students with special needs
<i>Assessment and Evaluation</i>	determining the aims of assessment practices, use of assessment tools and techniques, interpreting and reflecting into practice the results of assessment, and providing students feedback
<i>Collaboration with Other Stakeholders</i>	collaborating with families to help student develop language skills, collaborating with institutions and bodies to help students develop language skills, helping students understand the importance of national days and celebrations, organizing and managing national days and celebrations, collaborating with the society to turn schools into culture and learning centers, and community leadership
<i>Professional Development</i>	determining their own professional competence, sustaining personal and professional development, making use of scientific research and techniques in professional development, and reflecting the results of professional development research into their practice

These standards explains in detail what EFL teachers should be capable of doing with respect to their professional performance in three levels of A1, A2, and A3, i.e. from basic to more advanced levels of performance.

Table 2.9

A Sample from EFL Teacher Standards by Turkish MoNE

2- Developing Language Skills			
Scope: This scope covers language teachers' methods, approaches, and techniques to develop students' language skills, help them use the language effectively, and take into consideration their needs in the learning process.			
Competency: to help students develop their writing skills			
Performance Levels	A1	A2	A3
	<input type="checkbox"/> gives students a chance to express themselves verbally	<input type="checkbox"/> enriches the activities in which students express themselves verbally by taking into account the different needs of students	<input type="checkbox"/> collaborates with colleagues to help students develop their writing skills

In similar vein, EPDAD (Faculties of Education Program Evaluation and Accreditation Council) outlines the standards for the accreditation of general teacher education in Turkey regardless of the field. In the EPDAD (2016) accreditation of teacher education programs, basically the standards related to education, personnel, students, collaboration with stakeholders, physical infrastructure, management, and quality check are emphasized with no specific reference to different fields of teaching. Specifically in the standards related to students, the EPDAD emphasizes the importance of that students have the qualities necessary to start teaching programs, that students actively participate in academic, social, cultural, and such events and they are presented the necessary guidance and counselling for this, and that pre-service teachers who are about to graduate and/or teachers who have started the profession of teaching become successful.

Table 2.10

EPDAD Standards Related to Pre-service Teachers

standard	indicators	evidence	degree
3.1.1. having qualities necessary to be able to start teaching programs	<ol style="list-style-type: none"> 1. students having the academic competencies necessary to be successful in the program 2. students having the motivation towards the profession of teaching 	<ul style="list-style-type: none"> • the number of all students accepted into the program and their entrance scores • the place of the program amongst the same programs (the top and bottom entrance scores) • student interviews • the time span and the ratio in which students complete the program • students' level of success 	<p>In the beginning of the program:</p> <p>A. all students being successful in terms of their entrance scores and being motivated for the profession</p> <p>B. most students being well qualified, having enough academic knowledge and motivation</p> <p>C. more than half of the students having the qualities mentioned above</p> <p>D. most of the students having the minimum requirements necessary to enter the program</p>

Table 2.10

EPDAD Standards Related to Pre-service Teachers (continued)

standard	indicators	evidence	degree
3.2.1. active participation in academic, social, cultural, and such events and being presented necessary guidance and counselling for it	<p>1. participation by most students until the end of the program</p> <p>2. students benefitting from academic advising and guidance facilities</p> <p>3. students' personal satisfaction with the academic advising and guidance facilities provided to them</p> <p>4. supporting those students with financial difficulties (food, money, etc.)</p> <p>5. students benefitting from social, sportive, and cultural facilities along with professional ones</p>	<ul style="list-style-type: none"> • documents indicating student participation • student interviews • explanations and documents on guidance facilities students are provided • a list of social, sportive, and cultural events done by students in the previous year • booklets, regulations and instructions given to students • documents on the support provided for those students with financial difficulties 	<p>Policies related to students' professional and academic development:</p> <p>A. actively being conducted at faculty level; low level of drop-outs from the program and low levels of class repetition, high participation rate; students expressing their satisfaction of the support provided</p> <p>B. none and cannot be traced properly; acceptable level of student satisfaction; acceptable level of drop-outs from the program and class repetition; high level of student participation</p> <p>C. enough but poor documentation; high level of drop-outs from the program and class repetition; acceptable level of student participation</p> <p>D. high level of drop-outs from the program and class repetition; unsatisfactory level of student participation; students indicating their dissatisfaction with the program</p>

Table 2.10

EPDAD Standards Related to Pre-service Teachers (continued)

standard	indicators	evidence	degree
3.3.1. successful candidate graduates and graduates	<p>1. recruitment of many pre-service teachers after the program</p> <p>2. success rate of graduates in the nationally standardized tests</p> <p>3. the rate of graduates to continue graduate studies</p> <p>4. success of graduates in professional life</p>	<ul style="list-style-type: none"> •interviews and documents indicating the areas and preferences of recruitment by new graduates (teaching, other jobs, master’s studies, etc.) •documents on the support to be given to those who plan to start the profession of teaching (e.g. projects) •interviews with senior students •tracking of teachers for three years after they start their profession •the success rates of graduates in national exams •documents indicating to the success of graduates after graduation 	<p>A. all graduates and all those about to graduate thinking of working as a teacher; these with the possibility of finding a job; all the graduates being successful in the first year of their teaching</p> <p>B. most pre-service teachers thinking of being a teacher; most graduates being successful in the first year of their profession</p> <p>C. almost half of pre-service teachers thinking of being a teacher; almost half of graduates being successful in the first year of their profession</p> <p>D. very few pre-service teachers thinking of being a teacher; very few of graduates being successful in the first year of their profession</p>

Identification of teacher standards and competencies is of great importance as it is the standards that actually play a significant role in the arrangement and organization of many teaching related domains. As the Turkish MoNE (2017) attracts attention in

its guideline for general teacher competencies and shows in the figure below, competencies form the baseline for all the activities related to teacher training programs, teacher recruitment and training, personal evaluation of teachers, evaluation of their performance, teachers' professional development and reinforcement, teachers' in-service training, and on-going development on the job.

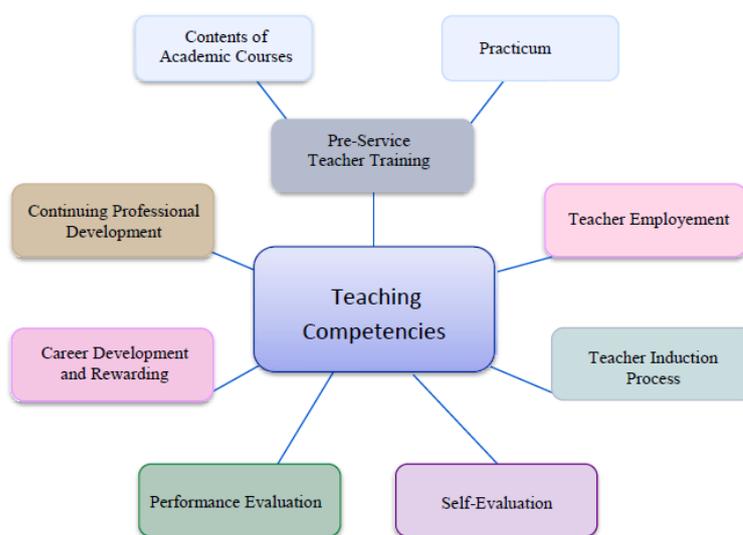


Figure 2.2 Domains teacher standards relate to

Considering the importance of competencies, in this study, a combination of standards by both the MoNE (2017) and EPDAD (2016) are incorporated to develop the tool to answer the research questions. With the same aim, the teacher competencies in the Faculty and School Collaboration Guideline by the HEC (1998) were made use of in the development of research tools. Although almost all of the competencies overlap across all the three resources mentioned above, a couple of more specific additional competencies were transferred into the tool depending on the practice teaching observation tool suggested in the Faculty and School Collaboration Guideline (1998) by the HEC. It is expected that all these standards and competencies will provide the broadest overview of what is expected of EFL teachers and their education programs in terms of these teachers' content and performance standards, and they will be useful in answering the research questions of the present study that aims to investigate the processes of pre-service EFL teachers'

admission into teaching programs and their recruitment. Moving on, in the next section of this chapter, the studies with similar research interests are briefly mentioned.

2.3. Previous Studies on Pre-service EFL Teacher Admission into Teaching Programs and EFL Teacher Recruitment

In literature, it is possible to see different studies that are somehow directly or indirectly related to the research concerns of this present study. To begin with, there are those studies that are conducted on teacher education programs. In their study, for instance, Kic-Drgas and Çomoğlu (2017) compare and contrast Turkish and Polish English language teacher education programs over official documents. The authors point out that Polish teacher education lasts 3 years, whereas Turkish teacher education lasts 4 years. With their bachelor's degree, Polish teachers of English can teach at primary and lower high schools, and it is with a master's degree that they can teach at all other types of schools. Turkish teachers of English, on the other side, can teach at all types of schools after getting their bachelor's degree. Both education systems require pre-service teachers to have practice teaching, and Polish pre-service teachers are expected to write an MA thesis at the end of the program. The researchers attract attention to some implications that these similarities and differences bear for each educational context.

Specifically related to university admissions, on the other hand, it is possible to see some studies in Turkish context. However, these studies usually focus on one component of the university admission process in general sense. There are some studies, for instance, which focus on YGS and LYS in general and try to explain the relationship between the exam results and some variables, such as student success. There are also those perception studies in which participant opinions on YGS and LYS are shared or those studies in which the exams are analyzed, for instance, depending on taxonomies or as a part of program evaluation process. It is also possible to see some studies on students' CGPA. These studies look into the relationship between students' CGPAs and their success in some courses, for

instance. Still, none of these studies focus on the acceptance process of pre-service teachers into teaching programs in particular.

Besides, there are those studies that specifically focus on pre-service teachers' selection for teaching programs, yet they are mainly centered on a more general admission process than being specific to EFL teachers. In this respect, Canbulat and Canbulat (2015), for instance, aim to analyze Turkish and Australian processes of pre-service teachers' selection. Over official documents, handbooks, and interviews with participants, they put forward that Turkish candidates go through a centralized selection process, whereas Australian candidates become teacher on voluntary basis and take a practice based examination in which whether or not they are suitable for profession is determined. In Turkish context, the study points out to the presence of those candidates who are eager to be a teacher, who feel they are obligated to be a teacher, and those who accidentally choose to be a teacher. Specifically, the authors indicate that other than their exam score, pre-service teachers in Turkish context are not evaluated on their reasons to be in the profession, their eligibility, or personal characteristics before they are accepted into programs.

There are also studies related specifically to pre-service English teachers' admission into teaching departments. Nevertheless, the admission process on its own is not investigated as the main focus of study but rather as a part of an overall examination of English language teacher education programs. For instance, in their study, Aldemir and Er (2012) try to point out to the similar and different practices in the training of English language teacher across Japan and Turkey. The authors take a close look at the admission requirements, the courses in the programs, and the certification of teacher educators in both countries. The researchers express that pre-service teachers in Turkey are accepted into programs through centralized exams (including a language examination), while in Japan, each candidate - regardless of their field - take the same language exam to be a pre-service English teacher. The researchers explain that pre-service education in Turkey lasts maximum 5 years (including the preparatory school year), and certification programs and other learning facilities by faculties of education are available to meet the deficit in language

teachers; in Japan, on the other side, teachers need an undergraduate degree to teach at junior high school, whereas they need a graduate degree to teach at high school. The researchers also point at the similarities between the contents of English teacher education programs of these countries.

As previously stated, the number of studies conducted specifically on the pre-service EFL teacher admission process was very limited. However, there is a study by Sayın and Aslan (2016) that focuses on general student opinions about LYS-5, which pre-service EFL teachers need to sit before their acceptance to teaching departments. In their study, the authors point out to the weaknesses of LYS-5 and suggest that the exam should be reevaluated and reconstructed for better language proficiency assessment.

In addition, in literature, there are some studies on teacher recruitment. These studies aim to understand the perceptions of pre-service teachers towards recruitment (and especially towards KPSS) without specific reference to a single field of department. In a study, for example, Canbulat (2014) focuses on instructors' perceptions of pre-service teacher competencies and characteristics through interviews with instructors at faculties of education in two different state universities. The participants of the study indicate that those candidates who are interested in teaching and those candidates with a sense of responsibility are more successful in the program; the admission of pre-service teachers into programs and teachers' recruitment are not eligible for teaching programs since they disregard pre-service teachers' characteristics, and in addition to teacher competencies, it is individuals' characteristics that could make teaching profession more meaningful. In another study, Gündoğdu, Çimen, and Turan (2008) investigate pre-service teachers' perceptions towards KPSS through a close ended questionnaire. The researchers express that pre-service teachers believed KPSS is an important exam as it affects their future, yet the exam troubles them socially, financially, and psychologically, increasing their anxiety. Not believing that KPSS is an ideal tool for teacher selection, pre-service teachers suggest that teacher education programs should be designed in line with KPSS content. In a further study on KPSS, Yıldırım, Tabak,

and Yavuz (2012) work on official documents, analyze educational sciences test section in KPSS, and aim to understand whether the test is in line with the teacher competencies emphasized by the MoNE. The results of the study indicate that KPSS does not measure the competencies by the MoNE; the performance indicators of these competencies are not measurable enough, and teachers are not selected systematically. The authors suggest that there should be a systematic mechanism through which pre-service teachers are trained, assessed, and selected to be recruited. They also suggest that competency performance indicators should be redefined to be more measurable. In another study, Erdem and Soylu (2013) work on the perceptions of pre-service teachers in a state university on KPSS and field knowledge test. To understand the participants' opinions, the researchers asked the candidates from different departments open-ended questions. The results of their study stress that pre-service teachers prefer field knowledge test rather than KPSS and some other factors should be taken into account in teacher selection/recruitment. In a more recent study, Memduhoğlu and Kayan (2017) focus on pre-service teachers' perceptions on KPSS. Conducting interviews with their participants, the researchers make it clear that participants appreciate that field knowledge has been added into KPSS content and although they believe KPSS is inadequate as an exam, it is the most suitable option to recruit teachers given the conditions in Turkish context. In a similar study, Karaer, Karaer, and Kartal (2018) investigate pre-service teachers' opinions specifically on field knowledge test in KPSS. The results reveal that pre-service teachers do not want to take KPSS but prefer only the field knowledge. They want their CGPA to be taken into account and added onto their KPSS results, and they also want the examination to be conducted in such a way that they will be free of doubts about the examination.

Specific to the recruitment of pre-service EFL teachers, Kılıçkaya and Krajka (2013) review the processes of language teachers' selection examination and recruitment in Turkish and Polish contexts. In their review, researchers also review the Praxis I and II, knowledge of teaching test, and KPSS examinations in these countries, and they suggest a model for language teacher certification and recruitment taking into account the portfolio assessment and teacher development program by Poland.

Additionally, in his study, Çiftçi (2017) focuses specifically on the oral examination conducted as a part of English teacher recruitment process in Turkey and attracts attention to the perceptions of pre-service English teachers around the country about the oral examination through a questionnaire and interview. As the researcher reveals, the participants believed oral exam is not an objective assessment tool, and the content, committee members, and length and overall interviewing procedure should be revisited.

Finally, in his dissertation, Yeşilçınar (2018) analyzes the already available EFL teachers' recruitment process by the MoNE for public schools and comes up with a new teacher recruitment model which can help evaluate the teachers in terms of their knowledge, skills, and attitudes. By making use of quantitative and qualitative tools of data collection, the researcher consults the opinions of pre-service EFL teachers, EFL teachers, teacher trainers, education experts, and policy makers. The results of the study point out to some dissatisfaction with the current model, stating that the current model is invalid and unfair.

Amongst other studies conducted, the study by Çiftçi (2017) and Yeşilçınar (2018) above seem to be the closest studies to the present study in their aims and procedures; however, different than that of Çiftçi's (2017) and Yeşilçınar's (2018), this current study is an explanatory case study, and it focuses both on the pre-service EFL teacher selection and EFL teacher recruitment processes in Turkey all together, specifically from the perception of different EFL stakeholders. Besides, different than the study by Çiftçi (2017) and Yeşilçınar (2018), this study focuses on the overall recruitment process and recruitment process by universities alike, rather than only a specific component or type of the recruitment.

Despite the studies on EFL teacher recruitment process by the MoNE, the number of studies that have been conducted on the recruitment process by universities is very limited. In literature, it is possible to see some studies, articles, master's thesis, or PhD dissertations on the ALES and YDS examinations in particular, yet rather than specifically working on EFL instructors' recruitment, these studies center more

around these exams, the analysis of the exam content and question items, the relationship between some variables and exam results, or the backwash effect the exams create. For instance, in his article, Baş (2011) criticizes ALES and attracts attention to some of its weaknesses, and he also comes up with some suggestions for this exam. In his PhD dissertation, on the other hand, Polat (2017) focuses on the content of YDS and the backwash effect it creates on foreign language learning, and he states that academicians have negative opinions about the backwash effect that YDS created, and he suggests that the content of the exam should be revised. In his master's thesis, Biltekin (2004) also works on the content of YDS and tries to investigate and outline the content of the exam from the perspectives of language teaching methods and approaches. Finally, in his master's thesis, Çakıldere (2013) focuses on KPDS and ÜDS, two former foreign language examinations that are no longer conducted in Turkey. He aims to understand the backwash effect these exams created. The author states that KPDS and ÜDS create positive backwash effect in terms of developing reading skills and learning grammar and vocabulary, whereas they create a negative backwash effect in terms of listening, speaking, and writing skills, which are not tested in these exams.

Given all the studies mentioned above, it is expected that this present study will contribute to the literature with its research outcomes. Pointing out to the perceptions of students, teachers, and teacher educators in an EFL context, this study aims to contribute to the field by outlining the strong and weak aspects of how pre-service EFL teachers are accepted into English language teaching programs and recruited afterwards either by the MoNE or universities. It also aims to come up with implications for the improvement of the current practices depending on the participants' ideas and suggestions

CHAPTER 3

METHODOLOGY

3.1. Overall Design of the Study

Being an explanatory case study, the present study aims to shed light into practices of pre-service EFL teacher admission into EFL teaching programs and their recruitment afterwards in Turkish context and provide suggestions for improvement, if any.

In Dörnyei's (2007) words, "the case study is an excellent method for obtaining a thick description of a complex social issue embedded within a cultural context. It offers rich and in-depth insights that no other method can yield, allowing researchers to examine how an intricate set of circumstances come together and interact in shaping the social world around us" (p.155). Case studies are helpful in gaining an in-depth understanding of a contemporary situation in real life contexts, and they enable researchers to explain, describe, illustrate, and get enlightened about real life phenomena (Yin, 2014).

Yin (1984, as cited in Zaniyal, 2007) highlights that there are basically three types of case studies. The first one is *exploratory case study* in which the main aim is to explore an interesting phenomenon in data; the second one is *descriptive case study* in which the main aim is to describe an interesting phenomena in data, and the third one is *explanatory case study* in which researchers examine data at surface and deep levels to explain an interesting phenomenon in data. In this respect, Stake (1995; 2005, as cited in Dörnyei, 2007) further adds three more types of case studies, which are *intrinsic*, *instrumental*, and *multiple or collective case studies* respectively. Intrinsic case studies are implemented to understand a phenomenon which is interesting in its nature and has its own value and specialty. In instrumental case studies, on the other side, researchers are interested in a case not specifically because

it is their primary interest, but because it serves as a tool and helps understand something else. Last but not least, multiple or collective case studies are the ones in which an instrumental case study is extended over more than one case and a number of cases are studied together to look into a phenomenon.

In case studies, cases are normally assumed to be people, but a program, an institution, an organization, or even a community could be taken as the case itself, as underlined by Dörnyei (2007). It is “not a specific technique but rather a method of collecting and organizing data so as to maximize our understanding of the unitary character of the social being or object studied” (Dörnyei, 2007, p.152). Case studies are not far from attracting some criticism, though, as Zainal (2007) clarifies; they are assumed not to be thorough or careful, leave little basis for generalizations due to the small amount of subjects they focus on, and pave the way to some difficulties during their implementation, related to the length of study, amount of documentation, and possible lack of data management and organization. Despite these claims, case studies allow researchers to examine phenomena in their own context either via quantitative or qualitative analysis of data, and they do not only allow to explore or describe a research concern in a real life context, but they also allow to explain it in its natural surrounding with an abundance of data, which could otherwise be hard to do through experimental research (Dörnyei, 2007; Zainal, 2007; Yin, 2014).

With reference to Creswell (2013), the present explanatory case study adopts both a post positivist and social constructivist framework. To answer the research questions, it relies heavily on individual participants’ views on the research concerns through quantitative and qualitative data collection tools and ways of analysis. First, from a post-positivist point of view, the researcher aims to discover, compare, and disseminate viewpoints from different participant groups through steps of investigation that are logically related to one another. For instance, the researcher specifically makes use of a survey consisting of questionnaire items along with some open-ended questions to respond to. From a social constructivist point of view, on the other side, believing that there is no one single reality, the researcher have interactions with individuals through interviews and investigate their subjective points

of views; it is through these subjective views of the participants that the researcher tries to come up with a pattern of meaning. With the aim to get an in-depth understanding of the case studied in the present study, the researcher helps the participants construct and negotiate their ideas socially and then interprets and tries to make sense of what the participants have had to share in relation to the main focus of the study.

3.2. Context of the Study: Defining the Case

As an explanatory case study, the present study takes one state university in Turkey as a single case. This university is one of the most historically prominent universities in Turkey, which gives importance to foreign languages, language studies and language teaching with its knowledgeable and experienced academicians. This state university has thousands of students in different departments, one of which is its foreign language education department.

Each year many pre-service EFL teachers either start their teaching program at foreign language education department in question or successfully complete their education and become teachers to teach English in Turkish education system. As a department of one of the most prestigious universities in Turkey, this department has a good number of qualified instructors, assistant and associate professors and professors who engage in pre-service EFL teacher education. Under the supervision of these academicians, pre-service EFL teachers develop knowledge and competencies necessary to be an English teacher. Given the importance of this department and its role in supplying English teachers to the Turkish education system, it is important to understand what the stakeholders that are somehow connected to this department have to say about the pre-service EFL teacher admission and EFL teacher recruitment practices in Turkey. As an interesting case in its own, this department was selected as the case for the study so that in-depth understanding could be developed into the research concerns of this study.

To be a student in the foreign language education department where the study was conducted, Turkish students who have graduated from high school are required to take the entrance examinations conducted by ÖSYM. International students are also directly accepted into the program if they meet the program entrance requirements including some international examinations or university entrance examination scores that are specific to some countries. Once they meet the requirements, prospective EFL teachers are educated for four years on English language, methodology, English literature, linguistics, and educational sciences to be qualified as teachers (see Appendix E). It is in this department that pre-service EFL teachers are given scores in letters, which is calculated out of students' midterm and final exams, papers, projects, presentations and such, or attendance to classes. The cumulative grade point average of the pre-service teachers is given out of 4.00 points (equal to 90-100 out of 100). To be able to graduate from this department, pre-service EFL teachers need to complete their courses with 1.00 point out of 4.00 or 60-64 points out of 100, and their CGPA score needs to be 2.00 points out of 4.00.

Graduates of the department which the study took as the case usually become teachers and teach English at MoNE schools, or they become English language instructors at universities. The graduates of the program could develop materials, prepare exams, conduct studies on language and education, take over administrative responsibilities, and work on instructional design, teacher education, and make translations. Some of the graduates could also become English teachers in private sector or pursue careers other than teaching, which is beyond the scope of this present study. The department further provides MA and PhD degree programs in linguistics, literature, and teaching to those interested in graduate studies. The graduates could seek master's or PhD degrees in other universities in Turkey or abroad, as well.

3.3. Participants

The present study has three main groups of participants i.e. students, teacher educators, and English teachers. Each of these three groups of participants is also divided into categories as undergraduate and graduate students, lecturers and research assistants, and English teachers who worked at the MoNE schools and who worked at university preparatory schools. The participant groups are shown in the figure below.

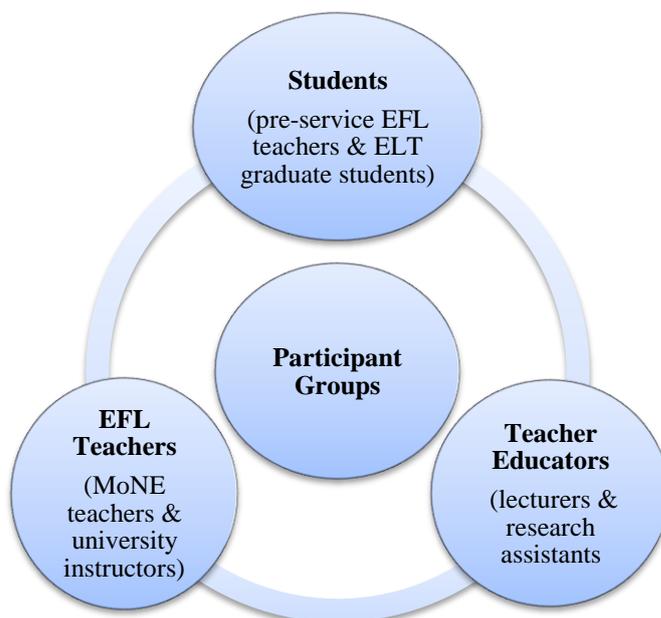


Figure 3.1 The participants of the study

The undergraduate student participants attended the foreign language education department of the state university in question in the fall semester of the academic year 2017-2018. At the same university department, graduate student participants pursued their MA and PhD degrees in the same academic year. Besides, the teacher educators along with teaching assistants were engaged in the education of the student participants. EFL teacher participants, on the other side, were a graduate of the same university department and were working either as an English teacher at MoNE schools or at (state or private) universities as language instructors in the same academic year.

Table 3.1

The Participants of the Study

Participants		Questionnaires	Interviews
students	undergraduate students	1 st year ($n=77$)	1 st year ($n=3$)
		2 nd year ($n=77$)	2 nd year ($n=3$)
		3 rd year ($n=66$)	3 rd year ($n=3$)
		4 th year ($n=46$)	4 th year ($n=3$)
		($n=266$)	($n=12$)
	graduate students		MA ($n=4$) PhD ($n=4$)
			($n=8$)
teacher educators	lecturers research assistants		lecturers ($n=4$) teaching assistants ($n=3$)
			($n=7$)
teachers	at MoNE schools at universities	at the MoNE ($n=30$)	at the MoNE ($n=3$)
		at universities ($n=39$)	at universities ($n=4$)
			($n=7$)
		($n=69$)	
TOTAL		($N=335$)	($N=34$)

An overall summary of the participants across research tools is given below in the following sections.

3.3.1. Student Participants

The student participants of the study consisted of those undergraduate and graduate student participants who continued their education in the academic year 2017-2018. The pre-service EFL teacher participants made up of the all target population for the survey data collection tool in the study, amongst which pre-service EFL teachers to be interviewed were chosen based on criterion sampling. The graduate student participants of the study consisted of those who pursued their MA or PhD degrees in English language teaching and were chosen based on purposive sampling.

3.3.1.1. Undergraduate Student Participants (Survey Participants)

This group of participants consisted of a total number of 266 ($N=266$) pre-service EFL teachers. The data that were gathered from a very small number of international students were left out since their admission and recruitment processes were conducted in a different way in Turkish context and were beyond the scope of this study. Below is the presentation of demographic information for pre-service EFL teacher participants.

Of all the undergraduate student participants, the first year students made up the 28.9% ($n=77$), whereas the second, third, and fourth year students made up the 28.9% ($n=77$), 24.8% ($n=66$), and 17.3% ($n=46$) of the overall population respectively.

Table 3.2

The Distribution of Student Participants across Years

	<i>n</i>	%
1 st	77	28.9
2 nd	77	28.9
3 rd	66	24.8
4 th	46	17.3
Total	266	100

Table 3.3

Gender of the Participants

	<i>n</i>	%
male	63	23.7
female	203	76.3
Total	266	100

Slightly less than a quarter (23.7%) of the participants ($n=63$) were male, whereas slightly more than three quarters (76.3%) were female ($n=203$).

Table 3.4

Age of the Participants

	<i>n</i>	%	(continued)	<i>n</i>	%
18	30	11.3	25	1	.4
19	50	18.8	26	1	.4
20	66	24.8	27	1	.4
21	83	31.2	28	1	.4
22	25	9.4	31	1	.4
23	5	1.9	36	1	.4
24	1	.4			

Although the age of participants ranged from 18 to 36 years, the majority of the students were between the ages 18 and 21 as seen above. The student participants attended different kinds of high schools. Majority of the participants attended either Anatolian High Schools ($n=114$) or Anatolian Teacher Training High Schools ($n=126$), whereas a small number of participants attended Social Sciences High Schools ($n=2$), Foundation High Schools ($n=6$), Basic High Schools ($n=8$), Science High Schools ($n=7$), Military High Schools ($n=1$), and Religious High Schools ($n=2$).

Table 3.5

The High Schools that the Participants Attended

	<i>n</i>	%
Anatolian	114	42.9
Anatolian Teacher	126	47.4
Social Sciences	2	.8
Foundation	6	2.3
Basic	8	3.0
Science	7	2.6
Military	1	.4
Religious	2	.8
Total	266	100

When they were asked about their university entrance examination scores, some students could remember neither their YGS scores ($n=56$) nor their LYS-5 scores ($n=39$). The others, on the other hand, could share a rough score of their university exam scores, and it was seen that their YGS scores ranged from a minimum score of 275 to a maximum score of 520 ($M=358.57$, $SD=34.59$), whereas their LYS-5 scores

ranged from a minimum score of 380 to a maximum score of 531 ($M=477.55$; $SD=19.25$).

Besides, when the participants were asked about their current Cumulative Grade Point Average (CGPA) at university, the freshmen could not report theirs since it was their first semester in the department when the data were collected. However, as seen below, the mean of CGPA (out of 4.00 points) for the second year students ($n=77$) was 3.07 ($SD=.46$); for the third year students ($n=66$), it was 3.15 ($SD=.42$), and for the fourth year students ($n=46$), it was 3.26 ($SD=.38$).

Table 3.6

The CGPA of the Student Participants

year	<i>n</i>	<i>M</i>	<i>SD</i>
1 st	77	-	-
2 nd	77	3.07	.46
3 rd	66	3.15	.42
4 th	46	3.26	.38

In relation to their personal education plans for the future, when the student participants were asked whether they aimed to pursue a master's degree after graduation, 23.3% of the participants ($n=62$) stated they did not plan to, whereas 76.7% ($n=204$) of them stated they would. By the majority who planned to enroll in a master's program after graduation, different fields of study were mentioned. The preferred fields of study for a master's degree indicated by the participants are presented in the table below.

Table 3.7

The Preferred Fields of Study for a Master's Degree by the Participants

	<i>n</i>	%	
fields of study	ELT(English Language Teaching)	81	39.7
	linguistics	58	28.4
	literature	30	14.7
	educational sciences	17	8.3
	other fields	18	8.8
	Total	204	100

As seen in the table above, more students wanted to enroll in a master's degree program either in the fields of ELT or linguistics, whereas 9.8% of the participants ($n=20$) indicated that they wanted to conduct studies in other fields. These fields included Sociology ($n=2$), Translation Studies ($n=6$), Engineering ($n=1$), Japanese Language ($n=1$), Psychology ($n=2$), Human Relations ($n=1$), International Relations ($n=1$), and Cognitive Science ($n=1$). Some participants ($n=4$) did not indicate the field they preferred to study in.

On the other hand, when the student participants were further asked whether they wanted to pursue a PhD degree later on, 53.8% of the participants ($n=143$) stated they did not plan to, whereas 46.2% ($n=123$) stated they would. By those who planned to enroll in a PhD program, different fields of study were mentioned. The preferred fields of study for a PhD degree indicated by the participants are presented in the table below.

Table 3.8

The Preferred Fields of Study for a PhD Degree by the Participants

		<i>n</i>	%
fields of study	ELT (English Language Teaching)	49	39.8
	linguistics	37	30.1
	literature	18	14.6
	educational sciences	9	7.3
	other fields	10	8.1
	Total	123	100

As seen in the table above, more students wanted to enroll in a PhD degree program either in the fields of ELT or linguistics, whereas 8.1% of the participants ($n=10$) indicated that they wanted to conduct studies in other fields. These fields included translation studies ($n=3$), Japanese language ($n=1$), psychology ($n=1$), history ($n=1$), international relations ($n=1$), and cognitive science ($n=1$). Some participants ($n=2$) did not indicate the field they preferred to study in.

When the student participants were asked about how proficient they thought they were in English, the majority of them ($n=210$) thought they were C1-C2 proficient

users of English, while some of them ($n=51$) ranked themselves as B1-B2 independent users of English, and a very small number of them ($n=5$) indicated that they thought they were A1-A2 Basic User of English as shown below.

Table 3.9

Individual Perception of Language Proficiency by the Participants

		<i>f</i>	<i>%</i>
levels of proficiency	Basic User (A1-A2)	5	1.9
	Independent User (B1-B2)	51	19.2
	Proficient User (C1-C2)	210	78.9
	Total	266	100

Slightly more than half of the student participants ($n=139$) did not attend English preparatory school earlier on, while slightly less than half of the student participants ($n=127$) attended one year English prep-school at their university.

Table 3.10

Attendance to English Prep-School and Proficiency Exam Scores by the Participants

			<i>min.</i>	<i>max.</i>	<i>M</i>	<i>SD</i>
	<i>n</i>	<i>%</i>	University Placement			
yes	127	47.7	Test			
no	139	52.3	63	98	81.56	6.83
Total	266		Score (out of 100)			

The score the participants received from the proficiency examination before they started their department ranged from a minimum score of 63 (out of 100) to a maximum score of 98 ($M=81.56$; $SD=6.83$).

Table 3.11

The Student Participants' Mean Scores for the English Proficiency Exam across Years

	<i>n</i>	<i>M</i>	<i>SD</i>
1 st year	77	80.88	6.69
2 nd year	77	83.32	6.92
3 rd year	66	81.71	6.34
4 th year	46	79.51	7.07

Overall, the second year students ($M=83.32$, $SD=6.92$) were more successful in their English language proficiency exam than the third ($M=81.71$, $SD=6.34$), first ($M=80.88$, $SD=6.69$), and last year students ($M=79.51$, $SD=7.07$) respectively. Following is the distribution of the proficiency scores by the participants across a five point-scale band for each year.

Table 3.12

English Proficiency Scores for the 1st Year Students

	<i>n</i>	<i>%</i>
70-74	13	16.9
75-79	22	28.6
80-84	18	23.4
85-89	14	18.2
90-94	9	11.7
95-100	1	1.3
Total	77	100

In terms of their proficiency scores, less than the half (45.5%) of the first year students scored less than 80 in their preparatory school proficiency exam, whereas more than the half (54.6%) scored minimum 80, and only a small percent (13%) scored minimum 90 in the exam.

Table 3.13

English Proficiency Scores for the 2nd Year Students

	<i>n</i>	<i>%</i>
70-74	11	14.3
75-79	11	14.3
80-84	17	22.1
85-89	24	31.2
90-94	8	10.4
95-100	6	7.8
Total	77	100

Of the second year students, more than a quarter (28.6%) scored less than 80 in their preparatory school proficiency exam; whereas less than three quarters of them (71.5%) scored minimum 80, and only a small percent (18.2%) scored minimum 90 in the exam.

Table 3.14

English Proficiency Scores for the 3rd Year Students

	<i>n</i>	%
70-74	10	15.2
75-79	14	21.2
80-84	15	22.7
85-89	20	30.3
90-94	7	10.6
Total	77	100

More than a third of the third year students (36.4%) scored less than 80 in their preparatory school proficiency exam; while more than the half (63.6%) scored minimum 80, and only a small percent of them (10.6%) scored minimum 90 in the exam.

Table 3.15

English Proficiency Scores for the 4th Year Students

	<i>n</i>	%
60-64	1	2.2
65-69	1	2.2
70-74	11	23.9
75-79	7	15.2
80-84	13	28.3
85-89	10	21.7
90-94	3	6.5
Total	46	100

Last, less than the half of the last year students (43.5%) scored less than 80 in their preparatory school proficiency exam; while more than the half (56.5%) scored minimum 80, and only a small percent of them (6.5%) scored minimum 90 in the exam as indicated in the chart above.

Table 3.16

Other English Proficiency Examinations Taken by the Participants

	<i>n</i>	%	<i>M</i>	<i>SD</i>
IELTS	2	5.9	7	0.7
YDS	25	73.5	88.12	7.73
TOEFL	4	11.8	86.5	16.42
YÖKDİL	2	5.9	95.5	0.7
FCE	1	2.9		
Total	34	100		

Apart from the proficiency exam by their university, the majority of students ($n=232$) indicated that they did not sit any other proficiency tests, while some students ($n=34$) sat other language examinations in the past including IELTS ($n=2$), YDS ($n=25$), TOEFL IBT ($n=4$), YÖKDİL ($n=2$), and FCE ($n=1$).

The student participants were further asked whether they planned to work as an English teacher after graduation. 72.6% of them ($n=193$) stated that they planned to, while 24.8% ($n=66$) stated they did not. 2.6% of them ($n=7$) stated they were not sure about it at that moment. Those students who stated they planned to be an English teacher noted down that they planned to work at different levels of education in the future, as summarized in the table below.

Table 3.17

The Levels the Participants Planned to Work as a Teacher

	<i>n</i>	%
kindergarten	9	4.7
primary School	17	8.8
secondary School	19	9.8
high School	37	19.2
university	111	57.5
Total	193	100

More participants ($n=111$) planned to work at university level than any other levels. Kindergarten ($n=9$) is the least preferred level, followed by primary ($n=17$), secondary ($n=19$), and high ($n=37$) school levels. Overall, it seems that 57.5% of the

participants ($n=111$) wanted to work at universities, whereas 42.5 % of them ($n=82$) planned to teach English at MoNE schools.

The participants ($n=82$) came up with different reasons to work at different levels at MoNE schools. For kindergarten level, they suggested their love for children as the main reason to work at that level ($f=2$). For primary school level, the participants expressed that they liked children ($f=1$) and loved teaching children ($f=3$); teaching children was easy ($f=1$), fun ($f=2$), and joyful ($f=1$); they wanted to help children learn ($f=1$) and be a role model for them ($f=1$), and they stated that teaching at primary level was the most suitable option to them as a person ($f=1$). For the secondary level, they came up with similar reasons. They expressed that they wanted to work specifically with secondary school students ($f=1$), and they loved ($f=1$) and enjoyed ($f=1$) teaching English at this level. Finally, for high school level, the participants emphasized that younger adults were easier to communicate ($f=1$) with and they needed a role model more than children or university students ($f=1$). They also underlined that they wanted to raise students who were to choose a language track at high school ($f=1$), and they wanted to help language enthusiast in their journey of learning English ($f=1$). In addition, they noted down that they wanted to help students who got ready for upcoming university entrance examinations ($f=1$) and teach students grammar specifically for LYS-5 ($f=1$). Lastly, they believed in their capabilities and made it clear that they were good at teaching at this level ($f=1$).

As already stated, university level is the most commonly preferred level to teach by the participants ($n=111$). They pointed that they liked the atmosphere at university ($f=1$) and academic environments ($f=1$), and they thought university environment was flexible ($f=1$) more serious ($f=1$), and had a good quality ($f=1$). They explained that they did not like children ($f=2$), did not want to deal either with children ($f=1$) or teenagers ($f=1$) but preferred teaching young adults ($f=6$). They thought students at university had a better background, and thus, teaching them was easy ($f=1$); university students were mature enough to listen to their instructors ($f=1$); they were easier to deal with ($f=1$); there were better chances of better communication with learners ($f=1$), and teaching students who were over 18 was more academic and more

serious ($f=1$). They added that English was regarded as a more important subject at university ($f=1$). They also came up with more personal reasons in their preference to work at university. They pointed that working at university would be a chance for them for their self-improvement in general ($f=3$). They added they would be more active and there would be a chance of communication with people ($f=1$); they would be able to express themselves much easily ($f=1$); teaching at university level was more suitable for them as a person ($f=1$), and they wanted to be a teacher educator in the future and help teachers learn ($f=1$). Finally, they believed preparatory school teachers at university were paid more than the language teachers at MoNE schools, which was why they preferred university level to teach at ($f=1$).

Those student participants ($n=66$) who stated they did not plan to work as an English teacher in the future came up with different reasons. They stated that they chose that department but they wanted to have another profession in the future ($f=3$). They basically thought of being a translator ($f=1$), a linguist ($f=1$), and a civil servant at the Turkish Ministry of Foreign Affairs ($f=1$). They also stated that they had wanted to choose a literature department at their current university, but the university did not have that department, which was why they were in the teaching department of the same university ($f=1$). The participants also underlined that they lacked interest in teaching ($f=2$) and they believed they lacked teaching aptitude/skills ($f=1$). They further explained they were appalled by the idea of teaching since they had a model teacher within their family ($f=1$). Finally, the participants expressed some financial concerns in that they thought teachers were underpaid ($f=1$) and although they did not want to be a teacher, they might have to do the job due to financial concerns and to earn money ($f=1$).

The majority of the student participants (84.6%) expressed that they were not informed about the hiring processes by MoNE ($n=225$), whereas a small amount (15.4%) of the students ($n=41$) indicated they were informed about it.

Table 3.18

The Number of the Participants Informed about the Hiring Process by the MoNE

		<i>n</i>	<i>%</i>
the MoNE	no	225	84.6
	yes	41	15.4
	Total	266	100

Below is the distribution of those students who stated they were informed about the hiring process by the MoNE across years. In each case, more students expressed lack of knowledge about the process.

Table 3.19

Being Knowledgeable about the Hiring Process by the MoNE across Years

		no	yes	<i>n</i>
year	1 st	72	5	77
	2 nd	62	15	77
	3 rd	57	9	66
	4 th	34	12	46
Total	225	41	266	

Those students ($n=41$) who stated they were informed earlier on about the hiring process by the MoNE provided the channels from which they obtained information. The resources they suggested showed variety. The most commonly cited resources are summarized in the following table.

Table 3.20

How the Participants were Informed about the Hiring Process by the MoNE

Resources		<i>f</i>	TOTAL
the media	the news	3	8
	on the Internet	2	
	on the newspaper	1	
	on TV	1	
	on a media tool	1	
KPSS	by the entity of the exam itself	8	8
at school	at high school	5	6
	a(n) (English) teacher at high school	1	

Table 3.20

How the Participants were Informed about the Hiring Process by the MoNE (continued)

Resources		f	TOTAL
family	a teacher mother	2	5
	a teacher sister	2	
	family	1	
at university	at university	3	3
other people	other pre-service EFL teachers around	1	1
friends	friends	1	1

On the other hand, the majority of the student participants (94 %) expressed that they were not informed about the hiring processes by the HEC ($n=250$), whereas a very small number (6%) of students ($n=16$) indicated they were informed about it.

Table 3.21

The Number of the Participants Informed about the Hiring Process by the HEC

		n	%
the HEC	no	250	94.0
	yes	16	6.0
	Total	266	100

Below is the distribution of those students who stated they were informed about the hiring process by the HEC across years. In each case, more students expressed lack of knowledge about the process.

Table 3.22

Being Knowledgeable about the Hiring Process by the HEC across Years

		no	yes	n
year	1 st	75	2	77
	2 nd	73	4	77
	3 rd	62	4	66
	4 th	40	6	46
Total	250	16	266	

Those students ($n=16$) who stated they were informed earlier on about the hiring process by the HEC provided the channels from which they obtained information.

Table 3.23

How the Participants were Informed about the Hiring Process by the HEC

Resources		<i>f</i>	TOTAL
the media	the news	1	5
	on TV	1	
	on the Internet	2	
	on a media tool	1	
friends	friends	3	3
at university	university instructors	1	1
other people	graduates	1	1
the HEC	vacancy announcements	1	1
at school	in a high school class teachers	1	1

The resources they suggested showed variety. The most commonly cited resources are summarized in the table above.

3.3.1.2. Undergraduate Student Participants (Interview Participants)

The undergraduate student participants to be interviewed in the study were chosen based on criterion sampling. Depending on their current CGPA (out of 4.00), three pre-service EFL teacher participants with a low CGPA (between 1.00 and 2.00), medium CGPA (between 2.00 and 3.00), and high CGPA (between 3.00 and 4.00) were chosen from each year. In total, twelve ($n=12$) pre-service EFL teachers participants were interviewed. Below is a summary of their demographic data presented.

Table 3.24

The First Year Students (S)

	<i>S1</i>	<i>S2</i>	<i>S3</i>
gender	male	male	female
CGPA	1.15	2.72	3.81
current grade	first year	first year	first year
high school	a teacher training high school	a social sciences high school	a teacher training high school
personal perception of proficiency	C1-C2 proficient user	C1-C2 proficient user	C1-C2 proficient user

Table 3.24

The First Year Students (S) (continued)

	<i>S1</i>	<i>S2</i>	<i>S3</i>
attending a prep school at university	√	x	x
(previously taken) proficiency test	language proficiency exam by university	language proficiency exam by university	language proficiency exam by university
intention for future graduate studies	√ (MA and PhD in linguistics/educational sciences)	√ (MA and PhD in political sciences)	√ (MA and PhD in linguistics/literature)
future career plans	an English teacher (at high school/university)	an English teacher (at university)	perhaps an English teacher (at university)
being informed about the recruitment process by the MoNE	x	x	x
being informed about the recruitment process by the HEC	√ (prep school instructors)	x	x

To begin with, the first year participants consisted of two male and one female students between 18 and 22 years. The mean of their CGPAs was 2.56 ($M=2.56$; $SD=1.33$). By the time the student surveys were collected, the first year students did not have any CGPA scores, as it was their first semester at the department, yet the first year interview participants of the study mentioned in this section could share their CGPA's with the researcher as they had already completed their first semester and were in their second semester by the time they were interviewed. Two of the participants were a graduate of teacher training high schools, and one of them was a graduate of a social sciences high school. Only two of the participant could share their YGS scores, which were 356 to 360, and their LYS-5 scores, which were 472 for both of them. They all considered themselves as proficient users of English. All the participants took the language proficiency exam by their university ($M=77.33$, $SD= 2.51$), and one of them attended the preparatory school at their university. All the participants planned to pursue graduate studies in the fields of linguistics, literature, educational sciences, or political sciences. Two of these participants mentioned they planned to be an English teacher at high school or university, and

one participant was not sure about it but stated it would be at a university if she decided to work as an English teacher. None of the participants were informed about the hiring processes by the ministry, and only one participant was informed about the hiring process by universities thanks to his preparatory school instructors.

Table 3.25

The Second Year Students (S)

	<i>S4</i>	<i>S5</i>	<i>S6</i>
gender	female	female	female
CGPA	1.73	2.47	3.48
current grade	second year	second year	second year
high school	a basic high school	a teacher training high school	a religious high school
personal perception of proficiency	C1-C2 proficient user	B1-B2 independent user	B1-B2 independent user
attending a prep school at university (previously taken)	x	√	x
proficiency test	KET/PET/ language proficiency exam by university	language proficiency exam by university	language proficiency exam by university
intention for future graduate studies	√ (MA in psychology)	x	√ (MA and PhD in ELT)
future career plans	not an English teacher	an English teacher (at primary school)	an English teacher (at university)
being informed about the recruitment process by the MoNE	x	x	x
being informed about the recruitment process by the HEC	√ (friends of family)	x	x

Besides, the second year participants consisted of two male and one female students between 19 and 22 years. The mean of their CGPAs was 2.56 ($M=2.56$; $SD=.87$). The participants were a graduate of a basic high school, a teacher training high school, and a religious school. Only two participants shared their LYS-5 scores, which were 478 and 430. Only one of them considered herself as a C1-C2 proficient user of English, and two of them stated they believed they were B1-B2 independent users. All the participants took the language proficiency exam by their university

($M=82$, $SD=5.29$); one of them took the KET and PET exams, and one of them attended the preparatory school at their university. Two of the participants planned to pursue graduate studies in the fields of ELT and psychology. Two of these participants mentioned they planned to be an English teacher at primary school or university, and one participant was did not plan to be an English teacher. The one who stated she wanted to work at a primary school explained that she liked children and she believed teaching them was fun and easier; she wanted to make use of pictures and games at this level. None of the participants were informed about the hiring processes by the ministry, and only one participant was informed about the hiring process by universities thanks to the friends of her family.

Table 3.26

The Third Year Students (S)

	<i>S7</i>	<i>S8</i>	<i>S9</i>
gender	female	female	female
CGPA	1.83	2.45	3.06
current grade	third year	third year	third year
high school	a teacher training high school	a teacher training high school	a teacher training high school
personal perception of proficiency	C1-C2 proficient user	B1-B2 independent user	C1-C2 proficient user
attending a prep school at university	√	√	√
(previously taken) proficiency test	language proficiency exam by university	language proficiency exam by university	language proficiency exam by university
intention for future graduate studies	x	x	√ (MA and PhD in ELT/linguistics/literature)

Table 3.26

The Third Year Students (S) (continued)

	<i>S7</i>	<i>S8</i>	<i>S9</i>
future career plans	not an English teacher	not an English teacher	not an English teacher
being informed about the recruitment process by the MoNE	x	x	x
being informed about the recruitment process by the HEC	x	x	x

In addition, the third year participants consisted of two male and one female students at the age of 22. The mean of their CGPAs was 2.44 ($M=2.44$; $SD=.61$). The participants were graduates of teacher training high schools. Only one participant shared her LYS-5 score, which was 490. Only one of them considered herself as a B1-B2 independent user of English, and two of them stated they believed they were proficient users of English. All the participants took the language proficiency exam by their university ($M=79$, $SD= 7.21$), and all of them attended the preparatory school at their university. One of the participants planned to pursue graduate studies in one of the fields of ELT, linguistics, or literature. None of these participants mentioned they planned to be an English teacher, and none of the participants were informed about the hiring processes either by the ministry or universities.

Table 3.27

The Fourth Year Students (S)

	<i>S10</i>	<i>S11</i>	<i>S12</i>
gender	male	male	female
CGPA	1.90	2.29	3.20
current grade	fourth year	fourth year	fourth year
high school	a teacher training high school	a teacher training high school	a teacher training high school

Table 3.27

The Fourth Year Students (S) (continued)

	<i>SI0</i>	<i>SI1</i>	<i>SI2</i>
personal perception of proficiency	C1-C2 proficient user	B1-B2 independent user	C1-C2 proficient user
attending a prep school at university	x	x	x
(previously taken) proficiency test	language proficiency exam by university	language proficiency exam by university	language proficiency exam by university
intention for future graduate studies	x (MA and PhD in ELT/linguistics)	x (MA in computer sciences)	x
future career plans	an English teacher (at university)	an English teacher (at secondary/high school)	an English teacher (at high school/university)
being informed about the recruitment process by the MoNE	x	x	√ (lecturers, the internet, family, and friends)
being informed about the recruitment process by the HEC	x	x	√ (lecturers, the internet, family, and friends)

Finally, the fourth year participants consisted of two male and one female students between the ages 21 and 26. The mean of their CGPAs was 2.46 ($M=2.46$; $SD=.66$). The participants were graduates of teacher training high schools. Only one participant shared their YGS and LYS-5 scores, which were 350 and 480 respectively. All of them stated they believed they were proficient users of English. All the participants took the language proficiency exam by their university ($M=81.16$, $SD= 10.53$), and none of them attended the preparatory school at their university. Two of the participants planned to pursue graduate studies in one of the fields of ELT, linguistics, or computer sciences. All of these participants mentioned they planned to be an English teacher at secondary or high schools or universities, and only one of the participants was informed about the hiring processes by the ministry and universities thanks to her lecturers, family, friends, and the internet.

3.3.1.3. Graduate Students (Interview Participants)

This group of participants consisted of masters ($n=4$) and PhD ($n=4$) students who pursued their degree in the department where the study took place in the academic year 2017-2018. They were selected to be interviewed through purposive sampling. Below is a detailed summary of their demographic background.

Table 3.28

The Master's Student Participants of the Study (MA)

	<i>MA I3</i>	<i>MA S14</i>	<i>MA S15</i>	<i>MA S16</i>
gender	male	female	female	male
graduation	a state university (ELT)	a private university (ELT)	a state university (non-ELT)	a state university (ELT)
current status/program	an MA student/ELT	an MA student/ELT	an MA student/ELT	an MA student/ELT
teaching experience	5 yrs	7 yrs	8 yrs	9 yrs
current work place	a private university (a language instructor)	a state university (a language instructor)	a private university (a language instructor)	a state university (a language instructor)
former workplaces	-	the MoNE	a language school, a state university, a private university	a state university language center
personal perception of proficiency	C1-C2 proficient user	C1-C2 proficient user	C1-C2 proficient user	C1-C2 proficient user
(previously taken) language exams	YDS	KPDS/YDS/IELTS/ university language proficiency Exam	YDS	YDS
(previously taken) KPSS	x	√	√	x
(previously taken) KPSS oral exam	x	x	x	x
(previously taken) ALES	√	√	√	√

Table 3.28

The Master's Student Participants of the Study (MA)(continued)

	<i>MA I3</i>	<i>MA S14</i>	<i>MA S15</i>	<i>MA S16</i>
being informed about the recruitment process by the MoNE	√ (informally: the society, Google search, and networks)	x	x	x
being informed about the recruitment process by the HEC	√ (informally: the society, Google search, and networks)	√ (by lecturers at university)	x	x

Of the master's student participants, two were males and two were females. Aged between 24 and 32, all of the participants graduated from a state university, and all the participants were graduates of an English language teaching department, except one who majored in another language related field. All the participants were still MA students at the time of the study majoring in ELT. The mean of their university CGPAs was 3.37 (out of 4.00), and their teaching experience ranged from 5 years to 9 years. Earlier on, one of the participants worked at a MoNE school; one of them worked at a language school, a state university, and a private university, and another one worked at a state university language center. They all considered themselves C1-C2 proficient users of English. In the past, one of them took KPDS, IELTS, and university language proficiency exam (at the university in which the study was conducted), and all of them took YDS ($M=95.43$; $SD=2.43$). Only two of the participants took KPSS ($M=66$; $SD=14.14$), but none of them had taken KPSS oral exam before. All the participants took ALES (verbal $M=88.61$; $SD=4.19$), though. In addition, only one of the participants reported they were informally informed about the recruitment process by the MoNE thanks to the society, Google search, and networks. Furthermore, two participants stated they were informed about the recruitment process by the HEC. Of these, one of them stated she was informed thanks to her lecturers at university and the other stated he was informally informed thanks to the society, Google search, and his networks.

Table 3.29

The PhD Student Participants of the Study (PhD)

	<i>PhD S17</i>	<i>PhD S18</i>	<i>PhD S19</i>	<i>PhD S20</i>
gender	female	female	female	female
graduation	a state university (ELT)	a private university (ELT)	a state university (ELT)	a state university (ELT)
current status/program	a PhD student/ELT	a PhD student/ELT	a PhD student/ELT	a PhD student/ELT
teaching experience	7 yrs	10 yrs	17 yrs	17 yrs
current work place	a state university (a language instructor)	a private university (a lecturer)	a state university (a language instructor)	a private university (a language instructor)
former workplaces	a state university	-	a private university	private high schools, private language schools
personal perception of proficiency	C1-C2 proficient user	C1-C2 proficient user	C1-C2 proficient user	C1-C2 proficient user
(previously taken) language exams	KPDS/YDS/TOEFL IBT	KPDS/ÜDS/ YDS/ language proficiency exam by university	YDS/TOEFL IBT	KPDS/TOEFL IBT
(previously taken) KPSS	√	x	√	x
(previously taken) KPSS oral exam	x	x	x	x
(previously taken) ALES	√	√	√	√
being informed about the recruitment process by the MoNE	√ (by a seminar by university lecturers)	√ (by the news, self-study, and as a part of the profession)	x	x
being informed about the recruitment process by the HEC	x	√ (by the news, self-study, and as a part of the profession)	x	√ (as a part of the profession and hiring practices)

The group of participants consisted of four female PhD students. Aged between 29 and 39, three of the participants graduated from a state university, whereas one of them was a graduate of a private university. All the participants were graduates of an English language teaching department, and all the participants were still a PhD student at the time of the study majoring in ELT. The mean of their university CGPAs was 3.55 (out of 4.00), and their teaching experience ranged from 7 years to 17 years. Earlier on, one of the participants worked at a state university; one of them worked at a private university, and one of them worked at different private high schools and language courses. They all considered themselves C1-C2 proficient users of English. In the past, three of them took KPDS; three of them took TOEFL IBT, and all of them took YDS. Besides, there was one participant who mentioned taking ÜDS and another participant who mentioned taking the language proficiency exam (at the university in which the study was conducted). Only two participants could remember their YDS exam score ($M=99.37$; $SD=.86$). Only two of the participants took KPSS, but none of them had taken KPSS oral exam before. All the participants took ALES, though. Nevertheless, the participants could not remember their exam scores. In addition, two of the participants reported they were informed about the recruitment process by the MoNE through a seminar by university lecturers, the news, self-study, and as a part of their profession. Furthermore, two participants stated there were informed about the recruitment process by the HEC thanks to the news, self-study, the profession, and hiring practices they went through.

3.3.2. Teacher Educator Participants

This group of participants consisted of those teacher educators who engaged in the education of pre-service EFL teachers in the academic year 2017-2018 in the department where the study was conducted. It basically consisted of lecturers and research assistants (RA), both of which were chosen based on criterion sampling.

3.3.2.1. Research Assistants (Interview Participants)

The RA group of participants of the study was selected depending on criterion sampling; they were chosen depending on their year of experience as a RA. They consisted of one female and two male research assistants aged between 28 and 30.

Table 3.30

The Research Assistant Teacher Educator Participants of the Study (TE)

	RA TE1	RA TE2	RA TE3
gender	female	male	male
graduation	a state university (non-ELT)	a state university (ELT)	a state university (ELT)
current status/program	a PhD student/ELT	a PhD student/ELT	a PhD student/ELT
teaching experience as a RA	5 yrs	7 yrs	9 yrs
former workplaces	-	-	a state university
personal perception of proficiency (previously taken)	C1-C2 proficient user YDS	C1-C2 proficient user KPDS/YDS	C1-C2 proficient user YDS/TOEFL IBT
(previously taken) KPSS	√	√	√
(previously taken) KPSS oral exam	x	x	x
(previously taken) ALES	√	√	√
being informed about the recruitment process by the MoNE	x	√ (via the media and self-research)	x
being informed about the recruitment process by the HEC	√ (by means of guest speakers from different institutions)	√ (via the media and self-research)	√

All the participants graduated from a state university. Two of them were graduates of an English language teaching department, whereas one of the participants obtained her degree in literature. All the participants were still PhD students at the time of the study majoring in ELT. The mean of their university CGPAs was 3.67 (out of 4.00). Their teaching experience ranged from 5 years to 9 years, and only one of them worked at another state university earlier on. They all considered themselves C1-C2

proficient users of English. In the past, one of them took KPDS; one of them took TOEFL IBT, and all of them took YDS ($M=96.58$; $SD=1.94$). All of the participants took KPSS ($M=63.33$; $SD=14.04$) and ALES (verbal $M=85.00$; $SD=11.26$). None of them had taken an oral exam in KPSS before, and none of them reported they were informed about the recruitment process by the MoNE. Two participants stated there were informed about the recruitment process by the HEC, one of them stating being informed thanks to guest speakers from different institutions. One participant stated that he was not informed about the processes, but he followed the media and did some self-research to get information.

3.3.2.2. Lecturers (Interview Participants)

This group of participants consisted of four females who were lecturers at the university where the study was conducted. They were chosen through criterion sampling; whether or not they had (a minimum two year of) experience in teaching English, their experience in being a teacher educator, and their academic title were used as the criteria to choose them, yet their academic titles are not presented in the table above for the sake of confidentiality.

Table 3.31

The Lecturer Teacher Educator Participants of the Study (TE)

	<i>L TE 4</i>	<i>L TE5</i>	<i>L TE6</i>	<i>L TE7</i>
gender	female	female	female	female
graduation	a state university (non-ELT)	a state university (ELT)	a state university (ELT)	a state university (ELT)
teaching experience	16 yrs	19 yrs	20 yrs	30 yrs
current work place	a state university (a lecturer)	a private university (a lecturer)	a state university (a lecturer)	a state university (a lecturer)
former workplaces	MoNE schools, a state university	a private school, a state university	-	-

Table 3.31

The Lecturer Teacher Educator Participants of the Study (TE) (continued)

	<i>L TE 4</i>	<i>L TE5</i>	<i>L TE6</i>	<i>L TE7</i>
personal perception of proficiency	C1-C2 proficient user	C1-C2 proficient user	C1-C2 proficient user	C1-C2 proficient user
(previously taken) language exams	KPDS/YDS/TOEFL IBT	KPDS/TOEFL (paper-based)	KPDS	KPDS/ÜDS/TOEFL (paper-based)
(previously taken) KPSS	x	x	x	x
(previously taken) KPSS oral exam	x	x	x	x
(previously taken) ALES	x	√	x	x
being informed about the recruitment process by the MoNE	√ (by the news, websites, and the alumni)	√ (by the faculty)	x	x
being informed about the recruitment process by the HEC	√ (by the news, websites, and the alumni)	√ (at the department)	x	√ (by the documents the HEC shares with the faculty members)

Aged between 39 and 52, two of the participants were lecturers with a doctorate degree, and the two other participants were an associate professor and a professor. All of the participants graduated from a state university and were graduates of an English language teaching department, except one who majored in another language related field. All the participants were a lecturer at the time of the study and only two of them had real teaching experience in EFL learning settings. The mean of their university CGPAs was 3.45 (out of 4.00), and their teaching experience ranged from 16 years to 30 years. Earlier on, one of the participants worked at MoNE schools and a state university, while another participant worked at a private school and a state university. All the participants considered themselves C1-C2 proficient users of English. In the past, all of them took KPDS, but only two of them shared their scores ($M=95$; $SD=2.82$). Besides, two of them took TOEFL (paper-based), whereas one

took TOEFL IBT; one of them took YDS, and one of them took ÜDS. None of the participants took either KPSS or KPSS oral exam before. Only one of the participants took ALES. In addition, two of the participants reported they were informed about the recruitment process by the MoNE thanks to the news, websites, the alumni, and the faculty; and three of them stated they were informed about the recruitment process by the HEC thanks to the news, websites, the alumni, their department, and the documents sent by the HEC.

3.3.3. EFL Teacher Participants

In this study, the teacher participants basically consisted of two groups i.e. EFL teachers who taught at MoNE schools and EFL instructors who taught at universities. They were the graduates of the same university and department in which the study was conducted. They were selected through purposive sampling. An emailing system and social media groups were used to reach the participants.

3.3.3.1. EFL Teacher Participants at MoNE Schools (Survey Participants)

This group of teacher participants consisted of EFL teacher participants ($n=30$) who worked at MoNE schools. This group of participants was chosen based on purposive sampling. Of the teacher participants, 26.7% was male ($n=8$), whereas 73.3% were female ($n=22$). The age of the participants ranged from 21 to 40. Below is the distribution of gender and age of the participants.

Table 3.32

Gender of EFL Teacher Participants who Worked at MoNE Schools

	<i>n</i>	%
male	8	26.7
female	22	76.3
Total	30	100

Table 3.33

Age of the Participants

age	n	%	<i>(continued)</i>	n	%
21	1	3.3	30	4	13.3
24	5	16.7	31	3	10.0
25	4	13.3	33	2	6.7
26	3	10.0	35	2	6.7
28	1	3.3	37	1	3.3
29	2	6.7	40	2	6.7
			Total	30	100

Teaching experience of the EFL teachers ranged from minimum a couple of months to 17 years ($M=80.90$; $SD=57.87$). Following is the distribution of their experience across years.

Table 3.34

Teaching Experience by the EFL Teacher Participants

years	n	%	years	n	%
0 (a couple of months)	2	6.7	7	2	6.7
2	4	13.3	8	2	6.7
2	1	3.3	9	2	6.7
3	2	6.7	10	1	3.3
3	1	3.3	11	1	3.3
4	3	10.0	11	1	3.3
5	1	3.3	13	1	3.3
5	1	3.3	17	3	10.0
7	2	6.7	Total	30	100

The EFL teacher participants who worked at MoNE schools taught at different levels. Of all the participants ($N=30$), a third of the participants (33.3%) only stated that they worked at MoNE schools ($n=10$) without indicating the name of their school or the class level they taught at. Less than a fifth (16.6%) taught at primary schools ($n=5$), a third (33.3%) taught at secondary schools ($n=10$), and less than a fifth (16.6%) taught at high schools ($n=5$), as shown in the table below.

Table 3.35

The Levels of Teaching for the Participants

levels	<i>n</i>	%
primary	5	16.6
secondary	10	33.3
high school	5	16.6
unknown	10	33.3
Total	30	100

The teachers taught at different workplaces before their current institution. Some of them worked in elementary schools ($n=13$), secondary schools ($n=14$), Anatolian high schools ($n=2$), girls' vocational high schools ($n=1$), vocational high schools ($n=3$), multi-program high schools ($n=1$), state ($n=2$) and private universities ($n=2$), private schools (with no specific reference to the level of schooling) ($n=4$), public training centers ($n=1$), private language schools ($n=1$), or education institutions abroad ($n=1$).

The university CGPAs of the teacher participants ranged from minimum 2.89 (out of 4.00) to maximum 3.83 ($M=3.26$; $SD=.25$). A small percent of the participants (10%) had a CGPA between 2.50 and 2.99 ($n=3$), less than three quarters (70%) had a CGPA between 3.00 and 3.49 ($n=21$), and a fifth of the participants (20%) had a CGPA between 3.50 and 4.00 ($n=6$), as also shown in the table below.

Table 3.36

The CGPAs of the EFL Teacher Participants

	<i>n</i>	%
CGPA	2.50-2.99	10
	3.00-3.49	70
	3.50-4.00	20
	Total	100

In addition, all the participants ($N=30$) had taken KPSS exam before, but only four ($n=4$) participants stated they took an oral examination following KPSS. Their KPSS scores ranged from 66 to 86 ($M=76.65$; $SD=5.12$), and their oral exam scores ranged from 80 to 88 ($M=83.75$; $SD=3.30$).

In the case of ALES, some participants (10%) did not take ALES ($n=3$), whereas the majority (90%) took it ($n=27$). Of all the ones who had taken the test, twenty (74%) could provide their verbal ALES scores ($M=86.15$; $SD=4.01$), eleven (40%) could provide their analytical ALES scores ($M=68.76$; $SD=6.97$), and fourteen (52%) could provide their equal ALES scores ($M=71.57$; $SD=9.20$). Of all the scores available, it seems that the participants' verbal ALES score was higher than their equal and analytic scores respectively.

Of all the participants ($N=30$), two participants (6.7%) stated that they held an MA degree, and five participants (16.7%) stated that they were still a student in an MA program. They had either completed or were to complete their MA degrees in ELT ($n=5$), educational sciences ($n=1$), or educational administration ($n=1$). Twenty three of the participants (76.7%) stated that they did not hold an MA degree, and none of them were either a student at a PhD program or had a PhD degree.

When the teacher participants were asked about how proficient they thought they were, the majority of them (90%) thought they were C1-C2 proficient users of English ($n=27$), while some of them (6.7%) ranked themselves as B1-B2 independent users of English ($n=2$), and only one of them indicated they thought he/she was an A1-A2 basic user of English.

Table 3.37

Individual Perception of English Language Proficiency by the Participants

	<i>n</i>	%
levels of proficiency	Basic User (A1-A2)	3.3
	Independent User (B1-B2)	6.7
	Proficient User (C1-C2)	90
	Total	100

The most commonly taken language examination by the EFL teacher participants (66.7%) was YDS ($n=20$); the scores of the participants ranged from minimum 86 to 96.25 ($M=91.51$; $SD=3.47$). Although two could not remember their exam score, fourteen participants (46.7%) stated they had taken KPDS, and their scores ranged from minimum 87 to maximum 96 ($M=91.50$; $SD=2.71$). Only two participants

(6.7%) took ÜDS ($M=93.00$; $SD=7.07$), and one participant (3.3%) took TOEFL IBT, in which they scored 98. Besides, three participants (10%) took YÖKDİL ($M=94.66$; $SD=4.50$), and two participants (6.7%) reported they had taken the language proficiency exam by their own university ($M=90.50$; $SD=2.12$). None of the participants stated they took IELTS. The results are as shown below.

Table 3.38

The Language Exams Taken by the Participants

<i>language exam</i>	<i>yes</i>		<i>no</i>		<i>M</i>	<i>SD</i>
	<i>f</i>	<i>%</i>	<i>f</i>	<i>%</i>		
KPDS	14	46.7	16	53.3	91.50	2.71
ÜDS	2	6.7	28	93.3	93.00	7.07
YDS	20	66.7	10	33.3	91.51	3.74
TOEFL IBT	1	3.3	29	96.7		
IELTS	0		30	100		
YÖKDİL	3	10	27	90	94.66	4.50
University Language Proficiency Test	2	6.7	28	93.3	90.50	2.12
TOTAL	(<i>n</i> =30)	100	(<i>n</i> =30)	100		

More than half of the participants (56.7%) expressed that they were not informed about the hiring processes by the MoNE ($n=17$), whereas less than the half (43.3%) indicated they were informed about it ($n=13$).

Table 3.39

The Number of the Participants Informed about the Hiring Process by the MoNE

		<i>n</i>	<i>%</i>
the MoNE	no	17	56.7
	yes	13	43.3
	Total	30	100

Below is the distribution of those who stated they were informed about the hiring process by the MoNE. The participants stated they got the information about the hiring process by the MoNE via different resources, which can be listed as below.

Table 3.40

How the Participants were Informed about the Hiring Process by the MoNE

Resources		<i>f</i>	TOTAL
the media	the MoNE official website	1	8
	documents by the Ministry	4	
	news by the ministry	1	
	on a media tool	2	
at university	instructors	1	5
	self-inquiry	1	
	in a university course	2	
	seminars	1	
other resources	in KPSS training course	1	3
	at KPSS training center	1	
	the MoNE Education Union	1	

On the other hand, more participants (66.7 %) expressed that they were not informed about the hiring processes by universities ($n=20$), whereas a third (33.3%) of the teachers ($n=16$) indicated they were informed about it.

Table 3.41

The Number of the Participants Informed about the Hiring Process by Universities

		<i>n</i>	%
the HEC	no	20	66.7
	yes	10	33.3
	Total	30	100

Table 3.42

How the Participants were Informed about the Hiring Process by Universities

Resources		<i>f</i>	TOTAL
at university	instructors	3	6
	seminars	2	
	in a course	1	
the media	the HEC official website	1	5
	documents by the HEC	2	
	on the Internet	1	
	on a media tool	1	
friends	a friend	1	1

Above is the distribution of those who stated they were informed about the hiring process by universities. The participants stated they got the information about the hiring process by universities via different resources, which can be listed as below.

3.3.3.2. EFL Teacher Participants at MoNE Schools (Interview Participants)

This group of EFL teachers was chosen based on purposive sampling. To sustain variety in data, their level of teaching was taken into account and those who worked at primary, secondary, and high school levels were chosen to be interviewed.

Table 3.43

The MoNE EFL Teacher Participants of the Study (T)

	<i>T1</i>	<i>T2</i>	<i>T3</i>
gender	female	female	female
graduation	a state university (ELT)	a state university (ELT)	a state university (ELT)
current teaching level	primary	secondary	high school
graduate studies/program	MA degree (ELT)	MA student (non-ELT)	MA degree (ELT)
teaching experience as a teacher	16 yrs	12 yrs	14 yrs
former workplaces	MoNE primary and secondary schools	a private university, MoNE secondary schools	a language training center, MoNE high schools
personal perception of proficiency (previously taken)	C1-C2 proficient user	C1-C2 proficient user	C1-C2 proficient user
language exams (previously taken)	KPDS/YDS/ÜDS/TOE FL IBT	KPDS	YDS
KPSS	√	√	√
KPSS oral exam	x	x	x
ALES	√	√	√

Table 3.43

The MoNE EFL Teacher Participants of the Study (T) (continued)

	<i>T1</i>	<i>T2</i>	<i>T3</i>
being informed about the recruitment process by the MoNE	√ (at university)	√ (via the media and news)	√ (friends)
being informed about the recruitment process by the HEC	√ (the internet and the media)	x	√ (the internet)

This participants group consisted of three female teachers who were aged between 34 and 38 and who worked at primary, secondary and high schools of the MoNE. They were all graduates of the university department that this study takes as a case. Their teaching experience ranged from 12 years to 16 years, and they had worked at primary school, secondary school, high school, and university levels earlier on. They all considered themselves C1-C2 proficient users of English. In the past, two of them took KPDS and YDS; one of them took ÜDS and TOEFL IBT; all of them took the language proficiency exam by their university and ALES. None of the teacher participants took an oral exam before their appointment to MoNE schools, but they all took KPSS ($M=75.50$; $SD=6.06$). The mean of their CGPA scores at university was below 3.00 out of 4.00 ($M=2.87$; $SD=0.16$). Two of the participants had an MA degree in the field of English Language Teaching, and one was still a student in the field of educational sciences. All of them stated they were informed about the recruitment process thanks to the ministry, the media, the news, friends, or their university, and two one of them stated they were informed about the recruitment process by universities thanks to the internet and the media.

3.3.3.3. EFL Instructor Participants at Universities (Survey Participants)

This group of participants consisted of EFL teachers ($n=39$) who taught English at universities. They were selected based on purposive sampling. Following is the demographic data presented for these instructors. Of the instructor participants, 10.3% were males ($n=4$), whereas 89.7% were females ($n=35$). The age of the

participants ranged from 24 to 41. Below is the distribution of the participants across their gender and age.

Table 3.44

Gender of the EFL Instructor Participants

	<i>n</i>	<i>%</i>
male	4	10.3
female	35	89.7
Total	39	100

Table 3.45

Age of the EFL Instructor Participants

<i>age</i>	<i>n</i>	<i>%</i>	<i>(continued)</i>	<i>n</i>	<i>%</i>
24	1	2.6	32	1	2.6
25	1	2.6	33	3	7.7
26	1	2.6	35	1	2.6
27	2	5.1	38	2	5.1
28	5	12.8	39	2	5.1
29	6	15.4	40	2	5.1
30	7	17.9	41	1	2.6
31	4	10.3			
			Total	39	100

Teaching experience of the EFL instructors ranged from minimum 2 years to 20 years ($M=107.00$; $SD=54.69$). Following is the distribution of their experience across years.

Table 3.46

Teaching Experience by the EFL Teacher Participants

<i>years</i>	<i>n</i>	<i>%</i>	<i>years</i>	<i>n</i>	<i>%</i>
2	1	2.6	9	1	2.6
2	1	2.6	10	2	5.1
3	1	2.6	11	1	2.6
4	1	2.6	12	1	2.6
5	3	7.7	15	1	2.6
6	4	10.3	16	2	5.1
6	1	2.6	17	1	2.6
7	6	15.4	18	1	2.6

Table 3.46

*Teaching Experience by the EFL Teacher Participants
(continued)*

<i>years</i>	<i>n</i>	<i>%</i>	<i>years</i>	<i>n</i>	<i>%</i>
7	1	2.6	19	1	2.6
8	4	10.3	20	1	2.6
9	4	10.3			
			Total	39	100

Of the all participants, the majority ($n=31$) worked at state universities, whereas the rest ($n=8$) worked at private universities. The EFL instructors worked at different workplaces before their current institution. Some of them worked in private kindergartens ($n=1$), private elementary schools ($n=1$), private education institutions (with no specific reference to the level/grade of teaching) ($n=5$), private high schools ($n=3$), state universities ($n=6$), private universities ($n=25$), military academies ($n=1$), and education institutions abroad ($n=3$). Some stated ($n=2$) they worked in companies in a sector other than education.

The university CGPAs of the EFL instructor participants ranged from minimum 2.67 (out of 4.00) to maximum 3.91 ($M=3.45$; $SD=.29$). A very small percent of the participants (5.1%) had a CGPA between 2.50 and 2.99, slightly less than the half (48.7%) had a CGPA between 3.00 and 3.49, and less than the half (46.1%) had a CGPA between 3.50 and 4.00 as shown in the table below.

Table 3.47

The University CGPA of the EFL Instructor Participants

	<i>n</i>	<i>%</i>	
CGPA	2.50-2.99	2	5.1
	3.00-3.49	19	48.7
	3.50-4.00	18	46.1
	Total	39	100

Less than the half of the participants (43.6%) had taken KPSS before ($n=17$), but the others (56.4%) stated they had not ($n=22$). Although two participants did not report their KPSS score, the KPSS scores reported by the others ranged from 64 to 89

($M=72.20$; $SD=8.29$). None of the participants reported that they took an oral examination.

In the case of ALES, all participants ($N=39$) stated that they took ALES. Most of the participants ($n=35$) reported their exam scores, and their scores ranged from 74 to 96.50 in the verbal section ($M=87.85$; $SD=5.30$). Most of the participants ($n=25$) also reported their results in the analytic section of ALES, and the scores ranged from 51.28 to 86 ($M=66.11.20$; $SD=7.47$). Finally, most of the participants ($n=25$) reported their results in the equal section of ALES, too, and the scores ranged from 53.36 to 93.75 ($M=71.06$; $SD=8.98$). Of the available scores reported, it seemed that the participants tended to have higher scores in verbal section than equal and analytic sections respectively.

Of all the EFL instructor participants ($N=39$), 61.5% had an MA degree ($n=24$), and 23.1% of them were still a student in an MA program ($n=9$). The participants had either completed or were to complete their MA degrees in the fields of ELT ($n=12$), English literature ($n=1$), educational sciences ($n=5$), higher education administration ($n=1$), computer education and instructional technology ($n=1$), or European studies ($n=1$). Some ($n=12$) did not report their field of study. Less than a fifth (15.4%) indicated that they were neither a student in any program nor had an MA degree ($n=6$).

More than half of the participants (66.7%) indicated that they were neither a student in a PhD program nor had a PhD degree ($n=26$). A small percent of them (10.3%) had a PhD degree ($n=4$), and a small percent of them (23.1%) were still a student in a PhD program ($n=9$). They had either completed or were to complete their PhD degrees in the fields of ELT ($n=4$), English literature ($n=2$), educational sciences ($n=3$), translation ($n=2$), teaching of Turkish as a foreign language ($n=1$), or disability studies ($n=1$).

When the instructor participants were asked about how proficient they thought they were, almost all of them ($n=38$) thought they were C1-C2 proficient users of English,

while one of them ($n=1$) ranked himself/herself as B1-B2 independent user of English.

Table 3.48

Individual Perception of English Language Proficiency by the Participants

	<i>n</i>	%
levels of proficiency		
Basic User (A1-A2)	0	0
Independent User (B1-B2)	1	2.6
Proficient User (C1-C2)	38	97.4
Total	39	100

As seen in the table below, the most commonly taken (64.1%) language examination by the EFL instructor participants was YDS ($n=25$). Though three participants could not remember their YDS score, the scores of the participants ranged from minimum 91.25 to maximum 100 ($M=95.64$; $SD=2.45$).

Table 3.49

The Language Exams Taken by the Participants

language exam	<i>n (yes)</i>	%	<i>n (no)</i>	%	<i>M</i>	<i>SD</i>
KPDS	21	53.8	18	46.2	95.03	2.75
ÜDS	3	7.7	36	92.3	93.43	1.19
YDS	25	64.1	14	35.9	95.64	2.45
TOEFL IBT	12	30.8	27	69.2	103.33	8.19
IELTS	5	12.8	34	87.2	7.70	.44
YÖKDİL	2	5.1	37	94.9	-	-
University Language Proficiency Test	2	5.1	37	94.9	95.25	.35

After YDS, KPDS was the second most commonly taken (53.8%) language examination by the participants ($n=21$). Of all the participants who took KPDS (53.8%), two could not remember their exam score, and the KPDS scores of the participants ranged from minimum 89 and maximum 100 ($M=95.03$; $SD=2.75$). Only three participants (7.7%) took ÜDS, in which their scores ranged from 92 to 94.75 ($M=93.43$; $SD=1.19$), and almost a third of the participants (30.8%) took TOEFL IBT ($n=12$), in which their scores ranged from 92 to 117 (out of 120) ($M=103.33$, $SD=8.19$). Additionally, a very small percent of the participants (12.8%)

took IELTS ($n=5$), in which their scores ranged from 7 to 8 ($M=7.70$, $SD=.44$); however, only two participants (5.1%) took YÖKDİL, and only one of them could remember their score, which was 95. Finally, only two participants (5.1%) reported they took the language proficiency exam by their university ($M=95.25$; $SD=.35$).

The majority of the participants (82.1%) expressed that they were not informed about the hiring processes by the MoNE ($n=32$), whereas less than a fifth (17.9%) indicated they were informed about it ($n=7$).

Table 3.50

The Number of the Participants Informed about the Hiring Process by the MoNE

		<i>n</i>	%
the MoNE	no	32	82.1
	yes	7	17.9
	Total	39	100

Below is the distribution of those who stated they were informed about the hiring process by the MoNE. The participants stated they got the information about the hiring process by the MoNE via different resources, which can be listed as below.

Table 3.51

How the Participants were Informed about the Hiring Process by the MoNE

Resources		<i>f</i>	TOTAL
other resources	pre-service EFL teachers	2	4
	word of mouth	1	
	friends	1	
the media	websites	1	3
	the news	1	
	newspapers	1	
at university	instructors	1	1

On the other hand, the majority of the participants (79.5 %) expressed that they were not informed about the hiring processes by the HEC ($n=31$), whereas slightly more than a fifth (20.5%) of the instructors ($n=8$) indicated they were informed about it.

Table 3.52

The Number of the Participants Informed about the Hiring Process by the HEC

		<i>n</i>	<i>%</i>
the HEC	no	31	79.5
	yes	8	20.5
	Total	39	100

Below is the distribution of those who stated they were informed about the hiring process by the HEC. The participants stated they got the information about the hiring process by the HEC thanks to different resources, which can be listed as below.

Table 3.53

How the Participants were Informed about the Hiring Process by the HEC

Resources	<i>f</i>	TOTAL
the media	the official website of the HEC	2
	announcements by the HEC	1
	websites	1
other resources	friends	2
	individual attempts	1
at university	instructors	2

The participants stated that it was thanks to their instructors at university, some media tools, people around, or their own individual attempts that they were informed about the process.

3.3.3.4. EFL Instructor Participants at Universities (Interview Participants)

The EFL instructor participants of the study ($n=4$) were chosen for interviews through purposive sampling. They were graduates of the university department where the study was conducted. This group consisted of four female teachers aged between 28 and 30, and half of them worked at state universities, whereas the other half worked at private universities.

Table 3.54

The University Instructor Participants of the Study

	<i>T4</i>	<i>T5</i>	<i>T6</i>	<i>T7</i>
gender	female	female	female	female
graduation/program	a state university (ELT)	a state university (ELT)	a state university (ELT)	a state university (ELT)
current status/program	MA/ELT	MA/ELT	MA/ELT	an MA student/ELT
teaching experience	6 yrs	7 yrs	8 yrs	7 yrs
current work place	a state university (a language instructor)	a private university (a language instructor)	a private university (a language instructor)	a state university (a language instructor)
former workplaces	-	a private university	a private primary school, a private university	-
personal perception of proficiency (previously taken)	C1-C2 proficient user	C1-C2 proficient user	C1-C2 proficient user	C1-C2 proficient user
language exams (previously taken)	KPDS/YDS	KPDS/YDS	YDS	YDS/IELTS
KPSS	x	x	√	√
KPSS oral exam	x	x	x	x
ALES	√	√	√	√
being informed about the recruitment process by the MoNE	x	x	√ (a family member)	x
being informed about the recruitment process by the HEC	x	√ (lecturers at university)	x	x

The mean of university CGPA scores of these participants was above 3.50 out of 4.00 ($M=3.76$). Three of them had MA degrees in the field of English language teaching, and one of them was still a student in the same program. They were all graduates of the university that this study takes as a case. Their teaching experience ranged from 6 years to 8 years, and two of them had worked at primary school and university earlier on. They all considered themselves C1-C2 proficient users of

English. In the past, two of them took KPDS; all of them took YDS ($M=95.93$; $SD=1.66$); only one of them took IELTS, and all of them took ALES ($M=88.50$, $SD=1.11$). Although only two participants took KPSS before, none of them took an oral exam. Only one of them stated they were informed about the recruitment process by the ministry thanks to a family member who took KPSS before; and only one of them stated they were informed about the recruitment process by the council thanks to their university instructors.

