

T.R.
ISTANBUL SABAHATTIN ZAIM UNIVERSITY
GRADUATE EDUCATION INSTITUTE
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

**DEVELOPING REFLECTIVE EXPERIENCES OF
CAMBRIDGE CELTA TRAINEES**

MA THESIS

Ahmad ZAYTOUN

Istanbul

June-2024

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This study has been approved in partial fulfillment of the requirements for MASTER THESIS in English Language Teaching.

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DECLARATION OF SCIENTIFIC ETHICS AND ORIGINALITY

This is to certify that this MA thesis titled “Developing Reflective Experiences of Cambridge CELTA Trainees” is my own work, and I have acted according to scientific ethics and academic rules while producing it. I have collected and used all information and data according to scientific ethics and guidelines on thesis writing at Sabahattin Zaim University. I have fully referenced, in both the text and bibliography, all direct and indirect quotations and all sources I have used in this work.

Signature

Ahmad Zaytoun

Istanbul, June 2024

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ABSTRACT

DEVELOPING REFLECTIVE EXPERIENCES OF CAMBRIDGE CELTA TRAINEES

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This research delves into the reflective experiences of CELTA candidates, employing a qualitative methodology to comprehensively examine the reflective trajectory during a CELTA course.

The results reveal variations in the levels of reflection among participants, as well as diverse focal points in their reflective practices.

Additionally, common areas of emphasis and developmental efforts are identified among the participants. The study underscores the importance of reflection as a pivotal mechanism for advancement within pre-service teacher training programs, shedding light on how trainee-teachers endeavor to derive value from their reflective encounters.

Key terms: Reflection, CELTA, Pre-service, Teacher Training

ÖZET

CAMBRIDGE CELTA KURSIYERLERİNİN YANSITICI DENEYİMLERİNİN GELİŞTİRİLMESİ

Ahmad ZAYTOUN

Yüksek Lisans, İngiliz Dili Eğitimi

Tez Danışmanı: Dr. Öğretim Üyesi Özlem ZABİTGİL GÜLSEREN

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Bu araştırma, bir CELTA kursu sırasında yansıtıcı yörüngeyi kapsamlı bir şekilde incelemek için nitel bir metodoloji kullanarak CELTA adaylarının yansıtıcı deneyimlerini araştırmaktadır.

Sonuçlar, katılımcılar arasındaki yansıtma düzeylerindeki farklılıkların yanı sıra, yansıtıcı uygulamalarındaki farklı odak noktalarını da ortaya koyuyor.

Ayrıca katılımcılar arasında ortak vurgu yapılan alanlar ve gelişim çabaları belirlenir. Çalışma, öğretmen adaylarının yansıtıcı karşılaşmalarından nasıl değer elde etmeye çalıştıklarına ışık tutarak, hizmet öncesi öğretmen yetiştirme programlarında ilerleme için temel bir mekanizma olarak yansıtmanın önemini altını çizmektedir.

Anahtar kelimeler: Yansıtma, CELTA, Hizmet Öncesi, Öğretmen Eğitimi

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CHAPTER I

INTRODUCTION

1.1 Introduction

In this study, the focus is on exploring teachers' reflection within the context of the Cambridge CELTA Course and investigating how it develops throughout different stages of the course. The relationship between CELTA candidates' lesson reflection forms and their reflection assignments is examined, along with how the reflection process influences the development of teaching areas. The chapter begins by providing background information and context for the study. It introduces the research problems, aims, objectives, and questions that will guide the investigation. The significance of the study, as well as its limitations, are also discussed. Additionally, an outline of the organization of the study is provided to give readers an overview of what to expect. To ensure clarity and understanding, the chapter concludes with a list of definitions for key terms and their abbreviations. This will help readers navigate the study and comprehend the terminology used throughout the research.

1.2 The CELTA Course

The Certificate in Teaching English to Speakers of Other Languages (CELTA) is a 120-hour teacher training course by Cambridge English Assessment, a part of Cambridge University. The course is classified as pre-service since it is aimed at those with little or no teaching experience. The course involves six hours of observed teaching, written assignments, and input sessions focusing on teaching English and classroom techniques. The CELTA course is available in three different formats: face-to-face, blended, and fully online. Each of these formats is offered as either a full-time option, usually lasting for four or five weeks, or part-time, lasting from eight weeks and up to a full academic year.

There are four possible grades in CELTA: Pass A, Pass B, Pass, and Fail. The assessment in CELTA is continuous; there is no final exam. Instead, trainees are assessed on each lesson they teach (referred to as Teaching Practice) and get one of 3 possible grades: *not to standard*, *to standard*, and *above standard*. Another component of the assessment is the four written assignments. Each assignment is 750-1000 words.

Trainees can resubmit each assignment once if it does not meet the pass criteria. In total, trainees can fail one written assignment and still pass the course. However, the case is not the same regarding Teaching Practice as there is no specific number of *not-to-standard* lessons to determine a Fail grade. It has more to do with progress; if the trainee shows consistent progress in their teaching practice, they can pass the course as long as they meet the Pass criteria.

Reflection is part of the assessment criteria in CELTA courses. Trainees are required to complete a self-evaluation form after each lesson they teach. The form is expected to be completed before the oral feedback session with course tutors and other candidates so that they are not influenced by the ideas and opinions of their peers. There is no standard reflection form, and the criteria descriptors only provide a brief description of what is required of candidates.

1.3 Background to the Study

There is a question that is constantly asked, discussed, researched, and debated in the world of English Language Teaching: 'What makes a good English language teacher?' Is it having a good command of English and knowledge of how it works? Is it having a passion for teaching? Or is it being committed to learning and developing as a teacher? According to The Cambridge English Assessment, the latter has the most effect on becoming or being a good English language teacher (2018). Richards & Farrell differentiate between *training* and *development* in the essence that training has to do with the teacher's current context and practice and that it is oriented toward short-term goals; in contrast, development is concerned with teacher growth and involves long-term goals (2005, pp. 3-5). Foord describes *professional development* as a multi-dimensional term that involves changes that go unnoticed, changes that we initiate, and changes as a consequence of things taking place (2009, p. 8). Cambridge Dictionary defines *development* as 'the process of growing or changing and becoming more advanced.' Therefore, it can be noticed that professional development is an ongoing process that takes time and does not have a 'finish line,' but it is rather a journey that is as long as a teacher's career.

The spectrum of professional development involves a wide range of options varying from activities that teachers can initiate on their own to activities that can be carried

out in collaboration with others. These activities include reading journals and books, attending seminars and webinars, writing articles, doing action research, consulting a mentor or a colleague, classroom observations, taking pre-service and in-service courses, taking self-study courses, and self-reflection.

Teachers who engage in actions without thoughtful reflection and blindly adhere to traditional teaching practices may inadvertently engage in ineffective or misguided instructional methods. An illustrative instance of this phenomenon is the practice of reading text aloud in the classroom, even when the instructional objective pertains to sub-skills development rather than mere character recognition. Despite the potential incongruity between the intended learning outcome and the chosen pedagogical approach, teachers persist in employing this technique due to its perpetuation during their own educational experiences. Nevertheless, it is imperative for educators to engage in introspection and critically contemplate the underlying rationale behind their instructional choices. By posing inquiries such as "Why do we employ the practice of reading text aloud?"; or "What justifies the implementation of specific instructional techniques?"; teachers can cultivate a culture of reflection that facilitates informed decision-making and enhances instructional efficacy. Consequently, the imperative for reflective practice emerges as an essential component of effective teaching. Richards views reflection as an essential element for developing teachers and states that "[Reflection] help[s] teachers move from a level where they may be guided largely by impulse, intuition, or routine, to a level where their actions are guided by reflection and critical thinking."; (1990, p. 5).

Reflection encompasses a diverse range of manifestations and can be undertaken in both spontaneous and structured manners. Harmer states, "We [teachers] need to think about (to reflect on) what we are doing and why,"; and he further adds that reflection could be thinking about our lessons on our way back home or can be more systematic (2007, p. 410). Farrell (2003, pp. 15-16) lists the five major approaches to the study of reflective practice:

1. Technical Rationality "Examines teaching behaviors and skills after an event, such as a class.";

2. Reflection-in-action "Is concerned with thinking about what we are doing in the classroom while we are doing it"; (Schon, 1983, 1987, as cited in Farrell, 2003),
3. Reflection-on-action "Reflection-on-action deals with thinking back on what we have done to discover how our knowing-in-action may have contributed to an unexpected action."; (Schon 1987; Hatton and Smith 1995, as cited in Farrell, 2003)
4. Reflection-for-action, this type "Is proactive in nature,"; practical and is carried out "To guide future action"; (Killon and Todnew, 1991, p. 15, as cited in Farrell, 2003), and
5. Action Research "It concerns the transformation of research into action.";

Richards and Lockhart (1996) propose a comprehensive framework consisting of six distinct procedures that educators can utilize to engage in reflective practices and evaluate their teaching methodologies. These procedures include maintaining written or recorded teaching journals, generating lesson reports, administering surveys and questionnaires, employing audio or video recordings of instructional sessions, conducting observations, and undertaking action research (p. 6). By employing these various approaches, educators can systematically assess their teaching practices, gain valuable insights into their instructional effectiveness, and make informed adjustments to optimize student learning outcomes. This study makes use of the self-reflection forms and the reflection assignment generated by candidates to analyze their reflection process.

1.4 Statement of the Problem

When enrolling on a CELTA course, trainees must complete a self-reflection (also referred to as a self-evaluation form) after each assessed lesson they teach. The standard self-reflection form (Appendix A) includes six questions. The first two focus on lesson delivery, the next two focus on lesson planning, and the last two aim to encourage the trainee to implement what they have learned from this experience into their future lessons. In CELTA courses, trainees are assessed on forty-one criteria (Appendix B); two are related to reflection. Criterion 4n focuses on reflection on plans,

while the focus of criterion *5m* is a reflection on lesson delivery. Therefore, one can notice the value of self-reflection as a development tool for English language teachers. After examining a sample CELTA course timetable (Appendix C), it was noticed that there is no session with a main or subsidiary aim that focuses on reflection or the self-reflection form. However, trainees are expected to complete a self-reflection form without being trained on how to reflect and what is required. This is evident in some answers to questions three and four in the self-reflection form since trainees tend to comment on lesson delivery rather than the plan.

Within the context of the CELTA program, the correlation between self-evaluation forms and the reflection assignment remains unexamined and unassessed. Candidates have the freedom to identify specific teaching areas as action points in both their early-course reflection forms and their subsequent reflection assignment, which is completed towards the conclusion of the program. Consequently, this study aims to fulfill two primary objectives: firstly, to investigate whether the areas of reflection identified by candidates undergo development over the course duration, and secondly, to explore whether there is discernible evidence of the evolution of the reflection process by the end of the course.

1.5 Research Questions

This thesis will explore reflection in CELTA courses to seek answers to the following questions:

RQ1. What areas do CELTA participants reflect on?

RQ2. Do identified reflection areas improve over the CELTA course?

RQ3. How does trainees' reflection process develop throughout the CELTA course?

1.6 Significance of the Study

Reflection plays a crucial role in the teaching profession and the development of English language teachers. While there have been numerous studies on reflection and its significance in teacher development, there is a limited number of studies specifically focused on the context of the CELTA Course.

This study aims to contribute to the existing literature on reflection by focusing on the context of the CELTA Course. By examining how reflection is practiced by pre-service teachers, what aspects they reflect upon, and exploring the overall development of their reflection process, this study seeks to enrich our understanding of reflection in both a general sense and within the specific context of the CELTA Course.

The findings of this study are expected to provide valuable insights into the practice of reflection among pre-service teachers, shedding light on their reflective processes and the areas they prioritize for improvement. By focusing on the CELTA context, this study aims to offer unique perspectives and contribute to the existing body of knowledge on reflection in teacher education. The findings of this study have the potential to provide valuable insights for course tutors involved in the CELTA Course. By gaining a better understanding of the candidates' reflection processes, the areas they tend to focus on or neglect, and how their reflection develops throughout the course, tutors can enhance their ability to assess the criteria related to reflection and the Lessons from the Classroom Assignment (LFCA).

With a deeper understanding of the candidates' reflection processes, tutors can tailor their guidance and support to address specific areas of improvement. They can identify patterns or trends in the candidates' reflective practice and provide targeted feedback to help them enhance their reflective skills.

1.7 Limitations of the Study

This study specifically focuses on the role of reflection among teachers who have taken or completed the Cambridge CELTA Course in authorized centers. As a result, the findings of this study are context-specific and cannot be directly applied to other contexts, such as teachers who have not undergone a pre-service course or those who have completed a pre-service course that does not include reflection and/or observed teaching practice.

It is important to note that this study does not primarily examine the teaching context of the participants but rather their reflection on their practice. The participants in this study come from diverse backgrounds and nationalities, adding to the richness and diversity of perspectives. Furthermore, it is worth mentioning that the CELTA course in which this study was conducted was delivered fully online. Therefore, attempting

to replicate this study in a face-to-face course may or may not yield the same results. The mode of course delivery can potentially influence the dynamics of reflection and teaching practice.

Considering these factors, it is crucial to interpret the findings of this study within the specific context of teachers who have taken or completed the Cambridge CELTA Course in authorized centers, delivered fully online. Extrapolating the results to other contexts should be done with caution, as the outcomes may vary depending on the specific circumstances and characteristics of the teaching context.

1.8 Organization of the Study

The first chapter, **Introduction**, introduces the study to the reader. It starts with a brief background on the importance of professional development and reflection for English language teachers. The chapter also presents the limitations, significance, and questions of the study.

The second chapter, **Literature Review**, reviews the related literature on reflection in English Language Teaching. It starts with a discussion on the definition of reflection and its role as a teacher development tool. The chapter also discusses the reflective cycle, reflection tools, reflection in CELTA, and reflection criticism.

The third chapter, **Methodology**, describes in detail the methodology of the study: participants of the study, data collection procedures, data collection tools, and types of analyses.

Chapter four is the **Findings and Discussion**. It presents the reader with the study's findings and their interpretation. Chapter five, the last chapter, is the **Conclusion**. The chapter reviews the study and moves to a discussion section where the study's findings are discussed. The chapter concludes with some implications and research recommendations for the future.

1.9 Definitions and Abbreviations of Key Terms

- Teaching Practice (TP): This component of the CELTA course involves candidates delivering lessons to actual English language learners at two different proficiency

levels. It typically consists of eight 45-minute lessons, totaling six hours of observed teaching. Candidates are observed by at least two tutors.

- Stage: CELTA is divided into 4 Stages, each stage consists of 2 TPs.
- Course Tutor: The instructor of the CELTA course who delivers input sessions, organizes teaching practice, reads self-reflection forms, conducts feedback sessions, and provides written and oral feedback. There are usually two tutors: a main course tutor and an assistant course tutor.
- Candidate: An individual who is enrolled in the CELTA course.
- Participant: In the context of this study, the participants are the candidates of the CELTA course.
- Strengths: Areas of teaching in which candidates demonstrate proficiency. These strengths can be identified by the candidate, the tutor, or both.
- Action Point: Areas of teaching that candidates still need to develop. These action points can be identified by the candidate, the tutor, or both.
- Self-reflection Form (SRF): Also known as the self-evaluation form, this is a form that candidates complete after each teaching practice session. It highlights the strengths and action points of that particular lesson.
- Lessons from the Classroom Assignment (LFCA): A written assignment of 750-1000 words that candidates complete after teaching 75% of the teaching practice. It serves as an opportunity for candidates to reflect on their performance since the beginning of the course.
- Assessment Criteria: The standard criteria established by Cambridge to assess the performance of CELTA candidates. There are a total of forty-one criteria.
- Feedback Session: A session conducted after a teaching practice session to discuss the candidate's performance. The candidate who taught the lesson, other candidates who observed the lesson, and the tutor participate in this session.
- Input Session: A session in which the course tutors present topics such as teaching systems/skills, classroom management, error correction, and other relevant subjects.

