



Exploring the Impact of Intersectionality on Second Language Teacher Recruitment: A Study on Native-speakerism in Job-seeking Markets

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Abstract— Intersectionality which was first concentrated on the experiences of Black lives, has gone further in the educational and psychological lines of research. These days, intersectionality can occur for different groups of people in social contexts. Many studies focused on the personal experiences of intersectionality in either educational or vocational settings. Among them, teacher recruitment might be one of the less attended aspects of the line of research in intersectionality and education. Among the diverse fields of study, Second Language (L2) teachers seem to be affected by intersectionality in their job-seeking journey. One of the reasons for this experience might be the educational policies that prefer to employ native (like) teachers in their institutions. The main evidence for this claim can be the job vacancy opportunities available online on free job agency web pages. This study tried to focus on possible reasons that may cause and encourage the increase of Native-speakerism in L2 job-seeking markets. This study also tried to suggest some

practical solutions to the harmful consequences of intersectionality in L2 job recruitment.

Index Terms— Employment, Intersectionality, L2, Teachers' recruitments.

I. INTRODUCTION

While many job vacancies encourage justice and equality for different groups of individuals in terms of race, gender, class, and ethnicity, there seem some inclinations toward native (like) teachers in Second Language (L2) job vacancy web pages. This approach to hiring workforces in English Language Teaching (ELT) may cause a loss of benefits that can be obtained by qualified potential teachers of non-native groups (Chesnut & Schmitt, 2023; Selvi, Yazan & Mahboob, 2023). First and foremost, some institutions



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encourage native (like) teachers over certified teachers. This trend simply means that the nationality, origin, and ethnicity of individuals can override individuals' expertise and qualifications (Kayı-Aydar, 2023). The negative effect of such trends in education seems to be clear as the native (like) teachers may not be qualified for teaching as those who invest many years in getting ready for teaching, passing teaching courses and exams, and obtaining valid certifications. This condition has also reported in Asia (Kubota, 2023).

One of the possible issues that can encourage institutions might be the focus on advertisements of the foreign language institutions e.g. native (like) teachers that can persuade people that these institutions can facilitate mastering a new language. While native (like) teachers who are certified and qualified for L2 teaching were always the valuable workforces in ELT, the uncertified and unqualified native (like) teachers in ELT institutions might be the problematic parts. The Native-speakerism approach can be seen in those contexts where the focus might be on promotional status overnight. In other words, the institutions that seek to obtain economic improvements, prestigious status, and public attention in a short time might be those who follow this trend. This Native-speakerism approach can cause false discrimination in screening teaching applicants i.e. intersectionality in ELT. This study aimed to determine how intersectionality can influence teacher recruitment in educational systems. The contribution of the present research can be linked to the conditions in which educational and academic authorities may fail in supervising ELT institutions.

II. LITERATURE

In this section, the main concerns for nurturing qualified teachers and the Native-speakerism approach that

may influence ELT teacher recruitments have been reviewed and discussed.

According to Llorca, and Calvet-Terré (2022), the dichotomy of native vs. non-native ELT teachers has shaped the concept of the Native-speakerism approach in language teaching and examining teachers' teaching behaviors. This offensive trend means a kind of racism or intersectionality for ELT teachers, particularly for pre-service teachers (Hiratsuka, Nall, & Castellano, 2023; Jenks, & Lee, 2020).

Kim (2020) challenged the notion of monolingual (English-speaking) teachers in comparison with multilingual teachers in literacy research and education. Scholars such as Hiratsuka, Nall, and Castellano (2023) tried to relieve the bad condition by focusing on their new suggestions for employing trans-speakerism which can pave the way for equity for ELT non-English teachers. Based on their study, preserving diversity can also reduce the harmful effect of intersectionality in ELT job applications. In other research, Nobuyuki (2021) noticed that post-native-speakerist go beyond the racism or intersectionality for ELT teachers. While they discussed on the end of Native-speakerism, they admitted that Native-speakerism can exist in different contexts (Curran, 2023). In other words, despite many logical advances in ELT, there is still a Native-speakerism approach in ELT (Brittain, 2020; Harsanti, & Manara, 2021). This study attempted to tap the problem by notifying the main issues in the ELT context.