3.4. Data Collection Tools

In the present study, both quantitative and qualitative data collection tools were implemented to answer the research questions of the study. In this respect, the data collection tools basically consisted of student and teacher surveys and interview questions.

Table 3.55

The Distribution of the Data Collection Tools across the RQs

<i>the tools</i>	<i>to investigate the research question(s)....</i>
a survey (for EFL undergraduate students and teachers)	RQ I 1-2 (Admission Process) RQ II 1-2-3 (Recruitment Process)
semi-structured individual interviews (with students, teacher educators, and teachers)	RQ I 1-2 (Admission Process) RQ II 1-3 (Recruitment Process)

Above is the distribution of data collection tools to answer the research questions. In the Appendices section of this study, the teacher and student surveys (see Appendices B and C) and interview questions (see Appendix D) for the participants are provided.

3.4.1. Piloting Process

The data collection tools of student and teacher surveys and interview questions were piloted before the actual data collection process started in this study. The tools were

piloted with pre-service EFL teachers who continued their education at a university other than the one in which the current study was conducted, their teacher educators, and EFL teachers who graduated from this university and taught English at MoNE schools and universities. The piloting process was initiated in May, 2017 and continued three consecutive weeks. A more detailed explanation of the piloting process is given below under each data collection tool.

3.4.2. Survey

In the study, one of the tools was a survey, and two different versions of the survey for both student and teacher participants were used. This survey was developed by the researcher based on the standards defined by EPDAD (2016) and English teacher competencies defined by the MoNE (2017) for English teachers (see the review of literature). The questions on the survey were formulated taking into consideration the general standards that EPDAD defined for those candidates who were to attend educational programs at faculties of education regardless of their major. In addition to the EPDAD standards, the MoNE standards that were specifically outlined for EFL teachers in terms of their capabilities were adapted into the tool. Besides, some more teacher competencies that were emphasized in the HEC faculty and school collaboration guide (see the review of literature) were added into the survey to make up for the competencies not specified by the former sources.

The survey to be used in the study initially consisted of questionnaire items and open-ended questions in English, and there were two versions of the same survey for both student and teacher participants with some differences in wording, as previously stated. It consisted of a demographics section in the beginning, a questionnaire section with a total number of 114 items in three different subsections, and an open-ended-questions section for the participants to write down their ideas. The questionnaire items and the open-ended sections aimed to understand the participants' opinions about pre-service EFL teachers' admission into teaching programs and their recruitment afterwards.

To pilot the survey, a hundred pre-service EFL teachers ($N=100$) at a state university were asked to take the survey. In the piloting process of this tool, the data were collected from twenty five students across each class year. Besides, a total number of thirty EFL teachers and instructors ($N=30$) were contacted; half of these participants consisted of those who worked at MoNE schools ($n=15$), and the other half consisted of those who worked at (private and state) universities ($n=15$). Pre-service EFL teacher participants were all given a hard copy, whereas some of the teachers were sent the questionnaire online for their convenience.

Following the piloting process, the data gathered by the survey later went through reliability analysis for the questionnaire items in it, in which the Cronbach's Alpha was calculated separately for both pre-service EFL teacher and EFL teacher participants. In the reliability analysis, some items ($n=6$) related to EFL teachers' quality and motivation were reversed due to their wording. As a result of the reliability analysis, it was found that Cronbach's Alpha for the survey was significantly high in both participant cases as seen in the tables below.

Table 3.56

The Result for the Reliability Analysis of Pre-service EFL Teachers' Questionnaire

Cronbach's Alpha	N
.961	114

Table 3.57

The Result for the Reliability Analysis of EFL Teachers' Questionnaire

Cronbach's Alpha	N
.973	114

Though Cronbach's Alpha was found to be significantly high in the questionnaire items both for students and teachers, the close examination of the items following the piloting process required some items ($n=15$) be deleted from the questionnaire section, for it was noticed that these items aimed at measuring the construct of motivation, which was beyond the scope of the study. Still, to increase content

validity, some items ($n=11$) that were related to teacher competencies and that were emphasized in the HEC faculty and school collaboration guide were added into the new survey to make up for the missing ones, and the final version of the questionnaire section consisted of 112 items in total ($N=112$). In addition, the survey went through some minor changes in its format and wording. It was seen that the participants needed some clarification in terms of the format of the questions and phrases that appeared in the survey, especially in the open-ended section.

At the end of the piloting process, the latest version of the survey consisted of 112 questionnaire items in total ($N=112$), as previously noted. The first section of the survey consisted of questions on the participants' demographics. In the section that followed, there were ten questions in four-point Likert scale on the admission of pre-service EFL teachers into teaching programs. In the third section, English teacher competencies that were taken into account in the recruitment processes by the MoNE and universities were asked with a total number of eighty questions in five-point Likert scale (i.e.40 for the MoNE and 40 for universities). In the final section, the survey had a total number of twenty two questionnaire items in four point Likert scale on the recruitment processes by the ministry and universities. The half of these questions was related to the recruitment process by the MoNE, whereas the other half was related to the recruitment process by universities. In addition, in the survey, there were four open-ended questions on pre-service EFL teachers' university admission process and four more questions on their recruitment. These questions aimed to understand the participants' opinions about the strengths and weaknesses of these processes along with asking the participants for their suggestions for further improvement, if any. The survey was conducted in English.

Table 3.58

The Result for the Reliability Analysis of Pre-service EFL Teachers' Questionnaire

Cronbach's Alpha	N
.987	112

Table 3.59

The Result for the Reliability Analysis of EFL Teachers' Questionnaire

Cronbach's Alpha	N
.971	112

The survey once again went through reliability analysis for the questionnaire items after the actual data were collected from the actual participants who consisted of pre-service EFL teachers ($n=266$), EFL teachers who taught at MoNE schools ($n=30$), and EFL instructors who taught at (state and private) universities ($n=39$). In this analysis, three items related to the quality of EFL teachers ($n=3$) were reversed due to their wording, and it was seen that the Cronbach's Alpha for the survey was significantly high in both participant cases, as seen in the tables above.

3.4.3. Interviews

The interview questions were prepared in relation to the survey questions and review of literature, and they targeted to directly answer the research questions of this study. The questions were specifically prepared to look for the strengths and weaknesses of the admission and recruitment processes and intended to obtain participants' suggestions for further improvement, if any. Once prepared, the interview questions were piloted before they were revised for their final version.

The interview questions were piloted with thirteen participants ($N=13$). To pilot the interview questions, four pre-service EFL teachers ($n=4$), i.e. one from each year, were contacted. Besides, six EFL teachers ($n=6$), i.e. three from MoNE schools and three from universities, were interviewed. In addition, three EFL teacher educators ($n=3$) were asked the interview questions. These participants were chosen from a university context that had nothing to do with the actual context that this study took as the case. The interviews were conducted in the mother tongue of the participants for their convenience. The questions targeted to understand the participants' opinions about the strengths and weaknesses of these processes along with taking their suggestions for further improvement, if any.

Following the piloting process, the interview questions were seen to be quite broad, which was why the participants tended to be off topic with respect to the scope of the study while answering the questions. Thus, the interview questions were narrowed down in relation to the research questions of the study. Besides, some extra questions were added depending on the review of literature and the results of the survey data gathered from the actual student participants before the interview questions were finalized. The latest version of the interview questions consisted of ten questions in which the participants were asked questions on the admission and recruitment processes, their strengths, weaknesses, and the participants' suggestions for further improvement, if any. Before the actual data collection started, the interview questions were piloted one last time with a pre-service EFL teacher, an EFL teacher who worked at a MoNE school, and an EFL instructor who worked at a state university.

Given the possibility that the participants may not be informed about the current admission and recruitment processes, a detailed and compact briefing file was prepared in advance. In its preparation, the review of literature and initial survey results from the actual student participants' data were made use of. Thanks to this file, each interviewee could be informed about the processes for some time before they were interviewed on their opinions. In the file, there were tables and flow charts explaining the processes along with some real sample questions that were directly taken from the examinations required in the processes. The sample questions were adopted from the documents shared on the official website of ÖSYM. In addition, in the file, there was a section, attached to the interview questions, in which some pre-service EFL teacher admission and EFL teacher recruitment practices around the world were presented. In this section, three different countries, including Finland, the USA, and Thailand, on three different continents with different levels of development were explained. In each of these countries, English holds a different status. In Finland and Thailand, English is taught as a foreign language, but it is taught as a second language in the American context. Besides, as stated earlier on, some initial survey results from the actual student participants' survey data were included in the same section. The reason that the participants were informed about

the aforementioned countries and the initial findings from the actual student participants' survey data was to help them come up with some suggestions for improvement in the practices of pre-service EFL teacher admission and EFL teacher recruitment in Turkish context.

3.5. Data Collection Procedure

Following the piloting process in the spring semester of the academic year 2016-2017 and its analysis afterwards, the data collection tools, i.e. the survey and interview questions, were finalized in the first half of the fall semester of the following academic year 2017-2018, and actual data collection process started. The necessary permission from the ethics committee at the university where the study took place and individual participants' consent were taken prior to the actual data collection process.

First, in the second half of the fall semester of the academic year 2017-2018, the quantitative data were collected over a month from the student participants via the survey. To collect data, the study setting was visited as much as possible and the student participants were distributed the hard copy of the survey either by the researcher herself or the teacher educators who taught or assisted courses during the data collection process. Meanwhile, the teacher participants were contacted via social media forums and emails to collect data, and it took almost two months to collect the quantitative data from the teacher participants.

In the spring semester of the same academic year, the interviewees were decided on and contacted over the phone or via email. The interviews were scheduled and conducted with the participants starting from the beginning of the spring semester and on. All the participants were interviewed either in their schools, workplaces, or some other convenient places at the times preferred by the participants. Before the interviews took place, the researcher informed all participants one by one about the admission and recruitment processes over the briefing file that was prepared earlier on. In the briefing, the participants were explained in detail how the admission and

recruitment processes took place with the help of tables and flow charts so that the participants could properly understand how the processes worked. The briefing session lasted between 20 to 30 minutes and conducted in Turkish. The interviews were also conducted in the mother tongue of the participants so that the participants would feel more comfortable in expressing themselves and be clearer in getting their message across. The interviews were voice recorded either by means of a smart phone or a professional voice recorder. Each individual interview lasted between 40 minutes to 80-90 minutes, and it took four months to complete the interviews. By then, all the quantitative and qualitative data had been collected. The data analysis began in the summer of the academic year 2017-2018 and went on in the following months.

3.6. Data Analysis

As mentioned previously, the main data collection tools in the study were a survey designed specifically for teacher and student participants and interviews with the participants. All the data collected in the study went through quantitative and qualitative data analysis depending on the tool through which they were collected.

The survey had both a subsection of a questionnaire and open-ended questions in it; the data gathered by the questionnaire went through a quantitative data analysis on IBM SPSS Statistics 20, in which the results were reported through descriptive and inferential statistics. The data first went through a reliability test, following which both parametric and non-parametric tests were used depending on the results of the normality tests conducted. The types of parametric and non-parametric tests conducted in the analysis were specified in the results section of this study along with their results.

On the other hand, the open-ended questions in the teacher and student surveys and the data gathered through the interview questions went through content analysis by following the framework of Huberman and Miles (1994, as cited in Creswell, 2013). The data collected through the open-ended questions in the student survey went

through content analysis by hand, as the student participants were given a hard copy of the survey. The data from the open-ended questions in the teacher survey were collected online and went through content analysis by means of the software NVIVO 10. The data collected through the interviews with the participants, on the other side, also went through content analysis by means of the same software, but first the interviews were transcribed one by one for all the participants on the software Microsoft Office Word 2010. Online tutorials for NVIVO 10 were overviewed before this program was used for data analysis.

In the content analysis of all the qualitative data in the study, the framework of Huberman and Miles (1994, as cited in Creswell, 2013) were implemented while making sense of the qualitative data gathered. First, codes were created over the survey data written by the participants and the interview data transcribed by the researcher. Meanwhile, consistent patterns were noted. The codes that had emerged were counted for their frequency, and a logical chain of evidence was created in relation to the themes and categories that were predetermined in the research questions of the study. Additionally, peer debriefing was done in the course of the content analysis for the reliability check. In displaying the data, the frequencies counted in the data were shown in tables, and comparisons and contrasts were made across the data collected through different instruments from different groups of participants. To back up the data that were displayed in the results section, exact quotations by the participants both from the open-ended survey questions and interviews were also presented. Since the survey was conducted in English, direct participant quotations from the survey could be provided in English. However, the participant quotations from the interviews were first translated into English before they were presented because the interviews were conducted in Turkish.

3.7. Trustworthiness of the Study

Since both quantitative and qualitative data were gathered in the study to answer the research questions, it should make sense to discuss how trustworthy the present study is from two view points of the rationalistic and naturalistic inquiry.

From the rationalistic point of view, there are two concepts that Fraenkel and Wallen (2005) keep attracting attention: validity (i.e. truthfulness) and reliability (i.e. consistency) in a study. They highlight that valid refers to how appropriate, meaningful, correct, and useful inferences in a study are, and they emphasize that it is important for a study to make use of instruments that are valid. To sustain validity in a study, they suggest getting an expert opinion and checking the results across independent instruments. On the other side, they explain that reliability means how consistent the data collected by instruments, and they suggest different ways of sustaining reliability in a study, one of which is calculation of alpha coefficient as a sign of internal consistency in an instrument.

Depending on Fraenkel and Wallen (2005), it could be stated that the requirements of validity and reliability in the present study are met in some ways. First, in the development process of the survey for teacher and student participants and interview questions, expert opinion was taken, and it was made sure that the instruments intended to measure what they were supposed to measure. Second, the data collected in the study were triangulated and the results were compared and contrasted across different data collection tools. Besides, the teacher and student surveys went through a reliability analysis both with the piloted and actual data, and the alpha coefficient was calculated and found to be satisfactory.

From the viewpoint of the naturalistic inquiry, on the other side, Guba and Lincoln (1982) come up with four criteria that equal to internal validity, external validity, reliability, and objectivity of the rationalistic paradigm. These are credibility, transferability, dependability, and confirmability. Drawing onto Guba and Lincoln's (1982) criteria, first credibility refers to the internal validity and it helps determine how believable the analysis of data in a study is, while transferability refers to external validity i.e. how generalizable the results of a study are. As another component of trustworthiness, dependability refers to the reliability of a study, and it questions how replicable a study is in another place and at another time, and finally, confirmability questions how objectively the results of a study are reported and interpreted.

To begin with, Guba and Lincoln (1982) make it clear that prolong engagement at a study context, persistent observations, peer debriefings, triangulation of tools, adequate amount of materials to be made use of and member checks are some examples of instances that help understand how credible a study is. In this respect, the present study can be said to be credible with the triangulation of data collection instruments (i.e. the survey and interviews) to collect data and the peer debriefing conducted in the analysis of data.

Second, in terms of transferability, Guba and Lincoln (1982) mention that purposive sampling and thick descriptions can be a sign of how transferable a study is. Depending on this, it should be noted that case studies do not necessarily aim to come up with generalizable findings. Nevertheless, thanks to the sampling procedures and the thick and in-depth analysis and display of the data and results in this study, the present study could have some implications, to some extent, for other educational contexts where pre-service EFL teachers' admission into teaching programs and EFL teachers' recruitment are of some concern,

Besides, the authors make it clear that overlap methods, stepwise replication, and the dependability audit could attribute to how dependable a study is. In this respect, the detailed narration of all the tools made use of and all the steps taken in the study makes it possible for the study to be replicated in another setting at another time. Yet, it is possible that the results could be different in different study settings with different groups of participant.

Finally, the same authors express that triangulation, reflexivity of the researcher in the process, and confirmability audit could help a study to be confirmable. In this sense, this study and its results prove to be trustworthy enough thanks to the triangulation of the data collection tools mentioned earlier on and the on-going introspection and reflective thinking practices by the researcher on the research concerns, the tools, the data drawn and analyzed in the study.

3.8. Role of the Researcher

The researcher is an English language instructor at a state university with nine years of teaching experience. Of all the experience the researcher has had, she spent seven years teaching English to pre-service EFL teachers at the preparatory school where she works. During this time, she has had the chance to observe pre-service EFL teachers closely, talk to their instructors, and listen to pre-service EFL teachers' experience in the admission process as well as their ideas and concerns related to their education. Meanwhile, she also has had the chance to closely observe EFL teachers' recruitment experience after they finished their department and were recruited for job positions either by the MoNE or universities. Depending on this personal experience, the researcher tries to shed light into pre-service EFL teachers' admission into teaching departments and their recruitment afterwards in this study. In the study, it was the researcher who created the data collection tools and implemented them to answer research questions: the researcher collected data through teacher and student surveys and conducted interviews. It was also the researcher who informed the interviewees in the study about the admission and recruitment processes before they were interviewed about these processes. As an English instructor who was a pre-service EFL teacher earlier on and has been engaged in the education of pre-service EFL teachers since her graduation, the researcher expects that the results of the study are to contribute to the way pre-service EFL teachers are accepted into teaching departments and the way EFL teachers are recruited for teaching positions.

3.9. Limitations of the Study

The present study aims to determine the powerful and weak sides of how Turkish pre-service EFL teachers are accepted into teaching programs and how EFL teachers are recruited after university. With this aim, different data collection tools were used, and viewpoints of different stakeholders were gathered with these data collection tools, as mentioned earlier in the methodology section of this study. Nevertheless, the study is not far from bearing some limitations. The limitations in question are

basically due to the design of the study and some changes that took place in the system during the course of the study, which are briefly mentioned below.

To begin with, given that the present study is a case study, one of the limitations is that the results are particular to the setting where the study was conducted and its participants. It does not investigate the opinions of different stakeholders nationwide or the opinions of other stakeholders who are also allowed to be English teachers after they have finished a language related program. This is why rather than making generalizations, this study can only share the results of a case that are particular to a study setting. Therefore, one should bear in mind that although the results of the study are particular to one specific foreign language education context, they could still have some implications for other research settings, and the same study could reveal different results if conducted nationwide or with different participant groups.

Second, as it has been stated before, the main concern of the present study is how pre-service EFL teachers are accepted into teaching departments. Yet, at the time of the study in April 2018, the government announced that there had been some changes with regards to the admission procedure. In the new system, although CGPA score goes on to be a factor taken into consideration in the pre-service EFL teacher admission process, there have been some changes specifically in the examinations that the candidates take to be accepted for teaching programs. Compared to the previous YGS/LYS-5 examination procedure, the new system (now called TYT: Basic Competency Test & AYT: Field Competency Test) has some differences in terms of the number of questions, time allocated to answer the questions, the time of the examinations (i.e. the months/weekends to conduct the exams along with their frequencies), the number of sessions in which the exams could be taken, and the variety of scores calculated to choose different departments. Specifically with regards to the language exam (now called YDT: Foreign Language Test) the candidates are required to take, there does not seem to have been a lot of changes, except that in the new system there are no open-ended questions in which the candidates are required to code their answers.

In addition, it was announced by the HEC in June 2018 that there have been some changes in the requirements of how EFL instructors were recruited into university preparatory schools. In the previous system, it was enough for EFL instructor candidates to be a graduate of a language related department and to have a score in ALES and YDS so that they would have a chance take the oral examination by universities. As long as they had a valid score and a certain amount of job experience, if required, they could pass onto the next stage and be interviewed depending on the quota universities had set. Before they could take an oral examination, there was no such requirement as that EFL instructors needed to have an MA degree unless it was specified by universities. However, in the new system, all EFL instructor candidates are now required to hold an MA degree in a language related field so that they can apply for job positions at universities.

Furthermore, there have been some changes in the undergraduate teacher education programs. As announced by the HEC, the names of some courses in these programs, their descriptions, hours, and credits have been changed. Most course contents have been updated; some courses have been integrated into one another; some new courses have been added into the program following the ones omitted, and some new must courses have been included in the program. The new program is designed in such a way that it now basically consists of those courses that are related to field education (45-50%), teaching pedagogy (30-35%), and general world knowledge (15-20%). The fact that the program went through major changes has made it necessary for teacher competencies to be updated and redefined in line with the changes. These changes took place at the time of the study; therefore, it should be noted that in the design of the tools, the present study took into consideration the competencies that had been defined based on the previous teacher education program before such changes took place.

All in all, the choice of study design and aforementioned mentioned changes in the practices and regulations related to how pre-service EFL teachers were accepted into teaching departments and how EFL teachers were recruited could be presented as limitations to the study. For this study was conducted based on the admission

procedure including the previous YGS/LYS-5 examinations, the new examination system is not explained in detail in this study. Similarly, the EFL teacher education programs in Turkey alone are beyond the scope of this study, so the new program is not explained in detail in this section, either. However, the recent changes in pre-service EFL teacher admission process, the recruitment of EFL instructors, and the new EFL teacher undergraduate programs in Turkey (along with the competencies the new program relates to) could be a subject of further research for future studies.

CHAPTER 4

RESULTS

In this section, the results obtained from both the survey and interviews will be presented with regards to each research question in the study. The results will be presented first for the admission process of pre-service EFL teachers into teaching departments and then for EFL teachers' recruitment by the MoNE and universities. While presenting the results in this section, all the codes driven from the data are presented in tables along with their frequencies and top five most frequently codes are explained in-text with some actual quotations from the participants.

4.1. Pre-service EFL Teacher Admission

The admission process of pre-service EFL teachers into teaching departments is considered to consist of three major components in the study: CGPA, YGS, and LYS-5. Given this, the strengths, weaknesses of and suggestions for the process will be presented across these three basic components.

4.1.1. Strengths

RQ I: What do students (pre-service EFL teachers and ELT graduate students), EFL teacher educators, and EFL teachers think about the current pre-service EFL teacher admission process in Turkey?

1. What is the opinion of students (pre-service EFL teachers and ELT graduate students), EFL teacher educators, and EFL teachers about the admission process?

A .a. What do they think the strengths of the process are?

4.1.1.1. CGPA

First, in the survey, no data could be encountered in relation to taking the high school CGPA of pre-service EFL teachers into account in the admission process, yet it was in the interviews that the strengths related to the consideration of high school CGPA score were able to be identified.

Table 4.1

The Strengths of Taking into Account CGPA Score (interviews)

Codes	Participant Groups			TOTAL (N=34)
	students (n=20)	teachers (n=7)	teacher educators (n=7)	
a. increasing student motivation to study	f 6	f 3	f 2	f 11
b. reflection of high school education and success into admission process	f 7		f 2	f 9
c. an evidence whether students have studied hard enough at high school	f 2		f 3	f 5
d. students giving importance to all school subjects		f 4	f 1	f 5
e. considering students' efforts in the admission process	f 1	f 2	f 1	f 4
f. useful for those students who come first at high school/with a graduation degree if they cannot enter a program because they could not do well in the exam	f 2			f 2
g. a way for teachers to sustain classroom management	f 1			f 1

The participants of the study mentioned some strengths related to the fact that high school CGPA score was taken into account in the admission of pre-service EFL teachers into teaching programs. They believed that CGPA was helpful in increasing students' motivation. This is when students were aware that their CGPA score was to be taken into account in their admission to university, they felt motivated to study harder for their courses at high school.

Taking CGPA into consideration could be positive in this sense, of course on the condition that we assume everyone is assessed objectively: if you have been a successful student throughout your educational life, this (CGPA score) reflects back to you in a positive way (in the admission process). Thus, perhaps this could be a motivating factor for students for the future. They might feel, “I need to study a little bit more; it will affect my CGPA.” (S20, a female PhD student)

The participants also believed that it was a good idea that high school CGPA score was taken into consideration because CGPA was indeed a reflection of pre-service EFL teachers’ high school education, and their success and effort onto the admission process, and it was an evidence of whether or not students had studied hard enough during high school. In a way, in addition to their success in the national exams, the participants believed the high school education process of individuals was also taken into consideration thanks to adding CGPA score onto the overall entrance score. Similarly, as the participants explained, consideration of high school CGPA scores in university acceptance helped pre-service EFL teachers be attentive to all their courses at high school and give importance to all of them since their success in these courses would have an effect onto their admission process.

4.1.1.2. YGS

In the survey, the participants pointed out to the strengths of YGS as follows. First, the participants attracted attention to the fact that pre-service EFL teachers were examined based on what they were taught at high school; in similar vein, the participants were content that YGS aimed to test knowledge of the candidates’ in general.

Table 4.2

The Strengths of YGS (survey)

	Participant Groups		
	students (<i>n</i> =266)	teachers (<i>n</i> =69)	TOTAL (<i>N</i> =335)
Codes	<i>f</i>	<i>f</i>	<i>f</i>
a. testing of the subjects covered at high school	24		24
b. testing of knowledge in general		7	7
c. testing of the mother tongue Turkish	3	3	6
d. testing of history	3	1	4
e. testing of math and science	3		3
f. testing of analytical skills		3	3
g. testing of geography	3		3
h. testing of verbal skills		2	2
i. assessment of reading comprehension		1	1
j. being based on memorization		1	1
k. assessment of critical thinking	1		1

Specifically, testing of the mother tongue Turkish was a further strength for the participants because they believed to be able to be successful in another language and teach it in the future, one needed to have a good knowledge of their mother tongue first.

They evaluate our content knowledge. YGS is an exam that everybody should get a good score in. I think it is important for EFL students (pre-service EFL teachers), as well, since we all should know about the other different contents than our major content (a third year female student).

These exams can only assess the general understanding and knowledge of all students, not only the EFL students. In order to be a university student, you should have average academic success, so YGS is necessary but I don't think the same for LYS-5 (a female primary school teacher).

There were also those participants who stated that they liked the fact that the subjects of history, math, and science were tested in YGS, as they believed in the importance of these subjects and thought that a pre-service EFL teacher should have a certain level of knowledge in these subjects.

As the interviews revealed, on the other side, the participants believed one of the strengths of YGS was that the exam content contributed to the general world knowledge of pre-service EFL teachers. As indicated by the participants, in YGS, EFL teachers needed to answer questions on Turkish language, social sciences, math and science, and they all contributed their general world knowledge, which pre-service EFL teachers could make use of in their teaching profession in the future.

Table 4.3

The Strengths of YGS (interviews)

	Participant Groups			TOTAL (N=34)
	students (n=20)	teachers (n=7)	teacher educators (n=7)	
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
a. content contributing to the general world knowledge	23	3	6	32
b. the existence of questions on math & science courses	13	5	4	22
c. exam content covering the common curriculum	11	2		13
d. the existence of questions on Turkish language	6	6	1	13
e. Turkish language with a high ratio/coefficient in calculation of total YGS score	7			7
f. calculation of YGS scores depending on the track students follow	6			6
g. balanced distribution of questions to test knowledge and interpretation	3			3
h. testing of reading and comprehension with a certain amount of questions over a certain amount of time	2			2
i. different ratios calculated for the fields/tracks	1			1
j. appropriate number of questions	1			1
k. social sciences affecting the candidates' scores more than math and science	1			1

Being knowledgeable in different fields, as stated by the participants, put the candidates at an advantage in that while teaching their English classes, they might

need to refer to this world knowledge that they had developed thanks to the courses covered in YGS to help their students learn better in the future.

In YGS, Turkish language and social sciences are indeed necessary, especially Turkish language in the sense of testing of reading comprehension. The content of social sciences could be useful as general world knowledge simply because, in the end, while teaching English, we teach not only simple language-related terminology but we also teach real-life-related content. In this sense, it (the content of social sciences) could work. So could the contents of math and science, though the content is difficult to us, to those who are students at the teaching departments (S8, a female third year student).

There is a two year gap ... still they can answer the questions as much as they can remember (the course content) ... That they (pre-service EFL teachers) know history, philosophy, or etc. is good in terms of general world knowledge It is good in that they (teachers) are well-equipped with general world knowledge (T3, a female MoNE teacher).

Besides, as some participants also mentioned, that pre-service EFL teachers were supposed to answer questions on math and science was a strength. They believed that math and science were both directly related to real life outside the class and were both a kind of basic knowledge to make use of in real life. In addition, they believed how successful the candidates were in math and science sections could be an indicator of their analytical and abstract thinking skills and how well developed their cognition was. The participants were also content that the pre-service EFL teachers were required to answer questions in course content that belonged to the core common curriculum at high school i.e. the curriculum that all test takers were held responsible for regardless of their major track. They were content that the pre-service EFL teachers were tested on what they had been educated on. What is more, the participants were satisfied with that pre-service EFL teachers were tested on Turkish language since they expected the candidates to have a good command and grasp of their own mother tongue, which could give the hints for how successful they could be in another language. Also, as the participants explained, the candidates might need to refer to the knowledge of their mother tongue while teaching English and it would mostly be in the mother tongue that they were to communicate with their students, which was why being tested on Turkish language made sense to the participants.

This was also why the participants were content that the ratio of Turkish language, the content which was directly related to the candidates' major, was higher than that of the other courses' in the calculation of overall YGS score for the candidates.

4.1.1.3. LYS-5

In relation to LYS-5, the participants stated in the survey that one of the biggest strengths was that pre-service EFL teachers' general knowledge, proficiency, and language skills in English were assessed by means of LYS-5.

Table 4.4

The Strengths of LYS-5 (survey)

	Participant Groups		
	students (n=266)	teachers (n=69)	TOTAL (N=335)
Codes	<i>f</i>	<i>f</i>	<i>f</i>
a. testing of general English	19	1	20
b. assessment of language skills		9	9
c. assessment of language proficiency	5	1	6
<i>testing of grammar</i>	33	15	48
<i>testing of reading</i>	23	16	39
<i>testing of vocabulary</i>	9	10	19
d. existence of a language exam		2	2
e. assessment of memorization	1		1

I do not know about the YGS but LYS-5 really helps assess the general English knowledge (a female first year student).

I do not think the test results reflect the true score of learners, to some extent. Although there are some limitations, I do not think that this test is actually useless. For example, in terms of grammar, reading comprehension, and vocabulary knowledge, I can say that my university language proficiency score and LYS-5 results have similarities (a female fourth year student).

EFL students are able to reflect their reading skills and the knowledge of grammar and vocabulary with these exams (a female secondary school teacher).

At least, there is a kind of assessment of their language levels. To the question if a written exam focusing on only reading, grammar and vocabulary is enough for university admissions, it's definitely not! (a state university instructor).

The participants were glad that there was an English examination, despite its weaknesses to be mentioned later on, to assess how knowledgeable, proficient, and skillful they were in their major field. The participants were especially content that LYS-5 tested the candidates on their knowledge of grammar and vocabulary and reading skills.

LYS-5 is an exam which is good at evaluating the students' skills of reading, vocabulary and grammar (a female primary school teacher).

There was also one participant who believed that LYS-5 was successful in assessing how good a candidate was in recalling, as it measured memorization in a way mostly through questions on vocabulary and grammar.

In the interviews, on the other side, similarly the participants were content that reading skills and knowledge of grammar and vocabulary were assessed in LYS-5, as seen in the table and mentioned by one of the participants below.

Table 4.5

The Strengths of LYS-5 (interviews)

	Participant Groups			TOTAL (N=34)
	students (n=20)	teachers (n=7)	teacher educators (n=7)	
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
a. testing reading	21	4	1	26
b. testing grammar	10	6	1	17
c. testing vocabulary	9	7	1	17
d. helping students develop the aforementioned skills above	8 (R4) (GR2) (V2)	-	4 (R1) (GR1) (V2)	12
e. appropriate number of questions	9	2		11
f. the existence of a (separate) language examination to measure language proficiency	7	2	1	10

Table 4.5

The Strengths of LYS-5 (interviews) (continued)

	Participant Groups			TOTAL (N=34)
	students (n=20)	teachers (n=7)	teacher educators (n=7)	
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
g. translation questions	5	3		8
h. appropriate time allocated	3	2		5
i. variety in question types	2	2		4
j. appropriate level of difficulty	3			3
k. cloze test questions		2		2
l. finding the irrelevant sentence	1			1

**R: Reading **GR: Grammar **V: Vocabulary

LYS-5, in this sense, tests one's knowledge of vocabulary, reading comprehension, grammar one by one separately. What we lack is only listening. LYS-5 does not measure it; listening could be added, yet apart from it, when you think of the international exams such as TOEFL, LYS-5 has similar question contents. What TOEFL does is to expand the question contents. Perhaps this exam (LYS-5) is a more compact version of TOEFL. For instance, if TOEFL targets advanced level, this exam targets either intermediate or upper intermediate levels. I am not sure if they also add some advanced level questions at some points, though (T1, a female MoNE teacher).

At this point, the participants attracted attention to the fact that pre-service EFL teachers' reading skills and knowledge of grammar and vocabulary were strengthened thanks to the assessment of these skills. To be able to do well in the test, the candidates kept studying hard, and thus, their skills and knowledge got better. The participants were also content that there was a separate language examination like LYS-5. They believed pre-service EFL teachers' knowledge of and skills in English were tested as much as possible with appropriate number of questions in the exam.

4.1.1.4. Overall Pre-service EFL Teacher Admission Process

In the survey, the participants completed a questionnaire on their ideas about pre-service EFL teachers' admission process in general. Following are the results for some related questionnaire items.

Table 4.6

The Participants' Opinions about the Admission Process

	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE		<i>M</i>	<i>SD</i>
	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>		
Student Participants										
My university entrance exam result is a good indicator of my future success in my department.	14.3	38	42.1	112	33.1	88	10.5	28	2.60	.85
I am qualified enough to be in my department.	30.5	81	59	157	9	24	1.5	4	3.18	.65
I am underqualified to be in a teaching department.	4.5	12	18.4	49	41.4	110	35.7	95	1.92	.84
I was informed about the English Language Teaching (ELT) program at my university before I started university.	17.7	47	37.6	100	30.1	80	14.7	39	2.58	.94
Teacher Participants										
Pre-service EFL teachers' university entrance exam score is a good indicator of their future success in their department.	5.8	4	36.2	25	46.4	32	11.6	8	2.36	.76
Pre-service EFL teachers in Turkey are generally qualified enough to be in a teaching department.	4.3	3	39.1	27	52.2	36	4.3	3	2.43	.65
Pre-service EFL teachers in Turkey are generally underqualified to be in a teaching department.	7.2	5	36.2	25	47.8	33	8.7	6	2.42	.75

Table 4.6

The Participants' Opinions about the Admission Process (continued)

Teacher Participants	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE		M	SD
	%	n	%	n	%	n	%	n		
Pre-service EFL teachers in Turkey are generally informed about the English Language Teaching (ELT) program at university before they start university.	5.8	4	30.4	21	46.4	32	17.4	12	2.25	.81

As seen above, more than half of the student participants (56.4%) strongly agreed (14.3%) and agreed (42.1%) that their university entrance exam result was a good indicator of their future success in their department, whereas less than the half (43.6%) disagreed (33.1%) and strongly disagreed (10.5%) that it was ($M=2.60$; $SD=.85$). On the other hand, less than half of the teacher participants (42%) strongly agreed (5.8%) and agreed (36.21%) that pre-service EFL teachers' university entrance exam result was a good indicator of their future success in their department, whereas more than the half (58%) disagreed (46.4%) and strongly disagreed (11.6%) that it was ($M=2.36$; $SD=.76$).

The majority of the student participants (89.5%) strongly agreed (30.5%) and agreed (59%) that they were qualified enough to be in their department, but a small percent of them (10.5%) disagreed (9%) and strongly disagreed (1.5%) that they were ($M=3.18$; $SD=.65$). On the other side, less than the half of the teacher participants (43.4%) strongly agreed (4.3%) and agreed (39.1%) that pre-service EFL teachers in Turkey were generally qualified enough to be in a teaching department, but more than the half (56.5%) disagreed (52.2%) and strongly disagreed (4.3%) that they were ($M=2.43$; $SD=.65$).

Less than a quarter of the student participants (22.9%) strongly agreed (4.5%) and agreed (18.4%) that they were underqualified to be in a teaching department; however, more than three quarters of them (77.1%) disagreed (41.4%) and strongly disagreed (35.7%) that they were ($M=1.92$; $SD=.84$). On the other side, less than the half of the teacher participants (43.4%) strongly agreed (7.2%) and agreed (36.2%) that pre-service EFL teachers in Turkey were generally underqualified to be in a teaching department; however, more than the half of them (56.5%) disagreed (47.8%) and strongly disagreed (8.7%) that they were ($M=2.42$; $SD=.75$).

More than half of the student participants (55.3%) strongly agreed (17.7%) and agreed (37.6%) that they were informed about the ELT program at their university before they started university, whereas less than the half (44.8%) disagreed (30.1%) and strongly disagreed (14.7%) that they were informed ($M=2.58$; $SD=.94$). On the other side, more than a third of the teacher participants (36.2%) strongly agreed (5.8%) and agreed (30.4%) that pre-service EFL teachers in Turkey were generally informed about the ELT program at university before they started university, whereas more than the half (63.8%) disagreed (46.4%) and strongly disagreed (17.4%) that they were informed ($M=2.25$; $SD=.81$).

Table 4.7

The Strengths of the Overall Pre-service EFL Teacher Admission Process (survey)

	Participant Groups		
	students ($n=266$)	teachers ($n=69$)	TOTAL ($N=335$)
Codes	<i>f</i>	<i>f</i>	<i>f</i>
a. objectivity	9	5	14
b. eliminating	8	4	12
c. pushing the candidates to study	7	4	11
d. practical to administer	3	6	9
e. testing test taking skills	5	2	7
f. standardized testing		6	6
g. exams helping the candidates to develop test taking skills (including testwiseness/logical guess)	2	1	3
h. consisting of two examination stages (to make up for)	2		2

Table 4.7

The Strengths of the Overall Pre-service EFL Teacher Admission Process (survey)
(continued)

Codes	Participant Groups		
	students (n=266)	teachers (n=69)	TOTAL (N=335)
	<i>f</i>	<i>f</i>	<i>f</i>
i. exams reinforcing the candidates' study habits i.e. studying hard and long in an organized/ planned way and discipline for exams	2		2
j. assessment of subject knowledge	1		1
k. an indicator of how much pre-service EFL teachers have learnt	1		1
l. examinations as means to compare the candidates' performances	1		1
m. back wash effect i.e. studying for course content	1		1
n. exams having questions that are good in quality	1		1
o. exam results as an indicator of the candidates' motivation	1		1
p. exam results as an indicator of the candidates' determination	1		1
q. exam results as a predictor of the candidates' future success in the department		1	1
r. exam results as an indicator of how well the candidates perform under stress within a limited time period	1		1
s. exams helping the candidates to manage their time effectively		1	1

In the open-ended questions of the survey, the participants stated that assessment of pre-service EFL teachers before their admission into a teaching program was done objectively enough, mostly thanks to its multiple choice structure which also standardized the assessment procedure and helped the administration of the exam practical with so many test takers to sit the exams.

I think they (YGS/LYS-5) ... to some extent because they have multiple choices and (it is) the most objective way to determine how much knowledge students have (a female first year student).

I definitely support the fact that a single examination is being carried out by Student Selection and Placement Center (ÖSYM) as it provides an objective, fair, and defensible approach to organize student selection and placement processes. It is fair, practical, and efficient (a male MoNE teacher).

I think YGS and LYS-5 are useful tools for assessing and evaluating students in an OBJECTIVE way. In Turkey, there have always been some doubts about the objectivity of the exams conducted with other methods, but multiple-choice questions that have just one correct answer in YGS and LYS-5 overcome this problem (a male state university language instructor).

It was thanks to the examinations, as the participants believed, the candidates developed their test taking skills, as well, because the exams also tested how skillful the examinees were in answering test questions. The participants also believed that the questions in the exams were eliminative enough and successfully eliminated the candidates amongst thousands/millions, and they stressed that the exams indeed pushed the candidates to study to have an outstanding performance so that they could be chosen amongst thousands of other candidates to be admitted into a teaching program.

The participants of the interviews, on the other hand, explained that the multiple choice structure of the examinations was a strength in that this structure made the assessment of pre-service EFL teachers much more practical and thanks to being a multiple choice in structure, it was easy in YGS and LYS-5 to assess thousands and even millions of test takers within a limited amount of time.

Table 4.8

The Strengths of the Overall Pre-service EFL Teacher Admission Process (interviews)

	Participant Groups			
	students (n=20)	teachers (n=7)	teacher educators (n=7)	TOTAL (N=34)
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
a. general examination system based on multiple choice		1	4	5
<i>YGS being multiple choice</i>	3		1	4
<i>LYS-5 being multiple choice</i>	12		1	13
b. LYS-5 having a higher ratio than YGS	4			4
c. system flexibility (in choosing departments)	2	1		3
d. administration system consisting of different sources of assessment (CGPA, YGS, and LYS-5)			3	3
e. ratios being calculated separately for each LYS-5 sessions	2			2
f. exams being conducted in all cities making it easier for those with financial difficulties	1			1
g. a chance for the individuals to apply for the exam more than once	1			1
h. the candidates being accepted into programs via exams	1			1
i. examination procedure consisting of two stages and the candidates not being accepted into programs just because they are good at language	1			1
j. exams taken at the same time within the same time interval (a sign of equality)	1			1
k. acceptance into teaching programs requiring much higher scores than other language programs (such as translation, linguistics, or literature)	1			1

Table 4.8

*The Strengths of the Overall Pre-service EFL Teacher Admission Process (interviews)
(continued)*

	Participant Groups			TOTAL (N=34)
	students (n=20)	teachers (n=7)	teacher educators (n=7)	
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
l. sustaining standardization through a centralized examination system			1	1
m. exams helping the individuals to develop self study skills and discipline			1	1
n. YGS and LYS-5 at different times (being stress provoking but taken by fresh minds)			1	1

Multiple-choice structure of the exams also made it possible for the standardization to be sustained in assessment and an objective and fair evaluation of the candidates were achieved thanks to the nature of the exams.

This LYS-5 a standardized test, or standardized tests in general, let me say... they all are in the form of multiple choice, this way or another. They have short answers. Of course, there could be some concerns related to its being a multiple choice in format, but you give these exams (YGS and LYS-5) to 2 million people a year. No one should fool themselves; the questions will not be open-ended if you give such tests to 2 million people every year. This is the strength of these tests (YGS and LYS-5): they are close-ended; they are objective. ... Looking at the exams, I believe they are objective. If I am to say something positive, exams given to 2 million people could only be (multiple choice) like this (TE5, a female teacher educator).

Besides, since language was the main field of study for pre-service EFL teachers, the participants were content that the ratio of LYS-5 was higher than the ratio of YGS in the overall scoring of the candidates before the admission. There were also those participants who were happy with the flexibility the overall admission process provided: they liked the idea that every candidate could sit any LYS-5 sessions following YGS and choose the department they liked no matter what their track of

study was at high school, as a different scoring system, in which the ratios calculated separately for each session, was administered. They believed this flexibility gave the candidates some freedom in their choices of university departments. Some participants were especially content that the data about a candidate's overall success came from different resources i.e. through an overall consideration of CGPA score and scores of YGS and LYS-5, which made the assessment much sounder.

4.1.2. Weaknesses

RQ I: What do students (pre-service EFL teachers and ELT graduate students), EFL teacher educators, and EFL teachers think about the current pre-service EFL teacher admission process in Turkey?

1. What is the opinion of students (pre-service EFL teachers and ELT graduate students), EFL teacher educators, and EFL teachers about the admission process?

A. b. What do they think the weaknesses of the process are?

4.1.2.1. CGPA

In the survey, no data could be encountered in relation to taking the high school CGPA of pre-service EFL teachers into account in the admission process, yet it was in the interviews that the weaknesses related to the consideration of high school CGPA score were able to be identified.

Table 4.9

The Weaknesses of CGPA (interviews)

	Participant Groups			TOTAL (N=34)
	students (n=20)	teachers (n=7)	teacher educators (n=7)	
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
a. lack of standardization across assessment	38	5	12	55
b. lack of objective evaluation of student success	20	2	3	25
c. the effect of non-track courses	2		2	4
d. the ratio being too little to affect	3			3

Table 4.9

The Weaknesses of CGPA (interviews) (continued)

		Participant Groups			
		students (n=20)	teachers (n=7)	teacher educators (n=7)	TOTAL (N=34)
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>	Codes
e.	the case in which a student's being successful in exams but not so successful at high school	1			1
	the case in which a student's being successful at high school but not so successful in the exams	1			1
f.	being too early for students to understand how important CGPA is	1			1

First, as one of the drawbacks of considering high school CGPA in the admission of pre-service EFL teachers into university programs, the participants pointed out to the lack of standardization in the calculation of CGPA scores for students. The participants explained that all pre-service EFL teachers were not assessed in the same way across the nation.

Assessment by each teacher is different. Even in the same school, there are different teachers and exams are conducted differently, and thus, assessed differently. We have such a weakness, which is a great concern, indeed (S6, a female second year student).

If it (CGPA) was put into practice objectively in our high schools I mean how assessment is done in one school in one district of Ankara and in another school in another district ... or assessment practices in Kars, Niğde, or İzmir could be equally the same. I wish they were. If it was the same, it would be more positive (T2, a female MoNE teacher).

CGPA should certainly be taken into consideration, yet then there occur some cases in which there is lack of objectivity in assessment. At one school, a student can get 100 or 90 with ease. But at another school, students (metaphorically) kill themselves and get 70 or 80 with difficulty. Their CGPAs, therefore, are low automatically. There are those students who prefer to go to other schools than their own giving up

on the gains they could enjoy in their own schools; they choose the ones that offer them less; they prefer the easier options. Smart kids ... they say, "I will get higher scores; I will have a better chance to enroll in the program I want." You cannot blame the kid at that point (TE7, a female teacher educator).

They noted that there were differences in the schools the candidates attended (i.e. in term of school type, quality, and level of difficulty), in the education the candidates received at high school (in terms of quality), in the exams the candidates took (in terms of type and level of difficulty) and the assessment done by these different teachers (in terms of teacher quality), and the physical conditions under which the candidates received education and were assessed. These differences in a way, as expressed by the participants, caused lack of standardization in how pre-service EFL teachers were assessed and ended up having their CGPA scores.

Second, the participants believed that another drawback of considering CGPA scores in the admission process was related to the lack of objectivity involved in the assessment of students, which automatically reflects onto their CGPA scores. They believed that there was no objective assessment of student success at high school for some reasons. For example, they emphasized that private institutions and/or high schools, which were once training centers but later turned into high schools, gave their students much higher grades than other schools, as pointed out below.

I also want to add that I hear that some students started attending private schools one year because I heard they were given really high scores. I heard some people got grades around 95 or 100. That high, I mean, thanks to those institutions (S2, a male first year student).

... all training centers were turned into a high school. Everyone at these high schools, I hear, have high CGPAs. They get high scores of 90 -100 in all the exams, for instance. ... Also, in private schools, some teachers, I hear, give exam questions in advance and this is why all students' CGPA are high. There is a system in which teachers conduct memorization based and predictable exams and students do not do anything but they all achieve high CGPAs. Considering this, taking CGPA into account does not make any sense to me (S20, a female PhD student).

What I see as a weakness is that what we call CGPA is something that can change from one school to another. Private schools might give high

scores, while state schools might be stricter. I witnessed this with my sister. I first got her to start a private school. Her grades were all the time very high. Then I changed her school, a state school by the ministry, she started to get the scores she really deserved and she got shocked at first. Then she realized that she needed to study harder and got back to normal. Thus, there could be such a difference. The CGPA of a student who attends a private school could be high. This is a weakness, I guess (T5, a female instructor).

Besides, the participants believed teacher-student relationship could be an effective factor in the assessment of students because they claimed some teachers at high school did the students whom they liked a favor and gave them high grades, or in opposite vein, they cut off scores or were tough in their assessment towards some students they did not like. The participants also believed some teachers' conscience affected their assessment. These teachers did not want to have a negative impact on their students' future and gave them higher grades to ease their conscience, as seen below.

Thinking of myself, I am an English teacher at a secondary state school. Thinking of TEOG (a high school entrance exam) in the previous years, since students' CGPA was important, we as teachers gave higher grades to students than we would normally to unburden our conscience. I mean we still do. Believing that the same thing could happen at high schools, I do not believe that taking into account CGPA is a very health decision (T2, a female MoNE teacher).

Finally, the participants claimed that some teachers made use of their assessment to sustain their classroom management and threatened their students with giving them low scores to keep them under control. These all, as the participants made clear, acted as a barrier in the assessment of students objectively and caused pre-service EFL teachers to end up with having more or less of the grades than they normally deserved, which was why taking the CGPA score into consideration was undesirable.

Third, the participants stressed that students' CGPA scores were affected by non-track courses. In other words, one student's CGPA score was calculated covering all the courses they had to take during their high school education, and these courses included not only the courses that pre-service EFL teachers needed to take in the tracks they had chosen but also the non-track courses in which they, perhaps, were

less capable, successful, or willing but had to take to be able to graduate. The participants did not like the idea that CGPA was taken into account in the admission process since pre-service EFL teachers were not solely responsible for their track courses but some other courses at high school, as well and their CGPA was negatively affected because of the courses they were not supposed to major in.

Finally, some participants believed one negative aspect of considering CGPA in the admission process was that its ratio was very little and did not mean much when it came to its effect in the overall scoring. In this respect, the participants also attracted attention to a paradox with two ends. They questioned what if one candidate was not so successful at high school but they scored high enough in the national exams to be accepted into teaching departments. They, in a way, believed that the high school education of the candidates would be ignored to a large extent and the effort students put - or did not put - at high school would not be taken into account. In the opposite side, though, they also questioned what if a student was successful during their high school education, but they could not do well enough in the national exam. Then, they believed the candidates' future would be shaped mainly depending on the national exams, and one more time, their efforts and hard work would be ignored and end in vein.

4.1.2.2. YGS

In the survey, the participants were specifically asked their opinions about YGS exam through a questionnaire. Following are the results of some questionnaire items related to the exam across the participant groups.

Table 4.10

The Participants' Opinions about YGS

	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE			
	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	<i>M</i>	<i>SD</i>
Student Participants										
YGS is a good means to choose pre-service English language teachers.	1.1	3	8.3	22	43.2	115	47.4	126	1.63	.68
Teacher Participants										
YGS is a good means to choose pre-service English language teachers.	1.4	1	17.4	12	59.4	41	21.7	15	1.99	.67

As seen above, a very small percent of the student participants (9.4%) strongly agreed (1.1%) and agreed (8.3%) that YGS was a good means to choose pre-service English language teachers, while the majority (90.6%) disagreed (43.2%) and strongly disagreed (47.4%) that it was ($M=1.63$; $SD=.68$). Similarly, less than a fifth of the teacher participants (18.8%) strongly agreed (1.4%) and agreed (17.4%) that YGS was a good means to choose pre-service English language teachers, while the majority (81.1%) disagreed (59.4%) and strongly disagreed (21.7%) that it was ($M=1.99$; $SD=.67$).

In the open-ended questions of the survey, the participants indicated that YGS was a multiple-choice exam in which knowledge and skills of the candidates were assessed in a limited fashion through given options one of which the examinees were only required to select. The participants also reported that they were not content with the fact that YGS relied primarily on testing of static knowledge on paper. Besides, as they noted, the fact that pre-service EFL teachers were tested on mathematics, science, and on courses that were not within their major track were other weaknesses of YGS.

Table 4.11

The Weaknesses of YGS (survey)

Codes	Participant Groups		
	students (<i>n</i> =266)	teachers (<i>n</i> =69)	TOTAL (<i>N</i> =335)
	<i>f</i>	<i>f</i>	<i>f</i>
a. being a multiple choice exam	1	9	10
b. testing of mathematics	8	2	10
c. testing of non-track courses	5	4	9
d. testing only of (static) knowledge	3	1	4
e. testing of science	4		4
f. testing of math and science		4	4
g. if YGS is high enough, the candidates could enter a program	1	1	2
h. being assessed on subjects not covered at high school (math and science course content)	1	1	2
i. testing of history		1	1
j. questions asking for details		1	1
k. no assessment of knowledge in practice /real use of knowledge	1		1

Even if a student is very qualified for EFL (department), he/she is obligated to solve (answer) mathematical or science related problems (questions). So, they cannot get what they actually deserve from these tests (a male first year student).

This exam includes a lot of subjects such as math or science, which EFL students do not need but have to work on just to get high scores (a female first year student).

(One weakness is that) I have to know math and science in order to be selected. It is even beyond my own subject matter (a female second year student).

In the interviews, on the other side, the participants first mentioned that being responsible for math and science questions in YGS was one weakness and they were not content that pre-service EFL teachers were tested on these subjects. They believed that math and science were not related to the candidates' major and were unnecessary for the candidates.

Table 4.12

The Weaknesses of YGS (interviews)

	Participant Groups			TOTAL (N=34)
	students (n=20)	teachers (n=7)	teacher educators (n=7)	
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
a. being responsible for the common curriculum of math and science courses	28	6	6	40
b. limited amount of time allocated	10			10
c. questions on religion	9			9
d. assessment based on memorization	7			7
e. no assessment of critical thinking	3	1		4
f. questions on geography	2		1	3
g. questions other than field of English			2	2
h. questions on history	1			1
i. one sit examination			1	1
j. taking all sessions one after another being tiring and confusing	1			1
k. philosophy and religion questions being equal in ratio	1			1
l. being a multiple choice exam thus not enough to differentiate between individual differences, knowledge and cultural background	1			1
m. lack of useful elective courses as content such as astronomy or chess	1			1
n. no open-ended questions requiring interpretation	1			1

Some participants added that the content of math and science was difficult for language students and they had difficulty in answering the questions in the exam. They also added that although the candidates had math and science courses as a part of the common curriculum in the initial year of their high school education, they did not have any math or science classes later on until the university examination.

In addition, in the education system, for instance We finished the ninth grade. It was in the ninth grade that we had courses on math, physics, chemistry, or biology. We did not have these courses in the tenth grade any longer. If I am not mistaken, we had only a math class in the tenth grade, and except that, from the tenth grade on, we did not cover these course contents for three years. We could have these classes

only as elective courses while getting ready for YGS, but they were not something compulsory in the system. We never had these classes later on. Then we were told in the twelfth year that we were to be responsible for the content of these courses in the exam. Thus, naturally, I was not successful in the exam. I mean no one can answer these questions. It could be only a handful of people who can answer these questions. This is why there is a problem in the system. Without teaching them to us ... I believe the system has a tendency to ask the things (in the exams) that we are not taught (S8, a female third year student).

This was why they were very likely to forget the course content and had to revise the content that they had covered long ago, which put extra burden on their shoulders in the final year. It was in the final year that the candidates kept taking regular high school courses and getting ready for the university exams. Revising the course content (of math or science) that they had already forgotten made their job tougher. For some, this burden was to the extent that it was too much to handle. Thus, some participants could not help believing that these course contents were included in the exam for the sake of eliminating the test takers. At this point, some participants also questioned the notion of core common high school curriculum the test takers were responsible for in the exam. They could not understand why language major students were responsible for the core common curriculum, yet other track majors were not required to take the English test pre-service EFL teachers did, although these students, too, had English courses at high school.

In addition, the participants were not content about the time allocated to answer the questions in YGS. They expressed that time allocated was not enough to answer the questions, which could be lengthy and difficult to answer. They stressed that it did not make any sense why the candidates were supposed to demonstrate their knowledge and skills in such a limited time, which was not all the time quite possible, especially with the feeling of anxiety the test takers had adding onto it. Besides, some participants were very critical of the questions of religion and ethics, which were found to be too detailed in some cases. They believed that since religion was a subjective concept that no one could be enforced upon and not every test taker believed in the same religion, it did not make any sense to them to see these questions in YGS.

Finally, the participants were dissatisfied that YGS examination was based on memorization (in both content and test taking skills) and it did not target assessing the candidates' critical thinking skills. They believed the test takers were indeed required to give back the knowledge and test taking techniques that they had memorized within a limited amount of time allocated, and the test takers were not required to show whether or not they could put into practice their high order thinking skills.

4.1.2.3. LYS-5

In the survey, the participants were asked their opinions specifically about LYS-5 exam through a questionnaire. Following are the results of the questionnaire items related to LYS-5 exam across the participant groups.

Table 4.13

The Participants' Opinions about LYS-5 (survey)

	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE		M	SD
Student Participants	%	n	%	n	%	n	%	n		
LYS-5 is a good means to choose pre-service English language teachers.	9	24	35.3	94	35.3	94	20.3	54	2.33	.90
Teacher Participants	%	n	%	n	%	n	%	n	M	SD
LYS-5 is a good means to choose pre-service English language teachers.	2.9	2	20.3	14	53.6	37	23.2	16	2.03	.74

Less than the half of the student participants (44.3%) strongly agreed (9%) and agreed (35.3%) that LYS-5 was a good means to choose pre-service English language teachers, while more than the half (55.6%) disagreed (35.3%) and strongly disagreed (20.3%) that it was ($M=2.33$; $SD=.90$). However, more than a fifth of the teacher participants (23.2%) strongly agreed (2.9%) and agreed (20.3%) that LYS-5 was a good means to choose pre-service English language teachers, while more than

the half (76.8%) disagreed (53.6%) and strongly disagreed (23.2%) that it was ($M=2.03$; $SD = .74$).

Table 4.14

The Weaknesses of LYS-5 (survey)

	Participant Groups		
	students ($n=266$)	teachers ($n=69$)	TOTAL ($N=335$)
Codes	<i>f</i>	<i>f</i>	<i>f</i>
a. no proper assessment of language proficiency	4	7	11
b. being a multiple choice exam	1	9	10
c. no assessment of all language skills	6	3	9
<i>no assessment of speaking</i>	81	27	108
<i>no assessment of listening</i>	42	17	59
<i>no assessment of writing</i>	34	20	54
<i>no assessment or pronunciation</i>	1		1
d. testing of basically grammar		7	7
e. testing mainly based on reading	2	3	5
f. testing basically of vocabulary	2	2	4
g. testing of language proficiency on paper	3		3
h. no assessment of real language use in practice	1		1
i. bad question quality (to assess proficiency or competence)	1		1
j. no testing of real language comprehension	1		1

In relation to the weaknesses of LYS-5, as the participants stated in open-ended questions of the survey, one of the biggest weaknesses was that pre-service EFL teachers' language proficiency was not tested properly because LYS-5 examination was basically a multiple choice examination through which not all language skills of were tested.

LYS-5 is a reading, grammar based test. To be a qualified EFL student (pre-service EFL teacher), only reading and grammar skills are not enough. There should also be listening and speaking sections (a female first year student).

LYS-5 does not determine one's English level. It is just a (on-paper) written exam and does not include speaking, selective listening or careful listening, and so on (a male first year student).

Four skills are not tested equally. Actually, they are not tested at all (a female high school teacher).

English language teaching departments (also other language teaching departments) have some certain differences from the other departments in education faculties in terms of their curriculum. The problem is that the content and format of LYS-5 are not adequate to assess the required language skills. It is impossible to fully assess the proficiency in a language via one-skill based multiple choice exam. When EFL students are accepted to teaching departments via those exams, some serious problems occur regarding their competence (a female state university language instructor).

In particular, the participants were not satisfied that pre-service EFL teachers' speaking, listening, writing, or pronunciation was not tested in the language examination, but these candidates were tested basically on their knowledge of vocabulary, grammar, and reading skills.

In the interviews, on the other side, the participants expressed that one of the weaknesses of LYS-5 was that the exam was a multiple choice exam, and thus, it tested test-wiseness of the candidates.

Table 4.15

The Weaknesses of LYS-5 (interviews)

	Participant Groups			TOTAL (N=34)
	students (n=20)	teachers (n=7)	teacher educators (n=7)	
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
a. assessment of testwiseness	10			10
b. limited number of questions	5	1		6
c. not enough time allocated	4	1		5
d. assessment based on memorization	4		1	5
e. no all language skills based testing	2	1	1	4
<i>no testing of speaking</i>	18	6	2	26
<i>no testing of writing</i>	15	4	2	21
<i>no testing of listening</i>	12	5	1	18
<i>no testing of pronunciation</i>	1		1	2

Table 4.15

The Weaknesses of LYS-5 (interviews) (continued)

	Participant Groups			TOTAL (N=34)
	students (n=20)	teachers (n=7)	teacher educators (n=7)	
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
<i>testing basically reading</i>	6		4	10
<i>testing only of grammar</i>	4	1	3	8
<i>testing only of vocabulary</i>	3	1	2	7
f. not true assessment of speaking via dialogue and/or situation questions	4			4
g. some questions (vocabulary, grammar, translation, or dialogue, etc.) being too easy	4			4
h. unnecessary open-ended like questions in which the candidates code the answer (limited writing)	3			3
i. not very frequently used grammar and vocabulary items (for the sake of elimination)	3			3
j. the backwash effect in the teaching of speaking and listening at schools	2	1		3
k. translation questions being tricky and not being different than solving a puzzle	2			2
l. grammar and translation questions putting at disadvantage the one who acquired the language	1		1	2
m. one sit	1		1	2
n. translation questions having more than one possible answer in real life (if no change in the meaning)	1			1
o. the same exam taken by the candidates of other language programs and pre-service EFL teachers			1	1
p. bad quality questions			1	1
q. prepared with the concern of practicality (in the shortest and easiest way)			1	1
r. too long (making it difficult to focus and tiring)	1			1
s. testing of culture rather than English through dialogue questions	1			1
t. conducted in an afternoon session (hard to concentrate/hot weather)	1			1
u. a lot of translation questions		1		1

Table 4.15

The Weaknesses of LYS-5 (interviews) (continued)

Codes	Participant Groups			TOTAL (N=34)
	students (n=20)	teachers (n=7)	teacher educators (n=7)	
v. dialogue questions having more than one possible answer in real life (if no change in the meaning)	<i>f</i> 1	<i>f</i>	<i>f</i>	<i>f</i> 1
w. no testing of critical thinking	1			1
x. vocabulary and grammar questions not enough to determine language proficiency	1			1
y. no open ended WH- questions		1		1
z. a low ratio of LYS-5		1		1
aa. taken by everyone with a good command of language but no potential to be a teacher			1	1

In other words, the participants stated that in LYS-5 the candidates were indeed tested not on their language proficiency but on how skillfully they could complete a multiple choice test.

I do not think it (LYS-5) is satisfactory in general because not how well a student knows English but rather how well this student knows test taking techniques and can do the test is measured, I believe. I mean how much of vocabulary they know or whether they can use the language is not measured. How do they perceive the language i.e. listening? How well can they speak or write, for instance? There are those who come to university and start the department but do not know how to write in English, those who do not know how to speak. Our courses are based on speaking but those who do not know how to speak (in English) come here. When this is the case, I cannot find this exam satisfying (S12, a female fourth year student).

They also mentioned that such a multiple choice language exam paved the way for logical guess by the candidates. The candidates could reach the correct answer in the questions by eliminating the options that did not seem very likely or logical to them. Besides, some participants expressed that there were limited number of questions in LYS-5 to assess language proficiency of pre-service EFL teachers, and the

assessment was based on the memorization of both the content and test taking strategies. Besides, some believed the time allocated in LYS-5 was very limited and was not enough to test a candidate's proficiency in English (especially in terms of their grammar and vocabulary) or to answer the questions on LYS-5. The participants did not either believe that LYS-5 measured language skills of the candidates as there was nothing in relation to testing the candidates' skills of speaking, writing, listening or pronunciation.

First of all, that LYS-5 is not an exam that tests four language skills is a major concern. There is no speaking, no writing, no listening, no pronunciation, but only grammar and reading. ... I believe this is one major disadvantage. It is a kind of exam that tests only reading comprehension. This is not enough to accept a pre-service English language teacher (into a teaching program). There are different (language) skills that one pre-service EFL teacher should have and that they score high enough in this exam does not mean that they will make good teachers. If there was a TOEFL-like language exam in which all four skills were tested, we could then have a better idea of their language proficiency. Yet, I guess there is no intention (by the officials to come up with such an exam), as far as I understand (S17, a female PhD student).

Unfortunately, we only assess test takers in terms of reading, vocabulary, and grammar but we do not assess their listening or speaking skills. I, for instance, had answered 99 questions right out of 100 (in the language exam) before I started this university. In our speaking class, our instructor asked us to introduce ourselves, and I said to her that I could not speak English. I experienced such a moment, and for me, it was weird. A student who could enter this university and had already scored so high in the exam ... She enrolled in a teaching program and she said she could not speak English. Then it means there is a problem in the admission process. We somehow overlook some things while accepting these students here, but language is a whole itself. I do not know how right it is to test grammar and reading but not listening or speaking. I am a living example of this. I went through this difficulty, which is why this exam is weak in this sense... focusing only on specific aspects (T6, a female instructor).

It (LYS-5) measures some competencies such as comprehension and vocabulary, but it does not test speaking or writing just like TOEFL or IELTS does. ... These (skills) are a little problematic. ... It does not test the skills of speaking, writing, or listening. We have troubles in this respect (T3, a female MoNE teacher).

They believed LYS-5 tested the language proficiency of the candidates in a very limited fashion focusing mainly on testing their skills of reading and knowledge of

vocabulary and grammar. They stated that some questions types like dialogue or situation and the ones in which students coded the answer of a question seemed to measure the candidate's speaking or writing skills, yet in reality they did not do it, indeed.

4.1.2.4. Overall Pre-service EFL Teacher Admission Process

In the survey, the participants were asked their opinions about pre-service EFL teachers' admission process in general. Following are the results for the questionnaire items related to the overall admission procedure.

Table 4.16

The Participants' Opinions about the Admission Process

Student Participants	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE		M	SD
	%	n	%	n	%	n	%	n		
I am happy with the current pre-service English language teacher selection process by ÖSYM.	.8	2	8.3	22	43.6	116	47.4	126	1.62	.66
My university entrance exam score reflects my real success.	3.8	10	21.4	57	47	125	27.8	74	2.01	.80
How pre-service EFL teachers are selected to teaching departments is satisfying.	1.5	4	22.6	60	55.6	148	20.3	54	2.05	.69

Table 4.16

The Participants' Opinions about the Admission Process (continued)

Teacher Participants	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE		<i>M</i>	<i>SD</i>
	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>		
I am happy with the current pre-service English language teacher selection process by ÖSYM.	1.4	1	10.1	7	59.4	41	29	20	1.84	.65
Pre-service EFL teachers' university exam score reflects their real success.			20.3	14	63.8	44	15.9	11	2.04	.60
How pre-service EFL teachers are selected to teaching departments is satisfying.	1.4	2	15.9	11	58	40	24.6	17	1.94	.68

As seen above, a very small percent of the student participants (9.1%) strongly agreed (.8%) and agreed (8.3%) that they were happy with the current pre-service English language teacher selection process by ÖSYM, while the majority (91%) disagreed (43.6%) and strongly disagreed (47.4%) that they were ($M=1.62$; $SD=.66$). Similarly, a very small percent of the teacher participants (11.5%) strongly agreed (1.4%) and agreed (10.1%) that they were happy with the current pre-service English language teacher selection process by ÖSYM, while the majority (88.4%) disagreed (59.4%) and strongly disagreed (29%) that they were ($M=1.84$; $SD=.65$).

A quarter of the student participants (25.2%) strongly agreed (3.8%) and agreed (21.4%) that their university entrance exam score reflected their real success; however, slightly less than three quarters of them (74.8%) disagreed (47%) and strongly disagreed (27.8%) that it did ($M=2.01$; $SD=.80$). Similarly, a fifth of the teacher participants (20.3%) strongly agreed (0%) and agreed (20.3%) that pre-service EFL teachers' university entrance exam score reflected their real success;

however, the majority (79.7%) disagreed (63.8%) and strongly disagreed (15.9%) that it did ($M=2.04$; $SD=.60$).

Slightly less than a quarter of the student participants (24.1%) strongly agreed (1.5%) and agreed (22.6%) that how pre-service EFL teachers were selected to teaching departments was satisfying; however, slightly more than three quarters of them (75.9%) disagreed (55.6%) and strongly disagreed (20.3%) that it was ($M=2.05$; $SD=.69$). Similarly, less than a fifth of the teacher participants (17.3%) strongly agreed (1.4%) and agreed (15.9%) that how pre-service EFL teachers were selected to teaching departments was satisfying; however, more than three quarters of them (82.6%) disagreed (58%) and strongly disagreed (24.6%) that it was ($M=1.94$; $SD=.68$).

Table 4.17

The Weaknesses of the Overall Pre-service EFL Teacher Admission Process (survey)

Codes	Participant Groups		
	students ($n=266$)	teachers ($n=69$)	TOTAL ($N=335$)
	<i>f</i>	<i>f</i>	<i>f</i>
a. nothing to measure anything related to be a language teacher in the assessment process included	16	1	17
b. exams based on memorization	11	4	15
c. no testing of teaching competence	6	8	14
d. no assessment of motivation to be a teacher	2	2	4
e. one sit exams	4		4
f. low quality questions (to assess knowledge, determine real success, or to select students)		4	4
g. the backwash effect of exams on education (for instance, no practice of skills earlier on)	4		4
h. no evaluation of personality traits before acceptance	1	2	3

Table 4.17

*The Weaknesses of the Overall Pre-service EFL Teacher Admission Process (survey)
(continued)*

Codes	Participant Groups		
	students (n=266)	teachers (n=69)	TOTAL (N=335)
	<i>f</i>	<i>f</i>	<i>f</i>
i. no evaluation of teacher qualities before admission	3		3
j. the admission process being anxiety and stress provoking	1	2	3
k. no evaluation of candidate motivation before admission	2		2
l. system being flexible enough to be accepted into a language teaching department	2		2
m. reinforcement and assessment of test taking skills	1	1	2
n. no assessment of communication skills		1	1
o. no assessment of potential perspectives/views on teaching	1		1
p. no assessment of physical condition		1	1
q. no assessment of emotional readiness		1	1
r. the system being like a horse race		1	1
s. no assessment of self-expression		1	1
t. the admission system making one experience psychological breakdown		1	1
u. no assessment of love for teaching	1		1
v. no assessment of the candidate psychology		1	1
w. the admission process causing nervousness	1		1
x. the discrepancy between the assessment results and the demands/expectations of the department		1	1
y. pressure of time management in the exams	1		1
z. no consideration of individual differences	1		1
aa. the admission procedure making the candidates feel tired	1		1
bb. no assessment of critical thinking	1		1
cc. the process including nothing that is applicable to real life			
dd. requiring the test takers to over-practice	1		1

In the open-ended questions of the survey, as the participants explained, one of the weaknesses was that there was nothing in the admission process to measure anything related to be a language teacher. They believed that the admission process had no means of assessment that would separate language major students who wanted to be

an English teacher from the rest of other test takers, and everyone took the same exam regardless of the departments they were to enroll.

It (the current examination system) does not reflect the real success of prospective EFL students (pre-service EFL teachers). Some were/are meant to be an engineer but are trained for LYS-5 and go to EFL (teaching) departments. This is not a good way to choose prospective teachers (a fourth year female student).

Such exams do not measure any aspect related to being a language teacher unfortunately (a female state university language instructor).

The participants stated that pre-service EFL teachers were not tested on their teaching aptitude/competence in the assessment process, neither were they tested on whether or not they had any motivation to be a language teacher.

They don't assess your language proficiency exactly. They can't determine if you are the right person to be a teacher. Sometimes you can be very good at using the foreign language but you are not capable of teaching. These exams cannot determine who will be the effective EFL teacher (a female primary school teacher).

YGS and LYS-5 do not indicate that you are able to be a teacher, or a language teacher (a female fourth year student).

These exams (YGS-LYS-5) do not take into account whether there is motivation behind students' choices and anyone who passes them ends up having a possibility to be a teacher (a male fourth year student).

The participants also stated that the examinations in the admission process relied heavily on memorization.

Those exams (YGS-LYS-5) are based on memorization, so I do not think that they (exams) are enough for the evaluation of the students' knowledge (a third year female student).

These exams are based on only knowledge. ... These exams are rote-learning based, so all this knowledge that students learned can be easily forgotten. They can be useless in practice (a female secondary school teacher).

The participants finally complained about the quality of exam questions not being good enough to assess and choose pre-service EFL teachers and showed

dissatisfaction with the exams which were one-sit, and thus, could cause all the efforts to be gone in vein, in case of a sickness, for instance.

As the participants stated in the interviews, one of the major weaknesses was that the admission process did not include in the assessment process anything in relation to selecting pre-service English teachers. In a way, they stated that there was not a tool that assessed whether individuals could be a potential candidate for language teaching departments, and there was nothing in the system in relation to helping choose the candidates that would make a language teacher. They expressed that pre-service EFL teachers took the same examinations and went through the same assessment procedure as everyone did, and the system was not specifically oriented to choose those with the potential to be a teacher.

Table 4.18

The Weaknesses of the Overall Admission Process (interviews)

	Participant Groups			TOTAL (N=34)
	students (n=20)	teachers (n=7)	teacher educators (n=7)	
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
a. nothing in the procedure to select pre-service English teachers	2		2	4
b. back wash effect of examination (the means becoming a goal)			4	4
c. a paradox: admission into the preferred program if successful in YGS but not successful in LYS-5; no admission into the program if unsuccessful in YGS but successful in LYS-5	3			3

Table 4.18

The Weaknesses of the Overall Admission Process (interviews) (continued)

	Participant Groups			TOTAL (N=34)
	students (n=20)	teachers (n=7)	teacher educators (n=7)	
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
d. the concept of common curriculum	2		1	3
e. abrupt changes in examination	2	1		3
f. compromised reliability of the exam (stolen questions)	2		1	3
g. constant assessment of the candidates due to lack of trust to the previous assessment steps			2	2
h. discrepancy between the expectations of teaching departments and exam results		1	1	2
i. flexibility of the system allowing the candidates to sit any LYS-5 sessions and choose departments no matter what their track is	1		1	2
j. exams being stress provoking	2			2
k. no interviews with the candidates	1			1
l. no testing of communication skills	1			1
m. the candidates not being given a chance for self-expression	1			1
n. no assessment of teaching aptitude	1			1
o. no assessment of personality traits	1			1
p. the system based on elimination, which is why there are multiple stages of exams	1			1
q. too early for students to make a career decision			1	1
r. determining the future of young adults by means of the exams with limited amount of time and questions, wasting all efforts if unsuccessful in the exam	1			1
s. admission through paper based exams	1			1
t. nothing included in the assessment system to prevent the idea that one could be a teacher if, nothing else	1			1

Besides, the participants stressed the back wash effect the admission examination system created. They explained that the means, which were supposed to assess who to accept into teaching departments, became a goal for the candidates, their educators, and their education. They meant that the candidates studied for the sake of examinations and to pass these examinations, and their education until university was reshaped under the effect of the examinations. For instance, at high school they studied and practiced mainly for reading, grammar, and vocabulary rather than speaking, listening, or writing because these skills were not assessed in the language examination.

In addition, the participants underlined that there was a paradox in the admission process. Some stated that they could not understand how it could be possible for those to be admitted into the teaching program they preferred if they were successful in YGS but not successful in LYS-5, or vice versa, they were not admitted into the teaching program they preferred if they were unsuccessful in YGS but successful in LYS-5. They believed that LYS-5 should be the major factor in deciding who to be accepted into the programs, and those candidates with a low proficiency of English should not be accepted into teaching programs just because they were more successful than the others in YGS.

What is more, there were those participants who believed there was a misunderstanding of core common high school curriculum in the admission process. They questioned why pre-service EFL teachers had to answer questions on the subjects that they last had a chance to be educated on in the initial year(s) of their high school education, but other test takers, who had chosen a non-language track at high school and planned to attend university departments other than teaching, were not held responsible for the English test in the overall examination system, given that English was a course given to all students at high school.

Finally, some participants made it clear that the abrupt changes in the examination process was another weakness, which caused the candidates to feel under stress and find it hard to get used to the changes taking place. They expressed that the changes

in the system sometimes took place in the middle of the year and they had difficulty in adapting to the new system.

4.1.3. Suggestions

RQ I: What do students (pre-service EFL teachers and ELT graduate students), EFL teacher educators, and EFL teachers think about the current pre-service EFL teacher admission process in Turkey?

2. What are the suggestions of students (pre-service EFL teachers and ELT graduate students), EFL teacher educators, and EFL teachers for the improvement of the admission process, if any?

4.1.3.1. CGPA

In the survey, only two participants suggested that CGPA should not be taken into account or even if it was to be taken into consideration, the success of the candidates in the track courses should be taken into account and the effect of the non-track courses should be omitted.

Table 4.19

The Suggestions for CGPA (survey)

	Participant Groups		
	students (n=266)	teachers (n=69)	TOTAL (N=335)
Codes	<i>f</i>	<i>f</i>	<i>f</i>
a. no CGPA taken into account in the admission		2	2
b. consideration of CGPA depending on the track courses		1	1

Table 4.20

The Suggestions for the Minimum CGPA Scores (survey)

(out of 4.00)	Participant Groups		TOTAL (N=335)
	students (n=266)	teachers (n=69)	
Codes	n	n	n
3.00	48	30	78
3.50	26	8	34
2.50	11	2	13
3.70	10		10
3.75	5		5
3.80	4		4
3.70	4		4
2.00	3	1	4
3.90	3		3
3.85	2		2
3.65	2		2
3.40	2		2
3.25	1	2	3
3.75	1	1	2
3.20	1	1	2
2.70	1	1	2
3.60	1		1
3.55	1		1
3.10	1		1
2.80	1		1
2.75		1	1
1.00	1		1

The candidates in the survey also suggested the minimum CGPA scores that should be taken into consideration as seen above. They believed that if CGPA was to be taken into account, the requirement for the minimum score should mostly be either 3.00 or 3.50 out of 4.00 in the acceptance of pre-service EFL teachers.

In relation to CGPA, the participants in the interviews suggested that standardization in high school education and calculation of CGPA scores should be sustained if high school CGPA was to be taken into account in the admission of pre-service EFL teachers.

Table 4.21

The Suggestions for CGPA (interviews)

	Participant Groups			TOTAL (N=34)
	students (n=20)	teachers (n=7)	teacher educators (n=7)	
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
a. standardization across assessment	8	1	1	10
b. providing teacher training in standardizing assessment (with the help of a supreme board of teachers)	2			2
c. not taking CGPA into account	5	1		6
d. objective evaluation of student success	4			4
e. division of CGPA into tracks	2		1	3
f. a lower ratio	1	2		3
g. not to be removed as students will lose their motivation to study for their high school courses	2			2

Teaching is an important department. Generally, it comes (in its importance) after doctors or lawyers in the society, but for the economy to prosper, we need well-qualified teachers. This is why people should be encouraged for this (profession). How could we achieve this? Successful students should go (to teaching departments), which is why CGPA score is important. Then what should happen? There could be inter-school board of teachers. There could be a supreme board of teachers to sustain standardization (in assessment) by teachers and they could engage in an activity to get rid of the inequalities (in the way assessment is done) (S16, a male MA student).

Besides, there were those participants who believed that no CGPA score should be taken into consideration given the drawbacks it had, whereas some others suggested that an objective evaluation of student success should be targeted if CGPA was to be taken into account into pre-service EFL teachers' admission into teaching departments. What is more, some participants suggested that CGPA score should not cover all the track and non-track courses at the same time but should be separately and solely calculated over the courses students were required to take when they got divided into their tracks.

CGPA is a proof of one student's discipline to study. Rather than the cumulative version ... (the CGPA could be calculated) out of some courses ... for instance (there could be a) CGPA for social sciences

courses and CGPA for science courses. If a student is to choose the science track, then their science CGPA could be taken into account. Something like this could be done. This will also remove that ... for instance one' English could be good but their math could be bad; but just like I did, if this person wants to be in an English department; then math will not affect them. Only (their CGPA in) Turkish language, English language, and/or social sciences are to be taken into account. Yet, if their math or physics is bad, this will not have a bad effect on their chance to enroll in an English (teaching) program (TE3, a male teacher educator).

Finally, there were those participants who suggested taking into consideration even a lower ratio of high school CGPA score when pre-service EFL teachers were accepted into departments to compensate for its drawbacks.

4.1.3.2. YGS

In the survey, the participants suggested that they there might not be any YGS exam in the admission process of the candidates. Some others suggested that pre-service EFL teachers should not be asked either history, science, or math, but they should be required to sit only the English test, LYS-5.

Table 4.22
The Suggestions for YGS (survey)

	Participant Groups		
	students (<i>n</i> =266)	teachers (<i>n</i> =69)	TOTAL (<i>N</i> =335)
Codes	<i>f</i>	<i>f</i>	<i>f</i>
a. no YGS exam	4		4
b. no questions on history	3	1	4
c. testing only of English	3		3
d. no testing of science questions	3		3
e. no testing of math questions	1	1	2
f. being responsible only for Turkish questions	1		1
g. not answering Turkish questions		1	1
h. being responsible only for social sciences in YGS	1		1
i. open-ended questions added into YGS	1		1
j. YGS with a small ratio in the overall assessment			1

Every human being is different. It must be taken into consideration and must be accepted that not every human being can be successful in both of the verbal and mathematical lessons. Everybody must be guided to what they are actually good at, in this sense I mean just English for EFL students (a male first year student)

The candidates in the survey also suggested the minimum YGS scores that should be taken into consideration, as follows.

Table 4.23

The Suggestions for the Minimum YGS Scores (survey)

(out of 500)	Participant Groups						
	students (n=266)	teachers (n=69)	TOTAL (N=335)	(continued)	students (n=266)	teachers (n=69)	TOTAL (N=335)
Codes	<i>n</i>	<i>n</i>	<i>n</i>		<i>n</i>	<i>n</i>	<i>n</i>
350	35	6	41	330	3		3
300	33	3	36	425	1	1	2
400	18	9	27	385	1	1	2
450	5	2	7	335	2		2
360	6		6	480	1		1
200	5	1	6	455	1		1
250	4	2	6	430	1		1
380	5		5	420	1		1
470	4		4	365	1		1
370	4		4	355	1		1
475		2	2	180	1		1
320	3		3	100	1		1

They believed that the minimum scores for YGS out of 500 should mostly either be 300, 350, or 400 in the acceptance of pre-service EFL teachers.

In the interviews, on the other hand, the participants suggested that open-ended questions in which the candidates could express their ideas could be added into YGS, as it is seen below in the table along with the other codes.

Table 4.24

The Suggestions for YGS (interviews)

	Participant Groups			TOTAL (N=34)
	students (n=20)	teachers (n=7)	teacher educators (n=7)	
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
a. including open-ended questions	13	2		15
b. including questions leading students to think critically	7	5	2	14
c. including questions leading students to make interpretations	8	2	1	11
d. including questions leading students to write critically	5	6		11
e. no science questions asked to pre-service EFL teachers	2	5	1	8
f. lower difficulty level of math and science courses asked to pre-service EFL teachers	5			5
g. a higher ratio for Turkish questions	5			5
h. different question types from cloze ended to open-ended	5			5
i. high ratio/coefficient of math and science questions	5			5
j. no memorization based assessment	5			5
k. no math questions asked to pre-service EFL teachers	2	1	1	4
l. more time allocation	4			4
m. lower number of math and science questions asked to pre-service EFL teachers	3			3
n. YGS having a lower ratio in the overall scoring	2		1	3
o. extensive writing added		3		3
p. only history questions asked to pre-service EFL teachers			2	2
q. pre-service EFL teachers being responsible only for Turkish questions	1		1	2
r. a lower coefficient/ratio of math and science questions asked to pre-service EFL teachers	2			2
s. not being one sit but conducted multiple times during the year	2			2
t. no questions on religion asked to pre-service EFL teachers	1			1
u. no geography questions asked to pre-service EFL teachers			1	1

Table 4.24

The Suggestions for YGS (interviews) (continued)

	Participant Groups			
	students (<i>n</i> =20)	teachers (<i>n</i> =7)	teacher educators (<i>n</i> =7)	TOTAL (<i>N</i> =34)
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
v. not too close ended, not too open-ended (but just fine and balanced) questions			1	1
w. fewer questions on Turkish language	1			1

As the participants suggested, the candidates, for instance, could be asked to write an essay about a given topic, thanks to which how they could express their ideas could be assessed.

Let me tell you now. For instance, open-ended questions. I have already mentioned this. There should definitely be open-ended questions in the exam ... because it is real life. It is not only related to the profession of teaching. In general, we have something similar. In real life, we do not make a decision based on the several options we are presented. If a person wants to be a teacher, their ability to express themselves is of great importance. This is why I believe there should be open-ended questions (S16, a male MA student).

Besides, they suggested that rather than reinforcing memorization of content and test taking strategies, whether or not the candidates could think critically should be tested, for being a teacher required critical thinking skills and teachers were perceived to be the agents to change and (re)shape the society. In similar vein, YGS, as suggested, should include such questions that would lead the candidates to make interpretations and write critically on a given topic. Finally, the participants thought pre-service EFL teachers should not be asked any questions on science for the aforementioned weaknesses related to this course content.

