

**TURKISH EFL TEACHERS' AND ADMINISTRATORS' PERCEPTIONS
OF SHORT TEACHER TRAINING COURSES: THE CASE OF CELTA**

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JUNE 2015

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OF SHORT TEACHER TRAINING COURSES: THE CASE OF CELTA**

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Mine GÜLCAN

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ABSTRACT

TURKISH EFL TEACHERS' AND ADMINISTRATORS' PERCEPTIONS OF SHORT TEACHER TRAINING COURSES: THE CASE OF CELTA

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The purpose of this study was to investigate the applicability of Certificate of Teaching English to Speakers of Other Languages (CELTA) in the Turkish context and the necessity for teachers to obtain it. For this qualitative study, the data was collected by means of three tools: A CELTA questionnaire in which 41 Turkish CELTA holders participated; semi-structured teacher interviews participated by 2 elementary school EFL teachers at private K-12 schools in Istanbul and 3 EFL instructors at a school of languages at a non-profit, private university in Istanbul. Of these 5 teachers / instructors, 4 of them were observed at their classrooms in order to validate the data. Also, 2 academic coordinators of foreign languages at private K-12 schools and 2 directors of schools of languages at private universities were interviewed to discuss the position of CELTA in the Turkish context and importance of a CELTA degree for EFL teachers in job interviews. The findings suggest that teachers are glad to take it; they admit that it contributed to them in many ways. However, they agree that it is nearly impossible to apply all the CELTA techniques in their classrooms. From the employers' perspectives, it can be inferred that CELTA is an efficient tool to be developed professionally, but it is not a must.

Keywords: Certificate of Teaching English to Speakers of Other Languages (CELTA), English Language Teaching (ELT), Professional Development, Turkish Context, Communicative Language Teaching (CLT)

ÖZ

TÜRK İNGİLİZCE ÖĞRETMENLERİNİN VE İDARECİLERİNİN KISA ÖĞRETMENLİK KURSLARINA YÖNELİK ALGILARI: CELTA ÖRNEĞİ

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Bu çalışmanın amacı, Certificate of Teaching English to Speakers of Other Languages (CELTA) programının Türkiye bağlamında uygulanabilirliğini ve öğretmenlerin bu sertifikayı ediminin gerekliliğini araştırmaktır. Bu sözel çalışma için, veriler üç şekilde toplanmıştır: 41 CELTA sertifikasına sahip Türk öğretmenin katıldığı bir CELTA anketi, İstanbul'daki özel ilk ve ortaöğretim kurumlarında çalışan iki İngilizce Öğretmeni ve İstanbul'daki özel bir üniversitenin hazırlık okulunda çalışan üç yabancı dil okutmanının katıldığı yarı-yapılandırılmış röportaj. Katılımcı beş öğretmen/ okutmandan, dördü, elde edilen verilere geçerlilik kazandırmak amacıyla, sınıflarında gözlemlendi. Ayrıca, özel ilk ve orta dereceli okulların yabancı diller bölümlerinin iki akademik koordinatörü ile özel üniversitelerin hazırlık bölümlerinin iki müdürü CELTA'nın Türk bağlamındaki yerini ve İngilizce öğretmenlerinin başvurularındaki önemini tartışmak üzere görüşüldü. Sonuçlara göre, öğretmenler bu programa katılmaktan memnun ve bunun onlara pek çok katkıda bulunduğunu kabul ediyorlar. Ancak, bütün CELTA tekniklerini sınıflarında uygulamalarının neredeyse imkansız olduğu görüşünde birleşiyorlar. İşverenlerin görüşlerinden ise profesyonel anlamda gelişmek için CELTA'nın verimli bir araç olduğu ama bir şart olmadığı anlaşılıyor.

Anahtar Kelimeler: Certificate of Teaching English to Speakers of Other Languages (CELTA), İngiliz Dili Eğitimi, Mesleki Gelişim, Türkiye Bağlamı, Communicative Language Teaching (CLT)

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LIST OF ABBREVIATIONS

CELTA	Certificate in Teaching English to Speakers of Other Languages
DELTA	Diploma in Teaching English to Speakers of Other Languages
ELT	English Language Teaching
EFL	English as a Foreign Language
TESOL	Teachers of English to Speakers of Other Languages
K-12	The sum of primary and secondary levels of education (From Kindergarten to 12 th grade)

Chapter 1: Introduction

1.1 Overview

If you are looking for an English as a Foreign Language (EFL) teaching post, especially at the university level in Turkey, it is easy to come across Certificate in Teaching English to Speakers of Other Languages (CELTA) as a requirement. What is “CELTA”, then? Why is it required? Is it possible to survive in the teaching industry without having this certificate? These are a couple of points this study aims to investigate.

The CELTA “is an initial qualification for people with little or no previous teaching experience” (Green, 2005, p.7). This can be regarded as an introduction to the teaching sector. CELTA is an international qualification which enables its holders to teach English in any country in the world. Even solely for the opportunities it gives, CELTA has been and is still increasing its popularity in the education field.

Turkey has not remained indifferent to this trend, either. For nearly 30 years, CELTA courses have been offered in Turkey and it has trained thousands of teachers. Although the CELTA course has been running for a very long time, attendees of this course have risen in number recently. What is the reason for that? Is this a marketing phenomenon? From the growing demand of teachers, can we infer that this short teacher training course is effective? This study is conducted in an effort to answer these questions.

Although there is an increasing popularity and demand for CELTA course, it is worth mentioning that studies that have been conducted on this course so far are surprisingly few. In particular, the route of CELTA holders following the course needs to be elaborated more and more. Thus, this study proves CELTA and its (in)efficiency within the Turkish context by contributing to teacher education field.

Since CELTA is not recognized by Ministry of Education as the teaching qualification to teach in K-12 schools, teachers take CELTA only to contribute to their professional development. In Turkey, teachers take it either before starting their

teaching career, as a student or recent graduate, or while they are working as an EFL teacher. In this respect, CELTA can be referred to a part of both pre-service teacher training and in-service teacher training of Turkish EFL teachers.

This short teacher training programme combines theory through input sessions and practice through teaching practices of each trainee. Upon the successful completion of the course, newly qualified EFL teachers obtain the opportunity to teach English at private language schools around the world. Depending on the countries' regulations, these teachers can teach at various institutions, such as universities. In Turkish context, it is not recognized as a teaching qualification for Turkish teachers to teach English at public schools, but required for native or native-like teachers to be employed at private K-12 schools or universities. For Turkish CELTA holders who mostly did Bachelor's degree and are generally eligible to teach, it only becomes a way of developing themselves professionally. The effectiveness of this certificate in classrooms and in teaching job applications from Turkish EFL teachers / instructors is a topic to be enlightened, which inspired this study. The phenomenon of CELTA needs to be explained and this study will do it from the perspective of Turkish context.

1.2 Theoretical Framework

CELTA course is quite consistent and well-functioning programme within its own context. Since in the Turkish context, especially at K-12 schools and schools of languages at universities, the content of classroom, working conditions, student profiles and even the motivation of students differ, one can expect some irrelevant conditions while trying to apply CELTA techniques. Sag (2013) summarizes that "the system of the institution and the learners' needs may be different in each teaching context, thus the things instilled on a course may not be implemented in all teaching settings "(p. 31).

What aforementioned irrelevances are and the reason why they occur should be elaborated considering the framework of Turkish context. Also, how well CELTA holders can go only based on this skills-based training is a question to be answered.

As O'Connor (2011) claims, CELTA graduates start their professional lives with full self-confidence. Because the subjects of this study are not only novice

teachers but also experienced teachers who decided to take CELTA while working, it is important to find if the same hypothesis apply to experienced teachers after the course, as well. Regardless of the years of experiences they have, new CELTA graduates feel confident about their skills as EFL teachers as a result of plenty of chances practice skills-based teaching and eventually a new vision they get.

Employers can expect their EFL teachers to apply all the techniques they have learnt to upgrade their students. However, are they aware of the constraints that hinder them from doing it? This study aims to make CELTA holder EFL teachers' voices to be heard by the administrators and even the organisers of this course in Turkey.

1.3 Statement of the Problem

In spite of the fact that short teacher training courses like CELTA gain popularity gradually, few people know about its content. Surely being a CELTA holder makes a teacher more preferred than his/her fellow teachers, but is it really advantageous thing to be a CELTA graduate? Does it make it somehow easier to teach? Briefly, does it make somebody a better teacher?

The starting point of conducting this research was at point of wondering how CELTA holder EFL teachers adapt its mentality into their classes. Unlike what is taught during the CELTA course, which will be discussed in Chapter Two, the reality of Turkish context is rather different. The course was designed for native speakers of English who planned to teach their L1 in other countries. However, the motivation for Turkish EFL teachers to take CELTA is to have better employment and better salary. The purpose is to investigate if the knowledge Turkish EFL teachers gained during their pre-service training and the knowledge they gained during their CELTA course clash and how they survive in their teaching jobs.

As a CELTA graduate myself, I was quite curious about the experiences of my fellow teachers. I believed that they have many things to say about the CELTA programme. They either do it because of their personal benefit or institutions they work at supply money and conditions to do it. No matter what their motives are, I wished to present how they see the outcome of this course in themselves. As well as CELTA-holder EFL teachers' important views, I will scrutinize this issue by taking

administrative staff's views into consideration, which are undeniably essential to shed a light on this subject.

1.4 Purpose of the Study

The purpose of this study is to investigate if a CELTA course is important and effective within Turkish context. Since teacher training certificates like CELTA, DELTA and TESOL seem some of the criteria that a teacher is expected to have, I believe it will be beneficial to elaborate what they really are and whether EFL teachers' practice change after having such a qualification. In this study, I will focus only on CELTA, which is regarded as the basic EFL qualification worldwide.

This study consisted of three steps with focusing on different purposes: first step was to get as many CELTA holders as possible to fill out a survey. This survey was used to have a general profile of CELTA holders. Based on the results, statistical information (means and averages) could be reached about these teachers. Therefore, what EFL teachers with CELTA are apt to could be inferred.

The second step was making interviews with EFL teachers with CELTA and school administrators. The aim of the interviews with EFL teachers was to receive more information about themselves and how they perceived themselves after CELTA. On the other hand, school administrators and academic directors of private institutions were also interviewed. It was important to ask their opinions about this certificate because they are the ones who employ teachers, who decide if the CELTA must be sought in a teacher's resume or not. That is to say, they are the ones who set the criteria for teachers in order to employ them. For this reason, it was crucial to learn why they require a CELTA degree from their future teachers.

Final part of the research was to observe teachers in their classrooms. This part of the study gave an opportunity to compare and contrast teachers' views with their practices. During this observation process, I looked for the traces of CELTA methodology, referred as the Communicative Language Method by O'Connor (2011). It was also important to prove if the statements of teachers were reliable or not. Further information about the data collection procedure can be reached in the Chapter Three.

1.5 Research Questions

In the light of all the information above, following questions have been formed for this research:

1. Is CELTA applicable to the Turkish context? If so, how do TESOL teachers apply CELTA techniques to their own classrooms?
2. Do EFL teachers notice any personal or contextual change in themselves after taking CELTA?
3. What is the employers' perspective about CELTA when hiring an EFL teacher?

1.6 Significance of the Study

This study will hopefully contribute to teacher training literature in Turkey. This study which takes CELTA graduates into the core is one of the rare studies in this area. Worldwide, there are few published studies which elaborate CELTA holders' opinions only after the course. Although CELTA has gained and is still gaining a large popularity among novice teachers and experienced teachers as well as school administrators, it is surprising that not many studies have been carried out in this field. Keeping that in mind, this research is going to make CELTA holders' thoughts about this teacher training course heard and noticed by administrators and course organisers. Likewise, with this research, current teachers and novice teachers can make themselves aware of school administrators' and employers' expectations from the teachers they employ or will employ.

All of the participants in this study have taken CELTA in Turkey. Thus, they make comments about the delivery and the operation of the course in Turkey. This study can give course designers in Turkey a detailed review of the course from their graduates. It depicts good points and points to improve on the course. Also, it will give an opportunity to follow up with the graduates and give a thorough idea of their careers after this course. Generally, this study demonstrates what the next step will be in organising and running a CELTA course in Turkey.

As mentioned above, there are limited numbers of studies about CELTA holders. On academic level, I believe this study will contribute to teacher education literature locally and internationally. I hope it will encourage researchers in other

countries to conduct a similar research like this so that it can be possible to compare CELTA holders and their experiences in various settings.

1.7 Basic Assumptions

The researcher assumes that all the participants in this study responded questions of data collection tools with full honesty. It is assumed that the participants share the concerns and opinions of the whole group. They are chosen as the representatives of the groups that have been elaborated. As for the classroom observations, it is assumed that EFL teachers and instructors carry on the way they teach at the unobserved lessons, as well. The assumptions are made on the condition that these EFL teachers teach in exactly the same style as in their unobserved classes. Besides, the researcher assumes that the data collection tools, in this case they are a questionnaire, teacher and administrator interviews and classroom observation forms, are appropriate and relevant.

1.8 Overview of Methodology

The aim of the study is to demonstrate if CELTA is applicable and effective in the Turkish context as well as its importance in teaching job applications. A short summary of methodology of this study is presented below.

1.8.1 Research design. This study used a qualitative case study as the research design. It is adopted as a qualitative study due to common features such as looking for answers “from the perspectives of local population it involves” (Mack et al., 2005, p. 1), seeks to understand opinions, views, experiences of a particular group. This group is Turkish CELTA holders in this study. Therefore, it tries to explain Turkish EFL teachers with CELTA rather than trying to explain all the CELTA graduates in the world. This feature makes this study a case study.

All the instruments to collect data in this research (CELTA questionnaire, teacher and employer interviews and classroom observations) are meant to explain why and how of problems related to the CELTA practice from the perspective of a particular group, which is in this case Turkish CELTA holder EFL teachers and instructors. Qualitative data gathered by teacher and administrator interviews and classroom observations are reinforced by CELTA questionnaire. By the use of three overlapping tools, methodological triangulation is sought.

1.8.2 Participants. The research is conducted with 41 Turkish CELTA course holders who may and may not work as EFL teachers at that time. By random sampling, 5 of them who pursue their careers as EFL teachers became subjects for structured interviews and 4 of them for classroom observations. The reason of the reduction in the number of observed EFL teachers is that one of them did not have any classes during the data collection process. She delivers English lessons in the autumn term and in the spring term she works in the materials development department. An interview was conducted with her, but her classroom was not able to be observed due to this change of duties.

On the other hand, 4 administrators / coordinators at private colleges and universities in Istanbul were arranged for structured interviews about the importance of the CELTA course when hiring new teachers.

1.8.3 Setting. The link of the questionnaire, as the first stage of the data collection procedure, was emailed to the possible participants and CELTA course providers in Turkey online. For the next stages, teachers and administrators / coordinators were interviewed and observed at their institutions.

1.8.4 Data collection instruments. Three means of data collection were applied in this study:

1.8.4.1 Survey. In order to collect personal, educational, occupational data about Turkish CELTA graduates, a survey was distributed. The survey was adapted from O'Connor's (2011) CELTA questionnaire which had been carried out amongst the graduates from a CELTA course in Australia. The survey had 39 questions. It consisted mainly of multiple-choice questions and few open-ended questions, which asked participants to type required answers. The final part of the survey was to find more about the attitudes and beliefs about the CELTA course and teaching in general. This part was a Likert-type scale, where the participants had to choose the most suitable responses to the statements given.

1.8.4.2 Teacher interviews. With five teachers who had completed the survey and worked as an EFL teacher at the time of the research, semi-structured interviews were administered. 13 questions which had been prepared by the researcher were

asked to find more about the interviewees' perception of the CELTA course and its function, advantages and/or disadvantages while teaching.

The subjects of this stage were chosen by following purposive sampling for interviews and observations. The institutions they worked at (either universities or K-12 schools) as well as their schedule were two important factors to choose samples. In the interview, more in-depth questions were asked so that the data collected could give an opportunity to conduct a qualitative research.

1.8.4.3 Administrator/coordinator interviews. The purpose of these interviews was to learn the reasons why the CELTA is preferred or required while interviewing with teachers for teaching posts in their institutions. These are the people who decide on the criteria for teachers and whether an applicant is successful or not. Thus, the questions in this part were to find out how a CELTA can play role in this process. In these interviews, 13 open-ended questions were asked to each interviewee.

1.8.4.4 Classroom observation. The 4 of the participants of teacher interviews were observed in their classrooms to check if their answers about the classroom practices were overlapping and to see if they applied CELTA in their own classrooms, as posed by the first research question. Field notes were taken during these observations and they were later narrated by the observer.

1.8.5 Data collection procedure. In her research, O'Connor (2011) developed a very comprehensive survey and because it was believed that survey would serve this research well to learn the same sorts of information about the participants, this survey was adapted to this study and few more questions were added to find answers to the research questions. The survey was edited and transformed into an online version so that participants would not have to spend long time on answering it. Once it was completed, the link of the questionnaire was emailed to teachers, instructors and course providers to spread it to their CELTA graduates.

Among the teachers who had completed the online survey, five of them were contacted and asked if they were willing to be interviewed. Semi-structured face-to-face interviews were made in Turkish and they were all audio-recorded, transcribed

and then translated into English. They also orally consented to be observed while they were teaching. However, one of them did not have classes in the term that data was collected, as a result, 4 out of 5 subjects could be observed. On pre-scheduled days, each participant was observed. The researcher took notes and did not give any feedback.

At the same time, administrators of schools of languages and foreign language coordinators at foundation universities as well as private K-12 colleges were contacted and asked if they wanted to contribute to this research. On a pre-arranged day, four of the executives who were in charge of employing EFL teachers were interviewed in Turkish. Those interviews were audio recorded and transcribed and translated into English for later use.

In order to keep their names anonymous, each participant was given a number.

1.8.6 Data analysis procedure. For the statistical data obtained from the questionnaire, the average of each question was calculated so that the tendency of the group was determined.

For the qualitative data, transcription of teacher and administrator interviews was interpreted by coding the patterns and comparing them with one another. Also, observation notes were categorized and interpreted.