CHAPTER II

LITERATURE REVIEW

The literature review component of this thesis proposal dives into the fundamental ideas and research findings related to reflection in teacher education and in CELTA courses. This review aims to establish the theoretical and empirical backdrop for the proposed investigation.

2.1 Reflection and Its Types

Teaching reflection has become more and more important in the last decade. The area of reflection in education and teacher training was influenced by the publishing of *The Reflective Practitioner* by Schön in 1983. Although the book was not written with the field of education in mind, it did lead to a more active approach to implementing reflection in teacher education. Schön discussed the role of reflection on professionals and how it aids learning and understanding as well as providing implications for teaching. According to Schön, there are two types of reflection: reflection on action and reflection in action (1983). The latter is when teachers reflect and act instantly while teaching. On the other hand, reflection on action occurs when teachers think about the learning/teaching process in their classes, analyze it, learn from it, and use the knowledge that stems from this process in preparing future classes and development.

Ghaye (2010) states that both of these reflection types put forward by Schön are significant and contribute two more reflection types to the literature to elaborate on the process of reflection in the act. The first one is reflection-for-action, which has to do with planning and considering solutions before the occurrence; however, it does not involve implementing the solution. The second type of reflection introduced by Ghaye (2010) known as reflection-with-action, is about actively making alterations in the process and evaluating it against other alternatives. This type could also involve a group action instead of an individual undertaking. Candy (2020) argues that the two types of reflection identified by Schön (1983) do not involve a range of different reflective encounters to occur. She argues that in the reflective process, it is possible

that more types of reflection exist simultaneously and that their co-existent would contribute to the practice quality.

1. Reflection-for-Action, which takes place before the action itself occurs and involves tapping into one's past experiences in the preplanning ahead of time and recognizing issues that may arise. 2. Reflection-in-the-Making Moment is similar to Schön's reflection-in-action in the sense that the reflection process takes place as the practice occurs and allows us to tweak it and "Go with the flow"; to increase quality. Candy describes 3. Non-reflective actions, as the intuitive actions one takes without premeditation, happen instantly and without elaborate thinking when the process unfolds. 4. Reflection-at-a-Distance usually involves others expressing their opinions or views on the work or the solution. 5. Reflection-on-Surprise is an essential part of the reflective process and usually involves other practitioners to engage in it. Candy's work is similar to Schön's because they were not intended with teaching practice in mind. Yet, both bring forth a valuable discussion to contribute to the reflection in language classes. Candy took the long-perceived two-dimensional reflection concept and transformed it into multi-dimensional aspects. With this in mind, Farrell (2008) differentiates between two types of reflection in terms of its quality as weak or strong. The former is no more than random thinking, which does not always lead to positive change in teaching practice. Yet, Farrel states that stronger reflection is when teachers reflect in an organized way and actively collect data to aid the analysis of their teaching practice. 'Reflective Practice' can be used as a well-established term that refers to stronger reflection and practice in teacher education (Ghaye, 2010; Korthagen & Vasalos, 2005).

2.2 Reflection Criticism

Criticism has a part in the literature on reflection. Akbari (2007) argues that there is a lack of an agreed-upon definition of what reflection is, "[Reflection] has lost its real, core meaning, and it means whatever academics want it to mean."; (p.196). Korhagen and Wubbels highlighted that although reflection helps teachers on a personal level, such as better relationships with learners and co-workers, they did not find evidence to link it to a professional level (as cited in Griffiths 2000). Griffiths (2000) argues that this may be the case due to two main reasons. The first being how challenging it is to

establish this link in a methodological way, while the second has to do with the complicated nature of the reflection process.

While those researchers criticized reflection, others have raised questions about teacher trainers' expectations and the quality of reflection produced, especially with new teachers and teacher trainees. Calderhead argues that teacher trainers sometimes have goals and expectations for trainees that cannot be fulfilled in a training course (1992, as cited in Russell, 2013). That is a valid point for several reasons, such as the degree of teaching experience, the teaching/training context, the quality of the learning community and other trainees, as well as the realities of the teaching/training context, among others. Considering these, course trainers need to implement reflection planning and execution carefully, as stated in 2.4 above. Lai (2008) raised the issue that newly qualified teachers' reflections lack depth since they lack the terminology, classroom experience, and systematics of reflection on their teaching practice. Similarly, Watts and Lawson state that novice practitioners tend to be too focused on elements related to learners and classroom management, which could affect the quality and depth of their reflections (2009, as cited in Mackenzie, 2019). Borg highlighted this issue and stated that it is also the case in CELTA courses since the course is geared toward those with little or no teaching experience (2002).

All the points that have been raised are valid. These points should serve as reasons to enhance the way reflection is conducted rather than a reason to ignore or provide fewer opportunities to practice it. To ignore or reduce opportunities for reflection in response to these concerns would be counterproductive. The challenges and concerns raised by the researchers underscore the need for continuous improvement in how reflection is integrated into the CELTA curriculum. This is what this study aims to achieve by researching reflection in the context of CELTA and enriching the literature.

2.3 The Reflective Cycle

For the reflective cycle to be initiated, it requires a trigger such as a negative experience, a discussion, or a need to improve. Ghaye (2010) states that inquisition and questioning could also initiate this reflective process. This questioning could focus on successful or unsuccessful occurrences in the classroom in order to raise awareness, appreciating success, imagining better alternatives, planning, and assessment. It is

essential for practitioners to question themselves to initiate the reflective cycle. Otherwise, the trigger will lead to nowhere if it goes unquestioned or unchallenged. The reflection cycle of reflection-on-action is outlined by Wallace (1991) into two stages and a goal. Teachers' preexisting teaching knowledge constitutes the initial stage of the reflective cycle and initiates the beginning of the second stage, whose four elements are highlighted as Received Knowledge, Experiential Knowledge, Practice, and Reflection (Wallace, 1991).

Received Knowledge is what teachers learn from books and professionals. This key knowledge creates the necessary background to support the teaching process. It forms a bridge into teaching as theoretical and conceptual knowledge is built-in. This Received Knowledge stage also exists in CELTA training since trainees receive a list of suggested books and articles to read before and during the course. They also have the opportunity to complete teaching observation tasks while they observe other experienced teachers teach live and go over the recorded lessons. Experiential Knowledge is the existing knowledge of teaching, which might be either teachers' own teaching experience or the experience they have from being learners and noticing and remembering how their teachers taught them. Experiential knowledge leads the way for reflection. The more information is gathered educationally, the more the instructor will be preconditioned for reflection. Also, the more teaching experience one has, the more they would be able to reflect back on their teaching content. Hence, Practice and Reflection can take place when teachers teach and allow themselves to reflect on the experience. These two stages are essential for the CELTA Course since the trainees have the opportunity to teach actual language learners and receive feedback from experienced CELTA tutors. These expectations push for the initiation of reflection. This process can be experienced differently by individuals depending on their readiness and commitment. However, the goal of CELTA is to initiate and encourage the development of self-reflection with a balancing mechanism of push and support scale until the teacher can become more independent and confident to initiate and develop their own reflection after completing the course.

For the reflection cycle to be initiated and become a process, Dewey states that teachers must be goal-oriented and willing to accept change (Rodgers, 2002). Also, reflection must be multi-dimensional and systematic, and that reflection should involve a community of others, such as other teachers or professionals, to allow for extended

communication. Dewey further states that for the reflection process to be systematic, there are six stages to be followed in the reflection process (Dewey, 1933, as cited in Rodgers, 2002):

1. A situation/experience that initiates the reflection process,
2. An attempt to understand the problem or experience,
3. Labeling the problem/experience,
4. Searching for answers to the problem,
5. Finding a potential solution, and
6. Testing the solution.

The first stage is where the reflection cycle starts, which could be any kind of experience that took place inside the classroom; its importance generates from the fact that it raises questions that need to be answered. Following that, in stage two, thinking thoroughly about the problems takes place, and that should involve collecting data, observation, and attempting to better understand the issue at hand. Teachers should be cautious of making assumptions and should focus on reaching a clearer understanding. Defining the problem follows, which involves clarifying its nature and describing what its core is believed to be in order to communicate it in a precise manner. Once the problem is labeled, a solution can be sought by researching the problem, discussing it with other professionals, or with the course tutor and peers in the case of CELTA, resulting in one's own expertise. In the last two stages, a solution is reached through research, discussions, or thinking, and then that solution is implemented to be tested to identify whether it yields a favorable outcome or not. By proposing these stages, Dewey establishes a framework for systematic reflection, which can be carried out by teachers to reflect on their classes.

Dewey's framework is further developed by Copeland et al. (1993, pp. 350-354) as they provide a more detailed breakdown of the reflective process and make it specific to the context of teaching. The framework offers a structured approach with distinct attributes as they suggest twelve stages related to teacher reflection under four main categories or attributes:

1. Four Attributes Related to Problem Identification:

- a) The teacher should not only be aware of issues in the class, but they should recognize them explicitly,
- b) The issue relates to a tangible situation in the teaching practice,
- c) The problem is identified by either the teacher or anyone else invested in the process; however, if not identified by the teacher, they should share the same concern genuinely to be able to tackle that issue,
- d) The issue is essential for successful learning/teaching to happen.

2. Four Attributes Related to Generating Solutions:

- a) Possible solutions to the problem are generated. These solutions could be the result of research and discussions, or they could come instantly,
- b) Solutions are generated from theories or assumptions. The practitioner here learns more about the solutions,
- c) By generating solutions, the teacher examines how those solutions are related to their own practice,
- d) The defined solutions should have fruitful results when applied with the learners.

3. Three Attributes Related to Testing Solutions:

- a) The teacher selects a solution that would have the best results when applied,
- b) Applying the solution in the classroom,
- c) The solution is reflected on, and its results are measured.

4. An Attribute Related to Learning from Reflective Practice:

- a) The reflection cycle is complete, and the teacher now has a better understanding of the problem and its solution.

Although the framework follows the same outline of the reflection process presented by Dewey, it is more developed. The following table outlines the areas and differences between the two frameworks:

Table 2.1: Comparison between Dewey and Copeland et al. Reflection Frameworks

Area	Dewey's Framework	Copeland et al. Framework
Context	General and can be applied in various situations or fields.	Specifically tailored to the field of teaching and learning.
Level of Detail	Provides a high-level overview of the reflection cycle with broader stages	Offers a more granular breakdown, outlining attributes within each stage
Specificity	Uses generic terms like "Situation" and "Experience."	Employs specific terms such as "Teacher," "Classroom," and "Learners," making it explicitly geared toward educators.
Emphasis	Emphasizes the progression from experience to solution.	Places greater emphasis on problem identification, solution generation, and testing before arriving at a comprehensive understanding through reflection.
Completeness	Concise and provides a general framework but may require adaptation to fit specific contexts.	Highly comprehensive and detailed, offering a ready-to-use framework for teachers in the context of reflective practice.

Therefore, teachers will benefit more from following the framework developed by Copeland et al. (1993). Consequently, this study adopts Copeland et al's framework for the following reasons:

- Context: The context of this study is specific to English teachers undergoing the CELTA course,
- Level of details: It follows the progress of teachers/participants as they develop through different stages of the CELTA course.
- Specificity: the study uses terms specific to the context of teaching and CELTA such as 'tutor', 'trainee', 'reflection', and 'teaching', to name a few.
- Emphasis: the study considers a holistic approach regarding the development of the reflection process.

- Comprehensive: as it examines the reflection process from Day 1 of the course until the end.

According to Larrivee (2000), self-reflection is a complex process that has to do with the teacher's core beliefs. She suggests a framework (Figure 2.1) the reflective teacher goes through, not particularly in a linear way. Her framework starts with examining and evaluating our own "Current practice," which leads to a "Desire for change." This desire to change causes the second main stage, "Struggle"; fear, chaos, and uncertainty are essential elements of this stage since the teacher might be resistant to change or unsure if they should proceed with this process. Once the teacher recognizes the value of this change, they move to the third stage in this framework, "Perceptual shift." The teacher now learns the value of the new solution accepts and implements it, which makes the reflection cycle complete.

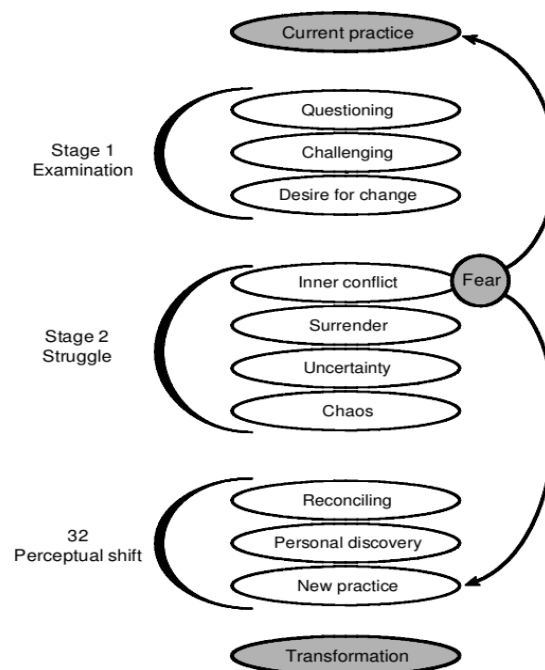


Figure 2.1: Larrivee's (2000) Critical Reflection Process

Contrary to the multiple-level cycles proposed by others, Lee and Loughran (2000) suggest a simple version of the reflection cycle. Their cycle consists of three stages: *framing*, *reframing*, and *resolution*. The first stage is when the teacher recognizes an issue and seeks to better understand it. The second stage is when this "Understanding" starts to form, and the last stage is when a (possible) solution might be found, or there is a deeper understanding of the issue now, or an action has been implemented.

2.4 Reflection Tools

Farrell states that for reflection to be effective, practitioners should employ proper tools to collect data and put it into use (2008). He proposes three main techniques to aid the reflection process: journals, action research, and teaching development groups. The latter will be discussed in the context of CELTA in 2.4.1 below.

2.4.1 Action Research

Action Research is one of the reflection tools proposed by Farrell (2008). According to Richards and Farrell, "Action research refers to teacher-conducted classroom research that seeks to clarify and resolve practical teaching issues and problems."; (2005, p.171). Burns (2010) states that Action Research is for the teacher to reflect in a systematic way about their practice. She further adds that the 'action' is for the teacher to identify an issue in their classroom and research to find a solution for it.

Action Research involves a cycle of steps briefly outlined below:

1. Planning: the teacher pinpoints an issue in their classroom and plans how to take action.
2. Action: The teacher implements the plan.
3. Observation: the issue is observed and documented.
4. Reflection: The teacher reflects on the findings to better understand the problem and how it can be improved.

(Adapted from Kemmis & McTaggart, 1988 as cited in Burns, 2010).

Action Research is more robust as a research tool than regular reflection; it generates more useful results (Wallace, 1991). Farrell (2008) further adds that findings of action research are easier to implement by the teachers since they have stemmed from the issues they have identified themselves. This is due to the fact that action research is more systematic and involves more stages, tools, and preparation than regular reflection.

2.4.2 Journals

Keeping a journal to facilitate teacher growth and aid development has been cited in many studies, such as Farrell 2008; Orem 2001; Gebhard & Oprandy 1999. Richards and Farrell (2005) state that journals could be in a soft or hard format to provide "An ongoing written account of observations, reflections, and other thoughts about teaching ... which serves as a source of discussion, reflection, or evaluation."; (p.68) They further argue that without journals, practitioners cannot remember a lot of details about their teaching practice and will not be able to realize their accomplishments or the lack of it. Bailey (2006) states that maintaining a journal is a practice for data collection that allows teachers to express their thoughts and improve knowledge; she further adds, "The process involves writing about teaching and learning occasions and how we feel about them. It is a record written to ourselves as teachers ... we can be totally candid in expressing our opinions, shortcomings, and frustrations."; (p.47). Similarly, McDonough (1994) stresses the value of teaching journals in reflective practice since it raises the teachers' awareness of "Day-to-day behaviours and underlying attitudes, alongside outcomes and the decisions that all teachers need to take."; (p.64).