4.1.3.3. LYS-5

The participants of the study suggested in the survey that pre-service EFL teachers should be assessed in all receptive and productive skills in English (as in TOEFL or IELTS examinations).

Table 4.25

The Suggestions for LYS-5 (survey)

Codes	Participant Groups		
	students (n=266)	teachers (n=69)	TOTAL (N=335)
	<i>f</i>	<i>f</i>	<i>f</i>
a. testing of four language skills	38	27	65
<i>assessment of speaking</i>	78	18	96
<i>assessment of listening</i>	31	8	39
<i>assessment of writing</i>	18	13	31
b. more LYS-5 ratio	1		1
c. open-ended questions	1		1
d. universities conducting their own proficiency exam		1	1
e. a series of language examination	1		1
f. broaden the content of LYS-5 exam	1		1
g. specific reading skills measured	1		1

In addition to testing the candidates' reading skills, as the participants suggested, LYS-5 should target testing their speaking, listening, and writing skills, as well.

Those students (pre-service EFL teachers) should be selected according to their level in each skill of English, not only in reading, grammar or vocabulary. Their speaking, listening, and writing should be tested, too (a female third year student).

Maybe instead of just testing students' reading and grammar knowledge, other skills should also be given importance and tested in LYS-5 (a female fourth year student).

Four skills should be integrated during high school education in the classes and later they are (should be) tested in the exam (a female high school teacher).

The acceptance process should definitely include an admission system in which all four language skills are evaluated. ... Students who show good language skills should be admitted to ELT departments because

thousands of ELT students graduate from ELT departments without the necessary speaking, listening and writing skills and unfortunately they are hired as language teachers throughout the country. They cannot provide good language education to students at schools since they are not good at language themselves (a female state university language instructor).

It will be through the assessment of four language skills that, as they suggested, the real proficiency of pre-service EFL teachers could be decided on. In addition, a participant suggested that the current ratio of LYS-5 in the overall admission process should be higher; another participant suggested that open-ended questions could be added into LYS-5 to see the language production of the test takers, and finally one participant added that universities could conduct their own language proficiency to assess how competent pre-service EFL teachers were in English.

The candidates in the survey also suggested the minimum YGS scores that should be taken into consideration, as follows. They believed that the minimum scores for YGS out of 500 should mostly be between 400 and 480 in the acceptance of pre-service EFL teachers.

Table 4.26

The Suggestions for the Minimum LYS-5 Scores (survey)

(out of 500)	Participant Groups		
	students (n=266)	teachers (n=69)	TOTAL (N=335)
Codes	n	n	n
450	58	7	65
400	33	13	46
480	21		21
470	19		19
475	5	1	6
420	5	1	6
300	3	3	6
460	5		5
490	4		4
350	1	3	4
425	2	1	3

Table 4.26

The Suggestions for the Minimum LYS-5 Scores (survey) (continued)

(out of 500)	students (<i>n</i> =266)	teachers (<i>n</i> =69)	TOTAL (<i>N</i> =335)
Codes	<i>n</i>	<i>n</i>	<i>n</i>
485	3		3
430	3		3
500	2		2
200		2	2
495	1		1
465	1		1
440		1	1
380	1		1
250	1		1

In addition to their suggestions on the minimum scores pre-service EFL teachers should be expected of, the survey participants also provided the minimum requirements they would like pre-service EFL teachers to have in other national and international language examinations such as YDS, IELTS, TOEFL, or language proficiency examinations by universities, as seen below.

Table 4.27

The Suggestions for the Minimum YDS Scores (survey)

(out of 100)	Participant Groups		TOTAL (<i>N</i> =335)
	students (<i>n</i> =266)	teachers (<i>n</i> =69)	
Codes	<i>n</i>	<i>n</i>	<i>n</i>
85	4	10	14
90	3	7	10
70	7	1	8
80	2	5	7
90	3		3
65	1	1	2
60	1	1	2
95		1	1
92		1	1
75	1		1

Table 4.28

The Suggestions for the Minimum IELTS Scores (survey)

(out of 9)	Participant Groups		
	students (<i>n</i> =266)	teachers (<i>n</i> =69)	TOTAL (<i>N</i> =335)
Codes	<i>n</i>	<i>n</i>	<i>n</i>
7	4	4	8
6	3		3
5.5	2	1	3
7.5	1	1	2
9		1	1
8		1	1
6.5	1		1
4.5	1		1

Table 4.29

The Suggestions for the Minimum TOEFL (IBT) Scores (survey)

(out of 120)	Participant Groups		
	students (<i>n</i> =266)	teachers (<i>n</i> =69)	TOTAL (<i>N</i> =335)
Codes	<i>n</i>	<i>n</i>	<i>n</i>
90	11	3	14
85	9	2	11
80	3	5	8
100	3	2	5
95	2	1	3
110	1	1	2
107	1		1
79	1		1
75		1	1
70		1	1
60	1		1
65	1		1

Table 4.30

The Suggestions for the Minimum Scores in English Proficiency Exam by Universities (survey)

(out of 100)	Participant Groups		
	students (<i>n</i> =266)	teachers (<i>n</i> =69)	TOTAL (<i>N</i> =335)
Codes	<i>n</i>	<i>n</i>	<i>n</i>
80	25		25
70	19		19
85	14		14
90	7		7
75	4		4
60	4		4
79	2		2
95	1		1
92	1		1
87	1		1
86	1		1
81.50	1		1
78	1		1
76	1		1
72	1		1

The survey participants indicated that the minimum scores required should be between 70 and 90 in YDS and 7 in IELTS examinations. In TOEFL, the minimum requirement they wanted pre-service EFL teachers to meet was between 80 and 100 out of 120, and in case universities conducted their own language exams, the minimum requirement they wished to see was between 70 and 90 out of 100.

Similar to the survey results, the participants in the interviews suggested that pre-service EFL teachers should be assessed in all receptive and productive skills in English (as in TOEFL or IELTS examinations). In addition to testing their reading skills, as the participants suggested, LYS-5 should target assessing the candidates' speaking, listening, and writing skills, as well.

Table 4.31

The Suggestions for LYS-5 (interviews)

	Participant Groups			TOTAL (N=34)
	students (n=20)	teachers (n=7)	teacher educators (n=7)	
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
a. four skills based testing	22	3	3	28
<i>a.</i> testing of writing	30	2	6	38
<i>b.</i> testing of speaking	25	1	1	27
<i>c.</i> testing of listening	9	6	2	17
b. including open-ended questions	13	2		15
c. different types of questions	9	1	1	11
d. testing of critical reading	8		2	10
e. increased ratio of LYS-5 in the overall scoring	6	1		7
f. more discriminating questions	3			3
g. more total number of questions	2			2
h. more reading comprehension questions	2			2
i. fewer translation questions	1	1		2
j. more questions on grammar	1			1
k. fewer questions on vocabulary/grammar	1			1
l. no translation questions	1			1
m. no puzzle like translation questions	1			1
n. no situation questions	1			1
o. fewer questions	1			1
p. conducted in the morning	1			1
q. more time allocated	1			1
r. more difficult translation questions (in length and content)	1			1
s. consisting of two stages (first a written test and then a speaking test)	1			1

Four components of a language should be added into LYS-5. LYS-5 is not an effective exam on its own to assess language proficiency ... It is not something to be achieved basically through reading. It would be better if the four components were added (S16, a male MA student).

I wish there could be questions (in LYS-5) that assess the four language skills and communication. It would not be easy, though. Not everyone would be able to achieve it but it would be good ... because students who passed through these exams (YGS and LYS-5) should not fail in our proficiency exam conducted by the school of foreign languages here. Now that they fail, it means their language proficiency is not high

enough. No speaking exam is conducted here, but it means the exam is still effective to an extent in determining their level. It could be possible to add listening and writing, too, (into LYS-5) (TE6, a female teacher educator).

The participants had some suggestions related to the assessment of language skills. First, the participants believed writing was an important skill that pre-service EFL teachers should have, as they were to be teachers who would teach a language. They stated that when the writing skills of pre-service EFL teachers were assessed, it was possible to see how well they could express themselves in the target language. This was why, as some suggested, the candidates could be asked to write a paragraph or an essay, and the writing task could be an integrated one in which they could first hear or read a piece of text and write something on it. They, as another suggestion by some participants, could even upload their writing into an online system in advance. It was further suggested that the writing tasks the candidates were given could be evaluated by a trained committee, consisting of faculty members for instance, who would evaluate the papers through a rubric and would evaluate the papers over an extended period of time and double grade the papers.

In terms of listening, on the other side, some participants suggested that short multiple-choice listening tests could be given to pre-service EFL teachers, and these tests could be taken in some exam centers, at particular times, and in such a way that the candidates could be asked different questions within the same language level. Finally, related to the assessment of speaking skills, some participants suggested using pair work or group work tasks in which pre-service EFL teachers could interact with another person and their performance could be assessed, for instance, by those teachers who taught English at MoNE schools. It was also suggested that it would be thanks to the assessment of writing and speaking that how competent a candidate was in their knowledge and use of vocabulary and grammar could be understood, as well. Nonetheless, the participants who suggested these ideas were aware that the language education in Turkey should be revisited and modified accordingly, as one participant made it clear below.

Language courses given at high school ... students at high school get divided into tracks and get into the language track. After they get divided into the language track, their education is test-based. First, their education should be free from being test-based and students should have courses that target developing the four major skills, and the (university) exam should be such that students will take this seriously. If students were taught a language through a course book that emphasizes all four skills, but they were examined through a test (like LYS-5), they would never take their courses seriously and study hard enough. It means the system would fail in the first place. What should we do then? First, we should give these students language education that gives importance to all four skills, and we should place them into universities by means of an exam that is prepared taking IELTS or TOEFL as the base (S14, a female MA student).

The participants were also aware that there were thousands of pre-service EFL teachers to be assessed on their language proficiency and believed a four language skills based assessment was likely to be impractical given the number of test takers. They were also concerned about the content of such an assessment, who was to do the assessment, and how the assessment could be done objectively. Still, they preferred an exam in which four language skills of pre-service EFL teachers could be properly assessed.

Besides, the participants suggested adding open-ended questions into LYS-5. They believed it would be through open-ended questions that pre-service EFL teachers could do some production in the language, which would automatically prevent the memorization of (and in) the language and could be assessed on how they expressed themselves and their ideas in the target language. The participants also believed that more different types of questions (than the current types) could be added into LYS-5 to bring variety in assessment. Finally, the participants suggested that LYS-5 should target not only reading comprehension in the target language but also critical reading skills of pre-service EFL teachers in such a way that whether or not the candidates could demonstrate high order thinking should be measured, and their ability to approach a reading text critically should be tested.

4.1.3.4. Overall Pre-service EFL Teacher Admission Process

In the survey, the participants were asked their general ideas on the pre-service EFL teacher admission process through a questionnaire section. The results are presented below.

Table 4.32

The Participants' Suggestions about the Overall Pre-service EFL Teacher Admission Process

	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE			
Student Participants	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	<i>M</i>	<i>SD</i>
There could be other ways to choose pre-service EFL teachers to teaching departments.	38.3	102	56.8	151	3.4	9	1.5	4	3.32	.61
Teacher Participants	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	<i>M</i>	<i>SD</i>
There could be other ways to choose pre-service EFL teachers to teaching departments.	47.8	33	46.4	32	5.8	4			3.42	.60

As seen above, the majority of the student participants (95.1%) strongly agreed (38.3%) and agreed (56.8%) that there could be other ways to choose pre-service EFL teachers to teaching departments, whereas a very small percent of them (4.9%) disagreed (3.4%) and strongly disagreed (1.5%) that there could be ($M=3.32$; $SD=.61$). Similarly, the majority of the teacher participants (94.2%) strongly agreed (47.8%) and agreed (46.4%) that there could be other ways to choose pre-service EFL teachers to teaching departments, whereas a very small percent of them (5.8%) disagreed (5.8%) and strongly disagreed (0%) that there could be ($M=3.42$; $SD=.60$).

Table 4.33

The Suggestions for the Overall Pre-service EFL Teacher Admission Process (survey)

	Participant Groups		
	students (n=266)	teachers (n=69)	TOTAL (N=335)
Codes	<i>f</i>	<i>f</i>	<i>f</i>
a. adding an oral exam	11	17	28
b. taking into account candidate motivation to be a teacher	8	12	20
c. assessment of teaching competence	7	7	14
d. taking into account the social side of the candidate (personal interests, projects, or activities involved in)	8	3	11
e. consideration of the candidate's personality traits	2	3	5
f. asking candidates to write down a letter of intent before acceptance		5	5
g. asking for reference letters (from high school teachers/counsellors)		5	5
h. assessment of pre-service EFL teachers' psychology	1	3	4
i. consideration of qualities for being a teacher	3		3
j. university departments selecting their own students		3	3
k. the candidates going through an internship before their acceptance	2	1	3
l. no multiple choice examinations	2		2
m. universities conducting their own language proficiency exams	2		2
n. evaluation of the physical condition of the candidate		2	2
o. taking into consideration communication skills of the candidate	1	1	2
p. a separate/special talent exam conducted to choose pre-service EFL teachers		1	1
q. consideration of the candidate's love for teaching	1		1
r. taking into consideration the patience of the candidate	1		1
s. no written exams conducted	1		1
t. taking into consideration the candidate's vision	1		1
u. a more difficult admission procedure		1	1
v. more difficult university exams		1	1

Table 4.33

*The Suggestions for the Overall Pre-service EFL Teacher Admission Process (survey)
(continued)*

Codes	Participant Groups		
	students (<i>n</i> =266)	teachers (<i>n</i> =69)	TOTAL (<i>N</i> =335)
	<i>f</i>	<i>f</i>	<i>f</i>
w. a limited quota for language teaching departments		1	1
x. the MoNE deciding on the quota depending on the need		1	
y. more discriminative exam questions	1		1
z. more variety in selection tools	1		1
aa. teacher training schools to be back		1	1
bb. consideration of the candidate's attitude		1	1
cc. adding a demo teaching before acceptance	1		1
dd. taking into account individual differences	1		1
ee. adding performance testing into the process	1		1
ff. including questions on educational sciences		1	1
gg. mental health check	1		1
hh. consideration of proficiency in another foreign language	1		1
ii. informing the candidates about teaching departments and possible job opportunities afterwards	1		1

In the open-ended questions, the survey participants suggested that there should be an oral examination through which the candidates could be chosen for language teaching departments.

Of course, there will be examinations. But there must be a process that follows it. For example, there should be an oral examination to see motivation of students (a female second year student).

There could be interviews on the part of the universities to see if those students are qualified or not (a female fourth year student).

Having an interview is a good way of determining whether the student is a good candidate to be a teacher or not as long as the interview is related to education (a female primary school teacher).

However, the participants emphasized that any assessment through an oral exam should be fair and objective and should be conducted by the experts from the field of English language teaching.

They can maybe take the attendants and make them teach some students something because in my opinion, teaching and transferring information is a talent (a male first year student).

I think they (pre-service EFL teachers) should be interviewed about their dreams and why they want to be teachers. There are lots of students in teaching departments that only study (in the field of) education because their exam score was fit for it but not because they were motivated (a female second year student).

My suggestions would be assessing students based on all the four language skills. And of course this requires some amendments in the foreign language teaching curriculum and the testing and evaluation system at all different levels of schools. In addition, some interviews might also be conducted to see how motivated EFL students are to study in EFL department (a female state university language instructor).

The participants also suggested that before being accepted into teaching departments, the candidates' motivation to be a teacher and to be in a teaching department, their competence to be a teacher, how social they were (including their personal interests, projects, or activities), and their personality traits could all be taken into account.

In the interviews, the participants, on the other side, stated that pre-service EFL teachers' motivation to be teachers should be taken into consideration. They believed that motivation was a key concept in teaching. The other related codes are presented in the table below.

Table 4.34

The Suggestions for the Overall Pre-service EFL Teacher Admission Process (interviews)

Codes	Participant Groups			TOTAL (N=34)
	students (n=20)	teachers (n=7)	teacher educators (n=7)	
	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
a. considering the motivation of pre-service EFL teachers to be a teacher	46	10	17	73
b. considering the communication skills of pre-service EFL teachers to be a teacher	42	5	7	54
c. taking into consideration the psychological state of pre-service EFL teachers to be a teacher	33	3	7	43
d. university ELT departments conducting interviews with the candidates before their acceptance into the program	20	7	7	34
e. taking into account the patience of the candidates before their acceptance	22	5	2	29
f. taking into account the social side (personal projects, activities, or interests) of the candidates before their acceptance (as a bonus)	17	6	3	26
g. taking into account the mental well being of the candidates before their acceptance	14	7	4	25
h. taking into account the candidates' love for teaching before their acceptance	15	1	8	24
i. taking into account whether or not the candidate has qualities to be a teacher	11	2	5	18
j. checking the physical well-being of the candidates before their acceptance	4	5	7	16
k. taking into account whether the candidate has a teaching aptitude or not before acceptance	10			10
l. expecting the candidates to know another foreign language (as a bonus)	5	4	4	13
m. evaluation of personality traits	8		5	13
n. universities conducting their own language exams before they accept the candidates	12			12
o. including questions on a selected list of reading	9	1	1	11
p. asking for reference letters for the candidates before their acceptance	8	2	1	11
q. evaluation of self-expression	7	2	1	10

Table 4.34

The Suggestions for the Overall Pre-service EFL Teacher Admission Process (interviews) (continued)

	Participant Groups			TOTAL (N=34)
	students (n=20)	teachers (n=7)	teacher educators (n=7)	
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
r. no questions on educational sciences	8		1	9
s. evaluation of speaking English		4	1	5
t. including questions on a selected list of reading			5	5
u. asking for some personal teaching experience	1		2	3
v. checking on personal aura (behaviors, manners, and attitudes)	2	1		3
w. questions on educational sciences			3	3
x. evaluation of verbal expression abilities	2			2
y. evaluation of the ability to get the message across	2			2
z. an examination similar to a “proficiency in art examination” to be accepted into a teaching department (aptitude, language proficiency, and qualities to be a teacher to be tested on)	2			2
aa. in addition to official documents, assessment of the candidates by means of personal videos they shot about themselves (personal background, abilities, or social interests, etc.) and their educational background (in case of a possible interview)	2			2
bb. collaboration of the ministry and high school teachers in assessment	2			2
cc. checking the candidates’ love for human beings			1	1
dd. Pre-service EFL teachers being responsible only for Turkish section in YGS and LYS-5	1			1
ee. evaluation of respect for the profession			1	1
ff. evaluation of presentation skills	1			1

Table 4.34

The Suggestions for the Overall Pre-service EFL Teacher Admission Process (interviews) (continued)

	Participant Groups			
	students (n=20)	teachers (n=7)	teacher educators (n=7)	TOTAL (N=34)
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
gg. evaluation of elocution in the mother tongue			1	1
hh. checking on self confidence		1		1
ii. checking on the skill of addressing audiences		1		1
jj. checking on leadership skills		1		1
kk. checking on the candidate's being nervous/anxious		1		1
ll. checking on the candidate's presentableness		1		1
mm. checking on the candidate's profile for universities		1		1
nn. pre-service EFL teachers being responsible only for LYS-5		1		1

The participants stated that teaching was not an easy job in which it was human beings that one needed to deal with, and if a candidate was not motivated enough to be a teacher, they would not do their job successfully and effectively enough.

Reasons and motivation This is very sensible. Even when applying for a job, they ask you why you want that job and if anyone had asked me earlier on why I wanted to be in this university, my answer would not definitely have been that I wanted to be a teacher. It would have been better if they had eliminated me earlier, I mean (S7, a female third year student).

What are their motivation and reasons? I guess these are important, too. What are their motivation and reasons to be a teacher? Teaching is perceived to be an easy job in Tukey. Do your job and get your money. It is perceived as 'I will be appointed by the state and that's it!' These should be eliminated in this system. This is why it is very very important. Why do you want to be a teacher? What is your goal? Be a teacher, OK, but why? What motivates you in teaching? Teaching, indeed, is a very difficult job. People should see this first, and then they should think about why they want to be a teacher. Evaluating this could be great (S12, a female fourth year student).

I believe one of the greatest gaps in the system For instance, in the first or second year, the professors ask who wants to be a teacher. It is only three people raising their hands. The name of the department is 'English Language Teaching' department. This shows that the majority of the population is led by restrictions imposed by (life) conditions and the quotas determined by those governing these (examination and placement) systems. Indeed, when you take a look at it, the number of candidates who truly want to be a teacher is very limited. Some others perhaps choose different paths. ... We should do it (check the motivation of the candidates) in the very beginning of the system, I mean before accepting them (the candidates) into undergraduate (teaching) programs through interviews. ... (S13, a male MA student).

The participants believed that checking the motivation the candidates had to be teachers would prevent those people from selecting a teaching department simply because they had some notions such as teaching was an easy and a suitable job especially for women; it was a guaranteed job that had prospects for making a lot of money; teachers had long holidays, or being an English teacher meant prestige. It would, as the participants emphasized, prevent those students who chose an English language teaching department because their score was high enough to choose this department. To understand how motivated the candidates were to be teachers, the participants suggested that the candidates could be asked to write letters of intent (purpose/motivation). Besides, they suggested that to be able to understand how motivated a candidate was, the candidates could be asked to take some tests conducted by psychologists and psychiatrists, or they could be asked to provide letters of reference from their high school teachers.

Still, the participants were well aware that it could be too soon for the candidates to decide whether or not they loved teaching and were motivated to do so, and motivation was a concept that could change over time in a positive or negative sense/direction. They were also aware that there was the possibility that a candidate would provide ideal answers to be accepted into an English teaching department. Yet, they still believed in the importance of evaluating how motivated a candidate was to be an English teacher before their acceptance.

The participants of the study also suggested that whether the candidates were good at their communication skills should be taken into consideration. Their skills in self-expression, verbal expression, getting their messages across, and social interaction along with their skills in nonverbal communication should be taken into account. The participants believed that whether one was good at communication skills or not was in the center of teaching profession, and once the candidates became teachers, they would engage in communication with students, parents, colleagues, or the administration in and out of class. To understand if the candidates were good at their communication skills, the participants suggested the candidates could be given tests or social tasks; they could go through a face to face interview or could be asked to give mini presentations. The participants believed these options all would give an idea about how a person would express themselves and get their message across. However, the participants were aware that the candidates' communication skills could also develop over time once they started their department.

In addition, the participants emphasized that the candidates' psychology should be taken into consideration before their acceptance into a language teaching department, for it would be human beings that language teachers would be dealing with and how psychologically stable a person was would determine the quality of their teaching and their relationship with students. There were those participants who believed in the merit of psychological evaluations before the admission of pre-service EFL teachers into teaching departments, yet they were not sure how it could be achieved.

I have chosen this (in the list). There could be those people who are personally problematic. I mean ... how can I say it? Those people should not be teachers, I believe. Perhaps they tend to go into depression or they could be on medication, or sometimes they could be too tempered, I mean they could be aggressive or they had different psychological problems. Yet, I do not know how this (their psychology) could be evaluated. ... It is too easy to observe (S5, a female second year student).

To this end, some participants suggested that psychology tests could be given to the candidates, or their manners and behaviors could be observed as much as possible. As another suggestion, the candidates could be asked simple questions so that their

answers could reveal something about their psychological state. In this process, as further suggested by the participants, the assistance of psychologists, psychiatrists, or psychological counselors could be sought and the candidates' psychological condition could be checked in a more professional way. Some participants also suggested that the candidates could be asked to go through a must counselling session before they were accepted into a language teaching department. It would only be this way that whether a candidate had a tendency for psychological disorders could be understood. Yet, the participants knew that such evaluations could be misleading, for human psychology was a construct that could change over time in a positive or negative sense/direction and the concept was not an easy construct to measure. Therefore, the participants were aware that a psychological assessment may not always be exact and accurate but rather limited because only observable features of human psychology could be taken into account.

As a further suggestion, the participants explained that the candidates should take an oral examination so that what was not possible to assess through written examinations in a pre-service EFL teacher could be assessed.

Why are face-to-face interviews necessary? Well, it is really difficult to evaluate a person over (exam) papers. As I have explained before, it is impossible to get to know a person by means of exams questioning limited information within a limited amount of time. This is why I believe face to face interviews are more important (S10, a male fourth year student).

Indeed, the participants explained that what they had already suggested in the interviews could mostly be assessed thanks to an oral exam in which the candidates could be seen as a person. An oral exam with the candidates could reveal a lot about them and would be useful in selecting the right ones to the department. As suggested, when there was an oral examination in the assessment procedure, the acceptance of the candidates could be either semi-centralized (i.e. universities and the MoNE could collaborate in the acceptance of the candidates into EFL teaching departments) or fully decentralized (i.e. universities could decide independently who to choose into

language teaching programs). In this respect, after the candidates received a pass score in the national written exams with a certain amount of questions they answered correctly, it could be the departments of English language teaching at universities to choose the candidates, or universities could select their own candidates independently by their own means based on the profile they looked for. To achieve this, as the participants suggested, there should be a competent committee consisting of academicians from the field of English language teaching or faculty of education, a psychologist, an expert in psychological counselling and guidance, and an experienced English teacher working at MoNE schools. The oral exam could be conducted in English, in Turkish, or both of these languages so that not only how the candidates could express themselves in their mother tongue but also how proficient they were in English could be evaluated. Nevertheless, the participants were not far from anticipating the possible obstacles such an oral exam would bring along. Given the number of all pre-service EFL teachers, the administration of an oral exam might not be very practical either for the committee or the candidates. It would take a lot of time and effort for the committee to evaluate large numbers of candidates and the candidates might not have easy access (financially, for instance) to oral interviews; besides, there could be a threat to sustaining objectivity in the assessment of the candidates.

Finally, in the interviews, the participants further suggested that a candidate's patience should be measured before their acceptance into a language teaching program because they believed how patient an English teacher (candidate) was would have a direct effect on their teaching and student learning. Though the participants were not clear at all how the patience of a person could be measured, some participants suggested that getting on the nerves of the candidates' on purpose, asking them questions, giving them tasks or situational cases, or asking them to write down reflections/diaries at high school to be later on turned into reference letters by high school teachers or psychological counsellors could just be some alternative means of understanding how patient a candidate was.

4.1.4. Further Results

RQ I: What do students (pre-service EFL teachers and ELT graduate students), EFL teacher educators, and EFL teachers think about the current pre-service EFL teacher admission process in Turkey?

1. What is the opinion of students (pre-service EFL teachers and ELT graduate students), EFL teacher educators, and EFL teachers about the admission process?

B.

- a) Is there any statistically significant difference between the students' opinions in terms of their year of education?
- b) Is there any statistically significant difference between the students' opinions in terms of their university CGPA?
- c) Is there any statistically significant difference between the students' opinions in terms of their English language proficiency?
- d) Is there any statistically significant difference between the teachers' opinions in terms of their teaching experience?

To answer the research question whether there was a statistically significant difference in the opinions of pre-service EFL teachers and EFL teachers about the admission process in terms of their year of education, university CGPA, English language proficiency, and teaching experience, the data were analyzed with the help of parametric and nonparametric tests.

To understand whether the student participants differed significantly in their opinions about the admission process in terms of their year of education, Kruskal Wallis, a non-parametric test, was conducted since no normal distribution could be observed in the student data. The result of Kruskal Wallis test was not statistically significant, and in terms of their year of education, there was no statistically significant difference in the opinions of the student participants on the admission of pre-service EFL teachers into teaching programs, $\chi^2(3, N=266)=4.95, p>.05$.

Table 4.35

The Kruskal Wallis Test Result for the Student Participants' Opinions on the Admission Process (in terms of year of education)

year	n	M	sd	χ^2	p
1	77	139.45	3	4.958	.175
2	77	142.38			
3	66	130.63			
4	46	112.78			

To understand whether the student participants differed significantly in their opinions about the admission process in terms of their CGPA, one-way ANOVA, a parametric test, was conducted given that the student data were distributed normally. The result of one-way ANOVA test was not statistically significant, and in terms of their CGPA, there was no statistically significant difference in the opinions of the student participants on the admission of pre-service EFL teachers into teaching programs, $F(4,184) = .62, p > .05$

Table 4.36

The One-way ANOVA Test Result for the Student Participants' Opinions on the Admission Process (in terms of university CGPA)

	SS	df	MS	F	p
Between Groups	.325	4	.081	.629	.643
Within Groups	23.770	184	.129		
Total	24.094	188			

To understand whether the student participants differed significantly in their opinions about the admission process in terms of their level of English language proficiency, one-way ANOVA, a parametric test, was conducted given the student data were distributed normally. The result of one-way ANOVA test was not statistically significant, and in terms of their English language proficiency, there was no statistically significant difference in the opinions of the student participants on the admission of pre-service EFL teachers into teaching programs, $F(7, 258) = .170, p > .05$

Table 4.37

The One-way ANOVA Test Result for the Student Participants' Opinions on the Admission Process (in terms of English language proficiency)

	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Between Groups	1.465	7	.209	1.701	.109
Within Groups	31.761	258	.123		
Total	33.226	265			

To understand whether there was a statistically significant difference in the opinions of the teacher participants about the admission process in terms of their teaching experience, the data were analyzed through the nonparametric test Kruskal Wallis given that there was no normal distribution in the teachers' data. The result of Kruskal Wallis test was not statistically significant, and in terms of their teaching experience, there was no statistically significant difference in the opinions of the teacher participants on the admission of pre-service EFL teachers into teaching programs, $\chi^2(10, N=69)=10.32, p>.05$.

Table 4.38

The Kruskal Wallis Test Result for the Teacher Participants' Opinions on the Admission Process (in terms of teaching experience)

years	<i>n</i>	<i>M</i>	<i>sd</i>	χ^2	<i>p</i>
1-2	7	42.57	10	10.332	.413
3-4	8	32.06			
5-6	10	38.25			
7-8	17	35.76			
9-10	10	36.55			
11-12	4	18.75			
13-14	1	63.50			
15-16	3	28.50			
17-18	5	32.70			
19-20	2	47.50			
0-12 months	2	11			

In short, it was seen that the student participants did not differ in their opinions about the admission of pre-service EFL teachers into teaching programs in terms of their

school year, CGPA, or English language proficiency, neither did the teacher participants in their opinions in terms of their teaching experience.

4.2. EFL Teacher Recruitment Process by the MoNE

RQ II: What do students (pre-service EFL teachers and ELT graduate students), EFL teacher educators, and EFL teachers think about the current EFL teacher recruitment process by the MoNE in Turkey?

1. What is the opinion of students (pre-service EFL teachers and ELT graduate students), EFL teacher educators, and EFL teachers about the recruitment process?

A. a. What do they think the strengths of the process are?

It is mainly through KPSS that EFL teachers are recruited by the MoNE in Turkey. Therefore, their recruitment process is considered to consist of four major components in the study: General Aptitude and General World Knowledge Tests, Educational Sciences Test, Field Knowledge Test, and Oral Examination. Given this, the strengths, weaknesses, and suggestions related to this process will be presented across these four major basic components.

4.2.1. Strengths

4.2.1.1. General World Knowledge (GWK) and General Aptitude (GA) Tests

As seen below, the participants of the survey believed that one strength of KPSS was the General World Knowledge and General Aptitude tests.

Maybe KPSS (is one strength) ... it determines one's basic knowledge on math, history, geography, and Turkish (a male first year student).

KPSS is about the world knowledge; they (teachers) have basic knowledge of everything (a female third year student).

KPSS includes questions about general topics which every efficient person should know, such as Turkish, general mathematics, history and citizenship knowledge (a female primary school teacher).

Table 4.39

The Strengths of General World Knowledge/General Aptitude Tests (survey)

	Participant Groups		
	students (n=266)	teachers (n=69)	TOTAL (N=335)
Codes	<i>f</i>	<i>f</i>	<i>f</i>
a. questions on general world knowledge	5	3	8
b. questions on general aptitude	4	1	5
TOTAL			

The participants stated that they liked the idea that EFL teachers answered questions on their general world knowledge and general aptitude in KPSS.

As the participants interviewed in the study, on the other hand, mentioned, one of the strengths of the recruitment process was that EFL teachers were required to take general world knowledge and general aptitude tests in KPSS.

Table 4.40

The Strengths of General World Knowledge/General Aptitude Tests(interviews)

	Participant Groups			TOTAL (N=34)
	students (n=20)	teachers (n=7)	teacher educators (n=8)	
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
a. questions on general world knowledge	18	7	5	30
b. questions on general aptitude	6	3		9
c. math questions	4			4
d. questions on Turkish language	2	1		3
e. questions on geography	2			2
f. contributing to the general world knowledge of teachers	1			1
g. questions on history	1			1

The participants expressed that they believed teachers acted as a role model for their students, which was why general world knowledge was necessary. Thanks to the world knowledge EFL teachers had, as the participants went on explaining, students would trust their teachers more and teachers would be loved and respected; they would be able to communicate better with their students and have something in

common to talk about with their students. EFL teachers, as the participants underlined, needed to be informed about current affairs so that they could contribute to their students' world knowledge and would not fall behind them. With the help of the general world knowledge they had, teachers would be more effective in their teaching, and in return, students would more successful; they would be able to attract their students' attention and help them be interested in the field of language.

General world knowledge ... while giving examples ... I mean a teacher should not only teach a class but they should also be able to talk to their students. ... communicating with them ... I mean they should get their students to love them. This is why I believe it (general world knowledge) is important. ... Let me give you an example of a teacher - either male or female – who loves football. When they start talking about football, those interested in football will pay attention. They will love their teacher even more. For girls, it is the same. ... for instance, make-up I mean these things really attract students' attention a lot. They know footballers or the (make-up) brands. Teachers, then, attract attention and get their students to love them. They have a connection out of the lesson. They (students) love them (teachers) in a different way and respect them, and I believe teachers could be more effective in their lessons. ... I do not believe general world knowledge is only limited to history or geography. I believe everything is included in general world knowledge, even football or make-up brands (S1, a male first year student).

For students to trust their teachers ... think of young learners ... imagine teaching something to them ... imagine teaching them English. They ask you something. It could be a question related to something else ... related to geography or history, I do not know. When you know the answer, you get even more divine in their eyes, and they indeed think you know everything. If they realized that you did not know it, they would lose their trust. This is why they (language teachers) should have it (general world knowledge). There are questions on citizenship, for instance. That they are knowledgeable about these issues ... this is one strength. They should be asked (these GWK questions). I am against the notion that “we will not be math or history teachers, then why are we asked these (GWK or GA) questions; we should be only assessed on our language competency” (S18, a female PhD student).

In short, the participants explained that it was important that EFL teachers were tested on their general world knowledge. In terms of general aptitude test, on the other side, the participants believed that every teacher, no matter what their field of study was, needed to have the knowledge and ability to answer questions on math and Turkish, as the former was parallel to language learning and contributed to one's

vision; the latter was the mother tongue and the better command one had in it, the better command they would have in another language, in this case in English.

4.2.1.2. Educational Sciences Test

In the survey, there were only two participants who wrote down that they were content that EFL teachers needed to take a test on educational sciences in KPSS, yet they did not explain why they thought so.

Table 4.41

The Strengths of Educational Sciences Tests (survey)

	Participant Groups		
	students (<i>n</i> =266)	teachers (<i>n</i> =69)	TOTAL (<i>N</i> =335)
Codes	<i>f</i>	<i>f</i>	<i>f</i>
a. questions on educational sciences	1	1	2

As the interview participants of the study explained, one of the strengths of the admission process was that EFL teachers were tested on their knowledge of educational sciences.

Table 4.42

The Strengths of Educational Sciences Test (interviews)

	Participant Groups			
	students (<i>n</i> =20)	teachers (<i>n</i> =7)	teacher educators (<i>n</i> =8)	TOTAL (<i>N</i> =34)
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
a. questions on educational sciences	17	1	4	22
b. assessment of subjects covered at university	3			3
c. the exam reinforcing teachers' knowledge in theory (i.e. backwash effect: teachers study for educational sciences for the sake of the exam)	2			2
d. assessment of knowledge in theory	1	1		2
e. multiple choice format of the exam	1	1		2

They believed that each and every teacher, no matter what their field of study was, needed to be knowledgeable about educational sciences, as teaching was a science, and it was crucial that teachers knew the scientific aspect of teaching. Besides, the participants were content that EFL teachers were tested on the subjects they covered at university, and this test reinforced EFL teachers to brush up on their knowledge in educational sciences and study for the course content.

4.2.1.3. Field Knowledge Test

The participants in the survey stated that they were content that EFL teachers answered questions on their major and the field knowledge test measured not only their knowledge in the field but also their English language proficiency.

Table 4.43

The Strengths of Field Knowledge Test (survey)

Codes	Participant Groups		
	students (n=266)	teachers (n=69)	TOTAL (N=335)
	<i>f</i>	<i>f</i>	<i>f</i>
a. questions on field knowledge	4	10	14
b. assessment of language proficiency	7	1	8
c. testing of grammar		2	2
d. testing of vocabulary		2	2
e. testing of reading		1	1

The only strength is the field examination (a female primary school teacher).

Reading skills and the knowledge of grammar and vocabulary are evaluated while hiring teachers (a female secondary school teacher).

It is good that their knowledge in linguistics, literature and educational sciences are also taken into consideration (a female state university instructor).

They were content that EFL teachers' knowledge and skills of grammar, vocabulary, and reading were tested in the field knowledge test before their recruitment. On the other side, as the participants mentioned in the interviews, they were content that

EFL teachers were tested on their knowledge in the field of English language teaching.

Table 4.44

The Strengths of Field Knowledge Test (interviews)

	Participant Groups			TOTAL (N=34)
	students (n=20)	teachers (n=7)	teacher educators (n=8)	
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
a. questions on field knowledge	29	7	9	45
b. assessment of language proficiency	2	1	1	4
c. exam reinforcing teachers' knowledge in theory (i.e. backwash effect: teachers study for the sake of the exam)	4			4
d. assessment of subjects covered at university	2	1		3
e. conducted in English	1		1	2
f. successful in testing knowledge in theory		1		1
g. being specific to EFL teachers and covering issues not covered under educational sciences	1			1

Though, as the participant below stated, the test of Educational Sciences was broad in content, the participants stated that the field knowledge test was directly related to the major of EFL teachers, and it was helpful in understanding if EFL teachers were to be good, effective, or knowledgeable teachers. The knowledge of the field was necessary for EFL teachers while doing their profession, which was why the participants were satisfied that the teachers took a test based solely on their field.

Teachers take the field knowledge test and educational sciences test. The latter is an exam related to the science of being a teacher in general. All teachers take it. In the field knowledge test, on the other hand, everyone takes the test depending on their field. Math teachers are subjected to an exam related to the field of math and English teachers are subjected to an exam related to the field of English. This is something good. I mean, that there are questions on the pedagogical courses that they have covered during four years and that they (teachers) are held responsible (in the exam) for these help them reinforce these contents in theoretical sense. I find this useful (S14, a female MA student).

The participants were also content that English language proficiency of EFL teachers was tested in a way in the field knowledge test, and this exam reinforced teachers to brush up on their knowledge and study for the content of the field. Finally, the participants were content that EFL teachers were tested on the course content covered at university and this test, unlike the Educational Sciences Test, was conducted in English language, which was understandable in the case of English language teachers.

4.2.1.4. Oral Examination

In the survey, the participants were asked their opinions specifically about the oral exam through a questionnaire section. Following are the results presented.

Table 4.45

The Strengths of Oral Exam (survey)

	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE			
	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	<i>M</i>	<i>SD</i>
Student Participants										
An oral exam is a good means to choose English language teachers.	21.4	57	50.8	135	21.4	57	6.4	17	2.87	.81
Teacher Participants										
An oral exam is a good means to choose English language teachers.	15.9	11	47.8	33	27.5	19	8.7	6	2.71	.84

Almost three quarters of the student participants (72.2%) strongly agreed (21.4%) and agreed (50.8%) that an oral exam was a good means to choose English language teachers, whereas more than a quarter (27.8%) disagreed (21.4%) and strongly disagreed (6.4%) that it was ($M=2.87$; $SD=.81$). On the other side, more than the half of the teacher participants (63.7%) strongly agreed (15.9%) and agreed (47.8%) that an oral exam was a good means to choose English language teachers, whereas less than the half (36.2%) disagreed (27.5%) and strongly disagreed (8.7%) that it was ($M=2.71$; $SD=.84$).

In the survey, the participants stated that one of the strengths of the recruitment process was the oral exam that EFL teachers took before their recruitment, as it provided a chance to see English teachers face to face.

Having a written examination to eliminate teacher candidates who do not have general knowledge to be a teacher is a good way and having interviews is effective to have more information about the candidate (a female secondary school teacher)

Table 4.46

The Strengths of Oral Exam (survey)

	Participant Groups		
	students (n=266)	teachers (n=69)	TOTAL (N=335)
Codes	<i>f</i>	<i>f</i>	<i>f</i>
a. existence of an oral exam	4	4	8
b. assessment of communication skills	1	1	2
c. assessment of knowledge in theory		1	1

In addition, there were those participants who stated that EFL teachers' communication skills and theoretical knowledge were tested thanks to the oral exam. On the other side, the interview participants of the study believed that one of the strengths in the recruitment process was that EFL teachers went through an interviewing process before their recruitment.

Table 4.47

The Strengths of Oral Exam(interviews)

	Participant Groups			TOTAL (N=34)
	students (n=20)	teachers (n=7)	teacher educators (n=8)	
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
a. the existence of an oral exam	24	4	4	32
b. assessment with the help of a rubric	2			2
c. having interviews with only a certain ratio of teachers	2			2
d. oral exam score changing (+5/-5) points of KPSS score	1			1
e. conducted in Turkish		1		1

The participants believed that an oral examination was necessary and a good idea to assess teachers on points that could not be tested or observed through written exams. For instance, thanks to the oral interview, it was possible to understand if EFL teachers were social beings, understandable, patient, or motivated as teachers, had skills of presentation, persuasion, and social interaction with others, or could express themselves clearly enough.

The concept itself (the oral exam) is good. It is of course positive in an ideal system. One's exam may not have gone well or in an exam, there are different components. Perhaps, a person might not have got a good score because of some other components than the ones that should be (taken into consideration) for an English teacher, but they would make a good teacher. This oral exam is (a kind of) giving them a chance to speak, just like "*Why do you want to be a teacher? You say this, but why?*" In terms of giving a chance, I find it to be positive (TE 3, a male teacher educator).

Imagine this ... a teacher ... this teacher who has completed a language teaching program scored high in KPSS. S/he scored high but normally s/he has social anxiety. S/he cannot speak when s/he is in front of the board. No matter who his/her students are or no matter how much younger they are than this person, she/he cannot speak. When there is such an oral exam like this, at least whether they (EFL teachers) can speak or not could be seen (S4, a female second year student).

I have always supported that oral exams should be present in this country. I have always thought about it. Whatever should happen has happened ... because teachers are not those people who could be measured just on paper; therefore, that there is now an oral exam is something good. There definitely should be a presentation or some sort of interaction ... because teachers will do their job through interaction; they will not do an on-paper-based job; they will not write an email or a book. I do not know; this person will teach something to students. This is why we need to see him/her in advance ... whether he/she has skills of persuasion ... whether he/she is patient ... whether he/she can elaborate on their ideas or is capable of exemplifying them (T5, a female university instructor).

An oral examination was a good idea to see if EFL teachers had self-confidence, communication skills, or teaching aptitude, too. It was also possible to understand, by means of an oral interview, whether EFL teachers were open-minded, open to scientific and technological developments, or whether they were suitable for job positions by the MoNE in terms of their physical or psychological state or personal

characteristics. An oral exam, in this sense, was useful to check the general profile of EFL teachers, their ability to talk and make connections between ideas, and whether they had a good command of Turkish (if conducted in English, a good command of English). The participants liked the idea of a face-to-face interview given that they believed it was a chance to meet EFL teachers before their recruitment, understand how knowledgeable they were in the field; it was a chance to observe their potential to be a teacher. Besides, they explained that an oral exam was a second chance given to teachers in case they could not do well in the written exams.

The participants were content that the assessment was done through a rubric, which made it more reliable, and the interviews were conducted with a certain ratio of EFL teachers, which made it more practical to administer. Additionally, the participants were happy that the overall oral exam score could be different roughly (+5) and/or (-5) points than the written exam score, thanks to which EFL teachers' KPSS score was also indirectly taken into account, and the threats to the objectivize assessment in oral exams were minimized, too. Finally, that the exam was conducted in Turkish was a further strength as the participants believed that it would be in one's mother tongue that one could explain themselves and their ideas best and it was a chance to see how competent they were in their mother tongue.

4.2.1.5. Overall EFL Teacher Recruitment Process

In the survey, the participants expressed that the overall recruitment process was successful in assessing how knowledgeable EFL teachers were in terms of their theoretical knowledge.

Table 4.48

The Strengths of Overall Recruitment Process (survey)

Codes	Participant Groups		
	students (<i>n</i> =266)	teachers (<i>n</i> =69)	TOTAL (<i>N</i> =335)
	<i>f</i>	<i>f</i>	<i>f</i>
a. assessment of knowledge in theory	8	2	10
b. standardization		6	6
c. system giving teachers a chance to be appointed	3	2	5
d. objectivity	4		4
e. practicality	1	2	3
f. the overall system teaching how to cope with stress		1	1
g. recruitment of those candidates determined, psychologically resistant, and disciplined		1	1
h. assessment based on memorization		1	1
i. a detailed recruitment process		1	1
j. testing of reading comprehension		1	1
k. assessment based on written exams	1		1
l. assessment of test taking skills	1		1
m. a good way of elimination	1		1
n. a way to see how much EFL teachers could transfer their knowledge on/via examinations	1		1
o. examinations as a way to prove how much EFL teachers had studied	1		1
p. recruitment of those EFL teachers with high scores	1		1

The only strength of “KPSS” (the way by which teachers are hired by the MoNE) could be its theory-based content (a female state university instructor).

Besides, some participants stated that they liked the standardization in the process i.e. every EFL teacher took the same examinations and went through the same recruitment procedure. In this respect, some participants stated the recruitment process was objective, and the examinations made the recruitment process practical to administer to thousands of test takers.

It is not easy to decide which of the teacher candidates are more appropriate for the jobs, so this system provides more transparent and objective election process partially (a female fourth year student).

It is good to have a central written exam because it is the most feasible evaluation when there are so many teachers to assign (a female secondary school teacher).

Some participants also made it clear that thanks to the current system, they were content that EFL teachers were given a chance to be appointed after they had finished their university education.

On the other side, the participants in the interviews were content that KPSS was a multiple choice test in format and the overall recruitment process was centralized, which made the assessment more trustworthy.

Table 4.49

The Strengths of Overall Recruitment Process (interviews)

	Participant Groups			TOTAL (N=34)
	students (n=20)	teachers (n=7)	teacher educators (n=8)	
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
a. KPSS being a multiple choice exam in format	1	2		3
b. a centralized recruitment	2			2
c. consisting of multiple stages	1			1
d. KPSS being eliminating			1	1
e. presence of (on paper) tests (not solely an oral exam to take)	1			1
f. enough time allocated in KPSS		1		1
g. the exam being successful in measuring theoretical knowledge		1		1
h. assessment of the subjects covered at university			1	1

They were also satisfied that the recruitment process consisted of multiple stages so that more accurate picture of EFL teachers were drawn from different channels or sources of assessment. Finally, the participants found KPSS to be eliminating enough and they liked the idea of having written exams along with an oral one, as they believed the written tests constituted a criterion for the oral exam while recruiting EFL teachers.

4.2.2. Weaknesses

RQ II: What do students (pre-service EFL teachers and ELT graduate students), EFL teacher educators, and EFL teachers think about the current EFL teacher recruitment process by the MoNE in Turkey?

1. What is the opinion of students (pre-service EFL teachers and ELT graduate students), EFL teacher educators, and EFL teachers about the recruitment process?

A. b. What do they think the weaknesses of the process are?

4.2.2.1. General World Knowledge (GWK) and General Aptitude (GA) Tests

As the participants in the survey stated, one negative side of the recruitment process was that there were general aptitude and general world knowledge tests in KPSS that EFL teachers were required to answer.

Table 4.50

The Weaknesses of GWK/GA Tests (survey)

Codes	Participant Groups		
	students (n=266) <i>f</i>	teachers (n=69) <i>f</i>	TOTAL (N=335) <i>f</i>
a. math questions		4	4
b. general world knowledge and general aptitude component of KPSS	2		2
c. out of the field questions in general world knowledge and aptitude tests		2	2
d. geography questions		1	1
e. history questions		1	1

Some participants stated that they were not content specifically with math, geography, or history questions in these tests.

KPSS is a real barrier as the exam contains so many unrelated courses that one could possibly not focus on his/her study of field (a male high school teacher teacher).

EFL teachers are expected to solve math problems, which is nonsense (a male MoNE teacher).

English candidates need to answer math questions to get higher grades, which is irrelevant (a female private university instructor).

Some participants also believed that general aptitude and general world knowledge tests were not related to the major field of EFL teachers. On other other side, as the participants of the interviews mentioned, one of the weaknesses of the recruitment process was that EFL teachers were asked general world knowledge (GWK) questions in KPSS.

The participants believed that the GWK test included questions that were unnecessary, detailed/specific, and based on memorization. The participants made it clear that GWK was a diverse and changing concept.

Table 4.51

The Weaknesses of GWK/GA Tests(interviews)

	Participant Groups			TOTAL (N=34)
	students (n=20)	teachers (n=7)	teacher educators (n=8)	
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
a. teachers being asked general world knowledge questions	21	2	2	25
b. answering math questions	8			8
c. general aptitude questions unnecessary	1			1
d. geography questions unnecessary			1	1
e. everyone being asked the same general world knowledge and aptitude questions		1		1
f. GA/GWK being on the same day tiring	1			1

I mean what we call “general world knowledge” is such a changing concept, indeed. Those kids born fifteen years ago live in a different world now. Those kids to be born five years later will live in a different world, too. I do not know how ... What we call “general world knowledge” is something very different and I am not really sure how

healthy it is to ask such a content (in KPSS) (S11, a male fourth year student).

Now looking at the content ... Turkish history and geography (questions) are asked. I think they should be asked in terms of general world knowledge. No problem in that. Yet now when we take a look, OK everyone should know history but what part of history? We have a problem there. ... How are we going to define what “general world knowledge” is. What is normally accepted from the concept of “general word knowledge” is this: does this person more or less, follow the news or is aware of what’s going on around? I do not know how else to put it. ... Is this person knowledgeable about the current issues/agenda around? This is what it should be like. But if there are such questions like the name of one of the Ottoman Sultans given to in the Great Seljuk Empire’s time There was one a question like this and it became very popular. This is not general world knowledge, indeed. This is specific world knowledge ... not a type of question that one can answer without being an expert in this field. In Turkey, I tell you, it is all about eliminating teachers (S10, a male fourth year student).

The participants were not sure how such a changing construct like GWK could be measured through a multiple choice test. The questions, as the participants felt, were asked for the sake of eliminating EFL teachers. The participants also criticized that EFL teachers had not received any courses for a long time on the content of GWK test, but they were tested once again despite of the fact that a lot of time had already passed since they last had a course on the content of the exam.

In general, the content (of GWK) is almost the same as that of high school (curriculum). From my point of view, I believe in this: it was in the ninth grade, I mean the first year of high school, that I had science, math, physics, or social sciences courses and ... five years pass (at university), and to add, I will attend university for perhaps 6 or 7 years ... Let’s say I want to take KPSS after I graduate. Seven years will have passed (by then) ... to remember those ... It is really difficult for a person of that age ... getting ready for them once again ... I would be demoralized in the first place because I do not deserve this. I deserve more than this. In the first place, I found the content of the exam faulty (S7, a female third year student).

Besides, as the participants believed, answering math questions in GA test was specifically another weakness. They stated that around eight years had passed since EFL teachers had a math course, and they criticized that the ratio of math was high in GA test. They were not content that each and every test taker – regardless of their

major, for instance math teachers – took the same math test, and they emphasized that answering math questions could not be an indicator of an EFL teacher’s teaching and whether one could make an effective teacher or not.

4.2.2.2. Educational Sciences Test

The only weakness mentioned by one participant in the survey was that EFL teachers were not effectively tested on educational sciences.

Table 4.52

The Weaknesses of Educational Sciences Test (survey)

	Participant Groups		
	students (n=266)	teachers (n=69)	TOTAL (N=335)
Codes	<i>f</i>	<i>f</i>	<i>f</i>
a. no effective/ proper assessment of educational sciences content		1	1

The participants seemed to be unsatisfied with how EFL teachers’ knowledge of educational sciences was tested in KPSS on paper, though s/he did not explain why exactly s/he believed so. Still, one of the biggest weaknesses of the recruitment process by the MoNE, from the perspective of the participants, was that educational sciences test was conducted in Turkish.

Table 4.53

The Weaknesses of Educational Sciences Test (interviews)

	Participant Groups			
	students (n=20)	teachers (n=7)	teacher educators (n=8)	TOTAL L (N=34)
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
a. questions asked in Turkish language	5	3	1	9
b. not assessing teaching in practice	1	2		3

Table 4.53

The Weaknesses of Educational Sciences Test (interviews) (continued)

	Participant Groups			
	students (<i>n</i> =20)	teachers (<i>n</i> =7)	teacher educators (<i>n</i> =8)	TOTAL (<i>N</i> =34)
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
c. multiple choice questions	1		1	2
d. based on memorization	1			1
e. backwash effect			1	1

The participants believed that conducting the educational sciences test in KPSS in Turkish was unfair because at some universities the medium of instruction was English, and EFL teachers who were graduates of those universities were put at disadvantage because they had learnt the English equivalences of the terminology used in educational sciences. Thus, while getting ready for the exam, they were to put extra effort to relearn the Turkish equivalences of the concepts in educational sciences.

I do not know. It is like ... let's say you will be a science teacher ... yes, I do take the same educational sciences courses as they do ... in Turkish It is weird. I accept the means of instruction changes across universities ... I mean there is an inequality while taking KPSS ... the ones who have taken these courses in English are in a bad condition. It does not make any sense at this point (S7, a female third year student).

I have seen three questions, but the others were not taught to us and the biggest weakness is ... that our friends who are graduates of universities such as X or Y (*the names of the universities are not provided here for the sake of confidentiality*) where they have had an English medium education study for the Turkish (equivalents) ... I do not know. The exam could have been conducted in English. ... This is why ... especially in our field ... in their own field ... I will have my education in English from now on ... it is also the case if I plan to have a master's degree. Terminology ... Why should I deal with the translation of terminology unnecessarily? This is a big obstacle (T4, a female university instructor).

Also, the participants were not content that questions were multiple choice in format and nothing in relation to actual teaching practice could be tested via the paper-based educational sciences test in KPSS. They believed the questions in this test were

based on memorization and EFL teachers had to learn the exam content for the sake of exam; in other words, the main drive for EFL teachers to study for the content of the educational sciences test in KPSS was to pass the test and get a high score in the exam.

4.2.2. 3. Field Knowledge Test

In the survey, the weaknesses mentioned by the participants were that in the field knowledge test in KPSS there was no proper assessment of teaching methods, pedagogy, or testing and evaluation skills.

Table 4.54

The Weaknesses of Field Knowledge Test (survey)

	Participant Groups		
	students (n=266)	teachers (n=69)	TOTAL (N=335)
Codes	<i>f</i>	<i>f</i>	<i>f</i>
a. no proper assessment of teaching methods or pedagogy		2	2
b. no assessment of testing and evaluation skills		1	1
c. superficial assessment of field knowledge		1	1
d. assessment only of grammar		1	1
e. assessment only of reading		1	1

The assessment of EFL teachers' field knowledge in the exam was superficial. In terms of their English language proficiency, EFL teachers were tested in the field knowledge test basically on their grammar and reading, which was a further weakness mentioned by the participants.

The participants in interviews, on the other hand, stated that they were not content with the questions on literature in the field knowledge. They believed that literature was an art and a subjective concept which was why they could not understand why EFL teachers were asked questions on this subject.

Table 4.55

The Weaknesses of Field Knowledge Test (interviews)

	Participant Groups			
	students (n=20)	teachers (n=7)	teacher educators (n=8)	TOTAL (N=34)
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
a. asking teachers questions on literature	4		3	7
b. lack of discrepancy in content between university courses and the exam	3	2		5
c. content based on memorization	4			4
d. questions not targeting teaching in different levels			1	1
e. limited number of questions			1	1
f. no open-ended questions	1			1
g. assessment of language proficiency for the sake of elimination	1			1
h. reassessment of language teachers when they already have a teaching diploma, i.e. lack of trust to the education given at university	1			1

There were also those participants who were not content with the quality of literature questions in the test. The participants, therefore, believed that it was not necessary to assess one's knowledge of literature in the field knowledge.

I do not know, but since I am not very successful in literature, I am not really content with literature (questions asked in the exam). .. It is not that I cannot do it. I mean ... there is a separate literature department. If anyone is interested, they can go have their education there. Literature is not a science, I believe, but an art. ... when we feel as if we were a student at the department of literature, it feels awful. ... A poet has put a lot of effort (into a poem) and he/she has artistically written (the poem). I could interpret it in a totally different way. It is not necessarily the case that the poet indeed meant not this but that (S1, a male first year student).

Related to this topic, I mean it is good that they added the pedagogical content knowledge (into the test), I believe, yet it was in the first year (that the exam started to be administered) that I had a chance to see the exam questions. There was a question on literature. What did they ask, for God's sake? ... I am a graduate of literature department myself. I could name it, but a graduate of English language teaching department

... I do not think they could do it. ... What if they knew the (content of) answer and what if they did not? The (literature) questions that they asked in the exam seemed so funny (or ironic) when there were a lot of things to ask (the candidates) on their pedagogical content knowledge (TE1, a female teacher educator).

Besides, the participants criticized the discrepancy between the course content at university and the content of the field knowledge test. They explained that although there was a national core curriculum for English language teaching departments, there were different course designs and course contents at different universities, and though the name of the course was the same, its content was different and the course content might not always match the content of the field knowledge test in KPSS. They believed there was not always a hundred percent match or overlap between the courses EFL teachers had at university and the content of the exam.

Besides, there were some participants who believed the content of the exam depended heavily on memorization of the exam content, and there was no differentiation in the exam between different levels of teaching. This is the questions did not include anything in relation to teaching English at different levels such as young learners, pre-adults, or adults. Finally, there was one participant who believed the number of questions was limited and not enough to understand how competent and knowledgeable a teacher was in the field.

4.2.2.4. Oral Examination

In the survey, the participants were asked questions specifically on oral examination through a questionnaire. Below are the results presented for the questionnaire items that the participants responded to.

Table 4.56

The Weaknesses of Oral Exam (survey)

	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE		<i>M</i>	<i>SD</i>
Student Participants	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>		
My oral exam score reflects my real success during my university education.	5.3	14	29.3	78	52.3	139	13.2	35	2.27	.75
My oral exam result is a good indicator of my future success in my job.	5.6	15	30.5	81	48.1	128	15.8	42	2.26	.78
Teacher Participants	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	<i>M</i>	<i>SD</i>
EFL teachers' oral exam score reflects their real success during their university education.	2.9	2	23.2	16	32.5	30	30.4	21	1.99	.81
EFL teachers' oral exam score is a good indicator of their future success in their job.	2.9	2	15.9	11	53.6	37	27.5	19	1.94	.74

More than a third of the student participants (34.6%) strongly agreed (5.3%) and agreed (29.3%) that their oral exam score reflected their real success during their university education, while more than the half (65.5%) disagreed (52.3%) and strongly disagreed (13.2%) that it did ($M=2.27$; $SD=.75$). On the other hand, more than a fifth of the teacher participants (21.6%) strongly agreed (2.9%) and agreed (23.2%) that EFL teachers' oral exam score reflected their real success during their university education, while less than three quarters (73.9%) disagreed (43.5%) and strongly disagreed (30.4%) that it did ($M=1.99$; $SD=.81$).

More than a third of the student participants (36.1%) strongly agreed (5.6%) and agreed (30.5%) that their oral exam result was a good indicator of their future success in their job, whereas more than the half (63.9%) disagreed (48.1%) and strongly disagreed (15.8%) that it was ($M=2.26$; $SD=.78$). On the other side, less than a fifth of the teacher participants (18.8%) strongly agreed (2.9%) and agreed (15.9%) that EFL teachers' oral exam result was a good indicator of their future success in

their job, whereas the majority (81.8%) disagreed (53.6%) and strongly disagreed (27.5%) that it was ($M=1.94$; $SD=.74$).

Table 4.57

The Weaknesses of Oral Exam (survey)

	Participant Groups		
	students ($n=266$)	teachers ($n=69$)	TOTAL ($N=335$)
Codes	<i>f</i>	<i>f</i>	<i>f</i>
a. lack of objectivity	13	9	22
b. content not necessarily related to the field		2	2
c. lack of standardization		2	2
d. if low, KPSS score is ruined, too		1	1

In the survey, the participants stated that the oral exam in the recruitment process lacked objectivity and standardization in assessment.

In oral exams, we see a lot of favoring and recruitment based on political views (a female second year student).

The MoNE has a very bad system for hiring teachers. The oral interview can be used in a bad way. I do not trust the objectivity of the interviewers who are responsible for the MONE (a female fourth year student).

Decisions are mostly based on political issues (a female secondary school teacher).

I believe that the current oral exam has nothing to do with teaching qualifications and there is a malpractice in these teacher interviews. There are rumors that they ask political and personal questions which are irrelevant to teaching during these meetings and that isn't reassuring for teacher candidates who have experienced so many challenges so far (a female secondary school teacher).

Also oral exams can be unfair because all the committee members in Turkey are not the same and they don't have the same assessment criteria (a female secondary school teacher).

The participants made it clear that the committee and the questions asked in each oral interview were different and not standard for everyone. They also stated that the question content in the oral exam was not necessarily related to the field of education

or teaching. Finally the participants stated that if an EFL teacher got a low score in the oral exam, their KPSS score, however good it may be, would be ruined, too.

The participants of the interviews explained that lack of objectivity in assessment in oral examinations was a drawback of the recruitment process.

Table 4.58

The Weaknesses of Oral Exam (interviews)

	Participant Groups			TOTAL (N=34)
	students (n=20)	teachers (n=7)	teacher educators (n=8)	
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
a. lack of objectivity in assessment	20	3	6	29
b. committee members	11	5	3	19
c. conducted in Turkish	11		1	12
d. difficulty in assessing the constructs in the rubric within a limited amount of time	4	3		7
e. out of the field/teaching related questions	1	5	1	7
f. lack of standardization (in content and committee members)	3		2	5
g. limited number of committee members	1			1

The participants were concerned that there could be favoring of individuals, subjective evaluation of EFL teachers, and political factors playing an important role in the recruitment.

(One drawback is) that it is not objective. This oral exam ... I think this about all oral exams ... conducting them objectively is really difficult. This is an exam that is suggested not to be objective, indeed. It is a good way to eliminate those people who are not wished to be employed. This is all I can say. That some people from the ministry come and conduct this exam; it is ridiculous. It is all in vain. ... Political issues come to my mind. This is why I do not want to talk much. ... It seems to be a good way to eliminate those people who do not share one common political view. It is perfect in this sense. Employing whoever one wishes but not others ... It is a good way to employ those potential people, but not competent teachers, who will teach what they believe is right. It is not right (S3, a female first year student).

Besides, some participants were not content about the members of the oral exams in the recruitment process. They questioned whether or not the committee members were knowledgeable and qualified in the field of language teaching, knew English, were trained in how to do assessment, or made use of the rubric properly.

Another negative point is that the competency of the people in the committee. After this system popped out, there were speculations. ... Who makes up the committee? ... school managers, etc. We will select English teachers. You conduct an interview through a committee in which school managers do not know English. ... You conduct it in Turkish. You do not get them (EFL teachers) to speak English. Then what do you assess? ... public presentation skills.... Do I represent Turkish language? No. I represent English language. These people are certainly not qualified in this job. It is an elimination system based on favoring some people. It is not very transparent (S13, a male MA student).

The participants criticized that the members of the committee were not knowledgeable or qualified in the field and these members were not divided into tracks depending on the field of teachers to be recruited; in other words, there was a general committee, and this committee was the same for all teachers regardless of their major.

Some participants could not understand, either, why English major EFL teachers were interviewed in Turkish; in a way, they believed these teachers were recruited without their English speaking skills were assessed. Some participants were also critical of the constructs that were assessed in the rubric that was used in oral exams to evaluate EFL teachers. They were not sure how the constructs the rubric tried to measure could be measured within a limited amount of time in oral exams. Finally, some participants questioned what kind of questions were asked in oral exams and believed the questions asked in oral exams tended to be out of the field in some cases and were not enough to measure teaching competence of EFL teachers.

4.2.2.5. Overall EFL Teacher Recruitment Process

In the survey, the participants were asked their opinions about EFL teacher recruitment process by the MoNE through a questionnaire. Below are the results.

Table 4.59

The Weaknesses of Overall EFL Teacher Recruitment Process (survey)

	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE		<i>M</i>	<i>SD</i>
	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>		
Student Participants										
How English language teachers are selected to teach at MoNE schools is satisfying.	1.5	4	6.4	17	60.9	162	31.2	83	1.78	.62.
KPSS is a good means to choose English language teachers.	.4	1	4.9	13	44.4	118	50.4	134	1.55	.60
My KPSS score reflects my real success during my university education.	.8	2	4.9	13	47.4	126	47	125	1.59	.62
I am happy with the current English teacher hiring process by MoNE schools.	1.1	3	4.9	13	48.1	128	45.9	122	1.61	.63
My KPSS result is a good indicator of my future success in my job.	.8	2	6	16	53	141	40.2	107	1.67	.62
Teacher Participants										
How English language teachers are selected to teach at MoNE schools is satisfying.	2.9	2			55.1	38	42	29	1.64	.64
KPSS is a good means to choose English language teachers.					52.2	36	47.8	33	1.52	.50
EFL teachers' KPSS score reflects their real success during their university education.	4.3	3	2.9	2	42	29	50.7	35	1.61	.75
I am happy with the current English teacher hiring process by MoNE schools.	1.4	1	5.8	4	43.5	30	49.3	34	1.59	.67
EFL teachers' KPSS score is a good indicator of their future success in their job.			4.3	3	50.7	35	44.9	31	1.59	.57

A small percent of the student participants (7.9%) strongly agreed (1.5%) and agreed (6.4%) that how English language teachers were selected to teach at MoNE schools was satisfying, whereas the majority (92.1%) disagreed (60.9%) and strongly disagreed (31.2%) that it was ($M=1.78$; $SD=.62$). Similarly, a very small percent of the teacher participants (2.9%) strongly agreed (2.9%) and agreed (0%) that how English language teachers were selected to teach at MoNE schools was satisfying, whereas the majority (97.1%) disagreed (55.1%) and strongly disagreed (42%) that it was ($M=1.64$; $SD=.64$).

A small percent of the student participants (5.3%) strongly agreed (.4%) and agreed (4.9%) that KPSS was a good means to choose English language teachers, whereas the majority (94.8%) disagreed (44.4%) and strongly disagreed (50.4%) that it was ($M=1.55$; $SD=.60$). None of the teacher participants (0%) strongly agreed (0%) or agreed (0%) that KPSS was a good means to choose English language teachers, whereas the whole (100%) disagreed (52.2%) and strongly disagreed (47.8%) that it was ($M=1.50$; $SD=.50$).

A small percent of the student participants (5.7%) strongly agreed (.8%) and agreed (4.9%) that their KPSS score reflected their real success during their university education, while the majority (94.4%) disagreed (47.4%) and strongly disagreed (47%) that it did ($M=1.59$; $SD=.62$). Similarly, a small percent of the teacher participants (7.2%) strongly agreed (4.3%) and agreed (2.9%) that EFL teachers' KPSS score reflected their real success during their university education, while the majority (92.7%) disagreed (42%) and strongly disagreed (50.7%) that it did ($M=1.61$; $SD=.75$).

A small percent of the student participants (6%) strongly agreed (1.1%) and agreed (4.9%) that they were happy with the current English teacher hiring process by MoNE schools, while the majority (94%) disagreed (48.1%) and strongly disagreed (45.9%) that they were ($M=1.61$; $SD=.63$). On the other side, a small percent of the teacher participants (7.2%) strongly agreed (1.4%) and agreed (5.8%) that they were happy with the current English teacher hiring process by MoNE schools, while the

majority (92.8%) disagreed (43.5%) and strongly disagreed (49.3%) that they were ($M=1.59$; $SD=.67$).

A small number of the student participants (6.8%) strongly agreed (.8%) and agreed (6%) that their KPSS result was a good indicator of their future success in their job, whereas the majority (93.2%) disagreed (53%) and strongly disagreed (40.2%) that it was ($M=1.67$; $SD=.62$). On the other hand, a very small number of the teacher participants (4.3%) strongly agreed (0%) and agreed (4.3%) that EFL teachers' KPSS result was a good indicator of their future success in their job, whereas the majority (95.6%) disagreed (50.7%) and strongly disagreed (44.9%) that it was ($M=1.59$; $SD=.57$).

Table 4.60

The Weaknesses of Overall EFL Teacher Recruitment Process (survey)

Codes	Participant Groups		
	students ($n=266$)	teachers ($n=69$)	TOTAL ($N=335$)
a. no assessment of teaching competence	<i>f</i> 15	<i>f</i> 18	<i>f</i> 33
<i>no assessment of classroom management skills</i>		2	2
b. no assessment of (preferably four skills based) language proficiency	6	7	13
<i>no assessment of speaking</i>	20	4	24
<i>no assessment of writing</i>	5	2	7
<i>no assessment of listening</i>	4		4
c. no assessment of teaching performance		5	5
d. assessment based on memorization	3	2	5
e. KPSS not being effective enough to select teachers to recruit	4		4
f. examinations in multiple choice format		3	3
g. recruitment mainly based on (written) examinations	3		3
h. a weak process to recruit teachers	2		2
i. questions stolen earlier on		2	2
j. assessment of test taking skills (such as logical guess)	1	1	2

Table 4.60

The Weaknesses of Overall EFL Teacher Recruitment Process (survey) (continued)

Codes	Participant Groups		
	students (n=266)	teachers (n=69)	TOTAL (N=335)
	<i>f</i>	<i>f</i>	<i>f</i>
k. not taking into consideration teachers' motivation	1	1	2
l. assessment of only knowledge in exams		2	2
m. no assessment of EFL teachers' communication skills	1	1	2
n. not taking into consideration teachers' psychology		1	1
o. no assessment of EFL teachers' social skills	1		1
p. EFL teachers being tested in KPSS on the content on which they had not had education for many years		1	1
q. constant changes in the recruitment process		1	1
r. the same KPSS content being taken by all teachers regardless of their major		1	1
s. EFL teacher recruitment based on KPSS result		1	1
t. EFL teachers given a permanent position once recruited		1	1
u. appointment to unknown/unfamiliar places by EFL teachers		1	1
v. the paradox that if EFL teachers were given a diploma, why to assess them		1	1
w. KPSS not being a comprehensive exam		1	1
x. not taking into consideration individual differences		1	1
y. the presence of an exam called KPSS to recruit teachers	1		1
z. not taking into account university of graduation in the recruitment of EFL teachers	1		1
aa. recruitment of those (from other fields of language) with formation courses/additional pedagogical training	1		1
bb. KPSS content being too demanding	1		1
cc. KPSS anxiety provoking for EFL teachers	1		1
dd. no assessment of EFL teachers in detail	1		1

In the survey, the participants stated that EFL teachers were not assessed based on their actual teaching competence or teaching performance; their classroom management skills, for instance, went missing in the assessment process. They also made it clear that EFL teachers were not assessed on their language proficiency no assessment of their speaking, writing, or listening was done in the recruitment process.

The primary weakness is that it (the recruitment process) does not determine the language proficiency of the teachers (a female third year student).

The (recruitment) process itself does not reflect whether a candidate is capable enough to teach English; it does not evaluate speaking, listening, etc. skills (a female fourth year student).

They can be bad teachers or bad English users but they can still be teachers (a female fourth year student).

It assesses only the language proficiency in reading and grammar not teaching abilities. There are missing parts (i.e.) evaluating writing, speaking and listening (a female primary school teacher).

KPSS is a limited way to decide whether a candidate is suitable for being a teacher or not. It tests only theoretical knowledge. However, teaching cannot be limited to theoretical knowledge. That knowledge mostly doesn't show how good a person will be at teaching. KPSS doesn't evaluate actual teaching skills. Therefore, it is definitely not a good way to hire teachers (a female state university instructor).

The participants further emphasized that KPSS was based all on memorization and was not effective as an examination to select the English teachers to recruit. On the other hand, as the interview participants explained, one major drawback of the system was that the assessment of EFL teachers was based on memorization (either of test taking skills or the content).

Table 4.61

The Weaknesses of Overall EFL Teacher Recruitment Process (interviews)

	Participant Groups			TOTAL (N=34)
	students (n=20)	teachers (n=7)	teacher educators (n=8)	
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
a. assessment based on memorization	2	1		3
b. assessment based on theory but not teaching competence	2	1		3
c. KPSS being a prerequisite for the oral exam with a limited effect on the overall scoring system	2			2
d. assessment on multiple choice	1		1	2
e. graduates of other language departments taking the same exam and being recruited as language teachers			1	1
f. recruitment of teachers through a centralized system			1	1
g. abrupt changes in the recruitment process	1			1
h. KPSS exam being stress provoking	1			1
i. recruitment process based on eliminating language teachers	1			1
j. in the recruitment process, taking into consideration what was not considered before the acceptance into the department	1			1
k. not four language skills based examination	1			1
l. appointment of English language teachers with low scores to the eastern part of Turkey	1			1

The participants believed that this assessment, which was achieved with a multiple choice exam format, measured knowledge in theory rather than through actual teaching performance and competence by EFL teachers. Other weaknesses that were mentioned by the participants are outlined as above.

4.2.3. Suggestions

RQ II: What do students (pre-service EFL teachers and ELT graduate students), EFL teacher educators, and EFL teachers think about the current EFL teacher recruitment process by the MoNE in Turkey?

3. What are the suggestions of students (pre-service EFL teachers and ELT graduate students), EFL teacher educators, and EFL teachers for the improvement of the recruitment process, if any?

4.2.3.1. General World Knowledge (GWK) and General Aptitude (GA) Tests

Related to the General World Knowledge test in KPSS, the survey participants came up with very limited suggestions.

Table 4.62

Suggestions for General World Knowledge (survey)

	Participant Groups		
	students (<i>n</i> =266)	teachers (<i>n</i> =69)	TOTAL (<i>N</i> =335)
Codes	<i>f</i>	<i>f</i>	<i>f</i>
a. no math questions		1	1
b. no general world knowledge		1	1

Some participants in the survey suggested that EFL teachers should not be required either to answer math questions or sit the general world knowledge test in KPSS. On the other side, the participants of the interviews suggested that the content of the general world knowledge test in KPSS should be changed. They made it clear that what one could understand from the concept of “general world knowledge” should be revisited, considered one more time, and what would constitute “general world knowledge” as a concept should be reshaped.

Table 4.63

Suggestions for GWK and GA Tests (interviews)

	Participant Groups			TOTAL (N=34)
	students (n=20)	teachers (n=7)	teacher educators (n=8)	
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
a. changing the content of WK	9		2	11
b. no WK test taken into account	3	1		4
c. no GA test taken into account	2	1	1	4
d. no math questions in GA test	3			3
e. a simpler WK test	1	1		2
f. a simpler GA test		2		2
g. content being specific to English language teachers	1	1		2
h. higher ratio of Turkish than math in GA test scoring	2			2
i. a lower ratio of WK/GA tests in the overall scoring	1	1		2
j. no memorization based questions in WK test	1			1
k. higher ratio of GA test questions than WK test question in the overall scoring	1			1
l. open – ended questions in WK test			1	1
m. conducted on different days	1			1
n. topics that English teachers could discuss in class with their students (such as socio political issues) to be included more in question content in GWK test	1			1

The revised understanding of this concept should include discriminating questions in real terms; for instance, the questions should be on books to be read or films to be seen. In a way, the participants suggested that rather than pointing to very specific concepts that no one would have an idea about, the questions in the general world knowledge test should be boarder in content, for instance, including more topics of everyday life (such as even football as a sport or the art of make-up) about which the test takers would have an idea.

There were also those participants who suggested that neither general aptitude (specifically math questions) nor general world knowledge questions should be asked

to English teachers in KPSS since they had not been taught these concepts/contents in their previous education. Even if the teachers were to be asked these contents, the test should be easier for EFL teachers, as the participants suggested.

4.2.3.2. Educational Sciences Test

Related to the Educational Sciences test in KPSS, the survey participants came up with very limited suggestions.

Table 4.64

Suggestions for Educational Sciences Test (survey)

	Participant Groups		
	students (<i>n</i> =266)	teachers (<i>n</i> =69)	TOTAL (<i>N</i> =335)
Codes	<i>f</i>	<i>f</i>	<i>f</i>
a. the medium of instruction and the language of the exam being the same		1	1

One participant in the study suggested that educational sciences test should be conducted in the same language EFL teacher teachers had their classes at university, in this case in English.

Another thing is the “Educational Sciences” questions. We, in *X university (the university of graduation is kept confidential here)* had these classes in English and the questions were in Turkish. Even if I had knowledge of the subject, I had problems answering the questions in the exam. I don’t know if the system has changed now or not but the medium of instruction and the language of the exam should be the same in these classes whether it is Turkish or English (a female secondary school teacher).

It was in the interviews that the participants had more suggestions related to this test. In the interviews, the participants suggested that rather than a separate test on educational sciences, the assessment of EFL teachers on educational sciences could be done as a part of the field knowledge test in KPSS, and it could be conducted in English, for the teachers’ major was English and those at English medium

universities would not be put at an disadvantage due to the Turkish terminology in the test.

Table 4.65

Suggestions for Educational Sciences Test (interviews)

	Participant Groups			TOTAL (N=34)
	students (n=20)	teachers (n=7)	teacher educators (n=8)	
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
a. assessment of educational sciences under the field knowledge test	3			3
b. conducted in English	1	1		2
c. conducted both in English and Turkish	1	1		2
d. higher ratio than GA/GWK test questions in the overall scoring		1		1
e. distribution of question content (in terms of question number/ratio) in line with the distribution of courses at university		1		1
f. adding more up to date education and research based content/questions			1	1
g. no questions on educational sciences	1			1
h. different question types		1		1
i. more detailed content		1		1

There were also those participants who suggested that the test could be conducted both in English and Turkish, and depending on their preferences, the test takers could take whichever exam they would like to. It was also mentioned by one participant that the ratio of educational sciences test should be higher than GA and GWK tests in the overall calculation of scores, and that the distribution of questions in the test (in terms of question number/ratio) should be in line with the distribution of courses in the curriculum of language teaching programs at university.

4.2.3.3. Field Knowledge Test

Related to the Field Knowledge test in KPSS, the survey participants came up with limited suggestions.

Table 4.66

Suggestions for Field Knowledge Test (survey)

	Participant Groups		
	students (n=266)	teachers (n=69)	TOTAL (N=335)
Codes	<i>f</i>	<i>f</i>	<i>f</i>
a. being responsible only for the field knowledge	3	2	5
b. questions on integration of technology		1	1

In the survey, the participants suggested that EFL teachers should be responsible only for the field knowledge related to their major.

KPSS should not necessarily cover all the courses on earth. It should be related to the study of field (a male high school teacher).

There was also one participant suggesting that the test should include some questions specifically on the integration of technology, and the teachers should be assessed on this. In the interviews, on the other hand, the participants suggested that there could be open-ended questions added into the field knowledge test, and the ratio of this test could be higher than the other sections of KPSS since it was basically this test that assessed EFL teachers on their major.

Table 4.67

Suggestions for Field Knowledge Test (interviews)

	Participant Groups			TOTAL (N=34)
	students (n=20)	teachers (n=7)	teacher educators (n=8)	
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
a. open ended questions added into the exam	3		2	5
b. a higher ratio than the other sections in KPSS		3		3
c. mainly based on subject teaching	2		1	3
d. more questions in the exam	3			3
e. parallelism between university courses and the exam	1		1	2
f. no questions on literature	2			2

Table 4.67

Suggestions for Field Knowledge Test (interviews) (continued)

	Participant Groups			
	students (<i>n</i> =20)	teachers (<i>n</i> =7)	teacher educators (<i>n</i> =8)	TOTAL (<i>N</i> =34)
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
g. the ratios of subject knowledge and teaching coming closer to each other	1			1
h. connection between literature and language teaching			1	1
i. high ratio of the subject knowledge			1	1
j. a more detailed content			1	1
k. conducted on a different day			1	1

Besides, given that this test assessed EFL teachers on their major, the participants suggested that its content should only target teaching and EFL teachers should be evaluated through questions mainly on subject teaching, rather than other subjects such as literature or linguistics. There were also those participants who believed there could be more questions in the test: a total number of 100 questions, for instance, to test the language proficiency of the test takers in 50 questions and their field knowledge in 50 questions. Besides, the participants suggested that parallelism between university course contents and the exam content should be sustained given the possible weakness that there sometimes could be no overlap between these two, for at different universities, the same course(s) might be outlined and taught differently by different instructors.

4.2.3.4. Oral Examination

In the survey, the participants suggested that assessment in oral examinations should be done objectively and the committee members should be those academicians from the field.

Table 4.68

Suggestions for Oral Exam (survey)

	Participant Groups		
	students (<i>n</i> =266)	teachers (<i>n</i> =69)	TOTAL (<i>N</i> =335)
	<i>f</i>	<i>f</i>	<i>f</i>
a. sustaining objectivity	8	4	12
b. committee members from the field	1	6	7
<i>an English teacher in the committee</i>		2	2
c. no oral exams	1	2	3
d. the content being related to language teaching		2	2
e. recording the process and assessment by some other committee members		1	1
f. sustaining standardization in the oral exam		1	1
g. collaboration of the MoNE and HEC in the oral exams		1	1

They believed even an English teacher (or English teachers), with a real hands-on practice in teaching English, could be in the committee.

The interview policy is necessary and required but the implementation is wrong and should be improved. It should be done by real English teachers and they should ask questions about field knowledge and classroom environment (a female secondary school teacher).

Objectivity is the key (a female secondary school teacher).

In addition, there could be specific committees including ELT experts to design job interviews as it is carried out in some reputable private universities (a female state university instructor).

The people who hire EFL teachers must be proficient in the field (a female state university instructor).

There were also those participants who suggested, due to its possible weaknesses, that there should be no oral examination for EFL teachers. In addition, some participants highlighted that the questions asked in the oral exam should be related to the field of language teaching but nothing else, and the overall oral examination process should be recorded, and further assessment should be done by another committee, too.

Table 4.69

Suggestions for the Minimum Oral Exam Scores (survey)

Oral Exam (out of 100)	Participant Groups		
	students (n=266)	teachers (n=69)	TOTAL (N=335)
Codes	<i>n</i>	<i>n</i>	<i>n</i>
90	44	13	57
80	32	8	40
85	21	11	32
75	11	4	15
70	11	4	15
95	4		4
100	2		2
50	2		2
65	1		1
60	1		1
40	1		1

As seen above, the participants also suggested the minimum scores that EFL teachers should have in the oral examination before their recruitment, and they stated that EFL teachers should score between 70 and 90 in the oral exam to be recruited.

As of the interviews, one of the suggestions by the participants was that the committee to conduct the oral examination should consist of those members who were related to/from the field of language teaching.

