Genre-Based Analysis of Move Structure of Job Interviews at Algerian Universities

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Abstract

This study examined the move structures of employment interviews in faculty hiring at the tertiary level in the Algerian context. Research data includes a corpus of 40 authentic job interviews recorded at three Algerian universities during real faculty hiring between 2015 and 2024, besides the researcher's ethnographic notes. The corpus was analysed to identify the communication purposes and overall schematic structure of job interviews for an assistant lecturer position in the Department of English. Drawing on the genre-based theory, the thematic analysis of job interviews' conversation and the requirements of the faculty position, qualitative analysis revealed that at the macro level, the interaction between faculty hiring committees and candidates can be classified into four major prototypical rhetorical moves: introduction or self-introduction, research field-presentation, negotiating expertise and faculty position tasks, and future plans. The move of each interview may incorporate further steps. The study significantly contributes to establishing this promotional genre in academia. In the light of the findings, pedagogical implications and new research directions are proposed.

Keywords: Academia, Faculty Hiring, Genre Analysis, Job interview, Moves

Introduction

There have been growing appeals for investigating discourse rhetorical patterns or genres since Swales' (1990) pioneering work on the structure of research article introductions in terms of the genre's constituent moves. Findings of previous studies have directed research towards abundant pathways for examining further genres of written and spoken forms of both academic and professional discourses in terms of their move structures (Ayadi, 2023; Bhatia,1997, Hyland, 2000). In the field of English for Specific purposes (ESP), a number of genres has been widely scrutinised both in English for academic purposes (EAP); and English for occupational purposes (EOP) areas to examine the schematic structures or of a target genre in order to depict the specific communicative functions which contribute to the achievement of the overall goal of the communication. In the academic realm, genre analysis has extensively examined the structures of various texts, including journal articles, dissertations and academic presentations (Ayadi, 2023, Bruce, 2008; Hu & Liu, 2018; Flowerdew & Forest, 2009; Hyland, 2008: Rowley & Carter, 2005). Conversely, in professional contexts, studies have focused on genres like job application letters, CVs and business emails, to name just a few (Da Cunha & Montané, 2020; Furka, 2008; Kerkeb, 2013). The job interview can be seen as a formal business meeting consisting of specific stages shaped by the organizational environment. Nevertheless, a comprehensive genre analysis of job interviews, especially in faculty recruitment, has not been thoroughly examined.

In a recent study, a thorough analysis was conducted on the communicative strategies employed by successful candidates during faculty hiring interviews. The aim was to explore what defines effective communication, grounded in well-established theories that correspond to the communicative objectives of these interviews and the qualifications required for the assistant lecturer role within the Department of English (Tiaiba, 2023). To gain a comprehensive understanding of this genre, the research emphasized the need for an in-depth macro-level analysis of the faculty recruitment interview, considered as a spoken component of the job-hunting genre. This oral form is closely linked to its written counterparts, such as the candidate's CV and cover letter. Therefore, this enquiry is set forth in an attempt to answer that call by examining the move structures of the faculty hiring interviews using Genre analysis theory drawing on the thematic analysis of authentically recorded faculty hiring interviews and the requirements of an assistant lecturer position. Consequently, the current paper is motivated by the following research questions:

Research questions

The current paper is motivated by the following research questions:
1. What major moves and steps constitute a faculty-hiring interview for an assistant lecturer position, in the Algerian context, according to the requirements of the position?
-   Are there any prototypical macro-textual features in the discourse genre of faculty hiring interviews?
2. From the identified features, what kind of genre is the faculty-hiring interview discourse: an academic or a professional genre?

