

MESLEKİ GELİŞİMDE CELTA'NIN KONUMUNU TÜRKİYE BAĞLAMINDA BELİRLEME

THE POSITION OF CELTA FOR PROFESSIONAL DEVELOPMENT IN TURKISH CONTEXT

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Araştırma Makalesi

Abstract: CELTA (Certificate in Teaching English to Speakers of Other Languages) is a training program for the qualification for teaching English. It has been held in Turkish contexts for years. The number of the teachers or teacher candidates taking part in CELTA has been increasing in number. However, the research studies attempting to evaluate the effects of CELTA course do not align with the fact of increasing in number. In this respect, the present study attempts to delineate the probable effects of CELTA course in terms of professional development of teachers. Burns and Richards (2012) put a distinction between what training and professional development are. At this very point, the second aim of the study is to come closer to map the position of CELTA: whether it is training, professional development or both, or a gateway to professional development. Therefore, the researcher has conducted semi-structured interviews with eight CELTA program participants. The CELTA program forms have been analyzed through content analysis. The research study has the outcomes regarding the implementation of CELTA in undergraduate ELT education in higher education.

Keywords: *CELTA, teacher, professional development.*

Özet: CELTA (Başka Dilleri Konuşanlar için İngilizce Öğretimi Sertifikası), İngilizce öğretiminin niteliği için bir eğitim programıdır. Yıllardır Türkiye bağlamında düzenlenmektedir. CELTA'da yer alan öğretmen veya öğretmen adaylarının sayısı artmaktadır. Bununla birlikte, CELTA kursunun etkilerini değerlendirmeye çalışan araştırma çalışmaları, sayının artması gerçeğiyle uyumlu değildir. Bu bağlamda, bu çalışma CELTA kursunun öğretmenlerin mesleki gelişimi açısından muhtemel etkilerini açıklamaya çalışmaktadır. Burns ve Richards (2012), eğitime ve mesleki gelişimin ne olduğu arasında bir ayrım yapmıştır. Bu noktada, çalışmanın ikinci amacı CELTA'nın bir eğitim mi, mesleki gelişim mi veya her ikisi mi yoksa mesleki gelişime açılan bir kapı olup olmadığını saptamaya çalışmaktır. Bu nedenle araştırmacı, sekiz CELTA program katılımcısı ile yarı yapılandırılmış görüşmeler gerçekleştirmiştir. CELTA program formları içerik analizi ile analiz edilmiştir. Çalışma, yükseköğretimde lisans İngilizce öğretmenliği eğitiminde CELTA programının uygulanmasına ilişkin sonuçlara sahiptir.

Anahtar Sözcükler: *CELTA, öğretmen, mesleki gelişim.*

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Introduction

Novice ELT (English Language Teaching) teachers or the graduates of departments of American and English language and literature could contribute to language teaching knowledge in both practice and theory in their own right. For instance, the pre-service or novice teachers are exposed to courses engaged in theory to have them gain knowledge about how people grasp a second, third or even a fourth language along with another educational knowledge. In such a case, Wringe (cited in Lawes, 2003) states the teachers could be under the overloading impact of highly dominant principles or approaches without having little or no consideration about the actual core issue which is learning and teaching in practice. This fact may cause in over-adherence to the theory even though a certain kind of approach or principle does not go with the reality in the actual learning and teaching environment. Therefore, in undergraduate and in-service education, pre-service teachers or novice teachers should be given opportunities to develop or form their own understanding of teaching by combining it with practice and years of experience along with the harmonization of a dash of theory. Those opportunities are generally rendered through language teaching workshop programs and trainings. Hobbs (2007) indicates that such programs and trainings could help gain recognition for professional development. One such program, CELTA (Certificate in Teaching English to Speakers of Other Languages) is a proficiency certificate designed for teachers lecturing to the adult for language teaching. CELTA is deemed to the non-native language teachers. It is an internationally valid certificate given by University of Cambridge Local Examinations Syndicate. Thornbury and Watkins (2007) state that CELTA course is practical in terms of approach and a milieu designed for the attendees to discuss their own learning-based experience around a classroom perspective. Anderson (2018) states that initial teacher training programs are life-changing opportunities in that they can overcome insurmountable barriers while finding international employment even on the part of experienced non-native-speaker English language teachers. In addition, Sağ (2013) states that CELTA provides development or advancement in career. To this end, CELTA has been questioned for its effectiveness based on CELTA program participants' perspectives (Borg, 2001; Ferguson & Donno, 2003). Kanowski (2004) evaluates concerns about pre-service short courses from the perspective of a CELTA practitioner. Sulaimani and Elyas (2015) critically reviewed CELTA syllabus suggesting the incorporation of culture as a component for

