Life after CELTA:
A precarious transition into English Language Teaching

by

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Submitted in fulfilment of the requirements for the degree of

Doctor of Philosophy

Deakin University
August 2011
DEAKIN UNIVERSITY

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Definition of terms

Some terms used in this study require definition as they may have different meanings in various education fields. The definitions below serve as a point of reference for the reader and are offered to prevent confusion.

<table>
<thead>
<tr>
<th>General Term</th>
<th>CELTA</th>
<th>University TESOL</th>
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<tr>
<td>Undergraduate teacher</td>
<td>Initial teacher/ Pre-service teacher</td>
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<td>Student teacher</td>
<td>Trainee</td>
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<td>School teacher</td>
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<td>In-service teacher</td>
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<td>Lecturer</td>
<td>Tutor / trainer / Teacher trainer</td>
<td>Teacher educator/ Academic</td>
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<td>Beginning teacher</td>
<td>Newly qualified teacher</td>
<td>Novice teacher</td>
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Acronyms

Some acronyms that appear in this study and that may cause confusion for the reader are explained in the list below.

- CELTA – Certificate in English Language Teaching to Adults
- CTEFLA – Certificate in Teaching English as a Foreign Language to Adults
- DELTA – Diploma in English Language Teaching to Adults
- DTEFLA – Diploma in Teaching English as a Foreign Language to Adults
- EFL – English as a Foreign Language
- ELT – English Language Teaching
- ESL – English as a Second Language
- ESOL – English to Speakers of Other Languages
- RSA – Royal Society of Arts
- TEFL – Teaching English as a Foreign Language
- TESOL – Teaching English to Speakers of Other Languages
- UCLES – University of Cambridge Local Examinations Syndicate
Abstract

This thesis examines the transition process of newly graduated trainees with a Cambridge Certificate in English Language Teaching to Adults (CELTA) into diverse English Language Teaching sites around the world. Founded in 1962 by John Haycraft, CELTA is now a worldwide initial English language teaching qualification, accredited in 54 countries. Recognised as a minimal requirement or entry pathway into the Teaching English to Speakers of Other Languages (TESOL) profession, CELTA was first imported into Australia in 1984. Marketed as a ‘portable international qualification’, CELTA is seen by many prospective teachers as a key into the TESOL profession. However, this thesis asks: how do graduates with this predominantly skills-based pre-service award fare in their transition into English Language Teaching?

This study focuses on the stories of eleven new CELTA-qualified teachers from one Melbourne education institute in their first year of teaching in Australia or overseas. The thesis argues that to understand the transition process of CELTA teachers, it is also necessary to historically contextualise this teacher training course. As a singular bounded case study, this research offers a richer representation of the CELTA phenomenon by telling and retelling stories of CELTA from multiple perspectives. Included in the thesis is an historical analysis of the development and growth of John Haycraft’s vision for English Language Teaching on an international basis. The researcher also uses an epistolary device to link the story of CELTA’s past with her own research journey.

The study is situated within an interpretive framework through the lens of teacher cognition, teacher career cycles and cross-cultural communication. Using a mixed-methods design the data include a survey, interviews, email journals and stories. Data were analysed through emergent themes i.e. through a categorisation of issues or concerns that made sense of the CELTA phenomenon and were related to the research questions. Triangulation was used to validate the interpretation of data. Some of the key findings revealed that contextual, organisational and personal constraints affected a successful transition into
English Language Teaching for many CELTA graduates. A recommendation of this study is that further research should be undertaken in the classrooms of CELTA graduates. Such studies will contribute to a deeper understanding of how the teaching lives of new CELTA-qualified teachers are affected by transition into English Language Teaching.
The late JOHN HAYCRAFT (1926-1996)

John Haycraft, an English Language teacher and writer, was the founder of the International House Language School in London. He initiated the first practical teacher training course that served as the forerunner to the current Certificate in English Language Teaching to Adults (CELTA). He was appointed Commander of the Order of the British Empire (CBE) in 1982.
Preamble

In this thesis, each chapter is preceded by an imaginary letter to John Haycraft, the English Language teacher who, in 1962, initiated the first practical teacher training course at his school in London. This course later became the Certificate in English Language Teaching to Adults (CELTA).

John Haycraft died in 1996, so I never had the opportunity to meet him in person. Instead, I heard all about his achievements from tutors who had met him during their CELTA training at International House in London. I also got to know of him through his autobiography. CELTA and John Haycraft seemed synonymous. By the time I began my research journey, I found myself having imaginary conversations with him. I wished I could have met him because John’s metaphorical presence was essential in the writing of this thesis.

How does a researcher incorporate an imaginary conversation with a dead author / teacher into a seemingly ‘linear theoretical analysis’ of the CELTA phenomenon and still retain verisimilitude in the conversation? While I was researching the history of CELTA, the idea of using an epistolary device of imaginary letters came to mind. An epistolary form would enable the linking of past events that influenced the founding and the spread of CELTA to the research journey undertaken in the writing of this thesis.

The epistolary form of writing imaginary letters to John Haycraft is used in this thesis as a framing device for the contents of each chapter. The overall aims are: (1) to introduce the reader to John Haycraft and use his autobiography of his travels as a historical backdrop against which to position the researcher’s own journey in this thesis; (2) to open a space for multiple voices to be heard within this research and (3) to enable the researcher to travel metaphorically with John Haycraft across place, space and time in order to tell a new CELTA story.

---

1 Barone (2000:43)
Dear John

As I embark on this educational narrative about Life after CELTA, I wish to invite you (metaphorically speaking) to travel with me on my research journey.

Your adventures as a language traveller in the small Spanish town of Cordoba in 1953 led indirectly to the creation of the original CELTA story at your language school, International House London, in 1962. And now, almost 50 years on, countless English Language Teachers all over the world continue to live out that story in their classrooms by drawing on the teaching principles that you devised.

To many of today's new English Language Teachers, it seems almost unthinkable that when you first started your teaching journey, the current teaching resources and practical strategies for good practice did not exist. On this research journey, you might be invited to elaborate on how your struggles to teach English as a Foreign Language from such a point of ignorance led to the creation of your short practical, or shall we rather say, skills-based teacher training course. After all, it was the forerunner of today's Cambridge CELTA courses. No doubt, John, one of your storylines in my narrative will probably include the establishment of International House and the employment opportunities it afforded newly qualified teachers.

By your creation of what I like to call the original CELTA story, you stopped short of writing the ending. Instead, you opened the pages to enable other CELTA teachers to continue the story and/or produce multiple endings. The story of this unique teacher training course has continued to grow in countries all over the world, including Australia.

But now John, I'd like you to share my journey as I write another chapter of the CELTA story. In this chapter, I embark on my own educational research journey i.e. to explore the realms beyond the training room. With the reflections of many graduates from the institute where I am a CELTA tutor, reminiscences from founder
CELTA tutors, and words of wisdom from some of your former trainees now turned academic researchers, I hope to write a story about the transition experiences of the CELTA graduates from this education institute.

As a CELTA tutor of many years' standing, my connection with the course and with its graduates is both passionate and critical. As a TESOL gatekeeper, I have a deep concern about the ability of these teachers to provide good practice in their first teaching jobs, especially as their theoretical knowledge of the principles of ESL teaching is somewhat sparse.

Globalisation has enabled many CELTA graduates to move beyond the confines of the International House language school and into many private language schools and even colleges and universities all over the globe. Through this case study, you and I will again make contact with these new teachers. We will all share ideas for the writing of the next chapter of the ongoing CELTA story. By telling and retelling their stories, these new teachers will, hopefully, make meaning of their initial teaching experiences.

In joining me on my journey, you will also meet some old friends who graduated from your early teacher training courses at International House in London. They imported your course to various language schools in Melbourne and, in so doing, became the main protagonists in the early CELTA story in Australia. In the creation of this tale, they reflect on their roles and their contribution to the Australian chapter of the story that you first created so many years ago.

I look forward to sharing my journey with you, John.

Best
Bessie
CHAPTER ONE: Storying Life after CELTA

This thesis provides a critical reading from a story about the transition of newly qualified teachers who embark on their first journey into the world of English Language teaching armed with enthusiasm, basic teaching skills and their newly acquired qualification. It is also a story about this qualification, the key players and the influences that have impacted on this course. This chapter sets the overall context for this story. It distinguishes the research questions which have shaped the thesis. It also outlines the purpose and significance of the study and highlights the research framework. The final section is a brief overview of the thesis.

Figure 2: Screen capture of CELTA web page 2011. University of Cambridge ESOL Examinations. [www.cambridgeesol.org/teaching/celta.htm](http://www.cambridgeesol.org/teaching/celta.htm)

Starting a story

The selling power of the Cambridge Certificate in English Language Teaching to Adults (CELTA) in today’s global economy is based on two simple concepts, skills and jobs. Websites used to market CELTA courses – such as the one above (see Figure 2) by CELTA’s accrediting body, Cambridge University ESOL – encourage the idea of a link between skill formation on this short pre-service teacher training course and a positive employment outcome. As a marketing tool,
this link works well, judging by the thousands of prospective teachers\(^2\) who enrol in CELTA courses all over the world each year.

But what happens after graduation? Are the thousands of CELTA graduates able to exchange their teaching skills with job acquisition and a smooth transition into English Language Teaching (ELT)? Does this revered credential, this metaphoric CELTA key really unlock the door into the Teaching English to Speakers of Other Languages (TESOL) profession? To date, only one published study (Green 2005) has traced the employment trajectories of CELTA graduates internationally. This is both surprising and to some extent understandable.

The lack of research on graduates’ teaching lives after CELTA is indeed surprising given the 50-year history of the course in Britain. The first CELTA course (then called the Preparatory Certificate) was set up in 1962 by the founder of the International House Language School, John Haycraft, with the intention of training teachers for his school (Haycraft 1998). The absence of research studies in Australia is also surprising considering that CELTA was first imported into this country in 1984 and its popularity as an entrée into English Language Teaching (Brandt 2010; Ferguson and Donno 2003; Kerr 1996) is well known.

But the dearth of studies on aspects of graduates’ teaching lives is also understandable as I discovered during the data-collection phase of this study. In the insecure and transient world of English Language Teaching – particularly in overseas countries – there is no guarantee that potential research participants will

\(^2\) CELTA courses attract about 12,000 prospective teachers at 286 approved centres in 54 countries each year (University of Cambridge ESOL Examinations, Exam FAQs 2011).
remain at one worksite for any length of time or that they will maintain contact with the researcher. The potential challenges faced by researchers in such circumstances have resulted in a gap in our current knowledge about the transition of CELTA trainees into English Language teachers.

On a smaller scale, my thesis takes up the challenge of exploring the transition process for CELTA graduates at the start of their careers. *Life after CELTA: A precarious transition into ELT*, as the title of this thesis implies, examines how successfully CELTA graduates from one Melbourne education institute transition into the TESOL profession. This singular bounded case study of CELTA takes as its main focus the stories of the newly qualified teachers in their first year of teaching. It also offers a richer and more complete understanding of the CELTA phenomenon by presenting different texts that examine the historical role of this teacher training course in the TESOL field in England and Australia. These issues will be elaborated on later in this study and will be framed by the research questions.

**A discussion of the dilemma**

The transition into the teaching profession is often a difficult and challenging experience for newly graduated teachers (Flores and Day 2006; Huberman 1989). This is no less so for newly qualified CELTA teachers who often take up employment in schools outside their country of origin and in contexts far removed from the one in which they received training. Farrell (2008) has attributed the initial difficulties that newly qualified teachers face in their sites of employment to inadequate pre-service preparation. In some programs, pre-service teachers are
not adequately instructed about the different teaching contexts in which they may find themselves at the start of their careers.

Other researchers (Letven 1992; Tickle 2000) have suggested that a lack of personal and institutional support and inadequate professional development during the induction stage – when the teacher is socialised into the teaching system – make the transition process more difficult for newly qualified teachers. This study complements the growing body of teacher transition studies (Fessler and Christensen 1992; Huberman 1989; Lortie 1975; Loughran, Brown and Doecke 2001) by contributing to an understanding of how CELTA graduates with limited pedagogical knowledge initially perceive their roles as English Language Teachers.

Despite the increasing numbers of CELTA graduates in TESOL workplaces, there appears to be a noticeable gap in the literature concerning the transition process of these teachers. There is also an absence of studies regarding the perceptions of CELTA-trained teachers during their transition into the TESOL workplace. This is surprising given the number of studies offering a deeper understanding of the difficulties that newly qualified mainstream teachers encounter in the classroom (Herbert & Worthy 2001; Veenman 1984). Many CELTA graduates have no other teaching qualifications and may never have the opportunity to study further.

To gain a richer and in-depth picture of the formation of a new CELTA-qualified teacher, we need to understand the rationale for introducing this short-term pre-service course into Britain and Australia. Also relevant is an understanding of
CELTA as an initial teacher training course that concentrates on practical teaching skills rather than theory. In our increasingly interconnected world where English is largely recognised as the lingua franca for economic and scientific exchange (Senior 2010; Warschauer 2000), the teaching of English as a Foreign Language (EFL) has become big business. The need for skilled English Language Teachers has resulted in CELTA becoming an important commodity in the international teacher training market.

The idea of selling the English language is not a new idea. In the last century, the teaching of English as a Foreign Language became, metaphorically, a means of selling imperialistic values (Pennycook 1994; Phillipson 1992) to Britain’s dwindling colonies. EFL teachers were urgently needed to carry out the sale of the English language in order to promote British interests. With few British institutions offering teacher training courses on how to teach EFL to beginner learners (Davis 1990), an opportunity arose for an entrepreneur, namely John Haycraft, to initiate such a course. Haycraft’s background – personal and educational – enabled him to establish two International House language schools, in Cordoba, Spain, and London. Relevant aspects of Haycraft’s background will be discussed in detail in Chapter Two.

Haycraft’s introduction in 1962 of a short practical English Language teacher training course (the forerunner of the CELTA program) filled a much-needed gap in both the TESOL field in England and in promoting British interests abroad. The subsequent growth of the CELTA program in its various forms in post-war England is listed chronologically in several studies (Askildson 2007; Brandt 2007;
Chapter 1: Storying life after CELTA

Ferguson and Donno 2003). A shortcoming in these studies is the failure to debate how the dominant social and political discourses in Britain promoted the growth of this practical teacher training course.

Likewise there is an absence of scholarly discussion about the export and development of CELTA in Australia at a time when a well-established TESOL program already existed in this country (Martin 1998). My study examines the discourses that have contributed to the introduction and growth of the predominantly skills-based CELTA program course in Melbourne. As CELTA is an integral part of TESOL history in Australia, it is both pertinent and timely that this aspect be further discussed. This study takes up that debate in Chapter Two.

The scope of the CELTA phenomenon within a TESOL landscape cannot be understood by historical discourses alone. We require insights into the perceptions of the working lives of the CELTA-qualified teachers who colonised and continue to colonise the TESOL industry (Angwin 1996) by engaging in different facets of English Language teaching. In this study, the participants include, firstly, the founder tutors (see Chapter Three) who introduced CELTA into various education institutes in Sydney and Melbourne. The tutors played central roles in providing an environment conducive to the growth of this program. Secondly, there are the CELTA graduates i.e. the newly qualified teachers (see Chapters Seven and Eight) who take their limited understanding of how the English language should be taught in classrooms around the world.
Despite these obvious shortcomings, these teachers are often dispersed into overseas teaching programs for school children and receive little pedagogical support. This study therefore seeks more information from CELTA-trained teachers about the difficulties they experience in the classroom and the amount of support offered to them via their site of teaching and / or whether they are able to improve their professional learning and develop their teaching identities.

The researcher’s tale

An idea for a study of this nature was generated shortly after I became a CELTA tutor in 1997 at the education institute where I was employed. My trainer-in-training course at that time entailed the observation or “shadowing” of two experienced tutors responsible for the four-week CELTA course. My duties comprised sitting at the back of the training room watching how the tutors delivered the course and taking copious notes on the teaching strategies they employed. During the practicum, I was shown how to evaluate the teaching of each individual and how to conduct feedback sessions with the groups of trainees after their teaching practice session.

The “input” sessions, comprising language teaching methodology and language awareness (how to teach traditional grammar) on that course both intrigued and disturbed me. The sessions were conducted in an extremely innovative and practical manner as they were “model” lessons that the trainees could either imitate or adapt. Moreover, the language awareness sessions encouraged the teaching of grammar in a communicative albeit prescriptive manner. For the first time in my teaching career, I found myself questioning my own teaching practice,
which now seemed extremely teacher-centred and boring compared to the strategies encouraged on the CELTA course. There was palpable excitement on the course, in the training room trainees were actively engaged in communicative teaching activities. During the practicum, trainees manoeuvred students through language and skills activities at record-breaking speed and there seemed to be a constant movement of students as they changed desks, partners or worksheets. It was all very practical, busy and exciting. Then why did I still feel disturbed by this method of teaching?

I found myself comparing my own traditional and extremely theoretical undergraduate teacher education in South Africa as well as the content for my Diploma of TESOL and my MEd studies in Melbourne. These comparisons, while providing valuable insights into the knowledge that I possessed and that had been shaped by years of studying (Mullock 2006) could not be justified, I realised. CELTA (then called the Royal Society of Arts Certificate in Teaching English as a Foreign Language or RSA CTEFLA) was a pre-service teacher training course; the full-time training took place over a four-week period compared with my own four-year undergraduate teaching diploma education. And many of the CELTA trainees on that course did not have any additional teaching qualifications nor did some have tertiary qualifications. The brevity of the course disturbed me I realised, because these trainees would find employment in language centres around the world without an understanding of the teaching principles that governed English Language Teaching. I realised why I had such misgivings about the course. The theory of teaching, the pedagogical knowledge that governed my own understanding of English Language Teaching played was not wholly missing
from this course, it was underemphasised. I was also critical of the teaching method emphasised on that course. At that time the tutors encouraged a Presentation, Practice and Production method (the PPP method), which has been criticised for its prescriptive nature (Harmer 2007). I found then and on later courses that this teaching method stifled initiative because of the prescriptive steps in teaching a lesson.

At the end of my trainer-in-training course, I was forced to admit that there were many positive aspects to this skills-based course. Most of the trainees had made remarkable progress in their teaching ability in such a short period, they were using the correct terminology and they were able to imitate the strategies taught to them by their tutors. My concerns were with the “weak” trainees who would achieve a “pass” grade at the end of the course. I saw their teaching practice in the classroom as being largely imitative without an understanding of the reasons for following certain strategies. In other words, they lacked the essential teaching theory. I wondered how in the future, these trainees would manage to offer their students sound English language lessons once they had exhausted the limited supply of teaching materials and strategies offered on the course.

I did not have to wait long to find out. Some months after this course, I received an email from one of the graduates who had obtained employment at a private language school in Melbourne. She needed help with teaching language lessons and she was concerned about her teaching ability. Subsequent emails from other trainees on CELTA courses that I taught over the next two years, made me realise that despite many “success” stories, transition into English Language Teaching for
many of the CELTA graduates was a difficult process, particularly for those who
did not have other teaching qualifications. From the emails that I received, and
from those sent to my teaching colleagues, I also came to an understanding that
the transition was made more difficult in institutions where collegial support was
lacking.

As I reflected on particular critical incidents highlighted in the correspondence
that I received from various people, I became aware of a coalescence of some
common occurrences or themes regarding the transition of these new teachers.
The e-mails appeared to indicate that the problems associated with teacher
transition could be categorised as an emergent theme or themes in my study. To
examine the potential relevance of the thematic features, the e-mail data were
analysed for common features and differences (Gibson 2009) to ascertain how
these related to the issue of teacher transition. The process of exploring the
various themes will be further discussed in Chapter 5.

A wide reading of beginner teacher literature (Lortie 1975; Huberman 1993;
Veenman 1984) further supported the theme of transition difficulties. The
transition into teaching has been described as a “sink or swim” situation (Lortie
1975) because of the challenges that newly qualified teachers face from inside and
outside the classroom. In scrutinising my own uncertain and challenging induction
into the teaching profession in the 1970s, I am inclined to agree with the views put
forward by researchers (Huberman 1993; Veenman 1984; Wanzare 2007) that the
first year of teaching can be a continuous trial and error experience resulting in
feelings of uncertainty and frustration.
To highlight how the feelings of uncertainty and frustration can affect the transition process for a new teacher in the classroom, I offer a story to my readers of a particular dilemma regarding collegial inadequacy during my first year in teaching in a high school in South Africa. The story serves as a prologue to the difficulties that CELTA graduates may face in their new teaching sites as identified in Chapters Seven and Eight. While this personal experience was unsettling at the time, I can, on reflection, attribute the inspiration for this research project study partly to that critical classroom episode.
The researcher’s dilemma

In a Johannesburg High school in the mid-1970s, a novice teacher ushers her Year 9 English students into her classroom. It is her third week of high school teaching and already Bessie knows that high school teaching can be a complicated, messy war zone when students are not fully engaged in language activities.

The lesson has barely started when the silence in the class alerts her to a presence at the door. The headmaster is outside. He knocks before walking into Bessie’s classroom. A young girl, ill at ease and unsure of what she should be doing, reticently follows him into the classroom. The headmaster signals to the silent students to continue with their work and then turns to address the young teacher.

“We’ve got some refugees from Mozambique at the school. Maria here has been placed in this class. She doesn’t speak English. Make sure you include her in your lessons and give her homework.”

Bessie would like to ask the headmaster some questions about the new student and she wants to know how she is expected to include a beginner in English Language studies in a Year 9 curriculum. But she is too bewildered and too nervous to ask questions. She is too afraid to do anything but nod at the headmaster. In South Africa in the 1970s, new teachers do not ask headmasters dumb questions. Institutional politics dictate that new teachers simply get on with the job as best as they can. That’s what Bessie does and in so doing, misses her opportunity to query this impending threat to her classroom routine. The headmaster is already
on his way out the door and the students are becoming disruptive again. Bessie stares at her class of 30 unruly teenagers and wonders how one teaches a beginner English student the language in a class of 20 First Language speakers. Four years at a teacher training college have not prepared her for this scenario.

She turns her attention to the young girl and then addresses the class. “This is Maria from Mozambique, she needs your help with her English so please make her welcome.” Bessie doesn’t anticipate the rowdy response from the students in the class who sense a potential victim for their taunts. Nor does Bessie know why her attempts at sign language fail to get Maria seated in the front desk. Instead, Maria continues to stand rooted to the ground, wringing her hands and staring at no one in particular. One of the more helpful students in the class takes Maria’s arm and leads her to the desk.

The class is having a reading lesson and the helpful student shares her book with Maria, who spends the lesson staring into space. It is a double English period today and after reading a particular text, Bessie gives the class some writing. She attempts to engage Maria by writing the letters of the alphabet and linking them to words starting with the same letter. She asks Maria to copy the words. Dumb idea! Maria already knows how to copy letters of the alphabet, but doesn’t understand the meaning of the words.

Bessie casts her mind back to her own schooldays. What would her English teacher have done in this situation? Stick figures! That’s how Maria will begin to understand her new language. On a sheet of paper, Bessie quickly draws some...
stick figures and she writes a few sentences underneath the figures. Maria must copy the sentences, thinks Bessie. But Maria doesn’t understand, she doesn’t respond. Bessie feels a growing sense of panic. Common sense tells her to let Maria be for the time being, but a sense of guilt, a growing lack of confidence in her teaching ability and the increasing rowdiness in the class compel her to try another tactic.

Bessie remembers some comic books lying at the bottom of the classroom cupboard. Maybe Maria can look at the pictures and decipher some words. Bessie wishes she knew more about the use of comics in teaching foreign students. But she doesn’t. She finds old magazines and comic books in the classroom cupboard and hands these to Maria. Maria looks at the teacher then at the comic books on the table. She does not respond. The students have seen the new girl’s bewilderment and they have sensed the teacher’s frustration, her inability to handle the situation. While Bessie attempts to help Maria, the boys prepare for the attack.

It comes in the form of finely chewed balls of paper hitting Maria on the head. When she does not react, they divert their attacks to the ceiling. Wet, sticky chewed up paper balls stick to the ceiling. Bessie’s frustration turns to panic. She feels beads of sweat on her forehead and her heart seems to be pounding rather rapidly. What if the headmaster returns?

In the pandemonium of noise, spit and chewed up paper balls, Maria sits quietly staring nonchalantly into the distance. Is she aware of her teacher’s angst and
frustration, of Bessie’s growing lack of confidence in her teaching skills, of her failure to call on strategies to remedy the situation? Will Maria at some stage look back on her schooldays in her new country and reveal to all and sundry how her first English teacher failed her?

The ringing of the school bell that signals the end of the lesson brings an overwhelming sense of relief to everyone in the class. Bessie dismisses the students and indicates to Maria to follow the other students. The relief that accompanied the end of the lesson does not last. Maria’s appearance in the classroom has raised too many theoretical questions, has stirred up too many emotions of fear and self-doubt.

And in the now empty classroom, there is a reminder of a moment lost, of a future challenge. On Maria’s desk, the untouched comic books showing the indomitable feats of Batman, Superman and Superwoman are an unwelcome reminder of a new teacher’s difficulty in dealing with the multiple dimensions of classroom teaching.

The reminiscences above highlight the myriad of demands that a new teacher faces every day during the transition phase of a teaching career. A new teacher’s sense of professionalism can be adversely affected when he or she is confronted with a multitude of problems (Tsui 2003) never experienced before. These problems include a lack of collegial support (Cochran-Smith 2004; Johnson 2004) as well as an incomplete repertoire of teaching strategies to deal with unknown or threatening classroom situations. The issue of social relationships among newly
qualified CELTA teachers and the effects of collegiality on self-confidence will be presented in Chapter Seven.

Like most language teachers who have undergone traditional teacher education at a university or teacher training college, my theoretical content knowledge at the start of my teaching career in the 1970s was certainly more extensive than the rudimentary knowledge that many CELTA-trained teachers without other qualifications possess. Yet in the Maria classroom incident, my theoretical knowledge failed me. This is evident in my abysmal attempts to cope with the Maria incident.

**Travel and Transition**

More than 40 years have passed since I first became a Teacher. Today, in 2011, as I look back on an English Language teaching career that has had lapses and starts and has taken me from South Africa into foreign classrooms in Austria, Venezuela and finally to my adopted country, Australia, I find myself reflecting on the difficulties of transition into new teaching sites. These difficulties, for newly qualified teachers are compounded when they lack an “integrated body of knowledge” (Tsui 2003: 247) i.e. an understanding of how teacher knowledge is related to and integrated in classroom practice, personal conceptions of teaching and learning, pedagogical content knowledge and the world of practice. When new teachers lack understanding or fail to develop these aspects of teacher knowledge, it can result in their attrition within a five-year period after starting their teaching career (Gold 1996; Manuel and Hughes 2006).
My own departure from teaching first took place after four years of high school teaching due to personal disillusionment regarding the nature of high school teaching in South Africa and a desire to travel. This was followed by a move into teaching English as a Foreign Language overseas. On my return to South Africa, I again entered high school teaching for a brief period before embarking on a lengthy career in journalism. A year after migrating to Australia, I returned to English Language Teaching at AMES. A few years later I accepted a teaching job at the education institute where I now teach and where I became a CELTA tutor. As a novice researcher, I believe that my many transitions in my career have offered me a greater understanding of the difficulties and discoveries that new CELTA-qualified teachers who lack an “integrated body of knowledge” (Tsui 2003: 247), face during their transition process.

To provide further insights into a CELTA curriculum which I argue fails to provide trainees with the “integrated body of knowledge” described earlier by Tsui (2003: 247), I will now outline what the skills-based CELTA curriculum (see Appendix 1) is able to offer prospective teachers. According to Cambridge ESOL (2011) – the accrediting body for CELTA – this course is considered to be an initial or pre-service teacher training course. Trainees generally receive 120 hours of tuition including a six-hour teaching practicum. Candidates are not required to have any tertiary qualifications as CELTA is an introductory course for candidates who have little or no previous English Language teaching experience. The practical nature i.e. the focus on skills and the brevity of this course compared to a three or four-year teacher education course at a university does not sit easily with academics (Brandt 2007; Ferguson and Donno 2003; McNamara 2008).
While accepting that this course might be the first step on a much longer academic road, I too query how teachers who possess a minimal amount of skills-based or practical teaching knowledge, a smattering of theory and only six hours of teaching practice are able to make a successful transition into teaching. In recent times there has been a replacement of the concepts of teacher training and teacher education by a “reconsideration of the nature of teacher learning which is viewed as a form of socialisation into the professional thinking and practices of a community of practice” (Richards 2008: 160). This means that the learning takes place or is situated in contexts such as the course room or training room where patterns of social participation can either enhance or inhibit the teaching process (Richards 2008).

Understanding teacher cognition i.e. what teachers think and believe and how these thoughts and classroom practices shape their understanding of teaching and their classroom practices (Borg 2006) is an important aspect of understanding the process of teaching. Dixon & Sanjakdar (2004) argue that teachers are “caught in the tensions between knowing about learning theories, knowing from our memories of our school learning and knowing through our current learning experiences” (61). This study attempts to understand the teachers as “active, thinking decision makers who play a central role in shaping classroom events” (Borg 2006:1) by providing a space in which multiple voices can be heard (Clandinin, Downey and Huber 2009). A space is created through the teachers’ stories in Chapters Seven and Eight. More detail regarding teacher cognition will be discussed in Chapter Four.
Texts that construct tales

Despite numerous studies on the difficulties that new teachers face in mainstream classrooms, to date there is an absence of discussion on the specific problems that newly qualified CELTA teachers encounter in their ELT classrooms. There is also a lack of empirical evidence regarding how little or how much CELTA graduates perceive the impact of the CELTA training program to have on their transition into English Language Teaching.

The purpose of this study is to obtain an in-depth understanding of the CELTA phenomenon through a critical reading of stories in different texts. In this study, a critical interpretation of the effects of the dominant discourses on English Language expansion in Britain is offered through a reading of historical and current texts. These discourses will be shown to affect the introduction and the growth of CELTA in Britain and later in Australia. An examination of the stories of the tutors who introduced the CELTA program into Australia will reinforce the notion held by academics during the 1980s that British educational products, including CELTA, carried more knowledge weight than local courses.

The study also examines how CELTA graduates from one education institute in Melbourne perceive the transition process at their sites of teaching in different countries and in different contexts. One of the aims of this research project is to present different texts that construct a world of EFL teaching, by examining the discursive construction of the field by new CELTA teachers. To explore the problems mentioned above, the following questions are asked:
What is the relationship between skills-based training and successful transition into the teaching profession?

Three sub-questions support the overarching question.

What is the justification for the import of a short-term skills-based training course such as CELTA in Australia?

What are the particular constraints and possibilities for the new CELTA-qualified teachers?

How do these teachers experience their transition in their first year in a TESOL environment?

As stated earlier, this study investigates a topic in which there is an absence of relevant academic research. CELTA is an initial English Language teacher qualification that is widely known and recognised by both private language schools and public teaching institutions (Brandt 2010). But to date, there has been little evidence of research into the graduates’ teaching lives after they complete a CELTA course. This study attempts to fill that gap by offering a survey of the employment outcomes of CELTA graduates and an in-depth study of the new teachers’ perceptions of their first year of English Language Teaching.

By examining the new teachers’ experiences in the TESOL field in the first year of teaching, this study sought to present research data that provide an understanding into the transition process from the perspective of these teachers. Transition into the teaching profession has long been conceptualised as a challenging time for new teachers (Farrell 2006; McCormack and Thomas 2003; Wanzare 2007) that can impact on their personal and professional lives (Gold 1996). It seems surprising then that the challenges that new CELTA-qualified teachers with only basic teaching skills have not been more comprehensively
researched in research documents. Nor has there been any attempt to explain how the skills-based curriculum relates to the transition process despite the fact that huge numbers of these teachers take up employment in Australia and overseas every year. This research, by examining the development of the new teachers offers an insight into the teaching capabilities of these teachers who have minimal theoretical teaching knowledge and basic teaching skills. Furthermore, by seeking storied data from the teachers, this study gives voice to a group of teachers who have previously been silenced in TESOL literature.

In the past, much of the research about CELTA (Askildson 2007; Brandt 2007; Ferguson and Donno 2003) has offered only a chronological outline of the history of the course. The role of CELTA as a vehicle, through which the English language has achieved international dominance, has resulted in it gaining a foothold in 54 countries. Given that CELTA will, in all likelihood, continue to play a role in ELT for some time, this study argues that it deserves a more significant place in the history of ELT teaching. This study has examined the dominant discourses that influenced the introduction of this course and it has also enabled some of the key players in the Australian context a voice. This research provides a starting point for other key CELTA players to tell their version about the establishment of this course in future stories.

**Overview of the methodology and method**

This study is situated within an interpretive paradigm in the social sciences. The research case study of CELTA takes as its main focus the stories of the newly qualified teachers in their first year of teaching. Case study, as defined by Stake (1995) is the study of the particularity and complexity of a single case, coming to
understand its activity within important circumstances. In this case study of CELTA, a story structure is used to explore the lived experiences (Clandinin and Connelly 1996) of new CELTA-qualified teachers in their first year of teaching English in Australia and overseas.

To establish the relationship between the largely skills-based training program on CELTA courses and the manner in which new teachers perceive their transition into teaching, I concentrate on specific issues including: stages of teacher development, teacher socialisation, culture shock classroom management, teacher knowledge, institutional and collegial support, teacher beliefs and identity. The stories- expounded in email journals and interviews – are intersected by and interrelated to:

- archival stories relating to the historical origins of CELTA,
- stories by the individual tutors who first introduced CELTA courses into respective language schools in Melbourne,
- relevant elements of a quantitative survey of 80 CELTA graduates to provide a snapshot story of CELTA at one education institute in Melbourne.

The collection and analysis of such diverse data builds a rich and holistic portrayal (Stake 1995) of the CELTA case.

In this thesis, CELTA is situated within the following interpretive frameworks:

- the study of language teacher cognition which highlights the fact that teachers are active, thinking decision makers who play a central role in shaping classroom events (Borg 2006; Tsui 2003).
• Teacher career cycle research models as illustrated by Fessler & Christensen (1992) and Huberman (1989; 1993) which highlight flexible development phases that teachers go through during their teaching careers. This study draws largely on aspects of the “induction stage” (Letven 1992) and the ‘exploration stage’ (Huberman 1993).

• Cross-cultural communication theories (Hofstede 2005; Ward, Bochner and Furnham 2001) that offer an understanding of the impact of cross-cultural transfer for new teachers and the effects of working in diverse teaching environments.

The research methodology and the methods used to collect and interpret the data will be further explained in Chapter Five of this study.

Outline of chapters

Chapter One has set the context for a critical reading of the story of *Life after CELTA*. It has outlined the rationale for this study and provided an introduction to this short-term, pre-service skills-based teacher training course into Britain and Australia. The research dilemma has been identified and appropriate research questions that frame this thesis have been distinguished. In this chapter, the theoretical framework, situated within an interpretive paradigm has been outlined and the purpose and significance of the study have been commented on.

Chapter Two offers a historical contextualisation of CELTA in Britain and Australia and identifies the key discourses that impacted on this course. It reviews studies that offer insights into the situation faced by TESOL academics in the years leading up to the introduction of the first CELTA course into Melbourne. It
addresses the first research sub-question: What is the justification for the import of a short-term skills-based training course such as CELTA in Australia?

Chapter Three introduces five “founder tutors” who introduced the CELTA program into Australia. In this chapter they offer their interpretations of the political, economic and personal factors that led to the import of a British teacher training course into language centres in Sydney and Melbourne. Their stories speak of the implications of introducing CELTA into an already established TESOL field in Australia and from Britain. The discussion in this chapter is guided by the same research sub-question that is addressed in Chapter Two, namely: What is the justification for the import of a short-term skills-based training course such as CELTA in Australia.

Chapter Four provides a review of previous studies from both mainstream and TESOL literature that offers an understanding of the transition from CELTA trainee into English Language teacher. The issues examined in the literature include: the transition challenges faced by newly qualified TESOL teachers; the relationship between transition into teaching and the developmental stages of teaching; the impact of teacher knowledge and classroom skills and the transition process and the influence of diverse teaching contexts on the transition process. This chapter is framed by the overarching research question: What is the relationship between skills-based training and successful transition into the teaching profession?
Chapter Five describes the methodology and the method of the study. It offers a rationale for using a single case study framework situated within a Qualitative research paradigm. This chapter argues that a parallel mixed methods design where the Qualitative (QUAL) study has priority over the Quantitative (quan) aspects of the study and a mix of data sources (a survey, interviews and email journals) is necessary in this study to adequately address the research problem. It suggests that the use of a case study approach contributes to a much-needed body of CELTA research within the wider TESOL field.

Chapter Six examines the statistical data from a Quantitative survey to produce a ‘snapshot’ of the career trajectories and teaching beliefs of 80 CELTA graduates from one Melbourne education institute. In this chapter the objectives and the rationale for conducting this survey are explained. The data are triangulated and the statistical data from this chapter support and / or explain the storied data in chapters seven and eight. The method and procedures of the survey are outlined in this chapter. The survey data consist of both quantitative results and respondents’ comments to an open-ended question at the end of the survey. A summary of results is included at the end of the chapter.

Chapter Seven examines the stories of eleven new CELTA-qualified teachers from one Melbourne education institute during the recruitment and induction stages of their transition into ELT in different countries and in diverse teaching contexts. This chapter examines the teachers’ perceptions of key personal, contextual and organisational influences that affect the transition process. In this chapter, statistical data from Chapter Six are used when necessary to support or
explain the teachers’ perceptions of transition influences. This chapter addresses the Research Question: What are the particular constraints and possibilities for the new CELTA- qualified teachers?

Chapter Eight is divided into two parts. The first part examines the cognition and teaching practices of the eleven new CELTA-qualified teachers within the first six months of their transition into the teaching profession. This part of the chapter attempts to gain an understanding of the constraints (painful beginnings) and possibilities (discovery) that the teachers experience within this period. This part of the chapter addresses the research question: What are the particular constraints and possibilities for the new CELTA- qualified teachers? The second part of this chapter examines the stories about the teachers’ perceived growth as ‘professional teachers’ during the second half of their first year in teaching. Two areas are investigated namely, the teachers’ perceived development as English Language teachers and, secondly, their reflections on whether their CELTA training adequately prepared them for their transition into ELT. The second part of this chapter is framed by the research question: How do these teachers experience their transition in their first year in a TESOL environment? When necessary, the stories of the teachers are explained or supported by the statistical data from Chapter Six.

Chapter Nine summarises the findings from this case study and highlights how these findings address the research questions. It summarises the contribution made by this thesis to CELTA research and to studies in the wider TESOL field. This
chapter also considers the shortcomings of this study and it offers some suggestions for further research studies regarding the training of CELTA teachers.
Dear John

The more I read your book, *Adventures of a Language Traveller*, and delve into the literature about International House and your role in building up this organisation and founding the CELTA program, the more envious I become of the teachers who taught there during the 1960s and ‘70s. What a dynamic school it must have been with new courses being introduced, fresh ideas from newly trained teachers and your enthusiasm and inspiration in trying to form an international community of learners. I wish I had been part of it.

It’s a story that needs to be retold. In this chapter, I am taking the liberty of doing just that. But you’ll notice that I distance myself from a purely conjectural CELTA story. After reading your books, *Babel in Spain* and *The Adventures of a Language Traveller*, my imagination got the better of me and I felt compelled to offer our readers an imaginative portrayal of the birth of CELTA. So I’ve taken the liberty of starting this chapter with my own version of your story. I hope you don’t mind.

There are of course numerous other stories that sit alongside your CELTA story. These stories comprise the social, political and economic discourses that existed in Britain after World War II. I hope to share some of these stories with my readers to show how they influenced your decision to initiate this practical teacher training course in the 1960s. This new version of the CELTA story, if taken from that perspective, should generate much debate among the other storytellers in this chapter. They might question why you introduced a course that relied so much on the development of teaching skills, rather than engaging with pedagogical theory.

The ensuing story will enable our readers to gain a broad understanding of the history of this skills-based teacher training course and why it has had such a lasting impact in the TESOL field.
That’s enormously exciting because I don’t recall your story being examined in this manner before. So, the new CELTA story should certainly make a contribution to the TESOL literature.

Hope you enjoy my interpretation of how CELTA began.

Speak to you soon in a more serious vein.
Bessie
Chapter 2: Contextualising the Study

Dreaming the (im) possible dream

In a bedroom serving as a classroom in Cordoba, Spain, in the early 1950s, a young man sits deep in thought. His students have gone home and John Haycraft – aspirant writer and English Language teacher – is supposed to be planning tomorrow’s lessons. But his thoughts are miles away, lost somewhere in a visionary multilingual school where Spanish students and indeed, students from many countries in Europe will meet to learn English.

His teaching adventure in Spain is working well. Learning to teach English to foreign students has been a matter of trial and error, with little notion of what might or might not work. But his efforts are paying off. The students keep coming back to his classes and the student numbers are growing. In the now empty classroom, John Haycraft continues to dream about starting an English school. It must be a school where intensive courses will help students learn the language that is to become the lingua franca of the world. He does not know it yet, but one day this imaginary school will become a unique model for many other language schools throughout the world. Prestige and fame will be synonymous with his schools.

John Haycraft’s thoughts have moved on. He thinks of his teaching colleagues here in Spain, many of whom have teaching qualifications in subjects other than English or those who have no teaching qualifications at all. Many are untrained undergraduates who take summer jobs in Spain and elsewhere in Europe and
have the attitude “I’m English, aren’t I? So I can teach my own language, can’t I?”

John Haycraft shakes his head as he ponders the situation. None of these teachers has the skills to teach English to foreigners. He ponders the teacher training situation in Britain. He can think of no courses that offer practical training in teaching English as a Foreign Language. For most teachers, English teaching to foreign students is largely a hit and miss affair. Reading “great” books to foreign students is thought to be good teaching practice, despite the fact that students might not understand these great books.

Again John Haycraft’s thoughts revolve around his imaginary school of the future. Could this school also provide basic training for teachers who want to travel to distant countries to teach English? One school that will provide English teaching to foreign students and in the same school, a teacher training course that will prepare teachers to teach English to these students. An impossible dream or a possible reality?