Review of the Literature

In a business context, like it would be the case of a job interview, the term 'genre' refers to 'different types of spoken and written texts' with a specific communicative goal or purpose. These texts are characterized by a distinguishable form, structure, and language (Koester, 2006). Bhatia defines genre as "a recognizable communicative event characterized by a set of communicative purpose(s) identified and mutually understood by the members of the professional or academic community in which it regularly occurs" (1997, p.13). According to Swales' (1990), the genre analysis is an approach used within ESP that studies the relationship between a particular type of text and its context by dividing the text into small semantic units called moves. Each move has different communicative purposes that are shared among members of a particular discourse community and this is reflected by the language use to serve a specific function. A genre analysis approach, which refers to "the

study of situated linguistic behavior in institutionalized academic or professional settings," (Bhatia, 1997, p. 181). The term "genre" can be defined as "a type of text or discourse designed to achieve a set of communicative purposes," (Swales & Feak, 2010, p.1), and the analysis of different genres (e.g., tutorials, book reviews, business meetings, in-company memos, etc.) has largely improved our understanding of language variation as every genre has its own genre-specific features and conventions.

Many perspectives have been used to discuss the macro-structures, or moves, of job interviews, such as Scheuer (2001) and Kerekes (2007). These perspectives suggest that institutional discourse necessitates a thorough comprehension of both macro-level rhetorical structures and micro-level lexico-grammatical and pragmatic features (Ayadi, 2023). In this respect, Scheuer (2001) categorised job interview structures into five stages. The first stage is "introduction", where participants briefly introduce themselves. The second stage is "general information", in which they are provided with detailed information about the company and its major procedures by the committee chairperson. The third stage is "asking questions", by utilising various communicative practices like narration, conversation, and discussion between interactants. The fourth stage is called "detailed information", which involves administrative procedures when the final decision is made. The final stage is "ending", when the applicant leaves the interview.

Scheuer (2001) suggests that when interviewers ask for information that was already provided in the candidate's application, this indicates that they may be more interested in evaluating how candidates present themselves (performing) during the interview, rather than the actual content or details (informing) they provide. In addition, she has demonstrated that certain communicative styles and re-contextualization formed by applicants when they "bring into the context of interviews, discourses from other parts of life, from prior work experiences, education, the sphere of private life, and so on", proved to be more successful in job interviews.

Kerekes (2007) also observed several real job interviews conducted by a job agency in order to develop standardized interviewing practices. Included in these processes are the introduction, work preferences, work qualification, and wrap-up session. The introduction is the first step in starting a conversation by saying hello and verifying some basic personal information. When a candidate's work preferences are confirmed, it means that their desired job type and availability in terms of time and/or location are taken into consideration. The investigation stage, known as work qualification, is when it is confirmed that the candidates' abilities, strengths, and weaknesses align with the qualifications needed by the intended employer. The wrap-up stage involves handling any legally required documents for recruitment after all interviewing procedures are finished.

Job interviews, according to Pathak (2008), are not real communicative occasions. Therefore, interviewers, in real job interviews, tend to ask agenda questions and contingently related responsive follow-up questions. The interview questions target the job or a specific position requirement that should be specified before the job interview is held interview. For instance, Tiaiba and Nedjai (2022) listed the following as prerequisites, for an assistant lecturer position: "fluency and accuracy in communication; awareness of the position's duties and responsibilities; skills in coordination and teamwork; research conducting and students' advising skills; problem-solving and classroom management skills; and demonstrating readiness for teaching tasks in general" (p. 102).

Method

In this study, a macro-level discourse analysis of extracts from authentic recorded faculty hiring interviews is applied using the thematic analysis of the interviewers' questions posed to all the candidates for an assistant EFL lecturer position in the Department of English. The corpus of study entails forty (N=40) recorded faculty-hiring interviews that were held between 2015 and 2024 at three Algerian Universities. To record the interviews, the researcher was present with the panel of interviewers as a passive participant at two universities (univ-1 & univ-2) and once as an active participant (at univ-3, a member in the job interview panel). The interviews were transcribed and coded in order to identify the

communication purposes and overall schematic structure of faculty hiring interviews for an EFL assistant lecturer position.