Table 4.70

Suggestions for Oral Exam (interviews)

Codes	Participant Groups			TOTAL (N=34)
	students (n=20)	teachers (n=7)	teacher educators (n=8)	
	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
a. committee members related to/from the field of teaching	32	9	7	48
<i>an English teacher in the committee</i>	16	3	2	21
<i>whichever level is targeted, a committee experienced in that level</i>	1		1	2
<i>a psychologist in the committee</i>	3	1	2	6

Table 4.70

Suggestions for Oral Exam (interviews) (continued)

	Participant Groups			TOTAL (N=34)
	students (n=20)	teachers (n=7)	teacher educators (n=8)	
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
<i>a psychiatrist</i>	1			
<i>a pedagogue</i>			2	2
<i>a communication expert</i>	1			1
<i>a school manager</i>	1			1
<i>more in number</i>		1		1
<i>collaboration of universities</i>			1	1
b. conducted in English	9	4	5	18
<i>assessment of speaking skills</i>	3	2		5
c. sustaining objectivity	11	1	2	14
<i>recording the process</i>	3	1	2	6
<i>appointment of committee members anonymously</i>	3			3
<i>a bank of committee members</i>	1			1
<i>rotation of the committee</i>		1		1
<i>centralized appointment of members</i>	1			1
<i>a supreme board of committee members</i>	1		1	2
d. sustaining standardization	4	3	3	10
<i>training of committee members</i>	4	3	3	10
<i>a questions bank</i>			1	1
e. teaching based assessment	4	3	1	8
<i>giving cases</i>	9	8	4	21
f. conducted both in Turkish and English	5		3	8
h. informing the teachers about question contents (with the help of sample questions / instructions)	1	1		2
i. no oral exams	1	1		2
j. assessing teaching performance	2			2
k. conducted in Turkish		1		1
l. thought- provoking questions to be asked		1		1

Table 4.70

Suggestions for Oral Exam (interviews) (continued)

	Participant Groups			TOTAL (N=34)
	students (n=20)	teachers (n=7)	teacher educators (n=8)	
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
m. open-ended questions added	1			1
n. oral exam having a higher ratio in the overall scoring	1			1
p. a region based examination by universities (questions on educational sciences, field knowledge, and communication in three phases)	1			1
r. questions asked in line with the constructs to be measured on the assessment rubric	1			1

Those to do the assessment should be qualified and competent in their job. Certainly, in these committees, there should be the committee should consist of university instructors (lecturers/academicians) and at the same time language teachers from MoNE schools with some qualifications and experience ... those teachers who met some certain requirements. If you recruit English teachers ... you should form a committee with those whose profession is English ... the committee should consist of a combination of those who knows the theory and who are practitioners (S13, a male MA student).

The committee members, as the participants suggested, should be formed with the collaboration of universities and should consist of those qualified experienced academicians (instructors and/or those academicians with administrative responsibilities such as the dean of a faculty or the head of a department) from the faculties of education and/or English language teaching; they should preferably know and speak English.

Some participants suggested that in the committee, there could also be an (volunteering) English teacher who had some hands-on teaching experience and who could be trained on how to do assessment in oral exams. These teachers could even be from the levels at which EFL teachers would teach at. In addition to English

teachers, some participants suggested that there could be a psychologist, a psychiatrist, a pedagogue, and even a communication expert in the committee as members so that, considering the nature of teaching as a profession, what could not be observed in an EFL teacher though paper-based written examinations could be observed thanks to the expertise and experience of these members. There was also one participant who suggested that the number of the committee members could be increased so that the burden on their shoulders could be lessened, which would affect their assessment practices positively.

Besides, because English was the major of EFL teachers, the participants suggested that the oral exam should be conducted in English so that how the teachers could speak the language could be assessed, as well. In addition, since the participants were well aware that assessment in oral exams was prone to unobjectivity in its nature, they suggested that objectivity should be sustained as much as possible in oral exams. To this end, it was suggested that the overall oral exam process should be audio or video recorded so that in case examinees were not satisfied with their result, they could ask their assessment to be done again. They added that the committee members should be appointed to the exam centers anonymously so that neither the committee with whom the teachers would take the exam, nor the examinees that the committee would assess would be known, and favoring of individuals, if any, could be eliminated to an extent. It was also suggested that a bank of committee members could be formed and the members could be chosen randomly from the bank and appointed through a centralized system, and the committee members could rotate and conduct the exam in different centers with different committee members each time.

What is more, the participants suggested that standardization should be sustained in oral exam questions (possibly with the help of a question bank from which the questions would be chosen) and the way and language in which an oral exam was conducted. To sustain standardization in assessment, it was suggested that the committee should be trained on how to do the assessment.

Finally, the participants suggested that in an oral exam it should mainly be the teaching competence of EFL teachers that should be targeted for assessment. To achieve this, the participants suggested that EFL teachers should be given questions or cases related to teaching and should be asked their opinions and be observed on their reactions to the given circumstances. The participants believed that the responses of EFL teachers to the given questions or cases could reveal something about their teaching competence, especially in cases where there was no chance to see the actual teaching performances of EFL teachers.

4.2.3.5. Overall EFL Teacher Recruitment Process

In the survey, the participants were asked their suggestions on the overall EFL teacher recruitment process by the MoNE through a questionnaire section. Below are the results presented.

Table 4.71

Suggestions by the Participants about the EFL Teacher Recruitment by the MoNE

	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE			
	%	n	%	n	%	n	%	n	M	SD
Student Participants										
There could be other ways to choose English language teachers for job positions at MoNE schools.	45.9	122	46.6	124	5.3	14	2.3	6	3.36	.68.
Teacher Participants										
There could be other ways to choose English language teachers for job positions at MoNE schools.	49.3	34	50.7	35					3.49	.50

The majority of the student participants (92.5%) strongly agreed (45.9%) and agreed (46.6%) that there could be other ways to choose English language teachers for job

positions at MoNE schools, while a small percent (7.6%) disagreed (5.3%) and strongly disagreed (2.3%) that there could be ($M=3.36$; $SD=.68$). Similarly, all teacher participants (100%) strongly agreed (49.3%) and agreed (50.7%) that there could be other ways to choose English language teachers for job positions at MoNE schools, while none (0%) disagreed (0%) or strongly disagreed (0%) that there could be ($M=3.49$; $SD=.50$).

Table 4.72

Suggestions for the Overall EFL Teacher Recruitment Process by the MoNE (survey)

	Participant Groups		
	students ($n=266$)	teachers ($n=69$)	TOTAL ($N=335$)
Codes	<i>f</i>	<i>f</i>	<i>f</i>
a. assessment of teaching competence	23	16	39
b. assessment of (preferably four skills based) language proficiency	6	10	16
<i>assessment of speaking</i>	12	3	15
<i>assessment of writing</i>	6	2	8
<i>assessment of listening</i>	3	1	4
<i>assessment of reading</i>		1	1
c. demo teaching	5	10	15
<i>lesson plans</i>		6	6
<i>material development and adaptation</i>		3	3
d. evaluation of motivation	3	5	8
e. taking into account practice teaching process	1	3	4
<i>taking into account the internship portfolio by EFL teachers</i>	1	1	2
<i>longer internship</i>	1		1
f. communication skills	1	3	4
g. psychological evaluation	1	3	4
h. taking into account university CGPA		4	4
i. a try-out period		4	4
j. no KPSS	1	3	4
k. taking into consideration the social side of EFL teachers	1	2	3
l. pedagogical training as a requirement		3	3
m. teacher reference letters from earlier education on		2	2
n. assessment of class management skills		2	2
o. taking into consideration the university entrance exam score in the recruitment process		2	2
p. more stages in the recruitment process	1	1	2

Table 4.72

*Suggestions for the Overall EFL Teacher Recruitment Process by the MoNE (survey)
(continued)*

Codes	Participant Groups		
	students (<i>n</i> =266) <i>f</i>	teachers (<i>n</i> =69) <i>f</i>	TOTAL (<i>N</i> =335) <i>f</i>
q. taking into account the university of graduation	1	1	2
r. a written teaching-based exam for EFL teachers	1	1	2
s. assessment by students included in the process		1	1
t. not all universities having an undergraduate language teaching program		1	1
u. open-ended questions in the examination		1	1
v. examination of EFL teacher recruitment processes in different countries		1	1
w. taking into account the physical condition of EFL teachers		1	1
x. graduates of other language related departments not to be teachers		1	1
y. sending teachers abroad before their recruitment		1	1
z. EFL teachers being assessed only on the field knowledge		1	1
aa. a compulsory mentor-mentee program before recruitment		1	1
bb. a master's degree		1	1
cc. a PhD degree		1	1

In the survey, the participants suggested that EFL teachers should be evaluated based on their teaching competence before their recruitment by the MoNE. EFL teachers, in this sense as suggested by the participants, could be asked to have demo lessons, prepare lesson plans, or design and/or develop materials for teaching the language.

They could see their teaching before hiring. There could be demo lessons before they are hired, for instance (a female third year student).

There should be a demo before becoming a teacher. If they are good enough, they can be hired (a female fourth year student).

Candidates could be asked to perform a teaching task before being hired as a teacher. However, the interviewers have to be real experts in language teaching (a female secondary school teacher).

Maybe it is hard to apply in Turkey but after determining the general academic success and language level with standard exams, pre-service EFL teachers should be interviewed in a real sense. What I mean by real sense is interviewing them to reveal their desire to teach, teaching abilities. They might be asked to spend some time with students in a real classroom environment and conduct a micro teaching. They might be questioned about their ideas on planning, using techs. in and out the class, classroom management etc. I don't think that these things can be carried out with the current oral exam system that is completed within minutes. Teachers are the most important builders of the society and their selection should be made professionally so that education can be maintained truly. It would be a good idea to examine the teacher training and hiring processes of the countries that are accepted to have successful education systems (a female state university instructor).

It was also suggested that EFL teachers' language proficiency should be assessed through an all-skills based language examination, and their motivation to be a teacher should be checked on.

There should be another exam which assesses your language proficiency in writing, reading, listening and speaking (a female primary school teacher).

International tests for language proficiency could be used such as TOEFL or IELTS. ... The candidates should be evaluated in terms of both language proficiency and ELT skills ... (a female state university instructor).

MoNE needs to choose the ones who really want this occupation. So they should start from elementary school. Our students do not know the requirements of the jobs. They just dream about being a teacher because of its long holiday period (a female secondary school teacher).

The participants also had some suggestions on the minimum scores for EFL teachers to receive in KPSS so that they could be recruited. They suggested that their KPSS scores should be between 70 and 90 to be recruited.

Table 4.73

Suggestions for the Minimum KPSS Scores (survey)

(out of 100)	Participant Groups		
	students (<i>n</i> =266)	teachers (<i>n</i> =69)	TOTAL (<i>N</i> =335)
Codes	<i>n</i>	<i>n</i>	<i>n</i>
70	25	13	38
80	24	7	31
90	18	1	19
75	8	5	13
60	8	2	10
85	7	1	8
65	6		6
50	4		4
95	2	1	3

The participants also suggested the minimum English language proficiency exam scores that should be received by EFL teachers to be recruited. They suggested that their scores should be between 80 and 90 in YDS, between 80 and 85 in the language proficiency exams by universities (if any), between 80 and 110 in TOEFL IBT, and between 6 and 7 in IELTS.

Table 4.74

Suggestions for the Minimum English Language Proficiency Scores (survey)

	Participant Groups		
	students (<i>n</i> =266)	teachers (<i>n</i> =69)	TOTAL (<i>N</i> =335)
Codes	<i>n</i>	<i>n</i>	<i>n</i>
YDS (out of 100)			
90	51	20	71
85	26	17	43
80	28	10	38
75	8	2	10
70	8	1	9
95	7	1	8
100	2		2
50	2		2
60	1		1
20		1	1

Table 4.74

Suggestions for the Minimum Language Proficiency Scores (survey) (continued)

Codes	Participant Groups		
	students (<i>n</i> =266)	teachers (<i>n</i> =69)	TOTAL (<i>N</i> =335)
	<i>n</i>	<i>n</i>	<i>n</i>
University English Proficiency Exam (out of 100)			
85	7		7
70	6		6
80	5		5
90	2		2
75	2		2
95	1		1
82	1		1
79	1		1
78	1		1
TOEFL (out of 120)			
90	8	1	9
100	1	7	8
110	5	2	7
80	6		6
85	3	1	4
95	2	1	3
70	3		3
105		1	1
65	1		1
IELTS (out of 9)			
7	8	2	10
6	4		4
6.5	1	1	2
7.5		2	2
8	1	1	2
8.5	2		2

In addition, the participants suggested the minimum CGPA scores EFL teachers should hold before they could be recruited.

Table 4.75

Suggestions for the Minimum CGPA Scores (survey)

(out of 4.00)	Participant Groups		
	students (n=266)	teachers (n=69)	TOTAL (N=335)
Codes	<i>n</i>	<i>n</i>	<i>n</i>
3.00	55	28	83
3.50	30	8	38
2.50	11	5	16
2.00	5	1	6
3.20	2	1	3
2.80	2	1	3
3.25	2		2
3.80	1		1
3.75	1		1
3.60	1		1
3.10	1		1
2.85		1	1
2.75		1	1
2.60	1		1

As seen above, they mainly suggested that their CGPA scores should be 2.50, 3.00, or 3.50 so that they could be recruited by the MoNE. On the other side, the participants of the study suggested that the internship EFL teachers went through as undergraduate students should be taken into account since it would be this experience that could give an impression about EFL teachers' teaching competence and aptitude as well as their personality, areas of interest, manners towards students, patience, social side, teaching, and whether they possessed the qualities to be a teacher.

Table 4.76

Suggestions for the Overall Recruitment Process by the MoNE (interviews)

	Participant Groups			TOTAL (N=34)
	students (n=20)	teachers (n=7)	teacher educators (n=8)	
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
a. internship taken into account	19	9	8	36
<i>research schools and infused internship</i>			1	1

Table 4.76

Suggestions for the Overall Recruitment Process by the MoNE (interviews) (continued)

	Participant Groups			TOTAL (N=34)
	students (n=20)	teachers (n=7)	teacher educators (n=8)	
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
<i>a portfolio (earlier teaching practices, teaching philosophies, teaching videos, lesson plans, assignments, reflective thinking processes, diaries, references/comments by mentors at schools supervisors at university)</i>		1	1	2
b. demo teaching taken into account	16	6	3	25
<i>class management skills</i>	14	6	1	21
<i>lesson planning skills</i>	6	4	2	12
<i>testing of performance</i>	8	1		9
<i>teaching competence</i>	2	3		5
c. high language proficiency	14	4	4	22
<i>asking for language proficiency depending on the level to teach at</i>	1			1
<i>four skills based assessment of language proficiency</i>	9	4	4	17
<i>assessment of speaking</i>		2		2
<i>assessment of writing</i>		1		1
<i>assessment of language proficiency in the middle of the program for continuation (and also at the end)</i>	1			1
d. assessment of motivation	13	4	5	22
e. taking into account communication skills	11	8	2	21
f. psychological evaluation	8	6	2	16
g. considering personality traits	10	3	1	14
h. a try out period	7	4		11
i. considering pedagogical training	7	3	1	11
j. checking mental state	7	3	1	11
k. considering social activities	3	3	2	8
l. checking patience	5	3		8
m. a teaching oriented written exam	5		1	6

Table 4.76

Suggestions for the Overall Recruitment Process by the MoNE (interviews) (continued)

	Participant Groups			TOTAL (N=34)
	students (n=20)	teachers (n=7)	teacher educators (n=8)	
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
n. a certain ratio of both KPSS and oral exam	2	3		5
o. evaluation of physical condition	3	2		5
p. CELTA/DELTA as a bonus	3	1		4
q. a PhD degree as a bonus	3	1		4
r. a master's degree as a bonus	3	1		4
s. taking into account experience	3			3
t. taking into account love for teaching	3			3
u. another foreign language	3			3
v. open ended questions	1	1		2
w. checking self-expression	1	1		2
x. asking for recommendation letters	2			2
v. critical reading added	2			2
z. critical writing added	2			2
aa. no KPSS	1		1	2
bb. separating job positions depending on experience	1			1
cc. asking for a statement of purpose	1			1
dd. a master's degree being compulsory			1	1
ee. checking on quick thinking and understanding skills	1			1
ff. no one to be an teacher with formation		1		1
gg. critical thinking added	1			1
hh. considering CGPA	1			1
ii. taking into account the university of graduation	1			1
jj. KPSS being conducted in multiple times			1	1
kk. regional recruitment by universities	1			1
ll. separating job positions depending on the level to teach at	1			1

At this point, one EFL teacher educator participant suggested that there could be research schools under faculties of education, and it could be at these schools that

students of English language teaching departments could have their school practice/practice teaching experience through an infused approach to internship.

Why don't we research schools? Just like the faculties of medicine, we could have research schools. I now think of the ideal world. In such a case, we can make use of an infused approach. What is an infused approach? ... distribution (of internship) into the (teaching) program ... They do something similar to internship in the first year. ... We can design the course with assignments that can be done at schools. Rather than midterms and finals, we can do something to assess the performance ... in case we have a research school. ... rather than taking only two courses (of school experience/practice teaching) in the final year (TE 2, a male teacher educator).

It was also suggested that EFL teachers could prepare a portfolio in which they documented and included their earlier teaching practices, their teaching philosophies, teaching videos, lesson plans, assignments, reflective thinking processes, diaries, references/comments by their mentors at schools where they had their practice teaching and by supervisors at university.

Now, we talk about those who have become teachers and we will put them into classrooms and this is a really serious matter ... and we spend four years on these teachers. We should see them or we should ask them to bring something like a portfolio or their video recorded experience. (In the portfolio) they could have their own reflections, lesson plans, their lessons video-recorded in class, or the things their mentors have written down about them. ... I believe they should already have developed their teaching philosophies over the four years ... an overall assessment of their supervisors or their mentors (TE4, a female teacher educator).

Besides, it was suggested that EFL teachers could be asked to have mini demo lessons/teachings as a part of or following the oral examination so that it would be possible to have a general grasp of what an EFL teacher's teaching competence/performance was like despite of the fact that this performance would be planned and be conducted in superficial conditions.

How can they conduct the oral exams? They could also ask (English language teachers) to have 15 minute demo teachings. I mean if they can conduct the interviews, they could also ask for the demos. It does not necessarily have to be 45 minute long. They (the teachers) could be asked to prepare a lesson plan (S15, a female MA student).

As the participants suggested, with the help of a demo teaching, a lot of things could be understood about whether an EFL teacher had classroom management or lesson planning skills or teaching competence at all.

In addition, the participants suggested that before their recruitment, EFL teachers should be expected to demonstrate a high level of English language proficiency, which could change depending on the level at which the teachers intended to teach. This is why the participants suggested that a four language skills based English language proficiency assessment should be done before EFL teachers were recruited to work at MoNE schools. In this respect, one student participant suggested the assessment of English language proficiency in the middle of the program to decide whether or not the candidates should/could go onto the program.

It should be something like this. Let's say ... after the second year – when we come to think that the program is a four year one – at the end of the second year, they (pre-service EFL teachers) could take an English proficiency exam. Those candidates who have received a certain score can go onto the third and the fourth years. Indeed, our passing score should be C1, the advanced level. If it is not above it, they should not proceed to the third and fourth years (S16, a male MA student).

Furthermore, the participants explained that how motivated teachers were to be in the profession should be evaluated, and those teachers with high motivation should be recruited into the profession because motivation was one of the key factors for a person to be effective in this profession. Finally, it was suggested by the participants that how good EFL teachers were at communication should be evaluated before their recruitment because the profession of teaching meant communication in nature.

4.3. EFL Teacher Recruitment Process by the Universities

The recruitment process of EFL teachers by universities is considered to consist of four major components in this study: ALES, YDS, CGPA, and Oral Examination. Given this, the strengths and weaknesses of and suggestions for the process will be presented across these four major components. EFL teachers will be referred to as

EFL instructors from this section on, as this is how EFL teachers are referred to in Turkish context when they teach English at university level.

4.3.1. Strengths

RQ II: What students (pre-service EFL teachers and ELT graduate students), EFL teacher educators, and EFL teachers think about the current EFL teacher recruitment process by universities in Turkey?

1. What is the opinion of students (pre-service EFL teachers and ELT graduate students), EFL teacher educators, and EFL teachers about the recruitment process?

A. a. What do they think the strengths of the process are?

4.3.1.1. ALES

In the survey, some participants explained that one of the strengths of EFL instructor recruitment process by universities was taking ALES score into account. The participants believed that ALES was a successful exam in measuring verbal and analytical skills. Some participants were especially content that there were Turkish and math questions in ALES. They stressed that as a standardized test, ALES tested EFL instructors' basic knowledge of math and Turkish.

Table 4.77

The Strengths of ALES (survey)

	Participant Groups		
	students (n=266)	teachers (n=69)	TOTAL (N=335)
Codes	<i>f</i>	<i>f</i>	<i>f</i>
a. taking into account ALES score	3	2	5
b. questions on Turkish	1	2	3
c. questions on math	1	2	3
d. standardized testing		1	1

Maybe ALES (is one strength) ... it determines one's basic knowledge on math and Turkish (a male first year student).

ALES assesses skills in the subjects of Turkish and mathematics. I believe these skills are necessary for everyone to teach English at university (a female secondary school teacher).

It seemed that the participants believed ALES measured the skills and knowledge which were necessary to be English language instructors at university. On the other side, as the participants in the interviews expressed, it was a strength that ALES was taken into consideration in the recruitment process of EFL instructors. They believed that questions in ALES targeted verbal and analytical skills and reasoning which were necessary for English instructors because they were to be the academic personnel to work at universities.

Table 4.78

The Strengths of ALES (interviews)

	Participant Groups			TOTAL (N=34)
	students (n=20)	teachers (n=7)	teacher educators (n=7)	
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
a. taking ALES score into consideration	4		1	5
b. questions on Turkish in ALES	2	1		3
c. math questions in ALES	3			3
d. a standard exam for everyone	2			2
e. enough time allocated	2			2
f. enough number of questions	1			1

They explained that ALES eliminated the candidate EFL instructors and qualified people were hired thanks to such an examination. The participants were content that EFL instructors were required to answer questions on Turkish language and math in ALES.

As something positive, there should be a language exam, and ALES, too, indeed. This is the same thing again. As I have just mentioned, the things I will say will always be the same (quoting an earlier speech on YGS: *Math, Turkish, and science are contents that everyone should have as a part of their world knowledge, and therefore, they are important. As I also believe, that Turkish is higher in its ratio/coefficient is something very positive because it is the mother*

tongue. If one cannot be successful in their mother tongue, then they cannot be successful in other fields.). This is why there is nothing extra that I can add (S9, a female third year student).

The participants believed it was necessary for EFL instructors to know math as a part of their world knowledge. They stated math helped the instructors to have a different vision or view of the world, and math and language were parallel to each other; thus, language major EFL instructors should be able to do math to some extent. Besides, the participants believed that Turkish language was the mother tongue and EFL instructors needed to be good at their command of the Turkish language because their profession would also necessitate it, for instance in their communication with their students. For this, the participants believed EFL instructors, to some extent, should be able to answer questions on Turkish language, as well. Finally, the participants were happy that there was a standardized examination in the selection of EFL instructors and the number of questions and time allocated in this exam were enough.

4.3.1.2. YDS

In the survey, the participants stated that they were happy with that YDS score was taken into account in the recruitment process, as English language was the major of the instructors.

Table 4.79

The Strengths of YDS (survey)

Codes	Participant Groups		
	students (n=266)	teachers (n=69)	TOTAL (N=335)
	<i>f</i>	<i>f</i>	<i>f</i>
a. taking into account YDS score	14	9	23
b. assessment of vocabulary	2	3	5
c. assessment of reading	2	2	4
d. standardized testing		1	1
e. assessment of knowledge		1	1

I think YDS examination is parallel to LYS-5 in terms of testing reading and vocabulary knowledge and it is really effective (in testing these) (a female fourth year student).

Though I am not knowledgeable enough about how universities do their recruitment, I can say that YDS is required and I think it is something good because it is in a way successful in the assessment of language proficiency (a female secondary school teacher).

And also maybe YDS can assess the language ability (not the speaking, listening and writing abilities) ... (a female state university instructor).

Some participants were also content that YDS was a standardized test for each EFL instructor, in which they were basically tested on their knowledge of vocabulary and reading skills and general knowledge of English language.

Similarly, it was seen in the interviews that the participants of the study were content that YDS score was taken into account in the recruitment process because despite its weaknesses, YDS was a means to determine the English language proficiency of EFL instructors.

Table 4.80

The Strengths of YDS (interviews)

	Participant Groups			TOTAL (N=34)
	students (n=20)	teachers (n=7)	teacher educators (n=7)	
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
a. taking into account YDS score	10	4	1	15
b. assessment through reading questions		1		1
c. assessment through cloze questions		1		1

Therefore, they believed that qualified EFL instructors with high language proficiency were recruited, thanks to YDS.

As I believe, that we ask (EFL instructors) for some sort of proficiency is something positive. Even if it is YDS, there is at least (an exam to assess) language proficiency (before their recruitment) (S17, a female PhD student).

Some participants were specifically happy with the reading and cloze test questions which, they believed, were effective means of assessing English language proficiency.

4.3.1.3. Oral Examination

As the participants in the survey explained, it was positive that EFL instructors took an oral exam and had a chance to express themselves.

Table 4.81

The Strengths of Oral Examination (survey)

	Participant Groups		
	students (<i>n</i> =266)	teachers (<i>n</i> =69)	TOTAL (<i>N</i> =335)
Codes	<i>f</i>	<i>f</i>	<i>f</i>
a. the presence of an oral exam	6	16	22
b. assessment of speaking skills	3	2	5
c. assessment of teaching competence	1	2	3
<i>demo teachings</i>		2	2
<i>cases given</i>		1	1
<i>lesson plans</i>		1	1
d. assessment based on content on the field and teaching		3	3
e. interviewing instructors ten times of the available quota		1	1
f. assessment of communication skills	1		1

Oral exams of the universities themselves (are one strength) as they require the candidates to express themselves orally (a female fourth year student).

Teachers are interviewed before they are hired by universities, and they have a chance to talk to teachers and ask them questions about themselves or their job (a female MoNE teacher).

Interviews have some benefits as well. You can voice your qualifications more than ALES or YDS. That means, interviews portray a better and clarified pictures about the teachers, I believe (a female state university instructor).

As the participants also stated, that EFL instructors were assessed based on their teaching competence (for instance, through a mini demo lesson along with a lesson plan or by means of cases that were given to comment on) was another strength of the oral examination.

As far as I know, EFL teachers are asked to prepare a lesson plan and perform a lesson before they are hired. This gives a clue about the teaching potential and competence of the candidate (a female secondary school teacher).

They believed that the assessment of EFL instructors was done based on their teaching and knowledge on the content from the field. It was thanks to the oral examination that EFL instructors were assessed on their speaking and communication skills, too. Finally, the participants were happy that EFL instructors with ten times of the available quota were interviewed in the process, giving a chance for as many candidate instructors as possible.

The participants in the interviews, on the other side, were content that EFL instructors took an oral examination before their recruitment. They believed that thanks to oral examinations, EFL instructors were seen face to face in person and it was possible to see the abilities of EFL instructors' in speaking English, addressing to audiences, and communicating with others.

Table 4.82

The Strengths of Oral Examination (interviews)

	Participant Groups			TOTAL (N=34)
	students (n=20)	teachers (n=7)	teacher educators (n=7)	
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
a. conducting oral exams with teachers	15	9	2	26
b. some universities asking the instructors to do demo teaching		3		3
c. questions related to the field and teaching	1	1		2
d. interviewing candidates 10 times of the available quota	1			1

Table 4.82

The Strengths of Oral Examination (interviews) (continued)

	Participant Groups			
	students (<i>n</i> =20)	teachers (<i>n</i> =7)	teacher educators (<i>n</i> =7)	TOTAL (<i>N</i> =34)
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
e. conducted in English			1	1
f. cases related to teaching given to the instructors		1		1
g. oral exam being practical for universities		1		1

It was also thanks to the oral interviews that an instructor's classroom management and lesson planning skills, teaching aptitude, motivation and willingness to teach, teaching competence, patience, mental state of mind, and personal qualities could all be assessed.

While recruiting language instructors, I believe that there should be an oral exam, for sure. In an institution that I had applied to earlier on, I was given a written test (as a part of the oral exam) and I believe I could show myself in the field. I mean lots of great ideas came to my mind. They asked me to prepare a lesson plan, for instance. I wrote down each step of that lesson one by one. It was great. I stated I would conduct the lesson this way or that way. Later on, in the oral exam, they asked me questions about that lesson plan in English, of course an oral exam should be conducted in English. I could express myself very effectively now that I also had a document in my hand (T6, a female instructor).

You can ask many things here (in oral exams), and it will be great if there is a demo teaching, too. You can really see if that person has any classroom management skills or (teaching) aptitude, if they really want to be a teacher, why they are there, and why they want to be an instructor. You can ask all these. You can get them speak (in English) in the very first place. You can see their language competency, I mean (S19, a female PhD student).

An oral exam was a kind of chance for universities to get to know an instructor candidate better. Besides, with the help of an oral exam, universities could better decide whether or not to recruit an instructor who scored high in written exams but were not likely to be preferred. In other words, universities in a way could select those candidate profiles they looked for through oral interviews. The participants in

general believed that the oral examinations conducted by universities were more professional than those by the MoNE, and they thought it was a good idea that the recruitment process of the instructors did not just depend heavily on written exams but also the instructors were checked on by face to face interviews.

The participants were also satisfied with the demo teachings asked by some universities in the oral interviewing process. They believed that demos were useful ways of understanding what an EFL instructor could not demonstrate on paper, and they were a chance for universities to see the actual performance of an instructor. Besides, the participants believed that it was in an oral examination that questions related to the field could be asked to language instructors, which the written standardized exams could not do. In addition, as the participants highlighted, EFL instructors with ten times of the available quota were called on for an oral examination and this examination was conducted in English were further strengths because they believed more instructor candidates were given a chance for recruitment, and it was possible to see specifically the oral command of English language by instructors.

4.3.1.4. CGPA

In the survey, the participants only stated that CGPA score was taken into account in the recruitment process and they believed this was one of the strengths of this process.

Table 4.83

The Strengths of CGPA (survey)

	Participant Groups		
	students (n=266)	teachers (n=69)	TOTAL (N=335)
Codes	<i>f</i>	<i>f</i>	<i>f</i>
a. taking into account CGPA score		4	4

I think it is OK that CGPA is also added because it shows how successful a person was at university (a female secondary school teacher).

Since students' CGPA is also taken into consideration, this hiring procedure can also assess the academic achievement of the students at university (a female state university instructor).

The participants believed that taking CGPA into account in this process was a powerful side was because for them, CGPA was an account of EFL instructors' earlier success in their university education. On the other side, in the interviews, it was seen that the participants believed that since EFL instructors were to work at universities, taking into account their CGPA was necessary.

Table 4.84

The Strengths of CGPA (interviews)

	Participant Groups			TOTAL (N=34)
	students (n=20)	teachers (n=7)	teacher educators (n=7)	
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
a. taking into account the CGPA of EFL instructors	10	5	2	17
b. taking 10% of the CGPA score	3			3

They noted that taking into consideration the CGPA of EFL instructors was a strength since it meant taking into consideration their four year education at university, whether or not a person had studied hard enough at university, and how persevering they were earlier on.

I believe a certain CGPA score is necessary ... depending on the effort you put while taking those courses at university ... Let's say you worked on a project but you did not value it or did not care about it much and you ended up with getting a low score. Of course, there might be some other factors but still your general CGPA is low. It could also be because you were a low achiever... because you did not study hard enough. Thus, I believe CGPA score is (OK to be) taken into account in recruiting language instructors (S5, a female second year student).

The participants believed that CGPA score was an indicator of how disciplined, responsible, and hardworking an instructor was. It was thanks to taking CGPA score into account that EFL instructors who were successful in their academic life were selected as language instructors, for their CGPA was a reflection of their education and success in all courses at university. The participants also believed that CGPA was a motivating factor for language major pre-service teachers at university: since they knew their CGPA score was to be taken into consideration in the recruitment of language instructors, they kept studying hard enough for their university courses.

Some participants were also content that only 10% of EFL instructors' CGPA score was taken into consideration in their recruitment. They explained that an instructor may not be successful as a student at university, but they could still make a great English language instructor, or an instructor's CGPA could be high, but they may not (be able to) speak English well enough, lacked skills of classroom management, or might be passive in class as an instructor. Considering these all, as the participants believed, it was a strength that the ratio of CGPA score which was taken into account in the recruitment process was not so high.

4.3.1.5. Overall EFL Instructor Recruitment Process

The participants of the survey stated that in some cases a written exam was conducted by universities to EFL instructor candidates, which was, in a way, a means to understand how knowledgeable, qualified, and competent one was in the profession and use of English language.

Moreover, universities also have their own written exam, which is an opportunity to assess the field knowledge and writing skills of the candidates (a female state university instructor).

Table 4.85

The Strength of Overall EFL Instructor Recruitment Process (survey)

Codes	Participant Groups		
	students (<i>n</i> =266)	teachers (<i>n</i> =69)	TOTAL (<i>N</i> =335)
	<i>f</i>	<i>f</i>	<i>f</i>
a. in some cases a written exam by universities on the field		9	9
b. tendency to recruit the better/more qualified instructors	5		5
c. taking into account different components in the recruitment process	1	3	4
d. a more professional recruitment (than the one by the MoNE)		4	4
e. universities selecting their own language instructors		2	2
f. universities being better at sustaining standardization in assessment		1	1
g. universities asking for experience in some cases		1	1
h. high speed test taking skills being measured in written exams	1		1

Some participants also stated that universities in general tended to recruit the better and more qualified candidates, and they believed that the recruitment process by universities was more professional than the one by the MoNE.

Several factors are taken into consideration while hiring instructors: CGPA, ALES score, proficiency in English (exam score), and an exam/interview conducted by the universities. It is good to evaluate candidates on several different aspects (a female state university instructor).

The participants were also content that different components (such as ALES, YDS, oral exam, and CGPA scores) were taken into account in the recruitment process, and universities were free to, an extent to, choose the instructors they wished. On the other side, given the large number of applicants, the participants in the interviews were content that EFL instructors were first eliminated depending on their written test scores before they could be shortlisted and take the oral examination by universities.

Table 4.86

The Strengths of Overall EFL Instructor Recruitment Process (interviews)

	Participant Groups			
	students (<i>n</i> =20)	teachers (<i>n</i> =7)	teacher educators (<i>n</i> =7)	TOTAL (<i>N</i> =34)
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
a. elimination of the instructors through exams by ÖSYM first and then by universities	5	2	1	8
b. taking into account (4) different components in the recruitment process	4	2		6
c. each component having a ratio in overall assessment	3	1	1	5
d. the ratio of YDS being higher than the ratio ALES in selection (in the first round)	1	3		4
e. each institution deciding on whom to accept	2		2	4
f. being up to the candidate instructor whether to apply or not for the vacant position depending on the requirements	1			1

The participants were happy that different components were considered in the recruitment of language instructors and evaluation was based on different sources, and they were also glad that each of these components had a certain ratio in the overall assessment. As the participants believed, the distribution of ratios across the components showed the objectivity of the recruitment process; it was a way to prevent those with ALES high scores from being ahead of those who could not get such high scores but could do better teaching, and it made the recruitment easier and practical for universities. To add, the participants were satisfied that the ratio of YDS was higher than the ratio of ALES in the first round of the selection process, for it was English language that EFL instructors majored in, and thus, naturally their proficiency in English should be considered more important than their ALES score in the recruitment process. Finally, the fact that each institution itself made the decision as whom to recruit was a further strength of the overall process.

4.3.2. Weaknesses

RQ II: What do students (pre-service EFL teachers and ELT graduate students), EFL teacher educators, and EFL teachers think about the current EFL teacher recruitment process by universities in Turkey?

1. What is the opinion of students (pre-service EFL teachers and ELT graduate students), EFL teacher educators, and EFL teachers about the recruitment process?

A. b. What do they think the weaknesses of the process are?

4.3.2.1. ALES

In the survey, the participants were asked their opinions specifically about ALES by means of a questionnaire section. Following are the results presented.

Table 4.87

The Weaknesses of ALES (survey)

	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE			
	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	<i>M</i>	<i>SD</i>
Student Participants										
ALES is a good means to choose English language instructors.	2.3	6	23.7	63	50.8	135	23.3	62	2.05	.74
Teacher Participants										
ALES is a good means to choose English language instructors.			5.8	4	49.3	34	44.9	31	1.61	.59

Slightly more than a quarter of the student participants (26%) strongly agreed (2.3%) and agreed (23.7%) that ALES was a good means to choose English language instructors, whereas almost three quarters (74.1%) disagreed (50.8%) and strongly disagreed (23.3%) that it was ($M=2.05$; $SD=.74$). On the other side, a very small percent of the teacher participants (5.8%) strongly agreed (0%) and agreed (5.8%) that ALES was a good means to choose English language instructors, whereas the majority (94.2%) disagreed (49.3%) and strongly disagreed (44.9%) that it was ($M=1.61$; $SD=.59$).

Table 4.88

The Weaknesses of ALES (survey)

Codes	Participant Groups		
	students (<i>n</i> =266)	teachers (<i>n</i> =69)	TOTAL (<i>N</i> =335)
	<i>f</i>	<i>f</i>	<i>f</i>
a. taking ALES score into account	9	13	22
b. questions on math		4	4
c. high ratio of ALES in the process		3	3
d. assessment of knowledge in theory		1	1

The participants of the survey expressed that taking into consideration ALES, especially answering math questions, was a weakness because it was not related to the field of language teaching, and it was a hard examination for EFL instructors.

ALES is unnecessarily difficult for EFL teachers. How are they supposed to get a high score out of it if the exam is that difficult? (a female third year student)

ALES seems to be very challenging for most English teachers. They are actually not very capable of doing math. Although they are good at English and teaching, they cannot be successful in this exam (a female secondary school teacher).

As for ALES, an exam focusing on verbal and analytic skills cannot be a comprehensive and efficient means to hire EFL teachers (a female state university instructor).

Some participants also found the ratio of ALES taken into account quite high and they criticized ALES because, as a written exam, it basically measured knowledge in theory. As the participants in the interviews, on the other hand, made it clear in the interviews, one drawback was that EFL instructors were required to take ALES and answer math question in ALES.

Table 4.89

The Weaknesses of ALES (interviews)

	Participant Groups			
	students (n=20)	teachers (n=7)	teacher educators (n=7)	TOTAL (N=34)
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
a. testing of math in ALES	12	3	1	16
b. taking into consideration ALES in the recruitment	6	2	7	15
c. taking into consideration a high ratio of ALES in the recruitment	2	1		3
d. testing of test taking skills	2		1	3
e. unreasonable reasoning questions	1			1
f. not being discriminating enough		1		1

They believed that for EFL instructors, ALES was a difficult exam; it was not an indicator of whether or not a person would make an effective instructor, and ALES eliminated the candidates to a large extent.

Okay, now something like this happened. One of our graduates here came amongst the first 100 in Turkey in ALES. This is something great! Whichever institution this graduate (EFL instructor candidate) applied to, he/she ended up being in the first three in the list. That is great and no problem so far. Yet, he/she was not accepted by any of them. He/she was not accepted into our master's program here, either. He/she cannot put two words together to speak; his/her English is very problematic. He/she has great problems in his/her aptitude. I mean when you conduct interviews, you may talk to some and you may not understand how 30 minutes have passed, yet there are some others on whom you make a decision within the first five minutes. This is why I believe ALES is problematic. That one's ALES score is high does not show that the person is perfect (TE5, a female teacher educator).

Also, the participants were not content that EFL instructors were still asked to answer questions on math and Turkish language after a long time had passed since they last took courses on these contents, which was why it became unnecessarily extra burden on the shoulders of EFL instructors. They believed that it did not make any sense to them why EFL instructors were asked to answer math questions, for it was beyond their major and unnecessary for them.

As further drawbacks, the participants believed that ALES included unreasonable questions on verbal and analytic reasoning; it was not discriminative enough as an exam; it basically measured the test taking skills of the instructors, and a high ratio was allocated to ALES in the overall recruitment process.

4.3.2.2. YDS

In the survey, the participants were asked their opinions specifically about YDS by means of a questionnaire section. Following are the results presented.

Table 4.90

The Weaknesses of YDS (survey)

	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE			
	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	<i>M</i>	<i>SD</i>
Student Participants										
YDS is a good means to choose English language instructors.	3	8	28.2	75	53	141	15.8	42	2.18	.72
Teacher Participants										
YDS is a good means to choose English language instructors.			27.5	19	49.3	34	23.2	16	2.04	.71

Less than a third of the student participants (31.2%) strongly agreed (3%) and agreed (28.2%) that YDS was a good means to choose English language instructors, whereas the rest (68.8%) disagreed (53%) and strongly disagreed (15.8%) that it was ($M=2.18$; $SD=.72$). On the other side, slightly more than a quarter the teacher participants (27.5%) strongly agreed (0%) and agreed (27.5%) that YDS was a good means to choose English language instructors, whereas slightly less than three quarters (72.5%) disagreed (49.3%) and strongly disagreed (23.2%) that it was ($M=2.04$; $SD=.71$).

Table 4.91

The Weaknesses of YDS (survey)

	Participant Groups		
	students (<i>n</i> =266)	teachers (<i>n</i> =69)	TOTAL (<i>N</i> =335)
Codes	<i>f</i>	<i>f</i>	<i>f</i>
a. limited in testing language proficiency	8	5	13
<i>no assessment of speaking</i>	5	1	6
<i>no assessment of writing</i>	2	1	3
<i>no assessment of listening</i>	3		3
b. assessment of knowledge in theory		1	1

I think the main problem of both YDS and LYS-5 examinations is that not all of the main skills in English language are included in the testing (process). Skills in English language are ignored, but they should also be tested (a female fourth year student).

Teachers' language proficiency is not tested properly. I mean not all skills are tested in YDS (a female primary school teacher).

As I stated previously, a single skill based language exam -YDS- cannot be an adequate way to assess how proficient the (EFL instructor) candidates are (a female state university instructor).

In the survey, the participants stressed that English language proficiency of EFL instructors was tested in a limited way; no assessment of speaking, writing, or listening was taken into account before the recruitment of EFL instructors, but what was measured and taken into account, for one participant, was the general knowledge of English in theory and on paper.

The participants in the interviews, on their other side, believed that YDS was not effective enough in testing EFL instructors' language proficiency. They made it clear that it was not a four language skills based language examination, and assessment of speaking skills, for instance, went missing before the candidates ended up in the short list for the oral exam.

Table 4.92

The Weaknesses of YDS (interviews)

	Participant Groups			
	students (n=20)	teachers (n=7)	teacher educators (n=7)	TOTAL (N=34)
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
a. not testing real language proficiency	6	3	2	11
b. YÖKDİL relatively being easier than YDS	6	2		8
c. not being a skills based exam	4		1	5
d. testing of test taking skills	2			2
e. not assessing speaking	1			1
f. being a multiple choice test	1			1
g. testing mainly of vocabulary and grammar	1			1
h. limited number of questions		1		1

For the participants, YDS was rather a multiple choice examination that measured test taking skills of the examinees and tested basically the instructors' knowledge of vocabulary and grammar. With a limited number of questions that was not enough to determine one's language proficiency in English, YDS was an inadequate language examination.

Then there is this ... the ones who take YDS and the ones who take YÖKDİL ... A person may have scored high in YÖKDİL; another may have scored low in YDS, but their proficiency levels were the same, and the one with the YDS score may rank low in the list. This is something negative. ... There could be some inequality. ... YDS is again a paper-based exam. I mean it is a (multiple choice) test. As I said before, listening and such are important in a language. I mean no matter what one's level of proficiency is, their listening, speaking, and writing in a language should also be assessed, I believe. I think YDS is missing (in this sense) (S6, a female second year student).

They accept YDS, and now even YÖKDİL. These only show us their knowledge of grammar and vocabulary. These do not show us their speaking. In my institution, for instance, we experience such a case. The candidate instructor, let's say, scores 90 in YDS; his/her ALES score is already very high because he/she has attended a training center for a year or so. He/she does struggle a lot. Since his/her scores in both of these exams are high enough, he/she could get a place in the list automatically. Then he/she takes the oral exam. His/her scores are great; he/she has high scores in YDS and ALES. Yet, he/she cannot speak (S19, a female PhD student).

Finally, the participants, as seen above, were somehow critical of the fact that YÖKDİL, which was believed to be easier, was also accepted as an equivalent of YDS. The participants, especially in terms of YÖKDİL, could not understand why the result of an easier examination in which everyone was able to score very high was accepted in the recruitment of EFL instructors.

4.3.2.3. Oral Examination

In the survey, the participants first mentioned lack of objectivity and standardization as weaknesses.

Table 4.93

The Weaknesses of Oral Exam (survey)

Codes	Participant Groups		
	students (n=266)	teachers (n=69)	TOTAL (N=335)
a. lack of objectivity	f 1	f 10	f 11
b. lack of standardization		3	3
c. anxiety provoking		2	2
d. no assessment of communication skills		1	1

They believed that some EFL instructors could be favored in the recruitment process, and universities showed variety in the way they conducted their oral examination. For instance, some universities asked the examinees to give a demo teaching or sit a written exam, whereas the others did not.

The instructors in the oral exam (committee) mostly choose their own students for the positions (female high school teacher).

Also, the oral exams are not objective enough to find the ones who really deserve the job (a female state university instructor).

It may or may not assess teaching abilities via a demo lesson. It is not standard (a female private university instructor).

As HECs (universities) are self-governing places, there is no single way to follow while hiring people there. For this reason, the procedure in one may be tougher than the others. Some have demo-lessons; some

don't, for instance. This is the main weakness. For my case, (my) interview was announced just before the written exam – on the same day. I would like to know it beforehand – the announcement shouldn't be short notice (a female state university instructor).

Besides, the participants believed that oral exam was anxiety provoking, which was why it was highly possible that the examinees would not be able to speak or could not reflect their real performance. Finally, there was one participant who believed that whether or not the examinees had communication skills was not taken into account and went missing in the recruitment process.

Similar to the survey participants, the participants in the interviews indicated that lack of objectivity was one of the main weaknesses of oral examination. As they expressed, there was the possibility that some EFL instructors could be favored, and there could be some EFL instructors who were intended to be recruited, or the committee members might not simply like some EFL instructors.

Table 4.94

The Weaknesses of Oral Examination (interviews)

	Participant Groups			TOTAL (N=34)
	students (n=20)	teachers (n=7)	teacher educators (n=7)	
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
a. lack of objectivity	4	2	1	7
b. interviewing candidates ten times of the available quota	1	1	1	3
c. lack of standardization	2			2
d. not recording the interviews	1			1
e. not comprehensive but superficial questions being asked	1			1
f. teachers not being able to express themselves due to feeling of stress/nervousness	1			1

Perhaps again the oral exam... whether it is something positive or negative could be discussed depending on who conducts it. I mean ... (the exam is) not being objective enough (S3, a female first year student).

I mean that ... the general concern (of this exam) ... favoring some people, but apart from that there should be an oral exam, I believe (S10, a male fourth year student).

The participants also explained that another drawback was the quota of those to be interviewed. As the participants believed, it was negative that ten times of the available quota were interviewed because then a lot of language instructors were accepted for the interviews, and everyone could make it to the interviews. The participants also believed that in oral examinations, there was no standardization in content, committee members, or evaluations made, for each institution conducted their own interviews. In addition, some participants were not happy that oral examinations were not recorded, and the questions asked in these exams were superficial rather than comprehensive. As they finally added, given the nature of oral exams, there was the risk for EFL instructors that they would not be able to express themselves enough, as they would feel nervous and under stress in the examination.

4.3.2.4. CGPA

In the survey, some participants mentioned that they were not very content that CGPA score was added into the overall scoring process. Though they believed taking this score into account was a drawback, they did not explain in detail why they believed so.

Table 4.95

The Weaknesses of CGPA (survey)

	Participant Groups		
	students (n=266)	teachers (n=69)	TOTAL (N=335)
Codes	<i>f</i>	<i>f</i>	<i>f</i>
a. taking into account CGPA score	2		2

On the other side, one major drawback mentioned by the participants in the interviews on CGPA score was the lack of standardization in how this score was given at different universities. The participants believed that since CGPA score was

not standardized, it was not a good idea that this score was taken into account in the recruitment of EFL instructors.

Table 4.96

The Weaknesses of CGPA (interviews)

	Participant Groups			TOTAL (N=34)
	students (n=20)	teachers (n=7)	teacher educators (n=7)	
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
a. lack of standardization	5		3	8
b. taking into account CGPA score	3			3
c. limited ratio of CGPA score taken into account	1			1

Besides, the participants did not believe one's academic performance at university guaranteed that they would be effective English language instructors later on. A person, for instance, might have had a terrible academic achievement at university but could still make an effective English instructor, as the participants explained.

Let me give you an example of my own. For instance, at our university (of graduation), the CGPA score of the pre-service EFL teacher who ranked first was 3.50 (out of 4.00). Three points fifty. This is our best student. For instance, at other universities, there are those who scored 3.75 or 3.80, but they cannot be ranked in the top three. Thus, it means that there is no standardization at our universities. Therefore, this (CGPA score) will not be equal (for everyone). It will not be fair, and this is a big disadvantage in the process of evaluation. I can say these (S16, a male MA student).

Because I think my university CGPA score has nothing to do with my teaching. Perhaps, I went through a very bad period in my life (at university) and my CGPA is terrible. I am such a person with great skills in communication and my English is great but I was lazy at university. This is why it is not related to my teaching competence. ... The one (the effort) I exerted was to go on my university education. I can understand the importance of high school CGPA to an extent, yet I think after university, for a job, I do not think how hardworking you were in your studentship has any effects (on your teaching) (S20, a female PhD student).

Finally, one participant made it clear that the ratio allocated to CGPA score in the overall recruitment process was not enough, given that CGPA score could be a positive indicator of one's academic success at university.

4.3.2.5. Overall EFL Instructor Recruitment Process

In the survey, the participants were asked their opinions about EFL instructor recruitment process by universities by means of a questionnaire section. Below are the results presented.

Table 4.97

The Weaknesses of Overall EFL Instructor Recruitment Process (survey)

	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE		M	SD
	%	n	%	n	%	n	%	n		
Student Participants										
I am happy with the current English teacher hiring process for university preparatory schools by the HEC.	1.9	5	18.4	49	53.4	142	26.3	70	1.96	.72
The total score I receive from ALES and YDS reflects my real success during my university education.	3	8	10.2	27	60.5	161	26.3	70	1.90	.69
How English language instructors are selected to teach at university preparatory schools is satisfying.	1.5	4	25.6	68	55.3	147	17.7	47	2.11	.69
The total score I receive from ALES and YDS is a good indicator of my future success in my job.	2.6	7	13.9	37	57.1	152	26.3	70	1.93	.71

Table 4.97

The Weaknesses of Overall EFL Instructor Recruitment Process (survey) (continued)

	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE		<i>M</i>	<i>SD</i>
	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>		
Teacher Participants										
I am happy with the current English teacher hiring process for university preparatory schools by the HEC.	2.9	2	20.3	14	58	40	18.8	13	2.07	.71
The total score EFL teachers receive from ALES and YDS reflects their real success during their university education.	1.4	1	8.7	6	50.7	35	39.1	27	1.72	.68
How English language instructors are selected to teach at university preparatory schools is satisfying.	2.9	2	20.3	14	50.7	35	26.1	18	2.00	.76
The total score EFL teachers receive from ALES and YDS is a good indicator of their future success in their job.			13	9	45	31	42	29	1.71	.68

A fifth of the student participants (20.3%) strongly agreed (1.9%) and agreed (18.4%) that they were happy with the current English language teacher (instructor) hiring process for university preparatory schools by the HEC, while more than three quarters (79.7%) disagreed (53.4%) and strongly disagreed (26.3%) that they were ($M=1.96$; $SD=.72$). On the other side, less than a quarter of the teacher participants (23.2%) strongly agreed (2.9%) and agreed (20.3%) that they were happy with the current English language teacher (instructor) hiring process for university preparatory schools by the HEC, while slightly more than three quarters (76.8%) disagreed (58%) and strongly disagreed (18.8%) that they were ($M=2.07$; $SD=.71$).

A small percent of the student participants (13.2%) strongly agreed (3%) and agreed (10.2%) that the total score they received from ALES and YDS reflected their real success during their university education, while the majority (86.6%) disagreed

(60.5%) and strongly disagreed (26.3%) that it did ($M=1.90$; $SD=.69$). Similarly, a small percent of the teacher participants (10.1%) strongly agreed (1.4%) and agreed (8.7%) that the total score EFL teachers received from ALES and YDS reflected their real success during their university education, while the majority (89.8%) disagreed (50.7%) and strongly disagreed (39.1%) that it did ($M=1.72$; $SD=.68$).

More than a quarter of the student participants (27.1%) strongly agreed (1.5%) and agreed (25.6%) that how English language instructors were selected to teach at university preparatory schools was satisfying, whereas almost three quarters (73%) disagreed (55.3%) and strongly disagreed (17.7%) that it was ($M=2.11$; $SD=.69$). Similarly, slightly less than a quarter of the teacher participants (23.2%) strongly agreed (2.9%) and agreed (20.3%) that how English language instructors were selected to teach at university preparatory schools was satisfying, whereas slightly over three quarters (76.8%) disagreed (50.7%) and strongly disagreed (26.1%) that it was ($M=2.00$; $SD=.76$).

A small percent of the student participants (16.5%) strongly agreed (2.6%) and agreed (13.9%) that the total score they received from ALES and YDS was a good indicator of their future success in their job, whereas the majority (83.4%) disagreed (57.1%) and strongly disagreed (26.3%) that it was ($M=1.93$; $SD=.71$). On the other side, a small percent of the teacher participants (13%) strongly agreed (0%) and agreed (13%) that the total score EFL teachers received from ALES and YDS was a good indicator of their future success in their job, whereas the majority (87%) disagreed (45%) and strongly disagreed (42%) that it was ($M=1.71$; $SD=.68$).

Table 4.98

The Weaknesses of Overall EFL Instructor Recruitment Process (survey)

Codes	Participant Groups		
	students (n=266)	teachers (n=69)	TOTAL (N=335)
	<i>f</i>	<i>f</i>	<i>f</i>
a. no assessment of teaching competence	4	5	9
b. no assessment of teacher motivation	1	3	4
c. inconsistency in that some universities conduct their own written exams, whereas the others do not		2	2
d. no assessment of EFL instructor psychology		1	1
e. no objectivity	1		1
f. asking for experience		1	1
g. positions opened specifically for some individuals		1	1
h. no individual differences taken into account in standardized tests		1	1
i. attributing a lot of importance on the written exams ALES and YDS		1	1
j. no exact assessment of methodology/pedagogy		1	1
k. need of really high scores in exams in the recruitment process		1	1
l. memorization based examinations	1		1
m. putting pressure on teachers	1		1

In the survey, the participants stated that EFL instructors were not assessed based on their teaching competence, motivation, or psychology to be an instructor.

YDS and ALES are not enough on their own to see if a teacher (an instructor) can teach the language properly (a female fourth year student).

I think candidates' actual teaching skills/their performances are not really evaluated. I know that there are some institutions that require candidates to design lessons or do a demo lesson, but they are not the norm. Most institutions focus on the written exam scores and the results of the interviews which mostly include some questions about theoretical knowledge of the candidates. I think this is a limited way to choose instructors to hire. More attention should be paid to the teaching skills of the candidates (a female state university instructor).

Some participants also believed that there was inconsistency between universities in that some universities conducted their own written exams, whereas others did not. Besides, one participant added that universities asked for experience in teaching before they recruited EFL instructors; however, this participant believed that experience did not necessarily mean that a person was (to be) an effective instructor.

The participants, on the other hand, noted in the interviews that the recruitment process in general was stress provoking for EFL instructors, with all the examinations they needed to take and the multiple stages they needed to go through.

Table 4.99

The Weaknesses of Overall EFL Instructor Recruitment Process (interviews)

	Participant Groups			TOTAL (N=34)
	students (n=20)	teachers (n=7)	teacher educators (n=7)	
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
a. recruitment process being stress provoking	3			3
b. ALES and YDS being taken into account in the same ratios (in the final round)	1			1

The instructors, as the participants explained, might not be successful due to the stress created on them in the overall recruitment process. Finally, it did not make any sense to the participants why ALES and YDS were allocated the same ratios in the calculation of the final scores for recruitment. Since YDS was an exam related to the major of EFL instructors, the participants expected that its ratio should have been higher than the ratio of ALES, which was not directly related to the field of the instructors.

4.3.3. Suggestions

RQ II: What do students (pre-service EFL teachers and ELT graduate students), EFL teacher educators, and EFL teachers think about the current EFL teacher recruitment process by universities in Turkey?

3. What are the suggestions of students (pre-service EFL teachers and ELT graduate students), EFL teacher educators, and EFL teachers for the improvement of the recruitment process, if any?

4.3.3.1. ALES

In the survey, the participants suggested that no ALES score should be taken into account. The participants did not think ALES was an indicator of either EFL instructors' skills in teaching or in English.

Table 4.100

Suggestions for ALES (survey)

	Participant Groups		
	students (<i>n</i> =266)	teachers (<i>n</i> =69)	TOTAL (<i>N</i> =335)
Codes	<i>f</i>	<i>f</i>	<i>f</i>
a. no ALES taken into account		9	9
b. a smaller ratio of ALES		2	2
c. a higher minimum limit score		1	1

As it is mentioned above, ALES should not be taken into account while hiring teachers as I think teachers' ALES scores do not indicate their language proficiency or their language teaching skills (a female state school instructor).

Exams like ALES should not be a requirement for hiring EFL instructors as there are many skilled teachers who have low scores in this exam and they cannot be called for the interviews (a female state school instructor).

The participants suggested that even if ALES was to be taken into consideration in the recruitment process, its ratio should be smaller than the current one(s), whereas

there was also one participant who suggested that the minimum score that was required in ALES to be a language instructor could be higher than the current one.

Table 4.101

The Minimum Scores Suggested for ALES (survey)

(out of 100)	Participant Groups		
	students (n=266)	teachers (n=69)	TOTAL (N=335)
Codes	n	n	n
VERBAL			
80	32	13	45
90	27	4	31
85	20	4	24
70	13	7	20
75	5	3	8
95	5		5
90		3	3
60	3		3
65	2		2
50	1	1	2
100	1		1
55	1		1
25		1	1
ANALYTICAL	n	n	n
80	24	4	28
70	21	3	24
70	21		21
85	17	1	18
90	17		17
50	5	5	10
60	8	7	15
75	7	1	8
100	2		2
65		1	1
45		1	1
30	1		1
25		1	1

Table 4.101

The Minimum Scores Suggested for ALES (survey) (continued)

(out of 100)	Participant Groups		
	students (n=266)	teachers (n=69)	TOTAL (N=335)
Codes	n	n	n
EQUAL			
80	31	3	34
90	25		25
70	19	6	25
85	13	3	16
60	3	7	10
75	5	1	6
50	3	1	4
55	1	1	2
65		2	2
100	2		2
25		1	1

The participants further suggested that the minimum scores to be expected from EFL instructors could be 80 and 90 in the verbal section, 70 and 80 in the analytical section, and 70 and 90 in the equal section, as can be summarized in the table above. In the interviews, on the other side, the participants suggested that either no ALES score should be taken into account; even if it was to be, its ratio should be smaller than the current one(s) due to the weaknesses suggested earlier on.

Table 4.102

Suggestions for ALES (interviews)

	Participant Groups			TOTAL (N=34)
	students (n=20)	teachers (n=7)	teacher educators (n=7)	
Codes	f	f	f	f
a. lower ratio of ALES taken into account	6	1	2	9
b. no ALES taken into account	4	3	2	9
c. taking ALES as a requirement without taking any of its ratio in the beginning, but not later on	3		1	4

Table 4.102

Suggestions for ALES (interviews) (continued)

	Participant Groups			
	students (n=20)	teachers (n=7)	teacher educators (n=7)	TOTAL (N=34)
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
d. smaller ratio of ALES in the beginning, but no ALES taken into account the second time in the final scoring process		1	2	3
e. no math in ALES	2			2
f. a different type of ALES to be taken to be language instructors	2			2
g. a lower ratio of ALES taken for the second time in the final scoring	1			1

In this respect, one participant suggested that especially the ratio of ALES in the final scoring could be lower than the current one. As another suggestion, some stated that ALES could be taken into account in the recruitment process, but initially it should only be used as a requirement for recruitment (with a certain score to be met) so that everyone meeting the requirement should have the chance to take the oral exam, yet it should not be taken into account again in any following steps of the recruitment process, as seen in the first excerpt below.

I guess it should be something like this. The instructors should pass the minimum requirement of 70, and there should be no percentage taken. If ALES is so important I mean if the government says ALES is of great importance and they claim to assess some things through ALES, only passing (taking the minimum requirement score in) ALES should be compulsory but no percentages should be taken into account (TE5, a female teacher educator).

We should reduce the ratio of ALES into 20%, for instance. Then (we should add) the 80% of the TOEFL score of the instructor. Then we should have the oral examination and he/she takes it. ... Yes, at this stage, there should be an oral exam. Depending on these two (ALES and TOEFL), he/she should take the oral exam. Then in the second (the final) round, we should remove ALES (T7, a female instructor).

As seen in the second excerpt above, there were some who suggested that ALES could be taken into account in a smaller ratio in the first round to decide on the EFL

instructors to be shortlisted before the interview; however, in making the final decision, ALES score should not be taken into account one more time. Finally, it was also suggested that for to-be-EFL instructors, answering math questions should not be an obligation for the aforementioned weaknesses related to answering math questions in the exam, or there should be a different type of ALES that EFL instructors could take and be more successful at.

4.3.3.2. YDS

In the survey, the participants suggested that rather than YDS, EFL instructors should be expected to have a score in a four language skills based language examination in which speaking and writing in particular should also be tested.

Table 4.103

Suggestions for YDS (survey)

	Participant Groups		
	students (<i>n</i> =266)	teachers (<i>n</i> =69)	TOTAL (<i>N</i> =335)
Codes	<i>f</i>	<i>f</i>	<i>f</i>
a. four skills based language proficiency	5	9	14
<i>assessment of writing</i>	8	1	9
<i>assessment of speaking</i>	2	1	3
b. higher minimum limit score	5	1	6
c. a higher ratio taken into account		1	1

The teachers should be required to have TOEFL scores instead of YDS, which is a multiple choice-based exam (a female state university instructor).

Also, YDS needs to be improved and designed as a four skill-based exam in order to assess the language proficiency of the (instructor) candidates accurately (a female state university instructor).

Some participants suggested that the minimum score required from YDS could be higher than the current one; there was also one participant who suggested YDS ratio taken into account should be higher than the current one(s). As the participants

further suggested, the minimum language examination scores to be expected from EFL instructors can be summarized in the table below.

Table 4.104

The Minimum Scores Suggested for Language Proficiency (survey)

Codes	Participant Groups		
	students (<i>n</i> =266)	teachers (<i>n</i> =69)	TOTAL (<i>N</i> =335)
	<i>n</i>	<i>n</i>	<i>n</i>
YDS (out of 100)			
90	60	35	95
85	22	8	30
80	18	6	24
95	9	2	11
75	8	1	9
70	3	2	5
100	2		2
92		2	2
60	2		2
65	1		1
55	1		1
25		1	1
University English Proficiency Exam (out of 100)	<i>n</i>	<i>n</i>	<i>n</i>
90	11		11
80	11		11
95	7		7
85	6		6
70	4		4
75	2		2
79	1		1
60	1		1
65	1		1
TOEFL IBT (out of 120)	<i>n</i>	<i>n</i>	<i>n</i>
90	9	1	10
100	7	3	10
80	3		3
95	2		2
85	2		2
65	2		2
70	1		1

Table 4.104

The Minimum Scores Suggested for Language Proficiency (survey) (continued)

Codes	Participant Groups		
	students (<i>n</i> =266)	teachers (<i>n</i> =69)	TOTAL (<i>N</i> =335)
	<i>n</i>	<i>n</i>	<i>n</i>
IELTS (out of 9)			
7	6	2	8
8	3	2	5
7.5		2	2
9		1	1
9.5	1		1
8.5	1		1
6.5	1		1

The participants suggested that the minimum requirement should be between 80 and 95 in YDS, between 80 and 95 in the language proficiency exam by university, between 90 and 100 in TOEFL IBT, and 7 and 8 in IELTS.

In the interviews, on the other hand, the participants suggested that the ratio of YDS in the recruitment process should be higher than the current one(s). More importantly than this, though, the participants suggested that rather than YDS, EFL instructors should be expected to have a score in a four language skills based language examination in which their speaking, writing, and listening skills were also tested.

Table 4.105

Suggestions for YDS (interviews)

Codes	Participant Groups			TOTAL (<i>N</i> =34)
	students (<i>n</i> =20)	teachers (<i>n</i> =7)	teacher educators (<i>n</i> =7)	
	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
a. four skills based language examination	24	4	4	32
<i>assessment of writing</i>	2	2		4
<i>assessment of speaking</i>	1			1
<i>assessment of listening</i>		1		1

Table 4.105

Suggestions for YDS (interviews) (continued)

	Participant Groups			
	students (n=20)	teachers (n=7)	teacher educators (n=7)	TOTAL (N=34)
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
b. increased ratio of YDS in the recruitment process	6	1	1	8
c. universities conducting their own language proficiency exam	1	1	2	4
d. no YÖKDİL taken into account	2	1		3
e. no YDS taken into account the second time in the final scoring process			2	2
f. taking YDS as a requirement without taking any of its ratio	2			2
g. a higher requirement in YDS	1			1
h. more questions in YDS		1		1
i. eliminating the candidates depending on YDS and putting them in an interview list depending on their ALES score			1	1

YDS content could be expanded. YDS could be turned into a four skill based language examination just like TOEFL. I mean they can work on YDS in this sense ... improving the exam ... just like TOEFL (T1, a female MoNE teacher).

OK. One negative aspect of YDS is (that) it is one-type question. I mean since it does not assess language (proficiency) in terms of four major skills and subskills, there should be an example similar to IELTS or TOEFL instead of YDS. It is weak, and it does not test four major skills and subskills. These are the weaknesses (T7, a female instructor).

In addition, if possible, as the participants suggested, universities to recruit EFL instructors should conduct their own four skills based language proficiency examinations. There were also those participants who suggested that YÖKDİL, which they found to be a relatively easier exam, should not be accepted in the recruitment process. Finally, some participants suggested that YDS score should be taken into account only in the first phase in which EFL instructors to be shortlisted

were decided on, but it should not be taken into account one more time in the final scoring process.

4.3.3.3. CGPA

The only suggestion made by the participants in the survey in relation to CGPA was that its ratio in the overall recruitment process should be higher than the current one.

Table 4.106

Suggestions for CGPA (survey)

	Participant Groups		
	students (n=266)	teachers (n=69)	TOTAL (N=335)
Codes	<i>f</i>	<i>f</i>	<i>f</i>
a. higher ratio of CGPA taken into account		3	3

The participants in the study also suggested that the minimum CGPA score to be expected from EFL instructors, as seen below.

Table 4.107

The Minimum Scores Suggested for CGPA(survey)

(out of 4.00)	Participant Groups		
	students (n=266)	teachers (n=69)	TOTAL (N=335)
Codes	<i>n</i>	<i>n</i>	<i>n</i>
3.00	44	27	71
3.50	41	12	53
2.50	9	2	11
3.60	4	1	5
3.20	3		3
3.30	2		2
2.85		2	2
2.00	3		3
3.85	1		1
3.70	1		1
3.65	1		1

Table 4.107

The Minimum Scores Suggested for CGPA(survey) (continued)

(out of 4.00)	Participant Groups		
	students (n=266)	teachers (n=69)	TOTAL (N=335)
Codes	n	n	n
3.40	1		1
3.25	1		1
3.15		1	1
3.10	1		1
2.70	1		1

They suggested that the minimum CGPA score to be expected from EFL instructors before their recruitment should be mainly 3.00 or 3.50, as shown in the table above. The participants in the interviews, on their other side, suggested different ideas in relation to the CGPA score taken into account in the recruitment process.

Table 4.108

Suggestions for CGPA (interviews)

	Participant Groups			
	students (n=20)	teachers (n=7)	teacher educators (n=7)	TOTAL (N=34)
Codes	f	f	f	f
a. more CGPA ratio taken into account	1	3	2	6
b. taking CGPA as a requirement without taking any of its ratio	3		1	4
c. taking CGPA into consideration in the first round (along with ALES and YDS)			2	2
d. a low ratio of CGPA	1		1	2
e. no CGPA taken into account	1			1

First, there were some participants who suggested that the ratio of CGPA score should be higher.

That ALES has such a high percentage ... I do not know. I do not believe that YDS and ALES should be the same in their percentage. I do not

think this should be the case. ... Yes, I mean, for instance, we could give 20% to ALES score leaving the oral exam in 30% increasing the percentage of YDS score to 35 and CGPA (15 %). It will make more sense this way (S2, a male first year student).

Some also suggested that if CGPA score was to be taken into consideration, it should be included in the recruitment process from the initial stage and on along with ALES and YDS scores. There were also those participants who suggested that CGPA score (with a certain score to be met) should be considered only as a requirement in the first place to decide on EFL instructors to be shortlisted, but its ratio should not be taken again in any phase of the recruitment process. Referring back to the aforementioned weaknesses in relation to taking CGPA into account, some participants finally suggested that a lower ratio of CGPA score or no CGPA score at all should be taken into consideration in the recruitment process.

4.3.3.4. Oral Examination

The participants in the survey suggested that in the oral interviews, objectivity in assessment should be sustained. To achieve this, as suggested, the overall process, for instance, could be recorded.

Table 4. 109

Suggestions for Oral Exam (survey)

Codes	Participant Groups		
	students (n=266)	teachers (n=69)	TOTAL (N=335)
	<i>f</i>	<i>f</i>	<i>f</i>
a. sustaining objectivity	1	3	4
<i>recording the process</i>		2	2
b. committee members from the field		3	3
c. sustaining standardization		2	2
d. a higher in ratio		1	1
e. questions based on the field		1	1
f. more comprehensive not superficial assessment		1	1

The participants added that the committee members should consist of those who were related to/from the field of (English language) teaching.

Objectivity is the key (a secondary school teacher).

The people who hire EFL teachers must be proficient in the field (a female state university instructor).

The participants also added that standardization across the oral exams by different universities should be sustained.

When I was hired, the process included both a written and an oral exam - the interview, which was OK, (strength) but as far as I know, there was not a standard system at that time - and now, I guess, not sure though - since there were other universities which do not require candidates to go through the same process I did (weakness) there should be a norm (in an ideal world, in Turkey it may not be achieved, unfortunately) (suggestion) (a female state university instructor).

The participants further suggested that the ratio of oral exam in the overall scoring should be higher than its current one. It was also suggested that the questions to be asked to EFL instructors in the exam should be related to the field, and they should be more comprehensive rather than superficial in content.

Table 4.110

The Minimum Scores Suggested for Oral Exam (survey)

(out of 100)	Participant Groups		
	students (n=266)	teachers (n=69)	TOTAL (N=335)
Codes	n	n	n
90	38	16	54
80	26	9	35
85	23	8	31
95	9	2	11
75	6	2	8
70	6	1	7
60	2		2
100	1		1
70		1	1

Table 4.110

The Minimum Scores Suggested for Oral Exam (survey) (continued)

(out of 100)	Participant Groups		
	students (<i>n</i> =266)	teachers (<i>n</i> =69)	TOTAL (<i>N</i> =335)
Codes	<i>n</i>	<i>n</i>	<i>n</i>
65	1		1
50	1		1
30		1	1

The participants also suggested that the minimum score for the recruitment of EFL instructors should be between 80 and 95 in the oral exam, as shown in the table above.

In the interviews, the participants suggested that the committee members to conduct the oral exams should be related to/from the field of teaching. They could be those academicians who specialized and qualified in the field of English language teaching or educational sciences, knew English, and had some experience in the actual practice of teaching. This was why the participants suggested that an English language instructor with real hands on practice or a professional development unit mentor from the institution in question could be in the committee, as well. In addition, it was also suggested that a psychologist could be in the committee so that additional (beyond professional and more personal) qualities of EFL instructors could be observed.

Table 4.111

Suggestions for Oral Exam (interviews)

	Participant Groups			TOTAL (<i>N</i> =34)
	students (<i>n</i> =20)	teachers (<i>n</i> =7)	teacher educators (<i>n</i> =7)	
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
a. committee members related to/from the field of teaching	7	2	2	11
<i>an English teacher in the committee</i>	1	1	1	3

Table 4.111

Suggestions for Oral Exam (interviews) (continued)

	Participant Groups			TOTAL (N=34)
	students (n=20)	teachers (n=7)	teacher educators (n=7)	
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
<i>a professional development unit mentor</i>	1			1
<i>a psychologist in the committee</i>	2			2
b. sustaining objectivity	5	1	1	7
<i>recording the process</i>	1	3		4
<i>appointment of committee members by the HEC</i>	2			2
<i>a committee member from an another university</i>	1			1
<i>training of the committee members</i>	2		1	3
c. sustaining standardization	3	1	2	6
<i>a question bank</i>			1	1
d. assessment of speaking	2		2	4
<i>conducting in English</i>	3		2	5
e. assessment of teaching skills/competence	2		2	4
<i>giving cases</i>	4	4	3	11
<i>questions related to the field</i>	3			3
<i>educational sciences, language teaching methodology, general world knowledge</i>			1	1
<i>educational philosophy</i>			1	1
<i>research</i>			1	1
<i>more recent research/ topics on the media</i>		1		1
<i>not too broad/superficial questions</i>		1		1
f. increased ratio of oral exam	3			3
g. increased ratio of oral exam	3			3
h. conducted both in English and Turkish			1	1
i. an exam similar to a science exam	1			1
j. giving feedback to the examinees following the exam		1		1

Besides, it was suggested that objectivity in assessment should be sustained so that the situations in which some EFL instructors were favored could be prevented.

What I will say about the oral exam is the same things. How objective the interviewing process and the ones who conduct the oral exam are and

how capable these people (in the committee) are in this job is very important. For instance, one (EFL instructor) could be a relative (of one committee member). How objective could you be towards that person? These issues are important. ... I do not know. I mean oral exam is a very determining factor here but it is a little bit ... The concern of objectivity/subjectivity should not be in the forefront. They (EFL instructors) should be well-evaluated (S9, a female third year student).

To achieve objectivity, it was suggested by the participants that oral examination process should be recorded, and committee members could be appointed by the HEC. In this respect, committee members could include one independent committee member from another university, and the committee members should be trained on how to do assessment in oral exams. It was further suggested that standardization in oral exams should be sustained in all means, for which a question bank, for instance, was suggested so that EFL instructors could be asked the questions that were selected from the bank.

What is more, the participants suggested that EFL instructors' speaking skills should be evaluated, as they would be using and speaking English all the time in class, which was why the oral exam was suggested to be conducted in English. Finally, it should be, as suggested, mainly the teaching competence of EFL instructors that oral exams should target to reveal, and EFL instructors should be assessed on how skillful they were in teaching English. This is why the participants believed candidate EFL instructors could be given cases to see their capabilities in teaching. With the same aim, EFL instructors could be asked questions from the field including educational sciences, language teaching methodology, general world knowledge, and their educational philosophy. They could also be asked questions on how to conduct (teacher/classroom) research, and/or more recent field related topics on the media/in research. The participants made it clear, though, that these questions should not be too broad or too superficial, but just fine to reflect EFL instructors' teaching skills.

4.3.3.5. Overall EFL Instructor Recruitment Process

In the survey, the participants were asked some questions on their opinions about the EFL recruitment process by universities through a questionnaire section. Following are the results presented.

Table 4.112

Suggestions for Overall EFL Instructor Recruitment Process (survey)

	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE			
	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	<i>M</i>	<i>SD</i>
Student Participants										
There could be other ways to choose English language instructors for job positions at university preparatory schools.	28.2	75	54.5	145	12.4	33	4.9	13	3.06	.77
Teacher Participants										
There could be other ways to choose English language instructors for job positions at university preparatory schools.	39.1	27	53.6	37	5.8	4	1.4	1	3.30	.64

The majority of the student participants (82.7%) strongly agreed (28.2%) and agreed (54.5%) that there could be other ways to choose English language instructors for job positions at university preparatory schools, while the rest (17.3%) disagreed (12.4%) and strongly disagreed (4.9%) with it ($M=3.06$; $SD=.77$). Similarly, the majority of the teacher participants (92.7%) strongly agreed (39.1%) and agreed (53.6%) that there could be other ways to choose English language instructors for job positions at university preparatory schools, while the rest (7.2%) disagreed (5.8%) and strongly disagreed (1.4%) with it ($M=3.30$; $SD=.64$).

Table 4.113

Suggestions for Overall EFL Instructor Recruitment Process (survey)

Codes	Participant Groups		
	students (n=266)	teachers (n=69)	TOTAL (N=335)
	<i>f</i>	<i>f</i>	<i>f</i>
a. assessment of teaching competence	10	12	22
<i>giving cases</i>		1	1
<i>classroom management skills</i>		1	1
<i>lesson plans</i>		7	7
<i>materials design and adaptation</i>		4	4
b. demo teaching	2	13	15
c. a written exam (by universities) related to the field	1	9	10
d. considering motivation of instructors	2	5	7
e. a try out period before recruitment	1	4	5
f. a master's degree		3	3
g. considering the social side of instructors		2	2
h. considering communication skills		2	2
i. considering the psychology of instructors		2	2
j. longer internship (to take into account)	1		1
k. more difficult recruitment requirements		1	1
l. reference letters		1	1
m. no experience		1	1
n. general world knowledge		1	1
o. pedagogical training		1	1
p. open-ended questions			
q. taking CGPA into account in the initial stage		1	1
r. considering the physical condition of instructors		1	1
s. PhD as a bonus		1	1
t. more instructors to be interviewed		1	1
u. acceptance of those with high qualities		1	1
v. sending instructors abroad before recruitment		1	1
w. checking on the recruitment models of other countries		1	1
x. evaluation on testing skills		1	1

Table 4.113

Suggestions for Overall EFL Instructor Recruitment Process (survey) (continued)

	Participant Groups		
	students (<i>n</i> =266)	teachers (<i>n</i> =69)	TOTAL (<i>N</i> =335)
Codes	<i>f</i>	<i>f</i>	<i>f</i>
y. informing those to be instructors about hiring practices		1	1
z. universities conducting their own exams before recruitment		1	1
aa. graduates of other language departments not to be allowed to be teachers/instructors		1	1
bb. instructors to go through a mentor-mentee program before their recruitment		1	1

The participants suggested in the survey that it should be basically the teaching competence of instructors to be assessed, but nothing else. With this aim, EFL instructors, for instance, could be given cases and assessed on their classroom management skills. Similarly, the instructors could also be asked to come up with their own lesson plans and materials design. A demo teaching, to understand how capable an instructor was in teaching, could be included in the recruitment process, too.

Teachers could be asked to have a mini demo lesson so that we can see their teaching skills and performance (a female MoNE teacher).

Teaching skills of the candidates should also be evaluated. They should be observed and evaluated while they are using their teaching skills in practice. They can do a demo lesson or design lessons and teaching materials. Also, having a master's degree in ELT or in similar fields can be a requirement because at most universities, academic English is taught in intensive programs. I think instructors should be familiar with doing research studies and with academic language (a female state university instructor).

Besides, it was suggested that there could be a written exam related to the field in addition to the oral one by universities, and, the exam could target assessing the instructors' teaching competence as well as their written command of the language. In addition, it was suggested that EFL instructors' motivation to be an English

instructor should be taken into account before their recruitment, given that motivation was a key concept to be effective in the profession. Finally, a try out period was suggested by some. They explained that before their recruitment, EFL instructors could be given some trial time and meanwhile assessed on their teaching before the final decision was made for their recruitment.

Table 4.114

Suggestions for Overall EFL Instructor Recruitment Process (interviews)

	Participant Groups			TOTAL (N=34)
	students (n=20)	teachers (n=7)	teacher educators (n=7)	
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
a. demo teaching taken into account	20	10	5	35
<i>class management skills</i>	12	5	1	18
<i>lesson planning skills</i>	12	3	2	17
<i>testing of performance</i>	6			6
<i>teaching competence</i>	5			5
b. considering communication skills	13	6	1	20
c. a high language proficiency	12	1	5	18
d. internship taken into account	11	4	3	18
<i>a portfolio (earlier teaching practices, teaching philosophies, teaching videos, lesson plans, assignments, reflective thinking processes, diaries, references/comments by mentors at schools supervisors at university)</i>		1	1	2
e. considering EFL instructor motivation	11	2	4	17
<i>letter of intent/motivation</i>			1	1
f. a try out period (before recruitment)	10	4	1	15
g. a compulsory master's degree	8	5	2	15
h. a teaching oriented written exam	11	4	1	16
<i>blind assessment (without knowing the names)</i>			1	1

Table 4.114

Suggestions for Overall EFL Instructor Recruitment Process (interviews)(continued)

	Participant Groups			TOTAL (N=34)
	students (n=20)	teachers (n=7)	teacher educators (n=7)	
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
i. considering personality traits	9	1	1	11
j. considering teaching experience	8	1		9
k. CELTA/DELTA as a bonus	6	1	2	9
l. psychological evaluation	5	3		8
m. pedagogical training	6	1	1	8
n. PhD as a bonus	4	4		8
o. considering patience of EFL instructors	7	1		8
p. a master's degree as a bonus	4	1	2	7
q. considering the mental state	5	1		6
r. separating positions depending on experience	4	1	1	6
s. recommendation letters	2	3		5
t. open-ended questions	1		1	2
u. checking on self-expression	2			2
v. asking for another foreign language	2			2
w. considering social activities	1			1
x. no master's degree as requirement			1	1
y. no one to be an English instructor with formation		1		1
z. more candidates called for the interview		1		1
aa. taking into account MA CGPA score		1		1
bb. considering the physical condition of EFL instructors		1		1
cc. considering EFL instructors' love for teaching	1			1

In the interviews, the participants suggested that a demo teaching could be added into the recruitment process as a requirement. Thanks to demo lessons, the participants explained that EFL instructors' teaching competence and performance could be revealed as well as their personality, social side, and manners and behaviors towards students. It could be also through demo teachings that instructors' class management and lesson planning skills could be assessed.

I find this very useful. In some institutions, demo lessons are conducted. I believe this is something more useful to see an instructor actively in practice ... a very effective and the most effective way. ... This (whether or not to conduct it) changes from one university to another. Since I wish those things that are not measured through (paper-based) exams to be evaluated, it makes more sense to me to ask (EFL instructors) to teach something directly. ... If conducted in front of real students, you can see better into it (their teaching). ... Yet, it is not possible all the time. ... Amongst the things that should definitely be taken into account in university (oral exams), ... they (the committee members) should definitely see a demo lesson at university (T4, a female instructor).

Besides, as suggested, the internship (school experience/practice teaching) that EFL teachers went through in their undergraduate years could be taken into consideration in the recruitment process. It was also suggested that EFL instructors could prepare a portfolio in which they documented their earlier teaching practices, teaching philosophies, teaching videos, lesson plans, assignments, reflective thinking processes, diaries, and references/comments by their supervisors at university and mentors at the schools where they had their internship.

In addition to all above, the participants suggested that since teaching meant communication in all sense, how competent EFL instructors were in their communication skills should be evaluated. Also, because language was their major, EFL instructors were suggested to demonstrate a high level of English language proficiency. Finally, it was suggested by the participants that EFL instructors should be evaluated on their motivation to be an English language instructor at university, given that motivation was necessary in the profession of language teaching for the instructors be effective. The participants added that such an assessment of EFL instructor motivation could be achieved through asking questions in oral exams or asking the instructors to write down a letter of motivation before they were recruited.

4.3.4. Further Results

RQ II: What do students (pre-service EFL teachers and ELT graduate students), EFL teacher educators, and EFL teachers think about the current EFL teacher recruitment processes (by the MoNE and universities) in Turkey?

1. B.

- a. Is there any statistically significant difference between the students' opinions in terms of their year of education?
- b. Is there any statistically significant difference between the students' opinions in terms of their university CGPA?
- c. Is there any statistically significant difference between the students' opinions in terms of their English language proficiency?
- d. Is there any statistically significant difference between the teachers' opinions in terms of their teaching experience?

To understand whether the student participants differed in their ideas about the recruitment processes by the MoNE and universities, the non-parametric Kruskal Wallis test was conducted, given that the student data were not normally distributed. It was seen that there was no statistically significant difference in the opinions of the student participants in terms of their year of education, $\chi^2(3, N=266) = .54, p > .05$.

Table 4.115

The Kruskal Wallis Test Result for the Student Participants' Opinions on the Recruitment Processes by the MoNE and Universities (in terms of year of education)

year	<i>n</i>	<i>M</i>	<i>sd</i>	χ^2	<i>p</i>
1	77	134.16	3	.549	.908
2	77	129.66			
3	66	138.77			
4	46	131.25			

As the result of the same test, it was seen that there was no statistically significant difference in the opinions of the student participants in terms of their CGPA score, either, $\chi^2(4, N=189) = 8.93, p > .05$.