John Haycraft does not know that in a few short years his dream will grow into an intensive English training scheme that will eventually span 286 schools in 54 countries. His practical teaching methods will dominate the teacher training programs in his schools for decades. From a small bedroom in Cordoba, the idea of the first International House language school and inadvertently, of the Cambridge Certificate in English Language Teaching to Adults (CELTA) course is born.

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3 (Haycraft in Duff:1988: 3)
CHAPTER TWO: Contextualising the Study

This chapter places CELTA in its historical context and highlights why such a short-term, practical course for initial teachers became such a driving force in TESOL teacher training in Britain and Australia. I begin this chapter by drawing on historical documents that contribute to an understanding of why the CELTA course was first introduced into a British language school in London and later exported to language institutes in several overseas countries, including Australia. By tracing the most significant developments in the history of this short-term practical EFL teacher training course, I address the first research sub-question: What is the justification for the import of a short-term skills-based training course such as CELTA in Australia?

Concerns about CELTA

In the TESOL industry, a post-graduate teacher education course such as the Graduate Certificate in TESOL, the Graduate Diploma in TESOL, the Diploma of English Language Teaching to Adults (DELTA) or a Master’s Degree in TESOL is often deemed to be a recognized means of entry into the English Language Teaching profession. CELTA is widely regarded as an initial teacher training course that enables its graduates to teach English overseas in private language centres. The short teaching practice component (six hours) has resulted in this qualification not being recognized for ELT employment in government schools. It seems surprising then that CELTA has prospered in so many countries, including Australia.
Over the years there have been concerns about the brevity of the course (Fischer 2004; Nixon 1985). Cambridge ESOL guidelines stipulate that the course must offer 120 hours contact time. CELTA courses generally take place over a four-week period, but are also run as part-time courses over several months. Many researchers would probably agree with concerns about the brevity of the course compared to the teacher education courses offered in the universities. However, a counter argument to this criticism is that the intensity of the CELTA course over such a short period, contributes to a rapid mastery of basic teaching skills.

While the CELTA syllabus does not stipulate or endorse the adoption of any one particular teaching methodology, Communicative Language Teaching (CLT) remains a popular theoretical framework that underlies the ‘practical’ teaching techniques on most CELTA courses. This approach, which originated in Britain in the 1960s (Mitchell 1988), has been a popular teaching approach in English Language Teaching classrooms around the world (Thompson 1996). The principles of CLT suggest that: (1) language is a system for the expression of meaning and that its primary function is for interaction and communication and (2) language activities for the learner must involve meaningful and communicative tasks (Richards & Rodgers 1987). While CELTA courses are designed according to the needs of each individual centre (Thornbury and Watkins 2007), rather than to the dictates of a theoretical framework, there are certain core teaching focuses intrinsic to a CELTA program. These include among others, the use of pair and group work, concept questions to elicit language meaning and the use of modelling and drilling techniques when teaching language. These teaching strategies are further discussed in Chapter Six.
The reliance, however, on practical or skills-based training over theory on CELTA courses, has been criticised (Ferguson & Donno 2003). On the other hand, Horne (2003) argues that short-term courses such as CELTA are a response to market demands and the length and depth of a course will be determined by the market. A final criticism of the course is that its curtailed length “downplays the importance of explicit knowledge of language” and undermines the “professional basis for English as a Foreign Language (EFL) teaching” (Ferguson & Donno 2003: 29).

A CELTA story

To understand the CELTA phenomenon in its historical context, we need to ask ourselves what social and political forces have aided the evolution and the growth of this practical teacher training course. This study turns to scholarly literature (Pennycook 1994; Phillipson 1992) that examines the dominant political contexts of pre-World War II Britain, which encouraged the expansion of the English language overseas. Central in the role of promoting ELT as a colonising force was the British Council. A viewpoint developed in this study is that the role of this organisation between 1934 and 1962 was a crucial influence in the historical development of CELTA.

From a chronological viewpoint, the year 1962 is heralded as the official start of the present-day CELTA program. In June of that year, John Haycraft offered prospective EFL teachers a short, intensive training course with a very practical focus at International House, his private language school in London. This course,
known simply at the time as the Preparatory Certificate course, focused on basic classroom methodology and hands-on teaching practice (Haycraft 1988).

The introduction of the Preparatory Certificate was not – as is often claimed in literature (Haycraft 1998) – an isolated event brought about by a lack of EFL teacher training courses at the time. In 1962, despite the fact that the English Language Teaching industry as we know it today did not exist, a British university, the University of London, was already offering Post Graduate Certificates or Diplomas with a theoretical grounding in English Language teaching (Duff 1988). This study will argue that the introduction in London of the Preparatory Certificate course – the forerunner of CELTA – occurred as a by-product of the marketisation of the English Language by the British Government and should be examined within this context of linguistic colonisation.

**Marketing the English language**

The widespread teaching of English as a Foreign Language in Britain began at the start of the 20th Century (Howatt 1984). However, the seeds of a TESOL training course such as CELTA began in 1934 with the founding of the British Council in England. The purpose of this organisation at the time was to assist in the expansion of the English language throughout the empire for commercial and political interests (Pennycook 1994: 150). At the inauguration of the British Council, the Prince of Wales (the future King Edward VIII) advanced his understanding of the role of the British Council:

*The basis of our work must be the English language . . . [and] we are aiming at something more profound than just a smattering of our tongue. Our object is to assist the largest number possible to appreciate fully the glories of our literature, our contribution to the arts and sciences, and our pre-eminent contribution to*
Expansion of the English Language for political purposes could not have taken place without the assistance of well-trained teachers from Britain or from within Britain’s colonies, particularly after World War II. Post-war unemployment in Britain, as well as increasing political rhetoric that English was the chief medium of international exchange (Pattison 1952), encouraged English teachers to search for employment overseas. By the 1950s, British linguistic imperialism (Phillipson 1992) or the expansion of English had become a dominant discourse among educationists in Britain. This occurred largely because English was regarded as the “chief means of entry to European civilisation for the peoples of Asia and Africa” (Pattison 1952:75). In the post-war period, British teachers who wanted to work overseas continued to be recruited from among the graduates of English or Modern Foreign Languages courses at universities, but few had any formal qualifications in teaching. The founding of the English Language Teaching Journal in 1945 offered teachers a means of keeping up to date with trends in ELT while in 1948, the University of London’s appointment of Professor Bruce Pattison to first Chair with responsibility for EFL (Pattison 1952; Rossner & Bolitho 1990) resulted in ELT gaining improved status among academics.

The increasing demand for English at that time raised the question of training for English teachers. In an article in the ELT Journal, Pattison (1952) – in emphasising the extent to which English had expanded overseas and had become the chief medium of international exchange – highlighted the need for an increase in trained English Language teachers, but questioned how they should be trained.
To meet the demand for English and other languages, more teachers must be trained. How they should be trained, and what methods they should employ, are immediate questions. (Pattison 1952:75)

The training of English Language teachers was given a boost in 1956 with an announcement by the British cabinet that the government would attempt to make teaching overseas more secure and attractive. Universities could request money from the government for training and support for their ELT experts (Phillipson 1992). These developments would not have passed unnoticed by John Haycraft after the establishment of his language school in Cordoba, Spain. To paint an accurate picture of the history of CELTA in relation to its founder, John Haycraft, I refer extensively to relevant information in his autobiography *Adventures of a Language Traveller*. While the information from this book paints a more subjective picture of his role in the growth of CELTA, it also offers an insight into Haycraft’s thinking at that time in history. This is important in conveying a storied account of events during the 1950s and ’60s. To give a more critical stance to this historical contextualisation, references from other sources are also given.

The need for adequate teacher training would also have been apparent to Haycraft by the time he established the first International House language school in Covent Garden in London in 1959. Haycraft’s academic and personal background – he was a graduate from both Oxford and Yale universities and he had travelled extensively and lived and worked in various jobs overseas – ensured a wide network of friends and colleagues in the British Council and the British Broadcasting Corporation (see Haycraft 1998) who would have kept him informed about these developments.
Furthermore, Haycraft’s academic qualifications and, more importantly, his self-taught practical ELT strategies to beginner language learners made him an ideal candidate in the 1950s for both the founding of International House and later, for introducing a teacher training course at his private school. The advantages of introducing a teacher training course for prospective English Language teachers were considerable. In the first instance, he could offer individuals with or without other teaching skills some portable, albeit basic, practical English Language teaching skills that could assist them in supporting themselves while travelling or living overseas. At that time, the ELT industry, as we know it today, did not exist in Britain. Haycraft (1998) claimed that a teacher training course was needed because there were few TESOL graduates in this relatively new field. In 1960, the output of trained British post-graduates in English Language Teaching from Edinburgh and London universities averaged only about 20 a year (Phillipson 1992).

University Training for English language Teachers in the 1960s comprised Post Graduate Certificates or Diplomas in English Language Teaching. These courses frequently offered a theoretical grounding in language teaching but no classroom skills (Duff 1988). A post-graduate course, namely a Diploma in the Teaching of English as a Foreign Language, was offered by London University for a period of one university session i.e. from October to July. In 1957, the situation changed with the University of Edinburgh setting up a School of Linguistics aimed at providing a theoretical basis for the teaching of EFL within the wider framework of language teaching (Phillipson 1992). Generally, however, there were few
institutional bases for the study of language learning and teaching, either for
foreign languages or ELT (Haycraft 1988; Phillipson 1992).

Private language schools that offered training courses for EFL teachers were
virtually non-existent in Britain at the time and there were no agencies supplying
English Language Teachers to overseas institutes (Duff 1988; Haycraft 1998).
These factors probably attributed to Haycraft’s decision in 1962 to offer a
Preparatory Certificate course. In addition to the marketisation influences and the
need for ELT staff overseas, Haycraft needed to train teachers for his own
language school. The move of his language school to a new venue had resulted in
an increased number of student enrolments for English language classes. The
increase in student numbers necessitated the need to employ a larger number of
adequately trained English Language Teachers (Haycraft 1998).

There was no agency supplying teachers, and university departments had no such
service. Was there such a thing as a qualified teacher of English for foreigners?
Did any real training exist? The answer was no. (Haycraft 1998:193)

The Preparatory Certificate was conceived by Haycraft as being fundamental in
the supply of EFL teachers in his language schools. In his role as an English
language teacher in Spain, Haycraft claimed that he had become aware of his lack
of practical teaching strategies in the classroom. I posit that despite the limited
EFL teaching pedagogy at the time, Haycraft was not familiar with it because he
had read history and not English at university. By his own admission, “My Oxford
MA had little bearing on teaching my own language to foreign students,”
(Haycraft 1998: 193) indicates his inability to see the need for pedagogical
knowledge. These shortcomings prompted him to offer a course with a practical
grounding and exposure to the classroom (Haycraft 1988) which would equip new
teachers with adequate materials and strategies to teach English to beginner students.

It also needs to be acknowledged that the wide range of publications for TESOL teachers did not exist at the time and Haycraft had to rely on his own knowledge of which teaching strategies worked in his classroom. He also had no knowledge base from which to work and therefore little understanding of why these strategies would or would not work. He had neither pedagogical knowledge nor pedagogical content knowledge that is readily available in pre-service teacher training today. This gap in his knowledge of pedagogy led to a reliance on his own techniques as is evident in the skills-based timetable for the first teacher-training course (the forerunner of the current CELTA course) in September 1962. His aim on this course was to give the 10 trainees as much practical grounding and exposure to the classroom as possible. Haycraft’s exploration of EFL teaching techniques were similar to those in current use by many CELTA tutors, namely the demonstration of model lessons and basic teaching techniques that trainees then imitate or transfer into their classes during the practicum.

The implementation of a curriculum that relied largely on the teaching of basic skills meant that teachers could be trained quickly and they could then obtain employment within the International House Language School system. The advantages of such a move ensured a continual supply of new teachers who were familiar with the teaching requirements at International House. Haycraft asserts that the marketisation of the Preparatory Certificate course and indeed the marketisation of the English Language were not purely for personal financial gain
(Haycraft 1998). Instead he regarded the establishment of this teacher training course as having a firm educational outcome, namely the achievement of good practice in the classroom.

The name game

CELT A, has undergone several name changes (Brandt 2007; Roberts 1998) since it was first introduced onto the TESOL market as the Preparatory Certificate course in 1962. In the late 1970s, the four-week training scheme in Britain came under the administration of the Royal Society of Arts (RSA) (Davis 1990). This move added credibility to the course because it involved the endorsement by a prestigious organisation outside the confines of International House. The course was administered by the Royal Society of Arts until 1988 when the administration of the course was moved to Cambridge University following the merger of the RSA and the University of Cambridge Local Examinations Syndicate (UCLES). This move ensured even greater status for the teacher training course as it was now linked to one of the most prestigious universities.

Although the word ‘preparatory’ was dropped from the scheme in 1987 (Davis 1990:3), it continued as an introductory course in teaching English as a Foreign Language (EFL) and was known as the RSA / Cambridge Certificate in the Teaching of English as a Foreign Language to Adults (CTEFLA). To many graduates of the course during the 1980s and 1990s the course was simply known as the ‘RSA’. This title was dropped from the course in 2002 and it became known as the Cambridge CELTA course. The responsibility for the administration
of the course remained with UCLES. In 2007, UCLES was renamed as the University of Cambridge ESOL examinations (Cambridge ESOL) and the CELTA certificate was revised.

As mentioned in the previous section, one of the criticisms levelled against CELTA has been the brevity of the course (120 hours). Despite these criticisms, there has been a concerted effort by the regulatory bodies throughout its history to ensure that the CELTA syllabus has met the changing needs of education in Britain (Ferguson and Donno 2003). The course syllabus states that CELTA is an introductory course for candidates who have little or no previous English Language teaching experience. It also states that it may also be suitable for some candidates with some experience but little previous training. At present, the certificate is regarded as an initial step on a much longer professional development pathway rather than preparation in itself for teaching (Ferguson and Donno 2003). This means that it is an initial teacher training course and that CELTA graduates should not in their first year of teaching at a private language school, be expected to carry out complicated teaching duties that could be assigned to a TESOL graduate with more theoretical knowledge.

To keep pace with the current technological changes, Cambridge ESOL announced in 2011 that it would offer an online component in addition to the usual course format. CELTA cannot be criticised for not having evolved over time, nor is there any reason to doubt that it has not consulted with the EFL profession regarding reforms (Ferguson and Donno 2003).
This section discussed the changes that have occurred on the CELTA program since its inception in 1962. In the next section, the import of the CELTA qualification to Australia in the 1980s is discussed. At the time, this country was already experiencing a post-World War II expansion in the international student market as well as an increase in its migrant intake. The sale of the English Language within Australia, rather than abroad, thus serves as the context in the next section of this chapter.

Colonising the colonies

The import of a short-term skills based British teacher training course for English Language Teachers into an English speaking country with an already well-established TESOL industry might well be considered an educational venture heading for certain failure. This was the risk that some private Australian education institutes faced in the 1980s when they first put CELTA on the TESOL map. Fortunately for these institutes and for the founder tutors who introduced these courses, the CELTA program emerged as a dominant model in initial training for English Language teachers.

In this section I review studies that offer insights into the situation faced by TESOL academics in the years leading up to the introduction of the first CELTA course into Melbourne. In this chapter, it has been necessary to refer to some unpublished literature (see Angwin 1996; McNamara 1985) as information regarding aspects of the CELTA program are sparse. To understand why a British teacher training scheme was imported into an already growing English Language Teaching industry in Australia in the 1980s, this study examines the dominant political and economic discourses that influenced the demand for English
Language Teaching and inadvertently, for TESOL teachers in Australia after the Second World War. Unlike the situation in post-war Britain where English Language Teaching as a colonising force was seen as a means of providing overseas employment for teachers, a very different situation was apparent in Australia.

After World War II, immigration to Australia necessitated a large scale initiative to address the English language needs of newly arrived migrants. However, the impact of the Colombo Plan – a bilateral aid program – had far-reaching effects on education including English as a Foreign Language in Australia. This occurred because the arrival of government-sponsored students from Asia in the 1950s coincided with the arrival of migrants from Britain and Europe.

The Australian Government’s policy for English Language Teaching occurred largely because of its decision to increase the labour force within the country by increasing the migrant intake (Martin 1998). Migrants from non-English speaking countries in Europe arrived in Australia and by 1948 it was evident that these new workers required English Language Teaching to help them assimilate into the community.

English Language tuition for the new migrants was incorporated into the Immigration policy. This resulted in the first Commonwealth Government-assisted English Language tuition program for migrants in 1948 (Martin 1998; Pittman: 1952; Ruhle 1965). In a publication which gives a comprehensive historical account of the growth of the Adult Migrant English Program, Martin, a
former director of the Adult Multicultural Education Services (AMES), states that such a program required skilled teachers. However, with no ELT training available for teachers in the 1940s, the first AMEP program at Bonegilla in Victoria in 1948, was taught by 22 language teachers from state and independent schools. These teachers had volunteered to conduct classes during the school vacation (Martin 1998).

Adult TESOL in Australia was thus introduced mainly as a settlement language program (Angwin 1996) and the training of teachers and the production of teaching materials became the responsibility of the Commonwealth Office of Education. By 1952, Australia was already in possession of a set ESL curriculum for migrant classes based on a British model for teaching English as a Foreign Language. Teachers were expected to teach from a book titled English for newcomers to Australia issued by the Commonwealth Office of Education (Martin 1998: 146). To do this, the teachers followed teaching instructions contained in a teacher’s book. The focus of the lesson was on pronunciation features; grammatical features and vocabulary taught in a methodical and rigid way (see Angwin 1996).

To accomplish the formidable task of providing a suitable method of ELT, particularly for the migrants with a higher level of English, the Commonwealth Office of Education had, in 1949, sought assistance from the London Institute of Education (Pittman 1952) which offered both theoretical courses (including teaching methods) and practical work in the study of teaching English as a Foreign Language). The program offered at the institute at that time appears to
have been both comprehensive and to some extent, training orientated. The range of knowledge available at the London Institute of Education was lacking at universities elsewhere in Britain and this may have been a crucial factor in the decision by the Commonwealth Office of Education to seek assistance there.

I suggest that a further reason for the Commonwealth Office of Education seeking assistance from a British institute is that the ELT colonisation discourse prevalent in Britain at the time, was a known, accepted and valued discourse in Australia. This dominant discourse transferred from Britain into Australia encouraged Australian academics and educational administrators to place greater value on the British approach to English Language Teaching rather than on the development of local teaching methods, materials and ideas. The element of dependence on British educational products that has been suggested in this section will be given further support in the stories by the founder CELTA tutors in Chapter Three of this study.

The British influence on the development of a suitable teaching method for migrant classes in Australia is also evident in the Situational approach developed by George Pittman in 1965. His teaching materials, *Situational English*, were strongly influenced by the Oral Approach which was the accepted British approach to English language Teaching in the 1950s (Richards and Rodgers 1987). The impact of his teaching materials which linked structures to situations and focused on pronunciation features, grammatical features and vocabulary was far reaching. The textbooks and the approach used in many countries, including Britain and Australia meant that English language teachers at various educational
institutes were familiar with this exact science of language teaching (Angwin 1996). These factors, in all likelihood, made the import of CELTA into Australian educational institutes easier because potential trainers or administrators could recognise the step by step training procedure. Despite its rigidity and the emphasis on repetition and formulaic drill (Angwin 1996), some of the principles of Situational Language Teaching still reflect the CELTA curriculum today.

The process of change concerning teacher training did not come quickly because it was not until the mid-1970s that an increasing number of teachers were first able to enrol in ELT modules in their pre-service teacher training courses (Martin 1998). By then the CELTA course at International House was already well established. In the Australia of the early 1970s, TESOL maintained a predominantly settlement orientation. English language teachers at Adult Migrant Centres continued to assist European migrants to integrate into the Australian way of life. This situation changed with the acceptance of large numbers of refugees from South East Asia into Australia. Their difficulties in trying to learn the English language through the traditional teaching methods of that time, namely the Australian Situational Method, also created problems for their English teachers (Angwin 1996; Crystal 2003). The learning styles and cultural differences of these students were not understood by most of the Australian TESOL teachers who, according to Angwin (1996), had been weaned on a centrally developed curriculum during the years of teaching European migrants. Many of these teachers had never travelled nor worked in countries in Asia. Similar problems were experienced by teachers who were involved in programs with ‘Asian’ students sponsored under the Colombo Plan. Teachers became aware
that the teaching methods used were not appropriate in classes with the refugee students from some Asian countries and that new perspectives were needed to make the education programs a success.

Once again, Australian teachers turned to British ELT for support and ideas about teaching methods. As mentioned in the previous section, in England the University of London was well known for its post-graduate courses in teaching English as a Foreign Language. The School of Applied Linguistics at the University of Edinburgh had also begun to participate in the training of English Language teachers. These courses, as well as the Preparatory Certificate (the forerunner of the CELTA course) at John Haycraft’s language school, had not gone unnoticed in the private sector of the Australian ELT workforce.

In England, the Preparatory Certificate was becoming popular for two reasons: it served as a likely employment ticket in overseas language schools affiliated to International House and the training gave prospective teachers some basic techniques for teaching beginner classes English. The fact that the private language schools affiliated to International House were staffed by teachers who had graduated from the Preparatory Certificate teacher training program and that the British Council supported this move, enhanced the credibility of this teacher training program (Haycraft 1998). Commenting on the role of International House, in general, and the Preparatory Certificate course, in particular, during the 1970s, Haycraft noted:

*In what had, up to then, been something of a ratbag profession, our system provided a career ... our teachers’ course graduates peopled BBC English, the*
British Council and the EFL departments of innumerable universities. (Haycraft 1998: 244)

In Australia, a reference to the importance of International House in London as a language school and as a teacher training centre first appears in the 1977 edition of the Australian TEFL/TESL Newsletter. An article by Thelma Grant, the supervisor at the Adult Migrant Education Centre in Perth, gives a detailed report on both the teacher training and ELT activities at International House in London. She describes International House as “the most important language centre that I visited” (Grant 1977: 40). The intentions by International House staff to expand the organisation’s operations into Australia are hinted at in the article. Grant writes: “They have branches all over the world and are hoping to open branches in Australia” (1977: 40). Despite the reality of this intention only occurring much later – in 1989 in Cairns – its reference indicates the beginnings of the marketisation of the CELTA course and of the idea of private language schools opening in Australia.

Several factors in Australia in the 1970s gave rise to the eventual import of CELTA from Britain, including a need for a greater number of better trained TESOL teachers. It also emphasised the need for an improved teaching approach with practical techniques that teachers could use in classes with diverse student populations. An article by Ursula Nixon, an Education Officer in the Language Education Branch of the Commonwealth Department of Education offers an insight into the calls by various education bodies during the 1970s for improved pre-service and in-service TESOL training. This includes a call for a basic specialist qualification for migrant teachers and better training techniques for teaching English as a Second Language (Nixon 1985: 1). By the 1980s, Australia
was ready for the import of CELTA as a preparatory TESOL certificate. The story of the arrival of CELTA is examined in the stories of the Founder CELTA tutors in Chapter Three.

In this section I have reviewed relevant literature that places CELTA within its historical context both in Britain and in Australia. The next section reviews studies that examine the personal, social and political factors affecting the transition of newly qualified teachers into the teaching profession. These factors are relevant to the socialisation process of new CELTA-qualified teachers in their first year of English Language Teaching.
Dear John

I have a rather strange question to ask you at this stage of my journey. Do you know much about plants - the leafy ones that grow in soil? Are you familiar with Chlorophytum comosum or, in plain English, the spider plant? Just in case you're not, it's a South African house plant that is very easy to grow and propagate and that doesn't require much care. It may have shallow roots, but once you put it in the soil, it soon produces several baby plantlets. So, in a wide range of conditions, it is able to spread quite rapidly. Judging from articles in gardening magazines, the spider plant's migration to countries around the world has resulted in its spreading like wildfire. You can find it growing in pots and gardens in most countries these days.

By now you will probably have guessed that this conversation is heading towards a metaphorical comparison of the CELTA program with a spider plant. It is quite an apt comparison, don't you think? Both are easy to grow in all kinds of conditions; I guess the shallow root metaphor could refer to CELTA's skill-based training at the expense of theory. Both produce plantlets fairly soon in the right conditions - in fact, the CELTA program sprouts certificated teachers after a mere four weeks of full-time study i.e. equivalent to 120 course hours. Then there is the growth factor. Both CELTA programs and the spider plants have spread across the world. The latest online figures for Cambridge ESOL indicate that CELTA is now offered at 286 approved centres in 54 countries. Quite a feat for CELTA, and the spider plant, of course.

The spider plant metaphor was made by one of your plantlets, John, a CELTA assessor and tutor named Sue Fullgar. You might even remember her as she received her training at International House, London, when you were still in charge there. She returned to Australia in the 1980s and, armed with a multitude of ideas and practical teaching techniques, helped to initiate one of the first CELTA courses in Melbourne. You'll meet her fairly soon and I have no doubt that the
spider plant image will again feature in her version of the CELTA story.

At our Founder Tutors’ reunion, you will, in addition to meeting Sue, be introduced to four other CELTA protégés who have played leading roles as tutors and assessors in the spread of the CELTA program in Australia. They are Professor Tim McNamara, Martin van Run, Dr Larry Foster and Suzanne Collin. I’ve coined the phrase “Founder Tutors” not just because they were colonisers of ELT but, in a small way, they were also responsible for a teacher training “revolution” in TESOL. The revolution I’m referring to was the promotion of skills-based training or what you like to call “practical” training rather than theoretical teacher education. I understand that the first CELTA courses in Melbourne came under fire from more traditional teacher educators because of the emphasis on skills rather than on theory. That is, of course, an oversimplified generalisation, so there is the need to debate it further with the Founder Tutors.

This part of my journey is an exciting one as I shape and reshape the threads of the old stories to reach some understanding of what prompted the Founder Tutors to “grow” this course in Australia. By promoting the CELTA program in Melbourne and Sydney, these Founder Tutors assisted in shaping the initial teaching lives of so many people.

That’s all for now.

Regards
Bessie

P.S.
You’ll be relieved to know that despite its rapid spread and shallow root system, the spider plant has not been classified as a weed. So there are no proposed eradication measures in place at the moment. Fingers crossed that the treatment of our metaphorical spider plant also continues unimpeded.
CHAPTER THREE: Tales from the Tutors

This chapter examines the reasons for the import and development of CELTA in Australia as explained through the reminiscences of some of the key players in this TESOL program. Their stories extend the discussion in Chapter Two that examined relevant political and economic factors that enabled this short-term, skills-based British teacher training course to gain such a stronghold in an already established TESOL field. Five key players – or ‘founder tutors’ as I prefer to call them in this study – were responsible for implementing the first CELTA courses in their various forms in specific educational institutes in Sydney and Melbourne in the 1980s. The initiative of the founder tutors resulted in this pre-service British teacher training course being offered in Australia from 1985 onwards.

What prompted these five tutors to take the unprecedented step of implementing a skills-based TESOL course in a country where some tertiary institutions were already offering undergraduate and postgraduate modules in Teaching English as a Second Language (TESL)? In Australia in the 1980s, there was a need for better trained TESOL teachers who could provide effective English language classes to the large number of students from ‘Asian’ countries. Secondly, as stated in Chapter Two, some Australian academics, influenced by the dominant colonisation discourses of the time, appeared to place more value on British educational products than on local ones, including the CELTA qualification (Angwin 1996; Grant 1977).
These factors would have influenced the decisions of the five founder tutors to introduce CELTA into Australia. This chapter chronicles the founder tutors’ interpretations of their roles and the challenges involved in setting up this program in order to gain a more comprehensive understanding of the growth of this teacher training course in Australia. To contextualise the CELTA case, I position the stories of the founder tutors within the larger narratives of Britain’s support of the spread of English for the purposes of colonisation and political / economic self-interest. To inform this discussion, I address the first research sub-question: What is the justification for the import of a short-term skills-based training course such as CELTA in Australia?

Stories or the “storied” lives of teachers have long been a means in education of negotiating meaning (Bruner 1990) and validating teaching knowledge through the collection of human experience in forms that are meaningful (Polkinghorne 1988). Stories can also create imaginative possibilities for us (Conle 2006) that is they encourage us to consider what aspects of a story have not yet been told. The stories of the founder tutors about their challenges and achievements of importing CELTA into Australia and, indeed, their aspirations and beliefs in doing so have to date not been documented in TESOL literature. This seems surprising given the fact that CELTA courses in both Sydney and Melbourne attract so many prospective teachers each year. This study provides a space (Connelly and Clandinin 1990) in which these founder tutors can record the stories of their “shifting landscapes” (Clandinin, Downey and Huber 2009: 142) that shaped their knowledge and identity at a particular period of their professional careers. In recording and interpreting the founder tutors’ stories for the first time, this study
stakes its claim in research literature by offering this contribution to the larger body of TESOL narratives.

The first section of this chapter introduces the founder tutors to the reader and offers some background information about CELTA in the 1980s. The data was drawn from interviews and / or email correspondence with the founder tutors and is supplemented by relevant literature that comments on education events in Australia during that period. This is followed by the founder tutors’ perceptions of the first CELTA courses that they introduced into Australia and their reasons for implementing a British teacher training course into an already established TESOL field.

**A meeting of like minds**

Between 1984 and 1994, five CELTA tutors – four Australians and one Briton – left England to set up CELTA training centres in Australia. Four of the five tutors had been working as CELTA tutors in England and abroad for several years and had also acquired assessor status. One tutor, a university lecturer from Melbourne, had completed a CELTA course at International House London for professional development purposes.

To have become CELTA tutors in the 1970s or 80s, all five founder tutors would have needed a Master’s degree or a post-graduate ELT qualification such as a Diploma in Teaching English as a Foreign Language to Adults (DTEFLA) or an equivalent qualification. They would also have participated in and completed a trainer-in-training course at International House London (John Haycraft’s language school) or at another CELTA training centre. As CELTA tutors, they
would have trained prospective teachers on the short-term, pre-service courses offered at private language centres affiliated with International House London. The four tutors who were also assessors would also – during the course of their teacher trainer employment – have visited various CELTA training centres in the United Kingdom. As assessors, they would have had opportunities to network and become acquainted with their CELTA trainer colleagues. Their roles in the assessor capacity would have been to monitor and evaluate a particular CELTA course according to criteria stipulated by the central organisation which in the early 1980s was the Royal Society of Arts and later the University of Cambridge Local Examinations Syndicate (UCLES). The assessment procedures at that time were very similar to the 2011 requirements set by the current central organisation, the University of Cambridge ESOL Examinations.

The opening chapter in an Australian CELTA story must be attributed to Suzanne Collins, the tutor who first introduced this teacher training program at a Sydney education institute in 1984. Collins had spent several years teaching at International House in London and had extensive experience as both a CELTA tutor and assessor. On her return to Australia, Collins accepted employment as a teacher trainer at the Australian TESOL Training Centre (ATTC) a teacher training division of the Australian College of English (ACE) in Sydney. It was here that she wrote her name into Australian CELTA history.

In Melbourne, four tutors who set up CELTA training centres between 1985 and 1994 were interviewed for this study. They were Professor Tim McNamara, Sue

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5 See CELTA Administration Handbook 2007
Fullgar, Martin van Run and Dr Larry Foster. All four had extensive teaching and tutoring experience as will be shown by a brief description of their profiles. I begin with a profile of McNamara, who introduced the first CELTA course into a Melbourne TAFE in 1985. McNamara’s story speaks of his considerable experience as both a tutor and later as an assessor who evaluated courses at new and established CELTA training centres around the world. In 1985, he was one of the very few certified CELTA (then called the RSA Certificate) assessors in Australia. As an assessor, he was no stranger to the events taking place in Sydney. In 1984, he had travelled from London to assess the first CELTA course introduced by Collins at ATTC. This meant that he would have acquired first-hand knowledge about the intricacies of setting up a CELTA course in an Australian TESOL market before he embarked on his Melbourne project.

In 1987, Fullgar and van Run set up a CELTA program at a second education institute in Melbourne, the International College of English (now Holmes College). Like Collins and McNamara, both tutors had extensive teacher training experience. Fullgar was well versed in the ‘traditional’ methods of teacher training in addition to the skills-based approach from her CELTA course. She was the co-ordinator of the Graduate Diploma of TESOL program at a Melbourne university where she had been a lecturer in TESOL studies for 14 years at the time of enrolling in a CELTA course at International House in London in 1983. She was also familiar with changes that had occurred in ELT in Australia over several years. In 1971, Fullgar had been one of the first graduates from a Diploma of Education course in Melbourne that contained a module in ESL method. Before the introduction of this module “there wasn’t much formal training in ELT and
there was certainly no career path for ESL teachers in Melbourne” (Fullgar - Personal communication, interview, 2005).

A high school teacher in Melbourne before moving to England where he completed the CELTA course at Hastings International House, van Run’s reminiscences of his CELTA training the course speak of its usefulness in terms of it being “guided and practical” and assisting his classroom practice.

I always felt confident about what I knew theoretically, but I didn’t think my teaching practice was really wonderful. The four-week course made a big difference to what I did in the English Language classroom. So I was pretty sold on CELTA from then. (van Run – Personal communication, interview, 2005)

A few years later he was awarded a Diploma in Teaching English as a Foreign Language to Adults (DTEFLA) now known as the Diploma of English Language Teaching to Adults (DELTA). van Run gained international teacher training experience during his time spent in Barcelona as a CELTA tutor.

Foster, a British born tutor, set up the first CELTA training program at Holmesglen TAFE in 1994. Unlike the other Founder tutors, Foster had grown up in England and had obtained his numerous academic and teaching qualifications there. He too, like the other four tutors in this study, had been a CELTA trainer and assessor in England. Foster’s English background meant that he was familiar with both the education system in Britain as well as the dominant discourses of ELT expansion that prevailed in that country in the 1980s. His background contributed to his awareness of the opportunities that existed in the growing English Language Intensive Courses for Overseas Students (ELICOS) market and the need to train teachers for this market. He was aware of the lack of TESOL training in Melbourne.
The only TESOL courses at the time were the university-based Diploma of Education courses with a TESOL method. A few places ran short Professional Development style courses, but these courses were not accredited. There was a definite need for a practical course like CELTA. (Foster – Personal communication, Email, 2005)

Foster obtained first-hand experience of running CELTA courses in Australia shortly after securing a job with the International School of English (Holmes College) where he worked with Fullgar and van Run. In 1993, Foster moved to Holmesglen TAFE and was appointed Director of Studies in the Centre for Language Programs. The first CELTA course at Holmesglen TAFE was offered by Foster in 1994.

For this project all five tutors were offered the choice of reflecting on and answering a questionnaire comprising open-ended questions either by email or in a taped interview. Three tutors were interviewed in person and the data were recorded and transcribed. Foster preferred the email option and later reflections were extended in a taped interview. Collins, who was teaching a DELTA course in Moscow at the time of the interviews, responded with brief replies to some questions on email. All five tutors consented to the use of their names in this study.

In this section I have given a brief profile of the Australian ‘founder tutors’. These profiles indicate that all five tutors shared a common method in training TESOL teachers. As the focus of this study is on the transition of newly qualified teachers who completed a CELTA course at a Melbourne TAFE, the next section concentrates largely on the stories of the four tutors in Melbourne. For practical purposes, interviews with founder tutors on initial CELTA courses in other
Australian states have been omitted in this study. While this omission leaves a gap in the literature on the history of CELTA in Australia, it opens the field for further comprehensive research in the future.

**The debut in Australia**

The establishment of the Australian TESOL Training Centre (ATTC) at ACE in Sydney in 1983 opened a niche in the teacher training industry that enabled Collins to market her TESOL expertise there on her return from London. Qualified teachers were needed for the increasing number of international students requiring English Language courses. Collins had the credentials to offer a CELTA (then called the Preparatory Certificate) course which was slowly gaining international recognition and which could provide teachers with initial TESOL training in a period of only four weeks.

*We needed a short, intensive and internationally recognized course to train up teachers for the burgeoning number of English Language Intensive Courses for Overseas Student (ELICOS) centres that was opening up. I had gained experience in running these teacher training courses and assessing them from my time in Britain.* (Collins – Personal communication, email, 2005)

This statement by Collins highlights the growth of the Australian ELICOS industry in the 1980s when a number of English Language providers took advantage of the government’s decision to deregulate the overseas student program and lower the entry level stipulations for foreign students (Kendall 2004; Marginson 1997). The introduction of a full-fee-paying Overseas Student Policy by the government in 1985 (Kendall 2004) resulted in an increase in the number of overseas students in Australia and, in turn, an increase in the number of English Language teachers required for these students.
In 1986, a Memorandum of Understanding on educational exchanges between Australia and China was signed resulting in a large number of Chinese students coming to Australian language schools to study English. “Short-term English language courses were seen as an easy and effective way of selling education services” (Kendall 2004: 26) and as numbers of ELICOS students increased, trained teachers were needed for these courses. A short-term training course was needed to supply teachers to the schools. This study argues that the conditions of supply and demand – similar to those that had occurred in Britain in the 1960s – once again resulted in a need for a course such as CELTA. Trained TESOL tutors were in short supply and the services of Collins and the four Melbourne tutors were sought by educational institutes.

The success of the first CELTA course in Sydney did not go unnoticed among Collins’ colleagues. McNamara had “gone out from London to Sydney to assess the course” 6 and was made aware that a similar venture might work Melbourne. A combination of institutional and personal factors further influenced McNamara’s decision to set up the first CELTA course at Moorabbin College of TAFE (now a campus of Holmesglen TAFE) in January 1985.

Like McNamara, Fullgar and van Run realised that the introduction of a CELTA course at the International College of English in 1987 was likely to result in both

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6 McNamara, Personal communication 2005
personal and institutional benefits. Fullgar believed that “it would bring kudos to our centre” and that she and her co-tutor (van Run) “were both interested in teacher training so it was an opportunity for both of us”. Fullgar, however, does not subscribe to the idea that the event in Sydney dictated CELTA’s move into Melbourne.

*Some people think that CELTA happened in Melbourne because of Sydney, but it was quite independent of that course at ACE. We had no connection with the introduction of CELTA in Sydney even though we were aware that the courses were running there.* (Fullgar – Personal communication, interview, 2005)

The marketing value of CELTA was emphasised by van Run who saw CELTA as a “great economic and political opportunity because of its international recognition and it was something I could do because I had all these usable skills”. In addition, both tutors confirmed that the increase in ELICOS numbers (Kendall 2004) had influenced their decision to offer the course. van Run explains the implications of the expanding ELICOS industry on their decision to implement CELTA. “A lot of people wanted to be trained up and wanted to teach in Australia and overseas and CELTA was very much a portable qualification.”

International recognition and the portability of a “British product” were persuasive factors in decisions by Melbourne employers to offer a CELTA program at their institutes. The high esteem in which some education authorities held British educational products in Australia (as argued by this study in Chapter Two) is given further credence in McNamara’s account of his negotiations with his TAFE employers to introduce a CELTA course at his site of employment.

*I thought we could run the RSA in Melbourne. Why not? There was clearly a demand for it and I could see from Sydney. So I persuaded the highly bemused authorities at Moorabbin TAFE that they should allow us to put this on and they
agreed. They were seduced by the idea of the connection of Britain and the Royal Society of Arts and all the rest of it. So we ran the first course in January 1985. (McNamara – Personal communication, interview, 2005)

In a similar vein to the stories by the other Melbourne tutors, Foster emphasises the personal and institutional benefits of introducing this course at his centre.

_There had been some talk about running CELTA at Holmesglen prior to my arrival, but there were no staff qualified to do so. I could see the benefits of running this teacher training course there because of the number of teachers in Melbourne who needed pre-service qualifications. Although initially reluctant to risk the investment costs, the Head of Centre came to see the strategic advantages of being a Cambridge accredited teacher training centre. Given the amount of experience I had in CELTA teacher training, I became the instigator for this course. I was the person able to do all the legwork._ (Foster – Personal communication, email 2005)

### Ironing out the initial problems

CELTAs in the 1980s were – and currently in 2011 are – centrally planned but locally implemented (Brandt 2010). This means that the CELTA curriculum, assessment criteria and standards are specified by the central organisation. In the 1980s, the central organisation was the Royal Society of Arts and later the University of Cambridge Local Examinations Syndicate (UCLES). The setting up of CELTA courses anywhere in the world, including in Australia, were subject to certain conditions determined by the central organisation. The external conditions presented a number of constraints and problems indicated by the tutors’ stories in this study.

In Sydney, Collins was required by the Royal Society of Arts to first introduce a Diploma in Teaching English as a Foreign Language to Adults (DTEFLA) ahead of the CELTA (then called the RSA Preparatory Certificate) at ATTC course. The reasons for this appear to be unclear other than the tutors indicating that there was a great deal of bureaucracy by the Royal Society of Arts at that time. This
particular restriction, however, was not placed on any of the Melbourne centres hoping to offer CELTA courses. The second restriction related to finding an assessor for the course.

_We had to meet the requirements set down for such courses. This meant that both the second tutor on the course and the assessor had to come from Britain because there was no-one available in Sydney._ (Collins – Personal communication, email, 2005)

In this particular situation, McNamara was responsible for carrying out an inspection process and ensuring that the new CELTA training centre met all requirements. He was also required to find an assessor from England for his first CELTA course in Melbourne.

In Melbourne, van Run and Fullgar were not offered a choice in who would assess their course.

_It was a person from the British Council in London. At the time UCLES determined who would be sent out. It wasn’t a matter of asking for a particular person because it was our first course at our centre and there were not many people available to come out and assess the course. Later we were able to get whoever we liked._ (van Run – Personal communication, interview, 2005)

More problematic for some of the tutors was finding staff for the first CELTA course. The administration guidelines\(^7\) courses state that all CELTA courses have to be staffed by two tutors. This was the case in the 1980s as well. Collins was able to find a colleague from International House London as her co-tutor. In Melbourne, McNamara struggled to find a credentialed co-tutor.

_The only problem was finding people to help me teach the course. You had to be RSA trained to be a trainer and ideally you needed an MA as well. Needless to say_\(^7\)

\(^7\) See CELTA Administration Handbook 2007
there were not many of us around at that time. (McNamara – Personal communication, interview, 2005)

The constraint of finding trained staff to run the first CELTA course at Holmesglen TAFE was also confirmed by Foster.