Participants

The participants, included in the study were the faculty hiring committee members (the interviewers) and the applicants (interviewees). Further description of their profiles is presented respectively. The interviewers were twelve: three interviewers during each recruitment contest. Their academic profiles included from assistant lecturers A, associate lecturers B, associate lecturers A and professors. The job interviews were held twice in the first university (univ-1, during 2015, 2017), once in the second university univ-2, during 2017), and once in the third university (univ-3, during 2024). Interviewers were coded with the letter I + number (I1, I2, I3) as described in Table 1.

Table 1. Interviewers Profiles

Place of Interview Recording	Year	Code	Rank	The Researcher Participation
Univ-1	2015	I1	Professor	Passive participant
		I2	Associate Lecturer A	
		I3	Assistant lecturer A	
Univ-1	2017	I4	Professor	Passive participant
		I5	Associate Lecturer A	
		I6	Associate Lecturer A	
Univ-2	2017	I7	Assistant lecturer B	Passive participant
		I8	Assistant lecturer B	
		I9	Assistant lecturer B	
Univ- 3	2024	I10	Associate lecturer A	Active participant
		I11	Associate lecturer A	
		I12	Associate lecturer B	

The interviewees in the faculty-hiring interview comprised 40 applicants (26 female and 14 male) who applied for an assistant lecturer position at three universities. Half of them hold a doctorate and the others have a Magister. Their interview records included 10 from univ-1, 10 from univ-2 and 20 from univ-3. For their field of specialism, fourteen candidates specialized in Didactics of English (TEFL), eight in Applied linguistics, three in linguistics, ten in literature, two in civilization and 04 in translation. Their interviews lasted between seven minutes and nearly thirty minutes. Only convenient passages were analysed. Candidates' names were coded using C plus a number (C1, C2, C3...C40) The profiles and codes of applicants are further described in Table 2.

Research Approach

In this research, the qualitative approach was applied to analyse data. Qualitative data analysis involves a reflective and responsive exchange between the researcher and the data (Cohen et al., 2018, p. 524). The thematic approach was chosen to analyse the job interviews' questions following the phases outlined by Braun and Clarke (2006), as well as the additional guidelines recommended by Creswell (2008), Dörnyei (2007), Yin (2014), and Cohen et al. (2018). Therefore, the thematic analysis process can be described as follows:
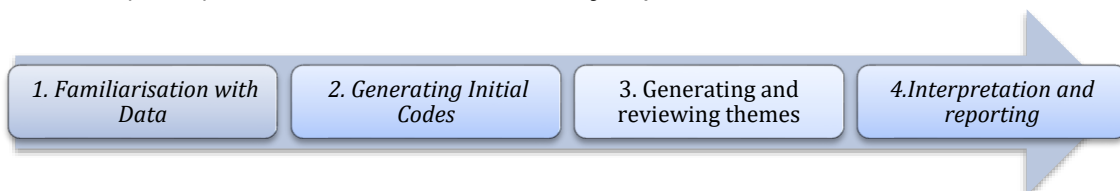

| 1. Familiarisation with Data | 2. Generating Initial Codes | 3. Generating and reviewing themes | 4.Interpretation and reporting |

Figure 1. Thematic Analysis Process of Interview Questions

Procedures of the Thematic Analysis

Familiarisation with Data

Qualitative transcripts were carefully read, mainly the questions posed by the faculty-hiring committees to the candidates, since they guide interview interaction. "The process of cyclical readings is meant to maintain a close connection to the data and become familiar with it" (Creswell & Poth, 2018, p. 183). According to Miles et al. (2014), it is possible for the researcher to identify segments of the data that can answer specific research questions during the analysis.

Generating Initial Codes

After thoroughly reviewing the data, comprehending its content, and classifying it accordingly, the coding procedure were initiated with special reference to the requirement of an EFL assistant lecturer position. Coding involved the process of "extracting significant categories, concepts, and themes from raw data" (Yin, 2018, p. 116). The job interview transcripts were carefully examined. Each noteworthy piece of data was examined and assigned appropriate code.