1.9 Operational Definitions of Terms

CELTA Methodology: Although not a particular method is emphasized in the course, Communicative Language Teaching (CLT) “remains a popular theoretical framework that underlies the practical teaching techniques on most CELTA courses” (O’Connor, 2011, p. 48). In this study, CELTA methodology refers to communication-based approach and its peculiar techniques.

In-Service Teacher Education (INSET): “Any education or training activities to improve professional knowledge and practice after initial (Pre-service) education” (Bolam as cited in Roberts, 1998, p. 221)

Pre-Service Teacher Education / Initial Teacher Training: In this study, this term refers to 4-year undergraduate studies in order to become an English

language teacher. Besides, this term can be used for the one-year teaching certificate programme for Turkish teacher candidates.

CELTA Holder / CELTA Graduate: Anyone who completes and passes the CELTA course, in other words, CELTA qualified teachers.

CELTA Trainee / Student Teacher: Trainees in CELTA courses as well as final year BA ELT students.

Chapter 2: Literature Review

2.1 Overview

CELTA is an initial teacher training for prospective teachers who have little teaching experience or no experience at all. Therefore, CELTA can be considered as the first step into ELT World. However, in Turkey, the CELTA is not a criterion to be employed as an EFL teacher in Turkey. One does not need to take CELTA in order to be a teacher in Turkey. As a result, teachers who do CELTA are mainly teachers who have previous job experience and want to develop themselves professionally. In this respect, it becomes an in-service teacher training course in the Turkish context.

Turkish EFL teachers obtain CELTA for many reasons: to increase the chance of finding better teaching job, to increase their salary, to become a distinct teacher among their colleagues and many more. While discovering teachers' motives for doing CELTA, in this chapter, I will explain the Turkish context, teacher education in Turkey and where the CELTA stands in this context.

2.2 Pre-Service Teacher Education in Turkey

4-year high school students in Turkey sit national student selection and placement exams called YGS (The Transition to Higher Education Exam) and LYS (Undergraduate Placement Exam). Additionally, if one wants to study teaching a foreign language, for example English Language Teaching, French Language Teaching and such, they have to take YDS (Examination of Foreign Languages) along with YGS and LYS. YDS does not measure listening, writing or speaking skills, it mostly measures written comprehension skills (besides sub-skills like grammar, vocabulary, translation, coherence in a text etc.). Therefore, it is possible to say that candidates can pass the exam and pursue a degree in this area if their reading skills and test solving techniques are above standard. In fact, the university entrance system in Turkey is still a hot debate, which has little to do with the scope of this research.

During four years of education at faculties, students take various courses including “teaching basic skills, theories of second language acquisition, linguistics, English literature, introduction to the profession of teaching, planning and evaluation of learning, materials development” (Üstünlüoğlu, 2008). Mostly in the final year of the degree, students are required to observe experienced teachers at public or private K-12 schools. They regularly – mostly four hours per week - attend those teachers’ classes and observe them. Tutors usually require a journal or reflection paper of their experiences in schools. Through the end of observation, student teachers teach one whole lesson at one of the classrooms they have observed. This lesson is observed and reported by the actual English language teacher in the school. It is a process that each student teacher has to go through in order to graduate. If they qualify to graduate, students leave the university having taught at few lessons. Upon successful completion of input sessions for 4 years and compulsory observation and teaching practice in K-12 schools at the final semester of the degree programme, students of ELT are awarded a Bachelor’s degree in English Language Teaching. Those who have a BA in ELT can teach English at public and private elementary, secondary and higher education institutions in Turkey.

Because of constant need of English language teachers and shortage in the amount of English language teachers employed, the Ministry of Education has decided to implement one-year intensive “English Language Teaching Certificate” (Pedagogjik Formasyon) programme for students or graduates who do not study at faculties of education. For instance, if a student or a graduate of the department of American Culture and Literature (from Faculty of Letters) wants to pursue an EFL teaching career, along with their undergraduate degree, they can enrol to this programme. Upon successful completion, they can be employed in public and private schools and language centres in Turkey. The content of this programme is very similar to the undergraduate programme at universities but more intensive, which also includes teaching practicum.

ELT and non-ELT graduates with aforementioned teaching certificate must pass the test called Kamu Personeli Seçme Sınavı, Öğretmenlik Alan Bilgisi Testi (Public Personnel Selection Examination, Teaching Profession Knowledge Test) if they wish to teach English at public K-12 schools. This multiple choice test measures teacher candidates’ knowledge about teaching, linguistics, cultural knowledge,

counselling and guidance and more. Each city has got a range of scores of this test. According to score they obtain, teachers choose schools in pre-declared towns and cities.

On the other hand, teachers who cannot score enough or do not want to teach at public schools can still be employed in private K-12 schools. They do not need to prove any score from KPSS at the time of application. But, no matter if they are novice or experienced teachers, if they want to be employed in an A-list private school, they need to prove something that put them ahead of other teachers. This can be years of experience or richness of their professional portfolio. Private school employers would like to see how much a teacher has invested in themselves and how much effort and time they have spent in order to become a better teacher. At this point, teacher training courses like CELTA gains importance because it is a unique experience in a teacher portfolio and an invaluable label in a resume.

2.3 In-Service Teacher Training and Professional Development in Turkey

Professional development of teachers, as a term, refers to “general growth” in teachers’ perception of their jobs and themselves, as discussed by Richards and Farrell (2005). Unlike training, which aims at short-term goals and immediate effects, development is a long-term process and it is never ending. Especially, with ongoing development in technology and constant change in learners’ needs, professional development becomes a must rather than a voluntary activity. In order to keep up with the newest technology and be able to reach new generations of learners, experienced teachers are in need of regular training. Thus, in-service teacher training is an essential part of life long professional development of teachers.

In-service teacher training in Turkey depends on the types of institutions that teachers work: Public K-12 schools, Private K-12 schools and universities.

Öğretmen Yetiştirme ve Geliştirme Müdürlüğü (Directorate of Teacher Training and Development), a department of the Ministry of National Education (MoNE), has many responsibilities in this area including planning in-service programmes for teachers who work at public schools and teach English from 1st grade to 12th grade. However, administration and running these programmes are carried out by provincial representatives of this directorate (Altun, 2011). The

duration of the programmes varies between three days to 90 days and the topics covered are various, as well. Ranging from “Computer Based Technology Training” to “Curriculum Development and Induction”, programmes are criticized by being too theoretical, lacking practical information, as claimed by Altun (2011). The effectiveness of these in-service teacher training (hereafter INSET) programmes is still questionable. Özoğlu (as cited in Bümen et al., 2012) lists problems of INSET programmes organized by the Directorate of Teacher Training and Development such as demotivation of teachers to participate, their passive role in these programmes, unfit topics of programmes, deviation from real needs of teachers, which all affect the efficiency of INSET policy. Seferoğlu (2004) indicates that teachers should be involved in the process of making decisions about their needs. Another point that he makes about INSET programmes is that teachers seem to take more advantages of the programmes if they are carried out in their workplaces by their colleagues, which means they are more in favour of peer teaching rather than a centralized, top-down training. The whole picture is not that bad after all. As Büyükyavuz (2013) found out in her study, EFL teachers are somehow engaged in professional development, but they need to be guided.

The professional development subject in private K-12 schools and universities is relatively different. Teachers of these kinds of schools can also attend INSET programmes organized by provincial directorates; yet, all the expenses should be met by their schools. Most of the private schools and universities are not expectedly willing to have their teachers attend these programmes because of their expenses and irrelevant context to theirs. Teachers are not eager either because of their heavy workload and lack of motivation. Also, there is a belief in these teachers that long seminars and all theoretical instructions will not help them in their classroom. Therefore, teachers refrain themselves from attending an INSET programme due to their irrelevance to their context. Academic coordinators or administrators can organize in-service teacher training programmes independently to meet teachers’ and institutional needs, however, this is completely on their own decisions. As a result, if a school do not organize an INSET programme for their teachers and make it compulsory to attend, teachers rarely take initiative to attend one out of their workplaces.

Contrary to all the concerns of teachers, CELTA stands as a good option for professional development. It includes practical knowledge and strategies that can be applied in classrooms, teaching practice sessions to experiment before their own classrooms and encouragement of collaboration with other teachers who share similar concerns. That is why CELTA is increasing its popularity among teachers more than any other in-service training programmes that Ministry of Education organizes.

2.4 What is CELTA?

Cambridge Certificate in Teaching English to Speakers of Other Languages, referred as CELTA, is the leading initial English language teaching qualification. It is offered by Cambridge English Language Assessment, a non-profit department of the University of Cambridge. Every year more than 850 CELTA courses run in over 300 centres in more than 60 countries, according to the official statistics in 2013 (CELTA Brochure, 2013). Considering the programme has been running as of 1962, this constitutes a huge business in education sector currently.

CELTA is considered as an introductory course to teaching for people who have little or no teaching experience prior to the course. The most significant aspect of the CELTA is that it unites two necessities and desires of people who consider teaching as career: it is short and practical. The duration of the course changes between 4 to 6 weeks depending on the mode of the course (full-time or part-time) and it is mostly skills-based. With the latter feature, it is seen as a ‘survival training’ for teachers (Roberts, 1998). Without a doubt, these two are the concepts that fuel the selling power of this course and it attracts many candidates around the world. Gradually, the demand for this course is rising. In addition to the reputation of this qualification, opportunities it provides its graduates are huge: the qualification is recognized internationally, which means that CELTA holders can work as EFL teachers around the world. Many candidates see this course as a big investment even solely for this opportunity.

In this part of the study, more information about this course will be presented:

2.4.1 History. The history of the CELTA course dates back to 1962 when John Haycraft offered a short, intensive training course at his private language school, International House London (O'Connor, 2011). This programme was intended for its own teaching staff. That course was known as Preparatory Certificate course, focused on basic classroom methodology and hands-on teaching practice (Haycraft, as cited in O'Connor, 2011). The motivation behind this course was to train TESOL teachers for his language schools in other countries. Urgent need of more teachers to employ in his schools and lack of a course that equip future teachers with practical teaching strategies urged him to offer its first teacher training course. The basis of the course was to show mock lessons and useful techniques, then let trainees imitate or adapt in their teaching practices.

In 1978, thanks to big demand from teacher candidates to this course, it started to be administered by Royal Society of Arts (RSA) and renamed as Royal Society of Arts Preparatory Certificate. In 1988, the administration was moved again to the University of Cambridge Local Examinations Syndicate (UCLES) and then the course was called Cambridge Certificate in the Teaching of English as a Foreign Language to Adults (CTEFLA). In 2007, UCLES was renamed as the University of Cambridge ESOL Examinations (Cambridge ESOL) and since then it remains as the administrator and the awarding body of the CELTA course. Along with the administration, other duties of Cambridge ESOL are as follows:

- to approve centres
- to provide the syllabus and assessment criteria
- to quality assure course delivery and assessment
- to ensure trainers are selected and trained in line with Cambridge ESOL guidelines
- to hold regular Grade Review meetings to review and confirm candidates' results
- to follow up any enquiries on results or complaints
- to provide advice and support to centres (CELTA Candidate Record Booklet CELTA 5, 2007, p. 2)

Since it was first introduced in 1962, the programme has undergone some changes: the length of the course increased from two weeks to four weeks, it has

been introduced to overseas candidates in late 1970s, the syllabus has been renewed and very recently online course option has been introduced. CELTA continues to be updated according to the changing needs of learners, developing technology and newest trends in education.

2.4.2 Course content and syllabus. The course syllabus consists of five main topics (Cambridge English: CELTA Syllabus, 2010):

- ***Learners and teachers, and the teaching and learning context.*** It aims to contribute to understanding learners and their probably varied motivations to learn English. It is a sort of introduction to teaching context, teacher and student roles.
- ***Language analysis and awareness.*** This topic covers essential knowledge about the language. It presents an introduction to basic terminology of English and how the language can be presented and practiced. It also aims to make CELTA trainees aware of the similarities and differences between languages while teaching non-native students.
- ***Language skills: reading, listening, speaking and writing.*** Each language skill is focused on by discussing basic principles and key points in skills lessons as well as possible obstacles to deal with in these lessons.
- ***Planning and resources for different teaching contexts.*** It aims to give trainees awareness of lesson planning and practical strategies to apply. As lesson plans should address each student somehow, this topic covers the preparation of the lessons rather than delivering it. Besides, it demonstrates how to adapt materials and resources into trainees' future classrooms.
- ***Developing teaching skills and professionalism.*** This topic mostly deals with classroom management, in-class attitudes, student observation as well as professional development as a teacher. It gives information about the teaching profession that CELTA graduates are likely to need when the course ends such as how to find a job, how to behave in job interviews and so on.

Within the framework of course objectives and syllabus, CELTA course providers are responsible for arranging course programme which has to include (Cambridge English: CELTA Syllabus, 2010):

2.4.2.1 Input. The course programme is mainly divided into two parts: In the morning, CELTA trainees receive input sessions covering the syllabus topics above, followed by teaching practices in the afternoon which trainees either teach or observe trainees in their groups. The units of time depend on the providers' arrangements. The input session is delivered by course tutors with the aim to give trainees some theoretical knowledge and practical knowledge that can help them in their practice.

2.4.2.2 Supervised lesson planning. Apart from input sessions and teaching practice sessions in a day at CELTA, there is a gap in the course schedule that tutors and trainees meet to discuss lesson plans. Trainees come up with ideas to include (activities, materials and such) in their lessons so that they can get approval or recommendation from their tutors. This hour is for revising lesson plans and materials before the practice and discussing feedback on the previous lessons.

2.4.2.3 Teaching practice. Trainees ought to go through teaching practice throughout their courses. They have to teach at least six hours which are observed and assessed by their tutors (CELTA Syllabus, 2010). This practice should involve teaching at two different levels one of which should be below intermediate level. Although lesson duration is not specifically stated, trainees should be able to teach a 40-minute-lesson by the end of the course. Having input sessions continuing and receiving confirmation about lesson plans, trainees are expected to reflect what they have been taught and demonstrated in the course. Therefore, it is important to see how trainees improved themselves within the context of CELTA.

2.4.2.4 Feedback on teaching. Right after teaching practice session, the group of trainees and their tutors gather to give immediate feedback on their practices. Trainees themselves who have taught that day reflect their lessons, and then their peers and the tutor share their opinions about those lessons.

2.4.2.5 Peer observation. As stated above, trainees have six hours of assessed teaching in the course. Also, they have to be present in their classmates' classrooms during their practices as they have to observe and give feedback to the ones who teach that day about their lessons. Each observation has got a different target / area to focus on during the practice.

2.4.2.6 Observation of experienced teachers. CELTA trainees have to observe experienced teachers in those teachers' own classrooms for minimum six hours in the course (CELTA Syllabus, 2010). They can observe different aspects of the lessons and write reflection on that.

2.4.2.7 Consultation time. CELTA trainees have to be given a general feedback on their overall development in the course. Tutors talk to each candidate one by one and inform them about their improvements and/or things to deal with in the course. This tutorial session must be organized minimum once in a 4-week course.

It should be kept in mind that course programme varies from institution to institution; dedicated hours for each aspect of the course can change, as well.

2.4.3 Other information about CELTA. Roberts (1998) divided the whole CELTA structure into the headings as follow:

2.4.3.1 Objectives & aims. At the end of the course, trainees should be able to

- Gain basic teaching principles and knowledge
- Acquire practical in-class skills to teach English
- Apply those principles and skills in a real teaching context (Cambridge English: CELTA Syllabus, 2010)

2.4.3.2 Admission. In order to be eligible for the CELTA course, one must be 18 or over. Good command of English is a must since the medium of instruction is English. Plus, CELTA classes are multi-lingual. It does not consist of local candidates or students only. Every course centre is open to both local and foreign teacher candidates. English level requirement for non-native English speakers is minimum C1 on the Common European Framework of Reference for Languages (CEFR) (See Appendix A).

Admission requirements on academic level are not precisely stated as each country has its own education system. However, what is stated is that people who “have a standard of education equivalent to that required for entry into higher education” (CELTA Brochure, 2013).

The most significant aspect of CELTA which distinguishes it from other popular teacher training courses in Turkey such as ICELT and DELTA is that it does not require a previous job experience before enrolling in the course. As stated above, this course is an initial training which is for those who have little teaching experience or no experience at all. CELTA is the first step into teaching for people who consider ELT as a career.

2.4.3.3 Duration. The course lasts four or five weeks in a full-time mode and around 12 weeks in a part-time mode. It consists of a minimum of 120 contact hours overall.

2.4.3.4 Staff. "Minimum two tutors are required, with at least one tutor for every six trainees, especially for teaching practice" (Roberts, 1998, p. 202)

2.4.3.5 Fees. Depending on the mode of the course, the course centre and the time of the year preferred, fees vary. For instance, fees for a full-time course in Istanbul are around £1200, according to the range at cactustefl.com.

2.4.3.6 Assessment. There are two types of assessment included in the course:

2.4.3.6.1 Planning and teaching. CELTA trainees are supposed to plan and teach for a minimum of six hours under a tutor's observation. They are to plan their lessons beforehand and teach adult learners with their tutor present in the class. After a teaching practice, trainees evaluate themselves, other trainees evaluate the trainee and finally the tutor gives written and oral feedback about the lesson plan and its practice.

Trainees teach at two different levels, one of which should be elementary. In the middle of the course, trainees change levels so that they can teach other groups of learners at a different level. Also, trainees should teach with diverse focus of courses, such as skills, grammar or vocabulary based lessons during the course.

During these six assessed teaching practices, trainees are evaluated by their preparation and planning to teach as well as demonstration of competence as teachers.

2.4.3.6.2 *Classroom-related written assignments*. During the CELTA course four written works are assigned to candidates. Each has a different aspect of ELT to focus on. These aspects are as follow:

- Adult learners and learning context
- Language system of English
- Language skills
- Reflection of classroom teaching and the identification of action points (Cambridge English CELTA Syllabus, 2010, p. 13)

Course providers are responsible for determining the assignments based on the topics above. Assignments are assessed by internal course tutors.

Trainees ought to present a portfolio of all the written assignments and materials related to teaching practice. These portfolios are checked by an assessor of Cambridge ESOL along with a recommendation letter by course tutors about the grades of trainees. This assessor is responsible of visiting the course, checking if the provider abides by the regulations and looking at the written work of trainees.