Table 4.116

The Kruskal Wallis Test Result for the Student Participants' Opinions on the Recruitment Processes by the MoNE and Universities (in terms of university CGPA)

CGPA	<i>n</i>	<i>M</i>	<i>sd</i>	x^2	<i>p</i>
1.50-1.99	2	142.25	4	8.931	.063
2.00-2.49	11	91.86			
2.50-2.99	50	77.00			
3.00-3.49	78	102.78			
3.50-4.00	48	99.86			

In terms of their language proficiency, on the other side, the result of Kruskal Wallis test showed that there was no statistically significant difference in the opinions of the student participants about the recruitment processes by the MoNE and universities in terms of their English language proficiency, $x^2(7, N=266) = 10.86, p > .05$.

Table 4.117

The Kruskal Wallis Test Result for the Student Participants' Opinions on the Recruitment Processes by the MoNE and Universities (in terms of English language proficiency)

scores	<i>n</i>	<i>M</i>	<i>sd</i>	x^2	<i>p</i>
60-64	1	74.50	7	10.865	.145
65-69	1	257.00			
70-74	45	142.71			
75-79	54	140.58			
80-84	63	138.98			
85-89	68	131.89			
90-94	27	104.43			
95-100	7	88.93			

Additionally, to understand whether the teacher participants differed in their ideas about the recruitment processes by the MoNE and universities, the non-parametric Kruskal Wallis test was conducted, given the teacher data were not normally distributed.

Table 4.118

The Kruskal Wallis Test Result for the Teacher Participants' Opinions on the Recruitment Processes by the MoNE and Universities (in terms of teaching experience)

years	<i>n</i>	<i>M</i>	<i>sd</i>	χ^2	<i>p</i>
1-2	7	33.36	10	13.067	.220
3-4	8	32.94			
5-6	10	44.30			
7-8	17	33.24			
9-10	10	44.80			
11-12	4	18.00			
13-14	1	11.50			
15-16	3	28.00			
17-18	5	33.30			
19-20	2	50.75			
0-12 months	2	13.25			

It was seen that there was no statistically significant difference in the opinions of the teacher participants in terms of their teaching experience, $\chi^2(10, N=69) = 13.06$, $p > .05$.

4.4. EFL Teacher Competencies

In this section, the survey results of the study are presented in relation to EFL teacher competencies. The findings below show to what extent the participants of the study think whether EFL teacher competencies are taken into account in the hiring process of EFL teachers by the MoNE and the HEC. The results are presented across five main categories: planning and instructional design skills, developing students' language learning skills, assessment and evaluation skills, parent and school collaboration skills, and professional development skills.

4.4.1. Planning and Instructional Design Skills

Below is the presentation of the survey results for the participants' opinions on whether or not the MoNE and HEC took into consideration EFL teachers' competency of planning and instructional design in their hiring processes.

RQ II: What do students (pre-service EFL teachers and ELT graduate students), EFL teacher educators, and EFL teachers think about the current EFL teacher recruitment processes (by the MoNE and universities) in Turkey?

2. To what extent do students (pre-service EFL teachers and ELT graduate students) and EFL teachers think the recruitment processes (by the MoNE and universities) take into consideration the standards for being an EFL teacher?

- a.** Is there any statistically significant difference between the students' opinions in terms of their year of education?
- b.** Is there any statistically significant difference between the students' opinions in terms of their university CGPA?
- c.** Is there any statistically significant difference between the students' opinions in terms of their English language proficiency?
- d.** Is there any statistically significant difference between the teachers' opinions in terms of their teaching experience?

Table 4.119

The Results for the MoNE Taking into Account Planning and Instructional Design Skills

	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE		I DON'T KNOW			
Student Participants	%	n	%	n	%	n	%	n	%	n	M	SD
1. planning	4.9	13	26.3	70	27.4	73	14.3	38	27.1	72	2.68	1.25
2. organization of physical learning environment	2.6	7	21.1	56	29.3	78	20.7	55	26.3	70	2.53	1.16
3. effective use of materials and resources	4.5	12	24.1	64	28.9	77	22.6	60	19.9	53	2.71	1.16
4. effective use of methods and techniques	3.8	10	27.8	74	27.8	74	20.7	55	19.9	53	2.75	1.17
5. effective use of technology	4.9	13	24.4	65	25.9	69	23.7	63	21.1	56	2.68	1.19
6. effective use of time	6.8	18	25.6	68	24.4	65	19.9	53	23.3	62	2.73	1.20
7. effective use of teaching skills	7.5	20	22.9	61	28.6	76	22.6	60	18.4	49	2.79	1.20
8. effective material design	5.6	15	19.2	51	29.7	79	22.6	60	22.9	61	2.62	1.19
9. helping students connect the subject to real life	7.5	20	14.3	38	27.1	72	29.3	78	21.8	58	2.56	1.19
Teacher Participants	%	n	%	n	%	n	%	n	%	n	M	SD
1. planning	1.4	1	7.2	5	29	20	31.9	22	30.4	21	2.17	.99
2. organization of physical learning environment	1.4	1	5.8	4	31.9	22	31.9	22	29	20	2.19	.97
3. effective use of materials and resources	1.4	1	8.7	6	34.8	24	29	20	26.1	18	2.30	1.00
4. effective use of methods and techniques			10.1	7	43.5	30	21.7	15	24.6	17	2.39	.97
5. effective use of technology	1.4	1	10.1	7	33.3	23	30.4	21	24.6	17	2.33	1.01

Table 4.119

The Results for the MoNE Taking into Account Planning and Instructional Design Skills (continued)

	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE		I DON'T KNOW		<i>M</i>	<i>SD</i>
	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>		
Teacher Participants												
6. effective use of time			7.2	5	33.3	23	33.3	23	26.1	18	2.22	.92
7. effective use of teaching skills	1.4	1	7.2	5	40.6	28	27.5	19	23.2	16	2.36	.97
8. effective material design	2.9	2	1.4	1	39.1	27	31.9	22	24.6	17	2.26	.94
9. helping students connect the subject to real life			5.8	4	34.8	24	33.3	23	26.1	18	2.26	.98

Table 4.120

The Results for the HEC Taking into Account Planning and Instructional Design Skills

	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE		I DON'T KNOW		<i>M</i>	<i>SD</i>
	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>		
Student Participants												
1. planning	12.4	33	33.8	90	9.4	25	7.5	20	36.8	98	2.77	1.53
2. organization of physical learning environment	6.8	18	30.8	82	13.9	37	9.8	26	38.7	103	2.57	1.43
3. effective use of materials and resources	10.5	28	35.3	94	10.5	28	9.4	25	34.2	91	2.82	1.56
4. effective use of methods and techniques	11.3	30	31.1	88	12	32	8.3	22	35.3	94	2.77	1.49
5. effective use of technology	10.2	27	28.9	77	14.7	39	11.7	31	34.6	92	2.68	1.45
6. effective use of time	11.3	30	26.3	70	15.4	41	11.7	31	35.3	94	2.67	1.46

Table 4.120

The Results for the HEC Taking into Account Planning and Instructional Design Skills (continued)

	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE		I DON'T KNOW			
	%	n	%	n	%	n	%	n	%	n	M	SD
Students Participants												
7. effective use of teaching skills	15	40	28.2	75	13.2	35	10.2	27	33.5	89	2.96	2.94
8. effective material design	10.5	28	25.9	69	16.2	43	10.9	29	36.5	97	2.63	1.45
9. helping students connect the subject to real life	9.8	26	27.4	73	15.8	42	12	32	35	93	2.65	1.43
Teacher Participants												
1. planning	10.1	7	29	20	24.6	17	14.5	10	21.7	15	2.91	1.31
2. organization of physical learning environment	1.4	1	21.7	15	36.2	25	15.9	11	24.6	17	2.59	1.12
3. effective use of materials and resources	8.7	6	34.8	24	23.2	16	13	9	20.3	14	2.99	1.28
4. effective use of methods and techniques	10.1	7	39.1	27	20.3	14	10.1	7	20.3	14	3.09	1.31
5. effective use of technology	7.2	5	24.6	17	26.1	18	14.5	10	27.5	19	2.70	1.31
6. effective use of time	5.8	4	27.5	19	29	20	15.9	11	21.7	15	2.80	1.23
7. effective use of teaching skills	8.7	6	42	29	18.8	13	10.1	7	20.3	14	3.09	1.30
8. effective material design	7.2	5	31.9	22	26.1	18	14.5	10	20.3	14	2.91	1.25
9. helping students connect the subject to real life	2.9	2	24.6	17	30.4	21	15.9	11	26.1	18	2.62	1.20

Less than a third of the student participants (31.2%) strongly agreed (4.9%) and agreed (26.3%) that the MoNE took into consideration EFL teachers' planning competence in their hiring process, whereas less than the half (41.7%) disagreed (27.4%) and strongly disagreed (14.3%) with it; less than a third (27.1%) indicated

that they did not know it ($M=2.68$; $SD=1.25$). On the other side, a small percent of the teacher participants (8.6%) strongly agreed (1.4%) and agreed (7.2%) that the MoNE took into consideration EFL teachers' planning competence in their hiring process, whereas more than the half (60.9%) disagreed (29%) and strongly disagreed (31.9%) with it; less than a third of them (30.4%) indicated that they did not know it ($M=2.17$; $SD=.99$).

Less than the half of the student participants (46.2%) strongly agreed (12.4%) and agreed (33.8%) that the HEC took into consideration EFL instructors' planning competence in their hiring process, while a small percent (16.9%) disagreed (9.4%) and strongly disagreed (7.5%) that it did; more than a third (36.8%) indicated that they did not know it ($M=2.77$; $SD=1.53$). On the other side, more than third of the teacher participants (39.1%) strongly agreed (10.1%) and agreed (29%) that the HEC took into consideration EFL instructors' planning competence in their hiring process, while more than a third (39.1%) disagreed (24.6%) and strongly disagreed (14.5%) that it did; slightly more than a fifth (21.7%) indicated that they did not know it ($M=2.91$; $SD=1.31$).

Less than a quarter of the student participants (23.7%) strongly agreed (2.6%) and agreed (21.1%) that the MoNE took into consideration EFL teachers' competence of organizing physical learning environment in their hiring process, whereas the half (50%) disagreed (29.3%) and strongly disagreed (20.7%) that it did; slightly more than a quarter (26.3%) indicated that they did not know it ($M=2.53$; $SD=1.16$). On the other side, a small percent of the teacher participants (7.2%) strongly agreed (1.4%) and agreed (5.8%) that the MoNE took into consideration EFL teachers' competence of organizing physical learning environment in their hiring process, whereas more than the half (63.8%) disagreed (31.9%) and strongly disagreed (31.9%) that it did; less than a third (29%) indicated that they did not know it ($M=2.19$; $SD=.97$).

More than a third of the student participants (37.6%) strongly agreed (6.8%) and agreed (30.8%) that the HEC took into consideration EFL instructors' competence of

organizing physical learning environment in their hiring process, while less than a quarter (23.7%) disagreed (13.9%) and strongly disagreed (9.8%) that it did; more than a third (38.7%) indicated that they did not know it ($M=2.57$; $SD=1.43$). On the other hand, slightly less than a quarter of the teacher participants (23.1%) strongly agreed (1.4%) and agreed (21.7%) that the HEC took into consideration EFL instructors' competence of organizing physical learning environment in their hiring process, while slightly more than the half (52.1%) disagreed (36.2%) and strongly disagreed (15.9%) that it did; slightly less than a quarter (24.6%) indicated that they did not know it ($M=2.59$; $SD=1.12$).

A little more than a quarter of the student participants (28.6%) strongly agreed (4.5%) and agreed (24.1%) that the MoNE took into consideration EFL teachers' competence of effective use of materials and resources in their hiring process, whereas slightly more than the half (51.5%) disagreed (28.9%) and strongly disagreed (22.6%) that it did; slightly less than a fifth (19.9%) indicated that they did not know it ($M=2.71$; $SD=1.16$). On the other hand, a small percent of the teacher participants (10.1%) strongly agreed (1.4%) and agreed (8.7%) that the MoNE took into consideration EFL teachers' competence of effective use of materials and resources in their hiring process, whereas more than the half (63.8%) disagreed (34.8%) and strongly disagreed (29%) that it did; the rest (26.1%) indicated that they did not know it ($M=2.30$; $SD=1.00$).

Less than the half of the student participants (45.8%) strongly agreed (10.5%) and agreed (35.3%) that the HEC took into consideration EFL instructors' competence of effective use of materials and resources in their hiring process, while almost a fifth (19.9%) disagreed (10.5%) and strongly disagreed (9.4%) that it did; slightly more than a third (34.2%) indicated that they did not know it ($M=2.82$; $SD=1.56$). On the other hand, less than the half of the teacher participants (43.5%) strongly agreed (8.7%) and agreed (34.8%) that the HEC took into consideration EFL instructors' competence of effective use of materials and resources in their hiring process, while more than a third (36.2%) disagreed (23.2%) and strongly disagreed (13%) that it did; around a fifth (20.3%) indicated that they did not know it ($M=2.99$; $SD=1.28$).

Less than a third of the student participants (31.6%) strongly agreed (3.8%) and agreed (27.8%) that the MoNE took into consideration EFL teachers' competence of effective use of methods and techniques in their hiring process, whereas slightly less than the half (48.5%) disagreed (27.8%) and strongly disagreed (20.7%) that it did; slightly less than a fifth (19.9%) indicated that they did not know it ($M=2.75$; $SD=1.17$). On the other side, a small percent of the teacher participants (10.1%) strongly agreed (0%) and agreed (10.1%) that the MoNE took into consideration EFL teachers' competence of effective use of methods and techniques in their hiring process, whereas more than the half (65.2%) disagreed (43.5%) and strongly disagreed (21.7 %) that it did; the rest (24.6%) indicated that they did not know it ($M=2.39$; $SD=.97$).

Less than the half of the student participants (44.4%) strongly agreed (11.3%) and agreed (33.1%) that the HEC took into consideration EFL instructors' competence of effective use of methods and techniques in their hiring process, while slightly more than a fifth (20.3%) disagreed (12%) and strongly disagreed (8.3%) that it did; more than a third (35.3%) indicated that they did not know it ($M=2.77$; $SD=1.49$). On the other hand, slightly less than the half of the teacher participants (49.2%) strongly agreed (10.1%) and agreed (39.1%) that the HEC took into consideration EFL instructors' competence of effective use of methods and techniques in their hiring process, while less than a third (30.4%) disagreed (20.3%) and strongly disagreed (10.1%) that it did; around a fifth (20.3%) indicated that they did not know it ($M=3.09$; $SD=1.31$).

More than a quarter of the student participants (29.3%) strongly agreed (4.9%) and agreed (24.4%) that the MoNE took into consideration EFL teachers' competence of effective use of technology in their hiring process, whereas almost the half (49.6%) disagreed (25.9%) and strongly disagreed (23.7%) that it did; slightly more than a fifth (21.2%) indicated that they did not know it ($M=2.68$; $SD=1.19$). On the other hand, less than a fifth of the teacher participants (11.5%) strongly agreed (1.4%) and agreed (10.1%) that the MoNE took into consideration EFL teachers' competence of effective use of technology in their hiring process, whereas more than the half

(63.7%) disagreed (33.3%) and strongly disagreed (30.4%) that it did; the rest (24.6%) indicated that they did not know it ($M=2.33$; $SD=1.01$).

More than a third of the student participants (39.1%) strongly agreed (10.2%) and agreed (28.9%) that the HEC took into consideration EFL instructors' competence of effective use of technology in their hiring process, while slightly more than a quarter (26.4%) disagreed (14.7%) and strongly disagreed (11.7%) that it did; slightly more than a third (34.6%) indicated that they did not know it ($M=2.68$; $SD=1.45$). On the other hand, less than a third of the participants (31.8%) strongly agreed (7.2%) and agreed (24.6%) that the HEC took into consideration EFL instructors' competence of effective use of technology in their hiring process, while less than the half (40.6%) disagreed (26.1%) and strongly disagreed (14.5%) that it did; slightly more than a quarter (27.5%) indicated that they did not know it ($M=2.70$; $SD=1.31$).

Slightly less than a third of the student participants (32.4%) strongly agreed (6.8%) and agreed (25.6%) that the MoNE took into consideration EFL teachers' competence of effective use of time in their hiring process, whereas less than the half (44.3%) disagreed (24.4%) and strongly disagreed (19.9%) that it did; less than a quarter (23.3%) indicated that they did not know it ($M=2.73$; $SD=1.26$). On the other hand, a small percent of the teacher participants (7.2%) strongly agreed (0%) and agreed (7.2%) that the MoNE took into consideration EFL teachers' competence of effective use of time in their hiring process, whereas more than the half (66.6%) disagreed (33.3%) and strongly disagreed (33.3%) that it did; slightly more than a quarter of them (26.1%) indicated that they did not know it ($M=2.22$; $SD=.92$).

More than a third of the student participants (37.6%) strongly agreed (11.3%) and agreed (26.3%) that the HEC took into consideration EFL instructors' competence of effective use of time in their hiring process, while more than a quarter (27.1%) disagreed (15.4%) and strongly disagreed (11.7%) that it did; more than a third (35.3%) indicated that they did not know it ($M=2.67$; $SD=1.46$). On the other side, a third of the teacher participants (33.3%) strongly agreed (5.8%) and agreed (27.5%) that the HEC took into consideration EFL instructors' competence of effective use of

time in their hiring process, while less than the half (44.9%) disagreed (29%) and strongly disagreed (15.9%) that it did; slightly more than a fifth (21.7%) indicated that they did not know it ($M=2.80$; $SD=1.23$).

Less than a third of the student participants (30.4%) strongly agreed (7.5%) and agreed (22.9%) that the MoNE took into consideration EFL teachers' competence of effective use of teaching skills in their hiring process, whereas more than the half (51.2%) disagreed (28.6%) and strongly disagreed (22.6%) that it did; less than a fifth (18.4%) indicated that they did not know it ($M=2.79$; $SD=1.20$). On the other hand, a small percent of the teacher participants (8.6%) strongly agreed (1.4%) and agreed (7.2%) that the MoNE took into consideration EFL teachers' competence of effective use of teaching skills in their hiring process, whereas more than the half (68.1%) disagreed (40.6%) and strongly disagreed (27.5%) that it did; slightly less than a quarter (23.2%) indicated that they did not know it ($M=2.36$; $SD=.97$).

Less than the half of the student participants (43.2%) strongly agreed (15%) and agreed (28.2%) that the HEC took into consideration EFL instructors' competence of effective use of teaching skills in their hiring process, while less than a quarter (23.4%) disagreed (13.2%) and strongly disagreed (10.2%) that it did; slightly more than a third (33.5%) indicated that they did not know it ($M=2.96$; $SD=2.94$). On the other hand, slightly more than the half of teacher participants (50.7%) strongly agreed (8.7%) and agreed (42%) that the HEC took into consideration EFL instructors' competence of effective use of teaching skills in their hiring process, while more than a quarter (28.9%) disagreed (18.8%) and strongly disagreed (10.1%) that it did; around a fifth (20.3%) indicated that they did not know it ($M=3.09$; $SD=1.30$).

Almost a quarter of the student participants (24.8%) strongly agreed (5.6%) and agreed (19.2%) that the MoNE took into consideration EFL teachers' competence of effective material design in their hiring process, whereas slightly more than the half (52.3%) disagreed (29.7%) and strongly disagreed (22.6%) that it did; slightly more than a fifth (22.9%) indicated that they did not know it ($M=2.62$; $SD=1.19$). On the

other side, a very small percent of the teacher participants (4.3%) strongly agreed (2.9%) and agreed (1.4%) that the MoNE took into consideration EFL teachers' competence of effective material design in their hiring process, whereas less than three quarters of them (70%) disagreed (39.1%) and strongly disagreed (31.9%) that it did; slightly less than a quarter (24.6%) indicated that they did not know it ($M=2.26$; $SD=.94$).

More than a third of the student participants (36.4%) strongly agreed (10.5%) and agreed (25.9%) that the HEC took into consideration EFL instructors' competence of effective material design in their hiring process, while more than a quarter (27.1%) disagreed (16.2%) and strongly disagreed (10.9%) that it did; more than a third (36.5%) indicated that they did not know it ($M=2.63$; $SD=1.45$). On the other side, more than a third of the teacher participants (39.1%) strongly agreed (7.2%) and agreed (31.9%) that the HEC took into consideration EFL instructors' competence of effective material design in their hiring process, while less than the half (40.6%) disagreed (26.1%) and strongly disagreed (14.5%) that it did; around a fifth (20.3%) indicated that they did not know it ($M=2.91$; $SD=1.25$).

Slightly more than a fifth of the student participants (21.8%) strongly agreed (7.5%) and agreed (14.3%) that the MoNE took into consideration EFL teachers' competence of helping students connect the subject to real life in their hiring process, whereas more than the half (56.4%) disagreed (27.1%) and strongly disagreed (29.3%) that it did; slightly more than a fifth (21.8%) indicated that they did not know it ($M=2.56$; $SD=1.19$). On the other hand, a very small percent of the teacher participants (5.8%) strongly agreed (0%) and agreed (5.8%) that the MoNE took into consideration EFL teachers' competence of helping students connect the subject to real life in their hiring process, whereas more than the half (68.1%) disagreed (34.8%) and strongly disagreed (33.3%) that it did; slightly more than a fifth of them (26.1%) indicated that they did not know it ($M=2.26$; $SD=.98$).

More than a third of the student participants (37.2%) strongly agreed (9.8%) and agreed (27.4%) that the HEC took into consideration EFL instructors' competence of

helping students connect the subject to real life in their hiring process, while more than a quarter (27.8%) disagreed (15.8%) and strongly disagreed (12%) that it did; more than a third (35%) indicated that they did not know it ($M=2.65$; $SD=1.43$). On the other hand, slightly more than a quarter of the teacher participants (27.5%) strongly agreed (2.9%) and agreed (24.63%) that the HEC took into consideration EFL instructors' competence of helping students connect the subject to real life in their hiring process, while less than the half (46.3%) disagreed (30.4%) and strongly disagreed (15.9%) that it did; slightly more than a quarter (26.1%) indicated that they did not know it ($M=2.62$; $SD=1.20$).

4.4.2. Developing Students' Language Learning Skills

Below is the presentation of the survey results for the participants' opinions on whether or not the MoNE and HEC took into consideration EFL teachers' competency of developing students' language learning skills in their hiring processes.

Table 4.121

The Results for the MoNE Taking into Account Developing Students' Language Learning Skills

Student Participants	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE		I DON'T KNOW		M	SD
	%	n	%	n	%	n	%	n	%	n		
1.helping students develop learning strategies	6	16	18.4	49	27.8	74	25.9	69	21.8	58	2.61	1.18
2. helping students use language correctly and clearly	7.5	20	19.5	52	27.4	73	23.7	63	21.8	58	2.67	1.22
3. helping students develop their reading skills	6.8	18	24.4	65	29.3	78	19.5	52	19.9	53	2.79	1.21

Table 4.121

*The Results for the MoNE Taking into Account Developing Students' Language Learning Skills
(continued)*

	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE		I DON'T KNOW		<i>M</i>	<i>SD</i>
	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>		
Student Participants												
4. helping students develop their listening skills	6.8	18	15.4	41	28.2	75	26.3	70	23.3	62	2.56	1.19
5. helping students develop their writing skills	6.8	18	20.3	54	27.1	72	22.9	61	22.9	61	2.65	1.22
6. helping students develop their speaking skills	6.8	18	9	24	26.3	70	35.7	95	22.2	59	2.42	1.13
7. helping students develop their vocabulary	7.9	21	28.2	75	22.9	61	19.5	52	21.4	57	2.82	1.27
8. taking into consideration students with special needs	6.4	17	16.9	45	25.9	69	26.3	70	24.4	65	2.55	1.21
9. taking into consideration students' individual differences	6	16	14.3	38	26.7	71	31.6	84	21.4	57	2.52	1.15
Teacher Participants												
1. helping students develop learning strategies			7.2	5	36.2	25	30.4	21	26.1	18	2.25	.93
2. helping students use language correctly and clearly			11.6	8	36.2	25	30.4	21	21.7	15	2.38	.95
3. helping students develop their reading skills	1.4	1	10.1	7	33.3	23	31.9	22	23.2	16	2.35	.99
4. helping students develop their listening skills			7.2	5	33.3	23	36.2	25	23.2	16	2.25	.89

Table 4.121

The Results for the MoNE Taking into Account Developing Students' Language Learning Skills (continued)

Teacher Participants	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE		I DON'T KNOW		M	SD
	%	n	%	n	%	n	%	n	%	n		
5. helping students develop their writing skills			10.1	7	30.4	21	36.2	25	23.2	16	2.28	.93
6. helping students develop their speaking skills			8.7	6	31.9	22	33.3	23	26.1	18	2.23	.94
7. helping students develop their vocabulary	2.9	2	13	9	31.9	22	30.4	21	21.7	15	2.45	1.06
8. taking into consideration students with special needs	1.4	1	5.8	4	27.5	19	36.2	25	29	20	2.14	.95
9. taking into consideration students' individual differences	1.4	1	11.6	8	27.5	19	31.9	22	27.5	19	2.28	1.04

Table 4.122

The Results for the HEC Taking into Account Developing Students' Language Learning Skills

Student Participants	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE		I DON'T KNOW		M	SD
	%	n	%	n	%	n	%	n	%	n		
1. helping students develop learning strategies	9	24	27.1	72	18.4	49	9.8	26	35.7	95	2.64	1.42
2. helping students use language correctly and clearly	14.3	38	30.5	81	10.9	29	10.5	28	33.8	90	2.81	1.51

Table 4.122

*The Results for the HEC Taking into Account Developing Students' Language Learning Skills
(continued)*

	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE		I DON'T KNOW		M	SD
	%	n	%	n	%	n	%	n	%	n		
Student Participants												
3. helping students develop their reading skills	13.5	36	31.6	84	11.7	31	9.8	26	33.5	89	2.82	1.50
4. helping students develop their listening skills	13.2	35	28.6	76	11.3	30	12.8	34	34.2	91	2.74	1.49
5. helping students develop their writing skills	13.2	35	30.5	81	11.7	31	10.9	29	33.8	90	2.78	1.50
6. helping students develop their speaking skills	13.2	35	24.8	66	14.7	39	13.2	35	34.2	91	2.70	1.48
7. helping students develop their vocabulary	12.4	33	31.6	84	11.7	31	11.3	30	33.1	88	2.79	1.48
8. taking into consideration students with special needs	9	24	30.5	81	12.8	34	12.4	33	35.3	94	2.65	1.44
9. taking into consideration students' individual differences	7.5	20	23.7	63	18.4	49	15	40	35.3	94	2.53	1.37
Teacher Participants												
1. helping students develop learning strategies	8.7	6	14.5	10	34.8	24	18.8	13	23.2	16	2.67	1.23
2. helping students use language correctly and clearly	7.2	5	31.9	22	26.1	18	11.6	8	23.2	16	2.88	1.29
3. helping students develop their reading skills	10.1	7	29	20	20.3	14	14.5	10	26.1	18	2.83	1.37

Table 4.122

*The Results for the HEC Taking into Account Developing Students' Language Learning Skills
(continued)*

Teacher Participants	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE		I DON'T KNOW		M	SD
	%	n	%	n	%	n	%	n	%	n		
4. helping students develop their listening skills	10.1	7	26.1	18	21.7	15	15.9	11	26.1	18	2.78	1.36
5. helping students develop their writing skills	7.2	5	29	20	21.7	15	15.9	11	26.1	18	2.75	1.32
6. helping students develop their speaking skills	8.7	6	26.1	18	21.7	15	15.9	11	27.5	19	2.72	1.34
7. helping students develop their vocabulary	8.7	6	29	20	21.7	15	14.5	10	26.1	18	2.80	1.34
8. taking into consideration students with special needs	4.3	3	14.5	10	33.3	23	18.8	13	29	20	2.46	1.83
9. taking into consideration students' individual differences	7.2	5	14.5	10	31.9	22	17.4	12	29	20	2.54	1.25

Slightly less than a quarter of the student participants (24.4%) strongly agreed (6%) and agreed (18.4%) that the MoNE took into consideration EFL teachers' competence of helping students develop learning strategies in their hiring process, while more than the half (53.7%) disagreed (27.8%) and strongly disagreed (25.9%) with it; slightly over a fifth (21.8%) indicated that they did not know it ($M=2.61$; $SD=1.18$). On the other hand, a small percent of the teacher participants (7.2%) strongly agreed (0%) and agreed (7.2%) that the MoNE took into consideration EFL teachers' competence of helping students develop learning strategies in their hiring process, while more than the half (66.6%) disagreed (36.2%) and strongly disagreed

(30.4%) with it; the rest (26.1%) indicated that they did not know it ($M=2.25$; $SD=.93$).

A small percent of the student participants (36.1%) strongly agreed (9%) and agreed (27.1%) that the HEC took into consideration EFL instructors' competence of helping students develop learning strategies in their hiring process, whereas more than a quarter (28.2%) disagreed (18.4%) and strongly disagreed (9.8%) that it did; more than a third (35.7%) indicated that they did not know it ($M=2.64$; $SD=1.42$). On the other hand, more than a fifth of the teacher participants (23.2%) strongly agreed (8.7%) and agreed (14.5%) that the HEC took into consideration EFL instructors' competence of helping students develop learning strategies in their hiring process, whereas more than the half (53.6%) disagreed (34.8%) and strongly disagreed (18.8%) that it did; almost a quarter (23.2%) indicated that they did not know it ($M=2.67$; $SD=1.23$).

More than a quarter of the student participants (27%) strongly agreed (7.5%) and agreed (19.5%) that the MoNE took into consideration EFL teachers' competence of helping students use language correctly and clearly in their hiring process, while slightly more than the half (51.1%) disagreed (27.4%) and strongly disagreed (23.7%) with it; slightly over a fifth (21.8%) indicated that they did not know it ($M=2.67$; $SD=1.22$). On the other side, a small percent of the teacher participants (11.6%) strongly agreed (0%) and agreed (11.6%) that the MoNE took into consideration EFL teachers' competence of helping students use language correctly and clearly in their hiring process, while more than the half (66.6%) disagreed (36.2%) and strongly disagreed (30.4%) with it; slightly more than a fifth (21.7%) indicated that they did not know it ($M=2.38$; $SD=.95$).

Less than the half the student participants (44.8%) strongly agreed (14.3%) and agreed (30.5%) that the HEC took into consideration EFL instructors' competence of helping students use language correctly and clearly in their hiring process, whereas slightly more than a fifth (21.4%) disagreed (10.9%) and strongly disagreed (10.5%) that it did; slightly over a third (33.8%) indicated that they did not know it ($M=2.81$;

$SD=1.51$). On the other side, more than a third of the teacher participants (39.1%) strongly agreed (7.2%) and agreed (31.9%) that the HEC took into consideration EFL instructors' competence of helping students use language correctly and clearly in their hiring process, whereas more than a third (37.7%) disagreed (26.1%) and strongly disagreed (11.6%) that it did; less than a quarter (23.2%) indicated that they did not know it ($M=2.88$; $SD=1.29$).

Slightly less than a third of the student participants (31.2%) strongly agreed (6.8%) and agreed (24.4%) that the MoNE took into consideration EFL teachers' competence of helping students develop their reading skills in their hiring process, while slightly less than the half (48.8%) disagreed (29.3%) and strongly disagreed (19.5%) with it; slightly less than a fifth (19.9%) indicated that they did not know it ($M=2.79$; $SD=1.21$). On the other hand, a small percent of the teacher participants (11.5%) strongly agreed (1.4%) and agreed (10.1%) that the MoNE took into consideration EFL teachers' competence of helping students develop their reading skills in their hiring process, while more than the half (65.2%) disagreed (33.3%) and strongly disagreed (31.9%) with it; less than a quarter (23.2%) indicated that they did not know it ($M=2.35$; $SD=.99$).

Less than the half of the student participants (45.1%) strongly agreed (13.5%) and agreed (31.6%) that the HEC took into consideration EFL instructors' competence of helping students develop their reading skills in their hiring process, whereas slightly more than a fifth (21.5%) disagreed (11.7%) and strongly disagreed (9.8%) that it did; slightly more than a third (33.5%) indicated that they did not know it ($M=2.82$; $SD=1.50$). On the other hand, more than a third of the teacher participants (39.1%) strongly agreed (10.1%) and agreed (29%) that the HEC took into consideration EFL instructors' competence of helping students develop their reading skills in their hiring process, whereas slightly more than a third (34.8%) disagreed (20.3%) and strongly disagreed (14.5%) that it did; slightly more than a quarter (26.1%) indicated that they did not know it ($M=2.83$; $SD=1.37$).

Slightly more than a fifth of the student participants (22.2%) strongly agreed (6.8%) and agreed (15.4%) that the MoNE took into consideration EFL teachers' competence of helping students develop their listening skills in their hiring process, while more than the half (54.5%) disagreed (28.2%) and strongly disagreed (26.3%) with it; slightly under a quarter (23.3%) indicated that they did not know it ($M=2.56$; $SD=1.19$). On the other side, a small percent of the teacher participants (7.2%) strongly agreed (0%) and agreed (7.2%) that the MoNE took into consideration EFL teachers' competence of helping students develop their listening skills in their hiring process, while less than three quarters (69.5%) disagreed (33.3%) and strongly disagreed (36.2%) with it; slightly less than a quarter (23.2%) indicated that they did not know it ($M=2.25$; $SD=.89$).

Less than the half of the student participants (41.8%) strongly agreed (13.2%) and agreed (28.6%) that the HEC took into consideration EFL instructors' competence of helping students develop their listening skills in their hiring process, whereas slightly less than a quarter (24.1%) disagreed (11.3%) and strongly disagreed (12.8%) that it did; more than a third (34.2%) indicated that they did not know it ($M=2.74$; $SD=1.49$). On the other side, more than a third of the teacher participants (36.2%) strongly agreed (10.1%) and agreed (26.1%) that the HEC took into consideration EFL instructors' competence of helping students develop their listening skills in their hiring process, whereas more than a third (37.6%) disagreed (21.7%) and strongly disagreed (15.9%) that it did; slightly more than a quarter (26.1%) indicated that they did not know it ($M=2.78$; $SD=1.36$).

More than a quarter of the student participants (27.1%) strongly agreed (6.8%) and agreed (20.3%) that the MoNE took into consideration EFL teachers' competence of helping students develop their writing skills in their hiring process, while the half (50%) disagreed (27.1%) and strongly disagreed (22.9%) with it; more than a fifth (22.9%) indicated that they did not know it ($M=2.65$; $SD=1.22$). On the other hand, a small percent of the teacher participants (10.1%) strongly agreed (0%) and agreed (10.1%) that the MoNE took into consideration EFL teachers' competence of helping students develop their writing skills in their hiring process, while more than the half

(66.6%) disagreed (30.4%) and strongly disagreed (36.2%) with it; slightly less than a quarter (23.2%) indicated that they did not know it ($M=2.28$; $SD=.93$).

Less than the half of the student participants (43.7%) strongly agreed (13.2%) and agreed (30.5%) that the HEC took into consideration EFL instructors' competence of helping students develop their writing skills in their hiring process, whereas less than a quarter (22.6%) disagreed (11.7%) and strongly disagreed (10.9%) that it did; slightly more than a third (33.8%) indicated that they did not know it ($M=2.78$; $SD=1.50$). On the other hand, more than a third of the teacher participants (36.2%) strongly agreed (7.2%) and agreed (29%) that the HEC took into consideration EFL instructors' competence of helping students develop their writing skills in their hiring process, whereas more than a third (37.6%) disagreed (21.7%) and strongly disagreed (15.9%) that it did; slightly more than a quarter (26.1%) indicated that they did not know it ($M=2.75$; $SD=1.32$).

A small percent of the student participants (15.8%) strongly agreed (6.8%) and agreed (9%) that the MoNE took into consideration EFL teachers' competence of helping students develop their speaking skills in their hiring process, while more than the half (62%) disagreed (26.3%) and strongly disagreed (35.7%) with it; slightly more than a fifth (22.2%) indicated that they did not know it ($M=2.42$; $SD=1.13$). On the other side, a very small percent of the teacher participants (8.7%) strongly agreed (0%) and agreed (8.7%) that the MoNE took into consideration EFL teachers' competence of helping students develop their speaking skills in their hiring process, while more than the half (65.2%) disagreed (31.9%) and strongly disagreed (33.3%) with it; slightly more than a quarter (26.1%) indicated that they did not know it ($M=2.23$; $SD=.94$).

More than a third of the student participants (38%) strongly agreed (13.2%) and agreed (24.8%) that the HEC took into consideration EFL instructors' competence of helping students develop their speaking skills in their hiring process, whereas more than a quarter (27.9%) disagreed (14.7%) and strongly disagreed (13.2%) that it did; more than a third (34.2%) indicated that they did not know it ($M=2.70$; $SD=1.48$). On

the other side, slightly more than a third of the teacher participants (34.8%) strongly agreed (8.7%) and agreed (26.1%) that the HEC took into consideration EFL instructors' competence of helping students develop their speaking skills in their hiring process, whereas more than a third (37.6%) disagreed (21.7%) and strongly disagreed (15.9%) that it did; more than a quarter (27.5%) indicated that they did not know it ($M=2.72$; $SD=1.34$).

More than a third of the student participants (36.1%) strongly agreed (7.9%) and agreed (28.2%) that the MoNE took into consideration EFL teachers' competence of helping students develop their vocabulary in their hiring process, while less than the half (42.4%) disagreed (22.9%) and strongly disagreed (19.5%) with it; slightly more than a fifth (21.4%) indicated that they did not know it ($M=2.82$; $SD=1.27$). On the other hand, less than a fifth of the teacher participants (15.9%) strongly agreed (2.9%) and agreed (13%) that the MoNE took into consideration EFL teachers' competence of helping students develop their vocabulary in their hiring process, while more than the half (62.3%) disagreed (31.9%) and strongly disagreed (30.4%) with it; slightly more than a fifth (21.7%) indicated that they did not know it ($M=2.45$; $SD=1.06$).

Less than the half of the student participants (44%) strongly agreed (12.4%) and agreed (31.6%) that the HEC took into consideration EFL instructors' competence of helping students develop their vocabulary in their hiring process, whereas less than a quarter (23%) disagreed (11.7%) and strongly disagreed (11.3%) that it did; around a third (33.1%) indicated that they did not know it ($M=2.79$; $SD=1.48$). On the other hand, more than third of the teacher participants (37.7%) strongly agreed (8.7%) and agreed (29%) that the HEC took into consideration EFL instructors' competence of helping students develop their vocabulary in their hiring process, whereas more than a third (36.2%) disagreed (21.7%) and strongly disagreed (14.5%) that it did; slightly more than a quarter (26.1%) indicated that they did not know it ($M=2.80$; $SD=1.34$).

Less than a quarter of the student participants (23.3%) strongly agreed (6.4%) and agreed (16.9%) that the MoNE took into consideration EFL teachers' competence of

taking into consideration students with special needs in their hiring process, whereas more than the half (52.2%) disagreed (25.9%) and strongly disagreed (26.3%) that it did; slightly less than a quarter (24.4%) indicated that they did not know it ($M=2.55$; $SD=1.21$). On the other hand, a small percent of the teacher participants (7.2%) strongly agreed (1.4%) and agreed (5.8%) that the MoNE took into consideration EFL teachers' competence of taking into consideration students with special needs in their hiring process, whereas more than the half (63.7%) disagreed (27.5%) and strongly disagreed (36.2%) that it did; less than a third (29%) indicated that they did not know it ($M=2.14$; $SD=.95$).

More than a third of the student participants (39.5%) strongly agreed (9%) and agreed (30.5%) that the HEC took into consideration EFL instructors' competence of taking into consideration students with special needs in their hiring process, while slightly more than a quarter (25.2%) disagreed (12.8%) and strongly disagreed (12.4%) that it did; more than a third (35.3%) indicated that they did not know it ($M=2.65$; $SD=1.44$). On the other hand, slightly less than a fifth of the teacher participants (18.8%) strongly agreed (4.3%) and agreed (14.5%) that the HEC took into consideration EFL instructors' competence of taking into consideration students with special needs in their hiring process, while slightly more than the half (52.1%) disagreed (33.3%) and strongly disagreed (18.8%) that it did; more than a quarter (29%) indicated that they did not know it ($M=2.46$; $SD=1.83$).

Around a fifth of the student participants (20.3%) strongly agreed (6%) and agreed (14.3%) that the MoNE took into consideration EFL teachers' competence of taking into consideration students' individual differences in their hiring process, while more than the half (58.3%) disagreed (26.7%) and strongly disagreed (31.6%) with it; slightly more than a fifth (21.4%) indicated that they did not know it ($M=2.52$; $SD=1.15$). On the other side, a small percent of the teacher participants (13%) strongly agreed (1.4%) and agreed (11.6%) that the MoNE took into consideration EFL teachers' competence of taking into consideration students' individual differences in their hiring process, while more than the half (59.4%) disagreed

(27.5%) and strongly disagreed (31.9%) with it; more than a quarter (27.5%) indicated that they did not know it ($M=2.28$; $SD=1.04$).

Less than a third of the student participants (31.2%) strongly agreed (7.5%) and agreed (23.7%) that the HEC took into consideration EFL instructors' competence of taking into consideration students' individual differences in their hiring process, whereas around a third (33.4%) disagreed (18.4%) and strongly disagreed (15%) that it did; more than a third (35.3%) indicated that they did not know it ($M=2.53$; $SD=1.37$). On the other side, slightly more than a fifth of the teacher participants (21.7%) strongly agreed (7.2%) and agreed (14.5%) that the HEC took into consideration EFL instructors' competence of taking into consideration students' individual differences in their hiring process, whereas slightly less than the half (49.3%) disagreed (31.9%) and strongly disagreed (17.4%) that it did; less a third (29%) indicated that they did not know it ($M=2.54$; $SD=1.25$).

4.4.3. Assessment and Evaluation Skills

Below is the presentation of the survey results for the participants' opinions on whether or not the MoNE and HEC took into consideration EFL teachers' competency of assessment and evaluation in their hiring processes.

Table 4.123

The Results of the MoNE Taking into Account Assessment and Evaluation of Learning Skills

Student Participants	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE		I DON'T KNOW		M	SD
	%	n	%	n	%	n	%	n	%	n		
1. determining the aims of assessment and evaluation	6.8	18	23.3	62	25.2	67	19.9	53	24.8	66	2.67	1.26
2. using assessment tools and techniques	7.5	20	27.4	73	22.9	61	20.3	54	21.8	58	2.79	1.26

Table 4.123

The Results of the MoNE Taking into Account Assessment and Evaluation of Learning Skills (continued)

	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE		I DON'T KNOW		<i>M</i>	<i>SD</i>
Student Participants	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>		
3. interpreting assessment results	6	16	26.7	71	24.4	65	18.4	49	24.4	65	2.71	1.26
4. providing students feedback	6	16	20.7	55	27.4	73	20.3	54	25.6	68	2.61	1.23
5. reflecting into practice the results of assessment and evaluation	5.6	15	18.8	50	25.6	68	22.6	60	27.4	73	2.53	1.23
Teacher Participants	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>M</i>	<i>SD</i>
1. determining the aims of assessment and evaluation	2.9	2	17.4	12	30.4	21	23.2	16	26.1	18	2.48	1.14
2. using assessment tools and techniques	1.4	1	26.1	18	27.5	19	21.7	15	23.2	16	2.61	1.15
3. interpreting assessment results	1.4	1	17.4	12	29	20	26.1	18	26.1	18	2.42	1.10
4. providing students feedback			11.6	8	37.7	26	27.5	19	23.2	16	2.38	.97
5. reflecting into practice the results of assessment and evaluation			13	9	31.9	22	30.4	21	24.6	17	2.33	.99

Table 4.124

The Results for the HEC Taking into Account Assessment and Evaluation of Learning Skills

	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE		I DON'T KNOW			
	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	<i>M</i>	<i>SD</i>
Student Participants												
1. determining the aims of assessment and evaluation	9.8	26	30.5	81	14.3	38	9.4	25	36.1	96	2.68	1.46
2. using assessment tools and techniques	11.7	31	29.3	78	16.5	44	7.1	19	35.3	94	2.75	1.48
3. interpreting assessment results	42.5	29	31.6	84	14.3	38	6.4	17	36.8	98	2.73	1.49
4. providing students feedback	12.8	34	25.6	68	18.4	49	6.8	18	36.5	97	2.71	1.49
5. reflecting into practice the results of assessment and evaluation	10.9	29	24.1	64	17.7	47	7.9	21	39.5	105	2.59	1.47
Teacher Participants												
1. determining the aims of assessment and evaluation	2.9	2	21.7	15	37.7	26	11.6	8	26.1	18	2.64	1.75
2. using assessment tools and techniques	5.8	4	30.4	21	27.50	19	13	9	23.2	16	2.83	1.26
3. interpreting assessment results	5.8	4	20.3	14	31.9	22	15.9	11	26.1	18	2.64	1.23
4. providing students feedback	4.3	3	31.9	22	27.5	19	13	9	23.2	16	2.81	1.24
5. reflecting into practice the results of assessment and evaluation	2.9	2	18.8	13	37.7	26	17.4	12	23.2	16	2.61	1.27

Less than a third of the student participants (30.1%) strongly agreed (6.8%) and agreed (23.3%) that the MoNE took into consideration EFL teachers' competence of determining the aims of assessment and evaluation in their hiring process, while less than the half (45.1%) disagreed (25.2%) and strongly disagreed (19.9%) that it did; slightly less than a quarter (24.8%) indicated that they did not know it ($M=2.67$; $SD=1.26$). On the other hand, a fifth of the teacher participants (20.3%) strongly

agreed (2.9%) and agreed (17.4%) that the MoNE took into consideration EFL teachers' competence of determining the aims of assessment and evaluation in their hiring process, while a little more than the half (53.6%) disagreed (30.4%) and strongly disagreed (23.2%) that it did; slightly over a quarter (26.1%) indicated that they did not know it ($M=2.48$; $SD=1.14$).

Less than the half of the student participants (40.3%) strongly agreed (9.8%) and agreed (30.5%) that the HEC took into consideration EFL instructors' competence of determining the aims of assessment and evaluation in their hiring process, while slightly less than a quarter (23.7%) disagreed (14.3%) and strongly disagreed (9.4%) that it did; more than a third (36.1%) indicated that they did not know it ($M=2.68$; $SD=1.46$). On the other hand, slightly less than a quarter of the teacher participants (24.6%) strongly agreed (2.9%) and agreed (21.7%) that the HEC took into consideration EFL instructors' competence of determining the aims of assessment and evaluation in their hiring process, while slightly less than the half (49.3%) disagreed (37.7%) and strongly disagreed (11.6%) that it did; slightly more than a quarter (26.1%) indicated that they did not know it ($M=2.64$; $SD=1.75$).

Slightly more than a third of the student participants (34.9%) strongly agreed (7.5%) and agreed (27.4%) that the MoNE took into consideration EFL teachers' competence of using assessment tools and techniques in their hiring process, while less than the half (43.2%) disagreed (22.9%) and strongly disagreed (20.3%) that it did; slightly more than a fifth (21.8%) indicated that they did not know it ($M=2.79$; $SD=1.26$). On the other hand, slightly more than a quarter of the teacher participants (27.5%) strongly agreed (1.4%) and agreed (26.1%) that the MoNE took into consideration EFL teachers' competence of using assessment tools and techniques in their hiring process, while slightly less than the half (49.2%) disagreed (27.5%) and strongly disagreed (21.7%) that it did; slightly less than a quarter (23.2%) indicated that they did not know it ($M=2.61$; $SD=1.15$).

Less than the half of the student participants (41%) strongly agreed (11.7%) and agreed (29.3%) that the HEC took into consideration EFL instructors' competence of

using assessment tools and techniques in their hiring process, while less than a quarter (23.6%) disagreed (16.5%) and strongly disagreed (7.1%) that it did; more than a third (35.3%) indicated that they did not know it ($M=2.75$; $SD=1.48$). On the other hand, more than a third of the teacher participants (36.2%) strongly agreed (5.8%) and agreed (30.4%) that the HEC took into consideration EFL instructors' competence of using assessment tools and techniques in their hiring process, while less than the half (40.5%) disagreed (27.5%) and strongly disagreed (13%) that it did; slightly less than a quarter (23.2%) indicated that they did not know it ($M=2.3783$; $SD=1.26$).

Slightly less than a third of the student participants (32.7%) strongly agreed (6%) and agreed (26.7%) that the MoNE took into consideration EFL teachers' competence of interpreting assessment results in their hiring process, whereas less than the half (42.8%) disagreed (24.4%) and strongly disagreed (18.4%) that it did; slightly less than a quarter (24.4%) indicated that they did not know it ($M=2.71$; $SD=1.26$). On the other hand, slightly less than a fifth of the teacher participants (18.8%) strongly agreed (1.4%) and agreed (17.4%) that the MoNE took into consideration EFL teachers' competence of interpreting assessment results in their hiring process, whereas more than the half (55.1%) disagreed (29%) and strongly disagreed (26.1%) that it did; slightly over a quarter (26.1%) indicated that they did not know it ($M=2.42$; $SD=1.10$).

Less than the half of the student participants (42.5%) strongly agreed (10.9%) and agreed (31.6%) that the HEC took into consideration EFL instructors' competence of interpreting assessment results in their hiring process, while slightly more than a fifth (20.7%) disagreed (14.3%) and strongly disagreed (6.4%) that it did; more than a third (36.8%) indicated that they did not know it ($M=2.73$; $SD=1.49$). On the other hand, slightly more than a quarter of the teacher participants (26.1%) strongly agreed (5.8%) and agreed (20.3%) that the HEC took into consideration EFL instructors' competence of interpreting assessment results in their hiring process, while less than the half (47.8%) disagreed (31.9%) and strongly disagreed (15.9%) that it did;

slightly over a quarter (26.1%) indicated that they did not know it ($M=2.64$; $SD=1.23$).

Slightly more than a quarter of the student participants (26.7%) strongly agreed (6%) and agreed (20.7%) that the MoNE took into consideration EFL teachers' competence of providing students feedback in their hiring process, whereas less than the half (47.7%) disagreed (27.4%) and strongly disagreed (20.3%) with it; slightly more than a quarter (25.6%) indicated that they did not know it ($M=2.61$; $SD=1.23$). On the other hand, a very small percentage of the teacher participants (11.6%) strongly agreed (0%) and agreed (11.6%) that the MoNE took into consideration EFL teachers' competence of providing students feedback in their hiring process, whereas more than the half (65.2%) disagreed (37.7%) and strongly disagreed (27.5%) with it; slightly less than a quarter (23.2%) indicated that they did not know it ($M=3.38$; $SD=.97$).

Almost two fifths of the student participants (38.4%) strongly agreed (12.8%) and agreed (25.6%) that the HEC took into consideration EFL instructors' competence of providing students feedback in their hiring process, whereas slightly more than a quarter (25.2%) disagreed (18.4%) and strongly disagreed (6.8%) with it; more than a third (36.5%) indicated that they did not know it ($M=2.71$; $SD=1.49$). On the other hand, more than a third of the teacher participants (36.2%) strongly agreed (4.3%) and agreed (31.9%) that the HEC took into consideration EFL instructors' competence of providing students feedback in their hiring process, whereas less than the half (40.5%) disagreed (27.5%) and strongly disagreed (13%) with it; slightly less than a quarter (23.2%) indicated that they did not know it ($M=2.81$; $SD=1.24$).

Slightly less than a quarter of the student participants (24.4%) strongly agreed (5.6%) and agreed (18.8%) that the MoNE took into consideration EFL teachers' competence of reflecting into practice the results of assessment and evaluation in their hiring process, whereas almost the half (48.2%) disagreed (25.6%) and strongly disagreed (22.6%) with it; more than a quarter (27.4%) indicated that they did not know it ($M=2.53$; $SD=1.23$). On the other hand, a very small percent of the teacher

participants (13%) strongly agreed (0%) and agreed (13%) that the MoNE took into consideration EFL teachers' competence of reflecting into practice the results of assessment and evaluation in their hiring process, whereas more than the half (62.3%) disagreed (31.9%) and strongly disagreed (30.4%) with it; slightly less than a quarter (24.6%) indicated that they did not know it ($M=2.33$; $SD=.99$).

More than a third of the student participants (35%) strongly agreed (10.9%) and agreed (24.1%) that the HEC took into consideration EFL instructors' competence of reflecting into practice the results of assessment and evaluation in their hiring process, whereas slightly more than a quarter (25.6%) disagreed (17.7%) and strongly disagreed (7.9%) with it; almost two fifths (39.5%) indicated that they did not know it ($M=2.59$; $SD=1.47$). On the other hand, slightly more than a fifth of the teacher participants (21.7%) strongly agreed (2.9%) and agreed (18.8%) that the HEC took into consideration EFL instructors' competence of reflecting into practice the results of assessment and evaluation in their hiring process, whereas more than the half (55.1%) disagreed (37.7%) and strongly disagreed (17.4%) with it; slightly less than a quarter (23.2%) indicated that they did not know it ($M=2.61$; $SD=1.27$).

4.4.4. School and Parent Collaboration

Below is the presentation of the survey results for the participants' opinions on whether or not the MoNE and HEC took into consideration EFL teachers' competency of school and parent collaboration in their hiring processes.

Table 4.125

The Results for the MoNE Taking into Account School and Parent Collaboration Skills

	STRONGLY AGREE		AGREE		DISA GREE		STRONGLY DISA GREE		I DON'T KNOW		<i>M</i>	<i>SD</i>
Student Participants	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>		
1. collaborating with parents to help students develop language skills	6.4	17	15.8	42	29.3	78	26.3	70	22.2	59	2.58	1.18
2. collaborating with institutions and organizations to help students develop language skills	4.9	13	15.8	42	27.8	74	27.4	73	24.1	64	2.50	1.16
3. helping students notice and understand the importance of national holidays and celebrations	9	24	30.5	81	20.3	54	17.7	47	22.6	60	2.86	1.31
4. helping students be active participants in national holidays and celebrations	8.3	22	21.1	56	28.6	76	18.8	50	23.3	62	2.72	1.26
5. arranging and organizing national holidays and celebrations	7.5	20	21.8	58	27.1	72	18.4	49	25.2	67	2.68	1.27
6. collaborating with the community	2.6	7	18	48	27.8	74	24.4	65	27.1	72	2.45	1.14
7. community leadership	2.6	7	13.2	35	30.1	80	29.3	78	24.8	66	2.39	1.07
Teacher Participants	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>%</i>	<i>n</i>	<i>M</i>	<i>SD</i>
1. collaborating with parents to help students develop language skills			8.7	6	30.4	21	31.9	22	29	20	2.19	.95
2. collaborating with institutions and organizations to help students develop language skills	1.4	1	3.3	3	33.3	23	31.9	22	29	20	2.17	.95
3. helping students notice and understand the importance of national holidays and celebrations	4.3	3	10.1	7	30.4	21	30.4	21	24.6	17	2.39	1.10

Table 4.125

The Results for the MoNE Taking into Account School and Parent Collaboration Skills (continued)

	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE		I DON'T KNOW		<i>M</i>	<i>SD</i>
	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>		
Teacher Participants												
4. helping students be active participants in national holidays and celebrations	4.3	3	10.1	7	31.9	22	29	20	24.6	17	2.41	1.10
5. arranging and organizing national holidays and celebrations	4.3	3	11.6	8	29	20	29	20	26.1	18	2.39	1.27
6. collaborating with the community	1.4	1	8.7	6	30.4	21	33.3	23	26.1	18	2.26	.99
7. community leadership	2.9	2	4.3	3	31.9	22	33.3	23	27.5	19	2.22	.99

Table 4.126

The Results for the HEC Taking into Account School and Parent Collaboration Skills

	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE		I DON'T KNOW		<i>M</i>	<i>SD</i>
	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>		
Student Participants												
1. collaborating with parents to help students develop language skills	5.6	15	18	48	20.3	54	19.2	51	36.8	98	2.36	1.29
2. collaborating with institutions and organizations to help students develop language skills	10.5	28	27.4	73	14.3	38	12	32	35.7	95	2.65	1.45
3. helping students notice and understand the importance of national holidays and celebrations	8.3	22	23.3	62	21.1	56	10.9	29	36.5	97	2.56	1.39

Table 4.126

The Results for the HEC Taking into Account School and Parent Collaboration Skills (continued)

	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE		I DON'T KNOW		M	SD
Student Participants	%	n	%	n	%	n	%	n	%	n		
4. helping students be active participants in national holidays and celebrations	6.4	17	20.7	55	19.9	53	15	40	38	101	2.42	1.34
5. arranging and organizing national holidays and celebrations	6.8	18	20.7	55	18.4	49	14.3	38	39.8	106	2.40	1.36
6. collaborating with the community	9.4	25	24.1	64	16.5	44	12.4	33	37.6	100	2.55	1.43
7. community leadership	9.8	26	19.9	53	17.7	47	15	40	37.6	100	2.49	1.41
Teacher Participants	%	n	%	n	%	n	%	n	%	n	M	SD
1. collaborating with parents to help students develop language skills	1.4	1	5.8	4	30.4	21	36.2	25	26.1	18	2.20	.94
2. collaborating with institutions and organizations to help students develop language skills	2.9	2	10.1	7	36.2	25	27.5	19	23.2	16	2.42	1.04
3. helping students notice and understand the importance of national holidays and celebrations	2.9	2	11.6	8	29	20	30.4	21	26.1	18	2.35	1.08
4. helping students be active participants in national holidays and celebrations	2.9	2	7.2	5	30.4	21	31.9	22	27.5	19	2.26	1.03
5. arranging and organizing national holidays and celebrations	4.3	3	5.8	4	30.4	21	31.9	22	27.5	19	2.28	1.06
6. collaborating with the community	4.3	3	11.6	8	27.5	19	30.4	21	26.1	18	2.38	1.12
7. community leadership	7.2	5	7.2	5	27.5	19	31.9	22	26.1	18	2.38	1.16

Slightly more than a fifth of the student participants (22.2%) strongly agreed (6.4%) and agreed (15.8%) that the MoNE took into consideration EFL teachers' competence of collaborating with parents to help students develop language skills in their hiring process, while more than the half (55.6%) disagreed (29.3%) and strongly disagreed (26.3%) that it did; slightly more than a fifth (22.2%) indicated that they did not know it ($M=2.58$; $SD=1.18$). On the other side, a small percent of the teacher participants (8.7%) strongly agreed (0%) and agreed (8.7%) that the MoNE took into consideration EFL teachers' competence of collaborating with parents to help students develop language skills in their hiring process, while more than the half (62.3%) disagreed (30.4%) and strongly disagreed (31.9%) that it did; less than a third (29%) indicated that they did not know it ($M=2.19$; $SD=.95$).

Less than a quarter of the student participants (23.6%) strongly agreed (5.6%) and agreed (18%) that the HEC took into consideration EFL instructors' competence of collaborating with parents to help students develop language skills in their hiring process, while almost two fifths (39.5%) disagreed (20.3%) and strongly disagreed (19.2%) that it did; more than a third (36.8%) indicated that they did not know it ($M=2.36$; $SD=1.29$). On the other side, a small percent of the teacher participants (7.2%) strongly agreed (1.4%) and agreed (5.8%) that the HEC took into consideration EFL instructors' competence of collaborating with parents to help students develop language skills in their hiring process, while more than the half (66.6%) disagreed (30.4%) and strongly disagreed (36.2%) that it did; slightly over a quarter (26.1%) indicated that they did not know it ($M=2.20$; $SD=.94$).

Slightly more than a fifth of the student participants (20.7%) strongly agreed (4.9%) and agreed (15.8%) that the MoNE took into consideration EFL teachers' competence of collaborating with institutions and organizations to help students develop language skills in their hiring process, whereas more than the half (55.2%) disagreed (27.8%) and strongly disagreed (27.4%) with it; slightly less than a quarter (24.1%) indicated that they did not know it ($M=2.50$; $SD=1.16$). On the other side, a small percent of the teacher participants (5.7%) strongly agreed (1.4%) and agreed (4.3%) that the MoNE took into consideration EFL teachers' competence of

collaborating with institutions and organizations to help students develop language skills in their hiring process, whereas more than the half (65.2%) disagreed (33.3%) and strongly disagreed (31.9%) with it; less than a third (29%) indicated that they did not know it ($M=2.17$; $SD=.95$).

Almost two fifths of the student participants (37.9%) strongly agreed (10.5%) and agreed (27.4%) that the HEC took into consideration EFL instructors' competence of collaborating with institutions and organizations to help students develop language skills in their hiring process, while slightly more than a quarter (26.3%) disagreed (14.3%) and strongly disagreed (12%) with it; more than a third (35.7%) indicated that they did not know it ($M=2.65$; $SD=1.45$). On the other side, a small percent of the teacher participants (13%) strongly agreed (2.9%) and agreed (10.1%) that the HEC took into consideration EFL instructors' competence of collaborating with institutions and organizations to help students develop language skills in their hiring process, while more than the half (63.7%) disagreed (36.2%) and strongly disagreed (27.5%) with it; slightly less than a quarter (23.2%) indicated that they did not know it ($M=2.42$; $SD=1.04$).

Almost two fifths of the student participants (39.5%) strongly agreed (9%) and agreed (30.5%) that the MoNE took into consideration EFL teachers' competence of helping students notice and understand the importance of national holidays and celebrations in their hiring process, whereas almost two fifths (38%) disagreed (20.3%) and strongly disagreed (17.7%) with it; slightly more than a fifth (22.6%) indicated that they did not know it ($M=2.86$; $SD=1.31$). On the other side, less than a fifth of the teacher participants (14.4%) strongly agreed (4.3%) and agreed (10.1%) that the MoNE took into consideration EFL teachers' competence of helping students notice and understand the importance of national holidays and celebrations in their hiring process, whereas more than the half (60.8%) disagreed (30.4%) and strongly disagreed (30.4%) with it; slightly less than a quarter (24.6%) indicated that they did not know it ($M=2.39$; $SD=1.10$).

Less than a third of the student participants (31.6%) strongly agreed (8.3%) and agreed (23.3%) that the HEC took into consideration EFL instructors' competence of helping students notice and understand the importance of national holidays and celebrations in their hiring process, while almost a third (32%) disagreed (21.1%) and strongly disagreed (10.9%) with it; more than a third (36.5%) indicated that they did not know it ($M=2.56$; $SD=1.39$). On the other side, a small percent of the teacher participants (14.5%) strongly agreed (2.9%) and agreed (11.6%) that the HEC took into consideration EFL instructors' competence of helping students notice and understand the importance of national holidays and celebrations in their hiring process, while more than the half (59.4%) disagreed (29%) and strongly disagreed (30.4%) with it; slightly more than a quarter (26.1%) indicated that they did not know it ($M=2.35$; $SD=1.08$).

Less than a third of the student participants (29.4%) strongly agreed (8.3%) and agreed (21.1%) that the MoNE took into consideration EFL teachers' competence of helping students be active participants in national holidays and celebrations in their hiring process, whereas almost the half (47.4%) disagreed (28.6%) and strongly disagreed (18.8%) with it; less than a quarter (23.3%) indicated that they did not know it ($M=2.72$; $SD=1.26$). On the other side, less than a fifth of the teacher participants (14.4%) strongly agreed (4.3%) and agreed (10.1%) that the MoNE took into consideration EFL teachers' competence of helping students be active participants in national holidays and celebrations in their hiring process, whereas more than the half (60.9%) disagreed (31.9%) and strongly disagreed (29%) with it; less than a quarter (24.6%) indicated that they did not know it ($M=2.41$; $SD=1.10$).

More than a quarter of the student participants (27.1%) strongly agreed (6.4%) and agreed (20.7%) that the HEC took into consideration EFL instructors' competence of helping students be active participants in national holidays and celebrations in their hiring process, whereas more than a third (34.9%) disagreed (19.9%) and strongly disagreed (15%) with it; the rest (38%) indicated that they did not know it ($M=2.42$; $SD=1.34$). On the other side, a small percent of the teacher participants (10.1%) strongly agreed (2.9%) and agreed (7.2%) that the HEC took into consideration EFL

instructors' competence of helping students be active participants in national holidays and celebrations in their hiring process, whereas more than the half (62.3%) disagreed (30.4%) and strongly disagreed (31.9%) with it; slightly over a quarter (27.5%) indicated that they did not know it ($M=2.26$; $SD=1.03$).

Less than a third of the student participants (29.3%) strongly agreed (7.5%) and agreed (21.8%) that the MoNE took into consideration EFL teachers' competence of arranging and organizing national holidays and celebrations in their hiring process, while less than the half (45.5%) disagreed (27.1%) and strongly disagreed (18.4%) with it; slightly more than a quarter (25.2%) indicated that they did not know it ($M=2.68$; $SD=1.27$). On the other side, less than a fifth of the teacher participants (15.9%) strongly agreed (4.3%) and agreed (11.6%) that the MoNE took into consideration EFL teachers' competence of arranging and organizing national holidays and celebrations in their hiring process, while more than the half (58%) disagreed (29%) and strongly disagreed (29%) with it; slightly over a quarter (26.1%) indicated that they did not know it ($M=2.39$; $SD=1.27$).

More than a quarter of the student participants (27.5%) strongly agreed (6.8%) and agreed (20.7%) that the HEC took into consideration EFL instructors' competence of arranging and organizing national holidays and celebrations in their hiring process, whereas slightly less than a third (32.7%) disagreed (18.4%) and strongly disagreed (14.3%) with it; almost two fifths (39.8%) indicated that they did not know it ($M=2.40$; $SD=1.36$). On the other side, a small percent of the teacher participants (10.1%) strongly agreed (4.3%) and agreed (5.8%) that the HEC took into consideration EFL instructors' competence of arranging and organizing national holidays and celebrations in their hiring process, whereas more than the half (62.3%) disagreed (30.4%) and strongly disagreed (31.9%) with it; slightly more than a quarter (27.5%) indicated that they did not know it ($M=2.28$; $SD=1.06$).

Slightly more than a fifth of the student participants (20.6%) strongly agreed (2.6%) and agreed (18%) that the MoNE took into consideration EFL teachers' competence of collaborating with the community in their hiring process, while slightly more than

the half (52.2%) disagreed (27.8%) and strongly disagreed (24.4%) with it; slightly more than a quarter (27.1%) indicated that they did not know it ($M=2.45$; $SD=1.14$). On the other side, a small percent of the teacher participants (10.1%) strongly agreed (1.4%) and agreed (8.7%) that the MoNE took into consideration EFL teachers' competence of collaborating with the community in their hiring process, while more than the half (63.7%) disagreed (30.4%) and strongly disagreed (33.3%) with it; slightly more than a quarter (26.1%) indicated that they did not know it ($M=2.26$; $SD=.99$).

Slightly more than a third of the student participants (33.5%) strongly agreed (9.4%) and agreed (24.1%) that the HEC took into consideration EFL instructors' competence of collaborating with the community in their hiring process, whereas more than a quarter (28.9%) disagreed (16.5%) and strongly disagreed (12.4%) with it; the rest (37.6%) indicated that they did not know it ($M=2.55$; $SD=1.43$). On the other side, less than a fifth of the teacher participants (15.9%) strongly agreed (4.3%) and agreed (11.6%) that the HEC took into consideration EFL instructors' competence of collaborating with the community in their hiring process, whereas more than the half (57.9%) disagreed (27.5%) and strongly disagreed (30.4%) with it; slightly over a quarter (26.1%) indicated that they did not know it ($M=2.38$; $SD=1.12$).

Less than a fifth of the student participants (15.8%) strongly agreed (2.6%) and agreed (13.2%) that the MoNE took into consideration EFL teachers' competence of community leadership in their hiring process, while more than the half (59.4%) disagreed (30.1%) and strongly disagreed (29.3%) with it; slightly less than a quarter (24.8%) indicated that they did not know it ($M=2.39$; $SD=1.07$). On the other side, a small percent of the teacher participants (7.2%) strongly agreed (2.9%) and agreed (4.3%) that the MoNE took into consideration EFL teachers' competence of community leadership in their hiring process, while more than the half (65.2%) disagreed (31.9%) and strongly disagreed (33.3%) with it; slightly more than a quarter (27.5%) indicated that they did not know it ($M=2.22$; $SD=.99$).

More than a quarter of the student participants (29.7%) strongly agreed (9.8%) and agreed (19.9%) that the HEC took into consideration EFL instructors' competence of community leadership in their hiring process, while almost a third (32.7%) disagreed (17.7%) and strongly disagreed (15%) with it; almost two fifths (37.6%) indicated that they did not know it ($M=2.49$; $SD=1.41$). On the other side, less than a fifth of the teacher participants (14.4%) strongly agreed (7.2%) and agreed (7.2%) that the HEC took into consideration EFL instructors' competence of community leadership in their hiring process, while more than the half (59.4%) disagreed (27.5%) and strongly disagreed (31.9%) with it; slightly more than a quarter (26.1%) indicated that they did not know it ($M=2.38$; $SD=1.16$).

4.4.5. Professional Development

Below is the presentation of the survey results for the participants' opinions on whether or not the MoNE and HEC took into consideration EFL teachers' competency of professional development in their hiring processes.

Table 4.127

The Results for the MoNE Taking into Account Professional Development Skills

Student Participants	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE		I DON'T KNOW		M	SD
	%	n	%	n	%	n	%	n	%	n		
1. effective communication skills	7.5	20	16.9	45	26.7	71	27.1	72	21.8	58	2.61	1.21
2. effective classroom management	7.1	19	22.2	59	26.7	71	22.9	61	21.1	56	2.71	1.22

Table 4.127

The Results for the MoNE Taking into Account Professional Development Skills (continued)

	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE		I DON'T KNOW		<i>M</i>	<i>SD</i>
	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>		
Student Participants												
3. teachers' field/subject knowledge	11.7	31	34.2	91	22.2	59	13.2	35	18.8	50	3.07	1.30
4. teachers' language proficiency	11.3	30	29.7	79	21.1	56	19.9	53	18	48	2.96	1.29
5. being aware of laws and regulations related to the profession	6	16	30.8	82	19.5	52	21.1	56	22.6	60	2.77	1.27
6. determining their own professional competence	5.3	14	19.5	52	27.8	74	22.9	61	24.4	65	2.58	1.20
7. sustaining personal and professional development	4.9	13	19.2	51	27.1	72	26.3	70	22.6	60	2.58	1.17
8. making use of scientific research and techniques in teaching	5.3	14	13.9	37	26.3	70	30.8	82	23.7	63	2.46	1.14
9. reflecting into practice the results of their own scientific research for professional development	4.1	11	13.5	36	24.1	64	31.6	84	26.7	71	2.37	1.13
10. motivation to be a language teacher	7.9	21	18.4	49	21.1	56	27.4	73	25.2	67	2.56	1.26
Teacher Participants												
1. effective communication skills	2.9	2	4.3	3	33.3	23	34.8	24	24.6	17	2.26	.98
2. effective classroom management	2.9	2	8.7	6	36.2	25	29	20	23.2	16	2.39	1.03

Table 4.127

The Results for the MoNE Taking into Account Professional Development Skills (continued)

	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE		I DON'T KNOW		<i>M</i>	<i>SD</i>
	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>		
Teacher Participants												
3. teachers' field/subject knowledge	10.1	7	39.2	27	11.6	8	15.9	11	23.2	16	2.97	1.38
4. teachers' language proficiency	7.2	5	31.9	22	20.3	14	15.9	11	24.6	17	2.81	1.32
5. being aware of laws and regulations related to the profession	5.8	4	20.3	14	24.6	17	21.7	15	27.5	19	2.55	1.25
6. determining their own professional competence	1.4	1	14.5	10	29	20	26.1	18	29	20	2.33	1.09
7. sustaining personal and professional development			10.1	7	31.9	22	30.4	21	27.5	19	2.25	.97
8. making use of scientific research and techniques in teaching			5.8	4	30.4	21	34.8	24	29	20	2.13	.90
9. reflecting into practice the results of their own scientific research for professional development			4.3	3	31.9	22	33.3	23	30.4	21	2.10	.89
10. motivation to be a language teacher	5.8	4	5.8	4	26.1	18	33.3	23	29	20	2.26	1.12

Table 4.128

The Results for the HEC Taking into Account Professional Development Skills

	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE		I DON'T KNOW		<i>M</i>	<i>SD</i>
	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>		
Student Participants												
1. effective communication skills	13.5	36	24.1	64	5.4	41	12.4	33	34.6	92	2.70	1.48
2. effective classroom management	12.4	33	24.8	66	17.7	47	10.2	27	35	93	2.70	1.47
3. teachers' field/subject knowledge	20.7	55	32	85	9	24	6.4	17	32	85	3.03	1.58
4. teachers' language proficiency	21.8	58	30.1	80	9.4	25	7.9	21	30.8	82	3.04	1.57
5. being aware of laws and regulations related to the profession	10.5	28	30.5	81	11.3	30	11.7	31	36.1	96	2.68	1.48
6. determining their own professional competence	11.7	31	24.8	66	16.2	43	10.5	28	36.8	98	2.64	1.47
7. sustaining personal and professional development	12	32	28.6	76	13.9	37	10.9	29	34.6	92	2.73	1.48
8. making use of scientific research and techniques in teaching	14.7	39	25.6	68	12.4	33	10.9	29	36.5	97	2.71	1.52
9. reflecting into practice the results of their own scientific research for professional development	12.8	34	24.4	65	12.8	34	12.4	33	37.6	100	2.62	1.50
10. motivation to be a language teacher	13.2	35	27.1	72	11.7	31	12	32	36.1	96	2.69	1.50

Table 4.128

The Results for the HEC Taking into Account Professional Development Skills (continued)

Teacher Participants	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE		I DON'T KNOW		M	SD
	%	n	%	n	%	n	%	n	%	n		
1. effective communication skills	14.5	10	33.3	23	20.3	14	11.6	8	20.3	14	3.10	1.36
2. effective classroom management	8.7	6	24.6	17	27.5	19	14.5	10	24.6	17	2.78	1.30
3. teachers' field/subject knowledge	18.8	13	46.4	32	8.7	6	5.8	4	20.3	14	3.38	1.40
4. teachers' language proficiency	18.8	13	43.5	30	13	9	4.3	3	20.3	14	3.36	1.39
5. being aware of laws and regulations related to the profession	7.2	5	15.9	11	29	20	23.2	16	24.6	17	2.58	1.23
6. determining their own professional competence	8.7	6	29	20	23.2	16	15.9	11	23.2	16	2.84	1.31
7. sustaining personal and professional development	10.1	7	21.7	15	29	20	17.4	12	21.7	15	2.81	1.28
8. making use of scientific research and techniques in teaching	8.7	6	20.3	14	29	20	15.9	11	26.1	18	2.70	1.29
9. reflecting into practice the results of their own scientific research for professional development	10.1	7	17.4	12	27.5	19	18.8	13	26.1	18	2.67	1.31
10. motivation to be a language teacher	15.9	11	29	20	20.3	14	13	9	21.7	15	3.04	1.39

Slightly less than a quarter of the student participants (24.4%) strongly agreed (7.5%) and agreed (16.9%) that the MoNE took into consideration EFL teachers' effective communication skills in their hiring process, whereas more than the half (53.8%) disagreed (26.7%) and strongly disagreed (27.1%) that it did; slightly more than a fifth (21.8%) indicated that they did not know it ($M=2.61$; $SD=1.21$). On the other hand, a small percent of the teacher participants (7.2%) strongly agreed (2.9%) and agreed (4.3%) that the MoNE took into consideration EFL teachers' effective communication skills in their hiring process, whereas more than the half (68.1%) disagreed (33.3%) and strongly disagreed (34.8%) that it did; slightly less than a quarter (24.6%) indicated that they did not know it ($M=2.26$; $SD=98$).

More than a third of the student participants (37.6%) strongly agreed (13.5%) and agreed (24.1%) that the HEC took into consideration EFL instructors' effective communication skills in their hiring process, whereas more than a quarter (27.8%) disagreed (5.4%) and strongly disagreed (12.4%) that it did; slightly more than a third (34.6%) indicated that they did not know it ($M=2.70$; $SD=1.48$). On the other hand, slightly less than the half of the teacher participants (47.8%) strongly agreed (14.5%) and agreed (33.3%) that the HEC took into consideration EFL instructors' effective communication skills in their hiring process, whereas slightly less than a third (31.9%) disagreed (20.3%) and strongly disagreed (11.6%) that it did; around a fifth (20.3%) indicated that they did not know it ($M=3.10$; $SD=1.36$).

More than a quarter of the student participants (29.3%) strongly agreed (7.1%) and agreed (22.2%) that the MoNE took into consideration EFL teachers' competence of effective classroom management in their hiring process, while slightly less than the half (49.6%) disagreed (26.7%) and strongly disagreed (22.9%) that it did; slightly more than fifth (21.1%) indicated that they did not know it ($M=2.71$; $SD=1.22$). On the other hand, a small percent of the teacher participants (11.6%) strongly agreed (2.9%) and agreed (8.7%) that the MoNE took into consideration EFL teachers' competence of effective classroom management in their hiring process, while more than the half (65.2%) disagreed (36.2%) and strongly disagreed (29%) that it did;

slightly less than a quarter (23.2%) indicated that they did not know it ($M=2.39$; $SD=1.03$).

Almost two fifths of the student participants (37.2%) strongly agreed (12.4%) and agreed (24.8%) that the HEC took into consideration EFL instructors' competence of effective classroom management in their hiring process, whereas more than a quarter (27.9%) disagreed (17.7%) and strongly disagreed (10.2%) that it did; more than a third (35%) indicated that they did not know it ($M=2.70$; $SD=1.47$). On the other hand, around a third of the teacher participants (33.3%) strongly agreed (8.7%) and agreed (24.6%) that the HEC took into consideration EFL instructors' competence of effective classroom management in their hiring process, whereas less than the half (42%) disagreed (27.5%) and strongly disagreed (14.5%) that it did; slightly less than a quarter (24.6%) indicated that they did not know it ($M=2.78$; $SD=1.30$).

Less than the half of the student participants (45.9%) strongly agreed (11.7%) and agreed (34.2%) that the MoNE took into consideration EFL teachers' field/subject knowledge in their hiring process, whereas more than a third (35.4%) disagreed (22.2%) and strongly disagreed (13.2%) that it did; less than a fifth (18.8%) indicated that they did not know it ($M=3.07$; $SD=1.30$). On the other hand, slightly less than the half of the teacher participants (49.2%) strongly agreed (10.1%) and agreed (39.1%) that the MoNE took into consideration EFL teachers' field/subject knowledge in their hiring process, whereas slightly more than a quarter (27.5%) disagreed (11.6%) and strongly disagreed (15.9%) that it did; slightly less than a quarter (23.2%) indicated that they did not know it ($M=2.97$; $SD=1.38$).

Slightly more than the half of the student participants (52.7%) strongly agreed (20.7%) and agreed (32%) that the HEC took into consideration EFL instructors' field/subject knowledge in their hiring process, whereas less than a fifth (15.4%) disagreed (9%) and strongly disagreed (6.4%) that it did; slightly less than a third (32%) indicated that they did not know it ($M=3.03$; $SD=1.58$). On the other hand, more than the half of the teacher participants (65.2%) strongly agreed (18.8%) and agreed (46.4%) that the HEC took into consideration EFL instructors' field/subject

knowledge in their hiring process, whereas less than a fifth (14.5%) disagreed (8.7%) and strongly disagreed (5.8%) that it did; around a fifth (20.3%) indicated that they did not know it ($M=3.38$; $SD=1.40$).

Slightly more than two fifths of the student participants (41%) strongly agreed (11.3%) and agreed (29.7%) that the MoNE took into consideration EFL teachers' language proficiency in their hiring process, while slightly more than two fifths of the participants (41%) disagreed (21.1%) and strongly disagreed (19.9%) that it did; less than a fifth (18%) indicated that they did not know it ($M=2.96$; $SD=1.29$). On the other hand, more than a third of the teacher participants (39.1%) strongly agreed (7.2%) and agreed (31.9%) that the MoNE took into consideration EFL teachers' language proficiency in their hiring process, while more than a third (36.2%) disagreed (20.3%) and strongly disagreed (15.9%) that it did; slightly less than a quarter (24.6%) indicated that they did not know it ($M=2.81$; $SD=1.32$).

More than the half of the student participants (51.9%) strongly agreed (21.8%) and agreed (30.1%) that the HEC took into consideration EFL instructors' language proficiency in their hiring process, while less than one fifth of the participants (17.3%) disagreed (9.4%) and strongly disagreed (7.9%) that it did; less than a third (30.8%) indicated that they did not know it ($M=3.04$; $SD=1.57$). On the other hand, more than the half of the teacher participants (62.2%) strongly agreed (18.8%) and agreed (43.5%) that the HEC took into consideration EFL instructors' language proficiency in their hiring process, while less than one fifth of the participants (17.3%) disagreed (13%) and strongly disagreed (4.3%) that it did; around a fifth (20.3%) indicated that they did not know it ($M=3.36$; $SD=1.39$).

More than a third of the student participants (36.8%) strongly agreed (6%) and agreed (30.8%) that the MoNE took into consideration EFL teachers' awareness of laws and regulations related to the profession in their hiring process, while slightly more than two fifths (40.6%) disagreed (19.5%) and strongly disagreed (21.1%) that it did; more than a fifth (22.6%) indicated that they did not know it ($M=2.77$; $SD=1.27$). On the other hand, slightly more than a quarter of the teacher participants

(26.1%) strongly agreed (5.8%) and agreed (20.3%) that the MoNE took into consideration EFL teachers' awareness of laws and regulations related to the profession in their hiring process, while less than the half (46.3%) disagreed (24.6%) and strongly disagreed (21.7%) that it did; more than a quarter (27.5%) indicated that they did not know it ($M=2.55$; $SD=1.25$).

Slightly more than two fifths of the student participants (41%) strongly agreed (10.5%) and agreed (30.5%) that the HEC took into consideration EFL instructors' awareness of laws and regulations related to the profession in their hiring process, while slightly less than a quarter (23%) disagreed (11.3%) and strongly disagreed (11.7%) that it did; more than a third (36.1%) indicated that they did not know it ($M=2.68$; $SD=1.48$). On the other hand, slightly less than a quarter of the teacher participants (23.1%) strongly agreed (7.2%) and agreed (15.9%) that the HEC took into consideration EFL instructors' awareness of laws and regulations related to the profession in their hiring process, while slightly more than the half (52.2%) disagreed (29%) and strongly disagreed (23.2%) that it did; slightly less than a quarter (24.6%) indicated that they did not know it ($M=2.58$; $SD=1.23$).

Less than a quarter of the student participants (24.8%) strongly agreed (5.3%) and agreed (19.5%) that the MoNE took into consideration EFL teachers' ability to determine their own professional competence in their hiring process, while slightly more than the half (50.7%) disagreed (27.8%) and strongly disagreed (22.9%) that it did; slightly less than a quarter (24.4%) indicated that they did not know it ($M=2.58$; $SD=1.20$). On the other hand, a small percentage of the teacher participants (15.9%) strongly agreed (1.4%) and agreed (14.5%) that the MoNE took into consideration EFL teachers' ability to determine their own professional competence in their hiring process, while more than the half (55.1%) disagreed (29%) and strongly disagreed (26.1%) that it did; less than a third (29%) indicated that they did not know it ($M=2.33$; $SD=1.09$).

More than a third of the student participants (36.5%) strongly agreed (11.7%) and agreed (24.8%) that the HEC took into consideration EFL instructors' ability to

determine their own professional competence in their hiring process, while slightly more than a quarter (26.7%) disagreed (16.2%) and strongly disagreed (10.5%) that it did; more than a third (36.8%) indicated that they did not know it ($M=2.64$; $SD=1.47$). On the other hand, more than a third of the teacher participants (37.7%) strongly agreed (8.7%) and agreed (29%) that the HEC took into consideration EFL instructors' ability to determine their own professional competence in their hiring process, while more than a third (39.1%) disagreed (23.2%) and strongly disagreed (15.9%) that it did; slightly less than a quarter (23.2%) indicated that they did not know it ($M=2.84$; $SD=1.31$).

Slightly less than a quarter of the student participants (24.1%) strongly agreed (4.9%) and agreed (19.2%) that the MoNE took into consideration EFL teachers' competence of sustaining personal and professional development in their hiring process, while slightly more than the half (53.4%) disagreed (27.1%) and strongly disagreed (26.3%) that it did; slightly less than a quarter (22.6%) indicated that they did not know it ($M=2.58$; $SD=1.17$). On the other hand, less than a fifth of the teacher participants (10.1%) strongly agreed (0%) and agreed (10.1%) that the MoNE took into consideration EFL teachers' competence of sustaining personal and professional development in their hiring process, while more than the half (62.3%) disagreed (31.9%) and strongly disagreed (30.4%) that it did; less than a third (27.5%) indicated that they did not know it ($M=2.25$; $SD=.97$).