Generating and Reviewing the Themes

Once the initial coding had been completed, we proceeded to cluster similar codes together and color-coded them to establish categories. This step was of paramount importance as it enabled us to consolidate interconnected themes in a coherent manner, thereby preventing any potential overlap or redundancy within the categories. It also guaranteed the appropriateness of the selected quotations for each respective category (Braun and Clarke, 2006). The development of themes was guided by their relevance to the research questions and significance within the dataset.

Interpretation and reporting

A comprehensive analysis was conducted to interpret the themes per the research questions and objectives. To strengthen these interpretations, connections were made and explanations were provided, drawing on evidence from the data. The results were presented using a concurrent design, integrating both quantitative and qualitative data under five key themes.

Ethical Consideration

In this research, ethical measures are considered in order to protect the confidentiality and privacy of both applicants and interviewers. Initially, written permissions were sought from the faculty principals where the interviews were held. To ensure confidentiality and privacy of participants, all personal information were coded including persons' names, cities of residence, and institution of studies.

Findings

In this section, an extract from a faculty interview with one candidate (C6) is presented to demonstrate how thematic analysis was conducted to decode the initial themes, steps and moves of the job interviews for a faculty position.

Table 3. Analysis of a Job Interview Extract with C6

Familiarization with Data & Initial themes		Codes	Themes in Relation to the requirement of positions
Interviewers'' Questions	Description	Steps	Move
I1: "What's your name please?"	The interviewee said his name	Step 1: Introduction of the interviewee	Introduction/Self-presentation

I1: "Where are you from?"	The interviewer asks about the interviewee's place of origin, and they answered accordingly	Step 2: Establishing background	
I2: "Tell us please about the topic of your research paper"	Introduction to the interviewee's research focus, specifically on terrorism in a novel.	Step3: Overview of research paper topic	
I2: "More?"	Further details on the interviewee's research, including its thematic and stylistic aspects. Interviewee discusses thematic part.	Step 4: Expansion on research focus	Academic Profile/ Research field Presentation
I2: "Your field of study?"	The interviewee clarifies that their field of study is literature.	Step 6: Clarification of field of study	
I2: "Why did you select this university exactly?"	The interviewee explains why they selected the current university.	Step 7: Reason for choosing the university	
I2: "Have you ever taught before?"	The interviewee discusses their teaching experience at the university.	Step 8: Teaching experience	
I1: "What methodological methods are you using since you are teaching here?"	The interviewee describes their approach to teaching literature, including the use of short stories and poems.	Step 9: Pedagogical methods	Negotiating Expertise and Position Related tasks
I1: "What's the difference between teaching about literature and teaching literature?"	Discussion on motivating students to read and the difference between teaching literature and about literature.	Step 10: Philosophy of teaching literature	
I3: "What were you teaching?"	The interviewee discusses their teaching responsibilities and how they evaluate students.	Step 11: Teaching responsibilities and evaluation methods	
I1: "What's for your future plans for research?"	The interviewee outlines their future research plans, including a doctorate proposal.	Step 11: Future research plans	Future Plans
I1: "Tell us something about the book authors"	The interviewee discusses specific authors relevant to their research.	Step 12: Specific author discussion	

Table 3 summarizes the thematic analyses of a faculty hiring interview, specifically for an academic position (assistant lecturer, in the Department of English in an EFL setting). It breaks down the interview questions into various categories, providing insight into the interviewee's answers and aligning them with the requirements of an assistant lecturer position. The major moves and steps can be grouped under the following headings:

a)   Introduction/Self-Presentation

The interview begins with the introduction of the interviewee and the establishment of their background. Steps 1 and 2 focus on basic information and context setting. This move is

crucial for setting the stage for the interview, allowing the interviewee to present themselves formally. It emphasizes the importance of background information for contextual understanding.

b) Academic Profile/Research Field

The interviewee transitions into the academic qualifications and research focus of the interviewee. Steps 3 to 6 focus on detailing the research, expanding on specific themes, and clarifying the field of study. This is a second key move, as it highlights the interviewee's academic profile and expertise. It allows them to present their research, providing depth and insight into their scholarly contributions and interests.