When the evaluation process is done, certificates are awarded to whom meet the requirements. According to the levels of written and teaching performances, grades of pass, pass with merit (Pass B) or pass with distinction (Pass A) are awarded. Trainees who cannot meet the assessment requirements fail the course.

2.5 Previous Research on CELTA

In the existing literature, one can find studies about the process of CELTA course and its students. There are very reputable studies which take CELTA students, its tutors and its syllabus in the centre (Brandt, 2007; Brandt, 2010; Borg, 2002; Roberts, 1998). However, there are only few studies which take CELTA graduates as the basis: Green's (2005) study, O'Connor's (2011) study and Sag's (2013) study will be focused in this section. Considering the number of graduates each year – about 10.000 people, the number of post-CELTA researches conducted is incredibly low. That is the motivation that the researcher decided to conduct this research.

A small study conducted by Green (2005) is the pioneer in this area. The purpose of his study was to track the careers of CELTA graduates when the course

was done. Before this study, no official record had been kept about that group of people. In this respect, Green's study is essential to refer to. He tried to find out what happened to people after CELTA, what impact CELTA had on their careers and what insights their reviews could give the CELTA organizers about the design of the course. 478 CELTA graduates and students from all around the world returned the questionnaire that Green had distributed. Based only on the questionnaire, Green came up with the results that employment rate after the CELTA was very high. 83% of UK and 88% of overseas CELTA graduates found a teaching job after the course. Of these people, 69% of them worked at a private language school as their first workplace. As for the impact of the course, most of the participants agreed that the CELTA played an important role in opening career opportunities. Almost half of the participants stated that "the CELTA gave them confidence in their work" (Green, 2005, p. 10). However, non-native speakers said that CELTA on its own was not adequate to find a teaching job anywhere besides their countries, especially compared to the condition of native speakers.

Finally, Green's study discussed what CELTA graduates thought about the course. Most of the comments made about the course were positive although there were comments about requesting more focus on young learners in the course. Green mentioned young learner extension of the CELTA for those who were interested.

Participants in O'Connor's (2011) research shared the same concern about teaching young learners after the CELTA, as well. She made a very elaborate study on the CELTA graduates focusing on the transition process in particular. This study can be seen as the starting point and inspiration of this study, as it investigates similar aspects of the course and its graduates to this study.

The aim of the study was to find out how a skills-based training, like CELTA, functioned in a transition into the teaching profession. Also, her study carried two minor research points relevant to this study: What are the particular constraints and possibilities for the new CELTA-qualified teachers? How do these teachers experience their transition in their first year in a TESOL environment?

The study was conducted with 80 CELTA graduates, who completed the questionnaire about their personal, educational and professional background as well as their teaching attitudes. Then, 11 of them kept e-mail journal about their

experiences in their actual classrooms and their workplaces. Scrutinizing the data collected, O'Connor (2011) reached these conclusions:

CELTA graduates were struggling with the teaching context, such as teaching young learners and unfamiliar teaching environment. According to the study, having to work with children caused anxiety in great amount as the training did not equip its students with necessary skills to teach very young learners. Also, CELTA holders mentioned job security issues; they felt insecure in their workplaces, especially in a foreign country. In relation to that, culture shock was one of the problems of those who were teaching in a foreign country. One of the problems, which was also pointed out by Roberts (1998), was that they imitated or replicated the skills / techniques learnt at the CELTA course, however, with the change in the context, they felt inefficient to adapt to the new situation, they realized their theoretical gap in their teaching knowledge. The other constraints mentioned in the study was that “the mismatch between the expectations of a new teacher and their actual experiences” (O'Connor, 2011, p. 252). Either having too high expectations or having no expectations whatsoever eventually caused traumatic teaching experiences. On the other hand, the most important possibility that O'Connor (2011) found in her research was that the CELTA course boosted confidence in newly-qualified teachers. Their skills-based training helped them survive in their first teaching job after the CELTA. Recognition of the qualification around the world also enabled them to have a smooth entry into the teaching field.

The participants of O'Connor's (2011) study revealed that they began their first job feeling confident, but when newly-qualified teachers confronted a rather different context than that of CELTA predicted, they panicked. Also, few months passed by as they were trying to concentrate on themselves and their needs as teachers instead of concentrating on their learners, which led to low-quality in lesson planning and delivery. Furthermore, some teachers stated that they left the CELTA methods when they found that implementing Communicative Language Teaching approach was not possible. O'Connor (2011) stated, “This lack of pedagogical knowledge that might have prevented this phenomenon was regarded by this study as one of the shortcomings of the CELTA course” (p.253).

As for the main research question of O'Connor's (2011) study, which was about the relationship between the CELTA course and the CELTA holders' transition into teaching, it was proved that as long as newly-qualified teachers were in their comfort zone of context which was quite similar to the one posed by the CELTA course – motivated adult learners, small number of groups, positive teaching and learning environment-, they felt secure and reflected what had been taught at the course. However, when they were thrown into different teaching context, teachers did not know what to do. That was when problems arose, unfortunately density of the problems caused teachers to leave the field. For O'Connor (2011), this could be attributed to a lack of pedagogical knowledge and pedagogical content knowledge of teachers.

The same result about the context was found in Sag's (2013) study, as well. Her participants reported that they felt confident about being an EFL teacher in Turkey, but Sag commented that their self-confidence derives from their working in a familiar context in Turkey. If they had worked in a different setting, they would have been exposed to a fierce competition to get a job.

The only study that was conducted with Turkish EFL teachers who took CELTA belongs to Sag (2013). She took them as subjects to discuss the discrepancies between native English speaker teacher (NEST) and non-native English speaker teacher (NNEST). She studied "the self-perceptions of non-native English speaker teachers on a CELTA in Turkey" (Sag, 2013) as well as how these teachers' experiences of CELTA influenced their self-perception in a NEST and NNEST-mixed teaching atmosphere and if they experienced any strengths and shortcomings of being a non-native EFL teacher. The participants were 4 Turkish EFL teachers who took CELTA in Turkey and worked as EFL teachers in Turkey. This qualitative research was based on the data collected via Facebook messaging. According to the results she obtained by semi-structured interview responses, CELTA graduates were content to be teachers in general, but they complained being less privileged than native English speaker EFL teachers in terms of salary, level of qualification and job opportunities. As for their self-perception after the course, the responses were positive. The participants agreed that collaborative learning and teaching helped them establish self-confidence and eliminate a possible disadvantage

of being a non-native speaker EFL teacher. The issue of self-confidence constitutes one of the points that this thesis is going to investigate like Sag's (2013) study.

Other than these studies, Borg (2002) partially dealt with CELTA holder teachers experiences after the course. The study focused on 6 CELTA students and then newly qualified teachers depicting their beliefs, experiences and reflections in and after the course. As my study focuses on the post-CELTA process, that part of the Borg's study will be mentioned here.

In the post-course questionnaires and e-mails, among 3 participants, 2 of them admitted that they needed more teaching practice in the course. They both were content about the programme and techniques they learnt. However, the third participant was not that content as she suffered from completely different teaching environment than the CELTA course. Combination of being in a foreign country (Greece), school policies and discipline, teaching young learners caused her to have some problems in and out of school which led problems in teaching. Eventually that CELTA holder left TEFL after a year. To generalize this ratio, out of every three CELTA holders, one abandons TEFL. This is quite large proportion. A further research should be carried out to confirm this generalization.

2.6 Discussions about CELTA

Main discussion about the CELTA course is going around its brevity. It lasts 4 weeks if the full-time option is preferred. The question is whether it is long enough to teach someone who has no previous teaching experience to go into a classroom and teach.

Roberts (1998) claimed that if the need for teachers was urgent, short teacher training courses could be justifiable. It would be completely understandable that private language schools sought to employ CELTA graduates. However, in the long run, longer-term development for teachers was necessary. Also, personal and professional development of teachers had to be followed up.

Ferguson and Dunno (2003) took the brevity of the course to a different level: A one-month course does not give attendees enough time to develop themselves professionally and reflect on their teaching, briefly, contemplate on their experiences. They also questioned "whether the concept of the one-month training course retains

its validity in the changed circumstances of EFL teaching” (Ferguson & Dunno, 2003, p. 31).

In contrast to this discussion, Macpherson (2003) said that the duration of the course was not a sign of weakness considering the intensity of the course and she claimed the course covered each necessary skill and knowledge needed in the classroom. O’Connor (2011) also defended the duration of the course in that it “contributes to rapid mastery of basic teaching skills” (p. 48).

Another discussion about CELTA is that it is not regarded as a preparatory qualification by its graduates, it is considered sufficient qualification on its own. It is statistically proved that few CELTA holders move on to the next complementary qualification, such as DELTA or a Master’s degree. 10% of the people who took CELTA move on to obtain DELTA (Roberts, 1998). Many speculations can be made about the reasons: they might prefer other types of qualifications; they might not be able to afford DELTA or they simply do not want to do it. However, Roberts (1998) claimed that quite a high proportion of people who did CELTA used this qualification to travel and have overseas experience, at the end, they quit TEFL sector altogether.

Sharing the same concern with Roberts, Borg (2002) stated in her study that:

The number of teachers who take the DELTA are said to be 10% of those who take CELTAs, is worrying. If the CELTA is the only professional qualification undertaken then does it provide a sufficient springboard from which novice teachers can develop? At the moment there are few incentives for EFL teachers to return to the training room. DELTAs and Master's degrees are expensive and the return on investment can be low. I think for the CELTA to function properly, that is providing a survival level entry-point to the profession, then the framework for development and progression to a further, post-experience qualification should be clearer and incentives for continuing offered. However, with ELT being such a market-driven business, I cannot see this happening in the near future. (p.426)

After all, in order to explain why attendance to DELTA course after having CELTA is low, most up-to-date statistics should be reached in order to keep the track of CELTA graduates. Over years, their reasons of not obtaining further qualification should be investigated.

2.7 Why Do Turkish EFL Teachers Take CELTA?

Turkish teachers who are currently working as an EFL teacher mainly either work in a public K-12 school / universities or private K-12 schools or universities. The rate of taking CELTA among teachers working in a public K-12 schools are very low. The reason why they do not take CELTA is either they do not know about the course or they think they do not need to do one because it will not contribute to their teaching or simply they cannot afford it. Since CELTA certificate is not a recognized qualification by the Ministry of Education to be employed in public schools, except from contributing themselves professionally, it does not give them a plus in working conditions at public schools. They will not receive a pay rise, they will not receive a sort of promotion; it does not matter if they would like to advance in their careers. Therefore, not many public school teachers enrol in a CELTA course.

However, in private sector, the conditions change. If one wants to advance in their teaching careers within the private sector, either at K-12 schools or universities, a CELTA is highly recommended. This means having new doors open, increase in salary, improvement in working conditions and securing their places. Even if not having a CELTA is not an issue before being hired, teachers feel like taking a CELTA is necessary when they become a part of a competitive private sector.

Although CELTA cannot be recognized as a teaching qualification in the Turkish context unlike the issue of native speakers', it means a lot in terms of professional development. Due to the reputation of the awarding body and unification of education, it stands as a good label in EFL teachers' resumes. Also, if one wants to work as an EFL teacher or instructor at private sector institutions, CELTA is a good alternative to the Turkish equivalent, which is one-year pedagogical formation teaching certificate. It is shorter, easier and most significantly more practical.

Chapter 3: Methodology

In this chapter, research design and more information about the methodology adopted in this study will be discussed.

3.1 Philosophical Paradigm

This study adopted a qualitative research design in order to explore the phenomenon of CELTA in Turkish context. Qualitative design is intended to uncover the truth behind human experiences while giving more complex and descriptive data. One of the superiorities of qualitative research is the feature that enables researcher and readers to have more insight about the context and to see “disjunction of grand theories with local contexts” (Guba & Lincoln, 1994, p. 106). Likewise, the purpose of this study is to illustrate the discrepancies between theories presented in CELTA course and the reality of ELT in the Turkish context.

This study examines mainly the practice of CELTA methodology from the framework of qualitative research paradigm. As it deals with real-life experiences of a single person or small number of people, in my case they are Turkish CELTA holder EFL teachers, case study approach is well-suited to this thesis. Case study is “the examination of an instance in action” (Walker as cited in O’Connor, 2011, p. 114) and it aims to focus on a phenomenon in real-life context. Parallel to that, this study seeks to explore the practice of CELTA techniques in action where the teaching occurs.

Interpretive paradigm was utilized in order to explain the practice of CELTA and the importance of it for EFL teachers and administrators from their points of view. As Walsham (as cited in Guest et al., 2012) states:

Interpretive methods of research start from the position that our knowledge of reality, including the domain of human action, is a social construction by human actors... Thus there is no objective reality which can be discovered by researchers and replicated by others... (p.5)

Interpretive paradigm can help to explain CELTA and its practice from subjective understanding and experiences of the participants. All the data collected for this study presents the subjective perception of CELTA and its practice from personal experiences, which is also common idea of constructivism, discussed by Guba and Lincon (1994). Thus, this thesis is based on the grounds of interpretivism and constructivism.

3.2 Research Design

This study aims to find out about the efficiency of the CELTA in the Turkish private K-12 school and university preparation year context. For this purpose, qualitative data from teacher interviews and observations were evaluated with the data from a teacher questionnaire to come up with the best answers to the research questions. As a result of searching for the most comprehensive answers, a qualitative case study research design was adopted.

Qualitative research “provides contextual descriptions of how people experience a given research issue”, according to Mack et al. (2005, p. 1). A more in-depth analysis of a specific phenomenon can be possible with qualitative data. Two of the qualitative research methods were applied in this study: in-depth interviews and participation observation. Audio recording and field notes were the forms that generate the qualitative data in this research. The CELTA questionnaire was used to reinforce the data achieved by two means of data collection instruments.

For Anderson (as cited in Noor, 2008), case studies deal with how and why things happen, explaining the differences between “contextual plans and what is really occurring”. This study tries to investigate the differences of the teaching practices in CELTA and teaching practices at the CELTA holders’ real classrooms. Also, Anderson defines case studies as methods to explain a particular issue, rather than a whole organization. As for this study, the scope of it is restricted to Turkish CELTA holders, specifically Turkish CELTA graduates who work at private K-12 schools and universities. In terms of both criteria, this research can be defined as qualitative case study.

As a top-down approach was adopted while analysing the CELTA course and its attendees, the data collection started with analysing the whole group by having the

participants completed a structured survey. It enabled the researcher to evaluate how the whole group of participants, in this case they are Turkish CELTA graduates, think. Then, five teachers and instructors were chosen to describe and explain further characteristics as well as points that the survey was inadequate to make. The data were collected several times not just in one attempt, so that the accuracy of the data could be tested by each means of instruments.

This study involved methodological triangulation in that it sought correspondence of results from three different instruments, particularly from last section of the survey and classroom observation results. Also, the CELTA questionnaire was followed by semi-structured teacher interviews so that the flexible form of the interview could unfold more information where the rigid structured questionnaires could not. Furthermore, classroom observation was expected to illustrate points that interviewees were not willing to share or that were underestimated by the study or even things that were out of this study's scope. Therefore, each method was inevitably overlapped and without even one of them true results of the problem could not be reached.

3.3 Setting

This study took place in the natural settings of the participants. Survey was distributed and completed online. For the next steps of the study, as the researcher, I visited the teachers' and academic coordinators' institutions, which included both K-12 schools and schools of languages at the universities. As for the observation stage, I attended the actual classes of the participant teachers in their workplace. Hence, I had the chances of observing 5th grade classes in 2 different private K-12 schools in Ataşehir and Ataköy in Istanbul. Also, in one private university in Istanbul, B1 and B2 level English classes of young adults were observed. The levels of classes were divided based on The Common European Framework of Reference for Languages (CEFR) (See Appendix A) and assessed by internal examinations.

3.4 Participants

The participants of this study consist of 41 Turkish teachers and instructors at Turkish schools and universities who attended a CELTA course in or out of Turkey. No gender and age restrictions were sought. Of 38 subjects who answered the

question related to their current employment details, 21 EFL teachers work at universities and 14 teachers work at K-12 schools. 3 of them are not working as EFL teachers currently. Most of them completed their CELTA courses in Turkey and were employed in the teaching sector at the time of completing their courses. Approximately 73% of them are still working as EFL teachers.

The reason why Turkish participants were chosen for this study was that Turkish teachers and instructors could be the best source to compare Turkish teacher training system and British teacher training system, which was, in this case, a CELTA course. Turkish EFL teachers are the best to know what is really going on in the classroom and to evaluate the effectiveness of such a course when it comes to applying it. Also, the lack of such a study amongst Turkish teachers in the existing literature was one of the reasons why the researcher decided to conduct it with her fellow teachers.

The participants have been meticulously chosen for the face-to-face interviews. As a result, 5 of the participants who completed the survey and agreed to answer in-depth questions about this issue were interviewed. While choosing the samples, purposive sampling method was followed. Purposive sampling is defined as “grouping participants according to preselected criteria relevant to a particular research question” (Mack et al., 2005, p. 5). Sample size mostly depended on time and resources available and suitability of participants’ schedules.

Interview questions were semi-structured so that it helped the researcher to get into details more and flexible form of the interview diminished tense atmosphere that face-to-face interviews could cause.

As for the observation, 4 EFL teachers whom had been interviewed were observed. The reason of decrease in the number of observed teachers compared to interviewed teachers was that one of the instructors did not have classes at the procedure of classroom observations. Therefore, the chance to observe that instructor’s practice was missed. Availability and time constraints played a huge role upon selecting the teachers to be interviewed and observed. Since the time when observations were carried out was a busy time for K-12 schools, it was difficult to arrange a schedule that fitted a lot of teachers. Only 4 teachers / instructors could be observed eventually, which constitutes a sort of limitation of this study.

3.5 Data Collection Instruments

The data collection tools used in this study are explained in detail below:

3.5.1 CELTA questionnaire. In order to generate a general profile of CELTA graduate teachers, a survey was conducted (See Appendix B). The survey used was adapted by O'Connor's (2011) survey for teachers. O'Connor (2011) explained the aim of this survey as "to gather data that will provide a broader picture of the impact of initial skills-based training in English language teaching" (p. 123-124). The survey was conducted for CELTA graduates from one institution in Australia by O'Connor (2011) herself. The reason why this survey was used in this study was because the aim of the study and what the survey was expected to measure overlapped with O'Connor's (2011) study. Moreover, this survey was believed to present some solid and important quantitative data about CELTA holders.