*CELTA tutors had to be trained up. There were no teachers at Holmesglen with the appropriate training. I was also the only person who could train up a number of tutors during the first 18 months.* (Foster – Personal communication, email, 2005)

Internal problems also caused concerns for the founder tutors. A curriculum requirement on each CELTA course was that each candidate had to observe experienced teachers giving classes for six hours over a four-week period. Each candidate was also required to teach English Language classes at two different levels over the six-hour period. These restrictions presented initial problems for Fullgar and van Run on their first course.

*We offered EFL students free English classes which were taught by our trainees. We had some problems finding enough students in these free classes for the trainees to teach. Then there was the problem of making sure the classes were at different levels. The other thing I was concerned about was finding teachers who were good enough to be observed by the trainees.* (Fullgar – Personal communication, interview, 2005)

Fullgar’s concerns highlight the problem stated in Chapter Two regarding inadequate teaching and “traditional” ELT methods (Angwin 1996; Nixon 1985) on TESOL courses in Australia. It also reinforces earlier comments by Fullgar and Foster that there were few formal training courses for English language teachers and this resulted in TESOL teachers who were inadequately trained.
A Mickey Mouse bag of tricks or a graded certainty

All four Melbourne founder tutors emphasised that the introduction of CELTA into Australia offered prospective teachers a “portable international” package that was not available in the established TESOL field of the 1980s. They conceded, however, that the appearance of this short-term practical teacher training course had been at the time (and still continues to be) a controversial topic among academics who were offering post-graduate TESOL training at Melbourne’s universities. Foremost was the issue of theory versus practice. This issue had become an area of debate in TESOL education in Britain (Ferguson and Donno 2003) and was a contentious issue among TESOL educators in Melbourne.

At the first national TESOL conference in November 1985, McNamara offered an unpublished paper titled The RSA: What it does and does not offer as a critique of the CELTA-type training and specialist TESOL training available at that time. His aim was to discuss the strengths and weaknesses of both types of training, particularly in their treatment of theory. He argued that that there was no incompatibility in principle between the two types of training (McNamara 1985). McNamara’s credibility in the TESOL field came from the fact that he was an academic who was familiar with both theoretical teacher education and skills-based training. In addition to being a CELTA tutor, he had recently accepted a temporary position at La Trobe University teaching the TESOL component on graduate and post-graduate courses. By offering his reflections about CELTA to the TESOL community, McNamara emphasised that he was attempting to quell the antagonism among some academics about the introduction of a teacher training course that was considered to be lacking in theoretical principles.
In some academic circles there was disapproval about this form of training. The CELTA four-week course was felt to be “atheoretical”. At the time, the best teacher training one could get was the Bachelor of Education at La Trobe University. It was a two-year part-time course with a TESL component. I was invited to teach on this course and was therefore able to experience both types of training. One of the things that I achieved at Moorabbin TAFE was to get the RSA established as having a place in the TESOL field. (McNamara – Personal communication, interview, 2005)

The brevity of the CELTA course and the debate about education versus training were areas of concern among academics as van Run discovered shortly after the introduction of CELTA at his centre. At the time, the four-week CELTA course comprised about 100 hours of training in which there were six hours of supervised teaching practice (Cambridge ESOL Examinations; CELTA Syllabus, 2009).

When we decided to introduce a CELTA course, there were of course arguments about what you could do on a four-week course and whether a CELTA course was training or education. You had your university people taking a very purist attitude to the course. They generally questioned what one could possibly do in a four-week period. (van Run – Personal communication, interview, 2005)

A CELTA qualification, according to Fullgar, was generally seen by academics as a preliminary TESOL teaching qualification “obtained by people who wanted to travel”. A university ELT qualification such as a Diploma of Education, or a Bachelor of Education degree was seen by the traditionalists as a “proper formal qualification” for English Language teachers in Australia. Fullgar’s story tells of a schism in TESOL education concerning the recognition of a CELTA qualification for teaching employment.

When CELTA first appeared, you tended to have the CELTA lovers and the CELTA haters. The CELTA lovers believed that the grading on a CELTA qualification e.g. an A or a B Grade enabled a Director of Studies to have some sense of a prospective teacher’s ability. Also because the program was moderated externally, one knew that the same curriculum had been covered in Christchurch, New Zealand, or Perth. A Diploma of Education (Dip Ed) qualified person with an ungraded pass on the other hand, meant a Director of Studies had no idea of whether the person could teach ESL. He or she also had no idea of the teacher’s
methodological input. Many of the people who had a Dip Ed had been trained for secondary teaching and struggled to teach overseas adult students.

The CELTA haters were generally traditionalists who thought that CELTA was a “Mickey Mouse bag of tricks” because of the emphasis on practical teaching rather than theory. They felt that, for whatever reason, the Dip Ed was the proper “Capital Q” qualification. This presented a huge problem in deciphering which qualifications were to be recognised in the TESOL field. In 1989, I was the first national co-ordinator of the National ELT Accreditation Scheme (NEAS) and one of my first tasks was to work out teachers’ qualifications. CELTA was a really vexing issue at the time because a few of the peak education bodies wouldn’t recognise it as a valid TESOL qualification. (Fullgar – Personal communication, interview, 2005)

McNamara’s story offers further details of the resistance to the recognition of a CELTA qualification.

When I came to Melbourne University in January 1987, my job was to set up the MA in Applied Linguistics. It seemed naturally compatible to people who had done the RSA. I proposed to the university, in particular to the head of the language centre and the head of my department, that we set up an RSA course at Melbourne University. I was told this was not possible as the RSA was an obstruction. I’m not sure if the head of the Language Centre approved of the RSA either. When he became a member of the National ELT Accreditation Scheme (NEAS), he was instrumental in drawing up policies about the recognition of RSA certification in the requirements for ELICOS accreditation. I don’t think he ever really warmed to the RSA, but I made the case for it as strongly as I possibly could. (McNamara – Personal communication, interview, 2005)

The Impact of a skills-based course

In TESOL education, the term ‘course outcomes’ has become a key phrase in defining the achievements of a particular program. CELTA tutors are frequently asked to justify the outcomes of their courses to the organising authority i.e. Cambridge ESOL, an external assessor, the authorities at their institute, their teaching colleagues, their trainees and to themselves. Given that the founder tutors
had assumed the responsibility of importing a British skills-based teacher training course into Australia, enabling it to gain a stronghold in the TESOL field, this study deemed it both pertinent and timely that in their stories they were invited to reflect on the outcomes of their first CELTA courses.

As stated in Chapter Two, the marketisation of the English Language was an important discourse in the British TESOL industry. McNamara addresses this factor in his reflections in terms of ‘consolidation’ of British interests.

*After the first course it was easier for a centre to write to London to set up a program. It also consolidated the British influence, the British type of teacher training in Melbourne. The CELTA course also encouraged the continuing expansion of English Language Teaching.* (McNamara – Personal communication, interview, 2005)

To Foster, the first CELTA course at TAFE increased public awareness of the value of the award because of its link to a British university.

*The success of the first course probably increased people’s awareness that the qualification had status because of its links to Cambridge University. It wasn’t a TAFE certificate, it was a British award that had international recognition. It was the right decision to establish CELTA in Melbourne.* (Foster – Personal communication, interview, 2005)

The introduction of the first CELTA courses into Sydney and Melbourne was seen as an opportunity for prospective teachers that had not been available previously. Despite criticism from academics about the lack of theory, McNamara held the view that the skills taught on the course were better than not having a TESOL course at all.

*It was better to have this type of training with a focus on classroom practice and intensive feedback than nothing. In the Diploma of Education there was nothing like this. And I think it’s the focus on classroom practice and feedback that is wonderful for teachers under any scheme. It was a worthwhile venture in that sense.* (McNamara – Personal communication, interview, 2005)

However, he conceded that the first CELTA course had revealed its shortcomings.
Through my own teaching I came to realise how theoretically impoverished the RSA training was. The down side of that first course was that academics in Melbourne also realised that it was very atheoretical. The worst side of the RSA course was that it was quite regulated and at times during the course it was apparent that it stifled the new teachers’ curiosity. (McNamara – Personal communication, interview, 2005)

Fullgar emphasises that the first CELTA course at the International College of English achieved “some financial benefits and a lot of status for the company and it was an extremely sound program that offered teachers classroom skills that they could use immediately after the course” (Fullgar, Personal communication, interview, 2005).

Foster’s story focuses on the credibility that was gained in the Teaching of English as a Foreign Language (TEFL) at his education institution after the delivery of the first CELTA course.

I believe it gave Holmesglen credibility in the TEFL world rather than the TESOL one. Holmesglen was a significant though largely invisible player at the time and the language centres and universities did not take this education institute seriously. However, involvement with UCLES meant that the Centre for Language Programs at Holmesglen got involved in policy making in the TEFL sector for the first time. (Foster – Personal communication, email, 2005)

The first CELTA course at the International College of English was seen by van Run as “popularising the program in Melbourne as it was largely spread by word of mouth in the community” (van Run, Personal communication 2005). A similar view was taken by Collins who emphasised that the success of first CELTA course in Sydney made it easier to attract prospective trainees to subsequent courses.

It helped to publicise the course and attract teachers onto other CTEFLA courses. By the early 90s, the Australian TESOL Training Centre was the biggest provider
of CTEFLA courses in the Southern Hemisphere. We were by then running as many CTEFLA courses as International House Barcelona which at that time was the biggest centre outside Britain. (Collins – Personal Communication, interview, 2005)

Images of growth, moments of uncertainty

In teachers’ stories, experiences of teaching situations or episodes often include metaphors and images (Tsui 2003) that help the person to make sense of what happened or to summarise certain events. In reflecting on their experiences of setting up the first CELTA courses in Australia, the founder tutors made use of certain metaphors or images that characterised specific events and provided an understanding of their roles in these happenings. Three key metaphors were identified in the tutors’ stories, namely metaphors of opportunity, growth and uncertainty. These metaphors will now be discussed.

A metaphor of opportunity dominates McNamara’s reflections of the first CELTA course at Moorabbin TAFE. Throughout his story there are also images of warmth and sunshine which highlight his views on the personal and educational opportunities that the program offered.

It was January and I had just been back in Melbourne for a year. So I have this image of the first course being conducted in bright sunlight and I had a feeling at that time of the wonderful idealism and the sense of opportunity that existed in Australia. It seemed as if there were boundless opportunities of what you could do here. What I liked about Australia was the sunny optimism of the people I worked with. So when I think of that first course, I think of the opportunities of offering the program and of course I think of the sunny optimism of Australia. (McNamara – Personal communication, interview, 2005)

Fullgar’s story contains a metaphor of growth as she compares the first CELTA course to a spider plant because of its ability to spread rapidly to other centres.

The first course was a bit like a spider plant – running along and setting up new plants without too much trouble. I guess CELTA is very much like a spider plant,
Images of growth and warmth are also evident in van Run’s account of the same course.

_The first course was not just a pre-service training course for some of the trainees, but a new beginning. It was a good beginning. The course involved personal and professional development, a sort of life-changing, growing experience. There was good bonding among the trainees and the course had a good feeling to it._ (van Run – Personal communication, interview, 2005)

The images of growth and warmth in the stories just described are in strong contrast to Foster’s recollection of the uncertainty involved in allowing the first CELTA course to run at his education institute. Foster’s story speaks of financial restrictions resulting in feelings of apprehension and anxiety before the course started. The metaphor of “walking on eggshells” also conveys how a policy of economic rationalism – which is prevalent at many large institutions – can affect the wellbeing of staff.

_Although UCLES officially stipulated that two tutors were required to teach a CELTA course, the Head of Centre did not really understand why you needed two tutors to deliver a course to 12 candidates. There was concern about the cost of having two tutors working on one course. The result was a lot of angst and walking on eggshells to ensure he did not pull the plug on the course._ (Foster – Personal communication, email, 2005)

A further interpretation of Foster’s story indicates a lack of understanding by administration at the time of the first course about the organisation of a CELTA course. Secondly, the story indicates a further lack of understanding by administrative authorities at the time of the first CELTA course of the pedagogical and practical reasons for organising trainees into small groups for teaching practice, each with its own tutor. The reason for having smaller groups of trainees is that in a two-hour class it enables the inexperienced trainees to each teach for
short periods (Brandt 2010), thereby reducing trainee stress and student boredom with the lessons.

**Top of the pops**

Since the introduction of the first CELTA courses in Sydney and Melbourne, numerous education institutes around Australia have followed suit. As indicated in Chapter One, CELTA is a popular initial teacher training course. In their stories, the founder tutors commented on the reasons for the growth of CELTA programs in Australia. The proximity to Asia and the continued expansion of ELT in countries like China were reasons offered by McNamara for the popularity of CELTA as a pre-service teacher training course.

> The expansion of ELT in countries like Thailand and China is responsible for the growth of CELTA. Young people see teaching opportunities in these countries and CELTA gives them the training they need for employment there. This trend will probably continue because of Australia’s greater involvement in East Asia. This has resulted in an EFL industry in this country and Australian involvement in the overseas countries. Teachers need to be trained to teach in both locations and this has resulted in their taking a course which has international recognition. (McNamara – Personal communication, interview, 2005)

The short training period of 120 hours often taken over a four-week period was considered by van Run to increase the popularity of CELTA in Australia and elsewhere.

> People who don’t have time to do a Dip Ed can do the four-week course, especially young enthusiastic teachers who want to teach overseas for a while. That’s what makes it so appealing. Teaching overseas for a couple of years will give people the chance to see if they like it, if they are comfortable in teaching or if they are just using it to move around from one place to another. If they like it then they might think about DELTA or another TESOL course. (van Run – Personal communication, interview, 2005)
Travel was an important factor in motivating young people to enrol in a CELTA course according to Foster.

*The popularity of ESL teaching around the world has remained strong against a backdrop of terrorism, disease, wars and the like. Young people wishing to travel will invest some money and a little time in getting trained. CELTA is not usually seen as a career for life, although it can be. Lengthy courses will have less attraction to young people who wish to travel. That’s why CELTA will probably continue to be a popular teacher training option.* (Foster – Personal communication, email, 2005)

A CELTA-spawned spider plant

This chapter has presented the views of five founder CELTA tutors regarding the political, economic and personal factors that contributed to the introduction and growth this skills-based teacher training course in Australia. The discussion was guided by the research question that asked: What is the justification for the import of a short-term skills-based training course such as CELTA in Australia? This question was asked in order to gain a more comprehensive understanding of the factors that led to the growth of this teacher training course in Australia.

The growth of CELTA program in Australia was likened to a spider plant that grows in most conditions, and spreads rapidly by producing small plantlets. The political influences which “spawned” the CELTA spider plant included the government’s decision to deregulate the overseas student program and lower the entry level stipulations for foreign students. These measures gave rise to the Australian ELICOS industry in the 1980s and the need for a short internationally recognised course such as CELTA to provide training for teachers in the growing number of ELICOS centres.
A further political factor, as indicated by the tutors, was the need for a portable international qualification that could be used for teaching overseas. CELTA, being a British award that had international recognition, was highly valued by the authorities of the education institutes in Melbourne and Sydney.

Economic factors i.e. the conditions of supply and demand for TESOL teachers to teach the growing number of ELICOS students influenced the founder tutors’ decisions to introduce this course in Sydney and Melbourne. The tutors’ personal ambitions in introducing CELTA at their centres contributed to monetary gains for employers and to prestige and future employment opportunities for the tutors.

Factors that challenged the spread of the metaphorical CELTA spider plant, as viewed by the founder tutors, included the critique by academics concerning the lack of theory on this largely skills-based course and the lack of recognition for CELTA-qualified teachers.

The next chapter offers an understanding of the issues involved in the transition from CELTA trainee into English Language teacher by reviewing relevant literature.
Dear John

Did you feel great trepidation when you first taught in Cordoba, an English-speaker floating in a sea of Spanish-speakers?

It's been found that many new teachers are all at sea in the first year of teaching and struggle with the shock of fitting into the culture of the classroom, a new school and an entirely new environment. Add to that the culture shock of living in a new country and having to adapt to an entirely different society and you have a recipe for disaster. And if not disaster, perhaps a recipe for a teaching experience that could drive the new teacher out of the classroom and back onto another path in life.

Judging from your account of your transition into English Language Teaching in Adventures of a Language Traveller, you seemed quite at ease in the classroom in the beginning, despite having no teacher training skills. There is no mention in your book of problems with teaching materials or how to teach grammar. This, unfortunately, is not always the case for the new CELTA-trained teachers, particularly when they have to teach grammar every day.

I think it's the combination of excitement and challenge that helps a new teacher survive the first year of teaching. Practical skills are essential, but I can't help feeling that the introduction of more pedagogical knowledge on CELTA courses would smooth the transition process. What is important is that these new teachers receive ongoing support in order to develop and settle into what can be a most rewarding profession.

On this part of my journey, you are going to hear many different stories about the transition process. Please join in the debate.

Speak soon
Bessie
CHAPTER FOUR: Current Issues in the Transition Field

This chapter reviews relevant literature that offers an understanding of the transition from CELTA trainee into English Language teacher. As stated in earlier chapters, CELTA is largely a practical or skills-based initial TESOL course and this chapter also examines studies that focus on the skills that newly qualified TESOL teachers need to ensure a successful transition. This chapter is framed by the research question: What is the relationship between skills-based training and successful transition into the teaching profession?

The issues examined in the literature include: the challenges faced by newly qualified TESOL teachers (Wanzare 2007) as they move through the process of transition; the relationship between transition into teaching and the developmental stages of teaching (Fessler & Christensen 1992; Huberman 1989). I then examine the impact of teacher knowledge and classroom skills (Richards 2010; Tsui 2003) and the transition process and finally, I discuss the influence of diverse teaching contexts (Kumaravadivelu 2006; Moss 2007; Neilsen 2006) and transition and the impact of personal beliefs. These issues in the literature both inform and are informed by the contextual and personal experiences of the case study participants in this research project. The literature review and the analysis of the teachers’ stories of Life after CELTA in Chapters Six and Seven are therefore closely interwoven.
Navigating the transition maze

Transition for newly qualified teachers in their first year of teaching is described in general education literature (Fessler & Christensen 1992; Huberman 1989; Loughran Brown & Doecke 2001; Northfield & Gunstone 1997; Tickle 2000) as a period of difficulty and personal adaptation because of the many challenges that they face. The responsibilities of classroom life, combined with the stress of adapting to a new workplace environment and finding a professional place within the particular school culture (Herbert & Worthy 2001) have for over 30 years been referred to as the “sink or swim” situation (Lortie 1975) for new teachers. In this type of situation, the new teacher is placed in a teaching situation where the “school or department’s kit of survival strategies” (McCormack & Thomas 2003: 125) is given more value than the teacher’s academic education.

In English Language Teaching, researcher Richards (2008) refers to a similar situation where the focus on professionalism can require a newly qualified TESOL teacher to behave in accordance with the rules and norms in the context of his or her work. This may occur despite the teacher not fully supporting such norms. Other negative descriptors of the transition process that have appeared in studies include: a study by Huberman (1989: 33) referring to transition as “a reality shock”, while Halford’s (1998) description of the teaching profession as one that eats its young has stronger overtones.

Newly qualified teachers often experience reality shock when confronted with the daily dilemmas of teaching (Wanzare 2007). These dilemmas may include the
amount of preparation required, and the realisation that what was learnt during the pre-service course is different to the reality of daily teaching. This type of reality shock is mentioned by some of the participants in this case study. Classroom management is another dilemma for many new teachers during the transition stage. Loughran et al. (2001) in a study of a group of student teachers found that classroom management was uppermost in the minds of new teachers because of their struggles to control their classes. Although classroom management is generally not an issue that stands out in adult English Language classes, it becomes a problem for CELTA-trained teachers when they have to teach children without having received any training in this area.

**Career stages and transition**

In recent years, questions regarding the cognitive development and teaching competence of newly qualified teachers have been the focus of many education studies (Borg 2006; Calderhead 1995; Tsui 2003; Woods 1996). It led to an awareness among researchers that teacher development is a process that involves continual exploration and change at different stages of that person’s life and career. This line of thought followed earlier studies in mainstream education (Ball and Goodson 1985; Fessler & Christensen 1992; Huberman 1989) which had focused on the developmental stages or career cycles of teachers from the beginning of their work lives to retirement. This study draws on aspects of research by Fessler & Christensen (1992) and Huberman, Grounauer and Marti (1993) that identify how the beginning professional life phases are an important influence in the transition process of new teachers.
Chapter 4: Current Issues in the Transition Field

Huberman (1989) and Huberman, Gronauer and Marti (1993) identified different phases in the career cycle that corresponded to the number of years in the teaching profession. Two of Huberman’s professional life trajectories are of particular relevance to this thesis, namely the Career Entry and the Stabilisation phase. These initial phases are applicable to the start of a teaching career by new CELTA-qualified teachers who have not taught before. The beginning stage – also coined the exploration stage (Huberman et al 1993) – is a time when a teacher makes certain choices about a teaching career and experiments with certain roles.

In the TESOL field, Huberman’s exploration stage would be seen as beginning with the teacher’s first job as an English Language teacher. During this stage which coincides with socialisation into the teaching profession, the new teacher’s acceptance of a particular method of teaching and the development of certain strategies influence that teacher’s ability to function effectively in the classroom.

With a positive outcome during this career phase, the individual is then able to move onto the next stage which Huberman et al (1993) refers to as the stabilisation phase. During this phase, the teacher makes a commitment to teaching and begins to consolidate a basic repertoire of pedagogical skills and materials at classroom level (Huberman et al 1993).

An important aspect of the Huberman model is the assumption that “easy beginnings” are important to the continuation in a teaching career. “Easy beginnings” (Huberman et al 1993: 39) are attributed to having good rapport with pupils, being able to manage pupils, being at ease with teaching the curriculum and having feelings of enthusiasm and discovery in the classroom. Painful
begins on the other hand, produce the opposite results and are attributed to
difficult rapport with pupils, discipline problems, drowning in work, tight
supervision and social isolation among peers (Huberman et.al 1993).

The impact of the Huberman study has shown that the evolution of a teaching
career is a process rather than a linear series of events (Fessler 1995; Huberman
1989b). That study also notes that some careers may not necessarily include a
sequence from “exploration” to “stabilisation” (Huberman et al 1993), because a
negative experience in this stage could lead to a phase of self-doubt (Tsui 2003).

In the TESOL field, an unpublished PhD thesis by Waites (1999) tested the
universality of the Huberman model of career phases by exploring the relationship
between the career cycles of TESOL teachers in Geneva and Sydney. The study
explored similar areas to those analysed by Huberman. The Waites study found
that the career cycles of TESOL teachers contained more variations (1999: i) than
the Huberman model. One of the reasons was because the TESOL teachers in the
Waites study did not experience the stability of a predictable teaching situation
encountered by mainstream secondary school teachers. This particular finding
concerning variations in the career cycles of new teachers is confirmed in the
stories of the new CELTA-qualified teachers in this study.

In the United States, an independent study by Fessler and Christensen (1992)
offered a career cycle model which was similar in orientation to that offered by
Huberman (1993). The Fessler and Christensen model presents a view of a teacher
career cycle that progresses through eight stages in a dynamic and flexible
manner, rather than a static and fixed linear fashion. The Induction phase is relevant to this study.

The importance of the Teacher Career Cycle model to this thesis stems from a notion that the career cycle of a teacher is influenced by both personal and organisational environmental factors (Fessler and Christensen 1992). A supportive environment has a positive impact in the career cycle while a negative, crisis-ridden personal environment has a negative impact on a teacher’s career. Such a view is closely related to the perceptions of the participants in this study where environmental factors influence decisions to remain in specific workplaces.

Further factors that increase the relevancy of the Teacher Career Cycle model to this thesis are the beginning stages outlined in the literature. Unlike the Huberman model (1993), the Teacher Career Cycle model includes a pre-service stage as the starting point of a career cycle i.e. the period of initial preparation in a college (Fessler & Christensen 1992). By including this stage, the study builds on the work of Lortie (1975) regarding the individual needs of teachers about to enter the field. In relation to the TESOL field, the Teacher Career Cycle model paves the way for studies that acknowledge the influence of prior learning experiences, beliefs and expectations on classroom teaching (Shulman 2004) within the context of the next stage of the career cycle.

The classification of an induction stage, which is the “period of integration into the professional and social fabric of the school, district and community” (Letven 1992: 60) is of utmost importance to this study. This stage corresponds to the
beginning employment stage of a CELTA graduate regardless of whether that person has previous teaching experience or not (Letven 1992). The research population of this study i.e. CELTA graduates, enter the TEFL / TESL employment field with an initial or pre-service teaching qualification (Cambridge ESOL handbook 2007) and with little or no knowledge of English Language Teaching. The description of this stage as a new teacher’s period of socialisation into the school system or the experienced teacher’s move to another job or shifting to another grade level (Letven 1992: 59) is applicable to both a beginning teacher’s career and to a mid-career entrant. By the term ‘mid-career teacher’, I refer to a teacher from a different work setting or a more experienced general education teacher who has transferred into ELT. The induction stage within the Teacher Career Cycle is generally defined as the first few years of employment when the teacher is socialised into the system. However, experienced teachers may also experience induction when transferring to a new school or teaching a different level class. Induction also occurs when the new teachers moves to another building or changes location. In the case of TESOL teachers, the changing of location could mean either an international or a local move.

Both the Huberman (1993) and the Fessler and Christensen (1992) studies have offered valuable insights into knowledge about teachers’ professional lives (Johnston 1997) during the transition process and have influenced further studies regarding the professional development of TESOL teachers as well as the sources of influence that have shaped their development (Tsui 2003). These studies are not, however, without criticism in regards to English Language Teaching. Firstly, both studies have focused on mainstream teachers. The themes within each career
stage may, therefore, not be applicable to an individual ESL or EFL teacher’s
career (Waites 1999). Secondly, as Johnston (1997) points out, the models may
reflect general patterns in the data, but do not portray an individual teacher’s work
life with complete accuracy. Huberman (1989) notes that the career sequences
may not apply to everyone because the evolution of a career is a process, not a
series of events. The process for some teachers may appear linear or there may be
plateaus, regressions, dead ends or discontinuities.

In this section, literature was reviewed that suggested that the working life of a
teacher may be divided into phases that are part of a flexible cyclical process. One
of the most problematic phases comprises the beginning stage of a teacher’s
career as it can be a period of survival when a new teacher attempts to come to
terms with personal and contextual influences that impact on employment
outcomes.

**Teacher knowledge and practical skills in transition**

Shulman (1986) distinguishes between subject matter knowledge i.e. a depth of
understanding of the particular subjects that is taught and lesson structure
knowledge i.e. curricula, tests and testing materials. The later Shulman study
(2004) emphasises that teaching must be concerned with both the means and the
ends and the knowledge base must deal with the purposes of education as well as
the methods and strategies of educating.
Woods (1996), in theorising about aspects of background knowledge in teaching a second language dismisses the idea of two distinct types of knowledge i.e. declarative and procedural knowledge and subject matter knowledge and instructional knowledge and poses a question to frame both forms of knowledge i.e. what does the teacher need to know about language or language use in order to manage the learning of it effectively. He offers the explanation that in a Communicative approach to teaching, the teacher can orchestrate the exposure of the learners to the language without having to be the source of the language or explanations about the language. Woods suggests that in this case the declarative knowledge of the subject matter, namely knowledge of the language is not necessary for the goals to be accomplished. Woods further maintains that the distinctions between the teacher’s background knowledge and beliefs are blurred. He ascribes to a hypothetical concept of an “integrated network of beliefs, assumptions and knowledge” (1996:185). This indicates that in order to begin planning, teachers must make assumptions about what language consists of i.e. deeply held beliefs or temporary working assumptions (Woods 1996).

**Diverse contexts – strangers in a strange land**

Each year a large number of beginner English Language Teachers, particularly CELTA graduates, pack their bags and head for overseas destinations in the hope of finding a job teaching English as a Foreign Language (EFL). This trend, due to the advent of globalisation and its impact on English as a *lingua franca* in the economic world, has resulted in an increasing teaching workforce crossing international boundaries. For newly qualified EFL teachers, a cross-cultural
transfers is an attempt to gain teaching experience and develop professionally (Neilsen 2006). For some CELTA-qualified teachers, the opportunity to teach overseas enables them to use this initial teaching qualification to “experiment” (Neilsen 2006:4) with teaching strategies and resolve their career options. For others, the CELTA certificate acts as an employment passport enabling them to travel and experience the culture of a particular country while earning money and teaching English at the same time.

But the impact of teaching in a foreign country is often fraught with difficulties for these new teachers. Not only do they need to adapt to life in a strange country, but they are required to become part of an unfamiliar teaching culture in their new school. A review of beginner teacher literature suggests that the first year of teaching is largely a continuous trial and error experience or “reality shock” (Huberman 1993; Veenman 1984; Wanzare 2007) as the new teacher attempts to fit into the culture of the classroom, the new school, and a new environment. It is generally a time when new teachers feel diffident, inadequate and ill-prepared (Tsui 2003: 79). For new expatriate teachers, these feelings of inadequacy are often compounded by social and behavioural misunderstandings that can occur in foreign environments (Ward, Bochner and Furnham 2001).

The impact of foreign environments on expatriate employees has indicated that the stress and anxiety of living and working in a new culture may produce a variety of reactions including exhilaration, frustration, feelings of isolation, confusion and depression. This phenomenon, known as culture shock, was first suggested by Oberg (1960), an anthropologist. He suggested that this phenomenon
was a reaction to the loss of familiar signs and symbols of social intercourse in a new culture. Furnham and Bochner (1986) have concurred that a move into an unfamiliar environment can result in anxiety. These findings imply that cultural differences experienced by expatriate teachers in foreign countries can result in stress-related symptoms that may negatively impact on employment outcomes.

The effects of such stress-related symptoms on the employment outcomes of expatriate EFL teachers are related to a specific stage of culture shock as outlined in several studies (Oberg 1960). Despite a time lapse of over 50 years since Oberg first wrote about culture shock, this literature is still applicable to education discourses today because of the large number of English language teachers employed in overseas countries. The four stages of culture shock interpreted by Oberg (1960) include a honeymoon stage where a person in a strange environment will experience an initial reaction of enchantment, fascination, enthusiasm, admiration and cordial, friendly, superficial relationships with the hosts of the particular country. The second stage is referred to as a crisis stage. This is when a sojourner in a strange country may experience feelings of inadequacy, frustration, anxiety and anger due to an awareness of the differences in language, concepts, values, familiar signs and symbols. Oberg’s third stage of his culture shock model is the recovery stage. During this stage an individual generally resolves his or her negative feelings towards the host culture by becoming familiar with the language and culture of the host country. The final stage of the culture shock model is what Oberg termed the adjustment stage. During this period, a person might experience occasional instances of anxiety and strain, but has begun to adapt to the new culture.
TESOL teachers who experience culture shock while working in foreign countries are often young graduates who accept short-term overseas teaching contracts in order to travel and earn money at the same time (Waites 1999). The aims of accepting short-term contracts are generally to gain much needed teaching experience, which for various reasons, may be difficult to achieve in the person’s home country. This is generally the case with many CELTA graduates who are unable to find teaching employment in Australia because they lack the necessary tertiary qualifications. These teachers do not generally stay long in one place and eventually return to Australia. A smaller number of CELTA graduates with foreign partners or spouses move overseas on a permanent basis.

Regardless of the reasons for choosing to teach English overseas or of the particular teaching environment, many graduates appear to experience culture shock in their first year of teaching. I qualify this assumption by referring to the Hofstede and Hofstede study (2005) which is not alone in describing the effects of culture shock on expatriate workers. Similar claims are made in studies by Ward, Bochner and Furnham (2001) and Furnham and Bochner, (1986). These researchers distinguish between short-term expatriate workers (sojourners) and those who move to a country permanently (migrants), but emphasise that culture shock can affect both groups. The above studies have relevance to this research project because they provide a starting point from which to view the impact that the various phases of culture shock may have on the participants of this case study. Eight teachers in this study take up teaching in foreign countries, as sojourners while one teacher takes up migrant status in Italy because of her marriage to an Italian passport carrier.
The impact of teacher beliefs on teaching

On CELTA courses, trainees are encouraged to engage in Communicative Language Teaching which emphasises a student-orientated approach rather than insistence on rote learning. The teacher’s role is regarded as a facilitator. Lortie (1975) believed that prospective teachers who conceive of teaching as expressing qualities associated with revered models will be less attuned to pragmatic and rationalistic conceptions of teaching which will be delivered during teacher training. New teachers may consciously or unconsciously revert to traditional models of teaching. This will be further discussed in Chapter Seven.

Hatton & Laws (1993:110) found that a large number of high school and primary school teachers stated that their courses were too theoretical, idealistic or irrelevant, that certain key methodologies were not up to date and that they had received a poor level of understanding in relation to particular kinds of learners. First-year teachers experience discipline and classroom management problems as indicated by several studies (Hatton & Laws 1993; Veenman 1984).

The study by Hatton & Laws (1993: 113) indicates a correlation between adjusting to a first appointment and being willing to stay on at a school. Teachers with the highest levels of adjustment, particularly to the community, were prepared to stay on at their schools after their period of contract ended. The study suggests that two strategies appear to be crucial for the adjustment of newcomers to teaching, namely an attempt to find out what the needs, values and aspirations of the community are and to understand these and, secondly, to look for support
from teaching staff in the school regarding strategies for teaching and managing students.

Richardson (2003) distinguishes between the concepts of beliefs and knowledge by stating that in the traditional philosophical literature, knowledge, unlike beliefs, depend on a truth condition. Richardson argues that teachers’ beliefs stem from three major sources: personal experience, experience with schooling and instruction and experience with formal knowledge. Drawing on Lortie’s work that novice teachers have already served an “apprenticeship of experience” in their years of observing teachers at school, Richardson (2003) argues that teacher candidates often bring with them a set of deep-seated beliefs about the nature of teaching, schooling and learning. These beliefs may be distorted because the teachers experience these beliefs from a simplistic student point of view, but they may be difficult to change during the short time in pre-service programs.

Richardson’s study (2003) pays particular attention to the differences in beliefs between traditional and non-traditional students who enter pre-service programs. She defines traditional students as those who frame their beliefs within their former schooling experiences while non-traditional students are students who have had a gap in their formal education, and who have worked in another career or at home. These students often have degrees in fields other than education and are attracted to short and intense certification. Many of the CELTA trainees tend to fit into Richardson’s description of non-traditional students.
The entering beliefs of teacher candidates strongly affect what and how they learn and how they will approach teaching in the classroom (Richardson 2003: 9). Some students’ beliefs do not change at all or may appear to change if they are merely providing their instructors with the answers that they think the instructors want. On CELTA courses, trainees are asked to write a short on-the-spot reflection of their teaching practice each time they teach. In several cases, they express changing beliefs regarding teacher-centred activities or language teaching methods which they think is the answer that their tutor requires. These newly acquired beliefs do not always manifest themselves in a change to student-centred activities in the actual classroom practice. There is also no evidence that these newly acquired beliefs are carried into their own classrooms during their first year of teaching as shown in a study of elementary teachers (Anderson, Smith & Peasley 2000).

**Conflicting values in teaching**

In this section, I review studies that examine how conflicting values between expatriate teachers, their students and local teaching colleagues can lead to cultural problems which impact on the new teachers’ employment outcomes. First I review literature that examines how different value patterns related to power distance situations may result in culture shock for new expatriate teachers. I then examine studies that explore the different value patterns related to individualism, masculinity, uncertainty avoidance and long or short-term orientation and the impact of these cultural differences on the working lives of new expatriate teachers. In the discussion, I analyse how these conflicting values may impinge on
the working lives of newly qualified CELTA teachers who take up overseas English Language teaching jobs.

The assumption that students from Asia see the teacher as an embodiment of knowledge who should not be questioned has been refuted by Kumaravadivelu (2008) who ascertains that such an assertion defies both ancient wisdom and recent experience. Kumaravadivelu (2008: 216) maintains that certain communication patterns by Asian students have not been satisfactorily explained by a Western interpretation of Eastern theories.

One of the reasons why some teachers experience distress when teaching overseas stems from a lack of knowledge about the social and behavioural skills of the new society (Ward et al 2001: 69). Lack of knowledge can create misunderstandings, friction and hostility between the visitors and the hosts. In an intercultural encounter, the greater the differences that exist in the culturally determined communication patterns of the participants, the more difficulty they will have in establishing a mutually satisfying relationship (Ward et.al 2001). Determined communication patterns are referred to as codes of communication such as invitations, requests, showing appreciation or resolving conflict. These codes of communication are essential in both overseas and local ELT classroom and also in encounters with local staff members in schools.

Non-verbal communication elements such as gestures, facial expressions, bodily contact or special behaviour may also lead to a breakdown in communication and the transgression of particular rules (Ward et al 2001). In an ELT classroom, a
new teacher’s lack of understanding of inappropriate gestures in a specific country or inappropriate behaviour may offend students or other staff members. Likewise, the teacher’s inability to understand student behaviour that appears different to this his or her cultural norms, may result in misunderstandings. Examples of gestures or behaviours that I offer from my own experience of EFL teaching and observing students teachers in the classroom, that may offend learners from certain countries, includes: (a) a teacher sitting on a desk in the classroom, (b) touching a student’s head, and (c) expecting all students to respond positively to group work or pair work when using Communicative Language Teaching strategies in the classroom.

Davis and Moely (2007) believe that the way to assist new teachers in overcoming culture shock is to consistently immerse pre-service teachers in schools. In this way they have numerous and diverse field experiences spread throughout the period of training. On CELTA courses, trainees experience classroom teaching from their second day on the course, a fact which enables them to experience minimal culture shock in their own classrooms. The opposite seems to be the case, however, as indicated in this study. There also appears to be no research literature on new CELTA-qualified teachers to substantiate this claim.
Dear John

At this stage in my journey I need to talk about the research process i.e. the most effective approach for examining the singular, the particular and the unique aspects of the CELTA story. What better research approach could there be than a case study that focuses on the experiential stories of new teachers as they are socialised into the world of English Language Teaching.

Before I embark on a formal discussion with the other Case Study researchers, I’d like to share some thoughts with you on the topic of subjectivity i.e. the subjectivity of the researcher. I believe that a researcher, who claims to study and interpret the actions of new teachers, cannot do so without claiming a connection to the context of study. By acknowledging personal subjectivity, I am situating myself in this thesis in a role that is fragmented, constantly shifting and often in the process of negotiating different aspects of self. The multiple subjective I’s that interact with and impinge on this thesis are, among others, those of novice researcher, veteran teacher trainer, middle-aged English Language teacher, former journalist and Australian migrant. In each of those subjective I’s there are other subjective selves, such as my political self and my institutional self.

As I journey further John, you might at times become aware of how my personal values or even emotions - these subjective I’s - might interact with my data. In this chapter alone, I confess to allowing the journalist “I” an elevated position in the choice of this research framework, hence the case study approach with stories. And without doubt, both my political self and my institutional self contributed to the use of some Quantitative data from a survey within the Case Study.

I was further reminded of my subjectivity during the analysis stage of the data. When interpreting the new teachers’ stories, my educational self and my institutional self were at times at loggerheads. A reading of the email journals revealed that aspects of the Communicative
Language Teaching approach that had been suggested on the CELTA course did not work in the new teachers' classrooms. The teacher trainer “I” acknowledged this anomaly as a relevant research issue and one that has been the subject of several studies in the past. My institutional self, however, experienced concern about again making these facts public. I wondered if disclosure of these issues in my research would impinge on my own institutional standing.

You mentioned in your autobiography that the theories of the time were inadequate for the teaching of EFL to beginners and that a short practical course was needed. But did your political self (as a stakeholder in the colonising of the English Language) ever clash with your educational self? Did you ever experience concerns about advocating a predominantly skills-based curriculum for your teachers? In this chapter there will be more talk about subjectivity as I continue my discussion regarding the research process. I intend to talk about a single, bounded case study in which the stories of the CELTA graduates and the founder tutors will be told.

Regards
Bessie
CHAPTER FIVE: Methodology and Method

This chapter discusses the paradigmatic and philosophical foundations that guide this study. It offers a rationale for using a research design that integrates a mix of data sources to adequately address the research problem. This thesis utilises a single case study framework situated within a Qualitative research paradigm. The research questions, previously discussed in Chapter One, will be reiterated in this section in order to address the purpose of this study and the rationale for using a single case study approach. The research design and the data collection stage are then explored in detail. Finally, I suggest that the use of a case study approach as presented in this research project contributes to a much-needed body of CELTA research within the wider TESOL field.

Methodology

This study uses an Interpretivist paradigm which is characterised by a concern for the individual and an understanding of the subjective world of human experience (Cohen, Manion & Morrison 2000). In this study, the individuals whose subjective experiences are being explored include the newly qualified CELTA teachers and the founder tutors. The experiences of the new teachers occur during their transition process into the TESOL profession. The founder tutors’ experiences are focused on the introduction of the first CELTA courses in Australia. The aim of conducting this study within an Interpretivist framework is to gain what Greene (2008) terms as an in-depth contextual understanding with an eye to legitimisation of local and practitioner knowledge.
The Interpretive paradigm is characterised by a subjective viewpoint, with individuals attempting to understand and explain their interpretations of reality of the world around them (Cohen, Manion & Morrison 2000). The ontological standpoint i.e. the nature of reality adopted in this study is social (Nagy Hesse-Biber 2010). It concentrates on the reality of teaching for newly qualified CELTA teachers in their “natural” teaching environments. This study invites multiple interpretations of the social actions of these new teachers during their induction into the wider TESOL field.

Understanding the actions or the meanings of the research participants in order to interpret their experiences (Cohen, Manion & Morrison 2000; Robson 2011) is important in studies using an interpretive paradigm. In this study an understanding of the actions of the CELTA graduates in their workplaces and the meaning they attach to particular events are essential in order to offer an interpretation of these events. In studies using an interpretive paradigm, the researcher’s involvement in the research process in important as both the researcher and the participants construct a “reality” (Robson 2011: 24). This is the case in this study with the participants and the researcher offering an interpretation of the experiences of the participants through various storylines.