c) Negotiating Expertise and Position-Related Tasks

This section focuses on the interviewee's teaching experience and the pedagogical approaches they employ. Steps 7 to 11 cover topics such as reasons for selecting a certain university, teaching experience, teaching philosophy, and evaluation methods. This move is central to understanding how the interviewee fits within the teaching role at the university. It assesses their ability to teach and handle academic responsibilities, which is a critical component of the assistant lecturer position.

d) Future Plans

The final move attempts to examine the interviewee's future aspirations, both in terms of research and the direction of their academic career. Steps 11 and 12 focus on the interviewee's research field and familiarity with relevant authors. The fourth section evaluates the long-term fit of the candidate within the institution and their potential for academic growth. It also highlights their engagement with the broader academic discourse.

In a nutshell, the structure of the interview, as represented in table 3, shows a logical progression from self-presentation to academic qualifications and experience, before concluding with future aspirations. The most significant moves are related to academic profile and negotiating expertise, which are essential to understanding the candidate's qualifications for an academic role. Plans also play a key role in determining the candidate's vision and potential contributions to the institution in the long run.

Following the same thematic analyses, all the interviews moves and steps are shown in table 4 appended below.

Discussion

This section discusses the study results in relation to research questions outlined above:

RQ 1: What major moves and steps constitute a faculty-hiring interview for an assistant lecturer position, in the Algerian context, according to the requirements of the position?

Are there any prototypical macro-textual features in the discourse genre of faculty hiring interviews?

a) **Move Frequency Analysis**

Analysis of moves and steps frequencies during faculty hiring interviews that were held at three Algerian universities between 2015and 2024 demonstrated that, at the generic level, four prototypical moves appeared: *Self-Presentation, Research Field, Negotiating Position Tasks* and *Plans.* Each move contains several steps (e.g., personal information, academic backgrounds, research skills, etc.).

Self-presentation: Every candidate (from C1 to C40) seems to engage in this step, signaled by various moves across qualifications, research topics, and work experience.

Research Field: All candidates have engaged in moves as they were asked questions about the topic of their PhD thesis or Magister dissertation This move relates to candidates' research field and it proved to be a standard part of all the recorded interviews.

Negotiating Position Tasks: Most candidates were asked different questions that revolve round position tasks such as their teaching approach, classroom management techniques, duties and responsibilities of an assistant lecturer, etc.). However, there were slight variations among applicants.

Plans: This is slightly less frequent but still present for the majority of candidates, particularly those with a Magister degree.

Patterns and Insights. Several patterns can be observed from faculty hiring interviews for an assistant lecturer position, in the Algerian context:

- Uniformity: the core moves (Self-presentation, Research Field) are consistent across all applicants, indicating a common interview structure where basic background and research details are always discussed. These moves are frequent as they help interviews to assess various skills such as the ability to summarize, and communication skills that match the official evaluation grids suggested by the human resources office (Tiaiba & Nedjai, 2022, p. 99)
- Qualification Dependence: some moves, such as "Plans," are more prominent for applicants with specific qualifications (e.g., Magister holders).
- Research-Focused: The step related to research skills and plans is highly emphasized, especially for applicants in research-based fields like TEFL and Linguistics.
- Institutional-fit: besides the thematic analysis of the job interview questions, ethnographic observations revealed that this step plays a crucial role in all faculty interviews and significantly impacts the candidates' chances of being hired at a particular institution (for example, many institutions prefer candidates who live closer or are younger). This goes in a similar vein with Kerkes (2007)

RQ2: From the identified features, what kind of genre is the faculty-hiring interview discourse: an academic or a professional genre?