The survey consisted of four parts: The first part of the survey had some personal questions about the participants, such as gender, age range and details of the CELTA course they had attended. Particularly, the information about the CELTA course was given priority as it would be easier to define period and location of the course that attracted most of the participants. Therefore, a general preference of Turkish graduates could be expressed.

The second part of the survey was about the educational background of the participants. Participants were asked questions about their education and qualifications before and after the CELTA. It was quite essential to group subjects of the study by their highest qualification and to see if they needed any training after completing the CELTA course.

Part Three was to discover employment details of the participants. It asked questions about the participants' employment details before and after their CELTA courses and the current employment details. This part gave very important information about the participants' choice to remain in the teaching sector or moving onto another sector other than education. Thus, it could be possible to come out with a quantitative result of the influence of this course in the CELTA holders' lives.

The final part, Part Four, was where the participants were asked to scale some statements about teaching by taking their own beliefs and thoughts into

consideration. This part of the survey was a Likert-scale type of survey which enabled the participants to choose the most suitable answer to them about the specific statements. Those statements were about the general attitude towards the CELTA course, its methodology and techniques. Also, there were statements about self-esteem of candidates which required them to compare themselves as teachers before and after the CELTA course.

With the help of this survey, statistical data and outcome was reached to generalize Turkish CELTA holders.

3.5.2 Interview with teachers. Based on the survey questions, 13 open ended questions (See Appendix C) were prepared for semi-structured, face-to-face interviews with EFL teachers who completed the CELTA questionnaire. These questions were put together in order to gain more information about the teachers and their engagement in the education sector. These open-ended questions enabled teachers who are currently working as EFL teachers to make judgements about themselves after their CELTA courses. Also, they required them to make comments on the CELTA programme to depict the parts of this training which work in the Turkish schools and which do not satisfactorily work.

3.5.3 Interview with administrators. Like the interview questions with teachers, 13 semi-structured questions were listed for administrators to answer (see Appendix D). These were open-ended questions that were hoped to be answered in detail. These questions would enlighten what the administrators who hire teachers actually think about the CELTA and its outcome. Not only would they reveal their institutions' policies about their teachers, but also they would give first-hand information about the performances of CELTA graduate teachers in their institutions. Briefly, this part of the study focused on the perception of the CELTA course by the administrators, mentors and academic coordinators in Turkey.

3.5.4 Classroom observation. As the final part of the data collection procedure, classroom observations were held by the researcher. The classroom observation form was created by the researcher to fully cover the aim of this study (See Appendix E). During the observation, class management, adopted language approach and a variety of CELTA techniques, such as use of concept checking questions, feedback and error correction were focused. In order to leave adequate

space for the researcher to comment, field notes type of observation procedure was adopted. Richards and Farrell (2005) describe field notes as “brief descriptions in note form of key events that occurred throughout the lesson” (p.89). This kind of observation procedure gives the observer the flexibility to focus and comment on various points.

Considering final part of the survey, which is described above, and interview questions which required teachers to comment on themselves as EFL teachers, the points to observe were summed up under three main topics, such as classroom management, language approach and CELTA techniques, so that it would give the researcher an opportunity to compare and contrast the survey findings, interview responses and what was really going on in those classrooms. In particular, teachers who answered open ended questions about their practices of CELTA techniques were observed to see if their answers were consistent.

3.6 Data Collection Procedure

After determining the problem statement, similar studies around the world were sought. O’Connor’s (2011) study was turned out to be the closest to this study. The way she collected general data about CELTA holders was adopted in this study. The survey was computerized by adding few more questions that would serve for the aim of this study. CELTA course providers in Turkey, instructors who still work at private universities in Istanbul as well as K-12 EFL teachers were contacted and made aware of this study and the survey. Also, the link of the survey was shared by the participants with their fellow teachers who they thought might be good candidates for the research. With this aspect of finding suitable participants for the survey, snowball sampling was applied (Mack et al., 2005). It is pleasing to say that this survey reached as many people as it could.

While the survey was on for more possible participants, teachers and administrators were communicated and asked for oral permission to conduct interviews. Schedules were arranged during the mid-term break of schools in February. As the researcher, I visited the teachers and the administrators in their workplaces and recorded each interview. These interviews were later transcribed and translated from Turkish to English. Both Turkish and English versions of the open

ended questions were ready to use, the language of interviews conducted was determined by the preferences of the interviewees.

As for the observation procedure, the teachers' actual classrooms at their actual lesson time were preferred. Starting with the teachers that I have been working at the same school, I continued to observe other teachers at other institutions. Thanks to prior scheduling with the teachers and oral consent by the administrators, no difficulties were encountered during this procedure.

As mentioned before, notes about the observed lessons were taken during the lesson time, and then those notes were written as narratives so that it would be easier to make judgements and compare each lesson with other CELTA holders' lessons.

3.7 Data Analysis Procedure

For this study, both quantitative and qualitative data were achieved. The quantitative data was supplementary in order to explain the case from the qualitative research framework.

As a result of survey, scores were summed up. The average of the answers was taken into consideration in order to come up with one answer to multiple choice questions. For open-ended questions in the survey, most recurring answers were detected and categorized.

Open-ended questions in teacher and administrator interviews were chosen in relation to the research questions. Those questions were formed with the aim that the participants' opinions would reveal more about the subject in contrast to the questionnaire due to its strict nature. Interview questions were designed to address different perspectives about the CELTA phenomenon hoping to receive examples about statements. As for the qualitative data obtained from interviews, all the audio records were transcribed and translated into English. All the interviews of teachers were compared to one another and recurring words /sentences were marked so that the data could be grouped into thematic units. Then, organized groups of data were interpreted through pattern coding based on the framework suggested by Bogdan and Biklen (2003). They suggest searching for pattern and develop a coding system that can include context, definition of situation, perspectives of participants, all of which are sought in this study.

After the initial step of open coding, with the careful examination of existing data, the most recurring patterns were identified (especially the ones that each participant mentioned) as the main themes whereas frequently addressed patterns by most of the participants were identified as subthemes. Taking these themes into consideration, categorization of the data was followed. Main categories were arranged according to the level of relevance to the research questions whereas subcategories were elaborated to support the main results.

Similarly, field notes taken during observations were organized and grouped. All observation notes were compared with other collected data as well as themes and interpreted.

3.8 Limitations of the Study

This study has been confined to Turkish EFL teachers who have taken their CELTA very recently. The teachers who had been teaching before their CELTA course and still teaching after the course have chosen as participants of further stages of the data collection procedure, which made the scope of the research limited. Of 41 survey contributors, only five of them were interviewed and four of them could be observed as one of the instructors were not delivering lessons in the term that the data were collected. This limited generalizability of the findings of the research.

The number of the teachers and instructors interviewed and observed was low. Due to the tight schedule that schools and universities had during the school term, not many teachers were able to be communicated for further stages of the study. More comprehensive study with a lot more participants can be made for further study so that it can be possible to compare the results of that study with this one in order to claim its generalizability.

The researcher was the only person to collect, interpret and translate the data, which decreases the reliability of the study. Eventually, it brings the observer / researcher bias into question.

Chapter 4: Results

4.1 Introduction

In Chapter 4, the results of all the means of data collection are reported. This chapter provides data from teacher survey (referred as CELTA Questionnaire at times), employer and teacher interviews along with classroom observations addressing the research questions of this research. These research questions are as follows:

1. Is CELTA applicable to the Turkish context? If so, how do EFL teachers apply CELTA techniques to their own classrooms?
2. Do EFL teachers notice any personal or contextual change in themselves after taking CELTA?
3. What is the employers' perspective about CELTA when hiring an EFL teacher?

The CELTA questionnaire, which gives more information about the participants of this study, is elaborated separately in order to give more in-depth information about EFL teachers on personal and professional levels.

4.2 Results of the CELTA Questionnaire

First two parts of the teacher survey (CELTA questionnaire) focused on personal and occupational information about participant EFL teachers (See Appendix B). These two parts (From question 1 to question 17) aimed to find out more about those teachers' backgrounds and current positions in Turkish education system. The results of this survey enable us to see general characteristics of Turkish CELTA holders.

More than 75% of the CELTA graduates who completed the survey are females (31 people in number) and 25% are males. More than 90% of them are between ages 25 and 44. The year that they took the CELTA course varies between 2005 and 2014, most of which are in 2014 by 17 people. That proves this course has been and is still increasing its popularity. Participants completed their course in various cities in and out of Turkey. Majority took this course in İzmir (27 subjects),

followed by İstanbul (10 subjects), Konya (1 subject) in Turkey, London (2 subjects) and Bournemouth (1 subject) in United Kingdom. 63% of them completed the course on full-time mode whereas 37% completed on part-time mode.

When examining educational background of the participants, it is seen that most of them (70.73%) were holding an undergraduate diploma when they took a CELTA course. 24.39% also pursued a postgraduate degree prior to the course. That is to say, a huge majority of the subjects gained a higher education degree at the time of starting their CELTA course. 16 of them graduated from Turkish public universities and 8 of them graduated from Turkish private foundation universities whereas 2 participants completed a degree abroad. Participants' subjects of study differ greatly. Of 36 participants who stated their departments, the majority studied English Language and Literature (11 people). Next highly studied degree is English Language Teaching by 9 people followed by American Culture and Literature with 6 people. Other areas of study include Comparative Literature, Translation and Interpretation, Translation and Interpretation (English-French-Turkish), Business Administration, Public Administration, Linguistics, Classical Archaeology, Labour Economy and Industrial Relations, Sociology, Finance studied by one participant each.

When asked if the participants were involved in any kinds of studies after completing CELTA, 18 of them (38.29%) stated they did not take any course after the CELTA. 4 of them took a hobby course, 3 of them obtained a university degree and 8 of them obtained a postgraduate degree. 14 participants attended other sorts of courses. These include internal (at the institutions they work) and external teacher training courses / workshops, Diploma in Teaching English to Speakers of Other Languages (DELTA), Young Learner Extension to CELTA (CELTYL) and Sabancı University School of Languages Trainer Education Program (SLTEP). Majority of the participants by 85.36% are not taking any teacher training courses at the moment whereas 14.63% of the participants are still enrolled in a teacher training programme, which is led by DELTA course attended by 3 people, then followed by MA TEFL, SLTEP and Teaching Knowledge Test (TKT).

As for employment histories of the participants, it is indicated that 30 of 41 people were already employed in the teaching sector at the time of completing the

course. 7 participants were unemployed, 3 participants were employed in a non-teaching sector and 1 participant was a full-time student. Of these participants, 17 of them worked as an EFL teacher at public or private K-12 or language schools. 13 of them were EFL instructors at schools of languages at universities. 3 participants who worked in a non-teaching sector were employed as an accountant, a government employee and a publisher. Two of these participants are now working as EFL teachers.

After completing their CELTA training, 20 participants applied for a TESOL post in Turkey. 3 of them applied for a teaching job abroad, mostly in the United Kingdom. 6 participants worked in a non-teaching sector and 4 participants taught a subject other than English. 8 participants either remained or became unemployed after the course.

30 of the CELTA holders are currently working as TESOL teachers, but 11 of them are not. Of 37 participants who gave away details of their current employment, it can be understood that all of them are working in Turkey. 21 of them are working as instructors at schools of languages at Turkish universities. 15 participants are working as EFL teachers; 11 of them are working at private or public K-12 schools and 4 of them are working at language schools. One of the other sector employees stated that he/she works as a specialist in foreign affairs office.

Subjects were asked how many EFL teaching posts they have held since obtaining their CELTA qualification. Most of them are working at their first job after the course (11 people). 10 participants are working at second and 8 participants are at their third EFL teaching posts after CELTA. 5 participants stated that they have not held any teaching posts after CELTA, which is a sign of keeping their teaching jobs even after the training.

4.3 Findings about the Applicability and Practicability of CELTA to the Turkish Context

In order to answer the first research question, data from the teacher survey, teacher interviews and classroom observations were synthesized. Question number 18, 19, 20, 22, 23, 24, 25, 26, 27, 28, 31 and 32 in the CELTA questionnaire (See Appendix B) were directly related to this research question. 29th, 30th and 33rd

questions could be discussed under both first and second research questions. Moreover, question number 6, 7, 9, 12 and 13 in teacher interviews (See Appendix C) revealed data for this research question.

Table 1

Survey Results for Research Question 1 (Percentages)

Survey Questions	Very Much/ Strongly Agree	A fair amount/ Agree	Somewhat/ Neither agree nor disagree	Slightly/ Disagree	Not at all/ Strongly disagree
18. How important is the Communicative Language approach in your English classroom?	63.43	34.14	2.43	-	-
19. Second Language learners need to participate actively in the learning process.	82.92	9.75	4.87	2.46	-
20. How important are pair or group activities in your English classroom?	63.41	31.7	4.89	-	-
22. My language lessons generally follow the following stages: Context writing, language presentation, controlled practice, freer practice activities	17.08	58.53	24.39	-	-
23. I always use concept questions to check if students have understood the meaning of the language point that I am teaching.	29.26	53.65	14.63	2.46	-

24. I provide accurate and appropriate models of language in my classroom.	48.79	51.21	-	-	-
25. I am able to clarify forms of language to my students.	60	40	-	-	-
26. In my language lessons, I always teach students about word and sentence stress.	19.52	34.14	21.95	24.39	-
27. Teaching students about intonation is essential in my English language classroom.	19.51	34.14	24.39	19.51	2.45
28. How useful has your knowledge of the phonemic chart been in pronunciation lessons in your English class?	29.26	19.51	26.82	14.63	9.78
29. My English lessons cover a variety of activities that interest my student.	43.9	51.21	4.89	-	-
30. I am able to use various course books confidently in my English lessons.	39.02	41.46	17.07	2.45	-
31. I am able to identify spoken errors and provide students with remedial activities to correct these errors.	35	55	10	-	-

32. I am able to identify written errors and provide students with remedial activities to correct these errors.	43.9	53.65	2.45	-	-
33. The teaching strategies suggested on my CELTA course have been useful in my English classroom.	60.97	31.7	4.87	2.46	-

Techniques, referred as CELTA techniques, that were traced in this study are the active use of student participation, pair and group activities, lesson plan and stages, concept check questions, phonetics and intonation, various activities for each learner type, effective use of course books, error correction and giving feedback. These techniques were focused on the questionnaire and classroom observation to see if the questionnaire results were confirmed by what was actually happening in classrooms.

Communicative Language Teaching (CLT), as underpinned by the CELTA course according to O'Connor (2011), student participation, pair and group activities are important elements for participant teachers. Approximately 63% of the teachers and instructors think that CLT is very much important in their classrooms. Being one of the best ways to practice CLT, pair and group work activities are equally important for them. This is confirmed by the classroom observation made. The teachers tried to practice these activities as much as they could whether in form of letting students check their answers in pairs or group students to perform a task such as completing a worksheet.

However, participant teachers acknowledge difficulties of practicing pair and group works within the classroom. One of the difficulties that half of the teachers and instructors that were interviewed stated repetitively was that Turkish student profile is not suitable for this kind of communicative activities. They told that when they

tried to apply a pair or group work, students thought that they could talk to their peers freely without dealing too much with the activity. The reason that participants came up with was that Turkish education system do not give students much opportunity to involve in pair or group work to complete a task. Exam-based system forces students to sit down, listen to the teacher and complete written activities or tests individually. About this issue, one of the instructors made the following comment:

Turkish students come to university having studied and passed the exam [the university entrance exam] and prior to the university, they have already been accustomed to being passive listeners during all the courses. When communicative activities are adopted, students regard the situation as an authority gap, which leads to problems in classroom management. (EFL Instructor 2, personal communication, February 13, 2015)

The same problem exists in private sector K-12 schools as well, which can be seen in the following excerpt:

Students are not familiar with group work. They have to be used to doing such activities first, which takes first few months of the term to implement. At first, students thought that group works give them some time to gather with their friends and chat. Now, they are more into it.... I do not think teachers of other courses have group work activities in their classrooms. So, it is particularly hard to get them used to doing such activities in my lesson. (EFL Teacher 2, personal communication, January 31, 2015)

Another point mentioned at the interviews was the difficulty of monitoring students during pair and group work activities because of big number of students in one classroom.

Generally, interviewees revealed that CELTA techniques can be practiced in the lesson when appropriate. K-12 EFL teachers agreed that they could use more

than 50% of the techniques that they learnt at the course whereas instructors at the universities admitted using even 50% of the techniques would be a “success”. The point that they all agreed was that practicing such techniques mostly depend on many variables, such as student profile, group profile, motivation, attitude of students towards the lesson and lesson objectives.

As for the techniques to be elaborated in the questionnaire, lesson planning and delivering a lesson in stages constitute two of the main objectives of the CELTA course, which are assessed by their outcomes at teaching practices. Most of the teachers (by 58.53%) agreed that their lessons generally follow stages, such as presentation, practice and produce. Based on classroom observations, it is hard to talk about all the stages of a lesson. In the classrooms observed, either there was no warm-up or no time left for freer practice activities at the end of lessons. In their defence, one of the private K-12 EFL teachers stated that planning every lesson at the standards of the CELTA course is impossible due to too much workload. She confessed she had 25 English lessons per week to teach, therefore there was not much extra time to plan and prepare material for each lesson. So, she admitted she usually sticks to the activities in their course book alone.

Although EFL teachers concurred that they use concept checking questions to explain language points in the CELTA questionnaire (53.65%), 3 of the teachers interviewed and observed hardly ever apply concept checking questions (CCQs) and instruction checking questions (ICQs). Apart from the necessity of preparation these questions before lessons which causes extra work for EFL teachers, both CCQs and ICQs are seen as threats to students’ presence in the classroom by the instructors. Below are the comments made by the participants:

CCQs and especially ICQs pretend students are idiots. Activities are always the same. Students already know what to do. (EFL Instructor 1, personal communication, February 13, 2015)

CCQs and ICQs are ridiculous. They are threats to ‘coolness’ of students. No matter how well you explain an activity or a language point, a student is going

to ask their friends who sit next to them [in their native language]. (EFL Instructor 2, personal communication, February 13, 2015)

In the classroom observations, few incidents of concept checking questions were seen. However, they did not seem to work for students. Students kept asking the person next to them what the teacher was talking about, inevitably in Turkish.