Slightly more than two fifths of the student participants (40.6%) strongly agreed (12%) and agreed (28.6%) that the HEC took into consideration EFL instructors' competence of sustaining personal and professional development in their hiring process, while slightly less than a quarter (24.8%) disagreed (13.9%) and strongly disagreed (10.9%) that it did; slightly more than a third (34.6%) indicated that they did not know it ($M=2.73$; $SD=1.48$). On the other hand, slightly more than a third of the teacher participants (31.8%) strongly agreed (10.1%) and agreed (21.7%) that the HEC took into consideration EFL instructors' competence of sustaining personal and professional development in their hiring process, while more than a third (36.4%)

disagreed (29%) and strongly disagreed (17.4%) that it did; slightly more than a fifth (21.7%) indicated that they did not know it ($M=2.81$; $SD=1.28$).

Slightly less than a fifth of the student participants (19.2%) strongly agreed (5.3%) and agreed (13.9%) that the MoNE took into consideration EFL teachers' competence of making use of scientific research and techniques in teaching in their hiring process, while more than the half (57.1%) disagreed (26.3%) and strongly disagreed (30.8%) that it did; slightly less than a quarter (23.7%) indicated that they did not know it ($M=2.46$; $SD=1.14$). On the other hand, a very small percentage of the teacher participants (5.8%) strongly agreed (0%) and agreed (5.8%) that the MoNE took into consideration EFL teachers' competence of making use of scientific research and techniques in teaching in their hiring process, while more than the half (65.2%) disagreed (30.4%) and strongly disagreed (34.8%) that it did; more than a quarter (29%) indicated that they did not know it ($M=2.13$; $SD=.90$).

Slightly more than two fifths of the student participants (40.3%) strongly agreed (14.7%) and agreed (25.6%) that the HEC took into consideration EFL instructors' competence of making use of scientific research and techniques in teaching in their hiring process, while less than a quarter (23.3%) disagreed (12.4%) and strongly disagreed (10.9%) that it did; more than a third (36.5%) indicated that they did not know it ($M=2.71$; $SD=1.52$). On the other hand, less than a third of the teacher participants (29%) strongly agreed (8.7%) and agreed (20.3%) that the HEC took into consideration EFL instructors' competence of making use of scientific research and techniques in teaching in their hiring process, while less than the half (44.9%) disagreed (29%) and strongly disagreed (15.9%) that it did; slightly more than a quarter (26.1%) indicated that they did not know it ($M=2.70$; $SD=1.29$).

Slightly less than a fifth of the student participants (17.6%) strongly agreed (4.1%) and agreed (13.5%) that the MoNE took into consideration EFL teachers' competence of reflecting into practice the results of their own scientific research for professional development in their hiring process, while more than the half (55.7%) disagreed (24.1%) and strongly disagreed (31.6%) that it did; slightly more than a

quarter (26.7%) indicated that they did not know it ($M=2.37$; $SD=1.13$). On the other hand, a small percent of the teacher participants (4.3%) strongly agreed (0%) and agreed (4.3%) that the MoNE took into consideration EFL teachers' competence of reflecting into practice the results of their own scientific research for professional development in their hiring process, while more than the half (65.2%) disagreed (31.9%) and strongly disagreed (33.3%) that it did; around a third of them (30.4%) indicated that they did not know it ($M=2.10$; $SD=.89$).

Slightly less than two fifths of the student participants (37.2%) strongly agreed (12.8%) and agreed (24.4%) that the HEC took into consideration EFL instructors' competence of reflecting into practice the results of their own scientific research for professional development in their hiring process, while slightly more than a quarter (25.2%) disagreed (12.8%) and strongly disagreed (12.4%) that it did; more than a third (37.6%) indicated that they did not know it ($M=2.62$; $SD=1.50$). On the other hand, slightly more than a quarter of the teacher participants (27.5%) strongly agreed (10.1%) and agreed (17.4%) that the HEC took into consideration EFL instructors' competence of reflecting into practice the results of their own scientific research for professional development in their hiring process, while less than the half (46.3%) disagreed (27.5%) and strongly disagreed (18.8%) that it did; slightly more than a quarter (26.1%) indicated that they did not know it ($M=2.67$; $SD=1.31$).

Slightly more than a quarter of the student participants (26.3%) strongly agreed (7.9%) and agreed (18.4%) that the MoNE took into consideration EFL teachers' motivation to be a language teacher in their hiring process, while slightly less than the half (48.5%) disagreed (21.1%) and strongly disagreed (27.4%) that it did; slightly more than a quarter (25.2%) indicated that they did not know it ($M=2.56$; $SD=1.26$). On the other hand, less than a fifth of the teacher participants (11.6%) strongly agreed (5.8%) and agreed (5.8%) that the MoNE took into consideration EFL teachers' motivation to be a language teacher in their hiring process, while more than a third (39.4%) disagreed (26.1%) and strongly disagreed (33.3%) that it did; more than a quarter (29%) indicated that they did not know it ($M=2.26$; $SD=1.12$).

Slightly more than two fifths of the student participants (40.3%) strongly agreed (13.2%) and agreed (27.1%) that the HEC took into consideration EFL instructors' motivation to be a language teacher in their hiring process, while slightly less than a quarter (23.7%) disagreed (11.7%) and strongly disagreed (12%) that it did; more than a third (36.1%) indicated that they did not know it ($M=2.69$; $SD=1.50$). On the other hand, more than a third of the teacher participants (34.9%) strongly agreed (15.9%) and agreed (29%) that the HEC took into consideration EFL instructors' motivation to be a language teacher in their hiring process, while more than a third (33.3%) disagreed (20.3%) and strongly disagreed (13%) that it did; slightly more than a fifth (21.7%) indicated that they did not know it ($M=3.04$; $SD=1.39$).

4.4.6. Further Results

The present study aimed to understand whether there was a statistically significant difference in the opinions of the student and teacher participants about to what extent they thought the MoNE and universities took into consideration EFL teacher standards/competencies in the recruitment process. With this aim, the non-parametric Kruskal Wallis test was conducted, given the data were not normally distributed.

As stated before, the study aimed to understand whether the student and teacher participants thought the MoNE took into consideration EFL teacher standards/competencies in the recruitment process of EFL teachers.

Tabl 4.129

The Kruskal Wallis Test Result for the Student Participants' Opinions on the Competencies taken into Account by the MoNE in Recruitment (in terms of year of education)

year	<i>n</i>	<i>M</i>	<i>df</i>	χ^2	<i>p</i>
1	77	128.37	3	2.020	.568
2	77	129.19			
3	66	144.82			
4	46	133.07			

To begin with, the Kruskal Wallis test result showed that there was no statistically significant difference between the student participants' opinions in terms of their year of education, $\chi^2(3, N=266) = 2.02, p > .05$.

Table 4.130

The Kruskal Wallis Test Result for the Student Participants' Opinions on the Competencies taken into Account by the MoNE in Recruitment (in terms of university CGPA)

CGPA	<i>n</i>	<i>M</i>	<i>sd</i>	χ^2	<i>p</i>
1.50-1.99	2	68.00	4	.773	.942
2.00-2.49	11	95.32			
2.50-2.99	50	93.45			
3.00-3.49	78	97.72			
3.50-4.00	48	93.24			

As the result of the same test, it was also seen that there was not statistically significant difference between the opinions of the student participants in terms of their CGPA, $\chi^2(4, N=189) = .77, p > .05$.

Table 4.131

The Kruskal Wallis Test Result for the Student participants' Opinions on the Competencies taken into Account by the MoNE in Recruitment (in terms of English language proficiency)

scores	<i>n</i>	<i>M</i>	<i>sd</i>	χ^2	<i>p</i>
60-64	1	166.00	7	11.636	.113
65-69	1	196.50			
70-74	45	146.39			
75-79	54	137.33			
80-84	63	138.16			
85-89	68	131.65			
90-94	27	115.35			
95-100	7	53.43			

Finally, in terms of their English language proficiency, there was no statistically significant difference in the opinions of the student participants, $\chi^2(7, N=266) = 11.63, p > .05$.

Table 4.132

The Kruskal Wallis Test Result for the Teacher Participants' Opinions on the Competencies taken into Account by the MoNE in Recruitment (in terms of teaching experience)

years	n	M	sd	χ^2	p
1-2	7	43.14	10	7.220	.704
3-4	8	42.25			
5-6	10	29.75			
7-8	17	31.21			
9-10	10	39.45			
11-12	4	24.38			
13-14	1	37.50			
15-16	3	26.50			
17-18	5	33.30			
19-20	2	33.75			
0-12 months	2	52			

On the other hand, it was seen that there was no statistically significant difference in the opinions of the teacher participants in terms of their teaching experience, $\chi^2(10, N=69) = 7.22, p > .05$.

As also stated before, the study aimed to understand whether the student and teacher participants thought the HEC took into consideration EFL teacher standards/competencies in the recruitment process of EFL instructors.

To start with, the result of the Kruskal Wallis test showed that there was no statistically significant difference in the opinions of the student participants in terms of their year of education, $\chi^2(3, N=266) = 3.87, p > .05$.

Table 4.133

The Kruskal Wallis Test Result for the Student Participants' Opinions on the Competencies taken into Account by the HEC in Recruitment (in terms of year of education)

year	n	M	sd	χ^2	p
1	77	127.90	3	3.871	.276
2	77	129.18			
3	66	131.18			
4	46	153.43			

As the result of the same test, it was also seen that there was no statistically significant difference in the opinions of the student participants in terms of their CGPA, $\chi^2(4, N=189) = 3.64, p > .05$.

Table 4.134

The Kruskal Wallis Test Result for the Student Participants' Opinions on the Competencies taken into Account by the HEC in Recruitment (in terms of university CGPA)

CGPA	n	M	sd	χ^2	p
1.50-1.99	2	141.75	4	3.648	.456
2.00-2.49	11	90.23			
2.50-2.99	50	85.46			
3.00-3.49	78	98.06			
3.50-4.00	48	99.10			

In terms of their English language proficiency, there was no statistically significant difference in the opinions of the student participants, $\chi^2(7, N=266) = 10.99, p > .05$.

Table 4.135

The Kruskal Wallis Test Result for the Student Participants' Opinions on the Competencies taken into Account by the HEC in Recruitment (in terms of English language proficiency)

scores	n	M	sd	χ^2	p
60-64	1	230.00	7	10.996	.139
65-69	1	240.00			
70-74	45	155.94			
75-79	54	131.63			
80-84	63	129.39			
85-89	68	130.92			
90-94	27	119.96			
95-100	7	88.93			

On the other side, it was further seen that there was no statistically significant difference in the opinions of the teacher participants in terms of their teaching experience, $\chi^2(10, N=69) = 18.27, p > .05$.

Table 4.136

The Kruskal Wallis Test Result for the Teacher Participants' Opinions on the Competencies taken into Account by the HEC in Recruitment (in terms of teaching experience)

years	<i>n</i>	<i>M</i>	<i>sd</i>	χ^2	<i>p</i>
1-2	7	49.64	10	18.273	.051
3-4	8	20.75			
5-6	10	37.45			
7-8	17	34.21			
9-10	10	45.30			
11-12	4	20.63			
13-14	1	27.00			
15-16	3	30.33			
17-18	5	23.20			
19-20	2	27.75			
0-12 months	2	60.25			

In short, it was seen that in terms of the students' year of education, CGPA, or language proficiency, or the teachers' teaching experience, neither the student nor the teacher participants differed in their opinions about whether the MoNE or the HEC took into consideration the EFL standards/competencies in the recruitment process.

4.5. Being Informed about the Recruitment Processes in Turke

In the survey, the participants were specifically asked some questions to reveal whether or not Pre-service EFL teachers were informed about the recruitment processes in Turkey, along with some questions to determine the participants' ideas on how qualified pre-service EFL teachers were to be recruited by the MoNE and/or universities.

More than the half of the student participants (61.3%) strongly agreed (22.2%) and agreed (39.1%) that they were qualified enough to teach at MoNE schools, but more than a third (38.7%) disagreed (30.1%) and strongly disagreed (8.6%) that they were ($M=2.75$; $SD=.89$). However, less than the half of the teacher participants (43.4%) strongly agreed (1.4%) and agreed (42%) that pre-service EFL teachers in Turkey were generally qualified enough to teach at MoNE schools, but more than the half

(56.5%) disagreed (37.7%) and strongly disagreed (18.8%) that they were ($M=2.26$; $SD=.77$).

Table 4.137

The Participants' Perception of Pre-service EFL Teachers and their Being Informed about the Recruitment Process by the MoNE (survey)

	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE		M	SD
Student Participants	%	n	%	n	%	n	%	n		
I am qualified enough to teach at MoNE schools.	22.2	59	39.1	104	30.1	80	8.6	23	2.75	.89
I am underqualified to teach at MoNE schools.	3.4	9	24.8	66	38.3	102	33.5	89	1.98	.84
I am informed about how English language teachers are hired for MoNE schools.	6	16	24.8	66	47.4	126	21.8	58	2.15	.82
Teacher Participants	%	n	%	n	%	n	%	n	M	SD
Pre-service EFL teachers in Turkey are generally qualified enough to teach at MoNE schools.	1.4	1	42	29	37.7	26	18.8	13	2.26	.77
Pre-service EFL teachers in Turkey are generally underqualified to teach at MoNE schools.	2.9	2	31.9	22	53.6	37	11.6	8	2.26	.70
Pre-service EFL teachers in Turkey are generally informed about how English language teachers are hired for MoNE schools.	4.3	3	43.5	30	36.2	25	15.9	11	2.36	.80

Slightly more than a quarter of the student participants (28.2%) strongly agreed (3.4%) and agreed (24.8%) that they were underqualified to teach at MoNE schools, whereas less than three quarters (71.8%) disagreed (38.3%) and strongly disagreed (33.5%) that they were ($M=1.98$; $SD=.84$). On the other side, more than a third of the teacher participants (34.8%) strongly agreed (2.9%) and agreed (31.9%) that pre-service EFL teachers in Turkey were generally underqualified to teach at MoNE schools, whereas more than the half (65.2%) disagreed (53.6%) and strongly disagreed (11.6%) that they were ($M=2.26$; $SD=.70$).

Slightly less than a third of the student participants (30.8%) strongly agreed (6%) and agreed (24.8%) that they were informed about how English language teachers were hired for MoNE schools, whereas less than three quarters (69.2%) disagreed (47.4%) and strongly disagreed (21.8%) that they were ($M=2.15$; $SD=.82$). On the other hand, less than half of the teacher participants (47.8%) strongly agreed (4.3%) and agreed (43.5%) that pre-service EFL teachers in Turkey were generally informed about how English language teachers were hired for MoNE schools, whereas slightly more than the half (52.1%) disagreed (36.2%) and strongly disagreed (15.9%) that they were ($M=2.36$; $SD=.80$).

Table 4.138

The Participants' Perception of Pre-service EFL Teachers and their Being Informed about the Recruitment Process by Universities (survey)

	STRONGLY AGREE		AGREE		DISAGREE		STRONGLY DISAGREE		M	SD
Student Participants	%	n	%	n	%	n	%	n		
I am qualified enough to teach at a university preparatory school.	12.8	34	41	109	37.6	100	8.6	23	2.58	.82
I am underqualified to teach at a university preparatory school.	4.9	13	32.7	87	44	117	18.4	49	2.24	.80
I am informed about how English language teachers are hired for university preparatory schools.	4.9	13	19.9	53	52.6	140	22.6	60	2.07	.78
Teacher Participants	%	n	%	n	%	n	%	n	M	SD
Pre-service EFL teachers in Turkey are generally qualified enough to teach at a university preparatory school.	2.9	2	49.3	34	40.6	28	7.2	5	2.48	.67
Pre-service EFL teachers in Turkey are generally underqualified to teach at a university preparatory school.	2.9	2	30.4	21	52.2	36	14.5	10	2.22	.72
Pre-service EFL teachers in Turkey are generally informed about how English language teachers are hired for university preparatory schools.	1.4	1	30.4	21	50.7	35	17.4	12	2.16	.72

Slightly more than the half of the student participants (53.8%) strongly agreed (12.8%) and agreed (41%) that they were qualified enough to teach at a university preparatory school, but less than the half (46.2%) disagreed (37.6%) and strongly disagreed (8.6%) that they were ($M=2.58$; $SD=.82$). On the other hand, slightly more than the half of the teacher participants (52.2%) strongly agreed (2.9%) and agreed (49.3%) that pre-service EFL teachers in Turkey were generally qualified enough to teach at a university preparatory school, but less than the half (47.8%) disagreed (40.6%) and strongly disagreed (7.2%) that they were ($M=2.48$; $SD=.67$).

More than a third of the student participants (37.6%) strongly agreed (4.9%) and agreed (32.7%) that they were underqualified to teach at a university preparatory school, but more than the half (62.4%) disagreed (44%) and strongly disagreed (18.4%) that they were ($M=2.24$; $SD=.80$). On the other side, around a third of teacher participants (33.3%) strongly agreed (2.9%) and agreed (30.4%) that pre-service EFL teachers in Turkey were generally underqualified to teach at a university preparatory school, but more than the half (66.7%) disagreed (52.2%) and strongly disagreed (14.5%) that they were ($M=2.22$; $SD=.72$).

Slightly less than a quarter of the student participants (24.8%) strongly agreed (4.9%) and agreed (19.9%) that they were informed about how English language teachers were hired for university preparatory schools, whereas slightly more than three quarters (75.2%) disagreed (52.6%) and strongly disagreed (22.6%) that they were ($M=2.07$; $SD=.78$). On the other hand, slightly less than a third of the teacher participants (31.8%) strongly agreed (1.4%) and agreed (30.4%) that pre-service EFL teachers in Turkey were generally informed about how English language teachers were hired for university preparatory schools, whereas more than the half (68.1%) disagreed (50.7%) and strongly disagreed (17.4%) that they were ($M=2.16$; $SD=.72$).

In the interviews, the participants were additionally asked what they believed was the reason for the lack of knowledge by pre-service EFL teachers about the recruitment processes by the MoNE and universities.

Table 4.139

Reasons Related to the Lack of Knowledge by Pre-service EFL Teachers about the Recruitment Processes (interviews)

	Participant Groups			TOTAL (N=34)
	students (n=20)	teachers (n=7)	teacher educators (n=7)	
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
a. students' personal neglect	30	9	3	42
b. teacher educators not informing students	14	2	2	18
c. lack of knowledge by teacher educators	10	2	5	17
d. vision of the department	2	2	12	16
e. changes in the system	3	2	2	7
f. lack of coordination between the MoNE and universities/HEC (in training and informing the candidates)	1		2	3
g. taking students only to MoNE schools for practice teaching but not universities	1		1	2
h. lack of facilities (including but not limited to conferences, posters, emails, career days etc.)	2			2
i. lack of guidance at high school	2			2
j. no easy and sound access to official information			1	1
k. not being informed by the officials from the MoNE or HEC	1			1

The participants mainly stated that pre-service EFL teachers themselves were responsible for this lack of knowledge about the recruitment processes. In summary, the participants explained that pre-service EFL teachers had different reasons for neglecting to learn about how they would be recruited in the future. They explained that pre-service EFL teachers already felt very tired because they had passed through some stages before their admission to the department, and they kept postponing learning about the processes until the last minute. The reason for this was that pre-service EFL teachers believed they still had time ahead, especially if they were in their initial years at university; they were not interested or curious about learning about the processes; they did not worry about their future because they felt teaching was a guaranteed job; they still had the comfort of being a student and focused basically on their courses and passing them without worrying much about their

graduation; they trusted other people around them, and they believed sooner or later, they would somehow hear about the recruitment processes.

My four years at this university passed like a fairy tale. I came to a new city – I come from Bursa, not a small city, though. You are no longer under the wings of your parents; you arrive at university; you feel like a grown-up. You are yet not interested in what you are to do when you grow up a little bit more and become an adult. At least, this is what it was like for me. This is why, until the last year at university, I did not investigate much into this: how does it (the recruitment) happen; how do the processes work? Simply because you do not think you are to graduate one day and feel like you are to be a student here forever. However, after some time, the reality comes along. You graduate, and you face it. After then, you start investigating (S12, a female fourth year student).

I guess the reason is when you are still in the department at university and until when you are in the 4th grade, you still feel you have time ahead and you tell yourself you do not need to stress out about these (recruitment) issues. This is what it is the case with me, indeed. ... You seem to console yourself that you will not have to find a job; you still have time, and you do not need to stress yourself about this. You take it slow. You start investing into it slowly and slowly, but it never becomes your priority (S11, a male fourth year student).

The participants also explained that it was the personality of some pre-service EFL teachers that they did not feel it necessary to learn about the processes because they were irresponsible or lazy in nature and did not want to stress out about recruitment; they were not either intrinsically or extrinsically motivated to learn about the processes and had the tendency for procrastination. As the participants added, some pre-service EFL teachers had some other career plans (either related to or other than teaching), and depending on the career path they wanted to follow, they ignored how the recruitment processes in Turkey took place. The participants further mentioned that if pre-service EFL teachers had mistakenly ended up being in a teaching department and were not motivated to be a teacher at some point in their life, or if they had more urgent issues on their agenda, such as arriving in a new city and adapting to living there, getting social at university, or learning how to be a grown up alone, they somehow neglected learning about the recruitment processes as their minds were busy with some other issues.

In addition to the first reason, the participants stated that it was also teacher educator academicians at university that were responsible for this lack of knowledge by pre-service EFL teachers. Lecturers at university, as the participants stated, did not inform the candidates either in school experience/practice teaching courses or some other courses about the processes although the pre-service EFL teachers felt the need to be informed by their educators. Some participants further stated that some teacher educators themselves did not know exactly how the recruitment processes took place and they were somehow disconnected from the MoNE and they left pre-service EFL teachers to their own devices in learning about how their recruitment would take place in the future.

What is more, there were also those participants who stated that it was the vision of the department that caused the pre-service EFL teachers to be uninformed about the processes.

I believe this is the subconscious of our lecturers here: students should not work for the MoNE. I personally do not wish it. I do not. Since we do not want it, we do not talk much about it, I guess. ... We manipulate students without being aware of it. We guide them somewhere farther away from the MoNE. ... I tell you it is our subconscious. We all do it without being aware of it. ... For instance, students consult me in the very beginning about what to do in the following year after graduation. I tell them to check language instructor positions if they like. I tell them about being an academician or having a master's degree. The MoNE is never on my mind. ... This has something to do with the vision of the institution. ... Yet, I do not complain about this. I want it to be that way. ... Students' potential is more than this. ... If there was a better system just like in Finland, we would have suggested (students to work at MoNE schools). ... Consciously, we do not feel uncomfortable about this, not me at least (TE2, a male teacher educator).

Some explained that the department, in a way, educated pre-service EFL teachers to be an academician, a researcher, or an English language instructor at university rather than being an English teacher at MoNE schools and guided them in this sense. Some participants even felt as if the profession of teaching at MoNE schools was not favored by the department.

Finally, the participants explained that the system kept changing now and then, and it could be basically due to this that pre-service EFL teachers may find it hard or not necessary to learn about the processes, as they expected any changes to happen soon.

Table 4.140

Suggestions to Make up for the Lack of Knowledge about the Recruitment Processes by Pre-service EFL Teachers (interviews)

	Participant Groups			TOTAL (N=34)
	students (n=20)	teachers (n=7)	teacher educators (n=7)	
Codes	f	f	f	f
a. teacher educators to inform students	24	8		32
b. a part of a must course to inform students	15	3	7	25
c. practitioners as visitors	10	8	6	24
d. a separate must course on recruitment	11	5	1	17
e. a seminar on recruitment processes	12	2	2	16
f. informing to take place in the third year	9		1	10
g. informing to take place in the last year	4	2	3	9
h. taking the candidates to university prep schools in their practice teaching	2	1	1	4
i. conducting interview demos with the candidates	2	1	1	4
j. organizing career days for pre-service teachers (specifically for pre-service EFL teachers)	2		1	3
k. informing to take place in the first year	2		1	3
l. informing to take place in the second year	3			3
m. student presentations on the processes		3		3
n. not informing the candidates as they are being mature enough to look for information themselves	1	2		3
o. using a blog/online platform to share knowledge and experiences with the candidates		1	1	2

Table 4.140

Suggestions to Make up for the Lack of Knowledge about the Recruitment Processes by Pre-service EFL Teachers (interviews) (continued)

	Participant Groups			TOTAL (N=34)
	students (n=20)	teachers (n=7)	teacher educators (n=7)	
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
p. sustaining coordination between the MoNE and HEC to inform pre-service EFL teachers about the processes	1		1	2
q. (for teacher educators) meeting the requirement of being a former practitioner/having some practitioner experience to be accepted into lecturer positions	2			2
r. HEC/MoNE officials informing the educators at departments about the processes	1	1		2
s. taking the candidates to private and state schools	1			1
t. informing to take place before starting the department	1			1
u. informing the candidates in an orientation program before they start their department	1			1
v. teacher educators revisiting the vision of the department			1	1
w. informing those who plan to be an academician about conferences, writing articles, and publications	1			1
x. brochures/booklets by university departments on the recruitment processes		1		1
y. consulting the ministry staff		1		1
z. arranging panel discussions on the processes		1		1
aa. collaboration of supervisors with mentors at schools in informing the candidates on the recruitment process		1		1
bb. taking the candidates to schools at all teaching levels		1		1

The participants of the study additionally came up with some suggestions to make up for the lack of knowledge by pre-service EFL teachers about the recruitment processes. First, they suggested that it should be teacher educators that would inform the students about the recruitment processes.

Departments ... what I mean by departments is faculty lecturers, educators at the departments ... they have a lot to do about this (informing students the about recruitment processes). If students prefer to be informed, educators can deal with this, I guess. It was last week, for instance, that some of our instructors here gave information about Erasmus program, how to apply to it, and what to do. They had a little gathering and all those who did not have any courses at that time attended it ... all those who wanted to enroll in Erasmus program ... those who were not informed but wanted to be informed. Everyone who did not attend any courses and had some (free) time went there (to the meeting). Some organizations like this could be arranged, and students could be encouraged (to attend). Educators could do this (S2, a male first year student).

Some participants made it clear that educators themselves should first be informed about these processes so that they could inform their students about them. Secondly, the participants suggested that information about the processes could be given by the lecturers as a part of a must course (such as methodology or educational sciences courses) or practice teaching, the latter being uttered most by the participants. The participants added that teacher educators could decide on the course content together with their colleagues or with their students, or they could consult the ministry/council and inform the candidates not only about the recruitment practices in Turkey but also abroad. There were also those participants who suggested that rather than being a part of a must course, there could be a separate low-credit departmental must course specifically on the recruitment processes.

In addition, the participants suggested that some practitioners from MoNE schools or universities could be invited to inform the candidates about the processes.

For instance, those teachers who have been recruited could have presentations (at the department). They could, for instance, talk about the hardships they went through ... in a presentation ... on voluntary basis. It could be that way (S6, a female second year student).

We would like to be informed about the recruitment process by the MoNE; then we would also like to see what we could expect out of one-month experience of a person having been recruited to (and working at) MoNE schools or what we should expect if we are recruited as language instructors (at universities). When you know what to expect, then you feel relaxed. If you do not, you feel no different than a fish out of water (S11, a male fourth year student).

The participants believed that since these practitioners went through the same processes before their recruitment, they could provide fruitful insights into the processes and their teaching experience. Finally, the participants added that seminars could be held in the department to inform the candidates and practitioners could be welcomed to these seminars, too.

4.6. EFL Teacher Education

The aim of this study was to shed light onto pre-service EFL teacher acceptance into teaching programs and their recruitment at MoNE schools and/or universities following their university education. Though the present study did not directly aim to focus on EFL teacher education programs, the participants pointed out to some suggestions specifically related to the education of pre-service EFL teachers, while they were commenting on the acceptance and recruitment processes. An overall picture of these suggestions is presented in this section of the study, as also summarized in the table below.

Table 4.141

Suggestions for the Education of Pre-service EFL Teachers before their Admission to University (interviews)

	Participant Groups			TOTAL (N=34)
	students (n=20)	teachers (n=7)	teacher educators (n=7)	
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
a. a four language skills based approach to teaching English in earlier education (so that a skills based exam could be given to the candidates in the admission process)	6		2	8

Table 4.141

Suggestions for the Education of Pre-service EFL Teachers before their Admission to University (interviews) (continued)

	Participant Groups			
	students (n=20)	teachers (n=7)	teacher educators (n=7)	TOTAL (N=34)
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
b. adaptation of teaching approach in earlier education so that students would have no difficulty with open-ended questions in the admission	1	1		2
c. increasing guidance facilities at earlier levels of education so that students would be effectively directed in their choices	1			1
d. students' psychological state to be kept track of by guidance teachers at earlier education and on	1			1
e. giving students a gap year after their last year at university to study (as it is difficult to do so while they still go onto their education)	1			1
f. if the content of non track courses to be asked in YGS, this content should be taught to pre-service EFL teachers until the last year in the high school program	1			1
g. giving additional courses at high school on teaching for those who want to be a teacher	1			1
h. internship at high school		1		1
i. come back of teacher training high schools	1			1

The participants of the study were well aware that if pre-service EFL teachers were to be assessed through a four language skills based proficiency exam, then the overall education system before the admission of pre-service EFL teachers into university programs should be revisited. They highlighted the importance of a skills based approach to pre-service EFL teachers' language education in the earlier levels of education. The participants were also aware that this suggestion was also true for the general education that EFL teachers received during their earlier education. The participants suggested that in order for pre-service EFL teachers to be asked open-

ended questions in which they should be able to express their opinions and make use of their knowledge, the Turkish education system should be revisited and necessary changes in the core curriculum should be made to pave the way for this. Other suggestions driven from the data are presented in the table above.

Additionally, the participants came up with some suggestions related to the internship pre-service EFL teachers had at their department. There were those participants who suggested that all the courses at language teaching departments could be compiled into two or three years, and the last two years or the last year should be devoted solely to school experience/teaching practice. It would be this way, as some suggested, that pre-service EFL teachers would not have to deal with their departmental courses while handling their school experience/practice teaching.

Table 4.142

Suggestions for EFL Teacher Education at University (interviews)

Codes	Participant Groups			TOTAL (N=34)
	students (n=20)	teachers (n=7)	teacher educators (n=7)	
	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
a. a compact organization of departmental courses into two/three years and one last year with only practice teaching	2	1	1	4
b. increasing the quality of teacher education so that there would be no need to test teachers on their education one more time	2	1	1	4
c. 4 year general education + 2 year masters' degree, in which teaching courses to be started (4+2 model)			2	2

Table 4.142

Suggestions for EFL Teacher Education at University (interviews) (continued)

	Participant Groups			TOTAL (N=34)
	students (n=20)	teachers (n=7)	teacher educators (n=7)	
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
d. no graduation from teaching departments if no good language proficiency by pre-service EFL teachers	1		1	2
e. more school experience/practice teaching courses		1		1
f. spread of school experience/practice teaching courses over the program from earlier years and on			1	1
g. decreasing the number of courses in the last year when there is practice teaching		1		1
h. giving general education to students in the first two years then courses on teaching (2+2) and evaluating whether they want to be teachers (in/for the final two years)			1	1
i. keeping track of students' psychological state throughout their university education	1			1
j. an infused approach to teacher education with research/practice schools			1	1
k. consistent evaluation of EFL teachers and leading who do not prefer to be teachers into other majors			1	1
l. not everyone to be given a formation certificate	1			1
m. courses on (paper-work) administrative issues that teachers are supposed to do in their profession	1			1
n. standardization on teacher education across Turkey	1			1
o. decreasing the number of language teaching departments	1			1

Table 4.142

Suggestions for EFL Teacher Education at University (interviews) (continued)

	Participant Groups			TOTAL (N=34)
	students (n=20)	teachers (n=7)	teacher educators (n=7)	
Codes	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>
p. raising awareness of teacher educators on the importance of teaching as a profession			1	1
q. taking into account textbooks chosen for Turkish context rather than books adopted from American context	1			1
r. support for EFL teachers to develop their speaking during their teacher education	1			

The participants also added that if school experience/teaching practice was to be taken into account in the recruitment of teachers, then there should be a longer period of school experience/practice teaching so that more could be revealed about candidate English teachers, their teaching, and the qualities looked for in an effective English language teacher. The participants, in addition, supported that there could be more school experience/practice teaching opportunities and this experience could start from an earlier period and on, rather than leaving it to the last year, so that what pre-service EFL teachers were to learn would make more sense to them when they had a chance to observe and be a part of actual teaching practices. They further made it clear that EFL teachers should have a good level of language proficiency to be able to graduate from university. Finally, the participants attracted attention to increasing the quality of current language teacher education programs. They suggested that if EFL teacher education in Turkey was to be turned into one with a better quality, then there would be no need for EFL teachers to be assessed in the way as it was currently done. Other suggestions driven from the data are presented in the table above.

To conclude this chapter, the overall results of the study were presented in relation to the research questions of the study. The data gathered through the survey and interviews were presented across the participant groups to shed light onto the

processes of pre-service EFL teachers' admission into teaching programs and EFL teacher recruitment. In the next section of the study, the results will be discussed in relation to the research questions of the study and review of literature.

CHAPTER 5

DISCUSSION

The aim of the present case study is to understand what pre-service EFL teachers, teacher educators, and EFL teachers think about the admission of pre-service EFL teachers into teaching programs and EFL teachers' recruitment by MoNE schools and universities. To this end, the data collected from the three participant groups through teacher and student surveys and face-to-face interviews were analyzed and the results with regards to the research questions of the study have been shared in the previous section of the study. In this section, first an overall picture regarding the answers of the research questions will be presented, and then different models will be provided for pre-service EFL teachers' admission into programs and EFL teachers' recruitment.

5.1. Pre-service EFL Teacher Admission Process

RQ I: What do students (pre-service EFL teachers and ELT graduate students), EFL teacher educators, and EFL teachers think about the current pre-service EFL teacher admission process in Turkey?

1. What is the opinion of students (pre-service EFL teachers and ELT graduate students), EFL teacher educators, and EFL teachers about the admission process in Turkey?

A.

- a. What do they think the strengths of the process are?
- b. What do they think the weaknesses of the process are?

2. What are the suggestions of students (pre-service EFL teachers and ELT graduate students), EFL teacher educators, and EFL teachers for the improvement of the admission process, if any?

Below is an overall presentation of the results of the study in relation to the admission of pre-service EFL teachers into teaching programs. First, the results are presented across data collection tools, and then the summary is given with regards to each research question of the study. In the summary below, those results that were more often repeated in the overall data are presented. Given the results, it was seen that the data gathered through the survey and interviews were in line with and supporting each other on what the participants thought of the pre-service EFL teacher admission process in Turkey.

Table 5.1

An Overall Summary of the Results Related to the Admission Process (survey- questionnaire)

	STRENGTHS	WEAKNESSES	SUGGESTIONS
CGPA			
YGS		More student (90.6%) and teacher participants disagreed that YGS (81.1%) is a good means to choose pre-service EFL teachers.	
LYS-5		More student (55.6%) and teacher participants (76.8 %) disagreed that LYS-5 is a good means to choose pre-service EFL teachers.	
OVERALL	More student participants (56.4%) agreed that a pre-service EFL teacher's university exam result was a good indicator of future success in the department, whereas more teacher (58%) participants disagreed.	More student (91%) and teacher participants disagreed (88.4%) that they were happy with the current selection process. More student (74.8%) and teacher participants (79.7%) disagreed that university exam scores reflected real success of students. More student (75.9%) and teacher participants (82.6%) disagreed that the selection process was satisfying.	More student (95.1%) and teacher participants (94.2%) agreed that there could be other ways of pre-service EFL teacher selection.
FURTHER RESULTS	no statistically significant difference between the (student) participants' opinions on the admission process in terms of their grade, CGPA, and language proficiency; no statistically significant difference between the (teacher) participants' opinions in terms of their teaching experience		

Table 5.2

An Overall Summary of the Results Related to the Admission Process (survey-open-ended questions)

	STRENGTHS	WEAKNESSES	SUGGESTIONS
CGPA			*not taking CGPA into account *taking into account CGPA of track courses *minimum requirement: 3.00-3.50 (out of 4.00)
YGS	It tests the subjects covered at high school. It tests knowledge in general.	It is a multiple choice test. Math questions are asked. It covers non-track courses.	*no YGS *Pre-service EFL teachers taking only an English exam *minimum requirement: 300-350-400 (out of 500)
LYS-5	It tests general English.	There is no four skills based assessment of language proficiency. It is a multiple choice test.	*testing of four language skills *minimum requirements: LYS-5: 400-450-480 (out of 500) YDS: 85-90 (out of 100) IELTS: 7 (out of 9) TOEFL IBT:85-90 (out of 120) English Language Proficiency Exam by universities: 75-80 (out of 100)

Table 5.2

An Overall Summary of the Results Related to the Admission Process (survey-open-ended questions) (continued)

	STRENGTHS	WEAKNESSES	SUGGESTIONS
OVERALL	The examination system is objective.	Nothing to measure anything related to be an English language teacher in the assessment process is included.	*adding an oral exam *taking into account motivation to be a teacher
	The examination system is eliminating.	The exams are based on memorization.	*assessment of teaching competence
	The examination system pushes the candidates to study.	There is no testing of teaching competence.	*taking into account the social side of the candidate (personal interests, projects, activities involved in)

Table 5.3

An Overall Summary of the Results Related to the Admission Process (interviews)

	STRENGTHS	WEAKNESSES	SUGGESTIONS
CGPA	It increases students' motivation to study harder at high school.	*lack of standardization	*standardization of assessment
	It is a reflection of high school success onto the admission process.	*lack of objective assessment	*objective evaluation *not taking CGPA into account
YGS	YGS content contributes to the general world knowledge.	Students are held responsible for the common curriculum of math and science.	*including open-ended questions *including questions leading students to think critically
	Students are tested on math and science.		*including questions leading students to make interpretations *including questions leading students to write critically

Table 5.3.

An Overall Summary of the Results Related to the Admission Process (interviews) (continued)

	STRENGTHS	WEAKNESSES	SUGGESTIONS
LYS-5	It basically tests reading, grammar, and vocabulary.	It basically tests testwiseness.	*a four language skills based assessment of language proficiency
	The exams are multiple choice in format.	The procedure does not include anything in relation to selecting pre-service English teachers.	*taking into consideration the motivation of pre-service EFL teachers to be a teacher
OVERALL	LYS-5 is higher in its ratio than YGS.	There is the back-wash effect of examination (the means becomes a goal).	*taking into consideration the communication skills of pre-service EFL teachers *taking into consideration the psychological state of pre-service EFL teachers *university ELT departments conducting interviews with the candidates before their acceptance into the program

To start with, the participants of the study indicated that taking into account the high school CGPA score of pre-service EFL teachers had both its positive and negative sides. They believed that adding CGPA score onto the overall admission score was something positive. CGPA was a motivating factor for the candidates to study for their high school courses, and when CGPA was taken into account in the admission process, how successful the candidates were at high school was also taken into account before they were accepted into university.

On the other side, in spite of the positive sides, the participants were not content that there was no standard and objective assessment of the candidates' success across the country. They believed that taking CGPA into account was not a brilliant idea for some reasons. First, they believed that not all students were assessed and evaluated in the same way, under the same conditions, with the same tools, or by the same teachers. Second, they made it clear that different factors such as teachers (who could not help listening to their conscience or who wanted to control their classes by

subtracting or giving grades as a bonus), nature of teacher-student relationship (how distant or friendly they were towards each other), or institutional differences (especially private schools providing higher grades than state schools for some reason) could play an active role in how the assessment was done. Therefore, the participants suggested that a standard and objective assessment of pre-service EFL teachers in their high school courses should be sustained, and only the CGPA of their track courses, i.e. the courses that were directly related to the major field they planned to choose at university, should be taken into account, possibly with a minimum CGPA requirement of 3.00 or 3.50 points (out of 4.00). If not possible, it was suggested that no CGPA score at all should be taken into account due to the aforementioned weaknesses.

Second, the participants stated that taking into consideration YGS score in the admission process had its positive and negative sides. The participants were content that the candidates were tested on their general knowledge on the subjects covered at high school and these subjects, as they believed, contributed to the general world knowledge of the candidates. Some participants were content especially with math and science courses. As the participants believed, it was a positive side that the candidates were tested on these subjects that were related to real life, helped their cognitive growth, and could be helpful in their future profession while teaching English. On the other hand, the participants were aware that YGS was not a good means to select pre-service EFL teachers. They criticized that the exam was a multiple choice exam and the participants indeed were tested on out of the track courses i.e. the courses that were not directly related to the major they planned to choose at university. There were some participants who showed dissatisfaction especially with the questions of math and science in the exam. Under the light of all these, the participants suggested that there should be no YGS, and pre-service EFL teachers should be assessed only on their knowledge of English as their major. Alternatively, even if the exam YGS was still in the process, some adaptations should be made, and rather than multiple choice questions, the test takers should be asked open-ended questions and their abilities to think and write critically and to

make interpretations should be tested. They also suggested that the minimum requirement in this exam could be 300 – 400 out of 500 points.

Next, the participants pointed out that taking into account LYS-5 score in the admission process had both its positive and negative sides. They believed that LYS-5 was a test that was at least effective in testing pre-service EFL teachers' English proficiency in a general sense, especially in terms of grammar, vocabulary, and reading. However, the participants believed that LYS-5 was not a good means to select the candidates and criticized that the exam did not target to test four language skills, which is in line with the results of the study by Sayın and Aslan (2016), who stressed that the skills of listening, speaking, and writing were excluded in LYS-5. The participants added that as a multiple choice test, LYS-5 basically tested how test-wise the candidates were. Therefore, one major suggestion for LYS-5 was that pre-service EFL teachers should be tested on all four skills, which is also suggested by Sayın and Aslan (2016), and the minimum score they should be required to take in the exam could be 400-480 points out of 500. In other words, the participants believed that a high level of language proficiency should be expected from the candidates, and their score in LYS-5 should be higher than the score to be expected in YGS. However, the participants were also well aware that to achieve such a major revision in the scope of LYS-5, earlier language education should first be adapted into a skills based one.

Finally, the participants came up with some strengths and drawbacks related to the overall admission process. The (student) participants stated that university entrance examinations were a good indicator of how successful the candidates would be in the department (though the teacher participants disagreed with this). The participants stated that the tests were multiple choice tests, and thus, the elimination and selection processes were objective enough. They also added that they liked the fact that a higher ratio of LYS-5 than YGS was taken into account given that LYS-5 tested what the candidates planned to major in at university. They further added that the exams in the selection process pushed the candidates to study. Nonetheless, some participants stated that this was also a drawback since the candidates mostly learnt

contents for the sake of exams. Still, some of the participants were neither happy nor satisfied with the current admission process and believed that the exams the candidates took did not reflect how successful they were, indeed. They criticized that in the admission process, nothing related to selecting English language teachers was included. With the exams being based mostly on memorization, pre-service EFL teachers were not assessed on whether they had the ability/aptitude to be a teacher. Considering the drawbacks, the participants suggested that an oral exam (some suggested this should be done by the universities) should be added into the admission process and some additional features including but not limited to how motivated, skillful in teaching and communication, social, and psychologically balanced a pre-service EFL teacher was should also be taken into account before they were accepted into departments. These results seem to be in line especially with the results of the study by Canbulat and Canbulat (2015), who asserted that pre-service teachers' reasons, eligibility, and personal characteristics were not taken into account in their admission process.

RQ I: What do students (pre-service EFL teachers and ELT graduate students), EFL teacher educators, and EFL teachers think about the current pre-service EFL teacher admission process in Turkey?

1. What is the opinion of students (pre-service EFL teachers and ELT graduate students), EFL teacher educators, and EFL teachers about the admission process in Turkey?

B.

- a.** Is there any statistically significant difference between the students' opinions in terms of their year of education?
- b.** Is there any statistically significant difference between the students' opinions in terms of their university CGPA?
- c.** Is there any statistically significant difference between the students' opinions in terms of their English language proficiency?
- d.** Is there any statistically significant difference between the teachers' opinions in terms of their teaching experience?

Regarding the research questions above, it was seen that there was no statistically significant difference in the student participants' opinions in terms of their grade, CGPA, and English language proficiency; and there was no statistically significant difference in the teacher participants' opinions in terms of their teaching experience.

Given the results presented above, it is clear that CGPA, YGS, and LYS-5 components of the overall admission process created a backwash effect, defined in literature as how testing and assessment actually can affect (either positively or negatively) what is learnt by learners (Barnes, 2016; Cheng & Curtis, 2004; Green, 2013; Hughes, 2003; Spratt, 2005; Thaidan, 2015; Vikiru, 2011). It seems that the overall admission process positively affects what is learnt by pre-service EFL teachers. It could be that pre-service EFL teachers value their courses and keep studying for them being aware that they will be assessed on these contents or their admission into university will be affected by their knowledge in these contents. This could be thanks to the positive backwash effect created by the assessment procedure that EFL learners get motivated and (in)directly increase their learning in these subject matters.

However, it is also possible to see the negative effects of backwash on pre-service EFL teachers specifically in the case of LYS-5. Wash back effect could be so prominent that as Yan (2015) states, "exam-oriented teaching practices contribute to undesirable characteristics in students, such as passivity, lack of capacity to apply knowledge in practice, low levels of educational engagement and a lack of well-roundedness" (p.7). Given that the LYS-5 exam tests knowledge only on vocabulary, grammar, and reading, it is possible that EFL teachers cannot develop their proficiency in other skills, but they master only the content of the exam and fall far behind being capable of demonstrating a good command of language. This could be why the participants suggested that there should be a system that supports four skills based language education and assessment.

Besides, given the results, it is seen that the participants of the study prefer a more productive way of assessment. Although some are aware that the multiple choice

structure of the exams brings an objective, and in a way standard, testing, the participants seem to be dissatisfied with the multiple choice format of the exams and prefer open-ended item structures. Drawing onto this, it could be said that multiple choice questions are advantageous because a test with multiple choice questions is practical and economical to administer and score, especially when the number of test takers is quite high (Brown, 1996; Hughes, 2003; Roediger & Marsh, 2005), and the results can be said to be more reliable (Hughes, 2003), objective and valid (Brown, 1996). Thus, it is quite understandable that in the Turkish context where a lot of students sit university entrance exams, tests with multiple choice questions are practical to administer, and their results are objective.

Nevertheless, multiple choice testing is not free from some drawbacks. In multiple choice testing, it is possible that a test taker's ability cannot be pictured accurately. As Hughes (2003) points out, multiple choice technique does not go beyond mere recognition of knowledge amongst given set of options; there is the possibility of educated guessing by the test taker; test items are quite hard to write, and what to test is quite restricted. On the top of it, multiple choice tests can increase the chance of negative backwash effect in that they reinforce educated guessing and its mastering, and cheating could also be a case. Some of these very same disadvantages apply to pre-service EFL teachers when they sit multiple choice exams in their admission process. As it is pointed out in the results section of this study, pre-service EFL teachers do nothing beyond selecting amongst given set of options in the exams they sit, and they basically tend to develop skills or strategies of memorization and test taking. Specifically of English language proficiency, for instance, multiple choice testing does not seem to be sufficient on its own to understand how capable a pre-service EFL teacher is in English because the candidate "looks at a question and selects the correct answer, both of which are receptive activities, and the only productive action a student must do is to mark the answer, which is an activity that, in itself, has little to do with language" (Brown, 1996, p.27). Besides, pre-service EFL teachers tend to (and are indeed led to) study mostly for grammar, vocabulary, and reading, as it is these contents that LYS-5 is based on. However, it is evident that "learning to use a language ... involves a great deal more than acquiring some

grammar and vocabulary ...” (Broughton, Geoffrey, et al., 1993, p. 25). Language learning is a combination of making use of different skills and “in order to obtain a full profile of a student’s ability in the target language, it is necessary to assess his or her performance separately for each of the different areas of communication” (Riabtseva, Gvozdeva, & Tsilenko, 2004, p. 1144). Therefore, considering these drawbacks, it is quite understandable why the participants suggested that the assessment of pre-service EFL teachers should go beyond recognition based multiple choice testing that reinforces memorization and testwiseness, and more productive question types should be added into the exams. This could be why, regarding the assessment process, the participants prefer to see open-ended questions in written tests, a skills-based language test, and an oral exam in which they could truly display and put into practice their knowledge and high order skills of critical thinking and writing as a person.

In addition, it is seen that some participants were not totally satisfied with the content validity of YGS. Content validity, in this sense, is referred to as the case in which “the test content reflects the syllabus of a course (and/or) the aims of a programme of a study” (Fulcher, 1999, p.224). Although some participants believed that pre-service EFL teachers were asked questions in YGS on the courses in the common curriculum, some other participants stated that they were held responsible for non-track courses (specifically of math and science) although they were not taught these courses in the last years of their high school education. In a way, these participants could not understand why pre-service EFL teachers were asked questions on the courses which were not within their major field and which had been taught in their high school curriculum some years before they took YGS. This was why they did not seem to be satisfied with how valid YGS was in terms of its content.

What is more, it is seen that in the admission process, the participants prefer to see a component that is related to being a language teacher. This could be why they suggest that in a possible oral exam, some qualities such as a language teacher’s teaching competence, motivation, communication skills, social side, and psychology should be taken into account. In this respect, although Borg (2006) explains that how

distinctive foreign language teachers are is a “socially constructed phenomenon that may be defined in various ways in different contexts” (p.26), he mentions that the relationship that foreign language teachers have with their students is commonly believed to be different than the one students have with other subject teachers. He states that foreign language teachers tend to form positive, close, and relaxed relationships and engage in opportunities and communication with interpersonal involvement. Given that language is a social construct that requires communication and that such a relationship between foreign language teachers and their learners exist, it is quite understandable that the participants of this study highlight the importance of taking into account pre-service EFL teachers’ skills of communication, social side, and personal psychology. These aspects are found to be important by the participants possibly because the candidates will need to be psychologically balanced, socially active, and successful in communication with human beings to be able to reach their students and leave positive effects on them. Some participants may be thinking that these aspects could be developed over time during teacher education programs, and it may be quite early to decide whether or not a pre-service EFL teacher possesses them before their admission into programs. Nonetheless, it is still understandable that the participants prefer those candidates who are psychologically balanced, socially active, and good at their communication to be accepted into teaching programs. Borg (2006) also emphasizes that the nature of the subject matter that foreign language teachers teach are different than that of other subject matters’. These teachers teach a language which is more dynamic and relevant to real life. Their teaching goes beyond from teaching grammar and words into teaching of skills. Their teaching also covers teaching the culture of that language and skills of communication and learning in diverse teaching and learning contexts where student involvement and learning are highly prioritized. Therefore, it is no surprise that the participants of the study suggest that the teaching competence, potential, or in a way, aptitude of a pre-service EFL teacher should be taken into account in the admission process. The participants could in a way be thinking that if a person has some base for teaching, then they could add more onto that base in a teaching program and could be successful in such a profession as described above. Finally, it is not surprising that these participants value how motivated a pre-service

EFL teacher is given that motivation is definitely one of the key factors for students' effective learning and teachers' effective teaching practices (Han & Yin, 2016). It is possible that the participants believe motivated pre-service EFL teachers, when compared to the unmotivated ones, will be more willing to learn and will be more successful in the department and in the profession later on.

5.2. EFL Teacher Recruitment

RQ II: What do students (pre-service EFL teachers and ELT graduate students), EFL teacher educators, and EFL teachers think about the current EFL teacher recruitment process by the MoNE in Turkey?

1. What is the opinion of students (pre-service EFL teachers and ELT graduate students), EFL teacher educators, and EFL teachers about the recruitment process?

A.

- a.** What do they think the strengths of the process are?
- b.** What do they think the weaknesses of the process are?

3. What are the suggestions of students (pre-service EFL teachers and ELT graduate students), EFL teacher educators, and EFL teachers for the improvement of the recruitment process, if any?

Below is an overall presentation of the results of the study in relation to the recruitment of EFL teachers by the MoNE following their education in teaching programs. First, the results are presented across the data collection tools, and then the summary is given with regards to each research question of the study. In the summary below, those results that were more often repeated in the overall data are presented separately for the recruitment process by the MoNE. Given the results, it was seen that the data gathered through the survey and interviews were in line with and supporting each other on what the participants thought of the EFL teacher recruitment process by the MoNE in Turkey.

Table 5.4

An Overall Summary of the Results Related to the Recruitment Process by the MoNE (survey-questionnaire)

	STRENGTHS	WEAKNESSES	SUGGESTIONS
GWK/GA TESTS			
EDUCATIONAL SCIENCES TEST			
FIELD KNOWLEDGE TEST			
ORAL EXAM	<p>More student participants (72.2 %) and more teacher participants (63.7%) agreed that an oral exam was a good means to choose English language teachers.</p>	<p>More student participants (65.5 %) and more teacher participants (73.9%) disagreed that oral exam reflected EFL teachers candidates' real success during their university education.</p> <p>More student participants (63.9%) and more teacher participants (81.8%) disagreed that oral exam was as a good indicator of EFL teachers' future success in the profession.</p>	
OVERALL	<p>More student participants (92.1%) and more teacher participants (97.1%) disagreed that the way of EFL teacher selection for the MoNE schools was satisfying.</p> <p>More student participants (94.8%) and all teacher participants (100%) disagreed that KPSS was a good means to choose English language teachers.</p> <p>More student participants (94.4%) and more teacher participants (92.7%) disagreed that KPSS reflected EFL teachers' real success during their university education.</p> <p>More student participants (94%) and more teacher participants (92.8%) disagreed that they were happy with the current hiring process for MoNE schools.</p> <p>More student participants (93.2%) and more teacher participants (95.6%) disagreed that KPSS was a good indicator of EFL teachers' future success in the profession.</p>		<p>More student participants (92.5%) and all teacher participants (100%) agreed that there could be other ways to choose English language teachers for the MoNE schools.</p>

Table 5.4

An Overall Summary of the Results Related to the Recruitment Process by the MoNE (survey-questionnaire) (continued)

FURTHER RESULTS	<p>*the participants in general tended to disagree that the competencies were taken into account by the MoNE in the recruitment process</p> <p>*compared to the student participants, the teacher participants in general seemed to be more negative towards whether the competences were taken into account by the MoNE in the recruitment process</p> <p>*compared to the MoNE, the participants in general seemed to be more positive towards the recruitment process by the HEC</p> <p>* a considerable in number of those who stated they did not know whether or not the competencies were taken into account by the MoNE</p> <p><i>(relating to either their general opinion of the hiring process or whether the competencies were taken into account in the hiring process)</i></p> <p>*no statistically significant difference between the student participants' opinions in terms of their grade, CGPA, or language proficiency</p> <p>*no statistically significant difference between the teacher participants' opinions in terms of their teaching experience</p>
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Table 5.5

An Overall Summary of the Results Related to the Recruitment Process by the MoNE (survey-open-ended questions)

	STRENGTHS	WEAKNESSES	SUGGESTIONS
GWK-GA TESTS	<p>There are questions on general world knowledge.</p> <p>There are questions on general aptitude.</p>	<p>Math questions are asked in KPSS.</p> <p>There are questions on general world knowledge and general aptitude in KPSS.</p> <p>Out of the field questions are asked in general world knowledge and general aptitude tests in KPSS.</p>	<p>*no GWK</p>
EDUCATIONAL SCIENCES TEST	<p>There are questions on educational sciences in KPSS.</p>	<p>There is no effective/ proper assessment of educational sciences as content.</p>	<p>The medium of instruction at universities and the language of the exam should be the same.</p>

Table 5.5

*An Overall Summary of the Results Related to the Recruitment Process by the MoNE
(survey-open-ended questions) (continued)*

	STRENGTHS	WEAKNESSES	SUGGESTIONS
FIELD KNOWLEDGE TEST	Questions from the field are asked. EFL teachers' language proficiency is assessed.	There is no proper assessment of teaching methods and pedagogy.	*EFL teachers being responsible only for the field knowledge
ORAL EXAM	An oral exam is conducted.	*lack of objectivity	*sustaining objectivity *committee members from the field *min. requirement in the oral exam: 80-85-90 (out of 100)
OVERALL	Knowledge in theory is assessed. There is standardization in testing.	There is no assessment of teaching competence. There is no assessment of (preferably four skills based) English language proficiency.	*assessment of teaching competence *assessment of (preferably four skills based) English language proficiency *demo teaching *evaluation of motivation *taking into account school experience/practice teaching process min. requirements: *KPSS: 70-80 (out of 100) *YDS: 80-85-90 (out of 100) *English Language Proficiency Exam by universities: 70-80-85 (out of 100) *TOEFL: 80-90-100-110 (out of 120) *IELTS: 7 (out of 9) CGPA: 300-3.50 (out of 4.00)

Table 5.6

An Overall Summary of the Results Related to the Recruitment Process by the MoNE (interviews)

	STRENGTHS	WEAKNESSES	SUGGESTIONS
GWK-GA TEST	There are questions on general world knowledge.	EFL teachers are asked general world knowledge questions.	*changing the content of GWK *no GWK test taken into account
	There are questions on general aptitude.	EFL teachers answer math questions.	*no GA test taken into account
EDUCATIONAL SCIENCES TEST	*the existence of questions on educational sciences	The questions are asked in Turkish language. There is no assessment of teaching in practice.	*assessment of educational sciences under the field knowledge *conducted in English *conducted both in English and Turkish
	Questions on field knowledge are asked in KPSS. There is assessment of English language proficiency. KPSS exam reinforces EFL teachers' knowledge in theory (i.e. backwash effect: the teachers study for the sake of the exam).	EFL teachers are asked questions on literature. There is lack of discrepancy in content between university courses and the content of the exam. The content of the exam is based on memorization.	*open-ended questions added into the exam *a higher ratio than the other sections in KPSS *mainly based on subject teaching

Table 5.6

An Overall Summary of the Results Related to the Recruitment Process by the MoNE (interviews) (continued)

	STRENGTHS	WEAKNESSES	SUGGESTIONS
		*lack of objectivity in assessment	
		*committee members (out of the field, unqualified committee members who have not been trained on how to do the assessment)	*committee members to be related to/from the field of teaching
ORAL EXAM	An oral exam is conducted.	* conducted in Turkish	*conducted in English
		*difficulty in assessing the constructs in the rubric within a limited amount of time	*sustaining objectivity
		*out of the field/teaching related questions asked to EFL teachers	*sustaining standardization
		*lack of standardization (in content and committee members)	*a teaching based assessment
			*university internship/ school experience/ practice teaching taken into account
	KPSS is a multiple choice exam in format.	Teacher assessment is based on memorization.	
		EFL teachers are assessed based on theory but not on their teaching competence.	*demo teaching taken into account
OVERALL	There is a centralized recruitment.	The assessment is based on multiple choice tests.	*a high language proficiency required
			*motivation to take into account
			*communication skills to take into account

First of all, the participants mentioned that one of the strengths and drawbacks of the recruitment process by the MoNE was related to the general world knowledge (GWK) and general aptitude (GA) tests. As they believed, the fact that EFL teachers were asked questions on their general world knowledge and general aptitude was important. They explained that an EFL teacher should have general knowledge on

the subjects covered in the GWK test to be an effective teacher and keep up with the generations they would teach. They also explained that an EFL teacher should be capable of answering the questions on math and Turkish in the GA test. In this sense, the former was claimed by the participants to be similar to language learning and broadened one's vision; the latter was one's mother tongue relating back to the idea that if one was capable of having a good command and grasp of one's mother tongue, they would also be successful in another language. However, there were also those participants who stated quite the opposite. They believed that the general world knowledge and aptitude tests in the recruitment process were the drawbacks of the system. They thought that EFL teachers were held responsible for the courses that had nothing to do with their major field despite the fact that a long time had passed since they had last been taught these courses. The participants added that the content of the tests (especially of the general world knowledge test) was too specific, detailed, based on memorization, and it was not clear enough what general world knowledge as a concept stood for. Considering all these, it was suggested that there should be neither a general world knowledge test nor a general aptitude test in the process, which is also supported by the results of the study by Karaer, Karaer, and Kartal (2018), and even if there was, the content of the general world knowledge test in KPSS should be revised.

Second, the participants also mentioned some strengths and weaknesses relating to the educational sciences test that EFL teachers were required to take. They were content that EFL teachers were required to take a test on educational sciences, as the content was covered at university and it was directly related to their major. Nonetheless, they did not believe the current testing of EFL teachers' knowledge in educational sciences was effective enough to evaluate the teachers properly on their knowledge; there were also those participants who specifically criticized that there was no assessment of teaching in practice. Besides, some participants criticized that the questions on the test were asked in Turkish, putting at a disadvantage those EFL teachers who had their undergraduate education at an English medium university. Given all, it was suggested by the participants that the test could be conducted only in English or both in English and Turkish, putting no one at a disadvantage. Finally,

since educational sciences were related to the major of EFL teachers, there were those participants suggesting the content of the test to be blended into the field knowledge.

Next, the participants mentioned some positive and negative aspects related to the field knowledge test that EFL teachers were required to take during the recruitment process. The participants were content that in the recruitment process, there was a test related to the field, which is partially in line with the results of the study conducted by Memduhoğlu and Kayan (2017), who stated that the pre-service teachers in their study were positive towards the inclusion of the field knowledge test into KPSS. The participants were also pleased that the English language proficiency of EFL teachers was somehow tested in the field knowledge test. During the interviews, it was specifically pointed out that the field knowledge was useful in a way that it led EFL teachers to study for the content of the exam. However, the participants were not content that EFL teachers' knowledge in the field was not tested effectively or properly (which is also supported by Karaer, Karaer, and Kartal (2018)), given that the content was based on memorization. Besides, some participants specifically criticized that there was a mismatch between the content of the exam and courses taught at university, which was also pointed out in the study by Memduhoğlu and Kayan (2017). Additionally, there were some who questioned the merit and necessity of the questions on literature in the exam since the content was found to be prone to subjective judgement. Considering the drawbacks, it was suggested by the participants that EFL teachers should be held responsible only for the field knowledge, which is partially supported by the results of the study conducted by Erdem and Soylu (2013) and Karaer, Karaer, and Kartal (2018), who stated that pre-service teachers from different departments preferred to take the field knowledge over taking (the other sections in) KPSS. It was also suggested that some open-ended questions putting more emphasis on subject teaching should be added into the field knowledge. Finally, it was suggested by the participants that if other tests in KPSS were to stay, the ratio of the field knowledge should be higher than the other tests in the overall scoring for recruitment.

Furthermore, the participants believed in the merit of conducting an oral exam with EFL teachers before their recruitment, yet they did not believe that it was effective in reflecting either EFL teachers' real success at university or their future success in the profession. The participants believed two major drawbacks of the oral exam were the possible threat to objectivity, as also attracted attention in the study by Çiftçi (2017), and lack of standardization in assessment, especially in terms of the content of exam questions and committee members. They specifically criticized the jury members and questioned whether these members were related to or qualified and trained in the field of language teaching and assessment. The participants stated that they believed out of the field questions were asked to EFL teachers, and the interviews were conducted in Turkish despite the fact that EFL teachers' major was English, a weakness which is also pointed out by Çiftçi (2017). Plus, the participants believed that the constructs on the rubric used to evaluate EFL teachers were difficult to assess given the limited amount of time allocated for each teacher in the oral exams. At this point, related to this weakness, there could be some implications for the oral exam from the results of the study by Yıldırım, Tabak, and Yavuz (2012), who asserted in their study that the educational sciences test in KPSS was far from measuring the competencies defined for teachers; the competencies were not clear enough, and specifically performance indicators for teachers needed revision to be more measurable. Given all, it was suggested that objectivity and standardization needed to be sustained in oral exams with EFL teachers; the committee members should consist of those knowledgeable and experienced academicians and educators from the field; the medium of the exam should be English (as also suggested by Çiftçi (2017)), and the oral exam should be based on the assessment of teaching. To add a final point, it was suggested that EFL teachers should get a minimum score of 80-90 points out of 100 to be recruited.

Finally, in general, the participants were content that EFL teachers' knowledge in theory was assessed, and standardization in assessment was somehow sustained through KPSS, which is a centralized multiple choice exam. Still, the participants were generally unhappy with the current hiring process for MoNE schools and showed dissatisfaction for how EFL teachers were recruited by the ministry, which is

also supported by Yeşilçınar (2018). They did not believe that KPSS was a good means to choose English language teachers. Neither did they believe that KPSS reflected EFL teachers' real success at university nor was its result a good indicator of their future success in the profession. The participants criticized that EFL teachers' assessment was based on memorization and theoretical knowledge through multiple choice tests but not on their teaching competence, and there was indeed no actual (preferably four skills based) assessment of language proficiency. In this respect, a similar dissatisfaction with regards to the effectiveness of KPSS in the selection of teachers was suggested by Gündoğdu, Çimen, and Turan (2018), who additionally pointed out in their study that KPSS was a burden on teachers socially, financially, and psychologically. Under the light of these all, the participants believed there could be other ways of hiring; assessment of English language proficiency should be done and EFL teachers with high language proficiency should be hired. The minimum requirements suggested by the participants for different language examinations were presented in Table 5.5. Though it was not very common, some participants also suggested that teachers' university CGPA should be taken into account in their recruitment, which is in line with the results by Erdem and Soylu (2013), Polatcan, Öztürk, and Saylık (2016), Memduhoğlu and Kayan (2017), and Karaer, Karaer, and Kartal (2018). The participants suggested that the minimum requirement for EFL teachers' university CGPA could be 3.00 or 3.500 points out of 4.00. In addition, before their recruitment, it was suggested that EFL teachers' teaching competence should be assessed, and in this vein, their school experience/practice teaching experience should be taken into account, as also supported in the studies by Erdem and Soylu (2013), Polatcan, Öztürk, and Saylık (2016), Memduhoğlu and Kayan (2017). With the same aim, it was even suggested that EFL teachers could do some demo teaching. Finally, whether EFL teachers have communication skills and motivation to be a teacher should be taken into account before their recruitment, as suggested by the participants.

RQ II: What do students (pre-service EFL teachers and ELT graduate students), EFL teacher educators, and EFL teachers think about the current EFL teacher recruitment process by the MoNE in Turkey?

2. To what extent do students (pre-service EFL teachers and ELT graduate students) and EFL teachers think the recruitment process take into consideration the standards for being an EFL teacher?

- a.** Is there any statistically significant difference between the students' opinions in terms of their year of education?
- b.** Is there any statistically significant difference between the students' opinions in terms of their university CGPA?
- c.** Is there any statistically significant difference between the students' opinions in terms of their English language proficiency?
- d.** Is there any statistically significant difference between the teachers' opinions in terms of their teaching experience?

The participants in general tended to disagree that the competencies were taken into account by the MoNE in the recruitment process. Compared to the recruitment process by the HEC, the participants were more negative towards whether or not the competencies were taken into account by the MoNE in the hiring process of EFL teachers. This is partially in line with the results of the study by Yıldırım, Tabak, and Yavuz (2012), who stated that KPSS, especially the educational sciences test, did not take into account teacher competencies. Specifically, compared to the student participants, the teacher participants in general seemed to be more negative towards whether the competences were taken into account by the MoNE in the recruitment process. In addition, those who stated they did not know if the competencies were taken into account by the MoNE in hiring were also considerable in number. In terms of their grade, university CGPA, and English language proficiency, there was no statistically significant difference in the student participants' opinions on whether the MoNE took into consideration EFL teacher competencies while hiring them. There was no statistically significant difference in the opinions of the teacher participants, either, in terms of their teaching experience.

RQ II: What do students (pre-service EFL teachers and ELT graduate students), EFL teacher educators, and EFL teachers think about the current EFL teacher recruitment process by universities in Turkey?

1. What is the opinion of students (pre-service EFL teachers and ELT graduate students), EFL teacher educators, and EFL teachers about the recruitment process?

A.

- a.** What do they think the strengths of the process are?
- b.** What do they think the weaknesses of the process are?

3. What are the suggestions of students (pre-service EFL teachers and ELT graduate students), EFL teacher educators, and EFL teachers for the improvement of the recruitment process, if any?

Below is an overall presentation of the results of the study in relation to the recruitment of EFL teachers following their education in teaching programs. First, the results are presented across the data collection tools, and then the summary is given with regards to each research question of the study. In the summary below, those results that were more often repeated in the overall data are presented separately for the recruitment process by the universities. Given the results, it was seen that the data gathered through the survey and interviews were in line with and supporting of each other on what the participants thought of the EFL instructor recruitment process by universities in Turkey.

Table 5.7

An Overall Summary of the Results Related to the Recruitment Process by Universities (survey-questionnaire)

	STRENGTHS	WEAKNESSES	SUGGESTIONS
ALES		More student participants (74.1%) and more teacher participants (94.2%) disagreed that ALES was a good means to choose English language instructors.	

Table 5.7

An Overall Summary of the Results Related to the Recruitment Process by Universities (survey-questionnaire) (continued)

STRENGTHS	WEAKNESSES	SUGGESTIONS
YDS	More student participants (68.8%) and more teacher participants (72.5%) disagreed that YDS was a good means to choose English language instructors.	
CGPA ORAL EXAM		
OVERALL	<p>More student participants (79.7%) and more teacher participants (76.8%) disagreed that they were happy with the current English language instructor hiring process for preparatory schools.</p> <p>More student participants (86.6%) and more teacher participants (89.8%) disagreed that the total score EFL teachers received from ALES and YDS reflected their real success during their university education.</p> <p>More student participants (73%) and more teacher participants (76.8%) disagreed that how English language instructors were selected to teach at university preparatory schools was satisfying.</p> <p>More student participants (83.4%) and more teacher participants (87%) disagreed that the total score EFL teachers received from ALES and YDS was a good indicator of their future success in their job.</p>	<p>More student participants (82.7%) and more teacher participants (92.7%) agreed that there could be other ways to choose English instructors for job positions at university preparatory schools.</p>

Table 5.7

An Overall Summary of the Results Related to the Recruitment Process by Universities (survey-questionnaire)(continued)

	<p>*the participants in general tended to disagree that the competencies were taken into account by the HEC in the recruitment process</p> <p>*compared to the student participants, the teacher participants in general seemed to be more negative towards whether the competences were taken into account by the HEC in the recruitment process</p> <p>*compared to the MoNE, the participants in general seemed to be more positive towards the recruitment process by the HEC</p> <p>*a considerable in number of those who stated they did not know whether or not the competencies were taken into account by the HEC</p>
FURTHER RESULTS	<p><i>(relating to either their general opinion of the hiring process or whether the competencies were taken into account in the hiring process)</i></p> <p>*no statistically significant difference between the student participants' opinions in terms of their grade, CGPA, and English language proficiency</p> <p>*no statistically significant difference between the teacher participants' opinions in terms of their teaching experience.</p>

Table 5.8

An Overall Summary of the Results Related to the Recruitment Process by Universities (survey open-ended questions)

	STRENGTHS	WEAKNESSES	SUGGESTIONS
	ALES score is taken into account.	ALES score is taken into account.	*no ALES score to be taken into account
ALES	There are questions on Turkish and math in ALES.	There are questions on math in ALES. The ratio of ALES is high in the recruitment process.	* minimum requirements: verbal :70-80-85-90 (out of 100) analytical: 70-80 (out of 100) equal:70-80-90 (out of 100)
			*four skills based English language proficiency assessment
YDS	YDS score is taken into account. Assessment of vocabulary and reading is done.	There is limited testing of language proficiency.	*minimum requirements: YDS:80-85-90 (out of 100) English Language Proficiency by universities: 80-90 (out of 100) TOEFL IBT: 90-100 (out of 120) IELTS: 7 (out of 9)

Table 5.8

An Overall Summary of the Results Related to the Recruitment Process by Universities (survey-open-ended questions) (continued)

	STRENGTHS	WEAKNESSES	SUGGESTIONS
CGPA	CGPA score is taken into account.	CGPA score is taken into account.	*higher ratio of CGPA taken into account *minimum requirement: 3.00-3.50 (out of 4.00) *sustaining objectivity
ORAL EXAM	An oral exam is conducted.	There is lack of objectivity in assessment.	*minimum requirement: 80-85-90 (out of 100) *sustaining standardization *committee members from the field
OVERALL	In some cases, a written exam related to the field is given to EFL instructors by universities. There is a tendency to recruit the better/more qualified English instructors Different components in the recruitment process are taken into account. There is more professional recruitment process (than the one by the MoNE).	There is no assessment of teaching competence. There is no assessment of teacher motivation.	*assessment of teaching competence *demo teaching *a written exam (by universities) related to the field

Table 5.9

An Overall Summary of the Results Related to the Recruitment Process by Universities (interviews)

	STRENGTHS	WEAKNESSES	SUGGESTIONS
ALES	ALES score is taken into account.		*lower ratio of ALES taken into account
	There are questions on Turkish in ALES.	Math is tested in ALES.	*no ALES taken into account
	There are math questions in ALES.	ALES score is taken into account.	* taking ALES as a requirement without taking any of its ratio
YDS	YDS score is taken into account.	*not testing of real proficiency	*four skills based language proficiency
CGPA	CGPA is taken into account.	*lack of standardization	*more CGPA ratio taken into account * taking CGPA as a requirement without taking any of its ratio
ORAL EXAM	An oral exam is conducted.	*lack of objectivity	*committee members related to/from the field of teaching *sustaining objectivity *sustaining standardization
	EFL instructors are eliminated through exams by ÖSYM first and then by universities.		*demo teaching to be taken into account
	Different components in the recruitment process are taken into account.	The recruitment process is stress provoking.	*communication skills to be taken into account *high language proficiency to be taken into account
OVERALL	Each component of assessment has a ratio in overall assessment. Ratio of YDS score is higher than the ratio of ALES ratio (in the first round). Each institution decides on whom to accept.		*internship/school experience/practice teaching to be taken into account *EFL instructors' motivation to be taken into account

To begin with, the participants of the study mentioned some strengths and weaknesses related to ALES, which is taken into account in the recruitment process. Some participants were content that ALES score was taken into account and EFL instructors were required to answer questions on Turkish and math, as they believed knowledge of math, as an analytical skills, and Turkish, as the mother tongue, were important and necessary for EFL teachers if they planned to teach at university. On the other side, the participants showed disagreement that ALES was indeed a good means to choose English language instructors, and they were not very content that ALES score was taken into account, and EFL instructors were required to take a math test though it was not related to their major. Some specifically criticized that ALES made up of a high portion in the overall recruitment score. In this respect, it was suggested that no ALES score was to be taken into account; even if it was, its ratio should be less than the current one, which is partially in line with the suggestions by Baş (2011), who questioned the place of ALES specifically in the acceptance of graduate programs. As the participants alternatively suggested, ALES score should only be a requirement to be met without taking any of its ratio, a suggestion which was also partially pointed out by Baş (2011) when he mentioned the graduate program acceptance practices abroad. The participants added that the minimum requirement in this case could be 70-90 for the verbal section, 70-80 for the analytical section, 70-90 for the equal scoring out of 100 points.

Second, the participants mentioned some positive and negative aspects of taking into account YDS score in the recruitment process. Some participants in the study were happy that at least an English language proficiency score was taken into account; EFL teachers were assessed on their vocabulary and reading, which was believed to create some positive backwash effect on test takers in the development of these skills as pointed out by Çakıldere (2013) in his study on foreign language exams in Turkey. However, most participants disagreed that YDS was indeed a good means to choose English language instructors, for they believed YDS was limited in testing of English language proficiency, and EFL teachers were not tested properly on their real English language proficiency due to the fact that not all four language skills were tested in the exam. This is parallel to the results of the studies by Çakıldere (2013) and Polat

(2017), who pointed out that the foreign language examinations in Turkey were insufficient since they did not test listening, speaking, or writing skills in particular and somehow created a negative backwash effect on the examinees. This is why the participants suggested that there should be a four language skills based assessment of proficiency, as also suggested by Çakıldere (2013) and Polat (2017) in their studies. The minimum requirements suggested by the participants for different language examinations were presented in Table 5.8.

Next, in relation to the CGPA score taken into account in the recruitment process, the participants stated that they were content that this score was taken into consideration the recruitment process because CGPA was a reflection of how successful EFL candidates were during their university education. Nonetheless, however, some participants did not like this idea, as they believed there was lack of standardization in how CGPA scores were calculated at university. They believed that not all pre-service EFL teachers were provided the same education or assessed and evaluated under the same conditions. Thus, one common suggestion was to take more of its ratio in the recruitment process or to take CGPA as a requirement without taking any of its ratio with a minimum requirement of 3.00-3.50 out of 4.00 points.

What's more, the participants came up with some positive and negative sides of the recruitment process in relation to the oral exam conducted by universities before EFL instructors were recruited. They liked the idea that an oral exam was conducted before recruitment, as an oral exam would reveal much more about a person and their capabilities than on-paper written exams. Nevertheless, they mostly questioned the objectivity (and in some cases standardization) of assessment in oral exams; thus, they mainly suggested that objectivity and standardization should be sustained in oral exams. The participants further added that the committee members should consist of those from the field. Finally, the minimum oral exam requirement for EFL instructors for recruitment was suggested to be 80-90 points out of 100.

Overall, the participants were content that universities had a say in the recruitment of their English instructors in addition to a centralized elimination process and

assessment was done through different components, each of which had a certain amount of ratio in the overall scoring. They specifically liked that the language exam component had a higher ratio than ALES in the first round of the recruitment process. The participants were also content that compared to that of the MoNE, there was a tendency to recruit better and more qualified English instructors and a more professional process of recruitment by universities. To add more, the participants liked that in some cases, EFL instructors were asked by some universities to sit a written exam related to the field. They believed that a written exam was a chance for English instructors to display their professional knowledge and skills on paper before the oral exam. Despite all, the participants in general were unhappy and dissatisfied with the current EFL instructor recruitment process by universities. They believed that the total score EFL teachers had received from ALES and YDS reflected neither their success at university programs, nor their future success in the profession. They added that the overall recruitment process was stress provoking; there was no assessment of teaching competence or motivation, either. Given these all, it was suggested that there could be other ways to select EFL instructors, in which EFL teachers could be assessed on their teaching competence. It was suggested that a written exam related to the field and demo teachings could be required, and the school/practice teaching experience at university and EFL instructors' communication skills and motivation to teach could also be taken into account. It was added that a high level of English language proficiency (preferably by means of a skills based test) should be required from EFL instructor candidates.

RQ II: What do students (pre-service EFL teachers and ELT graduate students), EFL teacher educators, and EFL teachers think about the current EFL teacher recruitment process by universities in Turkey?

2. To what extent do students (pre-service EFL teachers and ELT graduate students) and EFL teachers think the recruitment process take into consideration the standards for being an EFL teacher?

- a. Is there any statistically significant difference between the students' opinions in terms of their year of education?
- b. Is there any statistically significant difference between the students' opinions in terms of their university CGPA?
- c. Is there any statistically significant difference between the students' opinions in terms of their English language proficiency?
- d. Is there any statistically significant difference between the teachers' opinions in terms of their teaching experience?

The participants in general tended to disagree that the competencies were taken into account by the HEC in the recruitment process. The teacher participants in general seemed to be more negative than the student participants towards whether the competences were taken into account by the HEC in the recruitment process. However, compared to the MoNE, the participants seemed to be more positive towards whether or not the competencies were taken into account by the HEC in the recruitment of EFL instructors. The participants somehow seemed to value how the HEC did the recruitment more than how the MoNE did it. Still, there was a considerable in number of those who stated they did not know whether or not the competencies were taken into account by the HEC. In short, in terms of their grade, university CGPA, and English language proficiency, there was no statistically significant difference in the student participants' opinions on whether the HEC took into consideration EFL teacher competencies while hiring them. There was no statistically significant difference in the opinions of the teacher participants in terms of their teaching experience.

RQ II: What do students (pre-service EFL teachers and ELT graduate students), EFL teacher educators, and EFL teachers think about the current EFL teacher recruitment processes (by the MoNE and universities) in Turkey?

1. What is the opinion of students (pre-service EFL teachers and ELT graduate students), EFL teacher educators, and EFL teachers about the recruitment processes?

B.

- a.** Is there any statistically significant difference between the students' opinions in terms of their year of education?
- b.** Is there any statistically significant difference between the students' opinions in terms of their university CGPA?
- c.** Is there any statistically significant difference between the students' opinions in terms of their English language proficiency?
- d.** Is there any statistically significant difference between the teachers' opinions in terms of their teaching experience?

To cap it all, the results of the study showed that, there was no statistically significant difference between the student participants' general opinions on the hiring processes either by the MoNE or universities in terms of their grade, CGPA, or language proficiency. Similarly, there was no statistically significant difference between the teacher participants' opinions in terms of their teaching experience.

Given the results presented above for the recruitment processes by the MoNE and universities, it can be stated that the participants seemed to agree on some issues no matter what type of recruitment was in question. To begin with, some participants did not seem to be content with the content validity of examinations EFL teachers needed to sit before their recruitment. The participants criticized that these exams included questions that had nothing to do with EFL teachers' profession. Thus, they could not understand why EFL teachers were asked general world knowledge and general aptitude questions in KPSS or math questions in ALES. The participants' dissatisfaction with content validity of the exams was further felt in that they also criticized that EFL teachers needed to take educational sciences and field knowledge tests in KPSS; the former was conducted in Turkish language though some universities taught their educational sciences courses in English and the latter

covered a content that was not all the time in line with the course content at university teaching departments. The participants were also unhappy that in the recruitment processes, EFL teachers were some asked questions that had nothing to do with their actual teaching competence. The participants, however, overall seemed to be content only with the Turkish sections in both of KPSS and ALES, given that they believed the knowledge of one's mother tongue was quite important for a person if they were to teach another language. In this respect, although one's proficiency in their mother tongue could be a good predictor of their success in a second or a foreign language (Ghavamnia, Kassaian, & Dabaghi, 2011 as cited in Gnintedem, 20014) as well as their success in other course contents such as math, science, or social studies (Bain, McCallum, Bell, Cochran, & Sawyer (2010); Altarriba & Tse (2012), as cited in Gnintedem, 2014), there could be some other factors at play such as the effect of the quality of teachers, curriculum, materials, teachers' chances for professional development, or student motivation, and one's proficiency in their mother tongue may not necessarily relate to one's proficiency in their second or foreign language (Gnintedem, 2014). Still, it makes sense if the participants believed a good command of one's mother tongue could be an indicator of how well that person knew and was skillful in a foreign language. In addition, although there are different views on the topic, it is known that the first language has some positive effects on the learning of a foreign language, and its use in foreign language classrooms could provide the necessary scaffolding for learners while learning a language (Kheirabadi, 2015). Therefore, and actually as mentioned by some participants, it is possible that the participants believed EFL teachers might need to refer back to their mother tongue while teaching their students, which could be why they may think EFL teachers need to have a good grasp of their mother tongue. Thus, the participants could be content with the Turkish sections in the exams that EFL teachers sit before their recruitment.

In addition to the issue of content validity mentioned above, some participants seemed to be satisfied with the accountability of the recruitment processes. Specifically of the recruitment process by universities, the participants seemed to be satisfied that the final decision was made after EFL teachers were assessed through

different components, including the written exams ALES and YDS along with consideration of university CGPA score and an oral exam. Though not uttered explicitly by the participants, the same concern of accountability seems to apply to the recruitment process by the MoNE. In this respect, use of different channels of assessment makes sense in that EFL teachers will still have a chance to display their knowledge and skills, if not successful in one step.

Also, some of the participants seemed to be somehow content with the washback effect of the examinations, especially KPSS, create. Specifically speaking of the educational sciences and field knowledge tests in KPSS, the participants believed that EFL teachers studied and increased their knowledge in these areas thanks to the washback effect created. As previously stated in the results related to pre-service EFL teacher admission process, the literature points to the positive effects of testing and assessment practices, which is why it could be stated that KPSS in a way could be contributing to EFL teachers' knowledge.

What's more, in both of the recruitment processes by the ministry and universities, the participants seemed to agree on that an EFL teacher should have a certain level of English language proficiency since they kept emphasizing how limited English language proficiency assessment was in the recruitment processes. In this respect, the participants suggested that EFL teachers should be assessed on their English language proficiency because it was their major, and they believed one first needed to have developed proficiency in a language before they could actually teach it, and the assessment of this proficiency should cover different language skills. This result is in line with the suggestions that the participants came up with for the assessment of English language proficiency in the admission process of pre-service EFL teachers. In short, the participants believed that to be able to depict a picture of how proficient a teacher is in English, the assessment should be done in different skills as previously emphasized by Riabtseva, Gvozdeva, and Tsilenko (2004).