While the academic genre emphasises academic credentials, research contributions, and teaching philosophies (e.g. candidates are asked about their research field, teaching philosophy, classroom management) the professional genre focuses on communication skills and institution- fit (e.g.: candidates may be asked about why they select a specific university). Therefore, based on the analyses, the faculty hiring interviews that have been analysed in this paper can be best understood as a hybrid genre. They intersect with academic 'promotional' genres such as curriculum vitae (Swales and Feak, 2010) and the job interview as a spoken form of the job-hunting genre (CV, application letters). They incorporate elements of both academic and professional discourse, reflecting the multidimensional nature of faculty roles, which span both scholarly work and broader institutional responsibilities. Moreover, the study outcomes are significant not just in suggesting guidelines for conducting faculty interviews and establishing this promotional genre, but also in assessing candidates' performance (Seunghee, 2014; Kesrkes, 2007). A suggested model for the generic structure of faculty hiring interviews   is shown in Figure 1.
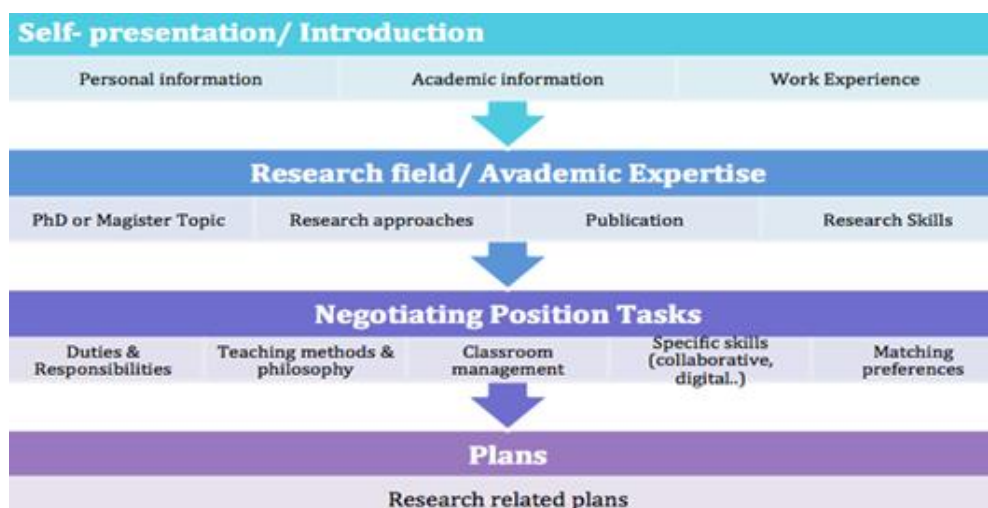

Figure 1: Generic Structure of Faculty Hiring Interviews for an Assistant lecturer Position

Conclusion

In this study, a macro-level discourse analysis of extracts from authentic recorded Faculty Hiring Interviews (FHI) was applied using thematic analysis of the interviewers' questions posed to all applicants at three Algerian universities. The primary aim was to identify the move structure of job interviews in academia. The findings revealed that, at the generic level, four prototypical moves emerged: Self-Presentation, Research Field, Negotiating Position Tasks, and Plans. Each move contains several steps, including personal information, academic background, and research skills. The analysis indicated that faculty-hiring interviews in the studied context are largely driven by qualifications, heavily focused on research, and tailored to determine the candidates' fit with the institution. This triadic emphasis on qualifications, research orientation, and institutional alignment underscores the multifaceted nature of these interviews. The study also highlighted that while the analysis provided a macro-level evaluative perspective on this genre, further research is essential to explore how these findings might vary across different cultural and disciplinary contexts. This is crucial for establishing a more comprehensive understanding of the hybrid genre of faculty-hiring interviews. Future research should thus aim to investigate these elements in diverse settings to confirm and expand upon the current study's conclusions.

Disclosure Statement:

I (the author of this paper) hereby declare that research ethics and citing principles have been considered in all stages of this paper. I take full responsibility for the content of the paper in the case of dispute.