**Research questions and methodological position**

In this research study, the focus is on the CELTA program which is a single phenomenon within a real-life context (Yin 2009) i.e. the working sites of the newly qualified teachers in transition. It is largely a contemporary representative
Chapter 5: Methodology and Method

or typical study (Yin 2003) which includes a historical interpretation of the reasons for the phenomenon (the CELTA program) occurring in Australia.

This research is framed by an overarching question which asks:
What is the relationship between skills-based training and successful transition to the teaching profession?

Three further research questions containing both substance and form (Yin 2003) are asked in order to support the key question. They are:

- What is the justification for the import of a short-term skills-based training course such as CELTA in Australia?
- What are the particular constraints and possibilities for the new CELTA-qualified teachers?
- How do these teachers experience their transition in their first year in a TESOL environment?

My focus is on a case study of CELTA as a bounded system. Analysing how the new CELTA-qualified teachers think, feel and act during transition is to gain a subjective understanding of the case (Simons 2009). This acknowledgement of subjectivity, as mentioned in the letter that precedes this chapter, is to situate myself in my study as a researcher whose role is fragmented and constantly shifting. Walker (2010) raises the issue of researcher involvement as one of the objections in the past to case study research. My perspective is that the researcher, while claiming a connection to the context of the study, must also monitor the impact of this connection. By this I mean that my values as researcher in this study may, at times, be in conflict with my values as a CELTA tutor and this subjectivity needs to be acknowledged. In this respect, I agree with the argument offered by Simons (2009) that a researcher must explore how personal values and
actions shape data gathering, interpretation and analysis of the case by “sensing when your emotions and feelings are engaged” (84), identifying one’s subjective ‘I’s’ and taking appropriate “actions” (see Simons 2009: 88) before entering the research field.

In focusing on the CELTA program, this study has an educational focus and follows a line of thought (Merriam 1998; Simons 2009) that accepts education as a process and values the experiences of the new teachers and the way in which they construct their teaching worlds. Case study, according to researcher Rob Walker (2010: 253), is “the examination of an instance in action”. Walker is referring to the portrayal of particular incidents and events and the selective collection of information that portray those elements of a situation that give it meaning. The perspective of this study is to portray elements of the transition situation – the past experiences, incidents and events in the teaching lives of new teachers and the founder tutors as well as a conceptual history of CELTA – in order to give meaning to the transition process for CELTA trained teachers.

Verisimilitude or believability was achieved by asking the participants (when possible), to confirm if the stories in this thesis resonated with them. At the same time, I referred to literature on teacher knowledge (Tsui 2003; Clandinin and Connelly 1996) to ensure that the stories sat alongside the studies.

My position regarding the ‘storying’ aspects of this study case is influenced by my belief that humans are storytelling organisms who, individually and socially, lead storied lives (Connelly & Clandinin, 1990). By offering the new teachers and
the tutors the opportunity to tell their stories, this research encourages engagement in the case. It is also influenced by the multiple subjective I’s (Simons 2009) that impinge on this thesis i.e. the teacher who uses stories in her classroom to engage students and the former journalist who patterns the elements of a situation (Walker 2010) in stories.

**A mixed methods research design**

The overall intent of this study is to gain a rich understanding of how these new CELTA-qualified teachers with rudimentary teaching skills view the transition process during their first year of teaching. This section of this chapter describes the research design used to investigate the research questions in this project. The overall purpose of this study is to examine the relationship between the practical CELTA training and the transition of new teachers to the teaching profession. To achieve this aim, this study uses mixed method data, namely a quantitative survey of 80 CELTA trained practitioners and qualitative data from the stories of 11 case participants. Unlike the qualitative stories, the quantitative data generated only statistics without allowing entry into the subjective world of the individual teachers.

In a mixed method research design, a basic set of philosophical assumptions or beliefs – often termed a worldview (Creswell & Plano Clark 2011) – forms the foundation of the study (Guba & Lincoln 2005). This study, as stated earlier in this chapter, follows an interpretive approach to the research problem by attempting to gain an understanding of how new CELTA-qualified teachers make meaning of their social world i.e. their new English language teaching environments. Such a standpoint – regarded as a “subjective” one – encourages a
parallel mixed methods design where the Qualitative (QUAL) study has priority over the Quantitative (quan) aspects of the study. The epistemological goal of this study seeks to understand the “multiple subjectivities” (Nagy Hesse-Biber 2010) of the new teachers by prioritising their personal perceptions of their teaching experiences rather than assumptions made by the researcher.

The combined elements in a mixed methods research design involve particular philosophical assumptions (Creswell and Plano Clark 2011). These assumptions about knowledge - known as a worldview - inform the study. The worldview used in this study is an interpretive one.

**Dealing with data – the case**

A Case Study approach in educational research has, in recent years, become a distinctive form of empirical inquiry (Simons 2009; Yin 2009) because of its ability to analyse and evaluate a bounded educational phenomenon such as a program, an institution, a person or process (Cresswell 1998; Merriam 1998) that is bounded by time and place.

Case study research can be distinguished from other types of social research because of its focus on a contemporary phenomenon within a real-life context (Yin 2009: 2). Both Simons (2009) and Merriam (1998) emphasise the singularity of the phenomenon being studied in their definitions of a case study. The use of both qualitative and / or quantitative research methods for case study research is recommended by Merriam (1998), Simons (2009) and Stake (1995).
Stake (1995) and Simons (2009) are adamant that case study research is not synonymous with qualitative methods. Yin (2003; 2009) further suggests that “how” and “why” research questions encourage the use of the case study method, but also asserts that this method is used when the investigator has little control over events.

While Yin contends that “how” and “why” research questions are likely to favour case study methods, I argue that the “what” questions in this study further support an in depth investigation of a single phenomenon. In line with the interpretive research orientation suggested by Carr and Kemmnis (1986), this study seeks to achieve an understanding of the participants’ perspectives (Merriam 1998) of the impact of their CELTA training on their classroom practice during the transition process. This research study, therefore, requires and is advantaged by the implementation of a single, bounded case study approach that accommodates, examines and interprets the transition process of new CELTA-qualified teachers in diverse employment sites. The information gained is about the experiences of the average new teachers in their working places (Yin 2003).

**Data about the teachers**

The case study was designed to collect in-depth information about the transition process of CELTA graduates. Eleven new CELTA-trained teachers participated in the study by submitting email journals about their teaching at their sites of employment. The data are portrayed in the form of stories (Bruner 1990; Clandinin and Connelly 1996; 2000). The experiential lives of English Language Teachers at the start of their careers in second or foreign language classrooms
have recently attracted the attention of a number of researchers (Farrell 2008; Tsui 2003; 2007; Watzke 2007) hoping to gain a richer understanding of the process of becoming a TESOL teacher. This relatively new line of inquiry in the TESOL field follows an increasing number of studies in general education regarding the professional development of beginning teachers in their first year of employment (Calderhead and Shorrock 1997; Doecke, Brown & Loughran 2000; Hebert and Worthy 2001).

For the Qualitative study, CELTA graduates were invited to contact me via email as soon as they secured jobs overseas or in Australia. This constitutes a biased sample of convenience. The first respondent contacted me in August 2000, before the design of the quantitative survey had been completed. This resulted in the timelines of the qualitative and quantitative components of this study being out of kilter (Bryman 2007b) and my decision to allow the collection of email correspondence data to precede the collection of survey data. Further implications of this decision to proceed with the collection of qualitative data ahead of survey data will be discussed later in this chapter.

Between August 2000 and December 2005, eleven respondents participated in the qualitative study and posted reflections of their teaching experiences in email journals. Respondents were invited to send me email reflections of various aspects of their teaching during their first year in an EFL classroom. Respondents were originally asked to respond to some open-ended questions at monthly intervals, but this became problematic as the new teachers were engrossed in their teaching activities and some did not have ready access to computers. The time limit for
email journals was later extended to three-monthly intervals. Questions included a reflection on the types of lessons taught and the strategies used to teach these lessons. I was also particularly interested in how these new teachers would address questions regarding the process of transition, given that none had worked in English Language classrooms before.

I had, at the start of this study, anticipated that a large number of CELTA graduates from the education institute where I worked would be willing to volunteer their teaching stories in email journals. This would enable me to select suitable respondents from an adequately sized population. What I did not anticipate, was the speedy disappearance without trace of prospective respondents, after accepting overseas work offers. This resulted in incorrect email addresses and the disappearance of potential case participants. Of a total of 25 volunteers between 2000 and 2005, contact was eventually maintained with eleven. During the data collection stage, contact with five respondents was lost for between three to five months and then resumed again. Three respondents ceased contact a few months before the end of their reporting year and were unable to be traced.

Email journals were required to be posted at three monthly intervals unless the respondent felt the need to correspond more frequently in order to communicate changes in his / her teaching. I had originally planned for the data collection to take place within a six-month period. This timeline, I assumed, would give me an insight into the development of initial language teachers in their first classrooms. In three cases this timeline could not be met. The teachers had secured
employment only for short periods before having to search for a second job. I decided that the best solution would be to extend the time period to one year to see if there was evidence of teaching development in these teachers’ second jobs.

In addition to their email journals, three participants were also interviewed to obtain data about their pedagogical growth. The data have been restoried into narratives of experience which address various tensions experienced by the participants in their transition from beginning EFL teachers in a survival stage, to more confident teachers who have mastered some teaching skills (Tsui 2003). The narratives are collectively located in the ELT classroom environment and individually grounded in each teacher’s unique classroom experience. The stories highlight the teaching development of each individual in the first year of teaching and concentrate largely on changes at three specific stages in each teacher’s career, namely the beginning stage in the first month of teaching, a middle stage after six months and the end of the teaching year or the end of the teaching contract in cases where the teaching period was for less than a year.

This study attempts to fill the research gap by asking CELTA graduates to reflect on their EFL teaching in their first year of practice in order to:

- discover what the process of transition is for these CELTA graduates,
- to understand how they use the suggested teaching method in the classroom,
- discover if their email responses indicate personal and professional growth,
- discover how they live out their teaching lives in foreign countries.
To obtain answers to these research questions, the respondents were given some general open-ended questions which they were encouraged to reflect on. In each individual case, specific questions relating to some pertinent issue were also asked. The following general questions or statements were used:

- How well prepared you felt about managing your new class?
- What classroom management problems did you face during your first month?
- Describe how well prepared you felt about giving your first language lessons to your particular class level.
- Explain why you thought these lessons did or did not succeed.
- Explain what language approach you attempted in the classroom and how you felt about using this particular language methodology.
- Have you experienced any cultural problems in the classroom? How did you cope with these problems?
- How are you coping with life in a foreign country? To what extent is this affecting your teaching?
- How has your teaching changed over the last few months?
- What do you think you have achieved in your first year of teaching?

**Dealing with data – the survey**

The quantitative survey data were relevant to this case study to obtain a “snapshot” (Cohen, Manion and Morrison 2000: 175) of a large number of CELTA graduates who had experienced the transition to the teaching profession.
The statistical data were needed to provide answers regarding the number of graduates in employment, the sites and the kinds of teaching jobs they found, how long they were employed for and what kind of qualifications they needed to become employable. To obtain this information on a large scale, a quantitative study using a self-administered questionnaire became the most valid option.

Participants in this cross-sectional study were 80 CELTA graduates from one education institute in Melbourne. The sample of 135 participants for the quantitative study was taken from a CELTA Alumni database which I began at the institute in 1998. One aim of starting an Alumni organisation was to secure a community of CELTA graduates who could be contacted for marketing purposes at the institute. The second aim was to maintain contact with a core of CELTA graduates with university qualifications who might be interested in further TESOL studies at this institute. At that time, a Graduate Certificate in TESOL program was in the process of being accredited at this institute. The Alumni database provided a contactable group of potential participants who had graduated between 1999 and 2004.

Attempts were made to contact 240 graduates with current telephone numbers or valid email addresses. Of these, 135 graduates returned calls or emails and indicated they were willing to become participants in the survey. A pilot study was conducted at the end of 2004 to test the initial validity of the questionnaire. Seven participants participated in the pilot survey. Their responses were not included in the survey data. In 2005, a sample of convenience was used and a questionnaire was sent to each of 128 participants. This meant that the ‘snapshot’
of the cross-sectional study occurred at a particular point of time (2005) and provided retrospective data (Cohen, Manion and Morrison 2000: 175) of events between 1999 and 2004. Eighty respondents completed the survey. Of these, 77 questionnaires were returned via post and three were returned as emails.

Survey research using a questionnaire generally requires people to provide information about themselves – their attitudes and beliefs, demographics and facts about past or intended behaviours (Cozby 2007). To date there is only one published study (Green 2005) initiated by Cambridge ESOL on the demographics of new CELTA graduates. This is surprising considering the large number of trainees who graduate each year. One section of the “snapshot” data (Cohen, Manion and Morrison 2000: 175; Cozby 2007: 124) for this study (Part D) examines how CELTA graduates from one Melbourne education institute interpret teaching aspects of the largely skills-based training.

The questionnaire (see Appendix 2) is divided into four sections with each section designed to obtain information about one specific aspect of a CELTA graduate’s life. Part A asks personal questions about the participant in the survey in order to build up a profile of that person. Part B attempts to discover the educational qualifications of the participant before and after the CELTA course. Part C established the respondent’s employment category during and after the CELTA course and the current employment of the person. Part D is designed for graduates who have worked as EFL or ESL teachers and asks participants to rate specific teaching variables. The aim of this survey is to gather data that will provide a
broader picture of the impact of initial skills-based training in English Language Teaching.

As mentioned earlier in this section, a pilot study of seven participants was conducted in order to test the survey. These seven participants were not used in the final survey. A further 128 surveys were posted and respondents were requested to return these within a month. A return of 77 questionnaires was received by post. Three questionnaires were returned by email bringing the total number to 80. A further two questionnaires were returned several months after the return date and these were discarded. No follow-up procedures were followed.

During the stage of initial telephonic contact with the graduates, several participants mentioned that they had not taken up teaching. Potential participants were invited to explain why they had not entered the teaching field and their reasons were recorded in field notes. Seventeen graduates were recorded as saying that they had not taken up teaching. Marriage played a role in changing the minds of five people as they no longer wished to travel overseas. Two graduates had retired and the opportunity to go overseas had not presented itself. One found that her grandchildren were taking up her spare time and that she was no longer interested in teaching. Seven people had decided to study further and one person stated that family duties i.e. caring for elderly parents prevented her from looking for teaching employment.

Statistical data obtained from the survey were used with the Case Study stories to obtain a richer and more complete picture of the specific experiences of CELTA graduates in their first year of TESOL teaching employment. The raw data were
transferred to the SPSS computer program in order to obtain frequency results. The data were then interpreted from frequency tables and a Likert scale. The data were written up as a report.

**Coding a story**

The email reflections from the Qualitative (QUAL) study contain rich sources of information about the respondents’ working lives and their transitions into teaching in foreign countries and in Australia. The stories were coded throughout the project and analysed according to relevant themes that emerged from working with the coded data (Richards: 2009). The ‘descriptive’ coding (Richards 2009: 96) contained information about each new teacher and was tabled into a profile summary (see Appendix 4).

Each email text was read several times and notes about interesting aspects of the data during the 3 different timeslots were recorded in a table under each respondent’s name. The timeslots chosen for receiving email data were one month, six months, and 12 months. They highlighted the beginning, middle and end stages of each respondent’s teaching over the period of one year. Building on suggestions by Boyatzis (1998) to reduce the raw information to a manageable size, I wrote up an outline of each email. Further readings of the outlines enabled me to record which aspects of each text were interesting and why this was so (Richards 2009). The outlines and the data (when necessary) from the email texts were then compared for both similarities and differences and recorded under relevant labels. These labels or categories were later merged and classified (topic and analytical coding) into potential themes (Richards 2009). During the coding
process, the research questions and the literature were constantly revisited to confirm the relevance of the themes.

The findings from Part D of the survey, i.e. the Quantitative (quan) aspects of the study, were triangulated and included within the case stories, where relevant. The aim of triangulating qualitative and quantitative data (Yin 2003) was to collect information from multiple sources of the same phenomenon.

**Strengths and limitation of case study research**

The strengths of a case study approach (Simons 2009) as applied to this study include the documentation of multiple perspectives (the new CELTA-qualified teachers and the founder tutors), the exploration of contested viewpoints the demonstration of key actors and interactions among them in telling the story of how and why things happened. Case study research has a flexible time period. In this case, the study was conducted between the years 2000 to 2004 and the events were largely documented in emails soon after they happened.

Case study research can include a range of methods which suggests both strengths and limitations. A strength in case study research is that the volume and diversity of data is compounded when “a wide range of interconnected interpretive practices,” (Denzin and Lincoln 2011: 4) is used. In this study the interpretive practices include interviews and email journals and a quantitative survey. Yin (2003) on the other hand, maintains that a limitation of using multiple sources of data is that a case study investigator should be well-versed in a variety of data collection techniques. In this study, the researcher’s data collection techniques
were carried out according to established empirical methods (Denzin and Lincoln 2011; Willis 2008) and included a survey, interviews and email journals. This enables other researchers in the future to replicate and test the data.

In summary, the aim of this chapter was to present the methodological underpinnings of my study. This single, bounded case study of CELTA was conducted within an Interpretivist framework which is characterised by a subjective viewpoint. The case study is designed to collect in-depth information about the transition process of eleven CELTA graduates through email journals and interviews. The data are portrayed in the form of stories. The quantitative survey using a self-administered questionnaire was designed to obtain a “snapshot” of 80 CELTA graduates who had experienced the transition to the teaching profession. Relevant data was triangulated and written up as a report and is included within the qualitative stories from the email journals. Finally, the chapter discussed the strengths and limitations of using multiple sources of data in case study research and briefly addressed how this study attempts to overcome possible limitations.

In the next chapter, the findings of a survey on the career trajectories of 80 CELTA graduates are examined.
Dear John

When I first became a CELTA tutor, I wanted to know more about the graduates’ lives after their CELTA courses. At that stage, I was writing CELTA newsletters for the institute where I work and I needed some success stories for these newsletters. I discovered there were so many stories of CELTA graduates, that is, if one managed to track them down. Sad stories, happy stories, tales of confidence, stories that needed to be told.

I started an ALUMNI association at my institute and over some years, managed to stay in touch with many new teachers. It wasn’t easy because they kept moving around. English Language Teaching is not a very secure job for our graduates.

It was impossible to write the individual stories of so many new teachers for this thesis so I decided to survey them instead. Surveys have their purpose in a research project, but sadly, one never gets to show the warmth, the pathos of the people you have interviewed. Graphs and figures somehow lost the human touch. But as a snapshot of phenomena, they manage to give one an overall view, I guess.

In this chapter, you’re going to meet some of my “statistics”. Before posting the survey, I managed to track these teachers through numerous emails and phone calls. In that way, I heard some of their stories before they became anonymous data in my survey.

I hope the snapshot provides an overall view of the stories of teachers from CELTA past (a bit like the ghosts of Christmas past in the novel by Dickens).

Regards
Bessie
CHAPTER SIX: A Survey of Life after CELTA

This chapter investigates the career trajectories and teaching practices of 80 CELTA graduates from one education institute in Melbourne through a survey. The cross-sectional study produces a single ‘snapshot’ (Cohen, Manion and Morrison 2000: 175) of the graduates and provides statistical data for a retrospective inquiry of their transition into the TESOL profession.

One of the aims of generating quantitative data within this case study is to offer a relevant explanation or support for the storied data in Chapters Seven and Eight. This chapter is framed by two research questions. The first question is: What are the particular constraints and possibilities for the new CELTA-qualified teachers? The second question is: How do these teachers experience their transition in their first year in a TESOL environment?

Rationale for survey

In this section, I discuss the rationale for conducting this survey which uses statistical data representing a wide target population of CELTA graduates from one education institute in Melbourne. The analysis of this data allows for generalisations to be made about the CELTA graduates’ perceptions of their transition (Fessler & Christensen 1992; Huberman 1989; Tickle 2000) into a TESOL workforce and their cognitions regarding their teaching knowledge and practice (Borg 2006; Tsui 2003).
A self-completion questionnaire, based on suggestions offered in research literature (Bell 1999; Cohen, Manion and Morrison 2000), was used to obtain data for this study. Relevant elements drawn from this data will be offered as supporting material for the teachers’ stories in Chapters Seven and Eight.

The specific research objectives of this Quantitative survey are:

- To provide demographic information about the CELTA graduates from one accredited Melbourne education centre and to collate information about the qualifications of these graduates.
- To ascertain the employment success rate of these CELTA graduates in Australia or overseas.
- To examine the CELTA-qualified teachers’ levels of professional knowledge and classroom practice.
- To analyse the perceptions of employed CELTA graduates regarding the impact of their CELTA course on their employment outcomes.

The motivation to conduct this survey arose from the lack of research about the employment paths of CELTA graduates and their teaching practices after obtaining employment. As stated in Chapter One, a gap exists in CELTA studies regarding the employment trajectories of the graduates of this program. Despite the large number of teachers obtaining CELTA certificates at centres around the world (Ferguson and Donno 2003; Roberts 1998), there has, to date, been only one published quantitative study that tracked the career paths of CELTA graduates (Green 2005). The study, initiated by the University of Cambridge Local Examinations Syndicate (UCLES), which highlights background details of former CELTA graduates, also investigates the number of jobs held since completing the course and the participants’ opinions of the impact of a CELTA.
course on their careers. While other studies have examined the effectiveness of CELTA courses on classroom practice (Brandt 2006; Copland 2010; Davis 1990) and the change in the beliefs of CELTA trainees (Borg 2005; Richards, Ho & Giblin 1996), none has explored the transition into employment of teachers with this qualification.

The motivation to conduct a survey that explores the perceptions of CELTA graduates regarding the transition into employment also stems from my concerns about the lack of general and academic data about the teaching lives of CELTA graduates (Davis 1990; Ferguson and Donno 2003) in Australia and elsewhere. This dearth of academic research into this aspect of CELTA is surprising considering the large number of these courses held on a worldwide basis each year (Brandt 2006). This qualification holds widespread international recognition among private ELT institutions (Ferguson and Donno 2003; Roberts 1998; Senior 2006), as an accredited initial TESOL qualification. Yet little is known about the transfer of teaching skills by new CELTA-qualified teachers during their first year of teaching.

Within Australia, the National ELT Accreditation Scheme (NEAS) recognises CELTA as meeting the requirements for initial English language teaching (neas.org.au). At the time of conducting this study there were full-time and part-time CELTA courses being offered at five education institutes in Melbourne, namely, Holmes College, Holmesglen Institute of TAFE, La Trobe University, Monash University and the Royal Melbourne Institute of Technology (RMIT). As stated in Chapter One, the large number of websites advertising CELTA courses
indicates that there is an obvious demand for this type of short teacher training course. The websites marketing CELTA courses at education institutes around the world suggest that employment after obtaining a CELTA award is relatively easy. My concern after reading these websites was that there were no academic studies to confirm or repudiate these marketing claims.

Discussions with trainers and assessors at the Melbourne institutes offering CELTA courses revealed that statistics about the number of graduates finding employment in Australia or overseas were non-existent at these institutes. The same situation appeared to exist in the United Kingdom as well. Enquiries made by me to in 2001 to the University of Cambridge Local Examinations Syndicate (UCLES) now called Cambridge ESOL, indicated that post-course CELTA employment trajectories at that time were either non-existent or were being carried out independently by institutions without publication of the findings. In 2003, Cambridge ESOL instituted an internet survey to track the careers of CELTA graduates around the world (Green 2005).

My second concern was with the accountability of new CELTA-qualified teachers in their new English Language Teaching (ELT) classrooms in the first year of teaching. A preoccupation with teacher accountability exists within the TESOL field (Famer 2006), yet the research literature provides few accounts of the cognitive skills, beliefs or classroom impact of new CELTA-qualified teachers (Borg 2006) in their new workplaces.
As a teacher trainer at a large education institute and as a gatekeeper to several generations of future TESOL teachers, I felt the need to examine the impact of the CELTA teaching methods on new CELTA-qualified teachers. A survey was the most suitable means of obtaining statistics regarding this aspect of CELTA training.

**Survey procedures**

In this section, the procedures for carrying out the quantitative survey in this case study are described. The population for this quantitative survey was drawn from a CELTA alumni database which I had established at the education institute where I was teaching in 1999. At the time, the aims of establishing an alumni organisation were threefold:

- To serve as a register with names and contact numbers of CELTA graduates.
- To assist the teacher trainers at this institute to contact Alumni for publicity and marketing purposes.
- To inform alumni about teacher training workshops and TESOL courses at this education institute.

In 1999, the CELTA program (then called the RSA CTEFLA) was already well established at the education institute where I was teaching. The teacher training program was expanding and plans were under way to introduce a Graduate Certificate in TESOL course. Potential candidates from the institute’s past CELTA courses were being targeted for this course. Difficulties were experienced in tracing past graduates who had completed a CTEFLA course and, at the time, I believed that the establishment of a CELTA alumni organisation
and eventually, a contact database would assist in maintaining contact with the graduates.

Between the years of 1999 and 2004, the invitation to join the CELTA alumni involved the completion of a form by trainees, generally on the last day of a CELTA course. On this particular form, trainees were asked to write down a “safe address or email address” where they could be contacted in the future. The information on their forms was then transferred to a central database. The alumni database was used to locate CELTA graduates at the time of carrying out the survey research in 2005.

A common problem with attempts to contact alumni was caused by the transitory and diverse nature of TESOL employment (Neilsen 2006) and the rapid movement to teaching locations around the world. Despite having “safe addresses” on the database, many CELTA graduates had moved to different locations in Australia and overseas and had not notified us. They were not able to be contacted.

The survey was drawn up to obtain the following information from the participants:

- Part A – General information about the participants such as gender, age, language, date of and type of CELTA course completed.
- Part B – Information about qualifications / studies undertaken before and after completing the CELTA course.
- Part C – Information about employment found / teaching jobs after completing a CELTA course in Australia or overseas, the type of schools / universities that they applied to, time spent at this institute and current
employment. In this section, another aim was to address the reason why
some trainees did not apply for teaching jobs in Australia or overseas.

- Part D – Information about their teaching strategies and whether particular
curricular aspects taught on their CELTA course proved useful in the
classroom.

**Data collection for survey**

The data were obtained by means of a self-administered questionnaire (see
Appendix 2) posted to CELTA graduates who had successfully completed courses
between the years of 1999 and 2004. The questionnaire was also sent to the
graduates who were already participating in the email correspondence for the
qualitative study.

The transient nature of employment in the TESOL field in the beginning years of
teaching results in a great deal of movement in the employment field. This
phenomenon is not unusual for CELTA graduates who often use the award as a
means of supporting themselves while travelling around foreign countries.
Teaching contracts are also offered for varying periods of time and are sometimes
not renewed. Addresses of new CELTA-qualified teachers change quite rapidly if
they move around to different schools within one country or within several
countries in their first year of teaching.

The impact of these continually changing sojourns (Ward, Bochner and Furnham
2001) on this study affected the number of possible participants for the survey.
“Safe addresses” on the institute’s alumni database required continual updating
and this could only be done if the graduates notified the institute where I was
employed of their new addresses. The value of a survey depends on the representativeness of the group surveyed thus making it essential to review the sampling plan and ensure the success of its execution (Williamson, Dalphin and Gray 1992). In a review of my sampling plan, I decided that questionnaires would be sent to CELTA graduates only after initial contact was made telephonically or via email and the correct addresses were confirmed.

Although this revised sampling plan required more work because of the number of phone calls that were made, it ensured a fairly accurate estimate of the number of questionnaires that would be sent to my target population. It also gave me an opportunity to speak informally with the participants and to reconsider the formulation of my questionnaire items and the goals of the research project (Williamson, Dalphin and Gray 1992).

An attempt was made to contact 240 candidates whose names appeared on the alumni database from 1999 to 2004. Of these, only 135 candidates were contactable and the sample size for the survey was planned for this number of participants. It was decided to use seven of these participants in the pilot study. These seven participants were not participants in the email study and their data were not used in the final survey.

In total, 128 questionnaires were posted in the final survey and a return of 77 questionnaires was received by post. Three questionnaires were returned by email bringing the total number to 80. As the questionnaire was anonymous, there was no means of ascertaining if the 11 case study participants had participated in the
survey or not. A further two questionnaires were returned several months after the return date and these were discarded. No follow-up procedures were followed.

During the stage of initial telephone contact with the graduates, 17 potential participants mentioned that they had not taken up teaching. These potential participants were invited to explain why they had not managed to enter the teaching field and their reasons were recorded in field notes. Marriage played a role in changing the minds of five people as they no longer wished to travel overseas. Two graduates had retired and the opportunity to go overseas had not presented itself. One found that her grandchildren were taking up her spare time and that she was no longer interested in teaching. Seven people had decided to study further and one person stated that family duties i.e. caring for elderly parents prevented her from looking for teaching employment. This information, although not recorded for analysis, gave me an overall view of the responses that might occur in the survey analysis.

Survey participant profile

In Part A of the survey, the researcher attempted to obtain a profile of the CELTA participants from one Melbourne education institute through descriptive statistics (Cohen, Manion and Morrison 2000). The data were analysed for frequencies using an SPSS (Statistical Package for the Social Sciences) computer application for basic statistical analysis. The findings below show the frequency tables i.e. the number of people who responded in each category.
Gender

The sample showed that 83% of the participants who returned the questionnaire were female and 16% were male. This appears to be consistent with the large number of female trainees who sign up for CELTA courses. In a course with 12 applicants, it is common to find only one or two male applicants.

Age

Survey respondents between 25 and 44 years formed the largest group in the age category while 29 per cent were aged between 45 and 54 years. A slightly smaller group fell into the 55-64 age group. Five per cent of the graduates were under 24 years of age. The over 64 age group was under represented in this survey as indicated in Figure A1: Ages of CELTA trainees. These figures appear to be consistent with the ages on a CELTA course but do not correspond with results from the 2005 Cambridge ESOL project (Green 2005) where more graduates from the over 40 category responded to their survey.

First language

Ninety-seven per cent of graduates stated that English was their first language and only 2% said that their first language was not English. Of these, one graduate spoke Italian as a first language and the other person’s first language was Slovenian.
Date when graduates completed their CELTA course.

The questionnaire asked for the month and year when graduates completed their CELTA course. However, most respondents chose to input the year only. To obtain a credible frequency, only the year of the courses were recorded for analysis. The highest frequency was recorded in 2002 with 21 participants or 26.3% replying to the survey. Twenty respondents or 25% who completed the courses in 2003 completed the questionnaire while 17 or 21.3% from courses in 2001 replied. The high return rate for these three years probably account for graduates who had either taught overseas and returned to a contactable address in Australia or they were graduates who had remained in Australia without taking up a teaching post and their postal or email addresses had remained the same. Only 10 graduates or 12.5% of the 2004 intake completed the surveys. One of the reasons that this occurred was because of the short period of time that had elapsed after the course i.e. between three to six months, and many of these graduates had gone overseas or did not respond because they had not yet taken up teaching jobs. The lowest frequency was recorded in 2000 with only a 3.8% return rate. This low return rate was probably due to the lengthy period of time that had elapsed after completing their course and they were no longer contactable at “safe addresses”.

The higher frequency from the 1999 intake may be due to the fact that administrative staff and members of the teacher-training team had updated graduate details on the institute’s data base in order to invite these people to a function advertising the first graduate certificate in TESOL course at this institute. Another reason could be that in 1999, some CELTA graduates had been employed
as teachers at this education institute and their details and addresses were easily available on the database.

**Type of course**

Fifty-seven per cent of the respondents had completed a full-time course and 42% had completed part-time courses.

**Nationality**

In the questions regarding citizenship, permanent residence and nationality, 93.7% were Australian citizens, 6.3% were not and one person did not respond to this question. Of the five people who did not have Australian citizenship, four respondents had permanent residence. The foreign nationalities of all five participants included two Americans, one Canadian, one South African and a New Zealander. Of the foreign passport holders, there were no overseas students. The data indicates that the majority of trainees taking CELTA courses at this particular education institute between 1999 and 2004 were Australians. This data is significant to the case study and will become apparent in chapters seven and eight. The majority of new CELTA-qualified teachers who participated in the case study were Australians.

**Education profile of participants**

At the time of taking a CELTA course, most trainees had a tertiary qualification with 41.3% having a university degree and 41.3% having a post-graduate degree or diploma. This data appear to be similar to the education qualifications of the case study participants in the next chapter. In the survey, eleven per cent of graduates said that they had an undergraduate certificate or diploma at the start of
their CELTA course and a further 3% had a trade qualification. Qualifications listed by these 11 people included various associate diplomas and diplomas including one of teaching and a diploma of Primary Teaching. Six per cent reported that the highest qualification at the time of starting their CELTA course was a Year 12 certificate and only 3.8% reported that their highest qualification was Year 11.

Of the respondents who listed their degree or post-graduate diploma, 17.5% had a Bachelor of Arts, 2.5% had a BA Honours degree and 6.3% had a Master of Arts degree. Eight per cent of the respondents had already completed a DipEd and a further 2% said that they had a Diploma of Teaching. Still in the education field, one respondent listed a Bachelor of Education qualification and 3.8% had a Masters degree in Education with a further participant having an MEd (Lang and Literacy qualification). Other qualifications included a BSc, an MA (Occupational Therapy), an MSc and a Bachelor of Commerce.

Under the ‘Other’ category, 8.8% of the respondents stated that they had qualifications ranging from an Associate Diploma (library), a Bachelor of Applied Linguistics, a Certificate in Rehabilitation Nursing, a Graduate Certificate in Literacy, a Graduate Diploma in Secretarial Studies and a Licentiate in Speech and Drama.

From the above results, it may be said that the majority of trainees who enrol in a CELTA course at this particular education institute are tertiary qualified people from various professions. This result is interesting because it appears to indicate
that CELTA attracts a number of second career applicants as will be shown in chapter seven.

Teaching qualifications before enrolling in a CELTA course

The majority of people who enrolled in CELTA courses did not have a teaching qualification. Fifty-six per cent answered in the negative while 43.8% said they had a teaching qualification before enrolling in the CELTA course. Of these, 15% had a Diploma of Education and 10% had a Bachelor of Education degree. A further 3.8% had a Diploma of Teaching and 2.5% respectively had a Graduate Diploma in Adult Education and a Graduate Diploma in Education. Other teaching qualifications included a Western Australian Teacher’s Certificate, a Transvaal Teacher’s Higher Diploma (TTHD) from South Africa, a Licentiate (LSDA) and diplomas in various forms of primary teaching. These data indicate that the majority of these CELTA graduates were not familiar with theoretical teaching knowledge (Tsui 2003) other than what had been offered by the largely skills-based CELTA curriculum. However, a sizeable minority (43.8%) had prior teaching qualifications and had, therefore, received some form of professional preparation and classroom practice. This figure is slightly higher than that reported in the Qualitative study where 36% of the new teachers had teaching qualifications other than CELTA. These aspects and their relevance to the transition process will be elaborated on in chapter eight.

Participants were asked to name the institution where this formal teaching qualification was obtained. The University of Melbourne rated highly with 10% of
respondents having obtained their qualification there while 7% had studied at Monash University, 5% at Deakin University and 3.8% at Queensland University. The results show that the majority of CELTA trainees with a teaching qualification obtained this at a university in Melbourne or another local institute. It also indicates that there are several trainees with overseas qualifications from countries such as New Zealand, India, South Africa and Canada.

**Studies undertaken since completing a CELTA course**

These questions were asked in order to establish how many CELTA graduates used the CELTA course as a pathway to further study. It was also designed to find out how many graduates completed further studies in ELT teaching such as a graduate certificate or diploma in TESOL.

Thirty per cent of the participants ticked the ‘Yes’ category while 70% ticked the ‘No’ category in this question. While we may conclude from the table that 30% of the participants did not take up further studies after completing their CELTA courses, the phrasing of the question with a yes/no answer may have resulted in incorrect responses. A 30% affirmative response rate may not be a conclusive result to this particular question.

Eleven per cent of the respondents took up a hobby course after completing CELTA. The answer to the question asking if anyone had completed a Secondary School Certificate was negative, despite the fact that only 3.8% had a Year 11 qualification at the time of doing the course. One person did not respond to this question. While the questionnaire did not ask for specific information about why people with Year 11 had not completed a school leaving certificate and this
information had not been tabulated, a reading of the data on the three questionnaires indicates that two respondents became mature age students at a university and reflexology school. One completed a Bachelor Degree in Primary Teaching. The third respondent did not take up any studies because of family commitments.

Seventeen per cent of CELTA graduates continued to study for an undergraduate certificate or diploma with the majority, namely 8.8%, taking a Certificate IV in Workplace Assessment. Most of the undergraduate qualifications were obtained from various TAFEs. Ten per cent of the graduates did further courses at this education institute which offers the Certificate IV in Workplace Assessment. The second institute to feature with a 2.5% rating was RMIT.

Ten per cent of the CELTA graduates reported enrolling at universities to study for a degree. One respondent failed to answer this part of the questionnaire. Three per cent of these CELTA graduates studied for a BA degree, while other qualifications listed were a Bachelor of Nursing degree, a Bachelor of Education, a Bachelor of Veterinary Science, an LLB and a Masters Degree in TESOL. Melbourne University featured prominently as the education institute of choice among CELTA graduates who were studying for degrees. The percentages show the following results: Deakin (3.8%), Monash (2.5%) and La Trobe (1.3%). Other universities where CELTA graduates studied included Charles Sturt University (1.3%) and the University of New England (1.3%).
CELTAs (17.9%) also went to various universities and TAFE to study post-graduate certificates or diplomas. A record 11.3% reported studying for the Graduate Certificate in TESOL at TAFE. Other post-graduate qualifications included a Graduate Diploma in Applied Linguistics, a Graduate Diploma in Education (secondary school) and a Graduate Diploma in Social Administration. A frequency of 2 was recorded at Monash University, while CSU, Melbourne University and the University of Queensland were recorded as having one frequency each.

The reason for the high percentage rate at TAFE may have resulted from low fees charged for its Graduate Certificate in TESOL because of government subsidies. The low fees charged undercut the price for similar courses being offered at other Melbourne institutes. The high frequency may also be due to the fact that some of the respondents were either potential or existing TAFE teachers who were required to undertake this compulsory qualification. The Graduate Certificate in TESOL is a necessary minimum qualification required for English Language Teachers who wish to teach in TAFE which offer Adult Migrant Education Programs (AMEP) programs such as the certificate in Spoken and Written English.

Five per cent of CELTA graduates went on to study for post-graduate degrees. Of these respondents, one was studying for a Doctorate of Ministry, another for an MA, a third for an MEd (TESOL) and a fourth for a PhD in linguistics. Two of these respondents studied at Monash University, one at the Australian College of Theology and one person had studied at Cambridge University. From the
qualitative study participants, four reported enrolling for a Graduate Certificate in TESOL after the first year of teaching.

Other qualifications included the Diploma in English Language Teaching to Adults (DELTA) which follows the CELTA award; a Diploma in Professional Counselling; a Diploma in Life drawing and a Diploma of Visual Arts. Three percent of respondents listed the Certificate IV in Assessment and Workplace in this category and one respondent was studying for an MEd (TESOL). The DELTA course was taken at the Golders Green College in England. Several TAFEs and education or business institutes were mentioned as a site of study. Nineteen respondents said that they had completed their course while 24 said that they were still attending an institution of further study. These statistics will support the data in chapter eight which indicates that several case study participants continued their teaching studies after their transition into the TESOL profession.

**Employment profile**

The aim of this section of the questionnaire was to find out what kind of employment the graduates were involved in at the time of doing their CELTA course. It also attempted to examine if CELTA graduates were able to find ELT teaching employment in Australia or overseas after completing the CELTA course. The questionnaire was also designed to find out if CELTA graduates were employed as TESOL teachers at the time of the survey and where possible, to obtain further details about these positions.
At the time of starting their CELTA courses, the majority of CELTA trainees fell into the unemployed category (38.8%). The next highest category was the non-teaching sector (37.5%) with jobs ranging from reception work, customer service, administration to film editing, hospital supervision and photographic technician (see Figure C1: Employment before start of CELTA course). Twenty per cent of the CELTA graduates were employed in the teaching sector. Some of the frequencies recorded included: TAFE teachers (3), secondary school teachers (3), part-time LOTE teacher in a primary school (1), ESL language assistant (1), sessional ESL teacher (1), librarian (1), art teacher (1) and integration aide (1). One person defined themselves as a teacher without giving specifics and two respondents did not state what their jobs were in the teaching sector.

Only 3.8% of the respondents (See Figure C1) were full-time students when they started their CELTA course. These figures indicate that between 1999 and 2004, trainees starting CELTA courses were either unemployed or working in the non-teaching sector. The figures do not provide reasons for this high percentage from the teaching sector, but we may assume that these respondents wanted a qualification that would enable them to teach EFL/ESL either at the current workplace or elsewhere.
Unemployment after completing a CELTA course dropped from 38.8% at the start of the course to 23.8%. This indicates a drop of 15%. A drop of 3.7% was also recorded in respondents working in the non-teaching sector (see Figure C2: Employment after completing the CELTA course). A constant percentage of 20% shows that the same number of respondents (16) continued to teach a subject other than TESOL both before and after the course. One of the reasons for the lower figures in the unemployment and non-teaching categories could be due to the number of CELTA graduates applying for and obtaining work as EFL teachers. Twenty-six per cent said they had applied for a TESOL position and 22% said they had been successful in finding employment.
During 1999 to 2004, it appears that CELTA graduates from the education institute where they received training were not interested in applying for EFL jobs in Australia as 73.8% ticked the negative category. Reasons for not applying in Australia varied, with 8.8% going overseas, 6.3% remaining in their current employment, 10% saying they had insufficient qualifications or ESL teaching practice to apply for a teaching job and 5% continuing with further studies. A small percentage 2.5% did not apply for jobs in Australia because they had discovered that they didn’t like teaching. A large percentage (20%) did not give a reason why they had not applied for an ELT job in Australia.