Besides, similar to the results related to pre-service EFL teacher admission process, it is seen that the participants seemed to value objectivity and standardization in/of the

processes. Specifically of KPSS exam, it could be that some of the participants seemed to be content with the standard centralized multiple choice examination for recruitment, as the multiple choice format increased reliability (Hughes, 2003) and objectivity (Brown, 1996) in the assessment of thousands of EFL teachers. However content some may seem to be with the multiple choice examinations, there were also those participants who supported that an open-ended component to the examinations should be added, which seems to be in line with the suggestions by the participants for the pre-service EFL teacher admission process earlier on.

Specifically of the recruitment by universities, the participants seemed to value the idea of a(n open-ended) written exam in which EFL teachers could not only express themselves on paper but they could also put their knowledge and (possibly high order) skills on display, rather than recognizing the correct answer amongst a given set of options. In this continuum, it could also be stated that the participants seemed to emphasize that there should be some ways and tools to assess how competent an EFL teacher truly was in teaching, which was why they suggested that school experience/practice teaching experiences of EFL teachers should be taken into account, and there should be oral exams in both types of recruitment processes, added onto by demos of teaching. Though the participants of the study seemed to value alternative ways of assessment such as oral examination, they seemed that they could not help feeling worried about sustaining objectivity and standardization in these tools. Given that there could always be a threat to objectivity and standardization in oral exams, this quite makes sense unless there are expert committee members, precautions for unity in assessment, and a well-developed rubric, the latter of which could indeed “contribute to sound assessment” (Wolf & Stevens, 2007, p.3), to conduct and base the assessment on. Meanwhile, in both recruitment processes, the participants seemed to agree that taking into account teacher motivation and communication skills was important, which is in line with the results related to the pre-service EFL teacher admission process. As previously uttered, given language teaching is a social phenomenon and teaching and learning could be affected by teacher motivation, it is quite understandable that the

participants do not contradict in their opinions about the pre-service EFL teachers' acceptance and EFL teachers' recruitment with regards to the importance of communication skills and teacher motivation.

Finally, it is seen that the participants valued a more alternative assessment of EFL teachers. In this respect, the portfolios that EFL teachers were to prepare, as suggested by some participants, could be helpful in their assessment and recruitment. In relation to portfolios, Kim and Yazdian (2014) emphasize that considered as the compile of a student's work for some time, portfolios could be helpful for students in their learning process and, in a way, they could act as a bridge between the subject matter, student learning, and assessment, while Birgin and Baki (2007) stress that portfolios "give more reliable and dynamic data about students for teachers, parents and also student himself. Also, using this assessment method provides getting clear information about students and fulfilling their weaknesses and helps teachers plan teaching progress." (p.27). Given the role of portfolios in student learning and assessment, the participants might be thinking that traditional on-paper written examinations may not always reflect the true potential, knowledge and skills of EFL teachers since the traditional ones are "formalized, time-restricted, one-shot, and inauthentic" (Phung, 2016, pp.91-92). Thus portfolios, which are collected over a period of time, include all the possible documents, and elicit more information about an individual, could reveal more than on-paper examinations and could be helpful in deciding whether or not EFL teachers are qualified to be recruited.

5.3. EFL Teacher Education

Further results related to English language teacher education at high school and university levels were driven from the data although language teacher education was beyond the scope of this study. In general, at high school level, it was seen that the participants highlighted the importance of adapting the currently available education system (for general and language education) so that necessary chances could be made in the admission process. There were also those participants who suggested that teacher training could begin starting from high school level and on. At university

level, on the other hand, the participants had suggestions basically related to the model of language teacher education programs and school experience/practice teaching opportunities in these teacher education programs along with some suggestions to increase the quality of the programs. These suggestions are to be discussed and taken into account in the models and implications in the following sections.

In addition to general language teacher education, some further results related to self-adequacy of pre-service EFL teachers and whether or not they were informed about the recruitment processes were driven from the study, along with some possible reasons for the lack of knowledge by the candidates about the recruitment practices, as seen in the table below.

Table 5.10

Additional Results (survey)

* agreement by more student participants (89.5%) and disagreement by more teacher participants (56.5%) that pre-service EFL teachers were qualified to be in a teaching department

* disagreement by more student participants (77.1%) and disagreement by more teacher participants (56.5%) that pre-service EFL teachers were underqualified to be in a teaching department

*agreement by more student participants that they were qualified to teach at MoNE schools (61.3%) and/or at universities (53.8%)

*disagreement by more teacher participants (56.5%) that pre-service EFL teachers were qualified to teach at MoNE schools, whereas more teacher participants agreed (52.2%) that they were qualified to teach at universities

*disagreement by more student participants that they were underqualified to teach at MoNE schools (71.8%) and/or at universities (62.4%), and disagreement by more teacher participants that pre-service EFL teachers were underqualified to teach at MoNE schools (65.2%) and/or universities (66.7%).

*agreement by more student participants (55.3%) but disagreement by more teacher participants (63.8%) that pre-service EFL teachers were informed about the ELT program at their university before they started university

*disagreement by more student (69.2%) and teacher (52.1%) participants that pre-service EFL teachers were informed about how English language teachers were hired for MoNE schools; disagreement by more student (75.2%) and teacher (68.1%) participants that pre-service EFL teachers were informed about how English language teachers were hired for universities

In the study, although the student participants perceived themselves to be qualified to be in a teaching department, the teacher participants believed pre-service English teachers were both qualified and underqualified to be in a teaching department. It was seen that the student participants perceived themselves to be qualified to teach both at MoNE schools and universities. On the other side, although pre-service EFL teachers were perceived to be qualified by the teacher participants to teach at universities, they were regarded to be both qualified and underqualified to teach at MoNE schools. The student participants also stated that they were informed about the ELT program at their university before they started university, whereas the teacher participants did not believe that pre-service English teachers were so.

Table 5.11

Reasons and Suggestions for Lack of Knowledge about the Recruitment Processes (interviews)

Reasons for Lack of Knowledge	Suggestions
students' personal neglect	teacher educators to inform students
teacher educators not informing students	a part of a must course to inform students
lack of knowledge by teacher educators	practitioners as visitors
vision of the department	a must course on the recruitment processes
changes in the system	seminars on the recruitment processes

The student participants further stated that they were not informed about EFL teacher recruitment processes either by the MoNE or universities in Turkey, so did the teacher participants for pre-service EFL teachers. They explained in the interviews that students' personal neglect to learn about the recruitment processes, lack of knowledge and lack of informing by teacher educators, the vision of the teaching department, and constant changes in the processes could be the reasons for this possible lack of knowledge. To this end, it was suggested that teachers educators in the department should inform their students, and this informing could be done a part of a must course or a separate must course on the recruitment processes. Besides, it was suggested that seminars could be given and practitioners could be asked to visit departments to inform pre-service EFL teachers about the processes.

5.4. Models

In this section, new models for pre-service EFL teacher admission and recruitment processes are presented. The models are drawn based on the study results regarding the strengths, weakness, and suggestions the participants came up with about the current processes. In the first place, the models are presented all together in the figures below for a general overview and in contrast to their current versions. Then the models for pre-service EFL teacher admission process and EFL teacher recruitment processes by the MoNE schools and universities are separately explained in the following sections.

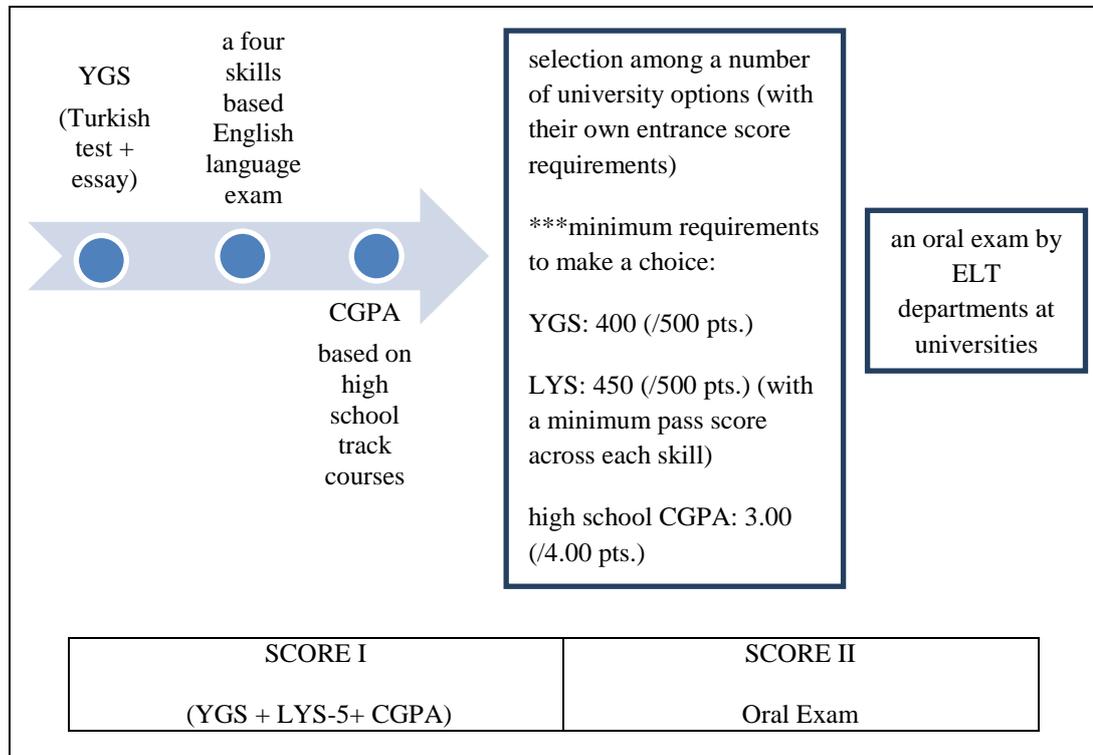


Figure 5.1 A model for pre-service EFL teacher admission process

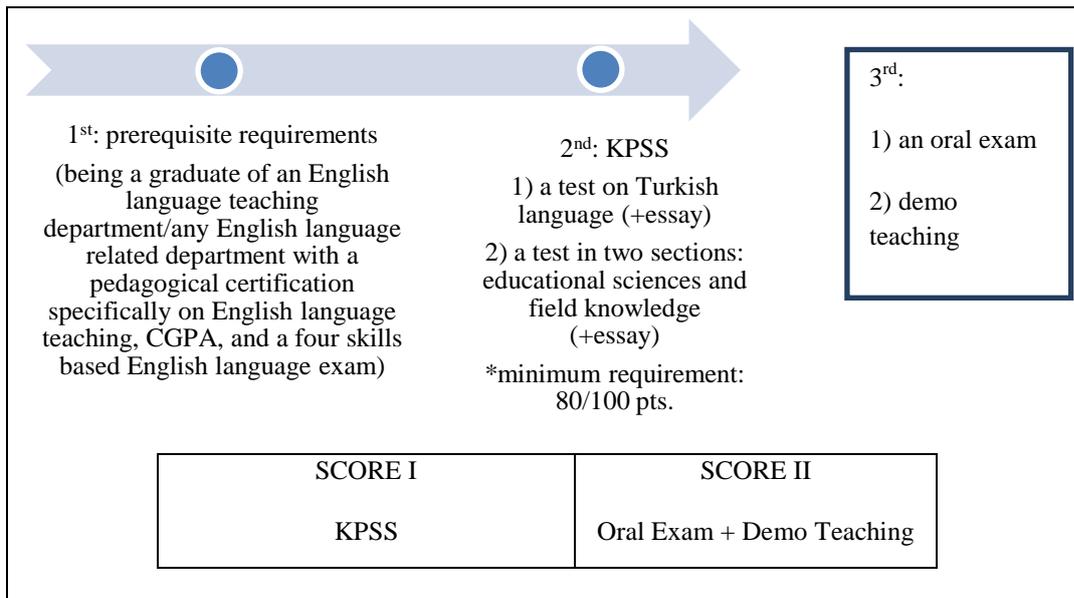


Figure 5.2 A model for EFL teacher recruitment process by the MoNE

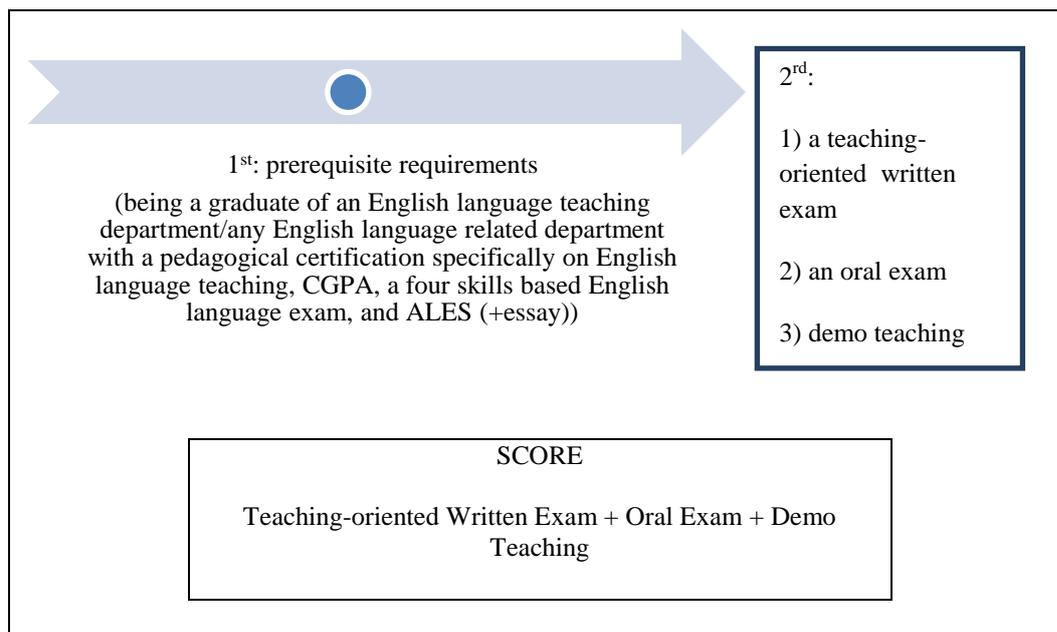


Figure 5.3 A model for EFL instructor recruitment process by universities

To start with, in the current pre-service EFL teacher admission process, pre-service EFL teachers take YGS and LYS-5 exams, and their CGPA score is added onto the scores they have received in these exams. The candidates' final scores are calculated depending on their exam scores and CGPA, which all are taken into account in some

ratios. It is then that they are allowed to choose amongst different university departments and are placed into university programs depending on their total score. In the newly suggested model, on the other side, the candidates sit YGS, in which they only take a test on Turkish language and write an essay. They also take an English proficiency test; however, they are assessed on four language skills. Their CGPA scores are still valued and taken into account, but it is the CGPA score of the track courses the candidates had in their high school that is taken into account. It is only when they meet certain acceptance scores that they are allowed to make a selection amongst universities and are allowed to take the oral exam by ELT departments at universities. The details of the current process are explained in the review of literature section of this study, and the details of the newly suggested model for the admission process are explained below.

In the current recruitment process by the MoNE, EFL teachers sit KPSS exam, and they take General World Knowledge, General Aptitude, Educational Sciences, and Field Knowledge tests one after another. Their overall score is calculated depending on the ratios these exams count for, and if they have scored high enough in KPSS, EFL teachers take an oral exam so that they could be appointed to MoNE schools, mainly thanks to the oral exam score they have received. In the newly suggested model, on the other hand, EFL teachers first need to meet some prerequisites before they could go through the process. It is only when they meet these requirements that they are allowed to take KPSS. In KPSS, they take a test on Turkish language, write an essay, and sit a test on educational sciences and field knowledge in which they write another essay. Afterwards, if they meet the minimum requirement in KPSS, EFL teachers take an oral exam, and if they are successful, they do a demo teaching. The details of the current process are explained in the review of literature section of this study, and the details of the newly suggested model for the recruitment process are explained below.

Finally, in the current recruitment process by universities, EFL instructors first sit ALES and YDS. A certain ratio of these exams is taken into account so that whether or not an EFL instructor candidate can take the oral exam by universities is decided.

If EFL instructors are successful in these exams, they are allowed to take the oral exam by universities. Following the oral exam, a certain ratio of the exams and university CGPA are taken into account, and if they have scored high enough, they are accepted for university positions. In the newly suggested model, on the other hand, EFL instructors first need to meet some prerequisites before they could go through the process. It is only when they meet these requirements that they are allowed to take a teaching-oriented written exam by universities. If they are successful, they also take an oral exam, and if they are successful in the oral exam, they do a demo teaching. The details of the current process are explained in the review of literature section of this study, and the details of the newly suggested model for the recruitment process are explained below.

5.4.1. Comparison of the Suggested Models with the International Ones

The models suggested in this study share some similarities with the international teacher admission and recruitment models. As previously stated, in this study, the pre-service EFL teacher admission and EFL teacher recruitment practices in the countries Finland, the USA, and Thailand were presented to the participants of the study during the interviews. The aim was to help the participants come up with suggestions to improve the practices in Turkish context. The reason that these three specific countries were chosen for the study was that English language had a different status in each of these countries: in Finnish and Thai context, English is a foreign language, but in the US context, it is taught as a second language. Besides, Finnish speakers of English were found by EF reports to be more successful than other countries in the world, whereas Thailand ranked low in the list due to the low English proficiency level of its Thai learners.

When compared to the international ones, in the newly suggested models, it is possible to see some common components to be taken into account in the admission of pre-service English teachers and recruitment of English teachers. First, the newly presented models suggest EFL pre-service teachers take centralized examinations before they are accepted into university teaching departments, which is also the case

in Finland, the USA, and Thailand. Specifically, the models require proficiency in the mother tongue of English teachers as well as in the foreign language they will teach, both in the admission or recruitment processes, and this is similar to the Finnish and Thai contexts in particular. In Finland and Thailand, pre-service teachers take tests on their mother tongue and English as the foreign language and are expected to be successful in these tests. Specifically in the Finnish context, to teach at university level, for instance, teachers are expected to be qualified enough in Swedish/Finnish and English languages. In Thai context, on the other side, English teachers are expected to be proficient enough, as much as a native speaker in some cases, in English to be able to teach it.

In addition, in the newly suggested models, CGPA score plays a role in the admission of pre-service EFL teachers and EFL teachers' recruitment. In the Finnish, American, and Thai contexts, high school CGPA scores by individuals are valued in their admission into teaching programs although no information whether they take into account university CGPA score in recruitment could be found in literature.

Furthermore, the new models for the Turkish context suggest taking oral exams in the admission and recruitment processes. In Finnish and American contexts, interviews are seen to be conducted in the acceptance process of pre-service teachers, and it is possible to encounter interviews in the recruitment practices of English teachers in Finnish, American, and Thai contexts, as well.

Finally, the new models presented in the study give importance to the field knowledge of pre-service EFL teachers and require EFL teachers to take exams on their field knowledge and even conduct demo teachings. It is also seen that international models also give importance to take into consideration how competent a teacher is, which is why teachers are expected to take exams on their field knowledge, especially in American and Thai contexts. It is also in the currently suggested models that EFL teachers' teaching competencies, qualities, and qualifications are taken into account in their recruitment, which is also borne in mind by the international models.

5.4.2. Pre-service EFL Teacher Admission Process

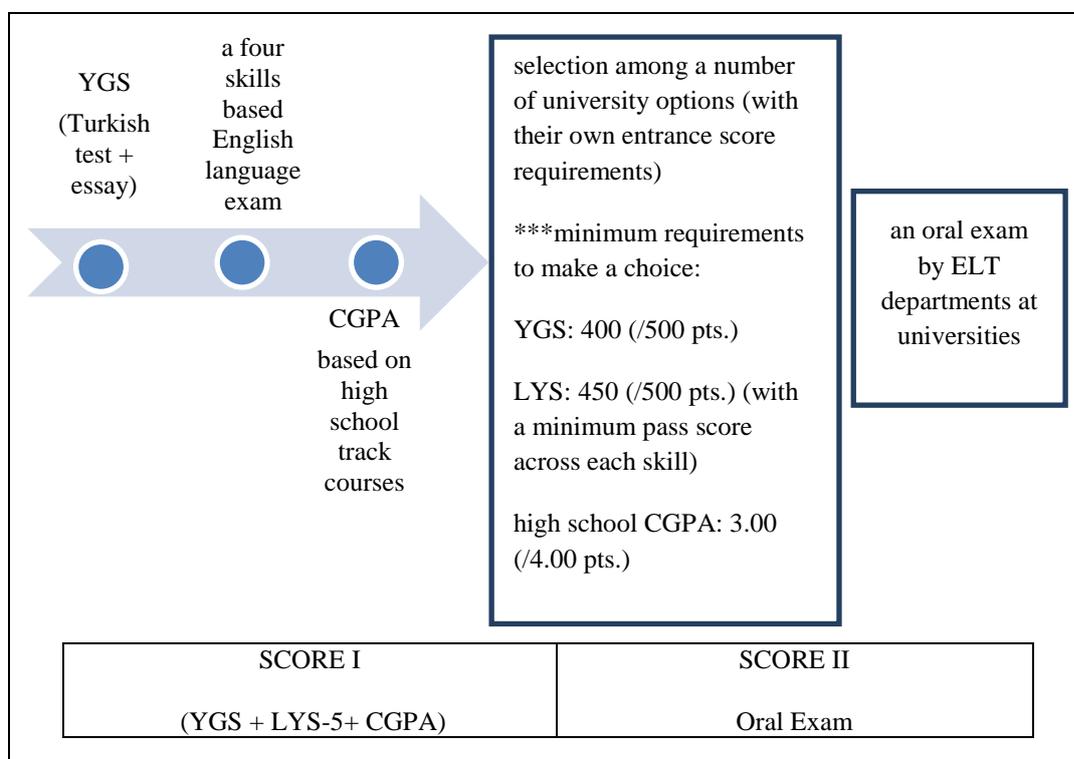


Figure 5.4 A model for pre-service EFL teacher admission process

Depending on the results of the study, the current study suggests a model for pre-service EFL teacher admission process, as seen in the figure 5.4. above. It is suggested that pre-service EFL teachers could sit YGS exam and could be required to take only the Turkish section of the exam given that Turkish language, as the mother tongue, is directly related to the major field of pre-service EFL teachers, as also suggested by the participants. However, it should be noted that some participants of the study valued math and science courses as they believed they were directly related to the real life outside, created a different vision, and helped develop analytic thinking skills in individuals. This is why though it is not specified in the model presented above, pre-service EFL teachers could still be held responsible for the content of these courses. However, if this is the case, the score these teachers will receive in such tests should be effective in their final scoring to a minimum level. Stating this, YGS, in this sense, could go onto be a multiple choice exam as it is currently, yet a written component could be added into the exam, and pre-service EFL teachers could

be asked to write an essay on given questions that will require them to think and respond critically. Then as further suggested by the participants of the study, pre-service EFL teachers should be required to take an English language exam, either a newly adapted version of LYS-5 or a new language test, in which test takers are assessed on their proficiency across different language skills. The critical point to bear in mind at this point should be that pre-service EFL teachers should be required to have a minimum score across each skill, in addition to one minimum overall score.

Besides, since CGPA is believed to be an overall summary of how much pre-service EFL teachers have already exerted themselves at high school, it could go on being taken into account by a certain ratio. In this respect, the CGPA score which is taken only out of the language track courses at high school – i.e. Turkish as the mother tongue and English as the foreign language - could be added into the total exam score pre-service EFL teachers have already received. After pre-service EFL teachers' scores are calculated, they will be able to choose amongst a certain number of universities if they meet the minimum requirements for university selection, which in this case could be 350 (out of 400) for YGS, 450 (out of 500) for LYS-5 (with minimum pass scores in each skill), and 3.00 for CGPA. If they are eligible and able to meet the minimum requirement scores set by universities, they will be welcomed to take an oral exam by EFL teaching departments.

The oral exam should be conducted by the departments of foreign language teaching at universities under the faculties of education. First, the committee to conduct the interviews should be those academicians who are knowledgeable about language and teaching in theory and are from the field of English language teaching (and also possibly from educational sciences). It could also be beneficial if an English teacher with real hands-on teaching experience so that they can contribute to theory with their real practices of language teaching. In addition to these members, since the participants kept highlighting the importance of psychological and mental well-being of the candidates, there could be a psychologist to observe and see into the well-being of the candidates. Second, the medium of the exam could be both Turkish and English so that not only how well pre-service EFL teachers could speak English but

also how well they could express themselves in their mother tongue could be observed. Moving onto the means of assessment, the committee members could give the candidates tasks or cases to respond to along with the questions they pose. While assessing the candidates, as revealed by the results of the study, the committee members could make use of a checklist to assess the candidates on their motivation, teaching aptitude, social side, personality traits, psychological, mental and physical well-being, potential qualities for being a language teacher, skills of communication with human beings, love for teaching, patience, manners, attitudes, self-expression, and self-confidence to be a language teacher and to be a language teaching department. Finally, to get a better grasp of the candidates on the aforementioned points to take into account, the committee could ask the candidates in advance to prepare a portfolio on themselves, including but not limited to a video shot by the candidates and a letter of intent, and present this portfolio in the oral exam. In a video and in a letter of intent, the participants could give a more detailed picture of who they are along with their capabilities and future plans and what their drives to be in a teaching department and to be a language teacher are. The candidates could include in the portfolio some nonacademic aspects of their own personal and social lives, as well.

5.4.2.1. Implications for Policy Makers

In relation to the university admission model suggested above, some implications could be drawn for policy makers. To begin with, if an open-ended component is to be added into the admission process, policy makers first need to make sure that the Turkish education system supports and prioritizes critical thinking and writing skills in mother tongue so that open-ended questions could be asked in examinations, especially in YGS. Then they need to make sure that there is a competent and objective committee of examiners, preferably consisting of knowledgeable and experienced teachers and/or academicians, to evaluate the essays by pre-service EFL teachers. To guarantee this, it is of great importance that the committee is trained and competent in doing assessment. Besides, there should be a well-designed rubric for the committee to use in grading the essays. Second, to be able to adapt the current

language exam into a four language skills based English proficiency exam, first a four language skills based language education should be adopted earlier on from the beginning of language education at schools. Pre-service EFL teachers should then be trained in English across four language skills so that they could be assessed through a four language skills based language exam in the admission process. In addition, policy makers need to make sure that there is competent and objective committee of examiners, preferably consisting of knowledgeable and experienced teachers and/or academicians, to evaluate the productive sections of the language exam. The committee should be trained and competent in doing assessment, and they need to make use of a well-designed rubric to grade pre-service EFL teachers' language skills in written and spoken components. Third, in relation to CGPA scores, it is important that policy makers consider training teachers at MoNE schools so that standardization and objective evaluation of student success could be achieved, and CGPA scores will be negatively affected by lack of standardization and objective judgment to a minimum degree. Next, policy makers need to make sure that standardization and objectivity are achieved in oral exams, as well. They should take precautions or have a control mechanism to check that standardization and objectivity are achieved to a great extent in oral exams by different universities in terms of the content, administration and committee members. Specific to the portfolios suggested for the oral exam, objectivity in assessment should be sustained with the help of a well-designed rubric, for which teacher educators should be consulted. To add, in the admission process, the MoNE, HEC, and ÖSYM should work collaboratively for the ideas mentioned above to be put into practice, and they should seek consultation from teacher educators at universities to improve the admission practices.

The results of the study have brought up some further implications for policy makers to consider related to the high school education of pre-service EFL teachers. First, policy makers could consider the possibility that students take a gap year before they take university entrance exams because, as some participants believed, it is quite hard and tiring for pre-service EFL teachers to go on their last year high school education and get ready for university exams at the same time. This gap year could

give not only pre-service EFL teachers but also students from other tracks a chance to relax a bit and get ready for university without having to worry about passing their high school courses. Next, given that students in Turkey need to choose their careers at an age as early as 17 or 18 and they may feel lost in the decision making process, there should be more guidance facilities for students at high school. Besides, as stated earlier on, psychology is believed by the participants to be one of the crucial elements. Given that psychology is a construct that changes over time and is quite hard to make a decision on within a limited amount of time, the psychological condition of pre-service EFL teachers could be kept track of throughout their high school education so that a better view of a person's psychology could be drawn before their admission. In addition, for there were some participants who believed in the merit of once-existing teacher training high schools and thus suggested their come back, it could be a good idea for policy makers to investigate into advantages and disadvantages of teacher training high schools and reconsider their place of in the education of pre-service EFL teachers.

5.4.2.2. Implications for Teacher Educators

In relation to the admission model suggested above, some implications could be drawn for teacher educators. As stated earlier on, teacher educators should contribute to the improvement of the admission process of pre-service EFL teachers into teaching departments. To this end, with their experience and expertise, they should have a say and willing to provide consultation to policy makers on the content of questions in YGS and LYS-5, training of committee members to do the grading in these exams, and the development of the rubric the members will use in grading the exams. In addition, teacher educators should take an active part in the training of MoNE teachers on how to do assessment and evaluation in a standard and objective way. With their studies and contributions to literature, they should also be active agents in the development of a rubric to assess the qualities to take into account in a pre-service EFL teacher during an oral exam.

5.4.3. EFL Teacher Recruitment Process by the MoNE

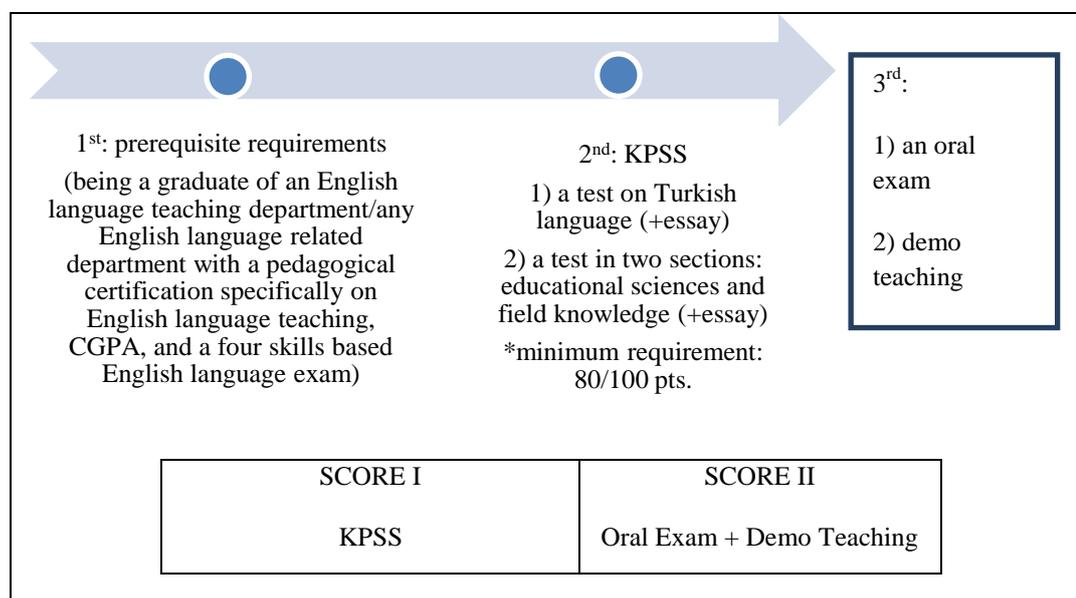


Figure 5.5 A model for EFL teacher recruitment process by the MoNE

Depending on the results, the current study suggests a model for EFL teacher recruitment process for MoNE schools, as seen in the figure 5.5. above. The model consists of three basic steps. First of all, EFL teachers need to meet the prerequisite requirements to be able to sit KPSS. These requirements include being a graduate of an English language teaching department or any English language related department and having a pedagogical certification specifically on English language teaching, having a minimum CGPA score (i.e. 3.00 points out of 4.00), and having a certain level of language proficiency. In relation to EFL teachers' language proficiency, as specifically suggested by one participant in the study, pre-service EFL teachers should be required to sit a centralized four skills based English language proficiency exam at the end of their second year at university. It should be only when they demonstrate a certain minimum level of language proficiency across each skill that they should be allowed to go on their studies at university. It is also suggested that a similar exam should be taken by pre-service EFL teachers at the end of the fourth year so that they could graduate from university. In the recruitment process, in this respect, a certain level of proficiency across each skill should be asked as a

prerequisite requirement before EFL teachers can take KPSS. These aforementioned prerequisites will only be the requirements to be met in the beginning without any value to add into the recruitment process. In the case of language examination, though, EFL teachers should be asked to renew their language examination score in case they do not sit KPSS sometime after their graduation.

In the second step, it is suggested that EFL teachers could sit KPSS in two sessions, each one-week consecutively. In the first session, EFL teachers could take a test on Turkish language, which consists of multiple choice questions along with an open-ended written component added into the exam. In this sense, EFL teachers could be asked to write an essay on given topics (not necessarily only related to their profession but also general issues) that will require them to think and respond critically. However, it should be noted that some participants of the study valued math as they believed it was directly related to the real life outside, created a different vision, and helped develop analytic thinking skills in individuals. This is why though it is not specified in the model presented above, EFL teachers could still be held responsible for the content of this course in KPSS. However, if this is the case, the score these teachers will receive in such a test should be effective in their final KPSS score to a minimum level.

In the second session, EFL teachers could be asked to take an exam that combines the knowledge of educational sciences and field together in two different parts of the same exam. The test could consist of multiple choice questions along with a written component added into the test. In this sense, EFL teachers could be asked to write an essay on given topics (related to their profession) that will require them to think and respond critically. The educational sciences part of this test could be both in Turkish and English language; in the application process for KPSS, EFL teachers could choose whichever language they would like. This way no EFL teachers will be put at a disadvantage because of the medium of instruction at the universities they have graduated from. Nevertheless, the field knowledge part of this test should be in English, and as suggested by some participants, the contents of linguistics and literature should not be asked in isolation but be in specific relation to English

language teaching, and there should be questions that aim different levels of language teaching, both in terms of target learner groups and proficiency levels. For the first and second sessions of KPSS, the minimum requirement to take the oral exam in the next stage could be as high as 80 out of 100 points, as suggested by the participants of this study.

In the third step, EFL teachers, if they meet the minimum requirements in the previous step, are suggested to take a centralized oral exam in two stages: they first could have a face to face oral exam with a committee, and then, they could give a demo teaching to the committee. It is suggested that only those who are found to be satisfactory by the committee in the oral exam should take the second stage of demo teaching. The committee for the oral exam should consist of those academicians from the field of English language teaching and educational sciences. It could be ideal if there are also an experienced English language teacher who knows the practice of teaching and a psychologist who can evaluate EFL teachers beyond their professional knowledge, as previously suggested by the participants of the study. It is of great importance that these committee members are trained in conducting oral exams and doing assessment. The committee could ask EFL teachers questions on their field and the questions they ask should help understand how competent an English teacher is. The medium of the exam could be both Turkish and English so that not only how well EFL teachers could speak English but also how well they could express themselves in their mother tongue could be observed. As suggested by the participants of this study, EFL teachers' teaching competence, classroom management skills, motivation, skills of communication, psychological, mental and physical condition, social side, personality traits, patience, love for teaching, and self-expression should all be checked before they are recruited. In the oral exams, they could be given cases to respond to or even be asked to submit a portfolio covering their earlier teaching practices (in school experience/practice teaching courses), teaching philosophies, letter of motivation, teaching videos, lesson plans, assignments, reflective thinking processes, diaries, and references/comments by their mentors at schools and supervisors at university. Specifically, in the demo teaching,

EFL teachers could be asked to write lesson plans and/or adapt teaching materials in addition to their demo teaching.

5.4.3.1. Implications for Policy Makers

The model suggested in this study for the recruitment of EFL teachers by the MoNE bears some implications for policy makers. To begin with, as stated before, this model suggests that there should be some prerequisite requirements before EFL teachers could sit KPSS. Of these requirements, policy makers should make sure that it is those graduates who are certified to be English language teachers to be recruited as English teachers. Policy makers should specifically make sure the graduates of other language related departments are trained and guided to develop their pedagogical knowledge and competencies before they are recruited by the MoNE.

In relation to CGPA score, on the other side, policy makers need to take necessary precautions and encourage teacher educators to sustain standardization and objectivity in the calculation of university CGPA scores. With this aim, they could revisit the standards for English language teachers and make sure that teacher educators in each teaching department across the nation make use of assessment tools and criteria that are in line with the standards to be achieved. If necessary, training facilities should be encouraged and provided to teacher educators in the development of course content, tools, and criteria to be implemented.

To add, as previously stated, the participants of the study complained about EFL teachers' lack of English language proficiency, especially in speaking, and suggested that EFL teachers needed to demonstrate a high level of English language proficiency. This is why policy makers should make sure that there are those courses in teacher education programs in which EFL teachers will go on receiving English language education at university to help them sustain and increase their proficiency in English. As of proficiency assessment in the middle and end of EFL teacher education program, policy makes should make sure that there is a competent and objective committee of examiners, preferably consisting of knowledgeable and

experienced teachers and/or academicians, to evaluate written and spoken components of the language exams. This committee should be trained in assessment. Besides, policy makers should make sure that there is a well-designed rubric for the committee to use in grading. In the development of the test and its grading, policy makers should seek assistance from teacher educators at English language teaching departments.

Second, if an open-ended component is to be added into KPSS, both into the first and second sessions, policy makers first need to make sure that EFL teacher education programs support and prioritize critical thinking and writing skills, not only in mother tongue but also in English. Besides, they need to make sure that there is a competent and objective committee of examiners preferably consisting of knowledgeable and experienced teachers and/or academicians, to evaluate the essays by EFL teachers. To guarantee this, it is of great importance that the committee is trained and competent in assessment. Besides, there should be a well-designed rubric for the committee to use in grading the essays both in the test on Turkish language and educational sciences and field knowledge test in KPSS.

Related to the oral exam and demo teaching, it is important that standardization and objectivity in assessment should be sustained. In this sense, there could be a question bank from which questions are to be chosen, and the process could be recorded. The committee members could also be anonymously appointed through a centralized system, and they could rotate from one oral exam to another. Besides, a well-designed rubric should be used for assessment in oral exams, and a supreme board of committee members, to which EFL teachers could turn to if not content with their assessment, could be founded to keep track of the assessment practices in the recruitment process. In all the steps of the recruitment process, the MoNE, HEC, ÖSYM, and EFL teaching departments should collaborate with and seek consultation from one another, whenever necessary.

5.4.3.2. Implications for Teacher Educators

The model suggested in this study for the recruitment of EFL teachers by the MoNE bears some implications for teacher educators. In relation to the prerequisite requirement of CGPA, first teacher educators at teaching departments across the nation need to collaborate and sustain coordination with one another to make sure that their assessment and evaluation practices in their courses are standard and objective as much as possible. In this regard, they should be willing to collaborate with and guide policy makers with their knowledge and expertise and should demand further training, if needed. Besides, teacher educators should design their courses in such a way that will help EFL teachers sustain and increase their proficiency in English. Language teacher educators should also collaborate and have a say in the development and assessment of the language examination that pre-service EFL teachers are suggested to take in the second and last years at university, and they, in the respect, could collaborate with schools of foreign languages. The content of questions and the assessment rubric to be used in this language exam should be prepared under the guidance of teacher educators' knowledge and expertise. They should also take an active role in the assessment committee and ask for further training in this matter, if needed.

To add, related to the KPSS stage, teacher educators should remember throughout the program to reinforce critical thinking and writing skills of pre-service EFL teachers in both the mother tongue and English. Rather than perceiving language teaching methodology, literature, linguistics, and educational sciences as fields which are independent of and separate from one another, teacher educators should remember to link each and every course at language teaching departments to the profession of language teaching and should help pre-service EFL teachers to see the possible links between these branches and how they could make use of each in their future profession. Additionally, they should guide policy makers to make sure that there is a standardization of EFL teacher education curriculum across universities in Turkey and the content of KPSS is in line with what they teach at university.

Finally, to sustain standardization and objectivity in oral exams, this study has already suggested that a question bank could be prepared so that EFL teachers will be asked more or less the same or similar questions in the oral exam. Teacher educators, in this sense, should collaborate and have a say in the questions to be asked to EFL teachers from the bank, and they need to make sure that these questions are related to the field and profession, but nothing else.

5.4.4. EFL Teacher Recruitment Process by Universities

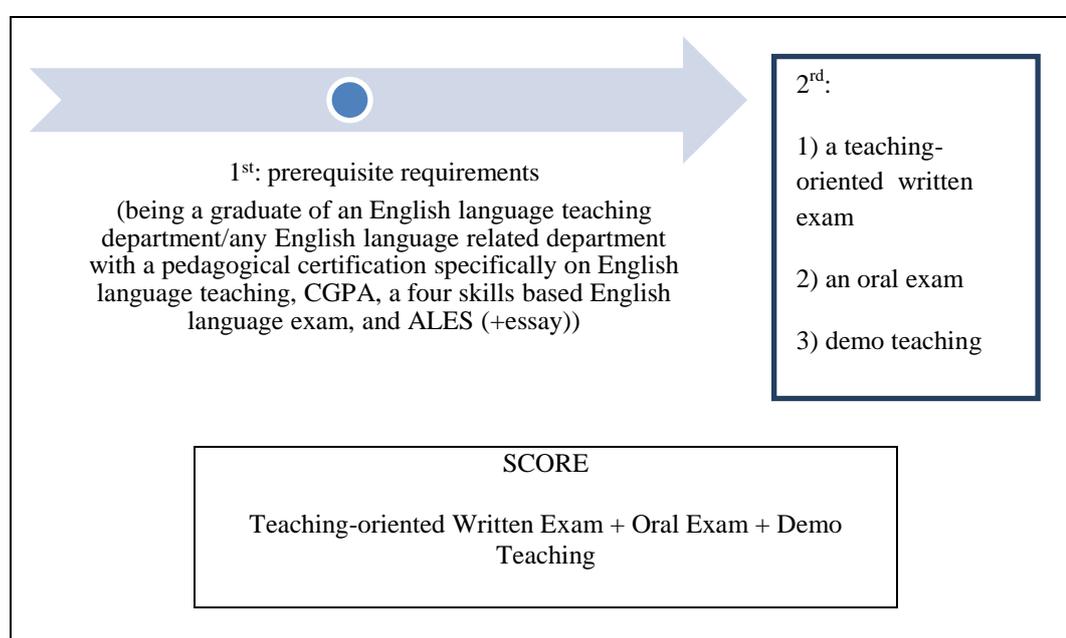


Figure 5.6 A model for EFL instructor recruitment process by universities

Depending on the results, the current study suggests a model for EFL teacher recruitment process for universities, as seen in the figure 5.6. above. The model consists of two basic steps. First of all, EFL teachers need to meet the prerequisite requirements. These requirements include being a graduate of a language teaching department or any English language related department and having a pedagogical certification specifically on English language teaching, having a minimum CGPA score (i.e. 3.00 points out of 4.00), and having a certain level of English language proficiency. In relation to EFL teacher language proficiency, the study suggests that pre-service EFL teachers should be required to sit a centralized four skills based

language proficiency exam at the end of their second year at university. It should be only when they demonstrate a certain minimum level of language proficiency across each skill that they should be allowed to go on their studies at university. It is also suggested that a similar exam should be taken by pre-service EFL teachers at the end of the fourth year so that they could graduate from university. In the recruitment process, in this respect, a certain level of language proficiency across each skill should be asked as a prerequisite requirement before recruitment. Finally, EFL teachers could be required to sit ALES, only the Turkish section with an open-ended component to be added. In ALES, EFL teachers could write an essay on general topics, as well as on their field, and the questions they respond to may require them to think and write critically. It could be only when EFL teachers score minimum 80 out of 100 points in the verbal section of the exam and when they meet all the other requirements that they will be able to apply for university positions and go onto the second stage. However, it should be noted that some participants of the study valued math as they believed it was directly related to the real life outside, created a different vision, and helped develop analitic thinking skills in individuals. This is why though it is not specified in the model presented above, EFL teachers could still be held responsible for the content of math in ALES. However, if this is the case, the score these teachers will receive in such a test should be effective in their final ALES score to a minimum level. These aforementioned prerequisites will only be the requirements to be met in the beginning without any value to add into the recruitment process. In the case of English language examination and ALES, though, EFL teachers should be asked to renew their exam scores in case they do not apply for positions at universities sometime after their graduation.

In the second step, EFL teachers, if they meet the minimum requirements in the previous step, can apply for job positions at universities, and all EFL teachers who meet the prerequisites are allowed into the second stage. In this process, EFL teachers could first take a teaching oriented written exam in English by universities, and only those found to be satisfactory in the written exam might have a chance to take a face to face oral exam with a committee. Then they could give a demo teaching to the committee only if they are found to be satisfactory in the oral exam.

The committee for the oral exam should consist of those academicians from the field of English language teaching and educational sciences. It could be ideal if there are also an experienced language instructor who knows the practice of language teaching and a psychologist who can evaluate EFL instructors beyond their professional knowledge, as previously suggested by the participants of the study. It is of great importance that these committee members are trained in conducting oral exams and doing assessment. The committee could ask EFL instructors questions on their field and the questions they ask should help understand how competent an English instructor is. The medium of the oral exam could be both Turkish and English so that not only how well EFL instructors could speak English but also how well they could express themselves in their mother tongue could be observed. As suggested by the participants of the study, EFL instructors' teaching competence, classroom management skills, motivation, skills of communication, psychological, mental and physical condition, social side, personality traits, patience, love for teaching, and self-expression could all be checked before they are recruited. They could be given cases to respond to or even be asked to submit a portfolio covering their earlier teaching practices (in school experience/practice teaching courses), teaching philosophies, letter of motivation, teaching videos, lesson plans, assignments, reflective thinking processes, diaries, and references/comments by mentors at schools and supervisors at university. Specifically, in the demo teaching, EFL teachers could be asked to write lesson plans or adapt teaching materials in addition to demo teaching.

5.4.4.1. Implications for Policy Makers

The model suggested in this study for the recruitment EFL instructors by universities bears some implications for policy makers. To begin with, as stated before, this model suggests that there should be some prerequisite requirements before EFL instructors could apply to university positions. Of these requirements, policy makers should make sure that it is those graduates who are certified to be English language teachers to be recruited as English teachers. Policy makers should specifically make sure the graduates of other language related departments are trained and guided to

develop their pedagogical knowledge and competencies before they are recruited by the universities, as previously mentioned in the model for the MoNE.

In relation to CGPA score, on the other side, policy makers need to take necessary precautions and encourage teacher educators to sustain standardization and objectivity in the calculation of university CGPA scores. With this aim, they could revisit the standards for English language teachers and make sure that teacher educators in each teaching department across the nation make use of assessment tools and criteria that are in line with the standards to be achieved. If necessary, training facilities should be encouraged and provided to teacher educators in the development of the course content, tools, and criteria to be implemented.

To add, as previously mentioned, the participants in the study complained about pre-service EFL teachers' lack of English language proficiency, especially in speaking and suggested that EFL teachers needed to demonstrate a high level of English language proficiency. This is why policy makers should make sure that there are those courses in teacher education programs in which EFL teachers will go on receiving English language education at university to help them sustain and increase their proficiency in English. As of proficiency assessment, policy makers should make sure that there is a competent and objective committee of examiners, preferably consisting of knowledgeable and experienced teachers and/or academicians, to evaluate written and spoken components of the language exams. This committee should be trained in assessment. Besides, policy makers should make sure that there is a well-designed rubric for the committee to use in grading. In the development of the test and its grading, policy makers should seek assistance from teacher educators at English language teaching departments.

In relation to ALES, finally, policy makers should need to make sure that there is competent and objective committee of examiners, preferably consisting of knowledgeable and experienced teachers and/or academicians, to grade the essays that candidate EFL instructors write in ALES. This committee should also be trained in doing assessment, and they should make use of a well-developed rubric to use in

grading. Again, policy makers could consult and seek guidance from expert academicians in the development of this rubric.

Related to the written exam, face to face oral exam, and demo teaching in the second step, it is important that standardization and objectivity in assessment should be sustained. In this sense, there could be a question bank from which questions are to be chosen, and the oral exam and demo teaching processes could be recorded. Besides, the committee members could be anonymously appointed through a centralized system, and they could rotate from one oral exam to another. This committee should also use a well-designed rubric for the assessment of the written and oral exams and demo teachings. Further, a supreme board of committee members, to which EFL instructors could turn if not content with their assessment, could be founded to keep track of the assessment practices in the recruitment process. To add, it is important that policy makers consult teacher educators and schools of foreign languages about the content and tools of assessment during the recruitment process so that English instructors that appeal to the needs of universities could be recruited.

5.4.4.2. Implications for Teacher Educators

The model suggested in this study for the recruitment EFL instructors by universities bears some implications for teacher educators. First, in relation to the prerequisite requirements, teacher educators at language teaching departments across the nation need to collaborate and sustain coordination with one another to make sure that their assessment and evaluation practices in their courses are standard and objective as much as possible. In this regard, they should be willing to collaborate with and guide policy makers with their knowledge and expertise and should demand further training, if needed. Besides, teacher educators should design their courses in such a way that will help EFL teachers sustain and increase their proficiency in English. Teacher educators at English language teaching departments should collaborate and have a say in the development and assessment of the language examination that pre-service EFL teachers are to take in the second and last years at university, and they,

in the respect, should collaborate with schools of foreign languages. The content of the questions and the rubric to be used in grading should be prepared under the guidance of teacher educators' knowledge and expertise. They should also take an active role in the assessment committee and ask for further training in this matter, if needed.

To add, related to ALES, teacher educators should remember throughout the program to reinforce pre-service EFL teachers' critical thinking and writing skills in both the mother tongue and English. Finally, to sustain standardization and objectivity in oral exams, as this study has already suggested, a question bank could be prepared so that EFL instructors will be asked more or less the same or similar questions in their oral exams. Teacher educators, in this sense, should collaborate and have a say in the questions to be asked to EFL teachers from the bank, and they need to make sure that these questions should be related to the field and profession, but nothing else.

5.5. Further Implications for EFL Teacher Education Programs

In the previous sections, some implications related to EFL teacher education have already been provided whenever necessary, yet the study bears some further implications related to language teacher education programs, as suggested by the participants of the study.

To begin with, always bearing in mind that teaching is an important profession, teacher educators in language teaching departments, especially advisors/supervisors, should do their best to inform pre-service EFL teachers about possible job opportunities and recruitment processes after they complete their education. To achieve this, the MoNE, HEC, and universities should sustain coordination and keep on informing and supporting teacher educators to keep themselves up-to-date about the processes and engage in activities to inform pre-service EFL teachers about recruitment. In this respect, teacher educators and advisors/supervisors should keep a closer track of their students from the very beginning of teacher education programs and guide those who do not prefer to be language teachers to other fields of study

and profession over time, before it is too late. This close watch of pre-service EFL teachers should not only be limited to their education, but it should also include their psychological well-being throughout the program. Keeping on mind that teacher psychology is an important concern in the profession, the suggested recruitment models value the psychological well-being of EFL teachers in their recruitment. Given the importance of teacher psychology, pre-service EFL teachers should be kept track of for their psychology and guided to professionals, if needed, before they start the profession. Finally, in addition to all above, pre-service EFL teachers should be informed about administrative and teaching/assessment related paper work that the profession requires, as suggested in the results of the study. When they are informed by their educators or advisors/supervisors about the paper work that they will need to deal with, EFL teachers will be prepared and will not feel lost or under stress in the profession.

Besides, there could be some changes in the teacher education model in Turkey. Especially to help eliminate those who are not sure whether or not they are motivated to be a language teacher, a model of (2+2) or (4+2) could be implemented, as suggested by some participants. In this way, after receiving general education on language for a certain period of time, pre-service EFL teachers could take courses specifically on language teaching, and if they do not prefer to be a language teacher, then they could be guided into other fields or professions from that point and on. These models, in a way, could also prevent those who are not a graduate of language teaching departments from being a language teacher, which would please some participants who suggested eliminating the number of EFL teaching departments.

In addition, as it was suggested by the participants, the course content in language teacher education programs should go through a standardization process. This way, there will be no differences between the knowledge and capabilities of graduates of language teaching programs, and no EFL teachers will be put at disadvantage in the exams before their recruitment. To add, EFL teacher education programs should prepare EFL teachers to real life, specifically to the conditions of the Turkish context they will have to face once they graduate. In this respect, language teacher education

programs, as suggested in the results of the study before, should also cover the text books (or any other course materials) that target the Turkish educational context.

Next, with regards to school experience/practice teaching courses, as suggested by the participants, pre-service EFL teachers could take a longer and extended period of teaching practice starting from the initial semesters and on, along with other courses. They could alternatively finish their departmental courses in the initial years and engage only in practice teaching in the following years both at MoNE schools and universities, where English is taught as a foreign language. As another suggestion by one participant in the study, a research/practice school for language teaching departments could be founded, and pre-service EFL teachers could have their school experience/practice teaching in these schools. This will be useful especially for the portfolios EFL teachers will bring along into the recruitment process as a proof of their knowledge, skills, and experience in teaching. If policy makers require teaching departments to set a practice/research school, pre-service EFL teachers will be able to have at-home and closely-traced real hands-on teaching practice and an easier chance to compile their portfolios. However, as it should be noted, it is of great importance that supervisors at the department and mentors at schools should guide, assist, and collaborate with the candidates in the preparation of their portfolios.

Furthermore, EFL teaching programs could be divided into tracks depending on the levels (primary, secondary, high school, or university) to be a teacher at, as suggested in the results of the study. It could be this way that pre-service EFL teachers could choose the track they are interested in and receive more courses on their track, which could also pave the way for the officials to accept the candidates into job positions by need depending on their track. As further suggested by the participants, the quality of EFL teacher education programs should be increased. To achieve this, there should be studies on how to increase the quality of education, and a certain level of teaching quality should be assured in EFL teaching programs so that there will be less need for a meticulous and comprehensive assessment and evaluation process to eliminate EFL teachers before their recruitment.

5.6. Further Implications for EFL Teacher Educators and Policy Makers

In the study, it was seen that the participants did not believe the MoNE or HEC took into consideration the EFL teacher competencies in the hiring of English teachers. With this result on mind, the present study suggests some implications for EFL teacher educators and policy makers in relation to teacher competencies defined for EFL teachers. Given that different EFL teacher competencies are outlined across different domains for English teachers in Turkish context, it is important that EFL teacher educators design their courses, select instructional tools, and increase educational facilities in such a way that they will serve as means for pre-service EFL teachers to develop the competencies that are aimed for English teachers. In addition, policy makers should make sure that the MoNE and universities take into consideration these competencies in their hiring process. Acknowledging that all the competencies defined for EFL teachers are essential for these teachers to be effective in their profession, policy makers should adapt the already available recruitment practices so that effective EFL teachers could be hired depending on their professional competencies. Policy makers, in this sense, should have control mechanisms to make sure that each and every assessment practice for recruitment is organized around these competencies and aim to measure whether or not English teachers have mastered these competencies.

5.7. Further Implications for Researchers

Depending on the discussion so far, the present study has implications for researchers, as well, about teacher education and assessment practices. Specifically of EFL teacher education practices, researchers could conduct studies and suggest teacher training programs for language skills development both at high school and university levels, considering that the suggested models emphasize the importance of four skills based language exams. Besides, there could be some studies on different teacher education models at university so that school/practice teaching experience could be redesigned in the best way possible if it is to be taken into account in the recruitment process. Different ways of adopting school/practice teaching experience

into the recruitment processes and its assessment should also be focused on by researchers. What is more, to increase the quality of EFL teacher education, accreditation studies could be conducted by administrative bodies, and researchers could work on the practical outcomes of these studies. Additionally, researchers could focus on the possible benefits and drawbacks of practice/research schools for faculties of education at universities. To add, researchers could study on the design and evaluation of the possible facilities to inform pre-service EFL teachers about the recruitment practices in Turkey.

Specifically of assessment practices, on the other side, researchers could concentrate on a possible training program design to help MoNE teachers and teacher educators to be more objective and standard in their assessment policies, especially now that the recruitment models above consider taking CGPA grade into account. A similar training program design could also be worked on for the committee members who are to assess the production-based sections in the centralized exams and who are to conduct oral exams under the suggested models. Researchers could further conduct studies to determine/evaluate the rubrics to be used in the assessment of already mentioned production-based sections in the centralized exams. In a similar way, there could also be studies on the rubric to be used for the assessment of oral examinations and demo teachings in the suggested recruitment processes.

In addition, researchers could investigate into different pre-service EFL teacher admission and EFL teacher recruitment practices abroad and come up with suggestions that could be adopted or adapted into the Turkish context. Considering the models this study suggests, on the other side, researchers could further could conduct studies on the percentages of the assessment components and come up with suggestions on the weight of each component to be taken into account in the admission of pre-service EFL teachers and the recruitment of EFL teachers. They should also conduct studies to decide whether the percentages of these components should be standard across the whole country or have institutional differences.

On the top of all above, for any improvement in practices of pre-service EFL teacher admission and education and EFL teacher recruitment to take place, it is important that teaching should be first recognized as a prestigious job in Turkish context. Therefore, researchers, institutions and teacher educators alike, should focus on saving the face of EFL teachers and conduct studies to see how to upgrade the perception towards the profession in Turkish context. To achieve this, researchers should collaborate with national institutions and teacher educators.

To cap it all, given that the present study took a foreign language education department at a prestigious university in Turkey and its stakeholders as the case, researchers could conduct similar studies nationwide and investigate the opinions of different stakeholders in different settings. They could especially point out to the opinions of English teachers who are graduates of other language related fields such as linguistics, literature, or translation studies and the opinions of the officials from the MoNE and HEC. In addition to the recruitment practices by the MoNE, researchers could also see into the practices in private education sector. It could be this way that more comprehensive understanding could be developed into pre-service EFL teachers' acceptance and their education, and EFL teachers' recruitment practices in Turkey.

CHAPTER 6

CONCLUSIONS

Spoken by millions of people around the world, English today holds the center stage as an international language that is commonly used in different fields, from business to education. Given the prominence of English language in global scientific, technological, economic, and cultural developments, countries in different corners of the world have started to ponder how they could increase the quality of English language education that they provide to their citizens, and they have already started to educate them as early as primary school, and even kindergarten, so that their citizens could learn the language effectively and secure professional success in future when they graduate from university.

Being well aware of the importance of English in the international arena, Turkey, too, has started teaching English as early as the second grade in its primary school education. It is an undeniable fact that the current status of English around the world necessitates the supply and education of effective English teachers with a good command of English, methodological training, and professional motivation. Therefore, the Turkish government has also started to spare more time, energy, money, and resources to equip language teachers with adequate language competencies and teaching skills in their pre-service and in-service teacher education. Yet still, it is proven that Turkish learners of English are far from being competent in English and rank very low in the list of those countries with high language proficiency, as shown by the results of the latest reports by Education First (EF), an international training company, and in-house reports by the official bodies in Turkey. Amongst different student internal and external factors, it is known that teachers could play a significant role in affecting how well students can learn. This is why language teacher education gains importance even more, leading the Turkish government and educational bodies to investigate into pre-service teacher education

programs and invest more onto language teacher education facilities. Nevertheless, despite the fact that education of pre-service English language teachers is highly valued due to their role in the effective teaching of English, with the current regulations and standardized processes, the admission process of English language teachers to teaching programs and their recruitment for job positions afterwards seem to have been taken for granted in Turkey. It is noteworthy that pre-service EFL teachers' selection and English teacher recruitment processes might have implications for the quality of English language teachers, which could indeed affect student learning and success. Therefore, the present study focuses on the admission of pre-service EFL teachers into English language teaching programs and recruitment of EFL teachers from the perspectives of pre-service EFL teachers, teacher educators, and EFL teachers.

The present study has important implications for the current pre-service EFL teacher admission and EFL teacher recruitment practices in Turkey. Briefly, in Turkey, pre-service EFL teachers first sit the exams YGS and LYS-5, and their high school CGPA score is added onto the scores they have received in these exams before they choose to start a language teaching program. In their recruitment process, on the other side, two different patterns are seen. EFL teachers could either work as an English language teacher at MoNE schools, or they could be hired as English language instructors by universities. In the former, EFL teachers sit an exam called KPSS, which consists of General Aptitude (GA), General World Knowledge (GWK), Educational Sciences (EDS), and Field Knowledge (FK) tests, and they take an oral exam before they are recruited by the ministry. In the latter, candidate EFL instructors are first asked to sit the exams ALES and YDS, and then they take an oral examination by universities. The exam scores and university CGPA score by candidate EFL instructors are taken into account in some certain ratios before they are recruited. Specifically in the processes of the pre-service EFL teacher admission and EFL teacher recruitment by universities, there have been some changes during the course of the study, which is beyond the concern of this study. Therefore, it should be noted that this present study is based on the pre-service EFL teacher

admission process that was implemented between 2010 and 2017 and the EFL teacher recruitment process by universities until June, 2018.

To be able to answer the research questions presented earlier on, an explanatory case study design was adopted, and one state university in Turkey was chosen as the case. The participants of this explanatory case study consisted of undergraduate (from the first to the fourth grade) and graduate (MA and PhD) students of the foreign language teaching department of the university in question along with their teacher educators (lecturers and teaching assistants), and those EFL teachers who had already graduated from this department and teaching English either at MoNE schools or universities. The undergraduate students made up the all target population; criterion sampling, based on whether the students had a low, medium, or high CGPA score, was used to choose the participants for the interview phase of the study, and graduate students were selected through purposive sampling. On the other side, the teacher educator participants were chosen through criterion sampling, depending on their (minimum two) years of assistantship for teaching assistants and (minimum two) years of real English language teaching experience for lecturers. Finally, EFL teachers were selected through purposive sampling with the help of emails and the social media.

To collect data, basically two instruments were used. Undergraduate students and EFL teachers in the study were given a survey that consisted of questionnaire items and open-ended questions, whereas semi-structured interviews in Turkish were conducted with each group of participants. The survey was used to answer the RQ I: 1-2 (Admission Process) and RQ II: 1-2-3 (Recruitment Process), and interviews were conducted to answer RQ I: 1-2 (Admission Process) and RQ II: 1-3 (Recruitment Process). In the survey, basically EPDAD standards and English teacher competencies by the MoNE were implemented, and research questions guided the formulation of the interview questions. The tools first went through a piloting process. The participants of the pilot study were chosen from a university context that was different than the one chosen for the actual study. In the piloting process, the survey was conducted on 100 EFL undergraduate students (twenty five

across each grade) and 30 EFL teachers, who consisted of fifteen MoNE teachers and fifteen language instructors. The interview questions, on the other side, were piloted with 4 undergraduate students (one across each year), 6 EFL teachers (three MoNE teachers and three university instructors), and 3 teacher educators. A close examination of the piloted data required making some adaptations in the tools. Although the reliability analysis on IBM SPSS 20 showed that the Cronbach's Alpha for the survey was already high, some questionnaire items on the survey were deleted and added respectively for validity, and some changes in both the survey and interview questions were made in format and wording for the sake of clarity. After the pilot study, the data collection tools were finalized. The new survey consisted of 112 questionnaire items in three main sections on the admission of prospective English language teachers into programs, their recruitment by the MoNE and universities, and the competencies that were taken into consideration during the recruitment processes. The survey also included eight open-ended questions on the admission and recruitment processes. Specifically of the competencies taken into account in recruitment, the questionnaire items included statements on English teachers' skills of planning and instructional design, helping students develop language skills, assessment and evaluation, school and family collaboration, and professional development. The survey was administered to the student participants by hand, and the teacher participants were sent the survey via e-mail. As stated before, the interview questions were prepared in line with the research questions, and before each interview took place, the participants were individually informed about the admission and recruitment processes for between 20 and 30 minutes. In this briefing, tables and flow charts explaining the processes and sample questions from previous exams were used.

In the end, 266 undergraduate students, 30 EFL teachers from MoNE schools, and 39 EFL instructors took the survey; all the survey data in the study were collected from a total number of 335 participants. In addition, a total number of 34 interviews that lasted between 40 to 80 minutes were conducted in the mother tongue of the participants. 12 of these interviews were conducted with undergraduate students (three from each year); 8 interviews were conducted with graduate students (four

with MA students and four with PhD students); 7 interviews were conducted with teacher educators (four with lecturers who had and did not have hands-on experience in English language teaching and three with teaching assistants with different years of assistantship), and 7 interviews were conducted with EFL teachers (three with EFL teachers from MoNE schools in different levels and four with EFL instructors from state and private universities). The quantitative data at this point went through a reliability analysis one more time on SPSS, and the Cronbach's Alpha was found to be quite high for the survey.

To analyze the quantitative data, IBM SPSS 20 was used for descriptive and inferential statistics. In the beginning, the data from the questionnaire items on the survey were checked against normality before any further analysis was done to obtain the results. It was observed that the data were both normally and non-normally distributed depending on the subsections of the survey. This is why both parametric (one-way ANOVA) and nonparametric (Kruskal Wallis) tests were employed in the analysis of the data. On the other side, the qualitative data from the open-ended questions in the survey and interviews were analyzed by following the content analysis framework suggested by Huberman and Miles (1994, as cited in Creswell, 2013). In the analysis, the software NVIVO 10 was used over the English medium survey responses and Turkish medium interview transcriptions, over which codes, categories, and themes were identified. The results driven from the data collected from the survey and interviews were generally in line with and supportive of one another. The results are summarized below depending on each component of the admission and recruitment processes.

To begin with, related to the selection process of pre-service EFL teachers in Turkey, the participants stated that CGPA was a motivating factor for students to study for their high school courses and was a reflection of how successful pre-service EFL teachers were at high school. However, they questioned how standard and objective the calculation of CGPA scores was for different students given that not all assessment practices were conducted in the same manner by the same agents and that there could be some interfering factors such as high school teachers' conscience,

their wish to sustain classroom management, student and teacher relationships, or institutional differences. Therefore, a more standard and objective assessment of CGPA scores (preferably with a minimum requirement of 3.00 or 3.50 out of 4.00 points), calculation of CGPA scores depending on the track courses students had at high school, or else its removal from the admission process were suggested by the participants. Second, YGS was found to be effective in that it tested the common knowledge provided at high school on subjects that would help pre-service EFL teachers develop their general world knowledge. These subjects included math and science courses, as well, because the content of these courses were relevant to the real life, helped cognitive growth in pre-service EFL teachers, and could be useful in the profession of language teaching in future. Still, YGS was found to be an ineffective tool with its multiple choice questions on courses, specifically math and science, which were not directly related to the field of English language, according to some participants. Removing YGS exam from the system, testing the candidates only on their knowledge and proficiency in English, adding open-ended questions to test the candidates' skills of critical thinking and writing and making interpretations, and asking the candidates to meet the minimum requirement of 300 or 400 out of 500 points were the suggestions by the participants. Third, LYS-5 was found to be effective in testing vocabulary, grammar, and reading, but it was also found to be an ineffective tool because it did not test other language skills, but the test-wiseness of the candidates by means of multiple choice questions. It was suggested that a four language skills based language examination with a minimum requirement of 400 or 480 out of 500 points should be expected from pre-service EFL teachers, with necessary adaptations to be first made in their early English language education. Next, as revealed by the survey results, though the teacher participants disagreed, the student participants believed that university exams were an indicator of the candidates' success in the department. They were content with the objective assessment and elimination of the candidates in the current system, the higher ratio of the language exam, and how the exams reinforced the candidates to study. Yet, the participants were also unhappy and dissatisfied with the current system and believed that the exams did not reflect the success of the candidates. The candidates' learning for the sake of the exams, the admission system lacking any component related to

selecting pre-service EFL teachers, and the exams being based on memorization but not on ability/competence/aptitude to be a teacher were some of the reported drawbacks of the system. Thus, conducting an oral exam with the candidates and taking into account their motivation, skillfulness and potential in teaching and communication, social side, and psychological condition were suggested in the study. Finally, no statistically significant difference between the student participants' opinions in terms of their class year, CGPA, and English language proficiency or between the teacher participants' opinions in terms of their teaching experience was observed.

Related to the recruitment process by the MoNE, the participants stated that General Aptitude and General World Knowledge tests in KPSS were effective because they thought the content of these tests were necessary for EFL teachers to be effective teachers with general world knowledge and keep up with their students. They also believed that EFL teachers should be good at math and Turkish, the former broadening one's vision and parallel to learning a language and the latter being one's mother tongue, the knowledge of which was believed to be an indicator of how successful one could be in another language. Yet, EFL teachers being responsible for the courses that had nothing to do with their major and the content of General World Knowledge test being too specific, detailed, vague, and based on memorization were reported to be the drawbacks by the participants. Therefore, removal of these tests from the recruitment process or doing adaptations, specifically in the content of the General World Knowledge test was suggested.

Second, though Educational Sciences test in the recruitment process was stated to make sense, the participants believed that assessment of knowledge in educational sciences was not done properly in the exam; there was no assessment of teaching in practice, and the questions on the test were asked in Turkish language, creating a disadvantage for those EFL teachers who had their undergraduate education at an English medium university. Therefore, it was suggested that the test could be conducted in English or both in English and Turkish languages, and the content of the test could be blended into the content of the field knowledge.

Next, that there was a test specifically related to the field of English language teaching; English language proficiency of EFL teachers was tested somehow in the field knowledge, and the field knowledge test reinforced the teachers to study for the content of the exam were the strengths of the field knowledge test in KPSS. On the other side, that the content of the exam was based on memorization; there was a mismatch between the content of the exam and the courses that were taught at university, and there were questions on literature, which as a concept could be prone to subjective judgment, were reported to be the drawbacks of the Field Knowledge test. Thus, it was suggested that EFL teachers should be held responsible only for the field knowledge; some open-ended questions should be added into the test putting more emphasis on subject teaching, and if other tests were to stay in KPSS, the ratio of the field knowledge should be higher than the ratio of the other tests in the overall scoring for recruitment.

Furthermore, though they believed in the usefulness of Oral Exam, the participants did not believe it was effective in reflecting EFL teachers' success either at university or in profession. Objectivity in assessment, committee members, the content of questions, the exam being conducted in Turkish for English language teachers, and the difficulty of assessing the constructs on the rubric within a limited amount of time were the major drawbacks reported. Thus, it was suggested that objectivity and standardization in oral exams should be achieved; committee members should consist of those knowledgeable and experienced academicians and educators from the field; the medium of the exam should be English; the oral exam should be based on the assessment of teaching, and EFL teacher should get a minimum score of 80 or 90 out of 100 points to be recruited.

From an overall perspective, the participants did not like the current hiring system by the MoNE and did not believe KPSS was a good means to choose English language teachers, neither did they believe that KPSS reflected EFL teachers' real success at university or was a good indicator of their future success in the profession. Though the assessment of knowledge in theory and standardization in KPSS were the major strengths, the participants believed that lack of a four language skills based language

assessment and multiple choice assessment based on memorization and theoretical knowledge but not teaching competence were the drawbacks of the overall system. Thus, they suggested that there should be other ways of hiring; assessment of EFL teachers' English language proficiency and teaching competence should be done, and EFL teachers should be expected to have a high level of English language proficiency. Besides, in the recruitment process, EFL teachers' university CGPA score, school/practice teaching experience at university, demo teachings, and motivation and communication skills should all be taken into account.

With regards to the recruitment process by universities, that EFL teachers sit math and Turkish sections in ALES was considered to the strengths by the participants because they believed knowledge of math, as an analytical skill, and Turkish, as the mother tongue, were important and necessary for EFL teachers if they planned to teach at university. Yet, the participants still believed that ALES was not a good means to English choose instructors; math was not related to their major, and ALES made up of a high portion in the overall recruitment score. Thus, removal of ALES, lowering its ratio, or accepting it only as a requirement without taking any ratios (70-90 in the verbal section, 70-80 in the analytical section, and 70-90 in the equal section, out of 100 points) were suggested by the participants.

Besides, that at least an English language proficiency exam score was taken into account and EFL teachers were assessed on their vocabulary and reading were reported to be the major strengths of the process, yet the participants did not believe in the merit of YDS because they stated that it was limited in testing real English language proficiency. Therefore, it was suggested by the participants that there should be a four language skills based English language proficiency assessment.

Next, it was believed that CGPA score was a reflection of how successful EFL teachers were during their university education, and therefore, it was somehow good that this score was taken into account for recruitment. Nevertheless, the participants believed there was lack of standardization in how CGPA scores were calculated at university. Considering these, the participants suggested that CGPA should be taken

into account in a higher ratio, or it should be asked only as a requirement to be met with minimum 3.00 or 3.50 points out of 4.00, without taking any ratios.

What's more, in relation to the Oral Exam in the recruitment process, the participants liked the idea that an oral exam was conducted with candidate EFL instructors before recruitment, for an oral exam would reveal much more about a person and their capabilities than on-paper written tests. Nevertheless, they mostly questioned the objectivity (and in some cases the standardization) of assessment in oral exams; thus, they mainly suggested that objectivity and standardization of assessment should be sustained in oral exams. They further added that the committee members should consist of those from the field. Finally, the minimum requirement for EFL instructors to have in the oral exam for recruitment was suggested to be 80 - 90 points out of 100.

Overall, universities having a say in the process, the process consisting of different components each with a certain ratio, tendency by universities to recruit better and more qualified instructors through a more professional recruitment process, and asking the candidates to sit a field based written exam in some cases were all the reported strengths. Yet, the participants in general were unhappy and dissatisfied with the current hiring system. They believed that the total score of ALES and YDS reflected neither EFL teachers' success at university programs nor their future success in the profession; the overall recruitment process was stress provoking, and there was no assessment of teaching competence or teacher motivation in the recruitment process. Thereby, other ways to select EFL instructors for job positions, in which they could be assessed on their teaching competence, was suggested by the participants. It was also suggested that EFL instructors could take a written exam related to the field, and their demo teachings, school/practice teaching experience at university, communication skills, and motivation could all be taken into account in the recruitment process. Further, EFL instructors were suggested to demonstrate a high level of English language proficiency, preferably in a four language skills based English proficiency exam.

Furthermore, in terms of their grade, CGPA, and English language proficiency, there was no statistically significant difference between the student participants' general opinions about the processes and whether the MoNE or HEC took into consideration EFL teacher competencies while hiring them. Similarly, there was no statistically significant difference between the opinions of the teacher participants in terms of their teaching experience.

Specifically, the participants in general tended to disagree that the MoNE or HEC took into consideration the EFL teacher competencies in the recruitment of EFL teachers. For both the MoNE and HEC, it was the teacher participants who in general seemed to be more negative than the student participants towards whether the competencies were taken into consideration in the hiring process. However, compared to the MoNE, the participants in general seemed to be more positive towards whether or not the competencies were taken into account by the HEC. The participants somehow seemed to value how universities did the recruitment more than how the MoNE did. Still, there was a considerable number of those who stated they did not know if the competencies were taken into account by the MoNE or HEC in the recruitment process.

Additionally, the data analysis revealed some issues related to English language teacher education. These included the adaptation of pre-service EFL teachers' high school education, EFL teacher education to start at high school, EFL teacher education models and quality, and school experience/practice teaching opportunities at university. In the study, although the student participants perceived themselves to be qualified to be in a teaching department, the teacher participants believed pre-service English teachers were both qualified and underqualified to be in a teaching department. It was seen that the student participants perceived themselves to be qualified to teach both at MoNE schools and universities. On the other side, although pre-service EFL teachers were perceived to be qualified by the teacher participants to teach at universities, they were regarded to be both qualified and underqualified to teach at MoNE schools. The student participants also stated that they were informed about the ELT program at their university before they started university, whereas the

teacher participants did not believe that pre-service English teachers were so. The student participants further stated that they were not informed about EFL teacher recruitment processes either by the MoNE or universities in Turkey, so did the teacher participants for pre-service EFL teachers. For this, some possible reasons included students' personal neglect to learn about the recruitment processes, lack of knowledge and lack of informing by teacher educators, the vision of EFL teaching departments, and constant changes in the recruitment processes. Therefore, informing of the candidates by teacher educators was suggested. The participants stated that this informing could take place in a must course, or there could be a course designed specifically for this purpose. Additionally, there could be seminars or meetings with practitioners to inform the candidates.

Given all the results, the present study suggests models for pre-service EFL teacher admission and EFL teacher recruitment processes in Turkey. For the admission into EFL teaching departments, it is suggested that the candidates sit YGS exam only for the Turkish section with an additional open-ended essay question and a four language skills based English proficiency exam, onto which high school CGPA score based on track courses is to be added. It is suggested that pre-service EFL teachers could also be held responsible for the contents of math and science courses in YGS, and if this is the case, they should have a minimum effect on these pre-service teachers' final YGS scores. After meeting certain requirements in YGS, four skills based LYS-5, and CGPA, the pre-service EFL teachers can choose amongst a certain number of universities, and if found to be eligible, they are allowed to take an oral exam by the English language teaching departments at those universities.

Besides, the present study also suggests a model for EFL teacher recruitment practices by the MoNE. In this model, EFL teachers first meet some certain prerequisites, such as being a graduate of an English language teaching program or any English language related department and having a pedagogical certification specifically on English language teaching, and meeting the minimum requirements in CGPA and four skills based English language examination which is to be taken both in the middle and end of teacher education programs. Then EFL teachers sit KPSS,

and in KPSS, they take a test on Turkish language and a test that combines educational sciences and field knowledge together, both of which require the teachers to write essays in addition to answering multiple choice questions. It is also suggested that EFL teachers could also be held responsible for the content of math in KPSS, and if this is the case, it should have a minimum effect on these teachers' final KPSS scores. If the teachers meet the minimum requirement in KPSS, they are allowed to take an oral exam; if successful in the oral exam, the teachers can conduct demo teaching.

Finally, the present study suggests a model for the EFL teacher recruitment practices by universities. In this model, EFL instructors first meet some certain prerequisites, such as being a graduate of an English language teaching program or any English language related department and having a pedagogical certification specifically on English language teaching, and meeting the minimum requirements in CGPA, the Turkish section of ALES that requires writing an essay, and a four language skills based English proficiency examination which is to be taken both in the middle and end of teacher education programs. It is also suggested that EFL teachers could also be held responsible for the content of math in ALES, and if this is the case, it should have a minimum effect on these teachers' final ALES scores. If they meet the prerequisites, EFL instructors can take a written test on the field; if successful in the test, they can take an oral exam, and if successful in the oral exam, they can demonstrate demo lessons.

In the results section of this study, the models above are explained in detail along with the implications they bear for policy makers, teacher educators, researchers, and teacher education practices. In a general sense, these implications usually address the assessment done in the admission and recruitment processes and teacher education practices. In this respect, this study comes up with some implications related to the following: production based open-ended components which could be possibly added into the examination process, the assessment of these components, the content of oral examinations, the quality, training, and way of assessment by the committee members who are to grade the open-ended sections and conduct oral examinations,

sustaining objectivity and standardization in any phase of assessment, deciding on the rubric and descriptors for assessment, revision of the available teacher education programs, informing teacher educators and their students on the recruitment processes, collaboration and cooperation of the national bodies, policy makers, teacher educators, researchers, and practitioners, and their contribution to the aforementioned concerns.

The current study is of importance because it investigates into the admission of pre-service EFL teachers into language teaching programs and EFL teacher recruitment practices in Turkey, which has not been addressed much by studies in literature. The results of the study will help policy makers, administrative bodies, and teacher educators to reconsider the admission and recruitment processes along with teacher education practices. The results will also guide researchers into the areas that need further investigation into. Nevertheless, it should be noted that there have been some changes in the admission and recruitment practices while the study was in progress. The study overlooks these changes, but it still bears some implications for the brand new practices. To cap it all, given that this study is a case study taking one state university and its stakeholders as the target of the study, one should remember that the study could yield supportive but still varying results if replicated in other settings.

Finally, this study has some suggestions for researchers. As stated earlier on, this study is a case study whose results are not necessarily generalizable to other settings. Therefore, researchers could conduct similar studies across the whole nation with different participants. For instance, they could investigate the opinions of EFL teachers who graduated from a language related field but not teaching and the opinions of the officials from the MoNE and HEC to come up with a better description of the admission of pre-service EFL teachers into English language teaching programs and EFL teacher recruitment. Researchers could also investigate into different pre-service EFL teacher admission and EFL teacher recruitment practices abroad and come up with suggestions that could be adopted or adapted into the Turkish context. In specific relation to the admission and recruitment models the present study suggests, researchers could further conduct studies on the percentages

of the assessment components and the weight of each component to be taken into account, and come up with suggestions on whether the percentages of these components should be standard across the whole country or have institutional differences. Besides, as stated earlier, there have been some changes in the admission of pre-service EFL teachers and EFL teacher recruitment, specifically by universities. This is why researchers could focus on the changes in the new system to see fully into these new practices. To add, since this study focuses specifically on the centralized recruitment by the MoNE schools, a further study could be conducted into the private sector to understand the EFL teacher recruitment practices in private schools. On the top of everything, though, researchers should collaborate with national institutions and teacher educators and conduct studies to see into the way to help individuals understand the importance of teaching and make teaching profession more prestigious in the eyes of the society.

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APPENDICES

A. APPROVAL OF METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARASTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER



ORTA DOĞU TEKNİK ÜNİVERSİTESİ
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10 EKİM 2017

Konu: Değerlendirme Sonucu

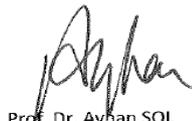
Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi: İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Doç.Dr. Perihan SAVAŞ ;

Danışmanlığınızı yaptığımız doktora öğrencisi Pelin ERDOĞAN'ın "Öğretmen Adaylarının Bölümlere Alım ve İstihdam Süreçleri Üzerine Bir Durum Çalışması" başlıklı araştırmanız İnsan Araştırmaları Etik Kurulu tarafından uygun görülerek gerekli onay 2017-EGT-162 protokol numarası ile 15.10.2017 – 30.12.2018 tarihleri arasında geçerli olmak üzere verilmiştir.

Bilgilerinize saygılarımla sunarım.


Prof. Dr. Ayhan SOL

Üye

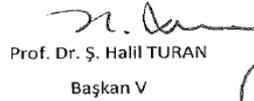
BULUNAMADI

Doç. Dr. Yaşar KONDAKÇI

Üye


Yrd. Doç. Dr. Fınar KAYGAN

Üye


Prof. Dr. Ş. Halil TURAN

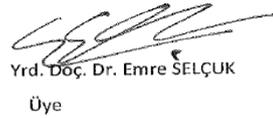
Başkan V


Prof. Dr. Ayhan Gürbüz DEMİR

Üye


Doç. Dr. Zana ÇITAK

Üye


Yrd. Doç. Dr. Emre SELÇUK

Üye

B. STUDENT SURVEY

PART I: DEMOGRAPHIC INFORMATION

I. Please complete the demographic information below.

*** (If you cannot remember, write a rough score.)

1. Class/Year: _____ 2. Section: _____ 3. Age: _____

4. Gender: Male _____ Female _____

5. ***Current Cumulative Grade Point Average (CGPA): _____/4.00 (or 100.00)

6. Which high school did you graduate from? _____

7. How proficient do you think you are in English?

A1-A2 Basic User <input type="radio"/>	B1-B2 Independent User <input type="radio"/>	C1-C2 Proficient User <input type="radio"/>
---	---	--

8. Have you ever taken an English language proficiency test before?

Yes: _____ No: _____ If yes, indicate the name of the test: _____

*** Your score: _____

9. What is your English Proficiency Exam (EPE) score? *** EPE Score: _____

10. What are your YGS and LYS scores? ***YGS: _____ ***LYS: _____

11. Did you attend a preparatory school at your university? Yes: _____ No: _____

12. Are you an international student? Yes: _____ No: _____

If yes, indicate your country: _____

If yes, what is your reason to be in this department?

13. Are you planning to have a master's or a PhD degree in the future? Yes: _____ No: _____

If yes, please put a tick and circle the field. If other, please indicate it:

a master's degree in the field of ELT / Linguistics / Literature / Educational Sciences/ Other

a PhD degree in the field of ELT / Linguistics / Literature / Educational Sciences/ Other

14. Have you ever been informed about how English language teachers are hired by the Ministry of National Education (MoNE)?

Yes: _____ No: _____ If yes, indicate **WHEN** and **HOW**:

15. Have you ever been informed about how English language teachers are hired by the Higher Education Council (HEC)?

Yes: _____ No: _____ If yes, indicate **WHEN** and **HOW**:

16. After graduation, do you plan to be an English teacher? Please put a tick and explain why. If yes, please tick at which level.