Approximately 51% of the teachers believed that they provide accurate and appropriate models of language in their classrooms. 24 EFL teachers also strongly agreed that they are able to clarify forms of language to their students. These statements were confirmed in classroom observation sessions.

The answers about teaching word and sentence stress, intonation and pronunciation were diverse. 14 EFL teachers indicated that teaching word and sentence stress as well as intonation are important in their lessons. However, results are not significant; there are also EFL teachers and instructors who think that these aspects of language are not of importance. During one-to-one interviews, one of the EFL teachers also commented that learning how to teach phonetics and pronunciation do not work well in the classrooms. In none of the classrooms observed, pronunciation and phonetics were taught. Furthermore, one of the participants of the teacher survey commented on this issue:

As I teach mostly to Turkish students, they are good at intonation unlike Russian people. However, I don't spend time for that in my context. Also, I almost never teach word stress. (Anonymous questionnaire participant, 2015)

EFL teachers' responses whether to involve activities that direct students with different styles of learning were positive. 21 of the participants agreed and 18 of the participants strongly agreed that their lessons include activities that attract all the students no matter how differently they learn from each other. In the 5th grade classrooms that were observed, visual and kinaesthetic activities were seen. However, in the school of language at a university, only visual activities were observed. Therefore, this constitutes a conflict in the results.

The CELTA course covers effective use of course books; giving teacher trainees self-confidence and methods about adapting a course book according to learner needs and desires. In response to the related question in the survey, majority of the participants (41.46%) agreed that they use various course books confidently in their English lessons. 39% of them strongly agreed that statement whereas 17% of them did not have an exact idea about it. In the observed lessons of EFL teachers, no proper course book was used. In one of the K-12 schools, the teaching was based on readers, so no ESL course book was adopted. In the other K-12 school, the class had an ESL course book, but at the only lesson attended, the students dealt with a related worksheet, which was given by their teacher, about the grammar point they had learnt. At the university, they had a “pack” of activities instead of a course book of a well-known publisher. Those packs are prepared by EFL teachers in the materials department for their own students. It mostly includes reading texts, related activities, writing tasks, grammar and vocabulary exercises. In none of the lessons, use of course book was observed.

As for another technique to focus on, error correction is an essential part of input sessions and teaching practice in this short teacher training course. In the teacher survey, both spoken and written error correction were addressed. The same number of participants (22) agreed that they can identify spoken and written errors and provide students with remedial activities to correct these errors. However, more participants (18) were confident that they can identify written errors and treat them than participants who can identify spoken errors (14). During the whole observation period, various techniques of error correction were seen. Teachers who were observed dealt with student errors in a way that students would benefit.

When asked about the techniques that they wish to learn, teachers’ answers differed widely. Although they were glad the content of the course overall, they admitted they wished to learn about following topics more: teaching grammar, testing and assessment, teaching academic writing, classroom management. One of the EFL teachers declared:

CELTA is also for teacher candidates with no previous job experience. But with little knowledge on these topics, it is difficult to be a successful teacher in a school. (EFL Teacher 1, personal communication, February 25, 2015)

Another topic that was expected to be covered was teaching young learners. Though young learner extension to CELTA was brought up, a teacher remarked that in order to take that extension they had to pass CELTA and added that it did not make sense if a teacher wanted to teach young learners and was obliged to take a course that was meant to be for adults.

Participant teachers acknowledged that the CELTA course had both strong and weak spots. They expressed their satisfaction in terms of encouraging team work and collegiality among teacher trainees in the course. They admitted they learnt a lot from their team members. Experienced teachers said that with the help of the course, they were able to understand the notion behind the techniques they were already practicing. Their gain was enormous compared to the time they invested in the course. Two of the EFL teachers explained that supporting, inspiring and experienced tutors were one of the strong points of the course. Having both theoretical and practical knowledge within the same course was strength of CELTA.

On the other hand, teachers discussed the points that made them suffer during the course. Foremost of them is the intensity of it, which caused a huge pressure upon the teacher trainees. Some of the teachers that were interviewed took the course on part-time mode; still all of them wished that the course took longer but less intensive. One of the teachers reported that limited length of the course made processing the input harder.

One of the teachers complained about too much feedback in the course. He stated that especially written assignments were usually returned for more study. He felt that sometimes feedbacks were given just for the sake of giving feedback. There was the following comment on this problem by one of the survey participants:

There has been some injustice during / after the TPs and some of the participants who did not deserve to pass, passed anyway. Also, the exit grades (PASS A / B) were given according to unanswered criteria. (Anonymous questionnaire participant, 2015)

Last criticism was about the tuition fee. One of the EFL teachers complained that the course was too expensive.

Considering the applicability and practicability of the CELTA course, participant teachers seemed to have concerns about it. Each teacher focused on different aspects of Turkish context and CELTA methodology.

One of the points that interviewees mentioned was the workload of teachers. In CELTA course, each lesson has to be planned and delivered carefully. However, in a K-12 school, with 24 to 30 hours of teaching per week, it is impossible to plan every lesson, which eventually leads teachers to stick to the course book only. Even if teachers want to include more activities that will address students' needs, they can hardly ever do extra-curricular activities.

Another point made was assessment of students. One of the participant teachers drew attention to this issue by highlighting that in the CELTA course, the assessment is based on the procedure, but in Turkey, especially in K-12 schools, students are assessed based on the scores of exams. When students finally reach university, they have already got used to exam-based teaching in their schools and they want to carry on the way they were taught before. Therefore, as the participant instructors complained, Turkish student profile whose goal is to score high in any upcoming exam do not enjoy or understand the way that CELTA is imposing.

Also, teachers mentioned that in the CELTA course, a perfect (nearly utopic) classroom environment was presented. In their teaching practices at the course, their classrooms consisted of maximum 15 people, all motivated and aware of their purpose to learn English. However, in K-12 and schools of language at universities, student profile rarely matches with the description above. Classrooms have more students in number, not very motivated and more apt to speak in L1. In these circumstances, teachers confessed that it is very difficult to apply communicative techniques in that it is harder to monitor, motivate and control students. One of the participants who completed the CELTA questionnaire made the following statement:

The guidelines given in CELTA are effective in a perfect case scenario. If it is not the perfect case scenario, the instructor has to be creative and create his/her own strategies according to the profile of the class. (Anonymous questionnaire participant, 2015)

Another survey participant made an overall comment on the programme below which summarizes his/her experience at CELTA also:

I was already teaching for 6 years before taking my CELTA so I already had the teaching experience but I had to ‘delearn’ some of the things I had already known. It was a very useful learning experience for me but I believe that it's just the first step to teaching as the face of education is rapidly changing. I think the CELTA course should update itself according to 21st century needs.
(Anonymous questionnaire participant, 2015)

Considering all the conflicts above, it is possible to claim that teachers steal techniques from the course, which is also agreed by the participants as approximately 61% of them concurred the teaching strategies suggested on their CELTA course have been useful in their English classrooms, but adopting the whole structure of the course is very difficult, according to the inference from the teacher interviews.

4.4 Findings about Possible Changes of EFL Teachers After CELTA from Their Perspectives

The findings of this research question focus on teachers’ personal and professional change after the CELTA course. This research question aims to find out teachers’ self-evaluations, self-perceptions as CELTA graduates. These findings will help readers to understand how a CELTA graduate’s life as a teacher can possibly change in personal and professional aspects.

Findings discussed here are mostly based on teacher interviews, that is to say, teachers’ own statements, supported by teacher survey and classroom observations. Specifically, question numbers 21, 29, 30, 33, 34, 35, 36, 37 and 38 in the teacher survey (See Appendix B) along with 2nd, 3rd, 4th, 5th, 8th and 10th questions in teacher semi-structured interviews (See Appendix C) address this research question.

Table 2

Survey Results for Research Question 2 (Percentages)

Survey Questions	Very Much/ Strongly Agree	A fair amount/ Agree	Somewhat/ Neither agree nor disagree	Slightly/ Disagree	Not at all/ Strongly disagree
21. After six hours of supervised teaching practice on my CELTA course, I felt confident about giving language lessons.	53.65	41.46	4.89	-	-
29. My English lessons cover a variety of activities that interest my student.	43.9	51.21	4.89	-	-
30. I am able to use various course books confidently in my English lessons.	39.02	41.46	17.07	2.45	-
33. The teaching strategies suggested on my CELTA course have been useful in my English classroom.	60.97	31.7	4.87	2.46	-
34. In my English classroom I have developed alternative strategies to assist student in learning English.	46.34	43.9	7.31	-	2.45

35. My CELTA lesson plans have assisted me in the preparation of lessons for my own English lessons.	48.78	39.02	12.20	-	-
36. CELTA guidelines about using computers in a language classroom have proved essential in my teaching.	25	35	30	10	-
37. How big a role did your CELTA course play in helping you to be an efficient English teacher?	46.34	48.78	4.88	-	-
38. How well did your course prepare you for your first teaching course after the course?	45	52.5		-	2.5

In the CELTA survey, teachers' responses related to the contributions of this course to their profession were overall positive. On the contextual basis of their teaching, most of them believed they benefit from the strategies and guidelines about using of computers in a language classroom. As indicated in the findings of the first research question, teachers are able to adopt various teaching strategies in their classrooms as many as they can, which leads a contextual change in their classrooms compared to the ones before their CELTA course, according to their statements.

Approximately 46% of the teachers marked the statement that their CELTA course played a very big role in helping them to be an efficient teacher whereas almost 49% of them stated that the course helped them a fair amount. To sum up, 39 of 41 participants think their CELTA course has helped them to be a more efficient teacher after all. Likewise, nearly 53% of the participants shared the thought that their CELTA course prepared them for their first teaching post after the course fairly well and 45% of them thought it prepared them fully. Out of 41 participants, there

was only 1 participant who thought their CELTA course did not prepare them for the next teaching post at all.

All of the teachers that have been interviewed with agreed that the CELTA course boosted their self-confidence as a teacher. Even one of the teachers asserted that she feels like she can teach English to anybody and after completing this course, she feels like she can accomplish anything. The reasons of such a boost are listed by the interviewees as follow:

In the CELTA course, I learnt the notion behind the techniques that I had already been practicing. I also learnt the things I had been doing wrong. These all reinforced my self-confidence. In many aspects, CELTA made my job easier. (Instructor 2, personal communication, February 13, 2015)

In the CELTA course, practical knowledge is gained as well as the reason why to practice some techniques. Also, we learnt to understand students and see the world from their eyes. (Instructor 3, personal communication, February 2, 2015)

In addition to these, having a teaching qualification issued by Cambridge University, consequently having a certificate that is recognized internationally and an opportunity to find an EFL teaching job anywhere in the world are some of the features of the CELTA course which increases teachers' self-confidence.

When asked about any improvement about their classroom management after the course, teachers expressed that they learnt how to motivate students even if they had different learning styles, one of the teachers reported learning how to build a strong rapport with her students.

Although two of the university instructors declared that they had not had any classroom management issues before the course, one of the instructors thought that the CELTA course lacks teaching techniques about classroom management. She believed the tricks taught in the course might work with adult groups however not everyone participating in the course teaches adult learners, she believed that the

course should focus a bit more on how to tackle students especially teenagers, especially 7th and 8th grade students in the Turkish education system, as students around the age of 13 and 14 are too mature for being young learners and too young for being adult learners. She wished to learn how to handle and motivate these groups of students in the lesson. It is worth pointing that in any of the classrooms that have been observed, no classroom management issues was seen.

In the face-to-face interviews, teachers were asked if the CELTA course helped them overcome the difficulties that they encountered with. Three of the teachers stated that it helped them while dealing with some difficulties, causing them to abandon their habits. For instance, one teacher said she reduced teacher talking time (TTT) and avoided unnecessary repetitions. One teacher admitted CELTA helped her pay attention to time management and lesson planning. Another teacher stated this course helped her adapting herself to new teaching contexts. It took less time for her to get used to different teaching methods (she used to teach English using ESL course books, now she teaches English using English novels). Besides, she acknowledged that she is now more confident and comfortable in lesson planning and material preparation. It is obvious that through theoretical and practical knowledge, CELTA course is useful for reflecting what EFL teachers' insufficiencies are.

On the other hand, two of the interviewees doubt its usefulness. One of them told that she was working with teenagers when she took the course. The strategies taught at the course did not help her overcome the difficulties that she was having. Implementing group and pair work as well as concept and instruction checking questions were useless as students did not care about them and did not pay any attention. Moreover, group and pair works in particular caused her to lose the control of the classroom. Likewise, another teacher defined the classroom environment at CELTA as a "utopian case scenario", which does not really match the reality. He stated:

What happens at the CELTA course and what is taught to happen is totally perfect case scenario. Not every classroom is that perfect so you have to improvise. If you have problematic students, techniques at the CELTA course

are not suitable. If you practice them, you tend to lose students. According to CELTA, use of L1 is forbidden, 9 or 10 exercise should be completed in 45 minutes. If you try to obey these rules, students will lose their motivation to the lesson. (Instructor 1, personal communication, February 13, 2015)

Considering the language teaching method adopted, teachers were required to answer the question about comparing their teaching styles before and after the CELTA course. All of them agreed that more communicative activities are now included in their lessons in comparison of their lessons before their CELTA courses. Even if this constitutes some of classroom management problems as mentioned above, when students get used to completing these activities and notice their benefits in their improvements, they can perform such activities and tasks without creating any problem. Still, these activities can be integrated into English classes to a certain extent, as much as the curriculum followed allows. Especially K-12 school teachers expressed that even if they want to apply more communicative activities in form of group and pair works, they feel the pressure to keep up with their curricula, which limit the time invested in these activities.

Three of the participants confessed that before their CELTA course teacher talking time in their classes was high and after the course, they tried to reduce it as much as they could. One of the teachers summarized the situation for most of the EFL teachers indicating some of the changes that are observable after the CELTA course:

Before CELTA, my lessons used to be Turkish-based. I felt like I could not teach in English, even if I could, nobody would be able to understand me. As the teacher, I was in the centre of the lesson. I felt like if I did not speak, nobody would understand anything. I felt like I had to explain everything all the time. CELTA helped me overcome this concern. It enabled me to trust the student. In the course, I observed that students can learn more while talking and sharing with their friends. Now in the classroom, I do not speak Turkish

much. My position is now like a guide, which makes me happier. (EFL Teacher 2, personal communication, January 31, 2015)

When focused on overall changes that teachers notice about themselves in professional aspects, two of the teachers said that they replaced teacher dominance in the classroom with students'. They mentioned a shift of the teacher's function in the classroom. Also, lesson planning is another feature of the course that teachers think they benefitted from. One of the teachers claimed that before the course, she had had problems with planning a lesson, however, now she is confident of doing it. Another teacher believed the course helped her a lot practically, it showed a way on how things could be done in a classroom. One of the teachers revealed that at the end of the course, she felt "well-equipped".

Academically, teachers brought up techniques they learnt in the course that they had not heard of. According to their statements, they could experiment the techniques that they did not ever know or practice. Participant teachers told the course opened up new vision about what the teaching was.

As for the social changes in teachers, all of the interviewees agreed on the idea that this course made them more collaborative as it encouraged team work. They liked that they could see and learn other teachers' experiences whose backgrounds were different from theirs. The course helped them to build a sort of collegiality with other teachers; it gave them a chance to establish solid friendships even after the course.

Teachers were also asked about their previous and current employers' approaches to them and whether they felt privileged as CELTA graduates. Responses to this question were various. Depending on the institutions they are at, some of the participants received a raise or promotion, but some of the participants did not. These are the excerpts from some comments of the teachers:

CELTA certificate sometimes puts me ahead of other teachers. Actually, it depends on institutions. Many schools do not know about the course. The school I am working now did not require this certificate while hiring and I am

not receiving any financial or motivational support. (EFL Teacher 1, personal communication, February 25, 2015)

After taking CELTA, my administrators took me and my work more seriously. I took on more responsibilities.... I think it puts me ahead of other teachers without CELTA. As a young teacher, I now assume myself at the same level of other experienced teachers without a CELTA certificate (EFL Teacher 2, personal communication, January 31, 2015)

On the other hand, the conditions of instructors at the private foundation university are different. They admitted that the certificate helped them before taking the job and while working as an EFL instructor. Opinions of those instructors are below:

I think it is an advantage for me as I got my current job with this certificate. When you have the CELTA certificate, employers think that you have some knowledge about teaching. I feel more secure in my profession than before. I strongly recommend it because a 4-year Bachelor's degree does not give much practical information. As long as this system at universities does not change, I think every teacher must take this course. (Instructor 2, personal communication, February 13, 2015)

My school supported me financially and morally. My lessons were rearranged according to my schedule at the course so that I could handle it better. After the course, my position in the institution got better. I was appreciated. (Instructor 3, personal communication, February 2, 2015)

Apparently, at the university level, teacher training certificates like CELTA is more appreciated and supported financially and morally. However, at K-12 level

schools, either teacher training certificates like CELTA are not known or they are not valued.

It is worth mentioning that the personal and contextual changes that EFL teachers and instructors notice before and after the course depend on their declarations. There is no evidence of these participants' beliefs and tendencies before the CELTA course; therefore, there cannot be an objective comparison between pre-CELTA and post-CELTA attitudes. That the results of this research question depend only on the participants' comments constitutes a methodological gap in this study.

Briefly, teachers notice changes in themselves in many aspects. It boosts their self-confidence, helps them see and treat their errors in teaching, learn more about practical strategies, find out more about other teachers' experiences, all of which seem to make positive contributions to these teachers. How teachers evaluate the course and its overall impact on them can be seen more in Appendix F.

4.5 Findings about the Necessity of Taking CELTA from Employers' Perspectives

This part of the study aims to find out perspectives of academic coordinators and/or administrators at educational institutions whose job descriptions include recruiting EFL teachers. The title of their posts vary depending on the institutions they work at: the ones who work at private K-12 schools are head of foreign languages departments and the ones who work at private foundation universities are directors of languages of schools (one of them is a rector consultant on foreign languages education). As stated before, the common feature of all of them is that they all are responsible for interviewing and recruiting English language teachers to their institutions.

In order to learn what they think about the need to take CELTA for EFL teachers, they were all taken to face-to-face semi-structured interviews, which were audio-recorded for a later decoding. The questions covered the participants' thoughts about the teachers who took CELTA, the CELTA course itself and their school's association with those teachers and with this course (See Appendix D). The interviews took place at their actual workplaces.

Private K-12 school coordinators revealed that they currently have two CELTA-holder teachers working at their institution whereas this number increases to 50 at universities, which may be due to relatively more number of teachers working at schools of languages at universities.

Discussing the impact of CELTA course on EFL teachers and how short teacher training courses like CELTA contribute to teaching styles of teachers, participants recognized their contributions in many ways emphasizing the nature of the course which brings theory and practice together. Also, they admitted that as the first step of the teaching profession, it provides EFL teacher candidates an insight into teaching.

This discussion brought about some criticism, too. The common concern of the administrators is that EFL teachers should not only depend on what have been taught in the course. The training becomes meaningful when that knowledge is combined with their existing experiences as stated in the excerpt below:

The contribution of these courses is on individual basis. A teacher must internalize what he/she learns at these courses. If they can blend what they learned at these courses with their previous experiences, they benefit these courses at the maximum level. However, if a teacher depends totally on what he/she learnt from these courses, they gain restricted level of knowledge. They learn and study about certain situations that can occur in the lesson, they do not know about different situations. The reason is that the course is too short and very intensive. (Director 1, personal communication, February 25, 2015)

Another comment was made about the perception of the CELTA course as a part of professional development. It was explained that the CELTA course has turned into a must-have if one wants to be an EFL teacher, which was displayed in the excerpt below:

CELTA is a teacher training course, which I thought it was necessary at first, but now I think it is overrated...CELTA contributes to both non-ELT graduates for giving an opportunity to practice teaching and ELT graduates for gaining insight about the theories that they repetitively heard. What I find overrated about this course is that people regard it as an indispensable step in EFL teaching. This course has been taken to an extreme point... We think that it is a good course, but when it turns into a requirement for applying for a job, it is not something I can accept. (Director 2, personal communication, February 6, 2015)

Participants were asked about benefits and advantages of the short teacher training courses, especially of CELTA. Each participant pointed a different benefit of the course such as receiving input, opportunity to practice teaching, improving awareness, developing lesson planning skills and adopting various activities according to learners' profiles. All of these were also counted as the gains of the course by the EFL teachers above.

Apart from benefits of these courses, possible negative effects of them were also discussed. One commonly mentioned problem was that CELTA creates an illusion about teaching skills of teacher candidates and whoever completes it assumes that they become EFL teachers. Another point was made about the overgeneralization of the name of CELTA. One of the directors observed that all of the teacher training courses are now called CELTA, which decreases the quality.

One last criticism was received about the applicability of the CELTA methodology, which constitutes the aim of the study. This applicability issue is discussed from one of the administrators' perspective as below:

It can be problematic for only CELTA holders to transfer the knowledge at the course to their actual teaching context. Teachers are like: 'I took CELTA, my classroom was perfect, but when I entered my own classroom, things did not go in the way I learnt. Also, there are lots of things and materials to

prepare. How am I going to deal with it?’ This is the reason why I recommend ICELT and DELTA more than CELTA because they provide teaching practice and reflection opportunity at their own context, but in CELTA, the classroom is generated. (Director 2, personal communication, February 6, 2015)

As inferred from the excerpt above, the problem of suitability of CELTA in the classrooms arise because the contexts are different. EFL teachers go through a tough process after CELTA due to the fact that they have to adapt themselves to a different context than CELTA’s. For Director 2, this process is overcome by preferring a different teacher training course which is similar to the institution’s context.

Some of the participants admitted that they had chances to observe teachers during their regular teaching hours. They were asked if teachers with CELTA certificate reflect its methodology to their actual lessons, if so, to what extent they are observable. All of the participants who could observe those teachers agreed that those teachers’ lessons bear some features of the CELTA training. One of the directors exemplified it as follows:

Even if I do not know if that teacher took CELTA or not before the lesson I will observe, I understand that that teacher did CELTA or ICELT during my observation. I infer it from their techniques, student-centred activities, their positions in the background, less teacher talking time, lesson staging and more student involvement in their lessons. They apply more pair and group work. (Director 2, personal communication, February 6, 2015)

Starting from these points, teachers were asked to compare EFL teachers with CELTA certificate and EFL teachers without it. All of the responses were in favour of CELTA-holder EFL teachers. Their superiority includes a variety of features. Some of them are explained by the participants as such: CELTA holders are more creative, better at lesson planning and staging, adapting suitable activities to their

classes, better at understanding learners' needs, probably the foremost of all is that they have more awareness and better insight into teaching. All in all, CELTA-holder teachers are believed to have superiority in lesson preparation and lesson delivering compared to the ones who do not. How CELTA holder teachers make difference is summarized by one of the directors below:

Teachers with CELTA have a different style of teaching. I can observe that they make use of some techniques from CELTA. They differ in teaching methods. More students understand their lessons because they apply various methods for students with different learning styles. Overall, taking CELTA means 'I want to make a difference' and they make difference. (Director 4, personal communication, March 2, 2015)

Participants were asked questions about their institutions, their teaching policy and attitude to their teachers and institutional support for them. First of all, they were requested to answer if their schools have an in-service training programme for their teachers. Their lists include mostly seminars by publishing companies and presentations of materials they use during academic years. In the institution of one of the directors, they encourage EFL teachers prepare for Teacher Knowledge Tests (TKT) module 1, 2 and 3. Also, in the other institution, a teacher resources centre was created so that teachers can develop themselves and their lessons. The same director added that their institution help teachers who decide to take teacher training courses by rearranging teaching hours along with delivering an In-Service Certificate in English Language Teaching (ICELT) course for teachers in their school. Moreover, his institution plan an induction week for newly employed teachers, maximum use of peer coaching and even helping them conduct an action research. He made this following statement on how they help newly qualified CELTA holder teachers at their institutions:

In-service training is meaningful when it overlaps with CELTA. When CELTA methodology and context in our institution contradicts, we make preparations with the teacher. They need support in this transition process.

Otherwise the teachers put what they learnt aside. (Director 2, personal communication, February 6, 2015)

Participant administrators were required to evaluate the contribution of CELTA holder teachers to their institutions. Although this contribution is considered as results of individual efforts of these teachers, changing the perception of English language learning in learners' minds can be regarded as the most important of them. This is explained in detail below by one of the directors:

Most of the students have already developed a kind of prejudice against English language learning when they come here, expecting intensive study about grammar, lots of writing tasks etc. Teachers with CELTA can overcome this kind of prejudice because they can present more communicative lessons and it enables students to have a positive approach towards learning. What I can tell you as the contribution is that making language learning positive in our students' minds by giving more communicative lessons. (Director 2, personal communication, February 6, 2015)

They were also asked to evaluate their institution's educational policy in terms of their closeness to the CELTA methodology. The responses were quite different from each other. It was apparent that none of the institutional policy is exactly same as the CELTA's. Two of the directors highlighted that the long term goal of their institutions was to reach that methodology. One of them asserted they are trying to implement a student-based programme which will include extra-curricular learning and assessment. The other director talked about the plans that they are trying to fill that gap in teachers who did not take CELTA with in-service teacher trainings and she hopes that they will reach a certain level at teaching, which is going to take their institution to a certain level in the business. One of the directors explained how their school's policy depends on teachers' performance in the classrooms. It is inferred that there is no strict policy that teachers have to abide by. His comment is demonstrated below:

Our teachers define our institution's educational policy. Teachers' choices and practices reflect our school's policy and this is how our administrators market it. They support us. There is an effect from bottom to top. We [foreign languages department] show and tell them what we do in our lessons and they rely on it. (Director 4, personal communication, March 2, 2015)

By commenting on the schools' policies, workload of teachers was also discussed. Teachers' abilities to practice their schools' policies are as important as the theoretical policies imposed upon them. From this perspective, EFL teachers' excessive duties were mentioned by the directors, too. They can be seen in the following excerpts:

Our school's policy is 50% close to the CELTA methodology. The schedule is heavy. Teachers have 24 hours of teaching per week. It is not easy, they get exhausted. Our policy is relevant in terms of teaching philosophy, materials, activities, but it is not relevant in terms of workload of teachers. Teachers are supposed to assess papers and deliver lessons. It is not possible to plan each 24 lesson like they did in the CELTA course. From that perspective, it is not close. (Director 2, personal communication, February 6, 2015)

Teachers cannot practice all the CELTA methodology because they have lots of classes to deal with. (Director 4, personal communication, March 2, 2015)

This problem was also emphasized by teachers in their interviews quite often, which shows that this is regarded as a drawback in the practice of CELTA methodology.

As all these participants deal with teacher employment, few questions were asked about employment procedures of EFL teachers / instructors. They were required to describe a 'perfect' CV for EFL teachers. Even though they accepted that there is no such a formula, each of them gives away different hints. The features they look for in EFL teachers' resumes are: personal characteristics, positions they were at

their previous jobs, hobbies, experiences abroad (especially in one of the English-speaking countries), motivation and enthusiasm to work with adult learners at universities, dedication to personal development, length of work at previous jobs, background of teacher training and depiction of how they internalize the training. One of the directors made the following comment:

We usually recommend CELTA to job applicants when they ask what to do to get the job after fulfilling criteria required by Higher Education Council (YÖK). We tell them that they need to make a difference in their CVs. This is possible through experience and dedication to professional development. Having a CELTA certificate means that one wants to develop and invest in themselves. After all, they enrol to a course that is not cheap. How we see it is that person proves his/her career plan and wants this job. (Director 2, personal communication, February 6, 2015)

Speaking of teacher training background, administrators were asked if they give importance to a candidate's CELTA certificate. The responses to this question are rather diverse. The administrators of private K-12 schools agreed that the certificate is important while hiring an EFL teacher. Even one of them added that an EFL teacher with CELTA is 10 steps ahead of other EFL teachers. However, administrators of schools of languages at universities disagreed with this statement. They think there are more important features to evaluate before teacher training courses. Two of the participant directors made the following comment:

Should I employ an EFL teacher, who studied English philology and took CELTA, just based on their CELTA certificate? Never. (Director 1, personal communication, February 25, 2015)

From my perspective, CELTA is +1. For example, if there are two CVs and everything they did is the same and I cannot decide between the two but one of them took CELTA, I will hire the one with CELTA. At least, he/she would

know basic things like classes should be more student-based. They should know some techniques such as eliciting answers from students and such. (Director 2, personal communication, February 6, 2015)

Considering the importance of CELTA in employment procedure, participants answered the question about the importance of passing grades at CELTA, which are pass, merit and distinction. It is clear that none of the participants pays attention to these grades. One of them said it matters only if she cannot decide between two CELTA holder EFL teachers. About this subject, one of the directors commented that scales of grades are relative and cannot be relied on.

The participant directors made comments of CELTA courses in Turkey and their functionality in the Turkish context. First of all, the reason why the CELTA course became so popular in Turkey and among Turkish EFL teachers and teacher trainees was asked. Each participant explained in different ways. Head of the foreign languages department at private K-12 schools think that CELTA is useful and they prefer teachers with CELTA. This is the reason why teacher candidates are eager to take it. Also, they provide easy access to teaching. Furthermore, one of the participants pointed out that CELTA is popular because it is short, practical and easy, which are most essential features that draw EFL teacher candidates' attention to this course rather than other teacher training courses. It has been mentioned that the number of CELTA holder teachers is increasing; accordingly the perception of CELTA by EFL teachers and teacher trainees is changing as well. It was stated that CELTA has been converted into a key for EFL teachers in order to be employed at school with better facilities. This change of perception was argued by one of the participant directors as follows:

We have been noticing CELTA in significant amount of the applicants' resumes for the last 4 years. Teacher candidates regard CELTA as a must-have, something that has to be taken out of the way rather than a part of a professional development. The reason is our Turkish education system. It is about how the system builds education. Our system wants us to climb the stairs by getting certain things done. It makes you care about exams. Like

other exams such as Public Personnel Selection Examination (KPSS) and Academic Personnel and Postgraduate Education Entrance Exam (ALES), CELTA is seen as one of these stairs....CELTA is seen as a requirement to meet just like obligatory military service in Turkey. Instead, it would be much meaningful if it could be placed as a part of the professional development in the Turkish education system. The feeling to get certain things out of the way causes CELTA not to be seen as a part of the professional development. (Director 2, personal communication, February 6, 2015)

Lastly, participants were requested to share their opinions about the position of CELTA in the Turkish context. This question also sheds some light on the topic about the applicability of CELTA methodology in Turkish CELTA graduates' classrooms. Even if CELTA is not addressed in the legislation of MEB (Ministry of National Education) but it brings unity in teaching because it has got international recognition, as one of the participants explained. As another director claimed, CELTA is like a "free pass" for teachers. She added that when teachers have this certificate, the doors of many schools are open to them.

On the other hand, half of the directors evaluated CELTA in comparison to the pedagogic formation programme, which is delivered in Turkey for those who want to be an EFL teacher at private or public K-12 schools. It is a one-academic year programme consisting of mostly theoretical input and limited teaching practice. Compared to CELTA, this formation training is considered as insufficient and not responding the expected quality, which makes CELTA even more valuable and good alternative to this programme. Below are the two excerpts that discuss the position of CELTA within the Turkish education system:

Although this course was created for foreign people, Turkish people benefit from it. Pedagogic formation programme for Turks [one-year programme which is for Turkish EFL teacher candidates to teach at private or public schools] is problematic. There are problems about its content. Everything

about it has become financial and commercial. They accept too many students. You cannot load those students with too much theory and expect them to practice. Still, I am sure there are institutions which deliver this programme well. (Director 1, personal communication, February 25, 2015)

First teaching experiences of novice teachers mostly resemble the way they learn English. They try to imitate what their teachers at high school were doing. What CELTA is trying to give is usually the other way round. For instance, they are used to teaching deductively, but CELTA claims the opposite. Education at faculties is deductive, as well. They lack teaching practice whereas CELTA has plenty. Therefore, I think that the position of CELTA in the Turkish context is a paradigm shift and it is important. It helps teachers when they think how they are going to apply the theories presented at faculties of education before becoming teachers. I keep hearing teachers complain by saying “How can I practice those techniques?” You can even if it lasts 15 minutes. You can cut out the 15 minutes that you talk in the class in vain. (Director 2, personal communication, February 6, 2015)

It is obvious that having studied a Bachelor’s degree at faculties of education or completed a pedagogic formation programme, teachers seek alternative ways to make a difference. CELTA poses a solid alternative to input-based programmes like these two by including as many guided teaching practice as possible. It helps student teachers or novice teachers to feel confident and overcome the transition process smoothly.

4.6 Summary

This chapter of the thesis focused on the results of the teacher survey, teacher interviews supported by classroom observations and finally administrator / director interviews. There is strong and consistent evidence that both EFL teachers and

administrators find CELTA useful, but there are some problems in the practice of what the course is trying to convey. Most of them seem to be related to institutional or systematic problems. EFL teachers not only try to keep up with tight schedule of curriculum but practice as many communicative activities as they can, as well. What EFL teachers mainly complain about is that they are trying to include communicative activities, but the time that can be spent doing these activities is too limited, otherwise they fall behind their schedule. Moreover, these activities are practiced with students who are not used to participating in such activities in English before. Therefore, the question of practice and suitability of CELTA remains complex.

From the results above, all the EFL teachers agreed that they benefitted from this course at the maximum level. Most of the answers were positive about the self-evaluation of these teachers after the course.

As for the function of this certificate from the directors' perspectives, none of them denied the benefits of the course. However, there are few aspects of it that they highlighted such as the misperception of the course by the teacher candidates who want to pursue a career in ELT, limited input session which is insufficient to prepare teacher trainees for different teaching contexts and such. All of these points are to be discussed in detail in Chapter 5.

Chapter 5: Discussion and Conclusions

5.1 Discussion of Findings for Research Questions

The purpose of the study was to investigate if the CELTA methodology is applicable to the Turkish context and if EFL teachers benefit from this training. Also, the study aims to find out the importance of CELTA during a teaching job application process. In this study, qualitative data were collected through teacher and administrator interviews, classroom observations, all supported by the CELTA questionnaire.

5.1.1 Discussion of findings of research question 1. First research question was “Is CELTA applicable to the Turkish context? If so, how do TESOL teachers apply CELTA techniques to their own classrooms?” A teacher survey and semi-structured teacher interviews were conducted to gather information for this research question. The responses were confirmed by the classroom practices of interviewed teachers through classroom observations carried out by the researcher. The data were analysed based on the average calculations of the survey and the data from the teacher interviews were coded inductively.

As a result of carefully examined data, it can be said that the applicability of CELTA methodology is quite limited. EFL teachers are able to practice some of the techniques that they learnt at their course; however, they admit that applying all the techniques in their own classrooms is almost impossible. One of the reasons why this seems impossible to the teachers is that the context is completely different from the one at the CELTA course. All of the EFL teachers who have been interviewed are working either at private K-12 schools (with 5th grade students) or schools of languages at private universities (with preparation year students). Students of both kinds of schools have to take an exam in order to pursue a further education. 5th grade students take an examination of Transition from Primary to Secondary Education (TEOG) at 8th grade to enter a high school they want. English is one of the subjects that take place in the exam. Students at the school of languages of universities take the English proficiency exam to be able to qualify for their studies at their faculties. Thus, both student groups are under pressure of an examination that English is an essential part of. In this case, students focus on an exam and how to get

a higher score at the exam rather than improving their English capabilities. As the participant EFL instructors repetitively mention, students are too exam-focused that they do not care or are not fully dedicated to communicative activities that their instructors practice. Instead, they try to learn the techniques which will enable them to score high at the proficiency exam. When their concern is not learning English as it is, students find communicative activities a waste of time and they get bored. Unlike the student profile at the CELTA course who are fully motivated to learn English and do not have to take any exams at the end of their courses, student profile that the participant EFL teachers / instructors has to deal with is rather different. They are under pressure of teaching exam techniques as well as teaching English inductively through Communicative Language Teaching (CLT).

Another point that the participant EFL instructors made was that since Turkish students have been taught how to pass big scale exams in Turkey like University Entrance Exams (LYS and YGS), they are not used to perform communicative activities. When CELTA holder teachers / instructors try to practice such activities, students tend to feel that these activities are just aimless, childish engagements. In this case, they do not care about the lesson and start to question the teacher's authority in the class, which eventually causes classroom management issues. It is mentioned above that since students are not used to doing such activities in any other courses that have got, introducing these activities in English lessons changes the attitudes of students towards all the English courses. Rather than a student profile that only listens to the teacher, takes notes and generally complete written production worksheets individually, a student profile that is motivated to learn English to communicate, is aware of their autonomy as a learner and enjoy English lessons is hard to achieve especially at universities. Giving the message that any communicative activities, such as pair and group work, discussion, role-play and more, are not just a waste of time but are essential parts of learning English and giving students the control of their own learning process does not mean a gap in the classroom management. It takes some time and effort, but when it is succeeded, English lessons go smoothly. The question is whether EFL teachers and instructors have that time within these tight curricula.

In terms of student motivation and flexible curriculum, independent language schools resemble CELTA atmosphere. However, due to the fact that this study takes two types of educational institutions into the centre, which are K-12 schools and

universities, independent language schools are out of the scope of this research. Still, it can be a hint for a future research.

A point that is referred by all the participants (both EFL teachers and directors) was that EFL teachers and instructors have a lot of teaching hours per week which makes preparing for each lesson quite difficult. The average of teaching hours of teachers and instructors interviewed was 25. This number increases in most of the cases, but rarely decreases. At private K-12 schools, teachers' teaching hours can go up to 30. In this case, an expectation of preparing and giving each lesson at the CELTA standard would be too far-fetched. At the course, teacher trainees were expected to plan the stages of a particular lesson carefully, write them in detail, prepare various materials and stick to them in the class. However, doing the same things for the other 24 lessons in a strict curriculum is nearly impossible. It is also worth mentioning that EFL teachers are supposed to complete extra tasks, such as assessing papers, preparing reports of students and many more administrative duties. Unlike CELTA, teachers' jobs are not just delivering lessons, but more than that.

Considering all the conflicts above, EFL teachers / instructors in this study encounter many obstacles in their actual classrooms that were not an issue at their CELTA courses. Some of these issues are motivating reluctant students, dealing with high number of students in one classroom, administrative duties to complete, the obligation to assess students and preparing them for big scale exams. Besides, not many of them teach adults after the course, there are many teachers who teach young learners and young adults after CELTA, which makes the transition process even harder. The change of context was discussed by O'Connor (2011) as well. She claimed that when newly qualified teachers encounter different teaching situations, such as teaching young learners, they "revert to using teaching models from their own school days" (p. 253). This was also mentioned by one of the directors by indicating that when the classroom at the CELTA course and their own classrooms where they work do not match, teachers leave what they learnt at the course and start to teach like how their EFL teachers taught at their high school. This was confirmed by the classroom observations. Even if there were some communicative activities practiced, for example, group and pair work, other characteristics of CLT such as interactive tasks, modelling and drilling, games, problem-solving tasks and such were not used and more traditional way of teaching was observed. Unfortunately, when the teaching contexts change and if the institutions they work at do not adopt a

Communicative Language Teaching approach fully, EFL teachers struggle a lot. The only things to practice in their classes become few fun activities that they learnt at the course.

Because there is no previous research on the applicability and suitability of CELTA course in the Turkish context, the results of this study cannot be compared or contrasted with any similar research conducted in Turkey. Instead, practice of Communicative Language Teaching, the framework of CELTA, in Turkish K12 schools was investigated by several researchers. For instance, Bal (2006) came to conclusion that due to excessive lesson burden and the setting at their schools, EFL teachers face some constraints in the application of CLT. One of them is that due to large class sizes, teachers had to deal with classroom management issues which interrupt teaching rather than trying to implement solid interaction from teacher to student and from student to student. Likewise, in Ozsevik's (2010) study, constraints to use CLT in Turkish classes were elaborated based on participant teachers' statements. The results achieved were categorized under four titles: Teacher-related difficulties, student-related difficulties, difficulties and challenges related to the educational system and CLT-related difficulties. This thesis and Ozsevik's thesis show resemblance in that both studies reached the same conclusion that due to many constraints led by big number of students in a classroom along with the exam-focused student profile as mentioned above, practice of CELTA methodology, or rather CLT, is extremely limited.

It seems that as long as the threat of an exam at the end of learning process is there, students' common goal will be to score high in that particular exam and learning English to communicate will be omitted. Even if a system that requires students to create a language profile and perform various projects in English throughout the academic year, going one step further in their studies depends on their score at an exam. The assessment system should be revised in order to get students fully perform in English. Otherwise, adapting CELTA methodology will not go beyond practicing a couple of techniques in the EFL classrooms.

5.1.2 Discussion of findings of research question 2. This research question was “Do EFL teachers notice any personal or contextual change in themselves after taking CELTA?” The data from teacher survey and semi-structured teacher interviews were gathered in order to answer this research question. The averages of the answers to the final part of the survey were calculated and the qualitative data provided by the interviews were coded inductively.

According to the carefully examined data, it has been observed that EFL teachers / instructors feel self-confident right after CELTA. The course boosted their self-confidence in that surviving such an intensive programme and being able to put theory into practice in the course made them satisfied with the training. They all seem to be content with taking it as they think it contributed to their teaching styles to a great extent.

All the EFL teachers and instructors admitted that they learnt many things in the course including the notion behind many theories and student perspectives. It is useful for providing feedback for teaching practices from tutors and peers as well as for giving opportunity to observe experienced teachers so that they can see what their insufficiencies are. That is to say, the course gives precious chances for teacher trainees to reflect on their teaching, which makes them better in terms of in-class presence at the end of the course. The most significant feature of the course is that EFL teachers learn more about teaching as they go. There are many situations where they are introduced hands-on activities, which enable them to experiment with their teaching styles before continuing with their real classrooms.

Besides, CELTA holder EFL teachers repositioned themselves by leaving the dominance of the classroom and guiding learners on how to achieve the objectives. Although EFL teachers claim that students are now in charge of their own learning, this practice is not asserted by the classroom observations. Participant EFL teachers agreed that they can apply more communicational approach than they did before taking CELTA, but this approach is only limited to applying few communicational activities in the classrooms. As long as the grammar-based, exam-focused curriculum at K-12 schools and the threat of exam-based assessment at the end of preparation year at universities exist, the CELTA methodology will not be fully adopted at institutions. Therefore, the contextual change is only restricted to individual efforts of EFL teachers in their classrooms.

As for the personal change, all the participants emphasized how CELTA strengthens team work. The sense of collegiality and bond among fellow EFL teachers were established thanks to this course. Besides a bond among Turkish EFL teachers, team work is maintained with CELTA trainees from other countries, as well. They could see and learn other teachers' experiences no matter what countries they are from and how they could include them in their own teaching. This was also expressed by the participants of O'Connor's (2011) study. They emphasized the positive atmosphere in the workplace and collaboration between colleagues eases the jobs of these EFL teachers, especially in their transition period. She indicates that support from workplace and colleagues help teachers to develop socially and professionally. Collegiality is an important social factor for those participants to achieve good working relationships and eventually build self-confidence. Being aware of that team work can help teachers to adapt into the new teaching environment and being open to help colleagues are features that CELTA course tries to encourage. When these features are internalized, EFL teachers benefit from it throughout their professional careers.

As mentioned above, CELTA holders are now more self-confident according to their declarations. This has been observed that these teachers feel more secure at their jobs. Completing such a demanding course like CELTA means that they have learnt at least basic teaching skills and can put them into practice, all of which are recognized by one of the most reputable organizations like Cambridge ESOL. Having this certificate in their dossiers, these qualified EFL teachers are aware of the fact that they are luckier in terms of protecting their jobs and/or finding another EFL teaching jobs without much difficulty than EFL teachers without CELTA. Unlike Sag's (2013) study, the participant teachers proved a full confidence in themselves about the language competence. Sag evaluated this handicap as a factor to decrease self-confidence, but the participants in this study expressed confidence related to language competence, which is proved by the teacher survey. It shows that the certificate they gained makes EFL teachers more secure to keep their jobs in the competition with other Turkish EFL teachers and native English speaker teachers.

The findings of this research question are in line with O'Connor's (2011) and Green's (2005) studies. They all acknowledged that CELTA had positive impact on its graduates and the most significant of them is the self-confidence it brings. They

start or continue their teaching jobs with a great deal of self-assurance. As long as their gain at the CELTA is applicable to their teaching contexts, the feeling of confidence lasts. However, when CELTA graduates encounter different teaching context, that feeling fades away and is replaced by anxiety to teach.

The participants confessed that their in-class practices change after CELTA in a positive way. In the classroom observations, similarities to the CELTA methodology were observed, but in order to talk about a cognitive change, there is small evidence. This study depends on the participants' statements about self-evaluation, yet more studies should be conducted to reach certain results about this subject.

5.1.3 Discussion of findings of research question 3. The final research question was "What is the employers' perspective about CELTA when hiring an EFL teacher?" In order to answer this research question, four administrators of private K-12 schools and schools of languages at universities were interviewed. The qualitative data were gathered and coded inductively.

All the examined data suggest that not only EFL teachers but also administrators find CELTA useful. They do not deny its benefits, but they agree that EFL teachers should not rely only on what are taught at the course. They should be open to develop themselves professionally. CELTA is a good step to start, but this process is never ending.

Although participant EFL instructors in this study think that CELTA is important while being hired and it is very well appreciated, participant directors believe that there are more important features than CELTA, for instance job experiences, previous posts and the most essential of all is eagerness and readiness to teach. CELTA is an advantage in someone's CV, but is referred to when there is a kind of indecisiveness between two candidates. Administrators make sure that an EFL teacher is not employed solely depending on their CELTA. It is made clear that teacher training certificates like CELTA are important during a job application process to some extent, still there are more determining aspects.

According to participant administrators, CELTA is popular because it provides an easy access into teaching, a free pass for most of private sector schools, a good label and an impression that the EFL teacher is of basic skills and knowledge of ELT. EFL teachers with CELTA are considered as more aware of student

perspectives, different learner types, ELT jargon and lesson planning. These all make CELTA graduates more advantageous than EFL teachers with no CELTA certificate. What was stated by the administrators was that EFL teachers with CELTA are willing to make a difference for themselves and for their students and this intrinsic motivation is embedded in few people in the field, as commented by one of the participants.

CELTA is like a desired programme in Turkey, a good option to gain basic skills. 4-year ELT programmes lack adequate teaching practice and is believed to have a theory-based teaching programme. The situation is similar at one-year pedagogic formation teaching certificate programme. Student teachers have a few opportunities to put theory into practice. In this case, CELTA is a chance for teacher candidates due to its nature of literally combining theory and practice throughout the course.

There is no doubt that CELTA is a good point to start teaching career. It contributes to prospective or current EFL teachers a great deal, yet this should be followed by more. It gives basic principles and techniques about teaching, but more theoretical knowledge should be gained during the following steps in the teaching career. Upon agreement of participants, in such an intensive course like CELTA, trainees cannot study various teaching situations; what they gain is some basic survival skills in a classroom. However, they need to deepen their knowledge of theory, which is also suggested by Ferguson and Donno (2001). According to them, “increased focus on awareness of different teaching contexts” should be included in the course (p.31). They recognize the need for CELTA trainees to learn the principles behind classroom practices and adapt them depending on the appropriate teaching contexts. Since CELTA is short in duration, deeper knowledge of these principles cannot be provided. CELTA is precious as step one, but more detailed knowledge should be gained in order to avoid unexpected circumstances in teaching.

As stated by one of the participant directors, CELTA is meaningful when it is considered as a part of professional development and it should be kept in mind that it is a process rather than an item on the career checklist.

5.2 Theoretical Implications

The findings of this study have important theoretical implications. First of all, the more similar teaching context is to the one in CELTA, the more relaxed and confident EFL teachers become. This eliminates anxiety stemming from different teaching contexts, suggested by O'Connor (2011). In an exact opposite situations, EFL teachers have traumatic teaching experiences, which can cause them to leave the sector altogether. This study is significant in that it presents a vision from Turkey about this issue. It has been proved that CELTA holder EFL teachers are able to apply only some fun activities and practical techniques due to teaching at different contexts (such as young learners), the pressure to conduct summative assessment and too heavy workload of that make lesson preparation process harder.

It has been mentioned that CELTA graduates enter into or continue their jobs in the field with a high level of self-confidence. Compared to their presences before CELTA, the most significant gain for them is the boost in self-confidence followed by awareness of student engagement in the lesson and notion behind techniques in ELT. This self-confidence is also derived from the feeling of insecurity in this field: CELTA graduates believe that obtaining the certificate means that they can be employed at any teaching job they want, at least it helps. Even though this is slightly confirmed by the administrators, it is clear that there are more important features in an EFL teacher's CV for employers, such as personal characteristics, specifically, eagerness and capability to teach English.

The implications of this study are in line with Green's (2005) and O'Connor's (2011) in that CELTA assists its graduates to be efficient EFL teachers. This study contributes to the similar existing studies by reflecting what are really being practiced via classroom observations. Also, it is significant because of presenting employers' point of view towards CELTA. With these qualities, this study stands as the only one in Turkey.

5.3 Suggestions for Further Research

Since this study has been a qualitative case study, the number of participants is relatively few. A replication of this study with larger number of participants will give more concrete results. Also, a further research on this subject will justify the

generalizability of this outcome. As this study is currently the first and only research about the application of CELTA in the Turkish schools, a similar research or a replication of it will contribute to this field substantially.

This study, especially the teacher survey, revealed that even if the rate is low, there are CELTA holders who do not work as EFL teachers after the course. The reasons behind their choices can be investigated deeply so that it would give an idea about the point which their discontentment emerge.

CELTA is the initial teacher training course and considered as the first step into teaching. The study illustrated that most of the teachers do not go beyond this first step. The reasons why teachers do not pursue any further teacher training like DELTA should be investigated.

5.4 Conclusion

This study has examined the general perception of CELTA in Turkey, particularly the applicability and suitability in the Turkish context, how this short teacher training course influence EFL teachers after completing it and if CELTA has any impact on employers in an EFL teaching job application. That is to say, it provides a general image of CELTA journey in Turkey from its graduates and from experts in ELT. The analysis of all the data demonstrates that CELTA is a favourable starting-point in ELT and is regarded as an advantage by employers and its holders. However, the CELTA graduates cannot fully practice CELTA methodology in their classrooms due to some institutional and curricular constraints. These constraints either derive from the policies of institutions, such as too much lesson burden of EFL teachers, which make the preparation and application harder; tight syllabi so that EFL teachers / instructors should make an extra effort to keep up with daily schedule and omit communicative activities that they were taught at CELTA; or more generally, from the policies of the Turkish education system. It sets the goals based on the success at exams. The achievements of students in English are measured with written exams, which enable students to shift their focus on how to score high at these exams rather than how to communicate successfully.

General perception of CELTA in Turkey is positive from EFL teachers' and instructors' points of view as well as administrators' points of view. However, there

is a dilemma in that EFL teachers / instructors value this certificate programme more than the administrators. Teachers believe that CELTA helps them find and secure a job, but administrators regard it as a plus in terms of professional development. In this respect, this study demonstrates a divergence of the perception of CELTA from two sides of education.

This thesis is significant as it involves EFL teachers and their directors as subjects to discuss the phenomenon of CELTA. Also, it utilizes classroom observations in order to confirm the reliability of collected data and even to go further in this collection process, which makes it unique. As this study provides an elaborate source for the discussion about short teacher training programmes and their effectiveness, especially about the CELTA, it is hoped to contribute to TESOL field that needs more exploration.

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APPENDICES

A. COMMON EUROPEAN FRAMEWORK OF REFERENCE FOR LANGUAGES (CEFR), COMMON REFERENCE LEVELS: GLOBAL SCALE

Proficient	C2	Can understand with ease virtually everything heard or read. Can summarise information from different spoken and written sources, reconstructing arguments and accounts in a coherent presentation. Can express him/herself spontaneously, very fluently and precisely, differentiating finer shades of meaning even in more complex situations.
User	C1	Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.
Independent	B2	Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.
User	B1	Can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes & ambitions and briefly give reasons and explanations for opinions and plans.
Basic	A2	Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.
User	A1	Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Retrieved from http://www.coe.int/t/dg4/education/elp/elp-reg/Source/Key_reference/CEFR_EN.pdf

B. CELTA QUESTIONNAIRE (ONLINE TEACHER SURVEY)

(Marked questions are mandatory)

***Your gender:**

(Please choose only one answer)

Male

Female

***Your age:**

(Please choose only one answer)

Under 24

25 - 44

45 - 54

55 - 64

Over 64

***The month and year in which you completed your CELTA course:**

(mm/yyyy)

***The city where you completed your CELTA course:**

***Type of CELTA course completed:**

(Please choose only one answer)

Full-time

Part-time

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

(Please choose only one answer)

- | | |
|--------------------------|--------------------------|
| High School Diploma | <input type="checkbox"/> |
| An Undergraduate Diploma | <input type="checkbox"/> |
| A Postgraduate Diploma | <input type="checkbox"/> |
| Other | <input type="checkbox"/> |

***Name of qualification completed**

Name of department

***Name of Institute where qualification was obtained**

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

(You may make one or many selection)

- | | |
|-----------------------|--------------------------|
| None | <input type="checkbox"/> |
| A hobby course | <input type="checkbox"/> |
| An university degree | <input type="checkbox"/> |
| A postgraduate degree | <input type="checkbox"/> |
| Other | <input type="checkbox"/> |

Please specify name of qualification and institute which you obtained after completing your CELTA course

e.g. MA TESOL - Bahcesehir University

***Are you currently enrolled in a teacher training programme?**

e.g. DELTA, TEFL, CELTYL, IDLTM etc.

(Please choose only one answer)

No

Yes (Please specify) _____

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

(Please choose only one answer)

Full-time student

Unemployed

Employed in a non-teaching sector

Employed in the teaching sector

Please state the nature of employment if you were employed at the time of completing your CELTA course.

e.g. journalist, primary school teacher

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

(You may make one or many selection)

Remain / become unemployed?

Work in a non-teaching sector?

Teach a subject other than English?

Apply for a TESOL post in Turkey?

Apply for a TESOL post abroad? (Where?) _____

***Are you currently employed as a TESOL teacher?**

(Please choose only one answer)

Yes

No

Please state your current employment details

Country: _____

Type of institution: _____

Position: _____

Starting Date: _____

***How many EFL teaching posts have you held since obtaining your CELTA qualification?**

Please state number

***How important is the Communicative Language approach in your English classroom?**

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

(Please choose only one answer)

Very much

A fair amount

Somewhat

Slightly

Not at all

***Second Language learners need to participate actively in the learning process.**

(Please choose only one answer)

- | | |
|----------------------------|--------------------------|
| Strongly agree | <input type="checkbox"/> |
| Agree | <input type="checkbox"/> |
| Neither agree nor disagree | <input type="checkbox"/> |
| Disagree | <input type="checkbox"/> |
| Strongly disagree | <input type="checkbox"/> |

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

(Please choose only one answer)

- | | |
|---------------|--------------------------|
| Very much | <input type="checkbox"/> |
| A fair amount | <input type="checkbox"/> |
| Somewhat | <input type="checkbox"/> |
| Slightly | <input type="checkbox"/> |
| Not at all | <input type="checkbox"/> |

After six hours of supervised teaching practice on my CELTA course, I felt confident about giving language lessons.

(Please choose only one answer)

- | | |
|----------------|--------------------------|
| Strongly agree | <input type="checkbox"/> |
| Agree | <input type="checkbox"/> |
| Somewhat | <input type="checkbox"/> |
| Slightly | <input type="checkbox"/> |
| Not at all | <input type="checkbox"/> |

My language lessons generally follow the following stages:

Context writing, language presentation, controlled practice, freer practice activities.

(Please choose only one answer)

- | | |
|----------------------------|--------------------------|
| Strongly agree | <input type="checkbox"/> |
| Agree | <input type="checkbox"/> |
| Neither agree nor disagree | <input type="checkbox"/> |
| Disagree | <input type="checkbox"/> |
| Strongly disagree | <input type="checkbox"/> |

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

(Please choose only one answer)

- | | |
|----------------------------|--------------------------|
| Strongly agree | <input type="checkbox"/> |
| Agree | <input type="checkbox"/> |
| Neither agree nor disagree | <input type="checkbox"/> |
| Disagree | <input type="checkbox"/> |
| Strongly disagree | <input type="checkbox"/> |

I provide accurate and appropriate models of language in my classroom.

(Please choose only one answer)

- | | |
|----------------------------|--------------------------|
| Strongly agree | <input type="checkbox"/> |
| Agree | <input type="checkbox"/> |
| Neither agree nor disagree | <input type="checkbox"/> |
| Disagree | <input type="checkbox"/> |
| Strongly disagree | <input type="checkbox"/> |

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

(Please choose only one answer)

- | | |
|----------------------------|--------------------------|
| Strongly agree | <input type="checkbox"/> |
| Agree | <input type="checkbox"/> |
| Neither agree nor disagree | <input type="checkbox"/> |
| Disagree | <input type="checkbox"/> |
| Strongly disagree | <input type="checkbox"/> |

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

(Please choose only one answer)

- | | |
|----------------------------|--------------------------|
| Strongly agree | <input type="checkbox"/> |
| Agree | <input type="checkbox"/> |
| Neither agree nor disagree | <input type="checkbox"/> |
| Disagree | <input type="checkbox"/> |
| Strongly disagree | <input type="checkbox"/> |

Teaching students about intonation is essential in my English language classroom.

(Please choose only one answer)

- | | |
|----------------------------|--------------------------|
| Strongly agree | <input type="checkbox"/> |
| Agree | <input type="checkbox"/> |
| Neither agree nor disagree | <input type="checkbox"/> |
| Disagree | <input type="checkbox"/> |
| Strongly disagree | <input type="checkbox"/> |

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

(Please choose only one answer)

- | | |
|---------------|--------------------------|
| Very much | <input type="checkbox"/> |
| A fair amount | <input type="checkbox"/> |
| Somewhat | <input type="checkbox"/> |
| Slightly | <input type="checkbox"/> |
| Not at all | <input type="checkbox"/> |

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

(Please choose only one answer)

- | | |
|----------------------------|--------------------------|
| Strongly agree | <input type="checkbox"/> |
| Agree | <input type="checkbox"/> |
| Neither agree nor disagree | <input type="checkbox"/> |
| Disagree | <input type="checkbox"/> |
| Strongly disagree | <input type="checkbox"/> |

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

(Please choose only one answer)

- | | |
|----------------------------|--------------------------|
| Strongly agree | <input type="checkbox"/> |
| Agree | <input type="checkbox"/> |
| Neither agree nor disagree | <input type="checkbox"/> |
| Disagree | <input type="checkbox"/> |
| Strongly disagree | <input type="checkbox"/> |

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

(Please choose only one answer)

- | | |
|----------------------------|--------------------------|
| Strongly agree | <input type="checkbox"/> |
| Agree | <input type="checkbox"/> |
| Neither agree nor disagree | <input type="checkbox"/> |
| Disagree | <input type="checkbox"/> |
| Strongly disagree | <input type="checkbox"/> |

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

(Please choose only one answer)

- | | |
|----------------------------|--------------------------|
| Strongly agree | <input type="checkbox"/> |
| Agree | <input type="checkbox"/> |
| Neither agree nor disagree | <input type="checkbox"/> |
| Disagree | <input type="checkbox"/> |
| Strongly disagree | <input type="checkbox"/> |

The teaching strategies suggested on my CELTA course have been useful in my English classroom.

(Please choose only one answer)

- | | |
|---------------|--------------------------|
| Very much | <input type="checkbox"/> |
| A fair amount | <input type="checkbox"/> |
| Somewhat | <input type="checkbox"/> |
| Slightly | <input type="checkbox"/> |
| Not at all | <input type="checkbox"/> |

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

(Please choose only one answer)

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

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

(Please choose only one answer)

Very much

A fair amount

Somewhat

Slightly

Not at all

CELTA guidelines about using computers in a language classroom have proved essential in my teaching.

(Please choose only one answer)

Strongly agree

Agree

Neither agree nor disagree

Disagree

Strongly disagree

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

(Please choose only one answer)

- | | |
|---------------|--------------------------|
| Very much | <input type="checkbox"/> |
| A fair amount | <input type="checkbox"/> |
| Somewhat | <input type="checkbox"/> |
| Slightly | <input type="checkbox"/> |
| Not at all | <input type="checkbox"/> |

***How well did your course prepare you for your first teaching course after the course?**

(Please choose only one answer)

- | | |
|----------------------|--------------------------|
| Fully | <input type="checkbox"/> |
| Fairly well | <input type="checkbox"/> |
| Not very well | <input type="checkbox"/> |
| Not very well at all | <input type="checkbox"/> |

Do you have any comments about aspects of your CELTA course that have or have not been relevant to your English language teaching?

C. SEMI-STRUCTURED INTERVIEW QUESTIONS WITH CELTA HOLDER EFL TEACHERS

1. After your CELTA course, did you feel supported by the institution that you took CELTA at and/or by the institution that you worked at?
2. Did your CELTA course help you to overcome difficulties that you have encountered after this training? How?
3. Could you describe how confident you felt about class management after CELTA?
4. Could you explain what language approach you adopted in your classroom before and after CELTA course?
5. Did your CELTA training make you a more confident teacher generally?
6. Did you find any dilemmas and / or similarities between the mentalities of British context and Turkish context?
7. Considering a random lesson that you have taught, to what extent could you apply CELTA techniques?
8. What kind of changes did you see in yourself as a teacher before and after CELTA course? Please explain professionally, socially and academically.
9. From the perspective of a CELTA graduate, what are the strengths and shortcomings of this short teacher training course?
10. How were your previous and current employers' approaches to you as a CELTA graduate? Do you think this certificate put you ahead of other teachers?
11. What was the reason of taking a CELTA course? Did it fulfil any of your expectations?
12. Are there any topics that you wish to have been taught at the CELTA course?
13. Are there any aspects of the CELTA course that you do not think useful while teaching?

D. SEMI-STRUCTURED INTERVIEW QUESTIONS WITH ADMINISTRATORS

1. How many CELTA graduates have you hired until now? How many of them are still working at your institution?
2. How do you think short teacher training courses like CELTA contribute to teaching styles of teachers?
3. What sorts of benefits and threats do short teacher training courses provide for teachers?
4. Does your institution provide any in-service teacher training courses for its teachers?
5. What are your thoughts on the place of CELTA in the Turkish context?
6. Why do you think CELTA courses became popular amongst teachers and institutions?
7. Describe a perfect CV for the teaching position in your institution.
8. Do the passing grades of CELTA graduates (Pass, Merit or Distinction) matter to you?
9. What are the discrepancies between a CELTA graduate and a non-CELTA graduate?
10. How do teachers who did CELTA contribute to your institution?
11. Is a CELTA certificate preferable when hiring teachers? Why?
12. Do you have a chance to observe teachers who did CELTA in their classrooms? If you did, how do they practice CELTA methodology?
13. How close is the mentality of CELTA to your institution's teaching policy?

E. CLASSROOM OBSERVATION FORM

Instructor:	Date:
Course No.:	Time:
Course Title:	Course Level:
Reviewer:	No. Students:
PART 1 Classroom Management	
Part 2 Language Approach <ul style="list-style-type: none">• <u>Pair and Group Work</u> • <u>Student Participation</u> • <u>Lesson Planning, Stages and Material Preparation</u> • <u>Use of Concept Check Questions and Instruction Check Questions</u>	

- **Teacher's Model of Language**
- **Focus on Pronunciation and Intonation**
- **Variety of Activities**
- **Use of Coursebook**
- **Feedback and Error Correction**

Part 3

Other Notes

F. ADDITIONAL COMMENTS ABOUT CELTA COURSE MADE BY THE SURVEY PARTICIPANTS

Overall comments on CELTA course were made by survey participants also. These are as follows indicating how teachers benefit from this course:

It is the best course that a teacher can have. A teacher should at least have a CELTA course to say that he/she is an English teacher. (Anonymous questionnaire participant, 2015)

CELTA course was one of my best experiences I have ever had. When I attended the course, I had been teaching for 12 years but my point of view about teaching English totally changed. It was an excellent training for my improvement. (Anonymous questionnaire participant, 2015)

CELTA course helped me to review my knowledge that I gained at university period. It also helped me to develop my teaching skills and added new point of view to teaching. (Anonymous questionnaire participant, 2015)

It was an efficient progress for my teaching skills. (Anonymous questionnaire participant, 2015)

It is very challenging and useful. (Anonymous questionnaire participant, 2015)

G. CURRICULUM VITAE

PERSONAL INFORMATION

Surname, Name: Gülcan, Mine

Nationality: T.C.

Date of Birth: 10/02/1988

E-mail: mine.gulcan@gmail.com

EDUCATION

Degree	Institution	Year of Graduation
MA TEFL	Bahçeşehir University	2013 – Present
Associate Degree	Anadolu University	2008-2010
BA American Culture & Literature	İstanbul University	2006-2010
High School	Göztepe İhsan Kurşunoğlu H.S.	2002-2006

WORK EXPERIENCE

Year	Place	Enrollment
28/08/2014 – Present	Sevinç Colleges	English Language Teacher
12/08/2013 – 27/06/2014	Okyanus Colleges	English Language Teacher
25/10/2011 – 03/08/2013	ATEC Education Consultancy	Education Counsellor

FOREIGN LANGUAGES

English (Fluent), French (Intermediate)

CERTIFICATES

Cambridge ESOL (CELTA)

Bournemouth / UNITED KINGDOM

Yildiz Technical University (English Language Teaching Certificate)

Istanbul / TURKEY

British Council (UK Education Advisors Advance Training)

Istanbul / TURKEY

British Study Centres (General English Language Course, Advanced level)

Oxford / UNITED KINGDOM

L'Institut Français (DEL F B1)

Istanbul / TURKEY

Anadolu University (Certificate of Honour)

Eskisehir / TURKEY

REFERENCES

Available upon request

H. TURKISH SUMMARY

Bu çalışmanın amacı, Certificate in Teaching English to Speakers of Other Languages (CELTA) programının Türkiye bağlamında uygulanabilirliği ve verimliliğinin incelenmesidir. Ayrıca, bu kısa öğretmenlik kursunun İngilizce öğretmenlerinin işe girişlerindeki öneminin idareciler tarafından değerlendirilmesi de bu çalışmanın kapsamı içerisindedir. Bu gayeyle aşağıdaki araştırma soruları oluşturulmuştur:

1. CELTA, Türkiye şartlarında uygulanabilir mi? Yanıt olumluysa, İngilizce öğretmenleri CELTA tekniklerini sınıflarında nasıl uyguluyorlar?
2. İngilizce öğretmenleri CELTA aldıktan sonra kendilerinde mesleki veya içerik olarak bir değişiklik fark ediyorlar mı?
3. İdareciler bir İngilizce öğretmenini işe alırken CELTA'ya nasıl bakıyorlar?

CELTA, daha önce öğretmenlik tecrübesi olmayan veya az öğretmenlik tecrübesi olan ve öğretmenlik yapmak isteyen kişiler için tasarlanmış bir öğretmenlik belgesidir. Uluslararası tanınırlığı olan bu belge, mezunlarının dünyanın başka ülkelerinde öğretmenlik yapmasına fırsat tanınmasıyla da oldukça rağbet görmektedir. Türkiye'de de popülerliğini günden güne artıran bu programla ilgili yapılan uluslar arası çalışmalar, güncelliklerini korumalarına rağmen sayı olarak şaşırtıcı derecede azdır. Bu tez, CELTA'ya Türkiye perspektifinden bakması ve Türk idarecilerin de veri toplama sürecine dahil olması açısından bir ilktir. Buna ek olarak, Türk öğretmenlerin gözünden programın işleyişi ve sonuçları konusunda bilgi vermesi açısından da önemlidir. Türkiye'de öğretmenlik yapmak için bir gereklilik olmamasına rağmen kursa katılımın bu kadar çok olması da çalışmanın değindiği alanlardan biridir.

Bu çalışmada niteliksel örnek olay incelemesi benimsenmiştir. Türk CELTA mezunlarının ve onların idarecilerinin öznel görüşleri bu çalışmanın temelini oluşturmaktadır. Bu amaçla, CELTA anketi, öğretmenlerle röportajlar, idarecilerle röportajlar ve sınıf gözlemleri düzenlenmiştir. CELTA anketi, internet yoluyla olası katılımcılara gönderilmiş ve 41 CELTA sahibi anketi doldurmuştur. Bu anketle,

CELTA sahibi olan Türkler hakkında genel bir profil oluşturulması amaçlanmıştır. 41 kişiden 5 İngilizce öğretmeni veya İngilizce okutmanı bire bir yarı kurgulanmış mülakata alınmış; CELTA, meslekleri, uygulamaları ve kendileri hakkında daha detaylı sorular sorulmuştur. Buna paralel olarak, yöneticiler de yarı kurgulanmış bire bir röportaja alınmış; CELTA almış öğretmenlere ve genel olarak CELTA programına nasıl baktıkları hakkında bilgi edinilmesi planlanmıştır. Veri toplama sürecinin son aşaması olarak, görüşülen 5 öğretmenden /okutmandan, 4'ü sınıflarında gözlemlenmiştir (o dönem ders vermeyen okutman gözlem dışı tutulmuştur). Bu aşamada, ankete ve görüşmelere verilen cevapların tutarlılığını test edilmiş, sınıf içi uygulamalarda CELTA'nın izleri aranmıştır. İzlenimler maddeler halinde not edilmiştir.

Elde edilen veriler, yazıya geçirilmiş; kalıplar halinde kodlanmıştır. En çok tekrar eden kalıplar /kelimeler /cümleler, ortak kanıyı yansıtmak üzere bu tezde kendine yer edinmiştir.

Edinilen bulgulara göre, hem öğretmenler hem de yöneticiler CELTA'yı yararlı buluyorlar, ancak uygulama kısmında bazı sıkıntılar yaşandığını itiraf ediyorlar. Bunların çoğu, kurumsal veya sistemle ilgili problemlerdir. İngilizce öğretmenleri sadece katı bir müfredatı yetiştirmeye çalışmamakta, aynı zamanda olabildiğince çok iletişimsel aktivite yapmayı denemektedirler. Öğretmenler, bu tür aktivitelerin gerekliliğinin farkındalar ancak bunların hazırlanmasının ve uygulanmasının çok zaman aldığını belirtmektedirler. Üstelik, Türk öğrencilerin bu tarz aktivitelere alışık olmaması da öğretmenlerin sıkıntılarını artırmaktadır. Öğretmenlerin iş yükünün ağır olması da bu sıkıntıların üzerine binmektedir. Bu nedenlerle, CELTA'nın uygulanabilirliği, Türk İngilizce öğretmenlerinin yakındığı bir konudur.

Bütün İngilizce öğretmenleri CELTA'nın kendilerine en üst düzeyde katkı sağladıkları konusunda birleşmişlerdir. Öğretmenlerin kendileriyle ilgili görüşleri oldukça olumlu görünmektedir. CELTA mezunu öğretmenler, kurstan sonraki ilk işlerine büyük bir kendine güvenle gitmektedirler.

İdarecilerin görüşlerine gelinecek olursa, hiç biri CELTA'nın faydalarını inkar etmemektedir. Ancak işe alım sürecinde, CELTA belgesinden daha önemli koşullar olduğu konusunda birleşmektedirler. CELTA'nın faydalarının yanı sıra, bu

kursun kısa süreli olması ve öğretmen adaylarını sadece kısıtlı koşullara hazırlaması yöneticilerin yakındığı konular arasında yer alıyor.

Her ne kadar Türkiye koşullarında CELTA öğretmenlik için bir gereksinim olmasa da zor özel sektör koşulları ve öğretmenlerin kendilerini geliştirme istekleri bu kursa talebi artırmaktadır. CELTA öğretmenlik kariyeri için iyi bir başlangıç noktası olarak durmakta ancak sadece bu kursa ait bilgilerle yetinmek bu kariyerde ilerlemek için yeterli gözükmemektedir. CELTA öğretmenler için iyi bir etikettir ancak tek başına yeterli değildir.