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**What have Irish ESL teachers learned  
and how does it affect how they teach?  
Comparing international best practices  
with the CELTA and Irish ESL teachers'  
experience in the classroom**

**By**

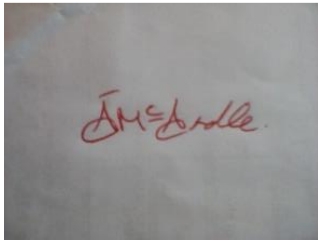
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Dissertation submitted in partial fulfilment of the  
requirements for MA in Training and Education  
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## Declaration Page

I hereby certify that this material, which I now submit for assessment on the programme of study leading to the award of the MA in Training and Education, is my own; based on my personal study and/or research, and that I have acknowledged all material and sources used in its preparation. I also certify that I have not copied in part or whole or otherwise plagiarised the work of anyone else, including other learners.

A photograph of a handwritten signature in red ink on a white background. The signature appears to be 'J.M. Smith'.

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## Abstract

This thesis contributes to the existing body of knowledge by giving an Irish insight into ESL training. A mixed methods approach was used to explore international and national best practices in English as a Second Language (ESL). The Certificate in English Language Training for Adults (CELTA) was compared to international standards using a programmatic review and Irish ESL teachers were interviewed to give their perspectives on their training.

In phase one of this study a programmatic review was carried out with the Celta syllabus being mapped to The European Profile for Language Teacher Education: A Frame of Reference (Kelly et al., 2004). This was then compared to Karatsiori's (2014) quantitative analysis and evaluation of academic curricula for the initial training of TEFL teachers in the member states of the European Centre for Modern Languages (ECML). Phase 2 explored Irish ESL teachers' perceptions of Celta training course. As it stemmed from Peacock's (2009) mixed methods approach of evaluating the effectiveness of a TEFL programme in China this included both a survey and a semi-structured interview.

The findings from the programmatic review found that Celta met 45% of the criteria outlined in the Profile (Kelly et al., 2004). However, when the programmatic review is compared with teacher feedback it becomes clear that areas of concern for teachers are not the areas which are missing from The Profile, but which partly met the criteria. Areas that partially met The Profile but may need further development are content knowledge, assessment, and self-evaluation. The interviews also highlighted three main themes, content knowledge, time constraints, and classroom management, which participants highlighted as the areas of Celta they would recommend for review.

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# Chapter 1

## Introduction

### 1.1 Introduction

This research study explored international and national best practices in English as a Second Language (ESL) teaching practices. International standards were compared to the Certificate in English Language Training for Adults (CELTA) using a programmatic review and Irish ESL teachers were interviewed to give their perspectives on their training. This chapter provides the rationale and context of this research by providing the background of the research, the aims and objectives, the value of the research and finally outlines the research approach.

### 1.2 Background information

There is an abundance of international research in the ESL sector but a distinct lack of research into ESL training in Ireland, despite the sector becoming increasingly important. OECD data from 2015 showed that there were almost 16,000 international students in Ireland; which at 7.4% of the total number of students in Ireland was above the OECD average total of 5.6% (OECD, 2017). A review of the international English language sector in Ireland, conducted by Marketing English in Ireland reported that the ESL sector had experienced a growth of 11% (MEI, 2018). This could potentially increase when Ireland becomes the main English speaking country in the European Union after Brexit comes into effect.

Both internationally and within Ireland, there are two separate standards for ESL teaching, public schools including primary and post-primary education and private language schools. To work in most public schools a content specific degree is required along with a post-graduate or master's degree in education. As the private language schools do not officially come under the remit of the Department of Education there are different entry requirements. There are 66 QQI recognised private language schools in Ireland and to work as an ESL teacher one needs a level 7 qualification, from any discipline, and to complete a month-long recognised ESL teacher training course, the most common of which is Celta. The private language school industry is a growing industry. A report from The Department of Education and Skills (2016) found that the ESL sector contributed €762 million per annum to the Irish economy.

This research aimed to provide an insight into the training that private language teachers receive in comparison with the public sector by comparing Celta to European recommended standards for language teachers. It also aspired to give a voice to ESL teachers to talk about their training and how it affected their teaching practice in the classroom.

### **1.3 The research focus: Aims and Objectives**

The background for this thesis outlined that the ESL sector in Ireland is growing and becoming increasingly important to the Irish economy, however, there has not been a corresponding rise in statutory obligations or professional development. In light of this, the focus of this research was twofold: compare Irish ESL teacher training to international standards and then carry out a programmatic review of Celta, and collect both qualitative and quantitative data from Irish ESL teachers on their opinion of their training and how their teaching has evolved throughout their career.

The aims of this research were to add to the dearth of Irish literature on ESL teacher training by providing both an international comparison and an Irish insight into the knowledge gained from Celta course and suggesting areas for further development. The objectives arising out of these aims are:

1. Assess Celta according to The European Profile of Language Teacher Education (Kelly et al., 2004)
2. Determine areas of commonality and difference between Celta and the 27 EU countries assessed using The Profile by Karatsiori (2014)
3. Explore Irish ESL teachers' perspectives of Celta
4. Identify areas for further research and training development

### **1.4 The value of the research**

This research is viewed as a valuable contribution to the field as it conducts the first programmatic review on Celta. The programmatic review was carried out using The Profile created by Kelly et al. (2004). Karatsiori (2014) originally aimed to include all 34 countries member states of the European Centre for Modern Languages (ECML) however, Ireland was among the 7 countries that were excluded due to data validity issues. Admittedly the data collected is not an equivalent comparison as Karatsiori (2014) collated data from university programmes, however, using Karatsiori's (2014) data as a base it identifies the strengths of Celta and areas which could be developed or researched further.

Teacher interviews were based on questions adapted from research into teaching practices around the world (Baltus and Belhiah, 2013; Urmston, 2003; Wong, 2009). The research utilised Peacock's (2009) questionnaire and adds to his research on teacher training programmes in China and Coşkun and Daloğlu's (2010) use of the questionnaire in Turkey.

As this thesis is based on previous research, it is argued that it provides a valuable insight into Irish ESL teacher training at a time when Ireland is due to become the main English speaking country in the European Union.

### **1.5 Research approach**

The thesis is divided into seven chapters outlined below:

1. The introduction outlines the research background, the aims and objectives of the study, the value of the research and summarises the structure of the thesis
2. The literature review provides a review of the literature relating to three areas: international best practice in ESL training, Irish ESL training and an investigation into programmatic review standards.
3. The research methodology provides details on the research strategy choice. It outlines the reasoning behind the use of a mixed methods approach. It will discuss data collection and data analysis of the quantitative and qualitative research methods used. It also highlights research limitations and ethical issues.
4. The Programmatic review compares the Celta Syllabus to The Profile (Kelly et al., 2004).
5. In this chapter participants' backgrounds are outlined before presenting the analysis of the questionnaires, followed by the key themes identified in the interviews.
6. Research findings are presented in view of all data collected and compared to the literature to give an overall image of Celta.
7. Conclusion with recommendations

## Chapter 2

### Literature Review

#### 2.1 Introduction

“As long as languages have been taught people have argued about the best way of doing it, and how to help students to learn more effectively” (Harmer, 2007, p. 48).

This research sought to add to the literature on ESL training and provide an insight into Irish ESL training practices and how teachers’ perceive their training. The approaches and focus of ESL training programmes have undergone many changes throughout the last fifty years from mastering specific content knowledge to a focus on mastering methodologies (Freeman, 2002). Richards and Rodgers (2014) delved even deeper and discussed the methodological practices throughout the 20<sup>th</sup> century highlighting the move away from reading comprehension to a focus on oral proficiency and charting the move from grammar translation to the direct method, to audiolingualism, to communicative language teaching. It could be argued that the role of ESL teacher training has come full circle. In 1989 Freeman argued for a move beyond linguistics and the ability to transmit this knowledge to students suggesting a move towards a greater understanding of methodologies and learning styles. Freeman (1989) contended that ESL teachers needed “a theoretical and practical understanding of how people are taught and...learn to implement that description of teaching in practice” (p. 42). Freeman’s argument was put in practice as just over ten years later Crandall (2000) highlighted the move from linguistics to an emphasis on general education theory and practice with a greater focus on practical experiences and an emphasis on teacher beliefs. The shift from linguistic knowledge to methodological practice was criticised by Zimmerman (2005), who found that this left a dearth of knowledge and teachers often faced “many language-based questions they are not prepared to handle” (p. 144).

The aims of this research were to carry out a programmatic review of Celta and compare it to international standards, and interview teachers to receive feedback on their training and teaching experiences. Therefore, the literature review examined three areas: international best practice in ESL training, Irish ESL training and an investigation into programmatic review standards.

## 2.2 International ESL Training Practices

The literature on English language training is divided into two areas, public schools including primary and post-primary education and private language schools. The purpose of this research was to measure Celta, used as an entry requirement to teach in private language schools in Ireland, against a common framework. As the aim was to compare Celta to best international practices, all areas of ESL teaching were examined.

Grenfell (2003) recognised that despite having a wide variety of literature on teacher training there was a lack of consensus on how to approach teacher training. Grenfell (2003) argued that Shulman's seven knowledge bases, Content Knowledge, General Pedagogic Knowledge, Curriculum Knowledge, Pedagogical Content Knowledge, Knowledge of Learners and their Characteristics, Knowledge of Educational Contexts and Knowledge of Educational Ends (Shulman, 1990), could be used "as an epistemological map of teacher professionalism" (Grenfell, 2003, p. 9). Grenfell (2003) collected information from 32 European countries over a four-month period in 2002. He found that all countries utilised a combination of different types of formative and summative assessment, however, teaching practice varied considerably. Grenfell (2003) noted that Greece and Cyprus did not have school-based practice and approximately one-third of the countries surveyed did not include courses in grammar as part of their training, and eight did not study the structure of language in the form of applied linguistics. This research showed a clear need for a framework which countries, agencies, and institutions could organise their training against.

Following the need identified by Grenfell in 2003, the next year The European Profile of Language Teacher Education: A Frame of Reference (hereafter The Profile) offered a frame of reference for language training after carrying out an examination of both initial and in-service training of foreign language teachers in primary, post-primary and adult learning contexts (Kelly et al., 2004). The Profile (Kelly et al., 2004) described 40 key elements (Appendix 1) that should be included in language teacher education courses based under the headings: structure; knowledge and understanding; strategies and skills; and values. Interestingly this report "did not include teachers being educated to teach their own mother tongue in courses such as TEFL" (Kelly et al., 2004, p.11).

Using The Profile's 40 key elements as a measurement tool, Karatsiori (2014) collected information on the minimum requirements needed to become a language teacher in post-primary education in 27 countries member states of the European Centre for Modern

Languages. Unfortunately, Ireland was excluded along with Albania, Armenia, Estonia, Latvia and Northern Ireland as data could not be verified. Karatsiori (2014) found overwhelmingly that courses were mapped to The Profile with the only notable exception being element 6 which advocated “the creation of a website for language teachers in Europe to centralise Europe-related pedagogical information” (Kelly et al., 2004, p.32). Each country was scored out of 100 with the University of Luxembourg accumulating 95 points and Croatia received the lowest with 76.25 points. Karatsiori (2014) suggested that lengthier courses performed better which included Luxembourg with a course of 5.5+ years, however, cautioned against drawing inferences based on duration as “shorter curricula received equally good ratings” (Austria had 93.75 points over 4.5 years while Norway and England both got 91.25 points with a 4 year course) (p. 51 - 52). Karatsiori’s (2014) research showed that Kelly et al.’s (2004) Profile is an effective framework to measure language teaching and provided a clear comparison of training for language teachers in post-primary schools.

The situation the private sector is less clear. Kelly et al. (2002) stated that initial training and in-service training can differ greatly and therefore recommended a degree of convergence to create consistency and cooperation. Fifteen years later Mohammadi and Moradi (2017) found that Kelly et al.’s (2002) recommendations were still appropriate and stressed the “lack of well-designed professional development programs to prepare ELT teachers to teach language effectively” (p. 37). They argued that it was necessary for ESL teachers to have “a recognized framework of stages and pathways through which they can progress” which would allow teachers to “identify the stage they are at and compare their skills, behavior, and knowledge to those represented in the framework in order to improve their teaching skills” (Mohammadi and Moradi, 2017, p. 35). A surprising statistic, that emphasises the need for increased training and regulations, is that 21% of English primary school teachers from 89 countries surveyed were not qualified specifically to teach English (Emery, 2012).

Martínez Agudo (2017) analysed student teachers’ views about ESL primary school teacher training at a Spanish University which consisted of university-based knowledge courses and two 14 week teaching practicum placements. More than half of the participants expressed relative satisfaction with the effectiveness of the programme, however, areas for improvement were language awareness and classroom management skills. Comments made by participants in semi-structured interviews highlighted a disparity between the perspectives of the programme lecturers and students stating ‘Many aspects are overlooked because they are assumed as already known’ and ‘At times the context for which we are training is overlooked’ (Martínez Agudo, 2017, p. 73). These findings were similar to a

programmatic review of a Chinese degree programme in ESL carried out by Peacock (2009).

Coşkun and Daloğlu (2010) evaluated an ESL teacher training degree in Turkey which unlike most other courses in Turkey did not require a compulsory one-year English preparatory course. The findings from this study revealed strengths including the theoretical component of the program, instructors' sincere attitudes towards student teachers, and specific courses like materials development, teaching English to young learners and community service as well as weaknesses including lack of practice opportunities, overuse of presentations as a teaching-learning technique, lack of instructor evaluation by student teachers (Coşkun and Daloğlu, 2010, p. 32).

Derwing (2017) asserted that due to Canada's history of immigration Canada had the most comprehensive system of adult ESL training in the world (p. 83). Thomson (2004) agreed with this concept describing the development of standards in the ESL sector as "particularly vigorous" but argued that the introduction of TESL certificates, such as Celta, had negatively affected the professional status of the field (p. 40- 41). Thomson (2004) highlighted that the programs that currently hold TESL Canada recognition range from month-long courses to degree programmes and as they are not equivalent there has been a detrimental effect on the industry.

International ESL teacher training practices seemed to vary greatly depending on whether the teacher will be working in the primary and post-primary sector or teaching adults. European degree programmes measured against The Profile created by Kelly et al. (2004) indicated that best practices were being carried out in the majority of institutions (Karatsiori, 2014). Literature relating to outside of Europe suggested that qualifications are not comparable and there is often a need for further linguistic training in addition to extra teaching practice including classroom management skills.

### **2.3 Irish ESL Training**

Following the examination and discussion of international training practices in the ESL sector, this section will delve deeper into the Irish perspective. Since 2010 the number of immigrants entering the country has been increasing steadily (CSO, 2018). Statistics from 2016 show that there were 96,497 non-Irish national students and pupils aged 5 years and over resident in Ireland and when the UK and American nationals are deducted the numbers

of non-native speakers of English studying in Ireland are 81,891 (CSO, 2016). Devine (2005) suggested that the unprecedented numbers of immigrants in the Irish education sector has been a significant challenge.

As previously mentioned, Karatsiori's (2014) review of European teacher training did not contain data on Ireland and Grenfell (2003) merely mentions that participants of teacher training courses are assessed "on the basis of attendance and participation" and is one of seven countries which use a "portfolio of work, which might include theoretical assignments completed at the training institution" (p. 15). Research by both Hansson et al. (2002) and the OECD (2004) criticised language support in the Republic of Ireland when compared with the provision in Northern Ireland, England, and other countries. Similar research based in Ireland also found a need for improvement in terms of the quantity and quality of the support available (Ward, 2004; Devine, 2005; Nowlan, 2008). Nowlan (2008) described the approach by the Irish educational response to immigrants as a "Band-Aid". She criticised the lack of support and training given to language support teachers and her research found that "teachers seemed to drift in and out of language support teaching" and teachers were allocated to coincide with timetable requirements "regardless of interest or expertise" (Nowlan, 2008, p.261).

Wallen and Kelly-Holmes (2006) were critical of the Department of Education and Skills (DES) measures to address the influx of non-native English speaking students arguing that it was merely reactive and didn't plan for long-term solutions. Little (2005) highlighted that in Irish primary schools ESL support is mainly delivered by qualified primary teachers who are not trained in ESL teaching or assessing second language proficiency. Wallen and Kelly-Holmes (2006) findings supported Little's assertion; they found that of the 10 schools they interviewed there was a range of qualifications from primary, post-primary, four with ESL certificates and three with no teaching qualifications. They suggested that the lack of expertise in this area reflected that position was not highly respected within schools or by the DES (Wallen and Kelly-Holmes, 2006). Wallen and Kelly-Holmes (2006) concluded by highlighting that there was a lack of job security and language support teachers were often asked to take on additional responsibilities including canceling ESL classes to substitute. They argued that this had a huge impact as it impaired the development of skills and was a waste of valuable experience while also making the position less attractive (Wallen and Kelly-Holmes, 2006).

Nowlan (2008) stressed the need for the development of teacher training as her research found that teachers lacked the skills and also the confidence to teach ESL. Although ten years have passed since Nowlan's paper was published her argument is still valid. From reviewing the Bachelor of Education Programme Academic Structure for 2018 - 2019 in DCU (DCU, 2017) there is one optional module in a four year degree in Primary School Teaching related to English as an Additional Language which is worth 2.5 credits while the Bachelor of Education - Primary Teaching provided by Mary Immaculate College does not contain any course content related to ESL (MIC, 2019).

The previous paragraphs have focused on the primary and post-primary sectors, however, Ireland has a booming ESL adult language programme which contributes €762 million per annum to the Irish economy (Department of Education and Skills, 2016, p. 20) and experienced 11% growth in 2016 (MEI, 2017, p. 2). Private language schools in Ireland are regulated by ACELS, which is a legacy function of Quality and Qualifications Ireland (QQI). To teach in a private language school in Ireland one must hold an NFQ level 7 (ordinary bachelor degree or equivalent) and a recognised ESL certificate. The following are the awards recognised by ACELS: CELT; CELTA; Trinity ESOL; NUI ELE Certificate (ACELS, 2018). The most commonly requested qualification for an ESL job in Ireland is Celta according to indeed.ie (2019) and for this reason Celta is the focus of this research. Celta has worldwide recognition and over 10,000 people annually do a CELTA course in accredited centres around the world (Douglas and Patton, 2013). However, the literature found on Celta is mainly carried out by English researchers with a distinct lack of Irish research.

Recognised courses require a minimum of 120 hours input and 6 hours teaching practice (ACELS, 2018). Haycraft (1988) explained that a short TEFL teacher training course introduced in the 1960s came at a time when "little or no practical training for the classroom teaching of EFL existed" (p. 2). Almost fifty years after initial ESL teacher training courses were introduced there is an argument that the courses are being used to meet the needs of private language schools (Lee, 2018) and therefore are market driven (Borg, 2002). It is questioned whether these courses remain appropriate (Fergusson and Donno, 2003; Hobbs, 2013; Stanley and Murray, 2013). Fergusson and Donno (2003) recognised that Celta course has undergone modification since its inception and that ESL teachers have been consulted throughout this process. Therefore they do not criticise the syllabus or delivery but question whether a one-month training course is "the optimal route of entry" into ESL

teaching (p. 27). Whereas Hobbs (2013) simply described the course as providing “the bare essentials” to survive the first few months (p. 165).

Fergusson and Donno (2003) suggested that a short course that concentrates on practical techniques and the implementation of a particular method could be practical but stressed that this was not the case with modern ESL teaching in ‘the post-method age’ where “there is no theoretical consensus for any one methodology” (p. 29). Previous research by Dellar (1990) also highlighted a problem with focusing on a method without understanding it fully and cautioned against novice teachers using a method without analysing and critiquing it. She found that “teachers appear to have learnt the trappings of a particular approach without being fully aware of its theoretical underpinnings” and that this could lead to difficulties in the classroom (Dellar, 1990, p. 69). Fergusson and Donno (2003) argued that a one month course appears to misrepresent the importance of content knowledge and trusts that native speakers have the implicit knowledge necessary to teach. They continued that this threatened the professional basis for ESL teaching, as a defining characteristic of a profession is a “mastery of a body of distinct, specialized knowledge” (Fergusson and Donno, 2003, p. 29).

Fergusson and Donno (2003) refer to The The Celta Syllabus from 1998 which stated that when candidates pass the course “they will continue to need guidance to help them develop and broaden their range of skills as teachers in post” (UCLES, 1998, p 5). In a similar vein, Hobbs (2013) analysed the language used in course objectives and found that it reinforced the idea that the course was “a practical ‘starter pack” (p. 166). Both Fergusson and Donno (2003) and Hobbs (2013) argue that as such Celta is designed to be an introduction and not the sole form of training or education received by new teachers. However, research has shown that professional support to novice teachers is variable (Farrell, 2012; Hobbs, 2013; Del Pilar Montijano et al., 2014) and when left to survive on their own many drop out of the profession (Crookes, 1997; Peacock, 2009). The most recent The The Celta Syllabus does not contain a reference to a need for continued guidance once in a teaching position, however, it does state it is an “introductory course” and “outlines both the subject knowledge and the pedagogic knowledge and skills required for beginner ESOL teachers” (UCLES, 2018). Despite the fact that syllabus material infers Celta is an introductory course, Hobbs (2013) found that it is often treated as the sole requirement and her research uncovered a lack of people who continue to Diploma or MA level.

## 2.4 Programmatic Review

Earlier sections of this literature review have found some disparity between international ESL teacher training and Celta. To be able to effectively assess Celta and compare it accurately to international counterparts a programmatic review was carried out. Mc Taggart and Cavaliero (2016) highlighted the benefits of a programmatic review as giving an opportunity to reflect on practice and allowed for the content of programmes and the delivery of methodologies to be assessed. Peacock (2009) stressed there was a need for evaluation of ESL training programmes to obtain feedback and as “a step towards the professionalization of the field of English-language teaching and make a useful contribution to theory” (p. 262).

Garfalo and L’Huillier (2015) outlined three key questions that should form the basis of a programmatic review: “1. What should students be learning? 2. What are students actually learning? 3. What should you, the instructor, be doing to facilitate student learning?” (p. 152). Shulha and Cousins (1997) emphasised the need for a collaborative approach with all stakeholders involved as being key to a successful programmatic review. By conducting a programmatic review in conjunction with teacher interviews this research aimed to answer what the students should be learning by analysing the course syllabus and receiving feedback from teachers on what was actually learnt and what could be done to facilitate learning.

A key element when carrying out a programmatic review is understanding the assessment process (Garfalo and L’Huillier, 2015 and Kuh and Ikenberry, 2009). Celta is assessed by two components: Planning and teaching and Classroom-related written assignments (of which there are four in total) (Celta, 2018, p.2). Garfalo and L’Huillier (2015) highlighted that reviews can be carried out to various degrees with analysis ranging “from simple counts and percentages of successful students to advanced statistical analysis” however, the goal should always be “to record the number of students involved with a particular activity and the success rate relative to the targeted student learning outcomes” (p. 156). For assessment to be effective evidence should be “generated to show that students have multiple opportunities to reach the specified outcomes that have been established” and should also reveal “if students are learning what they have been taught or, if what they are being taught is what they need to learn” (Garfalo and L’Huillier, 2015, p. 153).

In the first section of this literature review, Karatsiori (2014) used The Profile created by Kelly et al. (2004) to review ESL degree or masters courses against the 40 key elements identified

as being integral to language teacher education courses (Appendix 1). Celta, or any short term ESL qualification, has not been measured in relation to The Profile and could be used as a framework for review of such courses to bring them in line with international best practice.

## **2.5 Conclusion**

This literature review set out to present both international and Irish ESL training and discuss how a programmatic review could be carried out to assess Celta and compare it to international programs. It identified differences in training between public and private sector training worldwide and a lack of clarity in the methods and content provided by ESL training in the private sector. The literature review found that there was a lack of Irish research on Celta and that European research (Grenfell, 2003; Kelly et al., 2004; Karatsiori, 2014) did not include data on Irish language training practices.

These gaps allow this research to apply previous studies to an Irish context. Celta will be assessed according to The Profile (Kelly et al., 2014) and compared to international findings from Karatsiori (2014). To gain an insight into Irish ESL teachers' perspectives, Peacock's (2009) questionnaire will be used to supplement semi-structured interviews. The next chapter will outline the methodology used in the data collection and analysis of this research.

## **Chapter 3**

### **Research Design and Methods**

#### **3.1 Introduction**

As an educator, the researcher had a genuine interest in finding out whether Irish ESL teachers who have completed a CELTA transferred the learning to the workplace. The researcher also wanted to gain an understanding of how Celta compared to international best practice. This research was conducted in two phases. Phase 1 was a programmatic review of Celta based on Karatsiori's (2014) quantitative analysis and evaluation of academic curricula for the initial training of TEFL teachers in the member states of the European Centre for Modern Languages (ECML). Phase 2 explored Irish ESL teachers' perceptions of Celta training course. As it stemmed from Peacock's (2009) mixed methods approach of evaluating the effectiveness of a TEFL programme in China this included both a survey and a semi-structured interview. This chapter details both phases of the research project, beginning with the justification for choosing a mixed methods methodology and an explanation of the pragmatist philosophy that underpins this approach. It continues with descriptions of the specific mixed methods designs and sampling techniques used as well as the rationale for using these instruments. Data analysis procedures, ethical issues and the limitations of this study are also discussed.

#### **3.2 Justification for Mixed Methods Methodology**

Greene et al. (1989) identified five main purposes of using a mixed methods methodology: triangulation, complementarity, development, initiation, and expansion. This research aimed to reap the benefits of mixed methods research in the areas of triangulation, complementarity, and expansion. Development was not deemed central to research as the survey and interview questions along with programmatic review structure were already developed and tested by previous researchers. While initiation, which discovers paradoxes or unforeseen perspectives, was not the aim of the study but an expected result.

Cohen et al. (2011) stated triangulation reduces researcher bias, increases confidence in the data and can "explain more fully the richness and complexity of human behaviour" (p. 195). Greene and McClintock (1985) stated triangulation required more than one method be executed at the same time to measure the same phenomenon and these methods should also be carried out independently to draw attention to each methods bias. This research used triangulation during Phase 2 of the research when participants were involved in both a survey and interview process simultaneously. Complementarity mixed methods research

differs to triangulation as it measures overlapping but different aspects of a phenomenon (Greene et al., 1989). This method was used to compare findings from Phase 1 and Phase 2 of this research. Comparing qualitative information from interviews based on teachers' perspectives with quantitative data from a programmatic review allows for greater illustration and clarification of the data. Expansion seeks to increase the depth of research by using qualitative methods to measure program processes and by quantitative methods to assess program outcomes.

### **3.3 Philosophical Underpinning of Mixed Methods Approach**

Often the term paradigm is used to refer to how researchers' beliefs affect their approach to research, however, this is often unclear as Masterman (1970) suggested there were more than twenty ways to interpret the word from the leading paper on the term by Kuhn (1962). Similarly, Morgan (2007) cautioned that the term can mean entirely different things to social scientists. Morgan (2007) outlined four basic versions of paradigms in the table below but advised that rather than think of the four versions as separate definitions of paradigms a researcher should consider them as interconnected. He explained this by stating the model used reflects shared beliefs. Shared beliefs are based on epistemological stances which summarize the researcher's assumptions about knowledge an important component of worldview (Morgan, 2007, p. 54).

### Four versions of Paradigms

	<b>Paradigms as Worldviews</b>	<b>Paradigms as Epistemological Stances</b>	<b>Paradigms as Shared Beliefs in a Research Field</b>	<b>Paradigms as Model examples</b>
<b>Defining Characteristics</b>	All-encompassing perspectives on the world	Ontology, Epistemology, and methodology from philosophy of knowledge	Shared beliefs about the nature of questions and answers in the research field	Relies on specific exemplars of best or typical solutions to problems
<b>Place in Kuhn's work</b>	Implicit	Directly discussed but not favored	Directly discussed and favored	Directly discussed and favored
<b>Place in social sciences</b>	Common as nontechnical usage	Currently dominant version	Relatively uncommon	Largely absent
<b>Advantages</b>	Recognizes role of personal experience and culture in science	Relies on well-known elements from philosophy of knowledge	Can be studied by examining the work of actual researchers	Very explicit, concrete
<b>Disadvantages</b>	Too broad, little direct relevance to research	Broad approach to knowing, less direct connection to research	Usually describes smaller research groups, not whole disciplines	Very narrow, limited application
<b>Place in combining methods</b>	Little explicit use	Major impact	Minor impact	Little explicit use

**Table 3.1, Morgan (2007, p. 51)**

'Education is a thoroughly human practice in which questions about "how" are inseparable from questions about "why" and "what for"' (Biesta and Burbules, 2003, p. 22). In social sciences, an overly scientific approach could be seen as a defect as it focuses on the minuscule (Kuhn, 1962). In contrast to a scientific approach, Rorty (1999) advocated that research should provide "utility" rather than "an accurate account of how things are in themselves" (p. xxvi). Feilzer (2009) cautioned that the concept of utility is not easily defined and advocated reflexive research practice to consider "what it is for" and "who it is for" and "how do the researchers'" values influence the research' to ensure that the research is 'more than an attempt to "mirror reality' (p. 8). The purpose of this research was to investigate best ESL teaching practice and to conduct a programmatic review that could be used to measure Celta against international counterparts. This was compared with teacher

feedback on their training and teaching experiences. This research is for ESL instructors and teachers so that ESL training and classroom teaching can be evaluated to international standards. The researcher values education and wants the experience of learning to teach ESL and teaching ESL to be of a high standard; transferring not only knowledge but also the skills needed which give the participant the confidence to use what they have learned. Therefore the mixed methods approach in this research was underpinned by a pragmatist philosophy.

Maxcy (2003) described pragmatism in the nineteenth century as a sympathetic challenge of the idea that social science must use a scientific method to assess the “real world”. In the twentieth century pragmatism built on current cultural conditions, stressed diverse modes of inquiry while focusing on communicating about the common experience (Maxcy, 2003). Theorists argue that pragmatism can overcome contentious issues such as truth and reality and allows for the possibility of both singular and multiple realities which can be viewed in light of solving practical problems (Creswell and Plano Clark, 2007; Dewey, 1925; Rorty, 1999). Feilzer (2010) contended that by using a mixed methods approach a pragmatist can resolve the problem posed by matching epistemological concerns to a methodology which aims to measure or observe a phenomenon with multiple layers.

### **3.4 Research Approach**

All forms of research contain inherent advantages and disadvantages which the researcher must remain aware of. Feilzer (2010) emphasized that following a pragmatist paradigm the researcher “aims to interrogate a particular question, theory, or phenomenon with the most appropriate research method” (p. 13). Morgan (2007) identified the approach taken by qualitative and quantitative researchers and then outlined a pragmatist approach using abduction, intersubjectivity, and transferability.

Abductive reasoning involves considering theory and data which enables observations to inform theories and then theories can be put into action (Morgan, 2007, Ivankova et al. 2006). Feilzer (2010) advocated the abductive approach in combination with inductive and deductive analysis as it allowed for data to be interpreted from a multidimensional perspective with the research benefiting as results are informed, questioned and enhanced by the process.

Intersubjectivity also allows for a wider perspective for both participants, colleagues and the researcher while asserting both a single real-world view and unique interpretations are

possible (Morgan, 2007, p. 72). Alivernini et al. (2008) found that the process of intersubjectivity involving communication and shared meaning allowed for wider data collection and analysis.

Morgan (2007) stressed the importance of transferability stating data should not be strictly context-bound or widely generalizable but that a pragmatist should investigate whether knowledge can be transferred to other settings. Similarly, Kaplan (1964) and Wheeldon and Faubert (2009) argued that understanding is based on patterns and is better understood when viewed in light of knowledge, experience, and perception.

### **A Pragmatic Alternative to the Key Issues in Social Science Research Methodology**

	<b>Qualitative Approach</b>	<b>Quantitative Approach</b>	<b>Pragmatic Approach</b>
<b>Connection of theory and data</b>	Induction	Deduction	Abduction
<b>Relationship to research process</b>	Subjectivity	Objectivity	Intersubjectivity
<b>Inference from data</b>	Context	Generality	Transferability

**Table 3.2, Morgan (2007, p. 71)**

### **3.5 Phase 1 of Research**

Phase 1 of this research involved carrying out a programmatic review of Celta based on the 40 key elements (Appendix 1) in language teacher education courses created by Kelly et al. (2004). The data for Celta was collated by using a keyword search of each element on The Celta Syllabus and Assessment Guidelines (UCLES, 2018) to determine if the element was present. Based on Karatsiori's (2014) review of European universities using The Profile, data is separated into three categories. If the keyword search found the terms contained in the element it was deemed to be present and awarded a value of 1. If the keyword search found some references to the element but it did not fully meet the Kelly et al.'s (2004) descriptor it was deemed to be partly present and awarded 0.5. If the element could not be found by using a keyword search then the cell was left blank. Appendix 2 contains the details from the keyword search including references to what terms were identified in the Celta Syllabus. Appendix 3 provides Celta scores for the programmatic review.

### **3.6 Phase 2 of Research**

Phase 2 took place in January 2019 and involved survey and interviews occurring at the same time to allow for triangulation according to Greene and McClintock's (1985) definition. It set out to explore Irish ESL teachers' perceptions of CELTA training and answer the following questions:

- What key elements of Celta course do Irish ESL teachers use in the workplace?
- What areas would ESL teachers like more support/training in?

Phase 2 involved meeting 4 ESL teachers and using Peacock's (2009) evaluation model (Appendix 4). Peacock's (2009) model was created for teacher trainees studying in China and so it was necessary to make small changes to make it appropriate for Irish ESL teachers who completed Celta. Questions 1 and 2 were removed and question 5 reflected teaching mixed nationalities in Ireland.

The questionnaire was carried out in conjunction with semi-structured interviews. The semi-structured interviews contained open-ended questions adapted from research into teaching practices around the world (Baltus and Belhiah, 2013; Urmston, 2003; Wong, 2009).

Appendix 5 contains the interview questions. The participants were chosen pragmatically based on availability and number of years' experience.

### **3.7 Data Collection and Analysis**

Data was collected by means of programmatic review using CELTA curricula mapped to Kelly et al.'s (2004) 40 key elements in language teacher education courses, questionnaires, and semi-structured interviews. This data was analysed thematically. Thematic Analysis (TA) although widely used, has been described by Braun and Clarke (2012) as poorly defined. They advocated TA as a method which can systematically identify, organize and offer insight across a variety of data and therefore help the researcher make sense of commonalities; however, Braun and Clarke (2012) continued by stressing that analysis of these commonalities is important to ensure findings are meaningful. Greene et al. (2001) suggested that designing, analysing, and interpreting mixed methods research requires reflexivity and care. To ensure data was analysed and interpreted correctly the six phases of thematic analysis, as shown in the table below, were used with all data collected.

<b>Phase</b>	<b>Description of the process</b>
1. Familiarising yourself with your data:	Transcribing data (if necessary), reading and rereading the data, noting down initial ideas.
2. Generating initial codes:	Coding interesting features of the data in a systematic fashion across the entire data set, collecting data relevant to each code.
3. Searching for themes:	Collating codes into potential themes, gathering all data relevant to each potential theme.
4. Reviewing themes:	Checking in the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic 'map' of the analysis.
5. Defining and naming themes:	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells; generating clear definitions and names for each theme.
6. Producing the report:	The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.

**Table 3.3, Phases of thematic analysis, Braun and Clarke (2006)**

The researcher conducted a paper and pencil questionnaire during the interview session which enabled any queries or uncertainties to be addressed immediately. Cohen et al. (2007) argued that while a questionnaire can be useful in the collection of numerical data it can take time to develop and refine a questionnaire appropriately. To ensure clarity and transferability and avoid “pitfalls” outlined in forming questionnaires (Cohen et al., 2007, pp. 334 - 336) Peacock’s (2009) questionnaire was used. The questionnaire is measured using rating scales which Cohen et al (2007) described as useful because they allow for a “degree of sensitivity and differentiation of response while still generating number” (p. 325). Cohen et al. (2007) recognized the benefits of collecting data from self-administered questionnaires in the presence of the researcher, however, cautioned that participants may feel uncomfortable or compelled to complete it. To counteract this all participants were informed of the schedule of the meeting, including topics included in the questionnaire and interview, and as part of the informed consent process were advised of their right to withdraw and request further information as needed.

To enhance data collection, interviews were carried out at the same time as the questionnaires. The participants were contacted via email inviting them to participate in the research. The interviews lasted on average 30 minutes and were recorded. The interview guide, containing the list of intended topics for discussion, was sent to the participants in advance in order to assist them to prepare for the interview. Kvale's (1996) seven stages of an interview were followed to maximise results from the interview process: thematizing, designing, interviewing, transcribing, analysing, verifying and reporting. Analysing the data from a pragmatist perspective allowed the researcher to go beyond the quantitative/qualitative argument and use the data to answer the research question.

### **3.8 Ethical Considerations**

When carrying out any research there should be respect for autonomy, justice, and beneficence (Gupta, 2017). Autonomy protects the participants' right to privacy and dignity (Flicker et al., 2004). Kitchin (2007) defined justice as the fair and equal treatment of participants during the entire research purpose while beneficence requires researchers to evaluate and minimize any harm whether physical, social or psychological to participants. To address the area of autonomy participants were provided with details of the research and an option to participate or refuse to take part or to withdraw at any stage during the research process (BERA, 2011).

Within the context of all research, privacy is a major issue. Townsend and Wallace (2016) cautioned against the disclosure of identity or other sensitive information as it may expose participants to the risk of embarrassment, reputational damage, or legal prosecution. To eliminate this risk the questionnaire and interview did not request any personal information or information which could be used to discover participants' identity such as name, age, sex or employer name. Confidentiality was ensured by using code letters rather than names to differentiate participants.

In keeping with GDPR regulations participants were informed of safety procedures used for storing data, the period it will be retained for and the purposes and that a copy of participants' data will be given upon request.

Ethical approval was sought and approved by the Faculty Ethics Committee of Griffith College in December 2018.

### **3.9 Limitations of the research**

The programmatic review carried out was intended for university programs and therefore may not be the best method to measure a month long course. The researcher compared the Celta Syllabus and perspective with Kelly et al.'s (2004) 40 key elements in language teacher education courses but due to time constraints was unable to verify the data externally with CELTA course coordinators. Their input would add provide added strength to the findings of a programmatic review.

Due to time restrictions a small sample size of teachers were used in both the questionnaire and interview process. A larger sample size would give a stronger picture of Irish ESL teachers' perspectives.

The researcher interviewed teachers who had completed Celta and gave insights based on their reflections and memory of the course based on their current teaching practice. This could be contrasted with Peacock (2009) and Coşkun and Daloğlu (2010) who carried out research with trainees who were currently involved in the teacher training course. While the perceptions of practicing teachers are valuable their memories may be distorted. To create a comparable research in Ireland trainee teachers should be interviewed.

## **Chapter 4**

### **Programmatic Review**

#### **4.1 Introduction**

The literature review found that there was a lack of international comparable data on Irish ESL teacher training courses (Karatsiori, 2014; Grenfell, 2003) and Irish research focused on primary and post-primary ESL teaching (Ward, 2004; Devine, 2005; Nowlan, 2008). This chapter aims to address this gap by providing a programmatic review of Celta through assessing the the Celta Syllabus (UCLES, 2018) to The Profile (Kelly et al., 2004). The Profile is divided into four sections: structure, knowledge and understanding, strategies and skills, and values (Kelly et al., 2004) and therefore this chapter is divided into these four sections and a concluding paragraph.

The forty elements in The Profile will be assessed and presented in this chapter. The data for Celta was collated by using a keyword search of each element on the the Celta Syllabus and Assessment Guidelines (UCLES, 2018) to determine if the element was present. Based on Karatsiori's (2014) review of European universities using The Profile, items were scored with the value of 1 if the element is found to be present, 0.5 if the element is partly present and when the value is 0 the cell is empty. Details from the key word search mapped to The Profile are available in Appendix 2.

#### **4.2 Review of the Key Elements: Structure**

This element contains thirteen categories which describe the different parts of language teacher education and how they could be organised (Kelly et al., 2004). A key word search of the Celta Syllabus matched to The Profile gave a score of 5.5. The five elements that were deemed to be present were:

1. A curriculum that integrates academic study and the practical experience of teaching
2. The flexible and modular delivery of initial and in-service education.
3. An explicit framework for teaching practice (stage/practicum).
5. Experience of an intercultural and multicultural environment
9. A European-level evaluation framework for initial and in-service teacher education programmes, enabling accreditation and mobility

Element 1 was found to be a key aim of Celta course. The syllabus states the acquisition of “essential subject knowledge and familiarity with the principles of effective teaching...range of practical skills for teaching English to adult learners” and to demonstrate this in a real teaching context (UCLES, 2018, p. 2).

Celta can be full or part time and there is an option to study online (UCLES, 2019). There is a clear framework with two pages detailing the aims and objectives that successful candidates will have achieved upon completion of the course (UCLES, 2018, p. 15 – 16).

Celta can be done in over 70 different countries (UCLES, 2019) with trainees from various backgrounds being assessed through teaching practice and written assignments in their ability to “understand the range of backgrounds and experiences that adult learners bring to their classes” (UCLES, 2018, p. 6).

Celta is a Level 5 qualification worth 30 credits (UCLES, 2018).

The following element received half marks:

7. A period of work or study in a country or countries where the trainee’s foreign language is spoken as native.

Element 7 was awarded 0.5 as it is possible, but not integrated into the course, that one could do the course in a country where you are a native speaker. Celta course participants can choose to do a course in any one of over 1,500 courses running each year in over 70 countries (UCLES, 2019).

There were seven elements which could not be matched to The Profile:

4. Working with a mentor and understanding the value of mentoring.
6. Participation in links with partners abroad, including visits, exchanges or ICT links.
8. The opportunity to observe or participate in teaching in more than one country.
10. Continuous improvement of teaching skills as part of in-service education.
11. Ongoing education for teacher educators.
12. Training for school-based mentors in how to mentor.
13. Close links between trainees who are being educated to teach different languages.

In relation to the assessment of Celta to these areas using a keyword search, there are two elements to note. The Celta Syllabus stated, “teaching practice is timetabled on a continuous basis throughout the course so that opportunities are provided for candidates to show that they can apply theory to practice in classroom teaching” (UCLES, 2018, p.15). Although Celta provides continuous improvement of teaching skills it is pre-service training and not in-service training. Celta was not found to meet the requirement which Kelly et al. (2014) envisioned as institutions providing qualified teachers with possibilities to “further enhance their teaching skills after their initial education” (p. 40).

The second area to note is element 11. This information is unknown as it is not concerned with trainee learning outcomes but with the ongoing training of Celta trainers.

#### **4.3 Review of the Key Elements: Knowledge and Understanding**

This section of The Profile refers to eight elements pertaining to the information about teaching and learning languages that should be transferred to trainee teachers during their course (Kelly et al., 2004). Using a keyword search Celta received a score of 5.5 out of a possible 8. Four elements were found to match while three others received 0.5 respectively. The areas found to be present were:

- 14. Training in language teaching methodologies, and in state-of-the-art classroom techniques and activities.
- 17. Training in information and communication technology for pedagogical use in the classroom.
- 18. Training in information and communication technology for personal planning, organisation and resource discovery.
- 21. Training in the theory and practice of internal and external programme evaluation

The following three areas received half marks as they contained some of the keywords but did not completely match the descriptors outlined by Kelly et al. (2004, p. 46-59):

- 16. Initial teacher education that includes a course in language proficiency and assesses trainees’ linguistic competence.
- 19. Training in the application of various assessment procedures and ways of recording learners’ progress.
- 20. Training in the critical evaluation of nationally or regionally adopted curricula in terms of aims, objectives and outcomes.

Element 16 was awarded half marks, despite the fact there is not a course in language proficiency, there is an assignment with language-related tasks. Assignment 2 assesses trainees' linguistic competence through "identification of significant features of the form, pronunciation, meaning and use of language items/areas and the use of relevant information from reference materials" (UCLES, 2018, p. 17).

Element 19 received half marks as Celta allows for "some basic assessment procedures" (UCLES, 2018, p. 11) and this did not fully match the various methods recommended by The Profile (Kelly et al., 2004, p.55 - 56).

Similarly, element 20 was awarded a half point as Celta provided training in identifying and ordering activities to achieve lesson aims and outcomes (UCLES, 2018, p.15) however, the Celta Syllabus does not make reference to the Common European Framework of Reference for Languages (CEFR) which is the international standard for describing language ability (Council of Europe, 2001). The CEFR is recognised by Kelly et al. (2004) as being essential to teacher training and is referenced twenty-one times in The Profile.

There was only one area, in this element of knowledge and understanding, which Celta did not receive any points:

15. Training in the development of a critical and enquiring approach to teaching and learning.

#### **4.4 Review of the Key Elements: Strategies and Skills**

This section of The Profile refers to the thirteen elements linked to the knowledge needed to deal with teaching and learning situations (Kelly et al., 2004). A keyword search of the Celta Syllabus found that five of these areas were included in Celta course. These areas were:

22. Training in ways of adapting teaching approaches to the educational context and individual needs of learners.
23. Training in the critical evaluation, development and practical application of teaching materials and resources.
24. Training in methods of learning to learn.
25. Training in the development of reflective practice and self-evaluation.
29. Training in peer observation and peer review

Element 22 was found to be strongly referenced throughout the syllabus with the word adapt being found five times and assignment 1 centred on an "investigation of the learning context

and assessment of learner needs with reference to a specific learner or group of learners” (UCLES, 2018, p.17).

Element 23, 24 and 29 are outlined on pages 5, 6 and 11 respectively. (UCLES, 2018). Another element which is referred to throughout the Celta Syllabus is reflection and trainees are encouraged to “evaluate their own lesson preparation before and after teaching through reflection and by taking note of comments from tutors, colleagues and learners” (UCLES, 2018, p.10).

The eight areas which the keyword search did not identify are listed below: 26. Training in the development of independent language learning strategies

27. Training in ways of maintaining and enhancing ongoing personal language competence

28. Training in the practical application of curricula and syllabuses.

30. Training in developing relationships with educational institutions in appropriate countries.

31. Training in action research.

32. Training in incorporating research into teaching.

33. Training in Content and Language Integrated Learning (CLIL).

34. Training in the use of the European Language Portfolio for self-evaluation.

#### **4.5 Review of the Key Elements: Values**

This section of The Profile refers to the six elements which outline the values that trainee teachers should try to incorporate into their teaching (Kelly et al., 2004). A keyword search of the Celta Syllabus found two areas were incorporated into the training course. The elements identified were:

35. Training in social and cultural values.

40. Training in the importance of life-long learning.

The syllabus referred to the need to “understand the range of backgrounds and experiences that adult learners bring to their classes” (UCLES, 2018, p.6).

The syllabus also recognised time constraints of the course by creating a learning outcome related to the need for life-long learning stating that participants should “in recognition of the initial nature and scope of their training so far, respond appropriately to

relevant aspects of professional development by finding out about opportunities for further professional development” (UCLES, 2018, p.12).

The four areas which did not correlate with The Profile were:

- 36. Training in the diversity of languages and cultures.
- 37. Training in the importance of teaching and learning about foreign languages and cultures.
- 38. Training in teaching European citizenship.
- 39. Training in team-working, collaboration and networking, inside and outside the immediate school context.

#### 4.6 Conclusion

This chapter presented the data found in the programmatic review of Celta by using a keyword search of the Celta Syllabus using terms identified in Kelly et al.’s (2004) Profile. The Profile contains forty elements which are divided into four sections. Items were scored with the value of 1 if the element was found to be present, 0.5 if the element was partly present and when the value is 0 the cell is empty.

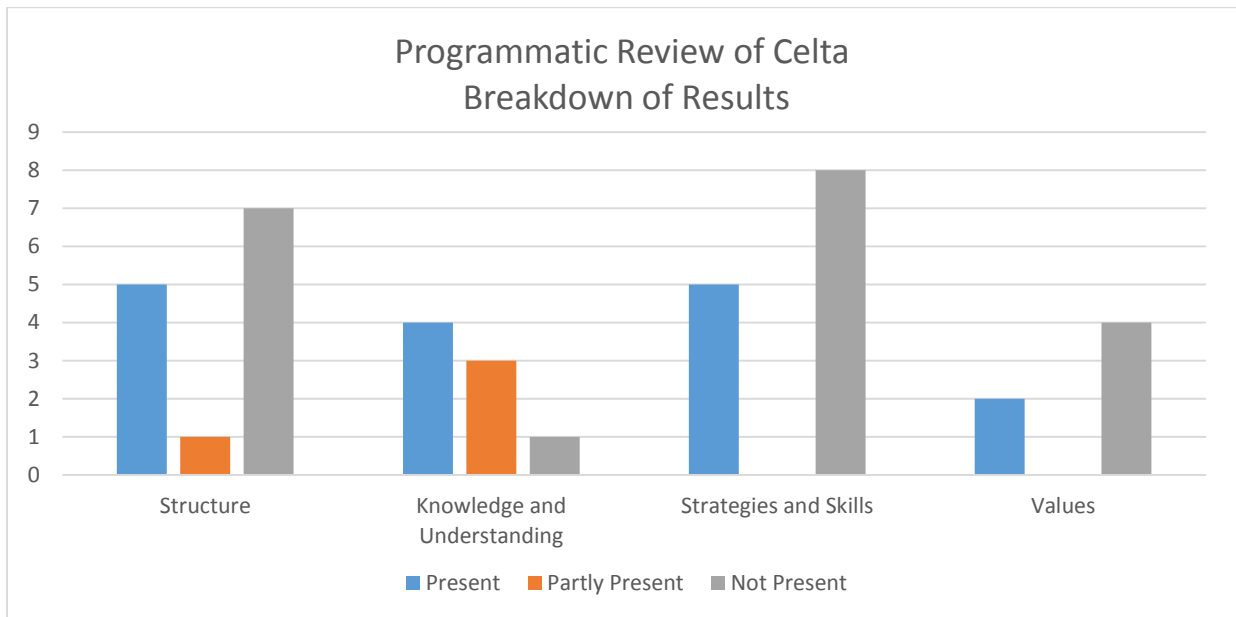
This review found that Celta received 18 points out of 40. The strongest element was Knowledge and Understanding achieving 69% of the aims. The weakest area was Values with only 33% of The Profile terms being found in the Celta Syllabus.

	<b>Structure</b>	<b>Knowledge and Understanding</b>	<b>Strategies and Skills</b>	<b>Values</b>	<b>Total</b>
<b>Numerical Score:</b>	5.5 out of 13	5.5 out of 8	5 out of 13	2 out of 6	18 out of 40
<b>Percentage Score:</b>	42%	69%	38%	33%	45%

**Table 4.5 Overall Scores**

The chart below identifies the number of elements under each of the four sections that were present, partly present or absent. In contrast with Table 4.5 which gives total figures, Figure 4.1 shows the breakdown of the figures and identifies that sections one and two are

composed of a variety of elements whereas elements three and four are all or nothing. It highlights the disparity in the third section where the number of elements missing is the highest of all the sections.



**Figure 4.1 Breakdown of Results**

The next chapter will present the data collected from Irish ESL teachers to gain an insight into their perspectives of their training. While chapter 6 will discuss the findings presented here and compare Celta to Karatsiori's (2014) review of 27 European universities with ESL teacher training programmes. Chapter 6 will also explore whether the findings from the programmatic review reflect teachers' opinions on their training.

## Chapter 5 Interview Analysis

### 5.1 Introduction

The literature review found that there was a lack of internationally comparable data on Irish ESL teacher training courses (Karatsiori, 2014; Grenfell, 2003) and Irish research focused on primary and post-primary ESL teaching (Ward, 2004; Devine, 2005; Nowlan, 2008). This research aims to give an insight into the Irish private ESL sector by carrying out a programmatic review of the training course and interviewing teachers. The previous chapter presented data collected from a programmatic review of Celta. This chapter will present data collected from Irish ESL teachers into their perceptions of their training and how it affected their approach to teaching.

The main purpose of this data collection was to give Irish ESL teachers an opportunity to give their opinion on their training, including strengths and weaknesses, and if their teaching experience had identified any needs which they felt required additional training. The first data collection instrument was a semi-structured interview with questions adapted from Baltus and Belhiah (2013) Urmston (2003) and Wong (2009) to allow participants to discuss their teaching experiences and reflect on their training. Interviews were recorded, transcribed and sent to participants to review. Hagens et al. (2009) recognised that there were advantages and disadvantages to Interviewee Transcript Review (ITR), but the opportunity to edit or clarify information was considered to outweigh the potential loss of data.

Quantitative data was collected from participants by answering 19 questions from Peacock's (2009) questionnaire using a five-point scale. Peacock (2009) used the questionnaire to collect opinions from third-year students of an EFL teacher training programme in China. Therefore the questionnaire had to be adapted slightly to reflect that participants did the course in Ireland, had already completed the course and had work experience to reflect on. Participants were advised that further elaboration was not necessary but if they wished to add extra information for their response this was possible. The decision to do the questionnaire orally at the end of the interview was done pragmatically as Feilzer (2009) argued that participants often interpret questions differently or wish to add comments to qualify their answer. After the interview an excel sheet was sent to participants, in conjunction with the transcript, to ensure that the information recorded reflected their beliefs (Alshenqeeti, 2014).

The data from the interviews and questionnaires were analysed qualitatively using content analysis. White and Marsh (2006) defined content analysis as a process in which “the researcher uses analytical constructs, or rules of inference, to move from the text to the answers to the research questions” (p. 27). Krippendorff’s (2004) four key elements were used with the questionnaire and the interview transcript forming the sample text, the text was unitized by distinguishing keywords and quotes, this was then contextualised and finally related to specific research questions.

This chapter will include a description of participants’ teaching background, then questionnaire findings will be presented, followed by key themes which emerged from the interviews. Participant questionnaires and transcripts are in Appendix 6 and 7 respectively.

## **5.2 Participants’ Teaching Background**

This thesis was researched and written over four months so participants were chosen pragmatically by sending an email inviting twelve colleagues to participate in the research. Four expressed an interest and gave informed consent to recorded interviews lasting approximately thirty minutes. The participants have been anonymised and their names replaced with the letter P and a number from 1 to 4.

P1 completed their Celta training fifteen years ago and, despite taking a break for three years, is one of the participants with the most experience. Although P1’s mother had a language school, P1 described the decision to teach ESL as accidental. Prior to language teaching, P1 taught art although they describe that experience as completely different. While the majority of P1’s teaching experience has been in Ireland, they also taught in China for three months.

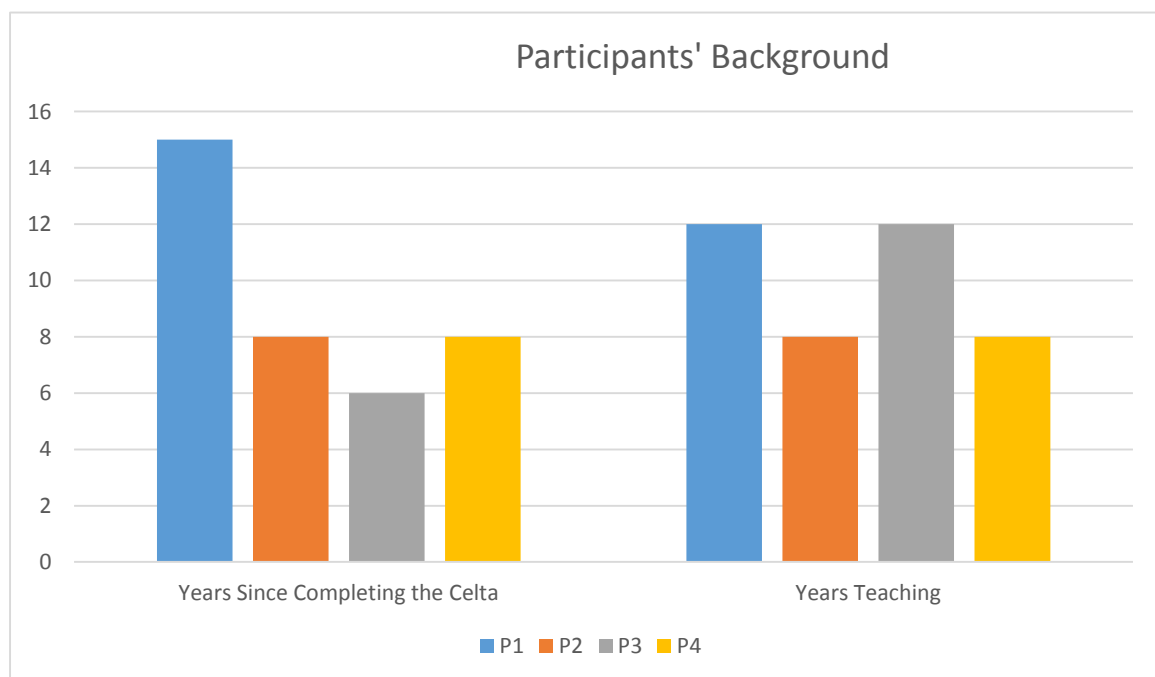
P2 has been teaching for eight years. P2 originally chose to do Celta course so that they could have part-time work while studying music, which they also teach. P2 described the course as an opportunity to work and travel and had no idea that they would pursue it as a career and would later do a Masters in Linguistics.

P3 has been teaching for twelve years, initially moving abroad to teach as an opportunity to travel and have a career change. Despite wanting to travel to many countries, P3 has had the majority of their teaching experience in Ireland and decided to do Celta six years ago. P3

is also involved in the management and teaching of a teacher training course for non-native speakers.

P4 has been teaching for eight years, mostly in Ireland but also has experience teaching in Italy. Similar to P3, P4 wanted a career change and an opportunity to travel during a period of economic recession in Ireland. After teaching ESL for about four years P4 decided to study for a Post Graduate Diploma in Teaching to qualify as a post-primary school teacher. Throughout P4's studies, they continued to teach in language schools and lectured in English in a college. Upon graduation, P4 decided that post-primary school teaching wasn't something they wanted to pursue as a career because they preferred teaching ESL to adults.

Figure 5.1 represents the participants' teaching experience visually, showing years since completing Celta and years teaching.



**Figure 5.1 Participants' Background**

### 5.3 Analysis of Questionnaires

During the interview, each participant was asked 19 questions from Peacock's (2009) questionnaire using a five-point scale. Participants were advised that further elaboration was not necessary but if they wished to add further information for their response this was

possible. The decision to do the questionnaire orally at the end of the interview was done pragmatically as Feilzer (2009) argued that often participants interpret questions differently or wish to add comments to qualify their answer. Munn and Drever (1990) outline some issues with questionnaires such as missed questions or incorrect ranking so to overcome this problem a spreadsheet with questionnaire responses was sent to participants along with their interview transcript. After the interview the data from each participant was added to a grid on an excel sheet, as the data being input was matched to a scale of agreement answers that strongly agreed were input as 5, agree as 4, neutral as 3, disagree as 2 and strongly disagree as 1, this was then transferred to a bar chart in groups of 5 questions to allow for clear presentation for description and later analysis in Chapter 6.

The findings from the questionnaire will first be presented and any relevant comments from participants will be included. This research is based on research carried out by Peacock (2009) and used by Coşkun and Daloğlu (2010), both research papers presented the questionnaire results into three categories agree, uncertain and disagree. The statistics discussed below will discuss overall results from these three perspectives while bar charts will reflect each participant's answer according to the five-point scale.

The first three questions relate to training in English, training in teaching skills and training in the needs of different cultures.

Q1. Do you think it gave you adequate training in English?

Q2. Do you think it gave you adequate training in teaching skills?

Q3. Do you think it gave you adequate training in the needs of different cultures?

75% of participants disagreed with question 1 while 75% agreed to questions 2 and 3. In relation to question 1 and teaching English, there were references to time constraints and that two participants, in particular, thought that it wasn't possible to provide adequate training in English in a month.

For question 2 P1 disagreed for similar reasons to the first one saying the course length was *"just not a whole lot of time to go into a full-time job"*.

While P2 focused on the word adequate and for this reason chose to agree.

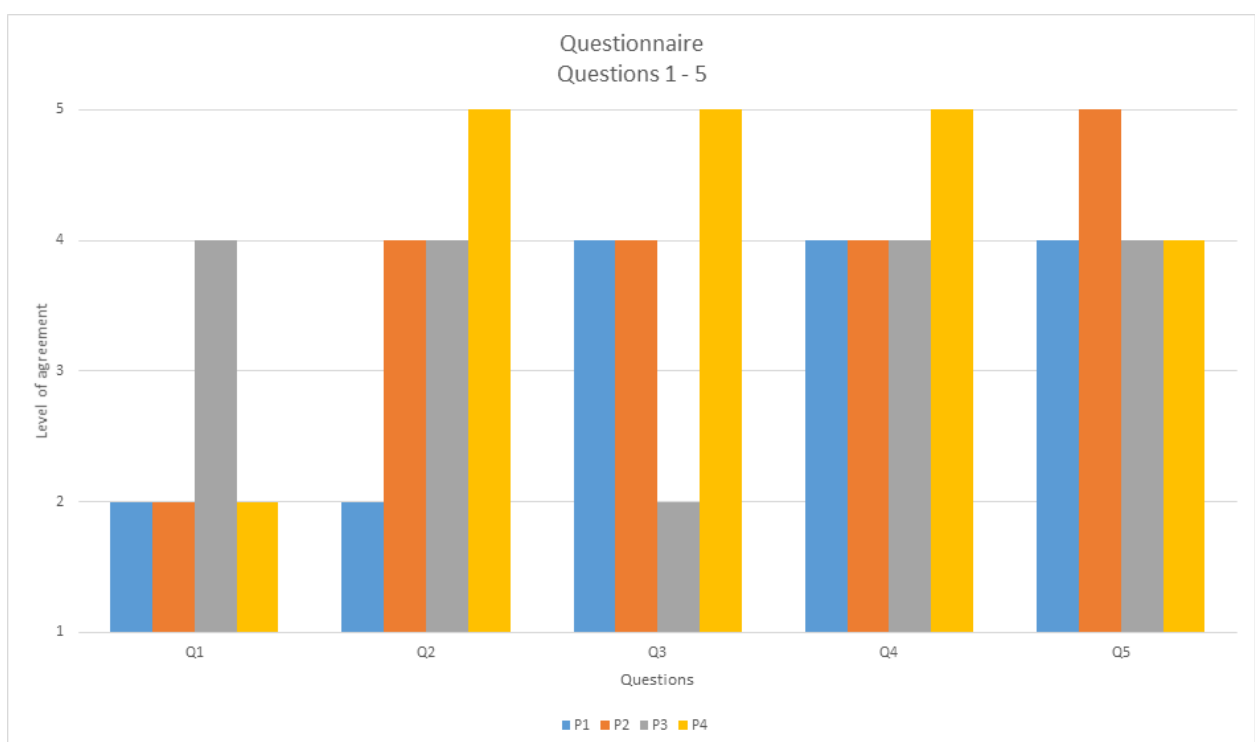
*"Well, I suppose if the word is adequate it was adequate. It's not like a good level. It's an adequate level. I'm not criticizing it, I'm saying in the time allowed."*

Questions 4 and 5 received agreement from all participants.

Q4. Do you think it was up-to-date at the time you did it?

Q5. Do you think it encouraged you to reflect on your past experiences as a language learner?

P1, who completed the course 15 years ago, agreed that the course was up to date at the time but stated what they learned on the course *“is by no means up-to-date now!”*



**Figure 5.2 Questionnaire, Questions 1 - 5**

1 = Disagree Strongly	3 = Neutral	4 = Agree
2 = Disagree		5 = Agree Strongly

Questions 6 to 9 were answered positively by all participants, while question 10 was answered neutrally by 50% and negatively by 50%.

Q6. Do you think the course encouraged you to be a reflective teacher?

Q7. Do you think it promoted flexibility in using different teaching practices for different situations?

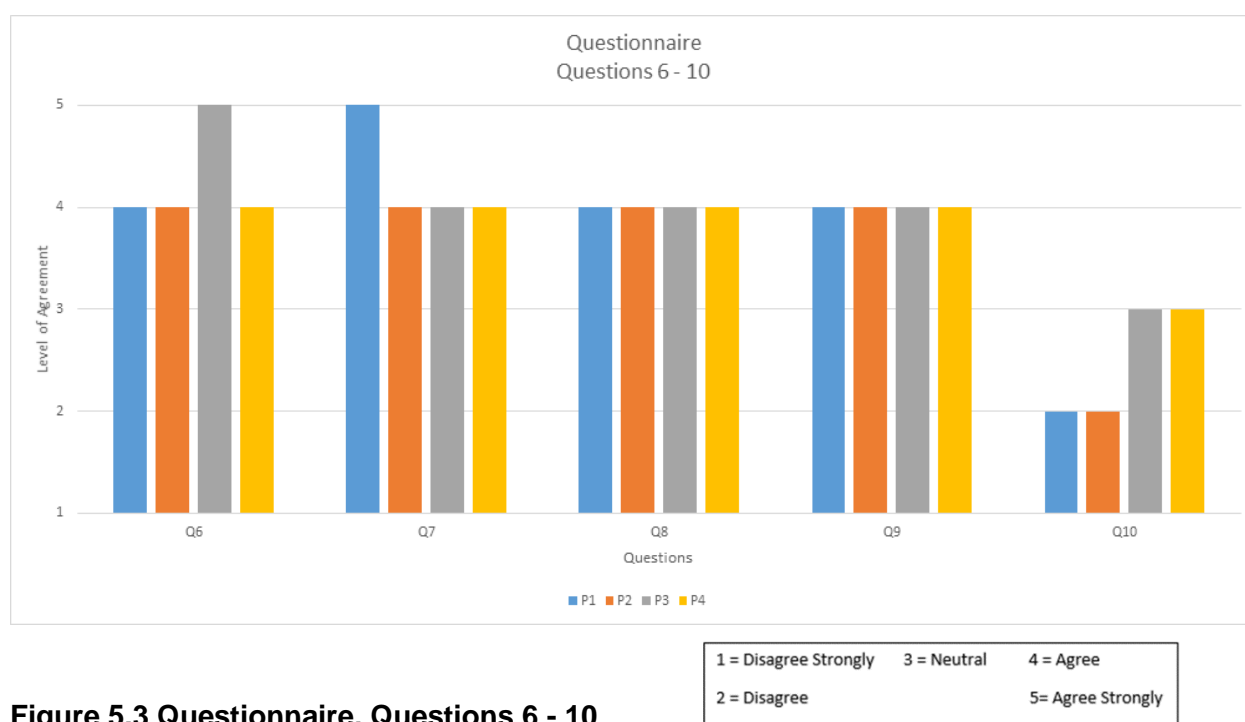
Q8. Do you think that it balanced teacher centred and student centred learning on the course?

Q9. Did it teach you how to teach English?

Q10. Did it teach you how to evaluate yourself as a teacher?

In relation to question 10, P1, one of the participants with the longest teaching experience, noted that they still weren't confident about self-evaluating.

In the transcripts this question is missing from P2's interview, however, they responded to this question in an email when the transcript was being reviewed.



**Figure 5.3 Questionnaire, Questions 6 - 10**

Questions 11 to 15 show more varied responses, with 50% disagreeing with question 11 about classroom management skills, 100% agreeing to question 12 about using materials, 75% agreeing to question 13 about adapting materials, 50% were neutral to question 14 about improving self-evaluation and 100% disagreeing to question 15 that Celta taught evaluation skills.

Q11. Did it teach you classroom management skills?

Q12. Did it teach you how to use foreign language materials?

Q13. Did the course teach you how to adapt foreign language teaching materials?

Q14. Did it increase your powers of self-evaluation?

Q15. Do you think it taught you foreign language testing and evaluation skills?

When answering question 11, concerning classroom management, P1 noted that the course had *“to a certain extent but not really.”*

P2 said *“Probably not no. I think it’s something you probably have to learn that on the job.”*

P3 disagreed referring to the teaching practice element: *“Disagree because it’s not a real class. They’re volunteers and they all know that it’s a trainee teacher and there’s not going to be many management problems.”*

P2 was the only participant to disagree to question 13 noting that they didn’t feel the course taught them how to adapt materials and referred to the grading of language as being *“a struggle for many people”*.

P1 seemed unsure of question 14. In the recording P1 is heard to say *“Is that not the same...?”* but then stating more strongly *“I’d say neutral on that can’t really remember.”*

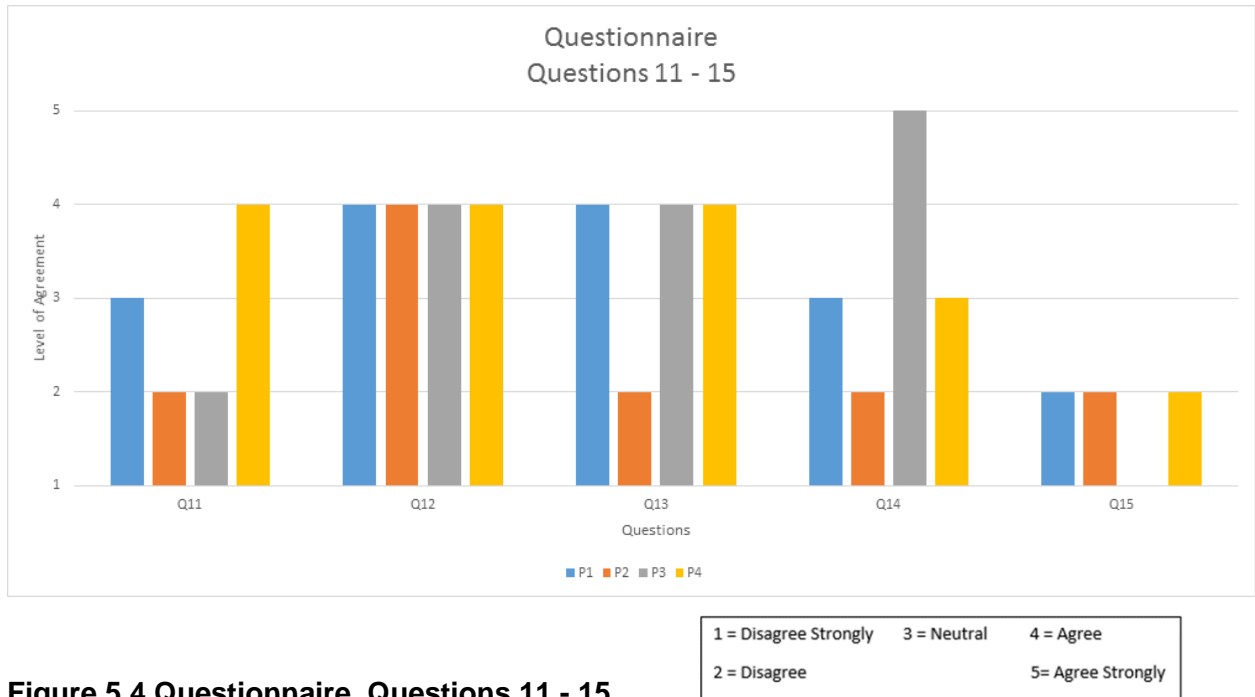
P2 said *“No I don’t think so.”*

P3 felt that self-evaluation was *“probably one of the strong points of the course, critical awareness.”*

Question 15, relating to the course teaching foreign language testing and evaluation skills, was the only question to get 100% disagreement. P1 reflected *“Probably not, I didn’t really know how to test at the time”*.

P2 said that they didn’t remember doing anything on testing while P3 strongly disagreed and referred to the difference between the realities of the classroom and the differences to observation classes. Throughout P3’s interview, they referred to a lack of preparation for exam preparation classes and they mentioned it again in relation to their reasoning for this

answer. P4 sought some clarification on this question and mentioned that the course taught about how students might feel about testing but that the course did not teach how to evaluate students' language ability or levels.



**Figure 5.4 Questionnaire, Questions 11 - 15**

The final four questions were mostly received positively. 100% of participants felt that the course was relevant to their needs, 50% didn't think there was a balance between English teaching and classroom management skills, 75% agreed that Celta prepared them to teach in the classroom, and 100% agreed it met their needs.

Q16. Did you think it was relevant to your needs?

Q17. Do you think it has a good balance between the teaching of English teaching skills and classroom management skills?

Q18. Do you think it prepared you to teach English in the classroom?

Q19. Did it meet your needs?

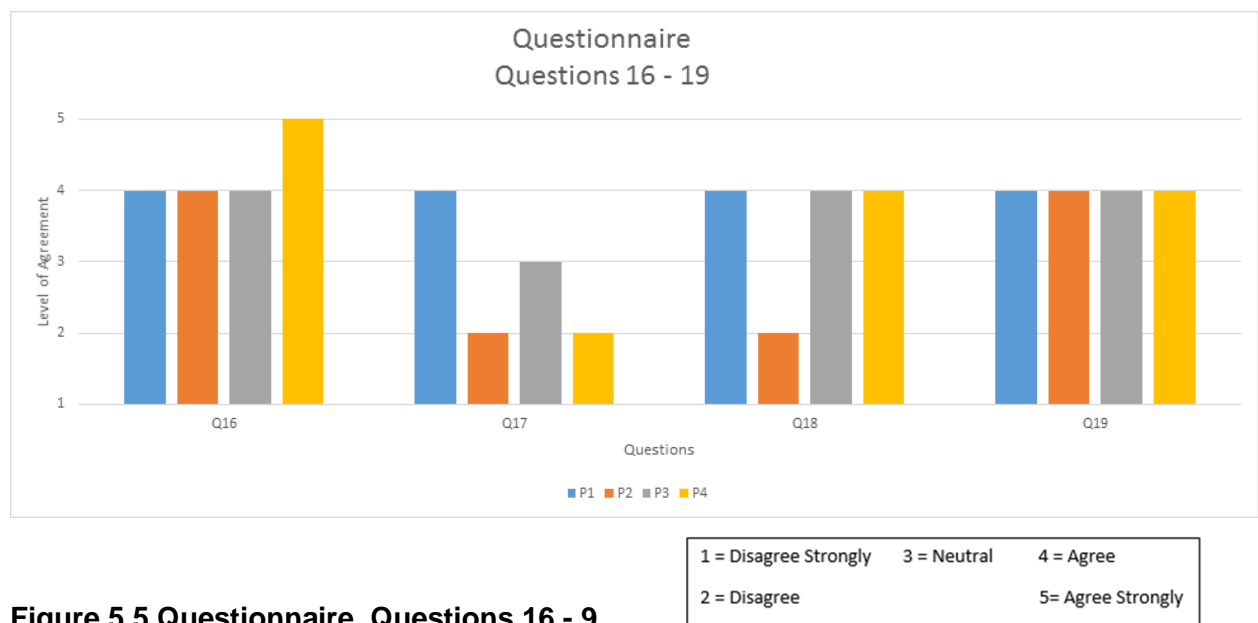
When answering question 17 about the balance between the skills that were taught the participants had mixed opinions. P1 agreed without adding further comment. P2 disagreed saying there was more of a focus on *“English language teaching probably less so on classroom management.”* P3 opted for a neutral answer although they agreed with P2's

comments adding *“teaching of English and teaching skills probably outweigh slightly more than classroom management skills.”* While P4 disagreed that there was a balance, but contrary to P2 and P3’s opinions P4 felt that *“teaching English, as in the subject of English, was of less importance.”*

Throughout the interview, P2 referred to the time constraints and when answering question 18 about if the course prepared participants to teach English in the classroom P2 replied: *“No, again I don’t think it can.”*

P3 listed the things that the course achieved and didn’t achieve. *“It prepared you to have a lesson plan. It had skills of how to teach vocabulary, points of grammar but it didn’t equip me with the finer nuances of English language, grammar, and spoken English.”* When asked to respond to the questionnaire P3 agreed *“but only slightly”*.

All participants agreed that the course met their needs and P1 added: *“It was very different from what I expected it made me realise I can make it a lot more interesting than I thought a classroom could be.”*



**Figure 5.5 Questionnaire, Questions 16 - 9**

### 5.4 Analysis of Interviews

Interviews were carried out with the 4 participants and lasted between 25 and 30 minutes. The interview included 14 questions adapted from Baltus and Belhiah (2013) Urmston

(2003) and Wong (2009) to allow participants to discuss their teaching experiences and reflect on their training. The questions are outlined in Appendix 5.

Transcripts were sent to each participant to verify accuracy before it is formally coded and analyzed as outlined by Hagens et al. (2009). The transcripts were then analysed using content analysis in which Krippendorff (2004) identified four elements: the transcript formed the sample text, keywords and quotes were identified, then contextualised and finally related to specific research questions.

The three key themes that emerged from the interviews were lack of content knowledge, time management, and classroom management. Each theme will be outlined in this chapter with short extracts from the interviews provided to illustrate key points. The full transcript to each interview is provided in Appendix 6.

#### **5.4.1 Key Theme: Content Knowledge versus Teaching Skills**

While all participants made positive comments about Celta course, in particular about teaching techniques and being given a structure to stage a lesson, they all stressed the initial lack of knowledge they had of grammar, phonetics, and phonology and how Celta course did very little on these topics. This correlates with the questionnaire findings with 75% of participants disagreeing with Question 1 that Celta gave adequate training in English while 75% agreed with question 2 that Celta gave adequate training in teaching skills.

Each participant referenced how Celta changed their perspective on what a language class could or should be like especially when they compared it to their experience studying languages or their knowledge of how peers teach in post-primary schools. All participants concurred with the sentiment expressed by P1:

*“Like secondary school education, they basically teach exactly what we were told not to do.”*

*“...it made me realise I can make it a lot more interesting than I thought a classroom could be” (P1, Appendix 6).*

Although participants felt that they could create more engaging classes after the course, the lack of knowledge of English language content was something that had a huge impact on

them. Two participants vividly recollected experiences were they had issues with an aspect of grammar:

*“When I first saw the conditionals I think I started crying! Because it was just like a mathematical equation that I...actually I was probably saying the conditionals incorrectly in my normal spoken English!” (P3).*

*“I remember looking up and trying to find out what an adjective was, you know! Where all the students I was teaching were very familiar with this terminology, which led to a few awkward moments!” (P4).*

The lack of content knowledge is evident when participants discussed their early experiences of teaching they used words with negative connotations. Being asked a question was *“daunting and embarrassing”* (P3); teaching meant *feeling “very nervous...and on the spot, all the time”* (P4); teaching different levels was *“frustrating”* (P1); and grading language was *“a struggle”* (P2).

Participants felt that this lack of knowledge meant there was a burden on newly qualified teachers to carry out self-study to get to an adequate level. References to self-study and learning on the job were made throughout each interview.

*“When I came out of the course I had the basics but you know but I still didn't really know too much... I just studied it over the years” (P1).*

*“I think probably most of what I know I learned on the job preparing for a class” (P2).*

*“Self-study, going to the classroom and finding your mistakes, finding out what you don't know.” (P3).*

*“I would say 100% self-study... 100% self-study...I can't remember picking anything up in terms of, in terms of, phonology or lexis from Celta” (P4).*

While P3 noted that while there was an opportunity to learn from colleagues, new teachers were also at a disadvantage as students would be comparing a new teacher against someone who has been teaching for years.

*“You're always behind. You're always being compared to another teacher that's in the school...and they're comparing you to people who know their knowledge of grammar inside out not just one piece of grammar that you learned on the course...”*  
(P3).

Both P1 and P2 noted that time constraints meant that Celta can't fully prepare you for the realities of the job and there is a greater need for CPD. P1, who has been teaching the longest out of the four participants, noted that there seemed to be more seminars in the past. While P2 was wary of some conferences as being a sales pitch for a book or a particular publishing company.

#### **5.4.2 Key Theme: Time Management**

Time management was referred to as a problem in both the Celta course itself and the time pressures when a new teacher starts working. P1 summed up the general viewpoint by stating that a month-long Celta course was

*“...just not a whole lot of time to go into a full-time job.”*

P2 found that the word adequate used in the questionnaires was appropriate when time constraints were taken into account.

*“It was adequate. It's not like a good level....I'm not criticizing it, I'm saying in the time allowed.”*

Participants noted that the month-long course meant that there couldn't be a balance between the teaching of English, teaching skills and classroom management skills. The lack of English knowledge training has already been discussed, while the majority found that management skills were something that wasn't a strength. This will be discussed in more detail later. Most participants were unsure when questioned on student's learning styles with

only P4 saying that they felt comfortable with facilitating learners' learning preferences in the classroom.

*“You can see the different learning styles in the class and I want to be able to appeal to those.”*

The participants who felt they didn't know enough about learning styles were also those who were most vocal on the restrictions that a month-long course has. P2 felt that they imposed their learning style, P1 said that they used to do it but now didn't think it was an important factor and P3 said that they weren't sure and that more time would be needed to practice it on the course.

*“You only touch on these things. You get the theory behind it...but the practice of it... You need...guidance.”*

P3 emphasized that they found the amount of work, including lesson planning and assignments on the course to be *“overwhelming”* and that there was little time to really absorb what you were writing about or teaching. Both P2 and P3 felt that the teaching practice on Celta course was unrealistic of what a real class would be like.

P2 described it as *“very haphazard, there was no continuity”* while P3 said that the trainers had expectations of what you should do to pass the assessment but admitted that a real class would be different.

*“The trainers would even say, ‘ok you're doing well but just cut the time for each stage but in the real world you will expand in that time.’ So you know, it was just getting everything in the hour, the hour you're being observed.”*

In addition to time constraints on Celta course, participants also spoke about time issues for newly qualified teachers. All participants recognised that a detailed lesson plan was needed as a new teacher but also stressed the importance of being flexible and in reality, they did shorter lesson plans which they often adapted. P1 described spending *“an awful long time”* planning at the start, P2 recognised that lesson plans help if a teacher is unwell and a cover teacher has to teach last minute but described doing detailed lesson plans as:

*“...a lot of wasted work... it mightn’t match with what I did in the class and it might change from day to day.”*

P3 also highlighted the difficulties new teachers had preparing lesson plans and managing time.

*“As a new teacher I think that they have to still be quite detailed coming off your Celta course but then I think because of the amount of work you have to do and the paperwork you have to do, I think...and looking for material.”*

#### **5.4.3 Key Theme: Classroom Management**

The third issue raised by participants in the interview was classroom management. Participants mentioned students using their first language, mixing strong and weak students and the internal and external motivating factors that affected their students and could lead to disruption in the class.

P1 suggested that in some schools in Dublin there were issues as students were not always placed in the correct level and that this was *“frustrating”*. P3 also emphasised that the situation in Dublin is different from many schools abroad as students are constantly being enrolled and this put added pressure on the teacher to adapt and manage the class.

*“...so you have to re-teach and pre-teach the other material without sticking to the script...”*

P1 and P3 offered opposing solutions to the problem of mixed level students. P3 favoured pairing strong and weak students.

*“I would have to focus on how to pair them, strong and weak students. How the strong students become teachers in the classroom, it’s always a useful technique...”*

Whereas P1 had used this method at the start of their teaching but felt that the method was not ideal and could affect student motivation.

*“I realised I used to always put the good students in pairs with the bad students and I realised that that's not the way to do it because all you're doing is making the bad student feel inferior and the good student frustrated.”*

P2 admitted that classroom management might not be a strength of theirs and it was one of the reasons they disliked working with teenagers who all spoke the same language and preferred to work with adults.

*“...it felt a little bit like day-care at times as opposed to actually engaging...Whereas what I enjoy about adults... they are a bit more motivated a bit more focused and I don't have to shout at them!”*

Similar to P2, P1 felt that dealing with issues from students in the classroom was something that they weren't comfortable with at the start of their teaching.

*“I suppose I'm changing a bit that way as well, as before I was fairly sensitive to criticism from students and I'm making an effort now to try and listen to them and see if there is an issue there rather than try to defend myself and the school automatically.”*

P4 was the only participant who felt that Celta taught classroom management skills and wanted to emphasise that they use some of the techniques that they were taught. However, P4 identified that the particular case of Dublin, in which students from outside Europe can combine studying and working, was the main classroom management issue that they experienced.

*“I think if the student wants to be there their attitude will be very different but in the case where they have to be there due to visa restrictions I think you can get a different...it's more they're not internally motivated.”*

P1 and P2 recognised this area might be a personal weakness while P3 felt that classroom management skills could not be effectively taught in Celta due to the structure of the teaching practice.

*“It's not a real class. They're volunteers and they all know that it's a trainee teacher and there's not going to be many management problems.”*

## **5.5 Conclusion**

This chapter presented the data collected from participants' questionnaires and interviews. The questionnaire showed that while the participants agreed Celta had many positive elements such as, that Celta provided training in teaching skills, reflective practices and knowledge of different cultures, the key areas which may need to be reviewed are training in English content knowledge, language assessment, and evaluation. The interviews, similarly found that English content knowledge was an area that needed to be developed; while time management, both on the course and as a new teacher, along with classroom management skills were key themes from all four participant interviews.

As this research is based on previous research, the next chapter will compare the data collected with international research to measure Celta against its counterparts. The next chapter will also examine the findings of the programmatic review in light of feedback from Irish ESL teachers' perceptions of their training. This analysis will allow for recommendations to be made for further research.

# Chapter 6

## Discussion

### 6.1 Introduction

The previous two chapters contained an analysis of data collected from a programmatic review of Celta using The European Profile of Language Teacher Education (Kelly et al., 2004) and an insight into Irish ESL teachers' perspectives on their training and teaching experience using semi-structured interviews and a questionnaire based on Peacock's (2009) research in China. The programmatic review found that Celta received 18 points out of 40. The strongest element was Knowledge and Understanding achieving 69% of the aims. The weakest area was Values with only 33% of The Profile terms being found in The The Celta Syllabus. The questionnaire revealed that overall participants were satisfied with the course but areas of weakness were content knowledge of English and student assessment and evaluation. The interviews also identified three main themes including content knowledge, time management, and classroom management.

This chapter will compare the programmatic review of Celta, conducted in chapter 4, to Karatsiori's (2014) review of 27 European universities with English teacher training programmes. This will identify areas of commonality and also highlight any areas which Celta is lacking in that are deemed to be essential to other courses. Following the European comparison of Celta, the questionnaire and interview data will be used to analyse the findings from the programmatic review to assess whether the syllabus outcomes were reflected in the teachers' comments on their training. Finally, there will be a comparison of questionnaire findings with Peacock's (2009) research in China.

### 6.2 Celta compared to European Universities

This research aims to identify similarities and differences of ESL teachers trained with Celta to international standards. A programmatic review of Celta was carried out using a keyword search of the Celta Syllabus and it was aligned to The Profile (Kelly et al., 2004). Karatsiori (2014) also used The Profile to assess 27 European universities with English teacher training programmes for post-primary schools. Two key differences must be highlighted. Celta is a month-long course which qualifies teachers to teach in private language schools whereas Karatsiori (2014) assessed degree programmes ranging from three years to six years which qualifies teachers to teach in the public sector either primary or post-primary schools. Another difference is, that due to the time limits with this research, a keyword search was used to identify elements from The Profile in the Celta Syllabus and data was

not confirmed externally whereas Karatsiori (2014) reviewed the websites of potential universities and then sent questionnaires regarding elements of The Profile. The lack of external input into Celta programmatic review may be offset by the feedback from teachers who participated in the course and will be discussed later in this chapter.

The Profile contains forty Elements, divided into four categories: structure, knowledge and understanding, strategies and skills, and values. Items were scored with the value of 1 if the element was found to be present, 0.5 if the element was partly present and when the value is 0 the cell is empty. Celta received an overall score of 18 out of 40, whereas the average score for the European Universities was 34 out of 40. The highest scoring country was Luxembourg with 38 and the two countries with the joint lowest score of 30 were Cyprus and Montenegro. Although Luxembourg was the course with the longest duration, more than 5 and a half years, Karatsiori (2014) found that “some shorter curricula received equally good ratings (e.g. Austria, Norway, England)” (p. 51). Both Cyprus and Montenegro were 4-year programmes.

Country	Structure (Total 13)	Knowledge and Understanding (Total 8)	Strategies and Skills (Total 13)	Values (Total 6)	Total 40
Austria	11	8	13	5	37
Bosnia-Herzegovina	9	8	10	5	32
Bulgaria	9	8	10	5	32
<b>Croatia</b>	<b>9</b>	<b>6</b>	<b>11</b>	<b>4</b>	<b>30</b>
Cyprus	8	8	10	5	31
Czech Republic	10	8	10	5	33
England	11	8	12	5	36
Finland	10	8	13	5	36
France	10	8	12	5	35
FYROM	10	8	12	5	35
Germany	11	6	13	5	35
Greece	8	8	11	5	32
Hungary	11	8	12	5	36
Iceland	10	8	13	5	36
Lithuania	10	7	11	5	33
<b>Luxembourg</b>	<b>12</b>	<b>8</b>	<b>13</b>	<b>5</b>	<b>38</b>
Malta	10	8	11	4	33
<b>Montenegro</b>	<b>7</b>	<b>8</b>	<b>10</b>	<b>5</b>	<b>30</b>
Netherlands	11	8	12	5	36
Norway	11	8	12	5	36
Poland	9	8	12	4	33
Romania	11	8	11	5	35
Slovak Republic	10	8	12	5	35
Slovenia	11	8	11	5	35
Spain	10	8	12	5	35
Sweden	12	8	11	5	36
Switzerland	11	8	12	6	37
<b>CELTA</b>	<b>5.5</b>	<b>5.5</b>	<b>5</b>	<b>2</b>	<b>18</b>

**Figure 6.1 Overall results from Karatsiori (2014) and Celta**

The first section of The Profile refers to the organisation of the course (Kelly et al., 2004). In comparison with Celta's score of 5.5, the average European University's score was 10.5. Karatsiori (2014) observed that no course fulfilled criteria 6 which Kelly et al. (2004) suggested should be a website for European language teachers to share pedagogical information. From a positive perspective, it should be noted that Celta contains element 2, flexible delivery, whereas 10 of the universities reviewed did not. There were three areas which were available at the 27 universities, however, were not present in the Celta Syllabus. These were elements 4, 8 and 10 which refer to working with a mentor, the opportunity to observe or participate in teaching in more than one country, and continuous improvement of teaching skills as part of in-service education.

Country	Element 1	Element 2	Element 3	Element 4	Element 5	Element 6	Element 7	Element 8	Element 9	Element 10	Element 11	Element 12	Element 13	Total
Austria	1	1	1	1	1		0.5	1	1	1	1	1	1	11.5
Bosnia-Herzegovina	1		1	1	1			1	1	1	1		1	9
Bulgaria	1		1	1	1		0.5	1	1	1	1	1		9.5
Croatia	1		1	1	1		0.5	1	1	1	1		1	9.5
Cyprus	1		1	1	1		0.5	1	1	1	1			8.5
Czech Republic	1	1	1	1	1		0.5	1	1	1	1		1	10.5
England	1	1	1	1	1		0.5	1	1	1	1	1	1	11.5
Finland	1	1	1	1	1		0.5	1	1	1	1		1	10.5
France	1	1	1	1	1		0.5	1	1	1	1		1	10.5
FYROM	1		1	1	1		0.5	1	1	1	1	1	1	10.5
Germany	1	1	1	1	1		0.5	1	1	1	1	1	1	11.5
Greece	1		1	1	1		0.5	1	1	1	1			8.5
Hungary	1	1	1	1	1		0.5	1	1	1	1	1	1	11.5
Iceland	1	1	1	1	1		0.5	1	1	1	1		1	10.5
Lithuania	1		1	1	1		0.5	1	1	1	1	1	1	10.5
Luxembourg	1	1	1	1	1		1	1	1	1	1	1	1	12
Malta	1	1	1	1	1		0.5	1	1	1	1		1	10.5
Montenegro	1		1	1			0.5	1	1	1	1			7.5
Netherlands	1	1	1	1	1		0.5	1	1	1	1	1	1	11.5
Norway	1	1	1	1	1		0.5	1	1	1	1	1	1	11.5
Poland	1		1	1	1		0.5	1	1	1	1		1	9.5
Romania	1	1	1	1	1		0.5	1	1	1	1	1	1	11.5
Slovak Republic	1	1	1	1	1		0.5	1	1	1	1		1	10.5
Slovenia	1	1	1	1	1		0.5	1	1	1	1	1	1	11.5
Spain	1		1	1	1		0.5	1	1	1	1	1	1	10.5
Sweden	1	1	1	1	1		1	1	1	1	1	1	1	12
Switzerland	1	1	1	1	1		0.5	1	1	1	1	1	1	11.5
CELTA	1	1	1		1		0.5		1		Unknown			5.5

**Figure 6.2 Structure results from Karatsiori (2014) and Celta**

The second section of The Profile refers to information about teaching and learning languages that should be transferred to trainee teachers during their course (Kelly et al., 2004). This area was the strongest area of Celta, with a score of 5.5 out of 8. The average score of the European Universities is 7.8, although Croatia and Germany both have scores of 6 points. The only area that Celta did not contain any keywords relating to an element was in element 15 which required training in the development of a critical and enquiring approach to teaching and learning.

Country	Element 14	Element 15	Element 16	Element 17	Element 18	Element 19	Element 20	Element 21	Total
Austria	1	1	1	1	1	1	1	1	8
Bosnia-Herzegovina	1	1	1	1	1	1	1	1	8
Bulgaria	1	1	1	1	1	1	1	1	8
Croatia	1	1	1			1	1	1	6
Cyprus	1	1	1	1	1	1	1	1	8
Czech Republic	1	1	1	1	1	1	1	1	8
England	1	1	1	1	1	1	1	1	8
Finland	1	1	1	1	1	1	1	1	8
France	1	1	1	1	1	1	1	1	8
FYROM	1	1	1	1	1	1	1	1	8
Germany	1	1	1			1	1	1	6
Greece	1	1	1	1	1	1	1	1	8
Hungary	1	1	1	1	1	1	1	1	8
Iceland	1	1	1	1	1	1	1	1	8
Lithuania	1	1	1	1		1	1	1	7
Luxembourg	1	1	1	1	1	1	1	1	8
Malta	1	1	1	1	1	1	1	1	8
Montenegro	1	1	1	1	1	1	1	1	8
Netherlands	1	1	1	1	1	1	1	1	8
Norway	1	1	1	1	1	1	1	1	8
Poland	1	1	1	1	1	1	1	1	8
Romania	1	1	1	1	1	1	1	1	8
Slovak Republic	1	1	1	1	1	1	1	1	8
Slovenia	1	1	1	1	1	1	1	1	8
Spain	1	1	1	1	1	1	1	1	8
Sweden	1	1	1	1	1	1	1	1	8
Switzerland	1	1	1	1	1	1	1	1	8
<b>CELTA</b>	<b>1</b>		<b>0.5</b>	<b>1</b>	<b>1</b>	<b>0.5</b>	<b>0.5</b>	<b>1</b>	<b>5.5</b>

**Figure 6.3 Knowledge and Understanding results from Karatsiori (2014) and Celta**

The third section of The Profile refers to the knowledge needed to deal with teaching and learning situations (Kelly et al., 2004). Celta received a score of 5 out of 13 in comparison with an average of 11.5 from the European Universities. It should be noted that only 10 countries contained element 30. Element 30 aims to train in developing relationships with educational institutions and create an international network to share Europe-wide initiatives (Kelly et al., 2004). Element 33, regarding training in Content and Language Integrated Learning (CLIL), was incorporated by only 12 universities. All university courses contained elements 26, 27, 28 and 32 which were absent from Celta. These elements were:

- 26. Training in the development of independent language learning strategies.
- 27. Training in ways of maintaining and enhancing ongoing personal language competence.
- 28. Training in the practical application of curricula and syllabuses.
- 32. Training in incorporating research into teaching.

Country	22	23	24	25	26	27	28	29	30	31	32	33	34	Total
Austria	1	1	1	1	1	1	1	1	1	1	1	1	1	13
Bosnia-Herzegovina	1	1	1	1	1	1	1	1	1	1	1	1	1	10
Bulgaria	1	1	1	1	1	1	1	1	1	1	1	1	1	10
Croatia	1	1	1	1	1	1	1	1	1	1	1	1	1	11
Cyprus	1	1	1	1	1	1	1	1	1	1	1	1	1	10
Czech Republic	1	1	1	1	1	1	1	1	1	1	1	1	1	10
England	1	1	1	1	1	1	1	1	1	1	1	1	1	12
Finland	1	1	1	1	1	1	1	1	1	1	1	1	1	13
France	1	1	1	1	1	1	1	1	1	1	1	1	1	12
FYROM	1	1	1	1	1	1	1	1	1	1	1	1	1	12
Germany	1	1	1	1	1	1	1	1	1	1	1	1	1	13
Greece	1	1	1	1	1	1	1	1	1	1	1	1	1	11
Hungary	1	1	1	1	1	1	1	1	1	1	1	1	1	12
Iceland	1	1	1	1	1	1	1	1	1	1	1	1	1	13
Lithuania	1	1	1	1	1	1	1	1	1	1	1	1	1	11
Luxembourg	1	1	1	1	1	1	1	1	1	1	1	1	1	13
Malta	1	1	1	1	1	1	1	1	1	1	1	1	1	11
Montenegro	1	1	1	1	1	1	1	1	1	1	1	1	1	10
Netherlands	1	1	1	1	1	1	1	1	1	1	1	1	1	12
Norway	1	1	1	1	1	1	1	1	1	1	1	1	1	12
Poland	1	1	1	1	1	1	1	1	1	1	1	1	1	12
Romania	1	1	1	1	1	1	1	1	1	1	1	1	1	11
Slovak Republic	1	1	1	1	1	1	1	1	1	1	1	1	1	12
Slovenia	1	1	1	1	1	1	1	1	1	1	1	1	1	11
Spain	1	1	1	1	1	1	1	1	1	1	1	1	1	12
Sweden	1	1	1	1	1	1	1	1	1	1	1	1	1	11
Switzerland	1	1	1	1	1	1	1	1	1	1	1	1	1	12
<b>CELTA</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>5</b>

**Figure 6.4 Strategies and Skills results from Karatsiori (2014) and Celta**

The final section of The Profile refers to values that trainee teachers should try to incorporate into their teaching (Kelly et al., 2004). This element was the weakest area for Celta with a score of 2 out of 6 including training in social and cultural values and recognising the importance of continuous professional development. The average score for the European universities was 4.9, with all universities recognising the importance of training in the diversity of languages and cultures and the importance of teaching and learning about foreign languages and cultures. Element 38, training in teaching European citizenship, received one of the lowest scores of all the elements with only 3 countries including it in their syllabi.

Country	Element 35	Element 36	Element 37	Element 38	Element 39	Element 40	Total
Austria	1	1	1		1	1	5
Bosnia-Herzegovina	1	1	1		1	1	5
Bulgaria	1	1	1		1	1	5
Croatia	1	1	1			1	4
Cyprus	1	1	1		1	1	5
Czech Republic	1	1	1		1	1	5
England	1	1	1		1	1	5
Finland	1	1	1		1	1	5
France	1	1	1		1	1	5
FYROM	1	1	1		1	1	5
Germany	1	1	1		1	1	5
Greece	1	1	1		1	1	5
Hungary	1	1	1		1	1	5
Iceland	1	1	1		1	1	5
Lithuania	1	1	1	1		1	5
Luxembourg	1	1	1		1	1	5
Malta	1	1	1			1	4
Montenegro	1	1	1		1	1	5
Netherlands	1	1	1		1	1	5
Norway	1	1	1		1	1	5
Poland	1	1	1			1	4
Romania	1	1	1	1		1	5
Slovak Republic	1	1	1		1	1	5
Slovenia	1	1	1		1	1	5
Spain	1	1	1		1	1	5
Sweden	1	1	1		1	1	5
Switzerland	1	1	1	1	1	1	6
<b>CELTA</b>	<b>1</b>					<b>1</b>	<b>2</b>

**Figure 6.5 Values results from Karatsiori (2014) and Celta**

By comparing Celta to the Kartsiori's (2014) findings we see that the month-long course aims to achieve the key elements found in degree and masters courses of a minimum duration of four years. By looking at elements that all universities address in their curriculum, some areas can be identified which may be useful to consider if adapting the course. These include working with a mentor and learning how to mentor, provide training in the development of a critical and enquiring approach to teaching and learning, training in the development of independent language learning strategies, training in ways of maintaining and enhancing ongoing personal language competence and, training in the practical application of curricula and syllabuses.

### **6.3 Celta programmatic review compared to teachers' perceptions of Celta**

The previous sections have discussed the findings from the programmatic review and compared Celta's results to European universities. To gain a greater insight into the effectiveness of Celta, interviews were carried out with teachers to get their opinion on Celta

and to identify any areas which may need further training. This section will outline the areas in which the programmatic review and the teachers had results which may require further research.

Both the programmatic review and teachers indicated that Celta provided training in teaching methodologies and techniques, however, the results for teaching English content knowledge was mixed. The programmatic review awarded Celta half marks for element 16 which allowed for “a course in language proficiency and assesses trainees’ linguistic competence” (Kelly et al., 2004, p 5). The keyword search found that, although there was no course in language proficiency it partly met the descriptor as assignment 2 assessed trainees’ linguistic ability by identifying “significant features of the form, pronunciation, meaning and use of language items/areas and the use of relevant information from reference materials” (UCLES, 2018, p. 17). 75% of participants indicated that the course did not give them adequate training in English and all participants used words with negative connotations when describing their early teaching experiences when they did not feel prepared. Being asked a question was “*daunting and embarrassing*” (P3); teaching meant *feeling “very nervous...and on the spot, all the time”* (P4); teaching different levels was “*frustrating*” (P1); and grading language was “*a struggle*” (P2). This is similar to the negative language used by participants in interviews by Hobbs (2013). The finding that participants had teaching skills but were initially frustrated by a lack of English content knowledge illustrates Freeman’s (2002) description of how ESL training has moved away from mastering specific content knowledge to a focus on “mastering methodologies” (p. 4).

Another interesting finding was the area of assessment. The programmatic review found that Celta partly met The Profile’s requirements as it included basic assessment procedures. Despite the fact there are specific learning outcomes relating to assessment in The The Celta Syllabus, 100% of participants stated they weren’t trained in foreign language assessment and evaluation. P1 didn’t remember doing anything on testing. P4 said the course taught about how students might feel about testing but that the course did not teach how to evaluate students’ language ability or levels. While P3 throughout the interview stressed the lack of assessment knowledge, including how and when to revise and also the importance of exam classes in Dublin which teachers are not prepared for. Participants also reported that the teaching practice on the course could not reflect a real class as teacher trainers expected you to meet assessment requirements while admitting things might be different in a real class. This is similar to Brandt’s (2006) findings in which participants felt to pass the assessment they simply needed to perform key techniques rather than show real development.

Feedback from participants contrasts with the programmatic review findings for elements 24 and 25, training in methods of learning to learn, and training in the development of reflective practice and self-evaluation (Kelly et al., 2004, p. 6). The programmatic review found that both elements were present according to the keyword search, however, only P4 said they were confident facilitating different learning styles. P3 said they were told some theory but didn't know how to put it into practice, P2 felt they imposed their own learning style on students, whereas P1 said that they used to consider it but now didn't think it was an important factor. P3's comment reflected Dellar's (1990) argument that teachers appear to have learnt "the trappings" of particular approaches but as they aren't fully aware it can lead to difficulties in the classroom (p. 69).

The participants were divided on their opinions on self-evaluation. When answering question 10 of the questionnaire about whether the course taught them how to evaluate yourself as a teacher 50% disagreed while 50% were neutral whereas a similar question about whether Celta increased their powers of self-evaluation, 25% disagreed, 50% were neutral and 25% strongly agreed. P3 strongly agreed saying critical awareness was "*one of the strong points of the course*". These conflicting results may require further research from a larger number of participants.

#### **6.4 Questionnaire feedback compared to previous research**

To maximize validity and to allow comparability (Boynton and Greenhalgh, 2004) the questionnaire used was previously published by Peacock (2009) and was also utilised by Coşkun and Daloğlu (2010). Peacock (2009) used the questionnaire to collect opinions from third-year students of an EFL teacher training programme in China. Coşkun and Daloğlu (2010) also used the questionnaire as part of a process to obtain feedback from fourth-year student teachers in a Turkish university. As the Irish ESL teachers participating in this research had already finished the course and had work experience to reflect on the questionnaire had to be adapted slightly.

Interestingly the findings correlate to a note made by Peacock (2009) that questions 2, 9, 16 and 19 in this questionnaire are all concerned with whether teacher needs were met during their training. 75% of the participants in this research were in agreement with these questions. While questions 1, 10, 11 and 15 are elements which students in his research believed were "the important parts of learning how to teach English" (Peacock, 2009, p. 269). These questions were the ones which had the most disagreement in this research.

This finding is clear from the teacher interviews. Participants stated that the course helped them learn teaching skills and to plan a lesson, however they needed to do a lot of self-study to make them feel more confident that they could answer questions about English content knowledge. Comments made by participants relating to these questions indicated that due to the length of Celta these areas couldn't be addressed appropriately.

## **6.5 Conclusion**

This chapter compared the findings from this research with the international research it is based on. Both the programmatic review and teacher feedback highlight positive aspects of the month-long Celta course. Although Celta received a score of 18 out of 40 and the average European University score was 34, it must be remembered that the duration of these courses is much greater, ranging from four years to over five and a half years (Karatsiori, 2014). The fact that a month-long course managed to meet 45% of the criteria set out by Kelly et al.'s (2004) Profile is commendable. This is reflected in the teacher interviews with all participants noting that the course aims to cover as much material as possible in the limited time given.

However, when the programmatic review is compared with teacher feedback it becomes clear that areas of concern for teachers are not the elements of The Profile in which Celta got 0 points but the areas which Celta got 0.5 and even an area which was deemed to be present. Areas that partially met The Profile but may need further development are content knowledge, assessment, and self-evaluation.

The questionnaire findings linked with Peacock's (2009) assessment, that there was a correlation between questions which received agreement and disagreement. Participants found that Celta met their needs for training, however, it did not give the knowledge which teachers deemed most important to English language teaching.

The next chapter will discuss these findings in relation to the research question and outline recommendations for further research.

# Chapter 7

## Conclusion

### 7.1 Introduction

This mixed methods research set out to compare Celta to international standards and explore Irish ESL teachers' perspectives on their training. The previous chapters gave an in-depth analysis of the data collection and findings. This chapter will review the aims and objectives of this study, present a summary of the findings in relation to those aims and objectives and finally discuss recommendations for further research.

### 7.2 Aims and Objectives

The aims of this research were to add to the relative absence of Irish literature on ESL teacher training and to provide both an international comparison and an Irish insight into the knowledge gained from Celta course and suggestions for further development. The objectives arising out of these aims were:

1. Assess Celta according to The European Profile of Language Teacher Education (Kelly et al., 2004)
2. Determine areas of commonality and difference between Celta and the 27 EU countries assessed using The Profile by Karatsiori (2014)
3. Explore Irish ESL teachers' perspectives of Celta
4. Identify areas for further research and training development

### 7.3 Summary of findings and the resulting conclusions

The findings from the programmatic review found that Celta met 45% of the criteria outlined in The Profile (Kelly et al., 2004) with the category knowledge and understanding receiving the highest individual score of 69%. This assessment shows that Celta aims to meet as many of The Profile aims as is possible within the course's limited time frame.

By comparing Celta results to Kartsiori's (2014) findings we see that Celta is punching above its weight, as the university courses that were investigated met an average of 85% of the criteria but ranged from four years upwards to five and a half. By looking at the elements all universities addressed in their curriculum, some areas can be identified which may be useful to consider if adapting the course. These include working with a mentor and learning how to mentor, provide training in the development of a critical and enquiring approach to teaching and learning, training in the development of independent language learning strategies,

training in ways of maintaining and enhancing ongoing personal language competence and, training in the practical application of curricula and syllabuses.

However, when the programmatic review is compared with teacher feedback it becomes clear that areas of concern for teachers are not the elements of The Profile in which Celta got 0 points but the areas which Celta got 0.5 and even an area which was deemed to be present. Areas that partially met The Profile but may need further development are content knowledge, assessment, and self-evaluation. The interviews also highlighted three main themes, content knowledge, time constraints, and classroom management, which participants highlighted as the areas of Celta they would recommend for review.

#### **7.4 Further research and training development**

The research found that while both the programmatic review and teacher interviews found positive aspects to Celta there are areas which may need further research. Due to the time constraints of this thesis, the programmatic review was carried out by carrying out a keyword search. Kartsiori (2014) combined her own search with information obtained from the university itself. Extra information from Celta course providers and tutors may provide greater insight into areas which may need to be developed.

This research identified a gap in the literature, that Irish ESL teachers opinions were not reflected in the ESL training debate. The questionnaires and interviews in this research gave an insight into Irish ESL teachers perspectives on their training and work experience and identified areas which may need to be developed on Celta or which may be addressed in further training. The sample size in this research included four teachers with a minimum of eight years of experience. A larger number of participants would allow for a deeper analysis of the findings presented here.

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# Appendix 1

## The European Profile of Language Teacher Education (Kelly et al., 2004)

### Category One: Structure

1. A curriculum that integrates academic study and the practical experience of teaching.
2. The flexible and modular delivery of initial and in-service education.
3. An explicit framework for teaching practice (stage/practicum).
4. Working with a mentor and understanding the value of mentoring.
5. Experience of an intercultural and multicultural environment
6. Participation in links with partners abroad, including visits, exchanges or ICT links.
7. A period of work or study in a country or countries where the trainee's foreign language is spoken as native.
8. The opportunity to observe or participate in teaching in more than one country.
9. A European-level evaluation framework for initial and in-service teacher education programmes, enabling accreditation and mobility
10. Continuous improvement of teaching skills as part of in-service education.
11. Ongoing education for teacher educators.
12. Training for school-based mentors in how to mentor.
13. Close links between trainees who are being educated to teach different languages.

### Category Two: Knowledge and Understanding

14. Training in language teaching methodologies, and in state-of-the-art classroom techniques and activities.
15. Training in the development of a critical and enquiring approach to teaching and learning.
16. Initial teacher education that includes a course in language proficiency and assesses trainees' linguistic competence.
17. Training in information and communication technology for pedagogical use in the classroom.
18. Training in information and communication technology for personal planning, organisation and resource discovery.
19. Training in the application of various assessment procedures and ways of recording learners' progress.

20. Training in the critical evaluation of nationally or regionally adopted curricula in terms of aims, objectives and outcomes.

21. Training in the theory and practice of internal and external programme evaluation.

### **Category Three: Strategies and Skills**

22. Training in ways of adapting teaching approaches to the educational context and individual needs of learners.

23. Training in the critical evaluation, development and practical application of teaching materials and resources.

24. Training in methods of learning to learn.

25. Training in the development of reflective practice and self-evaluation.

26. Training in the development of independent language learning strategies.

27. Training in ways of maintaining and enhancing ongoing personal language competence.

28. Training in the practical application of curricula and syllabuses.

29. Training in peer observation and peer review

30. Training in developing relationships with educational institutions in appropriate countries.

31. Training in action research.

32. Training in incorporating research into teaching.

33. Training in Content and Language Integrated Learning (CLIL).

34. Training in the use of the European Language Portfolio for self-evaluation.

### **Category Four: Values**

35. Training in social and cultural values.

36. Training in the diversity of languages and cultures.

37. Training in the importance of teaching and learning about foreign languages and cultures.

38. Training in teaching European citizenship.

39. Training in team-working, collaboration and networking, inside and outside the immediate school context.

40. Training in the importance of life-long learning.

## Appendix 2

### Keyword search of the Celta Syllabus

#### Structure

Elements identified by Profile	Celta	Notes
1. A curriculum that integrates academic study and the practical experience of teaching.	Yes	acquire essential subject knowledge and familiarity with the principles of effective teaching, acquire a range of practical skills for teaching English to adult learners, demonstrate their ability to apply their learning in a real teaching context.
2. The flexible and modular delivery of initial and in-service education.	Yes	Full time or part time, Face to face or partly online
3. An explicit framework for teaching practice (stage/practicum).	Yes	Page 14 and 15 of syllabus
4. Working with a mentor and understanding the value of mentoring.	No	
5. Experience of an intercultural and multicultural environment	Yes	understand the range of backgrounds and experiences that adult learners bring to their classes
6. Participation in links with partners abroad, including visits, exchanges or ICT links.	No	
7. A period of work or study in a country or countries where the trainee's foreign language is spoken as native.	Possible	over 1,500 courses running each year in over 70 countries
8. The opportunity to observe or participate in teaching in more than one country.	No	
9. A European-level evaluation framework for initial and in-service teacher education programmes, enabling accreditation and	Yes	Level 5 qualification, 30 credits
10. Continuous improvement of teaching skills as part of in-service education.	Not in-service, It is Pre-Service	The teaching practice is timetabled on a continuous basis throughout the course so that opportunities are provided for candidates to show that they can apply theory to practice in classroom teaching.
11. Ongoing education for teacher educators.	Unknown	
12. Training for school-based mentors in how to mentor.	No	
13. Close links between trainees who are being educated to teach different languages.	No	

## Knowledge and understanding

Elements identified by Profile	Celta	Notes
14. Training in language teaching methodologies, and in state-of-the-art classroom techniques and activities.	Yes	use strategies, approaches and techniques to develop learners' language knowledge, for example inductive and deductive presentations
15. Training in the development of a critical and enquiring approach to teaching and learning.	No	
16. Initial teacher education that includes a course in language proficiency and assesses trainees' linguistic competence.	Partly	Assignment 2: Language related tasks Language analysis for teaching
17. Training in information and communication technology for pedagogical use in the classroom.	Yes	The selection, adaptation and evaluation of materials and resources in planning (including computer and other technology based resources)
18. Training in information and communication technology for personal planning, organisation and resource discovery.	Yes	The selection, adaptation and evaluation of materials and resources in planning (including computer and other technology based resources)
19. Training in the application of various assessment procedures and ways of recording learners' progress.	Partly, not various but basic	monitor learner behaviours in class time and respond appropriately b. incorporate into their lessons some basic assessment procedures c. make planning decisions on the basis of assessment
20. Training in the critical evaluation of nationally or regionally adopted curricula in terms of aims, objectives and outcomes.	No mention of CEFR	identifying and stating appropriate aims/outcomes for individual lessons, ordering activities so that they achieve lesson aims/outcomes
21. Training in the theory and practice of internal and external programme evaluation	Yes	a. make balanced and constructive self-appraisal of their own teaching b. respond appropriately to feedback from tutors, peers and learners c. assess their own strengths and development needs, make practical use of that assessment and set goals and targets for future development d. make constructive

## Strategies and skills

Elements identified by Profile	Celta	Notes
22. Training in ways of adapting teaching approaches to the educational context and individual needs of learners	Yes	identify some of the difficulties learners may face when trying to understand texts b. identify ways of making reading texts more intelligible to learners
23. Training in the critical evaluation, development and practical application of teaching materials and resources.	Yes	The selection, adaptation and evaluation of materials and resources in planning
24. Training in methods of learning to learn.	Yes	demonstrate an awareness of the different learning preferences that adults bring to learning English
25. Training in the development of reflective practice and self-evaluation.	Yes	evaluate their own lesson preparation before and after teaching through reflection and by taking note of comments from tutors, colleagues and learners b. take account of this evaluation in planning future lessons
26. Training in the development of independent language learning strategies.	No	
27. Training in ways of maintaining and enhancing ongoing personal language competence.	No	
28. Training in the practical application of curricula and syllabuses.	No	
29. Training in peer observation and peer review	Yes	make constructive appraisals of the lessons of their colleagues
30. Training in developing relationships with educational institutions in appropriate countries.	No	
31. Training in action research.	No	
32. Training in incorporating research into teaching.	No	
33. Training in Content and Language Integrated Learning (CLIL).	No	
34. Training in the use of the European Language Portfolio for self-evaluation.	No	

## Values

Elements identified by Profile	Celta	Notes
35. Training in social and cultural values.	Yes	understand the range of backgrounds and experiences that adult learners bring to their classes
36. Training in the diversity of languages and cultures.	No	
37. Training in the importance of teaching and learning about foreign languages and cultures.	No	
38. Training in teaching European citizenship.	No	
39. Training in team-working, collaboration and networking, inside and outside the immediate school context.	No	
40. Training in the importance of life-long learning.	Yes	respond appropriately to relevant aspects of professional development by finding out about opportunities for further professional development in teaching English to adults

## Appendix 3

### Celta Scores

40 Elements	Celta Score	Total
<b>Structure</b>		<b>5.5</b>
1. A curriculum that integrates academic study and the practical experience of teaching.	1	
2. The flexible and modular delivery of initial and in-service education.	1	
3. An explicit framework for teaching practice (stage/practicum).	1	
4. Working with a mentor and understanding the value of mentoring.		
5. Experience of an intercultural and multicultural environment	1	
6. Participation in links with partners abroad, including visits, exchanges or ICT links.		
7. A period of work or study in a country or countries where the trainee's foreign language is spoken as native.	0.5	
8. The opportunity to observe or participate in teaching in more than one country.		
9. A European-level evaluation framework for initial and in-service teacher education programmes, enabling accreditation and mobility	1	
10. Continuous improvement of teaching skills as part of in-service education.		
11. Ongoing education for teacher educators.	unknown	
12. Training for school-based mentors in how to mentor.		
13. Close links between trainees who are being educated to teach different languages.	0	
<b>Knowledge and Understanding</b>		<b>5.5</b>
14. Training in language teaching methodologies, and in state-of-the-art classroom techniques and activities.		
15. Training in the development of a critical and enquiring approach to teaching and learning.	0.5	
16. Initial teacher education that includes a course in language proficiency and assesses trainees' linguistic competence.	1	
17. Training in information and communication technology for pedagogical use in the classroom.	1	
18. Training in information and communication technology for personal planning, organisation and resource discovery.	0.5	
19. Training in the application of various assessment procedures and ways of recording learners' progress.	0.5	
20. Training in the critical evaluation of nationally or regionally adopted curricula in terms of aims, objectives and outcomes.	1	
21. Training in the theory and practice of internal and external programme evaluation	1	
<b>Strategies and Skills</b>		<b>5</b>
22. Training in ways of adapting teaching approaches to the educational context and individual needs of learners.	1	
23. Training in the critical evaluation, development and practical application of teaching materials and resources.	1	
24. Training in methods of learning to learn.	1	
25. Training in the development of reflective practice and self-evaluation.	1	
26. Training in the development of independent language learning strategies.		
27. Training in ways of maintaining and enhancing ongoing personal language competence.		
28. Training in the practical application of curricula and syllabuses.		
29. Training in peer observation and peer review	1	
30. Training in developing relationships with educational institutions in appropriate countries.		
31. Training in action research.		
32. Training in incorporating research into teaching.		
33. Training in Content and Language Integrated Learning (CLIL).		
34. Training in the use of the European Language Portfolio for self-evaluation.		
<b>Values</b>		<b>2</b>
35. Training in social and cultural values.	1	
36. Training in the diversity of languages and cultures.		
37. Training in the importance of teaching and learning about foreign languages and cultures.		
38. Training in teaching European citizenship.		
39. Training in team-working, collaboration and networking, inside and outside the immediate school context.		
40. Training in the importance of life-long learning.	1	
		<b>18</b>

## Appendix 4

### Questionnaire, Peacock (2009)

Number	The TEFL programme ...	Agree or strongly Agree	Neither agree nor disagree	Disagree or strongly disagree
1	... has good linkage between different courses.			
2	... avoids overlapping information between different courses.			
3	... gave me adequate training in English.			
4	... gave me adequate training in teaching skills.			
5	... gave me adequate training for the needs of the local context (teaching in Hong Kong schools).			
6	... is up-to-date.			
7	... encouraged me to reflect on my past experiences as a language learner.			
8	... encouraged me to be a reflective teacher (when I start teaching).			
9	... promotes flexibility in using different teaching practices for different situations.			
10	... balances teacher-centred and student-centred learning on its courses.			
11	... taught me how to teach English.			
12	... taught me how to evaluate myself as a teacher.			
13	... taught me classroom management skills.			
14	... taught me how to <i>use</i> foreign language teaching materials.			
15	... taught me how to <i>adapt</i> foreign language teaching materials.			
16	... increased my powers of self-evaluation.			
17	... taught me foreign language testing and evaluation skills.			
18	... is relevant to my needs.			
19	... has a good balance between the teaching of: English, teaching skills, and classroom management skills.			
20	... prepared me to teach English in the classroom.			
21	... met my needs.			
22	By the end of the TEFL Programme, I will be ready to teach English.			

## Appendix 5

### Interview questions

1. Can you tell me about your experiences as an ESL teacher? How long have you been teaching? Why did you choose to teach ESL?
2. What are the things you enjoy the most about teaching?
3. In your teaching have you experienced any frustrations or problems?
4. How has your knowledge of English grammar, lexis and phonology evolved?
5. Take me through how you typically teach a class. What types of methods would you normally use?
6. Do you use different type of activities to facilitate different learning preferences?
7. Do you make provisions for the cultural and linguistic backgrounds of your students when planning lessons? If so, how? If not, why not?
8. When planning lessons, how detailed do you think the lessons should be?
9. Do you think it's important to adapt lesson plans? If so, how often?
10. Do ESL teachers in your experience have easy access to ESL classroom material? Are there any additional materials or websites you consult to supplement your coursebook?
11. What areas of classroom management do you focus on most?
12. Do you feel that you have been provided with adequate training for your job?
13. What recommendations do you have for ESL teacher trainers?
14. Is there anything more you would like to add?

## Appendix 6

### Participant Questionnaires

Question about CELTA	Agree strongly	Agree	Neutral	Disagree	Disagree Strongly
Do you think it gave you adequate training in English?				x	
Do you think it gave you adequate training in teaching skills?				x	
Do you think it gave you adequate training in the needs of different cultures?		x			
Do you think it was up-to-date at the time you did it?		x			
Do you think it encouraged you to reflect on your past experiences as a language learner?		x			
Do you think the course encouraged you to be a reflective teacher?		x			
Do you think it promoted flexibility in using different teaching practices for different situations?	x				
Do you think that it balanced teacher centred and student centred learning on the course?		x			
Did it teach you how to teach English?		x			
Did it teach you how to evaluate yourself as a teacher?				x	
Did it teach you classroom management skills?			x		
Did it teach you how to use foreign language materials?		x			
Did the course teach you how to adapt foreign language teaching materials?		x			
Did it increase your powers of self-evaluation?			x		
Do you think it taught you foreign language testing and evaluation skills?				x	
Did you think it was relevant to your needs?		x			
Do you think it has a good balance between the teaching of English teaching skills and classroom management skills?		x			
Do you think it prepared you to teach English in the classroom?		x			
Did it meet your needs?		x			

#### Participant 1 Questionnaire

Question about CELTA	Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly
Do you think it gave you adequate training in English?				x	
Do you think it gave you adequate training in teaching skills?		x			
Do you think it gave you adequate training in the needs of different cultures?		x			
Do you think it was up-to-date at the time you did it?		x			
Do you think it encouraged you to reflect on your past experiences as a language learner?	x				
Do you think the course encouraged you to be a reflective teacher?		x			
Do you think it promoted flexibility in using different teaching practices for different situations?		x			
Do you think that it balanced teacher centred and student centred learning on the course?		x			
Did it teach you how to teach English?		x			
Did it teach you how to evaluate yourself as a teacher?				x	
Did it teach you classroom management skills?				x	
Did it teach you how to use foreign language materials?		x			
Did the course teach you how to adapt foreign language teaching materials?				x	
Did it increase your powers of self-evaluation?				x	
Do you think it taught you foreign language testing and evaluation skills?				x	
Did you think it was relevant to your needs?		x			
Do you think it has a good balance between the teaching of English teaching skills and classroom management skills?				x	
Do you think it prepared you to teach English in the classroom?				x	
Did it meet your needs?		x			

#### Participant 2 Questionnaire

Question about CELTA	Agree Strongly	Agree	Neutral	Disagree	Disagree Strongly
Do you think it gave you adequate training in English?		x			
Do you think it gave you adequate training in teaching skills?		x			
Do you think it gave you adequate training in the needs of different cultures?				x	
Do you think it was up-to-date at the time you did it?		x			
Do you think it encouraged you to reflect on your past experiences as a language learner?		x			
Do you think the course encouraged you to be a reflective teacher?	x				
Do you think it promoted flexibility in using different teaching practices for different situations?		x			
Do you think that it balanced teacher centred and student centred learning on the course?		x			
Did it teach you how to teach English?		x			
Did it teach you how to evaluate yourself as a teacher?			x		
Did it teach you classroom management skills?				x	
Did it teach you how to use foreign language materials?		x			
Did the course teach you how to adapt foreign language teaching materials?		x			
Did it increase your powers of self-evaluation?	x				
Do you think it taught you foreign language testing and evaluation skills?					x
Did you think it was relevant to your needs?		x			
Do you think it has a good balance between the teaching of English teaching skills and classroom management skills?			x		
Do you think it prepared you to teach English in the classroom?		x			
Did it meet your needs?		x			

### Participant 3 Questionnaire

Question about CELTA	Agree strongly	Agree	Neutral	Disagree	Disagree Strongly
Do you think it gave you adequate training in English?				x	
Do you think it gave you adequate training in teaching skills?	x				
Do you think it gave you adequate training in the needs of different cultures?	x				
Do you think it was up-to-date at the time you did it?	x				
Do you think it encouraged you to reflect on your past experiences as a language learner?		x			
Do you think the course encouraged you to be a reflective teacher?		x			
Do you think it promoted flexibility in using different teaching practices for different situations?		x			
Do you think that it balanced teacher centred and student centred learning on the course?		x			
Did it teach you how to teach English?		x			
Did it teach you how to evaluate yourself as a teacher?			x		
Did it teach you classroom management skills?		x			
Did it teach you how to use foreign language materials?		x			
Did the course teach you how to adapt foreign language teaching materials?		x			
Did it increase your powers of self-evaluation?			x		
Do you think it taught you foreign language testing and evaluation skills?				x	
Did you think it was relevant to your needs?	x				
Do you think it has a good balance between the teaching of English teaching skills and classroom management skills?				x	
Do you think it prepared you to teach English in the classroom?		x			
Did it meet your needs?		x			

### Participant 4 Questionnaire

## Appendix 7

### Transcript P1

**Interviewer: Can you tell me about your experiences as an ESL teacher? How long have you been teaching? Why did you choose to teach ESL?**

**Participant 1:** Yeah well I think I started...god I can't remember now...this is very unhelpful, I've just gone blank! I started when I was 28 and I'm 43 now, so 15 years ago then. I kind of, to be honest, fell into it by accident because my mother had a school. She was short of a teacher and called me in, without, just for one week without any experience. I realised I liked it and signed up for an EFL course then.

**Interviewer:** Ok.

**P1:** And then became a proper qualified teacher soon after that.

**Interviewer:** So do you think there was a difference between after you did your proper qualified...

**P1:** Yeah.

**Interviewer:** Compared to before what things were different?

**P1:** Oh yeah, yeah. Well I didn't really know anything about grammar I was just reading questions out of a book, and teaching techniques I didn't know anything about, eh, creative ways of engaging a class or anything like that. I'd never really...I'd taught art for a small course before but that was a very different thing. So yeah it was completely different, much better knowledge of grammar and a much better knowledge of how to teach it.

**Interviewer: Ok, good. What are the things you enjoy the most about teaching?**

**P1:** Eh I suppose for me it's just to...I suppose the knowledge that you are enabling people to live a better life and have more prospects you know. And also just the fun of it, interacting with people and you know you get to learn a lot about other cultures, even if it's just Brazil at the moment!

**Interviewer: What about any... in your teaching have you experienced any frustrations or problems?**

**P1:** Well yeah there is one, I suppose always a problem, is different levels. Particularly in my previous school it was much smaller than this so you'd have fairly eh different levels in the same class, so that can be frustrating. I realised I used to always put the eh good students in pairs with the bad students and I realised that that's not the way to do it because all you're doing is making the bad student feel inferior and the good student frustrated. So I put people of the wrong levels together.

**Interviewer:** But did you figure that out just through experience or chatting to...

**P1:** Actually it was through martial arts which I used to do and that's the way they did it there.

**Interviewer:** Ok.

**P1:** So I copied them and it worked so...

**Interviewer: Makes sense. OK so you mentioned grammar earlier...how do you think your knowledge of English grammar, lexis and phonology has evolved? I know you're quite...actually adept at this.**

**P1:** Well I don't know everything! But yeah it's evolved. When I came out of the course I had the basics but you know but I still didn't really know too much. When I did it, I think it's a month now, but it was only 3 weeks back then.

**Interviewer:** Ok

**P1:** So it wasn't really enough to...to know how to go into a class and really understand the grammar.

**Interviewer:** So how did you improve?

**P1:** I just studied it over the years. And I used to go to a lot of weekend courses and seminars and things like that. But mainly it was just through studying it myself.

**Interviewer: Ok, great, eh can you take me through how you typically teach a class, if there's such a thing! What types of methods would you use?**

**P1:** I forget the technical word, for the way I teach now, but I'm sure there is a name! I think generally introduce something, whether grammar point or vocabulary. I suppose get them to understand it and use comprehension checking questions and so on. Give my own examples, stories involving the things if I have to. And then get them to produce something with it writing or eh but most of all just to let them speak to each other about...using that grammar or vocabulary point, whatever is.

**Interviewer:** **Ok, great and do you use different type of activities to facilitate different learning preferences?**

**P1:** I used to, kind of went through a phase of trying all that kind of stuff. Eh I found that kind of...Obviously people do have different kind of ways of learning but eh...

**Interviewer:** It depends on the literature...

**P1:** Yeah, yeah.

**Interviewer:** It's contested...

**P1:** Yeah, I know I used to kind of try, for a while try...you know tried to focus on all different like visual and...But I realised, at the end of the day, all people want to do is chat about their own life and that's the main thing. So I think for me, the main thing is to ask myself how would I use this and when was the last time I used it? And obviously it would be different for a business or an exam class they're using it for a different reason you know. But for a normal general English class I think that's the main thing, so is there any way to get them to try and produce it as they would in normal life outside of this class

**Interviewer:** **Perfect. Do you make provisions for the cultural and linguistic backgrounds of your students when planning lessons?**

**P1:** Oh yeah! Yeah I mean, obviously here, because we have so many from one particular country I don't have to do too much with that and even though they're different from us, they're not that different culturally. I have taught a lot of Asians and I've taught in China as well and that's quite different because they do have a very different approach to learning than the west does, which is about saving face above all everything else. Whereas we are happy to learn from mistakes and most of Western students would be as well. Mistakes would often be seen as shameful for Asians or for Eastern people.

**Interviewer:** So how would you deal with that?

**P1:** It's not easy and I've probably never really worked out a way. And then I went to China they were already beginning to adopt the...our ways more and more...but they still very much have that concept of saving face. So it's something you have to be very careful about...to make sure they are very well prepared to answer a question or read something out. Don't...Try to minimise the chance of making mistakes in front of their peers.

**Interviewer:** Difficult when they are learning a language

**P1:** Yes it's very hard. So I find that mostly with Chinese or Asian students you would have to prepare them a lot more in advance make sure they are very confident about producing something in public.

**Interviewer:** **So, when planning lessons, how detailed do you think the lessons should be?**

**P1:** The lesson plan do you mean?

**Interviewer:** Yeah. If you think back maybe to how you evolved from when you first did your EFL course to where you're at now.

**P1:** Yeah I used to spend an awful long time planning my lessons and I spend very little time these days! It's the sad truth of the matter!

**Interviewer:** Do you think it affects...Is there any difference...the amount of time you spend on it?

**P1:** It depends on how much you know. So I've been doing it for a while I don't need to plan as much. I can generally, if they ask me grammar questions, I can generally answer them you know. So yeah at the beginning I would have had to plan all that kind of stuff before you know.

**Interviewer:** What do you think about...at the beginning though would you have been able to adapt the lesson? Or would you have adapted or would you have preferred to stick to what you had written in the lesson plan?

**P1:** I wouldn't have been very good at adapting the lesson but eh cuz I didn't really know how to I didn't have the knowledge to be that flexible but it took me a few years I'd be much more flexible and completely change the lesson mid lesson these days and run off to copy something else when I realise it's much more appropriate to what they want to learn...

**Interviewer:** Yep.

**P1:** Because I suppose we have to remember it's their class not mine. It's what they want to know.

**Interviewer:** So you think it's more important to adapt lesson plans?

**P1:** Yeah.

**Interviewer:** Do ESL teachers in your experience have easy access to ESL classroom material? Are there any additional materials or websites you consult to supplement your coursebook?

**P1:** Yeah I suppose when I started there wasn't so much stuff online. I can't even remember if we had internet access when I started! But we had a lot of materials in the school and I often find myself just running off to copy something else. But there are a lot of websites. I couldn't name you anything specific at the moment...One was called Dave's ESL cafe which is really good.

**Interviewer:** But do you think...do you usually use extra materials?

**P1:** Yeah, yeah fairly often yeah.

**Interviewer:** Ok.

**P1:** A lot of it I just prepare myself.

**Interviewer:** Ok. What areas of classroom management do you focus on most?

**P1:** I used to, again it's not an issue here, but mixing students used to be a big thing. Mixing nationalities because they get too comfortable and don't speak enough English. So that...they used to hate me for it originally and thank me for it at the end, especially with Koreans and things like that. That was probably a big one. Like then I suppose the other one was putting them in the right pairs or groups and again putting people at the same level with other students at the same level and obviously people of different nationalities as much as possible

**Interviewer:** Ok.

**P1:** I have found here Brazilians are really good at making the effort to speak English to each other which I...the Spanish in particular are terrible at.

**Interviewer:** Ok and so if you ever had any issues in the classroom would the school support you in that or how would you deal with something that needed to be escalated?

**P1:** Yeah I suppose I would generally refer them to the office. I suppose I'm changing a bit that way as well as before I was fairly sensitive to criticism from students and I'm making an effort now to try and listen to them and see if there is an issue there rather than try to defend myself and the school automatically...as that's not going to...it could be...it might be a serious issue they have and it might be that I have to change. So I suppose I just have to learn more to suck it up and then basically asked them and see what's wrong and try to empathize with them a bit and see if the other eh class members actually agree with them. Or like, sometimes you get somebody vocal and they can be annoying and disrupt the class but it's possible, it's not always true, it's possible they might be vocalising what other people are thinking. It's not easy for the teacher to accept that but you have to accept it you know.

**Interviewer:** Ok, great. Do you feel that you have been provided with adequate training for your job?

**P1:** Eh I found that the few weeks I did, after my course, wasn't enough. I didn't really have much of a clue what I was doing even though it was good they put you straight into teaching very quickly when you're doing the course. Eh but no it took me years to get good at my job really.

**Interviewer:** Ok then what areas would you recommend that need more training? What recommendations do you have for ESL teacher trainers?

**P1:** I would think that probably a major one would be seeing what is appropriate from a course book and what isn't. I used to use Inside Out a lot which is a good book, but it took me a long time to realise you could leave out a lot of that and the students would be just as

well informed you know as they were before. So I think that's a big thing to be more selective about your material and to make it more appropriate.

**Interviewer:** Ok.

**P1:** But then I suppose that comes with time and experience as well. You would be quite rigid at the start and not really know what's appropriate and what isn't. One seminar I went to had a very good suggestion which was to look at a book, to basically test a teacher by giving them a book giving them a grammar point from one chapter and a vocabulary point from another and getting them to combine the exercises by combining the two.

**Interviewer:** Sounds great. So you've mentioned seminars, was it part of your...did the school promote that you go there or...?

**P1:** Yeah, yeah it was, they suggested but there was a few of them that I went to them off my own bat but I would always be aware of them. I don't think there's too many of them anymore. There used to be a lot more of them.

**Interviewer:** And have you had any in-house training in any school?

**P1:** Well here yeah! I didn't have a clue about Callan before I started here. I worked for a while for a Russian Skype School and had to be trained how to use Skype more than anything else but yeah other than that most of it I picked up as I went along.

**Interviewer:** **Ok perfect I just have some questions here I want you to tell me if you strongly agree, agree, neither agree or disagree, disagree or strongly disagree. And if you've any comments you want to make feel free.**

**P1:** Ok.

**Interviewer:** **So I want you to cast your mind back to when you did your course. Do you think it gave you adequate training in English?**

**P1:** No I don't, not really.

**Interviewer:** So you disagree.

**P1:** It did give me training but 3 weeks of anything I suppose isn't enough to give you in any career.

**Interviewer:** **Ok, perfect. Do you think it gave you adequate training in teaching skills?**

**P1:** Eh I'd say, eh I'd say disagree slightly but not strongly because it is for the same reason just not a whole lot of time to go into a full time job.

**Interviewer:** **Ok, do you think it gave you adequate training in the needs of different cultures?**

**P1:** It was good in that way.

**Interviewer:** **Ok great. Do you think it was up-to-date at the time you did it?**

**P1:** At the time I did. It was up-to-date which is by no means up-to-date now!

**Interviewer:** **Ok, Do you think it encouraged you to reflect on your past experiences as a language learner?**

**P1:** I didn't have a whole lot of past experience except my one or two weeks of teaching...

**Interviewer:** But as a learner of Irish or French or...?

**P1:** Yeah, yeah in that case yeah it did. It actually made me realise our educational system is terrible! Like secondary school education they basically teach exactly what we were told not to do.

**Interviewer:** **Perfect. Do you think the course encouraged you to be a reflective teacher? So to think about what you have taught?**

**P1:** Yeah I think so yeah.

**Interviewer:** Ok.

**P1:** I suppose you understood what you taught a lot more than you would have done before.

**Interviewer:** **Ok, perfect. Do you think it promoted flexibility in using different teaching practices for different situations?**

**P1:** Definitely. Strongly agree there.

**Interviewer:** **Do you think that it balanced teacher centred and student centred learning on the course?**

**P1:** Yeah I think so yeah.

**Interviewer:** **Did it teach you how to teach English?**

**P1:** I suppose I am still an English teacher so I think that has to be yes.

**Interviewer: Did it teach you how to evaluate yourself as a teacher?**

**P1:** Not really I'm still not really able to evaluate myself.

**Interviewer: Did it teach you classroom management skills?**

**P1:** To a certain extent but not really. I suppose neutral there.

**Interviewer: Did it teach you how to use foreign language materials?**

**P1:** Yeah because before that I had only used the book and actually, if anything, when I started teaching properly then I was probably trying to be too creative and not using the book at all whereas the course books are fairly well structured.

**Interviewer: Ok we talked about this earlier but just for the record did the course teach you how to adapt foreign language teaching materials?**

**P1:** Yeah, I think so yeah.

**Interviewer: Did it increase your powers of self-evaluation?**

**P1:** Is that not the same...? I'd say neutral on that can't really remember

**Interviewer: Do you think it taught you foreign language testing and evaluation skills?**

**P1:** Probably not I didn't really know how to test at the time

**Interviewer: Did you think it was relevant to your needs?**

**P1:** Yeah I think so yeah, yeah.

**Interviewer: Do you think it has a good balance between the teaching of English teaching skills and classroom management skills?**

**P1:** Yeah I think it did, yeah.

**Interviewer: Do you think it prepared you to teach English in the classroom?**

**P1:** Yeah, yeah

**Interviewer: And that it met your needs?**

**P1:** Yeah I think so yeah. It was very different from what I expected it made me realise I can make it a lot more interesting than I thought a classroom could be.

**Interviewer: Ok great they are all my questions is there anything else you would like to add about your teaching or training?**

**P1:** Yeah I suppose one thing I'd like to add: One of the seminars I went to was called the...I mean it's going back to what I said earlier...it was called the Curse of Creativity! It was a little extreme but like it did make me think a little bit about...I was trying to be very creative inventing new card games and board games and things like that. And then that can be a good thing to do I was trying to make it interesting, well make it fun and creative and all that but like I learnt from that thing it's the most important thing is them speaking about themselves or writing about themselves as much as possible about things in their lives and that's what's interesting to them. I remember teaching an Italian girl and I had this card game to teach the present perfect and it was one of these "have you ever...?" it was all fictional things on the cards I can't remember exactly but it was things like have you ever been windsurfing and if you had the picture you would say yes and continue the conversation. It was good for practicing but then I realised that one of my students an Italian girl said "I don't like this game because we can't talk about ourselves" and I realised that the present perfect can be really interesting like have you ever because it's the start of a lot of really interesting conversation. So what's the point in giving them something that is in no way relevant to them at all when they could be having really interesting conversations with each other and having the structure to do it? So I mean there's nothing wrong in using a card game but the card game could be adapted to let them talk about themselves.

**Interviewer:** Sounds great.

**P1:** Somebody else on that seminar said he remembered one teacher having students lying on the floor making timelines out of their body! Utterly pointless really do you know what I mean?

**Interviewer:** Yes.

**P1:** But fun for the teacher to watch the students doing that and he probably thinks that will help them remember it but nothing's going to help them remember it more than something in their own lives to chat about.

**Interviewer:** Ok, I suppose it's that whether you're there to entertain or...

**P1:** Obviously there is a certain amount that you do have to be entertaining but you do have to make it light-hearted and an enjoyable experience for them you could tell stories about yourself and things like that. Things like if you're doing a purely for the sake of just doing fun things and you're not learning anything then it's pointless.

**Interviewer:** Perfect that's all my questions thanks very much.

**P1:** No problem.

## Transcript P2

**Interviewer:** Can you tell me about your experiences as an ESL teacher? So how long have you been teaching? Why did you choose to teach ESL?

**P2:** So I think I'm teaching for eight years. So I first started teaching when I was living in London and I suppose the primary reason for starting English language teaching was because there was part-time work available while I was studying. I thought it made sense to do a bit, like to do a bit of teaching experience and because it was handy part-time work in London. So I came home from London, while I had time off I did the month-long course and came back and started teaching English language teaching.

**Interviewer:** Perfect. What are the things you enjoy the most about teaching?

**P2:** Definitely meeting people from different countries, especially working with adults you meet lots of intelligent people, lots of interesting people, lots of nice people. So I suppose it's enjoyable working with these nice people and I suppose by and large most of the environments I've worked in the staffroom the people are generally nice, you meet lots of interesting people artists, musicians and other people. But generally yeah nice people as colleagues, nice people in the classroom.

**Interviewer:** Perfect. In your teaching have you experienced any frustrations or problems?

**P2:** Probably with...eh in other schools where I've done kind of groups of teenagers from Italy and Spain, Switzerland and Germany and Saudi Arabia where a lot of the students know each other, they're all...they all speak the same first language it feels a little bit...it felt a little bit like day-care at times as opposed to actually engaging. Whereas what I enjoy about adults, especially the IELTS class, where people are kind of like "I have to do this" "I have to do well in this in order to go where I want to go" they are a bit more motivated a bit more focused and I don't have to shout at them!

**Interviewer:** Ok perfect, how do you think your knowledge of English grammar, lexis and phonology has evolved, from doing the month long course?

**P2:** Well it's increased tenfold as opposed to if I compare my knowledge of grammar now to say peers in...even in secondary school language teaching. My sister works in a Gaelscoile. She teaches English and comparatively she has no knowledge of English grammar really. Em I'm not picking on her but I think it's generally true for people who don't...maybe for...maybe who have English as their first language. So yeah I think probably most of what I know I learnt on the job preparing for a class I need to learn this grammar format and then you pick up kind of patterns as you go obviously sometimes you'll see something interesting in a book or something interesting in a...on a podcast or YouTube but the course itself I don't think they can teach you everything about grammar in Celta or Celt course but you learn everything as you go in preparation for classes.

**Interviewer:** When you were doing your Celt or Celta did you realise that you would go on to do the Masters in linguistics...would you have thought...?

**P2:** No, not at all like I thought probably...thought it was just a stop gap. It would be something that if I want to travel or if I want to work part-time...but then when I came home I was like this is something I enjoy doing. I'd like to keep doing it. So when I first did it no, I didn't imagine it being a permanent full-time career.

**Interviewer: Ok, great. Can you take me through how you typically teach a class, so what type of methods you'd normally use?**

**P2:** Definitely depends on the group. So say if I take now for example like we're working in a school that's supposed to focus on the spoken language so phonetics and pronunciation correction is a big part of it. I find phonetics very interesting as well so I'll always try to kind of push that into the students study a little bit because I think it's kind of undervalued or underused a bit. But teaching methods, I don't know, a bit for me I tend to keep it a bit relaxed for me it's all about rapport first of all so trying to get students to like me, have a comfortable atmosphere that they enjoy coming here and I suppose it has to be with my character try to be quite relaxed and calm and keep a comfortable environment for everyone and tried to include everybody because you don't want one person dominating. But I suppose yeah rapport you know enjoying, it calmness...which mightn't suit everyone, every student but I think that's the approach I take.

**Interviewer: Perfect, do you use different type of activities to facilitate different learning preferences? So, kinaesthetic or aural or do you think it's not relevant?**

**P2:** No not all but I think I probably am guilty of, kind of, imposing the way I learn on students so if I think I'm quite a kinaesthetic learner so I...I'll...I'm quite a visual learner as well so I tend to like draw diagrams and shapes on the board that make sense to me and I think the students will...that will help them learn so maybe that's one thing I'm guilty of...the way I learn I try to teach the way that would help me learn...

**Interviewer: Ok, Do you make provisions for the cultural and linguistic backgrounds of your students when planning lessons? If so how? If not why not?**

**P2:** Provisions?

**Interviewer:** Yeah, So do you think the class is...

**P2:** Ok, so provisions for different cultural?

**Interviewer:** And linguistics, so when you're planning your class do you think ok I've got a majority of Brazilians so I need to focus on this or I have an Asian student in the class I need to...

**P2:** Well in terms of being careful of taboo subjects I suppose it's natural for every teacher to...can you ask the question again?

**Interviewer:** Do you make provisions for the cultural and linguistic backgrounds of your students when planning lessons?

**P2:** Ok so firstly culturally say for example in one class I have one old school Muslim from Kazakhstan who is the only male in the class among a class of ten women who are from South America. So any kind of topics related to gender or religion or anything even verging towards that I definitely steer clear of it. Maybe in another classroom...not that you'd delve into that but if there is content in the book related to that it's not going to cause a problem. Maybe I've skipped over a few small things in terms of course book. Linguistically yeah I think definitely. So again we've lots of Portuguese speakers and Spanish speakers in the school so because of that I think I've learnt a lot of kind of structural patterns that they make I've become aware of...So I've experience teaching people from these first languages...so I'm kind of primed for their errors. So I definitely would be aware of if I see vocabulary in a text that I know that might have some false friends in it and the same with writing exercises. I can predict in say in the IELTS example there are certain words they constantly put in the exam...that I expect to see in the exam because it's a word in their language but it doesn't mean the same thing. So I think I'm primed for that.

**Interviewer: Perfect. So when you are planning a lesson, how detailed do you think the lesson plan should be?**

**P2:** I do know that lesson plans should be...ideally they should be detailed enough for somebody else to pick it up and know what they have to do at short notice. Realistically I...I tend to write a shorter lesson plan and adapt to the situation of the class a lot.

**Interviewer:** Yeah.

**P2:** So it should be detailed but it often feels like a lot of wasted work by making it so detailed. Like that would be perfect but it mightn't match with what I did in the class and it

might change from day to day. But yeah it should be detailed for the simple practicalities of if you're sick and someone needs to pick up and see exactly where you are.

**Interviewer: Ok, well that was my next question do you think it's important to adapt lesson plans? So obviously...**

**P2:** I think you have to. I think constantly something comes up that's clearly...maybe a grammar issue in the class which can change the whole topic of the classroom at a short notice, once you understand...you have to see that everyone is happy with that. I can't remember the term where somebody talking about...it could be the wrong term but people sometimes talk about we tend to teach is it a top down method? Where you're starting the grammar point and everything evolves from that but I think it was a bottom up approach where you might start with a form of conversation and kind of organically mistakes appear and you work on the mistakes that appear organically. So how did I start on this...?

**Interviewer:** We were talking about how to adapt...

**P2:** Yeah.

**Interviewer:** Would it be a little bit like task-based a little bit because you're starting with the conversation...

**P2:** Yeah.

**Interviewer:** Or something and you're getting the language from them and then going into it...

**P2:** Well yeah say for example this morning the first 15 minutes a couple of people are always late I'll do a speaking exam. Two guys have the IELTS test next month so I constantly give them a bit of a speaking at the start of the class and any pronunciation errors or grammar errors or unusual vocabulary that they use the whole class will focus on that and see why did we misunderstand this sentence he made or...So I'm using their material as content in the class and that's what I mean by an organic kind of...I think it's bottom up I might be wrong.

**Interviewer: Ok, good. Do ESL teachers in your experience have easy access to ESL classroom material? So it's talking here about additional materials, websites to supplement your coursebook?**

**P2:** Yeah, yeah it's extremely easy to find materials for class. I suppose it's kind of a Catch 22 because online there's an absolute plethora of material. Like some legal some illegal all free. Eh but some of the free legal stuff is kind of...I have to question the standard of it because sometimes you look...I've been guilty of...wanting something on this topic and going online and Googling it and you'll find something and you print it and it's kind of crap.

**Interviewer:** Yeah.

**P2:** Or it's full of mistakes so there is access to a lot of material but with the huge quantity of material I do think there's material that isn't great I mean of a great standard. And then obviously people...it's very easy, everybody knows that you can get access to whatever materials you want through illegal sources...But generally in the schools I've been in they've had good libraries and materials.

**Interviewer: Great. What areas of classroom management do you focus on most?**

**P2:** Classroom management?

**Interviewer:** So any issues in the classroom other than the teaching so whether you have to focus on behavioural issues or do you have to be conscious of groups or...

**P2:** You see like possibly it's not a strength of mine. It's probably one reason why I didn't like working with teenage groups because there's more classroom management. Eh so I feel in a group of adults that are in my classes that there is less classroom management but I do focus on you know people not dominating the class.

**Interviewer:** Yeah.

**P2:** So I try to...if somebody is quieter I question them or I will tell people who are...there are always people who are constantly answering and constantly engaged and I do tell them to wait their turn and I suppose a balance then, an equal share of the engagement it's what I focus on.

**Interviewer: Great and do you feel that you have been provided with adequate training for your job?**

**P2:** Em...Through the Celt and Celta?

**Interviewer:** Yes, I suppose and then you can talk about if you've received any further training after that.

**P2:** Yeah so...I do think that the Celt and Celta are good introductory courses. to prepare you for what you're going to do but like obviously that doesn't adequately prepare you because 4 weeks can't em I mentioned before that people tend to learn on the job by using teacher guides and stuff so I think you can learn by using different course books from good publications. Em Since then I think there should be more em what do you call it? Continuous...

**Interviewer:** CPD

**P2:** Yep CPD like we have gone to CPD conferences em with IRAL em in the past but not recently and so I think some progress would be better...

*(Door opens and student enters)*

**P2:** (Student name) Can you wait five minutes, I'm just doing an interview.

**Interviewer:** Thanks, (Student name).

*(Student leaves)*

**P2:** So I think there should be more of it. We do we pay for subscriptions...but I suppose maybe I'm speaking with this school primarily but it's the same with other schools...there should be more like...and sometimes the conferences are just a sales pitch.

**Interviewer:** A book or...

**P2:** Yeah so IRAL is a very good organisation eh it's called the Irish Linguistics I forget what it's called Applied Linguistics something...

**Interviewer:** Yeah.

**P2:** But it's not affiliated to any publications or books or anything. Like here's research by somebody doing a doctorate in language education or on...not just English language any language education...There should be a bit more of that I think.

**Interviewer:** **And I suppose in that same vein if you had to give recommendations to a teacher trainer how would you improve Celta courses are there any areas that you think need to be focused on more or...**

**P2:** I don't know. I suppose if I think back to mine, it's been a while! I think teachers made it interesting which was good by kind of highlighting...Like one guy who was delivering the course was very interested in Hiberno-English and talking about the parallels between the way English people speak and the way Irish people speak English and the things we've learnt, the structures we've taken from Irish. It's a huge part of...was extremely interesting and I suppose it made you aware of the different ways people speak English that there's no one way of speaking English. But then again on a practical level I think the time might have been better spent but then again it was very interesting. Eh I don't know it's very hard to say I've never been a teacher trainer so it's hard to say how it would be improved. I suppose one thing that could be improved would be on your teaching practice...I don't know if other people had this experience but the teaching practice seemed to be, like it was very haphazard, there was no continuity. There was no chance to get any continuous rapport. I know it's hard for schools to organise that, to have a class ready to go but maybe if...I don't know if there was more incentive on the students to be there because I know people have done it and they've been stuck with like 2 or 3 students or small groups and so they should make sure that there is a realistic scenario for the teaching practice.

**Interviewer:** Perfect, that's great. So I just have some of these questionnaires for you and you can say whether you strongly agree, agree, neither agree or disagree, disagree or strongly disagree and if you have any extra comments you want to add feel free.

**P2:** Ok.

**Interviewer:** **So did you think it gave your CELTA gave you adequate training in English?**

**P2:** eh No but I don't think it can it's not a criticism but I don't think it can. No.

**Interviewer:** **Ok, Do you think it gave you adequate training in teaching skills?**

**P2:** Well I suppose if the word is adequate it was adequate. It's not like a good level. It's an adequate level. I'm not criticizing it, I'm saying in the time allowed.

**Interviewer: It did what it could. Ok do you think it gave you adequate training in the needs of different cultures?**

**P2:** As far as I remember it, yeah I think a small part of it was about awareness of cultures and differences and linguistic differences. But yeah ok I'll say yeah.

**Interviewer: At the time that you were doing it did you think that the course was up to date?**

**P2:** Yeah I don't remember it being stale or old-fashioned. I'd say yes.

**Interviewer: Ok, Do you think it encouraged you to reflect on your past experiences as a language learner?**

**P2:** Yeah definitely.

**Interviewer: Good. Do you think the course encouraged you to be a reflective teacher? So to think about what went right or wrong in that lesson?**

**P2:** Yeah I think so, I think yeah.

**Interviewer: Do you think it promoted flexibility in using different teaching practices for different situations?**

**P2:** Yes, like one of the teachers did focus on a much more kinaesthetic approach so I'd say yes.

**Interviewer: Do you think that it balanced teacher centred and student centred learning on the course?**

**P2:** Eh...teacher centred and student centred learning. Yeah well there was the whole...a huge part of it was teacher talking time and student talking time so I suppose that's related to that.

**Interviewer: Ok, do you think it taught you how to teach English?**

**P2:** I'd say yes. Again I'd say they taught you how to teach English. Again the time allowed doesn't allow you to...this is how you teach English.

**Interviewer: Ok, do you think it taught you classroom management skills?**

**P2:** Probably not no. I think it's something you probably have to learn that on the job.

**Interviewer: You don't think it's possible for the course to...**

**P2:** Definitely not in 4 weeks.

**Interviewer: Ok, do you think it taught you how to use different teaching materials?**

**P2:** Yeah, yeah, supplementary materials I guess so.

**Interviewer: Did it teach you how to adapt foreign language materials?**

**P2:** Foreign language materials?

**Interviewer: Yeah so I think here it just means adapting maybe...its foreign for them so using newspapers and different things like that that's foreign for them...**

**P2:** Grading?

**Interviewer: Yeah.**

**P2:** Grading, probably not. I think that was a struggle for many people like grading their language, to simplify it. So probably not.

**Interviewer: Yes, ok, so did it increase your powers of self-evaluation?**

**P2:** No I don't think so.

**Interviewer: Do you think it taught you foreign language testing, well not foreign language, English language testing and evaluation skills?**

**P2:** I don't think so. I don't remember doing anything on testing.

**Interviewer: Do you think it was relevant to your needs?**

**P2:** Yes.

**Interviewer: Do you think it has a good balance between the teaching of English teaching skills and classroom management skills? So was there a balance or was it focused on...**

**P2:** I think it was probably focused on English language teaching probably less so on classroom management.

**Interviewer: Do you think it prepared you to teach English in the classroom?**

**P2:** No again I don't think it can

**Interviewer: Ok, It's kind of similar but do you think it met your needs?**

**P2:** It met my needs yeah.

**Interviewer:** Ok great they are all my questions is there anything else you would like to add about your teaching or training?

**P2:** I don't think so...I'm just looking at the title of it "What have Irish ESL teachers learnt and how does it affect how they teach? Comparing international best practice with Celta...

(Inaudible)...so you're comparing this with international research in the same area

**Interviewer:** Yes and also in some other places it's necessary to have a degree in English or in Linguistics or something like that so really you're comparing with 3 and 4 year courses in comparison with a month long course and whether it's appropriate and some researchers saying Celta is more for the businesses they need people in the classroom and whether we're prepared or...

**P2:** And then...Well isn't it in the UK that the Delta is turned into the baseline qualification for language teaching?

**Interviewer:** Well yeah...do you think that it's...did you look into the Delta before you did your...?

**P2:** I did, what put me off was... it seemed to be very lonely. It was distance learning and then you had your...you'll find your own tutor or whatever and it was very like nothing and then intensity nothing and then intensity like the modules so...I still might do it in the future a module or...I do think it's a good thing. I think there should be like I said a CPD towards that or something...

**Interviewer:** Ok perfect, we'll finish there. Thank you.

### Transcript P3

**Interviewer: Can you tell me about your experiences as an ESL teacher? How long have you been teaching? Why did you choose to teach ESL?**

**P3:** So yeah my experience I've been teaching for more than 12 years. Yep 12 years starting off with Direct Method and then going on to the Communicative Approach. And why did I teach? I wanted to teach because I wanted to travel and a career change that's the biggest thing. I wanted to go to many countries but I went to one and then here and I'm still here!

**Interviewer: What are the things you enjoy the most about teaching?**

**P3:** Analysing language I think, interacting with people and seeing students' progress and basically the, kind of, interaction with staff because there is a different make up of people in an ESL staff room so I'd say that.

**Interviewer:** I'm interested that you said analysing language. Was that something that you did on the course?

**P3:** No the Celt, no. I mean if you're going to go and teach a group of students English you have to know what you're teaching and you're not really provided with the solid ground, grounding of grammar....grammar and things like that.

**Interviewer:** And so how do you find...like you enjoy doing it so how do you improve? Being able to analyse like is it through a...

**P3:** Self-study, going to the classroom and finding your mistakes, finding out what you don't know. And any chance you have of doing CPD that is always a benefit but I think probably the majority of it is learning yourself on the job.

**Interviewer:** Great.

**P3:** And with other teachers.

**Interviewer: Ok, in your teaching have you experienced any frustrations or problems?**

**P3:** I'd say what, what I said there at the beginning not knowing any grammar when you first start teaching. That's a big problem because if you're going to start teaching classes and you're not really fully confident of the grammar structures yourself and any question that may come up it is really daunting and embarrassing at times. Managing classrooms...problematic students...how to revise I would say because you're not really taught on your Celta course how to revise, the appropriate amount of revision yeah I think that's the biggest thing.

**Interviewer: Great, how has your knowledge of English grammar, lexis and phonology evolved?**

**P3:** Yeah as I said before from nothing, zero! When I first saw the conditionals I think I started crying! Because it was just like a mathematical equation that I...actually I was probably saying the conditionals incorrectly in my normal spoken English! So yeah how has it evolved? Lexis, phonology? Well through preparation, reading, courses like pronunciation courses and again self-study really over time. Yeah so it's gone from zero to a good standard but still need to know a lot more.

**Interviewer:** So you were teaching before you did the Celt, when you went abroad did you have training in the schools?

**P3:** Training in the Direct Method. I taught there three or four years then came here and was working with the Direct method So I have to 5 or 6 years of Direct method teaching and then into the Celt which was the complete opposite.

**Interviewer:** When was it that you did the Celt?

**P3:** About 4 or 5 years ago.

**Interviewer:** Ok so when you were doing the training for the direct method did they teach you about grammar, lexis and phonology or was it through the course, through teaching that you've experienced...?

**P3:** Again you'd learn the basics and pretty much like the Celt you learn on the job. You know you learn a piece of grammar how to teach it and that's kind of your structure.

**Interviewer: Ok can you take me through how you typically teach a class. What types of methods would you normally use?**

**P3:** You mean for example a lead in...

**Interviewer:** Yes do you do all that?

**P3:** Yeah I mean in the Celt you kind of I don't want to say box ticking but it is. You have your lead in...You have your warmer or lead in, you have your gist reading, reading for detail and then you have your pair work then your controlled practice, free practice. That's all included in the basic lesson plan.

**Interviewer:** And did you find that you use that when you are in the class?

**P3:** Yeah, yeah it's a good structure.

**Interviewer: Great, do you use different type of activities to facilitate different learning preferences? So whether somebody would prefer to be kinaesthetic, moving around, or visual?**

**P3:** Yeah I tried to use as much as I can but then you have to have access. For example if it is more visual and say for example YouTube or projector, which we don't have, or a laptop so it's...visual aids, flash cards, interactive exercises, role plays. But again on the courses you only touch on these things you get the theory behind it but the practice of it...You need, kind of, guidance.

**Interviewer: Do you make provisions for the cultural and linguistic backgrounds of your students when planning lessons? If so, how? If not, why not?**

**P3:** Well in the Direct method you wouldn't, but in the Communicative class yes. Not so much in Dublin because you have mixed group of nationals....So non-native speakers if you have a monolingual class for example teaching in Spain you could focus on pronunciation errors, common mistakes, common structural problems. But it's very difficult to focus on that if you have a range of L1 learners.

**Interviewer: When planning lessons, how detailed do you think the lessons should be?**

**P3:** As a new teacher I think that they have to still be quite detailed coming off your Celta course but then I think because of the amount of work you have to do and the paperwork you have to do, I think...and looking for material. I think if you have the basic structure A B C D E of the lesson in bullet points but not detailed word for word I think that's what's going to happen in the lesson.

**Interviewer:** Great.

**P3:** and during the time as you progress I think you have in your head what you're going to do but you still need to have an A to F or whatever plan.

**Interviewer: Do you think it's important to adapt lesson plans? If so, how often?**

**P3:** Yeah I mean it's essential to adapt lessons especially if you are working in a school in Dublin for example and you're taking, enrolling courses, students are starting every week you know. So you're going to have students who were not part...who haven't followed the course, so you have to adapt for people who don't know the...revision of material that you're going to teach...the previous material and that's...and weaker students and stronger students or students who generally don't understand the language or structure you're trying to teach so you have to re teach and pre-teach the other material without sticking to the script...what you had planned. But in a school say where it's from March to September, with everybody starting in March and finishing in September, I think you will adapt but everyone is progressing at the same pace yeah.

**Interviewer: Do ESL teachers in your experience have easy access to ESL classroom material? You actually mentioned earlier about projectors and stuff but here we can also talk then I suppose about materials or websites that you like to consult.**

**P3:** My experience of that, yeah I think most schools have the general core books like Raymond Murphy which seems to be the Bible! I don't think it's enough obviously. Like a lot of the material is online now. As you know we have a Google Drive where we share the folders share material, activities even lesson plans etc. I don't know if every teacher takes full use of it or knows how to use it for example where certain pieces of good information or activities are and again that could be done with guidance. What do I use...?

**Interviewer:** I know that you found some websites that were very good and those are the websites that you didn't like.

**P3:** Yeah I mean like basically for activities you have to be careful about what activities you use and don't just print and copy because there can be mistakes in the activities and so you really...Teach-this.com is quite useful but you have to pay for the stuff, the good stuff but there are a lot of websites out there for...Is it just for the classroom or for self-development?

**Interviewer:** For the classroom but if you want to mention anything else...

**P3:** There's a lot of good websites these days and you can get more and more information online which is making it easier for a teacher to find activities so you don't have to create activities yourself every night because that's a long process....and you can see comments from other teachers about how useful the activities are which is always useful.

**Interviewer: Perfect, what areas of classroom management do you focus on most?**

**P3:** Classroom management...I would say again students...learner's not using...L1 first language in the class which is the big, a big issue but depends on the time in the class. Do you need translation at certain point? Is it useful at that part of the lesson but straying away from that...getting students to use the language and not go straight back to the first language. And also managing classrooms where you have weak students and strong students. I would have to focus on how to pair them, strong and weak students. How the strong students become teachers in the classroom it's always a useful technique and yeah that's all I have to say...

**Interviewer: Great, ok. Do you feel that you have been provided with adequate training for your job?**

**P3:** From the schools I've worked in or the course is I've done?

**Interviewer:** From the courses that you've done...Well I suppose and if you've had any extra training in the schools but...

**P3:** Adequate yeah I think adequate is probably a good enough word. Now the Celt...I had done a lot of years teaching before I did the Celt so I had confidence of standing in front of people, grading the language etc. whereas the other teachers who were new to the field the biggest thing was standing in front of people and knowing grammar etc. But as the Celt is concerned I felt it was, at certain points, box ticking exercises. The trainers would even say ok you're doing well but just cut the time for each stage but in the real world you will expand in that time. So you know it was just getting everything in the hour, the hour you're being observed.