III. THEORETICAL FRAMEWORKS

The recent attempts to address intersectionality in ELT seem to be the unprecedented in L2 line of research (Khalili & Adel, 2023a & 2023b). These studies seem to be the continuous concentrations on 21st-century skills such as critical thinking that encourage individuals' empowerment with impartial and logical thinking (sub)skills. The theories of



success in the 21st century were not the only theories for developing thinking systems based on facts vs. bias. In more precise terms, the Theory of Intersectionality posed by Crenshaw (1989 & 1991) can also be considered as those revolutionary studies that noted equality for individuals in education and profession. According to this theory, individuals need and should be treated the same for their educational and vocational purposes regardless of their origin, ethnicity, gender, sexuality, race, and class.

The subsequent theory that has been mentioned in prior studies was called Native-speakerism simply refers to the condition in which native (like) speakers would be preferred over those scholars who were experts but not native ones (Daoud & Kasztalska, 2022; Paciorkowski, 2021). As it was noted above, purposes other than teaching qualification can harm the main responsibilities of ELT institutions if Native-speakerism becomes prominent in teacher recruitment (Maganaka, 2023; Zhen, Curran, & Galperin, 2023).

IV. TEACHER EDUCATION AND NATIVE-SPEAKERISM

The main goal of teacher education courses has been mentioned for preparing qualified and certified teachers in ELT (Bader, 2023). The recent increasing trend of Native-speakerism has caused discrimination against non-native and qualified teachers in ELT (Rivers, 2017). As the functional solution to the noted problem, Kiczowski, Baines, and Krummenacher (2016) proposed that tailored programs for teacher training can be a very good setting for informing individuals about the detrimental role of intersectionality in teaching and learning a new language. This pivotal move has been noted by many scholars such as Aneja (2016), Hall (2012), Hiratsuka, Nall, and Castellano (2023), and Wang, and Fang (2020).

DISCUSSION

The main concentration of the present study was the call for attention to the possible effect of intersectionality in the ELT recruitment process that may be caused by Native-speakerism trends in employment. Therefore, this study would propose the application of international supervision on the employment of international teachers and institutions registered in the international job agency web pages available online.

To pinpoint some of the national contributions of this study, it can be added that a teacher scale and standardized teacher qualification rubrics need to be developed and updated by teacher trainers and other international experts to avoid the role of bias and intersectionality in the employment process. The following suggestion can be pertained to the institutional heads for connecting to the international and recent educational trends posed by the scholars for the hiring policies. Another suggestion was the crucial role of training courses for the institutional heads at the national and international levels for informing and training the recent scales, rubrics, and standards for employing ELT teachers internationally. Moreover, the importance of following scientific and academic research and practice achievements in ELT employment needs to be clarified. Probably, adding new rules for the certified institutions can also facilitate controlling ELT employment in the homogenized models.

CONCLUSION

This study uncovered that lack of consideration of the recruitment rules and applications may cause interruptions in the appropriate employment process and thus intersectionality. In this way, intersectionality consisted of wrong discriminations and privileged groups. The screening process through which the qualified applicants became

minorities would not have validity for the field of education and profession.

One of the main limitations of this study might be lack of presenting empirical evidences caused by the authors' condition limitation in accessing native (like) teacher in the local contexts. As one of the suggestions for further research, future studies can collect data and provide scientific study on intersectionality in ELT teacher recruitments. Future studies can concentrate on empirical aspects of job-seeking markets for L2 teachers. Examining current trends and policies in L2 recruitment can be another hot topic to be followed by the scholars. Since, the empirical studies can provide evidences of the real condition; the subsequent research may focus on necessary policies and programs for improving L2 teachers' recruitment condition. The implication of the present study can be connected to the educational and ELT policy-makers and teacher trainers all over the world to focus on teacher qualifications rather than distracted issues.

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