Respondents applied to several different types of education institutes for jobs. The most popular work sites were various TAFEs (11.3%) followed by private language schools (6.3%). One of the reasons for this trend could be that most graduates felt comfortable with a TAFE environment after having completed the CELTA course in one. Another reason could have been because TAFEs at that time sometimes employed CELTA graduates with degrees but no other teaching qualifications. Another reason could be that a job in a TAFE meant an opportunity for undertaking low cost further studies such as the Certificate IV in Workplace Assessment or the Graduate Certificate in TESOL.

Private language schools have long been an employment site for CELTA trainees because there are no government restrictions placed on the qualifications or number of days practicum that are required by potential English Language teachers. CELTA trainees often seek employment at these schools in order to gain
the experience necessary for better English Language Teaching jobs or to support themselves while obtaining further teacher qualifications.

The length of time CELTA graduates were employed by these education institutes varied considerably. Survey figures show that the longest period was for five years and the shortest period was for four weeks. Differences in the length of teaching time were due to graduates entering the TESOL field at different periods between 1999 and 2004. Eighty per cent of the graduates who answered the question of whether they were still in this position gave an affirmative answer.

Only 25% of graduates applied for EFL jobs overseas after completing a CELTA course. Reasons for not applying for jobs overseas included contentment with current job (7.5%) a large number were unable to go overseas because of family commitments (6.3%) and a further 5% were involved in further studies. Other reasons included not having any wish to go overseas, getting a job in Australia, health reasons, personal commitments and retirement.

Of the graduates who applied for overseas jobs, 5% looked for employment in China, 3.8% sought work in Italy and Japan respectively, 2.5% in the United Kingdom and the same number in Thailand. Other countries were Germany, Nepal and India, Slovenia, South Korea and Spain. One person said she would apply for a job overseas later but did not specify which country. Of the respondents who applied for jobs overseas, 94.7% were successful with 11.1% finding work in voluntary organisations, 55.6% in private language schools,
11.1% in government schools, 27.8% in colleges or universities and 11.1% in other schools such as summer camps, business schools or a teachers’ college.

The majority of respondents (5%) spent 12 months in their overseas jobs, 3.8% spent 18 months overseas and 2.5% spent six months and nine months respectively in their overseas schools. The shortest period of time for 1.3% of the sample was 3 weeks. One respondent said that he or she did not accept an overseas job that was offered.

Of the respondents who answered the question about retaining the same job after completing a CELTA course, 17.6% said that they were still in their old jobs.

In question 4, respondents were asked if they were still employed as TESOL teachers. Only 33.8% gave an affirmative answer while 82.4% said they were not. This means that the majority of CELTA graduates who participated in this survey were not teaching ELT at the time of completing the questionnaire. Those who were teaching ELT were in classrooms in Australia (26.3%) and 1.3% in each of the following countries: Brunei, China, India, Japan, Slovenia and the United Kingdom. The majority were teaching in private language schools (10%) and TAFEs (10%), followed by Government schools (3.8%), Community centres (2.5%) and voluntary organisations (2.5%). The lowest percentage (1.3) was recorded respectively at colleges and universities. One person was self-employed.

The CELTA graduates were employed largely as ESL teachers (17.5%), EFL teachers (6.3%), volunteer tutors (2.5%). One person had attained a Director of Studies (DOS) position.
Two respondents started their first jobs in 1999, one person in 2000, two in 2001, four in 2002, six in 2003 and eight in 2004. Two respondents did not answer this question. Sixty-one per cent of the respondents said that they had held only one job since obtaining their CELTA qualification, 22.2% said that they had held two EFL teaching jobs and 11.1% said that they had held three jobs. Only one respondent had held five jobs and one said he or she had held six jobs. The last two respondents may have done emergency teaching, holiday jobs or temporary work at more than one place as this number seems to be unusually high.

**Participants’ perceptions of ELT skills**

In this section, only graduates who had worked as TESOL teachers were asked to answer the questions. Thirty-five participants of 80 polled had worked in the TESOL field. To exclude the missing data from the Likert Scale and to interpret only the responses by these 35 participants, the Valid Percent or adjusted percentage (Gray, Williamson, Karp & Dalphin 2007) in each Column Chart has been used.

The aim of the questions was to find out if various aspects of the CELTA curriculum proved effective once the graduates started teaching. Interpretation of these results becomes complicated as we have no other measuring stick against which to apply the results. It is difficult to gauge if they are a true reflection of what graduates really believe or if they felt compelled to answer the questions in a certain way, despite the anonymity of the survey. In this section, the respondents
were asked to read the questions and statements and tick the box that best applied to them. The numbering of the questions in this section, correspond to those on the survey (Appendix 2 CELTA Questionnaire Part D)

D1. How important is the Communicative Language Approach in your English classroom?

![FIGURE D1: Communicative Language Approach.](image)

The majority of respondents (see Figure D1: Communicative language approach.) thought that CLT was important in their classrooms as 61.8% responded to the “very much”; category and 29.4 % thought it played “a fair amount” of importance. As the CLT approach is central to the teaching method on a CELTA course, it seems appropriate that a reasonably high percentage responded positively to this question. However, these figures do not appear to match with the stories in chapters seven and eight regarding some of the new CELTA-qualified teachers’ perceptions of Communicative Language Teaching in their institutions.

D2. Second language learners need to participate actively in the learning process.

![FIGURE D2](image)
FIGURE D2: Participation of second language learners.

The figures in Figure D2: Participation of second language learners, indicate that the majority of CELTA graduates appear to have grasped the fundamentals of active learning in a classroom. This answer corresponds to question D1 as it relates to the principles of Communicative Language Teaching. As taught on the CELTA course.

D3. How important are pair or group activities in your English classroom?

For this question, the majority of respondents indicated that pair or group work was very important in the classroom, while 28.6% ticked the “fair amount” category (See Figure D3: Importance of pair or group activities). The answers indicate that most respondents are aware of the importance of group and pair work in classrooms and have continued to use this strategy in their own classrooms. This question also ties in closely with D1 and D2 regarding aspects of Communicative Language Teaching.
D4. After six hours of supervised teaching on my CELTA course, I felt confident about giving language lessons.

FIGURE D4: Confidence after six hours of supervised teaching.

From Figure D4: Confidence after six hours of supervised teaching, it can be seen that 80% of the respondents overall felt confident about giving language lessons. This result seems to be over-reported when weighed against the confidence aspect of trainees giving language lessons during CELTA courses. However, it appears to correspond to the confidence stories at the start of the graduates’ transition stage in Chapter Seven. The response from the survey question appears to indicate that the CELTA course assisted with the skills needed for teaching grammar.

Questions D5, D6, D7 and D8 are asked to ascertain the respondents’ perceptions about the teaching of language skills.

D5. My language lessons generally follow stages.

FIGURE D5: Language lessons follow stages.
The high response rate in the “agree” category 62.9% and 11.4% in the “strongly agree” category indicates that most of the graduates are following a planned format for their lessons (See Figure D5). The staging of lessons is important on CELTA courses and will be shown to feature in the stories of some of the case study participants in chapters seven and eight.

**D6. I always use concept questions and check if students have understood the meaning of the language point that I am teaching.**

![Figure D6: Use of concept questions.](image)

The use of concept questions to check a language function or structure being taught is an important part of language teaching on CELTA courses. It is also one of the most problematic aspects of grammar teaching for most CELTA trainees. It seems surprising that 45.7% of CELTA graduates agreed with this statement (See Figure D6). There is a silence in the case study stories regarding this aspect of grammar teaching which may correspond to the 28.6% of survey respondents who neither agreed nor disagreed with the statement thereby suggesting that this is still an area of difficulty. This study suggests that an ethnographic study involving observation of CELTA graduates in their own classrooms might ascertain how well they give language lessons and if concept questions are indeed used.
D7. **I provide accurate and appropriate models of language in my classroom.**

![Figure D7: Provision of accurate and appropriate models of language.](image)

Most CELTA graduates feel that they provide language models for students that are appropriate and accurate (See Figure D7). Given the fact that the course requires trainees to give adequate language lessons and that one section of the curriculum deals with traditional grammar, it seems appropriate that 54.3% of CELTA graduates are aware that they must give adequate language lessons in the classroom. Only 5.7% seemed unsure of whether they were able to provide accurate and appropriate language models in the classroom.

D8. **I am able to clarify forms of language to my students.**

![Figure D8: Ability to clarify forms of language.](image)

The answers to the question of whether the graduates are able to analyse traditional grammar for the students (see Figure D8.) indicate that the majority of respondents agree with this statement. This area is closely monitored on CELTA courses and to pass a final one-hour language lesson, trainees need to be able to analyse the form or function of the language they are trying to teach. Continual work on this aspect of grammar appears to have given the CELTA graduates
confidence in this area as 65.7% agreed with the above statement and 25.7% strongly agreed. This suggests that more than three quarters of the respondents feel that they are able to analyse grammar for the students. This answer will be elaborated on in Chapter Eight where some of the new teachers comment on this aspect. Only one respondent in this survey felt he or she was unable to clarify forms of language and 5.7% neither agreed nor disagreed with the statement. In both cases, respondents may have been weak at language analysis during the course and have not yet been able to improve their own grammar knowledge.

**D9. In my language lessons, I always teach students about word and sentence stress.**

The majority of respondents said that they were able to teach this pronunciation feature as 28.6% strongly agreed with the statement and a further 40% agreed (See Figure D9). However, 20% neither agreed nor disagreed with the statement and 11.4% did not teach students about word or sentence stress. The word “always” in this statement may have influenced the response to this question as graduates may teach word and sentence stress some of the time. It is a concern, however, that a total of 21.4% appear not to use this feature regularly but there is no conclusive evidence to indicate why this is so. It appears then that pronunciation features should also be examined in a follow-up study.
D10. Teaching students about intonation is essential in my English language classroom.

**Figure D10: Teaching students about intonation.**

From the response (See Figure D10), it appears that 60% of the respondents use intonation in the classroom while 40% appear to have difficulty with this pronunciation aspect. This pronunciation aspect often presents problems for CELTA trainees because there is not enough time on a CELTA course to gain an in-depth understanding of this pronunciation feature. One of the reasons for the positive response could be that the respondents have studied linguistics.

D11. How useful has your knowledge of the phonemic chart been in pronunciation lessons in your English class?

**Figure D11: Usefulness of knowledge of phonemic chart.**

The response to this question is an interesting one because of the fairly similar percentages. It appears that there is a mixed response to the instruction given on CELTA courses in relation to what is practised in the classroom. Only 22.9% said that knowledge of phonemics had been very useful, 25.7% said it was fairly useful, 20% said it was somewhat useful (See Figure D11). In the training room,
the researcher has found that trainees often do not recognise the sounds in words and fail to be able to show the correct phonemic symbols without the use of a dictionary. It comes as no surprise then that 17.1% have not found their knowledge of the international phonemic chart useful in their classroom as they probably lack both the theoretical knowledge and the skills to be able to use it confidently. While the phonemic input sessions on CELTA courses are largely introductory, one may well question the validity of these sessions given the above statistics.

D12. My English lessons cover a variety of activities that interest my students.

The majority of CELTA graduates believe that their English lessons cover different activities that are of interest to students. Over half of the respondents agreed with the above statement and 40% strongly agreed (See Figure D12). These figures correspond to some of the stories in chapters seven and eight where the new teachers refer to the different activities used in their classrooms.

D13. I am able to use various course books confidently in my English lessons.

FIGURE D12: Lessons cover a variety of activities.

FIGURE D13: Confident use of various books in lessons.
Working with course books is standard practice on CELTA courses and the positive results are shown in the response to this question. Forty per cent of the respondents said that they strongly agreed with the above statement and a further 48.6% agreed (See Figure D13). The use of course books are discussed in chapters seven and eight and appear to correspond to the figures presented in this survey.

D14. **I am able to identify spoken errors and provide students with remedial activities to correct these errors.**

The aim of this question was to analyse if graduates thought they were able to recognise pronunciation problems or problems with form in spoken language. The final assignment for CELTA trainees requires them to select a student from the class that they are teaching and analyse both spoken and written errors and provide some remedial activities. Students who do not have a linguistic background or are experiencing problems with traditional grammar generally have problems with recognising and labelling the errors and finding suitable activities to overcome these problems. Despite these problems in the CELTA classroom, most graduates (62.9%) agreed with the statement and a further 17.1% strongly agreed (See Figure D14). The result for this particular question seems somewhat surprising in view of the low frequency responses for question D11 of this survey relating to the use of the phonemic chart. To recognise spoken errors, one would
assume that the CELTA graduates would recognise the incorrect sounds and be able to identify this using the phonemic chart. To obtain a more reliable result, a follow-up study is suggested in which graduates are either observed correcting students’ spoken language or that they are asked to describe the mistakes and how they corrected them. These statistics cannot interpret why the graduates have come to this conclusion.

D15. I am able to identify written errors and provide students with remedial activities to correct these errors.

**FIGURE D15: Identification of written errors.**

CELTA trainees generally find written errors easier to identify than spoken errors as they can use a grammar book or a dictionary to assist their interpretation of the mistake. A total of 68.6% of graduates said that they agreed with the above statement and 20% strongly agreed that they were able to identify written errors and provide activities to help students (See Figure D15). A follow-up study would be beneficial to see what graduates regarded as remedial activities and to ascertain if they were able to identify errors of form such as incorrect tenses.
D16. The teaching strategies suggested on my CELTA course have been useful in my English classroom.

![Figure D16: Usefulness of suggested teaching strategies.](image)

The teacher trainers appear to be suggesting useful teaching strategies as 51.4% felt that this was very much the case and a further 31.4% said these teaching strategies had provided a fair amount of use in their classrooms (See figure D16). The percentages suggest that the skills-based curriculum offered on CELTA courses appears to assist the new teachers in their classrooms. Further comments on this aspect of the CELTA course are given in Chapter Seven.

D17. In my English classroom, I have developed alternative strategies to assist students in learning English.

![Figure D17: Development of alternative strategies.](image)

Sixty per cent of the respondents agreed with the above statement and 22.9% strongly agreed (See Figure D17). This indicates that 82.9% of the respondents were developing their skills in the classroom beyond basic level. It also suggests
that the majority were being creative in finding strategies for their students that would assist their language learning. Only one respondent (2.9%) felt that he or she had had not developed any alternative strategies. This person may have been in the classroom for only a short time and had not yet been able to move beyond the basic strategies suggested on the CELTA course.

D18. My CELTA lesson plans have assisted me in the preparation of lessons for my own English class.

The extremely detailed lesson plans that CELTA trainees often complain about during courses appeared to have been of some help to these teachers in their own classrooms. CELTA lesson plans helped 34.3% very much, while 31.4% felt the lessons plans had provided a fair amount of assistance. Lower down on the scale, but still somewhat positive about lesson plans were 25.7% while only 8.6% felt the lesson plans were slightly helpful (See Figure D18). The stories of the new teachers in chapter seven offer a similar understanding despite complaints about the length of time taken to produce lesson plans.
D19. CELTA guidelines about using computers in a language classroom have proved essential in my teaching.

Only 8.6% (See Figure D19) of the respondents agreed that guidelines about using computers in a language classroom were essential in their teaching. The negative response to this question could be interpreted according to the year in which participants completed their CELTA course as the role of computers only seemed to play a larger role in the curriculum from 2001 onwards. The majority of students seemed undecided about this question with 51.4% ticking the neither agree nor disagree category, 17.1% disagreed and 20% strongly disagreed.

Another interpretation could be that many of the CELTA graduates were at the time of answering this survey not expected to use computers in their own classrooms.

D20. How big a role did your CELTA course play in helping you to be an efficient English teacher?

FIGURE D20: Role of CELTA course in efficiency as English teacher.
A 51.4% response indicated that the majority of trainees felt that their CELTA course had helped them very much in their roles as efficient English teachers (See Figure D20). The other percentages are still positive. In hindsight, most graduates seem to recognise that their CELTA course played an important role in helping them to become efficient teachers. A follow-up study is suggested to find out how the course helped them in the classroom.

D22. Open-ended question. Participants were asked if they had any comments about aspects of the CELTA course that were or were not relevant to their teaching.
Sixteen respondents offered some comments which were categorised into themes. Overall, nine respondents said that their respective CELTA courses had provided a useful introduction to teaching and had given them good strategies for ELT. Seven graduates commented that the CELTA course was relevant and practical. Five graduates felt that the course was a good starting basis but that further studies were essential. One respondent felt that the CELTA course needed to address classroom management in overseas countries. Three graduates commented on the difficulty of using group work in overcrowded classrooms. Two mentioned that the course had failed to equip them for teaching children and had not prepared them for teaching in a different culture. Overall, the comments seemed to indicate that the respondents had found their CELTA courses a good introduction to ELT teaching. These comments will again be referred to when necessary in Chapters Seven and Eight.
Summary

In this chapter, I have examined the statistical data from a Quantitative survey designed to gather information about the career trajectories of CELTA graduates from one education institute in Melbourne. The aim of this study was to provide a snapshot of the graduate’s teaching lives so that relevant aspects could support or be further investigated through the transition stories of the graduates in Chapters Seven and Eight.

The data were obtained from 80 respondents. Of these, only 26% said they had applied for a TESOL position and 22% were successful in finding employment. Only 5% of CELTA graduates went on to study for post-graduate degrees.

In addressing aspects of the CELTA curriculum that proved effective once the graduates started teaching, i.e. in commenting on the effectiveness of the CELTA courses, the results indicate that CLT is regarded as an important approach to ELT. The majority of respondents (61.8%) indicated that CLT was a very important method in the classroom. The importance of CLT as a teaching approach in the classroom appears to hold further credence among the respondents in relation to a question about the importance of group work in the classroom. In this category 57.1% indicated that the use of pair or group work – which is an essential teaching strategy – was very important in the classroom, while 28.6% ticked the “fair amount” category. This aspect is further discussed in the next chapter of this thesis.
Another important factor in this Quantitative survey is the positive response to question about the new teacher’s level of confidence when entering the ELT classroom for the first time. In this category, the majority of respondents said they felt confident about giving language lessons. Twenty per cent felt strongly confident while a further 62.9% said they felt confident about giving language lessons. These figures appear to correspond with the findings in the Qualitative Study of this thesis where the perceptions of the majority of case studies indicate varying degrees of confidence in giving language lessons.

Finally, a factor which is discussed more fully in the next chapter is the new teachers’ perceptions of how adequately their CELTA course prepared them for teaching. Fifty-one percent of the survey respondents indicated that their CELTA course had assisted them very much in their roles as efficient English teachers.
Dear John

I'd like you to meet the 11 CELTA graduates from my education institute who have agreed to tell us all about their first year in teaching. You've probably heard similar stories before. I can't help wondering why the employment stories of CELTA graduates have never appeared in TESOL literature. In our global world, it's essential that stories such as these be told so that we can see whether this teacher training course is still valid or if we need to make changes to the curriculum.

Transition into a new workplace, whether it be local or international, is never easy. But I was interested to see how our new teachers who accepted overseas jobs coped with adapting to a new culture. I have to tell you that as a result of these stories, I have introduced a cultural awareness session into the CELTA timetable. I was pleasantly surprised to see how well the trainees on various courses have reacted to this session.

Some of the new teachers who you are going to meet were on CELTA courses delivered by me. In some ways that made this part of my research more relevant because I knew them quite well and was aware of their strengths and weaknesses as teachers. On the other hand, it has been a more objective experience analysing the journals of the teachers I had never met before. Because I did not know them and had never seen them teach, I had no preconceptions about their teaching ability. Their journal stories were quite enlightening. I think I should introduce them to you at this stage and briefly tell you something about them. For ethical reasons, I gave all eleven an opportunity to choose a pseudonym and for those who did not respond, I chose one for them.

I think you will enjoy the stories from the four teachers who went to Thailand. The journals of these four teachers revealed a lot about their personalities. Winnie is the mother figure who takes people under her wing. She visited prisoners in Thai jails and managed to
acquire magazines and other essentials for them. I did not teach
Ashley on his CELTA course, but through his writing he seems to
exude the confidence that comes with experience. He was a high
school teacher for about 30 years before moving into ELT. Adrianna
was a journalist before doing her CELTA course and her writing often
comments on political or economic influences in Thai education. And
then there’s Mia, our ‘backpacker’ graduate who was looking for a
travel adventure in Thailand and elsewhere.

Two CELTA graduates went to China. Hannah, despite her initial
criticism of the system, loved the time she spent there. She was a
teacher before her CELTA course so had few problems adapting to
her new role as an English Language teacher. Tina, who was the
youngest of the eleven teachers, had a difficult transition into
teaching. After her contract ended, she was able to find a new job
which she loved. So the good news is that she continued teaching and
started studying for a post-graduate qualification in TESOL.

Rose and Debs applied for summer school jobs in England and were
able to unite with their families and friends there. Rose decided to
study for a post-graduate TESOL qualification on her return to
Australia. Debs was great fun on her course and was nicknamed the
‘resources queen’ by her colleagues on the course because she was
always collecting materials for her teaching activities.

Harriet went to Italy to marry her partner and found she loved
teaching children. Two graduates found teaching jobs in TAFE in
Melbourne. Jenny had just completed her MEd in language and literacy
when she did her CELTA course and her detailed email journals reveal
her extensive theoretical knowledge. Melanie had a bubbly, friendly
personality and was looking for a career trajectory into management.
So, an interesting group. Hope you enjoy their stories as much as I
did.

Speak soon
Bessie
CHAPTER SEVEN: Tales from Life after CELTA

This chapter examines the stories of eleven CELTA graduates during the recruitment and induction stages of their transition into English Language Teaching. Transition is often a traumatic time for newly qualified English Language teachers who have to adjust to the needs of their students, the pressures of daily teaching and the requirements of their new workplaces. Given the limited time period of the CELTA program (120 hours), and its focus on practical teaching skills i.e. skills-based training rather than on theoretical knowledge, it is important to understand how the graduates of this short teacher training course experience being socialised into the field of English Language Teaching.

The main focus of this chapter is to examine the teachers’ perceptions of key personal, contextual and organisational influences that affect the transition from CELTA trainee to novice teacher in a TESL or TEFL workplace. To frame both the recruitment and the induction stages of the transition process, the following Research Question is addressed:

What are the particular constraints and possibilities for the new CELTA-qualified teachers?

The new teachers’ perceptions of the particular challenges that they face in various overseas and Australian workplaces and their struggle to develop teaching skills and classroom competence is portrayed as thematic vignettes within a larger theoretical narrative of teacher education studies. The teachers’ reflections from their email journals and, in some cases, also from interview data, indicate a continual interweaving and overlapping of the personal, contextual, and organisational factors on their teaching experiences.
The major personal, contextual and organisational influences perceived to impact on the new teachers’ transition are:

- Recruitment into the TESOL workforce – diverse teaching contexts, personal teacher differences.
- Induction into teaching – beginnings made easy or difficult by personal, contextual and organisational influences.

Integrated into this Qualitative analysis of the key influences that affect the transition of the case study participants are relevant statistical data taken from a Quantitative survey discussed in the previous chapter. The comparison and contrasting of data from both studies is intended to forge a connection between the findings of both the Quantitative and Qualitative data (Bryman 2007a, Cresswell 2008). The intention in doing this is to provide a richer and more complete narrative of the impact of skills-based training on the transition process of the new CELTA-qualified English Language teachers.

This study concedes that some elements of the key influences mentioned above may also affect the transition process of new teachers with TESOL qualifications other than CELTA. The focus of this study, however, is on the specific challenges applicable to CELTA graduates. By doing so, this study fills a much-needed gap in TESOL research literature relating to the transition process of new CELTA-qualified teachers.
The next section of this chapter has been divided into two parts. The first part focuses attention on how the recruitment experiences of the eleven case study participants in diverse TESOL workplaces impact on their entry into English Language Teaching in Australia and overseas. This is followed by the second part which looks at the how the new teachers perceive their classroom instruction during their first month of teaching.

**Recruitment into the TESOL market**

The transition from CELTA training into the TESOL workforce is a journey undertaken each year by thousands of CELTA graduates around the world. To begin the transition process, these newly qualified teachers must first search for appropriate ELT jobs, apply to the relevant education institutes that employ CELTA graduates and, if they are lucky, attend an interview before being recruited.

In theory, this recruitment process for a CELTA graduate seems remarkably straightforward and easy. In practice, however, the process of moving into the TESOL workforce – particularly for new CELTA graduates – is anything but straightforward or easy. This is due to the variety of different teaching contexts and environments (Farrell 2008) that new CELTA-qualified teachers need to negotiate. In Australia alone, TESOL programs at various private education institutions may include teaching contexts ranging from general English skills to specialised language skills such as English for Specific Purposes (ESP) or English for Academic Purposes (EAP). New CELTA-qualified teachers could be asked to teach in any of these contexts.
Despite the challenges faced by these new teachers, a significant number of CELTA graduates negotiate these diverse teaching contexts and environments each year when they travel abroad to gain teaching experience (Borg 2006). In the previous chapter, it was identified that 22% of the survey respondents were successful in finding ELT employment. This figure indicates that these graduates succeeded in overcoming recruitment problems. It does not explain, however, why so few graduates find employment. It does however suggest possible questions for future research. These questions might include: (1) is the content of this short-term course easily forgotten if not used immediately; (2) is CELTA a course that is frequently not used by its graduates? The recruitment successes as well as the challenges that new CELTA-qualified teachers face when applying for work have been largely ignored in TESOL literature. Also missing from the studies about CELTA courses are the voices of these new teachers and their interpretations of the transition from trainees to classroom teachers.

This section of my research study contributes to a much-needed discussion about the perceptions of new CELTA-qualified teachers as they take up the recruitment challenge in Australia and overseas countries. It also attempts to clarify how these new teachers perceive the impact of diverse contexts on their teaching careers. The way in which I do this is by presenting the stories from the new teachers’ email journals and examining them for relevant recruitment and induction themes.
The challenge to find the right job

*If I get this job, I’ll be teaching children. Do you think I’ll be able to teach kids? The range of ages of the students is 10 years and up.* (Winnie – Journal 1, 2000)

This extract taken from the email journal of Winnie, one of the case study participants, was written shortly after her arrival in Thailand in 2000. She had by that time already applied to several private language schools in Bangkok for teaching jobs and had attended her first interview. This journal extract is important, not only because it reveals much about the experiential life of this particular graduate (Clandinin & Connelly 2000) at the start of her teaching journey, but also because it embodies two major concepts that can affect the recruitment of new CELTA-qualified teachers into the TESOL workforce, namely “diversity of context” and “anxiety from context”.

The first concept that in this thesis I have termed “diversity of context” depicts the range of different TESOL settings in which CELTA graduates may teach, despite their not yet having acquired the practical or theoretical knowhow to teach in all these contexts. The settings include primary, secondary and private language schools as well as universities (Borg 2008) in different countries. CELTA, as an initial teacher training course, is intended to prepare trainees of different ages, backgrounds and qualifications to teach English as a second or foreign language to adults (Thornbury and Watkins 2007) mainly in foreign countries. The focus in CELTA courses is on assisting prospective teachers to gain initial skills in teaching general English to adults, not to professionals who have specific English Language requirements (ESP) nor to young learners i.e. children in primary
schools. CELTA trainees who wish to teach children can take an additional course, the Young Learner (YL) extension to CELTA. This extension course of 50 contact hours enables CELTA graduates to develop basic skills and knowledge for teaching young learners. Neither this course, nor its predecessor, the Certificate in English Language Teaching to Young Learners (CELTYL), has been offered by any education institutes in Melbourne. A reason for this is that there has not been a market for this type of teacher training course. Young learners in Melbourne generally attend ESL classes at their schools. These classes are taught by in-service teachers with post-graduate qualifications.

The second concept, “anxiety from context”, refers to the new teacher’s concerns or anxiety about accepting a teaching job in an unfamiliar context e.g. teaching children without adequate pedagogical knowledge or practical training and having to make a transition from student to teacher in this new field. In using this concept, I draw on the insights provided by Tsui (2003) highlighting how teachers react differently in particular contexts. In Winnie’s case, the teaching context comprises young learners. It is an area in which Winnie – with no formal teaching qualifications other than CELTA – is not familiar and which inevitably produces job acceptance anxiety. Research studies (Berry 1997; Richards 2008) have also suggested that employment in unfamiliar cultural contexts can create stress for individuals when they are expected to behave in ways that are inconsistent with their beliefs or values. A lack of adequate training (teacher knowledge) and having to teach in an unfamiliar context can therefore impact negatively on the transition process and produce stress.
I will now examine if and how the above concepts affect the recruitment phase of the eleven new teachers. To achieve some form of commonality in extremely diverse contexts, I have, in this section, banded the stories of the case study participants according to the country in which they began their teaching. The organisation of stories in this manner enables a greater understanding of the cultural impact on teacher recruitment and the transition process.

The stories told by the new CELTA-qualified teachers take place between the years 2000 and 2004 in five different countries (see Appendix 4 for a summarised profile). To ensure confidentiality, pseudonyms have been given to each participant and the date of each story in the different timeslots has been restricted to the year in which the journal entry was received. Of the 11 case studies, four applied for teaching jobs in Thailand, two in China, one in Italy, two in England and two in Australia. I discuss the recruitment of the six new teachers in the Asian context first. Each year, a number of CELTA-qualified teachers from the education institute used for research purposes in this study find their first teaching jobs in Thailand and China. The proximity of these countries to Australia and the large number of private language schools offering employment are an incentive to many CELTA graduates looking for ELT jobs. Following the recruitment issues in Thailand and China, I examine the recruitment impact on the teachers in Italy, England and Australia.

In England and Australia, strict TESOL credentialling laws restrict CELTA graduates from teaching in most education institutes other than private language schools. An examination of the email journals will indicate that recruitment
procedures for teaching jobs in familiar cultural contexts produce a lower level of anxiety among the case study participants.

**Recruitment experiences in the Thai TESOL market**

Between the years 2000 and 2004, four CELTA graduates from their CELTA training centre in Melbourne, Winnie, Adrianna, Mia and Ashley, applied for ELT jobs in Thailand. All four were strongly motivated by Thailand’s growing demand for credentialled English language teachers and the relative ease with which CELTA graduates could find teaching employment and gain classroom experience there.

This favourable employment climate was accentuated by the Thai Government’s push for its citizens to use English for international communication (Wongsothorn, Hiranburana, and Chinnawongs 2002) and a belief that better paid jobs and career opportunities required a knowledge of English (Luanganggoon 2001). The result was an increase in the number of English Language teaching jobs in various types of education institutes.

Three of the four new teachers, Winnie, Mia and Adrianna, obtained teaching jobs in private language schools while Ashley began his TESOL career in a university. Of the four new teachers, only Mia was recruited into a rural school that offered an English Language program for young children. Of the case study participants in Thailand, she was the only new teacher to be recruited within Australia. She was also the only teacher in this study to be employed at a school in a rural area. This was a setting that was totally unfamiliar to her as she had grown up in a city.
It’s all very different to what I’m used to. The area we live in is not much to speak of. It smells quite bad from time to time (usually after it rains) as there are pig farms and an elephant farm next door. (Mia – Journal 1, 2002)

The email journal entries from Winnie, Mia and Adrianna emphasise the diversity of ELT programs offered within the individual language schools in Thailand. New teachers were expected to master the curriculum content and deliver these programs to their students from the start of their teaching careers, despite lacking adequate knowledge or experience to do so.

At Winnie’s language school, she was expected to teach general English across different levels. Adrianna, on the other hand, was expected to teach a journalism course and English for business students because it was assumed that her former career as a journalist in Australia would enable her to teach this subject. In the university context, Ashley’s job description was to teach first-year university students writing and speaking skills.

Two interpretations of the above scenarios of CELTA-qualified teachers having to teach in programs for which they are not adequately prepared are evident. In one, there is the implication that overseas ELT employers marginalise CELTA graduates by employing them to teach children or to teach English for Specific Purposes (ESP). As stated earlier in this chapter, CELTA graduates do not receive training in teaching young learners and they receive little information about teaching professionals. They do not have adequate pedagogical or content knowledge in these areas.
Despite these constraints, a different interpretation that considers the possibilities and opportunities available to these graduates needs to be emphasised i.e. the element of choice available to each individual in accepting these teaching jobs. All four new teachers – for whatever personal motivation or reason – chose to teach in their particular institute and therefore accepted the responsibility of teaching the set content.

To explore the motivations for accepting teaching jobs in such diverse contexts, I now offer a brief profile of the new teachers and examine relevant excerpts from their email journals showing the effects of their decisions.

Winnie was the first of the case studies to move to Thailand. Her entry into teaching began shortly after completing her CELTA course in 2000. Single again at the age of 47, she was motivated by the opportunity to start a new career and a new life in a foreign country. In terms of Erikson’s life cycle theory (Erikson 1959), Winnie’s further motivation – a desire to assist young Thais learn English in order to find meaningful jobs – may be interpreted as a generational need to contribute to the social good.

Winnie’s first email journal entry in 2000 reveals both her apprehension about trying to secure a teaching job in an unfamiliar cultural context and at the same time her euphoria at being in a new country.

*Before I left, I did my homework and searched the internet for job offers. I also spoke to people who had taught there and heard that the Thais had a reputation for not offering jobs to people outside the country. I felt a little intimidated about arriving here without a job offer. But here I am, trudging around in the heat looking for a job. I’m just so happy to be here.* (Winnie – Journal 1, 2000)
A few days later, Winnie continued her journal entry, explaining that she had been to an interview for a job teaching children at a private language school in Bangkok. She reveals that her CELTA qualification was acceptable for the children’s program at this school but she questions her ability to teach in this context.

*My RSA certificate (former acronym for CELTA) is fine at this school. If I get this job, I’ll be teaching children. Do you think I’ll be able to teach kids? The range of ages of the students is 10 years and up.* (Winnie – Journal 1, 2000)

Her anxiety in accepting this job was further compounded by a vague job description given in reply to her questions during the interview, particularly in relation to the number of working hours each week. This “non-transparent” (Davidson 2006: 26) job description that does not conform to the Western standards that Winnie was accustomed to, increased her level of insecurity.

*I’m not sure how many hours a week I’ll have to work. I was told that some weeks you only work 20 hours and then some weeks you may have to work 100 hours. They don’t pay very well but there are training courses that I can do. I am doing OK – it is just that every now and then I am enveloped with doubts.* (Winnie – Journal 1, 2000)

Winnie’s story of her search for a job is also a story of multiple opportunities. She has the opportunity of accepting two other teaching jobs, in Bangkok and Chiang Mai. The job opportunities available may be explained by the expansion of the ELT in Thailand resulting in employment opportunities for TESOL teachers (Luanganggoon 2001) regardless of the quality of the courses or the exploitation of the teachers. Despite the opportunities available to her, Winnie feels
constrained by certain factors including an indefinite number of working hours, possible exploitation and low wages.

The Director of one school said that the working hours change each week. Some weeks you only work 20 hours and then some weeks you may have to work 70 hours. I have heard that this school tends to exploit teachers. The Chiang Mai job is still looking good and I can start immediately, even though it is very low paying. My heart tends to lean heavily towards it, but I don’t know how I’ll be able to live on such a small amount of money. (Winnie – Journal 1, 2000)

Winnie’s eventual acceptance of a teaching job that offers security points to her ability to use her life skills to guide her in her employment search. As a second career teacher, Winnie’s past employment experience assists her in making a suitable choice. She reflects on this in her email journal.

The reason that I chose this school above the others is that historically, it has been in Bangkok for a long time, and the Thais know it well. From past experience, this means that it is quite reputable. A number of teachers working there have the RSA certificate. That’s also an indication that it’s not just a ‘fly by night’ place. Nowadays, all teachers are required to have a degree of some sort. (Winnie – Journal 1, 2000)

She is aware of the exploitative nature of the overseas TESOL labour market and feels that she will not be exploited at this particular language school.

I didn't feel that they were going to exploit me, whereas, some of the other schools have a reputation of running their teachers ragged. (Winnie – Journal 1, 2000)

Her decision to accept a teaching job in this particular school is further motivated by her belief in an equitable and affordable English language education system.

I liked the fact that this school was affordable for the students. I like to think that I am part of an education institute that makes the learning of the English Language quite affordable. (Winnie – Journal 1, 2000)
Despite the global demand for English Language Teaching, permanency in the overseas TESOL workforce is rare, pay scales are low (Neilsen 2006) and exploitation is rife. These assumptions are reiterated in this study by three of the new teachers to Thailand as they reflect on the relative ease with which they – as CELTA graduates – found teaching jobs at less reputable language schools, only to be exploited financially or lose the job soon afterwards.

Adrianna (37), a former journalist, completed a full-time CELTA course early in 2004. Her principal motivation was to return to Thailand where she had lived and worked for a short period in the past. Unable to work as a journalist in Thailand, she had opted for a new career in English Language Teaching as she hoped it would eventually enable her to teach a journalism course in a school.

Like Winnie, Adrianna had unsuccessfully attempted to find a job in Thailand while still living in Australia. Her first email journal entry that was sent to me shortly after her arrival in Thailand emphasises the difficulty of finding a teaching job and the struggle with the initial transition process.

I began the job search prior to leaving Australia. It's quite difficult to organise jobs from outside Thailand. I contacted employers in Thailand and organisations or institutions in Australia, with branches in Thailand. No success with this. The employers did not appear to be interested in dealing with prospective employees unless they were in Thailand.

In Thailand I have again searched via the Internet (sites like ajarn.com), the newspaper and made phone and email contact. I also called several language schools in person and I have been for a number of interviews. I'm struggling a bit to make the jump from a Melbourne winter to the incredible heat and humidity. (Adrianna – Journal 1, 2004)
As a former journalist in Australia, Adrianna had been employed in a well-paying and challenging job. It was inevitable that as a second-career teacher, her expectations were high and she felt compelled to find a “decent” teaching job in a hot, humid and unfamiliar environment.

*Was the search easy? NO! The weather is hot and humid. On the one hand there is supposed to be a shortage of teachers, on the other hand there never appear to be any “decent” vacancies. Advertising often is misleading and agencies recruiting for schools take big commissions. (Adrianna – Journal 1, 2004)*

Adrianna’s job search ends when she finds employment at a “reasonable” private language school where her CELTA qualification is a necessity and where she is offered classes that cater for students at an age level similar to those she taught during her CELTA practicum.

*I finally took a full-time job with a private language school which appeared reasonable (CELTA was necessary for this job). It conducts certificate courses for undergraduate students and a number of English courses to prepare students for university and overseas. CELTA is well-regarded at this school and elsewhere in Thailand and many jobs state a CELTA qualification is a requirement. (Adrianna – Journal 1, 2004)*

Former mathematics teacher Ashley (58) entered the TESOL workforce in the middle of 2003 as an English lecturer at a new university in northern Thailand. His motivation to obtain a CELTA qualification and move into adult education was fuelled by his dissatisfaction and frustration with high school teaching. After 30 years as a mathematics teacher in a Melbourne high school, Ashley had reached a stage described in teacher career cycle literature as the career frustration stage (Price 1992). Rather than continue teaching in an environment in which he no longer felt motivated, he decided to retire from high school teaching and move into ELT to adults. His desire to continue in the teaching profession, albeit ELT,
was probably also due to the fact that he was not qualified to move into a different field of employment at this particular stage of his life.

Ashley’s considerable experience in teaching meant that he had already acquired a number of classroom management routines (Tsui 2003: 19) that Winnie, Adrianna and Mia did not have. Despite the strangeness of working in a new country, in the unfamiliar setting of a university and with limited subject matter knowledge, he expresses confidence about teaching English reading and writing to first-year computer, science and law students.

*Having been a teacher for 30 years, I feel quite confident about taking this job.* (Ashley – Journal 1, 2003)

Ashley is not alone in expressing confidence about recruitment and employment. In the survey from the previous chapter, 20% of the respondents said they strongly agreed about feeling confident developing lessons in their new workplaces. A further 62.9% said they were confident despite the brevity of their CELTA course. Ashley’s reflections in his first email journal shortly after accepting this job also highlight the ease with which he found employment. The transition period presents no initial problems.

*I got the job by walking into one of the language schools here and asking. The manager had a contract to supply English teachers to the university and he offered me a job on the spot.* (Ashley – Journal 1, 2003)

One interpretation of the informal manner in which Ashley acquired the teaching job might indicate a lack of any form of regulation (Davidson 2006) within the TESOL profession in Thailand at that time. Neilsen (2006) advances a view that English Language Teaching in overseas countries offers unusual opportunities but little security, and no distinguishable career path. In Ashley’s case, his lengthy
high school teaching experience might have increased his employability prospects in a Thai university as a sessional teacher. This type of employment also occurs in Australian universities when in-service teachers are sometimes employed as sessional teacher educators. Ashley’s successful recruitment or “easy beginnings” (Huberman 1993) into his ELT career, does not, however, guarantee job security. Instead, after a teaching stint of only four months, Ashley’s email entry to me indicated that his career at this university had come to a swift end because his teaching contract had not been renewed.

No more news about the teaching because I’m looking for work again. Just very briefly, the contract was for 4 months. After that, they were looking for full-time teachers on 12-month-contracts. (Ashley – Journal 3, 2003)

At this point, Ashley’s journal entry voices feelings of frustration and anxiety at the “non-transparent” (Davidson 2006) terms of his job contract.

The selection seems to have been based on long-term residence in Thailand, although this was not stated in the application. The only people from my group of colleagues who got jobs had Thai wives or had been in Thailand for many years. (Ashley – Journal 3, 2003)

Mia secured her first English Language Teaching job in the middle of 2002 through an Australian recruiting organisation shortly after completing her CELTA course. The job was to teach English to young children at a private school in Thailand. Mia, 26, had completed Year 12 a few years earlier and had been working as a sales consultant. Her intention for the next few years was to travel and she hoped a CELTA qualification would enable her to earn money along the way.

Mia’s motivations and expectations differ from the other three case study participants as teaching to her was not viewed as a long-term career, but as a
means of earning money while travelling. Nielsen (2006: 124) refers to travelling ELT teachers such as Mia as being motivated by cultural interests, a sense of experimentation and a non-pedagogical agenda. In Mia’s first email journal entry, she perceives her prospective employment package to be “quite a good deal” in terms of accommodation, monetary perks and travel opportunities. In her first email journal entry written in Australia a few days before leaving for Thailand, she gives an enthusiastic description of these factors.