On the advantages of keeping a journal, Richards and Farrell (2005) list many reasons such as a starting point for discussions with colleagues, assisting a teacher in examining and questioning their teaching methodology, can be used as a tool for self-reflection, investigating teaching-related challenges, encouraging thoughtful analysis when reading someone else's journal, and makes it easier to solve managers and peers' issues. Journals, however, tend to aid problem-solving on an individual level, and their results cannot be generalized (Gaies 1983, Long 1980, Bailey 1985 as cited in Woodfield & Lazarus 1998). Mann and Walsh (2013) present a similar opinion, arguing that reflection, similar to journaling, is an isolated approach that downplays the role of cooperation. Therefore, a more cooperative approach should be brought to this practice. Journals can be used as a social tool and discussed in teaching development groups. It is through this unification of the individual and the social that more effective results can be attained. In this research the learning practice is based on moving from the individual awareness with navel gazing into the social interaction. This collaborative learning brings about the new insights and changes to emerge in the CELTA participant.

2.5 Reflection in CELTA

The six stages mentioned in the above section can be observed in CELTA courses. First, when the trainee teaches an assessed lesson, they usually incorrectly do something or implement a technique that requires some improvement, such as giving confusing instructions or not clarifying the target language adequately. Then, stages two and three follow while the trainee completes their self-evaluation form and receives feedback from the course tutor and their peers as part of the feedback session. The trainees are usually encouraged to think about the problem and suggest what they can do about it before the tutor recommends a course of action. This part aims to make participants think on their feet and self-reflect in response to their practice performance. This stage is also reinforced by the written feedback the trainee receives from their tutor after the oral feedback session ends. Stages four and five can also occur during the feedback session or after the trainee plans their next lesson and considers how they can address the issue at hand by acting on the feedback received, checking books and articles, or by consulting their peers or tutors. Finally, stage six, testing the solution, occurs when the trainee teaches their next lesson and tests the solution in class. Further feedback is provided by the trainee, their peers, and the course tutor on the teaching performance, both on merits and work areas in order to assess whether or not more improvement or change is required. It is clear that self-reflection here is multi-faceted. It starts individually as it is perceived to some extent in the teaching practice and this process continues through the inner dialogue of the participant. This process is intensified as a result of the collaborative sharing after the teaching act is finished. The individual reflection process occurs in stage six, by encouraging the trainees to reflect on their own in order to candidly evaluate the tested solution and how effective they perceive it to be. The tutor highlights some more points related to the effectiveness of the solution and whether or not more action needs to be taken to address any other issues. Thus, the CELTA tutor acts as a catalysator in the participant's self-reflection which would be followed with collaborative interaction with other members of CELTA.

2.5.1 Reflection in CELTA: Teaching Development Groups

Many researchers (Ghaye, 2010; Edwards, 1996) believe that reflection practice should not be practiced on an individual basis; They envision a more social approach for the process of reflection where several teachers, trainers, supervisors, or other stakeholders are involved, when necessary, in order to make the reflection process more beneficial and long lasting. Similarly, Richards and Farrell (2005) believe that even though teaching is perceived as a solo experience, collaboration continues to enhance teacher development. They propose various activities that can be done collaboratively to promote teamwork and professional development, such as observations, mentoring, and problem-solving. However, every stage of the reflection process should be handled with care and a plan, "Successful collaborative learning cannot be taken for granted, however, and must be carefully planned and monitored."; (Richards & Farrell, 2005).

This echoes Vygotsky's sociocultural theory (1978) and his Domains of the Zone of Proximal Development, *ZPD*. The ZPD consists of three stages. The first stage is *Assessment*, which distinguishes between an individual's own performance and that same performance but with the support of others. This is evidenced in CELTA as trainees reflect on their performance and adapt after considering input from their peers. The second stage is the *Scope of concepts and topics*, which is not restricted to any concept or topic through social interaction. In CELTA, the discussion among trainees does not focus on one topic or element of the lesson. The third stage, *Pretend play and imagination*, is not relevant to the CELTA context as it constitutes role-playing someone else, which is not the case in CELTA courses.

In CELTA courses, trainees are expected and encouraged to provide feedback to each other and reflect on their own and their peers' lessons. One of the assessment criteria specifically focuses on participating actively in feedback sessions and providing useful advice to peers because this also creates a fertile ground for self-learning. This creates an element of collaboration and further aids the process of reflection on an individual plane. However, this open feedback and reflection should be organized carefully and professionally by the course tutor to ensure well-intentioned and best practices and make the feedback and reflection positive and constructive rather than destructive. These group sessions are particularly important for making learners feel part of a learning community that cares genuinely about one another. This is an essential point

for course trainers to keep in mind when planning reflection and collaboration activities. It is also important for them to have realistic expectations from the trainees and set achievable goals.

2.5.2 Reflection in CELTA: The Role of the Tutor

The role of the CELTA course tutors **carries** substantial weight in organizing the reflection process. The course tutors need to be tactful when giving feedback and commenting on the self-reflection forms completed by the trainees. Baily (2006) states that giving feedback to a group of teachers or participants needs to be carefully traded since it involves providing suggestions or a course of action that might affect the face of the teacher. She further argues that the teacher's response can vary in terms of degrees of agreement or disagreement with their CELTA tutor.

The CELTA Syllabus and Assessment Guidelines do not state how the feedback on teaching practice should be carried out throughout the course. All the responsibilities are usually discussed during the Trainer-in-Training program that the course tutors take prior to becoming accredited CELTA Tutors. Mercador (2013) states that the course tutor should act as a "Focus group facilitator ... promoter of professional development rather than a stringent evaluator or overzealous monitor."; (p.50). It is the implementation of the role that promotes reflection individually and in collaboration. Throughout the CELTA training course, tutors try to offer facilitation in addition to instruction.

Another responsibility of the course tutor is to decide on the time of the feedback session in order to lead to better results. Feedback could be offered immediately after classes or could be delayed for a further date. They also need to decide whether to ask the participants to complete the self-reflection form before or after the feedback session it since that affects how the trainees reflect. Watson and Williams (2004) advise for delayed feedback as they found out that trainees in this type of feedback used twice the amount of language used to mark the improvement and use more reasoning for their claims. The delayed feedback gives more time to trainees to think and respond to the issues at hand. On the other hand, Roberts (2016) argues that immediate feedback is more fruitful since tutors and trainees can remember more about the lesson they have

just taught or observed. Each of these decisions has positives and negatives that are associated with it, depending on the teaching position and the teaching context.

2.6 Reflection Criteria in CELTA Courses

Trainees of CELTA courses are assessed based on forty-two criteria that cover two broad areas, 'planning a lesson' and 'teaching a lesson'. Some examples of planning criteria are *4a, identifying and stating appropriate aims/outcomes for individual lessons; 4e describing the procedure of the lesson in sufficient detail; and 4j anticipating potential difficulties with language, materials, and learners. 1a teaching a class with an awareness of the needs and interests of the learners' group, 2c providing clear contexts and a communicative focus for language, and 5n participating and responding to feedback* are examples of assessment criteria related to teaching a lesson (Cambridge Assessment English, 2021).

Two of the forty-two criteria are related to reflection on teaching practice, planning, and delivering a lesson (Cambridge Assessment English, 2021). Furthermore, one of the four written assignments in the course is related to reflection. However, concerns persist about the amount of reflection applicants can display on the CELTA courses and how this type of reflection should be evaluated (Mackenzie, 2019). The two assessment criteria related to reflection are called *4n* and *5m*. While the former evaluates reflection related to lesson planning, the latter evaluates reflection related to lesson delivery and future action. *The CELTA Syllabus and Assessment Guidelines*, intended for course tutors and assessors, lists the two criteria with a brief description:

4n reflecting on and evaluating their plans in light of the learning process and suggesting improvements for future plans.

5m noting their own teaching strengths and weaknesses in different teaching situations in light of feedback from learners, teachers, and teacher educators.

(Cambridge Assessment English, 2021)

The Candidate Record Booklet, provided to trainees at the beginning of a CELTA course, offers further information on the two criteria to clarify for trainees what is meant by each criterion and, to some extent, what is required from them:

4n reflecting on and evaluating their plans in light of the learning process and suggesting improvements for future plans:

- discuss and note the strengths and weaknesses of your lesson plan after your lesson
- address weak areas in the planning of future TP lessons

5m noting their own teaching strengths and weaknesses in different teaching situations in light of feedback from learners, teachers, and teacher educators:

- complete a written self-evaluation for each TP lesson noting your strengths and weaknesses
- incorporate feedback from others in future TP lessons

(Cambridge English Teaching, 2021, pp. 15-17)

CELTA trainees are also encouraged to reflect throughout the course by providing other opportunities through *Lessons from the Classroom* written assignment, which asks them to reflect on their experience from day one of the course until they have taught 75% of the assessed classes. Other opportunities are provided through *Progress Report Stages 1-3*, which invite the trainees to reflect on their progress during the previous stage of the course and outline their action plan for the next one. Stage 1 is usually conducted after the trainees have taught 1.5 hours of observed teaching (usually two 45-minute lessons). It is often short since the trainees have not had the chance to teach many lessons and were not assessed on all of the forty-two criteria. Stage 2, which is more thorough than Stage 1, is usually conducted after trainees have taught another 50% of the assessed teaching hours on the course. At this stage, the trainees are required to reflect deeper and think about all the forty-one criteria and award themselves a grade for each criterion and an overall grade to describe their progress so far. Stage 3 varies from one center to another. Some centers conduct it only when there is a potential that the candidate is going to fail the course, while others conduct it for all trainees to discuss their progress and, hopefully, encourage the trainees to aim for a higher grade.

CHAPTER III

METHODOLOGY

This chapter describes the study conducted and provides information on its design, implementation, ethics, participants, and data collection.

3.1 Research Design

The aim of this study is to investigate the role of reflection on CELTA courses and how it relates to participants' performance. A case study provides an appropriate research approach for this inquiry. Cohen et al. argue that "A case study provides a unique example of real people in real situations, enabling readers to understand ideas more clearly than simply by presenting them with abstract theories or principles"; (2018, p.376). The subject of a case study can be a specific group on a small scale. According to Punch, "A case may be an individual, a group, an organization, a community or a nation"; (2005, p.144 as cited in Cohen et al., 2018). This case study is of an *instrumental type* which is identified by Stake (2005) as investigating a specific instance to develop an understanding of a problem or a theory. The literature identifies many advantages and challenges of case studies. Nisbet and Watt (1984) list these advantages and shortcomings as the following:

Advantages:

- *They are immediately intelligible; they speak for themselves.*
- *They catch unique features that may otherwise be lost in larger-scale data (e.g., surveys); these unique features might hold the key to understanding the situation.*
- *They are strong on reality.*
- *They provide insights into other similar situations and cases, thereby assisting the interpretation of other similar cases.*

- *They can be undertaken by a single researcher without needing a full research team.*
- *They can embrace and build in unanticipated events and uncontrolled variables.*

Challenges:

- *The results may not be generalizable except where other readers/researchers see their application.*
- *They are prone to problems of observer bias despite attempts made to address reflexivity.*

(1984, as cited in Cohen et al., 2018, p.379)

Regarding the shortcomings in the above list, this study does not aim to generalize the findings but to gain insight into the specific experience of reflection in the aforementioned CELTA Course that constitutes the phenomenon for this study. This also relates to the fourth advantage listed above which refers to the case study to be a model for future studies that are similar in nature by shedding light and helping the process of understanding and interpretation .

In summary, case studies offer immediate intelligibility and excel at capturing unique features that might be overlooked in larger-scale studies. While the potential to provide insights into similar situations is one of their strengths, the interpretation and transfer to similar situations depends on the reader's ability to apply the findings to other contexts. Thus, the researcher ability and reliability will change from one study to the next.

3.2 Selection Criteria and Sample Size

The participants in this study were selected from all of the participants of the September, 2023 Part-time CELTA Course that was delivered fully online. CELTA candidates come from different backgrounds, such as various first languages, nationalities, educational backgrounds, and work experiences. Also, CELTA participants have various durations of English teaching experience or lack of it. Because of the heterogeneous nature of CELTA, six participants were selected out of

the twelve participating in the CELTA Course. Dörnyei (2007) recommends that case studies should include between six to ten participants. He also states that the number of participants could be up to thirty participants; however, this would be difficult for one researcher to implement due to the detailed observation and analysis required on the part of the researcher and also it is high demanding and challenging due to the time and extent of required attention in the context of postgraduate research.

The following selection criteria were employed for this research:

1. The age and gender of the participants are irrelevant to this study.
2. Participants being native or non-native speakers of English is irrelevant.
3. The educational background of the participants is irrelevant.
4. The previous EFL/ESL experience of the participants is irrelevant.

Since CELTA is a course for those with no prior teaching experience, regardless of their educational background and nationality, these criteria can be applied to select study participants who are typical for any CELTA course.

Table 3.1 below summarizes the participants' profiles, teaching experience, and qualifications. Participants' names have been changed to protect their identities.

Table 3.1: Participants' Profiles

Participant	Years of Teaching Experience	Educational Background	Nationality	Final Grade (Fail/Pass/Pass B/Pass A)
Participant A	2 Years	B.A. in Translation	Turkish	Pass A
Participant B	1 Year	M.A. in a Non-English related field	Russian	Pass A
Participant C	3 Years	B.A. in English Literature	Turkish	Pass B
Participant D	7 Years	M.A. in TEFL	Iranian	Pass B
Participant E	None	M.A. in a Non-English related field	Russian	Pass

Participant F	2 Years	B.A. in a Non-English related field	Pakistani	Pass
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The CELTA course tutor is referred to throughout the study as 'the tutor' is the same person as the researcher of this study. Thus, CELTA course tutor, CELTA course tutor and the researcher are the same person.

3.3 Ethics

The issue of ethics is of high importance in qualitative research since study participants may be sharing sensitive personal information (Cohen et al., 2018; Dörnyei, 2007). The more data collection tools are used, and deeper information is disclosed, the easier it becomes to identify the participants, which jeopardizes the anonymity of the participants. Therefore, researchers must appreciate the sensitivity of the information they collect and have a clear procedure to ensure anonymity. For the purposes of this study, letters are used to represent participants and aims to achieve anonymity.

Consent was sought from all the participants of this study before any form of data collection has taken place. The process involved providing the potential participants with a letter outlining the study's broad scope and a consent form to be signed (Appendix H). In the letter, the participants were informed that any information they would disclose throughout the study would be used for data collection. They were also assured that their identity would remain anonymous. Being anonymous in this study means that any form of data to be produced will not reveal the identity of any participant or make any of them identifiable. Therefore, personal information will not be recorded, and each participant will be referred to using a letter. All participants signed and returned the consent forms. Consent was obtained from the head of the department where the CELTA course is taking place course (Appendix I).

To ensure the validity of the study, participants were informed about the study at the beginning of the course, however, they were informed that the study examines the CELTA journey in general in order to avoid trying to please the tutor/researcher, put in extra effort into the self-reflection form, meet his expectations for the research study or any other potential subversion to the study.

The data was collected through self-reflection forms and the Lessons from the Classroom written assignment. The same standard procedures were applied to all of the participants. It was also made sure that this specific CELTA course is standard and the same as any other CELTA course delivered by the researcher/course tutor.

3.4 Data Collection

Cohen et al. states that "[In] case studies ... there are many variables operating in a single case ... to catch the implications of these variables usually requires more than one tool for data collection and many sources of evidence."; (2018, p.376). Therefore, this study employed diverse data collection tools, including the following:

1. Written self-reflection forms,
2. Tutors' reports on candidates' lessons,
3. The written assignments.

3.4.1 Written Self-reflection Forms and Tutors' Reports (SRF & TR)

All of the study participants who participated in the CELTA course taught eight lessons; each of these lessons lasted for forty-five minutes. Participants completed a self-reflection form (Appendix A) after each lesson they had taught. The self-reflection form is critical for understanding participants' experience of teaching. This was followed by an open-feedback session to discuss the lessons. The form invites the participants to reflect on their lesson plan, lesson delivery, and future actions. Forty and up to eighty minutes were offered to each participant to complete the forms before the open feedback session. This is not always the case in all CELTA courses, as some other tutors prefer to engage in a post-feedback reflection. However, the researcher asked the participants to complete the self-reflection form before the open feedback session so that they would not be influenced by others' views, and thus, they could get a more accurate picture of the development of their self-reflection process. The self-reflection form is not used for the last two lessons. Candidates are required to use a blank sheet and reflect freely on the lesson to encourage less-directed reflection and give them the opportunity to focus on what they think is important.

Appendix D features the assessment scheme used throughout the course. CELTA candidates are not assessed on all the criteria from the beginning of the course. After

each stage, which consists of two lessons, more criteria are used to assess participants' performance. This is a standard procedure on any CELTA course conducted worldwide, albeit some centers might implement minor changes.

After the open-feedback session was completed, participants received a written report from the tutors highlighting areas of success and action points to work on. In addition to these, participants also received comments regarding each criterion. The tutors' reports will be used for data analysis, as outlined in 3.5.2 below.

3.4.2 Lessons from the Classroom Assignment (LFCA)

CELTA candidates are required to complete the Lessons from the Classroom Assignment (Appendix E) after teaching their sixth lesson and preparing for the seventh one. Candidates are required to list three to five teaching and planning areas pinpointing their strengths. They are also required to list three to five areas for development, as well as being asked to provide an action plan for each identified area. They are also required to provide evidence to support the chosen areas. This evidence could be based on tutors, peers, or students' comments throughout the course. The LFCA assignment was studied to examine the progress observed in the candidates' reflection process.

3.5 Content Analysis

This section lists the three main research questions and the methodology for data analysis. The study aims to seek answers to the following questions:

1. What areas do CELTA participants reflect on?
2. Do identified reflection areas improve over the course of the CELTA course?
3. How does the trainees' reflection process develop throughout the CELTA course?

In order to answer the first research question, a close study of the participants' self-reflection forms was conducted. To analyze and measure the collected data, initially, it was decided to follow an approach similar to Zeicher and Liston's; they created 'six substantive categories' to examine the data collected (1985, p.164). These six

categories include areas such as *goals, curriculum and materials, and context*. The categories include sub-areas. *Context* includes *classroom context, school context, cooperating teachers, and the supervisory process itself*, among others. Similarly, The CELTA Syllabus (Appendix F) includes five main topics such as *Language Skills, Planning and Resources, and Developing Teaching Skills and Professionalism*. These categories include sub-areas. *Planning and Resources* include *identifying and stating appropriate aims/outcomes for individual lessons, describing the procedure of the lesson in sufficient detail, and allocating appropriate timing for different stages in the lessons*, among many others.

However, CELTA candidates are not assessed on all the criteria from the beginning. This approach is followed to make sure candidates focus on the basics first to gain confidence and practice. More criteria are added as the course progresses. Thus, some areas might not be considered in the self-reflection forms completed at the beginning of the course altogether. Therefore, following the same approach would generate inaccurate data in the representation of some of the assessment criteria. For example, *Error Correction* and *Providing Sufficient and Varied Language Practice* are not assessed until the second half of the course, which means that candidates might not reflect on these points until the second half of the course. This would generate a result that those two areas are not as important as other criteria for CELTA candidates.

The assessment of lessons taught in the CELTA course is divided into four stages; each consists of two lessons taught by the participants. The Standard CELTA Assessment Scheme (Appendix D) used at the CELTA center where this study is carried out outlines the assessment criteria used in each stage.

In Stage 1, candidates are assessed on eleven criteria, which mostly focus on planning (*4d Materials Preparation, 4e Lesson Procedure, 4f Stating Interaction Patterns*) teacher's language (*2a Teacher Talking Time and Language Grading, 2d Providing Accurate Language Models*) and classroom management (*5b Group Activities, 5j Monitoring Learners, 5k Timing*). In Stage 2, ten more criteria are added, such as *4c Selecting and Creating Materials, 4i Language Analysis, and 1b Cultural Awareness*. In Stage 3, candidates are assessed on thirty-six criteria. *4a Stating Aims, 4b Lesson Staging, and 1a Needs Awareness* are some of the new criteria added at this stage. Criteria such as *2f Clarifying Language Register, 5d Achieving Lesson Aims, and 4g*

Providing Variety and Balance are not assessed until Stage 4, the last stage of the course.

The Assessment Scheme was followed in order to identify the areas candidates reflected on throughout the course to gain an insight into what participants focus on when they reflect on their lessons at each stage of the course. Data was collected and analyzed at each stage, and then the results of each stage were situated in relation to the whole.

To answer the second research question, areas in the first four SRFs were identified and compared against the ones listed as *Strengths* and *Action Points* in the Lesson from the Classroom Assignment. This would shed light on whether the areas the candidates identified in the SRFs of their early lessons became strengths over the CELTA course or whether candidates still in need to improve them. The self-reflection forms were also compared against the tutors' written reports. This helped identify some valid points, as candidates sometimes provide irrelevant justifications, especially when explaining why something was unsuccessful.

In investigating the third research question, the written SRFs were analyzed to identify language used to express given areas that need to be improved as well as noting down improvement and progress. The reflective framework used to analyze the data in this study, The Framework for the Assessment of Reflection on CELTA Courses, was developed by Mackenzie (2019), Appendix G. His framework is based on Ward and McCotter's reflective rubrics (2004) which was inspired by Hatton and Smith (1995).

Ward and McCotter's model constitutes four levels of reflection:

- Routine: rarely focuses on problems and is characterized by blaming other factors and lack of responsibility, and no urge to change.
- Technical: "Instrumental response to specific situations without changing perspective". In this one, teachers show a willingness to develop, but they lack a clearer understanding of how to.
- Dialogic: involves others in the process of change and experimenting with new techniques and asking new questions,

- Transformative/Critical: Fundamental questions come up and change is initiated.

Ward and McCotter (2004, pp.250-253)

Mackenzie's framework does not incorporate the Transformative/Critical level. He argues that "A lack of consensus concerning critical reflection, however, helps account for difficulties with the operationalization of reflection in research instruments ... I, therefore, chose not to include critical reflection in my reflective framework"; (2019. pp.5-6). Since this study will implement the same framework, the transformative/critical level will not be included in the analysis. The aim is to understand what CELTA participants reflect on, how their reflection journey continues with the emerging characteristics of their experience. Each learner is unique in their learning process and the study embraces the uniqueness of the CELTA experience for each participant.

The content analysis method was administered to analyze and evaluate the qualitative data presented in the SRFs. The trainees' reflection process was closely observed by the researcher throughout the CELTA course. The self-reflection forms of each participant were studied to examine the number of occurrences of low-, mid-, and high-level reflection identified in each self-evaluation form. A higher occurrence of high-level reflection examples as the course progressed indicates progress in the reflection process of that candidate in terms of quality.

CHAPTER IV

FINDINGS

The findings of this research are presented in three sections. Each section presents the findings of a question this research is trying to seek an answer to.

4.1 Areas Reflected On

Before analyzing the SRFs, it was decided to disregard some of the criteria and combine some others for the following reasons:

- *5k timing* and *4h timing*: The former has to do with starting and finishing on time, while the latter is about allocating enough time for different stages of the lesson. Since they are intertwined and candidates use them interchangeably, it was decided to combine them.

- *4a Stating Aims* and *4l Terminology*: these two criteria were combined since *4l* is used when stating aims, which makes it a constituent part of *4a*.

- *4j Anticipated Problems* and *4k Anticipated Solutions*: these two criteria were combined since they are closely related.

- *4n Reflection on Plans* and *5m Self Reflection*: these two criteria were not involved in the analysis since the aim of the study as a whole is reflection and since participants do not reflect on their reflection in the SRF. In other words, participants do not state in their SRFs that the reflection needs improvement, or they need to reflect more in the next lesson.

- *4m Teamwork*, *5l Portfolio*, and *5n Participation*: these are assessed by the course tutors on candidates' performance overall, and candidates do not reflect on them.

- *5a Classroom Arrangement*: this criterion was excluded since the CELTA course being researched is delivered online, and this criterion assesses arranging the classroom furniture to suit different types of activities.

Excluding four criteria and combining four into two leaves thirty-four criteria to be identified in candidates' SRFs throughout the four stages of the CELTA course. It is worth mentioning that since this CELTA course was delivered fully online, criterion

5e Materials Use involved statements related to the use of the teaching platform, in this case, Zoom.

Candidates' SRFs were analyzed, and areas highlighted and recorded for each candidate in each stage of the course separately and then combined together to reflect the total throughout the course.

4.1.1 The Data

Tables 4.1 and 4.2 below show the number of occurrences of each area/criterion throughout the four stages of the course. The value of '1' was added each time a candidate reflected on a given criterion. Therefore, the maximum number a criterion can get is two at each stage; eight in total for each candidate and a combined forty-two for all candidates.

Table 4.1: Areas Reflected On in Stages 1 and 2

Area/Criterion	Stage 1 - Participants						Stage 2 - Participants						
	A	B	C	D	E	F	Total	A	B	C	D	E	F
4d Materials Prep	0	0	1	1	0	0	2	2	0	1	0	0	1
4e Procedure	2	1	2	2	2	0	9	1	2	2	1	1	0
4f Interaction Patterns	1	1	1	0	1	0	4	1	1	1	1	1	0
1d Rapport	2	1	2	2	0	1	8	1	1	2	0	2	0
2a TTT/Grading Language	0	2	1	1	2	0	6	1	1	1	2	2	1
2d Language Models	0	0	1	0	0	0	1	0	0	0	0	0	0
5b Grouping	1	1	0	1	0	2	5	1	2	0	1	0	2
5f Instructions	2	1	1	2	2	1	9	2	2	1	2	2	0
5j Monitoring	2	1	0	1	1	2	7	0	0	0	0	2	0
5k Timing + 4h Timing	2	1	1	2	2	2	10	2	2	2	2	2	2
4c Materials Design	1	2	1	2	2	1	9	2	2	2	2	0	0
4i Language Analysis	0	0	1	0	0	0	1	1	0	1	0	0	2
1b Cultural Awareness	0	0	0	0	0	0	0	0	0	0	0	2	0
3a Reading/Listening	1	0	0	0	0	0	1	1	1	1	1	0	1
5g Eliciting/Concept Checking	2	1	2	2	0	1	8	2	0	2	2	1	1
5h Feedback	1	2	2	1	0	1	7	1	1	0	2	2	2
4a Stating Aims + 4l Terminology	0	0	1	0	0	0	1	0	0	1	0	0	0
4b Staging	1	0	2	1	0	0	4	2	0	0	0	1	1
4j/4k Anticipated Problems & Solutions	2	1	2	1	2	0	8	2	1	1	0	1	0
1n Needs Awareness	1	1	0	1	2	1	6	1	1	1	2	1	1
1c Background Awareness	0	1	1	0	1	0	3	1	1	2	0	1	0
2b Error Correction	0	0	1	2	0	0	3	1	0	2	2	0	0
2c Context	0	0	0	0	0	0	0	0	0	0	0	0	1
2e Clarifying Language	2	1	1	1	1	2	8	2	1	1	2	0	2
2g Language Practice	1	2	2	2	0	2	9	2	1	2	2	2	2
3b Oral Fluency	0	1	0	0	0	0	1	0	1	2	0	1	0
5c Teaching Techniques	1	0	1	0	0	0	2	0	0	0	1	0	0
5e Materials Use	0	0	1	1	2	2	6	1	1	1	0	2	1
5i Pace	1	1	2	2	0	1	7	2	0	0	2	1	0
4g Variety and Balance	1	1	0	1	0	1	4	1	1	1	1	1	0
2f Register	0	0	0	0	0	0	0	0	0	0	0	0	0
3c Writing	0	0	0	0	0	0	0	0	0	0	0	0	0
5d Achieving Aims	0	1	1	1	0	0	3	0	0	0	2	0	0
	27	24	31	30	20	20	152	33	23	30	30	28	20

Table 4.2: Areas Reflected On in Stages 3 and 4

Area/Criterion	Stage 3 - Participants						Stage 4 - Participants							
	A	B	C	D	E	F	Total	A	B	C	D	E	F	Total
4d Materials Prep	1						1							0
4e Procedure	2	1	1	2	1		7	1			2			3
4f Interaction Patterns		1					1	1		2				3
1d Rapport	2	2	1	2	1	1	9	2	2	2	1	2	2	11
2a TTT/Grading Language		2	2	2	2		8	1			2	2		5
2d Language Models		1		1			2				1			1
5b Grouping		2	1	2	2	1	8		2	2	1	1	2	8
5f Instructions	2	1	1	1	1		6	1	2		1	1	1	6
5j Monitoring	1	2	1		1		5	2	1				1	5
5k Timing + 4h Timing	2		1	2	2	1	8	1	1	1	1	1	2	7
4c Materials Design	2	2	2	2	1	1	10	2	1		2	1		6
4i Language Analysis			1			1	2							0
1b Cultural Awareness			1				1							0
3a Reading/Listening	1	1		1		1	4			1		1	2	4
5g Eliciting/Concept Checking	1		2	1	1		5	1		2	1	1		5
5h Feedback	1	1	2	1			5	1	2	2	1	2		8
4a Stating Aims + 4i Terminology							0				1	1		2
4b Staging	1	1	2	2		1	7		1	1				2
4j/4k Anticipated Problems & Solutions	2	2	2	1	1		8	1	1	1		2		5
1n Needs Awareness	1	1	2			1	5	1		2	1	1	1	6
1c Background Awareness			2	1		1	4	1	1	1	1			4
2b Error Correction			1				1	1	1			1		3
2c Context		1	1				2				1		1	2
2e Clarifying Language	2	1	1	2		2	8	1		1	2		1	5
2g Language Practice	1	2	2	1	1	1	8	2	1	1	1			5
3b Oral Fluency	1		1	1		1	4	1		1	2	1		5
5c Teaching Techniques					1		1		2	1				3
5e Materials Use	1		1		2		4			1		2		3
5i Pace			1	2	1	2	6	2	2	1	2		2	9
4g Variety and Balance	1	1	1	2	1		6	1			2	1	1	5
2f Register							0							0
3c Writing							0		1	1		1		3
5d Achieving Aims	1	2		2	1	2	8		1	1	2	1	2	7
	26	27	33	31	20	17	154	21	25	24	30	23	18	141

The totals across all stages were categorized into the following and are shown in Table 4.2 below:

- High-frequency Criteria (stated more than 24 times)
- Mid-frequency Criteria (stated a maximum of 24 times)
- Low-frequency Criteria (stated a maximum of 7 times)

Table 4.3: Frequency of Areas in SRFs

High-frequency	Mid-frequency	Low-frequency
4e Procedure 1d Rapport 2a TTT/Grading Language 5b Grouping 5f Instructions 5k Timing + 4h Timing 4c Materials Design	4f Interaction Patterns 5j Monitoring 3a Reading/Listening 4b Staging 1n Needs Awareness 1c Background Awareness 2b Error Correction	2f Register 3c Writing 5c Teaching Techniques 2c Context 4a Stating Aims + 4i Terminology 1b Cultural Awareness 4i Language Analysis

5g Eliciting/Concept Checking 5h Feedback 4j/4k Anticipated Problems & Solutions 2e Clarifying Language 2g Language Practice 5i Pace	3b Oral Fluency 5e Materials Use 4g Variety and Balance 5d Achieving Aims	2d Language Models 4d Materials Prep
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4.1.2 High-frequency Criteria

The criteria with the highest occurrence in the SRFs are *5k/4h Timing* and *5i Pace*, which are closely related to each other. This is not surprising as time and pace have a significant impact on various aspects of a lesson, including the amount of practice students receive, the feedback given, and the grouping or pairing of students. However, the noteworthy aspect is that most of the references to these criteria were negative, indicating that there was insufficient time to provide more practice, cover certain stages, or a need to rush through other activities. The consistent referencing of these criteria highlights the importance of time management and pacing in lesson planning and delivery. It suggests that candidates recognize the challenges associated with managing time effectively and maintaining an appropriate pace throughout the lesson. The negative references indicate the need for candidates to further develop their skills in time management to ensure that all necessary activities and stages are adequately covered within the given time frame. This fact is also evident in the second research question, where all candidates highlighted the need for better time management, estimation, and pacing.

The criteria *2e Clarifying Language* and *2g Language Practice* appear to correlate both in their nature and the reflections found in candidates' SRFs. Despite being introduced at Stage 3, candidates consistently reflected on these criteria from the beginning of the course. This can be attributed to their integral role in every lesson taught. The consistent reflection on these criteria throughout the course is a positive aspect of candidates' reflections, indicating their understanding of the importance of clarifying language and providing language practice opportunities. Additionally, criterion *5g Eliciting/Concept Checking*, was also reflected on consistently, as it is part of the clarification process and therefore relates to *2e Clarifying Language*. Likewise,

5h Feedback is another integral part of the clarification and practice process and was a high-frequency area in SRFs. This further highlights the candidates' recognition of the interconnectedness of these criteria and their commitment to effective language teaching.

The high occurrence of *1d Rapport* and *5b Grouping*, both related to students' engagement in the classroom and how they are engaged, might be due to the fact that these two criteria are introduced at the beginning of the course. However, this high occurrence provides evidence that candidates reflect outward and consider the students' needs and how they could involve them more effectively in the classroom. *5f Instructions* is another criterion introduced at the beginning of the course, which also demonstrates that the candidates do care about how students understand and act based on the instructions provided. It is worth noting, however, that comments related to *5f Instructions* were mostly related to action points emphasizing the need for teachers to enhance the clarity of their instructions to prevent student confusion.

The comments regarding *4j Anticipating Problems* and *4k Anticipated Solutions* predominantly exhibited a reactive rather than proactive approach. In other words, candidates primarily focused on discussing problems encountered and their intended actions in future occurrences rather than reflecting on successful anticipated solutions. While it is commendable that candidates incorporated these two criteria, which are not assessed until Stage 3 of the course, the frequency of their inclusion can only contribute to a limited extent to the development of their reflective skills, as it lacks a proactive nature. Likewise, the comments regarding *2a TTT/Grading Language* predominantly exhibited a reactive approach. Candidates often acknowledged that their Teacher Talking Time was high and expressed their intention to address this issue in future lessons, but these attempts were largely unsuccessful. The frequency of references to this criterion may be attributed to its early assessment in the course and its easily recognizable nature, making it more noticeable to candidates.

It is not surprising that *4e Procedure* and *4c Materials Design* were frequently referenced in the SRFs, as both criteria are directly linked to lesson planning and have a tangible influence on the success of the lessons. These areas serve as further evidence of candidates' reflective approach and their consideration of the progression of the

lesson. A significant portion of the comments pertaining to these criteria were positive, with candidates acknowledging their effective selection of materials and thoughtful consideration of various steps within a lesson.

4.1.3 Mid-frequency Criteria

The criterion of *5e Materials Use* exhibits a relatively high frequency of occurrence in the SRFs, which can be primarily attributed to the contributions of Participant E. Participant E accounted for 42% of the total mentions of this criterion. Notably, in 17 out of the 19 instances where participants reflected on this criterion, the focus was on utilizing the features of Zoom. This invites the reader to think about this criterion frequency in a face-to-face CELTA course; whether it would be higher or lower, considering that face-to-face courses also have some challenges, such as managing smart boards.

Surprisingly, the criteria of *In Needs Awareness* and *1c Background Awareness*, which are directly connected to students' needs and preferences, were identified as mid-frequency areas in the SRFs. It is established early on in the CELTA course that students' needs should always be considered when planning lessons, and the focus should be on the learning process. However, it is commendable that participants reflected on these two criteria early on in the course despite their mid-frequency occurrence. The fact that participants considered students' needs and background awareness during their lesson planning and delivery demonstrates their understanding of the significance of these factors in effective teaching. The mid-frequency occurrence of these criteria invites the reader to consider whether candidates may have focused more on the teaching process rather than the learning processes. It is possible that participants may have been more inclined to reflect on their own teaching techniques and methodologies rather than explicitly discussing their consideration of students' needs and preferences. This could explain the relatively lower frequency of references to *In Needs Awareness* and *1c Background Awareness* in the SRFs.

It is observed that 3b Oral Fluency, which is assessed at Stage 3 of the course, was referenced less frequently compared to other criteria introduced at the same stage. This could be attributed to its specific focus on speaking practice, which candidates often mention as being challenging to cover due to time constraints. Conversely, *5d*

Achieving Aims, which is introduced at Stage 4 of the course, was referenced by candidates from the early stages of the course. Candidates frequently commented on whether the lesson successfully achieved its intended aim and provided evidence to support their claims. This indicates that candidates were actively reflecting on the alignment between their lesson objectives and the outcomes they were able to achieve.

Both *4f Interaction Patterns* and *4g Variety and Balance*, although introduced at different stages of the course (Stage 1 and Stage 4, respectively), received their fair share of references. This can be attributed to the fact that *Interaction Patterns* has a direct impact on the implementation of *Variety and Balance*. Candidates often combined their comments on these two criteria when discussing student-led and teacher-led stages or activities within their lessons. By considering these two together, candidates demonstrated their awareness of the importance of creating a dynamic and engaging classroom environment or the lack of it in some cases.

The absence of reflection on error correction in candidates' SRFs is noteworthy, considering its essential role in language teaching. This observation can be attributed to two possible reasons. Firstly, The delayed introduction of *2b Error Correction* may have limited candidates' opportunities to fully explore and discuss their approaches to addressing learner errors. As a result, the frequency of references to this criterion in their SRFs is relatively lower. Secondly, error correction is closely intertwined with a high-frequency criterion, namely *5h Feedback*. Thus, the connection between error correction and the broader concept of feedback may have led candidates to primarily focus on the latter, as it encompasses a wider range of instructional strategies and techniques. Similarly, the criterion of *4b Staging* is also influenced by similar factors. Firstly, its connection to the broader criterion of *4e Procedure* impacts the frequency of references to staging in candidates' SRFs. Candidates often discuss their lesson procedures as a whole, encompassing various aspects such as lesson stages, activities, and materials. Consequently, the specific focus on staging may be overshadowed by the broader consideration of lesson procedures. Furthermore, the timing of its introduction in the CELTA course, which occurs in the second half, contributes to the relatively lower frequency of references to staging.

The criteria of *5j Monitoring* and *3a Reading/Listening* were adequately addressed in candidates' SRFs, considering their respective nature and the stages at which they are introduced. The comments on both criteria were evenly divided between

acknowledging successful implementation and recognizing the need for further improvement. In terms of *3a Reading/Listening*, candidates demonstrated an awareness of the importance of allocating sufficient time for students to engage with texts. Some candidates acknowledged the need to ensure that students have ample time to read or listen to texts, allowing for deeper comprehension and engagement. However, there were also comments indicating the need for more effort in this area, suggesting that some candidates may have struggled to effectively manage time during reading or listening activities.

Regarding *5j Monitoring*, candidates recognized the significance of closely following students' work and providing support when necessary. Successful instances of monitoring were noted, indicating candidates' ability to effectively observe and assess students' progress. However, there were also comments indicating the need for further attention and effort in monitoring students' work, suggesting that some candidates may have faced challenges in consistently providing timely support and guidance.

4.1.4 Low-frequency Criteria

2f Register stands out as the sole criterion not referenced in all the SRFs. This observation may be attributed to its highly specialized nature and relevance, primarily in situations where the register of the target language necessitates clarification. Additionally, it is noteworthy that *2f Register* is evaluated and assessed during Stage 4 of the CELTA course. Consequently, its limited mention in the SRFs can be attributed to its specific focus and the timing of its assessment within the course. Similarly, *3c Writing* was mentioned only on three occasions. This could be attributed to the fact that writing lessons are not introduced until late in CELTA due to their challenging nature and the preparation involved.

1b Cultural Awareness, although an integral component of effective lesson planning, was only mentioned on three occasions due to its subtle nature. This criterion typically garners attention when issues arise during a lesson. The three instances in which this criterion was referenced pertained to the selection of individuals or celebrities unfamiliar to the students, prompting the need for greater caution to prevent student disengagement. Moreover, candidates participating in this course were initially

advised to steer clear of PARSNIP topics (Politics, Alcohol, Religion, Sex, Narcotics, Isms, and Pork) to avoid potential classroom conflicts.

Criteria *4a Stating Aims/4l Terminology*, *2c Context*, and *5c Teaching Techniques* were mentioned four, five, and seven times, respectively, indicating their low presence in the SRFs. This frequency of reference can be attributed to several factors. Firstly, these criteria are introduced during Stage 3 of the CELTA course, allowing candidates ample time to familiarize themselves with the concepts and incorporate them into their lesson planning. The subtle nature of these criteria, requiring candidates to articulate clear lesson aims, the fact that context is provided by the coursebook, and the selection of an appropriate framework may contribute to their moderate mention in the SRFs. Furthermore, the candidates' two-day timeframe for selecting a lesson framework and formulating lesson aims may also influence the frequency of reference to these criteria. In addition to being introduced at the beginning of the course, *4d Materials Prep* shares characteristics similar to the aforementioned criteria. It is also relatively easy to address as it pertains to the legibility and preparation of materials. Therefore, the low frequency of these criteria can be attributed to the candidates' deliberate approach to incorporating these elements into their lesson design.

The criterion of *2d Language Models* is characterized by its infrequent occurrence for two primary reasons. Firstly, some teachers may be inclined to withhold acknowledgment of their failure to provide correct or accurate language models, as doing so could potentially reflect negatively on their lesson. Secondly, the lack of awareness on the part of teachers regarding the provision of inaccurate models contributes to the low frequency of this criterion. This lack of awareness is closely associated with another infrequent criterion, *4i Language Analysis*, which probably did not receive much attention from candidates for the same reason. The limited frequency with which these two criteria are referenced by the candidates is indeed surprising, considering their fundamental importance in every lesson.

4.2 Improvement of Identified Reflection Areas

The first four SRFs of each candidate were analyzed to identify the action points they had listed. Then, the LFCAs were examined to identify the strengths and action points listed by candidates. Questions 1 and 3 on the SRF (Appendix A) were not analyzed

since they focus on positive aspects of the lesson. By the time of completing the LFCA, the candidates had at least two lessons to work on their action points, while they had three to five lessons to work on the ones identified in earlier lessons.

4.2.1 The Data

Tables 4.3 and 4.4 below shows the areas each participant reflected on in their first four lessons and in which lesson(s) each action point was stated by the candidate in their SRFs. Criteria in in Table 4.4 are the ones candidates are assessed on and are supposed to consider in their 1-4 SRFs, while the ones in 4.5 should be considered later in the course.

Table 4.4: Areas to be Reflected on in TPs 1-4

Area/Criterion	Participant A				Participant B				Participant C				Participant D				Participant E				Participant F			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
4d Materials Prep			✓	✓					✓		✓		✓											
4e Procedure					✓		✓		✓		✓	✓	✓				✓							
4f Interaction Patterns	✓			✓	✓																			
1d Rapport	✓	✓					✓				✓	✓												
2a TTT/Grading Language				✓	✓		✓		✓		✓		✓	✓	✓		✓	✓	✓					
2d Language Models										✓														
5b Grouping	✓			✓	✓			✓													✓	✓		✓
5f Instructions	✓	✓	✓	✓		✓	✓	✓			✓	✓	✓	✓	✓	✓	✓							
5j Monitoring	✓	✓			✓																✓		✓	
5k Timing + 4h Timing	✓	✓	✓	✓	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4c Materials Design	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓						
4i Language Analysis										✓	✓												✓	✓
1b Cultural Awareness																			✓	✓				
3a Reading/Listening				✓																				
5g Eliciting/Concept Checking	✓	✓	✓	✓	✓				✓	✓	✓								✓	✓	✓		✓	
5h Feedback	✓			✓	✓	✓	✓		✓				✓	✓	✓				✓	✓	✓	✓	✓	✓

Table 4.5: Areas that are not Necessary to Reflect on in TPs 1-4

Area/Criterion	Participant A				Participant B				Participant C				Participant D				Participant E				Participant F			
	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
4a Stating Aims + 4l Terminology										✓	✓													
4b Staging			✓										✓											
4k Anticipated Problems & Solutions	✓	✓	✓	✓		✓	✓		✓	✓				✓			✓							
1n Needs Awareness	✓					✓	✓			✓				✓			✓	✓					✓	✓
1c Background Awareness						✓	✓		✓	✓							✓							
2b Error Correction										✓	✓		✓	✓	✓									
2c Context																								
2e Clarifying Language		✓	✓		✓		✓				✓				✓						✓	✓	✓	✓
2g Language Practice			✓		✓		✓				✓		✓	✓							✓		✓	
3b Oral Fluency																								
5c Teaching Techniques										✓														
5e Materials Use			✓			✓			✓				✓				✓	✓	✓	✓	✓	✓	✓	✓
5i Pace		✓	✓	✓	✓				✓				✓	✓							✓		✓	
4g Variety and Balance	✓			✓																				
2f Register																								
3c Writing																								
5d Achieving Aims						✓																		

Table 4.5 shows the action points and strengths stated by the participants in their LFCAs toward the end of the CELTA course and features:

- Action points from SRFs that are still action points in LFCA (underlined)
- Action points from SRFs that became strengths in LFCA (**bold**)
- Action points from LFCA that are not listed as action points in SRFs (*italic*)
- Strengths from LFCA that are not listed as action points in SRFs (regular)

Table 4.6: Action Points and Strengths in LFCAs

Action Points and Strengths in LFCA					
Participant A	Action Points	<u>Timing</u>	<u>Instructions</u>	<u>Clarifying Language</u>	
	Strengths	Eliciting/CCQ	Materials Design	Rapport	
Participant B	Action Points	<u>Timing</u>	<u>TTT/Grading</u>	<u>Anticipation</u>	
	Strengths	Eliciting/CCQ	Materials Design	Clarifying Language	
Participant C	Action Points	<u>Timing</u>	<u>Eliciting/CCQ</u>	<u>Clarifying Language</u>	<u>Feedback</u>
	Strengths	Reflection	Materials Design	Instructions	
Participant D	Action Points	<u>Timing</u>	<u>TTT/Grading</u>	<u>Feedback</u>	<u>Pace</u>
	Strengths	<u>Eliciting/CCQ</u>	Grouping	Rapport	
Participant E	Action Points	<u>Timing</u>	<u>TTT/Grading</u>	<i>Language Analysis</i>	
	Strengths	Eliciting/CCQ	Materials Design	Instructions	Stating Aims
Participant F	Action Points	<u>Timing</u>	<u>Eliciting/CCQ</u>	<i>Teaching Techniques</i>	
	Strengths	Instructions	Rapport	Clarifying Language	

4.2.2 Action Points That Did Not Improve

By comparing the two tables, it becomes evident that a significant overlap exists between the action points listed in the LFCAs and those identified in the SRFs. Specifically, 18 out of the 20 action points listed in the LFCAs were also present in the SRFs.

Some participants cite some progress in their LFCAs regarding the action points. For instance, Participant A stated in their LFCA regarding *Timing*, "I tried to pay attention to these and estimate times that I allocate for stages better later on and have received better feedback from my tutors and peers, but I still think there is much progress to be made."; Similarly, Participant C noted some progress in *Eliciting/CCQs*: "It took me until TP5 to truly create material incorporating student involvement, but I have shown progress regarding this developmental need". Participant D also made note of their progress regarding *TTT/Grading Language*: "Fortunately, I managed to reduce my

TTT after my TP2 which was praised by my colleagues and also my tutor, but still, I think I need to work on it".

On the other hand, participants acknowledged that although they had many opportunities to work on some action points, they still needed further substantial efforts in order to achieve satisfactory progress. Participant D stated on their *Timing*, "I have suffered a lot from my timing. I could not finish my TP5 since I ran out of time". Participant B commented on their *Anticipated Problems and Solutions* "I want to be better at anticipating problems related to language. That was mentioned by my tutor in ... I find it difficult to see new lexis from the student's perspective or anticipate the problems caused by L1". On *Language Analysis*, Participant E stated, "Sometimes I find it difficult to address all students' questions due to lack of language analysis. I took my tutor's recommendations after TP6 into account and improved this aspect next TP. However, this skill requires time to acquire". As for Participant F, they stated the lack in their *Elicitation/CCQs*, stating, "I need to make students elicit meaning of the context in a 'yes and no' CCQ's as far as I am weak in making good CCQ's and it is necessary to check students got the concept of the TL."

Despite having ample time to address these action points, the candidates were unable to fully transform them into strengths or resolve them as ongoing action points. While some participants noted progress in certain areas, overall, further substantial efforts are needed to achieve satisfactory progress. *Timing* was the most cited area for development since 6 out of 6 stated it as an action point in the SRFs and the LFCAs. This highlights the ongoing nature of professional development and the recognition that continuous efforts are required to enhance teaching skills and address areas of improvement.

4.2.3 Action Points That Became Strengths

An examination of the strengths identified in the LFCAs reveals a narrative characterized by positive outcomes and achievements. Out of the 19 strengths listed in the LFCAs, a notable 13 of them were previously identified as action points in the SRFs. It is noteworthy that all participants, except for Participant D, successfully transformed 2 or 3 of their action points into strengths through their reflective journey. Participant D stands as the sole exception, as they did not mention any strength in their

LFCAs that had been previously identified as an action point in their SRFs. All participants quoted their tutors' reports to provide evidence of their progress.

On their progress regarding *Elicitation/CCQs*, Participant A stated, "Starting TP2, I paid attention to using eliciting techniques and CCQs ... This was confirmed by tutors in all reports. ... I also invested time in preparing my CCQs to make sure they help students understand the TL". Participant B noted their progress on *Clarifying Language*, stating, "I think I am generally good at clarifying and highlighting as well as answering students' questions about grammar concepts. This was mentioned by my tutor in TP 4 ... and TP5This was also mentioned by my peers".

The area of *Instructions* is a common one that participants converted into a strength. Participant C commented, "I allot[ed] a substantial amount of time deciding how to introduce a task and how each connects. This was especially evident in TP5, as my tutor wrote"; Participant E wrote, "I had to vary my language for instructions to make it clear for students. ... Despite the fact that tasks were challenging for students, I guess, it was my clear instructions that helped students cope with tasks". Similarly, Participant F commented, "I gave clear instructions regarding each stage to make it smoother by asking learners to engage them so should they work individually or in a group," they further added "by using ICQs before a test so that they can easily understand to how to manage the given test. According to my tutor".

Areas such as elicitation/CCQs, clarifying language, and instructions were common areas where participants demonstrated growth and converted them into strengths. These examples showcase the participants' dedication to improvement and their ability to implement reflection and feedback effectively.

4.2.3 Other Notes

Participants C-F identified additional strengths in their LFCAs that were not previously mentioned as action points in their SRFs. These strengths included *Grouping*, *Rapport*, and *Stating Aims*. Furthermore, two action points, namely *Language Analysis* and *Teaching Techniques*, were identified in the LFCAs but not in the SRFs. The absence of these action points in the SRFs may be attributed to the participants' realization of the impact of *Language Analysis* on lesson delivery and the fact that candidates are not assessed on the closely related *Anticipating Problems and*

Solutions criteria until TP5. Similarly, *Teaching Techniques* may be a more nuanced factor that teachers may find challenging to explicitly pinpoint as the sole reason for the success or failure of a lesson.

4.3 Development of Reflection Process Throughout the Course

The implementation of the Framework for the Assessment of Reflection on CELTA Courses, as depicted in Figure 4.1, offers valuable insights into the various levels of reflection exhibited by candidates in their Self-Reflection Forms (SRFs) throughout different stages of the CELTA course. The findings indicate that participants who demonstrated a high level of reflection exhibited several noteworthy characteristics, including consideration of students' needs, the provision of viable solutions to challenges encountered, the incorporation of insights from previous lessons, the acceptance of responsibility for shortcomings, and a thoughtful evaluation of materials and student engagement.

Conversely, participants whose reflection primarily encompassed low-level aspects tended to focus predominantly on technical issues, neglecting to propose potential solutions, failing to provide evidence of successful elements within their lessons, and occasionally attributing blame to students when faced with unfavorable outcomes.

Participants A and B predominantly align with the first group, as indicated by their consistent demonstration of reflection, progress, and improvement throughout their SRFs. Participant F primarily aligns with the second group, as evidenced by their consistent demonstration of the aforementioned characteristics throughout their SRFs. While there were occasional instances where Participant F exhibited some features associated with the first group, it is important to note that such occurrences were not the norm.

1: Low-level reflection	2: Mid-level reflection	3: High-level reflection
<ul style="list-style-type: none"> • inconsistent questioning of practice • descriptive, non-speculative and non-inquisitive attitude • holds external factors responsible for behaviour and events • little or no desire to change or improve/no evidence of this • self-oriented (single perspective) • few or no references to the literature or previous learning/knowledge • reflection restricted to application of micro-skills (e.g. use of teacher voice, eliciting) • little or no explanation of reasons for behaviour or practice • can reflect on <i>some</i> key strengths and weaknesses and can <i>generally</i> use these reflections to develop their teaching skills 	<ul style="list-style-type: none"> • reflection shows features of 1 and 3 	<ul style="list-style-type: none"> • constant or systematic questioning of practice • evaluative, speculative, inquisitive attitude • more personal accountability for events and behaviour • a desire to change or improve/evidence of this • other-oriented (takes into account the perspectives of peers, tutors, students etc.) • several/many references to relevant literature and previous learning/ knowledge • reflection on appropriateness of micro-skills for a given context and the appropriateness of outcomes achieved by an application of these skills • exploration of reasons for behaviour or practice • can reflect on <i>key</i> strengths and weaknesses and can <i>consistently</i> use these reflections to develop their teaching skills

Figure 4.1: Framework for the Assessment of Reflection on CELTA Courses (Mackenzie, L. 2019)

4.3.1. Participants Reflection Development

4.3.1.1 Commentary on Participant A

The reflection process of Participant A demonstrated steady progress throughout the course. Their reflection was of high quality, to begin with, and they kept developing and focusing on new areas and seeing things from different angles.

In their comments, Participant A provided solutions to problems. On one occasion, they could not ask Concept Check Questions, stating, "I could've included more CCQs"; as a solution, they stated, "Plan CCQs ... beforehand and write them down ... time I should include those questions in the plan"; In their following SRF, they provided evidence of implementing the solution stating, "It was a good idea to prepare the CCQs beforehand as I'm not yet accustomed to finding the right questions at the moment of speaking. I thought they helped a lot to clarify the meaning and usage".

They also commented on a time management issue "I couldn't manage the time properly ... I forgot to start the timer ... then there were some unexpected extra discussions"; later in the SRF, they provided a solution "[I will] allow some extra time for unexpected questions and discussions in the plan".

Participant A also made reference to previous lessons when possible, which shows progression and focus on issues they need to address. They stated in one of their SRFs, "Thanks to the time estimations ... I managed the time better than the previous lesson". Regarding the timer issue mentioned above, they stated in the following SRF, "This time before the lesson I noted down ... ending time And I checked my timer in reference to that. That really helped me feel I can keep the track of time and helped me pace accordingly". Another feature of Participant A's reflection is admitting when they did not do well. A few examples from their SRFs on this are "I could've shown the form structure in written form (positive-negative)."; and "I forgot to tell them to take a screenshot before sending them to the breakout rooms. That caused them to lose a lot of time and not be able to discuss anything at all in groups."; and "In the first listening I asked the first question in a wrong way, which maybe caused a bit of confusion".

Participant A made sure to refer to students whenever possible in all of their SRFs. Here are some examples "Ss participated quite well ... which gave me the impression that I managed to draw their attention to the topic"; and "I only let the Ss who raised their hands speak. ... next time I can address the others ... to involve them in the lesson". They also stated once, "Ss had a fun time discussing the questions in the post-listening stage". In this one, Participant A referred to the students as well as provided an action point for the future "I noticed that in Controlled Practice some students had already started ... conversations about books/films they have read/seen recently. Therefore for some students the Free Practice was a repetition ... I could've thought of a more distinct idea".

On the other hand, Participant A had few comments that lacked development or evidence. For example, they did develop this statement, "I think the transitions between the tasks were smooth". or provided examples to support the claim. They also did not provide evidence when they stated, "I implemented PPP and eliciting well". They could have given an example of when students responded to that elicitation.

Another example is "The language analysis was detailed enough to anticipate problems". Again, they did mention any examples or how it helped them.

In conclusion, Participant A's reflection process demonstrated consistent progress and a commitment to improvement. They actively sought solutions to problems, incorporated student feedback, and showed a willingness to admit mistakes. However, there were instances where their comments lacked development or evidence. Overall, Participant A's reflection showcased their adaptability and dedication to growth.

4.3.1.2 Commentary on Participant B

Participant B exhibited a propensity for self-criticism and a reluctance to acknowledge their successes. This observation is supported by the disparity in the length of their reflections, with a notable imbalance between the sections dedicated to discussing areas for improvement and those highlighting successful elements of a lesson. Although they did well in one of their lessons, they simply commented, "I guess students got a lot to think about, which is probably a good thing in general". when answering the first question on the SRF. While their plans for two of their lessons were well-detailed, all they stated was, "It was nice and detailed, in theory"; and "It was clear and realistic"; when answering the third question on the SRF.

Some of Participant B's comments lacked providing a solution for the problem, such as "I might change the lead-in into something about them, not me ... but not sure how exactly". On giving a chance for students to participate, they stated, "I can't be sure that all students were actively participating ... I didn't give them many opportunities to raise their hands"; without proposing a solution for this important issue. In the same lesson, they stated, "In the breakout rooms ... I noticed two cases ... when students didn't use the target language and then the other students prompted them to ... Ideally, they should all have used the target language straightaway"; while this might be the ideal case, they could suggest solutions such as reminding the students to use the target language or providing them with some prompts. In another SRF, they stated, "I need to pay attention to my TTT and grading my language"; without providing an action plan for that.

A quality to commend Participant B on is admitting that an issue was caused by them, such as, "I forgot to ask the students to take a screenshot of the texts before sending

them to breakout rooms to discuss the answers"; and "Probably I should have encouraged students to use the target lexis more in the speaking part". In another SRF, they stated, "I should have thought more about possible problems and solutions. . . . I should have thought of the clear and short answer beforehand, not impromptu".

Participant B thought about their students at all the stages of the course, trying to meet their needs and reconsidering the materials and the level of the target language taught. They commented in one of their SRFs, "Probably I overestimated their background knowledge and shouldn't have given Past Perfect Continuous". on another occasion, they stated, "I have a feeling that that particular lesson was above their level and they are not confident about using prepositions". In one of their SRFs, they commented on the materials, stating, "I would like to give students more speaking practice because I think that they were eager to speak..."; and further added, "The first controlled practice task proved too easy, so probably I would have given something more challenging or skipped it".

Some of Participant B's comments were short and lacked depth and elaboration, such as, "I should have kept things more simple altogether"; without stating what those 'things' are and how they could be adjusted. They also stated, "The nature pictures were not helpful"; without stating the reason why they were not. They also commented in one of their SRFs, "I would make speaking task a priority"; and failed to state why this was a priority for them or for their students.

In conclusion, Participant B showed a tendency for self-criticism, which held them back from seeing and noting success in their lessons. They occasionally failed to propose solutions for identified problems. However, they took responsibility for their mistakes and considered their students' needs. Some comments lacked specificity and reasoning. Overall, Participant B's reflections highlight areas for growth in providing detailed analysis and proposing concrete solutions.

4.3.1.3 Commentary on Participant C

Participant C consistently exhibited a high level of reflective practice throughout the various stages of the course. While their reflection developed as the course progressed, it is worth noting that their reflection was already characterized by its robustness,

featuring insightful comments and statements that demonstrated a high level of reflection.

In some comments, Participant C pinpointed the source of some of the issues, such as "I realised some of my instructions and CCQ attempts were redundant, which increased my TTT. I have the tendency to over-explain things in all aspects of my life..."; and "I went over the time limit. I was expecting it to happen because ... I have been stuck between the thought that I might not have prepared enough material ... and the possibility of going over the time limit ...". In another comment, they discussed the flow of clarification and practice, stating "I think my main problem lies in the fact that my first instinct is to give them all the information all at once and then test them on it with the following practice". They have also considered and reflected on technical issues by stating in one of their SRFs, "I have been practising the technical logistics of switching between screens and creating the breakout rooms...".

Materials received a fair share of comments by Participant C. Most comments focused on addressing students' needs and engaging them, such as "I don't know if the video I prepared was great content ... but I wanted to lead up to the idea ... through a story and thought just verbally telling the story might be more boring"; and "The initial materials and lesson plan I produced for this TP was overwhelming, so I decided to simplify it. So, I liked the relative simplicity of the plan I used compared to the plan and materials I scrapped". Participant C also commented on the appropriacy of classroom and teaching techniques in CELTA. They stated, "I think my elicitation and CCQs were not great but better because I have understood, during this CELTA course, the importance of letting students think for themselves, even if they make mistakes"; and "My TTT was too high during my clarification stage. I basically turned that stage into a lecture because the format in which I clarified the target structure was not appropriate for students to participate in".

Students were always at the center of focus in Participant C's SRFs in different aspects of the lessons as they referred to them whenever they should. Some of the comments that mentioned the students are, "I was worried that it might become tedious to have so many activities one ... but the students definitely handled them very well. they were very responsive"; and "Most importantly, while monitoring, I observed that many students used the TL quite successfully within the context of the news"; and "I should have given them more opportunities to practice different verbs instead of giving them

an informational monologue"; When Participant C started teaching the higher-level group, they stated, "Now that I've seen how ready the upper-intermediate students are to speak at length, I would eliminate the lead-in discussion and text to save more time for the productive activities and the feedback stage".

One of the qualities that made Participant C's reflection of high level is the fact that they took responsibility when things did not go as planned. On one occasion, they stated, "... so I am unhappy that my plan and other tasks were relatively more vague ..."; and "The part that was most disappointing to me was how unprepared I was for the written responses of the free practice ... I completely neglected to prepare myself for the students' responses, which left me fumbling for words"; and "A student asked a question ... and I don't think I answered it clearly. Frankly, I did not have the preparation to answer his question. I should have practised the reason behind the correct answer I gave very carefully". Perhaps the most commendable comment from Participant C is this: "Although I believe I monitored each group during the semi-controlled practice and saw that most groups were deep in discussion, one student shared that his groupmates did not participate as much. Perhaps I should be switching rooms more often". A low-level comment would blame the students for not participating since the teacher was monitoring; instead, Participant C thought about a solution that they could do to prevent such issues in the future.

However, that does not mean that Participant C was always blaming themselves for unsuccessful elements of the lesson. They did show that their meticulous planning and implementation led to many successful aspects of their lessons. They commented on one of the lessons "I believe the vocabulary words I picked made it easier for students to discuss the cultural differences among the countries and regions"; and "I was able to establish a strong rapport with students because I shared my story with them and got them to share their opinions ... I'm also proud of how I arranged, timed, and monitored the groups"; and in another lesson, they stated "Because I was worried this TL might be not challenging enough for upper-intermediate students, I created question types that would challenge them even further, which the students responded to very well".

An over-arching feature of Participant C's comments is that they are well-developed and provide an action plan more often than not. On one occasion, they stated, "I will give more straightforward instructions for tasks that involve scanning, like my

exposure task, because the aim of the task needs to be clear for students to know where to look for the answers"; on another "I will simplify my ideas and find better formats to explain target structures ... so that they can be in the process of discovery instead of just receiving the information they can find online". Another feature of their reflection is referring to techniques and steps from previous lessons and comparing them to their progress in the current lesson. Toward the end of the course, they stated, "In previous lessons, my problem with CCQ and elicitation was that even though I'd prepared them beforehand, I'd be unable to adapt to students' responses. ... In this lesson, I could apply my CCQ and elicitation questions accordingly".

Participant C's reflection throughout the course demonstrated a strong commitment to self-improvement and a deep understanding of effective teaching practices. They consistently identified areas for growth and took responsibility for their actions. Their ability to reflect on both successful and unsuccessful elements of their lessons showcased their dedication to providing the best learning experience for their students. Participant C's action plans and references to previous lessons indicate a continuous learning process and a desire to apply new techniques and strategies. Overall, Participant C's reflective practice exemplifies the qualities of a highly effective and conscientious teacher.

4.3.1.4 Commentary on Participant D

Participant D demonstrated a high level of reflection in their SRFs across different stage of the course. Their reflections focused on the learners, their techniques, and they often provided evidence for success and an action plan for development.

Participant D consistently demonstrated a sense of accountability when faced with situations that did not happen as they had planned. They stated in their first TP1, "My time management was awful ... I must be more careful because I couldn't finish all my plans in 45 minutes". They also stated in another lesson, "For the part that Ss were supposed to do the quiz, I should have given more information cause some Ss were doing it wrongly". On the same lesson, they commented, "As far as I couldn't finish my lesson and two activities left, I didn't like anything particular about my plan". Admitting that they did something wrong is clearly a quality of good reflection. They did not blame the students when the plan did not go well, as they stated on a couple of

occasions, "I could have given more information about future forms ... I thought that they already know [it] and this part is a review but it turned out that it is more than that and I should have prepared for it". And "I could have given more instructions for the activities. I did my best to elicit the instructions from the Ss rather than telling them but to be honest I don't know if I'm doing it in the right way". This is evidence that Participant D is a responsible teacher and looks inward and outward when searching for the source of the problem.

Another feature that shows Participant D's depth of reflection is their interest in their learners. They include their learners in all of their SRFs. Right from the start of the course, they commented on learners' engagement, stating, "I managed to keep all the learners interested in the lesson by providing different questions and tasks". In another SRF, they stated, "Ss were engaged in the lesson and they were sharing their ideas ... explaining everything about the target language to each other". This was also evident in their planning and materials selection as they commented once, "I managed to keep learners interested in the lesson by providing sufficient questions and tasks ... They were engaged till the last second of the session. In my opinion, the plan was student-centered".

Participant D demonstrated a forward-thinking mentality when reflecting on their lessons and provided an action plan to address some of the issues in their class. On one occasion, one of the activities took too much time, so they stated, "Unfortunately, my time management didn't go well. I need to design lead-in and exposure activities more carefully... I believe that next time I must provide pictures that are not ambiguous, [the students] had different opinions for each picture". On another occasion, they commented, "As far as we have only 45 minutes, I won't mention the differences between future forms and only teach my own target language. I will teach the differences in another session". This is another feature that highlights the depth of their reflection.

Finally, Participant D was always ready to provide evidence when claiming that an activity or a technique was successful, especially when this was related to learners' success. They commented on that success on more than one occasion, stating in one lesson, "The first part of the lesson was successful. They shared sentences and produce some sentences with future forms"; and in another, "The free practice went well since they wrote an advert. I checked different breakout rooms and they were all discussing

it". Overall, Participant D's reflections exemplify their commitment to reflective practice and continuous improvement as an educator.

4.3.1.5 Commentary on Participant E

Participant E demonstrated a commendable level of reflection even though they had no teaching experience. Their comments focused on some of the essential teaching techniques as well as a focus on students' needs.

A recurring theme in Participant E's reflections is technical issues. It is worth noting that candidates receive training on using the teaching platform and a chance to practice with peers and students before the assessment commences. Nonetheless, they were preoccupied with the teaching platform, Zoom, and other software throughout the course. In their TP1, they stated, "I am a novice in terms of online teaching, and I am not skillful with all features of ZOOM". Halfway through the course, they cited some development in that matter, stating, "Technical issue has become less urgent but still brings some inconvenience". And in their last lesson they mentioned technical problems again, "I anticipated a sort of technical problems and this time it was with sharing google.doc. Thanks to Mr.X who gave me a hand".

Since Participant E has no teaching experience, a considerable portion of their comments were related to basic classroom management techniques. One of these techniques is the Teacher and Student Talking Time. They stated in their TPs 2 and 8, "I would like to reduce my TTT in favor of SST"; and also, in their TP7, they mentioned that "Probably, I could leave more time for the free practice because Ss really enjoyed it ... Perhaps, I could it by I would reducing my TTT in favor of SST"; Another technique is giving clear instructions and checking them with Instruction Checking Questions. They state in their TP1, "I was able to practice ICQs..."; and in TP4, they state, "Perhaps it is good to improve my ICQs".

On the other hand, their focus on technical issues and perfecting essential classroom techniques did not stop them from thinking about the students as they made comments related to the students in all of their SRFs. In their first lesson, they commented, "Ss could answer all their Qs ... [they] found the right answers by interacting with Ss from another group. I guess it gives them a sort of satisfaction". In their TP3, they stated, "Ss showed involvement and engagement during lesson"; and in TP6, "Ss improved their initial results and started understanding functions of modal verbs better as far as

I can judge by having monitored them". All these comments provide evidence that Participant E is concerned about their students' learning process.

Like other participants, Participant E struggled with time management, which was an issue cited across their TPs. In TP2, they stated, "When one student asked me a question, it was difficult to help her because time was restricted". And in TP4, they stated, "I could discuss the vocabulary after matching Ex, but we lost some time during lead-in, so I decided to keep up with my schedule". In TP7, they mention time and technology in the same comment, "I need training more to improve my Zoom operating skill because I feel that I was losing time when I couldn't find the appropriate function of Zoom".

In conclusion, Participant E demonstrated a commendable level of reflection despite their lack of teaching experience. They focused on essential teaching techniques and prioritized students' needs. However, their struggle with technical issues might have had a tangible impact on their teaching and development.

4.3.1.6 Commentary on Participant F

Participant F exhibited a limited level of reflective practice throughout the various stages of the course. Notably, their reflection remained consistently subpar, failing to demonstrate significant growth or improvement over time. It is noteworthy that Stage 4, which typically represents a culmination of candidates' reflective abilities, received the lowest score, indicating a lack of development in this crucial aspect of their professional practice.

Participant F's comments included many instances of technical issues that were rather easy to address with some practice, such as "I made a mistake of not creating extra rooms during pairing them in Breakout rooms". One area of concern was Participant F's tendency to attribute unsuccessful instances in lessons to technical issues with their laptop citing it in 5 out of the 8 SRFs. They stated, "Focusing more on language analysis while asking them to answer for the stress in the words, in addition to, some wastage of time that happens due to laptop"; and "Also I made a mistake in a stressful time of the laptop that's slow and stuck all the time ... "; and "As my laptop is too slow, ... so that's one of the reasons as well". While technical issues can indeed impact the smooth running of a lesson, it is important for teachers to take responsibility for their

own actions and consider alternative solutions or strategies to mitigate such issues. In one of the instances, Participant F blames the students for wasting time in the breakout rooms even though the breakout rooms are controlled only by the teacher "Some of the students were left alone in one of the breakout rooms ... and again one of them comes in the wrong room and they wasted 2 minutes according to my monitoring".

Additionally, some of Participant F's comments lacked a systematic solution or action plan, such as "As my laptop brings me up in a stressed situation, I will try my best in future"; and "Managing the time in the stages a bit more would be better"; and "I will think more accurately in managing the time". Furthermore, some of Participant F's comments lacked evidence and were not well developed. Simply stating that everything was fine or successful without providing specific examples or elaborating on the reasons behind their assessment does not provide a comprehensive understanding of their teaching practice such as "Everything was fine, especially I was happy that they do understand the vocabulary"; and "I extremely enjoyed the lesson as I was successful in managing clear instructions".

On a positive note, Participant F demonstrated commendable reflective practices throughout their teaching. They actively involved their students in the feedback process, showing a clear understanding of their individual strengths and weaknesses. This was evident when they stated, "... I know a lot about their strengths and weaknesses, so I will manage the weaker ones more for the next TP...". This insight reflects their commitment to differentiated instruction and their intention to tailor future lessons to better support their students. Furthermore, Participant F showed an acute awareness of the classroom dynamics, noting that "... Ss were discussing with each other and they were completely aware of the story...". This indicates their ability to foster student engagement and ensure that learners are on task and comprehending the material. Additionally, their reflection on the need to adapt their teaching strategies was highlighted when they mentioned, "I will bring more interesting lead-ins to wake them up as they were looking tired according to their participating voices." This shows their responsiveness to student energy levels and their willingness to adjust their approach to maintain a lively and effective learning environment.

They also provided some evidence for their claims "... the clarification part went well as they were asking questions related to some words ... they got enough time to

... speak freely at the end ..."; and "It was successful because of the lead in slums picture that gained their interest in the subject"; and "... the aim was achieved as they were using the T.L freely while discussion about their plans ...". Participant F also commented on the appropriacy of classroom and teaching techniques, such as "I need to focus more on giving them enough time to read for details..."; and "I made a good focus on pronunciation by telling them to repeat after me".

In conclusion, Participant F demonstrated a mixed level of reflection throughout the course. While they showed instances of good reflection by considering the strengths and weaknesses of their students and providing evidence to support their claims, there were also areas where their reflection was lacking and could benefit from more guidance and input to develop their skills.



CHAPTER V

CONCLUSION AND RECOMMENDATIONS

5.1 Discussion of Findings of Research Questions

The investigation of the reflective journey of CELTA candidates has shown a diverse range of reflections and focal points throughout the course. Overall, the thesis findings provide valuable insights into the reflective journey of CELTA candidates and the ways in which they strive to enhance their teaching practice through reflective experiences. The study also highlights the varying levels of reflection exhibited by the candidates, with some demonstrating a high level of reflection and others exhibiting a limited level of reflective practice throughout the course

5.1.1 Discussion of the findings for the RQ1

Two main points emerge from the study and analysis for the areas participants reflect on:

1. Criterion *2f Register* was not cited at all in participants SRFs
2. Criterion *5e Materials Use* was mostly associated with the online teaching platform.

Regarding *2f Register*, it could be suggested that this criterion is incorporated into criterion *2e Clarifying Language* since *2f* is one of *2e*'s constituents parts. Thus, it makes sense for *2f* not to be a criterion on its own due to the fact that it was not reflected on at all.

The mid-frequency of *5e Materials Use* was caused mostly by the fact that the course was delivered online. Most of the comments related to this criterion cited an issue with the teaching platform; using it, rather than it being problematic. Therefore, it might be informative to apply this study on a face-to-face CELTA course to observe if it would lead to the same results.

5.1.2 Discussion of the findings for the RQ2

The analysis revealed a significant overlap between the action points listed in the LFCAs and those identified in the SRFs. In other words, participants were consistent in their reflection process. Participants demonstrated success in many areas as they were able to transform them from action points to strengths.

The most important observation from this data is the fact that *Timing* was the most cited and problematic area for all candidates. Thus, the researcher could suggest experimenting with a different time format for the lessons. For the CELTA course of this study, and most other courses, the format was eight lesson each consists of forty-five minutes. The suggested time format is six lessons each consists of sixty minutes. That would give the participants enough time to tackle all the issues and address their students needs.

5.1.3 Discussion of the findings for the RQ3

The deep analysis of participants' SRFs revealed the unique reflective experience for each of them. Table 5.1 below highlights the main areas and characteristics for each participant:

Table 5.1: RQ3 Findings

Participant	Strengths	Areas for Improvement
A	Consistent progress, commitment to improvement, seeking solutions to problems, incorporating student feedback, willingness to admit mistakes	Lacked development or evidence in some comments
B	Self-criticism, taking responsibility for mistakes, considering students' needs	Lack of proposing solutions, comments lacking specificity and reasoning
C	High level of reflection, robust and insightful comments, commitment to self-improvement, deep understanding of	N/A

Participant	Strengths	Areas for Improvement
	effective teaching practices, continuous learning process	
D	Sense of accountability, forward-thinking mentality, evidence-based reflection, action plans for development	N/A
E	Focus on essential teaching techniques, prioritizing students' needs	Struggle with technical issues impacting teaching and development
F	Instances of good reflection, considering students' strengths and weaknesses, providing evidence for claims	Subpar reflection, lack of significant growth or improvement over time

In summary, each participant demonstrated unique strengths in their reflective practice, such as consistent progress, self-criticism, deep understanding of effective teaching practices, sense of accountability, and focus on essential teaching techniques. However, there were also areas for improvement, including the lack of proposing solutions, struggle with technical issues, and subpar reflection. It is also worthwhile to note that Participants C and D demonstrate the highest levels of reflective engagement. This observation prompts an inquiry into whether their advanced reflective capacities might be attributed to their backgrounds and qualifications in English-related fields.

Overall, these comparisons provide insights into the diverse reflective practices of the participants and highlight their individual strengths and areas for growth.

5.2 Recommendations for Further Research

Based on the findings of this study, potential avenues for future research may include:

- Analyzing the areas reflected on in a face-to-face CELTA and comparing the results to this study's.

- Experimenting with a 6 X 60-minute lesson formats to examine whether *Timing* would still be the dominant criterion in SRFs.
- Comparing SRFs of those who were awarded a Pass grade against those awarded Pass A and Pass B grade to examine the existence of correlation between a high-level reflection and a higher passing grade on CELTA.
- Studying the frequency of criteria and categorizing them based on whether they were mentioned when commenting on successful elements of the lesson, or on elements that need to be improved.
- Investigating whether a correlation exists between increased teaching experience and ELT qualifications and higher levels of reflective practice.

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APPENDICES

Appendix A CELTA lesson evaluation form (British Side, 2021)

CELTA – Lesson Evaluation

To be completed after the lesson but before feedback.

Did you achieve your aims? How do you know?

What didn't go as you wanted it to? Why not?

What did you like about your plan?

What could have been better in your plan?

What will you change the next time you teach this lesson?

Action points for future lessons:

Appendix B The 41 CELTA assessment criteria for teaching Practice (Cambridge Assessment English, 2021, pp. 15-16)

prepare and plan for the effective teaching of adult ESOL learners by:

- 4a identifying and stating appropriate aims/outcomes for individual lessons
- 4b ordering activities so that they achieve lesson aims/outcomes
- 4c selecting, adapting or designing materials, activities, resources and technical aids appropriate for the lesson
- 4d presenting the materials for classroom use with a professional appearance, and with regard to copyright requirements
- 4e describing the procedure of the lesson in sufficient detail
- 4f including interaction patterns appropriate for the materials and activities used in the lesson
- 4g ensuring balance, variety and a communicative focus in materials, tasks and activities
- 4h allocating appropriate timing for different stages in the lessons
- 4i analysing language with attention to form, meaning and phonology and using correct terminology
- 4j anticipating potential difficulties with language, materials and learners
- 4k suggesting solutions to anticipated problems
- 4l using terminology that relates to language skills and subskills correctly
- 4m working constructively with colleagues in the planning of teaching practice sessions
- 4n reflecting on and evaluating their plans in light of the learning process and suggesting improvements for future plans.

demonstrate professional competence as teachers by:

- 1a teaching a class with an awareness of the needs and interests of the learner group

1b teaching a class with an awareness of learning preferences and cultural factors that may affect learning

1c acknowledging, when necessary, learners' backgrounds and previous learning experiences

1d establishing good rapport with learners and ensuring they are fully involved in learning activities

2a adjusting their own use of language in the classroom according to the learner group and the context

2b identifying errors and sensitively correcting learners' oral and written language

2c providing clear contexts and a communicative focus for language

2d providing accurate and appropriate models of oral and written language in the classroom

2e focusing on language items in the classroom by clarifying relevant aspects of meaning and form (including phonology) for learners to an appropriate degree of depth

2f showing awareness of differences in style and register

2g providing appropriate practice of language items

3a helping learners to understand reading and listening texts

3b helping learners to produce oral and written language

3c helping learners to develop writing skills

5a arranging the classroom appropriately for teaching and learning, bearing in mind safety regulations of the institution

5b setting up and managing whole-class and/or group or individual activities as appropriate

5c selecting appropriate teaching techniques in relation to the content of the lesson

5d managing the learning process in such a way that lesson aims are achieved

5e making use of materials, resources and technical aids in such a way that they enhance learning

5f using appropriate means to make instructions for tasks and activities clear to learners

5g using a range of questions effectively for the purpose of elicitation and checking of understanding

5h providing learners with appropriate feedback on tasks and activities

5i maintaining an appropriate learning pace in relation to materials, tasks and activities

5j monitoring learners appropriately in relation to the task or activity

5k beginning and finishing lessons on time and, if necessary, making any relevant regulations pertaining to the teaching institution clear to learners

5l maintaining accurate and up-to-date records in their portfolio

5m noting their own teaching strengths and weaknesses in different teaching situations in light of feedback from learners, teachers and teacher educators

5n participating in and responding to feedback.

Appendix C CELTA Sample timetable, Anglo Continental. (2016).

Week 1	Monday	Tuesday	Wednesday	Thursday	Friday
8.45 - 10.15	Course introduction Language Learners	Teaching receptive skills Overview	Language Development 1 Test-Teach-Test Review of terminology	Lesson Planning for language based lessons using a coursebook	Introduction to vocabulary Checking meaning of vocabulary
10.45 - 12.15	Classroom management Video of Communicative activities	Lesson planning for receptive skills lessons + preparation	Observation of Anglo-Continental teachers	Language Development 2: Past time Concept Checking & Timelines	Phonology 1: Overview
12.30 - 13.15	Preparation for teaching practice	Preparation for teaching practice	Lesson guidance	Lesson guidance	Lesson guidance
14.00 - 17.00	Teaching practice Feedback Guidance for TP	Teaching practice Feedback Guidance for TP	Teaching practice Feedback	Teaching practice Feedback	Teaching practice Feedback Mini Tutorials
NOTES	<i>Start making and filing observation notes in TP</i>	Assignment <i>Focus on the Learner</i> Due: Fri wk 3		Assignment <i>Language Related Task</i> Due: Mon wk 2	<i>Check CELTA 5 & portfolio are complete & hand in for tutor to complete stage one progress report</i>

Week 2	Monday	Tuesday	Wednesday	Thursday	Friday
8.45 - 10.15	Language practice activities	Evaluating and exploiting authentic and supplementary materials	Teaching by guided discovery Video observation: Focusing on lexis	Language Development 4 Teaching functional language	Observation of Anglo-Continental Teachers
10.45 -12.15	Language Development 3: Perfectives Presentation and practice Video observation	Dealing with errors in oral activities	The Listening skill: Using video, songs and other materials	Phonology 2 Stress, rhythm and intonation Checking meaning review	Mid-course tutorials All tutors
12.30 - 13.15	Lesson guidance	Lesson guidance	Lesson guidance	Lesson guidance	Lesson guidance
14.00 - 17.00	Teaching practice Feedback	Teaching practice Feedback	Teaching practice Feedback	Teaching practice Feedback	Teaching practice Feedback
NOTES	Submit LRT Assignment <i>Lessons From the Classroom</i> Due Weds wk 4	Assignment <i>Language Skills Related Task</i> Due Wed Wk 3		Take home CELTA 5 and complete stage two progress report	Check CELTA 5 & portfolio are complete before tutorial
Week 3	Monday	Tuesday	Wednesday	Thursday	Friday
08.45 - 10.15	Barriers to listening, reading and writing. Learner independence and self study centres	Phonology 3 Individual sounds and the 'chart'	The Speaking Skill	Planning a series of lessons	Task based Learning video observation
10.45 - 12.15	The Lexical Approach	The Writing Skill 1	Observation of Anglo-Continental	Language Development 5: Future forms	Tutorials Forward planning

			teachers		
12.30 13.15	Lesson guidance	Lesson guidance	Lesson guidance	Lesson guidance	Lesson Preparation
14.00 17.00	Teaching practice Feedback	Teaching practice Feedback	Teaching practice Feedback	Teaching practice Feedback	Teaching Practice Feedback
NOTES			Submit Language Skills Related Task	<i>Check CELTA 5 & portfolio are complete</i>	Submit Focus On the Learner

Week 4	Monday	Tuesday	Wednesday	Thursday	Friday
8.45 10.15	Continuing Professional Development: Websites and other resources for CPD	The Writing Skill 2 and Literacy	Teaching young learners	Formal and Informal tests and assessment	Teaching in the UK and abroad: the differences
10.45 12.15	Vocabulary 2 Phrasal verbs and Idioms	Language Development 6 Modals	Teaching Business English & One to One	Teaching beginner and advanced classes	The ELT Profession
12.30 13.15	Lesson preparation	Lesson preparation	Lesson Preparation	Lesson Preparation	Final TP preparation
14.00 17.00	Teaching practice	Teaching practice	Teaching practice	Teaching practice	Teaching practice Feedback

	ce Feedback	Feedback	e Feedback	Feedback	<i>Submission of portfolios</i>
NOTES	Check CELTA 5 & portfolio are complete & hand in for assessor's visit	Assessor's visit TBC	Submit <i>Lessons From the Classroom</i>		



Appendix D CELTA Assessment Scheme

	TP 1-2	TP 3-4	TP 5-6	TP 7-8
4a) Stating Aims			•	•
4b) Staging			•	•
4c) Materials Design		•	•	•
4d) Materials Prep.	•	•	•	•
4e) Procedure	•	•	•	•
4f) Interaction Patterns	•	•	•	•
4g) Variety and Balance				•
4h) Timing				•
4i) Language Analysis		•	•	•
4j) Anticipated Problems			•	•
4k) Anticipated Solutions			•	•
4l) Terminology				•
4m) Teamwork		•	•	•
4n) Reflection on Plans			•	•
1a) Needs Awareness			•	•
1b) Cultural Awareness		•	•	•
1c) Background Awareness			•	•
1d) Rapport	•	•	•	•
2a) TTT/Language Grading	•	•	•	•
2b) Error Correction			•	•
2c) Context			•	•
2d) Language Models	•	•	•	•
2e) Clarifying Language			•	•
2f) Register				•
2g) Language Practice			•	•
3a) Reading/Listening		•	•	•
3b) Oral Fluency			•	•
3c) Writing				•
5a) Classroom Arrangement		•	•	•
5b) Grouping	•	•	•	•
5c) Teaching Techniques			•	•
5d) Achieving Aims				•
5e) Material Use			•	•
5f) Instructions	•	•	•	•
5g) Eliciting/Concept Checking		•	•	•
5h) Feedback		•	•	•
5i) Pace			•	•
5j) Monitoring	•	•	•	•
5k) Timing	•	•	•	•
5l) Portfolio		•	•	•
5m) Self reflection	•	•	•	•
5n) Participation		•	•	•

Appendix E Lessons from the Classroom Assignment

Lessons from the Classroom

(Assignment 4)

750 – 1,000 words

In this assignment, you will reflect on the progress you make during the course.

Name:

ASSESSMENT CRITERIA

	1 st sub	2 nd sub
1. Reflect on strengths and developmental needs for both teaching and planning in different situations in light of feedback from learners, tutors, peers, and your observation of experienced teachers.		
2. Identify which ELT areas of knowledge and skills need further development (Action points) and outline an action plan for each identified area.		
3. Describe in a <i>specific way</i> how to develop ELT knowledge and skills beyond the course (Professional development post-CELTA)		
4. Able to write in clear, accurate, and appropriate language		

	Yes / No	Date	1 st marker	2 nd marker
PASS				

RESUBMISSION needed				
PASS ON RESUBMISSION				
FAIL ON RESUBMISSION				
OVERALL COMMENT				

NB: If you need to resubmit an assignment, make sure you hand in the **original version** and the **resubmitted version**. Both versions need to be in your portfolio.

1. (approx. 700 words) Identify and reflect on your **main strengths** and **developmental needs** in both planning and teaching **over TPs 1-6** and identify **action points for the last stage of the course**. You do not need to identify every strength and weakness. **Prioritise** them by considering oral and written feedback. (*Criteria 1 & 2*)

- Refer to **feedback** you have received from tutors and your peers. (*e.g. "According to my tutor in written feedback..." or "As evidenced in my tutor's feedback" or "This was supported by my peer feedback..."*)
- You must write about your strengths and developmental needs in **continuous prose**.
- Use the following headings: Strengths, Developmental Needs and Action Points to organise your writing.

2. (approx. 300 words) Also:

- write a **Summary** of what you have learned over the **whole course**
- state, in a **specific** way, how you intend to develop your teaching skills and knowledge **beyond the course** (see the example below). (*Criteria 3*)
- Use the following headings: Summary, Plans for Post-course Development

E.g. I want to attend conferences and seminars in order to keep up-to-date with current trends in ELT.

3. Before submitting the final version of your assignment, please proof-read carefully.
(*Criteria 4*)

Appendix F CELTA Syllabus Source: Cambridge Assessment English. (2021).

CELTA: Syllabus and assessment guidelines. UCLES

Syllabus overview

When 'classroom' is referred to throughout, it may relate to the physical or online classroom.

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

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

Topic 2 – Language analysis and awareness

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

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

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

Topic 4 – Planning and resources for different teaching contexts

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

Topic 5 – Developing teaching skills and professionalism

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



Appendix G Framework for the Assessment of Reflection on CELTA Courses.

Mackenzie, L. (2019). Investigating reflection in written assignments on CELTA courses. *ELT Journal*. 73. 11-20. 10.1093/elt/ccy037.

1: Low-level reflection	2: Mid-level reflection	3: High-level reflection
<ul style="list-style-type: none"> • inconsistent questioning of practice • descriptive, non-speculative and non-inquisitive attitude • holds external factors responsible for behaviour and events • little or no desire to change or improve/no evidence of this • self-oriented (single perspective) • few or no references to the literature or previous learning/knowledge • reflection restricted to application of micro-skills (e.g. use of teacher voice, eliciting) • little or no explanation of reasons for behaviour or practice • can reflect on <i>some</i> key strengths and weaknesses and can <i>generally</i> use these reflections to develop their teaching skills 	<ul style="list-style-type: none"> • reflection shows features of 1 and 3 	<ul style="list-style-type: none"> • constant or systematic questioning of practice • evaluative, speculative, inquisitive attitude • more personal accountability for events and behaviour • a desire to change or improve/evidence of this • other-oriented (takes into account the perspectives of peers, tutors, students etc.) • several/many references to relevant literature and previous learning/ knowledge • reflection on appropriateness of micro-skills for a given context and the appropriateness of outcomes achieved by an application of these skills • exploration of reasons for behaviour or practice • can reflect on <i>key</i> strengths and weaknesses and can <i>consistently</i> use these reflections to develop their teaching skills

Appendix H Participant Consent Form

Participant Consent Form

Title of Study: Developing Reflective Experiences of Cambridge CELTA Trainees

Researcher: Ahmad Zaytoun

Introduction: You are invited to participate in a research study that aims to explore the journey of the CELTA (Certificate in Teaching English to Speakers of Other Languages) course. The study seeks to gain insights into participants development throughout the course. Your participation in this study is entirely voluntary, and this form is designed to provide you with information about the study and to obtain your consent to participate.

Anonymity and Confidentiality: Your participation in this study will be kept strictly confidential. All data collected will be de-identified, and any personal information that could potentially identify you will be removed or altered to ensure anonymity. The results of the study will be reported in aggregate form, and no individual participant will be identifiable in any publications or presentations resulting from this research.

Voluntary Participation: Your participation in this study is entirely voluntary. You have the right to withdraw from the study at any time without any consequences. Your decision to participate or not participate will not affect your current or future relationship with the researcher or the educational institution.

Contact Information: If you have any questions about the study or your participation, please feel free to contact the researcher at [. If you have any concerns about the study and wish to speak with an independent person, you may contact [Jenny Miller, the Head of Teacher Training Department at British Side] at [].

Consent: I have read and understood the information provided in this consent form. I have had the opportunity to ask questions and have received satisfactory answers. I voluntarily agree to participate in the study and understand that I may withdraw at any time without penalty.

Participant's Name: _____

Participant's Signature: _____

Date: _____

Appendix I Head of Department Approval Form

Request for Approval to Conduct Research

Title of Study: Developing Reflective Experiences of Cambridge CELTA Trainees

Researcher: [Ahmad Zaytoun]

Introduction: I am writing to request approval to conduct a research study as part of my MA thesis. The study aims to explore the reflective practice of educators who have completed the CELTA (Certificate in Teaching English to Speakers of Other Languages) course. The research is designed to contribute to the scholarly understanding of reflective practice in teacher education and has the potential to provide valuable insights for the department.

Study Description: The study will involve the analysis of reflective statements and self-reflection forms submitted by participants during their CELTA course. The focus of the research is to understand the reflective processes, challenges, and growth experienced by educators throughout the course. The findings are expected to offer valuable insights into the effectiveness of the CELTA program and the development of reflective teaching practices.

Anonymity and Confidentiality: All data collected for this study will be handled with the utmost confidentiality and anonymity. Any personal information that could potentially identify the participants will be removed or altered to ensure anonymity. The results of the study will be reported in aggregate form, and no individual participant will be identifiable in any publications or presentations resulting from this research.

Benefits of the Study: The findings of this study have the potential to benefit the department by providing insights into the effectiveness of the CELTA program and the development of reflective teaching practices. The research may also contribute to the scholarly reputation of the department and enhance its standing in the field of teacher education.

Approval: I kindly request your approval to conduct this research study. Your support and approval are essential for the successful completion of this study, and I am committed to adhering to all ethical guidelines and departmental regulations throughout the research process.

Contact Information: If you have any questions or require further information about the study, please feel free to contact me at.

Approval: I, [Jenny Miller], approve the proposed research study titled “Developing Reflective Experiences of Cambridge CELTA Trainees” and acknowledge the researcher’s commitment to ethical conduct and adherence to departmental regulations.

Head of Department’s Name: Jenny Miller

Head of Department’s Signature: Jenny Miller

Date: January, 2023.

CURRICULUM VITAE

Name: Ahmad

Last Name: Zaytoun

EDUCATION

Master of Arts: Istanbul Sabahattin Zaim University, English Language Teaching, 2024

Undergraduate: AlBaath University, English Language Teaching, 2012

PROCEEDINGS

Gülseren, Ö., & Zaytoun, A. (2024). Developing Reflective Experiences of Cambridge Celta Trainees.