No _____ Yes _____ (Kindergarten: ___ Primary School: ___ Secondary School: ___ High School: ___ University: ___)

A. Please read the statements below and circle.	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1. I was informed about the English Language Teaching (ELT) program at my university before I started university.	4	3	2	1
2. My university entrance exam result is a good indicator of my future success in my department.	4	3	2	1
3. YGS is a good means to choose pre-service English language teachers.	4	3	2	1
4. LYS-5 is a good means to choose pre-service English language teachers.	4	3	2	1
5. I am qualified enough to be in my department.	4	3	2	1
6. I am happy with the current pre-service English language teacher selection process by ÖSYM.	4	3	2	1
7. My university entrance exam score reflects my real success.	4	3	2	1
8. How pre-service EFL teachers are selected to teaching departments is satisfying.	4	3	2	1
9. I am underqualified to be in a teaching department.	4	3	2	1
10. There could be other ways to choose pre-service EFL teachers to teaching departments.	4	3	2	1

PART II. ACCEPTANCE AND HIRING OF EFL TEACHERS

B. Do you think the following skills are taken into consideration in the current English teacher hiring process? Please circle it for both the Ministry of National Education (MoNE) and the Higher Education Council (HEC).

	Ministry of National Education (MoNE)					Higher Education Council (HEC)				
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	I DON'T KNOW	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	I DON'T KNOW
1. planning	5	4	3	2	1	5	4	3	2	1
2. organization of physical learning environment	5	4	3	2	1	5	4	3	2	1
3. effective use of materials and resources	5	4	3	2	1	5	4	3	2	1
4. effective use of methods and techniques	5	4	3	2	1	5	4	3	2	1
5. effective use of technology	5	4	3	2	1	5	4	3	2	1
6. effective use of time	5	4	3	2	1	5	4	3	2	1
7. effective use of teaching skills	5	4	3	2	1	5	4	3	2	1
8. effective material design	5	4	3	2	1	5	4	3	2	1
9. effective communication skills	5	4	3	2	1	5	4	3	2	1
10. effective classroom management	5	4	3	2	1	5	4	3	2	1
11. helping students develop learning strategies	5	4	3	2	1	5	4	3	2	1
12. teachers' field/subject knowledge	5	4	3	2	1	5	4	3	2	1
13. teachers' language proficiency	5	4	3	2	1	5	4	3	2	1
14. helping students use language correctly and clearly	5	4	3	2	1	5	4	3	2	1
15. helping students develop their reading skills	5	4	3	2	1	5	4	3	2	1
16. helping students develop their listening skills	5	4	3	2	1	5	4	3	2	1
17. helping students develop their writing skills	5	4	3	2	1	5	4	3	2	1
18. helping students develop their speaking skills	5	4	3	2	1	5	4	3	2	1

36. determining professional competence	5	4	3	2	1	5	4	3	2	1
37. sustaining personal and professional development	5	4	3	2	1	5	4	3	2	1
38. making use of scientific research and techniques	5	4	3	2	1	5	4	3	2	1
39. reflecting into practice the results of their own scientific research for professional development	5	4	3	2	1	5	4	3	2	1
40. motivation to be a language teacher	5	4	3	2	1	5	4	3	2	1

C. Please read the statements below and circle. ***MoNE : Ministry of National Education ***HEC: Higher Education Council	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1. How English language teachers are selected to teach at MoNE schools is satisfying.	4	3	2	1
2. KPSS is a good means to choose English language teachers.	4	3	2	1
3. An oral exam is a good means to choose English language teachers.	4	3	2	1
4. There could be other ways to choose English language teachers for job positions at MoNE schools.	4	3	2	1
5. My KPSS score reflects my real success during my university education.	4	3	2	1
6. I am happy with the current English teacher hiring process by MoNE schools.	4	3	2	1
7. My oral exam score reflects my real success during my university education.	4	3	2	1
8. I am qualified enough to teach at MoNE schools.	4	3	2	1
9. My KPSS result is a good indicator of my future success in my job.	4	3	2	1
10. My oral exam result is a good indicator of my future success in my job.	4	3	2	1
11. I am underqualified to teach at MoNE schools.	4	3	2	1
12. I am informed about how English language teachers are hired for MoNE schools.	4	3	2	1
13. I am informed about how English language teachers are hired for university preparatory schools.	4	3	2	1
14. I am happy with the current English teacher hiring process for university preparatory schools by the HEC.	4	3	2	1
15. ALES is a good means to choose English language instructors.	4	3	2	1
16. YDS is a good means to choose English language instructors.	4	3	2	1
17. I am underqualified to teach at a university preparatory school.	4	3	2	1

18. The total score I receive from ALES and YDS reflects my real success during my university education.	4	3	2	1
19. How English language instructors are selected to teach at university preparatory schools is satisfying.	4	3	2	1
20. The total score I receive from ALES and YDS is a good indicator of my future success in my job.	4	3	2	1
21. I am qualified enough to teach at a university preparatory school.	4	3	2	1
22. There could be other ways to choose English language instructors for job positions at university preparatory schools.	4	3	2	1

PART III

B. Please answer the following questions.

1. What do you think the strengths of how preservice EFL (English as a Foreign Language) teachers are accepted to teaching departments via YGS and LYS are? Please explain.

2. What do you think the weaknesses of how pre-service EFL (English as a Foreign Language) teachers are accepted to teaching departments via YGS and LYS are? Please explain.

3. What are your suggestions for the improvement of how pre-service EFL (English as a Foreign Language) teachers are accepted to teaching departments? Please explain.

4. Which one(s) of the following should be taken into consideration in the acceptance of pre-service EFL teachers to teaching departments? Please circle to indicate your preference by writing the minimum requirements.

A. YGS Score: _____/500 B. LYS Score: _____/500

C. English Language Proficiency Score: _____ in _____ (indicate the name of the exam)

D. High School CGPA (Cumulative Grade Point Average): _____/ 4.00 (or 100.00) E. Other requirements, please explain:

C. Please answer the following questions.

1. What do you think the strengths of how EFL (English as a Foreign Language) teachers are hired by the MoNE and the HEC are? Please explain each.

MoNE: _____

HEC: _____

2. What do you think the weaknesses of how EFL (English as a Foreign Language) teachers are hired by the MoNE and the HEC are? Please explain each.

MoNE: _____
HEC: _____

3. What are your suggestions for the improvement of how EFL (English as a Foreign Language) teachers are hired by the MoNE and the HEC? Please explain each.

MoNE: _____
HEC: _____

4. Which one(s) of the following should be taken into consideration in the hiring process of English teachers? Please circle to indicate your preference by writing the minimum requirements both for the MoNE and the HEC.

MINISTRY OF NATIONAL EDUCATION (MoNE)

- A. KPSS Score: _____/100 B. YDS Score: _____/100
C. Oral Exam Score: _____/100
D. English Language Proficiency Score: _____ in _____ (indicate the name of the exam)
E. University CGPA (Cumulative Grade Point Average): _____/ 4.00 (or 100.0) F. Other requirements, please explain:
- _____

HIGHER EDUCATION COUNCIL (HEC)

- A. ALES Score: 1) Verbal: _____/100 2) Analytic: _____/100 3) Equal: _____/100
B. YDS Score: _____/100 C. Oral Exam Score: _____/100 D. English Language Proficiency Score: _____ in _____ (indicate the name of the exam)
E. University CGPA (Cumulative Grade Point Average): _____/ 4.00 (or 100.00) F. Other requirements, please explain:
- _____

THANK YOU FOR YOUR CONTRIBUTION ☺

C. TEACHER SURVEY

PART I: DEMOGRAPHIC INFORMATION

I. Please complete the demographic information below.

*** (If you cannot remember, write a rough score.)

1. Teaching experience: _____ years

2. Age: _____

3. Gender: Male _____ Female _____

4. Which university did you graduate from? _____

***5. CGPA (Cumulative Grade Point Average): _____/4.00 (or 100.00)

6. Your current workplace/institution: _____ Since when? _____

7. Please list your former workplaces, if any.

1. _____ / _____ months/years

2. _____ / _____ months/years

3. _____ / _____ months/years

8. How proficient do you think you are in English?

A1-A2 Basic User <input type="radio"/>	B1-B2 Independent User <input type="radio"/>	C1-C2 Proficient User <input type="radio"/>
---	---	--

***9. Which one(s) of the following English language proficiency exams have you taken before? Please put a tick and write down your latest scores.

KPDS: _____ ÜDS _____ YDS: _____ TOEFL IBT: _____ IELTS: _____ Other(s):
_____ (the name and your score)

***10. Have you ever taken KPSS and an oral exam before? Please put a tick and write down your latest scores.

KPSS: Yes: _____ No: _____ Score: _____

Oral Exam: Yes: _____ No: _____ Score: _____

***11. Have you ever taken ALES before? Please put a tick and write down your latest scores.

Yes: _____ No: _____ Verbal Score: _____ Analytic Score: _____ Equal Score: _____

12. Do you hold a master's or PhD degree? (If you are still a student in one of these programs, please circle.)

Yes: _____ No: _____

If yes, please circle and indicate if other:

a Master's program / degree in the field of ELT / Linguistics / Literature / Educational Sciences / Other

a PhD program / degree in the field of ELT / Linguistics / Literature / Educational Sciences / Other

13. Have you ever been informed about the hiring process of English teachers by the Ministry of National Education (the MoNE)? Yes: ___ No: ____ If yes, indicate **WHEN** and **HOW**:

14. Have you ever been informed about the hiring process of English teachers by the Higher Education Council (HEC)?

Yes: ___ No: ___ If yes, indicate **WHEN** and

HOW: _____

PART II. ACCEPTANCE AND HIRING OF EFL TEACHERS

A. Please read the statements below and circle.	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1. Pre-service EFL teachers in Turkey are generally informed about the English Language Teaching (ELT) program at university before they start university.	4	3	2	1
2. Pre-service EFL teachers' university entrance exam score is a good indicator of their future success in their department.	4	3	2	1
3. YGS is a good means to choose pre-service English language teachers.	4	3	2	1
4. LYS-5 is a good means to choose pre-service English language teachers.	4	3	2	1
5. Pre-service EFL teachers in Turkey are generally qualified enough to be in a teaching department.	4	3	2	1
6. I am happy with the current pre-service English language teacher selection process by ÖSYM.	4	3	2	1
7. Pre-service EFL teachers' university exam score reflects their real success.	4	3	2	1
8. How pre-service EFL teachers are selected to teaching departments is satisfying.	4	3	2	1
9. Pre-service EFL teachers in Turkey are generally underqualified to be in a teaching department.	4	3	2	1
10. There could be other ways to choose pre-service EFL teachers to teaching departments.	4	3	2	1

B. Do you think the following skills are taken into consideration in the current English teacher hiring process? Please circle it for both the Ministry of National Education (MoNE) and the Higher Education Council (HEC).

	Ministry of National Education (MoNE)				
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	I DON'T KNOW
1. planning	5	4	3	2	1
2. organization of physical learning environment	5	4	3	2	1
3. effective use of materials and resources	5	4	3	2	1
4. effective use of methods and techniques	5	4	3	2	1
5. effective use of technology	5	4	3	2	1
6. effective use of time	5	4	3	2	1
7. effective use of teaching skills	5	4	3	2	1
8. effective material design	5	4	3	2	1
9. effective communication skills	5	4	3	2	1
10. effective classroom management	5	4	3	2	1
11. helping students develop learning strategies	5	4	3	2	1
12. teachers' field/subject knowledge	5	4	3	2	1
13. teachers' language proficiency	5	4	3	2	1
14. helping students use language correctly and clearly	5	4	3	2	1
15. helping students develop their reading skills	5	4	3	2	1
16. helping students develop their listening skills	5	4	3	2	1
17. helping students develop their writing skills	5	4	3	2	1

	Higher Education Council (HEC)				
	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE	I DON'T KNOW
1. planning	5	4	3	2	1
2. organization of physical learning environment	5	4	3	2	1
3. effective use of materials and resources	5	4	3	2	1
4. effective use of methods and techniques	5	4	3	2	1
5. effective use of technology	5	4	3	2	1
6. effective use of time	5	4	3	2	1
7. effective use of teaching skills	5	4	3	2	1
8. effective material design	5	4	3	2	1
9. effective communication skills	5	4	3	2	1
10. effective classroom management	5	4	3	2	1
11. helping students develop learning strategies	5	4	3	2	1
12. teachers' field/subject knowledge	5	4	3	2	1
13. teachers' language proficiency	5	4	3	2	1
14. helping students use language correctly and clearly	5	4	3	2	1
15. helping students develop their reading skills	5	4	3	2	1
16. helping students develop their listening skills	5	4	3	2	1
17. helping students develop their writing skills	5	4	3	2	1

18. helping students develop their speaking skills	5	4	3	2	1
19. helping students develop their vocabulary	5	4	3	2	1
20. helping students connect the subject to real life	5	4	3	2	1
21. taking into consideration students with special needs	5	4	3	2	1
22. taking into consideration students' individual differences	5	4	3	2	1
23. determining the aims of assessment and evaluation	5	4	3	2	1
24. using assessment tools and techniques	5	4	3	2	1
25. interpreting assessment results	5	4	3	2	1
26. providing students feedback	5	4	3	2	1
27. reflecting into practice the results of assessment and evaluation results	5	4	3	2	1
28. collaborating with parents to help students develop language skills	5	4	3	2	1
29. collaborating with institutions and organizations to help students develop	5	4	3	2	1
30. helping students notice and understand the importance of national holidays and celebrations	5	4	3	2	1
31. helping students be active participants in national holidays and celebrations	5	4	3	2	1

5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

32. arranging and organizing national holidays and celebrations	5	4	3	2	1
33. collaborating with the community	5	4	3	2	1
34. community leadership	5	4	3	2	1
35. being aware of laws and regulations related to the profession	5	4	3	2	1
36. determining professional competence	5	4	3	2	1
37. sustaining personal and professional development	5	4	3	2	1
38. making use of scientific research and techniques	5	4	3	2	1
39. reflecting into practice the results of their own scientific research for professional development	5	4	3	2	1
40. motivation to be a language teacher	5	4	3	2	1

5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1
5	4	3	2	1

C. Please read the statements below and circle.	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
***MoNE : Ministry of National Education ***HEC: Higher Education Council				
1. How English language teachers are selected to teach at MoNE schools is satisfying.	4	3	2	1
2. KPSS is a good means to choose English language teachers.	4	3	2	1
3. An oral exam is a good means to choose English language teachers.	4	3	2	1
4. There could be other ways to choose English language teachers for job positions at MoNE schools.	4	3	2	1
5. EFL teachers' KPSS score reflects their real success during their university education.	4	3	2	1
6. I am happy with the current English teacher hiring process by MoNE schools.	4	3	2	1
7. EFL teachers' oral exam score reflects their real success during their university education.	4	3	2	1
8. Pre-service EFL teachers in Turkey are generally qualified enough to teach at MoNE schools.	4	3	2	1

9. EFL teachers' KPSS score is a good indicator of their future success in their job.	4	3	2	1
10. EFL teachers' oral exam score is a good indicator of their future success in their job.	4	3	2	1
11. Pre-service EFL teachers in Turkey are generally underqualified to teach at MoNE schools.	4	3	2	1
12. Pre-service EFL teachers in Turkey are generally informed about how English language teachers are hired for MoNE schools.	4	3	2	1
13. Pre-service EFL teachers in Turkey are generally informed about how English language teachers are hired for university preparatory schools.	4	3	2	1
14. I am happy with the current English teacher hiring process for university preparatory schools by the HEC.	4	3	2	1
15. ALES is a good means to choose English language instructors.	4	3	2	1
16. YDS is a good means to choose English language instructors.	4	3	2	1
17. Pre-service EFL teachers in Turkey are generally underqualified to teach at a university preparatory school.	4	3	2	1
18. The total score EFL teachers receive from ALES and YDS reflects their real success during their university education.	4	3	2	1
19. How English language instructors are selected to teach at university preparatory schools is satisfying.	4	3	2	1
20. The total score EFL teachers receive from ALES and YDS is a good indicator of their future success in their job.	4	3	2	1
21. Pre-service EFL teachers in Turkey are generally qualified enough to teach at a university preparatory school.	4	3	2	1
22. There could be other ways to choose English language instructors for job positions at university preparatory schools.	4	3	2	1

PART III.

A. Please answer the following questions.

1. What do you think the strengths of how pre-service EFL (English as a Foreign Language) teachers are accepted to teaching departments via YGS and LYS are? Please explain.

2. What do you think the weaknesses of how pre-service EFL (English as a Foreign Language) teachers are accepted to teaching departments via YGS and LYS are? Please explain.

3. What are your suggestions for the improvement of how pre-service EFL (English as a Foreign Language) teachers are accepted to teaching departments? Please explain.

4. Which one(s) of the following should be taken into consideration in the acceptance of pre-service EFL teachers to teaching departments? Please circle to indicate your preference by writing the minimum requirements.

A. YGS Score: _____/500 B. LYS Score: _____/500

C. English Language Proficiency Score: _____ in _____ (indicate the name of the exam)

D. High School CGPA (Cumulative Grade Point Average): _____/ 4.00 (or 100.00) E. Other requirements, please explain: _____

B. Please answer the following questions.

1. What do you think the strengths of how EFL (English as a Foreign Language) teachers are hired by the MoNE and the HEC are? Please explain each.

MoNE: _____

HEC: _____

2. What do you think the weaknesses of how EFL (English as a Foreign Language) teachers are hired by the MoNE and the HEC are? Please explain each.

MoNE: _____

HEC: _____

3. What are your suggestions for the improvement of how EFL (English as a Foreign Language) teachers are hired by the MoNE and the HEC? Please explain each.

MoNE: _____

HEC: _____

4. Which one(s) of the following should be taken into consideration in the hiring process of English teachers? Please circle to indicate your preference by writing the minimum requirements both for the MoNE and the HEC.

MINISTRY OF NATIONAL EDUCATION (MoNE)

A. KPSS Score: _____/100 B. YDS Score: _____/100 C. Oral Exam Score: _____/100

D. English Language Proficiency Score: _____ in _____ (indicate the name of the exam)

E. University CGPA (Cumulative Grade Point Average): _____/ 4.00 (or 100.0) F. Other requirements, please explain: _____

HIGHER EDUCATION COUNCIL (HEC)

A. ALES Score: 1) Verbal: _____/100 2) Analytic: _____/100 3) Equal: _____/100

B. YDS Score: _____/100 C. Oral Exam Score: _____/100

D. English Language Proficiency Score: _____ in _____ (indicate the name of the exam)

E. University CGPA (Cumulative Grade Point Average): _____/ 4.00 (or 100.00) F. Other requirements, please explain: _____

THANK YOU FOR YOUR CONTRIBUTION ☺

D. INTERVIEW QUESTIONS

1. İngilizce öğretmenliği bölümü öğrencilerinin bölümlere alınma sürecinde güçlü gördüğünüz yönler nelerdir?
2. İngilizce öğretmenliği bölümü öğrencilerinin bölümlere alınma sürecinde zayıf gördüğünüz yönler nelerdir?
3. Öğrencilerin bölümlere alım süreçlerini geliştirmek adına ne gibi önerileriniz olabilir?
4. Bazı ülkelerdeki programa alım sürecini incelediğimizde ve öğrenci katılımcılara verdiğimiz anket sonuçlarına baktığımızda şu listede bulunan unsurların ön plana çıktığını görmekteyiz. Bu unsurlardan hangilerini Türkiye’de İngilizce öğretmenliği bölümlerine öğrenci alım sürecinde görmek isterdiniz? Neden?
5. İngilizce öğretmenlerinin MEB ve YÖK kadrolarına atanma sürecinde güçlü gördüğünüz yönler nelerdir?
6. İngilizce öğretmenlerinin MEB ve YÖK kadrolarına atanma sürecinde zayıf gördüğünüz yönler nelerdir?
7. İngilizce öğretmenlerinin MEB ve YÖK kadrolarına atanma süreçlerini geliştirmek adına ne gibi önerileriniz olabilir?
8. Bazı ülkelerdeki işe alım sürecini incelediğimizde ve öğrenci katılımcılara verdiğimiz anket sonuçlarına baktığımızda şu listede bulunan unsurların ön plana çıktığını görmekteyiz. Bu unsurlardan hangilerini Türkiye’de MEB ve YÖK kadrolarına atama sürecinde görmek isterdiniz? Neden?
9. Çalışmamız sırasında bölüm öğrencilerinin MEB ve YÖK kadrolarına atanma süreçleri hakkında çok fikir sahibi olmadıklarını gözlemledik. Sizce neden? Sizce öğrencileri bu konuda daha bilgili ve bilinçli hale getirmek adına neler yapılabilir?
10. Ekleme istediğiniz başka noktalar var mı?

Teşekkür ederiz.

ACCEPTANCE (QUESTION 4)

Other Countries (Finland - The Usa – Thailand)	The Initial Results of Student Survey
<ol style="list-style-type: none"> 1. paper-based national exams 2. extensive writing exams 3. critical reading and writing exams 4. open-ended questions/exams 5. exam evaluation by school teachers and the ministry 6. being examined on a certain list of readings (books) 7. being examined via a task on social interactional and communication skills 8. personal face to face interviews with the candidates by universities to check the reasons and motivation for application and teaching 9. letters of recommendation 10. prior personal experience in teaching 	<ol style="list-style-type: none"> 1. testing of teaching aptitude 2. qualities for being a teacher 3. personal, mental, psychological, (physical) condition 4. pre-service teacher's personality traits 5. pre-service teacher's motivation/love to be a teacher 6. pre-service teacher's patience 7. pre-service teacher's social activities 8. pre-service teacher's projects 9. pre-service teacher's interests 10. another foreign language 11. exams on educational sciences 12. universities' own (English language proficiency) exams to accept students

RECRUITMENT (QUESTION 8)

Other Countries (Finland - The Usa – Thailand)	The Initial Results of Student Survey
<ol style="list-style-type: none"> 1. a master's degree in a related field 2. a PhD degree in a related field 3. certification (CELTA/DELTA) 4. pedagogical training 5. prior experience in teaching 6. high proficiency in English 7. high proficiency in official language(s) 8. a teaching-oriented exam (on components such as linguistics and learning; instructional planning, implementation, management, assessment; cultural and professional aspects of the job) 9. personal face to face interviews with the candidates to check the reasons and motivation for application and teaching 10. teacher personality traits 	<ol style="list-style-type: none"> 1. try-out periods 2. performance based testing 3. a demo of teaching 4. inter-personal/social/communication skills 5. classroom management skills 6. longer internship/school experience/practice teaching

E. PRE-SERVICE EFL TEACHER EDUCATION PROGRAM

(1ST YEAR) 1st Semester: Name of the Course	Credit	ECTS
Introduction to Literature	3	4.5
Contextual Grammar I	3	7.0
English for Academic Purposes		
Academic Speaking Skills		
Introduction to Education	3	5.0
Introduction to Information Technologies and Applications	0	1.0
Restricted Elective 1		
<i>One of the following:</i>		
Oral Communication	2	4.0
Turkish I	2	4.0
Elementary Turkish	0	2.0

(1ST YEAR) 2nd Semester: Name of the Course	Credit	ECTS
Contextual Grammar II	3	7.0
English For Academic Purposes II		
Advanced Communication Skills		
English Literature I	3	4.5
Linguistics I	3	4.5
Restricted Elective 2		
One of the Following:		
Written Expression	2	4.0
Turkish II	2	2.0
Intermediate Turkish	0	2.0

(2ND YEAR) 3rd Semester: Name of the Course	Credit	ECTS
Instructional Technology and Material Development	3	6.5
Approaches to Eng.Lang.Teaching	3	4.5
English Literature II	3	4.5
Linguistics II	3	4.5
Restricted Elective 3		
Educational Psychology	3	5.0

(2ND YEAR) 4th Semester: Name of the Course	Credit	ECTS
Instructional Principles and Methods	3	7.0
Drama Analysis	3	4.5
ELT Methodology I	3	4.0
Contrastive Turkish-English	3	7.0
Oral Expression and Public Speaking	3	7.0
Departmental Elective		

(3RD YEAR) 5th Semester: Name of the Course	Credit	ECTS
ELT Methodology II	3	4.5
Language Acquisition	3	5.0
Advanced Writing Research Skills	3	4.0
Novel Analysis	3	7.0
<i>One of the Following:</i>		
Principles of Kemal Atatürk I	0	2.0
History of The Turkish Revolution I	0	2.0
Departmental Elective		
Non-departmental Elective		

(3RD YEAR) 6th Semester: Name of the Course	Credit	ECTS
Teaching English to Young Learners	3	5.0
Teaching Language Skills	3	7.0
Community Service	2	4.0
Classroom Management	3	5.0
Turkish Educational System and School Management	3	5.0
<i>One of the Following:</i>		
Principles of Kemal Atatürk II	0	2.0
History of The Turkish Revolution II	0	2.0
Non-departmental Elective		

(4TH YEAR) 7th Semester: Name of the Course	Credit	ECTS
Materials Adaptation and Development	3	4.5
English Language Testing and Evaluation	3	4.5
Translation	3	7.0
School Experience	3	7.0
Departmental Elective	0	

(4TH YEAR) 8th Semester: Name of the Course	Credit	ECTS
Practice Teaching	5	13.5
The English Lexicon	3	7.0
Guidance	3	5.0
Departmental Elective		

F. CURRICULUM VITAE

PERSONAL INFORMATION

Surname, Name: Erdoğan, Pelin
Nationality: Turkish (TC)
Date and Place of Birth: 18 February 1987, Ankara
Marital Status: Single
Phone: +90 530 823 7801
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EDUCATION

Degree	Institution	Year of Graduation
MSc	METU Educational Sciences Curriculum and Instruction	2013
BA	METU Foreign Language Education	2009
High School	Hasan Ali Yücel Anatolian Teacher Training High School	2005

WORK EXPERIENCE

Year	Place	Enrollment
September, 2010 - Present	Gazi University, Ankara	English Language Instructor
July, 2009 – June, 2010	The University of Arizona, AZ. , USA	Foreign Language Teaching Assistant (FLTA)

FOREIGN LANGUAGES

Advanced English, Fair German, and Fair Italian

PUBLICATIONS

1. Erdoğan, P. (2015). Bandura's social learning theory. In B. Eröz-Tuğa, (Eds.), *Theoretical considerations in language education: Implications for English language teaching* (pp.47-57). Ankara: Nüans Yayıncılık. (ISBN: 978-605-5450-69-4).

HOBBIES

Learning Languages, Gardening, Literature, Music, Playing Instruments, Painting, Baking, Meditation, Reading Self-Help Books, and Sightseeing

G. TURKISH SUMMARY/TÜRKÇE ÖZET

Dünya çapında milyonlarca insan için iletişim kurmak adına ortak bir zemin oluşturan İngilizce, bugün yaygın olarak kullanılmakta ve ticaretten eğitime kadar birçok farklı alanda uluslararası bir önem arz etmektedir. İngilizcenin küresel boyutta, bilimsel, teknolojik, ekonomik ve kültürel gelişmelerdeki yeri göz önünde bulundurulduğunda, dünyanın dört bir yanında, ülkeler kendi vatandaşlarına sağladıkları İngilizce dil eğitiminin kalitesini nasıl artırabilecekleri üzerine çoktan düşünmeye başlamışlardır. Kendi vatandaşları dili etkili bir şekilde öğrenebilsinler ve ileride üniversiteden mezun olduklarında da iş hayatında başarılı olabilsinler diye onlara ilkökul, hatta okul öncesi eğitim kadar erken bir vakitte İngilizce dil eğitimi vermeye hazırlanmışlardır.

Günümüzde İngilizcenin bu denli öneminin bilincinde olan Türkiye de, yeni düzenlemelerle birlikte diğer gelişmiş ülkelerde olduğu gibi, ilkokuldan başlayarak dil öğrenmenin önemini vurgulamaktadır. Bu sebeple, ilkökul eğitiminde ikinci sınıf kadar erken bir seviyede vatandaşlarına İngilizce öğretmeye başlamıştır. İngilizcenin dünyadaki mevcut durumu, iyi bir dil yetisine sahip olmanın yanı sıra, iyi bir yöntem bilgisi ve mesleki motivasyona sahip olan etkin İngilizce öğretmenlerinin tedarikini de zorunlu hale getirmiştir. Bunun farkında olarak, Türk hükümeti, yabancı dil öğretmenlerine hizmet öncesi ve hizmet içi öğretmenlik eğitimi sırasında yeterli dil yeterlikleri ve öğretim becerileri kazandırmak için daha fazla zaman, bütçe, kaynak ve imkan ayırmaya başlamıştır. Buna rağmen, İngilizce öğrenen Türk öğrencilerin yüksek dil yeterliliğine sahip ülkeler sıralamasında alt basamaklarda yer aldığı ve İngilizcede yeteri kadar yetkin olmadıkları bilinmektedir. Bu durum, uluslararası bir eğitim şirketi olan Education First (EF) tarafından yayınlanan son dönem raporlarınca ve Türkiye'deki resmi kurumlar tarafından hazırlanan yabancı dil yeterlilik sınavlarına ilişkin kurum içi raporlarla da ortaya konmuştur.

Öğrenci temelli ve öğrenciden bağımsız bazı farklı faktörler arasında, öğretmenlerin öğrencilerin ne kadar iyi öğrenebileceklerini etkilemede önemli bir rol oynayabildiği

bilinmektedir. Bu nedenle, yabancı dil öğretmeni eğitiminin önemi daha da artmış ve Türk hükümeti ve eğitim kurumları, hizmet öncesi öğretmen eğitimi programlarını derinlemesine araştırmaya ve yabancı dil öğretmeni eğitimi faaliyetlerine yatırım yapmaya başlamışlardır. Her ne kadar hizmet öncesi İngilizce öğretmenlerinin eğitimi, ilerleyen yıllarda bu öğretmenlerin dili etkin öğretmedeki rolü göz önüne alındığında, önemli bir hale gelip dikkat çekse de, şu anki uygulamalar ve standart aşamalara bakıldığında, hizmet öncesi İngilizce öğretmenlerinin üniversite eğitim programlarına kabulü ve üniversite eğitimleri sonrasında uygun olan meslek pozisyonlarına atanma süreçlerinin Türkiye’de oldukça göz ardı edildiği göze çarpmaktadır. Bu sebeptir ki son zamanlarda, öğretmen eğitimi programlarının ayrılmaz bir parçası olarak, hizmet öncesi İngilizce öğretmenlerinin programlara seçimi ve program sonrasında işe alım süreçleri üzerinde iyileştirme amaçlı bazı değişimlere gidilmeye başlanmıştır.

Özetle, yukarıda bahsedilenlerden de anlaşılacağı gibi günümüzde İngilizcenin etkin öğrenimi ve öğretimine oldukça önem verilmektedir ki bu da gerekli yatırımların yapılmasında öğretmenleri sistemin vazgeçilmez bir parçası olarak ön plana çıkarmaktadır. Bu durum, öğretmenlerin hizmet öncesi eğitimleri kadar, onların bölümlere alınmalarını ve sonrasında uygun görevlere yerleştirilmelerini de bir o kadar önemli hale getirmektedir. Hizmet öncesi İngilizce öğretmenlerinin yabancı dil öğretmenliği programlarına seçiminin ve sonrasında bu kişilerin işe alım süreçlerinin dil öğretmeni kalitesi üzerinde etki yaratabileceği ve bunun da ilerleyen dönemlerde öğrencilerin etkin öğrenmesini ve başarılı olmasını etkileyebileceği dikkat çekicidir. Bu nedenle, bu çalışma, hizmet öncesi İngilizce öğretmelerinin öğretmenlik programlarınca kabul edilmesi ve sonrasında bu öğretmenlerin Milli Eğitim Bakanlığı (MEB) ve üniversitelerce istihdam edilmesi süreçlerine odaklanmakta ve aşağıdaki araştırma sorularını cevaplamayı amaçlamaktadır.

Araştırma Sorusu I: Öğrenciler (hizmet öncesi İngilizce öğretmenleri ve İngiliz dili öğretimi lisansüstü öğrencileri), İngilizce öğretmeni eğitimcileri ve İngilizce öğretmenleri Türkiye'deki hizmet öncesi İngilizce öğretmenlerinin programlara kabul süreci hakkında ne düşünmektedir?

1. Öğrencilerin (hizmet öncesi İngilizce öğretmenleri ve İngiliz dili öğretimi lisansüstü öğrencileri), İngilizce öğretmeni eğitimcilerinin ve İngilizce öğretmenlerinin Türkiye'deki kabul süreciyle ilgili görüşleri nedir?

A.

- a. Katılımcılar sürecin güçlü yanlarının neler olduğunu düşünmektedir?
- b. Katılımcılar sürecin zayıf yönlerinin neler olduğunu düşünmektedir?

B.

- a. Öğrencilerin görüşleri arasında eğitim yılı açısından istatistiksel olarak anlamlı bir fark var mıdır?
- b. Öğrencilerin görüşleri arasında genel üniversite ortalamaları açısından istatistiksel olarak anlamlı bir fark var mıdır?
- c. Öğrencilerin görüşleri arasında İngilizce yeterlilikleri açısından istatistiksel olarak anlamlı bir fark var mıdır?
- d. Öğretmenlerin görüşleri arasında öğretmenlik deneyimleri açısından istatistiksel olarak anlamlı bir fark var mıdır?

2. Varsa, kabul sürecinin iyileştirilmesi için öğrencilerin (hizmet öncesi İngilizce öğretmenleri ve İngiliz dili öğretimi lisansüstü öğrencileri), İngilizce öğretmeni eğitimcilerinin ve İngilizce öğretmenlerinin önerileri nelerdir?

Araştırma Sorusu II: Öğrenciler (hizmet öncesi İngilizce öğretmenleri ve İngiliz dili öğretimi lisansüstü öğrencileri), İngilizce öğretmeni eğitimcileri ve İngilizce öğretmenleri Türkiye'deki İngilizce öğretmenlerinin (MEB ve üniversiteler tarafından yürütülen) işe alım süreçleri hakkında ne düşünmektedir?

1. Öğrencilerin (hizmet öncesi İngilizce öğretmenleri ve İngiliz dili öğretimi lisansüstü öğrencileri), İngilizce öğretmeni eğitimcilerinin ve İngilizce öğretmenlerinin işe alım süreçleriyle ilgili görüşleri (MEB ve üniversiteler tarafından) nelerdir?

A.

- a. Katılımcılar süreçlerin güçlü yanların neler olduğunu düşünmektedir?

b. Katılımcılar süreçlerin zayıf yönlerinin neler olduğunu düşünmektedir?

B.

- a.** Öğrencilerin görüşleri arasında eğitim yılı açısından istatistiksel olarak anlamlı bir fark var mıdır?
- b.** Öğrencilerin görüşleri arasında genel üniversite ortalamaları açısından istatistiksel olarak anlamlı bir fark var mıdır?
- c.** Öğrencilerin görüşleri arasında İngilizce yeterlilikleri açısından istatistiksel olarak anlamlı bir fark var mıdır?
- d.** Öğretmenlerin görüşleri arasında öğretmenlik deneyimleri açısından istatistiksel olarak anlamlı bir fark var mıdır?

2. Öğrenciler (hizmet öncesi İngilizce öğretmenleri ve İngiliz dili öğretimi lisansüstü öğrencileri) ve İngilizce öğretmenleri (MEB ve üniversiteler tarafından yürütülen) işe alım süreçlerinde İngilizce öğretmeni olma standartlarının ne kadar dikkate alındığını düşünmektedir?

- a.** Öğrencilerin görüşleri arasında eğitim yılı açısından istatistiksel olarak anlamlı bir fark var mı?
- b.** Öğrencilerin görüşleri arasında genel üniversite ortalaması açısından istatistiksel olarak anlamlı bir fark var mı?
- c.** Öğrencilerin görüşleri arasında İngilizce yeterlilikleri açısından istatistiksel olarak anlamlı bir fark var mı?
- d.** Öğretmenlerin görüşleri arasında öğretmenlik deneyimleri açısından istatistiksel olarak anlamlı bir fark var mı?

3. Varsa, (MEB ve üniversiteler tarafından yürütülen) işe alım süreçlerinin iyileştirilmesi için öğrencilerin (hizmet öncesi İngilizce öğretmenleri ve İngiliz dili öğretimi lisansüstü öğrencileri), İngilizce öğretmeni eğitimcilerinin ve İngilizce öğretmenlerinin önerileri nelerdir?

Bu çalışmanın amacı, Türkiye'deki mevcut hizmet öncesi İngilizce öğretmenlerinin programlara kabulü ve İngilizce öğretmenlerinin işe alım uygulamaları için önemli sonuçlar ve çıkarımlar ortaya koymaktadır. Türkiye'de bir dil öğretimi programına başlayabilmek için, hizmet öncesi İngilizce öğretmenleri önce Yükseköğretime Geçiş Sınavı (YGS) ve Lisans Yerleştirme Sınavı (LYS-5) adı verilen iki sınava girmekte ve genel lise ortalamaları bu sınavlardan aldıkları sonuca belirli bir oranda eklenmektedir. YGS, öğrencilerin lise boyunca almış olduğu dersleri kapsayan çoktan seçmeli bir sınav iken, LYS-5 öğrencilerin dil seviyesini belirlemek adına yapılan daha çok kelime, dil bilgisi ve okuma becerilerine dayanan çoktan seçmeli bir sınavdır. Sınavları takiben, hizmet öncesi İngilizce öğretmenleri puanlarının yettiği ölçüde belirli sayıda üniversite bölümü arasından seçim yapmakta ve puan ve tercihlerine göre üniversitelerin yabancı dil öğretmeni eğitimi programlarına yerleştirilmektedir. Programa yerleşen hizmet öncesi öğretmenler, 4 sene boyunca dili etkin kullanma, dil öğretimi, eğitim bilimleri, dilbilim ve edebiyat konularında eğitim görmektedirler.

Diğer taraftan, İngilizce öğretmenlerinin işe alım süreçlerinde iki farklı model görülmektedir. Hizmet öncesi İngilizce öğretmenleri mezun olduklarında MEB bünyesinde İngilizce öğretmeni olarak çalışabilir veya üniversiteler tarafından öğretim görevlisi olarak işe alınabilmektedir. Birinci alternatifte, İngilizce öğretmenleri bakanlık tarafından işe alınmadan önce, birbiri ardına Genel Kültür, Genel Yetenek, Eğitim Bilimleri ve Alan Bilgisi testinden oluşan Kamu Personel Seçme Sınavı (KPSS) adı verilen bir sınava girmekte ve sonrasında ise sözlü bir sınava alınmaktadırlar. Özellikle sözlü sınav öğretmenlerin atanmasında önemli bir rol oynamaktadır. Öğretmenler bu sınava katılabilmek için KPSS'den belirli bir puan elde etmek durumundadırlar ve sözlü sınava açılan kadroların üç katı kadar öğretmen çağırılmaktadır. Sözlü sınavın ardından sınavlara giren öğretmenlerin nihai sonucu hesaplanmakta ve öğretmenler devlet tarafından belirlenen kadrolara atamaları için seçim yapmak durumundadır. Atanamayan öğretmenler bir sonraki atamalara kadar beklemektedir. İkinci alternatifte ise, öğretmenlerden önce Akademik Personel ve Lisansüstü Eğitim Giriş Sınavı (ALES) ve Yabancı Dil Seviye Tespit Sınavı (YDS) adı verilen iki sınava girmeleri beklenmektedir. YDS yerine eğer sağlayabiliyorlarsa

denkliği kabul edilmiş başka yabancı dil sınav sonuçları da kabul edilmektedir. Sonrasında ise, bu sınavlardan belirli puan elde etmiş olan öğretmenlerden üniversiteler tarafından yapılan sözlü bir sınava katılmaları istenmektedir. Mülakat aşamasında her üniversite için geçerli belirli bir standart yoktur ve üniversiteler görüşmelerde değerlendirme içeriklerini ve şekillerini kendi ihtiyaçlarına hitap edebilecek öğretim görevlilerini seçebilecek şekilde düzenleyebilmektedir. Mülakatlara, açılan kadroların on katı kadar İngilizce öğretmeni yazılı sınavlardan almış oldukları puanlara göre çağırılmaktadır. İşe alınmadan önce, bu sınavlardan alınan puanlara öğretmenlerin üniversite genel not ortalaması da belirli bir oranda dahil edilmektedir. Daha sonrasında yazılı ve sözlü sınavlardan alınan puanlar ve üniversite genel başarı not ortalaması belirli oranlarda birbirine eklenerek öğretim görevlilerinin son puanı ortaya çıkmakta ve bu öğretim görevlileri belirlenen kadro sayılarınca işe alınmaktadır. Özellikle hizmet öncesi İngilizce öğretmenlerinin programa kabul sürecine ve üniversiteler tarafından öğretim görevlisi alınmasına ilişkin olarak, bu çalışmada 2010-2017 arasında geçerli olan hizmet öncesi İngilizce öğretmeni kabul süreci ve Haziran 2018'e kadar geçerli olan üniversite işe alımı süreci göz önüne alınmaktadır. Çalışma sırasında bu süreçlerde birtakım değişikliklere gidilmiştir, ancak bu değişiklikler bu çalışmanın kapsamı dışında tutulmuştur. Bu sebeple sonuçların yorumlanmasında ve bulunulacak herhangi bir çıkarımda bu durum göz önüne alınmalıdır.

Daha önce bahsi geçen araştırma sorularına cevap verebilmek için, bu çalışmada açıklayıcı bir durum çalışması tasarımı benimsenmiş ve bu durum çalışması için bir devlet üniversitesi araştırma ortamı olarak seçilmiştir. Bu açıklayıcı durum çalışmasının katılımcıları arasında, söz konusu üniversitenin yabancı diller eğitimi bölümünde öğrenim görmekte olan lisans öğrencileri, aynı bölümde yüksek lisans ve doktora yapmakta olan lisansüstü öğrencileri, yine aynı bölümde ders veren öğretim üyeleri ve bölüm asistanları ve bu bölümden daha önceki yıllarda mezun olmuş ve çalışmanın yürütüldüğü vakitte devlet okullarında İngilizce öğretmeni olarak veya üniversitelerde İngilizce öğretim görevlisi olarak çalışmakta olan İngilizce öğretmenleri bulunmaktadır.

Çalışmada, bahsi geçen üniversite öğrenim gören lisans öğrencileri, hedef kitlenin tamamını oluşturmaktadır ve özellikle de görüşme aşaması için bu öğrenciler arasından katılımcılar genel not ortalamalarının düşük, orta ve yüksek olmasına bağlı olacak şekilde ölçüt örnekleme aracılığı ile seçilmiştir. Master ve doktora öğrencileri ise, yine görüşme aşaması için, amaçlı örnekleme yöntemi ile seçilmiştir. Öte yandan, öğretmen eğitimcisi katılımcılarının görüşme aşaması için seçiminde yine ölçüt örnekleme kullanılmış ve öğretim asistanları için en az iki yıllık asistanlık tecrübesine sahip olmak aranırken, öğretim üyesi katılımcılar için en az iki yıllık İngilizce öğretimi deneyimine sahip olup olmamak kıstas olarak belirlenmiştir. Çalışmakta olan İngilizce öğretmenleri ise amaçlı örneklendirme yolu ile seçilmiş ve kendilerine e-posta ve sosyal medya aracılığı ile ulaşılmıştır.

Çalışmada veri toplamak için temel olarak iki araç kullanılmıştır. Bunlardan biri farklı katılımcılara göre İngilizce olarak düzenlenmiş ama özünde aynı şeyleri ölçmekte olan bir anket ve katılımcılarla Türkçe olarak yüz yüze yapılan ve kayıt altına alınan görüşmelerdir. Araştırmada lisans öğrencilerine ve İngilizce öğretmenlerine soru maddelerinden ve açık uçlu sorulardan oluşan bir anket uygulanmıştır; görüşmeler ise lisans ve lisansüstü öğrencilerle, onların öğretmen eğitimcileriyle ve çalışmakta olan İngilizce öğretmeniyle gerçekleştirilmiştir. Hizmet öncesi İngilizce öğretmenlerinin programlara kabul süreciyle alakalı olan birinci ve ikinci araştırma sorularını ve işe alım süreçleriyle alakalı olan birinci, ikinci ve üçüncü araştırma sorularını cevaplamak için anket kullanılmıştır. Benzer şekilde, programlara kabul süreci ile ilgili olan birinci ve ikinci araştırma sorularını ve işe alım süreçleriyle alakalı olan birinci ve üçüncü araştırma sorularını cevaplamak için de yarı yapılandırılmış yüz yüze görüşmeler Türkçe olarak yürütülmüştür. Veri toplama araçlarından ankettin oluşturulmasında esas olarak EPDAD standartları ve MEB İngilizce öğretmeni yeterlilikleri göz önüne alınmış, görüşme soruları da araştırma soruları doğrultusunda hazırlanmıştır. Araştırmada kullanılan veri toplama araçları ilk önce, esas çalışmanın yapıldığı üniversiteden bağımsız başka bir üniversitede bağlamında, pilot uygulama sürecinden geçirilmiştir. Anket sorularının pilot çalışması, her sınıftan 25 katılımcı olacak şekilde toplamda 100 lisans öğrencisiyle ve 15'i bakanlık okullarında çalışan İngilizce öğretmeni ve 15'i

üniversitelerde çalışan İngilizce öğretim görevlisi olmak üzere toplamda 30 İngilizce öğretmeniyle yapılmıştır. Görüşme sorularının pilot çalışması ise her yıldan bir tane olacak şekilde toplamda 4 lisans öğrencisi, 3 öğretmen eğitimcisi ve üçü bakanlık öğretmeni ve üçü İngilizce dersi veren öğretim görevlisi olacak şekilde toplamda 6 İngilizce öğretmeni ile gerçekleştirilmiştir. Pilot çalışma sonunda veri toplama araçlarında gerekli düzenlemelere gidilmiştir. IBM SPSS 20 programında yapılan güvenilirlik analizi sonucunda, ankette yer alan bazı maddeler araştırma kapsamı dışında kaldığı için atılmış ve her iki araçta da ifadelerin form ve ifade açısından daha anlaşılabilir olması için gerekli düzenlemeler yapılmıştır. Pilot çalışmanın ardından, veri toplama araçları son haline getirilmiştir. Kullanılacak olan yeni anket, hizmet öncesi İngilizce öğretmenlerinin programlara kabul edilmesine, MEB ve üniversitelerce bu öğretmenlerin işe alım süreçlerine ve işe alım sırasında hangi yeterliliklerin bu tür kurumlarca dikkate alınıp alınmadığına dair toplamda üç ana bölümde, 112 maddeden ve bahsi geçen konulara ilgili toplamda sekiz açık uçlu sorudan oluşmuştur. Özellikle yeterliliklerle alakalı olan bölümde, anket sorularında genel olarak İngilizce öğretmenlerinin planlama ve öğretim tasarımı becerileri, öğrencilerin dil becerilerini geliştirmeye yardımcı olma becerileri, ölçme ve değerlendirme becerileri, okul ve aile iş birliğine dair becerileri ve mesleki gelişim becerileri dikkate alınmıştır. Anket, öğrenci katılımcılara elden ulaştırılırken, öğretmen katılımcılara kendileri için kolaylık olması amacıyla e-posta yolu ile iletilmiştir. Görüşme soruları ise daha önce belirtildiği gibi araştırma sorularına paralel olarak hazırlanmış ve her bir görüşme öncesinde katılımcılar tek tek hizmet öncesi İngilizce öğretmenlerinin programlara alım ve sonrasında atanma süreçleri ile ilgili olarak 20 ile 30 dakika arasında araştırmacı tarafından bilgilendirilmiştir. Bu bilgilendirmede, süreçleri anlatan tablolar, akış şemaları ve daha önceki sınavlardan alınan örnek sorular kullanılmıştır.

Sonuç olarak tüm çalışma verileri, 266'sı lisans öğrencilerinden, 30'u MEB İngilizce öğretmenlerinden ve 39'u da İngilizce öğreten öğretim görevlilerinden toplanmış şekilde toplamda 335 anketten ve 40 ile 80 dakika arasında süren toplamda 34 katılımcı ile katılımcıların anadili olan Türkçede dilinde gerçekleştirilmiş görüşme kayıtlarından elde edilmiştir. Görüşmelerde, her sınıftan üçer öğrenci olacak şekilde

toplamda 12 lisans öğrencisinin, dördü master dördü doktora olacak şekilde toplamda 8 yüksek lisans öğrencisinin, ikisi daha önce İngilizce öğretme tecrübesine sahip diğer ikisi bu tür bir tecrübeye sahip olmayan toplamda 4 öğretim üyesinin, farklı sürelerde asistanlık tecrübesine sahip toplamda 3 bölüm asistanının, farklı kademelerde görev yapan toplamda 3 MEB İngilizce öğretmeninin ve ikisi özel ikisi devlet olmak üzere üniversitelerde İngilizce öğreten toplamda 4 öğretim görevlisinin fikrine başvurulmuştur. Esas veriler toplandıktan sonra, anketten gelen verilerle tekrar bir güvenilirlik analizi yapılmış ve pilot çalışmada olduğu gibi Cronbach's Alpha güvenilirlik kat sayısının anket için oldukça yüksek olduğu gözlemlenmiştir.

Çalışmada, nicel verilerde tanımlayıcı ve çıkarımsal istatistiksel analizler için IBM SPSS 20 programı kullanılmıştır ve herhangi bir analiz yapılmadan önce, veriler üzerinden ilk olarak normallik testi yapılmıştır. Farklı bölümlerden oluşan anket yoluyla toplanan verilerin genel olarak normal dağılmadığı, ancak anketin bazı bölümlerde normal veri dağılımının da gözlemlendiği görülmüştür. Bu nedenle verilerin analizinde, normal dağılım sergileyen bölümler için parametrik olan Tek Yönlü ANOVA testi, normal dağılım sergilemeyen bölümler için de parametrik olmayan Kruskal Wallis testi yapılmıştır. Öte yandan, anketlerdeki açık uçlu bölümlerden elde edilen nitel verilerin ve kaydedilip metne dökülen görüşme sorulardan elde edilen nitel verilerin analizinde, Huberman ve Miles (1994, Creswell (2013)'te geçtiği hali ile) tarafından önerilen içerik analizi çerçevesi izlenmiştir. Açık uçlu anket sorularının ve görüşme kayıtlarının içerik analizinde NVIVO 10 yazılımı kullanılmıştır ve bu program aracılığı verilerde kodlamalar yapılmış, bu kodlar kategori ve temalara göre şekillendirilmiştir. Anket ve görüşmelerden toplanan verilerden elde edilen sonuçların, genel anlamda birbiri ile uyumlu ve birbirini destekler nitelikte olduğu görülmüştür.

Öncelikle, hizmet öncesi İngilizce öğretmenlerinin programa kabulü ile alakalı olarak, katılımcılar genel başarı ortalamasının öğrencilerin lise derslerine çalışmalarını için motive edici bir faktör olduğunu ve bu ortalamanın hizmet öncesi İngilizce öğretmenlerinin lisede ne kadar başarılı olduklarının kabul sürecine bir yansıması olduğunu düşündüklerini belirtmiştir. Buna rağmen, katılımcılar lise eğitimi

dahilinde tüm değerlendirme uygulamalarının aynı şekilde ve aynı kişiler tarafından yapılmaması ihtimalini ve öğretmenlerin kendi vicdanı, öğretmenlerin sınıf yönetimini sağlamak ve sınıfı kontrol etmek istemesi, öğrenci ve öğretmen ilişkileri veya kurumsal farklılıklar gibi bazı engelleyici faktörlerin bu ortalama üzerinde etkili olabileceği ihtimalini düşünerek, genel ortalamanın farklı öğrenciler için ne kadar standart ve objektif bir şekilde hesaplandığı konusunda şüphe duymuşlardır. Bu nedenle, katılımcılar, tercihen 4.00 üzerinden en az 3.00 veya 3.50 gibi bir ortalama şartıyla, ortaöğretim başarı puanının daha standart ve objektif bir şekilde değerlendirilmesini, öğrencilerin lisedeki alan derslerine bağlı olarak başarı puanının hesaplanmasını ya da genel başarı puanının kabul edilme sürecinden tamamen çıkarılmasını önermişlerdir.

İkinci olarak, hizmet öncesi İngilizce öğretmenlerinin genel kültürüne katkı sağlayıp geliştirecek konuları ölçmesi bakımından YGS, katılımcılar tarafından etkili bulunmuştur. Katılımcılar bu derslerin matematik ve fen derslerini de içermekte olması konusunda olumlu bir yaklaşım sergilemektedir; çünkü katılımcılar, bu derslerin içeriğinin gerçek hayatla alakalı olduğunu, bu derslerin bilgisine sahip olmanın hizmet öncesi İngilizce öğretmenlerinin bilişsel gelişimine yardımcı olacağını ve yine bu derslerin, ileride kendi mesleklerinde dil öğretirken kullanmak üzere öğretmenlere katkıda bulunabileceğini belirtmişlerdir. Yine de çoktan seçmeli formatı ve bazı katılımcıların görüşüne göre doğrudan dil alanıyla ilgili olmayan matematik ve fen alanlarındaki dersleri içermesi sebebiyle, YGS katılımcılar tarafından yetersiz bir araç olarak değerlendirilmiştir. Bunlar göz önüne alındığında, katılımcılar tarafından, YGS'nin kabul sürecinde göz önüne alınmaması, hizmet öncesi İngilizce öğretmenlerinin sadece İngilizce dilinden bir sınava tabi tutulması, hizmet öncesi İngilizce öğretmenlerinin eleştirel düşünebilmesini, yazabilmesini ve yorumlayabilmesini test etmek için YGS içeriğine açık uçlu soruların eklenmesi ve bu öğretmenlerden toplamda 500 puan üzerinden 300-400 arasında minimum bir puan almalarının beklenmesi gibi bir takım öneriler gelmiştir.

Dil sınavına bakıldığında ise, katılımcılar, LYS-5'in kelime bilgisini, dilbilgisini ve okumayı test etme konusunda etkili olmasına rağmen, diğer dil becerilerini test

etmediği ve çoktan seçmeli sorularla hizmet öncesi İngilizce öğretmenlerinin daha çok test çözme yetilerini ölçtüğü için LYS-5'i yetersiz bir araç olarak değerlendirmişlerdir. Bu sebeple, katılımcılar hizmet öncesi İngilizce öğretmenlerinin dil becerilerinin dördünü ölçmeye yönelik bir sınava girmelerini ve bu sınavdan toplamda 500 üzerinden en az 400 ile 480 puan aralığı gibi yüksek bir ölçüt beklenmesi gerektiğini savunmuşlardır. Katılımcılar ayrıca dört dil becerilerinin ölçümünü sağlayan bir dil sınavının mümkün olabilmesi için de üniversiteye kadar olan dil eğitiminde gerekli olan değişikliklerin ve uyarlamaların yapılması gerektiğini vurgulamışlardır.

Yukarıda bahsedilenlere ek olarak çalışmada, her ne kadar öğretmen katılımcılar aynı fikirde olmasa da, öğrenci katılımcıların üniversite sınavlarının öğrencilerin bölüme gittiklerinde gösterecekleri başarının bir göstergesi olduğuna inandıkları ortaya konmuştur. Katılımcılar, bu çalışmada incelenmekte olan hizmet öncesi İngilizce öğretmenlerinin öğretmenlik programlarına alım sisteminin objektif bir değerlendirme ve eleme yapması açısından, dil sınavının oranın toplam puan hesaplamasında YGS' den daha yüksek olması açısından ve sınavların hizmet öncesi İngilizce öğretmenlerinin ders çalışmaya yönlendirmesi açısından memnuniyet göstermişlerdir. Buna rağmen, sınavların hizmet öncesi İngilizce öğretmenlerinin gerçek başarılarını ortaya koyduğuna inanmadıkları için katılımcılar aynı zamanda bu sistemden mutsuz ve tatminsiz görünmektedirler. Hizmet öncesi İngilizce öğretmenlerinin sınav odaklı çalışması, kabul sürecinde dil öğretmeni olmakla alakalı herhangi bir boyutta ölçüm yapılmaması, yapılan sınavların kişilerin yeteneklerini belirlemeye değil ezbere dayalı olması gibi bazı unsurlar katılımcılar tarafından kabul sürecinin sorunlu yanları olarak belirtilmiştir. Bu sebepten ötürü, hizmet öncesi İngilizce öğretmenlerinin sözlü bir sınavdan geçirilmesi ve ayrıca bu öğretmenlerin öğretmen olma motivasyonlarının, öğretmen olmak için sahip oldukları yeteneklerinin ve potansiyellerinin, iletişim becerilerinin, sosyal yönlerinin ve psikolojik durumlarının göz önünde bulundurulması katılımcılarca ortaya konan bazı önerilerdir. Son olarak, öğrencilerin fikirlerinde öğrenim yıllarına göre, üniversite genel başarı durumlarına göre veya dil yeterliliklerine veya öğretmen

katılımcıların fikirlerinde öğretmenlik deneyimlerine göre istatistiksel olarak anlamlı herhangi bir fark gözlenmemiştir.

MEB'in işe alım süreci ile ilgili olarak, katılımcılar genel kültür ve genel yetenek testlerini olumlu bulduklarını, çünkü İngilizce öğretmenlerinin etkili öğretmenler olmaları ve öğrencilerine yetiştirebilmeleri için bu testlerin ölçtüğü içeriğin İngilizce öğretmenleri için gerekli olduğunu düşündüklerini belirtmişlerdir. Ayrıca katılımcıların, İngilizce öğretmenlerinin matematik ve Türkçe alanında başarılı olmaları gerektiğini düşündükleri de görülmüştür, çünkü katılımcılara göre, matematik insanın vizyonunu geliştirmektedir ve Türkçenin hizmet öncesi İngilizce öğretmenlerinin ana dili olması sebebiyle, onların Türkçedeki başarısı onların başka bir dilde ne kadar başarılı olabileceği hakkında fikir vermektedir. Ancak, İngilizce öğretmenlerinin ana alanlarıyla hiçbir ilgisi olmayan derslerden sorumlu tutulmaları, genel kültür testinin içeriğinin çok spesifik, ayrıntılı, belirsiz ve ezbere dayalı olması bazı katılımcılar tarafından atanma sürecinin olumsuz yönleri olarak belirtilmiştir. Bu sebeple katılımcılar, genel kültür ve genel yetenek sınavlarının kaldırılması veya özellikle de genel kültür sınavının içeriğinin gözden geçirilerek yeniden düzenlenmesine ilişkin önerilerde bulunmuştur.

Ayrıca, eğitim bilimleri içeriğinin sınavda sorulması her ne kadar kendilerine anlamlı gelse de, katılımcılar eğitim bilimleri ölçümünün uygun bir şekilde yapılmadığını, bu sınavda gerçek öğretme yetisi ile ilgili herhangi bir değerlendirme olmadığını, sınavdaki soruların Türkçe sorulduğunu ve dolayısıyla bunun öğretim dili İngilizce olan üniversitelerden mezun olan İngilizce öğretmenleri için bir dezavantaj oluşturduğunu düşündüklerini belirtmiştir. Bu nedenle, testin İngilizce ya da hem İngilizce hem de Türkçe olarak yapılabileceği ve eğitim bilimlerinin alan bilgisiyle beraber aynı sınavda sorulabileceği katılımcılar tarafından önerilmiştir.

Alan bilgisi sınavına istinaden, katılımcılar dil öğretimi ile ilgili bir sınavın yapılmasını, İngilizce öğretmenlerinin dil yeterliliklerinin de bir şekilde bu sınavda sınamasını ve alan testi sınavının öğretmenleri sınavın içeriği için çalışmaya yönlendirmesini, KPSS'deki alan bilgisi testinin güçlü yönleri olarak belirtmişlerdir.

Diğer taraftan da, sınavın içeriğinin ezbere dayalı olması, sınavın içeriği ve üniversitede verilen dersler arasında bir örtüşmenin olmaması ve edebiyatın konu itibari ile öznel yargıya yatkın bir alan olmasına rağmen bu tür bir içeriğin sınavda soruluyor olması da alan bilgisi testinin zayıf yönleri olarak belirtilmiştir. Bu nedenle, İngilizce öğretmenlerinin sadece alan testinden sorumlu tutulabileceği, alan öğretimine ağırlık verilecek şekilde sınavda açık uçlu sorular sorulabileceği ve eğer KPSS’de yer alan diğer testler hala uygulanmaya devam edilecekse toplam puanın hesaplamasında alan bilgisi testinin diğer testlerin ağırlık oranından daha fazla olması gerektiği katılımcılarca önerilmiştir.

Ayrıca, her ne kadar sözlü bir sınavın yapılmasının yararlarına inanmakta olsalar da, katılımcılar sözlü bir sınavın İngilizce öğretmenlerinin ne üniversitedeki ne de ileride mesleğindeki başarısını yansıtmakta etkili olduğuna inanmaktadırlar. Değerlendirmenin objektifliği, komite üyeleri, soru içerikleri, dil öğretmenleri için sınavın Türkçe olarak yapılması ve değerlendirme kriterlerinde ölçülen olguların sınırlı bir süre içinde değerlendirilmesinin zorluğu sözlü sınavın başlıca sıkıntılı yönleri olarak belirtilmiştir. Bu sebeple, katılımcılar, sözlü sınavlarda objektif ve standart bir değerlendirme olmasını, komite üyelerinin alanda bilgili ve deneyimli akademisyenlerden ve eğitimcilerden oluşmasını, sınavın dilinin İngilizce olmasını, sözlü sınavın öğretmenlik becerisini sınamasını ve İngilizce öğretmenlerinden devlet okullarına atanabilmeleri için 100 puan üzerinden bu sınavdan en az 80-90 gibi bir puan almalarının beklenilmesini önermişlerdir.

Genel bir açıdan bakıldığında, katılımcılar MEB’in mevcut işe alma sistemini çoğunlukla beğenmemektedirler. Katılımcılar, KPSS’nin İngilizce öğretmenlerini seçmek için iyi bir araç olduğuna ve bu sınavın da İngilizce öğretmenlerinin üniversitedeki veya ileride meslek hayatındaki başarısını yansıttığına inanmamaktadırlar. KPSS her ne kadar teoride bilgi ölçse de ve her ne kadar ölçümde standartlık sağlanmış olsa da, katılımcılar her bir beceri bazında dil yeterliliğinin ölçülmemesini ve değerlendirmenin öğretmenlerin öğretme yeterliliğine değil de çoktan seçmeli sorularla ezbere ve teorik bilgiye dayalı olmasını sistemin genel sorunları olarak ortaya koymuşlardır. Bundan ötürü,

katılımcılar bakanlık tarafından alternatif bir işe alım sürecinin olabileceğini, İngilizce öğretmenlerinin ideal olarak her bir beceri bazında dil yeterliliklerinin ölçülebileceğini ve bu öğretmenlerin yüksek dil yeterliliğine sahip olmasının beklenilebileceğini, üniversite genel başarı ortalamasının atanma sürecinde göz önüne alınabileceğini, öğretmenlerin öğretme yetisinin ölçülebileceğini, üniversitedeki okul/staj deneyiminin atanma sürece dahil edilebileceğini, öğretmenlerden örnek derslerin istenilebileceğini ve İngilizce öğretmenlerinin öğretmenlik motivasyonu ve iletişim becerilerinin süreçte göz önünde bulundurulabileceğini önermişlerdir.

Diğer bir taraftan, üniversitelerin işe alım süreci ile ilgili olarak, İngilizce öğretmenlerinin ALES altında matematik ve Türkçe bölümlerinden sınava girmesi, katılımcılar tarafından bu sürecin güçlü yönü olarak düşünülmektedir, çünkü katılımcılar analitik bir beceri olarak matematik bilgisinin ve anadil olarak Türkçe bilgisinin üniversite seviyesinde görev yapacak olan dil öğretmenleri için önemli olduğuna inanmaktadırlar. Yine de katılımcılar, ALES'in İngilizce öğretim görevlilerini seçmek için iyi bir araç olmadığını, matematiğin, İngilizce öğretmenlerinin alanıyla doğrudan birebir alakalı olmadığını ve ALES'in toplam değerlendirme sürecinde oldukça büyük bir puan etkisine sahip olduğunu belirtmişlerdir. Bu sebeple de ALES'in değerlendirme sürecinden kaldırılması, ALES'in değerlendirmedeki yüzdeler diliminin düşürülmesi veya ALES sonucunun (100 üzerinden sözel puan için 70-90; sayısal puan için 70-80; eşit ağırlık puanı için 70-90 gibi bir sonuç olacak şekilde) sadece ön bir koşul olarak göz önüne alınması katılımcılar tarafından önerilmiştir.

ALES'e ek olarak, en azından bir dil yeterlilik puanının dikkate alınması ve İngilizce öğretmenlerinin kelime dağarcığı ve okuma becerilerinin bir sınav aracılığı ile değerlendirilmesi üniversitelerce işe alım sürecinin güçlü yönleri olarak katılımcılar tarafından belirtilmiştir. Ancak, katılımcılar gerçek dil yeterliliğini ölçmede eksik olduğunu düşündükleri için yaygın olarak üniversitelerce alım sürecinde kabul edilen YDS'nin etkin bir sınav olduğuna inanmamaktadırlar. Bu nedenle, katılımcılar

tarafından dört dil becerisini ölçmeye dayalı bir dil yeterlilik değerlendirmesinin yapılması gerektiği önerilmiştir.

Her ne kadar genel not ortalamasının İngilizce öğretmenlerinin üniversite eğitimleri sırasında ne kadar başarılı olduğunun bir yansıması olduğunu ve bu sebeple aslında üniversitelerce işe alım sürecinde bu ortalamanın göz önüne alınmasının iyi olduğunu belirtse de, katılımcılar üniversite genel başarı puanının hesaplanmasında herhangi bir standardizasyon olmadığını düşündüklerini belirtmişlerdir. Buradan hareketle, katılımcılar genel başarı ortalamasının daha fazla bir oranda dikkate alınmasını ya da genel başarı ortalamasının herhangi bir yüzdeliğe dökülmeden sadece 4.00 puan üzerinden minimum 3.00 veya 3.50 gibi bir ön koşul notu olarak dikkate alınmasını önermişlerdir.

Alım sürecinin sözlü sınav ayağı ile ilgili olarak, katılımcılar, işe alım öncesi yapılan bir sözlü sınavın, İngilizce öğretmenleri ve onların yeterlilikleri hakkında kağıt üzerinde yapılan sınavlardan daha fazla bilgi vereceğini düşündükleri için üniversitede işe alım sürecinde bir sözlü sınavın yapılmasının sürecin güçlü bir yanı olduğunu belirtmişlerdir. Yine de katılımcılar bu sözlü sınavların ne kadar objektif (hatta bazı durumlarda da ne kadar standart) bir şekilde yürütülüp değerlendirildiği konusunda şüphe duymaktadırlar. Bu sebeple de, katılımcılar esas olarak sözlü sınavlardaki değerlendirmelerde objektifliğin ve standardizasyonun sağlanması gerektiğini vurgulamışlardır. Ayrıca, katılımcılar, sözlü sınavı yapan komitenin alandan olan kişilerden oluşmasını ve İngilizce öğretim görevlileri için sözlü sınavdan 100 puan üzerinden en az 80-90 gibi bir puan almalarının beklenilmesini önermişlerdir.

Genel olarak bakıldığında ise, üniversitelerin işe alım sürecinde bir söz hakkının olması, alım aşamasında belirli oranlarda farklı unsurların değerlendirmeye katılıyor olması, üniversitelerin daha profesyonel bir yaklaşımla daha iyi ve daha kaliteli öğretim görevlilerini işe almaya yatkın olması ve bazı durumlarda İngilizce öğretmenlerine alan ile ilgili yazılı bir sınavın yapılıyor olması bu sistemin güçlü yanı olarak katılımcılar tarafından belirtilmiştir. Yine de genel anlamda, katılımcılar

İngilizce öğretim görevlisi alım sürecinden mutlu veya memnun görünmemektedirler. Çalışmada katılımcıların, ALES'ten ve YDS'den alınan sonuçların İngilizce öğretmenlerinin üniversite eğitimindeki veya ileride meslek hayatındaki başarısını yansıttığına inanmadıkları, tüm alım sürecinin İngilizce öğretmenlerinde stres yarattığını belirttikleri ve alım sürecinde öğretmenlerin öğretim motivasyonlarını ve öğretim yetilerini ölçen bir değerlendirmenin olmadığını düşündükleri ortaya koyulmuştur. Bu yüzden de katılımcılar, İngilizce öğretim görevlilerinin alımı için başka süreçler olabileceğini, bu öğretmenlerin öğretim yetilerinin değerlendirmede dikkate alınması gerektiğini, bu öğretmenlere alanla alakalı bir yazılı sınav yapılabileceğini, öğretmenlerden örnek dersler istenebileceğini, üniversitedeki okul/staj deneyimi dersinin bu öğretim görevlilerinin alım sürecine yansıtılabileceğini, öğretim görevlilerinin iletişim becerilerinin ve mesleki motivasyonlarının alım sürecinde göz önüne alınabileceğini ve bu öğretmenlerden dört dil becerisi bazında yüksek bir dil yeterliliği beklenilebileceğini önermişlerdir.

Tüm yukarıda bahsedilenlere ek olarak, anket aracılığı ile toplanan veriler üzerinden yapılan istatistiksel analizler göstermiştir ki MEB ve üniversiteler tarafından yapılan işe alım uygulamaları hakkındaki genel görüşleri ve MEB veya YÖK'ün ankette geçmekte olan İngilizce öğretmeni yeterliliklerini işe alım sürecinde dikkate alıp almadığı konusundaki fikirleri ile alakalı olarak, öğrenci katılımcılarının görüşleri arasında sınıf yıllarına, üniversite not ortalamalarına ve İngilizce dil yeterliliklerine göre istatistiksel olarak anlamlı herhangi bir fark bulunmamıştır. Benzer şekilde, yine aynı konularla alakalı olarak öğretmen katılımcılarının ise öğretmenlik tecrübeleri açısından görüşleri arasında da istatistiksel olarak anlamlı bir fark bulunmamıştır. Katılımcıların MEB ve YÖK'ün çalışmada bahsi geçen İngilizce öğretmeni yeterliliklerini işe alım sürecinde dikkate almadığını düşündükleri ortaya konmuştur. Özellikle, öğrenci katılımcılara göre öğretmen katılımcıların, yeterliliklerin MEB ve YÖK tarafından işe alım sürecinde dikkate alınıp alınmadığına dair daha olumsuz düşündükleri görülmüştür. MEB işe alım sürecine kıyasla, katılımcıların YÖK'ün alım sürecinde bahsi geçen yeterlilikleri göz önüne alıp almaması konusunda genel

olarak daha olumlu oldukları görülmüştür. Yine de bu konuda fikri olmadığını ifade eden katılımcıların da sayısı dikkat çekici olmuştur.

Doğrudan bir araştırma sorusu olarak bu çalışmada yer almamasına rağmen, veri analizi, hizmet öncesi İngilizce öğretmenlerinin lise eğitiminde düzenlenme yapılması, öğretmen eğitiminin lise düzeyinde başlaması, öğretmen eğitimi modelleri ve kalitesi ve okul/staj deneyimi fırsatları gibi dil öğretmeni eğitimi ile ilgili bazı konuları da ortaya çıkarmıştır. Ayrıca bu çalışma, öğrenci katılımcıların kendilerini bir öğretmenlik bölümünde olmaya ve bakanlık okullarında veya üniversitelerde İngilizce öğretmenliği yapmaya yeterli bulduğunu, öğretmen katılımcıların ise hizmet öncesi İngilizce öğretmenlerini bir öğretmenlik programında olmak için ve bakanlık okullarında çalışabilmeleri için onları hem yeterli hem de yetersiz bulurken, üniversitelerde çalışmak için yeterli bulduğunu ortaya koymuştur. Öğrenci katılımcılar ayrıca üniversiteye başlamadan kendi üniversitelerindeki İngiliz dili öğretimi programı hakkında bilgi sahibi olduklarını belirtirken, öğretmen katılımcılar hizmet öncesi İngilizce öğretmenleri için aksini düşünmüşlerdir. Ek olarak, çalışmanın sonuçları, öğrenci katılımcıların Türkiye'deki bakanlık okulları veya üniversitelerce olan işe alım süreçleri hakkında kendilerinin bilgisiz olduğunu düşündüklerini ve öğretmen katılımcıların da hizmet öncesi İngilizce öğretmenleri için aynı şeyi düşündüklerini ortaya koymuştur. Katılımcılar, bu durum için öğrencilerin atanma süreçleriyle ilgili bilgi edinmedeki bireysel umursamazlığı, öğretmen eğitimcilerinin konu hakkında bilgi sahibi olmaması ve öğrencilerini bilgilendirmemesi, öğretmenlik bölümlerinin vizyonları ve işe alım süreçlerindeki değişimler gibi muhtemel bazı sebeplerin etkili olduğuna inanmaktadırlar. Bu sebeple, katılımcılar hizmet öncesi İngilizce öğretmenlerinin öğretmen eğitimcileri tarafından bilgilendirilmesini, bu bilgilendirmenin de bir zorunlu ders altında veya yeni bir ders olarak, seminerler ya da mesleğini devam ettirmekte olan ziyaretçilerle bir araya gelme şeklinde yapılmasını önermişlerdir.

Tüm sonuçlar göz önüne alındığında, diğer çalışmalardan farklı olarak bu çalışma Türkiye'deki hizmet öncesi İngilizce öğretmenlerinin programlara kabul ve işe alım süreçleri için modeller de önermektedir. Hizmet öncesi İngilizce öğretmenlerinin

programa kabulü ile ilgili olarak, öğretmenlerin açık uçlu soru eklenmiş hali ile YGS'nin sadece Türkçe oturumuna katılmaları ve çoktan seçmeleri soruları cevaplamaya ek olarak makale/deneme yazmaları sonrasında da dört dil becerisi temelli bir dil yeterlilik sınavına girmeleri ve ayrıca lisede sorumlu oldukları alan derslerinden aldıkları orta öğretim genel başarı puanlarının sürece eklenmesi önerilmektedir. Çalışmada görüldüğü üzere, bazı katılımcılar, matematik ve fen konularının gerçek hayatla yakından alakalı olduğunu, bireylere farklı bir vizyon kazandırıp onların analitik becerilerini geliştirdiğini belirtmişlerdir. Bu sebeple, bu modelde hizmet öncesi İngilizce öğretmenlerinin YGS'de matematik ve fen derslerinden de sorumlu tutulabileceği ama bu derslerin hizmet öncesi İngilizce öğretmenlerinin YGS sonucunu minimum düzeyde etkilemesi gerektiği de belirtilmektedir. Sonrasında ise bu öğretmenlerin YGS'den, dil yeterlilik sınavından ve orta öğretim başarı puanlarından asgari koşulları sağlamaları durumunda, yeterli bulunurlarsa üniversite seçimi yapmaları ve seçecekleri üniversitelerde yabancı diller eğitimi bölümlerince sözlü bir sınava alınmaları önerilmektedir. Modelin detayları ve karar alan yetkili birimler, öğretmen eğitimcileri ve araştırmacılar için çalışmanın sunduğu çıkarımlar bu çalışmanın tartışma bölümünde daha detaylı bir şekilde anlatılmıştır.

Bu çalışma aynı zamanda MEB tarafından işe alım uygulamaları için bir model önermektedir. Bu modelde ilk önce İngilizce öğretmenlerinin, öğretmenlik bölümü mezunu olmak ya da özellikle İngilizce öğretimi üzerine bir pedagojik sertifikaya sahip olmak şartıyla İngilizce dili ile alakalı bir bölüm mezunu olmak, belirli bir genel üniversite not ortalamasına sahip olmak ve hem program ortasında programa devam için hem de program bitiminde mezun olabilmek için hizmet öncesi İngilizce öğretmenlerinin dört dil becerisi bazında gireceği merkezi bir dil sınavında başarılı olmak gibi bir takım ön koşulları sağlaması önerilmektedir. Sonrasında ise öğretmenlerin KPSS'de açık uçlu soru eklenmiş halleri ile bir Türkçe sınavına ve eğitim bilimleri ve alan bilgisini birleştiren bir sınava girmeleri, bu sınavlarda çoktan seçmeleri soruları cevaplamakla birlikte birer deneme/makale yazmaları önerilmektedir. Çalışmada görüldüğü üzere, bazı katılımcılar, matematiğin gerçek hayatla yakından alakalı olduğunu, bireylere farklı bir vizyon kazandırıp onların

analitik becerilerini geliştirdiğini belirtmişlerdir. Bu sebeple, bu modelde İngilizce öğretmenlerinin KPSS’de matematikten de sorumlu tutulabileceği ama matematiğin öğretmenlerin KPSS sonucunu minimum düzeyde etkilemesi gerektiği de belirtilmektedir. Bu modele göre, İngilizce öğretmenlerinin KPSS’den ön koşul olarak 80 gibi bir puan aldıklarında sözlü bir sınava girmeleri ve sözlü sınavda başarılı buldukları taktirde örnek ders sunumları yapmaları önerilmektedir. Modelin detayları ve karar alan yetkili birimler, öğretmen eğitimcileri ve araştırmacılar için çalışmanın sunduğu çıkarımlar bu çalışmanın tartışma bölümünde daha detaylı bir şekilde anlatılmıştır.

Son olarak, bu çalışma üniversitelerin İngilizce öğretim görevlileri işe alım uygulamaları için bir model önermektedir. Bu modelde, ilk önce İngilizce öğretmenlerinin, öğretmenlik bölümü mezunu olmak ya da özellikle İngilizce öğretimi üzerine bir pedagojik sertifikaya sahip olmak şartıyla İngilizce dili ile alakalı bir bölüm mezunu olmak, belirli bir genel üniversite not ortalamasına sahip olmak, hem program ortasında programa devam etmek için hem de program bitiminde mezun olabilmek için hizmet öncesi İngilizce öğretmenlerinin gireceği dört dil becerisi bazlı merkezi bir dil sınavında başarılı olmak, ALES’in açık uçlu soru (deneme/makale yazımı) eklenmiş hali ile sadece Türkçe testine girip belirli bir puan almak gibi bir takım ön koşulları sağlamaları önerilmektedir. Çalışmada görüldüğü üzere, bazı katılımcılar, matematiğin gerçek hayatla yakından alakalı olduğunu, bireylere farklı bir vizyon kazandırıp onların analitik becerilerini geliştirdiğini belirtmişlerdir. Bu sebeple, bu modelde İngilizce öğretmenlerinin ALES’te matematikten de sorumlu tutulabileceği ama matematiğin öğretmenlerin ALES sonucunu minimum düzeyde etkilemesi gerektiği de belirtilmektedir. Bu ön koşulları sağlamaları halinde, İngilizce öğretmenlerinden alanla alakalı bir yazılı sınava girmeleri, başarılı bulunmaları halinde, bir sözlü sınava girmeleri ve yine başarılı bulunmaları halinde sonrasında da örnek ders sunumu yapmaları önerilmektedir. Modelin detayları ve karar alan yetkili birimler, öğretmen eğitimcileri ve araştırmacılar için çalışmanın sunduğu çıkarımlar bu çalışmanın tartışma bölümünde daha detaylı bir şekilde anlatılmıştır.

Genel anlamda bu çalışmada önerilen modeller, karar veren yetkililer, öğretmen eğitimcileri ve araştırmacılar için belirli konularda çıkarımlara yön vermiştir. Bu çıkarımlar genel olarak, programlara kabul ve program sonrasında işe alım süreçlerindeki değerlendirmeler ve öğretmen eğitimi programlarına yönelik olmaktadır. Bu bağlamda, bu çalışmada, sınavlara eklenebilecek ve üretim gerektirecek olası açık uçlu bölümler, bu bölümlerin değerlendirilmesi, değerlendirme sürecinde hali hazırda olan veya süreçlere eklenecek olan sözlü sınavların içeriği, bu açık uçlu bölümleri ve sözlü sınavları değerlendiren komitelerin kalitesi, eğitimi, değerlendirme şekli ve yapılacak her türlü değerlendirmede objektif ve standart bir ölçümün yakalanması, bu ölçümleri yaparken kullanılacak kıstasların saptanması ve bu doğrultuda bir ölçüm aracının oluşturulması, öğretmen eğitimi programlarında verilen eğitimin gözden geçirilmesi, öğretmen eğitimi programlarında eğitimcilerin ve öğrencilerin bu çalışmada bahsi geçen alım ve atanma süreçleri hakkında bilgilendirilmesi ve tüm yukarıda bahsi geçen konularda karar veren ilgili birimlerin, eğitimcilerin, araştırmacıların ve hali hazırda mesleğini yapmakta olan İngilizce öğretmenlerinin işbirliği hakkında çıkarımlar sunulmaktadır.

Bu çalışma, Türkiye'deki hizmet öncesi İngilizce öğretmenlerinin programa kabul ve İngilizce öğretmenlerinin işe alım uygulamalarına değinmesi açısından önem taşımaktadır ki benzer bir konuya daha önce alan yazında değinen çalışmalara pek sık rastlanmamaktadır. Çalışmanın sonuçları, karar veren yetkililer, idari birimler ve öğretmen eğitimcileri için programlara kabul, atanma ve ders içi uygulamalarını gözden geçirmeleri adına bir fırsat sunacaktır. Sonuçlar ayrıca, araştırmacılara daha fazla araştırma gerektiren konulara yönelmeleri için fikir verecektir. Bu çalışma devam etmekteyken kabul ve atanma süreçlerinde bir takım değişiklikler ortaya çıkmıştır. Bu çalışmanın araştırma devam etmekteyken süreçlerde yapılan bu değişiklikleri dikkate almadığı ama yine de yapılmış ve yapılacak olan başka değişiklikler için bazı çıkarımlar sağlayacağı unutulmamalıdır. Ayrıca, bu çalışmanın bir devlet üniversitesinde, bu üniversite ile bağlantılı katılımcılarla gerçekleştirilen bir durum çalışması olmasından yola çıkarak, çalışmanın başka ortamlarda tekrarlanması durumunda farklı ama hala ortaya konan sonuçları destekler nitelikte bulgular verebileceği göz önünde bulundurulmalıdır.

Son olarak, bu çalışmada arařtırmacılar için bazı genel öneriler ortaya çıkmaktadır. Bu çalışmanın, sonuçları muhakkak diđer ortamlara genellenmesi gerekmeyen bir durum çalışması olduđu göz önüne alındığında, hizmet öncesi İngilizce öğretmenlerinin dil öğretim programlarına kabul edilmesinin ve daha sonra bu öğretmenlerin işe alımlarının daha büyük çapta bir analizini yapabilmek için, arařtırmacıların tüm ülke genelinde benzer bir çalışmayı farklı katılımcı gruplarıyla yapmasını önerilmektedir. Özellikle benzer bir çalışma öğretmenlik bölümü mezunu olmayan İngilizce öğretmenleri ve MEB’de ve YÖK’te görev yapan yetkililerle yapılabilir. Bunun yanı sıra, arařtırmacılar, yurtdışındaki farklı hizmet öncesi İngilizce öğretmenlerinin bölümlere kabul süreçlerini ve İngilizce öğretmenlerinin işe alım süreçlerini inceleyerek, Türkiye bağlamına uyarlanabilecek öneriler sunabilirler. Özellikle bu çalışmanın önerdiği alım ve atanma modelleri ile alakalı olarak, arařtırmacılar alım ve atanma süreçlerinde dikkate alınacak unsurların kriter yüzdelerinin ne olması gerektiğine ve bu yüzdelerin ülke genelinde standart mı yoksa kurum bazında özel olarak mı belirlenmesine dair çalışmalar yapıp önerilerde bulunabilirler. Ayrıca, daha önce de bu çalışmanın sınırlayıcı bir yönü olarak belirtildiği gibi, hizmet öncesi İngilizce öğretmenlerinin programlara kabul edilmesinde ve özellikle üniversiteler tarafından işe alım sürecinde bazı deęişiklikler olmuştur. Bu nedenle arařtırmacıların, bu yeni uygulamaları tam olarak analiz edip ortaya koyabilmek adına sistemdeki deęişikliklere odaklanması önerilmektedir. Bu çalışma üniversitelere ek olarak, sadece MEB okullarınca merkezi işe alım sürecine odaklandığından dolayı, arařtırmacıların işe alım süreçlerinde dinamikleri anlamak adına özel eğitim sektöründe de benzer nitelikte başka çalışmalar yapmaları da önerilmektedir. Ayrıca, bu çalışmada, öğretmenlik mesleğinin önemini kavrayabilme ve öğretmenlik mesleğini toplum gözünde daha da önemli bir yere getirebilmek adına, arařtırmacıların kurumlarla ve öğretmen eğitimcileri ile iş birliği içinde olması ve bu konuda gerekli çalışmaları yapması önerilmektedir.

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