The school provides accommodation which is across the road from the school. It looks quite good, private room with shower and toilet and communal living/dining rooms with other native speakers (mostly Aussies I think). Airfares and visas are also covered so it’s quite a good deal. The school is one hour from Bangkok and there are lots of places to go on the weekends, so it should be fabulous. (Mia – Journal 1, 2002)

Mia’s transition into teaching is viewed with initial confidence despite the limited experience that she will be teaching children. In fact, the actual teaching context, i.e. younger learners, is referred to in the briefest of terms and hints at her lack of knowledge in this area.

The job is for teaching students ranging from kinder to Year 12 so I might zap your brain for ideas. (Mia – Journal 1, 2002)

**The Chinese market conundrum**

The employment stories of Hannah and Tina, two of the case studies in this thesis, are representative of the many “diversity of context” narratives told by new TESOL teachers in China. Hannah, a former primary school teacher, found a job teaching English writing and speaking skills to second and third-year students at a Chinese university in 2002. Tina, a university graduate, accepted a job teaching English as a Foreign Language (EFL) at a high school in China.
At the time of accepting employment in China, both Hannah and Tina joined an increasing workforce of native speaking English Language Teachers who obtained employment in many different educational settings in that country. The growth in the TESOL industry in China has largely been due to its economic boom and the subsequent influx of international companies to the large cities. In such a situation of continued economic growth, the demand for English Language Teaching has spiralled due to its importance as the language of business. It is also widely regarded as a bridge to the outside world (Bo Li & Moreira: 2009), an assumption that has resulted in the creation of English Language classes in various companies, schools, colleges and universities. The provision of ELT as a compulsory academic subject in primary and secondary schools has created an enormous demand for qualified native speaking English teachers (Gao 2010; Lo Bianco 2009; Simpson 2008) in these schools. Native speaking English teachers are also in demand at many universities and colleges, because of the allocation of government funding for the recruitment of foreign experts (Li 1999).

The impact of these far-reaching political incentives and economic benefits within the Chinese TESOL labour market is illustrated in the recruitment stories of both teachers who applied to placement agencies for their teaching jobs. Both teachers were considered eligible for their particular teaching positions because of their CELTA qualification and were recruited while still in Australia.

*I applied for the job through a Christian organisation which recruits and supplies a small number of teachers to some universities there. The universities require people to either have a degree or an acceptable ESL qualification and CELTA was such.* (Hannah – Journal 1, 2002)

*The job was posted on Dave’s ESL Café. Teachers are recruited through an international placement agency which posts them to a range of schools*
across the country. I was itching to start teaching, so days after graduating from CELTA in 2003, I sent my online application to this agency and was hired to teach in a high school. (Tina – Interview, 2006)

The relative ease with which native speakers obtain ELT jobs in China is in itself a powerful motivator for new CELTA-qualified teachers to accept their first teaching jobs there. But what other factors motivated these teachers to take up the challenge of sojourning in remote cities in China?

Hannah’s motivation to teach in China was prompted, firstly, by her memories of a holiday spent there in 1993 and a desire to spend a lengthy period (two years) there. Secondly, her involvement in a Christian organisation in Australia enabled her to apply through this organisation for a fairly secure teaching job at a university. The organisation provided a refresher teaching course and Hannah also had the security of knowing that reasonable accommodation would be provided.

*I will be starting with five other teachers from Australia. The uni provides each teacher with a self-contained flat. My guess is that it will be small, but I have heard it will have basic furniture, a fridge, microwave, and a REAL toilet which makes me very happy. I believe teachers with a degree will earn more than those without.* (Hannah – Journal 1, 2002)

Such favourable recruitment factors or a smooth beginning (Huberman et al 1993) into the TESOL workforce attributed to Hannah’s motivation to begin her new ELT job as a well-informed, professional and accountable teacher.

*I’ve found out as much as possible about the university and about the classes I will teach. I have taken some time to learn some Mandarin using a tape set. It was enough to unpack how the sounds are produced and how the structure works. I will hire a tutor a.s.a.p. on arrival and spend as much time as possible with the students and the people on the street to pick it up as fast as I can. I also recently did a refresher teacher course through the organisation with which I’m heading out. I was very happy with how much of the CELTA course came back to me and how comfortable I was teaching again. I loved*
it and I was one of the few people on this course who felt calm. But then again, after CELTA, nothing else seems scary. (Hannah – Journal 1, 2002)

Tina’s story, on the other hand, reveals a very different motive for accepting her job in China in 2004. She wanted to teach immediately after finishing her CELTA course and when her original plans to travel to South America fell through, China seemed a spur of the moment decision.

I was actually planning to go to South America with a friend who had also done CELTA, but she needed time to save up some money. I wanted to teach straight away, hence the decision to go to Asia which I figured was relatively close to home. (Tina – Journal 1, 2004)

Like Hannah, Tina’s recruitment via a placement agency gave her a feeling of security about her job and her accommodation. The job also included a work permit, sick leave and minor medical benefits. These incentives and Tina’s inexperience with the protocol of international job recruitment procedures resulted in a hasty and ill-informed acceptance of teaching employment in a remote Chinese high school.

I was not really fussed about where I ended up and to my dismay, I found myself in a pretty horrible city in central China, teaching at a “key” high school. (Tina – Interview, 2006)

Her haste in accepting the first teaching job that she was offered in China without considering the implications resulted in a “reality shock” situation (Huberman et al 1993). This aspect of her transition into ELT will be further discussed in the induction section.

The recruitment stories of Hannah and Tina emphasise the importance of a new teacher’s understanding of his or her prospective duties and classroom role before accepting an English Language Teaching job in a foreign country. Hannah’s first
email journal before starting her new job indicates a clear understanding about the context of her ELT duties.

*I will work 12 hours a week. On Tuesday mornings I will have a two-hour oral language class with some second-year university students, some of whom may never have spoken to a foreigner before. I will repeat exactly the same lesson in the afternoon with a different group from the same year. On Wednesdays I teach writing skills to two different second-year groups and on Thursdays, I will be teaching advanced writing skills to third-year students.*

(Hannah – Journal 1, 2002)

Tina’s recruitment story, on the other hand, highlights different patterns of expectations (Coleman 1996) that can emerge in different cultures regarding the role of a teacher. Tina’s CELTA studies have influenced her expectations of a particular classroom role i.e. as a facilitator who will implement a Communicative Language Teaching approach. The school authorities at Tina’s school in China, however, expect Tina to adopt a more traditional teaching role. These conflicting perspectives of a beginner teacher and the school regarding the role of the classroom teacher can lead to the new teacher experiencing frustration and confusion during transition.

*I thought I would be teaching in the same way as we had been taught on the CELTA course. The sad part of this job was that I was basically expected to lecture. But I did not find this out until I started to teach. I was also not told that the classes were so big with 50 to 60 students in each class.*

(Tina – Journal 1, 2004)

**An Italian marketplace**

Harriet’s story contradicts the dominant discourses that portray CELTA graduates as being able to secure teaching jobs without much effort in Europe. In 2004, shortly after completing her CELTA course, Harriet moved to Italy to marry her Italian fiancé. In the area where she lived, there were few language schools and she spent several months searching for a teaching job, without much success.
Her first email to me two months after leaving Australia indicated that teaching jobs in her region were in short supply and she was concerned that she would forget her teaching skills. She had applied to both private language schools and various international companies to teach English as a Foreign Language, but without much success. As Harriet had a degree but no other teaching qualification other than the CELTA, her job search was limited to private language schools. Like Adrianna, Harriet wanted to teach in a “reputable” language school and at the time there were no vacancies. The lack of work and the inability to practise her newly acquired skills which were a source of constant concern to her echo the sentiments expressed earlier by Tina. Harriet mentions her concerns in her journal.

*The job hunt here is depressing because there are no vacancies at the reputable language schools. This means I can’t practise what I’ve learnt.*

(Harriet – Journal 1, 2004)

By mid-year she had secured a part-time teaching job with a British organisation teaching a group of adults. Shortly after this she found a second part-time job, teaching English to 12 to 14-year-old children on a holiday camp. The fact that she had received no instruction on her CELTA course about teaching young learners did not deter Harriet from taking the job. Her story is one of adaptability and transformation as she transfers aspects of her newly acquired teaching knowledge in adult education to teaching children. An important aspect of Harriet’s entry into such an unfamiliar setting is perceived by her as being able to work with teachers who were genuinely interested in their jobs and who were willing to mentor her.

*I have found a second job teaching English to 12 to 14-year-olds who are attending an English camp in Tuscany over July. I’ve found myself with people*
who are really passionate about teaching and about developing teachers along the way. (Harriet – Journal 2, 2004)

Unfortunately this was a seasonal teaching job and when it ended Harriet again found herself unemployed. She was unable to find further work until October 2004 when she was offered a teaching job at another private language school close to her new home. The transience of the TESOL employment force was seen by Harriet as a constraint as she was aware that: “I can’t settle into a job and get used to the students because they jobs are only for a short time” (Harriet – Journal 1, 2004)

The English ‘home’ market

England – the original home of CELTA – was the place where two case study participants, Rose and Debs, began their careers as new English Language teachers. Both teachers had grown up in Britain, were eligible to live and work in Britain and had family in England to provide possible support. However, neither teacher had the teaching credentials necessary to obtain employment in government schools or universities in Britain and they, therefore, applied for teaching jobs on summer school programs at private schools.

Rose, 26, entered the TESOL workforce as a novice teacher after successfully completing both a part-time CELTA course and a university degree at the end of 2001. Early the following year while still in Australia, she applied to teach on a summer school program at a private language school in Cambridge. Her application was successful and she began her new teaching job in the middle of 2002. Rose saw teaching as a long-term career and planned to study for a post-
graduate qualification in TESOL after gaining some teaching experience in England.

Debs, on the other hand, did not have a tertiary qualification other than CELTA, but had acquired some classroom experience teaching English to small groups in Iran. She had also worked as a computer trainer in Australia. She was in her early 50s when she completed her part-time CELTA course in 2002. Like Rose, Debs applied for her first English Language Teaching job from Australia shortly before graduating from her CELTA course. Her reason for wanting a short-term teaching job in England was largely motivated by a need to care for an elderly parent and an ill sibling. At the time, Debs was not looking for long-term teaching employment as she had a spouse in Australia and she also intended to do further travelling and teach in various parts of the world.

English Language summer school programs in Britain offer newly qualified TESOL teachers the opportunity to gain some classroom experience. The programs are held at various private language schools during the European school holiday period in July and August and are generally well attended by teenage students from European countries. These students, aged between 10 and 18, attend four or five weeks of intensive summer school classes in order to improve their English language skills and to familiarise themselves with English culture. The teachers employed in summer schools generally teach English for about five or six weeks. During this time they are also expected to assist with various recreation activities and student excursions.
Both Rose and Debs believed that an initial teaching stint in their respective summer school programs was a way of easing into their new ELT careers. Starting a teaching career in England rather than in Europe or Asia was also seen as an advantage because both teachers said that they wanted to concentrate on improving their teaching skills in a familiar place rather than having an additional burden of culture shock.

*I needed to be somewhere familiar. Had I gone straight away to some strange new country, I think the stress would have been doubled.* (Debs – Journal 1, 2002)

While the teaching contexts chosen by these two new teachers were less diverse than those of case study participants teaching in Thailand, China or even Italy, both teachers were aware that teaching younger learners was not something for which they were qualified. Shortly after being recruited for her summer school program, Rose sent me her first email entry acknowledging some “anxiety from context” as the students she would be expected to teach were teenagers.

*I'm a little nervous. I’ve got a five-week contract, with a possible extension and I will be teaching teenagers (ages 14-17), so it could be challenging.* (Rose – Journal 1, 2002)

Debs appeared more confident about her ability to manage smaller classes of younger learners in a familiar country.

*Teaching a maximum of 10 teenage students in summer school in England is certainly going to be less frightening than teaching 50 in Asia.* (Debs – Journal 1, 2002)

In presenting their stories about the recruitment stage of their new teaching careers, Rose and Debs reveal an understanding of their teaching roles and both display confidence and a desire to make a success of their new careers without too many transition problems.
I will be teaching 15 hours a week and the rest of the time I will be helping with activities and excursions. Hopefully, this amount of time will be good for my first contract. (Rose – Journal 1, 2002)

They are expecting an intake of around 240 students. The parents expect high quality and I believe they get it. There are 32 teachers and around 20 Activity Organisers. Classes are a maximum of 10 students. My feelings – nervous of course. Will the students guess that I am inexperienced? I don’t think so. I really want this to work for me. (Debs – Journal 1, 2002)

The domestic market

In this thesis, the recruitment stories of Melanie and Jenny – two case study participants who sought teaching employment in the TAFE system in Melbourne – are grounded within the dominant ELT narratives which portray a TESOL career as a specialised field of work. Membership within this field is based on regulated entry requirements and standards (Richards 2008: 160). In Australia, the ELT accreditation standards are set by the National ELT Accreditation Scheme (NEAS). Teachers pursuing an ESL career in government institutes in Australia are required to have an academic qualification with a TESOL component and a set number of practicum hours.

In addition to CELTA, both Melanie and Jenny had extensive tertiary qualifications. Melanie, who obtained her CELTA qualification in 2001, had a Master of Arts degree (Multi-Media Arts) and a Graduate Diploma of Education. Jenny had completed a Master of Education degree (Language and Literacy) shortly before completing a CELTA course in 2002.

Before gaining a CELTA qualification, both Melanie and Jenny aspired to teaching ESL to adults in Australia, but felt that they lacked the practical skills to
do so. A CELTA qualification was seen by both teachers as a means of complementing their existing qualifications by acquiring some practical ELT skills. Both teachers hoped to find teaching employment within the TAFE system.

As was the case with the other case study participants in this thesis, both Melanie and Jenny wanted to find employment immediately after completing their respective CELTA courses. Both were concerned about losing their newly acquired teaching skills. Melanie, who was in her mid-30s in 2001, was a second-career teacher who had spent many years in the photographic industry. She had set high employment standards for herself and wanted a “suitable” teaching job that offered long-term career prospects. To achieve her aim of finding suitable English Language Teaching employment, Melanie joined a volunteer tutor program immediately after completing her CELTA course. She felt that her participation in this program would improve her chances of obtaining teaching employment in a TAFE.

_ I undertook tutoring on a volunteer ESL tutor program after I finished the CELTA training to make sure my ELT skills stayed current. As a new teacher looking for work, I also needed to raise my profile so I submitted my resume to a few institutes. There were a couple of short-term offers of employment but as I was still working full-time in the photography industry, I couldn’t take advantage of the offers. I also really wanted to work in a TAFE._ (Melanie – Journal 1, 2001)

In her first journal entry, Melanie tells of a relatively stress-free job search leading up to her job interview at a TAFE in Melbourne. Melanie attributes the ease with which she found appropriate teaching employment to having sufficient time to look around for suitable work before resigning from her job in photography. Her first ESL teaching job in November 2001 was on a three-month summer school program at a Melbourne TAFE. One interpretation of Melanie’s smooth
recruitment process might relate to the fortunate circumstances in which she begins her transition. Firstly, she is in a familiar home and work environment (photography) where she has personal and financial security to choose a new working environment which suits her.

Finding a job wasn’t really difficult for me as I had an opportunity to wait until a suitable job came up. I particularly wanted to work in a TAFE as I was slightly familiar with the teaching system because of my CELTA experience. So I was quite prepared to wait until a job was available in one of the TAFEs.

I applied to some other ESL providers as well. The only difficulty I faced when initially applying for work in Melbourne was to be told by one provider that the CELTA qualification was insufficient for their program. I wasn’t happy about that. At another language school I was told they were interested in my application, but there was no work available at the time. All in all, there were no real problems in looking for a teaching job. (Melanie – Journal 1, 2001)

Jenny’s entry into the TESOL labour market in 2003 was also relatively stress-free. In a familiar cultural environment where she has the support of her family, Jenny is able to tell a story about a relatively stress-free recruitment process. A month after completing her CELTA course, Jenny applied for a job teaching ESL and literacy to migrants at a Melbourne TAFE. Jenny’s first email journal entry speaks of easy beginnings (Huberman et al 1993) without anxiety.

My job to teach Literacy and Numeracy was advertised in the newspaper. I applied and got the job and I started work a month later. No problems. I have two four-hour sessions per week, including two hours of computer teaching. I teach Certificate 1 in General Education for Adults (CGEA). I actually felt quite confident going into the classroom during my first week, The CELTA teaching practice sessions had already acclimatised me to the classroom and I had a lot of good practical ideas for teaching fresh in my mind. (Jenny – Journal 1, 2003)

**Bringing together the tales of recruitment**

In this section, I have examined the stories of eleven new CELTA-qualified teachers during their recruitment into English Language Teaching. The recruitment process took place in five different cultural locations and in diverse
teaching settings ranging from primary school teaching to specialised ELT in universities. The focus was on the perceived degree of difficulty experienced by CELTA graduates during recruitment in several diverse contexts. Despite the fact that a CELTA qualification is an initial qualification and that the new CELTA-qualified teachers have limited teaching experience, the stories indicate that these new teachers were able to negotiate the initial transition from training room to the workplace.

The relative ease with which they find employment in both the international and local TESOL workforce indicates the availability of such jobs as well as numerous opportunities. On the minus side, these jobs offer CELTA graduates little job security and in some cases a great deal of angst. In the international context, more teachers experience “anxiety from context” because of teaching in areas in which they do not feel competent such as teaching children. A further factor is the cultural mismatch in job search protocol in various countries.

The fact that CELTA is an initial teacher training course and does not require prospective trainees to have other tertiary qualifications also influences the recruitment outcomes of these graduates. A lack of other qualifications and relatively little teaching experience results in CELTA graduates taking jobs at private language schools where they are often exploited by unscrupulous employers in terms of teaching hours and job contracts. These conditions add to the new teachers’ “anxiety from context”.

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I will now examine the teachers’ perceptions of their induction into English Language Teaching and its impact on the transition process.

The first three months of teaching

In this section, the individual induction stories of the case study participants shape the foundation of a larger narrative that examines the induction or socialisation (Letven 1992) of new CELTA-qualified teachers into a diverse TESOL workforce. A fundamental aim of analysing the perceptions of these new teachers within the first months of their ELT careers is to identify and understand how successfully they are able to put their newly acquired skills into practice in the classroom. It must be remembered that CELTA is an initial teacher training course and that the new teachers have received minimal instruction in teaching knowledge. The stories are intended to highlight the influences that affect a successful transition from CELTA trainee to classroom teacher. An awareness of these influences on the teaching practices of new CELTA-qualified teachers is of particular relevance in this thesis because of the large number of these initial teachers with limited ELT knowledge entering a global TESOL workforce.

Socialisation or “induction” into a new workplace usually occurs during the beginning phase of a teaching career (Feiman Nemser 2010; Huberman et al 1993; Letven 1992). A reason for examining the teachers’ perceptions at the start of their induction into teaching is because ELT employment for new CELTA-qualified teachers in often transient. In some cases employment contracts on summer school courses for example, may not extend beyond a few weeks or a few
months. This was the case with Debs, Rose and Harriet and the data needed for this study had to be collected within a short period of time.

For novice teachers, induction is usually a crucial time when they “learn to teach” (Feiman-Nemser 2010: 15) and / or learn to survive in the classroom. For experienced teachers, it is a time to adapt to a new teaching style and a new teaching situation and data collection should take place shortly after the graduate commences work. Induction may also occur when veteran teachers change schools, grade levels or even teaching subjects (Letven 1992; Tickle 2000). Induction for new or experienced teachers is also the time when an individual’s understanding and practice of teaching is shaped or reshaped by his or her experiences of the new workplace (see Appendix 5).

These experiences, influenced by personal or organisational factors, have the ability to arouse feelings akin to those felt by migrants suffering from culture shock, namely euphoria, self-doubt, anxiety, stress and insecurity and recovery (Kramer 1974; Letven 1992; Oberg 1960; Sabar 2004).

In this study, the tensions felt by both novice and veteran teachers are illuminated in their journal entries within the first three months of induction into ELT classrooms, thereby concurring with the findings in the culture shock literature. My study also goes a step further by suggesting that the new CELTA-qualified teachers – regardless of the diverse settings and contexts into which they are socialised – display a heightened sense of self-confidence in their teaching ability during their first three months of teaching. It is this perceived sense of self-
confidence attributed to various personal, institutional and social influences that I now wish to examine.

**Stories of self-confidence**

At the start of their teaching careers, all 11 newly qualified teachers expressed confidence about moving into the TESOL profession. However, after three months in the field, only nine teachers continued to tell stories of self-confidence, efficacy and successful classroom outcomes. These feelings of confidence, expressed in their email journals, related closely to the new teachers’ perceptions of personal, institutional and social influences in their lives at particular times of their induction period.

The influences that were identified as contributing to the new CELTA-qualified teachers’ self-confidence in the classroom during the induction period included personal factors such as: (a) the teacher’s belief in his or her ability to teach, (b) being able to acclimatise or adjust to the new workplace, and (c) the ability to prepare suitable teaching materials and adequate lesson plans. Institutional factors that led to increased self-confidence included the mentoring of new teachers at their respective worksites and support for the new teachers by students. In the stories, the new teachers spoke about collegiality being an important social factor in helping to build self-confidence. These influences as described in the teachers’ stories will now be discussed.
The confidence to believe in oneself

Ashley’s extensive teaching experience in mainstream education is what Tsui (2003) refers to as the source of influence that shapes his understanding of his teaching practice and gives him confidence in his teaching ability. Ashley’s story contains elements of certainty and confidence as he makes the transition from high school teacher to sessional educator in a Thai university. As a veteran teacher, he also has an understanding of the needs of the shy students in class and is aware of his ability to encourage them to participate in oral discussions.

*I was quite confident in my first month as I have been a teacher for 30 years. Classroom discipline problems do not really exist. I feel relaxed and the students always smile and fully co-operate. Some of the Thai students, particularly the girls, are quite shy in front of a Falang (foreign) teacher. So my first lessons were trying to encourage these students to talk to each other – using formal and informal introductions. The lessons succeeded – I haven’t lost any students yet. They are working more confidently in oral work, and are writing and happily submitting written work. They seem to be enjoying learning English.* (Ashley – Journal 1, 2003)

Tina on the other hand, does not share Ashley’s extensive classroom skills nor does she have his discretionary judgment about students’ needs. Despite the lack of experience, Tina’s story at the start of her teaching career in China reveals a sense of self-assurance.

*I’m naturally pretty confident, so lack of experience wasn’t a big issue in the classroom in the first week or two.* (Tina – Journal 2, 2004)

According to career stage research (Huberman et al. 1993; Letven 1992), induction for younger teachers is a time of exploration and discovery, a time when they are enthusiastic and energetic about teaching. At the time of writing her journal entry, Tina was in her early 20s and her journal entry highlights her initial enthusiasm about her lifestyle change as well as her belief that the generation
factor is instrumental in helping her to relate well to her students. Being able to find common ground and share similar interests with her teenage Chinese students boosts her self-confidence in the classroom.

*Also, being closer to the students’ age means that we get along pretty well and probably enjoy similar interests.* (Tina – Journal 2, 2004)

Tina’s observation about her age status and being able to share certain interests with her students reflects an assumption in career cycle research that a particular generation shares similar experiences during a specific period of time within the same historical context (Sikes, Measor and Woods 1985).

### Acclimatisation and self-confidence

Within her first month of teaching at a private language school in Thailand, Winnie, like Tina, experiences a time of exploration and discovery. She is elated at being able to adapt, firstly, to life in her new neighbourhood and, secondly, to her new workplace. Her initial sense of euphoria stems from finding a place to live, and acclimatising to her new environment.

*I’m so happy. I have begun to feel at ease at home in my little neighbourhood and at my workplace.* (Winnie – Journal 2, 2000)

For Winnie, acclimatisation to her new environment and parallelism to her new workplace occurs simultaneously as she adapts and develops a sense of belonging in both areas. In her classroom, Winnie’s self-confidence continues to grow as she reflects on her ability to apply the teaching principles, recommended on her CELTA course. The textbook that she is required to use has a Communicative Language Teaching (CLT) perspective and is characterised by learner-centred tasks. Her recognition of this teaching approach and her ability to transfer some of
the principles of CLT from a prescribed text book give her a sense of purpose in her new workplace. Despite the availability of only limited classroom resources, Winnie is able to weave her limited knowledge of CLT theory and classroom practice together and acclimatise to her new school.

\[ I \text{ really enjoy being in the classroom again and I like the textbook. It’s very student-centred and is of enormous help to the teacher who wants to do communicative tasks with the students. There are no whiteboards and no OHPs, just the blackboard, chalk, the tape recorder and me. This school is where I belong. (Winnie – Journal 2, 2000) } \]

In her journal entry about teaching on a summer school course in England, Debs, like Winnie, communicates feelings of self-confidence after realising that she is able to transfer both theory and practical skills from her CELTA course to her new classroom. She acclimatises to her “tough” new environment by using her prior classroom knowledge to improvise (Tsui 2003) in her new situation. Improvisation occurs when she uses and adapts her own bank of resources for her lessons. By doing this, she is able to utilise her existing pedagogical knowledge.

\[ \text{The work here is TOUGH, but I am holding my own against younger, fitter and more experienced teachers. In fact I am becoming one of the people they come to for inspiration. I am using the resources I put together during my CELTA course (I know I was nicknamed the Resource Queen on the course) and my lessons seem to be fun, quite communicative and interesting. (Debs – Journal 2, 2002) } \]

In Melbourne, Jenny is also able to navigate the induction period with relative ease because of her rapid acclimatisation to teaching in the TAFE system. Her self-confidence at the start of her teaching career in an ESL literacy class is largely attributed to the skills gained during her teaching practice sessions on her CELTA course. But it is also Jenny’s familiarity with the organisational environment (Fessler 1992) of the TAFE system (gained from taking a CELTA course at a TAFE institute) that provides her with the security and confidence to
form a practical framework for her teaching during the induction stage. This knowledge of the operational system within a TAFE environment acclimatises Jenny to her classroom responsibilities in her new workplace.

_The CELTA teaching practice sessions at TAFE had already acclimatised me to the classroom, and I had a lot of good practical ideas for teaching fresh in my mind. I actually felt quite confident going into the classroom for two four-hour sessions including two hours of computer teaching during the first week._ (Jenny – Journal 1, 2003)

During the induction period, mentors also play a key role in assisting newly qualified teachers to acclimatise and assimilate into the workforce (Veenman, Denessen, Gerrits & Kenter 2001). In her first email journal entry, Jenny refers to the role of her mentor in assisting her to adjust to her initial teaching experience.

_The teacher that I share the class with became my mentor and she took the first session with the class. I had a chance to meet the students while she was teaching. This also helped me to acclimatise._ (Jenny – Journal 1, 2003)

**Collaboration and collective lesson planning**

The ability to collaborate with and rely on peers when planning lessons and to share a vision for teaching (Rolheiser & Hundey 1995; Smith & Ingersoll 2004) can have a positive impact on a new teacher’s confidence during the induction period. In this study, three of the case study participants, Debs, Rose and Melanie, regard the opportunity to participate in group collaboration and planning of lessons as a means of support during the transition to being fully-fledged teachers.

Debs attributes her self-confidence about her first day’s lessons at summer school to the extensive lesson preparation that she shared with her peers.

_Most of us were all rather daunted by the fact that on our first day of teaching, we did not know what age group or level we were teaching until we walked into_
Chapter 7: Tales from Life after CELTA

...the classroom. We all got together in the resource room the day before and prepared a full day of activities (mainly lightweight game type activities) for each level and age group. The intention was that when we found out what levels we were teaching we would run to the resource room and pick up the necessary papers. I felt fine about teaching after our hard work at preparing resources, in fact I felt quite confident. (Debs – Journal 2, 2002)

In addition to collaborative lesson planning as a confidence booster for new teachers, Berry (2007) emphasises the importance of their having a set of practical teaching strategies to assist with successful classroom performance. Rose has an understanding of this concept at the start of her ELT career when she acknowledges that her confidence in the classroom increases when her lessons are carefully planned with or without peer collaboration.

I have learnt that it is really important for me to plan my lessons very carefully. It has helped to discuss ideas with other teachers, but on a couple of occasions, I was a bit slack on my planning. I found that these lessons didn’t run so smoothly because I didn’t have my strategies in place. I also felt much more confident if I had planned the lesson well. (Rose – Journal 2, 2002)

Peer collaboration in TESOL workplaces is often felt to be more beneficial when an experienced teacher becomes a mentor to a newly qualified teacher. New teachers receive additional support through a mentoring program (Smith & Ingersoll 2004). In the TAFE ELT system, mentors are generally experienced teachers who are familiar with both the curriculum that is being taught and the administration that needs to be done.

Melanie’s confidence in her first month of teaching at a TAFE in Melbourne is linked to extensive preparation of lessons and to the support offered to her by her more experienced teaching partner. Her colleague becomes her mentor. Melanie’s induction story highlights a high level of confidence when she perceives that not only is her mentor an experienced ESL teacher on whom she can rely, but also a
colleague with whom she can share her ideas, anxieties and vision about teaching. This gives her confidence in her teaching skills.

*I felt pretty confident at the start. I lucked into a teaching partner who was very experienced and very good at mentoring. Perhaps a little overly anxious of what we were doing. My first day was well-prepared, very CELTA-oriented, exactly what I would have done on one of the Teaching Practice sessions and I had enough material for the whole week.* (Melanie – Journal 1, 2001)

Melanie’s criticism of her mentor as being “a little overly anxious of what we were doing” indicates that she cannot at this very early stage in her teaching career discern important teaching events (Berliner 1986) nor does she fully understand the responsibility of her new teaching role despite being well-prepared. For Melanie, the transition from CELTA trainee to a classroom teacher who is responsible for her students has not yet become a reality. Melanie relies on the familiar content of lessons taught during her CELTA course and attempts to produce similar lessons. Her ability to reproduce familiar lessons gives her initial confidence in her ability to teach.

In the previous chapter, 62.9% said they felt confident about giving language lessons. This result seems to be over-reported when weighed against the confidence aspect of trainees giving language lessons during CELTA courses.

**Institutional influences and self-confidence**

In this section, the perceptions of the new CELTA-qualified teachers’ regarding institutional influences such as workplace support and student attitudes are examined to ascertain if they contribute to the teachers’ self-confidence during their first few months of teaching.
The dominant narratives on teacher induction (Bubb 2003; Feiman-Nemser 2010) present an argument that the workplace i.e. the schools, TAFEs or universities that employ newly qualified teachers, should provide them with the support needed to develop their competence and confidence. Bubb (2003: 592) posits this argument by maintaining that newly qualified teachers are the profession’s new generation of workers. These teachers are therefore “a precious resource” who have invested much time and effort in training for a teaching career and need to be treated well during the induction period (Bubb 2003: 600). This view is also addressed by Ingvarson, Beavis & Kleinhenz (2007) who state that induction provided by the workplace i.e. where the school supports the teacher’s transition to the world of work, will have a positive impact on the new teacher’s experience.

My research evidence, however, reveals a different story. An interpretation of the case study data relating to the perceptions of new CELTA-qualified teachers in various TESOL workplaces around the world shows little evidence of institutional support. This lack of institutional support is evident in the new teachers’ critiques of their respective workplaces and also in the silences within their stories about the development of self-confidence in their teaching ability. Despite calls by researchers (Bubb 2003; Feiman-Nemser 2010) for teachers to feel valued in the workplace, many TESOL workplaces still fail to provide newly qualified teachers, especially those with limited skills, with emotional or pedagogical support.

Of the case study participants in this thesis, only one, Winnie, attributes her confidence to institutional influence, i.e. the support given to her by the private
language school in Thailand where she holds her first ELT job. In her first month of teaching, Winnie wrote:

*I get a great deal of physical and psychological support at work. I have been given a mentor who will advise me and I have made a number of friends there who are just at the end of the telephone line. I feel more confident than before.*

(Winnie – Journal 1, 2000)

**Student support and self-confidence**

Rose was 27 years old when she accepted her summer school job. Her students at that time were aged “between 18-35 with the majority being about 20-22”, and Rose was concerned about the minimal age difference between herself and her students. Initially, she was concerned that the older students would not respect her. Luckily this did not happen and Rose was then able to feel confident about teaching her class.

*My greatest fear when I first stood in front of the class was that the students wouldn’t respect me and follow my instructions. Luckily this didn’t happen, so I felt much more confident after that. In regard to the students, they are aged between 18-35 with the majority being about 20-22.* (Rose – Journal 2, 2002)

**Social influences contributing to self-confidence**

Mainstream education studies have for several years emphasised the importance of collegiality among new teachers (Hargreaves 1994; Nias 2005) because it promotes good working relationships and often supports emotional and professional development. Accounts by new CELTA-qualified teachers of collegiality in the TESOL labour force have long been neglected. A reason for this could stem from the difficulties in attempting to track these nomadic teachers in an ever-increasing number of diverse international workplaces. The constant movement of so many new CELTA graduates because of relatively short-term
employment contracts makes it difficult to trace the movements of groups of teachers.

**Collegiality and self-confidence**

The purpose of this section of this chapter is to examine how the new CELTA-qualified teachers in this study perceive social relationships in their diverse TESOL workplaces and how collegiality affects their self-confidence during their induction into their new schools.

The responses of six of the eleven case study participants posit a general argument that collegiality among new teachers serves as a means of achieving better working relationships and therefore boosting self-confidence during an induction period. Through their discussion in their email journals, three of the new CELTA-qualified teachers in Thailand confirmed their need for referential support i.e. colleagues or “an in-school reference group who shared their social, moral or educational beliefs and confirmed them in their self-defining values” (Nias 2005: 228).

Ashley emphasises the importance of a high level of collegiality from his referential support group i.e. the Falang (foreign) teachers at his university in Thailand in terms of the motivation he receives from them.

... the best help is from colleagues. We have a real collegiate feeling among the Falang teachers. Lesson help happens in the bus on the way to uni, in the many bars over one or several beers. There is an amazing culture among the Falang teachers in Thailand, I’ve never seen anything like it before in teaching. It’s very motivating and the Falang colleagues do help one to settle into a foreign country. (Ashley – Journal 2, 2003)
Like Ashley, Mia’s referential support group comprises 12 English-speaking colleagues “who live together and work in a small office together”. Mia’s story highlights the importance of collegial support in difficult teaching circumstances.

*Everyone is very nice and supportive, especially as the teachers are disgruntled with the politics of the place because the students are not very motivated to learn. The support helps you to get through the teaching.* (Mia – Journal 2, 2002)

Winnie provides us with a conflicting story about the benefits of collegial school culture. At times when she feels insecure about her teaching, she believes that the support of her teaching colleagues gives her self-confidence.

*The teachers are a good bunch and are always willing to help and provide assistance when you are struggling with some classroom problem. This gives me confidence, especially when I feel insecure.* (Winnie – Journal 2, 2000)

But she also finds that “over close contact with colleagues” (Nias 2005: 229), can be stressful, particularly when it involves sexual harassment.

*There is too much of the “Honey” and “darling” for my liking. Then there is the arm going round the shoulders and rubs on the back. I find it very hard to cope with this and I get scared because this sort of behaviour from my male colleagues goes against everything I stand for. If it gets really bad, I don’t know what I will do. At the moment I am in the avoidance stage, but it is so hard to avoid.* (Winnie – Journal 2, 2000)

In England, both Rose and Debs report that teaching for them is a collaborative activity and that the collegiality among the teachers helps them to cope with the culture of the workplace (Jarzabkowski 2002). Rose emphasises the importance of her relationship with her new teaching colleagues as they are able to plan lessons together. But she laments the transitory nature of ELT.

*I made a few new teaching contacts which was really important at the start. But a lot of them have moved on as they were only teaching for the summer. Life is so different here and people’s attitudes are quite different from Australians.* (Rose – Journal 2, 2002)
The stories of the new teachers in this section have demonstrated an initial sense of self-confidence at the start of their induction period. The key factors that contributed to feelings of self-confidence included the teachers’ ability to: (a) believe in themselves, (b) be able to adjust to the new employment environment, (c) be able to adjust to the teaching environment and (d) be able to prepare suitable teaching materials. Having a suitable mentor helped to build self-confidence as did student and colleague support.

**Threading the tales of early teaching**

This part of the chapter examined the CELTA trained teachers’ perceptions of their induction into the TESOL profession. Induction is regarded by teachers as the time when new teachers learn to teach and when more experienced teachers adapt to a new teaching situation. Because of the transient nature of ELT, the teachers in this study were asked to reflect on their first month in their new jobs.

The chapter attempted to address the research question that asked: What are the particular constraints and possibilities for the new CELTA-qualified teachers? The teachers’ stories indicated that at the very start of their careers they experienced a high level of self confidence. This was largely due to personal factors including the teachers’ beliefs in their own teaching ability in his or her ability to teach and institutional factors such as having a mentor.

A major constraint for the new CELTA-qualified teachers in this study was the lack of institutional support particularly in various overseas employment sites. This constraint adversely affected the self confidence of the new teachers. Collegial support played an important role in creating self-confidence and
furthered a belief that it was possible to teach in a new environment. But for some
new teachers it was also a constraint as it led to contact that was too personal.

This chapter has examined the stories of eleven new CELTA trained teachers to
establish the key personal, contextual and organisational influences that make a
successful transition into the TESOL profession possible. It also examined
influences that constrained or impeded firstly, the recruitment process and
secondly the induction phase in the transition from CELTA trainee to novice
teacher.

In the next section, the transition stories of the eleven new CELTA-qualified
teachers are continued in order to enable the researcher to examine their
perceptions about the second phase of their induction into the TESOL profession.
Dear John

My journey is nearly complete. You have met the source of my statistics, the students who followed in your footsteps and went out into the world to teach English the ‘CELTA way’. Now, there is the chance for you to get to know them even better as they continue to tell their stories of life after CELTA.

At the start of your teaching career, John, did you ever feel disillusioned by the enormous challenges or the possibility of failure? In this chapter, the new teachers talk about the tough lessons learnt and the occasional misstep in their new workplaces. For some of those new teachers who visited countries where English is not the first language, or even the second in many cases, the road was often a rocky one. It was often scattered with challenges, disappointments and mistakes.

But their stories also tell of the steps they took to overcome their problems. In most cases, they were able to meet the challenges of teaching with accomplishment. I find this quite inspiring, particularly in cases where these teachers had only a very basic set of ‘practical’ teaching skills and no teaching qualification other than CELTA.

John, it was YOUR inspiration in starting the CELTA program that made many of these teaching adventures and accomplishments possible. The stories by the new teachers in my study speak of their perceived accomplishments in schools as far flung as China and Thailand. As I see it, both the new CELTA trained English language teachers and their students have, in a way, been touched by your vision of this teacher training course.

Best
Bessie
CHAPTER EIGHT: Stories of Survival, Stories of Discovery

This chapter examines the cognitions and teaching practices of the 11 new CELTA-qualified teachers participating in this study during their transition into ELT. This chapter is divided into two parts. In the first part, the ‘teaching’ stories of the teachers are examined within the first six months of their transition into the teaching profession to gain an understanding of the constraints and possibilities that they have experienced. This part of the chapter addresses the research question: What are the particular constraints and possibilities for the new CELTA-qualified teachers?

The second part of this chapter examines the reflections of the teachers about their teaching practices during the second half of their first year in teaching. This chapter focuses on two key areas namely, the teachers’ perceived development as English Language teachers and, secondly, their reflections on whether their CELTA training adequately prepared them for their transition into ELT. This part of the chapter is framed by the research question: How do these teachers experience their transition in their first year in a TESOL environment?

Teacher expectations and the reality of teaching

At the start of their induction period, the majority of new CELTA-qualified teachers in this study communicated a sense of enthusiasm and confidence in relation to their workplaces and their teaching skills. However, in general Career Cycle literature (Day 2007; Huberman 1989; Letven 1992; Lortie 1975), the
euphoria experienced earlier by new teachers generally gives way to a period of survival and discovery i.e. reality shock or praxis shock which is categorised by feelings of confusion, self-doubt and anxiety followed by a realisation that one is beginning to fit into the teaching profession (Kyriacou and Kunc 2007).

While one may argue that the majority of new teachers in mainstream or TESOL workplaces will experience doubts about their ability to teach, it is essential to establish the types of survival problems that affect new CELTA-qualified teachers and the manner in which they survive these problems. These teachers – despite having limited pedagogical knowledge and only six hours of ELT practicum – are often asked to perform ELT duties with the same level of competence expected from better qualified or more experienced teachers.

Central to this part of the study is the question of whether new CELTA-qualified teachers experience harmonious or painful beginnings as described in teacher induction studies (Feiman-Nemser 2010, Huberman et al 1993; Letven 1992; Veenman 1984; Waites 1999). An analysis of the teachers’ stories shows that harmonious or painful beginnings are largely dependent on teacher expectations, the teaching context and the place of employment (Elbaz-Luwisch 2004; Garton & Richards 2008; Tsui 2003).

An examination of the new CELTA-qualified teachers’ journals shows that after the initial bout of confidence, the new teachers all faced an unsettling period in which they questioned certain aspects of their classroom teaching and expressed self-doubts about their teaching efficacy. However, only two of the 11 case study
participants, Adrianna and Tina, perceived this phase of their transition as being so distressing that they considered leaving teaching. The ‘discovery’ period appeared to elude these two teachers. The other nine case study participants experienced varying degrees of reality shock, but were able to resolve some of the issues and move onto a ‘discovery’ stage.

Adrianna’s story about her first six months of teaching in Thailand is largely one of frustration and transition shock. As stated earlier in this chapter, her transition into teaching began with high employment expectations, despite the fact that she had never taught before. With CELTA as her only teaching qualification, Adrianna’s options in the labour market were limited to employment in private language schools. Her expectations of the conditions in these schools were based on her experience of teaching adults general English during her CELTA practicum in TAFE. She thus felt inadequately prepared for the challenges of teaching in a business context or for teaching young learners.