**Interviewer:** So it wasn't really real life? They were telling you this is what you needed to do to pass the course?

**P3:** Yeah otherwise you could fail a certain section and fail the whole lesson observation and that's not really...not really good, is it? But the thing is with the Celt they need to focus on the lack of grammar. I would say lack of phonetics, phonetic awareness for the...for the trainees because it is daunting seeing grammar. And you do have grammar modules, you do have to do a grammar lesson but I think there should be some kind of grammar test at the end of the course. Because essentially you are becoming an English teacher and the biggest thing is that you're going to a school with experienced teachers who've been teaching for years who know the grammar, come from language backgrounds and you may not have a language background and you...you're kind of at a...how would you say? You're at a...not a starting position but I...I can't think of the word. You're always behind. You're always being compared to another teacher that's in the school. So your first class could be a few months after...and they're comparing you to people who know their knowledge of grammar inside out not just one piece of grammar that you learnt on the course and how to teach it. How to teach exam classes. I don't think that was ever...I don't think there's any teaching or training on how to teach an exam class and revision as I said as well you don't really get taught or trained on or how do you revise what you have taught because you don't revise you don't...When you teach your classes on your Celt or Celta course you don't go back to that same class and go over that material or follow on from that material. So it's just a kind of lesson plan like a cover lesson essentially. That skill for a teacher who can develop their own...how to revise certain material during the week or the course seems to...the students seem to like them more and get more out of it than a teacher who doesn't know how to do that they just go through the course book, do you understand?

**Interviewer:** Perfect and I suppose you've kind of answered part of the next question which is what recommendations do you have for ESL teacher trainers? So I know you mentioned some things there if you compared it with the teaching course you give for non-native speakers I wonder how the knowledge or the development is between non-natives and us.

**P3:** Non-natives and us?

**Interviewer:** I mean between the non-native speaker teacher training course and Celta, is there a difference in what is covered?

**P3:** Well it's split into 3 parts the TESOL course which incorporates TKT the Cambridge certificate. One is academic where you're learning the parts of managing a class staging the lesson other things like that to pass an exam which is a multiple choice exam and then another part is confidence in presenting...teaching practice, teach grammar, grammar awareness, confidence, pronunciation. Phonetics is a big part because they are non-native it doesn't mean...it's just to improve their confidence and their understanding of the language, the spoken language that's what I say.

**Interviewer:** Is there anything more you would like to add?

**P3:** Yeah I'd say probably Celta is a good course. We've had exceptional teachers who changed after doing a Celta course but I'd say the amount of material, the number of essays in a short space of time...because if you think about the first week it's just getting to know the basics and then you have two and a half or 3 weeks for almost 10,000 words in different essays and that's a lot. That's a dissertation as well as preparing detailed lesson plans. So it can be overwhelming. So I think it could be extended a bit more just so that most of it is like settling in that people can be absorbing what they're actually writing and teaching because it can be just a lot...a rush in the end.

**Interviewer:** Ok so we are going to move on to the second part of the interview which is in the form of a questionnaire so I will read a statement and you can say if you strongly agree, agree, neither agree or disagree, disagree or disagree strongly. If you have any extra things you wanted to say you can say it but it's not necessary.

**P3:** Can I go back to my previous point?

**Interviewer:** Of course.

**P3:** The TESOL course, the one thing that we do is that we video parts of the lesson and we can have self-evaluation the teachers can see themselves and that means they can analyse their own teaching and we can go through that together with the Celt it's kind of like you didn't do this...but you can't really see yourself doing that. That's that point yeah.

**Interviewer:** Perfect. Ok.

**P3:** Can you remind me what we're going to do now?

**Interviewer:** Yes I'm going to read a statement to you and you can say if you strongly agree with the statement, agree, neither agree or disagree, disagree or disagree strongly and if you want to add anything you can but it's not necessary.

**P3:** Ok.

**Interviewer:** **Did you think the Celt course gave you adequate training in English?**

**P3:** I agree but not strongly.

**Interviewer:** **Do you think it gave you adequate training in teaching skills?**

**P3:** Um... adequate training...ok so (inaudible) yeah again agree but yeah...

**Interviewer:** **Do you think it gave you adequate training for the needs of different cultures?**

**P3:** Different cultures? Disagree.

**Interviewer:** **Do you think it was up-to-date at the time you did it?**

**P3:** It...Can I say anything...?

**Interviewer:** Yes you can add...

**P3:** I'd agree but there was a lot of...Scrivener I think his name is and high demand or demand high wasn't incorporated into it whereas I think it is now. But it's pushing...That's the big thing about Celta, is you're going through the parts of a lesson but there's no pushing of the students...pushing...it's just comfortable they do the peer practice and when they're done...that those are the answers ok...There is no challenging there's no emphasis on challenging the students and trying to see if they can go further, you know...That's it.

**Interviewer:** Maybe that would be too challenging for the trainee teacher at the stage?

**P3:** Yeah and again that comes from...you see the students the teachers that come off Celta course don't know enough to challenge...to make the students have a challenging class or challenge them with questions because they don't know the material, the structure themselves...yet.

**Interviewer:** **Ok, perfect. Do you think it encouraged you to reflect on your past experiences as a language learner?**

**P3:** It did in the sense that it encouraged me...it made me think about how it was more direct teaching...teacher direct, teacher led teaching many years ago which now is kind of changing your whole learning process and then you have to teach it I think most people learnt with a teacher led approach.

**Interviewer:** **Do you think the course encouraged you to be a reflective teacher?**

**P3:** Yeah definitely agree. There is a strong emphasis on that and I would actually go on to say that I'd encourage most teachers to do that.

**Interviewer:** **Do you think it promoted flexibility in using different teaching practices for different situations?**

**P3:** I guess so. I mean we had we had different...for example PPP and I can't remember the others...It was a long time ago...I remember them were saying that the approach they were using was a combination of different...I mean you see the elements of Direct method with drilling it did...Did it encourage?

**Interviewer:** Yes, so did it promote flexibility? Did it promote flexibility in using different teaching practices for different situations?

**P3:** Well as again I think there are times in the teacher led sort of part of the lesson, where I think it needs to be encouraged, that was discouraged.

**Interviewer: Do you think that it balanced teacher centred and student centred learning on the course?**

**P3:** Agree.

**Interviewer: Did it teach you how to teach English?**

**P3:** It taught me how to have a lesson plan!

**Interviewer: Ok!**

**P3:** But no there were definitely techniques like CCQs and ICQs which were very useful. MFP, the meaning form and pronunciation...phonology and appropriacy all very useful and definitely it made me a better teacher in the sense that it made me clearer for my students.

**Interviewer: Did it teach you how to evaluate yourself as a teacher?**

**P3:** I would say neither agree or disagree

**Interviewer: Did it teach you classroom management skills?**

**P3:** Disagree because it's not a real class. They're volunteers and they all know that it's a trainee teacher and there's not going to be many management problems. Yeah that's it.

**Interviewer: Did it teach you how to use foreign language materials? Other language teaching materials so here I mean other than the course book to use more natural materials...**

**P3:** Yeah I mean the coursebook...well...I'd say agree but not strongly.

**Interviewer: Did the course teach you how to adapt foreign language teaching materials?**

**P3:** Yeah I agree yep.

**Interviewer: Ok, did it increase your powers of self-evaluation?**

**P3:** Yeah it's probably one of the strong points of the course, critical awareness.

**Interviewer: Do you think it taught you foreign language testing and evaluation skills?**

**P3:** No strongly disagree. There is no, as I said before, exam classes are not the same as the classes you had your observation classes in.

**Interviewer: Did you think it was relevant to your needs?**

**P3:** At the time yeah, I'd say yes it...my needs...Yeah I agree.

**Interviewer: Do you think it has a good balance between the teaching of English teaching skills and classroom management skills?**

**P3:** Neither disagree nor agree. I'd say teaching of English and teaching skills probably outweigh slightly more than classroom management skills.

**Interviewer: Do you think it prepared you to teach English in the classroom?**

**P3:** It prepared you to have a lesson plan. It had skills of how to teach vocabulary, points of grammar but it didn't equipped me with the finer nuances of English language, grammar and spoken English.

**Interviewer: So would you say agree or neither agree or disagree or disagree?**

**P3:** I'd say agree but only slightly

**Interviewer: Perfect. Did it meet your needs?**

**P3:** Yeah it did.

**Interviewer:** Ok great they are all my questions is there anything else you would like to add about your teaching or training?

**P3:** I think that's fine...I think maybe as I said at the end of...I think that preliminary courses like the Celt or Celta, because they're not for teachers they're for people who haven't been teaching, they're brand new into their teaching, their career and so I would say to prep them and get them ready with the grammar and pronunciation needs to be added because I think it's lacking. I think there are many other things as well but I can't think of it right now.

**Interviewer:** But you mentioned that the course is a preliminary course and so when you interview or you meet new teachers do you find that they have done any extra CPD? You know if it's preliminary you'd assume that there should be more training...Or do they view Celta as a preliminary course or do they see it as I've got my accreditation and that's all I have to do?

**P3:** I think, let me see...I remember we had one person came in and she said I'd like to apply for a job. Ok that's nice but she hadn't done Celta yet...but she said she'd be a teacher in a month's time which I thought was kind of...she hadn't done the course yet...So it's kind of...you feel like sometimes Celta...it's good like...Celta is very good but sometimes it can be just a stamp and once they've got that maybe they don't continue the learning processes of being a teacher. Yeah I mean if you've been teaching in a school for a long time certain schools you will get CPD naturally and also being with other teachers and in the classroom but also if the person really has a strong interest in language analysis or language teaching. Because is it just to get a job? Or is it a career path? We get a lot of people who are doing Celts you look at the job history and it's not from an educational background or language background or any teaching background. It could be working in Penneys or office admin work or anything like that so it looks more of a career change than, that's for me, than a real interest in language.

**Interviewer:** I want to go back to something that I thought was interesting that you said at the start and you've mentioned throughout that sometimes the best way of learning is finding out through experience what you don't know and learning from being in the classroom and talking to your colleagues. So is it possible for a teacher training course to provide us with the necessary training?

**P3:** What, do you mean a new teacher training course...

**Interviewer:** If the course was to be extended or, you know, made into let's say Celta or Celt is now not the minimum requirement, the minimum requirement is a linguistics degree or some sort of Educational degree do you think that that would help or do you think you still needs that classroom experience?

**P3:** You definitely need classroom experience you need to be able to produce in the classroom in the live classroom. I notice some Celta course institutions are making it that for non-native speakers need to have a CPE which is changed. That's changed since the past. So they are pushing...and I think that in the UK if you have a Celt or Celta you are TEFL-I which is TEFL Initiated, it's not a full certificate and if you have a TEFL Q status you are a qualified teacher and that's by doing a Delta or a diploma. So again that shows you that some schools, well the British Council, are realising that we need to have a different band...of people just doing the Celt or Celta because maybe the quality isn't...I don't know, I mean the quality is still coming out but more and more people are doing these courses and you're probably not going to get as many people who are...yeah, that's it.

**Interviewer:** Ok perfect, we'll finish there if that's everything. Thank you for agreeing to be interviewed.

## Transcript P4

**Interviewer: Can you tell me about your experiences as an ESL teacher? How long have you been teaching? Why did you choose to teach ESL?**

**P4:** I started teaching in 2011 the reason I chose it was because I wanted to visit other countries I had worked as sound engineer before that for about 7 or 8 years and I knew I couldn't really travel with that career also there is a recession on in Ireland and it seems like a good time to travel I worked...will I give a bit more about my experience?

**Interviewer:** Sure

**P4:** I worked in a lot of different companies I kept getting better jobs as an ESL teacher and also I find that there are a lot of jobs in ESL so if you're not happy you can change very quickly.

**Interviewer:** And so what kind of things would make you want to change or choose one school from another?

**P4:** Well for example I started teaching in (name of school), which is (name of school), and I found...I went to the (name of school) because it was better paid and more organised and I started looking pretty quickly actually after (name of school). It was fine in the (name of school) for a couple of months and then I decided to go to Italy. So I worked then in a school in Italy when I came back I went back to the (name of school). But the management at the time wasn't great so I decided to move on to (name of school) then. (name of school) was fine. When I was in (name of school) I started doing secondary school teaching...a degree in secondary school teaching

**Interviewer:** So you did your course your teacher training course in 2011 and then you did your post grad...

**P4:** In about 2016. So when I was working in (name of school) I was doing my postgrad I also got offered to the opportunity to be an English lecturer in (name of school). So I got to the stage where nobody knew what school I was talking about because I was working in two schools, two English schools, I was at a school and I was also doing work experience in secondary schools! So there was about 6 schools in my life for a while there!

**Interviewer: Wow! So tell me what are the things you enjoy the most about teaching?**

**P4:** I enjoy...I really enjoy building a rapport with the students. I certainly find that especially with the higher levels you can have interesting discussions, they understand your jokes a little bit better! And actually to be honest with you I laugh so much in class it's like working with my friends.

**Interviewer: Great! So on the other side, in your teaching have you experienced any frustrations or problems?**

**P4:** Of course! (laughs) Occasionally! (laughs) In terms of teaching you know I think if the student wants to be there their attitude will be very different but in the case where they have to be there due to visa restrictions I think you can get a different...it's more they're not internally motivated. There is external motivation but not internal motivation which obviously reflects in the classroom.

**Interviewer: Perfect. How has your knowledge of English grammar, lexis and phonology evolved? So if you think back to when you started when you did your teacher training course to now.**

**P4:** (laughs) Well it's evolved quite a lot! When I started I didn't know what a noun, verb and adjective was you know! And I have a degree in English, do you know from (name of school), and I still didn't know what they were!

**Interviewer:** Well it's so basic that we didn't have to think about it...

**P4:** Exactly! Exactly and we weren't taught that in primary or secondary school we weren't taught anything really about grammar and so that was a huge learning curve for me. Especially in the first few years. You know I remember looking up and trying to find out what an adjective was you know! Where are all the students I was teaching were very familiar with this terminology which led to a few awkward moments!

**Interviewer:** So talking about from there to now...On the course did you learn anything about grammar lexis and phonology? Or was it through still self-study you learnt this?

**P4:** It was...I would say 100% self-study...100-percent self-study. I would...I can't remember picking anything up in terms of in terms of phonology or lexis from Celta course. I had to learn it because I was being asked questions.

**Interviewer: Take me through how you typically teach a class. What types of methods would you normally use?**

**P4:** Ok so I would favour the communicative method of teaching. I've found both from my own experience and from what I've learnt it is kind of the most researched method and successful in many ways...the most successful, not always but in many ways. So I would begin a class...I would always begin with speaking...Well first of all, I would...I'd ask the students a lot of questions you know I try to bring them out. So talk teacher to student. I try to make them laugh because I find that making them laugh makes them cut through a lot of their maybe awkwardness at the beginning of the lesson or it breaks the ice. Then my next step would be to have them speak in pairs. Now it would be very much class dependent what type of speaking activity I would give at this point. If I find that they're not a particularly communicative class or if they are not particularly engaged I would give them a speaking activity that has a definite beginning, a definite middle and a definite end so they go from beginning to end. That's where I find split crosswords come in really useful because they want to finish them. There's a beginning and an end to get the last word and it also has kind of a second...the second function of introducing and practicing vocabulary. So that would be the second part. The following part could be correcting homework. I try to follow on from the crossword using the same vocabulary that we were doing yesterday or link them somehow...would be correcting homework or introducing a new topic. That would be on the board and I always follow ABC 123. I always follow start introducing grammar with the structure, the use and the examples and then extra information at the end. And it always follows an ABCD approach which helps them and their pronunciation maybe at the end. (Noted at the end that this is followed by gap fills/controlled practice and freer practice).

**Interviewer: Do you use different type of activities to facilitate different learning preferences?**

**P4:** Absolutely normally students are pretty quick to tell me what the preferences are!

**Interviewer:** Really?

**P4:** Yeah yeah! So I don't get I don't have to try very hard! You know they literally tell me we want to do more listening! So they are very informative in that respect! So yes absolutely. I feel it is my responsibility to make sure that I teach to different learning styles and you can also you can see the different learning styles in the class and I want to be able to appeal to those.

**Interviewer: Great. Do you make provisions for the cultural and linguistic backgrounds of your students when planning lessons? If so, how? If not, why not?**

**P4:** Yes I absolutely do make provisions for that. For example if I have students from a particular area of the world where they find certain pronunciation difficult I will absolutely spend more time on pronunciation. I will plan for that maybe introduce more words that will have them practice that. You know I think that's important. Also culturally speaking if I had students from maybe a more religious background I'll be a little bit more careful of my choice of subject in the class.

**Interviewer: Great, so when planning lessons how detailed do you think the lessons should be?**

**P4:** When you begin teaching I feel they should be extremely detailed simply because when you start teaching you're very nervous and you kind of you feel on the spot all the time and it's great to have something to depend on. As you progress as a teacher, as you develop there's less self-consciousness and there's more experience. You'll have more knowledge of what you're teaching and you may have taught it several times before so you're prepared for questions. This is not the case when you're starting teaching and yeah

I think you do need to plan quite heavily.

**Interviewer: Do you think it's important to adapt lesson plans? If so, how often?**

**P4:** When you say adapt lesson plans, adapt them to what?

**Interviewer:** So maybe you going to the class and you've planned this great speaking activity and you realise that nobody is speaking about it as you expected would you keep going with it or would you change it completely?

**P4:** No I would change it completely and I actually love to do that. I love to gauge the environment, the vibration of the students in the class and then kind of change the lesson plan accordingly. And again that's not something I would have done in the first years of teaching. It's something you can do after certain amount of experience.

**Interviewer: Ok, do ESL teachers in your experience have easy access to ESL classroom material? Are there any additional materials or websites you consult to supplement your coursebook?**

**P4:** Some schools are brilliant at providing materials, really strong at it, even if a book went missing they would immediately buy a new one which I loved and that was brilliant and was a sign of respect for the teachers. However other schools...other schools just don't at all! They don't provide any material and where I can understand that...you know the teacher should be creative...it's nice to have, it's still nice to have other material. I would go to onestopenglish I think that's the all-round favourite for some materials. But again I don't get a lot online to be honest with you. I don't. I use some materials from...I can't remember the names of the book...David Watcyn Jones he has a lot of books.

**Interviewer:** And is there a reason why you don't go online? I know you have a lot of your materials saved away...

**P4:** A lot of the good online materials you have to pay for. When I'm 10 minutes before lesson I'm not going to be putting in my credit card details!

**Interviewer: Fair enough! What areas of classroom management do you focus on most?**

**P4:** Engagement is what I focus on most because I think a lot of the other issues I mentioned before about motivation when a class is truly engaged you know a lot of other issues fall away.

**Interviewer:** and how would you try to promote the engagement of the students?

**P4:** I do that through communicative activity with each other. And also by providing substantial classes were they're actually learning something concrete and they know when they finished the class exactly what they learnt. You know even if they're not really here by choice or there's an external motivation for them being here they do want to learn and I find a very direct way of saying this is important or this is what you're going to learn today or by the end of this lesson this is what you should know and what you will know. It makes a huge difference to engagement.

**Interviewer:** Is that something that was on your Celta course or something that was on your secondary school teaching experience or something you've picked up yourself?

**P4:** Neither, I picked it up by instinct because my own experience of education wasn't brilliant and a lot of the time I never made the connection between maybe doing an exercise like a gap fill and in writing my own essays. I never made the connection between doing a gap fill and vocabulary and then using that vocabulary the same vocabulary in the essay I was given for homework. Never occurred to me! You know until I was 18 years old I never realised! Even in university I never knew! So now I'm very direct. I say use this vocabulary in your essay we're going to do next and that's how that will help you to learn it and it will help you to use it in context. So I'm like very, very direct and I will say this is not very important but we have to do it but this section is vital. So I say if you have you know... and attention...When I did psychology at university they used to talk a lot about attention and memory and studies show that people only really have about 20 minutes of real attention so I would say if you've got 20 minutes of attention OK give it to this and then I'll let you just talk after that!

**Interviewer: Do you feel that you have been provided with adequate training for your job?**

**P4:** Yes! yeah Celta was great! Celta was great because it gave me the fundamentals of teaching, particularly language teaching. From Celta I took the idea of you know straightforward things like meaning form and pronunciation for vocabulary and I also understood that learning is communal and that language is communicative whereas when I was in secondary school I never spoke the language. When I went to Celta I realised the importance of living the language.

**Interviewer: Great and would you have any recommendations for a trainer on Celta course?**

**P4:** I certainly think that they should mention, and I'm saying mention...what I mean is warn!...students about the amount of grammar they will have to know. I believe a lot of the time teachers who are really just starting in the industry are unaware of the level of knowledge they need in order to, you know in order to perform their jobs properly. I don't think you can take a teacher who's just out of Celta and put them in an upper intermediate class studying for the FCE. You know it's not fair on the teacher and they are unaware of what needs to be...what they need to know, quite well, before they go into the class.

**Interviewer: Ok the moment we are going to do something similar to a questionnaire but is there anything more you would like to add about your training or teaching experience?**

**P4:** No!

**Interviewer: Ok if you think of anything you can let me know but we're going to work through a questionnaire at the moment. You just need to tell me if you strongly agree, agree, neither agree nor disagree, disagree or disagree strongly. if you want to give extra comments you can but you don't have to.**

**P4:** Ok.

**Interviewer: Ok so thinking back to Celta course do you think it gave you adequate training in English?**

**P4:** I have to disagree with that not in English, in teaching yes in English no.

**Interviewer: Do you think it gave you adequate training in teaching skills?**

**P4:** Yes strongly agree

**Interviewer: Do you think it gave you adequate training in the needs of different cultures?**

**P4:** Strongly agree

**Interviewer: Do you think it was up-to-date at the time you did it?**

**P4:** Strongly agree

**Interviewer: Do you think it encouraged you to reflect on your past experiences as a language learner?**

**P4:** Agree

**Interviewer: Do you think the course encouraged you to be a reflective teacher?**

**P4:** Agree

**Interviewer: Do you think it promoted flexibility in using different teaching practices for different situations?**

**P4:** Agree

**Interviewer: Do you think that it balanced teacher centred and student centred learning on the course?**

**P4:** I don't understand what you mean by teacher centred...

**Interviewer:** So I suppose the idea of whether...the difference between...I suppose us as going to become teachers and how would you...thinking about our students and about us learning...

**P4:** I understand, I understand agree.

**Interviewer: Did it teach you how to teach English?**

**P4:** Agree

**Interviewer: Did it teach you how to evaluate yourself as a teacher?**

**P4:** I neither agree or disagree to that

**Interviewer: Did it teach you classroom management skills?**

**P4:** Agree

**Interviewer: Did it teach you how to use foreign language materials?**

**P4:** Agree, I would say in fact just to mention to the last one that I still even now use some of the classroom management techniques that they mentioned in Celta.

**Interviewer: Ok, great. Did the course teach you how to adapt foreign language teaching materials?**

**P4:** Agree

**Interviewer: Did it increase your powers of self-evaluation?**

**P4:** Neither agree nor disagree

**Interviewer: Do you think it taught you foreign language testing and evaluation skills?**

**P4:** Is there an agree somewhat?

**Interviewer:** Is there a reason why you are somewhat and not...

**P4:** Because... can you read the question again?

**Interviewer:** So, do you think it taught you foreign language testing and evaluation skills? That you could tell the different levels? What was appropriate for testing...

**P4:** Ok! So no OK they taught...this is the reason, they taught me about testing but not specifically...like students might feel nervous, might find it uncomfortable, feel nervous doing it. But not about evaluating their level no.

**Interviewer:** So are we saying...

**P4:** So go away from somewhat and go towards disagree.

**Interviewer: Disagree, ok. Did you think it was relevant to your needs?**

**P4:** Agree, strongly agree

**Interviewer: Do you think it has a good balance between the teaching of English teaching skills and classroom management skills?**

**P4:** No. I think that teaching English, as in the subject of English, was of less importance than the other two in the course or was given less time than the other two.

**Interviewer:** So would you say for this one like neither or...

**P4:** I'd be on disagree.

**Interviewer:** Do you think it prepared you to teach English in the classroom?

**P4:** Agree

**Interviewer:** Did it meet your needs?

**P4:** Agree

**Interviewer:** That's it, is there anything else that you'd like to say?

**P4:** Nope, that's it. That's great.

**Interviewer:** Thank you for agreeing to do the interview.