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Appendices

Table 2: *Interviewees Profiles*

Code	Gender	Field of Specialism	Degree	University of application
C1	Male	Linguistics	Magister	Univ-1
C2	Female	TEFL	Magister	Univ-1
C3	Female	Linguistics	Magister	Univ-1
C4	Male	Linguistics/TEFL	Magister	Univ-1
C5	Female	Business English	Magister	Univ-1
C6	Male	Literature	Magister	Univ-1
C7	Male	Literature	Magister	Univ-1
C8	Female	TEFL	Doctorate	Univ-1
C9	Female	TEFL	Magister	Univ-1
C10	Male	American studies	Magister	Univ-1
C11	Male	Translation	Magister	Univ-2
C12	Female	Translation	Magister	Univ-2
C13	Female	Translation	Magister	Univ-2
C14	Male	Translation	Magister	Univ-2
C15	Male	Linguistics/ TEFL	Magister	Univ-2
C16	Male	Linguistics/ TEFL	Magister	Univ-2
C17	Female	Literature	Magister	Univ-2
C18	Male	Literature	Magister	Univ-2
C19	Male	American studies	Magister	Univ-2
C20	Female	Literature	Magister	Univ-2
C21	Female	Linguistics	Doctorate	Univ-3
C22	Female	Applied linguistics & TEFL	Doctorate	Univ-3
C23	Female	TEFL	Doctorate	Univ-3
C24	Male	Language sciences	Doctorate	Univ-3
C25	Female	Anglo-Saxon studies	Doctorate	Univ-3
C26	Female	Linguistics	Magister	Univ-3
C27	Female	Applied Linguistics	Doctorate	Univ-3
C28	Male	TEFL	Doctorate	Univ-3
C29	Female	TEFL	Doctorate	Univ-3
C30	Female	TEFL	Doctorate	Univ-3
C31	Female	TEFL	Doctorate	Univ-3
C32	Female	Literature	Doctorate	Univ-3
C33	Female	TEFL	Doctorate	Univ-3
C34	Female	TEFL	Doctorate	Univ-3
C35	Female	TEFL	Doctorate	Univ-3
C36	Female	TEFL	Doctorate	Univ-3
C37	Female	Lit	Doctorate	Univ-3
C38	Female	TEFL	Doctorate	Univ-3
C39	Male	Linguistics & TEFL	Doctorate	Univ-3
C40	Female	TEFL	Doctorate	Univ-3

Table 4. Summary of Faculty Hiring Interviews' Moves

Applicant Code	Applicant Gender	Field of Specialism	Qualification	University of Application	Prototypical Moves /Steps												
					1. Self-presentation			2.Research Field				3.Negotiating position tasks					4.Plans
					Personal information	Academic backgrounds	Work experience	PhD/ Magister Topic	Research approach	Publication	Research skills	Duties & responsibilities	Teaching approaches,	Classroom management	Other skills (digital,	Matching the institution	Research related plans
C1	Male	Linguistics	Magister	Univ-1	✓	✓	✓	✓	✓				✓			✓	✓
C2	Female	TEFL	Magister	Univ-1	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓
C3	Female	Linguistics	Magister	Univ-1	✓	✓	✓	✓	✓			✓	✓			✓	✓
C4	Male	Linguistics/TEFL	Magister	Univ-1	✓	✓	✓	✓	✓			✓		✓		✓	✓
C5	Female	Business English	Magister	Univ-1	✓	✓	✓	✓				✓	✓	✓		✓	✓
C6	Male	Literature	Magister	Univ-1	✓	✓	✓	✓	✓			✓	✓	✓		✓	✓
C7	Male	Literature	Magister	Univ-1	✓	✓	✓	✓	✓			✓	✓	✓		✓	✓
C8	Female	TEFL	Doctorate	Univ-1	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓
C9	Female	TEFL	Magister	Univ-1	✓	✓	✓	✓	✓			✓	✓	✓		✓	✓
C10	Male	American studies	Magister	Univ-1	✓	✓	✓	✓	✓			✓	✓	✓		✓	✓
C11	Male	Translation	Magister	Univ-2	✓	✓	✓	✓	✓				✓		✓	✓	✓
C12	Female	Translation	Magister	Univ-2	✓	✓	✓	✓	✓				✓	✓		✓	✓
C13	Female	Translation	Magister	Univ-2	✓	✓	✓	✓	✓				✓	✓		✓	✓
C14	Male	Translation	Magister	Univ-2	✓	✓	✓	✓	✓				✓	✓		✓	✓
C15	Male	Linguistics/ TEFL	Magister	Univ-2	✓	✓	✓	✓	✓				✓	✓		✓	✓

ID	Gender	Field	Degree	University	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12	M13	M14
C16	Male	Linguistics/ TEFL	Magister	Univ-2	✓	✓	✓	✓	✓					✓	✓	✓	✓	✓
C17	Female	Literature	Magister	Univ-2	✓	✓	✓	✓	✓					✓	✓	✓	✓	✓
C18	Male	Literature	Magister	Univ-2	✓	✓	✓	✓	✓					✓	✓	✓	✓	✓
C19	Male	American studies	Magister	Univ-2	✓	✓	✓	✓	✓					✓	✓	✓	✓	✓
C20	Female	Literature	Magister	Univ-2	✓	✓	✓	✓	✓					✓	✓		✓	
C21	Female	Linguistics	Doctorate	Univ-3	✓	✓	✓	✓	✓	✓	✓						✓	
C22	Female	Applied linguistics & TEFL	Doctorate	Univ-3	✓	✓	✓	✓	✓	✓	✓					✓	✓	✓
C23	Female	TEFL	Doctorate	Univ-3	✓	✓	✓	✓	✓	✓	✓						✓	
C24	Male	Language sciences	Doctorate	Univ-3	✓	✓	✓	✓	✓	✓	✓					✓	✓	✓
C25	Female	Anglo-Saxon studies	Doctorate	Univ-3	✓	✓	✓	✓	✓	✓	✓						✓	
C26	Female	Linguistics	Magister	Univ-3	✓	✓	✓	✓	✓								✓	✓
C27	Female	Applied Linguistics	Doctorate	Univ-3	✓	✓	✓	✓	✓	✓	✓						✓	
C28	Male	TEFL	Doctorate	Univ-3	✓	✓	✓	✓	✓	✓	✓						✓	
C29	Female	TEFL	Doctorate	Univ-3	✓	✓	✓	✓	✓	✓	✓						✓	
C30	Female	TEFL	Doctorate	Univ-3	✓	✓	✓	✓	✓	✓	✓						✓	
C31	Female	TEFL	Doctorate	Univ-3	✓	✓	✓	✓	✓	✓	✓						✓	
C32	Female	Literature	Doctorate	Univ-3	✓	✓	✓	✓	✓	✓	✓					✓	✓	
C33	Female	TEFL	Doctorate	Univ-3	✓	✓	✓	✓	✓	✓	✓						✓	
C34	Female	TEFL	Doctorate	Univ-3	✓	✓	✓	✓	✓	✓	✓						✓	
C35	Female	TEFL	Doctorate	Univ-3	✓	✓	✓	✓	✓	✓	✓						✓	
C36	Female	TEFL	Doctorate	Univ-3	✓	✓	✓	✓	✓	✓	✓						✓	
C37	Female	Literature	Doctorate	Univ-3	✓	✓	✓	✓	✓	✓	✓						✓	
C38	Female	TEFL	Doctorate	Univ-3	✓	✓	✓	✓	✓	✓	✓					✓	✓	✓
C39	Male	Linguistics & TEFL	Doctorate	Univ-3	✓	✓	✓	✓	✓	✓	✓					✓	✓	✓

C40	Female	TEFL	Doctorate	Univ-3	✓	✓	✓	✓	✓	✓	✓						✓	
			Total		100%	100%	100%	100%	100%	45%	7.5%	22.5%	47.5%	17%	42.5%	100%	60%