Teaching in the market-based ELT industry in Thailand was an experience that Adrianna found difficult to cope with in her first six months at a private language business school. To overcome the shock of her new reality (Veenman 1984) and to compensate for her actual and perceived limitations in the classroom, Adrianna’s observations of her new teaching environment become both critical and subjective. She criticises the language school where she works for its business orientation and the employment of teachers at private language schools in Thailand is perceived in terms of exploitation. She also expresses dissatisfaction about the academic ability of the students at her school.
Language centres often (nearly always) treat teachers poorly. Wages are low and a reasonable teaching salary for a foreign teacher is no more than the unemployment benefit in Australia. Many foreign teachers work part-time for a few hours at a number of places. This is, of course, technically illegal. The actual teaching is a bit like a sausage factory or baby-sitting enterprise – large groups, all different levels, students who don’t want to be there. (Adrianna – Journal 2, 2004)

Of most concern to Adrianna is the challenge of giving lessons to students who do not have the same level of English and who appear to have low academic skills.

Although students are placed in classes according to their language level, the classes are of very mixed ability. Many of the students have failed their university entrance exams in Thailand or overseas. Their families have money and they are sent to the school where I teach so that they can get an American high school qualification by passing the General Education Development (GED) tests in as short a time as possible. Most students have no desire to be here. Generally, they have low academic ability and a history of failure. It’s a challenge to teach them. (Adrianna – Journal 2, 2004)

Adrianna’s discovery that teaching is both demanding and complex (Flores and Day 2006) leads to insecurity and a tendency in her email journal to focus on the negative aspects of classroom teaching (Gatbonton 2008).

It is practically impossible to give a “perfect” planned lesson because in a class of 15, only one or two students arrive on time. In group exercises, students are too shy to participate because of a cultural problem. Group work can be a problem because they are used to rote learning, talking amongst themselves throughout every class. They also have little or no understanding of grammar as it has never been taught in context. (Adrianna – Journal 2, 2004)

To interpret why Adrianna is experiencing such difficulties, I refer to a study by Ward, Bochner and Furnham (2001) that discusses how a matching relationship between realistic expectations and actual experiences in acculturating individuals can facilitate adjustment. Adrianna does not experience this type of adjustment in her teaching environment. My study argues that there is a mismatch between Adrianna’s expectations of the teaching environment and her actual experience i.e. the reality of her teaching situation. In this case, Adrianna’s expectations of a
“reasonable” job, how she should be teaching and how students should respond to her instruction do not correspond to what is actually happening. This causes transition distress.

Adrianna has certain expectations about a teacher’s role in the classroom and the method of teaching that should be applied. But at this stage of her teaching career, she only has a small repertoire of skills that she learnt on her CELTA course and little understanding of the principles that frame these skills. This lack of knowledge inhibits her ability to be flexible in diverse classes. Adrianna relies on a set of Communicative Language Teaching (CLT) guidelines that she has labelled the “CELTA method” and which was suggested during her CELTA training. As yet, she does not have the necessary experience or the pedagogical knowledge to be able to adapt these guidelines for a range of classes with different needs. Her perception is that the students are not motivated. Studies (Flores and Day 2006; Veenman 1984) show that new teachers in general often struggle to motivate students and fail to cope with individual differences in the classroom. Adrianna’s limited experience and lack of a theoretical teaching background leads to her subjective assessment of the teaching situation and disillusionment with teaching.

I’ve got a wide range of classes. Students in one class might be eight-year-old children, in another class there are 20-year-old students and then there are adult classes. On the whole I use or try to use the CELTA method of presentation. The lesson that ends up being delivered does not always resemble the plan. Sometimes, no matter how hard I try, it’s impossible to get a response or any enthusiasm. The students are not motivated and it’s very frustrating. (Adrianna – Journal 2, 2004)
To further understand Adrianna’s dilemma regarding the “CELTA method”, I asked her what she understood by a Communicative Language Teaching approach and if she used this approach in her classroom. Adrianna’s reply indicates a basic awareness of the principles of this approach. This is understandable in terms of the short-term CELTA training that she received. Her answer that it is an important approach also appears to correspond to the survey findings in Chapter Six in relation to question D1 where 61.8% of the respondents said that the Communicative Language approach was very important to them in their English classroom.

However, in rigidly attempting to follow the CLT lesson guidelines – in much the same way as one follows a recipe – Adrianna experiences problems.

My understanding is that Communicative Language Teaching is student-centred (focus on the needs of the students and elicit student participation) with a high ratio of student talk as opposed to teacher talk. It is important and I try to use it. At times the result is bemused stares and refusal or a reluctance by students to participate in any way. Sometimes they enjoy it. (Adrianna – Journal 2, 2004)

Adrianna’s perceptions about CLT and her labelling of it as the “CELTA method” is reiterated by some of the other new teachers in this study. From England, Rose refers to CLT as the “methodology” from the CELTA course.

I have been trying to follow the methodology from the CELTA course, but it has been difficult. (Rose – Journal 2, 2002)

Winnie regards the teaching of grammar as being part of what she labels the “CELTA method” but separate from CLT.

I have been trying to teach grammar because it’s important for the students and I keep trying to use the CELTA method. But I have been told by people at my school that grammar isn’t important, it’s the Communicative Approach that is a
priority. So if my boss says grammar is not a big priority then I’m not going to make it a big priority. (Winnie – Journal 3, 2000)

In Thailand, Ashley speaks about following particular stages within his lessons and refers to the stages as the “CELTA methodology”. As a veteran teacher, Ashley experiences neither the survival problems nor the uncertainty of a transition into ELT in Thailand. He attributes his success to a move towards what he calls the “CELTA methodology” which is in fact Communicative language Teaching.

I’m going around the available material which does tend to be a bit too advanced for many of the students. So in Grammar lessons, I find marker sentences, get the students to explain the meaning, do the vocabulary, drill the pronunciation and then go through the controlled practice which can be a Gap Fill. For the freer practice, students create their own sentences and combination sentences. In three-hour sessions, you do tend to have the time to do that. The CELTA course has been very useful – you do tend to combine speaking, listening, reading, writing and grammar in any one lesson in spite of them being designated as separate subjects.

Pair and group work is fairly general in my class. I scoot around the inside of the horseshoe on a wheeled chair and pick on kids – gently. I incorporate reading, writing and speaking into a grammar lesson. The three-hour timeslots are a problem. One of my most successful lessons was one on change and growing old. I used the Beatles song “When I’m 64” for a running dictation, then had them chanting it and singing it. Good for pronunciation and the rhythm of English. Great participation. And yes, in the land of smiles, I got even bigger smiles with this lesson. (Ashley – Journal 2, 2004)

Ashley’s easy beginnings came to an abrupt end four months later when he lost his teaching job at the university and was again looking for work. Although a similar situation occurs with sessional teachers in Australia, Ashley’s account indicates that he perceived himself as being marginalised, despite having done a good job.

It was a good job. Yes, I think I did a good job too and the reaction of my students, their attendance and excellent exam results bore this out. I felt a bit put out and couldn’t understand it, but really, it’s making me look elsewhere. I had
several offers of private tutoring and may take up one of these tomorrow. (Ashley – Journal 3, 2004)

Ashley’s second job was teaching adults during the evening and at weekends at a tertiary institute. Low wages, the equivalent of $7 an hour, did not deter him because of his superannuation. This job did not last very long and three months later, Ashley was again looking for his third job. The transient job market was a constraint, but not one that bothered Ashley unduly.

I’ve been looking on the internet, but I’m not in any hurry and I really only want a job that I can enjoy. I don’t have a real problem because I have an independent pension after 30 years in the Victorian Education salt mine. I have a Malaysian friend and she is trying to find me work in Brunei too. The only problem is boredom, so I play rock and roll music most nights in a bar (no pay, just drinks – often tea as well as the usual). (Ashley – Journal 3, 2004)

In Australia, both Jenny and Melanie appear to perceive CLT activities as being specifically part of a CELTA teaching method. Jenny labels aspects of the CLT approach as “CELTA methods of teaching” and then as “CELTA strategies”.

In mathematics and computing, as well as in language, I have tried to incorporate what I understand to be CELTA methods of teaching, namely student-centred teaching; students being involved and communicating with one another; learning through communication; setting a context to orient students to learning tasks; having initial tasks simple so that every student can achieve, followed by extension work and games.

Most of the CELTA strategies that I tried worked quite well because they involved all students, there were frequent changes of activity and variety of pair, group and individual work. (Jenny – Journal 2, 2003)

Melanie, in discussing lessons that worked in her first six months in a TESOL classroom, labels CLT strategies as “elements of the “CELTA methodology” that work in the classroom. There is, however, a silence in her writing about what constitutes the “elements of the methodology”.

The CELTA methodology is important and it does work in the classroom, administered a bit more sparingly than what we were led to believe. Elements of
In an article on Second Language Teacher Education, Richards (2008) argues that there is an increasing demand worldwide for competent English teachers and for more effective approaches to their preparation and professional development. Given that four new CELTA-qualified teachers in this study register confusion about the teaching methodology suggested during their training, it seems an appropriate time to question how effective this training really is. From Thailand, Mia’s statement in her final email journal about how well she had used a CLT approach in her classroom appears to highlight the need for more effective theoretical preparation on CELTA courses.

Unfortunately, I don’t remember much about the Communicative Approach taught on the CELTA course. (Mia – Journal 4, 2005)

To return to the earlier discussion about new teachers’ expectations not matching the reality of teaching, I refer to a second transition story of disillusion. Tina’s story indicates how a new teacher’s lack of concern or low expectations about a teaching job can adversely affect the induction into teaching. As stated earlier, Tina was “not fussed” about the type of teaching job she found after completing her CELTA course, nor was she concerned about the location of the school in China. The result was extreme reality shock and a painful start to her teaching career which, in the following months, eroded her enthusiasm and self-confidence. Tina’s problems are exacerbated by struggling to teach large classes with difficult students. The fact that Tina – like Adrianna – is experiencing problems with younger learners appears to indicate a similar lack of adequate...
preparation during her CELTA training. Tina lacks the knowledge, skills and strategies necessary to be successful in teaching younger learners.

\textit{The younger students aged between 11 and 12 are HELL, and I don’t mind admitting that I have been in tears once or twice. I have also been in contact with my CELTA tutors more than once asking for help.} (Tina – Journal 2, 2004)

Tina’s problems in maintaining discipline in the classroom cause her to revert to a traditional form of teaching as a coping mechanism (Loughran, Brown & Doecke 2001; Veenman 1984).

\textit{These students are a nightmare to discipline, so it’s quiet writing time and worksheets for a lot of our lessons. This is boring for everyone, but my vocal cords need the quiet time.} (Tina – Journal 2, 2004)

Tina’s problem with difficult students is extended into her conversation class. She has expectations that everyone in the class should be participating. The reality, however, is very different and Tina complains about the lack of student involvement in her activities.

\textit{The aim of teaching conversation is for the students to get some oral practice. But it is always the same dozen or so in each class that bother to get involved.} (Tina – Journal 2, 2004)

Tina’s dissatisfaction with the teaching situation spirals into complaints about school facilities and difficulty with communicative activities.

\textit{Classrooms are small and tightly packed and there is no possibility of moving students out of their desks for different activities. So what type of lessons did I give? Bad ones, I think. I tried to give listening lessons based on music. The trouble was that the class was too big and some students couldn’t hear. I felt pretty limited because of the size of the class and the monitoring difficulties, so other than a few group activities, I didn’t really use CLT.} (Tina – Journal 2, 2004)

When Tina’s six-month contract ended, she refused an offer of renewal and went in search of another ELT job in China.
I have stayed in this job for six months. That was all I was contracted for and that's all I intended doing. Was this job a success? No, no, no, no way. I hated it. It's never going to be a success when you're counting down the weeks until you can leave. (Tina – Journal 2, 2004)

Hannah experiences similar discipline problems with her university students in China who prefer to speak Mandarin to each other during her conversation classes.

At the moment I feel a little at war with my Year 3 students because they speak so much Mandarin in class. They are all English majors and they are terribly worried about finding a job. Yet they sit in my class speaking Mandarin and it drives me crazy. I also get conflicting reports about what they want from my classes. Some just want to be entertained by the foreigner. (Hannah – Journal 2, 2002)

She also expresses concern about the university system of passing students who are not up to standard.

If we fail a student, we are required to give them a second exam with the understanding that they will be given a pass. The exception to this rule is that the student can be failed if he or she doesn’t attend the class. That only happens if the teacher chooses to keep attendance records and apply the rule. I do and I have just failed a student on those grounds. (Hannah – Journal 2, 2002)

Although she experiences some problems, Hannah does not appear to have a mismatch between her expectations and her experiences in the classroom. This could be due to the fact that her teaching background offers her a broader understanding of the principles of teaching.

Mia’s induction story in Thailand also focuses on discipline problems with young learners. Student discipline problems are generally more common to teachers in mainstream classes, but may also be experienced by TESOL teachers with qualifications other than CELTA. This problem in the case of new teachers with
CELTA qualifications is compounded because of their lack of experience in dealing with school children or young adolescents during the practicum. Because the practicum is oriented towards teaching adults on CELTA courses, the trainees receive no strategies about coping with children in a classroom.

Mia’s journal entry tells a story of the problems that she has with her “rowdy” students. She does not have adequate pedagogical knowledge or classroom experience to handle younger learners.

The students are all around 10 years old. I have boys’ only classes and girls’ only classes, about 30 kids in each class. The boys’ classes are rowdy, they can’t concentrate and they are lazy. I have to think of doing things in the classroom to keep them interested. Any ideas would be great. I’m slowly settling in, but I’m a bit stressed about what I’m going to do with these kids. Any help would be greatly appreciated, even websites I can go to. (Mia – Journal 3, 2002)

To cope, Mia (like Tina) reverts to using teaching strategies that she observed while a student at primary school. Mia describes how she managed to reduce restlessness among the young boys in the class after they had written a test. She does this by integrating a basketball game into her English grammar class. The children are asked questions to which they are required to give the correct answer.

When this happens, they are allowed to shoot the ball.

I remembered how my teachers at school used to keep us quiet after exams so I just took my class outside with a basketball. I put the boys into two teams, then asked questions regarding things we had learnt in the classroom recently such as “What is your favourite food?”, “What did you do on the weekend?”, “What are you going to do in the holidays?”, “What is your favourite sport?” If they answered correctly they got to shoot the ball and hopefully score a goal for their team. The kids loved it as they are very restless at the moment and it was revision of the language they had learnt. (Mia – Journal 3, 2002)

Two implications arising from Mia’s story are worth highlighting here. One is the fact that she relies on teaching strategies observed during her own days as a
student (Lortie 1975). The other implication is that despite her lack of pedagogical knowledge about teaching children, she has a level of commitment towards her students. She views herself as their teacher and becomes engaged in the process of teaching them grammar in a fun way.

In the same journal entry, Mia signals her intent to provide student-centred activities suggested on her CELTA course. She describes an attempt to implement a running dictation (a student-centred dictation activity that encourages listening, writing and grammar skills) and how she attempted to facilitate learning with a student-centred activity. The gaps in her knowledge about suitable activities for children become apparent in the children’s reactions to her activity.

The girls worked really well together and took turns to dictate and write. Their writing was well-developed. The boys liked the activity, but they basically used it as an excuse to go berserk and run around like crazy animals. It was very hard to calm them down and control them after that. (Mia – Journal 3, 2002)

Mia reflects on the activity as a positive learning opportunity both for herself and for her students. It enables her to make meaning of a basic grammar structure, to prepare her own teaching materials (a written text) and implement the structure into a communicative lesson. Mia’s journal entry is also a means of justifying her reasons for doing this type of lesson; it shows an attempt to teach grammar in a Communicative way. This is surprising, given the fact that she is unable to remember the principles of CLT in her final journal entry.

But, the text was a good introduction to talking about what they were going to do later. They gave answers like: “I am going shopping”, “I am playing on the computer”, “I am playing soccer”. The running dictation text that I wrote helped prepare them for talking about future events. They could see the pattern in the Present Continuous Tense i.e. the verb + ing. (Mia – Journal 3, 2002)
Adjusting to a new environment

Newly qualified CELTA teachers often find their first teaching jobs in foreign countries where they have to adapt to both the culture of the institution and the culture of the country. A study by Ward, Bochner & Furnham (2001) found that sojourners in countries that are culturally different to their country of origin i.e. where the cultural distance is greater, “experience a greater intensity of life changes during cross-cultural transition and, consequently, more acculturative stress” (96).

In this study, five of the new teachers experience varying forms of culture shock during their first six months of teaching in countries other than Australia. Winnie is the first teacher to concede that her symptoms of anxiety and stress are caused by sociocultural adaptation. Winnie’s journal entry after her first six months in the ELT field in Thailand discusses the highs and lows of teaching in a foreign country. Her story alternates between despair and discovery as she reflects on the fact that she is suffering from culture shock.

I am doing OK. I’m teaching for four hours a day. Recently my mentor gave me some notes on acculturation and I have been suffering from culture shock, that’s all. Anger, feelings of insecurity and the loss of the sense of competency are all quite normal. But, I have really achieved an awful lot. I am doing well. (Winnie – Journal 3, 2000)

Her struggle to cope with her new environment is portrayed in her comments about her students. She is irritated by the fact that her students appear to lack motivation, but at the same time she goes through a period of what Tsui (2003) terms self-doubt. Winnie expresses concerns that she might be contributing to their boredom.
The students are all aged around 19 but they seem tired, dozy or bored. I want them to get up and communicate. Have you got any ideas about waking them up? I don’t know whether it is me or them or a combination. I just look at them and I want to go to sleep too. I teach on Saturdays too and these Saturday classes are really tiring for the students. Often they have worked all week and then they come to school for further punishment. I need to set up some games with my classes and motivate the students. (Winnie – Journal 3, 2000)

Winnie’s journal entry reveals her concern about the transitory nature of ELT, particularly in foreign countries. Like Rose’s comment earlier in this chapter, Winnie experiences a lack of solidity in her relationships with her colleagues in this new environment. On one hand, she enjoys the company of her workplace colleagues: “We have good laughs together.” On the other hand, she acknowledges the fleeting nature of collegiality among EFL teachers who are merely sojourners in a strange country.

The only problem is that a lot of the people are just passing through, so friendships with colleagues never seem to become what they were like in Australia – that is quite strong and solid. (Winnie – Journal 3, 2000)

At this early stage of her career, Winnie has realised that her pedagogical knowledge is limited and worries about being accountable. Rather than seeing this lack of knowledge as a constraint, Winnie believes it offers new learning possibilities and outlines the steps she has taken to overcome reality and culture shock.

I still worry about my accountability to my students. I make blunders, but I am constantly learning. I have been on this huge learning curve trying to find a job and accommodation and coping with teaching. I think eventually I will be OK. It has just been all this initial settling in stuff that has sent me batty. I have become a volunteer visitor to prisoners in Thai jails. I now go out and see my prisoner buddy. He is a good listener. So, I have him as a friend. I have two other friends, a lovely Thai lady and a great Thai friend from Melbourne. She rings me up once a week. So, if ever I feel like a good cry – I have 3 good people who will hear me out and not tell me to shut up. (Winnie – Journal 3, 2000)
Both Hannah and Tina experience culture shock during their first six months in China. Hannah talks briefly about a culture clash, but admits that she is not unduly stressed by the culture distance.

"Generally I’m happy, although sometimes the culture clash really hits hard. I feel like yelling sometimes and unhappily, I’m discovering in myself a previously dormant racism in the form of anger with them for just being themselves. But it passes and I do enjoy the classes and find the teaching stimulating." (Hannah – Journal 2, 2002)

Tina, on the other hand, tells a story of isolation and lack of support that increased her culture shock.

"It was all so different and there was so little support. I felt like a stranger and I was very unhappy and I felt very alone. I just hated the job and of course it didn’t help when I was struggling to find my way in the classroom." (Tina – Interview 2006)

The stories of Winnie, Tina and Hannah are not surprising when interpreted within the literature on cultural distance and culture shock (Ward, Bochner & Furnham 2001). However, the stories of the new teachers in this study show that feelings akin to culture shock can also occur during a transition stage in almost any new employment site regardless of cultural distance. From England, Rose and Debs share their stories of homesickness in an English-speaking environment.

Debs first speaks of being homesick shortly after starting her first summer school job and again during her second teaching job a few months later. She reflects on whether she would have coped with a teaching job in a foreign country with the skills acquired on her CELTA course.

"There was a lot of stress involved in starting a teaching job after completing the CELTA course and I came to a place I was familiar with. Had I gone to some strange new country, I think the stress would have been doubled. I don’t think you are ever prepared for how tough it’s going to be away from familiar surroundings. Also there’s a big difference between teaching 10 students in
summer school compared to 50 in schools in Asia. I’m not so sure that I would have coped well had I gone straight to an unfamiliar country. So I’ve probably had it easier than other CELTA-trained teachers, but I still get homesick for Australia. (Debs – Journal 2, 2002)

Harriet succumbs to feelings of vulnerability when her social recognition is threatened (Kelchtermans and Ballet 2002) during the first six months of teaching in Italy. In her email journal she mentions that she found teaching difficult in the beginning because of lack of institutional support and the lack of a long-term teaching job.

*I don’t think I had bouts of depression initially, but I did think that teaching might not be for me. This was because I was very much on my own in the beginning and didn’t have anyone I could turn to for help. Worrying about looking stupid in front of other teachers was very inhibiting. The teachers at one school certainly let me know that they had experience and I didn’t. The most upsetting thing was not finding the camaraderie that I expected to find. Luckily, I didn’t stay long at that school and found a job for a short while at a second language school which was much better. It is difficult not being able to teach at one place for very long because you can’t get used to the students and the system.*


Homesickness is also a key theme in Rose’s story. Despite her perceived success in teaching summer school and on being able to spend time with her family, she misses “her friends, the Australian bush and the kookaburras”. This feeling persists until her final journal entry.

*I’m finding it difficult to settle here and I’m still missing Oz. I’ll probably return in a few months’ time. I’m missing the wide open spaces. However I know that this teaching experience is very valuable.*

(Rose – Journal 3, 2002)

In this section, the transition stories of 11 new CELTA-qualified teachers have been examined to get a clearer understanding of the constraints they face in the TESOL labour market during the first six months of teaching. The stories also speak of the possibilities that present themselves to these ELT teachers with largely skills-based training. In the next section, I examine the teachers’ final
email journals to explore how successful they perceive their transition into teaching to be. The stories cover, where possible, the teaching period of the final six months of their first year in teaching. I concentrate on two areas, the teachers’ perceived development as English Language teachers and, secondly, their reflections on whether their CELTA training adequately prepared them for their transition into ELT.

Knowing how to be professional

*I have settled down and I feel as if I’m no longer Winnie the Australian who is trying to teach in Thailand, but rather Winnie the professional who now teaches English in Thailand.* (Winnie – Journal 4, 2000)

How do the professional understandings and teaching practices of new CELTA-trained teachers develop and change as they gain classroom experience? The quote from Winnie’s journal entry at the end of her first year of teaching English at a private language school in Thailand speaks not only of her personal growth, but of her development as a teacher. But what changes have occurred over a six-month period that enabled Winnie to view her transition into teaching in this positive manner? An examination of these changes as perceived by Winnie and the other new teachers in this study will produce evidence of a growing awareness of their multiple teacher identities (Varghese, Morgan, Johnston and Johnson 2005) and an awareness of themselves “as knowing people rather than as receivers of knowing” (Clandinin, Davies Hogan, Kennard 1993: 156).

Developing Professionalism in Thailand
Winnie’s sense of herself as a knowing person occurs after a “crisis” about 10 months into her employment as a teacher. Her story tells of how health problems, an impending divorce, self-doubts about her teaching style, concerns about low wages and the heat of Bangkok built up to both a crisis and a resolution.

I hadn’t realised just how stressful the past nine months had been trying to establish myself in a new country and a new career. I had to learn so many new things in teaching. On a bus one morning, some incident upset me and I lost it and went troppo. I threw a tantrum and later felt like a bloody idiot. Then I realised that it had taken me a long time to get used to this lifestyle, but I had always wanted to come to Thailand. This was my dream and I had to live it to the full.

This line of thinking made a difference because suddenly things starting falling into place. At school I found that I was actually enjoying my teaching. I was slowly losing my fear of grammar. When my students don’t understand, I just try to relax now and go through the language structure or the function very slowly until we all understand the meaning and the use of the language. It sounds crazy, but it works. (Winnie – Journal 3, 2001)

Winnie’s breakthrough also occurs because she finds that she has enough confidence in her own teaching ability to try new teaching strategies. She no longer attempts to blindly follow the stages and steps of her lessons that were suggested during her CELTA training. Instead, she adapts her lessons and becomes more innovative with her teaching style.

My teaching is no longer RSA stuff with exact stages of the lesson and all the modelling and drilling of words and sentences. I practise a bit of the old with a lot of the new Winnie stuff thrown in. I was observed a few weeks ago and my supervisor said that I have flawless boardwork and I involve all the students. So I figure that I’m not the best teacher in the world, but I’m not the worst either.

I am now just slowing down. I take it easy. The grand lesson plans from my RSA days have gone out the window. I present my language lessons in a cheerful, happy environment where the students are encouraged to talk. I still have a lot to learn and I want to do some more studying, but at least I’m getting there. (Winnie – Journal 3, 2001)
Mia’s email journal after almost a year’s teaching tells of an improvement in her classroom management strategies with her young learners and attempts to be innovative. She describes a teaching activity but, as yet, she still clings to teaching ideas from her CELTA training and there are silences in her story about the acquisition of new pedagogical teacher knowledge.

_I’ve grown really attached to all my students and at the moment most of them are doing me proud when I test them. Something is sinking in and I can manage them now. Last week, I gave them a song and after giving them a “fill in the blanks” sheet and going through some vocab like we were taught on the CELTA course, we sang the song together. They were so into it. It was heaps of fun for me too, using my water bottle as a fake microphone. It really is a good way to keep the students quiet and get them to listen. It works a treat._ (Mia – Journal 3, 2002)

Mia’s teaching story again focuses on social possibilities as she is still “having a grand old time, meeting some great people, making great friends and having lots of fun”. As yet, there is in her story no clear evidence of a commitment to teaching. This lack of commitment is evident in her discussion about what to do for the next semester. Mia has to make a decision about remaining in Thailand or moving to another country and foremost in her plans are holiday and travel plans.

_I’m toying with the possibility of staying another five months then I’d have two months’ holiday to go off and do some travelling. I’ll either come back here or head off to Spain or France and try my luck there._ (Mia – Journal 3, 2002)

Adrianna’s final journal entry describes several challenges as she is teaching different types of courses. The theme of financial exploitation evident in her previous email entry also runs through this story. She once again describes the emphasis her school places on making money and its detrimental effect on the teachers.

_The school’s emphasis is on making money, so there’s rarely time for much preparation. The classes contain too many students, all levels, every challenge you can imagine. I guess I’m getting a wide range of experience. I have adapted_
more to the local conditions and requirements i.e. the employers require or desire qualifications such as CELTA, but then demand that at all times the “customers” are kept happy. Most students or “customers” arrive late; come and go as they please; talk (especially on mobile phones) throughout the class and only take a slight interest if it seems a “game” is to be played (anything else is considered too “serious”). Making money appears to be the only consideration at this language school. (Adrianna – Journal 3, 2005)

In this type of institutional context, Adrianna’s micro-political action (Kelchtermans and Ballet 2002) is to safeguard her job and protect her self-interests. Adrianna chooses a safe option that entails teaching in a manner required by the school, rather than challenging the status quo.

As a matter of survival and for the sake of my sanity, I have been putting more effort into keeping students happy and entertained and less into worrying about the learning outcomes. This is what both students and management seem to want. Given these conditions, if I see a breakthrough with even one student, I consider my lessons successful. So I would say, on the whole, I have had reasonable success even if I don’t agree with the system. (Adrianna – Journal 3, 2005)

The central focus of Adrianna’s teaching career has been to apply the practical skills from her CELTA training course to all her classes in Thailand. This blinkered view without an understanding of the theoretical principles leads her to reflect on whether this teaching method causes difficulty elsewhere. In this sense, her story becomes one of growth because she has started to question the inadequacies of her TESOL training and she realises the need for further study.

If you have any real concern with teaching outcomes, Thailand is an extremely challenging place to practise. I would be interested in discovering whether there is as much difficulty applying the CELTA method in other cultures. If I was to continue teaching, especially in Thailand, I think I would consider undertaking further study in teacher training including a study on how to motivate people in this culture. (Adrianna – Journal 3, 2005)

Because of the numerous difficulties encountered by Adrianna, I asked her to comment further on whether CELTA had assisted her teaching career. In essence, her story is a critique of the “one package fits all” concept which makes the
transition of new teachers more difficult when they attempt to apply the same
teaching strategies to different kinds of learners.

The CELTA course has helped by assisting me to gain employment and giving me
a general framework for teaching. It hasn’t helped much with the problems of
teaching in a culture that has such a “unique” approach to education. A
shortcoming of this course is its focus on a method of delivery that is difficult to
apply everywhere. In a country where rote learning, cheating, corruption and the
buying of certificates is the usual practice, it becomes difficult to apply the
CELTA method which relies on logical steps such as providing controlled
practice in a language lesson and then freer practice with a focus on student
participation.

Other problems include predicting and getting students to use their imagination.
Students often are puzzled by the request to predict – they don’t know what it’s
about, so how can they tell you? They don’t want to guess because they might be
wrong. Thais always like to leave their options open and never commit
themselves. Asking students to “make up” sentences/use their imagination can be
difficult. If there is nothing that they like or don’t like, they can’t create a
sentence which says “I like … or I don’t like …” Classroom management is
another area of difficulty in the real classroom compared to on a CELTA course.
For example, in this school the furniture is so heavy it is impossible to move
desks. Some rooms have no desks or tables. It is impossible to do group or pair
work in these circumstances and pair or group work is also a strange concept for
many students. These issues should be addressed during CELTA training.
(Adrianna – Journal 3, 2005)

Ashley’s final email journal was posted from Brunei where he was working in a
private language school. He once again appears to have settled into teaching in
this new environment quite easily.

I am teaching general English and conversation to adults. The students I teach
range from pre intermediate to advanced intermediate level and there is a wide
range of nationalities. That makes it easier as the only language they have in
common was English. On the other hand, classes with only Malay speakers have
to be prodded to keep speaking in English (that is also a problem in Thailand).

I have had little trouble settling into this position. I might stay in Brunei for a
while longer and then return to Thailand. CELTA is a good key for opening
doors in the TESOL field. With my degree, experience and CELTA training, I
tend to be one of the highly qualified people. The help from the CELTA
course has been in giving me (a former mathematics and science teacher) the
confidence to wade in and help adults with all aspects of their English. (Ashley –
Journal 3, 2004)
In reflecting on his teaching achievements in Thailand and Brunei over the past 12 months, Ashley mentioned some of the changes to his teaching. These changes are brought about because of his extensive teacher knowledge which is integrated into his classroom practice (Tsui 2003).

*When I teach grammar, I often use a timeline to explain tenses in much the same way that we were shown on the course. I try to keep teacher talk to a minimum and get the students speaking to each other while trying to be a rather large fly on the wall. I only correct the students when appropriate (again as outlined in the course). And of course I draw on my own knowledge of what happens in the classroom. Thirty years of teaching experience helps with the transfer of strategies so I think I started to feel like a TESOL teacher right from the start.* (Ashley – Journal 3, 2004)

**Meeting the professional challenge in China**

Tina’s painful beginning at a private language school in China pointed to a story which would end in failure. However, Tina’s determination to become an English Language Teacher resulted in her looking for another teaching job immediately after her contract with her first school ended. With some recruitment experience, she now took the time to first investigate some reputable language schools in a part of China that she was interested in. She also did some background research on the location of these schools. She chose an international company with schools in other countries so that on leaving China, she would be in a better position to find teaching employment with the same company. Her application was successful and Tina found herself in a teaching job which offered good employment opportunities. Her story of constraints and disillusionment changed into one of possibilities and hope.

*This teaching job has been immeasurably more successful than the last one. It’s a great school with good resources, small classes and an active staff.* (Tina – Journal 3, 2004)
Tina sees the expansion of the school and its role as a business in a positive light because of the opportunities for teachers to gain professional development.

> It’s a good business and it’s expanding rapidly. There is a great deal of communication between Sales staff and Academic. In addition to this, the school offers teachers the chance to develop professionally within the school. There is also a good employment package which includes flights, a visa, and accommodation. (Tina – Journal 3, 2004)

In the second half of her transition into teaching, Tina was again teaching younger learners and loving it. In fact she was so enamoured of the new job that she enrolled in an online Diploma of TESOL course.

> A year on and I have to say that my current job has shown me that I’m capable of teaching both younger learners and teenagers. I’ve found the teaching of teenagers to be less rewarding and I LOVE teaching young children. Once I have completed my Diploma in TESOL, I might opt to teach young children. (Tina – Journal 3, 2004)

Entry into further TESOL education gives Tina an opportunity to discuss teaching matters as a member of a professional community. With new knowledge comes a fresh insight into the skills she learnt during her CELTA course.

> I try to adopt a communicative approach in the classroom, which I would definitely attribute to the CELTA course. I try to give my students the opportunity to practise “real” English in authentic situations. In classroom management, I learnt valuable techniques for setting up group work, and arranging the desks and activities to increase the need for communication (e.g. students sitting in two lines, facing each other). Regarding classroom tasks and activities, CELTA helped with my meta-language and building up to tasks through the Present, Practice, Produce (PPP) method. In CELTA we practiced our teaching through skills or language-based lessons, which don’t really fit with the kind of teaching now. However, I still apply some of these techniques when setting up skills tasks. I’m far more aware of timing my lessons at a more relaxed pace now. Also because of my current job, I’ve found out that I LOVE teaching young children. (Tina – Journal 3, 2004)

An acceptance of the dominant values of the host culture to prevent potential conflict (Kelchtermans and Ballet 2002) is the theme that is evident in Sarah’s
story at the end of her first year in teaching in China. In the same way that Adrianna bowed to institutional pressure in Thailand, Sarah admits to partly changing her way of teaching.

*I partly bowed to the Chinese way of doing things and have devised teaching strategies that pleases the people in charge and the students and at the same time satisfies me. I guess because it takes about a year at least just to get one’s bearings and learn how things are done and what locals are probably thinking. I’m beginning to understand more about the system now, but it feels as if it has taken a long time.* (Sarah – Journal 4, 2004)

Sarah’s experience as a former teacher has enabled her to use her pedagogical knowledge as well as her newly learnt skills from her CELTA training to adapt and manage her lessons.

*Every few lessons I would bring along a dialogue I had written using vocabulary and expressions from the last few lessons, with some new street expressions and “youth” language included (e.g. “wow”; “dude”; “totally sick”). I would use some of the steps suggested on the CELTA course such as pre-teaching the new language and then modelling and drilling the dialogue and repeating the newer material.*

*In groups they would then practice and then each group would perform for the dialogue for the class. They loved this and I frequently heard them using the language outside class. It also assisted in helping them to understand western TV and films. It has taken some time for the students to trust my methods. At first they were often upset if they did not leave the room with a page full of dictated instructions. I sometimes do dictation partly for comprehension and partly to reassure them I am a “real” teacher.*

*In the beginning they were text-book orientated and unwilling to speak. That appears to be changing because they are getting used to my teaching methods. I think that as much as they feel secure with old Chinese teaching methods, they ADORE something different. Sometimes I still felt a terrible failure – occasionally a student will approach and criticise my methods, and sometimes I still make an error in class. I have realised that I can never please all the students, and despite knowing that is impossible to please everyone, it still causes me grief.* (Sarah – Journal 4, 2004)

**Struggling into professionalism in Italy**

Harriet’s teaching career had some stops and starts during the second half of her induction with short periods teaching adults and children. In her final email
journal entry, she reminisces about her first year in teaching. She criticises the business side of ELT, the lack of professional support and the lack of employment stability. The silences in her story about her teaching method, her knowledge of the principles behind her teaching provide no evidence of how successfully she has used her skills-based training in the classroom. Her vulnerability and her emphasis on getting professional support suggest that the skills obtained during her CELTA training were inadequate.

I’m quite sure that if I didn’t do the CELTA course before coming here I would be struggling even more to teach. The schools I have worked for (apart from the kids’ school) give very little professional support. They expect you to know what you’re doing and often, I notice that the teachers teach directly from a book. I think I’ve been quite fortunate recently because I was able to meet some really passionate teachers who have been teaching in Italy for over 15 years. They like to help people and they were able to give me some good solid advice. This type of assistance is not so common in the Italian system. I recognise that the schools are running a business, but they also miss out on good teachers by not investing in them. I’m still not the type of teacher I would like to be. I feel I’ve got a long, long way to go. (Harriet – Journal 3, 2005)

Moving into a professional community in England

The development of a professional identity is recognised by both Rose and Debs as a means of experiencing professional success. In her final email, Rose tells a story of a need for continuing her education in TESOL in order to fill the gaps that she finds in her teaching.

Things are still going well. I have been given another class to teach so in total I have three classes a day. I am finding it difficult to work from the text books they all seem to be “bitty” and very different to the way we were taught to use materials and teach on the CELTA course. It is difficult to separate the language lessons and the skills lessons. Preparation is still taking me a long tome. Is this normal or am I a perfectionist?

I have so many questions about why I am teaching in a certain way. I need some more information about teaching methods and how to do certain activities. So I’m trying to find out more about a further teacher training course like the
Diploma of English language Teaching to Adults (DELTA) or a Graduate Certificate in TESOL. I’ll probably return to Australia in the next few months and continue with my teaching career. (Rose – Journal 3, 2002)

The final email journal from Debs was written after a period of about seven months in England, shortly before returning to Australia. In total, Debs had worked in three different language schools for short periods. Family commitments and problems with her own health resulted in her losing work. However, from her short-term employment in different language schools she felt she was starting to adapt her lessons for the different students rather than offering each class the same materials. In this respect, I argue that she made some development as an initial English Language Teacher still in the beginning stages of transition.

I have really started to get into teaching English and finding out what feels right for the different students. I’m even doing some work on the pronunciation plus into nation and rhythm and the students are loving it. In a masochistic sort of way, I have enjoyed the teaching experience over these past few months. I’m sorry to leave all the teachers at my present job, but not sorry to move onto other things. I have learnt a lot and have a huge amount of confidence now. I feel that even with no resources, I could “wing it” through a few lessons. (Debs – Journal 3, 2003)

**Joining the professional community in Australia**

The final stories of Jenny and Melanie tell of their development as new credentialled in-service teachers in Melbourne’s TAFE system. As both teachers had teacher education qualifications, other than CELTA, they viewed teaching as a long-term career. Their final emails speak of a broader understanding of the principles of teaching and its effects on their teaching instruction.

Jenny’s story about teaching ESL literacy classes speaks confidently of her teaching procedure and how she has changed it since completing her CELTA course. She expresses confidence in her ability to teach and she discusses the
learning styles of the different students. In this study I argue that this knowledge comes from both teaching practice and teaching knowledge. This extensive teaching knowledge that she is familiar with would not have been possible had she not completed an M Ed course at university.

*I do feel more confident now, primarily because I am now familiar with the administrative procedures, the standard of behaviour expected of the students and the protocol for intervention etc. I have also completed the assessment units of the Certificate IV in Workplace Training and Assessment. I feel that I am at this stage more informed about the philosophy behind my teaching and assessment and I have a better knowledge of what criteria underpin my practice. I am more confident in what I’m doing in the classroom and more confident in developing my own teaching material. I’m able to differentiate between the skills needed for teaching ESL literacy students and general ESL students.\)':

*During my Masters at uni, we did not cover many practical aspects of teaching. The course dealt with the theory behind literacy teaching. This was essential as I was at the time preoccupied with what English teachers were aiming to achieve in their teaching. CELTA was helpful because it actually taught me the practical skills of applying what I learnt during my study of literacy. It also helped with classroom practice and management. So I feel I have had quite a holistic teacher education and am now able to think of myself as a professional.* (Jenny – Journal 3, 2002)

Melanie’s story follows a similar theme of confidence and professionalism.

*My classes are going well, I have settled into the teaching profession really well. I think CELTA whetted my appetite for further study. I recently completed my Graduate Certificate in TESOL and I believe that I now have the theory to help me understand what it means to be a competent ESL teacher. CELTA was a great practical component, but you need some in-depth knowledge. So I have used the ideas from my CELTA course for every day teaching activities. But I have adapted my lessons for my different classes. I feel as if I’ve come a long way since completing CELTA and starting teaching, but it has been worth the hard work. I’m enjoying my new career.* (Melanie – Journal 3, 2002)

This chapter has examined the stories of 11 new CELTA-qualified teachers in their first year of teaching. The transition stories speak of the constraints and possibilities of entering the TESOL profession in different countries and different education institutes. While there are similarities between the stories, each one
speaks of a unique experience of how well each teacher views his or her transition in the first year in a TESOL environment. In the next chapter, I discuss the findings of this study.
Dear John

This is the final chapter of my CELTA story. It’s been an exhilarating, enlightening and often exhausting journey, but one that would never have materialised without your company. I have to admit that I always find myself feeling rather inept at farewells. A part of me wants to say good-bye as fast as possible so that I can exit without any fuss. The other part of me likes to linger, to hold onto a specific moment for as long as I can. Perhaps that’s why our journey together has taken so much longer than anticipated.

Do you remember your farewell party at International House, London – your language school where you first introduced the forerunner of today’s CELTA course? In your autobiography, you briefly described the event so I’ve had to fill in the details. I imagine you listening to the accolades, giving your final speech where you mentioned all your achievements and then thanking your colleagues and friends for their camaraderie. Then you looked around at the familiar landscape for the last time and, as you mentioned in your story, clinked glasses with someone and walked away. Your life after CELTA, in fact your life after International House, had begun.

Well John, the time has finally come for me to start another life after my CELTA research. But as I take leave of all who have shared their teaching lives with me, I intend, metaphorically speaking, to follow in your farewell footsteps. I am - in this chapter - going to look back one last time and reflect on the accomplishments of this journey. And then it will be time to close this thesis, my small contribution to the ongoing CELTA story.

In my transition into research, I have, among other things, learnt so much about CELTA lore and more importantly about the teaching lives of the CELTA protégé. Before you left International House, you spoke about the changes that had occurred in EFL teaching since the 1960s. From being a temporary job, it was becoming a career, you said. In the global world of 2011, teaching EFL is a career, but one that is still
marked by transience and ongoing change. And the CELTA story is continuing to change. It has finally caught up with technological change and this year the first online CELTA courses are being offered. But that is a story for another day.

