

EFL TEACHERS' PERCEPTIONS REGARDING THE CONTRIBUTION OF CELTA
TO THEIR PROFESSIONAL DEVELOPMENT

BY

DİLAN UĞUR USTA

MA THESIS

IN

GRADUATE SCHOOL OF EDUCATIONAL SCIENCES

ENGLISH LANGUAGE EDUCATION

YEDİTEPE UNIVERSITY

JUNE, 2022

YEDİTEPE UNIVERSITY

GRADUATE SCHOOL OF EDUCATIONAL SCIENCES



THESIS SUBMISSION and APPROVAL FORM

SUBJECT: EFL Teachers' Perceptions Regarding the Contribution of CELTA
to Their Professional Development

APPROVAL:

Dr. Öğr. Üy. Evrim Eveyik-Aydın
(Advisor)

(Signature)

Dr. Öğr. Üy. Ece Genç-Yöntem
(Member)

(Signature)

Dr. Öğr. Üy. Görsev Sönmez
(Member)

(Signature)

SUBMITTED BY : Dilan Uğur Usta
DATE OF THESIS DEFENSE : 24.06.2022
DATE OF THESIS APPROVAL : 24.06.2022

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.



ABSTRACT

The purpose of this study was to investigate the impact of Certificate of Teaching English to Speakers of Other Languages (CELTA) on EFL teachers' professional development from the perspective of those who have this certificate. Within this framework, teachers' reasons to get this certificate, the impact of this training on their teaching and professional development, and finally their suggestions for the future implementation of CELTA training were investigated. For this qualitative study, the data was collected through an open-ended questionnaire and an interview. The open-ended questionnaire was administered to 16 EFL teachers who are experienced in teaching in Turkish context. Later, a semi-structured interview was conducted with four of these participants. The findings suggest that teachers find it beneficial to take this certificate due to some pedagogical, personal, and professional reasons including getting better job opportunities, utilizing diverse instructional methods, and getting constructive feedback. Regarding the impact of this training on their teaching, the findings suggest that this certificate program led to general, professional, and academic changes on their classroom management, lesson planning, and material development. These findings suggest that there can be more focus on practice and during their pre-service education to bridge the gap between theory and practice and the candidate teachers can be given more feedback as a result of their practices. In addition, pre-service education programs should be applied in a more reflective and collaborative manner. Furthermore, in-service teacher training programs should be more need-driven rather than to be approached in a top-down manner.

Key words: Certificate of Teaching English to Speakers of Other Languages (CELTA), Professional Development, English as a Foreign Language (EFL), Turkish Context



ÖZET

Bu çalışmanın amacı of Certificate of Teaching English to Speakers of Other Languages (CELTA) programının İngilizce öğretmenlerinin Türkiye bağlamında mesleki gelişimlerine katkısını incelemektir. Bu çerçevede, öğretmenlerin bu sertifikayı edinmek isteme sebepleri, bu sertifika programının öğretmenlerin öğretimi ve mesleki gelişimlerine katkıları ve son olarak öğretmenlerin gelecekte planlanmakta olan CELTA programlarına dair önerileri incelenmiştir. Bu nitel çalışma için veri, açık uçlu anket ve görüşme yöntemi ile toplanmıştır. Açık uçlu anket Türkiye’de öğretmenlik deneyimi olan 16 İngilizce öğretmenine uygulanmıştır. Daha sonra, bu öğretmenlerden dördüne yarı-yapılandırılmış görüşme tekniği uygulanmıştır. Veriler öğretmenlerin bu programa katılmaktan memnun olduğunu göstermiş ve katılımcılar katılma sebepleri olarak daha iyi iş fırsatları elde etmek, çeşitli öğretim yöntemleri kullanmak ve yapıcı geri bildirim almak gibi pedagojik, bireysel, ve mesleki sebeplere değinmişlerdir. Bu programın öğretime etkisine ilişkin, veriler bu programın sınıf yönetimi, ders planlaması, materyal geliştirme gibi genel, mesleki, ve akademik değişimlere sebep olduğunu göstermiştir. Bu bulgular, teori ve pratik arasındaki boşluğu doldurmak için hizmet öncesi eğitimde pratiğe daha fazla odaklanılabileceğini ve öğretmen adaylarına öğretmenlik uygulamaları sonucunda daha fazla geri bildirim verilebileceğini düşündürmektedir. Ayrıca, hizmet öncesi eğitim programları daha yansıtıcı ve işbirlikçi şekilde uygulanmalıdır. Bunun yanında, hizmet içi öğretmen yetiştirme programları yukarıdan aşağıya bir yaklaşımdan ziyade ihtiyaç odaklı olmalıdır.

Anahtar kelimeler: Certificate of Teaching English to Speakers of Other Languages (CELTA), Mesleki Gelişim, Yabancı Dil Olarak İngilizce, Türkiye Bağlamı



To my mom

For her endless support and encouragement



ACKNOWLEDGMENTS

I would like to express my sincere gratitude to my advisor Dr. Evrim Eveyik-Aydin for her continuous support, feedback, and patience. Without her perspective, it would be impossible for me to accomplish this. Many thanks to all my colleagues who participated in this study with their ideas and for their generous help.

I would like to express my deepest gratitude to my loving parents Fadime and Hamit Uğur for their endless support. I owe everything to them and feel very lucky to have them and I know you are always there for me. I love you both and appreciate everything that you have done for me.

Lastly, above all, I would like to thank my beloved husband, Ersin Usta for his unconditional love and support, and my lovely son, Mert Gökalp Usta, you have made me stronger and better than I have ever imagined. I love you to the moon and back.

TABLE OF CONTENTS

| | |
|---|-------------|
| ABSTRACT | ii |
| ÖZET | iii |
| ACKNOWLEDGMENTS | v |
| LIST OF TABLES | viii |
| LIST OF FIGURES | ix |
| 1. INTRODUCTION | 1 |
| 1.1 Background to the study | 1 |
| 1.2 The statement of the problem | 6 |
| 1.3 The Purpose Of The Study | 9 |
| 1.4 Overview of Methodology | 10 |
| 1.5 Significance of the Study | 10 |
| 1.6 Limitations of the study | 12 |
| 1.7 Definitions of the significant terms | 12 |
| 2. LITERATURE REVIEW | 14 |
| 2.1 Professionalism and Continuous Professional Development of Language Teachers | 14 |
| 2.1.1 Activities that Facilitate Professional Development of EFL teachers | 16 |
| 2.2 Characteristics of CELTA certificate program | 19 |
| 2.2.1 The Position of CELTA: Teacher development or Teacher Training? | 22 |
| 2.2.2 Previous Research on the role of CELTA program in global and Turkish EFL context | 25 |

| | |
|---|-----------|
| 3. METHODOLOGY | 28 |
| 3.1 Setting | 28 |
| 3.2 Participants | 29 |
| 3.3 Design of the study | 30 |
| 3.3.1 Data Collection Procedure | 31 |
| 3.4 Data Analysis | 32 |
| 3.4.1 Trustworthiness of the study | 34 |
| 4. RESULTS | 36 |
| 4.1 Findings related to the first research question | 36 |
| 4.1.1 Pedagogical Reasons | 37 |
| 4.1.2 Personal Reasons | 40 |
| 4.1.3 Professional Development | 43 |
| 4.2 Findings related to the second research question | 45 |
| 4.2.1 General Teaching Skills/Professional and Academic Changes | 46 |
| 4.2.2 Classroom Management | 53 |
| 4.2.3 Lesson Planning | 56 |
| 4.2.4 Material Development/Adaptation | 60 |
| 4.3 Findings related to the third research question | 63 |
| 4.3.1 The Least and the Most Useful Parts of CELTA | 63 |
| 4.3.2 Suggestions for Course Designers | 68 |
| 4.3.3 Suggestions for Prospective Teachers | 73 |
| 5. DISCUSSION AND CONCLUSION | 76 |

| | |
|---|-----------|
| | X |
| 5.1 Discussion of the Findings | 76 |
| 5.1.1 Discussion of the first research question's findings | 76 |
| 5.1.2 Discussion of the second research question's findings | 78 |
| 5.1.3 Discussion of the third research question's findings. | 82 |
| 5.2 Pedagogical Implications | 85 |
| 5.3 Limitations and Recommendations for Further Research | 87 |
| 6. REFERENCES | 88 |
| 7. APPENDICES | 98 |

LIST OF TABLES

| | |
|--|----|
| Table 1. Demographic Information of the Participants..... | 29 |
| Table 2. Steps of the Data Analysis..... | 33 |
| Table 3. Reasons to get a Celta Certificate..... | 37 |
| Table 4. The Perceived Impact of CELTA Training on Teaching and Professional Development..... | 45 |
| Table 5. The Perceived Most and Least Useful Aspect of The CELTA Program..... | 65 |
| Table 6. Suggestions for Course Designers and Prospective Teachers..... | |

1. INTRODUCTION

1.1 Background to the study

Teaching is a science and a craft that is shaped by the beliefs, values, and experience of teachers and this art is strengthened by knowledge. Knowledge base of the teachers regarding content knowledge and pedagogical knowledge are constructed through pre-service education. Even though this allows teachers to start their profession with a solid understanding of what to do, in order to keep up-to-date, teachers may need in-service training as well. Considering the fact that technology, information, and vision of the world is rapidly changing, the profession of teaching becomes more complex. In order to keep up with these rapid changes, Continuous Professional Development (CPD hereafter) becomes crucial in the life of teachers.

Coetzer (2011) has defined CPD as the combination of activities that have potential to contribute teachers' skills and knowledge through support. In that sense, CPD enables teachers to reflect on their practices and they can build on their already existing knowledge. As teachers encounter new unexpected events in their classes which require them to go beyond their routine actions, they may feel the need to build on the knowledge that they have gained in their pre-service education. Therefore, life-long learning has a significant role in teachers' career development.

There are diverse reasons why continuous, ongoing professional development becomes vital in education. To start with, the teaching profession itself demands ongoing development so that the quality of teaching and learning increase. Yan and He (2015) have defined the significance of CPD by emphasizing the necessity of creating

equal opportunities for all the children through raising educational standards. Thus, teachers are in need of equipping themselves with the required skills to raise the educational standards. In addition, Leung (2009) has suggested that teachers are responsible for being enthusiastic life-long learners as they are the role model of their students. The development of teachers never completes as they are the makers of the future and teachers can lead to voluntary learning of the students by being a role model to them. On the other hand, the quality and needs of the teachers should be taken into account by the providers of CPD since CPD activities which are well-planned to meet the needs of participants have an influence on the perceptions of teachers; which in turn facilitate the efficiency of teaching (Day and Sach, 2014).

Significantly, when it comes to the role of CPD in the field of English Language Teaching (ELT), it can be said that ELT has its own rigors due to various reasons. First of all, there is innovation in the field of language teaching, and teachers are responsible for adopting these changes. To start with, after the 1970 education reform movement, Turkish foreign language education policy has undergone fundamental changes. Before this reform movement, the learners were expected to speak in simple sentences with a limited vocabulary range and to be able to comprehend what is written in text with the help of a dictionary and the students were introduced with English at middle-school level (Demircan, 1988). Yet, with this reform, there was a shift to a communicative approach. The Ministry of National Education (MONE) has decided to introduce English in fourth and fifth grade in order to expose students to the English language for a longer period of time. The 1997 curriculum states the objectives of the ELT as to improve the communicative skills of the learners by taking four skills into account. This reform can be regarded as a milestone since the communicative approach was first mentioned (Kirkgoz, 2005). Finally, a new system called the New English Language

Teaching Program (ELTP) in 2013 started to follow the principles of Common European of Reference for Languages (CEFR) and emphasized the need for focusing on meaning rather than form. As a result of this approach, authentic language use in foreign language classes are highlighted and speaking and listening has started to be seen as primary skills while reading and writing as secondary skills. In addition, learner autonomy, self-assessment, awareness of cultural diversity has started to be focused on (Kırkgöz, 2007). Since authentic language use has underlined, both the teachers' fluency and proficiency have come into prominence. As a result, the teachers were expected to meet the objectives of the new curriculum and regarding adopting the changes in education, Curtis (cited in Bailey, Curtis, and Nunan, 2001) states that one of the reasons for teachers' commitment towards professional development is to adopt these rapid changes in the field of ELT.

Secondly, teachers' efficiency in managing a foreign language classroom depends on various factors. In other words, teachers are expected to have a certain level of knowledge, skills, abilities, attitudes/behaviors and ways of displaying their skills and knowledge, which shows the complexity of the teaching profession (Çakır & Yeşilçınar, 2020).

Therefore, it can be said that English language teachers are expected to engage actively in the learning process and there are diverse self-development activities. Loucks-Horsley et al. (1987) state that professional development activities vary based on different dimensions. First, these professional development activities may be either short-term or long-term in which the teachers may intend to improve in a month or it could take years. On the other hand, they could be given as interactive or solitary in which the teachers may either prefer to take part in the development activity alone or with others.

Regarding language teacher professionalism, Leung (2009) mentioned two dimensions of professionalism including sponsored and independent. Sponsored professionalism is the one that is shaped by the institutions while the other is much more about teachers' own perspective towards teaching which is reframed in the process. Leung (2009) also suggests that teacher professionalism should be regarded as a dynamic process which can be affected by the political, social and technological developments. In that sense, the teachers including language teachers may feel the need for professional development activities to harmonize with these changes.

On the other hand, Zhang (2014) suggests that activities that facilitate teacher learning are significant components of CPD programs. Regarding this issue, Avalos (2011) states that the aim of professional development should be to inform teachers of how to learn, and reframe their knowledge in accordance with the benefits of the students. Alan (2003) made a distinction between top-down and bottom-up CPD. In a top-down approach, the participants are forced by the authorities to take part, whereas in a bottom-up the participants take part in these programs voluntarily which leads to a more collaborative attitude between the participants. As can be seen above, the types of CPD activities differ, yet all these emphasize the need of equipping the participants with required knowledge and skills.

In addition to the types of CPD activities, there is a difference between teacher training and teacher education and this has attracted attention all over the world. Regarding this issue, it can be said that teacher training is more practical, while teacher education is more grounded both in theory and practice at the end. Certificate in Teaching English to The Speakers of Other Languages (CELTA) can be an example of practice-based teacher training which is offered by University of Cambridge. The aim of this 120 hours certificate program is given as “the essential knowledge, hands-on

teaching experience, and classroom confidence to qualify as a teacher of English” (Cambridge English, 2013, p.10). The popularity of the course can be understood through looking at the number of courses offered each year; to illustrate, 1500 courses were offered in 2019 (Cambridge English, 2013). There are three types of courses, 1) full-time which last 4 to 5 weeks, 2) one-year long part time, and 3) the blended/online course. Thornburry and Watkins (2007) describe CELTA course as a program consisting of activities that direct the participants collaborate, reflect, experience, and integrate their knowledge.

The syllabus of CELTA aims to cover five specific areas including 1) learners and teachers, and the teaching and learning context, 2) Language analysis and awareness, 3) Language skills: reading, listening, speaking and writing, 4) Planning and resources for different teaching contexts, and 5) Developing teaching skills and professionalism

Regarding the first area which is learners and teachers, and the teaching and learning context, the aim is to provide learners with a general understanding of the experience and background that learners bring into classroom context, and to reveal the factors that might have an impact on their learning such as motivations, expectations, and different styles. The second area focuses on providing a framework for grammatical rules, formation of the words. The third area introduces the approaches and effective strategies to teach productive and receptive skills. The fourth area focuses much more on the features of efficacious planning, and the ways to adapt and assess the materials in the process of planning. Last topic introduces skills essential to teach different proficiency levels, the utilization of the materials, and assessment of both the teaching/learning process (Cambridge English, 2013).

This certificate program aims to combine theory and practice by including input and teaching practice (Cambridge English, 2013). After completing the course successfully, trainees have the opportunity to teach at private schools around the world. In the context of Turkey, this certificate is not accepted as a teaching qualification to teach at public schools, but essential for ones who do not hold a bachelor degree in ELT or a ELT-related field in order to be employed at private schools. Yet, Turkish EFL teachers who have already had their bachelor degree in this field also prefer to take this certificate and therefore the efficiency of this certificate in teaching practices and its role in job applications is a topic that needs to be investigated, which inspired this study.

1.2 The statement of the problem

In the literature, some characteristics of effective CPD programs are formed. First of all, according to Bredeson (2003), in order to be evaluated as efficient, the CPD programs should address the needs of the participants. In other words, the participants should volunteer to take part in these programs. Thus, the CPD programs should be planned in a way that they can facilitate the personal and professional knowledge of the students.

Second, Bubb and Early (2004) state that the participants' background knowledge should be taken into consideration when designing a CPD. The established teachers have certain experience on teaching which they have acquired from their teaching practice, the novice teachers also have knowledge on teaching thanks to their pre-service education. When this fact is neglected in the process of planning CPD, this might minimize the efficiency of these programs since the participants would be reluctant to take part. In other words, CPD should be seen as a bridge connecting the participants' prior knowledge and new knowledge to be constructed.

Besides, Kaagan (2004) says that CPD should foster cooperation and collaboration between the participants by giving them a chance to reflect on the activities. Since the participants have already acquired knowledge and the new knowledge coming from CPD, sharing this knowledge has the capacity to strengthen the relationship between the participants and direct them to learn from each other. However, more research is needed to reveal the factors that make CPD, especially continuous teacher development programs more effective.

According to Richards (2008), today's professional development programs are designed with a more student-oriented perspective and as a result, there is more emphasis on practice rather than theory. When we look at CELTA, Senior (2006) suggests that CELTA is one form of professional development programs that is acknowledged internationally in which a focus is more on practice.

When we look at the efficiency of CELTA as a CPD program, a study conducted by Gareth et al. (2001) to reveal the characteristics of good CPD programs becomes important. In their study, they made a distinction between the features as structural and core features. Core features are about the factors that shape professional development, whereas the structural features deal more with the design of the activities. When we look at the findings of their classification, it can be said that in CPD programs, there is more emphasis on practical skills. Accordingly, when we look at programs such as CELTA, the practical skills of the teachers are more emphasized which makes it popular all around the world.

On the other hand, short training courses including CELTA are criticized for three reasons; 1) emphasizing practical techniques rather than pedagogical principles, 2) absence of explicit language knowledge training, and 3) underrating professionalism in

the ELT industry. Yet, the number of CELTA graduates keeps increasing year after year.

When we look at the factors that might make this course appealing, it can be said that because it is short, intense, and practical. This training program associates theory and practice by including input sessions for theory and teaching practices for practice part (Cambridge English, 2013). Once the participants complete this course successfully, they have the opportunity to teach English around the world at private schools. However, in the context of Turkey, it is not acknowledged as a real teaching qualification for Turkish English teachers who do not have a BA degree in the ELT department. Yet, the CELTA certificate has started to be seen as prestigious for Turkish teachers as well in recent years. Today, most of the institutions see CELTA certificate as a prerequisite, especially the private schools and universities.

In Turkey, several studies conducted to reveal the conceptualization of 'ideal' language teachers' competences and the proficiency of English is the most frequently mentioned theme (Vale et al. ,2013; Taner, 2017). On the other hand, Akcan et al. (2017) aim to show the required qualifications of a language teacher from the perspective of administrators, and the language proficiency level is again frequently mentioned. However, the role of professional development activities in practicing language teachers' lives to exhibit an 'ideal' version of teaching is not known. Korkmazgil and Seferoğlu (2021) state that the process of teacher professionalism in the Turkish context is one of the areas that need to be focused on.

Especially, as mentioned above, CELTA is one of the most popular courses offered in the field of language teaching, yet, the underlying reasons that graduates of ELT department prefer to get this certificate is not known. In other words, the role of CELTA

in meeting the needs of their 'ideal' picture of teaching is a topic that needs to be shed light on, which inspired this study. To fill this gap, the current study aims to discover the Turkish EFL teachers' perceptions regarding the contribution of CELTA to their professional development.

1.3 The Purpose Of The Study

The purpose of this study is to investigate the EFL teachers' perceptions regarding the contribution of CELTA to their professional development, in other words, to see if this training is significant and effective within the Turkish context. Even though CELTA is not seen as a prerequisite and a required qualification to be employed at public schools, it is perceived to be a requirement for employment in private schools (Gülcan & Kesli Dollar, 2016). Thus, there is a need to discover the perceptions' of EFL teachers towards CELTA in terms of its contribution to their professional development. Beyond this, this study aims to come up with suggestions for the future implementation of CELTA training in order to fill the gap between 'is' and 'should' within the Turkish context.

In the light of the information above, the current study aims to answer the following questions;

1. What are Turkish EFL teachers' reasons to get a CELTA certificate?
2. How do Turkish EFL teachers perceive the impact of CELTA training on their a) teaching? b) professional development?
3. What are the suggestions that CELTA-holder EFL teachers have for the future implementation of CELTA training?

1.4 Overview of Methodology

The aim of the study is to show if EFL teachers see CELTA as an applicable and effective training in the Turkish context and come up with suggestions for the future implementation of this training.

This study used a qualitative case study as a research design. This study seeks to find out the perceptions and experiences of a particular group as Mack et al. (2005) suggest. In this study, this group is CELTA-holder EFL teachers who have experience in teaching in Turkey, which makes this study a case study. Merriam (2013) suggests case study focuses on a single unit and tries to identify this unit in its own context thoroughly, that is the reason why case study was incorporated as a research design in this study since it aims to reveal how the participants interpret CELTA training in line with their individual definition.

The participants of this study were selected by criterion sampling. Being a CELTA-holder EFL teacher and having experience in teaching in the Turkish context were determined as a criteria. The data were collected from 16 EFL teachers working both in public and state schools in Turkey. In order to collect data for the study, an open-ended questionnaire for teachers was prepared by the researcher and reviewed by a colleague to see if the questions serve the purpose. After the results of the questionnaire were examined, four of the participants were chosen for an interview. Interviews were recorded to be transcribed for content analysis.

1.5 Significance of the Study

In today's world, we can see English everywhere as it has become the primary communication tool mediating globalization (Hoejke and Pennington, 2014). As each language has different functions in accordance with different settings, Kachru (1985)

has grouped the speakers of English into three according to the functions including inner circle, outer circle, and expanding circle. In a nutshell, the speakers of the languages can be divided into two as native speakers (NSs) and non-native speakers (NNSs) and we can see the impact of this division on teaching. Phillipson (1992) has claimed that NSs can be evaluated as advantageous because of imperialism. In accordance with this, the use of English language, general/teaching attitude, attitude to culture of teaching are also claimed to be different between these two parties (Medgyes, 1994). As a result, NS teachers were regarded as superior compared to NNSs (Braine, 2010).

After becoming the international language and being used as a Lingua Franca, the demand for English language teachers has increased. In order to overcome the above given NSs NNSs power relation, the NNSs teachers might prefer to take internationally recognized certificates and CELTA is one of them. When we do a quick search on the internet for ELT jobs, we can see lots of advertisements recruiting teachers all around the world which shows us the need for qualified teachers globally. In order to meet this need, certificate programs including CELTA have started to thrive. As this certificate allows graduates to teach anywhere in the globe, it has become international currency in the market. Regarding this, according to Cambridge Assessment English (2018), since three quarters of advertisements ask for it, CELTA is the most requested certificate by employers. The limited number of research on this issue is a little bit surprising since the first CELTA course was held in 1962 and this course attracts around 12,000 trainees at 300 centers in 70 different countries each year (University of Cambridge ESOL Examinations, Exam FAQs, 2022). Despite its popularity, the research on these courses including CELTA is limited. Considering Turkish EFL teachers, it can be said that characteristics of local setting for teaching can diverge and

the underlying reasons for Turkish EFL teachers' underlying reasons desiring to get CELTA certificate should be focused on.

Furthermore, as a graduate of the ELT department who took CELTA, I was interested in this area of research because of my experiences and familiarity. Beyond that, these kinds of courses were questioned for the suitability of the course content to diverse contexts. Taking the need for context specific research into account, this study aims to explore the Turkish EFL teachers' perceptions regarding the contribution of CELTA to their professional development.

1.6 Limitations of the study

This study has some limitations. One of the limitations of this study is the sample size even though it was designed as a case study and this might narrow the scope of the transferability of the findings. Due to the tight schedules of the teachers and pandemic, not many teachers participated in the study. More comprehensive study can be carried out for further investigation in order to compare the results to see the generalizability of the findings. Another limitation is that as the data were gathered at one point, the results might not be the same another time.

As for further research recommendation, researchers may think about interviewing other stakeholders such as CELTA trainers to get a deeper understanding of the contribution of CELTA to EFL teachers' professional development.

1.7 Definitions of the significant terms

Professional Development of Teachers: "A process of continual intellectual, experiential, and attitudinal growth of teachers" (Lange, 1990, p. 245).

CELTA Certificate: The CELTA “is an initial qualification for people with little or no previous teaching experience” (Green, 2005, p.7).

CELTA-holder: Anyone who has passed the CELTA course, namely, CELTA qualified teachers.

Teacher perception: EFL teachers’ comprehension, insight and awareness of a situation.



2. LITERATURE REVIEW

2.1 Professionalism and Continuous Professional Development of Language

Teachers

CELTA is one of the initial teacher training programs designed for prospective teachers who have little or no experience. Therefore, it can be considered as an introductory course, yet, depending on the countries' regulations, the teacher can teach at different institutions upon successful completion. According to Cambridge Assessment English (n.d, p.5), this course “focuses on developing practical skills with face-to-face teaching practice, which will provide you with the techniques and confidence you need to begin teaching as soon as you finish the course” In the context of Turkey, it is not recognized as a teaching qualification and a criterion to teach at schools. As a result, it can be said that Turkish CELTA-holder teachers might aim to get this certificate for different purposes than to get a job.

Since this course is short and practical, it can be evaluated as a survival training as Roberts (1988) suggests. Harrison (2018) also suggests that since the CELTA course was introduced in the 1960s, it has become a qualification respected by teachers, language schools and governments. As a result, the demand for CELTA courses is increasing in the global context including Turkey. Yet, the underlying reasons of EFL teachers who already have their bachelor degrees desire to get this certificate is not well known.

Regarding the difference between professional development and training, in a broad sense, professional development refers “to the development of a person in his or her professional role” (Villegas-Reimers, 2003, p.11). More precisely, this term refers

to “the professional growth a teacher achieves as a result of gaining increased experience and examining his or her teaching systematically” (Glatthorn, 1995, p.41).

Education system all around the world is changing rapidly due to the unstable needs of human beings. Thus, most of the societies are updating their educational policy in accordance with these changes. As a result, the teachers are responsible for adopting these educational reforms to meet the needs of the learners. Villegas-Reimers (2003) suggests that the teachers are both the object and subject of these reforms. Therefore, the area of teacher professionalism has received great attention.

Almost all the professions in the process of their development have attempted to define the meaning of their profession in order to set the boundaries both for themselves and the others. Going back to the 1900s, Bransford et al. (2005) state, the field of medicine has worked to define a curriculum in order to set standards to be followed due to the criticism of long-continued quality of this occupation and some other fields followed the same procedure after medicine.

Even though each profession has its own boundaries, Shulman (1998, as cited in Bransford et al., 2005) has established common characteristics of professionalism and following these common characteristics of professions, Bransford et al. (2005) evaluate what teachers are responsible for. Since teaching is serving others, its impact on the change of society cannot be underrated. As becoming a professional teacher entails various skills and competences, there are diverse attributes and behaviors associated with professional teachers. In the literature, there are different conceptualizations of professional teachers. For example, Wise (1989) suggests that professional teachers are the ones who are competent in their subjects and appreciate the need for intellectual demands of their profession. Besides, they analyze the needs

of the students and attempt to meet them through being cognizant of the standards of practice of their profession. On the other hand, Hoyle (1980) mentions the quality of practice when defining professionalism. Stronge (2007) states “the effective teacher cares deeply; recognizes complexity; communicates clearly; and serves conscientiously” (p.100). Hurst and Reading (2009) emphasize the qualities of professional teachers as being able to reflect on their practices, and having the ability of communicating with the stakeholders. With all these in mind, it can be said that professionalism comprises both the quality of practice and the specific manner that is applied in the process of practice.

2.1.1 Activities that Facilitate Professional Development of EFL teachers

Teachers’ needs and abilities change through their career cycle. In the literature, there are different conceptualizations of teachers’ career cycles. One of the authoritative studies on this issue is conducted by Day (1999) which suggests that teachers go through five stages including launching a career, stabilization, new challenges and new concerns, reaching a professional plateau, and disenchantment.

Regarding the first stage which is about 1-3 years of experience, teachers tend to show enthusiasm and commitment, yet they may not feel secure enough in this process. When they come to the second stage which is between 4-6 years of experience, they begin to feel secure in accordance with their growing subject knowledge and teaching practice. As a result, the teachers start to evaluate themselves with one belonging to a particular community. Later, even though the teachers’ commitment grows, this process of maturity can be accompanied by stability and monotony as a result which is experienced between 7-18 years of experience. Afterwards, although teachers’ confidence and self-acceptance grow, they may insist on holding on to what

they have experienced and resist innovations. As they come to the end of their career cycle, they appear to have calmer years because of the sense of retirement.

Considering these theories, it can be said that teachers' conceptualization of their profession changes and they may think and act differently. As a result, it can be concluded that their needs across their career cycle vary and professional development can meet their diverse needs. There are different activities that facilitate professional development including in-service training, observation of peers, conducting and action research and so on.

To start with the in-service training (INSET) which covers a diverse range of activities that can contribute to the development of practicing teachers, it can be said that it is an on-going process. Teachers are expected to keep up to date and adapt to new changes and reforms which is not an easy task. In that sense, INSET is seen as a necessity to foster teachers' professional development. Day (1999) suggests that INSET has an impact on teachers' thinking and accordingly their practices, thus, it can increase the quality of teaching and learning.

Even though it is commonly agreed that INSET has a role in facilitating teachers' professional development, it has certain disadvantages. First of all, because of a limited time, it gives a chance for intensive learning which might result in not internalizing what is emphasized. Regarding this, Hiep (2001) emphasizes the significance of extensive learning over intensive and suggests that the quality of education increases in the long-term. On the other hand, Şentuna (2002) claims that extensive reading does not occur in all long-term cases. Accordingly, it can be said that the trainees might need follow-up support to reorient themselves and learn extensively. Moreover, Coşkuner (2001) underlines the importance of addressing teachers' needs to foster their professional development. All things considered, it can be concluded that

teachers' professional/emotional needs, the process of development should be taken into account to foster teachers' development and contribute to their practices.

In addition to INSET, there are other possible ways to facilitate teachers' professional development including peer observation. Bell (2005, p. 3) describes peer observation as a: "collaborative, developmental activity in which professionals offer mutual support by observing each other teach; explaining and discussing what was observed; sharing ideas about teaching; gathering student feedback on teaching effectiveness; reflecting on understandings, feelings, actions..." Peer observation gives a chance for self-assessment when certain stages are followed carefully. First, both the observer and the teacher examine the lesson plan and in the process of observation, the observer is expected to analyze if the focus of the lesson plan is applied well. Later, the teacher and the observer react to each others' interpretations of the lesson. In the last stage, the teacher reports back when alternative ways of teaching arise from the observation. (Lamb and Nunan, 1996).

When stages of peer observation are considered, as the activity itself is highly interactive, it gives a chance both for the observer and the teacher to re-conceptualize what they have in their mind and reflect on their practices. On the other hand, it has certain risks to be taken into account. For instance, Kohut et al. (2007) aims to reveal the teachers' experiences from peer observation through conducting a survey and it revealed that the observers feel comfortable when giving constructive feedback rather than critical comments. Besides, Gosling (2009) claims that the observers might be ill equipped to provide feedback to facilitate teachers' classroom practices. All things considered, it is a powerful way of leading professional development when it is handled skilfully.

In addition to INSET and peer observation, action research is another effective way of reflecting on practices. McNiff and Whitehead (2011) suggest that action research allows teachers to evaluate their work. When it comes to what makes it effective, it can be said that it is teacher initiated and teachers are generally more motivated to identify the problems, develop a strategy to deal with it, and to monitor the results.

All in all, Duzan (2006) suggests INSET programs are gradually becoming more important since institutions see the necessity of qualified staff. When the gap between theory and practice that can be encountered in pre-service education is added to this factor, the significance of INSET programs increases.

2.2 Characteristics of CELTA certificate program

CELTA is offered by Cambridge University. CELTA is one of the leading qualifications which can be evaluated as an introductory course for the ones who have little or no experience in teaching. CELTA is one of the most widely applied qualification since every year there are over 1,500 courses around 300 centers in 80 different countries (Cambridge Assessment English, n.d)

When we look at the history of the CELTA course, it dates back to 1962 and it was first started to be offered by John Haycraft at his private school (O'Connor, 2011). It started as a Preparatory Certificate designed to train his own staff to be employed in his language schools in other countries and the emphasis was much more on classroom methodology and hands-on practice (O'Connor, 2011). Since the demand for this course increased, it started to be offered by Royal Society of Arts (RSA) in 1978 and in 1988, University of Cambridge Local Examination Syndicate (UCLES) started to administer it again. In 2007, UCLES was renamed as the University of Cambridge

ESOL Examinations and thus far it is offered by the same institution. The syllabus has been renewed and updated due to the changing needs of the candidates and educational reforms around the world.

This course lasts four to sixteen weeks depending on the mode of it (full-time or part-time). As it is short and practical, Roberts (1998) suggests it is seen as a survival training which attracts many participants around the world. In addition to being short and practical, since it is recognized internationally, the graduates of this program can work as an EFL teacher around the world. As a result of these, the number of the candidates is rising since it is evaluated as a big investment for their professional development and career.

To begin with, *admission* requirements for CELTA courses include being 18 years old and over with a good command of English which is C1 according to the Common European Framework of Reference for Languages (CEFR). CELTA classes are multilingual in terms of the participants since course centers are open to both local and foreign teacher candidates and the medium of instruction is English. In addition, it doesn't require any work experience to enroll in the course. Second, *duration* of the course depends on its mode (4 weeks for full-time and 8-14 weeks for part-time depending on the preference of the center) and it comprises 120 contact hours. When it comes to the required *staff*, as Roberts (1988) suggests, minimum two tutors for six participants are needed. Fourth, *fees* depend both on the mode of the course and the time/center it is offered.

In order to complete the program successfully, the candidates are assessed according to planning/teaching and written assignments. To start with the planning and teaching, teacher candidates are responsible for teaching a minimum of six hours which

is observed by the tutor and they need to plan this beforehand. After each teaching practice, the trainee evaluates himself/herself along with the other trainees, plus the tutor gives both oral and written feedback about the lesson planning and teaching. Regarding the written assignments, four different written works about different aspects of ELT are assigned to candidates. These features of these written assignments include adult learners/context of learning, system of English language, language skills, reflection on classroom teaching/ability to identify action points (Cambridge English CELTA Syllabus, 2010).

In the last week of the course, the trainees are expected to present a portfolio including all the teaching practice materials and written assignments. The presented portfolios along with a recommendation letter written by the tutors are examined by an assessor coming from Cambridge ESOL. These assessors are in charge of examining if the providers comply with the regulations. As a result of the assessment, certification is awarded to the ones who can meet the requirements based on planning/teaching and written assignments. According to the level of success on these, the trainees

In this part of the study, the information will be much more about the characteristics, syllabus, and content of the CELTA program. The syllabus of the CELTA program covers five different topics including;

- *Learners/teachers and the context.* The aim is to help the learners to become aware of the varied motivations of the learners by taking surrounding context into account.
- *Analysis and awareness of language.* It aims to contribute to required knowledge about the language through covering the basic terminology to present how the language can be practiced. Also, the difference between

languages is emphasized so that the trainees become aware of these possible similarities and differences when teaching non-native students.

- *Language Skills.* Each language skill including reading, writing, listening, speaking, and writing is discussed through referring to the basic principles.
- *Lesson Planning.* Preparing resources for different contexts. This topic aims to contribute to learners' understanding of lesson planning and strategies to be applied, and the ways to adapt materials to address the needs of the students.

Improving teaching skills and becoming professional. This topic deals more with the classroom management and atmosphere, the attitudes of the students, and student observation. Besides, the ways to find a good job by showing how to behave in an interview and so on is focused on since the trainees are likely to need them upon successful completion of the course.

2.2.1 The Position of CELTA: Teacher development or Teacher Training?

Based on the literature on teacher professionalism, it can be said that the terms such as teacher professionalism, teacher development, training, in-service training are used interchangeably. Yet, their conceptualization differs in many ways even though they both aim to support the teachers to meet their needs.

The term professionalism is generally used to refer to teacher-driven practices while training is generally associated with one-shot training that all staff participate in. For instance, in-service training generally is formed by creating workshops, short-term courses to meet one aspect of teachers' needs. Regarding this issue, Villegas-Reimers (2003) defines professional development as a long-term process that is systematically planned that includes regular opportunities. Murray (2009) also suggests that the term development goes beyond the term training since he states that professional

development aims to teachers gain new skills and perspective towards their practice and pedagogy. In that sense, professional development can be seen as more flexible in its nature since it is more individualized and teacher-driven. Regarding this, Wallace (1991) suggests that teacher development is based on the personal needs of the teachers which makes it self-initiated, on the other hand, training is generally designed as a specific course taking the institutional needs into account. He also states that development is done “only by and for oneself” (p.318).

Freeman (1989) puts forward the idea that teaching comprises infinite skills to be mastered and what is covered in training is seen as finite. Therefore, what is taught training can be limited to specific skills such as how to give written feedback or plan a lesson. When it comes to development, the individual teacher is engaging more with the reflection process, examining his/her routine actions to go beyond the limit of them to develop professionally. Vergara et al. (2009) also indicates that the activities in training programs are limited to skills development whereas with teacher development the aim is more about to analyze and reflect on the information.

All in all, it can be concluded that what makes a teacher go for training and development differ in many ways. As training is generally required by the institutions there might be external motives, however, as England (1988) suggests teacher development is more about the teachers’ personal satisfaction and key to teacher development is to be able to reflect on his/her practices.

In the literature, some of the studies concluded that novice teachers are not that capable of dealing with reflection because of the lack of experience. (Lai, 2008; Lee, 2005). When it comes to the CELTA courses, since reflection is evaluated, Hobbs (2007) states that the participants are assumed to engage in ‘strategic’ or ‘display’

reflection which means the candidates are expressing what the tutors expect to read or hear. On the other hand, Borg (2002) puts forward the idea that the participants deal with superficial reflection because of the lack of in-depth knowledge of terminology. Thus, the beginning teachers tend to refer to the concepts before mastering the meaning of them since their knowledge is restricted. Furthermore, because of the length of the course, there is a perceived lack of reflection in CELTA courses. Therefore, Murray and Stanley (2013) suggest that there is an emphasis on “formulaic moves that are replicated through practice” (p.112). In light of the results of these studies, some scholars have described CELTA as a teacher training course rather than a teacher development (Anderson, 2016).

On the other hand, the number of non-native experienced teachers desiring to get a CELTA certificate is increasing (Mackenzie, 2018). Anderson (2018) claims that of these non-native experienced teachers, 74% of them prefer to get this certificate for ‘professional development’. Beyond that, CELTA started to put greater emphasis on reflection by including post teaching practice evaluation forms and 750-1000 word written assignments for ‘Lessons from the Classroom’. Mackenzie (2018) claims that reflection is starting to be taken into consideration. In order to support his claims, he conducted a study to investigate whether a CELTA course is perceived as a training or a teacher development course. In order to answer this question, qualitative content analysis was carried out on written assignments of participants and the data was triangulated with an interview. The results of the study shows a tension between training and development and the writer suggests that in order to put more emphasis on development, the course syllabus should focus less on techniques and include more reflective practices.

All in all, regarding the position of CELTA in terms of either being training or professional development, it can be said that more research is needed since there are some contradictory results on this issue.

2.2.2 Previous Research on the role of CELTA program in global and Turkish EFL context

In the literature, there are many studies focus on the process of CELTA training, in other words, one can find studies centering upon the syllabus, the CELTA tutors, and students (Borg, 2002; Brandt, 2007; Roberts, 1998). Yet, there are limited study focusing on the CELTA graduates and how this training contributed in their actual classes.

One of the studies conducted by Green (2005) aimed to show the career path of the CELTA graduates to reveal the impact of training and come up with suggestions for the future design of the course. 478 participants were asked to fill out a questionnaire. The results of the questionnaire revealed a very high employment rate after CELTA. To illustrate, 83% of the UK graduates and 88% of global CELTA graduates were employed after this course. Majority of the participants acknowledged that CELTA training played a crucial role in their careers. However, compared to native speakers, non-native speakers expressed that this training was not seen as adequate to be employed in other countries. Last, the participants were asked to make comments about the course in general and most of the results were highly positive, yet, one of the participants expressed the need for more emphasis on how to teach young learners, but there is a young learner extension for participants who are interested.

O'Connor (2011) conducted a study to see the role of CELTA training in transition into teaching by focusing on the problems that newly-qualified graduates of

CELTA have and how this course helped them to overcome these problems. 80 participants were given a questionnaire in which they were asked about their personal, educational/professional background, plus their teaching attitude. Second, 11 of the participants were asked to keep a journal about their teaching experiences. According to the results, graduates of CELTA were found to be having problems when teaching young learners as the emphasis is much more on how to teach adults and they are not equipped with the skills needed to teach young learners. Second, culture shock and job insecurity that are felt in a foreign country was mentioned by the participants. In other words, the skills that they gained in the course could not be used and adapted in an efficient way when teaching context changed. Next, it was found that CELTA boosted the confidence of the participants and with the help of this confidence and skills-based training their transition into the first teaching job was very smooth. As for the research question about the link between CELTA and its impact on the transition into teaching, it was found that as long as the graduates continue to teach in a context which is resembling the one posed by the CELTA course, they felt secure and motivated. On the other hand, when they are faced with a different teaching context, they tend to leave the field because of the intensity of the problems. O'Connor (2011) claimed that this could be stemming from the lack of pedagogical and pedagogical content knowledge of the participants.

Borg (2002) conducted a study to reveal the experiences of CELTA participants in and after the course. As for the questionnaires that were distributed after the course, two out of three participants were satisfied with the program in general. Yet, the last participant was not that pleased as she was teaching young learners in a different context which caused her to leave TEFL. As can be seen, in the literature, there is an emphasis on teaching content and further research is needed to confirm this.

With regard to the studies in the Turkish context, Sag's (2013) reported the same results with O'Connor (2011) about teaching context. Her participants expressed that they feel comfortable and confident teaching in Turkey, yet, Sag claimed that their confidence might be derived from teaching in a familiar context. In her study, Sag (2013) focused on the difference between native English speaker teachers and non-native ones in terms of their perceptions' towards CELTA to reveal the constraints and strengths that non-native teachers experience in teaching atmosphere. Four Turkish EFL teachers took part in this study and the results of the semi-structured interview was conducted. The participants mentioned being seen as less privileged compared to native speaker teachers by mentioning the salary and job opportunities. In terms of self-confidence, the results were positive.

Alan et al. (2016) conducted a study aiming to see the role of CELTA in linking pre-service and in-service teacher education and found that the participants have differing gains depending on their backgrounds and experiences. However, worldwide, there is a limited number of published studies on the CELTA-graduates' opinions about the contribution of the program to their professional development. Although the number of applicants to the CELTA program is increasing day by day, it is surprising that not many studies have been conducted on the efficiency of it in the Turkish context. Therefore, more research is needed to reveal the position of CELTA training in terms of its contribution to the professional development of EFL teachers within the Turkish context. Since the participants of this study made comments about both the delivery and outcome of the course, I believe this study will contribute to teacher education by offering valuable suggestions for the designers of the course for future implementation of CELTA.

3. METHODOLOGY

This study aims to reveal the EFL teachers' perceptions regarding the contribution of CELTA training on their teaching practices and professional development. Besides, the study seeks to propose suggestions for the future implementation of CELTA to increase its efficiency in Turkish context by addressing the following questions:

1. What are Turkish EFL teachers' reasons to get a CELTA certificate?
2. How do Turkish EFL teachers perceive the impact of CELTA training on their a) teaching? b) professional development?
3. What are the suggestions that CELTA-holder EFL teachers have for the future implementation of CELTA training?

3.1 Setting

This study investigates people in their context, examining their feelings along with their perspectives and therefore, it seems situated with case study design. Case study design was employed since this study aims to provide detailed information about teachers' specific experiences and career decisions, in other words, how they make sense of their CELTA experiences.

This study was conducted in the natural settings of the participants and there was no intervention. Except for one participant who is now working as an EFL teacher in Lithuania, all of the participants are based and working in İstanbul. All of the participants have experience working in the Turkish EFL context and they are all working in private schools. In addition, seven of the participants are working in preparatory school, while six of them are in elementary school, two in high school, and one in nursery.

3.2 Participants

The participants of this study consist of 16 CELTA-holder EFL teachers. They were selected by criterion sampling. Being a CELTA-holder EFL teacher and having experience in teaching in Turkish context were determined as criterion.

Thirteen of them were female while three of them were male. The teaching experiences of the participants vary between five to 22 years and they all had CELTA certificates for more than two years. Nine of the participants are graduates of the English Language and Teaching department. On the other hand, three of the participants graduated from the English Language and Literature, one from the translation and interpreting and three of them from non-ELT departments.

Table 1

Demographic Information of the Participants

| | N | % |
|-------------------------------------|----|------|
| Gender | | |
| Female | 13 | 81.2 |
| Male | 3 | 18.7 |
| Years of teaching experience | | |
| 1 to 5 years | - | - |
| 5 to 10 years | 10 | 62.5 |
| 10 to 15 years | 3 | 18.7 |
| 15 to 20 years | 2 | 12.5 |
| Above 20 | 1 | 6.2 |
| Area of Study | | |

| | | |
|--|----|------|
| ELT | 9 | 56.2 |
| Translation and Interpreting | 1 | 6.2 |
| Literature | 3 | 18.7 |
| Other | 3 | 18.7 |
| Degree of Highest Qualification | | |
| BA | 7 | 43.7 |
| MA | 9 | 56.2 |
| PhD | - | |
| Native Language | | |
| Turkish | 13 | 81.2 |
| Other | 3 | 18.7 |
| Type of the course they have attended | | |
| Part-time | 2 | 12.5 |
| Full-time | 14 | 87.5 |

Regarding their degree of highest qualification, seven of the participants have bachelor degrees, while the rest are graduates of MA programs. Majority of the participants, namely thirteen of them, speak Turkish as their native languages. In addition, almost all of the participants except two have attended the full-time option of the CELTA course. All the demographic information about the participants is given below in Table 1.

3.3 Design of the study

This study aims to explore the EFL teachers' perceptions regarding the contribution of CELTA to their professional development. For this purpose, qualitative

data from the EFL teachers through a questionnaire and interviews were analyzed. In order to present a comprehensive result, a case study was adopted. According to Mack et al. (2005), qualitative research ensures contextual experience of people's experience on a given topic. On the other hand, Simons (2009) describes case study as an in-depth exploration of a particular programme, project, policy or system in a real-life context from a diverse perspective in order to understand its complexity. Thus, a qualitative case study design was adopted in this study.

3.3.1 Data Collection Procedure

Two types of qualitative research methods were employed in this study including an open-ended questionnaire and an interview. To start with an open-ended questionnaire, Brown (2009) suggests open-ended items can provide more reflective responses. Beyond that, the respondents may widen the perspective of research by referring to things that researchers may not have considered and this can add depth to the data. Regarding the interviews, Richard (2003) describes interviews as a purposeful conversation on a particular topic, and according to Rapley (2001) interviews enable deep and rich pictures of a lived experience to deepen understanding of a specific phenomenon.

Top-down approach was employed while investigating the CELTA training, thus, the data collection procedure has started by analyzing all the participants by having them complete an open-ended questionnaire. This enables the researchers to see their conceptualization of CELTA training. After the results were analyzed, four of the participants were asked to participate in an interview to get a deeper understanding of the issue. Thus, methodological triangulation was employed to see the convergence of the responses coming from different sources (Casey and Murphy, 2009).

Data was first collected through an open-ended questionnaire. The questionnaire consisted of three parts: The first part included a consent form to confirm if they volunteered to participate after being informed about the purpose and possible benefits of the study (See Appendix A). The second part included demographic questions including age, degree of highest qualification, years of teaching experience, area of study, type of school they work in, the year they got their CELTA, type of the courses they have attended, their native language, and the CPD activities they have already engaged in. Last, the third part included 11 questions to see the participants' perceptions regarding the contribution of CELTA to their professional development (See Appendix B for questionnaire).

All the questions were prepared for the purpose of the study in a way to address the research questions. After, the questionnaire was piloted on two teachers by asking them to think aloud while responding for its wording and clarity, the necessary changes were made to finalize the questionnaire and it was administered to 16 EFL teachers.

After the administration of the questionnaire to all participants, as indicated above, four of the participants were asked to attend a semi-structured interview for the exploration of the respondents' conceptualization. The aim was to probe for more information and to clarify the answers they had in the questionnaire.

3.4 Data Analysis

This is a qualitative study which employed an open-ended questionnaire and an interview. According to Bryman (2008), the findings coming from these sources are described as a burdensome corpus of unstructured textual materials that is not always possible to analyze straightforwardly. Because of its nature, qualitative data is interpretive, as a result, the researchers are expected to go through them carefully.

Therefore, in this study, data was analyzed through coding. Gibbs (2007) defines coding as a process in which a researcher identifies concepts and tries to find the links between them. The process of coding requires revision of data until saturation is reached. In order to analyze the data gathered from the questionnaire and interview, the thematic step by step analysis of Braun and Clarke (2006) was used. This data analysis technique consisted of three steps; creating codes, defining themes, and assigning main categories. According to Bernard and Ryan (2003), there are two different ways of forming codes; theory-driven and data-driven. Theory-driven approaches require researchers to go back and forth to the literature, however, in a data-driven approach, the researchers are expected to deal with constant revision of the data. In this study, a data-driven approach was employed in thematic analysis and the steps followed are summarized below in Table 2.

Table 2

Steps of the Data Analysis

Step 1

Forming codes based on the issues that were mentioned by the participants which is found related to the aim of the research.

Step 2

Assigning themes to the issues.

Step 3

Identifying main categories based on central findings.

Data analysis was done by two raters to see the consistency of the themes and codes that were found. In case of inconsistency, raters negotiated to find a common ground and reach a consensus on the themes.

3.4.1 Trustworthiness of the study

In quantitative research, reliability and validity are emphasized in order to evaluate the quality of research, however, this doesn't mean that they do not exist in qualitative research. In qualitative research, these terms are called trustworthiness or rigor of a study which deals with the degree of confidence in data. Lincoln and Guba (1985) suggested four components of trustworthiness of a study including confirmability, credibility, transferability, and dependability.

To begin with confirmability, it deals with the degree of researchers' neutrality in research findings. Researcher bias might affect the result of the study and it should be avoided in order to come up with reliable research results. There are different ways to eliminate researcher bias, one of them is inter-rater reliability. In this study, the data was analyzed by two raters, the researcher, and an EFL teacher. Miles and Huberman (1994) suggested that 80% agreement is sufficient to establish confirmability. According to them, the number of agreement between two raters is expected to divide the total number of agreement and disagreement. Based on their formula, in this study, consistency between two raters was found as 90% which reveals the reliability of coding.

In addition to inter-rater reliability, confirmability of the research can be reached by presenting the limitations of the study. Even though the researchers make an effort to strengthen the methodology, almost all studies result in limitations. Informing the readers about these drawbacks might give them a chance to visualize the context of the

study, and readers can see what can be done to eliminate these limitations in future studies. The limitations of this study were presented.

Second, credibility is about the degree of researchers' confidence in the truth of research findings. One way to increase credibility is using triangulation. In this study, questionnaires and interviews were used to see the consistency in data. Moreover, honesty of informants was taken into consideration in this research which is of significant importance to come up with meaningful results. The name of the participants were kept confidential and the participants were informed about this by an informed consent form. Additionally, in order to prevent undesired access of data, the open-ended questionnaires were delivered to the participants and got back with envelopes sealed.

Regarding the transferability, it can be said that transferability deals with if the findings of research are applicable to similar contexts, in other words, the degree of generalizability. By giving detailed information about the context and participants of the study, the other researchers are given a chance to benefit from the study. Even though each context has its own unique circumstances, there might be similarities across different contexts. In order to ensure transferability, detailed information about the participants' background was given.

Last, *dependability* is the degree of consistency in research findings when this research is conducted in different context, in other words, when it is replicated. Therefore, the other researchers should be given enough information from research to replicate to obtain the similar findings. Regarding this, Shenton (2004) suggests that design and implementation of the study should be discussed in a detailed way to ensure dependability, which was done in the methodology part of this study.

4. RESULTS

This section presents the results of content and thematic analyses of the data collected through the questionnaire and interviews to reveal the contribution of CELTA training on EFL teachers' professional development. The findings in relation to their conceptualization of CELTA training are presented below with the quotations from the data. In these quotations, P refers to a certain participant given a number for the purpose of analysis.

4.1 Findings related to the first research question

In order to answer the first research question, *What are Turkish EFL teachers' reasons to get a CELTA certificate?*, thematic analysis was conducted on the data obtained through the first question in the open-ended questionnaires, and interviews. The reasons found throughout the thematic analysis are grouped under three main themes entitled as pedagogical reasons, personal reasons, and professional development. Points that were mentioned in relation to these themes were named as sub-categories. Table 3 below displays the categories identified by these themes with the number and percentages of the participants who uttered them.

Table 3

Reasons to get a CELTA Certificate

| | N | % |
|-----------------------------|---|------|
| Personal Reasons | | |
| better job opportunities | 6 | 37.5 |
| global career opportunities | 5 | 31.2 |

| | | |
|---|---|------|
| to become EFL teacher (non-ELT graduates) | 3 | 18.7 |
| offered by the institutions | 1 | 6.2 |
| Pedagogical Reasons | | |
| to utilize various instructional methods | 3 | 18.7 |
| to fill the gap between theory and practice | 2 | 12.5 |
| to create lessons that learners have fun | 2 | 12.5 |
| to think outside the box | 1 | 6.2 |
| to refresh knowledge | 1 | 6.2 |
| Professional Development | | |
| To become more reflective | 2 | 12.5 |
| To get constructive feedback | 4 | 25.0 |

4.1.1 Pedagogical Reasons

EFL teachers participating in this study reflected differently regarding the reasons that they have to get a CELTA certificate. Regarding the pedagogical reasons, three of the participants indicated that the main reason for their desire to get a CELTA certificate is to utilize various instructional methods in their classes. As there is no single way to teach a language, there have been many popular instructional methods that can be used to teach English. Some of the teachers participating in this study hold the idea that using a variety of methods leads to effective and engaging classes. Teachers may take different approaches to meet the specific developmental needs of

the learners. Thus, three of the participants suggest that in order to maximize students' learning, teachers can make an expert use of diverse instructional strategies. Examining the following quote, one can understand that these teachers hold the idea that teachers are best served, and students can best learn through a variety of instructional methods since in this way it is more likely to address learners' individualized learning styles.

To be honest, I was having problems teaching skills in general. Most importantly, with teaching methods. As one size doesn't fit all, my classes turned into something dull. So, in order to meet diverse needs of the students, I should gain a new perspective. With CELTA, I am more aware of the learning styles and the advantages of using different teaching methods according to the objectives of the lessons. (Questionnaire, P9)

To illustrate, MA was all about the theory and we were not given any chance to see how the teaching methods are applied. On the contrary, CELTA was all about the practice in which you learn by doing. So, in my teaching career, they have completed each other. (P5)

...Yet, I was feeling a little bit incompetent in applying teaching methods. Actually, I was aware of different teaching methods and the purposes they serve but I was not sure if I was applying them as they were supposed to be. (Questionnaire, P3)

In addition, two of the participants pinpoint that CELTA played a role in linking theory and practice. Even though these two participants graduated from the ELT department, they have felt the need for more practices to bridge the gap between theory and practice. Thus, it can be said that rather than being given top-down teaching input,

these participants prefer to re-construct their own way of teaching after getting feedback. Below is the direct excerpt from the participant:

...even though I have graduated from the ELT department, I always felt a huge gap between theory and practice. I can say that I was quite knowledgeable regarding the theory behind the teaching methods but did not know how to use them in an effective way. Thus, CELTA helped me to utilize them by getting the continuous feedback coming from the tutors after teaching practices.(Questionnaire, P4)

Other points that were mentioned by the participants are to create lessons that the learners have fun, to think outside the box, and to refresh knowledge. Regarding having fun while learning, one of the participants stated that in her early years of teaching, she was having problems with conducting a lesson that the students had fun and to turn on the learners' effective information processing while dealing with hectic syllabi became hard for this participant.

It was my second year of teaching. I was having difficulties while conducting effective lessons as I had found it hard to come up with enjoyable ways of teaching English. My lessons were a little boring for my teenage students. Adopting hectic syllabi has also contributed to this situation. I didn't want my lessons to be dull and kill my students' enthusiasm towards learning a language. (Questionnaire, P11)

With regard to thinking outside the box, a problem was indicated by the teacher which is about the standardized course syllabus. It was stated that teachers should be allowed to move beyond the limits of these syllabus. This participant has referred to new century skills and the significance of creativity in this respect. Yet, the one-size-

fits-all perspective of the administrators was criticized since they were asked to follow the syllabus strictly. She holds the idea that CELTA has contributed her to include additional activities when necessary to improve students' learning. Here is direct quotation from the participant:

I was working at a private school and we were always asked to follow the lesson plans strictly which were asked to prepare by the head of the department. But, when it comes to the real classroom atmosphere, it is not that easy. What I mean is, sometimes we have to think outside the box and jump into an activity which is not assigned by the head of the department. At that point, I was always having a problem creating an activity that is not in the book. CELTA contributed to me a lot in this respect. Creativity is highly emphasized as new century skills, but we as teachers were not trained in this way and I personally do not want to transfer the same thing to my students. (Questionnaire, P15)

Last, one of the participants had taken a break in teaching for a while, and the underlying reason for his desire to get CELTA is to refresh his knowledge. The following quote explains the situation.

Prior to the CELTA course I had taken a break from teaching and I wanted to go back to teaching again. To do this, I decided to attend the CELTA program as a “come-back” step in my career. I thought that having CELTA would help me find a job more easily after a long break.(Questionnaire, P13)

4.1.2 Personal Reasons

Candidates who can complete the CELTA course successfully can work in a diverse ESOL context around the world since this certificate is internationally recognized. This course is designed for people who have little or no experience in

teaching since it is based on hands-on approach and performance-based philosophy. Regarding ELT graduates, the question arises is why the ELT department graduates bother themselves to get this certificate even though they have their bachelor degree. Based on the thematic analysis that was conducted, it can be said that graduates of the ELT department tend to get CELTA certificates either to work as an EFL teacher in other countries or to find a better job. Both of these pinpointed topics can be said to be related to teachers' job satisfaction. The underlying reasons for the desire to work abroad and to find a better job can be the workload, challenges that the teachers face, salary, personal circumstances etc. Here are the direct quotations from the participants:

We were planning to move to another country because of my husband's job. So, I began to search for an internationally recognized certificate to teach abroad. When I came across CELTA, I began to look for job opportunities for CELTA graduates. On the other hand, non-ELT department graduates prefer to do CELTA to work as a teacher. (Questionnaire, P3)

...I wanted to earn an international qualification to be able to work in countries where English is spoken as a second or foreign language. I knew It would give me an essential qualification that is trusted by employers, language schools and well-known institutes in Turkey and all around the world.(Questionnaire, P4)

Another participant mentioned the underlying reason for her desire to get this certificate is to get a recognized international degree to teach abroad. The following quote explains this very well: "First of all, I want to get this prestigious certificate because due to my husband's job, we are quite mobile and there is a likelihood that we

might move abroad one day. I wanted to gain a recognized degree.” (Questionnaire, P16)

CELTA training was originally designed for native speakers who have no or little teaching experience to work in an ESOL teaching context around the world. The educational background is found to be one of the indicators affecting participants' reasons to get this certificate. %18 of the participants who are stated that they learn required teaching skills via this training and they are all non-ELT department graduates.

As I had studied translation and interpreting at university, I was seeking opportunities to improve my teaching skills and learn methods to integrate into my classes. Even though I had attended several conferences and seminars till then, they were nothing but lectures. Then I found out about CELTA and how it enabled the constructive feedback atmosphere through the lessons observed by colleagues, which was what I had been looking for. My inner drive was not only to obtain a prestigious certificate as I was already teaching at a relatively prestigious state school. (Questionnaire, P2)

I was born and raised in Tunisia and work as a nurse there. However, I have moved to İstanbul due to fate. As I was helping little kids there, I wanted to keep doing the same thing here in Turkey. So when I was looking for a way to do this, I came across a CELTA certificate which can help me to become an EFL teacher in Turkey. Thus, I can say that it was personal. (P7)

Another participant who has not graduated from the ELT department stated his reason to get this certificate as to work as an EFL teacher. The following quote explains this: “I didn't graduate from the ELT department. I was looking for some training to teach English and I found CELTA and decided to have it to learn the new techniques

in teaching languages” (Questionnaire, P6). On the other hand, one of the participants stated that it was offered by the institutions:

I had been teaching for 8 years when I attended the CELTA course in IH Barcelona, so I did not have much experience back then. It was a PD offer from my institution to take the course, and I knew I would benefit from it (Questionnaire, P14).

4.1.3 Professional Development

Professional development of teachers is another significant subject in teacher’ career. Like any other department, language teachers are expected to keep up to date through professional development. Even though the CELTA certificate is not recognized as a teaching qualification within the Turkish context except native speakers, it might be significant in terms of professional development. Regarding this, 25% of the participants pinpointed that they have felt the need of getting constructive feedback from the tutors. Here are the direct quotations from the participants:

Other than that, I just wondered if experienced teachers see me as how I see myself as a teacher. In other words, the idea of being observed and getting feedback after teaching practices made me attend CELTA. I was always asking my students to give me written feedback at the end of the semester to make the adjustments in my teaching. However, I never got constructive feedback from my colleagues before CELTA. (Questionnaire, P1)

I was quite knowledgeable regarding the theory behind the teaching methods but did not know how to use them in an effective way. Thus, CELTA helped me to utilize them by getting the continuous feedback coming from the tutors after teaching practices. (Questionnaire, P4)

Another participant who stated the contribution of CELTA to his professional development is as follows: “Then I found out about CELTA and how it enabled the constructive feedback atmosphere through the lessons observed by colleagues, which was what I had been looking for” (Questionnaire, P2).

Based on the findings coming from the open-ended questionnaire, it can be said that the participants benefited from the course through teaching practices, feedback sessions, and reflections and these features of the course helped them to detect who they are as a teacher. This can be understood from the following quotes:

I have realized the need of being your own tutor as I had no chance to get feedback from my colleagues. When I googled it, I came across a lot of blogs on the effect of CELTA on teaching skills. One of the points was on reflection. It was said that because of the large amount of feedback given by the tutors during CELTA, you begin to reflect on your own practices which I really needed. (Questionnaire, P7)

In addition, I wanted to take a look at what I am doing in my classes from others' perspective first. In that way, we as teachers can learn to analyze and explore our own teaching practices. During CELTA, I have learnt that reflection is an inseparable part of teaching. Thus, I can say that I am always trying to think about what is going on in my classes and self-assess myself. (Questionnaire, P12)

You are expected to teach six hours while tutors are observing you and this was what made me go for a CELTA. I needed constructive feedback to see what I am doing and the solutions to overcome the problems that I encountered during teaching. In this way, yes it fulfilled my expectations. (Interview on December 24, 2021, P2)

4.2 Findings related to the second research question

In order to answer the second research question, *How do Turkish EFL teachers perceive the impact of CELTA training on their teaching and professional development*, thematic analysis revealed the themes and categories are tabulated as shown in Table 4 below.

Table 4

The Perceived Impact of CELTA Training on Teaching and Professional Development

| | N | % |
|---|---|------|
| General Teaching Skills/Professional and Academic Changes | | |
| Giving Feedback | 7 | 43.7 |
| Giving Instruction | 6 | 37.5 |
| Becoming more reflective | 5 | 31.2 |
| Creating student-centered atmosphere/Minimized teacher talking time | 5 | 31.2 |
| Correcting errors in a productive manner | 4 | 25 |
| Making use of group work and pair work | 4 | 25 |
| Paying more attention to professional development | 3 | 18.7 |
| Guided Discovery | 2 | 12.5 |
| Classroom Management | | |
| Classroom Seating Arrangement | 3 | 18.7 |
| Monitoring | 3 | 18.7 |
| Timing | 2 | 12.5 |
| Communication / Building Rapport | 2 | 12.5 |

| | N | % |
|--|---|------|
| Lesson Planning | | |
| Frameworks of lesson plans aiming different skills | 5 | 31.2 |
| Anticipated problems and solutions | 3 | 18.7 |
| Setting up clear objectives | 3 | 18.7 |
| Timing | 2 | 12.5 |
| Material Development/Adaptation | | |
| Addressing diverse needs of the learners | 5 | 31.2 |
| Making use of technological aids | 2 | 12.5 |
| Authentic Materials | 2 | 12.5 |

CELTA graduates participating in this study reflected differently regarding the impact of CELTA to their teaching and professional development. As there is not an exact and common perception of teachers, themes emerged from their answers and these are general teaching skills, academic/professional changes, classroom management, lesson planning, and material development/adaptation.

4.2.1 General Teaching Skills/Professional and Academic Changes

For the general teaching skills and academic/professional changes, participants uttered giving feedback, giving instruction, becoming more reflective, creating student-centered atmosphere/minimized teacher talking time, correcting errors in a productive manner making use of group work and pair work, paying more attention to professional development, and eliciting /guided discovery.

A large number of participants suggested that CELTA had a huge impact on the way they are giving feedback to the students. On the other hand, two of the participants

mentioned that the way they are giving feedback did not change significantly. The following quotes explain the way this program contributes to teachers' way of giving feedback: “I make sure I incorporate a feedback stage and an error correction stage – when necessary- at the end of each activity” (Questionnaire, P1). “Also, giving feedback was an integral part of every teaching session, where we either had to give explicit or implicit feedback or focus on peer feedback from time to time” (Questionnaire, P13). “In terms of feedback, I use finger correction and peer correction a lot. I learnt both of them during my CELTA training” (Questionnaire, P16). “Using the techniques I was taught by my CELTA tutors, I know how to give feedback, how and when to give instructions and check if my students are on track” (Questionnaire, P4).

As it was mentioned above, there are some contradictory results about giving feedback as one of the participants suggested that context dependent factors were not taken into consideration, while the other participants stated that inexperienced or novice teacher can benefit more the aspect of giving feedback by saying;

I believe all aspects of the CELTA training, including giving feedback and instructions can contribute a lot to a novice teacher’s professional development. However, for more experienced teachers, it may be too simple. In that case, they should definitely take the DELTA. (Questionnaire, P14)

Another participant who referred to the difficulty of applying all the CELTA techniques in the classroom is as follows: “For example, there was an emphasis on giving feedback and tips to correct errors. But in Turkey, because of the large class size it is not that easy to give individualized feedback.” (Interview on December 23, 2021, P4)

As for the giving instructions, 37% of the participants referred to the contribution of CELTA to their way of giving instructions. There are diverse aspects of classroom interaction and giving instruction which can be encountered in EFL classes. Instruction check questions (ICQs) and Concept Checking Questions (CCQs) are one of the aspects that were mentioned by the participants in relation to giving instruction. There are contradictory results regarding using ICQs and CCQs which were presented below:

Offering a clear step-by-step lesson plan to the students using instruction and concept checking questions helps students know what to do and how to do without any confusion, which makes it easier for the teacher to manage when there are no “lost” students. (Questionnaire, P2)

Using the techniques I was taught by my CELTA tutors, I know how to give feedback, how and when to give instructions and check if my students are on track. For example, if you are planning to give handouts, you should not distribute them before you give instructions, or your students would focus on the handout and miss your instructions. (Questionnaire, P4)

The other participants' mentioning how CELTA helped them to give instruction is as follows: “...student/teacher interaction, giving feedback, using technical aids, the way activities are set up, and giving and checking instructions and these were all emphasized during CELTA” (Questionnaire, P7). “I learned a lot and those times were so fun for me. I learned many terminologies regarding teaching and learning environments. For example, CCQ questions helped me to understand whether my learners are engaged in the activity or not” (Questionnaire, P10). “Thanks to the techniques I learned (specifically I can remember CCQs, ICQs), I developed my

classroom management skills. Also, thanks to these practical things I learnt, I gained confidence” (Questionnaire, P16). “Also, through ICQs and CCQs, you can prevent any confusion. In this way you can spot the problems they encounter and solve it before it interrupts the flow of the class” (Interview on December 24, 2021, P2).

On the contrary to the participants referring to the advantages of CELTA regarding giving instructions, two of the participants concurred that using instruction check questions and concept check questions might either cause extra work or create a threat to students’ existence since students’ understanding of the aspects of language are repeatedly checked verbally by the instructors. Below are some of the comments in relation to giving instructions made by the participants:

However, especially in the Turkish context, taking the dense syllabus and the teaching hours into account, it sometimes becomes really hard to use ICQs and CCQs. Also, based on my experiences, I can say that using CCQs and especially ICQs too much in classes create an atmosphere that students feel as idiots and make things much harder. (Questionnaire, P9)

Also, in each teaching practice, the tutors were expecting us to use instruction check questions and concept checking questions. However, in my context this does not work. I mean if you repeat the same things to make sure if they got the instructions they generally become nervous. (Interview on January 3, 2022, P3)

Another frequently mentioned topic by the participants is self-inquiry. The participants in this study seem to be questioning their own practices in order to get a deeper understanding of their performances. Different techniques such as keeping a journal, peer observation were used by the participants to reflect on, make sense of their own practices and to come up with strong and weak points.

After CELTA, I have realized the significance of professional development and how these kinds of programs can affect our teaching in a positive way. I have begun to keep a kind of journal to see what I am doing in my classes and detect problems. In this way, I can reflect on my teaching practices. This is the most valuable aspect of CELTA as there was detailed feedback after each teaching practice, now I keep doing the same thing to improve the quality of my classes. (Questionnaire, P3)

When I googled it, I came across lots of blogs on the effect of CELTA on teaching skills. One of the points was on reflection. It was said that because of the large amount of feedback given by the tutors during CELTA, you begin to reflect on your own practices which I really needed and it certainly helped me in that sense. (Questionnaire, P7)

I wanted to take a look at what I am doing in my classes from others' perspective first. In that way, we as a teacher can learn to analyze and explore our own teaching practices. During CELTA, I have learnt that reflection is an inseparable part of teaching. Thus, I can say that I am always trying to think about what is going on in my classes and self-assess myself. (Questionnaire, P12)

Also, it has reshaped my perception towards getting feedback. After CELTA, I sometimes ask my colleagues to come and observe my class to spot the problems I am having. If this is not possible, I try to figure out what is going wrong or right in my classes. So, I can say that it made me a teacher who is more reflective. (Interview on December 24, 2021, P2)

Conducting a more learner-centered lesson is another aspect of skill that 31% of the participants seem to improve after getting CELTA certificate. Regarding this issue, participants indicated their strategies to minimize teacher talking time and create a

learner-centered atmosphere. This can be understood from the following excerpts: “I think I was mostly influenced by how much importance was given on lowering TTT (teacher talking time) to provide more room and time for learner engagement” (Questionnaire, P14). “Celta helped me learn how to teach in a more student-oriented manner. It helped me learn by giving clear instructions, grouping students, allowing more space for group tasks, and scaffolding activities” (Questionnaire, P12). “Prior to CELTA training, I did not pay much attention to why or how I was doing within the classroom. With CELTA I think I became more self-aware of myself as a teacher and maybe more student-oriented” (Questionnaire, P13).

Based on the results coming from the questionnaire and interview, it can be said that teachers’ conceptualization of errors and the ways they are dealing with the learners’ errors differ. One of the participants mentioned how his understanding of an error changed after CELTA, while the other expressed her own strategy to correct errors in a more productive manner. These can be confirmed within the following excerpt:

Also, the way I correct the students’ errors has changed a lot. My perception towards their errors was much more different before the CELTA training. I was correcting their errors immediately in fear that it would become fossilized. With CELTA, I have learned how much this kind of approach can affect students in a negative way. Thus, I am trying to correct their errors in a more productive manner. (Interview on December 24, 2021, P2)

Another aspect, pair work and group work seem to be used more after being a CELTA-holder teacher since 25% of the participants mentioned this aspect and expressed how they widely cared pair and group work and made comment regarding this topic as given below:

Before CELTA, I was approaching group work and pair work activities in a much more different way and I was evaluating them as something that can create problems about classroom management. Because of the exam-based education system in Turkey, the students are generally expected to sit and listen to the teacher. However, it is exactly the opposite. By using more and more pair work and group work activities, one can reduce teacher talking time, and give students a chance to use the language, and by monitoring them you have no problem about the classroom management. (Interview on December 24, 2021, P2)

Data analysis showed that some teachers believed that CELTA contributed to their understanding of professionalism and encouraged them to pay more attention to professional development activities. Some of the important comments regarding this issue can be seen within the excerpts below:

I realized that I am a person who likes searching for new information and I am a person who keeps on studying and increasing my knowledge. All in all, I can say that CELTA made me a teacher who is cognizant of the fact that professional development activities make a huge change. (Questionnaire, P10)

It started a new page in my career. After realizing how professional I am and how successful I was in this course, I started attending more short courses so that I can excel my skills. I also had the courage to start an MA in ELT. As all the things I learnt directly reflected my teaching and students, I look for other effective courses. (Questionnaire, P16)

Guided discovery, a type of inductive approach, is a technique where an instructor gives an example of a language item and directs learners to find out the rules by themselves. This is another aspect that 12% of the participants gained or improved

after getting the certificate. The excerpts given below demonstrated some comments related to this issue:

Also, thinking about my own students, they were easily getting bored when I was trying to teach grammar. However, through the guided discovery method that I have learnt thanks to the CELTA, they are having fun while learning since I am not the one transferring the knowledge to them. I am not the explainer anymore and they are the discoverers.(Interview on December 24, 2021, P2)

Another participant who referred to the impact of CELTA on her way of teaching grammar stated that she makes use of guided discovery more after CELTA. This can be understood from the following excerpt: “All these were covered in CELTA and if you ask is this program worth it? I can say yes. Not only giving feedback and instruction, but also guided discovery to teach grammar...” (Questionnaire, P7)

4.2.2 Classroom Management

Another theme that emerged based on the findings is classroom management and regarding this, participants referred to classroom seating arrangement, monitoring timing, and communication/building rapport. Based on the findings, it can be said that participants' perception regarding the contribution of the CELTA certificate program to their classroom management skills is not consistent. In other words, there are participants both favoring and refusing the positive impact of CELTA on their classroom management skills. These comments can be found in the following excerpt: “Thanks to the techniques I learned (specifically I can remember CCQs, ICQs), I developed my classroom management skills. Also, thanks to these practical things I learnt, I gained confidence.” (Questionnaire, P16)

On the contrary, there are some participants stating that CELTA did not contribute to their skill of classroom management that much.

I personally do not think that CELTA developed my classroom management skills that much but I was already an 'experienced' teacher while I was taking the course. For novice or inexperienced teachers, however, I think it might have been more beneficial in terms of learning classroom management skills, such as assigning activities, grouping students, pair work etc. (Questionnaire, P13)

But if you ask me if we were taught many techniques on how to manage a noisy class or a passive class, I think the answer is "not really". Students attending the lessons in the CELTA course were pretty well behaved and enthusiastic to attend all the activities. But in a real classroom, it is not the case. (Interview on January 1, 2022, P1)

As for the classroom management, classroom seating arrangement and grouping, the participants mentioned classroom seating arrangement and one of the participants mentioned how his perception towards classroom management changed after CELTA and how he has realized the impact of physical space of the classroom on classroom management. The following quote explains the situation:

Before CELTA, my perception towards classroom management was completely different. In Turkey, considering private schools, the principals and the head of the departments have certain expectations from the teacher in terms of classroom management. The students are not expected to move and have fun while learning. If you do activities allowing these kinds of things, you are seen as a teacher who is not that good at classroom management. However, after CELTA, I know what I am doing in my classes and I can explain why I prefer

my students to enjoy and have fun while learning. I've started to focus more on the classroom seating arrangement, I always try to make use of classroom space. (Questionnaire, P3)

Another topic that was mentioned by the participants is monitoring. The teachers indicated that the techniques that were expected to be shown by the CELTA candidates during the program shaped their perception of classroom management and one of these techniques is monitoring. The following quotes illustrates how participants made use of monitoring which was emphasized during CELTA:

Actually, as far as I remember there was no section on classroom management but the techniques that you learn during CELTA help you to manage the class easily. For example, you are always expected to monitor the students while they are busy with the tasks and in this way you can spot the problems they encounter and solve it before it interrupts the flow of the class. (Interview on December 24, 2021, P2)

Besides, the participants of this study referred to the timing and the significance of building rapport with the students in order to improve classroom management skill. As much of the aspect of classroom life comprise time management in some way, following quote is found to be related with this issue:

In addition, I feel much more confident about timing. Before CELTA, the flow of the lesson was a little bit complicated. But now, I am the timekeeper of myself and in this way I always cover the objectives of the lessons. (Interview on January 3, 2022 P3)

One another aspect that was mentioned by the participants is the way teachers communicate with the learners, that is to say, building rapport. Following quote

explains how setting up clear expectations from the students, and building rapport with them helped her to manage class easily.

I don't see much of a difference in myself about classroom management. However, by establishing clear expectations from the students with the help of skills that I have learnt at CELTA, I can build rapport with my students in a more effective way. They know what is expected from them so they generally tend to follow these.(Interview on January 3, 2022, P3)

4.2.3 Lesson Planning

As for the second research question of this study, lesson planning is found to be mentioned frequently. Majority of the participants agreed that the emphasis was much more on lesson planning during CELTA training. Some of the participants suggested that they made use of the techniques that they have learnt during CELTA about lesson planning, while there are others complaining about this aspect of the training by saying it was too time-consuming. Besides, one of the participants did not find it applicable to Turkish EFL context, while the other was mentioning the expectations of the tutors as lesson plans were expected to be strictly followed by the CELTA candidates during teaching practices. The excerpts that is related to these issues can be found below:

I sometimes felt that such a detailed and precise process made me feel that I was following a script and going over the lines like an actor would. It did not leave much room for spontaneity or flexibility. Nevertheless, planning the lessons in this manner did provide a certain mindset and discipline regarding our preparation of a lesson. In this way, I could at least 'visualize' what I would do, when I would do it, and how I would do it.(Questionnaire, P13)

Lesson plans that we were expected to have for teaching practices made me realize the importance of being well-prepared. Lesson planning was highly emphasized during the course but in a real classroom setting, to be honest with you, we do not have much time to prepare a lesson plan. However, I have the template and steps in my mind which help me to conduct more organized lessons. (Interview on January 3, 2022, P3)

CELTA was almost all about how to plan a lesson and much of our time was expected to be devoted to lesson planning. We were preparing it in such a detailed way that it took so much time which I see as unnecessary (Questionnaire, P7)

Regarding lesson planning, a topic that was frequently mentioned is found to be frameworks of lesson plans aiming different skills. The participants pointed out that they feel well-equipped to prepare a lesson plan aiming to improve different language skills. Teachers stated that they can visualize different templates for lesson planning and feeling confident in using them. Below are the comments made by these participants:

I remember that the steps and framework of a lesson plan for each skill differ. What I mean is if we were teaching receptive skills, the framework differs, and for other skills steps involved differ. Considering a reading lesson, basically, we are expected to start with what we do for lead-in, orientation for the text, gist task, pre-teaching the vocabs, detailed task, follow-up activities etc. Other than that, we were expected to write the anticipated problems and to plan ways to deal with them. I mean I can visualize different templates to teach different skills better after CELTA. (Questionnaire, P7)

Thus, I felt really relaxed in my first real teaching experience since I knew what to do step by step.

As I previously mentioned we had to follow quite strict lesson planning procedures before each lesson. They had a website (englishlessonplanner.com) where we could select from various templates that fit what we intended to cover for that lesson. Then we could fill in the materials to be used, the aims and the procedures to be followed. In that way, I could picture different frameworks for different skills of a language. (Questionnaire, P13)

I am still planning my lessons accordingly. I always present the skill first, then students practice it (generally from controlled to freer practice) and I end my lessons with a production activity in which students can either write or speak and produce the language they learnt in a meaningful task. I also aim to focus on a skill and sub skill. These were very practical applications and they made my lessons productive and effective. (Questionnaire, P16)

Besides, regarding lesson planning, the participants pointed how they benefited from writing up the anticipated problems while preparing the lesson plans. Teachers stated that as they put themselves in students' shoes long before the lesson and try to forecast what problems might occur, they feel much more confident and relaxed. Opinions of these teachers are given below:

The biggest upside of CELTA training is to teach you how to plan each and every step of your lesson, which makes you more confident and prepared for the classes. Taking all the foreseeable problems into account and coming up with solutions long before the lesson starts enables a more relaxing way of teaching in the classroom. Since the teacher is always planned, there is no room for falling behind the curriculum. (Questionnaire, P2)

Other than that, we were expected to write the anticipated problems and to plan ways to deal with them. Thus, I felt really relaxed in my first real teaching experience since I knew what to do step by step and I always have time for activities. (Questionnaire, P7)

...thanks to the emphasis on lesson planning, I became more and more confident because I am trying to come up with anticipated problems long before the course and figure out how to deal with all these. Since I am planned, I know what to do in the process of teaching. (Interview on December 24, 2021, P2)

Besides, 18% of the participants suggested that they can set up clear objectives while preparing lesson plans and in this way, both the students and teachers feel on track. In addition, the other participant suggested that time devoted to each activity in lesson plan helped her to fulfill it appropriately:

It helped me to prepare and highlight the main lesson aim in advance. In this way, I can set up clear objectives and let the students know what is expected from them. Also, this makes it easier for students to see if they are on track and they can also evaluate their progress.(Questionnaire, P12)

Most importantly, I can write up my main aim and sub-aims for each lesson and try to stick to it during teaching. Before CELTA, I was not feeling that confident in doing so, but now, I feel much more comfortable setting up objectives. (Questionnaire, P5)

When my students are bored, I can quickly gamify my lesson plan and continue my intense schedule at the same time. They keep on enjoying the class and I can fulfill my plan at the same time by paying attention to the time assigned for each activity in the lesson plan I have prepared. (Questionnaire, P11)

4.2.4 Material Development/Adaptation

Regarding the contribution of CELTA to teachers' teaching and professional development, another topic that was mentioned frequently is material development and adaptation. In relation to this theme, findings revealed that CELTA might have an impact on teachers' material adaptation skills either through showing how to address different needs of the learners or making use of technological aids. Concerning addressing different needs of the learners, one of the participants suggested that CELTA training contributed to her conceptualization of different learning styles and made her a teacher who can meet the needs of different learners through adapting the materials when needed. Beyond that, some of the teachers expressed that they feel more comfortable in teaching different proficiency levels at a time since they can adapt the materials. This can be understood from the following quotes:

I would have never known or would have been late to know how to adapt a dull grammar fill-in-the-blanks activity into an enjoyable speaking one, in this way I can address the needs of different proficiency levels of the students at a time. Cut-ups have also contributed to my way of teaching as I realized how engaging they could be for kinaesthetic learners as well as other learner profiles. (Questionnaire, P2)

I observe my students' needs and adapt the materials accordingly. If I sense that there is an imbalance between my students, I pair the weak students with the strong ones and turn an individual activity into pair work through adapting the materials. I believe CELTA gave me this understanding and showed me that this is an option I can choose. (Questionnaire, P11)

It gave me the self-confidence required to adapt a material. Now, for a mixed ability class, for higher level students, I am preparing more freer extension

activities while supporting the weaker ones. In this way, there is generally no 'lost' student. I can address their needs easily by also paying attention to their desires. (Interview on December 24, 2021, P2)

In addition to this, 12% of the participants suggested that after getting a CELTA-holder teacher, they feel more comfortable making use of technological aids, thus, they tend to benefit from technology while developing materials. This can be confirmed through the direct quotes given below:

Also, we were provided apps and websites that can be used to improve different skills of the learners. Taking the 21st century kids into account, I can say that utilizing technological aids can help teachers to increase students' learning while having fun. So, when I am developing a material, I always try to make use of technology. (Interview on December 24, 2021, P2)

Before CELTA I wasn't using technology a lot. I started using it and found out that it makes everything easier. I feel much more comfortable finding digital materials and I generally adapt them to meet learners' needs. So, I can say that when developing materials, I tend to look for digital materials to be used to grab students' attention. (Questionnaire, P6)

Beyond, regarding material adaptation and development, participants mentioned authentic materials that can be used in class and it can be said that the findings related to this issue are not consistent. One of the participants agrees with the idea that using and adapting authentic material can help while the other suggests that using and adapting authentic materials don't work in his teaching context. Following quotes illustrate this issue:

After CELTA, I am more careful and contentious in developing and adapting materials. I try to modify the materials according to my students' needs. Also, the assignment in which we were asked to create authentic material was very effective as it is one of the best ways to teach in EFL classes and I had an understanding of how to adapt authentic materials to our classes. (Questionnaire, P16)

Regarding the materials to be used in class, we were expected to include materials as authentic as possible. However, in my teaching context, it is not always a good idea to include authentic materials. For example, in a reading class, if I use real newspaper articles, the students either can not handle it or become confused as they are generally dense and include usage of native speakers. Thus, I generally either adapt them or do not use. (Interview on December 24, 2021, P2)

In addition to the participants stating the impact of CELTA on their material adaptation and development skills, there are others suggesting that CELTA did not contribute in this sense. To illustrate, one of the participants evaluated material adaptation as time-consuming and because of the dense syllabus, she does not have to develop or adapt materials. The other teacher expressed that CELTA contributed only her material adaptation skill as exemplified in the following quotes:

I don't think it contributed to my material development skills much. I had a good training in that in my BA education. I was already good at it. But as I stated earlier, I became better at exploiting the materials by modifying them. (Questionnaire, P11)

Actually before CELTA, the way I approached a book was much more different. For example, to cover the objectives of the lesson, I was trying to cover all the

things written in the book and this sometimes created a problem to meet the needs of the mixed ability classes. After CELTA, I can omit the unnecessary parts and sometimes even rewrite the reading texts to grab their attention. However, again I need to say that CELTA shows the ideal version of teaching but we have that dense syllabus waiting to cover and I have almost 30 teaching hours in a week. So as adapting materials is time-consuming, we sometimes go with the flow. (Interview on January 3, 2022, P3)

4.3 Findings related to the third research question

Answers for the third research question, *What are the suggestions that CELTA-holder EFL teachers have for the future implementation of CELTA training?*, came from the open-ended questionnaire and interview. The reasons found throughout the thematic analysis are grouped under five main themes: the least useful parts, the most useful parts, suggestions for course designers, and suggestions for prospective teachers. The themes and categories identified in the data are tabulated in Tables 5 and 6.

4.3.1 The Least and the Most Useful Parts of CELTA

As this study aims to unearth the teachers' perception regarding the contribution of CELTA to their professional development, they were asked to pinpoint the weak and strong sides of the course. Based on the definition of CELTA-holder teachers, the least parts of the course were found to be assignments and lesson planning. On the other hand, the most useful aspects of the course were referred as teaching practices and the feedback sessions following it, input sessions, and lesson planning. It is surprising that lesson planning was mentioned both as the least and the most useful aspect of the course.

Table 5*The Perceived Most and Least Useful Aspect of the CELTA Program*

| | N | % |
|--|---|------|
| The least useful parts | | |
| Assignments | 6 | 37.5 |
| Lesson planning | 3 | 18.7 |
| The most useful parts | | |
| Teaching practices and feedback from the tutors after it | 9 | 56.2 |
| Input sessions | 5 | 31.2 |
| Lesson planning | 3 | 18.7 |

In order to complete the program successfully, the participants are responsible to present a portfolio consisting of diverse classroom-related written assignments. Regarding this aspect of the course, 37% of the participants of this study indicated that they find assignments dull. This can be understood from the following excerpts:

To me, the least useful part was the written assignment. I remember that we were given a written grammar assignment. Candidates who apply to this program are accepted on the condition that they find their English proficiency level enough. However, in the assignment I have mentioned, it seems that language skills are being measured again. As far as I remember, the assignment was not like how do you teach that specific topic, but it was like what is wrong with that sentence. For this reason, questions such as how can you help your

student who has a problem in this specific topic could be added to the assignment. (Questionnaire, P3)

I think the writing assignment was less useful in that course. Actually I like searching but it was a very short time to do everything. I would like to focus on more techniques and strategies and different ways to use materials in the classroom. (Questionnaire, P10)

Assignment two in which we were asked to analyze language related problems and tasks in class were not useful. I did the assignment for the sake of doing it. Also, for the assignments, we were not offered a sample or some samples and guidelines were not enough. (Questionnaire, P16)

As for the most useful aspect of the course, the participants pinpointed the applicability and practicability of CELTA. The topics that were mentioned frequently are the teaching practices and feedback sessions followed, input sessions, and the emphasis on lesson planning as seen in Table 5. Compulsory teaching practices in which the participants are observing each other and the tutors giving feedback can be said to be the part that participants benefited most. As this aspect of the course consists of practical knowledge and techniques that can be applied in classrooms, inexperienced teachers are given a chance to experience a real classroom atmosphere and experienced teachers are provided with feedback coming from both the tutors and CELTA candidates. In this way, according to 56% of the participants, they could benefit most thanks to the classroom methodology and hands-on practices. Direct quotes that were given below illustrates this:

I mostly derived benefit from the teaching skills lessons and lesson demonstrations. Since we were working with real students, we got feedback on our real practices, unlike, our demo lessons in the BA level because there

weren't real students. This time I had experience with teaching even though it was only for two years. During BA level, you don't have any experience, so you don't have realistic problems. So the feedback you got in the demo lessons is not so effective. But when your career starts and when you start practicing teaching, you face real life problems in class. That's why, I believe, demo lessons were more effective in CELTA. (Questionnaire, P11)

Regarding the most useful aspect of this training, quotes about the other participants referring to the teaching practices and the feedback following it is given as follows: "And most importantly it was very valuable to have a teacher trainer comment on my teaching. It helped me see where I needed to improve myself" (Questionnaire, P7). "The teaching practices were beneficial as well as the feedback on the TPs" (Questionnaire, P1). "Eight teaching practices and how we criticized each other's teaching in a completely constructive manner suggesting ways to improve them was one of the most effective parts of the course" (Questionnaire, P2).

Beyond that, 31% of the participants expressed that input sessions that were delivered by the tutors in order to give both theoretical and practical knowledge was one of the parts that they took advantage of most. As for the function of input sessions, the participants illustrated how they utilized it:

I used to teach in a rather teacher-centered manner with a lot of teacher talking time, and the worst part of this was that I was not fully aware of this because nobody had given me any constructive feedback regarding this issue. With input sessions during CELTA in which the tutors are showing what is expected from us, I became more aware of this 'shortcoming' and I noticed that the more I talked did not necessarily mean that the more students learned. Quite the contrary, I was 'stealing' from their practice time. (Questionnaire, P13)

I might benefit from the input sessions the most. One day there was a teacher who spent a whole lesson teaching us Bulgarian with no English or mother tongue. That day enlightened me about how to teach through the target language. (Questionnaire, P6)

Last but not least, 18% of the participants mentioned the emphasis on lesson planning and showed how they took the advantage of it in their own teaching context. Lesson planning part of the course aims to give candidates awareness of how to plan a lesson to address all of the students' needs somehow and show the practical strategies to do this. The candidates are expected to plan their lessons, adapt the materials when needed, anticipate the problems etc. Below, direct quotes from the participants regarding this issue can be found:

Beyond that, I really benefited from the lesson planning aspect of the course. What I mean is without effective lesson planning, it becomes almost impossible to give students a clear direction to follow and engage them. Thanks to the emphasis on lesson planning during CELTA, I feel much more comfortable while teaching. (Questionnaire, P5)

.... I was tired of preparing very detailed lesson plans during the course and in my first teaching practice I had problems following that strict plan. However, as time passes, thanks to the techniques that I have learnt from my CELTA tutors, I know that it is one of the most significant facets of effective teaching and always trying to prepare it to meet diverse needs of my students. (Questionnaire, P10)

4.3.2 Suggestions for Course Designers

This study doesn't only aim to reveal the contribution of CELTA to teachers' professional development, but also tries to come up with the possible solution to the problems through showing what can be done to compensate the discrepancy between Turkish EFL system and the certificate program and shape the future implementation of CELTA. In order to do this, the participants were asked suggestions that they have for both course designers and prospective teachers. Regarding the suggestions for course designers, participants referred to the following topics; 1) while delivering the course, context-specific items should be taken into account, 2) the content of the course can be reshaped by taking new century skills into account, 3) there might be some developments in assignments, 4) as the full-time option is too intense, there might be only part-time option, 5) online teaching methods can be emphasized more, 6) the price can be decreased. The themes and categories based on the thematic analysis are shown in Table 6 below.

Table 6

Suggestions for Course Designers and Prospective Teachers

| | N | % |
|---|---|------|
| Suggestions for course designers | | |
| Consideration of context-specific items | 6 | 37.5 |
| Consideration of 21st century skills | 3 | 18.7 |

| | | |
|---|---|------|
| Extending the duration of the course | 3 | 18.7 |
| Better assignments | 2 | 12.5 |
| Integration of online teaching methods | 2 | 12.5 |
| More affordable price | 2 | 12.5 |
| Suggestions for prospective teachers | | |
| Involvement of ELT graduates | 4 | 25.0 |
| DELTA after CELTA | 2 | 12.5 |
| Encouragement of inexperienced teachers | 2 | 12.5 |

To start with, the participants of this study suggest that context-specific items should be taken into account. 37% of the participants emphasized the significance of contextualism by mentioning their own experiences and they suggest that the course content can be modified to make it more applicable within the Turkish EFL education system. For instance, one of the participants expressed that Turkish students are having problems with their productive skills and there might be more emphasis on the techniques to teach these skills for the candidates who are planning to work in Turkey. On the other hand, the other criticized the focus on using authentic materials as it doesn't work in his context. All in all, these participants reflected that there is a discrepancy between some aspects of CELTA course and their own teaching context. Following quotes illustrates this issue:

In my opinion the Turkish learners are weak in productive skills writing and speaking. As practice makes perfect, the CELTA candidates who are planning to work in the Turkish EFL context should be provided with the technique to improve these skills more compared to others. I mean the context of teaching should be taken into account. (Questionnaire, P8)

Only thing I would say here is that some activities or planning strategies are not applicable in most of the institutions in Turkey because of time constraints, dense syllabus, and the expectation of the families. It should definitely be considered. (Questionnaire, P5)

During the course, almost everything that the tutors mentioned became so meaningful and applicable to me. However, in a real classroom context, some of them are not. For example, regarding the materials to be used in class, we were expected to include materials as authentic as possible. However, in my teaching context, it is not always a good idea to include authentic materials...

Thus, I generally either adapt them or do not use them. So, all in all, I can say that we should approach the techniques that have been taught in a critical manner and question the applicability of them in our own context (Interview on December 24, 2021, P2).

...the course encourages you to pair the students up and consider their learning styles and needs when planning your lessons. It was easy to do during the course because there were 5-10 students in the classrooms. But in the real world, the classes are too crowded and there is enough space in the classrooms when you want to move or mingle with your students. So, teaching crowded classrooms could have been emphasized more. (Interview on December 23, 2021, P4)

..., sometimes I found myself in a dilemma while teaching. CELTA is an internationally recognized certificate but I think the people who have designed these courses did not take the context-specific items into account. We can not approach anything as one-size-fits-all. For example, there was an emphasis on giving feedback and tips to correct errors. But in Turkey, because of the large class size it is not that easy to give individualized feedback.(Interview on January 3, 2022 , P3)

In addition to the context-specific items that were expected to be focused on more, 18% of the participants indicated that the content of the course can be updated by taking new century skills into account. Following quotes explains this:

...things could always be improved to match with new century skills and requirements. As far as I know, the course content and syllabus have been the same for a long time. However, as time passes, the expectations from the students change and they are expected to update the course content by paying attention to new century skills. (Questionnaire, P6)

Also, when I googled it, I found out that the content of the course is the same for a long time. But the world and the educational system is not that stable. Taking 21st century skills into account, there should certainly be some kind of change in their syllabus. (Interview on January 1, 2022, P1)

On the other hand, participants also suggested that there might be some improvements in assignments. They stated that sometimes, they did it for the sake of doing it and the assignments seemed to evaluate the candidates' proficiency level rather than their teaching skills. Following quote illustrates this issue:

Also, regarding the assignments, to be honest I can say that I just did them in a very limited time without paying too much attention as I see them as unnecessary. I mean I couldn't find any connection between the assigned works and teaching techniques. They were much more trying to evaluate the candidates' proficiency level. (Questionnaire, P3)

Considering the duration of the full-time option of the course which is four weeks, 18% of the participants complained about its intensity. The participants suffered from it since it created a huge pressure on them. One of the participants reported that limited time created a problem since there is not enough time to internalize what is taught. Following quotes describes the statements:

Another point is that four weeks of training is very intense. The program is very demanding, it would be nicer if the four week program was extended or there might not be an intense option so that teachers have more time to digest what they are learning. Just when I felt like I finally knew what was expected of me, the training was over. (Questionnaire, P12)

... due to time constraints CELTA is generally covered in one month if it is taken as full time. During this one-month period, trainees have to prepare many assignments and plan their lessons, so it can be overwhelming at times. Instead of overloading the trainees, they could be given the opportunity to maybe choose from a number of 'elective' areas that they would especially like to focus on, and get some training on these issues. (Questionnaire, P13)

Besides, due to the pandemic, 12% of the participants mentioned how they felt while teaching online. Since the whole education system somehow collapsed in the beginning of the pandemic, the participants expressed that CELTA lacks methods to teach online. Following excerpts illustrates the issue:

Due to the changing educational contexts because of the pandemic, maybe they could include methods/techniques of online language teaching and online classroom management since this was the main problem that I have encountered while teaching online. By looking at all of the language teachers' experience in the last two years, I think it wouldn't be wrong to say everyone suffered in a way. They came up with their own solutions but the effectiveness of these ways is debatable. (Questionnaire, P11)

It was planned for teachers who are planning to teach face-to-face. However, thinking about last year, almost all the teachers had problems teaching online. There might be more emphasis on online teaching methods. After the pandemic, I hold the idea that there will be more options to teach online. Taking this into account, there might be more emphasis on online teaching techniques. (Questionnaire, P11)

On the other hand, some participants complained about the price of the course and one of them suggested that it might be offered by the institutions: "Also the price should be more affordable since the audience is teachers and we all know how unfairly teachers are paid" (Questionnaire, P11). "I think the prices should be updated as it is too high or institutions might find a way to integrate the CELTA program and offer it to teachers. All teachers would benefit from it" (Questionnaire, P12).

4.3.4 Suggestions for Prospective Teachers

In addition to the suggestions that the participants provided for course designers, they also came up with suggestions for prospective teachers who are planning to apply for CELTA. Regarding if it is necessary for ELT graduates, in the literature, there are contradictory results. Yet, in this study, three of the participants evaluated this course

as necessary even for the graduates of the English language teaching department and the following quotes illustrate this: “Even if they studied ELT, they can still find a lot to learn from their colleagues through observations in CELTA. If they get the chance, they should go for it.” (Questionnaire, P2), “They should make this journey successful, and they should benefit from every single component of it and even the ELT department graduates should think about applying it.” (Questionnaire, 10)

Besides, there are participants mentioning the underlying reasons why they evaluate this course as necessary especially for inexperienced teachers. One of them suggested that even the experienced teachers can benefit from the feedback coming from the tutors after teaching practices, however, they might not make use of input sessions by saying:

Beyond that, I can say that it is more appropriate for inexperienced teachers, experienced teachers might not benefit especially from the input session as they are already familiar with the topics that will be covered. However, they can benefit from the teaching practices and reshape their teaching style. (Questionnaire, P9)

...even though this course is so intense, especially the inexperienced ones should go for it. It will be the basis of their teaching experience and valuable comments coming from the tutors will certainly help them to become an effective teacher. (Interview on January 3, 2022, P3)

Last but not least, two of the participants recommend the CELTA graduates to go for DELTA to take it a step further. Following quotes explain their thoughts:

I might recommend the ones who benefit from CELTA and enjoy it to go for DELTA. It is evaluated as a master degree in the field of ELT education. It might help you to become a step ahead of others in terms of your career.

(Interview on December 24, 2021, P2)

Here is another participant recommending DELTA after CELTA: “I strongly recommend proceeding with DELTA training after gaining more experience in their teaching practice.” (Questionnaire, P14)



5. DISCUSSION AND CONCLUSION

5.1 Discussion of the Findings

The purpose of the study was to investigate the EFL teachers' perceptions regarding the contribution of CELTA to their professional development. Also, the study aims to reveal CELTA-holder teachers' suggestions for the future implementation of this certificate program. In this study, qualitative data were collected through an open-ended questionnaire and interviews.

5.1.1 Findings of the first research question

First research question was: *What are Turkish EFL teachers' reasons to get a CELTA certificate?* and the aim was to unearth the teachers' underlying reasons for their desire to get this certificate. Based on the findings, it can be said that the grounds of the teachers' response are pedagogical reasons, personal reasons, and professional reasons. As there is almost no studies conducted on EFL teachers' conceptualization of CELTA to their professional development in a Turkish context similar to this one, the results will be compared with existing ones.

Regarding pedagogical reasons, it was found that teachers expect the CELTA program to fill the gap between theory and practice. Such a perception plays a role as a bridge especially for inexperienced teachers to shape their own conceptualization rather than being shown spoon-fed input. According to Thornbury & Watkins (2007) suggested that as the emphasis is both on theory and practice in CELTA, the teachers are given a chance to co-construct their understanding of teaching. That might be why most of the participants suggested that they prefer to get CELTA to use diverse instructional methods in their classes. Here, the CELTA program can be evaluated as a junction which combines undergraduate theoretical knowledge and classroom practice

for ELT graduates. Beyond, the participants stated that CELTA contributed to their confidence as some of them were feeling incompetent before CELTA. Thus, it can be said that CELTA boosted their self-confidence as they were expected to put theory into practice. Ulum (2020) suggested that ELT' teachers undergraduate theoretical knowledge and their practical experience don't match with the real classroom atmosphere. Therefore, it can be said that CELTA allows trainees to put theory into practice and hereby boosted their self-confidence. In relation to all these, participants indicated their CELTA helped them to think outside the box. Wringe (cited in Lawes, 2003) expressed that the teachers feel the effect of principles and approaches in an excessive way which causes them to accept them as they are. According to the results of this study, CELTA seems to have re-shaped this understanding.

In addition to the pedagogical reasons, based on the findings another theme that emerged was personal reasons since the participants mentioned better job opportunities, global career opportunities, and for some of them it was offered by the institutions they worked. All these factors can be evaluated as extrinsic motivational factors for teachers to grow professionally and those teachers who prefer to engage in this CPD activity can be evaluated as extrinsically motivated. As for the graduates of non-ELT departments, it can be seen as a starting point in which they are provided with the basis of teaching.

Besides, the participants mentioned that they wanted to be observed by a knowledgeable teacher and given feedback and to become reflective as a result. As CELTA provides a socially mediated atmosphere for the participants since it allows for an interaction between other participants and tutors, it might create a space in which teachers are constructing their own development. Regarding this, Fung (2000) suggested that CPD activities should foster reflection and allow for teachers' construction of interpretation and CELTA has ensured such an environment that

graduates of CELTA reflecting on their own practices. In that sense, the findings of this study are in line with the study conducted by Alan et al. (2009) since they have shown that CELTA as a professional development activity which boosted teachers' self-awareness, contributed their reflectivity, and allowed collaborative learning.

5.1.2 Findings of the second research question

This research question was "*How do Turkish EFL teachers perceive the impact of CELTA training on their teaching and professional development?*" and the aim was to reveal the personal and contextual change that the participants noticed after getting CELTA certificate. The data gathered from the open-ended questionnaire and interview provided shaped themes including general/professional/academic changes, classroom management, lesson planning, and material development/adaptation.

Regarding the general teaching skills and professional/academic changes, the participants reflected on what they have observed on themselves after being a CELTA-holder EFL teacher and what they have referred to generated sub-categories. These include giving feedback, giving instruction, becoming more reflective, creating a more student-centered atmosphere with a limited teacher taking time, correcting errors in a more productive manner, benefitting from pairwork/groupwork, paying more attention to professional development, and guided discovery.

To start with general teaching skills and professional/academic changes, participants suggested that CELTA contributed their skills of giving feedback and instructions. Regarding this, participants mentioned the applicability and practicality of CELTA techniques in their classes. In relation to giving feedback and instructions, even though most of the participants indicated that they made use of CELTA techniques when giving feedback and instruction, 18% of the participants seemed to question the

applicability of these techniques. For instance, one of the participants holds the idea that because of large class size it is not that easy to give individualized feedback even though it was emphasized as an inseparable part of teaching during CELTA. Also, the other suggests that even though they were always expected to use instruction check questions and concept check questions in their teaching practices, in their classes it did not work because repeating the same procedure makes students feel like idiots and they easily become nervous. When all these are taken into account, it can be said that applying all the strategies that they have learnt during CELTA in their classes is almost impossible since the context can be different from the one at CELTA. Stenhouse (1981) suggested that the theories and strategies are expected to be tested by the teachers since context-dependent factors come into play. In relation to Stenhouse's findings, the participants of CELTA program can be said to be expected to see the gaps between their own teaching and the one during CELTA and shape their own conceptualization by making use of the techniques that they have learnt.

Besides, the great majority of the participants expressed that CELTA gave them a chance for reflective practice. With respect to this, Mann et al. (2009) suggested that courses integrating theory and practice from the very beginning lead to reflective practice. In line with their findings, CELTA can be evaluated as a course which creates a space for participants to make sense of their own teaching.

The field of English language teaching has been changing in line with the educational reforms and without professional development activities, this might create a challenge for teachers. Since participants of this research indicated that they are paying more attention to CPD activities after getting a CELTA certificate, it can be said that the socially mediated nature of CELTA course helped the participants to grow professionally and keep up to date.

Besides, the participants indicated that CELTA contributed to their classroom management, lesson planning, and material adaptation/development skills in different ways. CELTA program is for the teachers who are planning to teach adults as its name signifies and there is also a program for teachers planning to teach young learners which is called young learners extension. However, all of the participants in this study have CELTA and they had no experience in teaching young learners during their program. Thus, they were assumed to have almost no problem about classroom management as a result, the participants were not expected to mention the contribution of CELTA to their classroom management. Yet, the participants suggested that they made use of CELTA techniques to manage the class and they indicated that thanks to the CELTA strategies including paying attention to classroom seating arrangement and timing, monitoring, and building rapport with the learners, they can manage their classes in a better way. However, as it was expected, two of the participants suggested that CELTA did not contribute to their classroom management skills. Loughran et al. (2001) have found that classroom management is evaluated as a dilemma especially by inexperienced teachers. In line with their findings, it was found that classroom management did not stand out as an issue for experienced teachers and they have suggested that newly qualified teachers can benefit more from the course in that sense. Consequently, new teachers can benefit more from the CELTA course when they are confronted with the problems about the reality of teaching.

Another theme that emerged from the participants' responses regarding the contribution of CELTA to their teaching and professional development is about lesson planning. A great number of participants suggested that the emphasis during CELTA was much more on lesson planning and they have explained they could take the advantage of being shown different frameworks of lesson plan aiming to improve

different skills and the techniques to pay attention to timing. Beyond that, they have suggested that as they were expected to write the anticipated problems long before their teaching which make them feel well-prepared and they can set up clear objectives by means of this certificate program. Both the experienced and inexperienced teachers seem to benefit from the lesson planning aspect of the course. On the other hand, according to Brandt (2006), during limited teaching practices during CELTA, the trainees are expected to apply the techniques in a way that can meet the expectations of tutors. In line with his findings, in this study, some of the experienced teachers have expressed that there was no room for spontaneity regarding lesson plans. Yet, based on the findings, it can be said that with its practicality, CELTA seems to fulfill participants' expectations and there are certain direct implications of this program.

Last but not least, participants mentioned the contribution of CELTA to their material development and adaptation skills. The participants acknowledged that they can assess and evaluate the appropriateness of the materials by taking learners' interest and needs into account, in this way, they can make the necessary changes and they seem to benefit more from technological aids when developing materials.

Based on the findings of this research related to the impact of CELTA on participants' teaching and professional development, it can be said that the CELTA program is a practical approach for both experienced and inexperienced teachers. In other words, CELTA can play a refreshing role for experienced teachers and it is a process of awakening and questioning for experienced teachers in which they rediscover or reshape their own teaching practice. On the other hand, for inexperienced and newly qualified teachers, it can be evaluated as a bridge connecting theory and practice and it creates a pathway for them to construct their own process of development.

5.1.3 Findings of the third research question

The last research question aimed to reveal the participants' suggestions for the future implementation of CELTA training. The participants mentioned the most/least useful parts, and came up with suggestions both for the course designers and prospective teachers.

As for the most and least useful aspects of the training, the majority of the participants suggested that they couldn't benefit from the assignments, they have evaluated the written assignments as dull and boring. Regarding lesson planning there are some contradictory results since 12% of the participants seemed to question the focus on lesson planning. They have mentioned how much time they have devoted to lesson planning during CELTA as they had almost no time to internalize what they have learnt. On the hand, there were participants appreciating the emphasis on lesson planning since it boosted their self-confidence while teaching. Concerning the most useful parts, the participants emphasized how they took the advantage of teaching practices and input sessions. The teaching practices especially seem to be a beloved aspect of training and it is regarded as the major strength of the program. Even the experienced teachers appreciated the teaching practices since they have a chance to be observed and get feedback on their practices, in other words, they are given a chance to observe who they are as an instructor. Murray and Stanley (2013) have criticized this course and evaluated 6 hours teaching as insufficient. Yet, in contrast to their findings, almost all of the participants valued the teaching practices and through the practical orientations, they seemed to have a better understanding of their own teaching practices. In relation to this, Brandt (2006) has suggested that teacher candidates generally aim to understand and internalize the basics of teaching and look for a way to put them into practice. As a result, they don't seek a way to see who they are as teachers, thus, CELTA

as a professional development activity can help them to become more reflective and can enhance their self-confidence and self-awareness.

Regarding the participants' suggestions for course designers, 37% of the participants mentioned the lack of the context-specific items at CELTA training. In line with participants' perspective, Murray (2009) criticized the program for putting the emphasis on teaching strategies and neglecting the local teaching context and he suggested that this might create a problem about the teachers' autonomy and as a result their teaching in the local context. Some of the participants in this study also evaluated some of the CELTA programs as prescribed since the participants were asked to follow what was taught strictly. Taking many international trainees into account, it can be said that they should be taught pedagogical practices that are meaningful in their local society and for their learners. One way to do this might be to incorporate the program into pre-service education. Based on the findings of this research, postmethod pedagogy that was first put forward by Kumaravadivelu (2012) can be a solution for the problems that were mentioned by the participants. According to this pedagogy, optimal English teaching is possible with staying away from the method-based restrictions and based upon three main parameters including particularity, practicality, and possibility. By saying particularity, he suggested that the significance of context-specific pedagogy and the particular group of learners within a context embedded institutions are expected to be taken into account. On the other hand, practicality indicates the strong connection between theory and practice. Last, possibility refers to the need of thinking critically and reflecting on their knowledge of English along with their own values, and cultural knowledge. All in all, it can be said that designers of the CELTA course might incorporate cultural knowledge into the syllabus.

Besides, participants of this study indicated that there might be improvement in assignments since they have suggested that they did them for the sake of doing as they have found it dull. On the other hand, two of the participants hold the idea that the assignments seemed to evaluate the trainees' English proficiency level rather than trying to reveal their teaching skills. In addition, advances in technology lead to educational reforms including EFL education. Therefore, new century skills have evolved as a result and skills such as collaboration, critical thinking, creativity etc. have gained importance. Hereby, EFL instructors are expected to integrate these skills into their curriculum. However, Akçay (2019) in her thesis suggested that the skills needed to think outside the box were not emphasized enough in Turkish EFL education. In line with her study, based on the findings of this study, it can be said that CELTA also lacks aspects needed to improve EFL learners' new century skills.

Moreover, participants found the full-time option of CELTA course so intense. Yet, based on the findings of this research, it can be concluded that graduates of CELTA program have evaluated the course as too intense in the short run, yet, they have evaluated it as extensive in the long term. They have also proposed that the price of CELTA could be decreased taking the teacher income of EFL teachers working in Turkey into account.

In addition to the suggestions for course designers, participants of this study have come up with suggestions for prospective teachers who are planning to attend a CELTA course. In the context of Turkey, even though it is not a prerequisite for ELT graduates to be employed, the number of applications by the graduates of the ELT department is increasing. In that sense, the question that comes to mind might be 'Why do they bother themselves to get this certificate?' However, regarding this, the participants have evaluated this certificate as necessary even for ELT graduates. The

reason might be about the design of the course. According to Thornburry and Watkins (2007), this course is practical, integrated, experiential, and reflective. As a result, the participants are given a chance to fill the gap between theory and practice. In this regard, as suggested above, it might be incorporated in pre-service education. Besides, two of the participants have emphasized the need of going for DELTA certificate after CELTA since they have found it more appropriate for inexperienced teachers. As DELTA is planned for experienced teachers who are aiming to get a deeper understanding of the methods, they have suggested that it might match with the experienced teachers' needs more.

5.2 Pedagogical Implications

The findings of this study provide some pedagogical implications both for in-service training programs and pre-service education. Regarding its implication for pre-service education, it can be said that there should be more focus on practice and the student teachers should be given more and detailed feedback as a result of their practices. Even though the number of trainers and educators in universities can be said to be limited compared to the number of the students, pre-service teacher education programs should be applied in a more reflective and collaborative manner. Yet, it should be kept in mind that it would be difficult for teacher candidates to internalize what they have been taught without a contextualized practice and feedback after their practices.

Furthermore, the process of CELTA trainees' learning is not linear based on the findings, it is rather a dynamic and an emerging process since CELTA tutors, trainees, and their peers played a significant role in the learning process. Thus, the findings provide a new look at the LTE programs and these programs may approach their

candidate teachers' learning process as a more dynamic and complex process. In addition, this study showed how bridging the gap between theory and practice may contribute to student teachers' gaining the pedagogical knowledge. Beyond that, the majority of the participants indicated that they have benefited most from the course since it created awareness on the significance of reflective thinking and teaching. Therefore, it can be said that during their pre-service education student teachers can be given a chance to improve their reflective thinking skills and should be shown the strategies to do this.

In addition to implications for pre-service education, this study has certain implications for in-service education as well. Many institutions provide in-service teacher training programs for their teachers which are not always need-driven since they are approached in a more top-down manner. As a result of this approach, they cannot be evaluated as an efficient course. Thus, CELTA courses might play a role in meeting the novice teachers' need for reflective and collaborative manner towards teaching.

As for the implication for the CELTA course designers, it can be said that there is a need for more contextualized syllabus rather than a one-size-fits-all syllabus at CELTA course. Through a more contextualized syllabus, trainees can construct educational pedagogy that is sensitive to their local teaching atmosphere. Thus, identifying the teachers' school-embedded needs can meet their expectations more.

All in all, based on the findings of this study, CELTA seems to serve a function in bridging the gap between theory and practice for novice teachers by including both input sessions and teaching practices. In this way, novice teachers can address their context-specific needs by continuous feedback coming from their tutors. However, it should be kept in mind that teaching is an art that is shaped by the teacher, and any

professional development course that can provide teacher learning can facilitate teachers' efficiency in class. In other words, as the literature suggests, there are a variety of ways for EFL teachers to sustain their professional development. However, the needs of the teachers should be taken into account to address their needs perfectly and CELTA is one of the ways to do this, and prospective teachers should be informed well about the characteristics of CELTA.

5.3 Limitations and Recommendations for Further Research

This study has some limitations. One of the limitations of this study is the sample size even though it was designed as a case study and this might narrow the scope of the transferability of the findings. Due to the tight schedules of the teachers and pandemic, not many teachers participated in the study. More comprehensive study can be carried out for further investigation in order to compare the results to see the generalizability of the findings. Another limitation is that as the data were gathered at one point, the results might not be the same another time.

So far, there has been almost no research conducted to reveal the beliefs of CELTA tutors, and I hold the idea that some research over the CELTA tutors' perceptions will enrich the field. As for further research recommendation, researchers may think about interviewing other stakeholders such as CELTA trainers to get a deeper understanding of the contribution of CELTA to EFL teachers' professional development.

REFERENCES

- Akcan, S., B. Aydin, A. C. Karaman, G. Seferoğlu, S. Korkmazgil, A. Özbilgin, and A. F. Selvi. 2017. "Qualities and Qualifications of EFL Professionals: What Do Intensive English Program Administrators Think?" *TESOL Journal* 8(3): 675–699. <https://doi:10.1002/tesj.293>
- Akçay, A. (2019). *An analysis of ELT coursebooks in terms of 21st century skills: Communication, collaboration, critical thinking, creativity*. [Unpublished Master's Thesis], Akdeniz University, Antalya, Turkey
- Alan, B. (2003). *Novice Teachers' Perceptions of an In-Service Teacher Training Course at Anadolu University*. [Unpublished master's thesis], Bilkent University, Ankara, Turkey.
- Anderson, J. (2016). Initial teacher training courses and non-native speaker teachers. *ELT Journal*, 70(3), 261–274.
- Avalos, B. (2011). Teacher professional development in Teaching and Teacher Education over ten years. *Teaching and teacher education*, 27(1), 10-20.
- Alan, B., Aydın, B., & Sağlam, S., (2016). Can CELTA qualification be the new bridge between pre-service and in-service education?: Perceptions of in-service teachers. *ELT Research Journal*, 5(2), 155-176.
- Bailey, K., Curtis, A., & Nunan, D. (2001). *Pursuing Professional Development: The Self as Source*. Boston, MA: Heinle & Heinle.
- Bernard, H. R. & Ryan, G. W. (2003). Techniques to Identify Themes. *Field Methods*, 15(1), 85–109.

Birgün, M. (2020). Mapping The Position Of CELTA For Professional Development In Turkish Context. *Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi*, (55), 128-144.

Borg, M. (2002). *Learning to teach: CELTA trainees' beliefs, experiences and reflection*. [Doctoral dissertation], University of Leeds.

Braine, G. (2010) *Nonnative Speaker English Teachers. Research, Pedagogy, and Professional Growth*. New York: Routledge.

Brandt, C. (2006). Nonnative Speaker English Teachers. Research, Pedagogy, and Professional Growth. *ELT Journal*, 60(4), 355-364.

Brandt, C. (2007). Allowing for learning: a critical issue for TESOL certificate course tutors. *English Language Teacher Education and Development*, 10, 1-9.

Darling-Hammond, L., & Bransford, J. (2005). *Preparing teachers for a changing world: What teachers should learn and be able to do*. San Francisco, CA: Jossey-Bass.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research In Psychology*. 3(2), 77-101.

Bredeson, P. V. (2003). *Designs for learning*. Thousand Oaks, CA: SAGE.

Bryman, A. (2008) *Social Research Methods*. (3rd edn.). New York: Oxford University Press.

Cambridge Assessment English. (2018, April 3). *Three quarters of ELT jobs ask for Cambridge CELTA*. https://www.cambridgeenglish.org/news/view/three-quarters-of-elt-jobs-ask-for-cambridge-celta/?utm_medium=email&utm_campaign=teachers%20newsletter%20may%202018&utm_content=teachers%20newsletter%20may%202018+cid_f5b7ea434f304e3617c

[76c6775651b63&utm_source=campaign%20monitor%20stakeholders%20relations&utm_term=read%20the%20full%20news%20article%20on%20our%20website](https://www.cambridgeenglish.org/teaching-english/teaching-qualifications/celta/about-the-celta-course/)

Cambridge Assessment English (n.d). *CELTA: What's in the CELTA course? Course overview.* <https://www.cambridgeenglish.org/teaching-english/teaching-qualifications/celta/about-the-celta-course/>

Cambridge Assessment English (n.d). *CELTA: How to take CELTA. Taking a face-to-face course.* <https://www.cambridgeenglish.org/teaching-english/teaching-qualifications/celta/ways-to-take-celta/>

Cambridge English (n.d). *CELTA brochure* [online]. Retrieved December 14, 2021 from, <http://www.cambridgeenglish.org/Images/celta-brochure-2013.pdf>

Casey, D. & Murphy, K. (2009). Issues in using methodological triangulation in research. *Nurse Researcher*. 16, 4, 40-55

Coetzer, I. A. (2001). A survey and appraisal of outcomes-based education (OBE) in South Africa with reference to progressive education in America. *Educare*, 30:73-93.

Çakır, A., & Yeşilçınar, S. (2020). Suggesting a Teacher Assessment and Evaluation Model for Improving the Quality of English Teachers. *Education and Science*, 45(202), 363–392.

Day, C. & Sachs, J. (2004). Professionalism, performativity and empowerment: discourses in the politics, policies and purposes of continuing Professional development. In: C. Say & J. Sachs (eds). *International handbook on the continuing professional development of teachers*. Open University Press.

Duzan, C. (2006). *An evaluation of the in-service teacher training program for the newly hired instructors in the school of foreign languages at Middle East*

Technical University. [Unpublished master's thesis], Middle East Technical University, Ankara.

England, L. (1997). Promoting effective professional development in English language Teaching (ELT). *A Journal for the Teacher of English Outside the United States*, 35, 18.

Bubb, S. & Early, P. (2004). *Leading and managing continuing professional development: developing people, developing schools*. Thousand Oaks, CA: SAGE.

Millî Eğitim Bakanlığı , (MEB) [Turkish Ministry of National Education]. (2013). İlköğretim Kurumları (İlkokullar ve Ortaokullar) İngilizce Dersi (2, 3, 4, 5, 6, 7 ve 8. Sınıflar) Öğretim Programı [Elementary (Primary and Lower Secondary) English Language Teaching Program (Grades 2-8)]. Ankara: T.C. Millî Eğitim Bakanlığı.

Ferguson, G., & Donno, S. (2003). One-month teacher training courses: time for a change? *ELT Journal*, 57(1), 26–33.

Freeman, D. (1989). Teacher training, development, and decision making: A Model of teaching and related strategies for language teacher education. *TESOL Quarterly*, 23(1), 27-45.

Fung, Y. (2000). A constructivist strategy for developing teachers for change: a Hong Kong experience. *Journal of in-service education*, 26(1), 153-167.

Gareth, M. S., Porter, A. C., Desimone, L., Birman, B. F., Yoon, K. S. (2001). What Makes Professional Development Effective? Results From a National Sample of Teachers. *American Educational Research Journal*. 38(4), 915-945.

Gibbs, G. R. (2007). *Analyzing qualitative data*. SAGE Publications, Ltd <https://dx.doi.org/10.4135/9781849208574>

- Glatthorn, A. (1995). Teacher development. In L. Anderson (Ed.), *International Encyclopedia of Teaching and Teachers Education* (second edition). London: Pergamon Press.
- Green, T. (2005). Staying in touch: Tracking the career paths of CELTA graduates. *Research Notes*, 19, 7-11.
- Gulcan, M & Kesli Dollar, Y. (2016). Turkish EFL teachers' and administrators' perceptions of short teacher training courses: The case of CELTA. *Turkish Online Journal of English Language Teaching (TOJELT)*, 1(2), 85-100.
- Harrison, C. (2018, October 31). *Does CELTA remain relevant in the 21st century?* Cambridge English. <https://www.cambridgeenglish.org/blog/does-celta-remain-relevant-in-the-21st-century/>
- Hobbs, V. (2007). Faking it or hating it: can reflective practice be forced? *Reflective Practice*, 8(3), 405–417.
- Hoyle, E. (1980). Professionalization and deprofessionalization in education. In E. Hoyle & J. E. Meggary (Eds.), *The professional development of teachers* (42–57). London: Kogan Page.
- Hurst, B. & Reding, G. (2009). *Professionalism in teaching* (3rd ed.). Boston: Pearson Education, Inc.
- Kaagan, S. S. (2004). *30 reflective staff development exercises for educators*. Thousand Oaks, CA: SAGE.

Kumararvadivelu, B. (2012). *Language Teacher Education for a Global Society: A Modular model for knowing, Analysing, Recognizing, Doing and Seeing*. NY: Routledge.

Lai, G. (2008). *Examining the effects of selected computer-based scaffolds on preservice teachers' levels of reflection as evidenced in their online journal writing*. [Unpublished Dissertation], Georgia State University, Atlanta, USA.

Lamb, C. & Nunan, D., (1996). *The self-directed teacher: Managing the learning process*. Cambridge [England: Cambridge University Press.

Lange, D. E. (1990). A blueprint for teacher development. In J. C. Richards and D. Nunan (Eds.), *Second language teacher education*. (245-268). New York: Cambridge University Press.

Lawes, S. (2003). What, when, how and why? Theory and foreign language teaching. *Language Learning Journal*, 28(1), 22-28.

Lee, H. J. (2005). Understanding and assessing pre-service teachers' reflective thinking. *Teaching and Teacher Education*, 21(6), 699–715.

Leung, C. (2009). "Second Language Teacher Professionalism." In A. Burns and J. C. Richards (Eds.), *Cambridge Guide to Second Language Teacher Education*, (49–58). Cambridge: Cambridge University Press.

Lincoln, Y., & Guba, E. G. (1985). *Naturalistic inquiry*. Newbury Park, CA: Sage.

Loucks-Horsley, S., Harding, C. K., Arbuckle, M. A., Murray, L. B., Dubea, C., & Williams, M. K. (1987). *Continuing to learn: A guidebook for teacher development*.

Andover, MA: The Regional Laboratory for Educational Improvement of the Northeast and Islands.

Loughran, J., Brown, J. and Doecke, B. (2001). Continuities and discontinuities: The transition from pre-service to first year teaching. *Teachers and Teaching: Theory and Practice*, 7(1), 7-23.

Mack, N., Woodsong, C., MacQueen, K. M., Guest, G., & Namey, E. (2005). *Qualitative research methods: a data collector's field guide* (1-12). United States: Family Health International.

Mackenzie, L. (2018). Teacher Development or Teacher Training? An Exploration of Issues Reflected on by CELTA Candidates. *English Teaching & Learning*, 42, 247–271.

Mann, K., Gordon, J., & MacLeod, A. (2009). Reflection and reflective practice in health professions education: A systematic review. *Advances in Health Sciences Education*, 14(4), 595-621.

Medgyes, P. (1994) *The Non-Native Teacher*. Hong Kong: Macmillan.

Merriam, S. B. (2013). *Nitel araştırma: Desen ve uygulama için bir rehber* (Çev. Ed. S. Turan). Ankara: Nobel Yayıncılık.

Murray, J. (2009). Teacher competencies in the post-method landscape: The limits of competency-based training in TESOL Teacher Education. *Prospect: An Australian Journal of TESOL*, 24(1), 17-29.

O'Connor, B. (2011). *Life after CELTA: a precarious transition into English language teaching* [Doctoral Dissertation], Deakin University, Australia.

Phillipson, R. H. L. (1992) *Linguistic Imperialism*. China: Oxford University Press.

Rapley, T. (2001). The art(fulness) of open-ended interviewing: some considerations on analysing interviews. *Qualitative Research*, 1(3), 303-323.

Richards, K. (2003). *Qualitative Inquiry in TESOL*. Basingstoke: Palgrave Macmillan.

Richards, J. C. (2008). Second language teacher education today. *RELC journal*, 39(2), 158- 177.

Roberts, J. (1998). *Language teacher education*. London: Arnold.

Senior, R. (2006). *The experience of language teaching*. Cambridge University Press.

Shenton, A. (2004). Strategies for ensuring trustworthiness in qualitative research projects. *Education for Information*, 22(2), 63-75.

Korkmazgil S. & Sefereoglu, G. (2021). Teacher professionalism: insights from Turkish teachers of English into the motives that drive and sustain their professional practices, *Journal of Education for Teaching*, 47(3), 366-378.

Simons, H. (2009). *Case study research in practice*. London: Sage.

Murray, N. & Stanley, P. (2013). 'Qualified?' A framework for comparing ELT teacher preparation courses. *Australian Review of Applied Linguistics* 36(1), 102-115.

Stenhouse, L. (1981). What counts as research? *British Journal of Educational Studies*, 29(2), 103-114.

Stronge, J. H. (2007) *Qualities of effective teachers* (2nd ed.) VA: Association for Supervision and Curriculum Development.

Taner, G. (2017). *Investigating Perceived Competences of English Language Teachers in Turkey with Regard to Educational Background and Experience*. [Doctoral dissertation, Middle East Technical University, Ankara, Turkey.

Thornbury, S., & Watkins, P. (2007). *The CELTA course: Trainee book*. Cambridge: Cambridge University Press.

Ulum, Ö. G. (2020). Pre-service english teachers' practicum expectations and attainments. *Turkish Studies-Education*, 15(2), 1287-1297.

Vale, D., Özen, E., Alpaslan, I., Çağlı, A., Özdoğan, I., Sancak, M., Dizman, A. & Sökmen, A.(2013). *Turkey national needs assessment of state school English language teaching*, Ankara: British Council and TEPAV.

Vergara Lujan, O., Hernandez Gaviria, F., & Cardenas Ramos, R. (2009). Classroom research and professional development. *Profile*, 11, 169-192.

Villegas-Reimers, E. (2003). *Teacher professional development: An international review of the literature*. Paris: UNESCO, International Institute for Educational Planning.

Wallace, M. J. (1991). *Training foreign language teachers: A reflective approach*. Cambridge: Cambridge University Press

Wise, A. (1989). Professional teaching: A new paradigm for the management of education. In T. J. Sergiovanni & J. H. Moore (Eds.), *Schooling for tomorrow* (301–310). Boston: Allyn and Bacon

Yan, C., & He, C. (2015). Short Courses Shouldn't Be Short-lived!' Enhancing Longer-term Impact of English as a Foreign Language INSET Initiatives in China. *Professional Development in Education*, 41(5), 759–776.

Zhang, Y. (2014). *Investigating the Impact of a University-based Professional Development Program for Teachers of English Language Learners in Ohio—A Mixed*

Methods Study of Teacher Learning and Change. [Unpublished Doctoral Dissertation],
Ohio State University, Ohio, USA.



7. APPENDICES

Appendix A: Consent Form for the Participants

Dear Colleagues,

You have been invited to participate in a study that aims to discover the EFL teachers' perceptions regarding the contribution of CELTA to their professional development. If you accept, you will be asked the underlying reasons for your desire to get this certificate, the professional practices you have engaged in this program, and to what extent you are integrating what you have learned in the certificate program into your current teaching practices. For this purpose, you will be asked to fill out a questionnaire including demographic information and reflect on the questions that address your perceptions regarding the contribution of CELTA to your professional development.

Benefits

There will be no direct benefit to you, but your participation is likely to help me find out more about the impact of CELTA certificate to EFL teachers' professional development in Turkey.

Confidentiality

I assure you that your responses will only be used for the stated purposes of this study, and will not be shared with other researchers. Your responses will not be revealed by your name, and your identity will be kept confidential.

Right to Refuse or Withdraw

You do not have to take part in this research if you do not wish to do so, and choosing to participate will not affect your job or job-related evaluations in any way. You may stop participating in the discussion at any time that you wish without your job being affected.

Who to Contact

If you have any questions, please contact me.

Voluntary Consent

By signing below, you agree that the researcher has explained the purpose, principles, and the procedures of the study, and you agree to take part in this study. You understand that the collected data will be kept confidential and you are free to withdraw from the study at any time.

Name/Surname: _____ Signature: _____ Date: _____

Appendix B: Questionnaire For Participants

Dear Colleague,

I am an MA student at Yeditepe University, Department of Educational Sciences. This questionnaire is designed to investigate your perceptions regarding the contribution of CELTA to your professional development. Your cooperation will be highly appreciated. Your responses will only be used for this research and be kept confidential.

Dilan U. Usta

PART I: Background Information

In this part of the questionnaire, please write short information or check the boxes which are suitable for you.

***Gender:**

Male

Female

***Age:**

***Degree of highest qualification:**

BA MA PhD

***Area of study:**

BA:

MA:

PhD:

***Years of teaching experience:**

***Type of school you work in:**

State Private

***The year you got your CELTA:**

***Type of the course you have attended:**

Part-time Full-time

***The grade level(s) taught currently:**

***Your native language:**

***The CPD (Continuous Professional Development) activities you have already engaged in (e.g; workshops, attending conferences, writing articles, reading journals/articles etc.)**

PART II: The questions in this section address the EFL teachers' perceptions regarding the contribution of CELTA to their professional development.

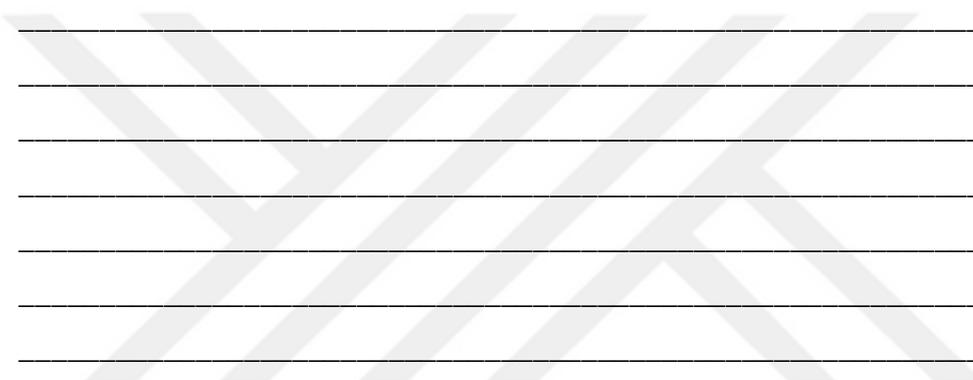
(Please read the following questions and reflect on them)

1- What were the reasons for you to attend the CELTA course? (e.g; personal/ professional/ career-related/ others)

2- How do you think CELTA training developed your classroom management skills?

3- How do you think CELTA training developed your lesson planning skills?

4- How do you think CELTA training contributed to your material development and material adaptation skills?



5- What other aspects of your teaching skills have been influenced by CELTA training? (e.g; giving feedback, giving instruction etc.)

6- What professional, and academic changes have you observed about yourself as a teacher after taking this certificate?

7- Which part(s) of the course were most useful to your teaching and professional development?

8- Which part(s) of the course were least useful to your teaching and professional development?



Appendix C: Interview Questions For The Participants

- 1) What were your expectations from the CELTA course? Did it fulfill your expectations?
- 2) How did this course help you to become a more confident teacher?
- 3) Can you describe how confident you feel about classroom management after you become a CELTA graduate?
- 4) Do you feel that being a CELTA-holder teacher puts you ahead of others? Why/Why not?
- 5) (HOW) Did this course help you to adapt materials when needed?
- 6) Do you think your teaching in general has changed after this course? If so, how? If not, what are the reasons?
- 7) Do you see any discrepancy between the course content and your own teaching context?
- 8) Taking Turkish ELT context into account, are there any topics that you wish to have been emphasized more at the course?
- 9) Is there anything that you want to add?

EFL TEACHERS' PERCEPTIONS REGARDING THE CONTRIBUTION OF CELTA TO THEIR PROFESSIONAL DEVELOPMENT

ORIGINALITY REPORT

12%

SIMILARITY INDEX

11%

INTERNET SOURCES

4%

PUBLICATIONS

3%

STUDENT PAPERS

PRIMARY SOURCES

| | | |
|---|---|-----|
| 1 | etd.lib.metu.edu.tr Internet Source | 1% |
| 2 | Submitted to Yeditepe University Student Paper | 1% |
| 3 | media.neliti.com Internet Source | 1% |
| 4 | acikbilim.yok.gov.tr Internet Source | 1% |
| 5 | www.acarindex.com Internet Source | 1% |
| 6 | Submitted to University of Leeds Student Paper | <1% |
| 7 | etheses.whiterose.ac.uk Internet Source | <1% |
| 8 | iojet.org Internet Source | <1% |
| 9 | "Current Perspectives on the TESOL Practicum", Springer Science and Business | <1% |