pedagogical concerns. Barnawi (2016) examines the underlying assumptions of CELTA and concludes that CELTA is based mainly on a performance-based philosophy suggesting that it is not a good approach for teacher education. Mackenzie (2019) analyses CELTA candidates' reflective assignments to determine the level of reflection the CELTA participants demonstrate revealing varying degrees of reflectivity.

CELTA program is not new within Turkish context. Although CELTA is not recognized as an official certificate at public schools and public universities within Turkish context, it is one of the required qualifications for employment in private schools and language institutions (Gülcan & Kesli Dollar, 2016). In the literature, one can come across research studies ranging from the context, input, process to products of CELTA. One such study was conducted by Gülcan and Kesli Dollar (2016), which is on Turkish EFL Teachers' and Administrators' perceptions of short teacher training courses: The case of CELTA. Their purpose was to search for the applicability of CELTA within Turkish context and necessity to hold it. The study indicates that the teachers are pleased with holding CELTA certificate and it has contributed to their knowledge in multiple ways. Moreover, Sağ (2013) conducted a study to investigate the self-perceptions of non-native participant teachers on a CELTA course in Turkey based on the comparison of native- nonnative continuum. The researcher found that nonnative teachers and native teachers have different strengths and shortcomings which made them different, but not superior. Not only novice teachers attend CELTA programs but also experienced ones, too, take part due to sustainability issues on the part of continuous development and employment. Aydın, Sağlam and Alan (2016) conducted a study with an aim to see whether CELTA could be useful as a bridge between pre-service and in-service teacher education and found that CELTA has gains differing based on the backgrounds and experience of the participants. All in all, the research studies addressing CELTA's position in terms of professional development for novice teachers are few in number in Turkish context. Given this gap in literature of CELTA studies, the present study aims to delineate the probable effects of CELTA course in terms of professional development of teachers along with mapping the position of CELTA for professional development. In accordance with this purpose;

1. Individual definition of CELTA,
2. Implementation of CELTA in both practice and undergraduate education,

3. Position of CELTA: Training or professional development tool or both will be determined according to opinions of teachers.

By recognizing teachers' individual definitions of CELTA, and their perspectives regarding its implementation in in-service and undergraduate education, the present study is believed to yield implications in eliminating the gap between theoretical knowledge and practical knowledge while studying at faculty degree for faculty members and stakeholders.

Research Model

The study aims to unearth the perspectives of the teachers holding CELTA. In this respect, case study model was incorporated in the name of qualitative research. Qualitative research can be defined as a research in which observation, interviews and document analysis as well as qualitative data collection methods are used and a process in which perceptions and events in natural environment are set forth in a realistic and holistic way (Guba and Lincoln, 1994; Yıldırım and Şimşek; 2006). As a research design, the case study was chosen to reveal how the participants make sense of CELTA in terms of individual definitions and aspects of implementation since case study focus on a unit in depth and describes it in its context thoroughly (Meriam, 2013).

The Study Group

The participants of the study were selected by criterion sampling. Having CELTA certificate and being novice teacher were determined as criteria. The data were collected from 8 novice English teachers working in both public and private schools in 2016-2017 academic years. Four of them are male and four of them are female, and they work for different language institutions. The experience of teachers was between one and two years and they have all had CELTA for more than nine months. Two of the participants graduated from English Language and Literature (ELL) Program, while the rest of them graduated from English Language Teaching (ELT) Program.

Data Collection and Data Collection Tool

Semi-structured interview was conducted to reveal the whole picture profoundly in the name of a thorough illustration of the opinions of the participants. Validity and reliability are the main concerns that emerge at all stages of establishing the theoretical framework of a research, collecting data, analyzing and interpreting and revealing the findings (Meriam, 2013). Therefore, at the very beginning, the target literature was reviewed regarding the CELTA and then a semi-structured interview form was composed of nine questions depicting the opinions of the teachers regarding CELTA. While composing it, expert opinion was taken from two ELT lecturers holding PhD in the field of teacher education. Cohen and Crabtree (2006) state that semi-structured interview guide helps researcher gives clear instructions to the interviewers along with obtaining reliable and comparable qualitative data. Meanwhile, the form consists of open-ended questions regarding the detailed data related to CELTA. The questions in the teacher interview form are targeted to depict the opinions of the teachers about CELTA ranging from its objectives to its implementation at faculty degree. To be more specific, the instrument attempts to unearth the opinions of teachers over CELTA, harmonization of CELTA with faculty degree program, and the position of CELTA for continuous professional development.

Data Analysis

The data were analyzed by content analysis. For analysis, pattern-coding process was utilized in order to get recurrent themes as suggested by Miles and Huberman (1994). Two teacher researchers who are experienced in language teaching and qualitative research and ELT as well analyzed the data individually and compared later for internal consistency. The analysis results were supported by direct quotations of the teachers interviewed. For confidentiality issues, not the real names but the code names were used for participants.

Findings

The present study aims to delineate the probable effects of CELTA course in terms of professional development of teachers along with mapping the position of CELTA for professional development. Therefore, findings over participants' individual definitions of CELTA, their perspectives upon the implementation of CELTA in both practice and undergraduate education, and the position of CELTA for professional development were presented. Those findings were displayed in Tables. Each table consists of the themes and the number of teachers

providing opinion about related theme. A teacher may have referred to more than one theme in tables.

Findings of the first research aim

In this part, findings regarding individual definition of CELTA are presented. The teachers' perceptions of definition are displayed in Table 1.

Table 1

Teachers' Responses about the Definition of CELTA

Definition of CELTA	<i>f</i>
Enjoyable experience providing teaching practice in a real classroom environment.	4
Program preparing a teacher for different teaching contexts	2
Program which is intensive in taking in the short run, but extensive in implementation in the long run	2

Teachers participating in the study answered differently regarding the individual definitions of CELTA. Accordingly, four of the teachers indicated that CELTA is an enjoyable experience providing teaching practice in a real classroom environment. Additionally, two of the teachers state that it is a program preparing a teacher for different teaching contexts. Lastly, two of the teachers argue that it is a program which is intensive in taking in the short run, but extensive in implementation in the long run. When the definitions are delineated it could be stated that the teachers do not suggest an exact and one common definition for what CELTA is. However, the teachers utter a definition related to some aspects of CELTA. Here are some direct quotations of teachers for the individual definition of CELTA:

"I have been working as a language teacher and CELTA refreshed my courses in my teaching. CELTA is different from other in-service trainings, it addresses the real classroom environment and you learn the ways to make the lessons fun." Sinan.

"I have been teaching for high school students and for public education center at the same time, but before CELTA I had concerns about the classroom language that I use, however, after CELTA I can accommodate my medium of instruction better according to the level of the learners." Afife.

Findings of the second research aim

Table 2 displays the teachers' responses regarding the implementation of CELTA in both practice and undergraduate education.

Table 2

Teachers' Responses about the Implementation of CELTA

Implementation of CELTA	f
Allows and builds up reflective practice in in-service	4
Practice everything you know theoretically+practical course+you learn by doing	4
Endorsement of CELTA in ELT pre-service education	3
Developing pre-service internship through CELTA	1

In Table 2, four of the participants state that CELTA allows and builds up reflective practice. Furthermore, four of the participants indicate that through CELTA, one can fill the gap between theory and practice to a great extent. Finally, three of the teachers indicate that CELTA could be implemented at faculty degree instead of teaching practicum at the last year of English Language Teaching while one of the teachers argues that the teaching internship could be enhanced and enriched through CELTA. The findings reveal interesting ideas over the incorporation of CELTA in in-service and pre-service faculty education. Here are some direct quotations of teachers regarding the implementation of CELTA:

"The practicality provided by the CELTA program is quite a lot when I compare it with the practicality of the internship education I received at school. There are a lot of paper rowing jobs in internships, CELTA is leaner and more functional. I think it could be done instead of internship."
Serdar.

"In-service trainings that we normally attend remain too theoretical. For example, it doesn't teach my students how to give feedback, but it tells about the types of feedback. For example, CELTA is more oriented towards practice. It also teaches how and what to do. In fact, these are things we need to know from the university, but there are gaps in it. I can say that CELTA fills these gaps." Türkan.

Findings of the third research aim

In this part, findings regarding the position of CELTA in professional development are displayed. Table 3 shows the teachers' responses regarding the position of CELTA for professional development.

Table 3

Teachers' Responses about the Position of CELTA

Position of CELTA	<i>f</i>
Continuous confidence and motivation for teaching, for instance, reading research	4
Allows interaction with other participants and provides discussions interactively	2
Peer observation by sharing knowledge, making one's own context public.	2

Table 3 indicates intriguing findings on mapping the position of CELTA. Accordingly, four of the teachers hold perpetual enthusiasm towards learning to teach and implement that teaching. Additionally, two of the teachers indicate that CELTA allows interaction with other participants and provides discussions for other contexts interactively, which aligns with the nature of socio-cultural view. Lastly, the rest of the teachers argue that CELTA program makes one's own context public through peer observation and sharing knowledge. Here are some direct quotations of teachers regarding the position of CELTA for professional development:

"This program encourages people to learn to teach. In the lesson, you observe the student better. Since you have a lot of reading in CELTA for classroom practice, you know about many different situations, your feet are more firm on the floor in the classroom and you are more willing" Afife.

"In normal seminars, there is a traditional understanding, we just listen. However, with CELTA you have to interact more. This allows you to discuss different topics with the group and it is satisfying." Ali.

"I had never observed a colleague's lesson until I joined the CELTA program. I also had no place to share what I did well. In this context it was useful." Gökçen.

Discussion

The study unearths the perspectives of the teachers holding CELTA in three phases. Accordingly, different definitions have come in view. Based on the definitions of the CELTA holders, CELTA provides knowledge upon different contexts. Stenhouse's (1981) argues that teachers are required to test theories in their classroom context since the findings of education research are generally

contextual, which means those theories cannot be applied directly in every classroom context. As CELTA is a practical approach and a designed milieu for teachers' own learning based experience in classroom context (Thornbury & Watkins, 2007), it can enable teachers to act flexibly in different teaching contexts. Therefore, pre-service teachers or novice teachers should be given opportunities to develop or form their own understanding of teaching by combining it with practice. According to what the CELTA holders have addressed, CELTA program is intensive in taking in the short run, but extensive in implementation in the long run. It aligns with what Macperson (2003) indicates that CELTA program contains required knowledge and necessary skills in its course process. Wringe (cited in Lawes, 2003) states that the teachers could be under the overloading impact of highly dominant principles or approaches without having little or no consideration about the actual core issue which is learning and teaching in practice. CELTA seems to have formed this milieu necessary for contextual needs according to the results of the study.

As for the teachers' responses about the implementation of CELTA, it could be stated that it is a bridge between the theory and practice. Such an understanding makes the pathway for the new teachers to construct their own development rather than being provided conventionally spoon-fed top-down teaching input. Since CELTA highlights practice along with theory and provides a milieu (Thornbury & Watkins, 2007) in which one can co-construct the way of teaching, it could be regarded as a meeting point of undergraduate theoretical knowledge with the real classroom experience. Dimitrieska (2018) holds the view that teachers need access to spaces which provide them with construction and reconstruction of their language teaching conceptualizations if change is desired to take place. Here, it might be stated that CELTA is a potential practical tool which convey the meaning of theory in real classroom teaching. With this aspect, CELTA could be incorporated in pre-service education since Gülcan (2015) indicates that administrators believe the CELTA course makes a difference in intrinsic motivation of the certificate holders in teaching context. Half of the CELTA holders in the present study also express that it is an opportunity for reflective practice. Mann, Gordon and Macleod (2009) indicate that reflective practice acknowledges acting and thinking professionally as a result of courses integrating theoretical knowledge and practice from the start. The field of English language teaching has been undergoing a change developing gradually; it could be challenging to continue without the engagement of professional development (Bailey, Curtis & Nunan, 2001). CELTA aligns with

the nature of professional development and co-constructivism since it includes peer observation, sharing knowledge, reading up-to-date research and language teaching skills. The interaction between both the CELTA program participants and the tutors in CELTA fronts the socially mediated nature of language learning (Larsen-Freeman & Long, 2014). It could be stated that CELTA is a bridge between the theory and practice. Therefore, CELTA could be incorporated in pre-service education since it has been seen as reflective practice and a bridge between theory and practice by the CELTA takers in the research study. According to the results of Tunç Çalgan's (2008) study, ELT teachers think that existing in-service trainings are not consistent with professional development objectives, do not empower teachers and not provide self-confidence and motivation towards teaching. Additionally, teachers believe in-service trainings are inadequate in terms of developing interaction, timing, objectivity of evaluation and style of education. In this context, CELTA could be an effective alternative for English language teachers' professional development in in-service. Up to date research studies reveal that ELT teachers' undergraduate theoretical knowledge and practicum experience do not align with the real school context (Ulum, 2020). At this very point, present study reveals that CELTA supports teachers to put theoretical knowledge into practice by doing. Henceforth, CELTA also could be an effective alternative for pre-service English language teachers' professional development.

CELTA is a debated issue in terms of its position whether it is training or something necessary for professional development. Burns and Richards (2012) put a distinction between what training and professional development are. Professional development is an ongoing process while trainings are not necessarily to be continuous. Effective professional development not only includes training, practice and feedback, but also provides adequate time and follow-up support (OECD, 2009) and participants' opinions in the present study fit to that definition. According to the findings of the study, half of the certificate holders indicate that it provides continuous confidence and motivation for teaching, for instance, reading research and gaining context-bound skills. Additionally, CELTA provides teaching practice including reflective practice, feedback, support and observation in real classroom environment by the peers as the findings of the current study reveal. It could be concluded that it is beyond training and it is a way of professional development. The present study indicates CELTA allows interaction with other participants and provides discussions for other contexts interactively. Larsen-Freeman and Long (2014) fronts the socially mediated nature of language learning and teaching through mental processes in the mind.

Such an understanding makes the pathway for the new teachers to construct their own development rather than conventional spoon-feeding. CELTA procures that atmosphere which is socially mediated. In this respect, CELTA is fairly suitable to constructivist and socio-cultural perspectives. Howe and Stubbs (1997) indicate that constructivist approach provides a supportive environment for professional development. The development program is expected to procure opportunities for reflection and interpretation of teachers' own construction of meaning (Fung, 2000) and CELTA has provided the settings on the part of the CELTA holders based on the results of the present study. Moreover, Aydın, Sağlam and Alan (2016) indicate in their research study that as a professional development activity for in-service language teachers, CELTA helps them to enhance their self-awareness, encourage reflection and learning from peers, and enhance collaboration, which is similar to the present study. Last but not least, the knowledge of teaching input given in CELTA should be mentally processed and be converted to intake and this mental process takes action in meaningful interaction in various and particular contexts on the part of the teachers. International contemporary trends suggest multiple types for teachers' professional development. According to TALIS-Teaching and Learning International Survey of OECD (2009), the main types of professional development are "courses/workshops", "education conferences or seminars", "qualification programs", "observation visits to other schools", "participation in a network of teachers", "individual or collaborative research", "mentoring and/or peer observation and coaching", "reading professional literature", and "engaging in informal dialogue with peers on how to improve teaching". Among those types, the collaborative ones are of great priority, this is because, teachers' professional development can be regarded as high-quality on condition that it is based on active learning rather than listening to an expert, and is conducted with a group of colleagues within a research based framework of collaborative learning activities (OECD, 2017). Results of this research address those characteristics of professional development. Therefore, it could be argued that CELTA is a gateway and tool for continuous professional development rather than training and presenting entry level skills for teachers.

Suggestions

The present study has been administered to novice teachers in Turkish context. Henceforth, the outcomes were examined without referring the factor of experience. Taking the present study as a

sample, one such research study could be conducted with experienced teachers who have been holding CELTA in Turkish context.

So far, there have been very few research studies over the beliefs of CELTA tutors, and I hope some research will be of value for educational managers and ELT department heads on the part of the implementation of CELTA course in undergraduate education. Although it is quite easy to encounter CELTA holders in Turkish context, it is quite difficult to find Turkish CELTA holders who know better the undergraduate ELT context. Henceforth, CELTA tutors' beliefs may have directing effect in placing CELTA course in undergraduate education in ELT in Turkish Higher Education. This is of great importance in that the duration of CELTA is a debated topic regarding its brevity which is ten-twelve weeks-period. For example, Macpherson (2003) indicates that the duration is sufficient in that the course contains required skills and necessary knowledge for language teaching while some others go against. All in all, how and when to integrate CELTA in the undergraduate education and how much duration it requires could be questioned wholeheartedly.

As it has been argued in discussion part, CELTA tutors' reflection could be examined and compared with this research study in terms of its findings on the part of whether CELTA is a bridge between theory and practice, or whether it is an initiator in constructing a teacher's own language teaching conceptualization on the way to professional development.

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Uzun Özet

İngilizce bilimin dili haline gelmiştir ve akademik bilginin üretimine ve dağıtımına doğrudan veya dolaylı olarak katkıda bulunmaktadır. Bu nedenle; bilgiye ulaşmada ve onu iletmede İngiliz dilinde eğitimin önemi geniş çapta anlaşılmıştır (Carli ve Ammon 2007; Tonkin 2011). İngiliz dilinde eğitimin öğretmenler için hazırlık ve yeterlilik gerektirdiğini belirtmek doğrudur. Eğitimin işlevlerinden biri de eğitimin devamlılığını sağlamaktır. Örneğin, İngilizce içerik sunmada hazırlığı yetersiz olan öğretmenler aracılığıyla eğitimin sürdürülmesi, öğretmenden beklenen sonuçlarının yeterince karşılanmamasına neden olabilir (Kerestecioğlu, 2018). Bu bağlamda, öğretmenlere, öğretimin hedeflerine ulaşmak için eğitim programları verilmektedir. Bunlardan biri de İngilizce öğretiminin hem kuram hem de uygulama yönlerini kapsayan bir öğretmen geliştirme programı olan CELTA (Başka Dilleri Konuşanlar için İngilizce Öğretimi Sertifikası) programıdır. CELTA, Cambridge Üniversitesi Yerel Sınavlar Birliği tarafından verilen, uluslararası geçerliliği olan bir sertifikadır. Yıllardır Türkiye bağlamında düzenlenmektedir. CELTA programına dahil olan öğretmen veya öğretmen adaylarının sayısı artmaktadır. Bu nedenle, İngilizceyi yabancı dil olarak öğretmek için ihtiyaç duyulan temel araç ve teknikleri sağlayan CELTA programının etkililiği ve önemi sürekli mesleki gelişim bağlamında belirlenmelidir.

CELTA eğitim programına katılan öğretmenlerin CELTA programını mesleki gelişim bağlamında nasıl algıladıklarının belirlenmesi önemlidir. Ancak alan yazında CELTA programının sürekli mesleki gelişimdeki yerinin değerlendirilmesine yönelik bir çalışma bulunmamaktadır. Bu noktada, CELTA programının sürekli mesleki gelişimde konumunu saptamaya çalışan bu çalışma bu alana ışık tutacaktır. Çalışmanın amaçları aşağıdaki gibidir:

1. CELTA programına ilişkin öğretmenlerin bireysel tanımını;
2. CELTA'nın hem hizmet içi eğitimde hem de lisans eğitiminde uygulanmasına ilişkin öğretmenlerin görüşlerini;
3. CELTA'nın sürekli mesleki gelişim açısından konumunu ortaya koymaktır.

Bu araştırma nitel araştırma yöntemiyle, durum çalışması deseninde tasarlanmıştır. Araştırma verileri, 2016-2017 akademik yılında hem devlet hem de özel okullarda çalışan 8 İngilizce öğretmeninden toplanmıştır. Öğretmenlerin deneyimi bir ile iki yıl arasında değişmekte ve hepsinde dokuz aydan fazla bir süredir CELTA belgesi bulunmaktadır.

Araştırma verileri yarı yapılandırılmış görüşmelerle elde edilmiştir. En başta, CELTA ile ilgili hedef literatür gözden geçirilmiş ve uzman görüşü doğrultusunda dokuz sorudan oluşan açık uçlu bir form oluşturulmuştur. Görüşmelerin dili İngilizce olarak belirlenmiştir. Elde edilen veriler içerik analizi ile analiz edilmiştir. Araştırmanın doğasına uygun olarak temalar ve kodlar elde edilmiştir.

Araştırmadan elde edilen bulgular ışığında CELTA belgesi sahiplerinin tanımlarına dayanarak, CELTA'nın farklı bağlamlar hakkında bilgi sağladığı belirtilebilir. CELTA, öğretmenlerin farklı öğretim bağlamlarında esnek davranmalarını sağlamaktadır. Bu nedenle, öğretmen adaylarına veya yeni öğretmenlere kendi öğretme anlayışlarını uygulama ile birleştirerek geliştirme veya bu anlayışlarını şekillendirme fırsatları verilmelidir. CELTA katılımcılarının belirttiklerine göre, çalışma CELTA programının kısa vadede içerik olarak yoğun, fakat uzun vadede de uygulama bakımından çok kapsayıcı olduğunu ortaya koymaktadır. CELTA, çalışmanın sonuçlarına göre bağlamsal ihtiyaçlar için gerekli olan ortamı oluşturmuş gibi görünmektedir.

CELTA'nın hem hizmet içi eğitimde hem de lisans eğitiminde uygulanmasına ilişkin öğretmenlerin görüşleri şu şekildedir; CELTA programının teori ve pratik arasında bir köprü

olduğu söylenebilir. Böyle bir anlayış, yeni öğretmenlerin geleneksel olarak yukarıdan aşağıya öğretim girdisi sağlamak yerine aşağıdan yukarı kendi gelişimlerini oluşturma yolunu açar. CELTA, gerçek sınıf öğretiminde teorinin anlamını taşıyan potansiyel bir pratik araçtır. Bu yönüyle CELTA, hizmet öncesi eğitime dâhil edilebilir.

CELTA'nın sürekli mesleki gelişim açısından konumu şu şekildedir; CELTA programının eğitim veya mesleki gelişim için gerekli bir şey olup olmadığı açısından tartışmalı bir konudur. Çalışmanın bulgularına göre, sertifika sahiplerinin yarısı, örneğin, araştırmayı okumak ve bağlama bağlı beceriler kazanmak gibi öğretim hakkında daha fazla bilgi için sürekli güven ve motivasyon sağladığını belirtmektedir. Ek olarak, bu çalışma CELTA'nın diğer katılımcılarla etkileşime izin verdiğini ve diğer bağlamlar için etkileşimli olarak tartışmalar sağladığını göstermektedir. Bu bağlamda, CELTA yapılandırmacı ve sosyo-kültürel bakış açılarına oldukça uygundur. Son olarak, CELTA programında verilen öğretim bilgisi zihinsel olarak işlenmeli ve içselleştirilmelidir ve bu zihinsel süreç, öğretmenlerin çeşitli ve özel bağlamlar ile etkileşimiyle mümkün olmaktadır. Bu nedenle, araştırmanın bulgularına göre CELTA programının, öğretmenler için giriş seviyesi becerileri eğitimi ve sunumu olmak yerine sürekli mesleki gelişime açılan bir kapı olduğu söylenebilir.

ETİK BEYAN: " Meslekî Gelişimde Celta'nin Konumunu Türkiye Bağlamında Belirleme " başlıklı çalışmanın yazım sürecinde bilimsel, etik ve alıntı kurallarına uyulmuş; toplanan veriler üzerinde herhangi bir tahrifat yapılmamış, karşılaşılabilecek tüm etik ihlallerde "Mehmet Akif Ersoy Üniversitesi Eğitim Fakültesi Dergisi Yayın Kurulunun" hiçbir sorumluluğunun olmadığı, tüm sorumluluğun Sorumlu Yazara ait olduğu ve bu çalışmanın herhangi başka bir akademik yayın ortamına değerlendirme için gönderilmemiş olduğunu taahhüt ederim."