Before the final brief chapter of this thesis, I would like to thank you, John, for your company over so many years. I have, in all sincerity, felt privileged to have shared this research journey with you.

Thank you once again

Bessie
CHAPTER NINE: A Final Story

This concluding chapter summarises the findings of this thesis by addressing the main aim and the four research questions from Chapter One which framed this study. It then explains how this study contributes to the wider field of TESOL teaching. The limitations of the study are discussed and finally some suggestions for future research about CELTA are offered.

The aim of this thesis was find out how successfully CELTA graduates from one Melbourne education institution transition into the TESOL profession. This was achieved through a singular bounded case study which focused on the stories of new CELTA-qualified teachers who were in their first year of teaching. The CELTA phenomenon was further investigated through historical texts that commented on the political and economic discourses prevailing in Britain and Australia after World War II. These texts, discussed in Chapters Two and Three, were shown to be fundamental in encouraging the establishment of this skills-based teacher training course. This study also revealed stories from CELTA ‘founder tutors’ which further substantiated the colonising discourse clams evident in the historical texts.

I will now address the four questions (one overarching question and three sub-questions) that shaped this study. I begin by addressing the sub-questions first. The sub-question that served as a foundation for this the study was: What is the justification for the import of a short-term skills-based training course such as CELTA in Australia? This question was addressed in Chapters Two and Three.
In Chapter Two, this study revealed that the dominant ELT colonisation discourses transferred from Britain into Australia encouraged Australian academics and education administrators to place greater value on the British approach to ELT rather than on the development of local teaching methods, materials and ideas. Such discourses encouraged the import of British education products such as the CELTA course into Australia. This finding is further supported in the tales from the founder tutors in Chapter Three. Of particular relevance in Chapter Three is a statement by founder tutor McNamara who posited that TAFE authorities were willing to allow him to introduce and market the first CELTA course in Melbourne because they were “seduced” by its link to Britain and the Royal Society of Arts. The Royal Society of Arts was administering the course in the 1980s. The value placed on CELTA as a British education production by Australian academics both encouraged and justified the import of this short-term course into this country.

Secondly, in Chapter Two, this research shows the Australian Government Policy (the Colombo Plan) in the 1970s indirectly played a role in the import of the CELTA course into this country. Government policy ensured that large numbers of South-East Asian refugees were allowed into Australia. Their difficulties in learning English through the use of a traditional teaching method of the time (Situational English) encouraged the introduction of a ‘practical’ teaching method that had achieved success in the International House language school in London. The short-term British Preparatory Certificate which focused on the acquisition of teaching skills rather than theory was seen by academics and ELT managers as being a ‘fast’ solution in training teachers to help both the refugees and Asian
students learn English. The justification for the CELTA course in Australia was made possible by the need for a teaching qualification that could train teachers quickly and provide them with better teaching skills.

Thirdly, this study found that ELICOS market in Australia played a large role in promoting CELTA training for teachers in the 1980s and in providing justification for the import of this CELTA course. Chapter Three indicated that the large numbers of ELICOS students who were allowed to study in Australia brought about the establishment of private language centres. These centres required teachers to be trained quickly so that they could teach in these centres. The ELICOS boom and the need to train teachers quickly resulted in fresh employment opportunities for CELTA tutors who had returned to Australia from England. The evidence for this argument is also supported through the story of Collins, the founder tutor who introduced the first CELTA course into Sydney. In Chapter Three, she justifies the setting up of CELTA training centres because of the booming ELICOS industry.

In summary, three factors justified the import of a short-term skills-based training course such as CELTA in Australia, namely the value placed on British educational products by Australian academics; the need for a skills-based teacher training course to enable teachers to effectively teach refugees and overseas students; and a short-term course that provided adequate training to English Language teachers for the increasing number of ELICOS centres.
Having established that the ELT market in Australia required a short-term practical course and that CELTA at the time was a response to the requirements of that market, I turned my focus in this study to the product of the CELTA program – the newly trained teachers. New teachers often face a traumatic transition from their training course into their first teaching job and the second sub-question that required an answer in this study was: What are the particular constraints and possibilities for the new CELTA-qualified teachers? This question was partly addressed in each of the following three chapters in this study, namely Chapters Six, Seven and Eight.

I will address the constraints placed on CELTA teachers first. From the stories of the CELTA graduates in Chapters Six, Seven and Eight, this study revealed contextual, organisational and personal constraints affecting a successful transition into ELT. Firstly, in both Chapter Six (open-ended question) and Chapter Seven, the stories of the some of the respondents commented on two important concepts that adversely affected a CELTA graduate’s successful recruitment into the TESOL workforce. These are the teaching context (diversity of context) e.g. teaching children and the teacher’s concerns about an unfamiliar context (anxiety from context) e.g. classroom management in overseas countries. An examination of the graduates’ stories in Chapter Seven identified employment programs for younger learners as causing the greatest anxiety among the new teachers. For some teachers in this study, skills-based training offered on CELTA courses was appropriate for teaching adults, but was found to be inadequate for teaching children (younger learners). Teachers in this study identified this
constraint as producing the highest level of anxiety during the first three months of teaching.

A further constraint identified in Chapter Seven as having an adverse effect on a successful transition process for new CELTA-qualified teachers was a lack of job security, specifically in overseas countries. This problem of a transient workforce (Neilsen 2006) was highlighted in the story by Ashley who lost his job a few months after starting work in Thailand and Debs who lost her job in England. In China, Tina’s ability to move to a second job with a six-month period indicated the need for mobility in teachers and in Italy, the number of jobs accepted by Harriet indicate such transience as being a constraint. The reasons for this are due to the teachers being unable to settle into one job, get to know their students and / or improve their teaching ability.

This study also revealed that most of the new teachers negotiate their way through the ‘survival’ stage in the classroom by imitating and / or adapting the skills learnt on the CELTA course. However, the longer they remained in teaching, the more they became aware of the gap in their teaching knowledge. This lack of teaching knowledge is revealed in the stories of the new teachers in Chapter Eight and is considered to constrain them from making progress in the classroom.

Initial culture shock when teaching in a foreign country is seen by this study as having a substantial effect on the transition into the TESOL workforce and being a major constraint for the new CELTA-qualified teacher. In Chapter Six, two respondents commented in the open-ended question that their respective CELTA
courses had not prepared them for teaching in a different culture. In Chapter Seven, Winnie and Ashley find that a “non transparent” (Davidson 2006: 26) job description is a constraint in the transition into ELT that does not conform to western standards. In this study, five of the new teachers experience varying forms of culture shock during their first six months of teaching in countries other than Australia.

A final constraint on the transition of new CELTA-qualified teachers that is revealed in Chapter Eight of this study is the mismatch between the expectations of a new teacher and their actual experiences. When teachers have expectations that are too high because they were previously employed in reasonable jobs (Adrianna’s story) or when they have no expectations and accept the first job offered (Tina’s story), the teaching experience can be traumatic.

I’ve elaborated on some of the constraints that can affect the transition process for CELTA graduates. But, teaching English can have distinct possibilities for CELTA graduates during their first year in the TESOL workforce. The most important possibility for new CELTA trained teachers, according to this study, is that the new teachers (See Survey Question D4) in Chapters Six and stories in Chapter Seven begin their teaching lives with a great deal of confidence in their ability to teach. This positive factor contradicts other findings in transition literature and can be attributed to the skills-based training offered on CELTA courses (See open-ended survey question in Chapter Six). Other confidence factors that serve as a possibility in the new teachers’ transition process include collegiality as indicated by Ashley, Winnie, Rose and, Debs in Chapter Seven.
As mentioned in the first chapter of this thesis, CELTA is a well-known course in language centres around the world. CELTA graduates do have many employment opportunities at language centres around the world. The ease with which the new teachers in both the survey and the case found employment shows that there are several employment possibilities for these graduates at the start of their teaching careers.

After exploring the constraints and possibilities that new teachers face, this study examined a third sub-question namely: How do these teachers experience their transition in their first year in a TESOL environment?

This study found that the participants began the transition feeling confident and euphoric. As culture shock and classroom shock set in they began to experience personal and pedagogical problems. The teachers tended to concentrate solely on their own personal problems in the classroom for several months before adjusting to the needs of the students. This obsession with self is indicated in Chapter Seven through the stories of Adrianna.

Some of the teachers reverted to using teaching models from their own school days in cases when were unable to adapt the Communicative Language Teaching approach in their classrooms. This lack of pedagogical knowledge that might have prevented this phenomenon was regarded by this study as one of the shortcomings of the CELTA course.
The above findings contributed to the answer to the overall research question: What is the relationship between skills-based training and successful transition into the teaching profession?

This study found that skills-based training increases the confidence level in new teachers at the start of their careers. New teachers in both the quantitative and qualitative data display a high level of confidence in the first few months of teaching. These new teachers were able to negotiate the transition from the training room into the workplace. But, a lack of pedagogical knowledge and pedagogical content knowledge results in anxiety for the new teachers when they accept employment in diverse teaching situations. This anxiety stems from a lack of preparation during their teacher training course. The graduates are inadequately prepared for diverse teaching contexts such as teaching children. This study has shown that when placed in these situations, new teachers become anxious and experience “anxiety from context” which can result in their wanting to leave teaching. In considering how new teachers with largely skill-based training were able to transition into the TESOL workforce, this study conceded that Life after CELTA is for many graduates, a precarious transition into ELT.

A limitation of this study involved the sole use email journals for obtaining the data, rather than being able to see the teachers in their classroom situations. Understandably, this would be a difficult undertaking given the fact that the teachers are involved in diverse teaching situations all over the world. However, this might be a consideration for further research.
Overall, this case study has provided a substantial contribution to TESOL research. It is a starting point for further research stories about the requirements of the CELTA course and entry into the teaching profession.

This thesis has examined the new CELTA-qualified teachers’ perceptions of the personal, contextual and organisational influences that affect the transition process. This study will provide a greater understanding of the graduates’ teaching lives after CELTA. My analysis of the teachers’ stories demonstrates that transition is indeed a precarious journey for most new CELTA-qualified teachers, particularly those who have no other teaching knowledge other than the skills-based training that they received on their CELTA course.
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Appendices

Appendix 1: University of Cambridge ESOL Examinations - CELTA SYLLABUS OVERVIEW (Third Edition)

Topic 1 – Learners and teachers, and the teaching and learning context

1.1 Cultural, linguistic and educational backgrounds
1.2 Motivations for learning English as an adult
1.3 Learning and teaching styles
1.4 Context for learning and teaching English
1.5 Varieties of English
1.6 Multilingualism and the role of first languages

Topic 2 – Language analysis and awareness

2.1 Basic concepts and terminology used in ELT for describing form and meaning in language and language use
2.2 Grammar – grammatical frameworks: rules and conventions relating to words, sentences, paragraphs and texts
2.3 Lexis: Word formation, meaning and use in context
2.4 Phonology: The formation and description of English phonemes; features of connected speech
2.5 The practical significance of similarities and differences between languages
2.6 Reference materials for language awareness
2.7 Key strategies and approaches for developing learners’ language knowledge

Topic 3 – Language skills: reading, listening, speaking and writing

3.1 Reading
3.1.1 Basic concepts and terminology used for describing reading skills
3.1.2 Purposes of reading
3.1.3 Decoding meaning
3.1.4 Potential barriers to reading
3.2 Listening
3.2.1 Basic concepts and terminology used for describing listening skills
3.2.2 Purposes of listening
3.2.3 Features of listening texts
3.2.4 Potential barriers to listening
3.3 Speaking
3.3.1 Basic concepts and terminology used for describing speaking skills
3.3.2 Features of spoken English
3.3.3 Language functions
3.3.4 Paralinguistic features
3.3.5 Phonemic systems
3.4 Writing
3.4.1 Basic concepts and terminology used for describing writing skills
3.4.2 Subskills and features of written texts
3.4.3 Stages of teaching writing
3.4.4 Beginner literacy
3.4.5 English spelling and punctuation
3.5 Key strategies and approaches for developing learners’ receptive and productive skills

**Topic 4 – Planning and resources for different teaching contexts**

4.1 Principles of planning for effective teaching of adult learners of English
4.2 Lesson planning for effective teaching of adult learners of English
4.3 Evaluation of lesson planning
4.4 The selection, adaptation and evaluation of materials and resources in planning (including computer and other technology based resources)
4.5 Knowledge of commercially produced resources and non-published materials and classroom resources for teaching English to adults

**Topic 5 – Developing teaching skills and professionalism**

5.1 The effective organisation of the classroom
5.2 Classroom presence and control
5.3 Teacher and learner language
5.4 The use of teaching materials and resources
5.5 Practical skills for teaching at a range of levels
5.6 The monitoring and evaluation of adult learners
5.7 Evaluation of the teaching/learning process
5.8 Professional development: responsibilities
5.9 Professional development: support systems

Appendix 2: CELTA questionnaire

(The name of the Education Institute and / or addresses, telephone numbers or email addresses that may identify the institute have been deleted from this survey)
### PART B
#### About Your Qualifications

1. What was your highest level of education completed before enrolling in the CELTA course?

<table>
<thead>
<tr>
<th>Option</th>
<th>Y</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 11 or equivalent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 12 or equivalent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A trade certificate or apprenticeship</td>
<td></td>
<td></td>
</tr>
<tr>
<td>An undergraduate certificate / diploma</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If yes please state name of certificate or diploma</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Option</th>
<th>Y</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>A university degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A postgraduate degree / diploma</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If yes please state name of degree or diploma</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Option</th>
<th>Y</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If yes please state name of qualification</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Did you have a formal teaching qualification eg. Diploma of Education before enrolling in the CELTA course?

<table>
<thead>
<tr>
<th>Option</th>
<th>Y</th>
<th>N</th>
</tr>
</thead>
</table>

| Name of Qualification                       |   |   |

| Name of Institute where qualification was obtained |   |   |

3. What kind of studies have you undertaken since completing your CELTA course?

<table>
<thead>
<tr>
<th>Option</th>
<th>Y</th>
<th>N</th>
</tr>
</thead>
</table>

| None                                        |   |   |
| A hobby course                             |   |   |
| A Secondary School Certificate             |   |   |
| An undergraduate certificate or diploma    |   |   |
| If yes please state name of qualification  |   |   |
| and name of institute                      |   |   |

| A university degree                         |   |   |
| If yes please state name of qualification  |   |   |

### PART C
#### About Your Employment

1. What was your employment category at the time of completing your CELTA course?

<table>
<thead>
<tr>
<th>Option</th>
<th>Y</th>
<th>N</th>
</tr>
</thead>
</table>

| Full-time student                           |   |   |
| Unemployed                                  |   |   |
| Employed in a non-teaching sector           |   |   |
| If yes please state nature of employment   |   |   |
| eg. primary school teacher                  |   |   |

| Employed in the teaching sector             |   |   |
| If yes please state nature of employment   |   |   |
| eg. primary school teacher                  |   |   |
2. After completing your CELTA training, did you ...

<table>
<thead>
<tr>
<th>Question</th>
<th>☑</th>
<th>☐</th>
<th>☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remain / become unemployed?</td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Work in a non-teaching sector?</td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Teach a subject other than TESOL?</td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>(TOKL - Teaching English to Speakers of Other Languages)</td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Apply for a TESOL post in Australia?</td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>If No, why haven’t you applied for a TESOL post?</td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>If Yes, what type of institute did you apply to?</td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>If Yes, were you successful in obtaining work?</td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>If Yes, how long were you employed by this institute?</td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Are you still in this position?</td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

3. After completing your CELTA training, did you ...

<table>
<thead>
<tr>
<th>Question</th>
<th>☑</th>
<th>☐</th>
<th>☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply for an EFL post overseas</td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>If No, why haven’t you applied for an EFL post?</td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>If Yes, in which country did you seek work?</td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>If Yes, were you successful in obtaining work?</td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>If No, did you obtain work at:</td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>A voluntary organisation</td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>A private language school</td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>A government school</td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>A college or university</td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Other</td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Please state</td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>How long did you remain in this position?</td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Are you still in this position?</td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

4. What is your current employment?

<table>
<thead>
<tr>
<th>Question</th>
<th>☑</th>
<th>☐</th>
<th>☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are you currently employed as a TESOL teacher?</td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>If Yes, please provide details of your teaching post:</td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Country</td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Type of Institution</td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>ep, voluntary organisation, private language school, government school</td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Position</td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>ep, class co-ordinator</td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td>Starting Date</td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

5. How many EFL / ESL teaching posts have you held since obtaining your CELTA qualification?

<table>
<thead>
<tr>
<th>Question</th>
<th>☑</th>
<th>☐</th>
<th>☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please state number</td>
<td>☑</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

---

**PART D**

**About Your Teaching**

Complete this section only if you have worked as a TESOL teacher after completing the CELTA course.

Please read the following questions and statements and tick the box that best applies to you.

1. How important is the Communicative Language approach in your English classroom?
   - Very much
   - A fair amount
   - Somewhat
   - Slightly
   - Not at all

2. Second Language learners need to participate actively in the learning process.
   - Strongly Agree
   - Agree
   - Neither Agree nor Disagree
   - Disagree
   - Strongly Disagree

3. How important are pair or group activities in your English classroom?
   - Very much
   - A fair amount
   - Somewhat
   - Slightly
   - Not at all

4. After six hours of supervised teaching practice on my CELTA course, I felt confident about giving language lessons.
   - Strongly Agree
   - Agree
   - Neither Agree nor Disagree
   - Disagree
   - Strongly Disagree

---

*Part D continues over this page*
**PART D**

**About Your Teaching**

continued ...

5. My language lessons generally follow the following stages:
   - Context setting, language presentation, controlled practice activities, free practice activities.
   - Strongly Agree
   - Agree
   - Neither Agree nor Disagree
   - Disagree
   - Strongly Disagree

6. I always use concept questions to check if students understand the meaning of the language point that I am teaching.
   - Strongly Agree
   - Agree
   - Neither Agree nor Disagree
   - Disagree
   - Strongly Disagree

7. I provide accurate and appropriate models of language in my classroom.
   - Strongly Agree
   - Agree
   - Neither Agree nor Disagree
   - Disagree
   - Strongly Disagree

8. I am able to clarify forms of language to my students.
   - Strongly Agree
   - Agree
   - Neither Agree nor Disagree
   - Disagree
   - Strongly Disagree

9. In my language lessons, I always teach students about word and sentence stress.
   - Strongly Agree
   - Agree
   - Neither Agree nor Disagree
   - Disagree
   - Strongly Disagree

10. Teaching students about intonation is essential in my English language classroom.
    - Strongly Agree
    - Agree
    - Neither Agree nor Disagree
    - Disagree
    - Strongly Disagree

11. How useful has your knowledge of the phonemic chart been in pronunciation lessons in your English class?
    - Very Much
    - A Fair Amount
    - Somewhat
    - Slightly
    - Not at all

12. My English lessons cover a variety of activities that interest my students.
    - Strongly Agree
    - Agree
    - Neither Agree nor Disagree
    - Disagree
    - Strongly Disagree

13. I am able to use various course books confidently in my English lessons.
    - Strongly Agree
    - Agree
    - Neither Agree nor Disagree
    - Disagree
    - Strongly Disagree

14. I am able to identify spoken errors and provide students with remedial activities to correct these errors.
    - Strongly Agree
    - Agree
    - Neither Agree nor Disagree
    - Disagree
    - Strongly Disagree

15. I am able to identify written errors and provide students with remedial activities to correct these errors.
    - Strongly Agree
    - Agree
    - Neither Agree nor Disagree
    - Disagree
    - Strongly Disagree

16. The teaching strategies suggested on my CELTA course have been useful in my English classroom.
    - Very Much
    - A Fair Amount
    - Somewhat
    - Slightly
    - Not at all

17. In my English classroom I have developed alternative strategies to assist students in learning English.
    - Very Much
    - A Fair Amount
    - Somewhat
    - Slightly
    - Not at all

18. My CELTA lesson plans have assisted me in the preparation of lessons for my own English class.
    - Very Much
    - A Fair Amount
    - Somewhat
    - Slightly
    - Not at all

19. CELTA guidelines about using computers in a language classroom have proved essential in my teaching.
    - Very Much
    - A Fair Amount
    - Somewhat
    - Slightly
    - Not at all

20. How big a role did your CELTA course play in helping you to be an efficient English teacher?
    - Very Much
    - A Fair Amount
    - Somewhat
    - Slightly
    - Not at all

21. Do you have any comments about aspects of your CELTA course that have or have not been relevant to your English language teaching?

Thank you for participating in this survey!
# Appendix 3: Data Collection Stages

<table>
<thead>
<tr>
<th>Date</th>
<th>Qualitative Data</th>
<th>Quantitative Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 2000</td>
<td>E-mail correspondence begins</td>
<td>ALUMNI Database in progress</td>
</tr>
<tr>
<td>2001</td>
<td>Email correspondence</td>
<td>ALUMNI Database in progress</td>
</tr>
<tr>
<td>2002</td>
<td>Email correspondence and Interviews</td>
<td>ALUMNI Database in progress</td>
</tr>
<tr>
<td>2003</td>
<td>Email correspondence and Interview</td>
<td>ALUMNI Database in progress</td>
</tr>
<tr>
<td>2004</td>
<td>Email correspondence</td>
<td>Telephonic contact initiated with 240 candidates from ALUMNI database. 135 successfully contacted.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>7 participants in survey for pilot study.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Refinement of questionnaire</td>
</tr>
<tr>
<td></td>
<td>CELTA founder tutors interviewed via telephone and email</td>
<td>77 questionnaires returned via post and 3 emails</td>
</tr>
<tr>
<td></td>
<td>Country of employment</td>
<td>Year 1 No. of Jobs</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>1. Winnie</td>
<td>Thailand</td>
<td>1</td>
</tr>
<tr>
<td>2. Mia</td>
<td>Thailand</td>
<td>1</td>
</tr>
<tr>
<td>3. Ashley</td>
<td>Thailand</td>
<td>3</td>
</tr>
<tr>
<td>4. Adrianna</td>
<td>Thailand</td>
<td>2</td>
</tr>
<tr>
<td>5. Rose</td>
<td>England</td>
<td>1</td>
</tr>
<tr>
<td>6. Debs</td>
<td>England</td>
<td>3</td>
</tr>
<tr>
<td>7. Harriet</td>
<td>Italy</td>
<td>3</td>
</tr>
<tr>
<td>8. Melanie</td>
<td>Australia</td>
<td>1</td>
</tr>
<tr>
<td>9. Jenny</td>
<td>Australia</td>
<td>1</td>
</tr>
<tr>
<td>10. Hannah</td>
<td>China</td>
<td>1</td>
</tr>
<tr>
<td>11. Tina</td>
<td>China</td>
<td>2</td>
</tr>
</tbody>
</table>
### Appendix 5: Teachers' perceived problems

Summary of teachers’ perceived problems during the Induction Stage.

<table>
<thead>
<tr>
<th>Transition period First month</th>
<th>Easy/Painful beginnings</th>
<th>Perceived Cultural / classroom problems</th>
<th>Perceived Student Problems</th>
<th>Perceived teaching problems</th>
<th>Perceived workplace problems</th>
<th>Perceived Personal Problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Winnie</td>
<td>E</td>
<td>Culture shock/</td>
<td>Bored</td>
<td>Fear of Grammar</td>
<td>Sexual harassment</td>
<td>Health scare</td>
</tr>
<tr>
<td>2. Mia</td>
<td>E</td>
<td>Cultural expectations</td>
<td>Younger learners not motivated</td>
<td>Lack of resources</td>
<td>Large classes</td>
<td></td>
</tr>
<tr>
<td>3. Ashley</td>
<td>E</td>
<td>Employment contract</td>
<td></td>
<td></td>
<td></td>
<td>Low wages</td>
</tr>
<tr>
<td>4. Adrianna</td>
<td>P</td>
<td>Cultural expectations</td>
<td>Student expectations</td>
<td>CLT</td>
<td>Poor management</td>
<td>Short illness</td>
</tr>
<tr>
<td>5. Sarah</td>
<td>E</td>
<td>Culture shock</td>
<td>Reticent</td>
<td>CLT/ Traditional</td>
<td>Teaching conditions</td>
<td>Health scare</td>
</tr>
<tr>
<td>6. Tina</td>
<td>P</td>
<td>Culture shock</td>
<td>Classroom culture</td>
<td>Students not motivated</td>
<td>CLT/ Traditional</td>
<td>Management’s ambiguous goals</td>
</tr>
<tr>
<td>7. Rose</td>
<td>E</td>
<td>Culture shock</td>
<td></td>
<td>Grammar / Planning</td>
<td></td>
<td>Health scare</td>
</tr>
<tr>
<td>8. Debs</td>
<td>E</td>
<td>Culture shock</td>
<td>Planning</td>
<td></td>
<td>Health scare/ Ill relatives</td>
<td></td>
</tr>
<tr>
<td>9. Harriet</td>
<td>E</td>
<td>Cultural expectations</td>
<td>Student expectation</td>
<td>Planning</td>
<td>Director’s Style of management</td>
<td>Health scare</td>
</tr>
<tr>
<td>10. Melanie</td>
<td>E</td>
<td>Classroom culture</td>
<td>Demanding students</td>
<td>Planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Jenny</td>
<td>E</td>
<td>Seating / Pair work</td>
<td>Attendance / motivation</td>
<td>Planning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 6: Questions for Founder Tutors

- When and where did the first CELTA course take place?
- What factors do you think influenced the idea of introducing a CELTA course into Sydney / Melbourne?
- Were there any constraints or problems associated with the introduction of this course?
- Any comments on any other TEFL courses at that time?
- Comment on your role in starting the course. Who was your co-tutor?
- Any comments on the first course e.g. candidates, timetable, teaching method or the syllabus, similarity to courses in Britain?
- Who assessed the course? Were there any constraints or problems with finding an external assessor at that time?
- If possible, comment on any changes that have occurred since that first CELTA course.
- If you think back to that first course, what image or metaphor could characterise that course?
- What are your thoughts on the outcome of that course? What role do you think it played in the growth of the TESOL field in Australia?
- Why do you think CELTA courses became so popular in Australia?
- Comment on your role in the overall growth of CELTA in Australia?
Appendix 7: Plain Language Statements

DEAKIN UNIVERSITY ETHICS COMMITTEE
STAGE 2 E-MAIL JOURNALS and FACE-TO-FACE INTERVIEWS

Dear CELTA graduate

My name is Bessie O’Connor and I am a CELTA tutor at ……………. During your course of study there, you may or may not have met me. I wish to invite you - along with a few other CELTA graduates from …………… who have recently been successful in securing teaching employment - to become a case study participant in the second stage of a research project I am currently undertaking for my PhD studies at Deakin University. The research project is under the supervision of Dr Barbara Kamler, an Associate Professor in the Faculty of Education.

The project is exploring how new EFL teachers with a CELTA qualification use their teaching skills in an Australian or overseas classroom within the first year of accepting a teaching post. In particular, I am interested in how CELTA graduates perceive their teaching roles during this period and of the successes or failures they may endure.

In order to find out this information, I will be using e-mail journals and in some cases, audiotaped interviews. In the e-mail journal you will be asked to reflect on some questions about your classroom practice and to submit an e-mail response once every three months for a period of one year or for the duration of your employment contract should it be for a shorter period. I will post some questions at the beginning of each three-monthly cycle and will also send you a reminder of each closing date for these journal entries. Some of the questions are:

Yours sincerely
Bessie O’Connor
DEAKIN UNIVERSITY ETHICS COMMITTEE

CONSENT FORM: Stage 2 (E-mail journals and Face-to-Face interviews)

I, of

Hereby consent to be a subject of a human research study to be undertaken by Ms Bessie O’Connor

and I understand that the purpose of the research is to investigate how new EFL teachers with a CELTA qualification from ………….cope in an Australian or overseas classroom within the first year of accepting a teaching post and how they perceive their teaching roles within this period. My role will be to reflect on some key questions about my classroom practice and to submit a response in the form of an e-mail journal to the researcher every three months for a period of one year or for the duration of my employment contract should this be for a period of less than twelve months. At the end of this period, I will, if possible, also participate in a 40-minute audio taped face-to-face interview in order to provide a more detailed account of some aspect/aspects of my classroom practice.

I acknowledge

1. That the aims, methods, and anticipated benefits, and possible risks/hazards of the research study, have been explained to me.

2. That I voluntarily and freely give my consent to my participation in such research study.

3. I understand that aggregated results will be used for research purposes and may be reported in scientific and academic journals.

4. Individual results \textbf{will not} be released to any person except at my request and on my authorisation.

5. That I am free to withdraw my consent at any time during the study, in which event my participation in the research study will immediately cease and any information obtained from me will not be used.

Signature: Date:
Dear CELTA graduate

My name is Bessie O’Connor and I am a CELTA tutor at………….. A few months ago, you agreed to participate in a research project exploring how new EFL teachers with a CELTA qualification use their teaching skills in an Australian or overseas classroom within the first year of accepting a teaching post. The research project is being undertaken for my PhD studies at Deakin University. The research project is under the supervision of Dr Barbara Kamler, an Associate Professor in the Faculty of Education.

During the project, you engaged in writing e-mail journal entries reflecting on your classroom activities and how you perceived your teaching role.

I am now writing to ask if you would also be willing to be interviewed by me. The audio taped interview will take about 40 minutes and will take place at a time and place in Melbourne that is convenient to you. The purpose of the interview is to obtain more detailed stories of your experiences as an EFL teacher. Prompt questions will include:

Tell me about the most rewarding teaching experience that you have had since graduating.
Tell me about the most challenging lesson that you taught.
What support did you have during this period?
In what way did your CELTA course help you to cope with this challenging situation?

Participation in this research is entirely voluntary and you may withdraw your consent at any time. To this end, no pressure will be placed on individuals who choose at any stage not to continue participation and data will not be used.

To ensure your anonymity, pseudonyms will be used and no findings will be published which can identify an individual teaching site. The interviews will be stored for six years in a locked filing cabinet at ………………. as prescribed by university regulations and will then be destroyed. Research findings may be presented in conference papers or published in academic journals.

If you would like to know more about the project or your potential involvement in it, please do not hesitate to contact me at ……………….or email ………………

Should you have any concerns about the conduct of this research project, please contact the Secretary, Deakin University Ethics Committee, Research
Services, Deakin University, 221 Burwood Highway, Burwood 3125, Tel (03) 9251 7123 (International +61 3 9251 7123)

Yours sincerely

Bessie O’ Connor
DEAKIN UNIVERSITY ETHICS COMMITTEE
CASE STUDY CONSENT FORM  (Face-to-face interviews)

I, of (address)

hereby consent to be a subject of a human research study to be undertaken

By Ms Bessie O’Connor

and I understand that the purpose of this part of the research project is to obtain more detailed stories of the experiences of CELTA graduates from ………………… who have taught in an Australian or overseas classroom for about six months and who have already engaged in writing e-mail journal entries reflecting on their classroom activities during that time. My role will be to reflect on some key questions about certain aspects of my teaching experience and to participate in a 40-minute audiotaped face-to-face interview. The interview will be held in Melbourne will take place at a time and place convenient to me.

I acknowledge

1. That the aims, methods, and anticipated benefits, and possible risks/hazards of the research study, have been explained to me.

2. That I voluntarily and freely give my consent to my participation in such research study.

3. I understand that aggregated results will be used for research purposes and may be reported in scientific and academic journals.

4. Individual results will not be released to any person except at my request and on my authorisation.

5. That I am free to withdraw my consent at any time during the study, in which event my participation in the research study will immediately cease and any information obtained from me will not be used.

Signature: Date:
Dear CELTA graduate

My name is Bessie O’Connor and I am a CELTA tutor ............... During your course of study there, you may or may not have met me. I wish to invite you to participate in a survey pertaining to a research project I am currently undertaking for my PhD studies at Deakin University. The research project is being conducted under the supervision of Professor Barbara Kamler, a Professor in the Faculty of Education.

The aim of the project is to document what CELTA graduates have done after completing either a full-time or part-time course at ............. and to establish if aspects of the course have proved useful to new EFL teachers in either an Australian or overseas classroom.

I believe that this information could prove beneficial in the future planning of an appropriate CELTA curriculum and could assist in ensuring that CELTA courses run at ............... are suitable for all our trainees.

The enclosed questionnaire is not expected to take more than 30 minutes to complete. I have included a stamped addressed envelope for you to return your completed questionnaire to me. Some overseas graduates may have received an electronic version of the survey. Please print out the survey and post it back to me. The questionnaire is anonymous and you are not to provide any details about your identity on the form.

Please return the completed survey to me by 1 December 2005.

Research findings may be presented in conference papers or published in academic journals. The questionnaires will be stored for six years in a locked filing cabinet at ..................... as prescribed by university regulations and will then be destroyed.

Participation in this research is entirely voluntary and you may withdraw your consent by not returning the questionnaire or by not marking a response. Should you have any concerns or queries regarding the survey or the overall research findings, please do not hesitate to contact me at ............. or email .............

Should you have any concerns about the conduct of this research project, please contact the Secretary, Deakin University Ethics Committee, Research Services, Deakin University, 221 Burwood Highway, Burwood 3125, Tel (03) 9251 7123 (International +61 3 9251 7123)

Yours sincerely

Bessie O’Connor
Dear CELTA graduate

My name is Bessie O’Connor and I am a CELTA tutor at ……………. During your course of study there, you may or may not have met me. I wish to invite you - along with a few other CELTA graduates from …………… who have recently been successful in securing teaching employment - to become a case study participant in the second stage of a research project I am currently undertaking for my PhD studies at Deakin University. The research project is under the supervision of Dr Barbara Kamler, an Associate Professor in the Faculty of Education.

The project is exploring how new EFL teachers with a CELTA qualification use their teaching skills in an Australian or overseas classroom within the first year of accepting a teaching post. In particular, I am interested in how CELTA graduates perceive their teaching roles during this period and of the successes or failures they may endure.

In order to find out this information, I will be using e-mail journals. In the e-mail journal you will be asked to reflect on some questions about your classroom practice and to submit a response every three months for a period of one year or for the duration of your employment contract should it be for a shorter period. I will post some questions at the beginning of each three-monthly cycle and will also send you a reminder of each closing date for these journal entries. Some of the questions are:

Describe how well prepared you felt about managing your new class?

What classroom management problems did you face during your first three months?

Describe how well prepared you felt about giving your first language lessons to your particular class level.

Explain why you thought these lessons did or did not succeed.

Explain what language approach you attempt in the classroom and how you felt about using this particular language methodology.

Have you experienced any cultural problems in the classroom? How did you cope with these problems?

How are you coping with life in a foreign country? To what extent is this affecting your teaching?
The writing up of the interviews should not take more than 40 minutes on each occasion and should be scheduled at a time convenient to you. The journal entries will be posted to me via e-mail.

At the end of the twelve-month period, I may request more detailed information regarding some aspect / aspects of your classroom practice. This information will be obtained, where possible, in an audiotaped interview by those of you who can attend an interview in Melbourne. This interview will take about 40 minutes and will be scheduled at a time and place convenient to you.

The purpose of this interview is to obtain more detailed stories of your experiences as an EFL teacher. Prompt questions will include:

Tell me about the most rewarding teaching experience you have had since graduating.
Tell me about the most challenging lesson that you taught.
What support did you have during this period?
In what way did your CELTA course help you to deal with this challenging situation?

Participation in this research is entirely voluntary and you may withdraw your consent at any time. To this end, no pressure will be placed on individuals who choose at any stage not to continue participation and data will not be used.

To ensure your anonymity, pseudonyms will be used and no findings will be published which can identify an individual teaching site. As the e-mail interviews contain a form of identification, these responses will only be seen by me. The interviews will be stored for six years in a locked filing cabinet at my education institute as prescribed by university regulations and will then be destroyed. Research findings may be presented in conference papers or published in academic journals.

If you would like to know more about the project or your potential involvement in it, please do not hesitate to contact me at .................... (or e-mail ....................)

Should you have any concerns about the conduct of this research project, please contact the Secretary, Deakin University Ethics Committee, Research Services, Deakin University, 221 Burwood Highway, Burwood 3125, Tel (03) 9251 7123 (International +61 3 9251 7123)

Yours sincerely
Bessie O’ Connor
CASE STUDY CONSENT FORM  (E-mail journal)

I, of (address)

hereby consent to be a subject of a human research study to be undertaken

By Ms Bessie O’Connor

and I understand that the purpose of the research is to investigate how new EFL teachers with a CELTA qualification from ............... cope in an Australian or overseas classroom within the first year of accepting a teaching post and how they perceive their teaching roles within this period. My role will be to reflect on some key questions about my classroom practice and to submit a response in the form of an e-mail journal to the researcher every three months for a period of one year or for the duration of my employment contract should this period be less than one year.

I acknowledge

1. That the aims, methods, and anticipated benefits, and possible risks/hazards of the research study, have been explained to me.

2. That I voluntarily and freely give my consent to my participation in such research study.

3. I understand that aggregated results will be used for research purposes and may be reported in scientific and academic journals.

4. Individual results will not be released to any person except at my request and on my authorisation.

5. That I am free to withdraw my consent at any time during the study, in which event my participation in the research study will immediately cease and any information obtained from me will not be used.

Signature: Date:
Dear

My name is Bessie O’Connor and I am a CELTA tutor at ……………… I wish to invite you - along with a few other founder CELTA tutors in Australia - to participate in an interview for a research project I am currently undertaking for my PhD at Deakin University. The research project is under the supervision of Prof Barbara Kamler of the Faculty of Education.

The project is exploring how new EFL teachers with a CELTA qualification use their teaching skills in an Australian or overseas classroom within the first year of accepting a teaching post. One chapter of my thesis discusses the history of the CELTA course from its origins as a Preparatory Teacher Training course in England in the 1960s to its current form. Although the CELTA course was introduced to Australia as the RSA/CTEFLA course in the 1980s, there appears to be no written account of how or why that course came about. The history of CELTA in Australia appears to be largely an oral one, handed down from tutor to tutor at various centres.

It is therefore hoped that your reflections as a founder tutor will provide this study with a richer and more comprehensive picture of how the CELTA course was introduced and how it has evolved in Australia.

In order to obtain this information, I will be conducting an initial e-mail interview and if necessary, a further e-mail, audio-taped or telephone interview. In the first e-mail interview you will be asked to reflect on some questions about your first CELTA course and about your role as a CELTA tutor on this course. Some of the questions are:

1. When and where did the first course take place?
2. How did this course come about? What factors do you think influenced the idea of introducing a CELTA course into Australia?
3. Were there any constraints or problems associated with introducing this type of course into Australia?
4. Comment on your role in starting this course?
5. Any comments on the number of candidates on this course, their backgrounds or reasons for doing this type of course?
6. Any comments about the educational features of that course such as the timetable, language teaching method or syllabus at that time. Were those course features similar to those in Britain at the time? If
Appendices

possible, comment on the similarities or changes that have occurred on CELTA courses since that first course?

7. If possible, comment on the assessment of that course. Were there any constraints or problems with finding an external assessor at that time?

8. Are there any leading CELTA figures or names that spring to mind during those early days? Could you comment on the role played by these people?

9. If you think back to that first course, what image or metaphor could characterise that course?

10. What are your thoughts on the outcome of that course? What role did it play in the growth of the ESOL field in Australia?

11. How do you feel about the way CELTA courses have evolved and are being run today? Are you still involved in this field?

12. What are your thoughts on current four-week EFL teacher training courses? Do they still have a role in the ESOL field?

The purpose of this e-mail interview is to obtain a detailed account of your experiences as a founder CELTA tutor and of that first CELTA course. The writing up of the e-mail entry should not take more than 60 minutes of your time. After receiving your e-mail entry, I may request more detailed information regarding some aspect / aspects of the course. This information will be obtained, where possible, in a further e-mail entry, or if it is more convenient to you, in a telephone interview or an audio-taped interview. The audio-taped interview will only take place if you are able to attend an interview in Melbourne. This interview will take about 30 minutes and will be scheduled at a time and place convenient to you.

Participation in this research is entirely voluntary and you may withdraw your consent at any time. To this end, no pressure will be placed on individuals who choose at any stage not to continue participation and data will not be used.

With your consent, your full name will be used and the teaching site of the first CELTA course will be identified. If you wish to remain anonymous, a pseudonym of your choice will be used. As the e-mail interview contains a form of identification, your response will only be seen by me.

The interviews will be stored for six years in a locked filing cabinet at ................. as prescribed by university regulations and will then be destroyed. Research findings may be presented in conference papers or published in academic journals.
If you would like to know more about the project or your potential involvement in it, please do not hesitate to contact me at ............... or e-mail .................

Should you have any concerns about the conduct of this research project, please contact the Secretary, Deakin University Ethics Committee, Research Services, Deakin University, 221 Burwood Highway, Burwood 3125, Tel (03) 9251 7123 (International +61 3 9251 7123)

Yours sincerely

(Ms) Bessie O’ Connor
DEAKIN UNIVERSITY ETHICS COMMITTEE

CONSENT FORM: E-mail / telephone / audio-taped interviews for CELTA founder tutors

I, of

Hereby consent to be a subject of a human research study to be undertaken

By Ms Bessie O’Connor

and I understand that the purpose of the research is to investigate how new EFL teachers with a CELTA qualification from………………. cope in an Australian or overseas classroom within the first year of accepting a teaching post and how they perceive their teaching roles within this period. One chapter of the dissertation examines the history of the CELTA course and my role will be to reflect on some key questions about the first CELTA course that I introduced into Australia.

My response will be in the form of an e-mail entry to the researcher. I will, if necessary, also participate in a further 30-minute e-mail or telephone interview or an audio-taped face-to-face interview in order to provide a more detailed account of role as a founder CELTA tutor.

I acknowledge

1. That the aims, methods, and anticipated benefits, and possible risks/hazards of the research study, have been explained to me.
2. That I voluntarily and freely give my consent to my participation in such research study.
3. I understand that aggregated results will be used for research purposes and may be reported in scientific and academic journals.
4. Individual results will not be released to any person except at my request and on my authorisation.
5. That I am free to withdraw my consent at any time during the study, in which event my participation in the research study will immediately cease and any information obtained from me will not be used.

Signature: Date: