

Managers' perspectives of the suitability of CELTA in a changing Australian TESOL context

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Introduction

There are currently more than 250 institutions involved in Teaching English to Speakers of Other Languages (TESOL) in Australia. The TESOL context in this setting has become more complex and varied over the years, however. While many key issues in pre-service TESOL teacher education have been widely explored, the Certificate in English Language Teaching to Adults (CELTA) has been fairly thinly researched and there is little evidence of input from stakeholders who employ teachers graduated from CELTA courses. This project, therefore, aimed to investigate perspectives of CELTA as one of a range of relevant pre-service qualifications amongst staff responsible for teacher recruitment in Australian local and interstate private language centres, university language centres and Technical and Further Education (TAFE) language centres. The study should provide rich information about key markets for Cambridge English, help build its capacity to equip CELTA graduates with course best practice and raise its organisational profile. The study can also help Cambridge English to keep in touch with the ever changing landscape in contemporary TESOL classrooms in Australia.

Context and background

As already mentioned above, very little research has been conducted or published on the efficacy of the CELTA from the perspectives of employers in the current English language learning climate and, in particular, in the Australian context where the focus is increasingly on students coming to learn English as a pathway to other programs or courses. Similarly, there is little documented research on CELTA providers' responses to this new context in terms of providing a broader range of assessment practices and responses to changes in delivery modes resulting from the uptake of new media. The few papers that have been written about CELTA have focused more recently on CELTA graduates' beliefs about teaching (Debreli, 2013) and much less recently on the accommodation of non-native speaker teachers on CELTA (Cook, 1999) and the need for preparation on CELTAs for the realities of the work situation (Ferguson & Donno, 2003). A PhD thesis entitled: *Life after CELTA: A precarious transition into English language teaching* (O'Connor, 2011) also outlined the experiences of those who had taken the CELTA.

The current researchers felt that there were gaps in the research and knowledge base available to Cambridge, and, as long time CELTA Assessors, they were in an optimal position to assess the current feeling of CELTA providers as they visit language centres. The perceptions of many academic managers in centres which are not involved in the provision of CELTA could not be assessed in this way, however. It is these centres which the current researchers were interested to survey and interview in depth to find out current perspectives on the suitability of CELTA graduates for Australian TESOL settings. In particular, the project was designed to drill down into the reasons why some centres do not employ CELTA graduates at all and why they prefer other TESOL qualifications.

Research questions

The project aims to investigate perspectives of the CELTA as a pre-service English language teaching qualification amongst Directors of Studies, Academic Managers and staff responsible for the recruitment of English language teachers in centres across Australia. Specific research questions are:

- 1) What are the perspectives of Managers/Directors of Studies and recruiting personnel on prospective teachers who present with a CELTA?
- 2) What are the perspectives of Managers/Directors of Studies and recruiting personnel on prospective teachers who present with a range of pre-service teaching qualifications?

Literature review

In this review of the relevant literature, attention is first given to the shifts in the 'training' versus 'education' debate over the years and then on the issue of pre-service qualifications. The focus is both on the wider educational context and the specifics of TESOL.

Training versus education debate

Over the last two decades, pre-service teacher provision has shown a change in focus from training to education and recently a return to the viewpoint that teacher preparation be viewed as training. This change in focus has been shaped both by political priorities and those of higher education institutions. King (2004) explained that the distinction between teacher *training* and teacher *education* is that training involves preparing teachers to achieve a set of standards or competencies that demonstrate their ability to teach. Education, the preferred term in university provision, encompasses all that teacher training offers, but with "added critical reflection, the ability to use research to improve practice and a desire to link practice with theory" (p. 197).

According to Mayer (2014), during the 1960s and 1970s in Australia "teaching was seen increasingly as a 'craft' and teacher preparation involved 'training' to develop one's craft" (p. 463). The author's analysis of teacher education in Australia describes how teacher training began in the early 20th century within state government controlled teacher training institutions. These later evolved during the 1970s into initial teacher training courses delivered at a vocational level in Colleges of Advanced Education. Only in the 1990s, after federal government review, did initial teacher training shift into the university sphere. As Mayer (2014, p.464) described, "terms like *teacher training* were rejected in favour of *teacher education* and *learning to teach*" and teacher education incorporated more theoretical based units of study.

Similarly, the history of teacher preparation in England reveals shifting perspectives on teacher preparation, first from training to education but more recently, back to training (McNamara, Murray & Jones, 2014). Teachers in England during the 19th century were trained as apprentices until education of secondary school teachers transitioned to universities (Gilroy, 2014) where teachers were trained for the elite public school system and independent schools (McNamara, Murray & Jones, 2014). Primary school training provision in England was delivered at teacher training colleges where students studied towards a Bachelor of Education. The focus of these training colleges was on "providing more functional forms of training...to prepare students more effectively for the reality of schools" (Murray & Passy, 2014, p. 494). This provision was only incorporated into the higher education sector in the 1990s (Murray & Passy, 2014) as a result of increased government regulation of teacher education programs and teaching standards in England during the 1980s (Gilroy, 2014).

Today, pre-service teacher education in England today has returned to workplace-based training through the government's *School Direct* program and as a consequence, away from universities as the main provider of teacher education towards schools as the location for training (McNamara et al., 2014). This is in part influenced by the belief that increased internship at a school "automatically leads to better and *more relevant learning*" (Murray & Passy, 2014, p. 497). Gilroy (2014) has explained that there are now a variety of routes for pre-service teachers to gain qualified teacher status (QTS) in the UK and five out of the six pathways are in fact school-based rather than university-based qualifications. This reveals a strong trend away from theoretical university-based teacher education back towards teacher training in England.

Murray and Passy (2014) have argued that this shift towards school-based training results in primary teachers entering schools with a limited theoretical knowledge of child development and its implications for teaching practice. Equally, there are concerns that school-led teacher education may encourage pre-service teachers to model teaching practices of only one particular school or region without being given the chance to view practice across multiple settings (McNamara et al., 2014). There is also the view that the trend towards school-based teacher training implies "the idea of teaching as a research-based profession is diminishing" (Aspfors & Eklund, 2017, p. 2).

Similarly, TESOL education has grappled with the training versus education debate and as Crandall (2000) stated, "language teacher education is a microcosm of teacher education, and many of the trends in current language teacher education derive from theory and practice in general teacher education" (p. 34). Language teacher education has always had its roots in Applied Linguistics and historically, training programs focused on knowledge of the English language and methods of teaching language (Crandall, 2000). However, during the 1990s, the field of language teacher education shifted, in line with general education, to focus on "learning to teach" and increased research-based professionalism in the field of language teaching (Wright, 2010, p. 266). During this time, a stronger focus was placed on the teaching practicum and mentoring from an experienced language teacher (Crandall, 2000).

Stanley and Murray (2013) argued that pre-service teaching qualifications in the field of TESOL fall into either the *training* or *education* camp. They maintain that short, intensive courses train teachers to teach but do not equip them with the ability to "reflect on their practice in light of theory and to adjust their pedagogical approaches according to teaching circumstances" as some more rigorous Masters-level TESOL education programs do (Stanley & Murray, 2013, p. 113). Peacock's critique (2009) also suggested that where TEFL courses lacked strong reflective aspects there was a greater emphasis on procedure and training rather than rationale. For Deyrich and Stunel (2014, p.95), language teacher courses which "vastly reduce the quantity of theoretical input and increase teaching practice" are not appropriate. Earlier on, Lee (2007, p.237) made a number of recommendations for maximising reflection in pre-service teacher preparation courses, mostly around the use of journals by in-service teachers. McNamara and Murray (2013, p. 22) went on to suggest that "evidence from around the world indicates that the most effective teachers are those who are able to combine excellent practical skills with the ability to understand and use research in their development of their teaching". It would seem that for the most part, the discourse of teaching as *education* prevails in the TESOL field, although these ideas are not exclusive to university-based provision.

Pre-service teaching qualifications

There is great variety in general teacher education programs around the world. As detailed previously, a university-based route or school-based route will determine the duration and type of qualification with which newly qualified teachers graduate. In general education within the UK, “pre-service teacher education is...progressively being moved from the universities into the school sector” (McNamara et al., 2014, p. 193). As at 2012, less than 40% of pre-service primary teachers in England were enrolled in a university based undergraduate teacher education degree (Murray & Passy, 2014). Pre-service primary teachers with an existing bachelor’s degree can obtain a nine-month Post Graduate Certificate in Education and qualified teacher status via school-based routes and while four-year under-graduate degrees in primary education are still on offer, these are less prevalent (Murray & Passy, 2014). The introduction of the School Direct program in 2012 is another route of initial teacher training in the UK, driven by teacher shortages in particular subject areas, mostly within secondary settings, whereby schools train pre-service teachers and employ them once they are qualified (McNamara et al., 2014).

In the US, where there is a decentralized higher education system, teaching qualifications vary. For example, in the state of Texas, secondary school teachers complete a four-year undergraduate degree, half of which is devoted to a chosen specialist subject area and the second half focused on teaching pedagogy, delivered at a college of education. There is also a post-graduate certificate in education (PGCE) route available for those already qualified with a bachelor’s degree in a particular subject area (Ries, Cabrera & Carriedo, 2016). Additionally, The American Board for Certification of Teacher Excellence offers a quick, affordable alternative online test-based certification for people with a bachelor’s degree to become a qualified teacher and as at 2011, 40% of graduate teachers were alternatively qualified (Bullough Jr., 2014). Another popular teacher training route that was introduced during Obama’s government is the teacher residency route, similar to an apprenticeship model in the UK, where pre-service teachers co-teach with an experienced teacher for a year (Marshall & Scott, 2015).

Australia’s offerings for initial teacher education are still dominated by university-led training routes, either a four-year bachelor degree in education or a one-year Graduate Diploma in Education. Some pre-service teachers, having earned a Bachelor’s degree in a particular field, may go onto qualify with a two-year Master’s Degree in Education (Finger, Romeo, Lloyd, Heck, Sweeney, Albion, & Jamieson-Proctor, 2015). Similar to the school-based training programs in the UK and the US, the *Teach for Australia* program aimed at staffing schools in low-socioeconomic areas, offers graduate students seven weeks of online coursework with a six-week practicum before being hired at a secondary school with a 0.8 teaching load. After two years of employment and continued study, teachers will finish the program with a Master of Teaching degree (Teach for Australia, 2017).

New Zealand, in contrast has not introduced school-led initial teacher training but rather maintained provision within the university sphere (Gilroy, 2014). Furthermore, countries like Finland and Norway have not only avoided school-based training routes, but require all pre-service teachers to qualify with a five-year Master’s Degree where pre-service teacher preparation is viewed as *education* with a strong theoretical and research-based foundation (Aspfors & Eklund, 2017).

In the area of TESOL education, there is as much variety in pre-service qualifications for English language teachers as within the general education field but tension remains between theoretical, research-based qualifications, more practical offerings and even short courses offered online. As Deyrich and Stunnel (2014, p. 85) described “(language) teacher education opportunities range from short intensive courses, through university programs at either undergraduate or masters level, to in-school apprenticeships and cover almost everything in between as well”.

A university-based route is one option for pre-service TESOL teachers and is often a requirement for the teaching of young learners. For example, in order to teach English as a Foreign Language in state primary or secondary schools in the UK, teachers need to hold a Masters level qualification that consists of an assessed teaching practicum which leads to TEFLQ or qualified status (Cabrera & Leggott, 2014). Examples of courses at this level include an MA Applied Linguistics, and an MA ELT or MA TESOL. Whether or not these courses include the required practicum for TEFLQ depends on the university (Cabrera & Leggott, 2014; Stanley & Murray, 2013). Indeed, Stanley and Murray (2013) argued that for Master's programs to suitably prepare teachers, they must contain an appropriately assessed TESOL practicum.

In the Australian context, one undergraduate route consists of a Bachelor of Education with either a major or minor specialisation in TESOL. The former allows graduates to teach in secondary schools to Year 12, the latter only to Year 10 (Thomsett, Leggett & Ainsworth, 2011). These courses are not always comprehensive in their preparation of English language teachers but may focus more on general pedagogy. For instance, Nguyen (2013) examined one particular Australian double degree program for TESOL teachers and found that although the degree offered supervised teaching practice, it did not contain any units of study "to develop student teachers' knowledge of English language, the subject matter they were going to teach" (p. 44). Another course of study is the Graduate Certificate in TESOL and at some universities this route is only available to qualified teachers (Thomsett, Leggett & Ainsworth, 2011) and the course may or may not include a TESOL practicum component. Likewise, some Masters level courses in Australia, such as the Master of Applied Linguistics, are strong on theoretical knowledge but may lack a practical component (Stanley & Murray, 2013).

An alternative to university-based courses for language teachers, are the certificate-based, intensive courses such as the Cambridge Certificate in English Language Teaching to Adults (CELTA) and the Trinity College London CertTESOL, both originating in the UK but taught worldwide. Hobbs (2013) described certificate based TESOL courses as starter packs, survival kits or 'boot camp' in nature due to their intensity and duration and that they are initial training only, enough to equip candidates to begin their career as an ELT teacher. The curricula of these courses are "objective-driven" and cover language awareness and teaching strategies (Brandt, 2006). The CertTESOL offers five units that include "general teaching principles and... overt teaching behaviours", spanning 130 hours as well as four hours of observation and a six-hour teaching practicum (Hobbs, 2013, p. 165). Similarly, the 120-hour CELTA course covers five theoretical topics and requires six hours of teaching practice to adults of varying language ability (Cambridge English, n.d.).

In the UK, both the CELTA and CertTESOL cover an introduction to language teaching pedagogy and a practical component and these qualifications equate to a Level 5 qualification on the Qualifications and Credit Framework (Cabrera & Leggott, 2014). These qualifications, however, only allow English teachers to teach adult learners in the private college sector and do not lead to qualified EFL teacher status (TEFLQ) (Cabrera & Leggott, 2014).

Critics of short, intensive courses highlight shortcomings such as lack of attention to context, limited language awareness instruction and a short teaching practicum (Hobbs, 2013). Additionally, Stanley and Murray (2013, p. 112) argued that "course brevity can be achieved only by reducing teaching to a series of formulaic moves that are replicated through practice". Despite these criticisms, however, short, intensive pre-service courses such as the CELTA remain by far the most popular and most recognised qualification for employers in private English language centres and university language

centres across Australia perhaps, because, as Kiely and Askham (2012, p. 497) noted, adult TESOL trained teachers adapt to the particularities of context more successfully than school-based teachers who are prepared for work on predetermined curricula.

Methodology

The research framework for the study was interpretative and based on pragmatism. It was focused upon the outcomes of the research rather than the antecedent conditions (Creswell, 2013). Such an approach recognises researchers' freedom to decide the methods best suited to meet their needs and purposes (Creswell, 2013). Consistent with Patton's (1990) preoccupation with what works and solutions to problems, the research design enabled the researchers to drill down into the perceptions of Academic Managers, Directors of Studies and Senior Teachers about the effectiveness of the CELTA and other pre-service language teaching qualifications. The design also captured a small amount of numerical data and therefore the study could still be described as a mixed methods approach even though it had a much more pronounced qualitative focus. Ivankova & Greer (2015, p. 68) have described such designs as having a 'qualitative weighting'. The strength of such a design is that it can combine the advantages of both forms of data.

There are four approaches to mixed methods studies identified by Creswell (2008). The current study could be described as being an 'embedded' mixed methods approach with a 'convergent' design (Creswell, 2008, p. 558). With such a design, large amounts of qualitative data can encompass smaller amounts of quantitative data. The latter supports the former or vice versa and all types of data are collected at the same time rather than sequentially. In this study priority was given to the qualitative data and secondary status to the limited supportive quantitative data.

Qualitative data allow for a holistic and integrated overview of the phenomena, numerous interpretations of the data, an exploration of individuals' understandings and an explanation of the processes that people go through to make meaning (Miles & Huberman, 1994). Researchers adopting a qualitative research approach recognise that each situation is unique (Patton, 2002) and context-dependent. This approach goes hand in hand with an interpretivist theoretical perspective which acknowledges the researcher's and participants' roles in interpreting reality (Blumer, 1969, 1980) and the fact that all data are gathered through his or her own world views, conceptual orientations, perceptions and convictions. It was imperative that open ended data collection techniques be employed through in-depth interviews because the researchers felt that what was missing in the literature on the effectiveness of the CELTA was in-depth and nuanced data.

Because the funders of the project would also be interested in knowing the extent of the experiences described by Managers and Directors of Studies in the schools, however, it was also necessary to use an instrument like a questionnaire to capture qualitative data on a greater scale in the states where interviews were not carried out while at the same time collecting some numerical data via closed-ended questions from all over Australia. Quantitative data collection allows for the procurement of a much greater volume of data at a less in-depth level and allows trends to be ascertained statistically. A purely quantitative approach to data collection would have only scratched the surface, however, without revealing the intricacies of the community of practice (Wenger, 1998, 2006) and might not have allowed for the collection of incidental or unexpected data key to providing a more in-depth, nuanced understanding of perspectives. Surveys used in the project collected mostly qualitative data and only a small amount of quantitative data such as the numbers of institutions accepting CELTA qualifications Australia-wide.

In summary, the decision to take a mixed methods approach to the study using qualitative in-depth interviews and qualitative open-ended survey questions as well as quantitative closed-ended survey questions was made in order to capture depth and breadth in the study.

Participants

Participants in the study were Academic Managers, Senior Teachers and Directors of Studies involved in the recruitment and professional development of English language teachers in private English language centres, university English language centres and Technical and Further Education (TAFE) English language centres. For the purpose of the study they were all referred to as managers. The types of centres are described below:

- Private English language centres can be individually owned or part of a chain. Students attending these centres are international adult students paying full fees and staying in Australia for differing amounts of time.
- University English language centres can be run by the university or outsourced to private providers who run the centres on behalf of the university campuses. International, adult students in these centres pay full fees.
- TAFE colleges are more complex in their makeup and in terms of funding models. They provide technical and further education predominantly in vocational tertiary education and are accredited by the National Training System, Australian Qualifications Framework and Australian Quality Training Framework. Individual TAFE institutions (usually comprised of numerous campuses) are owned, operated and financed by the various state and territory governments. Along with subjects such as business, finance, hospitality, tourism, construction, engineering, visual arts, information technology, community work, the TAFE sector also offers language instruction, including English language instruction to adults. Their courses are usually divided into English Language Intensive Courses for Overseas Students (ELICOS), Adult Migrant Education programs (AMEP) and English as an Additional Language (EAL) courses. The former provides English language instruction to full fee paying international students who may be returning to their home countries afterwards and who are on student visas. The AMEP program provides up to 510 hours of free English lessons and childcare to newly-arrived eligible migrants, and refugees and is funded by the Australian Government Department of Education and Training. The EAL program is full fee paying for people who are permanent residents in Australia who have already used up their quota of AMEP courses. EAL courses can be access or employment oriented.

At the beginning of the study it was envisaged that at least 12 participants would be recruited for interview from nine different providers of English language instruction across Australia. Six of these participants would be in Perth, three would be in Sydney and three would be in Melbourne. In the end, however, 18 participants were interviewed, with six being interviewed in each of Perth, Sydney and Melbourne. This went some way towards counter balancing the rather disappointing response rate in the survey data collection. Table 1 below shows the breakdown of participant involvement in the interviews

Location	Type of language centre	No of people interviewed
Western Australia	Private x 2	2
	TAFE x 2	2
	University x 2	2
Sydney	Private x 2	2
	TAFE x 2	2
	University x 2	2

Melbourne	Private x 2	2
	TAFE x 2	2
	University x 2	2
	Total centres = 18	Total participants= 18

Table 1: In-depth interviews conducted

Survey responses came from 19 centres in Western Australia, South Australia, New South Wales, Australian Capital Territory, Victoria and Queensland. Details are included in Table 2 below.

Location	Type of language centre	No of people surveyed
ACT	TAFE x 1	1
	University x 1	1
NSW	Private x 2	2
	University x 2	2
QLD	Private x 2	2
	University x 1	2
SA	Private x1	1
	University x 3	3
VIC	Private x 1	1
	University x 2	2
WA	Private x 2	2
	University x 1	1
	Total centres = 19	Total survey takers = 20

Table 2: Survey responses received

Data collection

Qualitative interview strand

Collection of data was concurrent not sequential (Paltridge & Pakhiti, 2015). An email was sent out inviting private language centres, university language centres and TAFE language centres in Perth, Sydney and Melbourne to be involved in the interviews at the same time that surveys were dispatched around the country. Six semi-structured, one on one, face to face, in-depth interviews were conducted by the lead and co-researcher and recorded (Minichiello, Aroni, Timewell & Alexander, 1990) in each of the centres listed in Table 1 above. The average time of each interview was 45-60 minutes and interviews were conducted by the researcher and co-researcher. Interviewers approached each interview with the same set of questions but were prepared to be “led away” from these questions if, and when, relevant issues arose. The interviews consisted of initial closed questions (Creswell, 2007) followed by open-ended questions when affirmative answers to closed questions were given. Provision was made for follow-up interviews or emails when required but this was not necessary in the end. After the initial set of interviews was conducted in Perth data was analysed in order to ascertain any changes needed to the instruments before travelling to Sydney and Melbourne.

Qualitative and quantitative–survey question strand

All participants were sent the open-ended and closed question survey instrument and given the link for a Qualtrics survey. This amounted to 96 centres Australia-wide. Only 20 respondents from 19 centres completed the survey, however, even though it was sent out 3 times which corroborates the decision to have 18 in-depth interviews (instead of 12) alongside the survey. Overall, the weighting of the study (Paltridge & Pakhiti, 2015) was qualitative with a greater emphasis on qualitative methods, and quantitative methods playing a more secondary role.

Data analysis

Qualitative data collected through the interviews and the survey was transcribed and coded using a thematic analysis model involving external coding checks to ensure trustworthiness (Miles & Huberman, 1994). The categorisation of responses was agreed upon between the research assistant (someone external to the world of CELTA) and the two main investigators in order to ensure inter-rater reliability of coding. The inductive nature of the data collection in the qualitative strand allowed for maximum opportunities for participants' voices and narratives to be heard. Different strands of the qualitative data were mixed together or merged as suggested by Paltridge and Pakhiti (2015) in their description of mixed methods data analysis. Quantitative data was tabulated and summarised separately in order to be able to report numerical data such as the number of Managers who have a CELTA, the number of providers who accept employees with a CELTA, the trends in certain sectors etc. The two strands were presented sequentially. Some questions did not generate quantitative data and therefore only qualitative findings were reported e.g. the limitations of CELTA, the strengths and limitations of other pre-service English language teaching qualifications. Qualitative and quantitative data were combined in the section reporting the appropriateness of the CELTA for the current Australian TESOL context and all data came together to provide an overall picture for discussion and responses to the two research questions which formed the basis for the project:

- 1) What are the perspectives of Managers/Directors of Studies and recruiting personnel on prospective teachers who present with a CELTA?
- 2) What are the perspectives of Managers/Directors of Studies and recruiting personnel on prospective teachers who present with a range of pre-service teaching qualifications?

A summary of data collection and analysis is provided in Table 3 below:

Quantitative Research			Qualitative Research		
Data collection	Data	Analysis	Data collection	Data	Analysis
Closed ended/Likert Scale questions in questionnaire	Numeric	Response counts; Descriptive statistics: mean, standard deviation and variance	Open-ended interviews	Text data transcribed from interviews	Thematic analysis
			Open-ended questions on questionnaire	Text data transcribed from questionnaires	Thematic analysis
Integration of qualitative and quantitative strands in findings					
Qualitative text data from the interviews and the questionnaire was combined, coded, categorised thematically and reported under Qualitative Findings in each theme. Quantitative numeric data from the questionnaire was calculated and reported under Quantitative Findings in each theme.					

Table 3: Summary of data collection and analysis

Findings

Hiring preferences

Qualitative data

Findings from the open-ended questions used in the qualitative interviews and the survey showed that prospective teachers presented at the English language provider institutions in the study with a range of pre-service qualifications which included intensive certificate courses such as the CELTA, online TESOL qualifications, as well as university-based qualifications such as the Bachelor of Education (TESOL), Masters of Applied Linguistics, Graduate Certificate in TESOL, Graduate Diploma of Education and Certificate IV TESOL. In spite of such a wide range of qualifications being represented, hiring preferences were reported to be more selective and varied according to sector. Managers at each of the 12 university centres and private language centres interviewed, reported a preference for the CELTA qualification. As one Perth private English language centre interviewee commented “obviously CELTA is the one that makes our eyes light up... because you know that they’re classroom ready” and as a Sydney University Centre survey respondent also described “given the CELTA course is standardised, I know what training the teacher has received”. The CELTA was also highly praised by one Melbourne university centre manager as being “the Rolls Royce of qualifications”.

Several centres also indicated that a first degree would be needed in addition to the CELTA, however, or that CELTA would be the minimum qualification required. Furthermore, other interviewees expressed that qualifications are not the only factors that a manager considers. Experience, references and other dynamic factors are taken into account, such as demonstrated ability to micro-teach as part of the interview process.

Of the six TAFE managers interviewed, findings showed that due to the types of courses offered in this sector, prospective teachers must hold a Certificate IV in Training and Assessment (an in-house basic teaching qualification for teaching adults in the TAFE vocational sector) plus a post-graduate certificate or diploma in TESOL that includes a teaching practicum component in order to be considered for employment. TAFE interviewees stated that due to compliance regulations, they were not allowed to hire a teacher with only a CELTA qualification. This was attributed to the small number of practicum hours completed on the CELTA. English teachers in the TAFE sector are required to have completed at least 20 hours of teaching practicum. One Perth TAFE manager revealed that there is “a perception that the CELTA was a month-long course and therefore it surely wouldn’t have been as good as a course that was longer”. Hiring preferences are also influenced by demand. Because TAFE centre’s staff and student numbers are stable and hiring needs are low, they “can afford to be a bit more picky” in the recruitment process, according to TAFE respondents.

Hiring practices surrounding newly qualified teachers with minimal or no experience differed according to sector. Five university-based ELICOS centre managers said that they could not hire inexperienced teachers due to the high stakes environment and the additional support and mentoring such teachers would initially need. However, one Sydney private language centre manager admitted willingly hiring new CELTA graduates as part of a commitment to the industry and development of new teachers. In addition, one Melbourne University Centre manager said she gladly hires new CELTA graduates and will pair such teachers up with an experienced teacher and develop them to meet the minimum practicum hours’ requirement. Likewise, hiring of new CELTA

graduates was seen more favourably by some centres, particularly if the candidate held a CELTA with an A or B pass although this was also dependent on the centre's context and staffing requirements. Several centres indicated that new CELTA graduates would be allocated General English classes or lower level classes, possibly on a part-time load. An increase in student enrolments was also found to influence hiring practices – as one university pathway college stated, “priorities will shift from hiring highly-qualified and experienced teachers to hiring less experienced/qualified but available teachers” if the need arose.

Quantitative data

The quantitative data on hiring preferences collected via the closed questions in the survey instrument are shown diagrammatically in Figure 1 below. Overall, almost all participants surveyed across the three sectors in Australia (9 University Centres, 9 Private Language Centres, 1 TAFE Centre), indicated that they accept the CELTA. The Master of Applied Linguistics or TESOL and the Cambridge Diploma in English Teaching to Adults (DELTA) were the next most accepted qualifications, followed by other TESOL qualifications like the Certificate IV in TESOL (an Australian TAFE qualification) and a Graduate Certificate in TESOL.

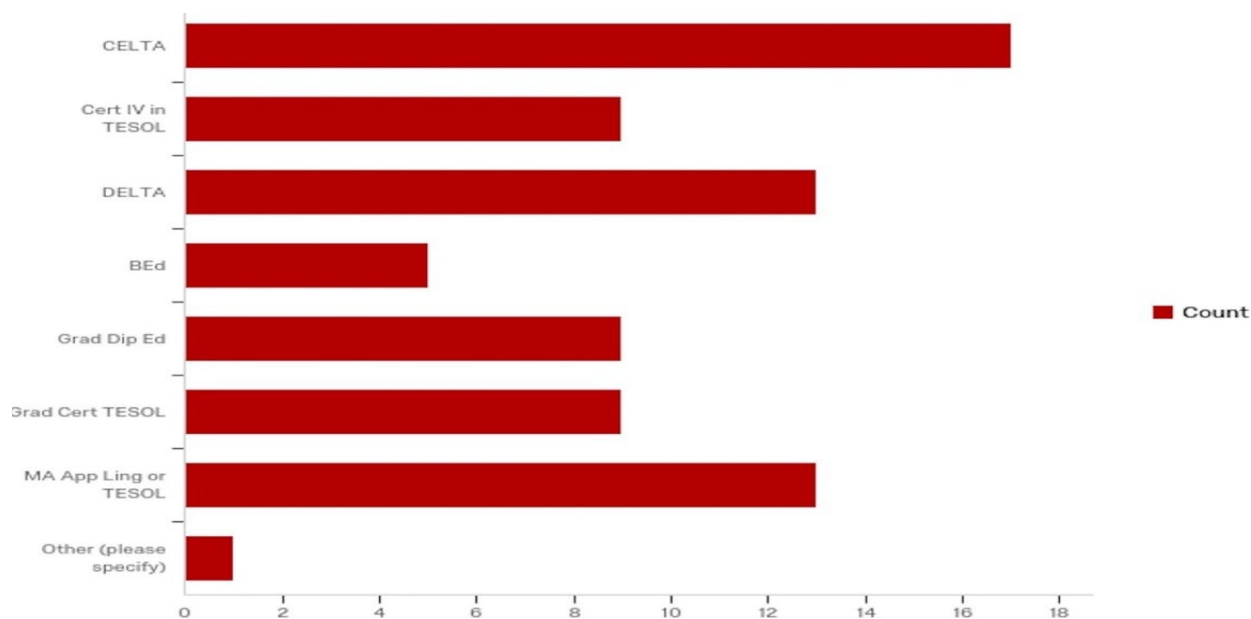


Figure 1 – Qualifications accepted by surveyed English Language Centres

Survey respondents were also asked to indicate the rationale behind the qualifications they preferred. The CELTA was described as “very practical, classroom oriented and reliable”, “CELTA grads have had a practical overview of English Language Teaching”, “CELTA provides teachers with the basic tools to tackle a class head on for the first time” and that it “provides a solid base for teachers to build on”. Interestingly, one private language centre surveyed indicated that they would preference a Graduate Diploma in Education over the CELTA due to the longer teaching practicum.

The DELTA was viewed as providing teachers with deeper theoretical knowledge by several respondents and was described by one respondent as “the best qualification for practical teaching skills, though rare in Australia”. Masters of Applied Linguistics or TESOL were also preferred due to the additional theory base and that this indicates a commitment or “serious choice of career” on the

part of the applicant. However, a few respondents indicated that this type of Masters' degree would need to be coupled with a CELTA or Cert IV TESOL as some courses do not include a practical component resulting in teachers who are "less confident and effective than (those who have done) short courses with more practice". The Certificate IV TESOL is an Australian qualification offered by TESOL Australia (TESOL Australia, n.d.) in which candidates study content online (the website states that the volume of learning is 740 nominal hours) and then do six hours of observation and six hours of practicum. It is a more recent qualification than the CELTA (the last 20 years) and is seen by some as an equivalent to the CELTA. Some participants in the study stated it was a minimum qualification only, "practical and classroom oriented but not as reliable or consistent as the CELTA". One University Centre in Perth commented "we are cautious that a Cert IV TESOL does include sufficient face to face instruction and assessed teaching". One manager commented that they will accept this qualification as it is Australian accredited and "usually cheaper to employ than those with post grad qualifications". The Graduate Certificate in TESOL while accepted by many surveyed centres, was reported to need to have a practical component to be considered for employment purposes.

Strengths of CELTA qualified teachers

Qualitative data

Interviewees and survey respondents were asked to comment on the strengths of CELTA qualified teachers in an open-ended item, on CELTA-qualified teachers strengths. Analysis of data revealed several key themes which are elaborated below.

Lesson planning

Lesson planning was seen as a key strength of CELTA qualified teachers as the course provides teachers with the skills to structure effective and interesting lessons or the "mechanics" of lesson planning. One director of a private English language centre noted that "CELTA is a very practical course and exposes participants to a range of lesson types and some recipes for delivering these lessons effectively". In another university centre the centre manager commented that CELTA teachers "are amazing at bringing out from the course how to stage a lesson, being able to stage and plan and design a good lesson".

Findings showed that the skill of planning is evident not only at lesson level but also at course level according to the spokesperson for one university language centre who maintained that CELTA teachers "invariably are the ones with great ideas about the content and how best to teach. They are clear in understanding that the outcomes of any individual lesson are connected to the whole, and that their role is to facilitate the outcomes using appropriate resources, and that they may need to scaffold any core resource to the level of the students".

Learner centredness

A second strength identified in findings was that CELTA qualified teachers tend to be learner-centred in their approach. Students are the focus in CELTA educated teachers' classrooms as indicated in the quotes below taken from the transcripts and the CELTA course encourages:

- *learner centeredness and the ability to have communicative classrooms where the students are the people producing most of the time* (interview from a university language centre)

- *student engagement...they think about the effective filter and mixing up their activities to make it more communicative* (interview from a private language school)
- *effective classroom management...where I thought the CELTA wins out is things like classroom management... the way you run a class... much more student centred* (interview from a TAFE language centre)

This focus on the learner is particularly evident in CELTA teachers' ability to respond to student language learning needs:

- *CELTA raises the teachers' awareness of the demands of language acquisition in general and the individual learner i.e. a strong learner training focus; The CELTA qualification not only puts theory into practice, it also caters for more responsive teaching* (survey response from a university language centre).
- *They [CELTA educated teachers] know how to see if students understand, to see what they need next. I think that builds them into the teaching role very quickly* (interview from a private language centre)

Readiness to teach

CELTA educated teachers are equipped to walk into the classroom and engage students in learning, according to many of the respondents. A university centre director praised the hands-on CELTA approach towards teaching classroom management – “I think CELTA does it really, really well, I think the way you are coached and mentored, and taught, in terms of how to stage a class, and because you are in an environment where they allow you to train, and you observe, and you teach in front of your peers, that's great”. The analogy of teachers prepared with 'a bag of tricks or tools' was used by interview and survey participants to illustrate this level of readiness as seen in the comments below:

- *An ability to get into the classroom and get going...CELTA teachers often come with great classroom awareness* (interview from a university language centre).
- *The strength of the CELTA is really, (that it) gives teachers a bag of tricks to go in and immediately in the classroom be able to teach* (interview from a university language centre).
- *The advantage to the CELTA would be that ...they have a very specific tool kit of things that they can do in class that are method that often work...it's a starting point that gives them confidence to stand up and say, 'I know what I'm doing here'* (interview from a private language centre)
- *I love that CELTA teachers are ready to go - you can give them a textbook and they can teach - CELTA teachers have a basket of tricks and ideas to employ - not just theory but hands on approach* (survey response from a private language centre)
- *Hands on practice very useful and provides teachers with the basic tools to tackle a class head on for the first time* (survey response from a private language centre)

It was suggested that this readiness to teach could be due to the intensity of the short course:

- *CELTA qualified teachers tend to be better equipped at dealing with students from day one. I think this might have to do with the duration of the four-week intensive course where graduates can walk into a job, fresh off training and confident* (interview from a private language centre)

Quantitative data

In addition to the open-ended items described above, survey participants were asked to rate the performance of CELTA qualified teachers employed at their centres across a range of attributes, on a Likert scale of 1 (low) to 5 (high). Table 3 below shows these performance ratings.

Attribute	Minimum	Maximum	Mean	Std Deviation	Variance	Count
Language Awareness	1.00	5.00	3.30	1.00	1.01	20
Classroom Management	1.00	5.00	3.60	0.92	0.84	20
Independence	1.00	5.00	3.30	0.95	0.91	20
Assessment Practices	1.00	5.00	2.95	1.07	1.15	20
Technology in Teaching	1.00	5.00	3.30	1.14	1.31	20
Student Engagement	1.00	5.00	4.00	1.00	1.00	20
Intercultural Awareness	1.00	5.00	3.80	0.98	0.96	20
Range of Approaches/ Techniques	1.00	5.00	3.40	1.11	1.24	20
Adaptation to Current Australian TESOL context	1.00	5.00	3.65	1.06	1.13	20

Table 3: Survey participant rankings of CELTA qualified teachers

Quantitative data revealed a key strength of CELTA qualified teachers to be Student Engagement with a mean rating of 4.00. This supports the theme of *Learner Centredness* as a strength that emerged from interview data. Intercultural awareness was also rated highly in the survey responses. CELTA does not always address intercultural or transcultural issues overtly in any one session but issues connected with this are often addressed in Teaching Practice feedback or integrated into other content areas on the course. The classroom management of CELTA graduates was rated quite highly in the survey which was a little a bit at odds with the interview responses. Explanations for this could be put down to the types of management preferred by individual centres and centre managers.

Limitations of CELTA qualified teachers

Qualitative data

Interviewees were asked to comment on any limitations of teachers with the CELTA employed at their centres. Survey participants were also asked to comment on this in an open-ended item in the survey. Some isolated comments were offered, such as the lack of reflexive practice in CELTA graduates but overall the limitations fell into five main categories. In all of the emergent themes it was acknowledged that these limitations are likely to be a result of the short time frame of the intensive four week course or twelve week part time course with more time needed to develop such attributes in CELTA graduates.

Quantitative data

Assessment practices and technology reflected the interview data and were rated the lowest of all CELTA graduates' attributes, indicating this to be considered a limitation of a CELTA qualified

teacher with respondents in this study. Language awareness, technology in teaching and teacher independence were also rated lower than other items. However, it should be noted here that one manager from one of the centres felt that this survey item was not phrased as clearly as it could have been and this needs to be taken into account when comparing the scores and could also explain the classroom management mismatch between interview and survey responses.

Range of techniques

Several participants commented on the limited range of techniques demonstrated by some newly qualified CELTA qualified teachers and the reliance on one methodological approach. This was described by two university language centre interviewees as CELTA educated teachers' lack of ability to be creative in lesson planning or move outside of the "CELTA lesson structure". It was acknowledged that CELTA graduates "would need to grow in methodology... an understanding of the bigger educational picture" (university centre interviewee). A private language centre manager commented "I wouldn't want all of my classrooms run like CELTA lessons, all the time because that's not meeting the needs of our students". She felt that "CELTA methodology" is only one way of approaching teaching and learning. Given that the qualification is initial training only, one private language centre manager noted that the graduate teachers themselves would need to "build on the various approaches they have learnt in order to provide sufficient variety for their students". A Perth based survey participant also expressed concern with CELTA candidate lesson planning preparation – "the message communicated by the CELTA course in terms of the amount of preparation for one lesson needs to be converted to being able to manage planning for 20 hours of content in one week".

Classroom management

Views on the Classroom Management skills of CELTA qualified teachers varied. A private language centre director in Melbourne commented "classroom management definitely I think is more about your experiences in teaching than your um TESOL qualification", suggesting that individual factors contribute to a teacher's management skills in the classroom.

A Perth university centre director criticised new CELTA graduates as perhaps not taking into account the individuality of their students when managing the classroom but taking the approach of "here's my lesson and I am going to make that perfect and there is no understanding of who is actually sitting in front of me looking at different cultures, different identities, learning styles, none of that comes into it".

Assessment practices

A further limitation observed, particularly in recent CELTA graduates, was a lack of understanding of assessment practices. The following comments elaborate on this theme:

- *I haven't seen any evidence of assessment practices in the CELTA graduates.* (interview from a university language centre)
- *I think that they are all (CELTA and Grad Certs) on learning curves when it comes to things like ... assessment practices* (interview from a university language centre)
- *in terms of writing assessments, no, I wouldn't say that comes out of CELTA* (interview from a university language centre)
- *I don't think that's focused on enough especially with assessment changing so much. What may be touched on in the CELTA course (goodness knows, it's not much time for it) may not be what you need when you get into your employment.* (interview from a private language centre)
- *There's no time on CELTA given to assessment so that's always something that CELTA grads have a lot of trouble with in the beginning just because it's new* (interview from a private language centre)
- *Only a basic exposure to assessment* (interview from a private language centre)

- *For assessment, Celta touches on this area but to no great depth. In teaching fulltime, CELTA graduates must become comfortable with managing continuous assessment and use of a common international measure such as the CEFR (survey response from a university language centre)*
- *With the CELTA, that's where I find the staff need more support around assessments. Other qualifications are a lot more theory in assessments, not so much practical but a lot more (theory) (interview from a TAFE language centre)*
- *I think there could also be more focus on assessment as it is becoming crucial in TESOL in Australia to accurately measure the progress of students as many of them are on some sort of academic pathway (survey response from a university language centre).*

Use of technology

For several interviewees, technology in teaching was observed to be an under-developed area with CELTA graduates. As one manager described “as a school that offers blended learning curriculum, e-learning, mobile learning, interactive whiteboards...it's [technological skill] absolutely essential and for the most part CELTA in Perth misses it completely”. One Melbourne university centre director interviewee commented that “it depends on how long ago people did the CELTA and it depends what centre you work at...You work in centres where every single classroom has got a computer and that's a given, doesn't have course book and that's a given, has Kahoot as part of the curriculum, so you have to learn it”. Another private language centre manager in Sydney observed in the interview that many TESOL courses are limited with regard to exposure digital teaching tools, “we just sort of expect everyone to be able to use technology in basic ways today. I don't think that's coming out of one of these courses. I don't think any course is particularly teaching technology in teaching”. CELTA graduates' level of comfort with technology was, however, also attributed to personality by a Sydney private language centre manager, who commented that this was not an attribute they looked for when interviewing prospective teachers.

Language awareness

Surprisingly, interview and survey data generally suggested that language awareness is somewhat lacking in CELTA graduates and requires ongoing development. Comments made are outlined below:

- *They don't know all the metalanguage so it could be more difficult for them to explain certain things to some high-level students who do know their own language, better than most English teachers do (interview from a university language centre).*
- *The course does not appear to equip teachers to teach reading or to help individual students untangle specific challenges with grammar, writing structures or academic skills (survey response from a university language centre).*
- *It doesn't teach you grammar...so I think language awareness, any of these things, it's going to be very basic and you have to learn on the job (interview from a private language centre)*
- *Recent Celta graduates need to research language they will be teaching carefully to build up their knowledge in this area (survey response from a university language centre)*
- *Language awareness does vary, it can be higher with teachers who are more naturally interested in grammar and language acquisition per se. Most of who tend to go onto further studies e.g. MA TESOL or MA App Ling (survey response from a private language centre)*
- *CELTA trained - They perhaps have weaker knowledge of things like grammar and the sort of general, academic side of linguistics (academic writing) (interview response from a TAFE language centre)*

Strengths and weaknesses of other qualifications

The strengths of other pre-service qualifications were noted. The number of practicums offered to course candidates in the Bachelor of Education TESOL, the Graduate Certificate TESOL and Graduate Diploma of Education were thought superior in terms of developing classroom management. One private language centre interviewee said “that’s where the Dip Ed triumphs as you’re teaching actual classes, you’re supervised the whole time and get to develop the rapport...and you learn to work with them (the students)”. Bachelor’s graduates may have stronger classroom management skills, however, the graduates of the Bachelor of Education TESOL are not qualified to deal with the fee-paying, academic adult that has high expectations. A further point highlighted by two interviewees is that these graduates may be more teacher-centred, demonstrate more teacher-talk or lecture style format which is not appropriate for the English language centre context. Masters qualifications were viewed as having a more in-depth theoretical base by a surveyed Queensland university centre. Also, “teachers with the MA have spent a bit more time reflecting on practice and theory and methodology”, according to a Melbourne private language centre interviewee. However, a Melbourne university centre manager argued that masters TESOL courses that are very theoretical, research-based have no value in the (English language) classroom.

Changing TESOL context: The growing focus on English for Academic Purposes

A unique trend in the Australian TESOL context is the increase in academic pathways students and those students enrolling in English for Academic Purposes (EAP) programs, students who “want to improve their English so they can get work rights” and students who are “paying customers, and they are often paying quite a lot of money living in a place that is very expensive to live in compared to where they come from”. This change in student profile and increase in EAP enrolments is a key point highlighted by several interviewees and survey respondents. It was commented by several interviewees and survey participants that the CELTA seems to be more focused on preparing teachers for General English classes. As one Melbourne university centre manager said “I think the techniques and methodology taught on the CELTA are still valid, but unfortunately there is a need for experienced teachers, given mostly EAP courses in the university sector and more demanding students”. A university centre manager in Sydney also felt that the CELTA “is a great basis and it still really applies to cultures and our language schools...it really works for teaching overseas...but I don't think it works for universities other than a basic requirement and a fantastic head start”.

In a similar vein, another surveyed university centre manager in Melbourne stated that the CELTA “prepares people well for teaching General English. It doesn't prepare people for teaching EAP, which is our main course”. This was echoed again by a surveyed university centre in Adelaide – “there is more specialised teaching at our centre, e.g. university pathway programs, academic English, exam preparation rather than just general English. This is an area that I feel the CELTA is lacking”.

Discussion

There were many issues arising from the findings. One of the more curious points can be seen with a glance at the list of strengths and limitations listed above. Both limitations and strengths of CELTA were mentioned by hirers and yet the consensus from all centres was that overall CELTA was a

qualification of choice when hiring teachers. Perhaps for employers it is a question of what they prioritise.

Three areas of CELTA trainee strength, namely lesson planning, learner-centredness and readiness to teach, are all key to student satisfaction and are very practical in nature. Detailed and carefully planned lessons are appreciated by students especially if a variety of resources has been utilised alongside a multimodal approach. Students feel they are getting value for money. Moreover, these plans provide a paper trail for relief teachers and an indication to managers of the competence of the teacher.

Learner-centredness, similarly, is valued in adult language education with teachers who have come from more formal teaching backgrounds in other disciplines in primary and high schools sometimes being very teacher-fronted in lessons and inclined towards excessive, unnecessary teacher talk. Learner-centredness also encompassed Learner Engagement in the current study. Newly qualified CELTA teachers are often young, keen teachers who are inspired to try out new techniques with their learners and come equipped with a 'bag of tricks' from their course as mentioned by respondents. They may not be on top of the educational theory but they are finely tuned to respond to the ages and interests of their students and to keeping their students engaged at all times.

Probably the 'readiness to teach' of CELTA graduates mentioned by managers comes from the fact that the intensive four week or slightly less intensive three month course is very focused on relating theory to practice. The CELTA is one of the few teacher education courses that allows pre-service teachers to receive input in the morning and then put that input into practice the very same day during the Teaching Practice in the afternoon. This immediacy makes the course very practical—something that is valued by hiring managers and which is often not the case in other formal English language teaching qualifications such as the BEd TESOL or the Grad Cert TESOL where theory and practice are separated and sometimes not balanced. Some Grad Cert TESOLs, in fact, do not have any practical component at all and neither do most MA Applied Linguistics/TESOL courses. As already mentioned in the literature review pre-service teacher education in general in certain parts of the world has returned to workplace-based training with less confidence being placed in universities as the main provider of teacher education (McNamara et al., 2014). This belief in the effectiveness of internship (Murray & Passy, 2014) is reflected in the findings of this study.

Language awareness was described as a limitation in CELTA graduates reflecting other critics of short, intensive courses who have also pinpointed language awareness as a shortcoming of CELTA graduates (Hobbs, 2013). This seems slightly at odds with the fact that CELTA courses usually contain at least six hours of language analysis and most teaching practice lessons include a focus on language, requiring the CELTA candidates to research the language in depth before teaching it. These comments may have been made by managers who were not familiar with the content of the CELTA or had not done a CELTA themselves, however. It could also be that what was meant by language analysis by some respondents was probably a broader notion of language as pertaining to writing and the conventions of text. The language awareness sessions on CELTA courses is usually at the grammar, pronunciation and vocabulary level. The conventions of writing and syntax are not usually allocated as much time or attention.

Similar to findings by McNamara et al. (2014) that there are concerns with pre-service teachers only seeing models of teaching practice in one particular setting and not being research based (Aspfors & Eklund, 2017), some participants in the current study were worried that CELTA graduates do not demonstrate a variety of approaches to methodology when they first start teaching. These views are in line with Stanley and Murray's views (2013, p. 112) reported in the literature review and their belief that "course brevity can be achieved only by reducing teaching to a series of formulaic moves that are replicated through practice" and the views of Deyrich and Stunnen (2014) who believe that a

reduction in theoretical input on short intensive course can only be detrimental to the quality of that course. However, the fact that the findings support observations such as those by Kiely and Askham (2012, p. 497) that the CELTA remains by far the most popular and most recognised qualification for employers in private English language centres and university language centres across Australia indicates that the lack of time for an in depth focus on educational theory is not considered a serious limitation for managers employing CELTA graduates. Perhaps this is because CELTA graduates are 'ready' to teach because they have not been overloaded with theory and have mastery of one particular approach to teaching and an accessible 'bag of tricks'. This may be more preferable for managers than mastery of no particular approach, a scenario that can arise with pre-service courses more focused on theory than practice.

Another issue arising from the study was the seemingly contradictory findings from the various TAFE centres about the acceptability of CELTA as a basic qualification for positions in the TAFE English language centres located within the colleges. TAFE colleges on the West coast of Australia were much less inclined to accept CELTA in any of their English language programs than TAFE colleges on the East coast even if the program was an ELICOS program. The fact that the TAFE ELICOS programs in Western Australia have been outsourced to private language school providers has now meant that teachers with CELTAs can be considered, however. The TAFE language centres who accepted CELTA on the East coast were predominantly ELICOS providers and not the AMEP or EAL providers. The rationale for non-acceptance of CELTA graduates often came down to the skills sets needed to work with refugees and migrants and students seeking to obtain access to employment. This adds weight to the argument reported by Hobbs (2013) that a shortcoming of CELTA courses is a lack of attention to context. CELTA courses teach general English language teaching skills not skills in how to deal with people affected by trauma or migrants wishing to gain employment and any changes made would need to balance the need to focus in a short period on the required generic and context-specific skills. Ironically, however, the formal English language teaching qualifications that are accepted by TAFE for employment in the AMEP or EAL areas, such as the Grad Cert TESOL, often do not develop these skills either. Moreover, some of the Grad Cert TESOL courses accepted by TAFE do not contain a practicum. What the Grad Cert TESOL courses do develop though is theory. The limited attention to theory in CELTA courses was raised by TAFE managers as an issue. This is in line with the arguments made by Murray and Passy (2014) who worry that teachers entering schools with a limited theoretical knowledge has implications for teaching practice. Overall, though, the consistency of selection practices deployed by managers of the recruiting organizations and their levels of understanding about the suitability of CELTA as an instrument for selection for non-General English course teachers appear to be a little problematic.

Conclusions and Recommendations

For what it is intended, it would seem that CELTA is fit for purpose. CELTA was conceived with the idea that teachers who took the short intensive course would use it overseas to teach general English as a foreign language to adults. It was also originally called a Preparatory Certificate in TEFLA (Teaching English as a Foreign Language to Adults) indicating the need for the graduates of this short, intensive course to do further professional development at some stage. Currently, in Australia, employers are choosing to hire teachers with the CELTA for teaching English to students who require English for academic purposes or employment purposes. This is probably because there are no other short pre-service ratified courses around with the reputation of the CELTA. The reality is, however, that there are increasingly fewer overseas students in Australia wanting to learn general English for four weeks and return to their own country and increasingly fewer CELTA graduates

wanting to teach overseas rather than Australia. Pathway programs to university study are far more common. With this in mind, Cambridge English need to take on board the following recommendations if they want to ensure that CELTA remains suitable for a changing Australian TESOL context:

1. CELTA courses need to give candidates more exposure to ways of teaching EAP. Although there are some centres that already do this, particularly if they are also a DELTA provider, the findings of this study would seem to indicate that there needs to be more attention to this overall. If there is no room in the syllabus for another input session then an EAP strand could be integrated into the reading, speaking, listening and writing skills sessions. The way this could work is that candidates could design two tasks for each of the skills using either the same reading, listening or writing texts or different texts. One way to make more room for this would be to remove sessions such as 'warmers' which could be accessed independently by candidates through a video clip or hand out. Candidates should also be briefed in how to teach exam strategies to students either in a separate EAP session or integrated into the skills sessions.
2. Newly graduated CELTA candidates or most English language teachers are unlikely to have to design their own standardised assessments as these are usually tackled by teachers with more experience. They will need to design progress tests but these are far less difficult to devise. However, all teachers will be required to mark speaking or writing tasks and they need guidance in how to do this. The speaking and writing sessions on CELTA courses could incorporate some experience of this for the candidates.
3. A requirement for ongoing accreditation of CELTA provider centres should be the inclusion of learning and teaching technology into the course. Centres should need to show that they are using state of the art teaching tools and equipping their graduates with familiarity with these tools. Currently, the use of technology on CELTA courses and instruction in how to use it is extremely variable across centres.
4. Cambridge English could mandate that Language Awareness input sessions on the CELTA place more focus on the academic conventions of writing and text.
5. Cambridge English probably needs to embark on a campaign of visiting roadshows to enlighten the TAFE centres about the nature of CELTA rather than relying on the ill-informed perceptions they have developed over the years.
6. Most importantly, in light of recommendations one and three above, which emerge directly from the findings, Cambridge English could consider putting in place contractual requirements for CELTA educators to document and report ongoing attendance at professional development workshops and conferences in order for them to keep abreast of language teaching and learning developments in the field and, in particular, developments in technology and the teaching of EAP. At the moment CELTA educators are required to standardise their teaching practice assessments each year and their assessment of candidates' work but there are no requirements to keep up to date with developments in applied linguistics and TESOL. Moreover, there is a somewhat behaviourist assumption that just by continuing to be a CELTA educator and run course after course that educators are keeping up with current developments in the field.

Overall, the study shed light on the experiences of Managers, Directors, Directors of Studies and Senior Teachers in hiring teachers with CELTA and other language teaching qualifications and the

appropriateness of the CELTA for a changing Australian TESOL context. A limitation of the study was the disappointing level of responses to the survey from centres outside of Western Australia. Future researchers in this area would be well advised to explore more ways of capturing survey data which take still greater account of the informant administrative workloads which probably constrained this aspect of the reported study. However, 20 completed survey responses carried some weight and these were offset by a wealth of in-depth data gathered from the 18 one on one, face to face interviews carried out in three states of Australia. While the feeling about the effectiveness of CELTA as an intensive, pre-service English language teaching course was generally very positive, incorporating recommendations made above into future CELTA guidelines could improve the suitability of CELTA for the Australian context and also for the increasing number of centres outside Australia who are seeing their graduates in positions where they need to be able to do more than teach general English.

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Appendix 1

Project Title: *Managers perspectives on the suitability of CELTA in a changing Australian TESOL environment*

Interview questions:

1. What kinds of courses does your centre or institution run?
2. Where do the students that you teach come from?
3. What range of teacher education qualifications do prospective employees present with at your centre/institution?
4. What teacher education qualifications do you usually accept?
5. Which qualifications do you preference and why?
6. Do you accept applicants with extensive teaching experience but no teaching qualifications? Why? Why not?
7. What range of experience do teachers currently employed in your centre/institution have?
8. Do you accept applicants with teaching qualifications but no teaching experience? Why? Why not?
9. What level of English proficiency do teachers that you employ have to have? Are you aware of the level of English language proficiency required to be admitted onto a CELTA, Cert IV TESOL, Graduate Cert TESOL or BEd TESOL course?
10. Are the acceptance criteria around qualifications and experience determined by the type of classes/work available at your centre/institution e.g. part time, full time, relief work, Academic English, Young learners etc. Please explain.
11. How would you rate the performance of teachers you have recruited for your school context with a CELTA, Graduate Certificate in TESOL, Certificate IV TESOL, BEd TESOL etc in terms of the following:
 - language awareness
 - classroom management
 - independence
 - assessment practices
 - technology in teaching
 - student engagement
 - intercultural awareness
 - range of approaches and techniques
 - adaptation to the current Australian TESOL context
12. If you were to compile a list of strengths and weaknesses of teachers who you have employed with a CELTA what would they be?
13. What about the strengths and weaknesses of the other qualifications that you accept?
14. Describe the teacher development programme at your centre/institution i.e. peer observation, manager/teacher observation, unseen observation (discussion of the lesson plan), workshops, circulars, review of student feedback and results etc
15. Who is responsible for the programme?
16. Have you noticed any differences in the profile of students doing your courses and their reasons for taking the course recently?
17. Do you think that the CELTA is meeting the demands of a changing TESOL context in Australia?

Appendix 2

CELTA Survey - Managers' Perspectives

Start of Block: Background Information for centre/ institution participants

By completing the following survey, you are giving your consent to participate in this research project. All responses are confidential and data will remain anonymous with no possibility of re-identification. Should you have any queries about this survey, please contact Toni Dobinson on T.Dobinson@curtin.edu.au

CELTA Survey - Managers' Perspectives

Please complete the following form:

- Name: (1) _____
 - Centre/ Institution: (2) _____
 - Position: (3) _____
 - Qualifications: (4) _____
 - Teaching (English Language) Experience: (5) _____
 - Centre accredited by: (6) _____
 - Types of courses/ programmes taught at the centre/ institution: (7)

-

Q1 What kinds of courses does your centre or institution run? Please check all that apply.

- General English (1)
 - Exam English - Cambridge PET (2)
 - Exam English - Cambridge FCE (3)
 - Exam English - Cambridge CAE (4)
 - Exam English - Cambridge CPE (5)
 - Exam English - IELTS (6)
 - Exam English - TOEFL (7)
 - High School EAP (8)
 - University EAP (9)
 - Business English (10)
 - Study Tours (11)
 - VET (12)
 - Teacher Education - Cambridge TKT (13)
 - Teacher Education - Cambridge CELTA (14)
 - Teacher Education - Cambridge DELTA (15)
 - Teacher Education - CERT IV in TESOL (16)
 - Other (please specify) (17) _____
-

Q2 Where do the students that you teach come from? List up to 10 countries in order of student numbers:

- 1 (1) _____
 - 2 (2) _____
 - 3 (3) _____
 - 4 (4) _____
 - 5 (5) _____
 - 6 (6) _____
 - 7 (7) _____
 - 8 (8) _____
 - 9 (9) _____
 - 10 (10) _____
-

Q3 What teacher education qualifications do prospective employees present with at your centre/ institution? Check all that apply.

- CELTA (1)
 - Cert IV in TESOL (2)
 - DELTA (3)
 - BEd (4)
 - Grad Dip Ed (5)
 - Grad Cert TESOL (6)
 - MA App Ling or TESOL (7)
 - Other (please specify) (8) _____
-

Q4 What teacher education qualifications do you usually accept? Check all that apply.

- CELTA (1)
 - Cert IV in TESOL (2)
 - DELTA (3)
 - BEd (4)
 - Grad Dip Ed (5)
 - Grad Cert TESOL (6)
 - MA App Ling or TESOL (7)
 - Other (please specify) (8) _____
-

Q5 Which qualifications do you prefer and why? Check all that apply and provide a short explanation.

- CELTA (1) _____
 - Cert IV in TESOL (2) _____
 - DELTA (3) _____
 - BEd (4) _____
 - Grad Dip Ed (5) _____
 - Grad Cert TESOL (6) _____
 - MA App Ling or TESOL (7) _____
 - Other (please specify) (8) _____
-

Q6 Do you accept applicants with extensive teaching experience but no teaching qualifications?

Yes. And if so, why? (1) _____

No. And if so, why? (2) _____

Q7 What range of experience do teachers currently employed in your centre/ institution have?
Please state your answer in years (e.g. From 2 to 15 years)

Q8 Do you accept applicants with teaching qualifications but no teaching experience?

Yes. And if so, why? (1) _____

No. And if so, why? (2) _____

Q9 Do you recruit CELTA graduates with no prior teaching experience? If not then why not?

Q10 What level of English proficiency do teachers that you employ have to have?

IELTS Level: (1) _____

Q11 Are you aware of the level of English language proficiency required for admission onto a CELTA, Cert IV TESOL, Graduate Cert TESOL or BEd TESOL course?

Yes (1)

No (2)

Q12 Are the acceptance criteria around qualifications and experience determined by the type of classes/ work available at your centre/ institution e.g. part time, full time, relief work, Academic English, Young Learners etc.?

Yes (1)

No (2)

Please explain: (3) _____

Q13 How would you rate the performance of teachers you have recruited for your school context with a CELTA?
 Please rate from 1 (low) to 5 (high).

	1 (1)	2 (2)	3 (3)	4 (4)	5 (5)
Language awareness (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom management (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Independence (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment practices (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology in teaching (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student engagement (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intercultural awareness (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Range of approaches and techniques (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adaptation to the current Australian TESOL context (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q14 Please give more information about any of the aspects listed in Q13.

Q15 Please comment on any other significant aspects of the performance of CELTA qualified teachers, not covered in Q13.

Q16 What about the key strengths of the other qualifications that you accept?

Q17 What about the key weaknesses of the other qualifications that you accept?

Q18 List the aspects of your teacher development programme at your centre/ institution in order of significance (drag and drop items to change order):

- _____ peer observation (1)
 - _____ manager/ teacher observation (2)
 - _____ unseen observation (discussion of the lesson plan) (3)
 - _____ workshops (4)
 - _____ circulars (5)
 - _____ review of student feedback and results (6)
 - _____ other (please specify) (7)
-

Q19 Who is responsible for the teacher development programme? Please specify title of position.

Q20 Have you noticed any differences in the profile of students doing your courses and their reasons for taking the course recently?

Yes. And if so, why? (1) _____

No. And if so, why not? (2) _____

Q21 How well do you think that CELTA is meeting the demands of a changing TESOL context in Australia? Please rate from 1 (very badly) to 5 (very well) and explain your answer.

End of Block: Background Information for centre/ institution participants

Appendix 3



Participant information form

Project title: Managers' perspectives of the suitability of CELTA in a changing Australian TESOL environment
Aims of the project

This project aims to investigate perspectives of CELTA as a pre-service English language teaching qualification amongst Directors of Studies, Centre Managers and staff responsible for the recruitment of English language teachers in centres across Australia. It is being conducted by Toni Dobinson and Paul Mercieca, both academic staff members from the School of Education at Curtin University. The results of this funded research project will be used by Cambridge English to build capacity in equipping CELTA graduates with best practice, facilitate course improvement and add to understandings of stakeholder perspectives, with particular attention to the Australian context. We hope the results of this research will allow us to add to the knowledge we have about pre-service language teacher education and qualifications and contribute to the field of knowledge in the TESOL community. The project should enable you to reflect on your experiences as an employer of teaching staff. We also hope you will appreciate the opportunity to reveal and discuss your involvement with fellow professionals who also have experience in this area.

Giving consent to participate

If you decide to take part in this research we will ask you to sign the consent form indicating you have understood all the details provided. In order to conduct this research, it is necessary to survey and interview staff responsible for the recruitment and employment of English language teachers. Surveys will take up about 20 minutes of your time. Interviews will take up about 60 minutes and will be audio recorded. You can complete the survey as a word doc and email it back or use Survey Monkey online. Interviews may be conducted face to face or by SKYPE. The surveys and interviews will mostly be about your experience of recruiting and employing teachers, but will also seek broad details about your institutions' courses and students. Once all the data is collected, responses will be collated and analysed. Data will remain anonymous with no possibility of re-identification. Confidentiality and security of information is assured. Electronic data will be password-protected and hard copy data will be in locked storage. The results of this research may be presented at conferences or published in professional journals. You will not be identified in any results that are published or presented.

Participation in the project is entirely voluntary. There is no inducement or coercion to be involved. If you have any questions about the project, or if you change your mind at any time and want to withdraw from the project before completion, you can contact the project leader. You are not required to give a reason or justification for doing so. Contact details are provided below:

Dr Toni Dobinson
Building 501 WSA 77, School of Education, Curtin University
Ph: 9266 4311
Email: T.Dobinson@curtin.edu.au

Please note: Curtin University Human Research Ethics Committee (HREC) has approved this study (HREC number 2016-0455). Should you wish to discuss the study with someone not directly involved, in particular, any matters concerning the conduct of the study or your rights as a participant, or you wish to make a confidential complaint, you may contact the Ethics Officer on (08) 9266 9223 or the Manager, Research Integrity on (08) 9266 7093 or email hrec@curtin.edu.au.

Appendix 4



Consent form

Project title: Managers' perspectives of the suitability of CELTA in a changing Australian TESOL environment

I have been informed of and understand the purposes of this study. I have been given contact details in order that I might ask further questions. I understand that I can withdraw from the project at any time before completion without prejudice and that any information which might potentially identify me will not be used in published material. I agree to participate in the project as described to me.

Name: _____

Signature: _____

Date: _____